ATD ★ AWARDS

Excellence in Talent Development

CEREMONY AND RECEPTION

HONORING OUTSTANDING LEADERS AND ORGANIZATIONS COMMITTED TO EXCELLENCE IN TALENT DEVELOPMENT

2015-2016

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Award Selection Panels

Our professional recognition programs are successful because many practitioners volunteer their time, talent, and expertise. They review all nominations and work together in teams to select winners. We are grateful for the contributions of these individuals in helping select our 2015-2016 winners.

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atd AWARDS
2015-2016

Congratulations!

The Association for Talent Development is pleased to recognize individuals for advancing the knowledge and practice of talent development, and organizations for demonstrating how a commitment to developing talent in the workplace drives performance of business worldwide.

Advancing the Talent Development Profession Awards

ATD Certification Institute
CPLP Employer Award
Rotary International

Young Professionals: One to Watch
Will Constantine
Wasuthorn Harnnapachewin
Matt Hollingsworth
Ethan Lin
Alex Tremble

Dissertation Award
James Vesper

Champion of Talent Development Award
Liz Wiseman

Distinguished Contribution to Talent Development Award
Ruth Colvin Clark

Innovation in Talent Development Award
Tencent Holdings Limited

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Rotary International

Founded in Chicago in 1905, Rotary International ("Rotary") is the oldest and one of the largest humanitarian service club organizations in the world. An international NGO, Rotary has more than 800 professional employees in nine offices around the globe supporting the work of over 1.2 million neighbors, friends, and business leaders who collaborate to create long-lasting change in their communities and around the world.

Rotary recognizes the importance of talent development for both its employees and volunteer members. The organization has a team of 18 learning and development professionals organized into volunteer training and staff training to offer a plethora of learning opportunities. Many of these professionals are members of ATD, eight are Certified Professionals in Learning and Performance (CPLP), and one is a CPLP candidate. As an employer, one of Rotary's core corporate values is professional development. All Rotary associates are strongly encouraged to devote the equivalent of a full workweek throughout the year toward their professional growth and development. Employees in the learning and development group who do not currently hold the CPLP are encouraged to use these professional development hours toward pursing the credential.
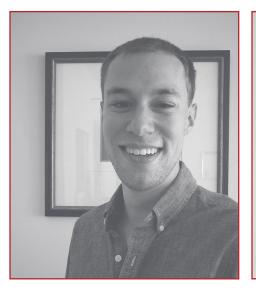
Rotary is very proud of its CPLPs! Rotary's CPLPs are encouraged to include their professional designation on their email signature lines and business cards to acknowledge their accomplishment and to demonstrate their commitment to learning and performance. Framed CPLP certificates are proudly displayed in workspaces for all to see. Rotary wants its volunteers and employees to know that their learning and development professionals are recognized for their expertise by peers in the field as knowledgeable as evidenced by their CPLP designation.

Rotary provides its CPLPs financial assistance to cover the cost of ATD membership, cost of the CPLP exam, and cost of study materials. In addition, study groups for those pursuing the CPLP meet during work hours to help candidates prepare. Rotary also provides CPLP candidates with paid time off to sit for the CPLP exam. To help CPLPs maintain their certification, Rotary provides professional development time and funds for continuing education to remain current with best practices and emerging trends in the talent development field.

Rotary CPLPs have engaged in volunteer work for the CPLP program, and the organization encourages such participation. Volunteer work has included reviewing test items, contributing to case studies for the exam, and presenting at CPLP events.

ATD's Young Professionals: One to Watch

This program recognizes rising stars in the talent development profession. These young leaders are dedicated forward-thinkers who are passionate about applying effective and creative solutions to challenges facing their organizations and the talent development field.
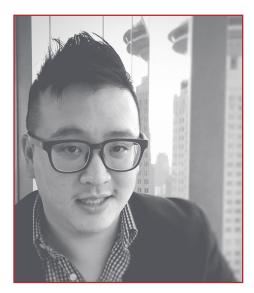
Will Constantine
Creator/President
LearnHaus

Wasuthorn Harnnapachewin
Director, Coaching and Consulting
Slingshot Group

Matt Hollingsworth
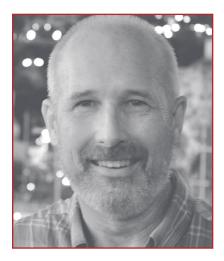Instructional Designer
Wyndham Vacation Ownership

Ethan Lin
Director of Operations
ZeeMee

Alex Tremble
Founder, CEO, and Program Analyst
GPS Leadership Solutions/Federal Government

Dissertation Award

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

James L. Vesper

Murdoch University

"Developing Expertise of Those Handling Temperature-Sensitive Pharmaceutical Products Using E-Learning"

"Effective training involves more than teaching the rules and requirements of national regulatory authorities [such as the U.S. Food and Drug Administration]. . . . Personnel need to have the cognitive skills and develop expertise so they can flexibly and critically evaluate various options, including identifying potential risks and ways to control and mitigate them," writes James L. Vesper in his dissertation, "Developing Expertise of Those Handling Temperature-Sensitive Pharmaceutical Products Using E-Learning." Vesper's submission earned him the 2015 ATD Dissertation Award.

His design-based research (DBR) study revolved around the design, development, and refinement of an e-learning project currently being used around the world by the World Health Organization (WHO) on the handling of vaccines and other pharmaceutical products in what is known as "the cold chain"—keeping these medicines at the right temperature throughout shipping, storage, and distribution. The DBR method is one that varies from what many people think about in terms of research, Vesper explains. Often, people think of research as comparing group A to group B, which is used, for example, in drug clinical trials where you change one or two parameters. What DBR focuses on is "How do you optimize the solution?" It's a pragmatic approach, he says. The design principles that emerge can be used by others in future projects and are evidence of this pragmatism. Vesper emphasized his appreciation to ATD for recognizing DBR as a valid method that can be applied to educational research like his.

The conceptual model for his e-learning course was that of the WHO's Pharmaceutical Cold Chain Management on Wheels bus course, a training program that consists of 15 carefully selected individuals plus three mentors taking a bus trip through Turkey, visiting healthcare facilities and vaccine storage sites along the way. During the six days, participants examine how time- and temperature-sensitive pharmaceuticals are handled throughout the length of the cold chain. Because of costs and logistics issues, and the fact that learners are at disparate locations, an e-learning alternative to the bus course was created. The e-learning program now has run six or seven times, with Vesper serving as a mentor during two of the training sessions.

In completing his research, Vesper fully appreciated the need to do risk assessments around the technology that is at the basis of an e-learning program and its implementation. In performing the risk assessments, he and his team determined, to the best of their ability, what could go wrong during the course—such as YouTube video clips that were part of the course materials being blocked for individuals in certain countries. What was not considered was that the switch to summer time occurs on different dates in some regions or countries, causing confusion when scheduling team meetings of people around the world. Another lesson learned, says Vesper, was the importance of relationships—for example, mentors staying involved in the process and coaching the participants. You have to "think of the people and not just the technology."

The research and course evaluation included three iterations of design/development and formative evaluation. During the first iteration, expert reviewers used an evaluation checklist and a Failure Mode Effects Analysis risk assessment tool. The second iteration included a mentor review; the results of this step in the research led to recommendations around creating facilitator's guides, establishing expectations for them, and reducing identified risks using a different risk assessment tool.

For the field test, the third iteration, 15 individuals from 11 countries were selected to try out the course. Participants were grouped around time zones that allowed for greater ease of collaboration, included a mix of backgrounds (nonprofit, governmental, and industry), and represented what future learners would look like.

One of the 13 design principles that resulted from the research was that of opportunities for articulation: How do we create opportunities for people to show what they have learned? Throughout the course, the activities used were "authentic"—practices that were typically performed, such as developing quality agreements and writing contingency procedures. The final activity had teams evaluate the vaccine-handling system of Albania. The goal was for each team to produce an evaluation report and a 10-minute fact-based presentation on the strengths of the current program and ways that it could be further enhanced, with the presentation given to authorities at the Albanian Institute of Public Health via a teleconference.

James L. Vesper was awarded his PhD in education in December 2014. His chair and supervisor was Jan Herrington, professor at Murdoch University's School of Education in Perth, Western Australia. Tom Reeves, professor emeritus at University of Georgia School of Education, was his local supervisor. Vesper currently is with LearningPlus, located in Rochester, New York.

The Excellence in Practice Awards recognize organizations for results achieved through talent development solutions. Awards are presented for practices that have demonstrated and delivered measurable, sustained results. Citations are presented for promising initiatives that are expected to deliver results.

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

Excellence in Practice Awards

Change Management

Belle 百麗國際 International

Belle Worldwide Limited (a member of Belle International)
Shenzhen, China

FIT as a Change Catalyst

FIT as a Change Catalyst is a change management effort to assist the retailer's employees, based in Hong Kong and Macau, who are experiencing change in the organizational, management, and functional areas of the organization.

The key objectives of FIT are to:

- Increase back-office staff members' understanding of the retail business.
- Create an additional communication platform to connect the front line and office.
- Enhance the level of employee engagement.
- Build a systematic and comprehensive training system for corporate development.
- Cultivate a learning culture.

About 80 percent of the company's 1,000 executive, middle management, supervisory, and support staff employees participate in the program, committing a minimum of 30 hours a year in three areas:

- F: field attachment with minimum annual target of nine hours
- I: interactive activities, such as staff activities or community service, with a minimum annual target of nine hours
- T: training, including internal workshops, seminars and briefings, and external workshops, with a minimum annual target of 12 hours.

FIT enhanced collaboration between back-office and frontline staff, developed a competent workforce (average performance appraisal score of office staff increased), cultivated a work-life balance and learning culture, and increased employee engagement.

Coaching and Mentoring

CardinalHealth
Essential to care™

Cardinal Health
Dublin, Ohio

MentorCliQ
Columbus, Ohio

Cardinal Health Sponsorship & Mentoring Initiatives

Cardinal Health helps providers focus on patient care while reducing costs, enhancing efficiency, and improving quality.

A formal mentoring program was implemented as a primary focus within the organization's global talent management strategy. It enables employees to build leadership capabilities across the enterprise and provides the organization with a distinct, sustainable competitive talent advantage.

Currently there are more than 700 employees participating globally, from hourly workers to senior vice presidents.

Specifically, the mentoring/sponsorship initiatives help address improvement opportunities such as:

- increasing the number of women and minorities in the leadership pipeline
- building a more inclusive culture
- assimilating new leaders
- increasing collaboration across business segments, functions, and geographies
- increasing employee engagement and retention.

The corporate mentoring initiative provides resources and connections to help employees continue to develop and grow great careers. In addition, the initiative supports talent development objectives such as:

- providing employees greater access to mentoring as a development resource
- providing a structure and process flexible enough to support a variety of mentoring formats that meet business or function-specific needs
- gathering relevant data to inform talent development opportunities and decisions.

Organizational Learning and Development

中租迪和股份有限公司 Chailease Finance Co., Ltd.

Chailease Finance Co., Ltd.
Taipei, Taiwan

Regional Development Model: Where Learning Happens and Grows

Chailease Finance's target audiences are small and medium enterprises. The company created the Regional Development Model (RDM) to assist sales representatives and risk assessment associates gain necessary regional-industry-specific knowledge, and to share knowledge and best practices among branch offices at home and abroad.

The organization built regional bases separately in China and Southeast Asia to expand the business scope abroad, optimize international development, and serve more customers in different geographic areas. Due to different regions having their own special industries, salespeople require specific know-how to compete in these markets, and risk assessment officers need relevant information to evaluate the risk status of potential customers.

To create a learning organization through this model, employees at different locations can share regional-specific knowledge and best practices with HR assistance. The RDM helps create a sharing culture—under such an environment, employees are motivated to contribute to a learning organization. With extensive development over time, staying close to small and medium enterprises became one of the major focuses.

The RDM complemented centralized training and education programs by empowering branch offices to contribute experiences and best practices to the system, blending human interaction with a knowledge management system, and resulting in extended learning transfer and improved communication throughout the organization.

Learning Technologies

Dubai Police Department
Dubai, United Arab Emirates

Virtual Applications

Demographic shifts in the Dubai Police Department were the impetus for an overhaul in training delivery. As the police force gained younger officers, the learning team recognized that delivering critical training only through a traditional classroom method was not the best way to serve the digital natives on the force who had grown up with technology and video games.

The mandate was to create a suite of robust training programs using video and gamification for the organization's four strategic goals and across 10 different security and awareness topics. The programs serve most of Dubai Police's 20 different departments, 10 police stations, and more than seven other organizations.

Cutting-edge video game technology was used to create virtual incidents ranging from crime scenes to traffic accidents to hostage scenarios that require SWAT planning and intervention. The process is engaging and mimics real life situations, which allows trainees to learn by doing and practice skills in a safe, practical environment.

Adoption of this new training regimen has been positive and borne good results. In addition to the immediate feedback that the video game scenarios provide, active discovery and the development of new kinds of comprehension are benefits for the trainees.

Performance has also improved. As an example, crime scene investigators who trained using the virtual environments performed better in real cases than those who did not train with the virtual methods by an average of 57 percent.

Organizational Learning and Development

Eczacıbaşı Holding
Istanbul, Turkey

Develop Your People

Eczacıbaşı Holding is an industrial group active in finance, IT, welding technology, mining, and property development. A few years ago, the organization determined that people management was an issue among its 12,450 employees in 41 companies, and decided to take steps to create a mutual language and culture.

It built an assessment center, a competency evaluation tool that helped define employees' strengths and development areas. After employees went through the evaluation process, the company realized that the "delegating responsibility," "coaching," "building a successful team," and "aligning performance for success" categories scored more poorly than desired. As a result, it founded the Develop Your People program, which served 450 managers and team leaders, to establish the common management culture it needed.

The program takes place over about nine months, featuring three modules and follow-up sessions with a two-month gap between each. It combines in-class training with e-learning, portal, pre-studies, practices, and materials that focus on personal discovery, managing self and relations, coaching models and competencies, situational leadership, delegation, and positive performance dialogues.

Eczacıbaşı gathered results in employee engagement surveys before Develop Your People went into practice (in 2011) and afterward (in 2014). It determined that performance management scores went up 5 percent, line manager scores went up 4 percent, and development opportunities went up 3 percent.

Learning Technologies

Emirates NBD
Dubai, United Arab Emirates

eLearn

Following a merger, Emirates NBD, the leading financial institution in United Arab Emirates, needed to address the high costs of training and management of certifications for the integrated workforce. Historically, the company had relied on classroom delivery for training, but the demand for cost reductions, speed to competency, and scalability for a diverse workforce required new thinking.

The organization set out to change the learning culture from classroom-centric to technology-centric. The eLearn practice was introduced in 2011 by having instructors use online content as a facilitation aid. Over four years, online delivery has gone from a component of classroom learning to being fully integrated into the content delivery mix. Today, most of Emirate NBD's classroom courses have e-learning prerequisites. Courses cover a wide range of training needs, from compliance to communication skills to team building.

The adoption of e-learning has been fast and substantial. What started with 1,000 employees in 2011 now includes more than 9,000 employees around the world. Employees have embraced—and demanded—"anytime, anywhere learning."

Originally conceived as a way to contain training costs and increase efficiency and effectiveness, the eLearn practice and ensuing learning-culture shift have delivered strong results:

- There's been an 80 percent reduction in cost.
- Nearly half of program participants have increased the revenue in their business units.
- Ninety-one percent of participants say their performance has improved to a great extent, which is corroborated by their managers.

The talent development team at Emirates NBD is exploring more implementation of social and mobile learning.

Performance Improvement | Organizational Learning and Development

Emirates NBD
Dubai, United Arab Emirates

Role Based Training Certification Program

When the second and fourth largest banks in the region merged, Emirates NBD emerged as a banking powerhouse with a performance gap problem. Differences in understanding and blending staff from diverse nationalities and backgrounds contributed to a management challenge to align staff to the organization's overall strategy, processes, and policies. Customer satisfaction suffered and poor audit scores resulted.

The Role Based Training Certification (RBTC) practice was created to improve the base knowledge of customer-facing branch staff and foster uniformity for processes and policies across all branches and in five distinct employee groups: tellers, head tellers, customer service executives, branch operations officers and managers, and branch managers. The Emirates NBD management team wanted specific programs for each role that would bring performance improvement to individuals, branches, and the organization.

RBTC is an interactive, blended learning initiative with classroom- and online-learning-based programs. It provides participants with the latest updates on processes and policies, fraud and money laundering, soft skills for customer interactions, coaching for managing teams, learning implementation, and feedback.

Primarily, RBTC provides participants with necessary knowledge and skillsets to execute customer transactions efficiently and provide superior customer service in line with the company's internal model—Trust, Ownership and Personal touch (TOP).

Over three years, the program has made a significant impact on processing high volumes of transactions with minimum errors, reduced customer complaints, and improve the Net Promoter Score.

Change Management

ENN Group
Langfang City, China

Zoe Holdings Limited
Hong Kong

Transformative Leadership

ENN Group is a private energy conglomerate in China. In early 2013, the board chairman announced a corporate vision and direction of strategy transformation to all senior executives, and emphasized that all leaders should improve capability and support the transformation.

The company's corporate university designed and implemented the Transformative Leadership practice, which is targeted at leaders at the grassroots level or above and specialized personnel, totaling nearly 1,600 employees. Change LEADers are divided into four levels: change leaders, change executives (or engines), change accelerators, and change deployers. Overall, they are expected to understand and agree with the company's vision and strategy, master logical and strategy-oriented methods and tools, have an awareness of the urgency of change, and enhance the capability of change leadership.

Workshop-based, the practice has achieved expected results by introducing innovative business focuses for action learning, emphasizing participation and experience, and effectively integrating training, coaching, assessment, and business achievement. In 2014, two new core businesses saw abrupt growth, rising by 87 percent and 150 percent, respectively, when compared with the previous year.

Leaders have cultivated a market and client-oriented awareness, and practiced the coach-style leadership in the course of in-depth participation. Moreover, this practice has promoted communication and collaboration between functional departments and relevant industries, and has won recognition from inside and outside the company.

Career Development

Hewlett-Packard
Palo Alto, California

Forum
Boston, Massachusetts

Welcome to Management

Welcome to Management (W2M) is a practice designed for managers new to the people management role. The program focuses on the foundational leadership and management skills required to achieve success as a manager at the organization by raising awareness of the challenges and success factors to make the transition from individual contributor to manager. The practice introduces new managers to the role and highlights what is expected of them as managers in this hardware, software, and IT organization.

The goal is to shorten time to productivity, increase managerial effectiveness, and help new leaders build relationships both within the teams they manage and across functional groups. Course participants build a strong network of colleagues from different locations, business units, and functions.

W2M is available in a two-day, face-to-face format and in a four-session virtual format of four hours each. Managers leave sessions armed with practical tips and an action plan for putting what they learned into practice. Post-session learning application is reinforced through experiential and relationship-based activities that expand on program concepts.

Since its implementation in 2013, W2M has reached more than 1,200 participants, with 90 percent or above scores on Level 1 evaluations (quality, job relevance, and overall satisfaction) and with positive scores on Level 3 evaluation (100 percent perceived value, 100 percent learning transfer, and 86 percent business impact).

Career Development

Hewlett-Packard
Palo Alto, California

VS Ambaasuthan Associates
Bengaluru Area, India

World Class Manager Skillset Program

"Innovation for us means continuously evolving and reinventing our products and services being offered to meet our customers' needs," writes Hewlett Packard. And that is reflected in the company's research and development arm being one of its largest business groups, with some 2,300 employees including 150 project managers and 140 program managers. The unit, based in Bangalore, India, focuses on complex technologies and products such as servers, storage, and networking.

In this ever-increasing global economy, managers are needed who have the skills to work in a global corporate environment—something the company's World Class Manager Skillset program sought to address. A rigorous nine-month skill development program for first-line people managers and program managers in emerging countries, the program blends experiential, relationship, and classroom learning methods—the 70-20-10 model.

The program seeks to develop core leadership and professional skills that meet the rigors of a global setting and can drive key business results. As HP indicated, there was "a need for a deep and comprehensive management competency development framework with emphasis on applied learning, aligned to key business priorities." Those undergoing the program are encouraged to apply the skills they learn to their everyday work activities.

Approximately 15 percent of the local HP workforce is covered by the World Class Manager Skillset program. The program, currently in its third year, is achieving business outcomes and improving employee engagement scores of participating managers.

Managing the Learning Function

Hewlett-Packard
Palo Alto, California

Less Us, More Them: Enabling Business Performance Through Participant-Centered Learning

HP determined that it needed to increase the fundamental competencies of its employees to stay competitive in the marketplace during a period of economic challenges. To do that, the company decided to overhaul its learning and development strategy. In the past, the focus had been on what the company wanted its learners to know—it wanted to change the focus to what the learners needed to do to become more effective.

HP reviewed its previous training solutions with the following questions in mind:

- Were they designed with the learners in mind?
- Were they designed and delivered so that they prepared employees for the new style of IT?
- Did they meet the quality criteria that could lead the company to success in a challenging economy?

In all cases, the answer was "sometimes." Given that, a reinvention was in order. In the end, HP's learning and development team created a new system that changed the focus of the learning programs from being trainer-centric to being learner-centric. These changes served all of HP's employees as the learning and development team (about 400 people) changed their design, development, and delivery approaches to better meet the needs of their audiences.

The solution had multiple facets, including the creation of a skilled, certified facilitator community; a social learning community space for design standards, templates, and more related to participant-centered learning; and a fundamentals program meant to create a common learning foundation among learners.

The new program has garnered uniformly positive results, from higher certification and revenue attainment to better attrition rates. For instance, in one new-hire onboarding program, just 2.1 percent of program participants were lost through attrition, half the number of nonparticipants, which resulted in cost savings of $750,000 in one year.

Organizational Learning and Development

IBM
Armonk, New York

Creating Change Agents Across the New Manager Population: MD 102 and MD 201

IBM's management development (MD) team created two learning programs, MD 102 and MD 201, to train new first-line and upline managers. These programs were created to address the need to better engage and enable these managers in support of the CEO's initiative to transform the manager role. MD 102 is a three-day, face-to-face immersive experience that aims to engage, inspire, and equip new first-line managers to become role models and enablers of a signature client experience culture. MD 201 is a two-day, face-to-face, mobile-enabled and interactive learning experience designed to build the knowledge and skills of new upline managers to help them activate a new culture.

The manager initiative was part of an enterprise-wide transformation effort focused on improving client experience at IBM. Aligned with the CEO's belief that employee engagement drives the client experience, the MD team designed and implemented an evaluation methodology for the newly designed programs that studied the relationship between attendance at the programs with engagement and client experience.

The MD team found that participants had 11 points higher team engagement compared with nonparticipants' teams. Engagement was associated with client experience; countries with a higher manager program attendance rate had a client experience score 4.2 points higher compared with countries with a lower rate. Also, where countries had a higher manager participation rate in giving recognition, the Client Experience score was 5.2 points higher than countries with a lower rate. Alongside that, the voluntary attrition rate was 4.5 percent lower among those who attended the programs.

As a result, the company's CEO made these programs mandatory for managers to accelerate the cultural transformation.

Sales Enablement

IBM
Armonk, New York

Executive Conversation (now part of Corporate Visions International)
Incline Village, Nevada

FinListics Solutions
Alpharetta, Georgia

Financial Selling Enablement for Sellers and Sales Leaders

The marketplace and client mindset are constantly evolving so sellers must continuously evolve as well. To be successful in today's environment, IBM sellers require a deeper understanding of the client and must consistently bring value to key decision makers, including C-level executives and business unit leaders. At this higher level, sellers need to confidently use finance language to effectively engage in business-level dialogues with key client executives (like CFOs) who are involved in supplier relationships and their company's buying decisions.

To address these needs, IBM developed a blended learning approach to help drive revenue growth in existing and new clients, and to improve skills that enable the ability to call higher in client organizations, especially outside the IT department. They identified the need to more deeply link their solutions to business outcomes. IBM also sought to shorten sales cycles and increase deal sizes. They identified the need to increase the sales force's ability to articulate the financial impact for clients by using a structured methodology that helps shift the mindset of the seller into the client's perspective as a buyer.

IBM's return on investment studies validate that its learning strategy is working: New business opportunities are being generated and closed, and sellers are acquiring deeper financial selling skills. Along with qualitative findings, ROI results from a study in the second quarter of 2015 confirmed more than $163 million of revenue and pipeline generation from an investment of just $2.8 million, of which $74 million were new opportunities.

Coaching and Mentoring

ITU AbsorbTech Inc.
New Berlin, Wisconsin

Organizational Application of DiSC Model

ITU AbsorbTech, a family-owned and operated industrial laundry service company following sustainable business practices, is entering its fourth generation of ownership.

The DiSC program was designed for use and application by all 385 employees, with the premise that DiSC concepts could be applied in day-to-day interactions at all levels throughout the company. The three-part, progressive-series curriculum enables employees to learn more about themselves and their own behavioral-style tendencies, concurrently learning about the other DiSC profile types, and how to effectively apply methods to communicate across the spectrum of profile traits.

A series of instructor-led training courses in DISC were created, designed to provide employees with the knowledge and skills to support company-wide team play. The initial objectives were to improve interpersonal communication, improve the employee relations climate, reduce unwanted turnover, and increase engagement to stabilize an emerging culture.

To support adoption, DiSC concepts were integrated into virtually every communications process in the organization. This includes employee relations, customer service, and business development methodologies. To further integrate DiSC into the culture, the concepts were utilized in the company's quarterly and year-end employee performance appraisals, as well as the talent acquisition and selection process and our succession planning processes.

In just over three years, there has been a remarkable decrease in employee relations issues that require human resources intervention, a decrease in overall unwanted employee turnover, and an increase in employee participation in voluntary leadership preparatory or professional development activities offered through the organization's internal corporate college.

Integrated Talent Management

Johnsonville Sausage, LLC
Sheboygan Falls, Wisconsin

Building Leaders and Superlative Teams (BLAST) Leader Development Program

A leading food brand, Johnsonville Sausage manufactures, markets, sells, and distributes in America and approximately 40 other countries.

Building Leaders and Superlative Teams ("BLAST") was developed 15 years ago as the company began its transition from strong regional brand to breakout national brand. BLAST is an innovative, nine-month, multimodal leadership development program for high-ambition first-line coaches (supervisors), high-potential future coaches, and other influencers who must lead without authority. BLAST builds leadership bench strength and enhances current leaders' leadership and coaching skills, all through the prism of company values and eight BLAST leadership competencies.

Participants meet monthly for a full-day session blending multiple media formats, leading-edge adult learning techniques, and world-class tools and content. Between sessions, participants complete Watch-Do-Teach homework assignments to deepen understanding and apply learning.

The program has helped achieve the goal of filling 70 percent of coaching roles internally and yielded significant business outcomes. One action learning project helped a historic initiative succeed and led to the creation of a Continuous Improvement team that drove $4.8 million in savings in year one, which leadership attributes to BLAST.

Each year BLAST is re-examined with the senior leadership team, refreshing it based on feedback from students and their coaches (supervisors) and current business priorities to keep the program relevant and powerful. This review led to a comprehensive curriculums overhaul three years ago, focused on making the content immediately applicable to learners' day-to-day work. Today, about 50 percent of all leaders are BLAST graduates, helping to permanently change company culture for the better.

Integrated Talent Management

MINOR
FOOD GROUP

Minor Food Group PLC
Bangkok, Thailand

APM Group
High Wycombe, United Kingdom

Talent Cultivation in the 'DRIVE' Culture

Minor Food Group is a food retail operator that controls more than 1,800 restaurant and delivery services in 22 countries, including brands such as The Pizza Company, Thai Express, and Swensen's. The organization is primarily focused in Thailand, but has expanded into Asia and beyond.

With that expansion came a need for a new training model, so that leadership talent around the world would follow the same set of behaviors and beliefs, sustaining the organization's culture. Using the ATD integrated talent management model, Minor Food Group created Talent Cultivation in the DRIVE Culture. The practice served 200 employees who were high potentials or already in leadership positions. It was rolled out in Thailand in 2011, and China, Singapore, and Australia in 2013, and is being rolled out in hubs like India, the United Arab Emirates, and the United Kingdom now.

The DRIVE culture has six core components: workforce planning, talent acquisition, performance management, learning and development, succession and management, and engagement and retention. The goal of DRIVE was ultimately to bring 100 percent satisfaction to all stakeholders by 2020, while growing Minor Food Group's non-Thailand hubs to the size of its Thailand base.

With its creation of the DRIVE culture, Minor Food Group hoped to rely more on leaders groomed internally to spearhead its international expansion efforts. Since its implementation leaders have begun to perceive the culture more positively. In 2014, 21 top talents were in the talent pool; in 2015, there were 28. Internal promotions have gone up, including several leaders who moved from high-level leadership roles in Thailand to new roles in different geographical hubs.

Change Management

MTR

MTR Corporation Limited
Hong Kong

Work Improvement Team

MTR Corporation Limited is a successful railway business and is one of the top rail operators globally. Launched in 1989 at its Hong Kong headquarters, the Work Improvement Team (WIT) is a corporate program that aims to motivate staff to continuously apply their own initiative to improve performance and nurture innovative thinking and systematic work methods. Department-based or cross-departmental teams are formed to examine work practices and solve problems in the workplace, which leads to benefits such as higher efficiencies, cost reductions, and environmental best practices.

MTR's Shenzhen company, a wholly owned subsidiary, is the first railway business in China. WIT was transferred to Shenzhen in 2009 to enhance its operation excellence, safety, and customer service. Shenzhen staff is provided with training in three levels based on their WIT experience: Yellow Belt, Green Belt, and Black Belt. Yellow and Green Belt trainings are designed for new employees and experienced members, respectively, while Black Belt is the train-the-trainer program. With top management support and systematic talent development intervention, the company has developed an internal capacity to expand WIT in Shenzhen successfully.

The practice was designed to address the operational and cultural challenges in Shenzhen to the Hong Kong business, which supports the organization's aspiration to be a leading multinational company. In less than five years, the understanding and collaboration between headquarters and Shenzhen has been strengthened, and the operational efficiency and service standard has also been raised, yielding a triple-win outcome for the corporation, the staff, and the customers. The WIT in Shenzhen has also served as the role model for WIT establishment in other China hubs, such as Beijing and Hangzhou.

Sales Enablement

SAP®

SAP SE
Walldorf, Germany

Year One Success

Year One Success (Y1S) is a global sales enablement onboarding program designed to help experienced new hires become more productive in less time. The program follows a 90-day road map composed of four main components: role-specific content, a five-day new hire boot camp, manager-driven accreditation, and an ongoing buddy program to help participants acclimate quickly to their new roles.

This program was created to broaden the company's sales strategy. In 2010, the company experienced rapid growth, and its new target audience went beyond IT professionals to include any business leader who might benefit from its solutions portfolio. Reaching that audience required the company to hire and train thousands of new sales representatives. At the time, the company didn't have a sales onboarding program and the lack of proper training was having an adverse effect on new hire performance. Many new hires hadn't closed any deals during their first year and had achieved less than 50 percent of quota. These factors led to lost revenue opportunities and attrition twice the industry average.

To date, the Y1S program has served more than 7,100 participants across 65 countries, representing nearly 10 percent of its total workforce. Boot camps are held regionally twice a quarter in Mexico, Brazil, Argentina, Colombia, Heidelberg, Philadelphia, Moscow, Johannesburg, Singapore, Shanghai, and Tokyo. In larger regions such as North America and EMEA (Europe, Middle East, Africa), boot camps are held monthly.

The program has measurably improved all new hire key performance indicators annually since 2011. In 2014, program participants increased the number of opportunities created (per rep) by 37 percent, the number of closed sales opportunities by 163 percent, and the average total revenue generated by 178 percent.

Organizational Learning and Development

State Grid Corporation of China
Beijing, China

Aon Hewitt Consulting China
Beijing, China

International Training Program

State Grid Corporation of China constructs and operates electricity power grids as its core business, to provide a safer, cleaner, and more economic and sustainable power supply. As a very large state-owned enterprise critical to national energy security and an economic lifeline, the $31.4 billion company has 1.87 million employees and serves 1.1 billion people in 26 provinces, autonomous regions, and municipalities, covering 88 percent of the national territory. It is committed to the One Belt One Road strategy and going global has become a top priority.

The International Training Program was developed as a comprehensive curriculum based on the actual business needs of overseas positions. Blended learning was utilized to deliver courses. The average training cycle has decreased from six months of face-to-face training in English, to only four to 12 weeks of concentrated learning with rich curriculums each year. It effectively decreased cost and resulted in long-term positive influence. There were 246 participants in the International Training Program between 2012 and 2015.

The total number of courses developed has reached 180, and each year a student is engaged in more than 350 learning hours. As a result, more than half of the program's graduates have been sent overseas to take key management positions. Total overseas assets have increased during the past three years, including establishing three branch offices and purchasing five large overseas power supply operations.

Organizational Learning and Development

Tanfeeth
Dubai, United Arab Emirates

Underwriter Certification Program

Tanfeeth is the first shared business service provider in the GCC and handles the back-office operations for one of the largest middle eastern banks, Emirates NBD. The company, which is committed to delivering service excellence by providing its clients with customer-focused solutions across the entire business value chain, had been struggling to hire and train new underwriters to meet demand. As a result, Tanfeeth initiated change in its learning and development function to create a steady pipeline of qualified underwriters.

Greeted by immense employee enthusiasm, Tanfeeth implemented a three-month certification program to upskill existing employees to become underwriters. The initiative began with a pilot program, with employees being selected to complete the training after a rigorous assessment that measured analytic skills, logic, and product knowledge.

Through career and learning opportunities, roughly 300 employees were affected by the creation and success of the program; 36 of 110 employees passed the program as certified underwriters, leading to 12.5 percent of the company's workforce being certified as underwriters. Tanfeeth's successful program used a blended learning approach with classroom training, hands-on experience, and scenario-based learning that covered all aspects of underwriting.

According to Tanfeeth, "By avoiding skill shortages in [the underwriter] role, this has ensured business continuity for our major banking client and also avoided the additional external recruitment costs caused by high underwriter attrition rates." The program greatly benefited employees, as they were provided with the opportunity to further expand their career options.

Managing the Learning Function

Tata Consultancy Services
Mumbai, India

Global Talent Development

More than 90 percent of Tata Consultancy Services (TCS) employees benefit from the company's talent development strategy, which provides anytime, anywhere learning opportunities including nano videos, e-learning, virtual labs, iQlassrooms, simulations, and focused instructor-led training, among other modalities.

The goal of this development is to help employees deliver on the organizational promise of "experience certainty" for customers globally.

Specifically, the talent development function sought to create a learning ecosystem involving end-to-end learning solutions through virtual learning platforms.

The proof of the effort's success is evident: In fiscal year 2016, total learning days numbered nearly 2.6 million; more than 72,000 employees were certified, and the talent development function received 52 copyrights and filed two patents.

The digital learning ecosystem developed by TCS has helped address issues of speed, scale, and spread by adopting anytime, anywhere learning approaches. By creating an engaging work (and learning) environment, the company is realizing the lowest attrition rate in the industry in its field.

The feedback from the establishment of the ecosystem comprised greater productivity, quicker turnaround time with clients, and benefits for employees including:

- higher performance ratings
- communicating and working with clients globally
- being more marketable, including for overseas opportunities
- becoming capable of providing out-of-the-box solutions to client problems
- reducing level of rework.

Coaching and Mentoring

TEKNOSA

Teknosa İç ve Dış Ticaret A.Ş.
Istanbul, Turkey

TEKNOSA Coaching Programmes, Practices, and Mentoring System

More than 4,000 employees have participated in this electronic retailer's extensive coaching and mentoring program. All program participants must complete six modules—ULead Leadership Development Program, Positive Change: Leader Such as a Coach, Sales Coaching in Time, Social Behavior Styles, Team Coaching, and Mentoring Employees—and they can participate as a coach, mentor, client, or mentee.

The program, which began in 2011, helped:

- Increase sales performance.
- Increase customer satisfaction.
- Attract and retain employees.
- Increase employee loyalty and satisfaction.
- Create a positive impact on the company's atmosphere.
- Increase communication and synergy among departments.
- Create a positive impact on team awareness.
- Increase company and academy brand awareness.

All program participants engage in coaching role play with other classmates as well as team coaching. Teleclass sessions were organized to bring coaches and clients together and follow performance development of clients. Closed groups were created in the company's social learning platform, SosyaLIG, so the coach groups could share with one another. Coaches uploaded videos of their coaching sessions to the academy's video platform, TeknoTube, to follow coaches' performances and give feedback.

Mentors participated in both coaching and mentoring programs to receive training. Mentors supported the development of mentees by recommending resources from the company's digital academy.

The program has reversed decline in sales performance, customer satisfaction, promotion rates, and employee retention.

Organizational Learning and Development

Tencent 腾讯

Tencent Holdings Limited
Shenzhen, China

Feilong Program—Accelerated Development of Reserve Middle Managers

Tencent, the leading Internet service provider in China, has been dealing with a shortage of qualified managers and dramatic growth in the past several years. Management positions were quickly filled with immature managers to meet business requirements. This caused serious challenges to the business.

To tackle this issue and support long-term development, Tencent Academy developed the Feilong Program—Accelerated Development of Reserve Middle Managers. The program aims to build a pool of reliable and skillful middle managers who can fill management vacancies regularly. Candidate selection is based on four core capabilities:

- Industry knowledge: Follow the development trends of the Internet industry.
- Product capability: Design innovative products to meet customers' demands.
- Business capability: Help the company increase revenue and profit with outstanding business sense.
- Leadership: Enhance team efficiency and cohesion.

Action learning is part of the program from beginning to end. The study topics include product trends, such as Internet finance and medical care, and internal management subjects. Research is conducted during the action learning project. Mentors from the strategic development department are invited to engage with projects.

The participants study the current business of the company, as well as future development. At the end of the program, the participants present business development ideas to top management. There have been more than 200 valuable, feasible reports proposed to date. Among them, 60 research topics have improved organizational efficiency and propelled business development.

The top management is very pleased with the results of the Feilong program. More than 90 percent of supervisors report positive feedback, and 82 percent of the participants have been promoted internally.

Organizational Learning and Development

TEB
BNP PARIBAS JOINT VENTURE

Turk Ekonomi Bankasi (TEB)
Istanbul, Turkey

Business Academies

Turk Ekonomi Bank (TEB), one of the largest banks in Turkey, owns 4.5 percent market share in total credit volume. It had 552 branches and 10,178 employees as of December 2014. It operates in corporate, commercial, small- and medium-sized (SME), and private banking.

Within the SME segment, which is one of TEB's main priorities, there are managers and company owners whose financial awareness is relatively low. The SME Consultant Development Program is an initiative to train SME relationship managers to better guide SMEs when consulting about the bank's products and services. This two-year program is divided into three different modules, each lasting six months.

So far, 985 employees have received training through this program. This has allowed them to improve managerial and organizational skills of SMEs and made them more dynamic and able to survive in a globally competitive environment.

The program has produced other, measureable results for the company. Since the program began in 2013, trained employees increased their net customer income levels by 20 percent over those who were not trained in the program. In addition, the bank has seen an enhanced presence in the SME business; it now ranks first among the top-tier banks in customer satisfaction ratings for the SME segment.

Change Management

Türk Telekom
Altındağ, Turkey
ACM, Agility Services Company
Istanbul, Turkey

Agile Studio

Türk Telekom is one of the major telecommunications service providers in Turkey. But being part of a very competitive industry made for several challenging business hurdles, including responding to subscriber needs quickly, collaboration between departments, and employee engagement. To address these issues, Türk Telekom launched Agile Studio, a framework of learning solutions to enhance the agility of the whole company.

The framework provides classroom courses, role-based mentoring, and on-site coaching. To support these programs, the company also created blogs, seminars, conferences, and libraries. The system is designed to help start and guide agile teams throughout their life cycle.

Approximately 500 of Türk Telekom's 23,000 employees from a broad swath of job responsibilities participated in the Agile Studio framework, which integrated with the talent development function in the following ways:

- Talent definition: Working on teams can show more clearly the different talents that team members have. This knowledge can then be relayed to business partners and HR.
- Talent development: Volunteers for team leads are solicited, but the individuals don't need to have experience; they are coached to become team leaders. That way, skills and competencies of employees are expanded.
- Talent retention: Employee engagement was shown to improve through the use of agile practices, which in turn increased employee retention.

The framework led to behavioral and business results, including a 65 percent revenue increase in corporate sales and improved customer care results—including with internal customers.

Organizational Learning and Development

Vestel Ticaret A.Ş. Müşteri Hizmetleri
Yunusemre, Turkey

Long Term Specialization Training Program

Vestel Group comprises 24 companies operating in manufacturing, software and technology development, marketing, and distribution fields in the consumer electronics, household appliances, mobile technologies, LED lighting, and defense industries.

Vestel Customer Services Company provides domestic after-sales service for household appliances, air conditioners, and consumer electronic products produced and sold by factories belonging to the main enterprise in Manisa. The company provides domestic after-sales service through 333 local authorized technical service stations spread all across Turkey.

The company mission is "to ensure customer satisfaction and receive thanks for after sales services." However, when a customer satisfaction survey was fielded in 2011 and 2012, the results were below target, based largely on dissatisfaction with the technicians.

The company became focused on increasing customer satisfaction and the Vestel Service Academy designed a long-term specialized training program for each product group that lasted four weeks.

The goals of this program were:

- Develop technicians' technical competencies in product installation, customer information, troubleshooting, repairing, and maintenance.
- Improve technicians' communication and behavioral competencies to achieve quality face-to-face customer interactions.
- Obtain technically equipped and fully competent technicians.
- Engage the technicians and increase their organizational knowledge so they feel satisfied, motivated, and loyal to the company and brand.

Customer satisfaction has improved through this focus on technician competence, and graduates gain a new title: expert technician.

Integrated Talent Management | Organizational Learning and Development

Western Union
Englewood, Colorado
Nelson Cohen Global Consulting
San Diego, California

WU LEAD High Potential Program

As a result of Western Union's talent review and succession planning process, the company identified the need to implement an effective leadership development program as a key part of its leadership development strategy.

The WU LEAD High Potential program's vision and purpose is to grow and develop today's high-potential leaders into tomorrow's high-performing senior leaders. Success is developing talent to lead by example, and clearly measured by retention, engagement, and career transitions up and across the organization. The program develops leaders' capabilities to demonstrate Western Union's valued behaviors and focuses on 10 leadership capabilities (including strategic agility, perspective, priority setting, and managerial courage). The program also enables leaders to demonstrate tangible positive organizational effects both through their performance and implementation of action learning projects.

LEAD comprises a blended learning solution delivered regionally using a variety of mechanisms, including a five-day residential learning program, a webinar series, internal peer coaching, and action-based learning assignments. The program has evolved with improvements to the structure, design, and delivery mechanisms, including bringing it under the organization's corporate university structure and portfolio of offerings.

To date, results are impressive. Participants from the WU LEAD program have a retention rate that is 14 percent higher than the company-wide retention rate of 84 percent, saving more than $4 million. Additional economic benefits from team member retention, improvements in the customer loyalty program, and overall employee engagement add up to $1 million.

Zurich Insurance Company Ltd.
Zurich, Switzerland

Thunderbird School of Global Management
Glendale, Arizona

Mastering Service Excellence Learning Program

Group Operations and Technology (GOT) was created in 2010 as a new shared service organization within Zurich Insurance to deliver industry leading operations and technology services. As a new business unit, it needed to describe a universal way for employees to interact with their business partners. To achieve its strategic objectives, GOT needed to deliver a systematic change in its service mindset, moving away from an order-fulfillment mindset toward a "trusted adviser" way of working.

Zurich believes that interacting with trust is what makes a difference to customers. This served as the impetus to create the Mastering Service Excellence (MSE) learning program—to build up a workforce of trusted advisers for internal business partners.

The practice serves employees who work with internal customers or "business partners." Several job classifications are affected: senior level people leaders, employees who have regional roles and senior regional customers, and specialists who oversee particular processes or systems that have a direct impact on their internal customers. Additionally, since its launch, the MSE program has gained interest among other employees.

The MSE learning journey combines a variety of experiences, such as classroom modules, peer coaching, mentoring, online assessments, and on-the-job practice. Participants are required to complete test cases to put their new skills into practice. Since inception, evaluation data show that these test cases have had a significant impact on cost and time savings, as well as significant increases in relationships with business partners.

At the end of 2015, after 28 months of implementation, the company reported a 67 percent return on investment.

Coaching and Mentoring | Integrated Talent Management

Capgemini
Paris, France

Connect & Drive

Number of Employees Served by Practice: 10,000

Purpose of Practice: Connect & Drive is a talent acceleration program targeted at future leaders of the company—those in current manager positions who have been identified as having the potential to progress to principal and vice president positions in the near future.

Outcomes to Date: Connect & Drive accelerates the development of top talent and improves their contributions to business results. Only 2.7 percent of program participants have left the company each year (compared with 12.6 percent of the overall manager population) and 33.8 percent of participants have been promoted (compared with 5.4 percent of the overall manager population).

Organizational Learning and Development

Cigna
Bloomfield, Connecticut

Physician Leadership Development Program

Number of Employees Served by Practice: 20 every two years (6.3 percent of all physicians)

Purpose of Practice: Physician-leaders are increasingly tasked with dual clinical- and business-focused roles, yet the lack of leadership development programs for these highly qualified clinicians leaves many unprepared for high-level leadership roles. This program is a strategic response to the volatile changes in the U.S. healthcare environment to help offset the worldwide decrease in physicians.

Outcomes to Date: As a direct result of this program, Cigna's physician-leaders forged many partnerships and alliances within and outside the company, leading to greater efficiencies, improved working environments, and optimized patient care. Participants gained a competitive edge and reinforced their ability to deliver Cigna's values and mission: to help people improve their health and well-being.

Organizational Learning and Development

Eczacıbaşı Holding
Istanbul, Turkey

Future Fit

Number of Employees Served by Practice: 140

Purpose of Practice: The company's aggressive growth strategy has a strong focus on leaders. As a response, an integrated talent management system with a leadership development program was designed. The main idea behind the program was to equip leaders with the necessary skills to become fit for future roles within the group.

Outcomes to Date: In just two years, the external transfer rate among managerial positions decreased from 28 to 18 percent, and the talent rate in internal managerial appointments increased from 87 to 92 percent. It is clear that the number of internally recruited managers significantly increased. Additionally 78 percent of the participants had upward career movement in their positions.

Excellence in Practice Citations

Emirates Islamic
Dubai, United Arab Emirates

CX Journey Learning Initiative

Number of Employees Served by Practice: 1,000

Purpose of Practice: The CX Journey Learning Initiative was born in 2014 with a vision "to create a culture of customer experience that helps us differentiate, lead and grow." The practice vision is closely aligned with the overall vision of the company to expand and grow. The challenge was to ensure that the employees (who are referred to as colleagues) internalized this model and practice its steps, leading to performance enhancement.

Outcomes to Date: Upon taking the practice journey, the learners perceived it as a vital element of their success on the job. Nine out of 10 learners highly recommend the practice and its journey to other colleagues. This score helped the task force and L&D team ascertain that the practice is sound and stable.

Hewlett-Packard
Palo Alto, California

IT JEDDI Development Program

Number of Employees Served by Practice: 7,500

Purpose of Practice: The JEDDI learning model encourages sustainable behavior change through a five-step curriculum: Join, Educate, Discuss, Do, Impact = JEDDI. During 2014 and 2015, IT employees participated in the JEDDI program concentrating on eight critical attributes: Continuous Improvement, Customer Mindset, Driving Change, Executing, Communication, Collaboration, Innovating, and IT Acumen. The program is designed as a multi-disciplinary approach to solving a business problem for the organization.

Outcomes to Date: Through the JEDDI framework, the critical transformational attributes championed by IT leaders became organizational norms and realities.

JEDDI brought together 7,500 IT employees, established a culture of learning and proved to IT employees that their development was a priority, thus driving engagement and retention.

Hewlett-Packard
Palo Alto, California

University Graduate New Employee Orientation

Number of Employees Served by Practice: 682 (18 percent of external hires)

Purpose of Practice: The program provides new university-graduate hires a basic understanding of company strategy, culture, common tools, and organizational structure, and strengthens interpersonal skills related to the transition from academic to corporate life, thus enabling new hires to be productive more rapidly in their new roles.

Outcomes to Date: This program helped retain new hires significantly (2.2 percent lower attrition, 14 percent higher intention to stay). All participants have observed positive impact on employee engagement, personal productivity and effectiveness, and faster integration into the company organization and culture.

Organizational Learning and Development

Hilton Worldwide
McLean, Virginia

Digitec Interactive
Orlando, Florida

Digital Check-In

Number of Employees Served by Practice: 80,000

Purpose of Practice: In April 2014, Hilton Worldwide launched the groundbreaking Digital Check-In app, which hotel loyalty club members can use to check in, select rooms, and confirm payment. To prepare 80,000 team members in nearly 100 countries for this transformation, Hilton developed mobile-accessible e-learning programs that simulate the guest experience.

Outcomes to Date: Company leaders agree: Training was key to the Digital Check-In's resounding success. In six months, partnering with colleagues across Hilton Worldwide, the company rolled out tech-savvy learning that team members loved; its effectiveness helped drive 2 million additional downloads of the loyalty app and guest satisfaction scores beat targets by 14 percent.

Change Management

Jindal Power Ltd.
Raigarh, India

"Utthaan" The RISE: Transformation in the Lives of PAPs (Project Affected People) Through Attitudinal Change and Competency Building

Number of Employees Served by Practice: 694

Purpose of Practice: "Utthaan" is a large-scale development initiative of trainable rural youth providing competency-based, skill-oriented technical and vocational training. Focus was placed on training unskilled school dropouts and underprivileged learners from the community in the vicinity to be economically productive individuals with the requisite attitudinal and behavioral characteristics.

Outcomes to Date: The program has benefited participants through enhanced skill levels and employability. By harnessing their potential and talent, the company was able to prepare them for achieving high productivity and quality.

Organizational Learning and Development

Kohler Company
Union City, Tennessee

Staff Management/SMX
Union City, Tennessee

Job Instruction Training Program

Number of Employees Served by Practice: 200-300

Purpose of Practice: The Job Instruction Training Program was designed to help the company standardize operational training. Many operators were not performing their jobs correctly or consistently, so job instruction was implemented to standardize their training.

Outcomes to Date: The Job Instruction Training Program has successfully standardized operational training. It has given the company a way to successfully develop and deliver operational standards.

Excellence in Practice Citations

Coaching and Mentoring

Labor Affairs Bureau of Kaohsiung City Government
Kaohsiung, Taiwan

Triple 3-Cs Project

Number of Employees Served by Practice: 299

Purpose of Practice: The Triple 3-Cs Project helps people with disabilities access vocational skills training and community resources to improve their job prospects in a competitive market.

Outcomes to Date: The employment rate for people with disabilities is now 66 percent, and the professional certification pass rate has increased to 75 percent.

Integrated Talent Management

Larsen & Toubro
Chennai, India

Frontline Supervisors Trainee Program

Number of Employees Served by Practice: 2,500

Purpose of Practice: The practice is about creating homegrown frontline supervisors for the civil engineering discipline and is delivered internally through customized curriculum and on-the-job training, with a focus on productivity, quality, and safe work methods. This pioneering initiative fulfills the organizational priority of creating sustainable job opportunities for rural youth from poor economic backgrounds.

Outcomes to Date: The program helped engineers qualify for value-adding, high-order jobs and has become part of a robust leadership pipeline.

Learning Technologies

Novo Nordisk Inc.
Plainsboro, New Jersey

Evoke
New York City, New York

The Learning Library

Number of Employees Served by Practice: More than 3,200

Purpose of Practice: Novo Nordisk's custom online learning library consolidates thousands of informal, self-guided, and formal learning resources mapped to both leadership and functional competencies. It provides access to development beyond existing roles, helping users prepare for varying opportunities throughout their careers.

Outcomes to Date: By making learning intuitive, accessible, and fun, self-guided development simply becomes part of the daily workflow. With more than 60 percent of the employee population using the learning library, and an average of more than 15,000 page hits per month, it is clear that development is a top priority at Novo Nordisk.

Phelps Memorial Hospital
Sleepy Hollow, New York

HealthStream Inc.
Nashville, Tennessee

Improving the Patient Experience in Healthcare

Number of Employees Served by Practice: 800

Purpose of Practice: Creating a culture change is a monumental task for any organization, one that's typically led by executive staff. A team of midlevel leaders oversaw a culture change at Phelps Memorial Hospital. These individuals taught, coached, and mentored staff and leaders to adopt and sustain important behavioral changes.

Outcomes to Date: The outcomes noted include improved quality measures as evidenced in reduced fall rates and hospital-acquired conditions. Improved patient outcomes also were evident in top quartile patient experience scores as seen in HCAHPS and in the emergency department. Employee morale and engagement improved as well, as seen in employee engagement surveys.

Ping An Bank
Shenzhen, China

Accenture Talent and Organization Consulting Team
Beijing, China

High Performance Sales Force Analytics and Sales Performance Accelerator Program

Number of Employees Served by Practice: 10,207

Purpose of Practice: To enhance sales capability and gain advantages in a competitive business environment, the bank has implemented this program to identify high performers in the sales force and quickly replicate their behaviors throughout the organization.

Outcomes to Date: The program developed more than 300 mobile case courses, learning coverage reached 100 percent, and the satisfaction of trainees exceeded 95 percent. Many sales representatives improved their performance. The sales force's per capita operating revenue has increased 28.5 percent year over year.

Quanta Computer Inc.
Taoyuan, Taiwan

New 3Cs Capability Upgrade Practice

Number of Employees Served by Practice: 1,800

Purpose of Practice: To support the organization's transformation from laptop PC manufacturer to a "new 3Cs" (cloud computing, connectivity, client device) business, this practice is designed to build technical capabilities so the company can enter new markets and sustain competiveness.

Outcomes to Date: The Level One and Two goals of this practice were met. At Level Three, 94 percent of employees applied skills to improve working efficiency and effectiveness by 50 percent. The new 3Cs business increased from 15 to 35 percent at Level Four, and at Level Five, cloud business attributed to 5 percent revenue.

Excellence in Practice Citations

Integrated Talent Management | Organizational Learning and Development

REPSOL

Repsol
Madrid, Spain

Energy Management Master Program

Number of Employees Served by Practice: 260

Purpose of Practice: Repsol's Energy Management Master Program is an exclusive internal full-time degree program for newly hired nontechnical professionals that serves as a technical and cultural introduction to the company, delivered in a standardized model to focus on knowledge of its full value chain and system of internal processes.

Outcomes to Date: The program has had significant outcomes for Repsol in numerous ways. Several students' final project results and recommendations are predicted to have a financial impact on the business. Additionally, the program has helped attract the best talent to Repsol, promote change agent behavior on the job, and grow its leadership pipeline.

Coaching and Mentoring

SAP®

SAP
Walldorf, Germany

Corporate Executive Board (CEB)
Arlington, Virginia

Coaching to the Challenger

Number of Employees Served by Practice: 6,200

Purpose of Practice: Coaching to the Challenger is a sustainable coaching program designed to equip sales managers with the capabilities and tools they need to effectively coach and support their team's development around the Challenger Sales model, a global selling approach that has revolutionized sales for the organization.

Outcomes to Date: The nature of conversations between sales managers, account executives (AE), and customers improved. Insight-led sales experience delivered greater value to customers. It also helped to increase AE productivity, build stronger pipelines, increase the number of sales professionals' achieving targets, increased the average size of each individual sale, and delivered greater top line and margin growth.

Organizational Learning and Development

Saudi Aramco
Dhahran, Saudi Arabia

Excelsior Consulting Group
Atlanta, Georgia

LeadWELL

Number of Employees Served by Practice: 60,000

Purpose of Practice: LeadWELL is a training module integrated into core leadership development programs to increase the performance and resilience of Saudi Aramco leaders. The assessment of key health metrics of individual leaders and education and support for changes in lifestyle factors increase the health, well-being, engagement, and performance levels of program participants. Additionally, leaders model behaviors that improve the health and productivity of their teams and their families, positively affecting the wider organization and its communities.

Outcomes to Date: LeadWELL has resulted in:

- individual leaders improving their functional performance by 50, which increased their personal productivity, engagement levels, and job satisfaction, contributing to improvements in organizational health metrics.
- a positive impact on cost avoidance metrics associated with medical costs and reduced absenteeism rates, contributing to the company's value creation metric.
- a reduction in the health risk profile of leaders by 20 percent, positively affecting company health and safety metrics.

Organizational Learning and Development

Sonic Automotive
Charlotte, North Carolina

Accelerated Business Results
Cincinnati, Ohio

EchoPark—The Start of Something Special

Number of Employees Served by Practice:
142 initial new hires

Purpose of Practice: The practice is a comprehensive learning program that includes collaborative skills training, job-specific training, and brand and team building for a new Sonic business launch, EchoPark, which sought to reinvent the used car business. All roles were new hires and needed extensive training to achieve Sonic's vision.

Outcomes to Date: In the first 10 months of business, EchoPark sold 2,395 cars, which was sixth in Colorado for used car sales, and 90 percent of customer reviews are overwhelmingly positive. Additionally, employee surveys have shown they are happy to work here, and the culture is a main differentiator.

Career Development

Sonic Automotive
Charlotte, North Carolina

Accelerated Business Results
Cincinnati, Ohio

Fixed Operations Leadership Academy

Number of Employees Served by Practice:
18 employees in inaugural program; 26 in the second

Purpose of Practice: Before 2014, no training program existed at Sonic for new leaders in fixed operations. Sonic wanted to increase retention in this role and ensure that these employees could more easily transition into leadership positions. Thus, the Fixed Operations Leadership Academy was created, which incorporated on-site classroom, self-paced, and virtual training components.

Outcomes to Date: The company has experienced improved attrition (advisers 3.0 to 2.3 percent, technicians 1.7 to 1.3 percent); improved pipeline (promotions of 44.4 percent for first-year program participants and 29.9 percent for second-year participants); improved business results (2 percent increase in labor gross profit); and improved customer service indices in all stores with academy participants.

Diversity and Inclusion

Tanfeeth
Dubai, United Arab Emirates

Engagement Through English

Number of Employees Served by Practice:
173

Purpose of Practice: The Engagement Through English initiative looked at possible problems that may arise due to language barriers. This initiative gave focus to a problem that many GCC companies face, and found a solution that resulted in a better work ethic, while creating a more welcoming and inclusive environment for all staff. This program increased both productivity and company morale simultaneously.

Outcomes to Date: The Engagement Through English initiative successfully decreased the amount of staff absences, increased staff participation, and increased process speed. This initiative has continued to improve the English proficiency of the Emirati staff at Tanfeeth.

Excellence in Practice Citations

TATA
CONSULTANCY
SERVICES

Tata Consultancy Services
Mumbai, India

Continuous Learning Program—Technology

Number of Employees Served by Practice:
More than 339,000

Purpose of Practice: The purpose of the program is to help employees continuously develop competencies and obtain certifications in all new and relevant technology areas. While the predominant mode of training delivery in the past was classroom training, rapid growth of the organization coupled with the speed of changing technologies mandated the move toward a digital program.

Outcomes to Date: The TCS talent development team has revolutionized talent development through innovative, synchronous, and asynchronous learning solutions. The program has helped train 2,281,658 employees in FY16. It has also helped TCS meet the challenge of building 100,000 digital competencies in the span of a year. Preparing the workforce to excel in digital and nondigital technologies is helping the organization maintain its leadership position in the industry.

TEKNOSA

Teknosa İç ve Dış Ticaret A.Ş.
Istanbul, Turkey

Coaching Programmes, Practices & Mentoring System

Number of Employees Served by Practice:
3,500

Purpose of Practice: The purpose of this practice was to increase sales performance, customer and employee satisfaction, and communication among departments, in addition to spreading best practices and creating team awareness.

Outcomes to Date: The practice helped to reinforce good communication skills between senior management and employees. The practice also helped to create strong ties between mentees, mentors, and coaches. The results of an employee engagement and satisfaction survey showed an increase in sales data and customer satisfaction, and an improvement in company climate and culture.

Tenaris

Tenaris
Buenos Aires, Argentina

edX
Cambridge, Massachusetts

Corporate MOOCs

Number of Employees Served by Practice:
7,000

Purpose of Practice: Tenaris has become a leader in the use of corporate massive online open courses (MOOCs). This training strategy is essential given the company's 25,000 specialized employees all over the world. The company has launched three corporate MOOCs so far and was the first company to partner with edX.

Outcomes to Date: Corporate MOOCs have augmented the availability and quality of high-level training while allowing huge savings. They have helped to reposition and strengthen the Tenaris HR brand in customer relations, community outreach, and talent attraction. Based on this experience, the company is rethinking its learning model.

Sales Enablement

Tencent Holdings Limited
Shenzhen, China

Strategy-Oriented Sales Capability Enhancement

Number of Employees Served by Practice: 300 sales personnel within this business group

Purpose of Practice: Tencent made it a priority to boost its video-advertising business and enhance the ability of the sales team.

Outcomes to Date: Sales in 2013 recorded Rmb3.58 billion, with a completion rate of 109 percent, among which completion rate of video ads sales reached 112 percent. Sales in 2014 hit the target again with a completion rate of 129 percent, among which completion rate of video ads sales reached 119 percent. Actual sales of video ads in 2014 grew by 284 percent compared with 2013. Revenue from ads sales as a percentage of total revenue increased year over year, from 8 percent in 2013 to 11 percent in 2014.

Coaching and Mentoring

Türk Telekomünikasyon A.Ş.
Istanbul, Turkey

Agile Studio

Number of Employees Served by Practice: 500

Purpose of Practice: Agile Studio is a change management program that promotes enterprise agility to leverage employee speed, effectiveness, collaboration, and engagement

Outcomes to Date: Agile Studio vastly improved the dissemination of Agile culture within and among teams, which led to positive outcomes in both execution and business results. These efforts earned top management's buy-in, and agility became one of the corporate values.

Performance Improvement

United States Postal Service
Washington, D.C.

Accenture Federal Services
Arlington, Virginia

Supervisor Curriculum

Number of Employees Served by Practice: 80

Purpose of Practice: The Supervisor Curriculum was designed to develop skills and drive culture change within the enterprise customer care organization of the United States Postal Service. Tied closely to business strategy, drivers, and metrics, the program featured instructor-led training, e-learning, and innovative use of gamification. This blended approach proved both engaging and effective.

Outcomes to Date: As coaching shifted from punitive to discovery, agents and supervisors experienced less stress and resistance in the interaction. Free of stress, agents began to coach themselves. As a result, two business objectives were met: a 9 percent increase in quality scores and 15-minute increase in time spent coaching.

Excellence in Practice Citations

Western Region Municipality
Abu Dhabi, United Arab Emirates

Centre of Excellence for Applied Research and Training
Abu Dhabi, United Arab Emirates

Leadership Development Centers

Number of Employees Served by Practice:
65

Purpose of Practice: These centers develop the competencies of the top Emirati executives and determine the competencies that could emerge as areas of strength and ones that are areas of development. The feedback becomes personalized and the participants cooperate to achieve the desired career development path.

Outcomes to Date: Since 2012, there have been shifts within the organization. The general manager (GM) is currently the GM in the Central Business District Abu Dhabi. An executive director has moved to a GM role and seven section heads are now division managers. Women previously had no management roles and there are now six women Emirati division managers.

Organizational Learning and Development

Western Union
Englewood, Colorado

Complete Intelligence LLC
Denver, Colorado

Emergenetics International
Centennial, Colorado

WU Fundamentals 1.0 & 2.0 Programs

Number of Employees Served by Practice:
1,980, which is approximately 20 percent of the total employees in the organization

Purpose of Practice: WU Fundamentals (1.0 and 2.0) is a foundational program available for all employees, at all levels. It builds on core capabilities for interpersonal skills, team success, emotional intelligence, and proving shared value to customers. Both of these programs use blended learning with compelling self-paced, self-directed content.

Outcomes to Date: Fundamentals program participants have five percent higher retention rates compared with company-wide retention, saving more than $6.5 million. The top three business areas—quality of work, customer centricity, and productivity—reported a 20 percent average increase, resulting in an economic benefit exceeding $1.1 million. Total return on investment is at $6.96 million, or 956 percent.

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.

Liz Wiseman

Well-known as the author of *Rookie Smarts: Why Learning Beats Knowing in the New Game of Work* and *Multipliers: How the Best Leaders Make Everyone Smarter*, and also author of *The Multiplier Effect: Tapping the Genius Inside Our Schools*, Liz Wiseman is this year's recipient of the ATD Champion of Talent Development Award.

In addition to being a bestselling author, Wiseman is president of The Wiseman Group, and a researcher, speaker, and leadership development expert. When asked about her work in research in the field of leadership and collective intelligence, Wiseman says that it's about how leaders "collect" the intelligence of everyone on their team, using the best of individuals and the team as a whole.

In that sense, leaders are talent developers. As Wiseman explains, as a leader you have to ask yourself, "Do you want to be a genius, or a genius maker?"

In an era of innovation, many leaders spew the mantra "fail fast," thinking it will prompt risk taking. However, Wiseman says that people understand all too well that there are some areas where mistakes can be made and other areas where failure is not accepted. The critical thing for leaders to do is to carve out those spots for each. After doing so, leaders can talk about times when they made mistakes. Or, as Wiseman herself employed, take a few minutes to recount and celebrate with your team the "screw up of the week." This provides time for people to share and laugh off their mistakes—thereby, allowing them to continue to attempt to innovate, grow, and learn.

Another piece of sage advice for developing talent given by Wiseman is that people want to be used, they want to be used up—not in the sense of being taken advantage of or worked to the point of burnout, but rather to have their full potential utilized. Good leaders know how to push their people, when to step in, and also when to hand the reins back to their teams.

As with most if not all of us, there are aspects of our fast-paced business world that Wiseman loves and those she hates. We face new problems every day, so there's not a lot of opportunity for reuse, she explains. "I'm a very productive person. I like efficiency." In this business climate, we have to climb up a learning curve and dispose of what we know to move on to learn new things. "We're working in a world where we build sandcastles. They serve their purpose, but then we have to be willing to walk away and let the sea wash them away," she says.

Despite constantly having to address new, wicked problems and not being able to reuse yesterday's solutions, there is an upside. "I love the onslaught of new problems because there's nothing more that I love than wrestling problems and learning something new," she explains.

The current environment also topples hierarchies. Today's environment "favors learning versus knowing; it favors the learners versus the learned." It is easy for Boomers who have spent many years working, and who now feel at the top of their game, to resent that the game has changed. Wiseman says the positive is, "the delight of seeing newcomers making a huge impact early in their career and the chance to be a perpetual rookie oneself."

Earlier this year, Wiseman was busy launching a "reboot camp," whose purpose is to help leaders, who are at the top of their game, step back and refresh—to continue to think and act like a hungry newcomer. In other words, to continue to look at things through rookie eyes. Wiseman also was busy creating tools and mindsets to help individuals rock a rookie assignment. Finally, she's working to help managers with a pressing challenge: how to lead a heterogeneous team, both heterogeneous in terms of the variety of backgrounds, ages, and mindsets that the individuals bring to the team, and also hetero-genius—the different geniuses that each member brings in terms of their thinking.

Wiseman is listed on the Thinkers50 rankings, and as one of the top 10 leadership thinkers in the world. She earned a master of organizational behavior and a bachelor of science in business management, both from Brigham Young University. She also completed the University of Pennsylvania Wharton School's executive coaching program.

Recognizing an individual from outside the profession whose commitment, advocacy, and actions in support of talent development have influenced audiences, organizations, or society, past Champion of Talent Development Awards have been bestowed on Salman Khan, founder of the Khan Academy; Chris Anderson of TED; Danny Wegman, CEO of Wegmans Food Markets; and John Seely Brown, independent co-chair of Deloitte's Center for the Edge.

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.

Tencent Holdings Limited

Many organizations have been able to develop effective learning and development programs that prove useful for employees all the way up the hierarchical chain. It's less common for a company to use its own product as a platform for training. That's what Tencent, the winner of the second ATD Innovation in Talent Development Award, has done.

Tencent is an Internet services company based in China and the creator of tools and apps such as QQ, an instant messaging program, and games such as Journey to the Fairyland and Cross Fire. Its suite of products make it the largest online community in China, with more than 1 billion users taking advantage of its mobile social network and communication services, instant communication tools, e-commerce services, and Internet advertisement services.

One of the company's well-known products is WeChat, a messaging app used in-house to bolster training. According to Young Ma, the deputy director of Tencent Academy, WeChat "plays an important role in social learning." As an Internet company, Tencent is dedicated to flexibility and socialization in its learning programs. That lines up with one of the company's values: innovation. According to Tencent's website, "We refuse to be afraid of failure, and intend to boldly achieve

breakthroughs for our consumers, while carefully learning from mistakes."

Tencent applied that ethos to a staffing issue that had cropped up. Following rapid growth (of both the company and China's Internet development), many line managers were promoted to middle management positions; however, they weren't mature enough to handle these more intense positions. As a result, team efficiency began to weaken. So Tencent needed to develop effective reserve middle managers.

Those managers would need to grasp four core capabilities: understanding how the Internet industry is developing; learning to design products that users demand; helping the company increase revenue and profit, as well as realize fast growth; and improve efficiency and cohesion in a team leadership capacity.

Tencent focused on the areas that learners needed to improve the most, Ma says. The company limited traditional classroom learning, focusing instead on learning through experiences. Also, participants were made to practice learning approaches more often. To make this work, Tencent used a user portrait to target its learners' needs, new employees interviewed current employees, product experience was included in leadership development training, and managers' behavior was measured through use of a Leadership Assessment Center.

To ensure effectiveness, Tencent deployed several learning modes. For instance, managers were given scenario simulations and training courses. Trainees in the program spent six months studying a problem that would help them improve in several ways.

In the end, 11 terms were completed, during which 60 different research topics on action learning were studied—which resulted in an improvement in Tencent's efficiency and development. In sum, the company developed 353 reserve middle managers, and 184 of those who participated in the development programs were promoted to middle-level management (a number that represents 82 percent of all middle managers internally promoted). More than 90 percent of supervisors said that participants showed growth following the program.

People at Tencent are excited about the changes. "Managers and employees are interested in and are more willing to attend situational, case-based, and socialized learning," says Ma. "Meanwhile, such learning can be quickly applied in their daily work. This is something truly amazing."

The improvement of Tencent's workforce ties into the company's focus on innovation. It has added elements such as a personal loan feature to WeChat (called Weilidai), and its overall vision is nothing less than "to be the most respected Internet company."

Distinguished Contribution to Talent Development

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

Ruth Colvin Clark

Before Ruth Clark had even considered the world of instructional design, she was a science and math public school teacher. In fact, her doorway into the talent development field was as simple as a post-grad elective. Clark was in an off-campus program at the University of Southern California designed for educational professionals to get doctorate degrees, when she took an instructional design course as an optional elective. It sounded interesting, even though she mistakenly assumed the class would focus solely on production.

Clark immediately loved the hands-on processes of instructional design—as well as the type of person who'd be on the receiving end of her materials. "By and large, the adult audience is much more amenable" to learning than kids, Clark says. They're not a captive audience; they're willing to learn knowledge and skills relevant to their job roles.

That was the beginning of Clark's long career in the training and consulting fields, which ranged from years as an IT training manager to holding the position of president of the International Society for Performance Improvement (ISPI). This year, she is the recipient of ATD's Distinguished Contribution to Talent Development Award.

By the time Clark had her eureka moment vis-à-vis instructional design, she was already designing K-6 curricula, a process that shares some of the same DNA. She moved out of education and found herself in a corporate environment, working for a utility company in Southern California tasked with building a training program to improve its customer service.

"That's where I learned everything relevant to the corporate world," Clark says.

The company had computers—a new, exciting boon—and Clark was soon introduced to emails and word processing (she had done her dissertation using punch cards). And while she learned the ins and outs of her new career, she also learned the ups and downs of corporate life. The management, control, and autonomy she had in public education was suddenly replaced with a "quasi-military" utility environment. Though she learned about corporate structure and protocol, it was not a good fit for her working style. She assumed all companies shared a similar corporate climate, so she left.

At the time, she was the Los Angeles chapter officer of what is now called ISPI. She realized its membership was about two-thirds filled with independent consultants, and decided to give that career path a go. Around 1988, Clark founded Clark Training & Consulting. "I did everything, it was just me," she says. Early on, after she finished building her course, she went down to Staples and copied, stuffed, and shipped binders herself.

As the company grew, and Clark's travel demands increased, she began to staff the company, which peaked with about seven instructors all concurrently teaching. Meanwhile, she began to write. She's recently released the fourth edition of her 2001 book, *E-Learning and the Science of Instruction*, co-authored with Richard E. Mayer, which is one of seven books she's written overall.

Following her presidency at ISPI, the association awarded Clark the Thomas F. Gilbert Distinguished Professional Achievement Award in 2006, for her contributions to the knowledge base of human performance technology. She has given various conference keynotes on e-learning in addition to publishing articles on learning, graphics, and evidence-based methods for various publications.

From a career that spans decades, Clark is able to quickly name the thing that's been the catalyst for the most change in the talent development field: technology. From the punch cards of years ago to the elaborate simulations used today, instructional design has seen enormous leaps forward.

"Technology in itself offers many opportunities— and also traps," Clark says. "It can be used or abused." She notes the ease with which people can design audiovisual animations, simulations, games, and more as positives, as well as the ability to compress time, which can build expertise more quickly. But problems arise when designers ignore human cognitive limits and go overboard, adding music, irrelevant games, and other elements that can depress learning. "The human brain has limits that technology can readily exceed," Clark says, and too many media effects can overload a learner.

"As we are increasingly recognized as a profession, our challenge is to continue to build a combination of technology-based and face-to-face instructional environments in ways that incorporate evidence-based guidelines and focus on knowledge and skills linked to organizational objectives," she adds.

Notes

atd AWARDS

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BEST Awards
Application Opens: January 15, 2017

FOR INDIVIDUALS

ATD Certification Institute CPLP Fellow
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- Champion of Talent Development
- Dissertation
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