

# atd ★ AWARDS

Excellence in Talent Development

## CEREMONY AND RECEPTION

Honoring Outstanding Leaders and Organizations  
Committed to Excellence in Talent Development

2016-2017

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# ATD AWARDS 2016-2017

All over the world, talent development professionals work every day to help create a world that works better. They do this by developing the knowledge, skills, and abilities of others. Tonight, we celebrate the efforts of individuals and organizations whose commitment to excellence sets them apart.

## **Welcome Remarks:**

Tony Bingham  
ATD President and CEO

## **Presentation of Awards:**

ATD Certification Institute's CPLP Employer Award  
ATD Dissertation Award  
ATD Excellence in Practice Honorable Mention Citations  
ATD Excellence in Practice Awards  
ATD Champion of Talent Development Award  
ATD Innovation in Talent Development Award  
ATD Distinguished Contribution to Talent Development Award

## **Photos will be taken at conclusion of ceremony.**

## **Reception at Ventanas**

Access to Ventanas is outside of hotel.



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Thank you to our sponsor, Harvard Business School,  
for its support of excellence in talent development.

## AWARD SELECTION TEAMS

Our professional recognition programs are successful because many subject matter experts volunteer their time and talent to review entries and work together in teams to select winners. We are grateful for the contributions of these individuals in selecting our 2016-2017 winners.

### **Awards Strategy Committee**

Mike Girone, Chairman  
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Ed Cohen  
Rick Hicks  
Kimo Kippen  
Sandy Quesada  
Steve Sitek  
Mary Slaughter

### **ATD Certification Institute Review Team**

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### **Excellence in Practice Awards Review Team**

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Mike Girone  
Carol Glynn  
Tara Gray, CPLP  
Nancy Harvin  
Mary Holtschneider, CPLP  
Anders Kinding  
John Kostek  
Candice Kramer, CPLP  
Susan Langlitz  
King Lee, CPLP  
Bruce Mabree, CPLP  
Dawn Mahoney, CPLP  
Jay Maxwell, CPLP  
John McDermott, CPLP  
Laurie McGraw, CPLP  
Suanne McMullen, CPLP  
Cindy Molina, CPLP  
Pam Moore  
Loretta Morrison  
Jennifer Neibert, CPLP  
Julie O'Mara

Maureen Orey, CPLP  
Jeff Persaile, CPLP  
George Piskurich  
Howard Prager  
Kella Price, CPLP  
Greg Rider, CPLP  
Sharon Ridings  
Chris Ross, CPLP  
Lori Ann Roth, CPLP  
Marguerite Samms  
Kathy Shurte, CPLP  
Steve Sitek  
Paul Smith  
Steve Smith  
Marcia Stewart-Downing  
Chuck Udell  
James Wallis, CPLP  
Patricia Ward, CPLP  
Charnell Westerman, CPLP  
Kelley Williamson, CPLP  
Joe Willmore

## CPLP EMPLOYER AWARD

This honor recognizes employers and the business community for their support of the CPLP credential.



### **Al Nahdi Medical Company Jeddah, Saudi Arabia**

Al Nahdi Medical Company opened in 1986 with two pharmacy outlets in the city of Jeddah, Saudi Arabia. It has grown substantially; the company is now the largest pharmaceutical chain in the Middle East and North Africa, representing numerous global medical firms. It operates a network of more than 1,000 pharmacies in Saudi Arabia, and has become a national and regional leader in the sales and distribution of medicine, accessories, and medical equipment.

One of the organization's core values is excellence and high efficiency in every endeavor, including developing its workforce. The Nahdi Talent Academy is considered a competitive advantage by the organization. In addition to developing its own workforce, the academy aims to encourage and motivate the national workforce to pursue accredited professional certifications in different fields. Because the Certified Professional in Learning and Performance (CPLP) certification is the only credential covering the entire talent development profession, talent development professionals working at the academy are strongly encouraged to obtain the CPLP.

To help L&D team members pursue the CPLP, the organization purchased the ATD Learning System so that preparation and study materials are present in the workplace. The company also reimburses the cost of obtaining the certification.

There are two CPLP credential holders on staff and three more are in the process of obtaining the certification. L&D team members know that obtaining the CPLP can lead to promotion within the organization.

CPLP holders act as coaches for the company's CPLP candidates. In 2017, the academy plans to develop a virtual training program that will have CPLP holders share knowledge from the ATD Learning System with all L&D team members. A video in Arab is also being created to help a broader audience of Arab CPLP candidates.

## ATD DISSERTATION AWARD

This award recognizes outstanding dissertations that hold significant implications for the talent development field.

**Dr. Maureen Orey, CPLP**  
**Brandman University**



*"Is it Worth It? The Career Benefits and Return on Investment of Volunteer Leadership as Perceived by Chapter Leaders in a Professional Talent Development Association."*

In "Is it Worth It? The Career Benefits and Return on Investment of Volunteer Leadership as Perceived by Chapter Leaders in a Professional Talent Development Association," 2016 ATD Dissertation Award

winner Maureen Orey calculates that ATD chapter leaders who also serve in advisory roles to ATD's national organization enjoy a 246 percent average return on investment (ROI) for the time and money they invest in their roles as volunteer leaders.

Many advantages of volunteering as a chapter leader come in the forms of career development and career success. More than 90 percent of the study's subjects said their participation as a chapter leader "contributed highly" to the feeling of positively influencing a relevant industry association, meeting new professionals in the industry, opening doors for new experiences and opportunities, connecting to their industry organization, and aligning their career with their aspirations.

Orey gathered quantitative data for the study by surveying 40 former ATD chapter presidents who served as members of the National Advisors for Chapters committee for at least one year between 2010 and 2015. The survey contained 13 quantitative questions and six demographic questions, with four sections to assess whether the subjects' volunteer leadership experience left them satisfied, whether they learned from it, whether they applied what they learned, and how that application affected their career objectives.

To gather additional qualitative data for her dissertation, Orey conducted semi-structured follow-up interviews with 27 of the survey's respondents. Consisting of seven questions, the dissertation states that interviews offered more detailed insights to "the benefits realized and the investment and expenses of volunteer leadership" to help calculate the overall ROI.

Dr. Orey, president of the consultancy Workplace Learning & Performance Group, chose to undertake this research project based on her previous experience as an ATD chapter president and for the association full-time as a liaison between its chapters and national headquarters. "I always knew that I personally benefited from my volunteer leadership experience, and I often wondered about the experience of others," she said. "There was no research specifically focusing on the ROI and tangible skill development acquired through volunteer leadership."

Her findings show that some people get a greater return on their investments as a chapter leader than others. The largest difference in which people value their experiences as volunteer chapter leaders is based on professional status – internal talent development practitioners versus outside consultants. According to the study, "the experience of volunteer leadership for internal employees realized a negative ROI of -11 percent," while "external consultants and business owners realized a positive ROI of 424 percent." However, Orey noted that the ROI for internal practitioners may have been suppressed below its actual number: While serving as a chapter leader often helped people network themselves into better-paying roles, "it seemed that internal employees did not always include [the effects on] their salary in the financial calculation of the value," she said.

Other details of the research stood out to Orey as well. She noticed that study participants' volunteer leadership "led them to a transformational change as a leader," a change that they reported benefiting from after their time as volunteers ended. Her findings also taught her that talent development professionals who are "purposeful in seeking opportunities that stretch them" got the most out of their association leadership. One example she remembers is a chapter leader with an interest in finance, but no prior knowledge. This person started helping their chapter's leader with financial tracking, which evolved into her becoming CFO of the chapter's board. That experience opened new doors for her when she interviewed for her next professional opportunity.

"I hope that talent development professionals take at least two key ideas from my study," says Orey. First, that serving on a board as a volunteer leader can be a fantastic way to develop yourself, build your leadership capacity, and expand your professional network. Second, that volunteer leadership is a valuable tool that can be used to develop leadership skills in high potential and aspiring leaders, especially when their organizations don't have the budgets to pay for it. "Yes, it takes time and commitment," she says, "but the benefits are vast and plentiful."



## EXCELLENCE IN PRACTICE—HONORABLE MENTION CITATIONS

The following organizations are being recognized with Excellence in Practice Honorable Mention Citations. Reviewers believe these practices hold great promise and possess many elements of award-winning effort.

There are 10 categories in which practices can be recognized: career development, coaching and mentoring, change management, diversity and inclusion, integrated talent management, learning technologies, managing the learning function, organizational learning and development, performance improvement, and sales enablement.

### **Asian Paints Ltd., India**

- » Sales Enablement
- » “Srijan”

### **Baidu Inc., China**

- » Organizational Learning and Development
- » “Qihang—Transitioning From IC to Manager”

### **Broadway Bank, United States**

- » Coaching and Mentoring
- » “NEXT Mentorship Program”

### **CLP Power Hong Kong Limited, Hong Kong**

- » Organizational Learning and Development
- » “Nurturing Fresh Talent to Counter the Challenge of an Aging Workforce”

### **DTE Energy, United States**

- » Managing the Learning Function
- » “Enterprise Learning and Development Governance Structure and Process”

### **Emirates Islamic, United Arab Emirates**

- » Learning Technologies
- » “Digital On-Job-Training Framework”
- » Partner: ZEMYD Marketing Consultancy

### **Emirates Islamic, United Arab Emirates**

- » Organizational Learning and Development
- » “Own Up - Customer Care Program”
- » Partner: Transformation Consulting and Training FZ LLC

### **Emirates NBD, United Arab Emirates**

- » Organizational Learning and Development
- » “Associate Leadership Development—Certified Associate Program (CAP)”

### **Emirates NBD, United Arab Emirates**

- » Organizational Learning and Development and Career Development
- » “Associate Leadership Development—Team Leadership Program”

### **Emirates NBD, United Arab Emirates**

- » Organizational Learning and Development
- » “Managerial Leadership Program (MLP)”

### **Emirates NBD, United Arab Emirates**

- » Performance Improvement
- » “Retail Distribution (Sales) Training”

### **Emirates NBD, United Arab Emirates**

- » Sales Enablement
- » “Personal Banking Advisors (PBA) Sales Training Program”

### **Emirates NBD, United Arab Emirates**

- » Sales Enablement
- » “Retail Banking Sales Leadership Program-RBSLP”

### **ENN Group Corporate University, China**

- » Learning Technologies
- » “Gamification in Mobile Learning”

**Express Scripts, United States**

- » Organizational Learning and Development
- » “Strategic Performance Solutions”

**FTLife Insurance Company Limited, Hong Kong**

- » Learning Technologies
- » “Mobile Learning”

**Genpact, United States**

- » Career Development
- » “ACE—Accelerate Learning for Continued Excellence”
- » Partner: Harvard Business Publishing

**Genpact, United States**

- » Diversity and Inclusion
- » “Aparajita”
- » Partner: Life Beyond Motherhood

**HCL Technologies, India**

- » Career Development
- » “Career Connect”

**Hewlett Packard Enterprise, United States**

- » Career Development and Integrated Talent Management
- » “ELITE—Emerging Leaders Induction & Talent Enablement”

**Infosys BPO, India**

- » Organizational Learning and Development
- » “Frontline Leadership Intensive Impact Program (FLIIP)”

**Ingersoll Rand, United States**

- » Sales Enablement
- » “Ingersoll Rand Sales Management Excellence”
- » Partner: Baker Communications

**Institute for Information Industry, Taiwan**

- » Organizational Learning and Development
- » “Interdisciplinary Software Talent Advancement Training Program (INSTANT)”

**Kotak Mahindra Old Mutual Life Insurance Limited, India**

- » Sales Enablement
- » “APC Center of Excellence”

**Migros Ticaret A.Ş., Turkey**

- » Organizational Learning and Development
- » “Butcher Development Program”

**MTR Corporation, Hong Kong**

- » Organizational Learning and Development
- » “Autonomous Intrinsic Motivation Cycles With Computer Assisted Table-Top Exercise for Competency Development (AIM+CATE)”

**OppenheimerFunds, United States**

- » Organizational Learning and Development
- » “Quality Ecosystem Training/Associate Partnering”

**Pitney Bowes Software India Pvt. Ltd., India**

- » Change Management
- » “Building and Sustaining a Culture of Innovation”

**Prometheus Real Estate Group, United States**

- » Coaching and Mentoring
- » “The Neighbor Ambassador Playbook On-Boarding Program”

**PTT Public Company Limited, Thailand**

- » Career Development
- » “Y2PG—Young People to Globalization”

**The Regional Municipality of York, Canada**

- » Coaching and Mentoring
- » “Triple M Leadership Program”

**SAP, Germany**

- » Change Management
- » “Mastering Partner Business”

**SAP, Germany**

- » Sales Enablement
- » “Sales Excellence”

**Scrimmage, United States**

- » Learning Technologies
- » “Pushing Boundaries—Empowering Sales Teams With Gamification”
- » Partner: Terumo Interventional Systems

**Sonic Automotive, United States**

- » Organizational Learning and Development
- » “Variable Operations Leadership Academy”
- » Partner: Tier1 Performance Solutions

**Southern Water, United Kingdom**

- » Organizational Learning and Development
- » “Koru-High Performance Resilience@Work”
- » Partners: Koru International; Phillips Associates; Owl’s Ledge

**Sports Federation and Olympic Committee of Hong Kong, China, Hong Kong**

- » Organizational Learning and Development
- » “Life Skills Training Programme for Retired Athletes”
- » Partner: MTR Corporation Limited

**Sun Life Financial, Canada**

- » Career Development
- » “Advancing High Performance: Leadership Development for Sun Life’s Directors”

**Tanfeeth, United Arab Emirates**

- » Career Development
- » “Certified Process Expert”

**Tanfeeth, United Arab Emirates**

- » Learning Technologies
- » “Tanfeeth Learning Management System”

**Tanfeeth, United Arab Emirates**

- » Managing the Learning Function
- » “Learning on the Go”

**Tata Consultancy Services, India**

- » Integrated Talent Management
- » “Alternate Talent Strategy: Academia Interface Program”

**Tata Consultancy Services, India**

- » Learning Technologies
- » “Continuous Learning & Education”

**Tata Consultancy Services, Mexico**

- » Organizational Learning and Development
- » “Continuous Learning Program”

**TD Bank, Canada**

- » Integrated Talent Management
- » “Leadership Development & Talent Management”

**Tech Mahindra Limited, India**

- » Career Development
- » “Role Based Academy”

**TELUS International, United States**

- » Organizational Learning and Development
- » “Learning@TI Roadmap”

**UnitedHealthcare, United States**

- » Learning Technologies
- » “Single Page Application Template”

**Videojet Technologies Inc., United States**

- » Integrated Talent Management
- » “Talent Growth Engine in China”

## ATD EXCELLENCE IN PRACTICE AWARD WINNERS

Excellence in Practice Awards recognize organizations that have achieved success with talent development solutions that drive business impact. Awards are presented for practices that have demonstrated measurable, sustained results.

### Accenture Solutions Private Limited

**LOCATION**

Bangalore, India

**CATEGORY**

Diversity and Inclusion

**PRACTICE**

Best Inclusion & Diversity Strategy—India GU

Inclusion and diversity (I&D) are fundamental to the culture and core values at Accenture. It is the organization's constant endeavor to foster an innovative, collaborative, and high-performing work environment through a diverse workforce that encompasses unique perspectives, abilities, talents, capabilities, experiences, and cultures. The diversity of its people is part of what makes Accenture exceptional. The organization recognizes that each person has unique strengths. And by embracing those strengths, they all deliver high performance—together.

Accenture continues to meet and exceed diversity targets that it sets for itself and is supported by a strong leadership governance structure:

- I&D metrics are included in business scorecards, enabling the monitoring of I&D results for business with the same rigor as other business critical goals.
- Employees learn how to lead a diverse workforce in “leaders-teach-leaders” sessions to recognize and become aware of unconscious biases.
- Leadership accountability ensures team members’ participation in diversity awareness programs, enabling increased awareness of their responsibilities toward diverse colleagues.
- Leaders are increasingly visible as diversity advocates and allies who talk publicly about diversity and its importance to business.
- Leaders regularly review the leadership talent pipeline, ensuring diverse representation and monitoring gaps in attrition or promotion by gender.

Additionally, the company's initiative focused on new parents, “Parents at Work,” is very popular, and Accenture now has more than 110 childcare centers through its partners in all cities in India where the company has offices.

### Accenture Solutions Private Limited

**LOCATION**

Bangalore, India

**CATEGORY**

Managing the Learning Function

**PRACTICE**

India Learning and Professional Development—Top Talent Program

Spanning seven months, Accenture Solutions’ Top Talent Program is designed to groom highly talented junior employees from the operations group through a differentiated, relevant, holistic set of learning practices.

Using classroom training, social collaboration activities, corporate social responsibility initiatives, assignments, and action learning, the program aims to retain high potentials, build supervisory skills, and develop the targeted individuals to enrich the company's knowledge capital.

The result of these efforts? The Top Talent Program has led to more confidence for the high potentials and increased retention rates—a critical aspect of enhanced business performance—as well as a greater number of promotions and certifications.

Specifically, the changes in behavior of the targeted class include supervisory and individual skill building, greater adaptability, enhanced communication capabilities, and increased interaction on social collaboration sites. Participants in the program applauded the training design and content, which they said set up the foundation for the more practical work ahead of them, as well as the overall look and content of the social collaboration page.

To keep the Top Talent Program moving forward, regular updates are shared with not only the participants themselves, but also other stakeholders, including supervisors and HR leads. The alumni of the program serve as ambassadors and provide feedback on how to improve it. They “continue to network and collaborate with each other, discuss best practices, and share information to take the journey ahead.”

The program is treated as an academy that seeks to create a higher rate of return on talent, reinvigorate the company's leadership culture, echo the company strategic goals to build their best people, and emphasize a sense of belonging and relationship.



# ADInstruments

**LOCATION:**

Dunedin, New Zealand

**CATEGORY:**

Learning Technologies

**PRACTICE:**

Onboarding Training Program

ADInstruments, which specializes in creating tools that advance scientific research and education, employs more than 200 people in 14 countries. Sales and marketing are an important part of what it does: nearly four in five of its employees work in these departments or in support of them.

By 2011, the company realized that it needed to improve its training for these individuals. A dispersed workforce made it difficult to provide a consistent onboarding experience, and limited tools exacerbated the challenge. At the time, the company's onboarding only consisted of PowerPoint slide decks, user guides, and an employee handbook. The materials included quality content, but were difficult to update and distribute on a global level.

Considering that both ADInstruments and its competitors were releasing an increased number of new and improving products, creating a scalable and easy-to-update training program became a priority. The company responded by designing a 200-hour onboarding curriculum that maximized the amount of content delivered through e-learning programs, which meant converting about 35 percent of its total onboarding program to a digital format. The e-learning programs included text, videos, case studies, interactive role plays, reference documents, and assessments.

To support the program, the company also designed a cloud-based e-learning delivery platform, which allowed learners to access their onboarding from any device, and made it easy for the company's instructional designers to create new lessons or update existing ones. Simultaneously, the company scaled the platform's value by turning it into a product that it sells to universities and research students, who use it to conduct online versions of laboratory-based learning activities.

In addition to the financial benefits of selling the e-learning delivery platform, the company has enjoyed increased performance from its employees since introducing e-learning to its onboarding program. Employees' average scores on summative training assessments have increased 16 percent, and customer satisfaction scores have risen 9 percent since the introduction.

# Booz Allen Hamilton

**LOCATION:**

McLean, Virginia

**CATEGORY:**

Integrated Talent Management

**PRACTICE:**

People Model

The consulting world is shifting—new solutions now require growth in an organization's ability to perform in areas such as engineering, cyber, systems delivery, and the commercial and international arenas. However, skills in these areas are in high demand and are difficult to attract.

Recognizing that what had made it successful in the past would not be enough to remain viable and grow, Booz Allen developed a new People Model to attract, retain, and grow its employees. The model moves away from a one-size-fits-all approach to a flexible model that capitalizes on the organization's breadth of skills and expertise, enabling employees to pursue diverse experiences that align with their personal goals and interests, and giving leadership greater insight into talent, skills, and gaps. Launched in October 2013, the People Model jump-started a cultural shift in the organization, which continues today.

The People Model now drives how Booz Allen recruits, develops, advances, and retains its employees. Roles have become the anchor for integrated talent management by providing an organization-wide taxonomy for the company's talent strategy. Roles also help Booz Allen better understand its current and future supply of expertise. This allows the company to identify skills gaps and surpluses, which in turn informs its functional learning strategy. The People Model is further supported by career tracks, which provide clear paths for employees to follow, and functional communities, which allow employees to connect with others who have similar expertise.

The lowest in voluntary attrition rates are for the technology career track, indicating the company is now better able to retain its technical employees. Currently, 96 percent of staff are aligned to a functional community, and 83 percent rated functional community events as relevant to their career.

# China Southern Power Grid

**LOCATION:**

Guang Zhou, China

**CATEGORY:**

Organizational Learning and Development

**PARTNERS:**

Huarun Management Consultant  
Shenzhen, China

Wisdomfar Consulting Ltd.  
Beijing, China

**PRACTICE:**

Developing and Implementing a Learning and Development System in Shenzhen

Supplying electricity to several provinces, China Southern invests, develops, and operates power grids in the southern part of China.

Developing and Implementing a Learning Development System in Shenzhen aims to develop a relevant and practical scheme for learning and development through different aspects of HR management. Specifically, recruitment, promotion, training, and retention are coordinated for enhanced employee competencies and performance. The program serves approximately 290,000 employees from seven subsidiaries of the company.

The objectives of the program are:

- Develop an up-to-date learning and development system characterized by openness, sustainability, and practicality.
- Develop a practical toolset, incorporating the competency evaluation criteria and question bank, training specifications, attribute and capability models and maps, learning maps, and curriculum plans.
- Deliver better services and performance with enhanced employee competencies and performance after implementation.

The implementation of the practice resulted in significant behavior changes. Systematic training resulted in enhanced employee competencies and higher performance and efficiency, and helped to address structural overstaffing or understaffing. The company's job suitability rate increased from 36 to 62 percent, and its customer satisfaction score increased from 77 to 79. The job suitability rate has increased from 42 to 76 percent, and the customer satisfaction rating has increased to 85 at the Shenzhen subsidiary.

# China Telecom

**LOCATION:**

Beijing, China

**CATEGORY:**

Organizational Learning and Development

**PRACTICE:**

Independent Store Manager Capability Development Project

China Telecom sits among the three leading telecom operators in China, providing integrated information solutions to hundreds of millions of Chinese consumers. It offers mobile services to more than 210 million customers and broadband Internet access to more than 120 million customers; its landline telephone services customers exceed 133 million. For several years running, it has been ranked in Fortune 500 Global, and the telecom giant has also been honored by the international community as one of the Most Admired Asian Companies and one of the Best Asian Companies for corporate governance.

The Independent Store Manager Capacity Development Project was launched to address the human performance issues that China Telecom encountered when attempting to achieve its goal of operational decentralization. The decentralization strategy aimed to provide China Telecom with greater opportunities for growth within an industry that was experiencing a declining income growth rate. This strategy would rely on qualified store managers to receive business support from the organization, but be solely responsible for the sales performance of their individual stores. In its earliest stages, the disproportionate number of underqualified and unskilled store managers hindered the progress of the organizational strategy and necessitated the implementation of the project.

This project involved a three-year training plan based on a newly developed competency model and training system that would build the capacity of not only store managers, but also internal instructors, to support continuous learning and development. Because of the project, store managers became more aware of their key work responsibilities and more capable of using financial and human resources efficiently. In addition to their increase in competence, managers grew more confident in the organization and, despite a 30 percent decline in marketing costs, the company growth rate ranked first in the industry for the past three years.

# Conduent Learning Services

**LOCATION:**

Basking Ridge, New Jersey

**CATEGORY:**

Learning Technologies

**PRACTICE:**

Learning and Performance Ecosystem

Conduent still hadn't separated from its parent company, Xerox, when it launched its corporate university in 2014. At the time, the only tools the university had at its disposal were traditional e-learning courses, an out-of-date learning management system (LMS), and a little-used collaboration tool for social learning. But Conduent's leaders envisioned something different. They wanted to create a comprehensive learning ecosystem, underpinned by state-of-the-art technology, that would enable employees to spend at least a few minutes every day building a habit of learning.

By late 2015, Conduent had developed enough infrastructure to accomplish that goal, creating several "environments" within its "learning ecosystem."

Gone was the old LMS, replaced with a learning ecosystem that consisted of three powerful environments: pathways (powered by Degreed) to build a habit of learning and social learning (powered by the Commons and Yammer), which enables people to collaborate and learn from one another on topics that are pathway driven. Instructional designers prepared several pathways to administer through the ecosystem, which allowed learners to decide what learning experiences to consume for specific competencies.

However, few employees took advantage of these tools until Conduent announced its split from Xerox in early 2016.

The learning and development team used the split as an opportunity to engage employees. Understandably, some employees had concerns about the change, and the learning tools provided an excellent resource to help answer their questions. The team created several more pathways to prepare employees for changes brought on by the split. Next, they developed communities of learning within the Commons and Yammer to focus on change and other issues, and trained five cohorts of subject matter experts to manage these groups and engagements.

Due to these practices, usage of the new tools rose dramatically. In 2016 alone, the number of employees enrolled in pathways programs more than doubled, and more than 36 times the number of activities took place in the Commons than in 2015.

# Cordis, Hong Kong

**LOCATION:**

Kowloon, Hong Kong

**CATEGORY:**

Organizational Learning and Development

**PRACTICE:**

Rebranding a Business—With Training

As part of a rebranding effort, the five-star Cordis Hotel renovated and upgraded its food and beverage outlets, repositioning its bar into a bar and restaurant. The goal was to provide a space where guests could casually mingle while enjoying fine cocktails, wine, and food. Instead of being order takers, staff would be trained to become high-performing professionals providing tailored services.

The new bar and restaurant's staff were excited about the change. Although some were nervous, most were confident about the new approach to serving guests. However, they needed to learn how to become more proactive in facilitating happy experiences.

The hotel conducted a needs assessment to determine the kinds of training that would most benefit staff of the new establishment. The training team concluded that empowering the staff with ownership over the work would create the sense of belonging to make them the cheerful and confident servers the outlet needed. Instead of providing top-down guidance, trainers worked to help the staff figure out for themselves how they might create the atmosphere promised in the hotel's new brand. After receiving training on the brand, staff were also given the opportunity to develop their own uniforms, slogan, and service style.

Immediate post-training assessments showed improvements in staff attitude, skills, and knowledge. Three months after the training, staff members were performing at or near the benchmarks, and a process was in place for coaching those who did not pass assessment. And the work paid off. Guest satisfaction and sales revenue increases met or exceeded targets six and 12 months after the reopening of the bar and restaurant under the new brand.

# Emirates Islamic

**LOCATION:**

Dubai, United Arab Emirates

**CATEGORY:**

Performance Improvement

**PARTNER:**

Transformation Consulting & Training FZ LLC  
Dubai, United Arab Emirates

**PRACTICE:**

Own Up-Customer Care Program

Under new top leadership, Emirates Islamic developed a new brand identity around a service-centric approach to delivery of financial solutions. To communicate information about this new model—Engage Discover Help Appreciate (EDHA)—the CX Journey Learning Initiative was formulated. The initiative closely aligned with the overall organization's vision-mission-core values-success pillars.

To be a success, the Engage Discover Help Appreciate model needed to be carried out by those on the front line with customer-facing roles. The early CX Journey Initiative grew to a broader audience, becoming the Own Up Customer Care Program.

The Own Up blended learning solution seeks to address the organization's customer first and ownership values through essential customer care skills, the customer service model of EDHA, techniques to manage difficult customer situations, effective morning huddles, coaching, and big-picture thinking.

Metrics that demonstrated success of the EDHA model include service audit scores rising significantly in 2016; a reduction in staff complaints, handled through training and consequence management; and "Own Up" stars recognized and awarded monthly because of their service excellence.

Some of the specific skills relating to customer service excellence that resulted from the training include emotional stability while handling angry customers, improved listening and questioning skills, better organization in daily tasks, quick performance improvement feedback, and taking ownership of the customer service experience. The practices have made a profound impact on customer service scores.

# Emirates NBD

**LOCATION:**

Dubai, United Arab Emirates

**CATEGORY:**

Career Development

**PRACTICE:**

Al Najaah—Success Through Growth and Development Program

As a financial services organization, Emirates NBD offers a full suite of banking products, including retail, corporate and investment banking, covering conventional and Islamic segments.

Success Through Growth and Development was developed to support Emiratization strategy. This practice was implemented enterprise-wide. Emiratization is an initiative by the UAE government to employ its citizens across all sectors. The program was designed to support the Group Human Resources Emiratization strategy, which is encapsulated in the organization's vision, mission, and core values.

Program objectives were to:

- Create a career progression plan to groom and equip high-performing Emiratis.
- Encourage Emiratis to create a road map to steer career aspirations.
- Develop and foster a learning culture of continuous growth and development, promoting success in professional and personal lives.

Candidates who were selected for the program attend a specific customized role-based learning track to become equipped with necessary competencies to perform the "target role." Upon completion of the program, they would be promoted to the target role, based on the availability of the position within six to 12 months.

Participants became efficient in processing transactions, displaying confidence and producing error-free work while handling customers, and checking and approving transactions. The practice worked as a preventive measure of high-performing Emirati employees seeking out external job opportunities. With the Emirati job market being highly volatile, it was vital for the organization to place strategic importance on managing the workforce. To date, there has been approximately a 48 percent reduction in staff attrition.

# Emirates NBD

**LOCATION:**

Dubai, United Arab Emirates

**CATEGORY:**

Career Development

**PRACTICE:**

Associate Leadership Development—Certified Associate Program

Emirates NBD is a banking group in the United Arab Emirates, offering corporate, retail, private, Islamic, and investment banking throughout the region. The bank was formed in October 2007, after a merger of the second- and fourth-largest banks in the country.

After the merger, Emirates NBD's workforce grew to 12,000 employees internationally; approximately 70 percent are associates, or individual contributors. In keeping with the company's mission to be "globally recognized as the most valued financial service provider in the Middle East," L&D specialists collaborated with the business to conduct a detailed training needs analysis. They determined that to maintain an active, engaged, and competent workforce, they would need to enhance the soft skills and leadership capabilities of individual contributors.

L&D designed the Associate Leadership Development—Certified Associate Program as a six-week, blended learning program that focused on "what's in it for me?" from the associates' perspective. For example, the soft skills component helps associates optimize their performance with minimal stress. Program modules, which incorporate e-learning and interactive workshops, cover soft skills such as time management, goal setting, managing upward relationships, persuasive communication, internal and external customer service, and work-life balance. Participants also apply what they've learned through on-the-job assignments, which are overseen by their line manager. They leave the program ready to become team leaders, the next step in the organization's hierarchy.

The program has been successful in creating an engaged frontline workforce and a robust leadership pipeline for Emirates NBD. Quarterly evaluations have found that net promoter and mystery shopper scores have risen steadily, and 75 percent of participants have said that their work-life balance has improved.

# Emirates NBD

**LOCATION:**

Dubai, United Arab Emirates

**CATEGORY:**

Sales Enablement

**PRACTICE:**

meLearn

Emirates NBD relies on its team of nearly 400 sales professionals to drive the business forward. In 2014, when internal survey data showed that most of its sales associates did not feel confident in their roles 30 days after completing initial classroom training, it became apparent that the company needed to improve how it developed them.

During a needs assessment, the problem became clear: The sales professionals needed learning content that was easier to consume, retain, and apply than a traditional classroom lecture. They needed information they could access any time. They needed to learn around their strengths and weaknesses.

Emirates NBD responded by creating meLearn, a mobile learning platform that sends a small piece of learning content to each sales professional's phone or computer every day. Each piece of content is only a few minutes in length, and each set of instructions is designed around cognitive principles that improve knowledge retention for the long term. Content can cover new topics or review existing knowledge, and the lessons meLearn recommends to its users change based on data-driven evaluations of their knowledge.

The platform's features don't stop there. It serves as a knowledge-sharing tool, letting sales professionals ask one another questions and network. It also serves as a data collection tool, informing sales managers and members of the talent development function about learners' progress and their strengths and weaknesses.

The results are promising. An average sales professional at Emirates NBD spends 15 minutes a day on the app, saving the organization 15 training days a year per employee. More than four in five new users report an increase in job confidence, and sales professionals trained on meLearn have saved the company millions of dollars on risk and compliance incidents.

# Emirates NBD

**LOCATION:**

Dubai, United Arab Emirates

**CATEGORY:**

Organizational Learning and Development

**PRACTICE:**

Retail Banking Sales Leadership Program-RBSLP

Emirates NBD saw a need for growth in the rapidly changing banking industry. New staff members—with varying levels of expertise and backgrounds—brought on to address an unforeseen drop in business, required training to be efficient and agile on the job. This influx of new hires highlighted the need for sales leaders who could retain staff, reduce turnover, manage the team, coach new employees, and enhance sales performance.

To increase these skills in first-line team leaders, the L&D team created the Retail Banking Sales Leadership Program (RBSLP). The program was specifically aimed at assistant sales managers (ASMs), who supervised nearly 600 retail banking executives. The program's goals were to help ASMs understand the value of coaching, engage and retain sales team members, efficiently manage sales teams to success, and manage difficult interactions with the sales team. Delivered in a blended manner, RBSLP includes online learning and a classroom component with skill practice, skill application, and a panel presentation to demonstrate the implementation of what participants learn.

Thanks to the success of this program, learning has become an integral part of the individual learning journey at Emirates NBD, and staff look forward to it. Since its implementation, RBSLP has achieved and exceeded the set organizational objectives it was designed to meet. In fact, the entire work culture at Emirates NBD has changed because of this program. The coaching and skill matrix have become part of ASMs' leadership responsibility; new employees are more motivated and confident that their supervisors will play a supportive role in improving their performance. Nearly 85 percent of the RBSLP participants are satisfied with the training they received in the program, and 83 percent say they have applied what they learned on the job. The company has seen a 10 percent increase in sales, 5 percent decrease in turnover, and 15 percent increase in staff productivity since launching the program.

# Emirates NBD

**LOCATION:**

Dubai, United Arab Emirates

**CATEGORY:**

Organizational Learning and Development

**PRACTICE:**

Retail Distribution (Sales) Training

Emirates NBD holds a prominent position as a leading financial services institution. With a full suite of banking products, including retail, corporate, and investment banking, covering conventional and Islamic segments, Emirates NBD serves a global customer base, and has employees worldwide, representing 70 nationalities.

The Emirates NBD vision is "to be globally recognized as the most valued financial services provider in the Middle East." Threats to this vision birthed the Retail Distribution (Sales) Training (RDST), designed to counterbalance the aftereffects of the merger of the two major institutions that combined to create the banking giant. While the merger led to many positive results, the frontline employees' gaps in product knowledge, their varied understandings of operations and customer service standards, the lack of standardization in completing client-facing transactions, and the absence of a common purpose negatively influenced key performance indicators. Internal audit scores and compliance reports reflected negative trends, and the company was headed toward a major downturn in revenue and an increase in customer dissatisfaction.

Because of the three-year implementation of RDST, which focused on customer service and sales efficiency outcomes, and which included a coaching module to support branch managers in developing their teams to drive sales, the frontline employees have shown a significant increase in their knowledge of products and operational processes, as well as their understanding of the common corporate culture. For three consecutive years, Emirates NBD has seen a steady increase in mystery shopping scores, a significant improvement in application rejects, and a marked reduction in the amount of actual loss due to fraud. By the end of 2015, 100 percent of the branches received "satisfactory" internal audit scores. Additionally, RDST has given frontline employees in the retail unit access to continuous learning and development opportunities and greater prospects for upward mobility.



# Hewlett Packard Enterprise

**LOCATION:**

Palo Alto, California

**CATEGORY:**

Coaching and Mentoring

**PARTNER:**

Illustra Research  
Brighton, United Kingdom

**PRACTICE:**

The What and How of Coaching

In 2013, Hewlett Packard Enterprise Financial Services began a multiyear journey focused on helping sales managers provide a differentiated coaching experience for sales representatives, with a goal of increasing sales effectiveness. The company worked to establish a culture that embraces formal coaching. Managers would plan recurring coaching engagements with reps, increase joint customer visits, leverage best practices, target individual needs, and ensure a disciplined approach to performance management.

A formal standardized coaching framework gave managers a grounding in the “what” of coaching, and quarterly interactive skill-building workshops of coaching techniques showed them the “how.”

The training program used a blended solution that leveraged the expertise of internal coaches on the L&D team as well as outside resources and vendor support.

The blended approach included formal training, interactive workshops, a framework to guide coaching conversations, job aids, one-on-one sessions, and a clear metrics plan. Workshop components were delivered using an innovative virtual interactive platform that enabled a global team of managers to practice coaching using webcams and small breakout groups for role plays.

The coaching program achieved its objectives and exceeded expectations in the first 12 to 18 months, and other business units have adopted parts of the program. Managers gave the course itself a high rating, and all measures of coaching application and impact were favorable, indicating strong learning transfer. Surveys of sales representatives showed that their managers had made behavioral changes that fostered a culture of coaching and mentoring.

According to the sales manager survey, the coaching principles discussed in the program led to a measurable increase in sales. Improvements in customer loyalty exceed expectations in the program's first year.

# IBM

**LOCATION:**

Armonk, New York

**CATEGORY:**

Sales Enablement

**PRACTICE:**

Ambassador Program

With a goal to be the world leader in cognitive computing and machine learning, IBM needed its workers to be prepared to fully support this goal. A needs analysis identified four major populations that lacked the skills to meet this goal: its sellers, general employee population, talent organization, and business partners.

During the analysis phase, conducted within a larger executive-driven effort to improve sales performance, IBM found that its learning approach needed to educate sellers in core artificial intelligence science; short-term cognitive computing capabilities; products and technologies coming to market now and in the near future; and industry-specific use cases that demonstrate cognitive computing's potential to disrupt markets and transform client businesses and the lives of clients and customers.

The Watson Ambassador Program is a learning portal that helps sellers engage more clients and close more sales in forward-thinking artificial intelligence and machine learning offerings from IBM. Sellers who have participated in the program achieve a 10 percent greater percent sales target than nonparticipants. The proportion of those sellers who exceeded their sales target is 14 percent greater than nonparticipants.

The portal offers cognitive computing courses with learning road maps and badges. Road maps range from all-employee orientation to curricula for sellers, research, programming, and support. Each module follows a rhythm shaped by cognitive science: What Do You Think?, What's the Point?, Learning Mosaic, Review, and Social Sharing.

This portal is housed in the Watson Academy, which is devoted to innovative cognitive computing technology development and sales. IBM's top instructional designers created a learning framework that is founded on best practices for learner engagement, comprehension, skill acquisition, and behavior change.

# KPMG LLP

**LOCATION:**

New York, New York

**CATEGORY:**

Learning Technologies

**PRACTICE:**

Audit New Hire Forum

The landscape in which KPMG operates is changing dramatically. Regulatory demands are increasing, complexity of the work is growing, disruptive technologies are emerging, and the needs of the workforce are evolving. With a focus on the future, KPMG needed to accelerate the development of their newest professionals. The L&D team led the charge to explore innovative technologies and promote greater efficiencies.

The Audit New Hire Forum is a vibrant, visually appealing web-based portal designed to connect new hires with learning at the moment it will be most useful. The portal helps new hires succeed in their first year with the firm by creating a mindset of self-driven, continuous learning that will serve KPMG professionals throughout their careers. This solution integrates a variety of resources and incorporates social and collaborative learning into one easy-to-use interface. It provides one unified learner experience, which curates content from multiple resources housed in a variety of different sites, systems, and tools. To further entice learner engagement, the entire experience is gamified. Learners earn points when they interact with content, more points for posting comments related to the content, and still more points if their posts are liked by others. Learners earn more points for launching elective content than for launching required content.

The success of the Audit New Hire Forum has been dramatic. Since its implementation, use of existing learning resources increased by 1,600 percent, and participation in virtually enabled social learning increased by 10,000 percent. Learners need fewer reminders to engage in learning—push communications have been reduced by 90 percent. The Audit New Hire Forum has helped establish a habit of proactively returning to the tool and engaging in deeper learning more frequently.

# KPMG LLP

**LOCATION:**

New York, New York

**CATEGORY:**

Managing the Learning Function

**PRACTICE:**

Stakeholder Relationship Management (SRM)

The audit, tax, and advisory services company of KPMG initiated its Stakeholder Relationship Management (SRM) framework to improve collaboration between the audit learning and development (L&D) group and outside stakeholders, including those working on four initiatives: strategic growth, market development, quality, and global collaboration.

The framework was developed to ensure that the organization was doing the right training, in the right fashion, at the right time, to support the goal of growing confident, competent professionals. The intent was to redefine the relationships between L&D and other stakeholders so that L&D was seen as a strategic partner.

Since the program was established, it has guided stakeholders and L&D professionals to think more deeply about the root causes of key business issues, think more creatively about approaches to address these root causes, and focus more rigorously on the results of that approach.

KPMG's SRM framework helps create collaborative relationships in the planning, analysis, design, development, and evaluation phases of each learning solution. Further, the framework helps stakeholders outside the L&D function learn about emerging practices in the field and talent development in general.

The framework has supported long-term success. Firmwide surveys show significant statistical increases in key areas, including stakeholders viewing L&D as a strategic partner, which rose 28 points, from 57 to 85 percent. Satisfaction with the L&D function, in terms of service, efficiency, and responsiveness, has also risen by double-digit figures.

So how do these results translate into company success? Employee engagement has risen, as have audit professionals' feelings that their L&D has an impact on business, and that they can apply their training to their jobs.

# Manatt, Phelps & Phillips LLP

**LOCATION:**

Los Angeles, California

**CATEGORY:**

Coaching and Mentoring  
Integrated Talent Management

**PRACTICE:**

Lateral Partner Integration Program

Manatt, Phelps & Phillips LLP is a law and consulting firm providing services to many core U.S. industry sectors, such as healthcare, financial services, energy, entertainment and media, and retail and consumer products. The firm has offices in major business markets.

To increase revenue in a time of shrinking demand, Manatt focused on expanding business to existing clients and hiring “lateral partners” who would bring clients to the firm. This approach required an integrated talent management program that would help these new partners cross-market their expertise to existing clients and hold them accountable for clients they’ve committed to bring.

LPIP focused on recruitment, orientation, and integration:

- Recruitment includes four rounds of interviews. Each has established objectives, including partner traits to be assessed.
- The integration team, which includes the CEO, partner sponsor, and other team members, begins the new partner’s orientation before he or she arrives. After the partner’s arrival, the team schedules orientation sessions and discusses possible touchpoint meetings and client meetings the partner can join.
- A key part of the integration portion is the new partner’s joint integration plan (JIP). The JIP is first finalized and discussed with the partner, and continually assessed to ensure that it’s helping him or her integrate into the firm.

LPIP helped the firm exceed its goals to reduce time to budgeted productivity and transition out low-performing partners. Additionally, 98 percent of partners reported that they felt integrated into the firm by the end of their first year.

# Migros Ticaret, A.Ş.

**LOCATION:**

Istanbul, Turkey

**CATEGORY:**

Career Development

**PRACTICE:**

Assistant Store Manager Development Program

As a rapidly expanding widespread retail company, Migros Ticaret opens new stores continuously. It launched 249 stores last year, and more than 200 new ones are planned for this year. Approximately four new personnel are hired in every business hour in this company of more than 20,000.

Properly trained assistant store managers are critical to supporting this rapid growth. However, because Turkey has no high schools, vocational schools, or graduate schools that specialize in retail, Turkish companies need to educate their employees to obtain a skilled workforce. Developing its own retail experts and preparing future leaders by being a school company is one of Migros Ticaret’s most important concerns.

To address this need, the company created a four-phase, year-and-a-half-long development program that uses a holistic approach combining different talent development designs. It involves university training, class training, on-the-job training, mentoring, e-learning, exams, and an internship.

The program has been successful. After completing the program, the readiness score of assistant store managers has increased by 59 percent. In addition, the turnover rate has decreased and satisfaction scores have increased. Because the certificate program partners with a university, participants can add their certification to their resumes. This is a huge advantage for employees because it contributes to their ability to succeed in future careers.

# Migros Ticaret, A.Ş.

**LOCATION:**

Istanbul, Turkey

**CATEGORY:**

Integrated Talent Management

**PRACTICE:**

Retail Management Development Program

Retail company Migros Ticaret was faced with the challenge of rapid growth and the need to develop retail managers who come to the company without specific retail education. The Retail Management Development Program was designed as four-phase program. It was implemented company-wide. The phases are as follows:

- Phase 1, University Retail Certificate Program
- Phase 2, Part-Time Store Department Internship
- Phase 3, University Period Part-Time Management Trainee Internship
- Phase 4, Assistant Store Manager Development Program

Tools and processes were designed to get the insights and comments of all stakeholders during the needs analysis process. Focus groups, business results analysis, sampling analysis, one-to-one meetings, surveys, and competency were some of the methods used in the analysis method. Stakeholders that were included in the needs analysis were:

- the C-level administration team for in-depth analysis of the strategic needs
- business leaders responsible from stores
- senior and new assistant store managers
- human resources
- store employees
- customers.

The program made a positive impact. Employee readiness increased by 59 percent. Manager retention rates and loyalty also improved. Migros Ticaret found that better trained managers create happier, higher-performing employees.

# National Academy of Civil Service

**LOCATION:**

Taipei, Taiwan

**CATEGORY:**

Diversity and Inclusion

**PRACTICE:**

Orientation Program for Taiwan's Civil Servants With Disabilities

The National Academy of Civil Service strengthens the professional expertise of newly recruited and senior civil servants through professional development activities, such as workshops and courses. In addition, the organization provides orientation training for qualifiers of civil service examinations, training for rank development, and mid- to long-term development training for senior civil servants.

The Orientation Program for Taiwan's Civil Servants With Disabilities was created to safeguard the right to employment for persons with disabilities (PWDs) as stipulated in the country's constitution, the People With Disabilities Rights Protection Act, the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social, and Cultural Rights. The government launched the first Civil Service Special Examinations for the Disabled (CSSED) in 1996, the world's first national examination for PWDs, to ensure the rights of PWDs to hold public office. In so doing, the government has been able to not only look after the needs of different groups when formulating policies, but also safeguard the rights of disadvantaged groups.

As receiving training is both the qualifiers' obligation and right, the National Academy of Civil Service started to offer flexible and diverse orientation training for CSSED qualifiers through in-class and online courses. The 200 to 500 CSSED qualifiers each year attend tailor-made training sessions that combine external resources and assistive technology and services for learning to help them develop their professional expertise. The organization's practices have bridged barriers that would prevent PWDs from participating in society as equal members and have enabled governmental organizations to recruit qualified and diverse civil servants.

# PSEG

**LOCATION:**

Newark, New Jersey

**CATEGORY:**

Coaching and Mentoring

**PRACTICE:**

GROWing and Reaching for Opportunities for Women

In 2013, PSEG launched GROWing and Reaching for Opportunities for Women (GROW) to accelerate the leadership development and expand business and operational knowledge for women with a focus on increasing bench strength and driving mobility. The program employs a "learning from all directions" approach that leverages classroom learning, assessments, tours of various locations, meetings with senior leadership, and, most important, a team mentoring component.

The nine-month program provides 50 percent structured learning, while the team mentoring component and manager involvement makes up the remaining 50 percent of the learning. The program was structured so that participants would learn in chunks and then apply that learning back on the job.

To accommodate the busy schedules of participating women and their mentors, formal learning sessions are scheduled for half to three-quarters of the day. Topics have included networking, emotional intelligence, financial acumen, and strategic leadership, as well as several assessments to increase self-awareness and focused development.

Mentoring teams comprise three or four participants and two midlevel or senior leader mentors, one male and one female. Each team develops a charter defining learning needs outside the formal GROW curriculum. Teams meet monthly, but learning goes beyond these meetings. Mentors are encouraged to work one-on-one with participants and the team, and participants share with one another.

PSEG's initial goal was, at minimum, 40 percent of the participants would experience career movement within 24 months of the program. Since the launch of the program, 40 percent of participants and mentors have experienced career movement within the first 18 months. A total of 60 percent have experienced at least one movement within 36 months of the program, and several have experienced more than one move. Company leaders encourage these women to apply for roles in the organization and are focused on their development. Due to the success of GROW, PSEG has launched a similar program for its more junior population.

# SAP

**LOCATION:**

Walldorf, Germany

**CATEGORY:**

Organizational Learning and Development

**PRACTICE:**

Academy for Early Talent

SAP, a market leader in the enterprise application software industry, serves more than 320,000 customers of all sizes around the world. In recent years, the company paid special attention to maximizing the value of Millennials joining its workforce, recognizing these professionals as a source of innovation that can help it access a customer base with changing expectations for the software sales process.

In 2013, SAP America launched its Academy for Early Talent, a program designed to recruit and develop recent graduates as sales and pre-sales professionals. Located in Dublin, California, the academy has trained more than 800 students from more than 50 countries.

Sourced from regional recruiters using the company's global standards, recruits arrive at the academy in large cohorts. There, they begin either a sales or pre-sales training track that blends experiential classroom learning with on-the-job training. Professionals on the sales track participate in an eight-month program consisting of three separate month long cycles in the classroom coupled with two months practicing in the field at their regional office. Professionals on the pre-sales training track participate in a 12-month program, with six months in the classroom and six months in the field at their regional office.

Participants on both tracks benefit from a curriculum relevant to their future careers. The Academy for Early Talent hires its entire faculty and develops 80 percent of its learning content internally.

After graduating, learners meet regularly with a mentor or coach during their first three years on the job. These mentors and coaches report back to faculty at the academy on the continued development and behavioral changes graduates have made.

Overall, the Academy for Early Talent has produced strong results. Graduates boast a 95 percent retention rate, and they perform comparably to or better than experienced hires.

# SAP

**LOCATION:**

Walldorf, Germany

**CATEGORY:**

Coaching and Mentoring

**PRACTICE:**

Innovation Leader

Innovation Leader is designed to help sales managers effectively coach and support their teams' development around the Challenger Sales Model—a global selling approach that has revolutionized sales for SAP. This program is the next phase of SAP's Coaching to the Challenger program, with a new emphasis on helping managers improve their teams' ability to drive innovation with customers.

The Challenger program teaches sales reps how to use an insight-based selling technique to uncover future business, and equips managers with the skills and tools they need to support their teams' development around the Challenger Sales Model.

This Innovation Leader program evolved because of the growing demand by customers to digitize their business. Customers are looking for the latest digital business technologies to help align their people, processes, and technology to their corporate goals.

The Innovation Leader workshop takes place in SAP's Silicon Valley office, which serves as a central meeting place for sales managers from around the globe. Since the program began in 2014, there have been 23 sessions, and more than 540 sales managers representing 40 nations have participated.

This program targets first-line sales managers and gives them the tools to coach and mentor their teams. Sales managers learn how to coach their teams on how best to use the Challenger Sales Model approach when interacting with customers to uncover their needs and position their organization as the preferred partner for their digital transformation. The program includes pre-work of readings, videos, and e-learning; classroom training; and post-workshop activities.

# SAP

**LOCATION:**

Walldorf, Germany

**CATEGORY:**

Sales Enablement

**PRACTICE:**

Sales Acceleration Summit

To help newer sales employees mature in their skills and help the organization become a leader in the digital transformation industry, SAP created The Sales Acceleration Summit (SAS). The practice is an enablement program with a three-day, on-site workshop designed to help sales reps raise their level of effectiveness and productivity through enhanced sales competency training and a Deal Clinic, in which participants bring a current sales opportunity to the workshop for expert guidance on closing the deal.

SAS participants have typically completed SAP's sales onboarding program (the Year One Success or Y1S program), but are still in the first or second year of their new role. Lessons from Y1S are reinforced, but with an added emphasis on bringing innovation to customers and guiding them on their digital transformation journey—a major strategic initiative for the organization.

In addition to learning the latest sales methodologies, tools, and selling techniques, each participant applies what they've learned during the Deal Clinic, while a group of internal sales experts and peer participants analyze their deals and provide feedback. Each participant leaves with an objective view on deal qualification and a detailed Action Plan to help close the deal with the customer.

SAS was originally deployed in the company's Fast Growth Markets (FGMs) to help meet aggressive sales goals, and had a tremendous impact, including a 146 percent increase in opportunities won and a 103 percent increase in the value of those opportunities. Due to its success in FGMs, SAS grew to serve 436 sales reps in each of the organization's six regions around the world. Further, managers of SAS participants say they can quantify and close sales faster than their counterparts who did not participate in the program.



# SAP

**LOCATION:**

Walldorf, Germany

**CATEGORY:**

Sales Enablement

**PRACTICE:**

Virtual Live Classroom

SAP needed its Sales University team to meet the rapid industry shift leading customers to digitize their businesses. In 2013, management identified underachievement by sales representatives against their key performance indicators (KPIs)—with more than 40 percent of reps missing their annual sales quota—as a serious organizational challenge.

At the same time, the learning team reviewed usage data and found that online resources were largely going untapped, with many e-learning courses accessed fewer than 10 times despite a sales force of 15,000 reps.

To meet the performance challenges and increase participation in training, the Sales University team undertook a design thinking approach. The needs assessment included both regional university team leaders and sales leaders to try to understand the root cause. The team also interviewed sales reps, asking questions about how training could be improved, how they liked to learn, and communication preferences when it came to mission-critical training. The Sales University team's analysis of their audience determined demographics and levels of sales experience.

This resulted in the creation of a virtual live classroom program that provides the sales audience with an engaging learning environment focused on the sales and soft skills critical for a global sales organization. More specifically, the training is based on current skill needs, industry trends, and company strategies. It offers both standardized and role-specific training, and is delivered as stand-alone courses and within a blended learning solution.

In 2016, 92 percent of attendees rated their skills as either excellent or very good following the course (versus 29 percent before). In comparing participants and nonparticipants, the Sales University team found that learners had 46 percent more pipeline opportunities and higher close rates than non-learners.

# Service Express Inc.

**LOCATION:**

Grand Rapids, Michigan

**CATEGORY:**

Performance Improvement

**PRACTICE:**

Aces in Their Places

Service Express provides data center hardware maintenance and repair services to customers throughout the United States. Aces in Their Places, Service Express's performance improvement program, focuses on sending the right engineer, with the right skill, to the right service call at the right time. Traditionally, the company sent the engineer closest to the customer. However, by intentionally sending engineers who are trained on the equipment that the customer needs assistance with, it has seen improvement in customer satisfaction, employee engagement, and various organizational metrics.

The program started after Service Express identified a need to lower its service labor and parts metrics by five to 10 percent. The company determined that the solution would be based on sending the right person for the job the first time, because it found that when an engineer trained on that piece of equipment handled the call, the issue was solved more quickly and did not need escalation.

This solution required a significant shift in Service Express's training approach. Instead of training every engineer on as much equipment as possible, the company tracked service delivery data to determine which classes to offer, where to offer them, and whom to invite to them. The company also developed three core classes that all field engineers must take within their first six months and prior to beginning customized training. Additionally, Service Express created a reference base for peer knowledge sharing and standardized training labs in each local office so that engineers could practice their skills.

Because of the program, Service Express has achieved a 98 percent customer retention rate. The company has also lowered service labor and parts metrics by its goal percentage, and engineers are more engaged in their work.

# Siam City Cement Public Company Limited, People and Organizational Performance, INSEE Academy

**LOCATION:**

Bangkok, Thailand

**CATEGORY:**

Performance Improvement

**PRACTICE:**

Young Engineer Capability Enhancement Program

Growth in Thailand's cement manufacturing industry has been driven by large-scale government infrastructure projects and the continued expansion of real estate development in urban areas. Increased cement consumption creates business opportunities, which in turn results in increasing demand for potential personnel, particularly engineers. Siam City Cement PCL., a multinational cement manufacturing company, developed the Young Engineer Capability Enhancement Program in 2011 to accommodate a capability enhancement policy and prepare for cement market growth in the future.

The three-wave program is based on adult-learning principles and is designed to enhance the knowledge, skills, behaviors, and problem solving skills of young engineers by blending development activities such as on-field practices, site visits, job assignments, and simulations. The organization's excellent technical and leadership quality is a key competitive advantage. In addition, because senior specialists from across the line function are invited to be program facilitators and project assignment coaches, the company has established a subject member expert pool. The recognition they receive has also increased their sense of engagement and desire to support a knowledge sharing and coaching culture.

The program has successfully trained 100 percent of engineers at the company, compared with only 10 percent prior to implementation in 2011. In addition, the promotion level rose 50 percent between 2011 and 2016 (10 and 60 percent, respectively) and dropped from taking five years to only two. Turnover rates have dropped, from 20 percent in 2011 to 0 percent as of August 2016.

# SightLife

**LOCATION:**

Seattle, Washington

**CATEGORY:**

Performance Improvement

**PRACTICE:**

Operation MAX

SightLife is a global health organization focused on eliminating corneal blindness. Once a family has made the decision to donate a loved one's corneas, the organization evaluates the tissue to ensure it will be safe for transplant. Working in partnership with surgeons and health organizations in more than 30 countries, SightLife is dedicated to restoring sight to the approximately 10 million corneal blind around the world.

SightLife's ability to eliminate corneal blindness hinges heavily on the success of its conversion rate (the rate at which potential cornea donors actually become donors). The higher the conversion rate, the higher the number of corneas available to those waiting for a transplant.

Operation Max was designed to improve cross-team communication and proactively identify how declines in individual or team performance have a ripple effect across the organization. Coaching and retraining take place when a specific KPI indicates that individuals or teams are underperforming or repeating mistakes that were previously addressed during onboarding and initial technical training sessions. The practice serves all operations-based staff including employees in the following areas: phone center, technical operations, quality control and document review coordinators, and external, partner-facing team members.

With this practice in place, the conversion rate increased by 20 percent in a region that presents approximately 50 percent of potential cornea donors. In another region, the conversion rate increased by about 9 percent.

Since the program was implemented in 2012, it has evolved into an integral part of the organization's data-driven performance improvement culture. SightLife has emerged as a leader in the industry with unprecedented success in their key operation metrics.

# Sonic Automotive

**LOCATION:**

Charlotte, North Carolina

**CATEGORY:**

Organizational Learning and Development

**PARTNER:**

Tier1 Performance Solutions  
Covington, Kentucky

**PRACTICE:**

Fixed Operations Leadership Academy

As one the largest automotive retailers in the United States, Sonic Automotive operates more than 100 dealerships in 14 states and 25 major metropolitan markets. With its dealerships focused on roughly 25 distinctive, largely high-end and imported automotive brands, the company offers its customers comprehensive services, including car and light truck sales, replacement parts, vehicle maintenance, paint and collision repair services, and the arrangement of extended warranty contracts, financing, and insurance.

The purpose of the Fixed Operations Leadership Academy (FOA) was to ensure that Sonic Automotive would realize its critical organizational goal of retaining fixed operations leaders, as leader turnover had been a serious challenge for the organization. The leaders, tasked with running the daily fixed operations department of a dealership—including managing service advisers, technicians, parts associates, and clerical staff—were accountable for most of the dealership's gross profit responsibility and were representing between 65-70 percent of a dealership's annual profit, so their retention was critical to the survival of the business. Furthermore, these leaders were responsible for each service adviser's customer satisfaction indices, which were set and tracked by all brand manufacturers.

Because of the multilayered training approach of the Fixed Operations Leadership Academy, which launched in 2014, Sonic Automotive reduced fixed operations manager churn to less than 10 percent, decreased service and parts adviser churn, and increased customer satisfaction indices in stores with new fixed operations managers so that almost 92 percent of the stores with FOA representation were above the regional threshold. Additionally, two more academies were conducted and a third planned to provide employees in other positions the opportunity to learn and develop, increase their visibility within the organization, and realize the organizational investment in their career paths.

# State Grid Corporation of China

**LOCATION:**

Beijing, China

**CATEGORY:**

Organizational Learning and Development

**PARTNER:**

KeyLogic  
Beijing, China

**PRACTICE:**

Developing Leading Professionals to Realize Business Goals

State Grid Corporation of China (SGCC) constructs and operates electric power grids, serving more than 1.1 billion people in 26 provinces and covering 88 percent of national territory. It also operates overseas assets in countries such as the Philippines, Brazil, and Portugal.

In response to a decreasing growth rate of electricity consumption nationwide, SGCC sought to improve the operation efficiency of its power grids to ensure a stable, high-quality power supply. To do this, the company needed to train more specialists to support future growth and expansion. It created a hierarchical, ladder professional development system to meet its talent demand called the Leading Professionals Training Program.

SGCC first conducted interviews with experts to identify essential talent development areas. Based on these and other assessments, the company defined a competency model and developed a curriculum based on actual business needs. The model and curriculum comprised the company's professional development program consisting of three stages—knowledge development, ability enhancement, and practice improvement.

In the knowledge development stage, participants consolidated and expanded their knowledge of their role. In the ability enhancement stage, participants communicated with experts outside the company. For instance, participants focusing on finance studied at the Shanghai National Accounting Institute. In the practice improvement stage, participants shared their best practices and research results and mentored junior professionals to increase their performance.

During the program, participants were involved with more than 600 research projects and mentored more than 1,000 junior professionals. Because of the intensive program, 28.8 percent of the participants were promoted within one year of graduation, demonstrating the program's effectiveness in developing leading professionals in the company. Additionally, by prioritizing operation and management efficiency through talent development, the company stabilized its profit growth and reduced its asset liability ratio.

# Sun Life Financial

**LOCATION:**

Toronto, Ontario, Canada

**CATEGORY:**

Organizational Learning & Development

**PRACTICE:**

Advancing High Performance: Leadership Development for Sun Life's Directors

With a new CEO and global growth strategy in place, this financial services organization looked to engage director-level leaders in a new four-pillar growth strategy. Advancing High Performance translated that strategy into action.

The financial services industry was experiencing relentless change, resulting in a new business reality. Changing demographics, emerging economies, declining consumer trust in financial institutions, and digital commerce were just a few of the strategic challenges that director-level leaders had to address. The organization needed a forum to bring leaders together to work across disciplines and build collaborative solutions.

Participation by director-level leaders in past leadership development programs was historically low. A thorough and targeted needs analysis pinpointed a need for an immersive development program that went beyond functional management skills training to an action-based and practical leadership program that had tailored learning modules to address directors' unique needs. More than 200 leaders have completed the program since its 2014 launch date.

The program takes six months to complete and consists of four phases. Phase 1 is a prerequisite course to prepare leaders in management fundamentals and allow for higher-level outcomes in the main program. Two versions are offered: Leading for Success (focused on directors who are new to people leadership) and High Performance Essentials (a fast-tracked refresher for seasoned leaders).

Phase 2 enables a high degree of application to the leaders' work and includes an orientation webinar, self-study, feedback meetings with their team and managers, and a pre-program self-assessment. Phase 3 is a three-day classroom experience with instructor-led content, role plays, group discussion, and communication and leadership presence exercises. The final phase looks at the importance of measuring impact on behavior.

# Ultimate Software

**LOCATION:**

Weston, Florida

**CATEGORY:**

Learning Technologies

**PRACTICE:**

Individualized Learning Paths for a Product Development and Team

Skyrocketing growth in the company, specifically in its product development and information services (PDIS) group, led Ultimate Software to focus on developing a way to train its new developers, testers, and analyst hires to get them up to speed quickly.

The company wanted to develop a program that was "aligned with the culture of our development organization; online and individually focused; and quick to build, using SME (subject matter expert) knowledge as the primary content source." The solution was to make training that was online and self-paced so that new hires could independently acquire the essential information they need. Another component was that of peer-to-peer knowledge sharing, using volunteers with expertise on a variety of topics.

Since the initiative began, more than 300 employees have gone through 121 learning paths, with a high satisfaction rate (4.51 for employee; 4.36 for manager). Time to basic productivity has gone down, knowledge transfer session attendance has tripled year over year, and leadership has thrown its full support behind quadrupling investment in exploratory online learning.

In addition to the PDIS team's learning paths, employees who want to explore people leadership positions, or managers who want to promote further employee growth, have access to resources in the following areas: collaborating and influencing, creativity and innovation, customer focus, lead and develop, planning and process management, and strategic orientation.

Because of the success of bringing employees up to speed quickly, the company has decided to invest resources in an external online learning library. And the knowledge sharing process, in the form of lunch and learns, has proved to be popular.

Since the unveiling of the new learning model, engaged participation in the learning paths has risen, with graduates of the program seeking out and recommending additional learning materials for the path they undertook.

# Ultimate Software

**LOCATION:**

Weston, Florida

**CATEGORY:**

Organizational Learning and Development

**PRACTICE:**

Rising Stars

Ultimate Software is a provider of cloud-based human capital management solutions, with a workforce of 3,500. During the past few years, the company has expanded at a rate of 25 percent annual revenue growth, resulting in the services department facing an ever-increasing demand for product support.

Senior leadership identified the need to find and develop top-tier talent for customer support teams, address key issues (including employee time to productivity), encourage managers to develop employees, and maintain high levels of customer satisfaction. The Rising Stars program was created to meet these needs.

The 12-week program combines intensive training, mentoring, and team building for new hires traveling in cohorts. It provides a comprehensive onboarding process that includes tools, culture, and product focus, so that new hires feel supported and have a solid foundation from their first day on the job. Rising Stars is deeply integrated in all three of the organization's strategic goals: focusing on people, building customer loyalty, and improving the value of the product.

The unique aspect of this program is that the candidates form a general pool of full-time regular hires, but their final team placement is yet to be determined. As they pass through Rising Stars, participants can evaluate teams they think will engage and interest them, while at the same time managers are tracking candidates they believe will be a good fit for their teams.

Rising Stars has grown from an initial size in 2013 of three cohorts totaling 21 people to 21 annual cohorts totaling 257 new hires in 2016. By midsummer 2016, Rising Stars graduates comprised more than 52 percent of total services employees—25 percent of whom already have been promoted—and are actively contributing to a steady 97 percent customer retention rate through a period of rapid growth.

# U.S. Department of Veterans Affairs Office of Information and Technology

**LOCATION:**

Washington, D.C.

**CATEGORY:**

Career Development  
Managing the Learning Function

**PARTNER:**

Booz Allen Hamilton

**LOCATION:**

McLean, Virginia

**PRACTICE:**

Competency-Based Professional Development for IT Staff

In 2008, the Department of Veterans Affairs Office of Information was charged with upskilling a workforce of 8,000 IT professionals with disparate abilities ranging from information security officers (a new role) to software developers. The solution was a competency-based professional development initiative to create standard role definitions and baseline expectations, bringing the newly centralized IT team into consistency.

The organization incrementally developed competency models for 22 roles. Each role's competencies were linked to learning events at five levels of proficiency in a learning management system. To identify gaps, employees complete a competency self-assessment annually and collaborate with supervisors to review and select from system-generated training recommendations.

Using competency gaps as a primary input in training plan development, the initiative enables employees to customize their plans based on their current project work and career goals rather than the required completion of a specific training curriculum for each role. Training events include live events in a virtual campus, webinars, web-based training, videos, and structured on-the-job activities. There are 3,500 learning events mapped to 452 role-specific competencies, at five levels of proficiency, for a total of 47,500 course-to-competency mappings. This flexible approach of providing data-driven training based on competency gaps ensures that the right training is provided at the right time to the right people.

Evaluations reveal that, in fiscal year 2014, 60 percent of employees rated themselves at or above the target level of proficiency recommended for each competency required for their jobs; by fiscal year 2016, that average increased to 94 percent. Also, staff attitudes toward training, as measured by a workforce competence index, improved from 61 percent to 71 percent in the past year; this metric includes favorable responses to items such as "my training needs are assessed" and "I have received the training I need to perform my job."

## CHAMPION OF TALENT DEVELOPMENT AWARD

This award is presented to an individual from outside the profession whose commitment, advocacy, and actions in support of talent development within or outside an organization have influenced audiences, organizations, or society.



**Carol Dweck**

Ever wonder why some people embrace, almost run to challenges, while others shy away from them, throwing their arms up in desperation?

Carol Dweck did; indeed, she did more than wonder about it. She decided to build her research around motivation and why people succeed. “I always wondered why some people love

challenges and thrive in the face of setbacks, while others, with similar abilities, do not,” explained Dweck. This year’s recipient of the ATD Champion of Talent Development award, Dweck is the world-renowned psychologist and author of the 2006 *Mindset: The New Psychology of Success*, which has led many to talk about fixed and growth mindsets.

“A growth mindset leads to greater challenge-seeking and resilience because people are oriented toward growing their abilities and not toward worrying about judgments of their fixed ability,” said Dweck, the Lewis and Virginia Eaton Professor of Psychology at Stanford University. Dweck’s earlier scholarly book, *Self-Theories: Their Role in Motivation, Personality, and Development* was named Book of the Year by the World Education Federation.

Dweck recounted some of her research into motivation in her September 2014 TED Talk, “The Power of Believing That You Can Improve.” In that talk, Dweck describes a Chicago high school where students who didn’t pass a mini-course received a grade of “not yet.” Rather than feeling that their intelligence was called into question, as children—and, indeed, adults—often do when they “fail,” the students were given another chance, another opportunity to learn.

Rather than being energized about learning, children are constantly chasing after that “A” grade. In turn, we now have a generation of employees who are in pursuit of constant validation.

Managers can use this knowledge to help transform the workplace. “Focusing on the learning process is key. ... When people succeed, praising or appreciating their process (their hard work, strategies, use of resources, resilience, and so forth), rather than praising their talent and abilities, can foster a growth mindset,” said Dweck. “In a similar vein, responding to people’s failures with process feedback—a supportive, collaborative analysis of what went wrong and what to try next—can also foster a growth mindset.”

A company’s culture often starts at the top with its leaders, and leaders can encourage a growth mindset culture by valuing the input and development of everyone rather than focusing on the “high-potentials.” Dweck explained: “In these [growth mindset] companies, employees are rewarded not just for bottom-line performance, but also for outside-the-box thinking, reasonable risk taking (with constant learning from the results), productive perseverance, and great teamwork. These are cultures of development for everyone, not cultures of genius that worship the chosen few.”

The payoffs of growth mindset cultures can be huge, leading employees to report “greater employee commitment and empowerment, greater creativity and innovation, and less unethical behavior.”

Dweck, who graduated from Barnard College and who has a PhD from Yale, has taught at both Columbia and Harvard University, in addition to having lectured around the world. Among her many accolades is being elected to the American Academy of Arts and Sciences and the National Academy of Sciences.

As with other things human in nature, mindsets aren’t one and done, with perfection resulting from practice. Fixed and growth mindsets fall into a continuum. There are areas of our lives—it could be athletics or social acumen—where we have a tendency toward one or the other.

And even if we tend to a growth mindset, we’re likely to encounter setbacks: “There may still be things, like criticism, failures, or losses, which can trigger a fixed mindset in us,” said Dweck. “We have to learn to recognize these triggers if we want to return to a place of growth.”

Asked whether there was a specific area of behavioral neuroscience that currently intrigued her, Dweck was quick to express her enthusiasm, “Yes, I’m fascinated by the topic of brain plasticity—how the brain changes and even reorganizes with learning.”

And in terms of her own research, what’s ahead there? She explained that she and her colleagues just finished studying the founders of more than 150 start-up companies. “We were excited to see how much the founders’ mindsets predicted their leadership style, their goals, and the culture of their companies,” says Dweck. “Stay tuned for more!” And indeed we will.



## INNOVATION IN TALENT DEVELOPMENT AWARD

This award is given in recognition of innovation that has had a measurable impact on an organization or audience, is moving the talent development industry forward, is sustainable, and is replicable within or outside the talent development field.



N. Chandrasekaran



Rajesh Gopinathan



Damodar Padhi

### Tata Consultancy Services

This year's winner of the ATD Innovation in Talent Development Award is Mumbai-based Tata Consultancy Services (TCS), a provider of technology services, consulting, and business solutions. As a partner of choice for global companies driving digital transformation, TCS is at the forefront of helping customers reinvent, re-imagine, transform, and prepare for the future.

The company's talent strategy is key to driving this transformation, with the belief articulated by TCS's former CEO and now-chairman of Tata Sons, N. Chandrasekaran, "There are no legacy people, only legacy technologies."

To reimagine its talent development, TCS changed the way training was designed and delivered by thinking about its learners and the way they like to learn: specifically, a way where "the default is digital." The willingness of TCS's employees to learn and their ability to embrace new knowledge continuously has helped the company become one of the top three global brands in IT services. TCS's CEO and managing director Rajesh Gopinathan framed it like this, "The real competitive dynamics are not just about what employees know, but how fast they can apply their contextual knowledge to enable a superior customer experience."

Gopinathan continued, "As an organization, we are focused on giving our employees the right environment and the context to learn. Through the digital learning platform, we want to encourage our employees to own their learning and growth."

TCS sought to meet its goals—specifically, to build the skill health of the organization in technology, domain, and leadership areas—by driving and nurturing innovation, and creating a social impact.

In a technology organization such as TCS, there is a strong dependency on subject matter experts with invaluable contextual knowledge of their customer's products, services, and processes. One of the company's biggest challenges, said Damodar Padhi, vice president and global head of talent development, has been converting this contextual knowledge into shareable digital format: "Enabling the 5As of learning: anyone to learn anytime, anywhere using any content delivered on any device is the key differentiator in translating the contextual knowledge to reach a larger audience, thereby enabling speed, scale, and spread of competency building."

"The pleasant surprise has been the acceptance and active support of the SMEs who have seamlessly collaborated in this journey," continued Padhi. While digital learning is the key driver of the learning strategy, instructor-led classroom training for behavior science programs, experiential technology learning using labs, and activity-based learning enhance learning retention and enrich learners' experience.

TCS keeps its learning content fresh by using the company's internal content research and development teams along with their global SMEs. The talent development team ensures that the digitally delivered technology programs are relevant to TCS's various industries. Meanwhile, the company's Digital Learning Platform allows for global collaborative upskilling.

Both synchronous and asynchronous virtual learning are utilized, depending on the sought-after competency: synchronous for induction, leadership development, and continuous learning; asynchronous, for certification and assessments, and large-scale competency development.

"Creating a true learning organization by embedding learning into every aspect of the employee lifecycle has helped us engage and retain key talent, and partner with the organization in its growth journey," emphasized Padhi.

In not only a fast-paced world, but an incredibly changing industry, TCS understands well the importance of keeping information current, and keeping employees learning continually.

As Chandrasekaran explained, "In today's business landscape, any competitive advantage is short-lived. To sustain our growth and success, we must adapt and learn at a rapid pace. Each one of us must have a mindset to continuously learn new skills." The new world of business is one reason TCS felt the need to change its learning framework. "Changing customer preferences and business scenarios make it important that we are always upskilling in order to stay relevant."

In addition to driving impact, TCS's talent development team seeks to nurture innovation. One of the ways is through the use of the ILP Innovation Lab, which helps identify the right talent for the organization by looking at individuals' initial learning programs. This means spotting individuals who are passionate and who have an attitude for learning and exploration.

For its Innovation Lab, TCS followed the I3B model: identify, ideate, innovate, and build. The research areas that TCS is focusing its Innovation Lab efforts around include the Internet of Things, virtual reality, blockchain, robotics, artificial intelligence, and neuro business, among others.

In addition to this year's Innovation in Talent Development Award, TCS is a seven-time winner of the ATD BEST Award.

## DISTINGUISHED CONTRIBUTION TO TALENT DEVELOPMENT AWARD

This award is presented in recognition of an exceptional contribution that has had sustained impact on one or more aspects of the talent development field.



### Karie Willyerd

As the head of global customer education and learning at SAP, Karie Willyerd has always embraced innovation and the new ways of doing business in this ever-changing workplace environment.

"Fundamentally, any of us interested in talent development are by definition preparing for the future and the needs

of tomorrow's workplace," Willyerd explains. "Pragmatically, I first got interested in the future of work simply so I knew we were developing people to be ready with the skills they and the company needed. Then when you start reading far beyond our own field, I found the topic fascinating. I've always been a light techie, and as it turns out, technology has been a big factor and will be a big factor in shaping the future."

The co-author of bestseller *The 2020 Workplace: How Innovative Companies Attract, Develop, and Keep Tomorrow's Employees Today* (2010) and *Stretch: How to Future Proof Yourself for Tomorrow's Workplace* (2016), Willyerd has a passion for helping employees prepare for future unknowns in the workplace and the role they can play. She is a founding partner of the Future Workplace and Jambok, which is now part of the SAP Jam platform.

When speaking about *Stretch*, Willyerd and her co-author, Barbara Mistick, stress "Get Five to Thrive." "By that we mean find five people who can help you stay on top of everything that is going on in your field and work, and make sure you spend time with them at least once a quarter," Willyerd says. "The future is so complex, we need a tribe to help us even identify what to pay attention to, and your five to thrive can help you do that."

Willyerd's career took off for her after her former employer, Sun Microsystems, was named the top learning and development company in ATD's 2009 BEST Awards. "I have to say that was one of the most memorable experiences of my life, because it was the culmination and recognition of so many talented people on my team. I've won many awards, but that one sits over the fireplace at my home," she says.

While vice president and chief learning officer at Sun Microsystems, Willyerd and her team won more than 35 awards for excellence in creating an innovative learning and development function. "I'm proud to say that my team at Sun has moved on to leadership positions across the industry. One sign of a leader in TD should also include how they develop their own team into future leaders of the field."

Since the ATD BEST win, Willyerd has seen many changes in L&D. "At a few companies, the biggest change has been how talent development can be a strategic player at the CEO and board level. I think as this big wave of baby boomers head to the next stage of their lives, developing talent to replace us will feel even more urgent," she explains. "... Many of the challenges are the same, but augmented by pace, competitiveness, and austerity."

Her career has spanned many decades, and has taken her from Lockheed Martin Aeronautics to Heinz to SAP. It has been all about people development, learning, and the workplace, and the lessons learned over the years have been invaluable. "I had a mentor at Lockheed Martin who told me to always look for problems to solve, and my career would follow. It's not always as simple as that because I believe luck plays a big factor for successful people, but when I let go of climbing a ladder and aimed instead at solving problems, my career really took off," she says.

Along with an advisory board membership at the business school of Colorado State University, Willyerd volunteers her time as a board member on City Year in San Jose, an AmeriCorp organization that partners with public schools and teachers to help keep students in school and on track to succeed.

"City Year is a program that places young leaders in at-risk schools to help affect the dropout rate. The signals of a future dropout can be identified early, and City Year works in many local communities to identify and intervene before that happens," Willyerd explains. "These young adults, typically serving the year after they graduate from college, learn leadership skills that will last them a lifetime. I love the two-for-one aspect of City Year, in the sense of developing students and developing leaders."

Along with co-authoring two books, Willyerd is a regular blogger for *Harvard Business Review* and has authored dozens of articles in many publications. She also is an international keynoter and facilitator.



Excellence in Talent Development

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