Special supplement

global focus

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Excellence in Practice 2016

Recognising outstanding Learning and Development partnerships

EFMD

Excellence in Practice AWARD 2016

Learning & Development Partnerships

Special supplement

Excellence in Practice 2016

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The 2016 set of submissions was again of high quality and showed confirmation of a number of trends we have seen in the past few years:

Impact-conscious

It is, of course, inherent to the framework of EiP that impact is a concern throughout the cases, as this is a key differentiator for getting selected for an award. Still, we clearly see a trend in organisations becoming much more professional and experienced in impact measurements. Though there is still plenty of ground to cover and make a difference.

One of the striking points is that almost all cases pursue more than one objective based on an overall strategic corporate intent. These include a recurrent and strong goal of leadership, talent or professional development as the drivers for organisational change above and beyond the individual dimension.

Partnerships and co-creation

Many of the cases document multi-partnerships with corporate clients or public organisations joining multiple business schools and alternative providers. Each of them brings their own strengths to the table and there is a strong involvement of corporate L&D functions in the analysis and design phase of projects, not just in the execution, plus a mix of partners based not just on academic credentials but also for coaching purposes or for geographical and virtual coverage.

Personal development focus, no technology landslide

Cases show a strong focus on personal growth, values and behaviours. Clearly the need is not for models or textbook/academic theories but to strengthen the personality, responsibility and personal capability – the human/emotional side – of managers and leaders. In this VUCA world they need to solve problems and situations that cannot be mastered with templates and grids.

Experiential learning, action learning, coaching and mentoring are blended into development journeys with the use of all technological support available in the day-to-day working environment. And, as such technology follows work practices and helps to bridge agenda and geographical challenges, without being the major disruptor some fear.

We hope you will enjoy reading the cases that follow and you are welcome to explore and discuss them in depth during EFMD's Executive Development Conference from 12–14 October in Porto.

Hope to meet you there!

gf

2016 Winners

Category: **Talent Development**

★ **GOLD** ★

NHS Leadership Academy & Alliance Manchester Business School, KPMG, LEO Learning, University of Birmingham, National Voices, Unspun, Cumberlege Eden & Partners and others

Changing the Leadership Culture in the English National Health Service: Building Care and Compassion into the Leadership DNA

Category: **Executive Development**

★ **GOLD** ★

BG Group (now part of Royal Dutch Shell) & Cranfield School of Management

Exploring Leadership

★ **SILVER** ★

Telstra & LIW

"Telstra Business Leadership Programme – Transforming Culture Through Connections"

Category: **Organisational Development**

★ **GOLD** ★

Swarovski & Ashridge Executive Education

"Addressing Live, Organisational Issues to Ensure Swarovski's Future Success"

★ **SILVER** ★

Rosatom State Nuclear Energy Corporation & Moscow School of Management SKOLKOVO

"From Invention to Innovation: Atomic Intrapreneurship at Rosatom"

Category: **Professional Development**

★ **GOLD** ★

Microsoft & INSEAD

Microsoft-INSEAD Customised Online Programme: An Innovative Solution for Global Transformation

★ **SILVER** ★

Agence de Médecine Préventive (AMP) & Université Paris-Dauphine

EpiVacPlus: Improving the Performance of Immunisation Programmes through On-the-job Training and Technical Support"Programme – Transforming Culture Through Connections

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The NHS Leadership Academy & Alliance Manchester Business School

Cultural change on a national scale

Trying to change the culture of any large organisation is always a significant challenge. Trying to do so across a £116 billion enterprise that delivers services on a national scale is even more demanding.

Attempting to do this across the 9,000 organisations that make up the English National Health Service (NHS) could be seen as foolhardy. But this is exactly what the NHS Leadership Academy and Alliance Manchester Business School were tasked with doing when we set out to work together to design and deliver a suite of new programmes as part of a KPMG-led consortium of partners.

The context

The English NHS is over 60 years old and every statistic about it screams big. It is the fifth-largest employer and the largest healthcare system in the world. It employs one out of every 24 people working in England with its top leaders responsible for 1.5 million staff and the care of over one million people every day. It is a tax-payer funded system, free at the point of need, and, as a nation, England spends £116 billion every year delivering healthcare to its citizens.

Contrary to popular belief, the NHS is not one organisation but a collection of over 9,000 separate bodies structured to buy, deliver or regulate healthcare for the citizens of England. Like all healthcare systems around the world, however funded, it is also a system under financial strain. England has growing demand, an aging population and no growth in budgets. Ensuring the drive for financial value, whilst maintaining the quality of care, is a key element of any NHS leader's job.

£116bn

As a nation, England spends £116 billion every year delivering healthcare to its citizens, and delivers care to over one million people every day

1:24

The NHS is over 60 years old, the fifth-largest employer, and the largest healthcare system in the world. It employs one out of every 24 people working in England with its top leaders responsible for 1.5 million staff

> *Contrary to popular belief, the NHS is not one organisation but a collection of over 9,000 separate bodies structured to buy, deliver or regulate healthcare for the citizens of England*

In 2013 a nationally commissioned report into failings of care at Mid-Staffordshire Hospitals NHS Foundation Trust was published. This report found that there had been significant failures of care including seriously low staffing levels and many examples of patients left in agonising pain, dehydrated or lying in their own excrement. There was a lack of care and compassion, chronically low staff morale and a bullying culture, which led staff to fear for their jobs if they pointed out poor care.

While there were individuals who were culpable, the report was very clear that there had been a focus on finances at the expense of patient care, a failure of leadership at every level and, because of this, people had died who need not have done. Throughout the country there was also concern that this was not an isolated incident in one of those 9,000 organisations but a systemic challenge facing the NHS.

Around this time the NHS created its first national Leadership Academy. A review of leadership styles among top leaders in the NHS revealed a strongly dominant and homogenous pace-setting mode. While this behaviour can drive results, it does not engender a climate of compassionate care.

A call went out for a consortium to work with the Academy to design and deliver patient-centred leadership programmes from the frontline to the boardroom, that would demonstrably change the culture of leadership in the NHS. The outcome of these programmes would be leadership that would enable the delivery of care that we would all want for ourselves or our family.

A consortium of Alliance Manchester Business School, KPMG, National Voices, the University

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The NHS Leadership Academy & Alliance Manchester Business School

Cultural change on a national scale

of Birmingham, Leo Learning, Cumberlege Eden & Partners, Harvard School of Public Health and others answered this call. Together with the Academy we designed two unique highly blended experiential programmes that are changing the behaviour of leaders across the service.

The programmes

The programmes were designed and implemented at pace including taking a masters degree through the quality assurance processes of two major UK universities. Commission to delivery took less than eight months.

While aimed at two different levels of leaders, the programmes (the Nye Bevan Programme and the Elizabeth Garrett Anderson Programme) are built around the same core leadership principles that define what high-quality leadership should look like in today's NHS:

- Making person-centred co-ordinated care happen
- Creating a culture for quality
- Improving the quality of the patient experience
- Understanding self to improve the quality of care

The Nye Bevan Programme is the more senior of the interventions and targets leaders aspiring to executive and board-level roles. It is 12 months long and opens with patient representatives who share their stories and views of the NHS.

As part of the design, we created an entire virtual health and social care system based around the fictitious county of Glenvern, with hospitals, patients, social services, GPs and local politicians. There is a highly interactive virtual campus alongside four residential modules supported by self-managed learning sets.

Participants deal with scenarios such as poor care, complaints and reconfiguration of services, presenting or defending decisions they make during the programme in simulations where the "actors" are actually real journalists or politicians.

> *"The programmes were designed and implemented at pace including taking a masters degree through the quality assurance processes of two major UK universities. Commission to delivery took less than eight months*

Finally, there is an assessment where, again, we put patient's views at the very heart of the programme by having them sit on viva panels, discussing and agreeing whether participants have demonstrated the necessary credibility to pass the programme.

The Elizabeth Garrett Anderson programme targets mid-level leaders aspiring to a more senior role. This two-year programme is an experiential behavioural development intervention as well as an MSc in Healthcare Leadership and is awarded jointly from the Universities of Manchester and Birmingham.

It develops leaders through practical, relevant and applied learning that they can apply in the workplace but which also prepares them for their future leadership role. The programme has a comprehensive virtual campus, which drives learning alongside three residential workshops and 11 action learning sets. Despite its large scale, with almost 2,000 participants enrolled, the bespoke design delivers a personalised experience.

2k

The Elizabeth Garrett Anderson programme, despite its large scale, with almost 2,000 participants enrolled, delivers a bespoke design and personalised experience

48%

Across the two graduating intakes (of the Anderson and Bevan programmes) an average of 48% Anderson and 37% Bevan participants have reported a promotion

Impact

About 3,000 participants across both programmes have taken on board new ways of working and are now changing old mind-sets and bringing system-wide change.

Across two graduating intakes, an average of 48% Anderson and 37% Bevan participants have reported a promotion, with 94% of Anderson participants attributing this to the programme.

Having attended a participant focus group, the Anderson external examiner commented: "Overall the feedback received was excellent and the team are to be congratulated for this. Students were especially positive about the quality of learning resources on offer, the grounding in practice and the residential elements of the course. Many were able to give very lucid examples of how the course had altered their own professional practice as leaders in the NHS and how it had strengthened their commitment to leading change."

The Institute for Employment Studies, the external evaluators for Bevan, said: "The programme is unusual in the particular emphasis it places on the impact of leaders on the wider health and social care system.The team based the evaluation approach on a stakeholder map, starting at the centre with the programme participant and rippling outwards through other stakeholders: colleagues, patients and service users, the organisation, and the wider health and social care system. The evaluation team put particular emphasis on participants' impact on and beyond their organisation as a key aim of the Nye Bevan Programme is for its graduates to make a substantial difference for the better via a new style of leadership".

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BG Group & Cranfield
Exploring Leadership

BG Group is an international gas exploration and production company recently acquired by Royal Dutch Shell. It employs about 5,000 people and operates in over 20 countries with total earnings of $2.3billion. Prior to its acquisition, BG Group was a top-15 FTSE company.

The requirement

With its immediate links to global geopolitical risk and economic fluctuations, the oil and gas sector is notorious for temperamental commodity prices and for being a VUCA environment.

In June 2014, the sector began to witness something perhaps more disconcerting than volatility: a consistently low oil price. Since then, the price of a barrel of oil has dropped more than 60%. The mantra "lower for longer" is now an accepted view. As a consequence, oil-producing companies have dropped investments, decommissioned rigs, lowered salaries and cut an estimated 250,000 jobs.

Facing the deepest sector downturn since the 1990s, BG Group needed to adapt and become able to drive performance at lower cost levels. A further cause of distraction – the legacy of an iconic charismatic leader followed by a transition period without a CEO – meant a general lack of consensus on what constitutes good leadership.

Even so, the company's relatively small size and strong performance record, as well as its large reserves of natural gas, made it an attractive target for acquisition. BG Group's entrepreneurial culture had been very successful – but past success did not make it necessarily resilient in the face of a paradigm

"BG's relatively small size and strong performance record, as well as its large reserves of natural gas, made it an attractive target for acquisition. BG Group's entrepreneurial culture had been very successful

change coupled with radical uncertainty.

The response of BG Group's leadership was to support its managers and invest in a new L&D initiative targeted at its global population of around 1,000 senior and mid-level managers in locations at different stages of lifecycle maturity and facing a variety of leadership challenges.

The aim of the new initiative was to enable these leaders to think differently – about themselves, their leadership role and the changing context of the business landscape.

Underpinning approach and philosophy

Exploring Leadership is underpinned by the notion of "embodied cognition", which holds that an individual's cognition is strongly influenced by aspects of his or her body beyond the brain itself.

Business schools are very adept at working with the intellect, some combine this with aspects of emotional intelligence, few work with the whole person. We choose to work with the intellectual, emotional and visceral using nature as a backdrop against which we experientially facilitate reflective learning opportunities. Content and theory are used in a sense-making process to allow the participants to better understand their journey to date and to make conscious decisions about how they chose to take up their leadership role moving forward

The use of the outdoors runs throughout the programme is taken further in Module 3 and culminates with a day-long dialogue walk with cohort peers working on issues important to their personal leadership journey.

Social learning theory features heavily in Module 2 as these self-directed learning opportunities require the participants to take ownership of their learning in the context of the work environment, drawing upon experiences within and outside the organisation and, importantly, learning from each other.

Another very important principle was that the process had to ignite a passion for learning within the individual. We wanted each person to take ownership of their own learning journey and really feel what "learning to learn" is. We wanted to equip them with a passion and curiosity in relation to their own personal learning journey that would stay with them well past the confines of the programme.

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BG Group & Cranfield
Exploring Leadership

Working at this meta level enabled the participants to engage with their VUCA context with agility and dexterity. This gave them the confidence to not jump into solution mode, which translated into a grounded inquisitive approach, supported with deep self-awareness about themselves, their values and what is really important to them as a leader.

A move from an episodic, programmatic approach to learning, to one that is self-starting often requires a shift in mindset and notions of how we learn or, more accurately, letting go of how we have been taught. Incidental learning requires a mindset that is receptive to the experiences and a practice of reflection to make sense of the unfolding reality; it has to become part of everyday life and is about participation and interaction within a social setting.

Impact and ongoing benefits

During the design week, where stakeholders from the business came together with Cranfield to work-up the design based on the finding of the diagnostic process; the partners agreed to make impact evaluation an integral part of Exploring Leadership. They mandated an impact evaluation study that was designed and conducted independently and the person tasked with this was present throughout the whole design week ensuring that any evaluation processes were not simply a bolt on and that the intervention was designed with impact in mind.

The study was based on 185 participant responses to open questions and rating items and on semi-structured in-depth interviews with 11 participants.

The impact study found that the programme, now called Exploring Leadership, facilitated substantial learning in three key areas that feed into the uplift in capability to lead in a VUCA environment:

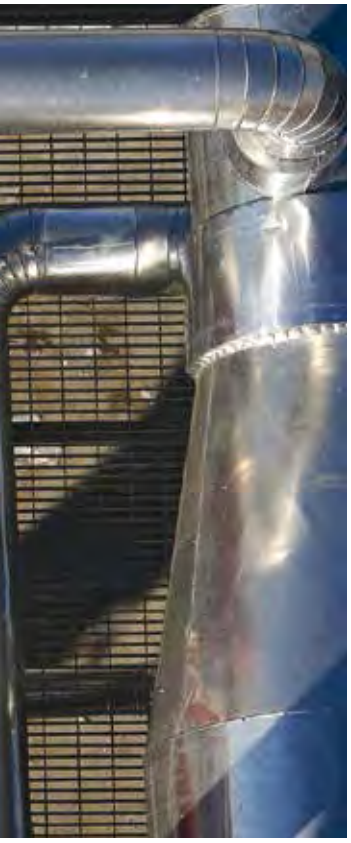
- At the level of the individual: personal leadership learning
- At the inter-cohort level: networked relationships
- At the organisational level: improved talent development, leadership culture and performance

> *"There is a clear and palpable correlation between BG's performance and the leadership potential they have liberated with their Exploring Leadership immersion*

A second impact evaluation study over longer time horizons was to be undertaken; however this was postponed due to the takeover.

185

participant responses to open questions and rating items and on semi-structured in-depth interviews with 11 participants



We have built something unique with Cranfield University in Exploring Leadership, a programme that has broken the mould of conventional leadership development and engaged our leaders to confront who they are and how they lead. Our challenge was to co-develop a programme that would equip leaders to adapt and energise our business at a time when safety, cost and delivery have never been more important.

Shell has recently completed one of the biggest deals in our sector's history to buy BG Group and we are in the process of sharing our proudest successes. Exploring Leadership is one of those successes and our leaders who have experienced this programme are the biggest advocates for continuing it within the new combined organisation.

The results are demonstrating a lasting impact at an individual and business level with leaders across all facets of our business better connected and with clarity of focus on their role and what is most important. At a time where our commodity price has fallen by 60%, our leaders are excited by the challenge and confident in their tools to meet the demands of change, innovation and business delivery. 2015 has seen our best year for safety and our highest production performance on record. We continue to set new records into 2016 and this has been during our most challenging economic environment. There is a clear and palpable correlation between our performance and the leadership potential we have liberated with our Exploring Leadership immersion.

Jon Harris
Executive Vice President, BG Technical, BG Group

Reflections on Exploring Leadership

Keeping the learning process person-centred while also keeping organisational issues in sight was challenging; however, it proved to be a major cohesive force for the partnership and the programme during the times of greatest uncertainty (following the news of the acquisition).

When deep relationships are formed, participants have a genuine demand for continued connection and opportunity to learn—Module 3 was adjusted to make more room for relationship-based learning. Participant-driven activities (Module 2) are well suited to organisational contexts that are emergent and dynamic and promote skills required in those situations.

The delivery model, whereby the tutors delivered the content, facilitated all the sessions and coached a learning set throughout the programme, ensured trusted relationships were built up. These important aspects allowed the tutors to challenge the participants as well as supporting them through their transformational journeys. The transformations many of the participants undertook required them to let go of existing frames of reference, recognising that the truths they hold are not absolute and immovable. This is difficult and potentially dangerous work, hence the need to build a support network around the participants and cohorts. To not do so would have been morally questionable.

The approach taken has delivered sustainable deep learning that stays with the participants, enabling them to draw upon the experience in new contexts. As the programme worked at developing meta level capabilities and not specific skills this enabled the participants to operate in a much more networked and systematic manner.

The takeover of BG by Shell created a new and uncertain context that required us to revisit Module 3, to redesign it ensuring it was closer to where the participants where and what they were dealing with. This supported the transfer of learning process and impact at organisational levels as organisational learning is created by change in patterns of behaviour that emerge from changes in context; the Shell deal created this change.

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Swarovski & Ashridge Executive Education

Addressing live, organisational issues to ensure Swarovski's future success

24k

Swarovski is a large, international family business with 24,000 employees and 2,480 stores. In the last 15 years Swarovski has grown and shifted its business to jewellery and to using crystal in creative ways

A collaboration between Swarovski and Ashridge has created a new Leadership Academy focused on expanding leadership capability, developing organisational agility and triggering lasting culture change and has resulted in a set of organisational interventions that address live business issues. The work has delivered deep impact in both anticipated and unexpected ways and is helping to secure Swarovski's future success.

Background

Swarovski is a large, international family business with 24,000 employees and 2,480 stores. In the last 15 years Swarovski has grown and shifted its business to jewellery and to using crystal in creative ways. Key to remaining a successful family business is to keep evolving, stay relevant and address a number of specific challenges/risks, namely:

- crystal production capabilities worldwide eroding the historical USP
- multiple new competitors in the premium jewellery sector threatening global competitiveness
- digital-selling channels
- faster marketplace

Developing stronger leadership capability, customer-focus, innovation and organisational agility is essential to mitigate risks and ensure the business is sustainable. However, remaining relevant and customer-focused is a challenge hindered by a number of internal factors – predominantly a historical hierarchical culture and highly complex matrixed structure, which have created both the conditions for silo-thinking and internal competition for resources/talent.

In 2013, Swarovski took the decision to create a new Leadership Academy for leaders across the pipeline to address their specific organisational and leadership development challenges.

Objectives

The Leadership Academy specifically needed to achieve/focus on:

- mind-set and culture change (addressing silo-thinking/internal focus)
- developing leaders who understand, and feel accountable for the collective needs of Swarovski
- growing ownership for change and innovation
- strengthening the leadership pipeline and organisational capability

Developing the programme / defining the priorities

The Ashridge-Swarovski team met with 45 stakeholders from across Swarovski including the family/C-suite, business-unit leaders, line-managers and programme participants. This led to the creation of Swarovski's first Leadership Architecture, which mapped business priorities, organisational values and culture, the Academy's red-threads, development focus and the overarching strategic intent of ensuring sustainable growth. This invaluable foundation work was key to the success of the overall initiative.

The findings revealed an important change of focus to "leadership transitions and impact" – the notion of leading as an activity as opposed to leadership as a hierarchical position. How leadership impacts business performance became a red-thread for the Academy.

The need to address silo-thinking/internal focus was also revealed as a strategic priority, leading to the focus on mind-set and culture change.

The inquiry began an ongoing process of establishing key relationships at top leadership level and fostering trust in the Ashridge-Academy partnership. This ultimately enabled Ashridge to work with the business on issues that arose (outlined below), greatly expanding the significance and impact of the Leadership Academy:

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Swarovski & Ashridge Executive Education

Addressing live, organisational issues to ensure Swarovski's future success

1. Low-levels of shared context at top leadership (silos/priorities)
2. Ineffective decision-making processes/skills, hindering innovation and agility
3. Un-implemented/communicated structural changes
4. The progression of women
5. Competitive advantage through CSR

The programme design/methodologies

There are five different Academy programmes, each with specific objectives/focus that reflects the different level and responsibilities of participants and the business priorities. The shared development themes/learning objectives ensure alignment across the programmes.

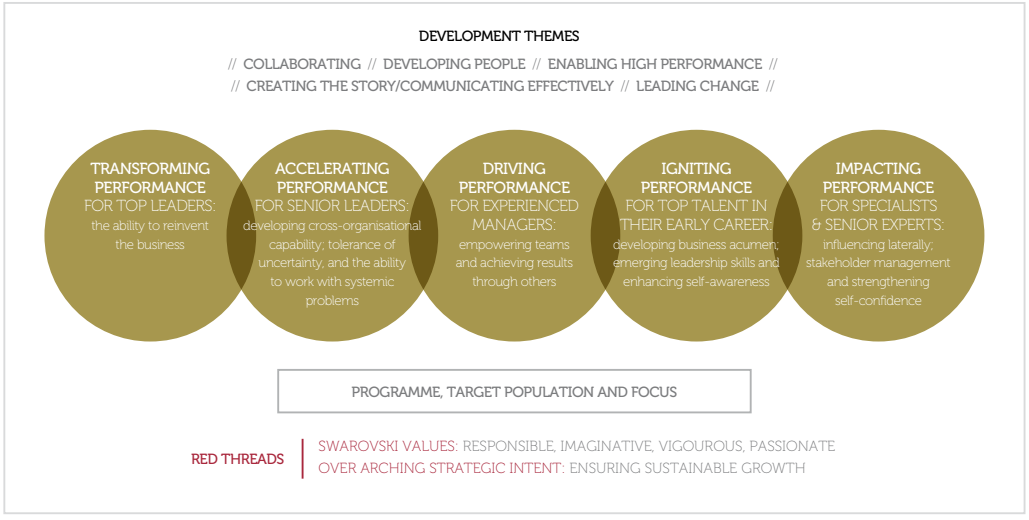
The 250 leaders who have embarked on the process have internalised new ways of working/thinking, which are collaborative, customer-focused and entrepreneurial.

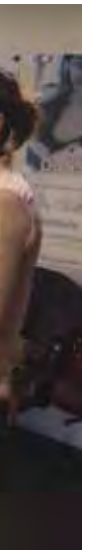
With mind-set and culture change at their heart, the programmes mix experimentation/new learning with encouraging participants to inquire/reflect collectively into their and other people's experiences, to see patterns of behaviour that might be destructive and un-pick unconscious biases. Through this, assumptions are challenged and attitudes/beliefs change – an irreversible process.

Programme designs include many unique methods/components including:

- Eating a meal completely in the dark, served by blind waiters. In the absence of sight, leaders have a very different conversation with each other than they would normally. (Strengthening fractured relationships at the very top of the organisation)
- A live simulation – participants working under high levels of stress and uncertainty and with many of the factors that typically lead to silo-thinking/internal-focus
- Strategic Experiments/hypotheses devised by leaders to explore unresolved, repetitive, cross-organisational challenges (Developing accountability, entrepreneurship and inter-dependency)
- A collaborative assignment writing a script/creating a film sharing participants' understanding of good leadership at Swarovski
- Participants spending an entire day shadowing their leadership role-models

The additional eight interventions to address organisational issues also utilise a variety of methodologies/approaches, ranging from a 4.6km 'Deep Time Walk' to facilitated workshops/dialogue, a research inquiry involving 100 leaders and a collectively-made piece of art.





250

250 leaders have taken part in 14 leadership journeys...

25

...including 25 face-to-face modules...

200

...and over 200 virtual action learning sets

270

A further 270 people have been involved in addressing multiple cultural and systemic issues

"The level of impact at both an organisation and individual level from the Ashridge-Swarovski partnership has exceeded all expectations. This has been achieved by the OD orientation, focus on mind-set change and culture, addressing of live issues, growing ownership for change across the business and the development of leaders who understand, and feel accountable for, the collective needs of Swarovski.

Petra Lockhart, VP Global Learning and Development Swarovski

Impact

The work has developed leadership capability, worked on multiple live issues, strengthened the leadership pipeline and has been the catalyst for a new organisational culture.

The changes affected through the Ashridge-Swarovski partnership include:

- Establishing greater accountability, entrepreneurship and innovation across leadership
- Changing the leadership focus to what's right for all Swarovski businesses and markets – not just the individuals or individual businesses that make up Swarovski
- Generating significant improvements in performance, retention and promotion
- Supporting the implementation of structural changes
- Addressing slow, complicated and ineffective decision-making processes and skills
- Building a stronger sense of shared context among the organisation's top leadership
- Deepening the Corporate Social Responsibility story
- Strengthening Swarovski's internal expertise on key topics
- Unearthing the key issues and opportunities around the progression of women
- Strengthening relationships and collaboration across the organisation

The success is the result of the strong and trusting relationship between Swarovski and Ashridge (at all levels of the organisation), unusually high levels of top leadership buy-in and an approach framed by a deep knowledge of organisational as well as leadership development.

Kirkpatrick Level 2 evaluation questions ("what will you do differently next week?") confirm high levels of change being brought back into the business with immediate effect and is validated by line-managers in follow-up interviews. Impact at levels 3-4 is measured via examples of new ideas/thinking, business benefits and stakeholder/line-manager interviews.

Specific examples of benefits include those from the strategic experiments:

- improving the pricing strategy for Chinese markets
- developing a new Services Business – opening up new customers/revenue streams
- Customer Relationship Management plans that "will deliver long-term financial impacts" (sponsors comments)
- innovations in home fragrance

Along with net sales growth:

- Multibrand Sales North America up 16% – well above target

and promotion and retention targets exceeded, for example:

- 45% of top talents already promoted into 'Head of' positions
- 100% retention for top talents / 92% overall

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Microsoft & INSEAD

Exclusivity at scale and speed: a Microsoft–INSEAD online innovation

Microsoft's "Mobile First, Cloud First" strategy, adopted in 2013, presented a major professional challenge to its global sales force. As one manager explained, "It's not just about what we sell. It's to whom we sell. And that means a radical change in how we sell." It was time to approach the world's most international business school for a solution...

The technology behind the challenge

At the heart of the challenge was the paradigm shift to cloud computing, also known as "on-demand computing". Instead of purchasing software and licences, corporate "cloud" customers pay as they go for mobile applications, scaling up or down their usage as needs fluctuate. As a result, they avoid upfront investments in both hardware and software.

Worldwide cloud-computing sales are estimated to be growing at 50% a year, which is great news for Microsoft, probably the biggest player "in the cloud". However, when companies opt for on-demand computing, their internal processes change. Purchasing decisions that were traditionally taken by IT managers are devolved to managers throughout the business – who now simply have to work out where and how to subscribe.

Budgets have moved accordingly, with IT departments increasingly taking on an advisory role. In short, the business manager has taken over from the IT manager as the Microsoft customer. Microsoft sales teams have to negotiate directly with executives from departments such as finance, accounting, marketing and even the C-suite.

These new customers speak a completely different language from IT professionals. Discussions focus on concepts like "Value Creation", "ROI" (return on investment), "NPV" (net present value), "DCF" (discounted cash flow), OPEX (operating expenditure) and CAPEX (capital expenditure). In short, the sales negotiation process is centred on business as well as technological know-how.

The learning technology behind the solution

By the spring of 2014, World-Wide Readiness had decided that its sales staff needed an injection of business education on a global scale – and they needed it fast. They approached INSEAD, an institution as global as Microsoft itself, and Intrepid Learning, a US learning technology specialist, with a seemingly impossible request. Could INSEAD custom-design a highly specific business curriculum and deliver it to 500 sellers worldwide within five months via Intrepid's user-friendly platform?

The obvious approach was to use the increasingly popular MOOC (Massive Open Online Course) model. However, the format needed to be adapted in a highly tailored and targeted manner for the audience. Even more importantly, it had to be adjusted to motivate learners. To date, low completion rates and "false starters" have been among the major shortcomings of large-scale online learning initiatives.

> *At the heart of the challenge was the paradigm shift to cloud computing. Instead of purchasing software and licences, corporate "cloud" customers pay as they go for mobile applications, scaling up or down their usage as needs fluctuate*

50%

Worldwide cloud-computing sales are estimated to be growing at 50% a year, which is great news for Microsoft, probably the biggest player "in the cloud"

Engaging, educating and motivating a mass audience

Undaunted, INSEAD faculty set about developing courses based on real-life Microsoft sales situations. They used examples from many sectors, geographies and company sizes – and integrated project work directly linked to the participants' roles and responsibilities. "The professors' enthusiasm was infectious," recalls a member of the World-Wide Readiness team.

Top-quality lectures were filmed on campus, complete with real Microsoft participants to capture the dynamism of a live classroom experience. Crucially, however, sessions were structured for editing into shorter clips. "The idea was to deliver learning in bite-sized chunks of five to 15 minutes that a Microsoft seller could digest while waiting for a plane or between meetings," explains Professor Chengyi Lin, INSEAD's Director of Strategic Innovations and Online Programmes. In total, these segments added up to three hours of learning a week – a commitment that few busy sales managers would normally have time for.

To promote active and enthusiastic learning INSEAD faculty also curated an engaging blend of lectures, quizzes, simulated exercises, online discussions, personal reflections, case studies and peer-to-peer feedback. Most importantly, guided "real-world assignments" encouraged learners to apply their newly acquired skills within the context of their job – and then upload a "field report" to share with other learners.

Ultimately, the flexible pace, varied content and interactive platform were designed to keep participants motivated, while the shared weekly schedule ensured that they moved through the

GOLD

Microsoft & INSEAD

Exclusivity at scale and speed:
a Microsoft–INSEAD online innovation

programme as a single cohort. As one US territory manager later remarked, "The balance between making sure the content was engaging, relevant and detailed enough versus the time invested while trying to do a day job was nailed!"

Building momentum, creating a community

When the time came for enrolment, an "exclusivity" approach was adopted, with individuals nominated for the course based on quotas for regions and countries. Thanks to early buzz and the involvement of senior executives, the pilot programme was oversubscribed. And the long waiting list only served to increase demand. Microsoft decided to double the size of the first cohort to 1,000 participants.

Accepted students received a course overview and then signed a "Code of Honor" to demonstrate their commitment. Those who did not participate as expected during the first week were "dropped" from the course. The impact on completion rates for the following weeks was immediate. Discussion forums were also abuzz with activity, as people closely monitored their scores in order to get to the top of the "leaderboard". Meanwhile, local face-to-face meetings between participants started to gain momentum organically.

In addition to the prepared curriculum, "just-in-time" content was rolled out regularly. INSEAD professors offered video responses to questions that had arisen in discussion forums, many based on participants' real-life applications of the learning. In short, the initial impacts of learning were rolled back into the educational experience – with a view to creating even greater overall impact at the end of the programme.

There was also extensive communication with regional managers and executives. At the end of each week, learners were informed of the next milestone and their managers updated on their progress. Finally, all those who completed the course satisfactorily received an INSEAD "digital badge" to display on their LinkedIn profile.

"Thanks to early buzz and the involvement of senior executives, the pilot programme was oversubscribed. And the long waiting list only served to increase demand. Microsoft decided to double the size of the first cohort to 1,000 participants

85%

Around 85% of the first cohort became proud recipients of the digital badge, a pass rate that exceeded everyone's expectations

5k

To date the course has been rolled out to more than 5,000 executives worldwide with impressive pass rates

Exceeding expectations of quality and quantity

Around 85% of the first cohort became proud recipients of the digital badge, a pass rate that exceeded everyone's expectations. Even the busiest salespeople turned in exceptional assignments. Peer engagement was also phenomenal with 31,320 messages posted in the discussion forums over the eight-week course. Post-programme surveys showed higher levels of satisfaction scores than almost any of Microsoft's previous sales training. There was no hesitation in running the programme again... and again. To date it has been rolled out to more than 5,000 executives worldwide with similarly impressive pass rates. And Microsoft has just embarked on creating a third online programme in partnership with INSEAD.

Even though the numbers speak for themselves, the final word about impact should go to the participants. "With the knowledge gained from the INSEAD business model innovation training, we have successfully closed two cloud deals with traditional customers, which resulted in approximately $150K of cloud revenue in Q2," says a Slovenian manager. "The application of the financial acumen articulated in the course was what made the difference in closing the sale," agrees a Russian Account Director, whose team struck a deal of $24.2 million. Or as a Global Product Lead based in the UK asked: "Do you know when we might run this course again, as I want to think about having some of our other top talent attend?"

Excellence in Practice 2016

SILVER

Telstra & LIW

Telstra Business Leadership Programme – Transforming Culture Through Connections

Australia's Telstra is in the midst of a massive transformation – put simply, it is "evolving from a telco to a techco," according to Telstra executive Joe Pollard.

Originally established as Australia Post in 1901, Telstra is now a global telecoms, media and IT company in a highly-competitive market with rapidly changing customers, competitors and technology.

To meet this challenge, Telstra CEO Andy Penn launched an initiative to redefine the company's leadership. His aim was to create an agile workforce able to change and adapt quickly to the challenges of a volatile, uncertain, complex and ambiguous (VUCA) world.

In 2013 Telstra engaged LIW, a global leadership consultancy, to develop a suite of leadership programmes that would take Penn's initiative to all levels of leadership within the company – from senior executives to frontline staff.

With a track record of delivering high-impact leadership programmes on a global scale for tech companies such as Cisco and Oracle, LIW was well positioned to meet the challenge.

It embarked on a collaborative design process with multiple stakeholders across Telstra, from the OD and HR community to senior strategic leaders. The teams discussed Telstra's strategic objectives and translated them into meaningful business outcomes for different groups of leaders.

These outcomes then dictated the necessary leadership behaviours required and drove the design of the programmes. The result was a series of programmes in a top-to-bottom leadership development framework:

- Telstra Leader Program (TLP): for the executive team and executive general manager group

> *Our vision is to make Telstra a world class technology company that empowers people to connect. It is a time of enormous opportunity*
>
> *Andy Penn, CEO*
> *Telstra*

1901

Originally established as Australia Post in 1901, Telstra is now a global telecoms, media and IT company

2.4k

The Business Leader Program (BLP) is designed to support Telstra's Band 2 leaders – about 2,400 people in total and the largest, widest-reaching population of people leaders within the organisation

- Business Leader programme: for general managers
- Emerging Leader programme: for up-and-coming leaders
- Coaching programme: for all Telstra employees

The Business Leader Program (BLP) is designed to support Telstra's Band 2 leaders – about 2,400 people in total and the largest, widest-reaching population of people leaders within the organisation.

These leaders are tasked with balancing the strategic, operational and aspirational and with developing Telstra's people to their full potential. Their capacity to drive transformational change for Telstra is huge and extremely important in terms of reaching Penn's strategic goals for the company.

BLP spans a five-month period and begins with participants and their managers identifying a real business challenge within their role to bring to the programme. All the programme's leadership concepts, exercises and activities are then developed in the context of this personal business challenge.

Two face-to-face workshops focus on Telstra's core leadership competencies and enable participants to explore, develop and practise each competency. The workshops are followed by three individual coaching sessions that support participants as they work through the goals they set for their business challenge and help them to embed new behaviours.

A number of innovative exercises bring the workshops to life for participants and ensure that messages hit home. At the beginning of the first "hot house" workshop participants are thrown into an interactive exercise with minimal information and a strict time limit.

Excellence in Practice 2016

SILVER

Telstra & LIW

Telstra Business Leadership Programme – Transforming Culture Through Connections

"We knew this programme would be effective but even we were surprised by the exceptionally positive response from participants. It's quite different from most leadership development programmes, really driving people to look at themselves and their own motivators as well as finding alignment with Telstra purpose and values

Claire Devlin, General Manager Capability and Leadership, Telstra

The usual opening introductions are dispensed with and participants are simply told they must work in a group to assemble an unknown object.

The idea is to simulate a fast-paced, pressured VUCA environment. Frustrations simmer as participants learn piecemeal about the challenge until eventually facilitators reveal that the purpose of the exercise is to build a prosthetic hand for a landmine victim in an emerging country.

The exercise demonstrates the impact of purpose on levels of engagement, commitment and collaboration. It encourages participants to consider the importance of how they communicate the purpose of the work they do with their teams.

The hot house workshop also includes a leadership simulation designed to develop participants' abilities to influence senior stakeholders. An actor plays a Telstra executive and participants take turns presenting strategies for increasing satisfaction scores for broadband connections. The goal is to practise skills developed through the hot house to influence the executive in order to enable projects to move forward. Each participant receives feedback from their observing peers, the facilitator and the actor.

The second workshop – the "cool box" – includes an "actor clinic", which gives participants an opportunity to participate in a free-form conversation with a professional role player. The participant describes a scenario – perhaps a difficult conversation with a manager or a coaching conversation with a team member – and plays out the conversation with the actor. The clinic enables participants to practise and build on the thinking they have developed during the hot house workshop.

The programme was designed to maximise relevance and applicability and this is strongly reflected in programme results. Immediately after the workshop participants consistently rated this measure at 100%, and this dropped to 97% only three months later. Managers also recognised relevance and applicability with a score of 86% after 90 days.

Both participants and their managers report performance improvement of over 9%, which equates to almost an additional half-day in improved efficiency. The programme teams within Telstra and LIW recognised that manager buy-in would be an important driver in participants fully applying their learnings and worked together to foster manager support for the programme.

100%

Immediately after the workshop participants consistently rated the relevance and applicability measure at 100%, and this dropped to 97% only three months later. Managers also recognised relevance and applicability with a score of 86% after 90 days

> ***All my team (three Band 2 field Managers) returned stating this is the best 'management' course they had attended in their careers. (One of my team has 37 years' experience.) The team commented that they had picked up more from the two days than they had for the entire year from other training initiatives***
>
> *Manager, post 90 days*

Graduates of BLP developed a real understanding of Telstra's expectations of them as leaders and gained the confidence to behave as leaders whatever their role. This meant:

- Setting clear goals for their team aligned to Telstra's global objectives
- Providing coaching and support to team members to develop their own capability
- Taking initiative in cross–departmental projects to connect and collaborate effectively with peers in other areas of Telstra
- Building business cases to demonstrate the value of work their team is doing or is proposing
- Engaging a wide group of stakeholders in their projects in order to develop the fullest understanding of the challenges and enable fact-based decision making
- Communicating effectively with senior leaders in order to gain support

LIW and Telstra continue to evolve the programme to align to changing strategic priorities within Telstra. Telstra maintains a focus on continuous development within the organisation and, over time, graduates of Telstra and LIW's Emerging Leader programme (ELP) have moved up to the BLP programme to continue their leadership development journey. With more than 700 participants having completed the programme, BLP is contributing to a common language of leadership across Telstra.

In the past year, the programme has extended its global reach with programmes running in the Philippines, the US and the UK. It is expected that the programme will continue serving the community of Band 2 leaders with multiple cohorts running from year to year.

700

With more than 700 participants having completed it, the BLP programme is contributing to a common language of leadership across Telstra

Excellence in Practice 2016

SILVER

Rosatom State Nuclear Energy Corporation & Moscow School of Management SKOLKOVO

From Invention to Innovation: Atomic Intrapreneurship at Rosatom

Once a mere buzzword, innovation has quickly become an integral part of business success. In the high-tech world the race for innovation has stumped many senior executives. Despite substantial investments in R&D, established companies are challenged to develop innovative products and services able to generate new value and revitalise their business.

The barriers to innovate are even higher when it comes to state-owned companies. Generally, these organisations as regarded as less efficient with weaker leadership and less creativity when compared to private firms.

Rosatom, the Russian State Nuclear Energy Corporation, set out to debunk such conventional wisdom. In 2011, this colossal organisation with 262,000 employees and a strategic role in Russia's economy was about to undertake a radical transformation.

Established in 1942, Rosatom has been a historic centre of Russian research and innovation. Consisting of more than 360 business units, including 29 research institutes and science centres, it has been a hub for the country's best scientists and engineers. Rosatom is today a key global player in nuclear technology, offering the entire spectrum of services from excavation and enrichment of uranium to nuclear waste management. Rosatom's technology is applied globally as the firm boasts overseas projects in 40 countries with a project portfolio value exceeding $100 billion for the next 10 years.

Rosatom's planned-economy origin meant a painful transition after the collapse of the Soviet system and it entered the 21st century with a structure of great complexity. The legacy of the Soviet system had left a profound research competence within the corporation. However, with its traditional focus on large-scale projects such as closed fuel cycle nuclear reactors, Rosatom was lacking the leadership and structure to capitalise on its inventions via smaller-scale, high market potential projects. Such market-driven projects would became paramount for survival in a global agile environment where nuclear know-how is scarce and sought after.

To seize new opportunities in the nuclear technology market two challenges were identified:

First was the development of the people – the leadership team had to transform mindsets. Brilliant scientists and engineers also needed to become entrepreneurs and managers.

Second was the establishment of a system that would support bottom-up innovation.

To create the leaders that would drive

360

Established in 1942, Rosatom has been a historic centre of Russian research and innovation – consisting of more than 360 business units, including 29 research institutes and science centres

40

Rosatom is today a key global player in nuclear technology,and the firm boasts overseas projects in 40 countries with a project portfolio value exceeding $100 billion for the next 10 years

On the Innovation Management Programme:
Technological supremacy is the only thing that works in the nuclear industry: if you do not have any innovative potential, you immediately lose whatever leadership you might have. That is why it is very important for the State Corporation (Rosatom) to have highly-skilled professional innovators
Sergei Kiriyenko
CEO of Rosatom

innovation and the structure that would support them at Rosatom, the Department for Innovation Management (DIM) was established. The main goal of DIM was to enable innovation across the multiple divisions and levels of the organisation, connecting researchers and executives to effectively implement high-potential innovative projects. In order to realise this goal DIM invited SKOLKOVO School of Management to become a long-term collaborative partner for the initiative.

The co-operation between DIM and SKOLKOVO started in 2012 and resulted in the successful implementation of the integrative programme "Management of Technological Innovations",which ran in three cohorts of approximately 50 participants from 2013 to 2015. The long-term orientation of the programme allowed for its continuous improvement and a customised engagement adjusted to the strategic focus of the corporation at specific points in time.

Excellence in Practice 2016

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The SKOLKOVO approach

The SKOLKOVO approach to learning is based on four pillars:

Focus on real challenges: The cornerstone of the SKOLKOVO 'Learning through Development' method is teamwork targeting real company projects.

Stimulating learning environment: An important part of the content development was to balance the domestic context with best global practices. The academic expertise of world-class faculty was effectively combined with international study visits. During the three-year programme participants visited 12 companies in five countries in Asia and Europe.

Start-up accelerator infrastructure: Each group was supported by professional moderators from SKOLKOVO as well as by the team of senior curators from Rosatom. The curators' goals were to accelerate project implementation inside the organisation in order to overcome the administrative and communication barriers associated with inertia.

Competence development: The learning process was organised around three main sets of competencies, which were conceptualised in terms of three roles: (i) the executive (the organisation processes), (ii) the entrepreneur (the opportunity identification) and (iii) the engineer (the technical challenge).

Most importantly, each team included representatives of all three roles and team members were encouraged to contribute to teamwork based on their assigned role.

Results: Investing in Innovation plus Executive Education

For three years the partnership between Rosatom and SKOLKOVO served as an engine driving the implementation of the corporation's innovation strategy. The results of the programme are outlined next:

On the programme focus

"We needed a generation of skilled engineers that would be able to successfully commercialise their innovations on the market. This, was what we have directed our focus on in creation of the programme".

Natalia Ilyina

Deputy Chief Innovation Officer, Rosatom

23

The relationship between Rosatom's DIM and SKOLKOVO brought more than just learning; it had an impact on the bottom line: a total of 23 project proposals were initiated during the programme

Rosatom engineers and scientists became change agents

The programme has enabled the creation of a pool of skilled leaders that today drive innovation at Rosatom. The team-based approach overcame the shortcomings of traditional leadership programmes focusing on individual development.

Creating internal structure to support innovation

To build a system facilitating innovation at multiple levels throughout the organisation several initiatives were undertaken, including: the establishment of a corporate database of intellectual capital; the launch of the Rosatom innovation hub driven by alumni of the programme; the development of a co-operation platform with research centres and universities.

Project realisation

The relationship between Rosatom's DIM and SKOLKOVO brought more than just learning; it had an impact on the bottom line: a total of 23 project proposals were initiated during the programme. Three projects have now been completed, two projects are at the investment stage, while others are at prototype testing and pre-study stages.

In summary, the programme has shown that the challenge of successful innovation is possible at large organisations with old and powerful cultures. It is a matter of combining the development of leaders with the building of internal processes that facilitate innovation and intrapreneurship.

The Rosatom-SKOLKOVO partnership presents a benchmark for how traditional state-owned corporations can re-energise and transform their internal capabilities into innovation and revenues.

Excellence in Practice 2016

SILVER

AMP & Université Paris-Dauphine

EpiVacPlus: Improving the Performance of Immunisation Programmes through On-the-job Training and Technical Support

World Health Organisation (WHO) sponsored programmes have succeeded in raising immunisation coverage in developing countries from 5% in the 1970s to more than 80% in the 1990s. But in Africa, immunisation coverage has lagged dramatically behind.

Agence de Médecine Préventive (AMP), a NGO founded in 1972 and dedicated to improving health, has for more than 40 years worked actively on immunisation and vaccination in many countries, including Africa.

In the 1990s it realised that the biggest problem facing Africa in successful immunisation and vaccination was not only access to vaccines but the weaknesses of the delivery system. One major reason why African countries lagged in terms of vaccination coverage was the limited effectiveness of the various national public health organisations. Without finding the appropriate enablers, Africa would fall short of the WHO target of 80% of countries achieving and sustaining 90% national coverage and 80% in every district with all vaccines in national programmes.

As a result, in 2002 AMP designed the EpiVacPlus Program. EpiVacPlus aims to address the human resources issue in the health crisis by developing and implementing innovative and high-quality training programmes combining classroom and distance learning, professional supervision and research support. These programmes are implemented through professional and academic partnerships.

EpiVacPlus aims to address the human resources issue in the health crisis by developing and implementing innovative and high-quality training programmes combining classroom and distance learning, professional supervision and research support

40

AMP has 40 years experience of support and intervention in Africa which informs its philosphy regarding action and assitance

The programme has four main characteristics:

- It targets the key medical actor for vaccination in Africa: the District Medical Officer (DMO)
- It has a central location in Ouidah (Benin) for the DMOs' initial four weeks of training
- There is a one-year training programme that combines distance learning and on-site supervision
- It is a multi-country and multi-stakeholder initiative

The DMO is a public health worker and he or she is usually responsible for a team including a treasurer, an accountant, medics and nurses. There are sometimes doctors working under his/her authority and she or he usually works in a health centre. When there is a district hospital in his/her zone, there are several doctors working in the hospital under his/her supervision.

A DMO thus manages the Public Health of the district. In the health field, a DMO is simultaneously a doctor and a manager.

Why target the DMO?

Experience provided over 40 years of intervention and support, particularly in Africa, has forged AMP's philosophy: action and assistance need to be conducted and implemented with direct contact to populations and with and for field medical actors.

The design of EpiVacPlus favoured initial group training in one central West African location for just four weeks where trainees would take the initial courses followed by practical and on-site learning and tutoring. This design favours cost reduction and provides efficiency without removing the DMOs from their primary activity.

Excellence in Practice 2016

SILVER

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EpiVacPlus aims to address the human resources issue in the health crisis by developing and implementing innovative and high-quality training programmes combining classroom and distance learning, professional supervision and research support

Ouidah (Benin) was chosen for its central location. The courses were taught at the Regional Institute of Public Health, a campus the WHO manages. Most of the training of DMOs in the programme takes place on this site.

In the EpiVacPlus programme design, supervision is key for the trainee, mixing peer and expert review. This approach results from a supervisors' team – usually three people composed of different profiles: typically, one alumni from the programme (a District Medical Officer) and two experts, usually one AMP member and one academic. Three times a year, this multi-profile team of supervisors will spend three days on-site with the trainee, assess and review his/her managerial skills and epidemiologic processes. The main areas for supervision are: human resources management, data and information management, financial management and supply chain management.

This multi-country design of EpiVacPlus was obviously necessary: in vaccinology, human contamination has never been stopped by national frontiers. The number of countries participating in the EpiVacPlus Programme has steadily increased since 2002.

The EpiVacPlus Program has been co-designed by various partners, including AMP and University Paris-Dauphine (UPD).

6

There were initially six African founding countries the programme was run in

2002

The continuous funding of the EpiVacPlus Programme by AMP since 2002 has been key to its success

AMP and UPD built on their respective strengths to leverage the programme. Their areas of expertise were obviously complementary: applied epidemiology and vaccinology expertise, field know-how, contacts with the national public health authorities, contacts with international partners and funders for AMP, and competencies in management and public health economics for UPD.

The continuous funding of the EpiVacPlus Programme by AMP since 2002 has been key to its success. It has relied since its foundation on the funding and support of various partners, including WHO, UNICEF, the EU and the vaccine industry. The active support of the different national public health services of Western Africa countries has also been key, particularly in proposing DMO as participants in the programme.

EpiVacPlus results rely a great deal on the joint efforts of its various stakeholders and partners, particularly through the partnerships developed by AMP with West African universities in epidemiology and vaccination techniques that directly contribute to the District Medical Officer's efficiency and to EpiVacPlus results.

Worthy of particular mention is the contribution of the University of Cocody (Abidjan, Ivory Coast) that is responsible for the MIVA Master 2 in Applied Vaccinology, part of the EpiVacPlus Programme.

gf

Call for entries 2017

Excellence in Practice

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

They 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

We are thrilled to be recognized with this award for the wide impact the Swarovski-Ashridge partnership has, on both an organisation and individual level, which has exceeded all expectations

Petra Lockhart
VP Global Learning and Development, Swarovski

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- Thursday 15 December 2016 – 1:00pm CET
- Monday 16 January 2017– 5:00pm CET
- Friday 17 February 2017 – 9:30 CET

Contact

florence.gregoire@efmd.org

Excellence in Practice AWARD 2017
Learning & Development Partnerships

The whole process allowed us to build up trust and commitment with our corporate partner, which gave us a great foundation for future projects

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EFMD aisbl
Rue Gachard 88 – Box 3
1050 Brussels, Belgium
Phone: +32 2 629 08 10
Fax: +32 2 629 08 11
Email: info@efmd.org

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