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EFMD

global focus

The EFMD Business Magazine

A GLOBAL FOCUS SPECIAL SUPPLEMENT

Excellence in Practice 2015

Recognising outstanding Learning and Development partnerships

EFMD

Excellence in Practice AWARD 2015

Learning & Development Partnerships

Special supplement | EFMD Global Focus: Volume 09 Issue 03 | 2015

EFMD Excellence in Practice Awards 2015
Impactful Partnerships in Learning & Development

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The 2015 Excellence in Practice applications showcase the growing diversity in the Learning & Development landscape. Half of this year's finalist partnerships, for example, have in-house or alternative providers as a prime solution-driver rather than business schools.

About 40% concerned public services and quite a few cases focused on the development of local talent to enhance global viability and sustainable competitiveness.

In most cases, a combination of learning formats and distribution modes is deployed adapted to the specific challenge at hand. In almost all cases there are four recurring building blocks: residential face-to-face learning, virtual learning, coaching support and business-driven projects.

The case-specific blend or combination of all four seems to generate best learning effects. It is not the novelty of approaches that is determining the effectiveness but rather the solidity of the design in line with true and tested practices.

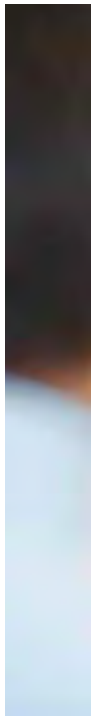
Probably most striking of all is the explicit reference to both business and organisational aims while developing cohorts of individuals. This increasingly leads to multi-level, systemic indications of impact at the individual, process and organisation, company portfolio and business levels.

In a number of cases an orchestrated set of programmes target different populations, sometimes linked to or building on each other.

In short, the 2015 finalists show a genuine determination to transform both the organisation and business while developing professionals and executives.

Enjoy the reading!

gf



"In short, the 2015 finalists show a genuine determination to transform both the organisation and business while developing professionals and executives

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2015 Winners

Excellence in Practice AWARD 2015 Learning & Development Partnerships

Category:
Talent Development

GOLD
Cisco & LIW
Leadership Breakthrough Programme

SILVER
HSBC & Future Considerations
HSBC Next Generation Development Programme

Category:
Executive Development

GOLD
Royal Mail Group & Saïd Business School, University of Oxford
Delivering one of the Biggest Industrial Transformations in UK History

SILVER
St John New Zealand & Melbourne Business School, Mt Eliza Executive Education
Transforming Healthcare through Leadership Development

Category:
Organisational Development

GOLD
National Institute for Health Research (NIHR), NHS Trusts & Ashridge Business School
Faster and Easier Clinical Research: Developing a Thriving National Community of NHS R&D Directors and Managers

SILVER
L'Oréal & CEDEP
Leaders for Change in Emerging Europe: Learning as a Growth Accelerator

Category:
Professional Development

GOLD
COWI & Mannaz
Rebuilding Profitability

SILVER
Syngenta & INSEAD
Global Challenges – Global Solutions: The Syngenta-INSEAD Partnership for Marketing and Sales Excellence

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Cisco & LIW

Taking Cisco into a new era: the critical role of leadership development

GOLD

One of the most predictable things about today's business world is its unpredictability. Hence, even the largest operators have to evolve frequently in order to retain their competitive edge.

But that is all in a day's work for Cisco. You do not get to be world leader in any industry for nothing. So to achieve that position in such a competitive and rapidly changing market such as technology is perhaps even more remarkable.

Since its inception in late 1984, the company has been driven by a desire, in its own words, "to connect the unconnected". Few would argue that Cisco constantly achieves this objective. Its diverse range of customers has successfully navigated various shifts within communications and information technology thanks to its design, manufacture and supply of different ground-breaking solutions.

With a track record like that many operators would be more than happy to remain within their comfort zone. Instead, Cisco is presently undergoing a radical transformation.

After carving out such an enviable reputation as a hardware provider, Cisco decided to meet emerging marketplace changes by evolving into a software and services firm.

The move also represents a core part of the organisation's aim to be at the forefront of what has been termed "the internet of everything" (IOE).

By embedding physical objects with software and sensors and connecting people, processes, data and suchlike, just about any entity can be connected for the purpose of data exchange.

This venture alone illustrates how Cisco still remains true to its original vision of "changing the way we work, live, play and learn".

'84

Since its inception in late 1984, the company has been driven by a desire, in its own words, "to connect the unconnected"

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> *You do not get to be world leader in any industry for nothing. So to achieve that position in such a competitive and rapidly changing market such as technology is perhaps even more remarkable*

The quality of leadership invariably determines whether or not change will be successfully implemented. Cisco clearly recognises that nurturing its top talent for key leadership roles is a critical part of the process.

The Leadership Breakthrough programme

In these situations, most companies tend to embark on run-of-the-mill leadership training. At Cisco, development of leaders is often much more comprehensive. Its Leadership Breakthrough initiative is typical in that respect. This programme is highly customised so that each individual participant can be best equipped to meet the challenges of Cisco's new and ever-changing business environment.

Cisco subscribes to the view that solid foundations provide the building blocks of success. Right from the outset, meticulous planning is the order of the day. Evidence of this lies in the clearly defined development stages, which include:

- establishing key behavioural objectives based on participant and group needs
- creating an overall plan of the programme's journey and its different learning components
- developing programme content and the resources and materials needed
- developing the leadership simulation
- piloting the programme

Leadership Breakthrough is aimed at directors and principal engineers (PEs) identified as being high potential. These groups bring their respective management and technical capabilities to the programme, making them crucial to the transformation effort at Cisco. Core responsibilities for participants include helping clarify and disseminate strategy and drive its execution.

The nine-month long programme is nothing if not varied. Following different initial orientation sessions for both participants and their managers, both attend virtual meetings that include a consultant from partner LIW in a facilitating role.

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Cisco & LIW
Taking Cisco into a new era: the critical role of leadership development

During this period, the focus is on:

- agreeing on development goals for the participant
- optimising conditions to aid participant success
- undertaking a specific business challenge where individuals apply learning acquired from the programme to complete a project

Then the real work begins.

First up is the daunting-sounding "Hot House", labelled as such for good reason. Action and intensity characterise the four days of a phase that utilises a simulation to address areas including leadership thinking, leadership action and stakeholder engagement.

"Blade Runner", the leadership simulation, is used for role play in which teams assume responsibilities in a fictitious IT firm. While each has certain business objectives to achieve, greater importance is attached to how they collaborate.

Hot House learning is reinforced through what are termed "Ola Bites" that focus on the thinking and action aspects of leadership.

These mini-refreshers see participants exposed to a brief quote, video or article relating to LIW's Organizational Leadership Architecture (Ola) concept. Learning is applied in each exercise or activity.

A few weeks later participants attend the Cool Box follow-up to the Hot House session. Cool Box is a misnomer if ever there was one – this module lasts for two days but is every bit as intensive as Hot House in its own way.

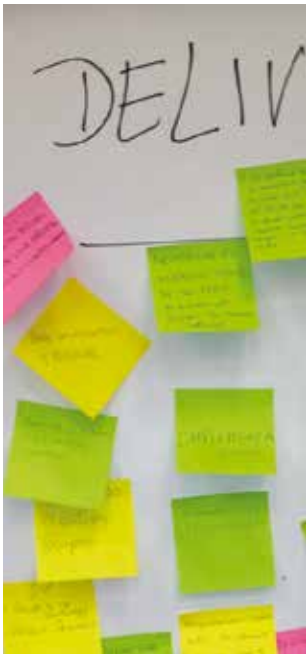
Learning here is guided by a 360-degree survey conducted with each participant during the early part of Leadership Breakthrough. The spotlight is on leadership competencies at Cisco. Emphasis is largely on collaboration and reflection as participants address key issues associated with leading the self and leading others.

Among key learning areas at this point are leading change, coaching conversations and maintaining peak performance.

At two points in the programme different groups partake in "Action Learning Projects". The critical point here is the close alignment of these projects with Cisco strategy. Each group shares its experiences with others via a virtual feedback session. A key aim is to encourage participants to provide mutual support to facilitate learning application.

Programme evaluation and key outcomes

Support is a predominant feature throughout the entire programme, as is evaluation. Surveys are conducted at four different points to obtain feedback from the whole group. The "Final Impact Survey" measures the effect on business at both individual and group level.



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While each group has certain business objectives to achieve, greater importance is attached to how they collaborate

360°

Learning here is guided by a 360-degree survey conducted with each participant during the early part of Leadership Breakthrough

30%

Significant outcomes of the Leadership Breakthrough programme include overall performance improvement of almost 30%

Case study interviews that follow provide an opportunity for participants to comment on their experiences of the programme and to showcase individual accomplishments.

If the proof of the pudding really is in the eating, then the taste must be highly palatable in this instance. Significant outcomes of the Leadership Breakthrough programme include:

- overall performance improvement of almost 30%
- greater participant awareness of Cisco's strategic big picture
- more effective communication and collaboration, identified beforehand as crucial to Cisco's ability to provide its customers with effective solutions

Furthermore, approval for projects developed during the action learning phases has been high. In a recent example, the work of a particular cohort was identified as providing a potentially significant revenue opportunity.

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Royal Mail Group & Saïd Business School, University of Oxford
Building leadership in Royal Mail Group

GOLD

The "innovator's dilemma" is a relatively new story, although it seems to have been around for decades. The dilemma relates to established firms that cannot decide whether to "stick or twist" in their strategy.

If they stay with their current offering, they will gradually lose market share or could quickly be overturned by a fast-paced competitor; if they invest in change, they will lose their profitable existence with no guarantee of success.

But what if you were unable to even make the strategic decision because you were not equipped to do so due to your organisation's constitution?

Quick decision making or market-based choices are denied to many organisations because of the way they are set up. Co-operatives, mutuals or publicly owned firms are traditionally slow to act as a result of the need to gain the buy-in of sometimes hundreds of people or because, with public money at stake, decision makers are risk averse. For these organisations, the innovator's dilemma is an even greater quandary.

Delivering change

Understanding how to make the transition from a public sector entity to a private sector organisation – and developing the right competences for its leaders – was the challenge facing the Royal Mail Group (RMG) in the UK in 2011.

It recognised it needed external support. A programme delivered by Saïd Business School in Oxford in the UK to do just this was the focus of a case study from the two organisations called "Delivering one of the biggest industrial transformations in UK history" (2015).

Briefly, RMG is one of the UK's largest and oldest companies with a history stretching back 500 years. It is the designated "universal service" provider that delivers mail directly six days a week to over 29 million addresses in the UK.

PHOTOGRAPHY COURTESY: Royal Mail Group ©

> *Understanding how to make the transition from a public sector entity to a private sector organisation... was the challenge facing the Royal Mail Group*

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29m

RMG is the designated "universal service" provider that delivers mail directly six days a week to over 29 million addresses in the UK

500

RMG is one of the UK's largest and oldest companies with a history stretching back 500 years

RMG is the sixth-largest contributor to the UK economy in terms of employment, tax payments and procurement. It is, however, relatively new to private ownership as the UK government only privatised it in 2013.

Saïd Business School is part of a similarly ancient institution in the shape of Oxford University and in its short history has established itself as a world-class business school

Challenge and change

RMG approached Oxford Saïd in 2011 when the company was gearing up for privatisation. It realised it needed to adopt a new mindset to drive the transition into a dynamic FTSE 100 market leader.

However, disruptive technologies, a flourishing e-commerce and home delivery sector, and intensifying competition also presented new challenges. RMG wanted Oxford Saïd to provide a long -term leadership development programme that would prepare, sustain and propel it forward through a period of unprecedented change.

This in fact took shape in the form of two programmes: the Executive Leadership Development Programme (ELDP) was aimed at RMG's top management team while the Management Acceleration Programme (MAP) was aimed at those middle managers with potential to reach the upper echelons of the company. The programmes' overall strategic focus was on developing leadership through change and consisted of several major themes:

- accountability
- strategic thinking
- internal and external integration
- commercial mindset and skills
- customer-focused business
- understanding change
- value creation, financial and capabilities;
- strategic marketing
- strategy implementation

Royal Mail Group & Saïd Business School, University of Oxford
Building leadership in Royal Mail Group

GOLD

Better by design

The programmes were designed with an ethos of "adaptability and practicality" and offered RMG management a taste of Oxford University through three four-day residential modules. Participants were able to develop their own leadership styles in sessions including action learning, developing shared ownership of organisational challenges, utilising simulations and gaming, and even techniques such as using Shakespeare to discuss leadership.

Despite the august surroundings, an informal approach with a "learning by doing" attitude was designed to create a level playing field for all participants.

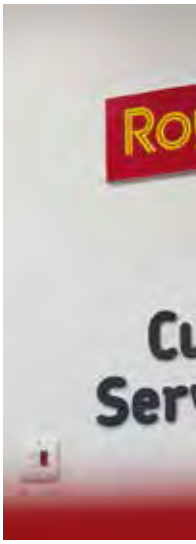
Beyond the formal learning, managers were invited to join an "alumni" event, which included additional learning opportunities. Networking was also a key ingredient to the programme architecture, with the aim of breaking down company hierarchies and developing mentoring relationships between senior leaders and developing managers.

Impact and performance

Given the scale of the programmes and the challenges faced by RMG at the time, the actual impact of the initiative could have been minimised or even wiped out due to events beyond the control of those involved.

However, when the results started to come in, it was evident the scheme had more than fulfilled its remit. Independent analysis across 13 key competences showed that there was an average improvement of 35%. This included substantial performance enhancements in areas such as leading, team working, customer orientation, entrepreneurial thinking and resilience in coping with stress.

PHOTOGRAPH COURTESY Royal Mail Group ©



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Independent analysis across 13 key competences showed that there was an average improvement of 35%, including areas such as leading, team working, customer orientation, entrepreneurial thinking and resilience in coping with stress

6%

In 2014/15 RMG reported a 6% increase in profit before transformation costs in the first full financial year after privatisation and the end of the programmes

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"RMG wanted Oxford Saïd to provide a long-term leadership development programme that would prepare, sustain and propel it forward through a period of unprecedented change

More anecdotally, the following observations were made by people who administered or were on the programmes:

- cross-departmental activity had increased
- new social groups had been developed across hierarchies
- more opportunities for women had been developed due to the gender balance of the programmes
- decision-making processes and decisions made in teams were greatly improved
- skills were developed for timely delivery of projects
- developing trust between people was highly valued
- many processes and complexities were demystified by the Oxford experience and not the other way around as some anticipated
- resource allocation and efficiencies had improved

The bottom line, of course, is the reflection on overall company performance and in 2014-2015 RMG reported a 6% increase in adjusted operating profit before transformation costs in the first full financial year after privatisation and the end of the programmes.

The conclusion from RMG was that the combined effect of a cohort of 500 people "cascading valuable knowledge across the whole organisation has had a clear positive impact".

Given the scale of the operation of RMG and the services it provides to the UK in general, this is indeed no mean feat.

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National Institute for Health Research (NIHR), NHS Trusts & Ashridge Business School

R&D culture revolution in the NHS

GOLD

With some of the best universities in the world and one of the most developed and active health services, the UK offers a fantastic environment for clinical research.

It is estimated that the life science industry provides 176,000 jobs and generates an annual turnover of £52 billion – putting it right at the heart of the country's future success and economic recovery.

In practice, however, it is often challenging to carry out research in hard-pressed National Health Service (NHS) organisations, let alone put the research into practice. Leading research is demanding work, requiring high levels of resilience, commitment and sustained co-operation across a multiplicity of relationships.

When, in 2011, the UK government set out its strategy for long-term sustainable growth, the challenge "to become a world-leader in life sciences" required medical research to become "faster and easier" and specific targets were set for clinical trials.

Clinical research matters to us all and research and development has the potential to revolutionise healthcare. "Faster and easier" were the simple-sounding goals but what of the complexities of the task ahead to attain those goals?

The challenge was specifically aimed at the National Institute for Health Research (NIHR) which was set up in 2006 as the research arm of the NHS dependent on the NHS for its delivery.

While people often talk of the NHS as a single entity, it comprises several hundred autonomous and semi-autonomous organisations (NHS Trusts), many of which are multi-million pound businesses with high-profile public reputations and independent of NIHR. Furthermore, target-led change is controversial - it can lead to perverse behaviour and counter-productive effects as well as benefits.

Much research is dependent on multi-centre, international co-operation involving commercial organisations such as pharmaceutical companies, NHS Trusts and universities. Sitting between the NHS staff, patients, facilities, service departments, the universities, clinical academics, clinicians, investigators, funding bodies and the research networks is the R&D Office, ensuring that research undertaken within the NHS is appropriate, ethical, safe, feasible, well-supported and strategic.

Achieving a vibrant, responsible research leadership community

Despite best intentions, the R&D Office can be experienced as overly bureaucratic and inhibiting of research, particularly when multiple regulatory changes are happening.

The initial brief was to open a leadership programme for senior R&D leaders in NHS Trusts. Partners in developing a thriving national community of NHS R&D directors and managers were consultants at the Hertfordshire-based Ashridge Business School, which has an international reputation for leadership and organisation development.

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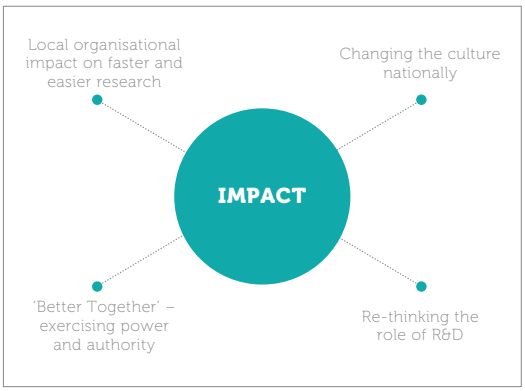

176k

It is estimated that the life science industry provides 176,000 jobs and generates an annual turnover of £52 billion – putting it right at the heart of the country's future success and economic recovery

The groundbreaking collaboration between the NIHR, NHS and Ashridge resulted in R&D managers/directors becoming a vibrant, responsible research leadership community, tackling the most difficult and pressing issues of the day.

Janet Smallwood, Business Development Associate at Ashridge, said of the challenge: "This is a world of experienced experts and from the outset we were acutely aware that the success of this initiative rested on the credibility of the approach taken. As organisation consultants we knew that we had to begin by listening and understanding".

Typically, R&D directors are senior doctors experienced in research and clinical practice, holding a number of roles and often with less than one day a week in the R&D director role.

R&D managers are often researchers holding a PhD who have taken their career into research leadership.

R&D's positioning brings responsibility, power and the need for deep interconnectivity with the multiple partners and stakeholders. A pressing challenge was to build strategic partnerships – starting from sometimes imbalanced and competitive relationships – and moving to a situation where the R&D function is an equal voice in ensuring that clinical research becomes core business for the NHS.

> *"The organisational achievement has been astonishing in terms of the growth in patient numbers, research investment and research management systems*

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National Institute for Health Research (NIHR), NHS Trusts & Ashridge Business School
R&D culture revolution in the NHS

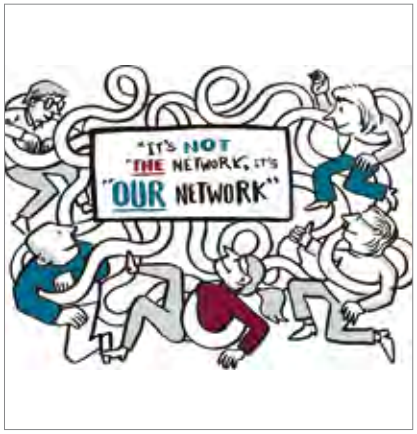
GOLD

Unique elements in achieving word-leader status in life sciences

Through the initiative 128 NHS R&D managers and directors from 64 NHS Trusts have risen to the challenge and become instrumental in leading a revolution in performance and culture within and between their Trusts. This has resulted in impressive levels of impact individually, organisationally and across the whole of the NHS system, critical to delivering government ambition to become a world-leader in life sciences. Unique elements of the work include:

- Focusing on key relationships to deliver organisation and system-wide impact
- Strengthening the relationship between R&D directors and managers by bringing them together as leadership pairs on behalf of their Trusts
- Locating deliberate and ambitious "improvement Intentions" at the centre of the initiative.
- Ensuring that individual and organisation development happens simultaneously
- Working hand-in-hand with participants to design workshops and share leadership, creating a number of high-profile conferences with key stakeholders and research partners
- Creating a national community of practice and thriving peer network, led by the participants themselves, which continues beyond the initiative
- Reaching all parts of the NHS in England – not only the major research centres

In an independent evaluation the research institute RAND Europe reported that the programme had significantly improved organisational relationships and raised the profile of R&D within the organisations, and that the process had created a vehicle for exposing managers and directors to new potential collaborators, enabled them to work together on concrete improvement tasks and provided an opportunity to put newly-acquired leadership skills into practice.



128

Through the initiative 128 NHS R&D managers and directors from 64 NHS Trusts have risen to the challenge and become instrumental in leading a revolution in performance and culture within and between their Trusts

24

In February 2011 Ashridge had undertaken an inquiry with 24 Trusts culminating in a provocative paper that triggered important reflections and discussions about the nature of the task ahead

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"The programme significantly improved organisational relationships and raised the profile of R&D

A participating NHS Trust commented: "The organisational achievement has been astonishing in terms of the growth in patient numbers, research investment and research management systems".

Building on the significant progress made to date, the initiative is planned to expand for a further three years, including an additional 40 NHS Trusts.

Director and manager 'pairs' work towards improvement intentions

In February 2011 Ashridge had undertaken an inquiry with 24 Trusts culminating in a provocative paper that triggered important reflections and discussions about the nature of the task ahead. The document challenged the dominant narrative that the R&D function was "the problem" and described how Ashridge had instead encountered a dedicated – if somewhat beleaguered and frustrated – professional community. Most, if not all, understood well the need for faster and easier clinical research.

As a result, Ashridge was asked to run a series of large group engagement events (one national and three regional) for R&D directors and managers. These were designed to foster ownership of faster, easier clinical research and prepare the ground for the programme.

It had become apparent that the programme needed to be seen as an "organisational commitment" in which each Trust was represented by the R&D director and senior manager attending as a "pair", sponsored at board level. Furthermore, the programme needed to embrace the full diversity of the NHS Trusts in England, not just those who were the most active in research.

The primary programme goal was for participants to make a difference in their own organisation and context, rather than learning for its own sake. The programme design, therefore, centred on each participating pair working towards clear and shared "improvement intentions" for their organisation.

By creating experiences that worked with the reality of people's personal and organisational lives, the initiative allowed for their natural capacity to learn and connect to become the driving force for bringing about change in their organisational work. It has also left in place, through networks of relationships and ongoing Action Learning sets, the capacity for the R&D directors and managers to be a self-supporting action-focused, learning community.

Phil Glanfield, Client Director at Ashridge, said: "The commitment of participating research leaders has been outstanding. They have made the most of this opportunity to lead a revolution in performance and culture within and between their Trusts."

As a result of the initiatve R&D leaders have become more ambitious, strategic and bold in their leadership. They are better connected, more influential and, through the creation of a thriving, independent and above all sustainable community of practice, are leading the development of the R&D function at a critical time of transition. Crucially, this initiative is making the ambition of faster and easier research in the NHS a reality.

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COWI & Mannaz

The learning process that has reinvigorated project managers: how COWI's engineers learn to think like business people

GOLD

Accounts published in March 2014 revealed that the COWI consulting group had achieved record revenue and operating profit. The success is partly due to a close Mannaz and COWI cooperation.

Four-year turnaround

This was a considerable turnaround from the situation that had existed just four years earlier at COWI. In 2010, the Danish consulting group, which has worldwide competencies within engineering, environmental sciences and economics, was having serious problems. The company was experiencing high levels of project write-downs and post-project claims on its more complex undertakings.

COWI, which has 6,200 employees throughout the world, was facing the phenomenon of unbillable work, one of the major challenges for the engineering consulting industry. Large and complex projects can change regularly in scope and design. Each year at COWI, huge amounts were being written off as these projects expanded and changed without budgets being aligned with the extra work.

The project managers' main challenge was a lack of the business understanding they are beginning to need increasingly in today's fiercely competitive global markets.

As Lars-Peter Soebye, COWI'S CEO, said: "As engineers we are trained to solve problems and to do our best. An engineer would like to supply a Mercedes even though he is paid for a Volkswagen and business acumen is not something we are taught as part of our education".

> *Mannaz pre-analysis showed that a cultural issue concerning COWI's lack of open discussion or experience-sharing among project managers had to be addressed before implementation of PMA*

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10k

Every year Mannaz A/S design and deliver programmes for more than 10,000 executives, project leaders and specialists, they empower people and organisations to improve performance and business results

Ad hoc training

To compound issues, COWI's use of *ad hoc* training to give project managers new skills was not consistent throughout the organisation. There was no overview of their required skill sets.

After making the business case for improving project management, COWI invited potential developers to a meeting. They decided that Mannaz, an international frontrunner in developing capabilities of executive leaders and individuals throughout any organisation, was the ideal Learning and Development partner.

"Mannaz focus on creating a substantial impact that enables real achievements – not only related to learning but also to business", Dorthe Thyrri Rasmussen, Client Director in Mannaz, explains. This combined with their client focus and learning approach was one of the main reasons they were selected as a partner. Via a Project Management Academy (PMA), Mannaz worked with COWI in a co-creation process that combined both enterprises' strengths.

Mannaz pre-analysis showed that a cultural issue concerning COWI's lack of open discussion or experience-sharing among project managers had to be addressed before implementation of PMA. Feedback was too easily interpreted as criticism. This could have caused problems in a PMA designed to embrace behaviour-changing exercises such as role-play and discussions.

It was decided therefore to train senior project managers from COWI to become co-facilitators at the classroom sessions, thereby injecting COWI culture and maintaining credibility with participants.

> *"The project managers' main challenge was a lack of the business understanding they are beginning to need increasingly in today's fiercely competitive global markets*

COWI & Mannaz

The learning process that has reinvigorated project managers: how COWI's engineers learn to think like business people

GOLD

Key performance indicators

A number of key performance indicators were established to measure the programme's impact and effectiveness. Business impact was to be measured via reduction in number of project depreciations, improved project quality and improved customer satisfaction.

The project was aimed at level 5 project managers who are responsible for finances. Their assignments presented the greatest risk to the company because of the large size, high level of complexity and narrow profit margins involved in these projects.

Identified organisational and learning goals included contractual steering and cash flow, managing increased complexity, strengthening dialogue with the customer and focusing on risk assessment, management and mitigation.

Mannaz use blended learning methods including both virtual and classroom training. This has considerable impact in its own right while also reflecting the working situation of project managers who have to communicate and work on different platforms and tasks.

Programme design included 13 e-learning modules covering theoretical knowledge. These were initially designed as stand-alone elements supplied by different providers.

"Throughout the process Mannaz and COWI have continuously developed the programme to adapt to feedback from participants, maturity in the organisation as well as changing market conditions. In regards to the e-learning modules, we went from different providers to integrating them directly in the programme based on participant feedback", Dorthe Thyrri Rasmussen elaborates.

Confronting weak points

The willingness to continuously develop and improve the programme was a significant factor in the PMA's success. The initial design reflected COWI's strategic concerns at that time but it was later deemed to be insufficiently flexible and these challenges were addressed by introducing greater adaptability so that, for example, new content could be added to reflect changing concerns such as a greater focus on cash flow.

The results speak for themselves with Soebye describing the PMA as a "game changer" that has enabled the company to post the best results in its 85-year history.

Four hundred and fifty level 5 project managers throughout COWI have taken part in the PMA since 2011. Between 2012 and 2014, the number of project depreciations (both reductions in write-downs and post-project claims) has halved.

Customer satisfaction is on the up, too; Soebye reports that customers describe project managers as "outstanding" and superior to those of their competitors. PMA targets have been exceeded, while figures from a large pool of learning events show that the PMA has improved post-training and on-the-job testing results.

85

The results of the programme speak for themselves and have enabled the company to post the best results in its 85-year history

13

Programme design included 13 e-learning modules covering theoretical knowledge. These were initially designed as stand-alone elements supplied by different providers.

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> *COWI also reports that the PMA now covers other levels of project management. The measurable evaluation of learning initiatives, which is Mannaz' trademark, has become standard and a culture of feedback, evaluation and discussion is taking root*

There's a confidence coursing now through COWI's project managers, summed up by one level 5 PM who says: "I'm getting better at identifying the client's real needs and I'm given the tools to hone the task. It has given me greater peace of mind when I go to meet with clients and I'm getting better at closing the meeting and getting my assignments right".

Other spin-offs

COWI also reports that the PMA now covers other levels of project management. The measurable evaluation of training initiatives, which is Mannaz trademark, has become standard and a culture of feedback, evaluation and discussion is taking root.

Dorthe Thyrri Rasmussen adds: "For many years Mannaz has been able to document the effect of our methods with regards to learning. The interesting thing – well, almost revolutionary – is that we are now able to document the learning methods we apply have a real and measurable impact on the bottom line. In other words learning is a good business."

The PMA's importance has always been felt throughout the organisation, thanks to continuous support from top management. This was fostered in the early stages by a steering committee that helped to set goals and targets and to establish that these had been met. There is also enough agility in the design to allow for incorporation of updated content, which will help to meet future challenges.

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Special supplement | EFMD Global Focus: Volume 09 Issue 03 | 2015

St John New Zealand & Melbourne Business School, Mt Eliza Executive Education

Transforming Healthcare through Leadership Development

SILVER

When Peter Bradley became CEO of St John New Zealand in 2013, he knew he was leading a community-based organisation, at the frontline of health delivery, that needed exceptional leadership capability to build a sustainable future and implement a new, patient-centred, Integrated Business Plan.

He asked Melbourne Business School Executive Education (MBS) to work with him to identify the impact of the St John Leadership Development Program (LDP), which MBS had delivered for five years, and, most critically, to help St John create its future leadership development strategy.

Adapting to change: the challenging medical, health and social landscape

St John's vision is enhanced health and well-being for all New Zealanders. Its 2200 paid staff and 8500 volunteers work closely together to provide ambulance and other assistance to almost 90 per cent of New Zealand's population. Over 500,000 people access its services each year, which include first-aid training, event medical services, medical alarms and youth and community programs.

As with most healthcare organisations globally, its challenges include increasing patient expectations, funding competition, controlling costs and delivering operations in multiple locations, while operating under national legislation that sets high service-delivery and compliance standards.

St John also needs to innovate, while respecting its foundations, and engage with multiple stakeholders, including government, donors and communities, who provide funding and support.

Measuring value and results

Against this backdrop, Peter and his Executive Management Team asked MBS to prepare an Impact Study to answer two key questions: "To what level did the St John LDP build foundational leadership capabilities for St John?" and "What are the leadership skills required to deliver on the new transformational strategy and Integrated Business Plan?"

St John Leadership Development Program

Designed in collaboration with St John New Zealand and delivered between 2009–2013 to 300 managers from multiple regions and functions, the St John LDP paid particular attention to building the foundations for greater leadership capacity through increased self-awareness and interpersonal effectiveness.

The program incorporated a global, best-practice learning design, including experiential learning strategies, psychometric instruments, and dialogues about strategy and culture, aiming to build leadership capability and collaboration. Senior St John executives participated by leading sessions about St John's future direction and supporting action-learning projects.

67%

The St John LDP was ajudged to have improved leadership performance by 67%

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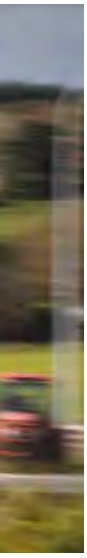

60%

The St John LDP was ajudged to have improved organisational performance by 60%

76%

76% of those involved stated the St John LDP had improved their individual performance

Delivering value and results

When surveyed up to five years after completing the St John LDP, participants were asked by how much it had helped increase their leadership performance. They responded, "By 67 per cent". When asked by how much their colleagues had increased their leadership performance, they said, "By 55 per cent" – a significant result as it is often difficult to see how others' behaviour has changed on a day-to-day basis.

Participants also said the St John LDP had increased organisational performance by 66 per cent.

And 76 per cent credited the program with improving their performance at work. This group said the program increased self-awareness about their strengths, areas needing development and personal effectiveness. They also said it helped them improve their ability to communicate, deal with conflict and change their behaviour to strengthen relationships.

At an organisational level, they said it helped them:

- gain more confidence to manage change and take a lead role in culture change
- connect, communicate and collaborate across different functions and locations
- gain a broader perspective and deeper understanding of St John's history, culture and purpose.

More than 65 percent of respondents also highlighted the value of networking during the St John LDP – particularly meeting and working with people beyond their region and functional area.

The results showed that the program helped build enduring, key, leadership capabilities to ensure delivery of St John's services.

> *The St John Executive Management Team was open to researching what happened through the St John LDP and then exploring insights to inform strategy*

Aligning leadership capability to strategy

St John and MBS used the Impact Study to develop the organisation's Leadership Development Strategy for 2015 and beyond. This strategy will help implement St John's new Integrated Business Plan and transform the organisation in a time of volatility, uncertainty, complexity and ambiguity. The strategy has two key leadership initiatives, being delivered by MBS:

- the Executive Management Team Program to give a relatively new leadership team the opportunity to develop their leadership focus together
- the Community of Leaders Program to help St John leaders, selected by the Executive Management Team, build their leadership capabilities by: understanding themselves and others in order to embody St John's values; taking a strategic approach to leading organisational issues; and championing the "One St John" vision of organisational engagement.

Partners for the future

St John New Zealand's motto, 'here for life', sums up its attitude to developing its people. It has been saving lives and helping prevent injuries for a long time, and it will continue to deliver on its vision.

The partnership with Melbourne Business School Executive Education has been instrumental in creating significant value for St John, its community and its stakeholders.

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L'Oréal & CEDEP
Leaders for Change in Emerging Europe: Learning as a Growth Accelerator

SILVER

In 2011, Jean Paul Agon, president of L'Oréal Group, set the business challenge of winning a billion new consumers with a strategy based on the universalisation of beauty.

THE CHALLENGE

The business and cultural challenges

In the strategy, Europe should not be seen as the "old world" made of "mature markets" which would conflict with the attitude needed to grow fast.

"Europe should not be perceived as a mature market but rather as an emerging world. To identify pockets of growth, we have to activate the entrepreneurial spirit that is in our DNA and experiment marketing in totally different ways." Jochen Zaumseil, Western Europe Director, L'Oréal.

This shift in mindset is the base of our managerial challenge: How can we boost a population of future country managers to gain confidence that they can transform their organisation, reach efficiencies and at the same time drive new daring profitable growth opportunities?

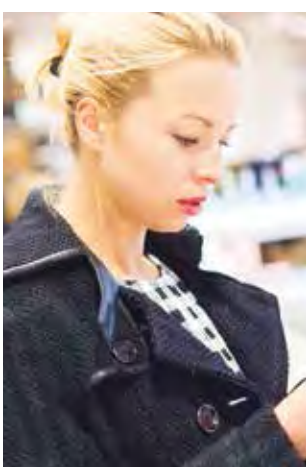
THE COMMITMENT

Leveraging a historical partnership

To face this challenge, L'Oréal activated its historical partnership with CEDEP.

"CEDEP is a unique company consortium that is based on a strong partnership model and exists solely to serve the educational needs of its members. It operates more like an extension of members' corporate universities or human capital development activities than a detached business school." Jens Meyer, Academic Director CEDEP.

> *"How can we boost a population of future country managers to gain confidence that they can transform their organisation, reach efficiencies and at the same time drive new daring profitable growth opportunities*



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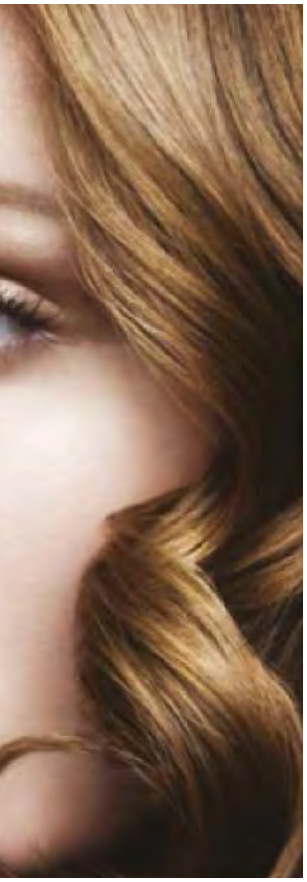

The Learning & Development initiative

Translating the general objectives into an actionable project.

This programme uses the principles of design thinking and Rapid Prototyping methodologies. It targets general managers of large brands who are responsible for finding profitable growth opportunities with the following objectives:

- Equip general managers with the tools and mindset needed to manage the transformation that goes along the implementation of profitable growth strategies
- Get talent to sort out complex real-life situations around strategic projects and robust methodologies
- Reinforce the corporate culture around organisational transformation and entrepreneurship.

"Leaders for change in Emerging Europe is the first initiative within L'Oréal that both develops managers to cope with on-going change and helps them solve concrete issues by delivering roadmaps as one of the outcomes of the programme." Frank Azimont, Programme Director, CEDEP.

1bn

Jean Paul Agon, president of L'Oréal Group, set the business challenge of winning a billion new consumers with a strategy based on the universalisation of beauty

Programme structure and delivery mode

The structure of the programme involves four key mechanisms:

- Selecting a rich variety of robust participants by nomination to create shadow Executive Committees.
- Running a strategic conversation with peers on topics selected by the Western Europe region director
- Building and presenting a road map to peers
- Injecting concepts and methods to help structure or unlock the conversations

"Learning with experienced managers is most effective when concepts and methods are offered to make sense of emerging situations. It is almost as if participants would metabolise ideas. In this way, theories, tools or methods are grounded in practice. Sometimes, a new framework would even emerge from the conversation itself." Frank Azimont, Programme Director.

Concluding words

"Leaders for Change in Emerging Europe" has generated a deep transformative effect. The programme has set up the base for a new perspective within L'Oréal L&D: learning is an integral part of business development where we turn a business experience into a learning experience. With "Leaders for Change in Emerging Europe", learning becomes a growth accelerator in the search for the next billion consumers.

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INSEAD and Syngenta

How can our planet feed its ever-growing population with ever-dwindling resources?

SILVER

To Syngenta, one of the world's largest and most international agribusiness companies, the above question is not a remote worry but a daily business challenge. In practical terms, Syngenta has to keep driving farmer productivity with improved products in a highly diverse and technical global marketplace stretching from vast industrialised farms in the US to tiny smallholdings in India.

In 2003 Syngenta's leaders took the decision that sales and marketing held the key. Their goal was not simply to become closer to customers and understand what they wanted. It was also to provide exactly what the customer wanted through marketing-led innovation.

The company set about building a world-class marketing and sales organisation through several highly successful internal initiatives. However, these workshops and programmes also revealed that the marketing executives needed more "joined-up" thinking to create more effective country marketing plans. Syngenta started looking for an external partner with an outstanding reputation for developing international marketing skills.

As the "Business School for the World®" – with two full campuses in Europe and Asia – INSEAD seemed the natural choice. More importantly, the school had a completely flexible approach to co-creating programmes and proposed a fully customised simulation rather than an off-the-shelf adaptation of an existing programme.

"The INSEAD professors showed painstaking attention to detail," says David Marshall, Syngenta's Global Head of Marketing and Sales Development. "This involved real live tests with experts and an MBA cohort, so we were confident it would go well."

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ALL PHOTOGRAPHY COURTESY Syngenta ©

> *In Europe, Syngenta is helping fruit growers reduce wastage and improve quality. And in Asia, it is helping rice growers significantly to increase their yields with fewer inputs*

34

The two-module "Academy", launched in 2005, has – over 10 years, four continents and 34 cohorts – stimulated a fully integrated, customer-focused mindset

And it did. The two-module "Academy", launched in 2005, has – over 10 years, four continents and 34 cohorts – stimulated a fully integrated, customer-focused mindset.

Key to its effectiveness is Valuland, a simulated Syngenta country market devised by INSEAD professor David Midgley and his team. Crucially, too, all participants work with tutors and managers to define a real-life project with associated KPIs. They do not "graduate" until their business targets have been hit. "We measure Academy success by project completion," explains Marshall.

So successful is the Academy that in 2010 Syngenta approached INSEAD to co-create a second programme. This time the goal was to implement a major strategic shift – away from "product thinking" to full "customer solutions".

The result was the Excellerator programme, which takes Syngenta's national marketing teams beyond simulation to real-world, real-time innovation. Across two modules and three months, participants devise a business idea, which they finally pitch to Syngenta leaders to obtain funding. Four years and 20 Excellerators later, there are many innovative solutions in the pipeline and several already on the market.

In Europe, Syngenta is helping fruit growers reduce wastage and improve quality. And in Asia, it is helping rice growers significantly to increase their yields with fewer inputs. And there are many other stories like this that all began in an INSEAD classroom.

The moral of these success stories is that the impact of executive education is not limited just to business. Sometimes it extends to global challenges as well.

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Excellence in Practice AWARD 2016
Learning & Development Partnerships

Call for entries 2016

The EFMD Excellence in Practice Awards (EiP) recognise outstanding and impactful Learning & Development partnerships in the domains of Leadership, Professional, Talent and Organisation Development.

The EFMD Excellence in Practice Awards attract case studies describing an effective and impactful Learning and Development (L&D) initiative between partner organisations.

The L&D programme can be deployed by an organisation either together with its in-house Learning & Development unit or with external L&D providers.

Award Winning Cases must demonstrate:

- **Strong Business Impact**
- **Excellent Programme Management**
- **Operational Excellence**

This award has certainly been a huge pat on the back for everyone involved. A true seal of approval for our highly effective learning methods

Dorthe Thyrri Rasmussen, Client Director, Mannaz A/S

Deadline for Submission:
30 March 2016

For more information on the assignment, brief, submission guidelines and FAQs visit:
www.efmd.org/eip

Contact:
florence.gregoire@efmd.org

Writing the case helped us better understanding the positive impact of our project

EiP participant 2015

Putting the submission together had positive benefits in team building

EiP participant 2015

A great learning journey strengthening the relationship with the client

EiP participant 2015

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