global focus

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Recognising outstanding Learning and Development partnerships

Excellence in Practice 2018

Special supplement

Excellence in Practice AWARD 2018
Learning & Development Partnerships

Excellence in Practice 2018

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The quality of submissions to the 2018 EFMD Excellence in Practice award proved extremely high, with interesting and well-documented cases setting a challenge for the jury of experts in selecting award winners.

It is, of course, up to you, the reader, to discover and judge the contributions as presented here and also, perhaps, to peruse the full cases published on the EiP website and possibly engage in exchanges with the case authors at EFMD's Executive Development Conference where these cases will be open for debate and sharing.

For us, three perspectives emerged:

- how is technological evolution influencing the learners' ecosystem?
- how are impact measurement practices evolving in these learner-driven environments?
- which development methods and approaches are used to align with the natural curiosity of learners?

To start with technology, and some interesting differences as well as similarities in the 10 award-winning cases.

The more advanced uses of technology can be found in single-company initiatives as opposed to more eco-system-wide developments (the monocities, growth hubs and refugees cases, for example), which is probably a true reflection of the disparity of technology adoption in the latter.

But even within a given company, assuring a qualitative experience across sites and regions can remain a challenge (see the reflections in the Daimler case). The use of an in-company MOOC as well as a "futuristic set" are innovative and interesting.

With respect to measurements, some solid practices are being shared. For example, how to measure the impact of L&D on the self-renewal of a company, regained confidence in a management group, successful repositioning of a business portfolio and the level of integration of successive acquisitions?

Benchmark assessments of an organisation, behavioural assessments of individuals, impact surveys and career progression indicators together with project outcomes are becoming mainstream practices. But what about network cohesiveness indicators and sentiment analysis? Again, some potential discoveries are noted.

Some methods and approaches are also worth mentioning to encourage further reading of this dedicated *Global Focus* supplement. Coaching is a returning practice, often in the format of peer-coaching described in terms such as "coach in residence" or "24/7 coach availability".

An experience-sharing format of support as practised in mentoring is on the rise in this year's award winners. Sometimes this is between participants in parallel programmes, by alumni of a programme or, interestingly, by making being a mentor part of the learning experience.

And, as always, we look forward to discussing the more unusual experiential endeavours of some of our colleagues.

Enjoy reading!

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2018 Winners

Category: Organisational Development

★GOLD★

Valmet & IMD

Forward-Looking Leadership Development

★SILVER★

Daimler & Wolff Olins

Leadership 2020 Life: A Massive Open Online Conversation for Daimler

Category: Talent Development

★GOLD★

Epiqus & Hanken & SSE Executive Education

Integration Programme Business Lead – A Fast-track for Educated Refugees into Business Life

★SILVER★

TELUS & Gustavson School of Business, University of Victoria

Corporate MBA Programme

Category: Executive Development

★GOLD★

Telstra & LIW

Empowering People to Connect

★SILVER★

A.T. Kearney & London Business School

Expanding Horizons

Category: Professional Development

★GOLD★

DSM & Vlerick Business School

The Journey to Marketing and Sales Excellence: How building the capabilities of DSM's Marketing and Sales Teams Creates Successful Growth

★SILVER★

Atos Global & Cambridge University's Institute for Manufacturing (IfM) & Paderborn University's SICP –Software Innovation Campus Paderborn

Gold for Experts – Talents for Company Progress

Special Category: Ecosystem Development

★GOLD★

Monocities Development Fund & Moscow School of Management SKOLKOVO

"Monocities: A Long Journey of Transformation"

★SILVER★

UK Government Department for Business Energy and Industrial Strategy & Lancaster University Management School

Wave2 Growth Hub Programme: Designing and Delivering Small Business Support to Create RegionalEconomic Growth across England

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Valmet and IMD

Forward-looking leadership development

In 2014, Valmet – a new organisation born out of a de-merger in the seemingly unsexy, unwanted industry of capital equipment and services for the pulp, paper and energy industries – sought to make the most of its leadership development programmes. How? By turning the company into a confident, forward-looking technology front-runner where the leaders truly understood how they could execute their part of the strategy with real impact.

Valmet partnered with IMD, a top-ranked business school, to co-create a unique leadership development journey that helped it build capability and confidence at four levels: individual, interpersonal, cohort, and organisational.

The journey exceeded the expectations set out at the beginning, not simply based on impressions and testimonials but in terms of real impact; and, by early 2018 Valmet had outperformed the Helsinki OMX and Global Industrials index by 62% since the end of 2014, and was on its way to reaching its stated 8%–10% EBITA targets by 2020.

The right partner for the job

Despite challenging times in 2014, Valmet's management was committed to developing the company's talent and believed that investing in people was an investment in the future. When the company set out to build its global programmes one thing was clear: whatever set of programmes were created would be unique to Valmet, customised to meet the needs of the organisation and designed for maximum impact. Valmet was a new company with a new company attitude and a lot to prove.

"In the early days the atmosphere at Valmet felt a bit like a start-up company, with everyone continuously improving things and stretching to new heights. However, we had 200 years of history to build on. Looking back, it was a truly special time. We were creating our identity, defining our values, implementing our strategy and learning what "forward" would mean for us. Finding the right partners for all our global programmes was of utmost importance. Our programmes would shape our culture and deepen our understanding of where we were going and the company we wanted to be," says Julia Macharey, SVP Human Resources, Valmet.

During the selection process Valmet identified four critical areas that needed to be part of the learning journey: a strong link to strategy and the must-wins, clear business ownership of each programme, a variety of learning methods and networking opportunities, and, most importantly, there had to be a significant learning and monetary impact.

"We at IMD took on Valmet's strategy execution design challenge with gusto," reflects James Henderson, Program Director and Professor of Strategy. "We built on Valmet's initial 'meeting points' concept whereby high potentials and senior executives would be able to learn from each other. Together, we created two interweaving programmes, one for senior management (Forward Strategy) and one for the high potentials (Fast Forward), both of which would follow multi-modular journeys simultaneously, with some sessions being run independently and others all together."

Top management involvement was built into the programme. The CEO kicked off every cohort, and at least three Executive Team members came to the final presentations of the business challenges presented by Fast Forward participants. The challenges were all connected to the participant's role and to executing Valmet's strategy and must-wins. Mentoring was used as a source of competitive advantage by personally connecting one senior executive participant with two high potentials.

62%

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Valmet and IMD
Forward-looking leadership development

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Making an impact

Since the programmes began in 2014, about 400 Valmeteers (approximately 3.5% of the total employee base) have participated, while the lessons would potentially cascade to another 20% of the organisation's total population through grassroot-level co-operation on the business challenges. Overall the journey exceeded the expectations set out at the beginning, not simply based on impressions and testimonials but in terms of real impact.

"We set out to create something unique and I feel we've achieved it. I have taken part in the programme as an Executive Team panel member, a mentor and a programme participant and am proud of what we've achieved. In all three roles, I've been inspired. But being inspired isn't enough in today's competitive business environment, we also needed to deliver a return on investment and create a true business impact, both of which have been achieved and measured. I am excited to see what our next step forward will bring," Macharey continues.

Impact was measured at different points in time along four levels: the individual level through capability development, the interpersonal level through mentoring; the cohort level through networking; and the organisational level through return on investment.

The results showed that not only were individual capabilities built but also 62% of the mentoring relationships continued well beyond the end of the journey; cohort networks improved by over three times because of the programme and substantial financial impact was achieved (between five and 167 times depending on the definition).

"When we did the first calculation about the business impact I was honestly quite shocked and did several rounds of repetitions to make sure it was correct – the impact was so significant. There were a lot of projects that would not have happened without the programme and many others were accelerated. Not to mention the financial impact to the company. The programme has also impacted our ways of working, we are now running several internal mentoring programmes and have senior managers eagerly signing up because of their positive experience in Forward Strategy," says Hanna Heikkilä, VP, Talent Management, Valmet.

400

Since the programmes began in 2014, about 400 Valmeteers (approximately 3.5% of the total employee base) have participated

3x

Cohort networks improved by over three times because of the programme and substantial financial impact was achieved (between five and 167 times depending on the definition)

A relationship that gets better with age

IMD has had a long-standing relationship with Valmet and Metso dating back to around 1993. It delivered a suite of top-team retreats, area management meetings, as well as senior executive and executive programmes from 2005 up to 2012, just prior to the de-merger.

The Forward Strategy and Fast Forward programmes only worked to deepen the relationship between Valmet and IMD. For Valmet's Executive Team members, the campus feels like a home away from home and it is never difficult to get them (though they have very busy schedules) to sign up. Programme participants are honoured to participate in the business challenge feedback discussions, which leave them feeling energised and inspired. Overall, the more IMD and Valmet have worked together, the more perfect the programmes have become – an illustration of how co-operation creates world-class results.

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Epiqus with Hanken
& SSE Executive Education

Integration Program Business Lead

The Hanken & SSE Integration Program Business Lead® is a fast-track for unemployed educated immigrants and refugees into business life. The programme is offered in collaboration with the largest Social Impact Bond in Europe.

Finland received over 30,000 asylum seekers in 2015. Among them were educated professionals with substantial language skills. However, even with a higher education, language barriers, difficulties comparing matriculations and for some negative encounters in society, integration into working life can be very difficult. Would not a swift integration into Finnish working life benefit everyone involved, the individual, Finnish business and society at large?

In 2015 Europe was flooded with refugees from crisis areas in the Middle East. In Europe alone, the number of asylum seekers more than doubled from the previous year to 1.3 million. In Finland the number of asylum seekers grew tenfold from 3,000 in 2014 to 32,000 in 2015.

For a small and relatively homogenous country that had not previously been exposed to this kind of influx of people, it had an impact that most parts of the Finnish society were not prepared for. For comparison, in 1990 less than 30,000 foreigners lived in Finland. The current number of foreigners living in Finland is more than 240,000.

Building the leaders of tomorrow

As a provider of executive education and leadership development, Hanken & SSE saw a need to do something about the talent that was piling up and going to waste at Finnish reception centres. We decided to fast-track integration with the objective of removing obstacles for educated asylum seekers engaging in Finnish business life or to even set up businesses themselves.

From an idea born in November 2015 we aimed to go to programme launch in less than six months. We designed an integration programme together with two partners, Hanken School of Economics and mobile learning service provider Funzi.

The programme was designed as a form of micro-MBA, covering basic business topics in four live modules. An online learning track supported the learning and the participants also received career mentoring in groups and a two-month internship period in a company in Finland.

For funding, we launched a crowdfunding campaign, offering an opportunity for businesses in Finland to support the initiative. The aim of the initiative was twofold: 1) helping to change the lives of participating asylum seekers; and 2) offering an opportunity for companies to deepen their corporate culture, leadership, talent base and build diversity as well as sending a signal to their communities.

Companies could contribute to the programme fee or offer an internship position within their organisation, or both. We were overwhelmed by the immense interest this initiative raised, 40 companies came on board. Over the years that the programme has been running, there has also been a lot of interest from governmental bodies and municipalities in Finland and EU, who has seen that the programme is unique.

All of Europe is suffering from an ageing population and eventually will be faced with a shortage of labour, talent and people to take care of different functions in society. At the same time there are more refugees in the world than ever before, so a fast integration and a possibility for people to start working, being of use to the receiving society and providing for themselves instead of living on benefits, would be in the interest of all stakeholders – refugees, local business life and society.

1.3m

In 2015, in Europe alone, the number of asylum seekers more than doubled from the previous year to 1.3 million

32k

In Finland the number of asylum seekers grew tenfold from 3,000 in 2014 to 32,000 in 2015.

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Epiqus with Hanken & SSE Executive Education
Integration Program Business Lead

Partnerships – our winning formula

To pull off a new programme that differed quite radically from the business model of Hanken & SSE's other programmes, we relied on many stakeholders for support. This was the winning formula – being the driver and co-ordinator of a network of partners and stakeholders as well as our role as a remover of obstacles in a rather regulated and bureaucratic immigration environment.

At the start, the programme was largely run on goodwill from our partner companies, volunteer resources and organisations. We partnered to develop learning material for the mobile learning service, to be able to offer career mentoring, and to finance and offer internship positions for all participants. More than 40 companies were involved in the 2016 programme. We also had support by various organisations to help us find the right candidates that fit the programme criteria of having an academic degree, relevant work experience and sufficient language skills.

To be able to continue to run the highly successful programme, we needed a different business model in 2017. The new setup was to get funding and support from a unique social impact bond Epiqus Kotouttaminen I or Integration-SIB, managed by our partner Epiqus and commissioned by the Finnish Ministry of Economic Affairs and Employment, backed by The European Investment Fund (EIF) and Sitra (a Finnish development fund).

Through the Integration-SIB fund, Epiqus provides finance for social sector organisations and social enterprises and catalyses private capital to the programme's service providers with a goal of helping the social inclusion of refugees and migrants in Finland.

"Our partnership with Epiqus supports fast integration and enables work for educated immigrants and refugees who are unemployed. This is the foundation for the integration programme Business Lead®, which is also a great

300

Integration-SIB has helped nearly 300 immigrants to find a job in Finland and Business Lead is an integral part of Integration-SIB's offering to educated immigrants.

40+

At the start, the programme was largely run on goodwill from our partner companies, volunteer resources and organisations. More than 40 companies were involved in the 2016 programme

> *There are surely positive effects on all of society for immigrants and asylum seekers to not get marginalised and live on social benefits but get to live normal, safe and meaningful lives after having experienced sometimes very traumatic events*

showcase of public-private partnership through a Social Impact Bond (SIB),"Marc Hinnenberg, CEO of Hanken & SSE Executive Education, said.

Since 2017 Epiqus has been marketing the programme and recruiting candidates in collaboration with us and the unemployment office. Epiqus is promoting the programme through social media, integration training providers, employment offices and immigrant associations. Epiqus is also responsible for application processing, pre-screening of candidates and collaboration with the employment offices. Integration-SIB has helped nearly 300 immigrants to find a job in Finland and Business Lead is an integral part of Integration-SIB's offering to educated immigrants.

Impact for various stakeholders

The impact of the programme has been twofold. First, educated asylum seekers, refugees and immigrants have been fast-tracked into Finnish business life and have had a chance to prove themselves professionally at a Finnish internationally operating company, thus also building their Finnish network and references.

We had 37/39 fully graduated in 2016 and 35/36 fully graduated in 2017. To our current knowledge, around 40% of Business Lead participants founda place to work/study immediately after the 2016 programme and nearly 30% found a place to work after the 2017 programme.

Second, receiving companies have gained an intercultural experience, they might never have had a chance to gain. In addition to being part of something meaningful, they have increased their diversity and for some companies, this has led to new business ideas that would not have happened otherwise.

Third, there are surely positive effects on all of society for immigrants and asylum seekers to not get marginalised and live on social benefits but get to live normal, safe and meaningful lives after having experienced sometimes very traumatic events.

The way forward

The programme has also reached outside Finland and been presented at the European Commission as a best practice case for successful integration that can be spread to other EU member countries. We were invited to speak at the EU Agency for Fundamental Rights Forum 2016 in Vienna on the business case for better refugee and migrant integration contributing to Europe's growth. In 2017 we also took part in founding discussions of the Business Refugee Action Network (BRAN) in London.

Further plans exist to spread the concept as a tool for fast-track integration of educated refugees and immigrants Europe wide.

#BusinessLeadImpact

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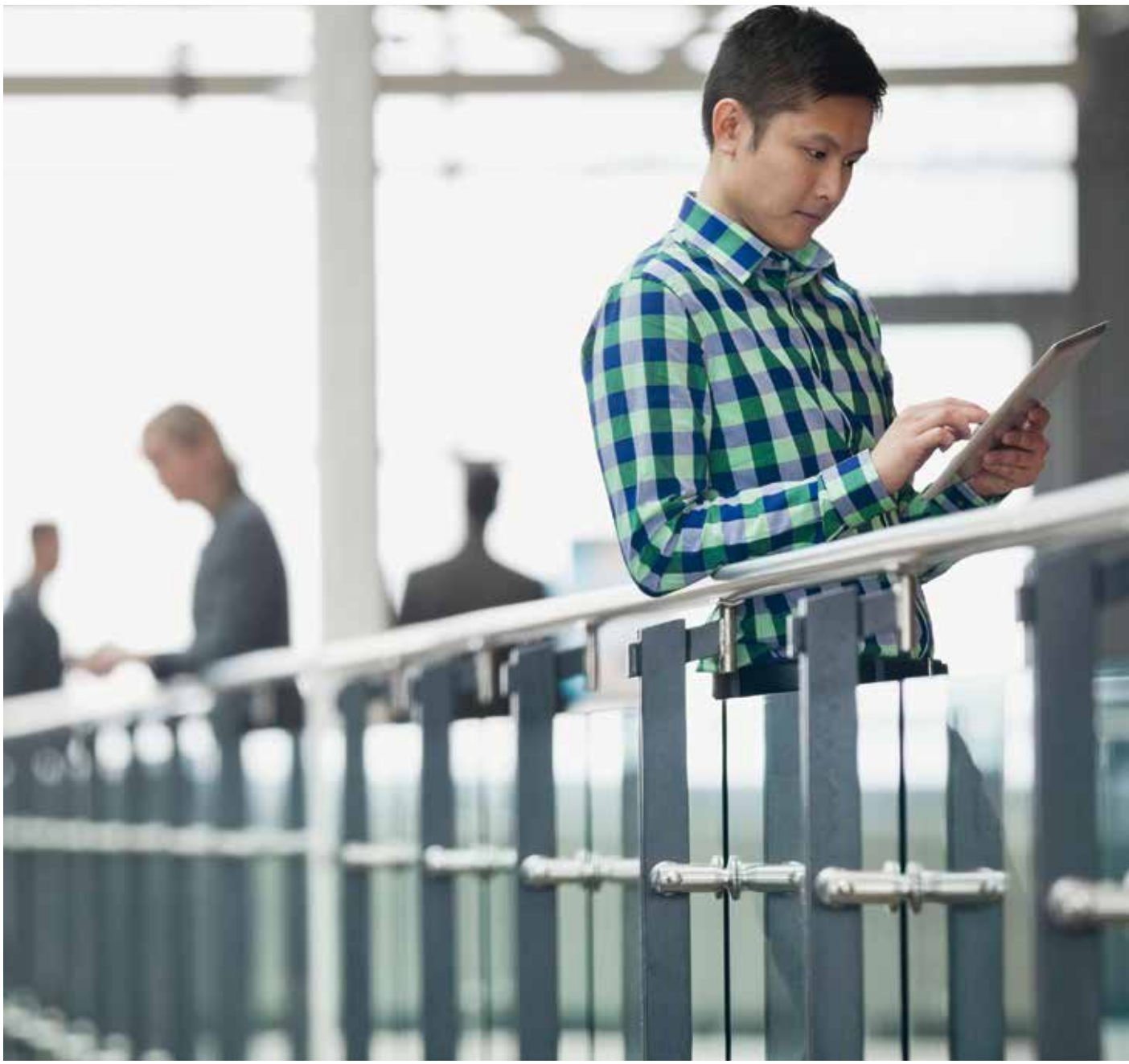
Telstra and LIW

Leadership at Telstra



5yrs

Telstra and LIW have been working in partnership for five years, and over that time the LIW team have developed a good understanding of Telstra's business and its culture

To achieve its vision of becoming a world-class technology company that empowers people to connect, Telstra sought to redefine what leadership means within the company.

Telstra is in the midst of a massive transformation with customer expectations, competitors and technology changing rapidly.

As Telstra evolves so does its approach to leadership, one in which leaders take a proactive approach to understanding the current and future needs of Telstra customers and employees, create the environment to drive world-class performance and effectively deliver the Telstra strategy.

Telstra partnered with LIW to develop a strategic learning solution, made up of a number of programmes and initiatives to support the transformation of the business through leadership.

The solution enables leaders at all levels to create a common language of leadership and a movement that is shifting the culture of the organisation to deliver the Telstra strategy and achieve its vision to become a world- class technology company that empowers people to connect.

Telstra and LIW have been working in partnership for five years, and over that time the LIW team have developed a good understanding of Telstra's business and its culture. The two businesses have been working together to develop an organisation-wide suite of programmes to support the leadership transformation at all levels of the organisation. Each programme has been designed for impact with a specific set of business and behavioural outcomes in mind. The result is a very different programme for each group, but with common threads and a common language of leadership:

- Telstra Leadership Programme (TLP) – designed for the executive team and Executive General Manager group of approximately 1,600 people
- Business Leader Programme (BLP) – designed for the General Manager (band 2) group, with a population of about 2,400 people
- Connected Leader Programme (CLP) – designed for frontline leaders (bands 3 and 4)
- Emerging Leader Programme (ELP) – designed for individuals about to become leaders

The LIW and Telstra team used the LIW Impact System four-step approach to create alignment in two directions:

1. To align the programme design to Telstra's business and leadership objectives

2. To create alignment among stakeholders and processes within the business to support the leadership change initiative.

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Telstra and LIW
Leadership at Telstra

The Telstra Leader Programme (TLP) is the core programme within the strategic learning solution and was created specifically for the 1,600 most senior leaders at Telstra. It aims to deliver the greatest positive impact on the culture and performance in the organisation, starting with CEO Andy Penn and his leadership team.

For TLP, Telstra needed a partner who could contribute real thought leadership and a high level of expertise to the process while also working in a highly-collaborative manner. Telstra design lead, Jess Tonissen, engaged in an intensive co-creation process with LIW's Andy Chevis at Telstra's innovation lab in Sydney, Australia, to bring the programme to life. The team researched global best practice and called on subject matter expertise to ensure the latest thinking was incorporated.

Telstra and LIW identified learning outcomes that adhered to the 3Cs framework already underlying existing leadership initiatives throughout the organisation. The 3Cs framework outlines the conditions that leaders need to put in place for their teams to be successful. For TLP the intended learning outcomes are:

Clarity: Understanding the macro environment, its impact on the organisation, the strategic response and rationale. Being able to clearly articulate a compelling narrative to inspire others and support them to align their effort

Climate: Knowing the conditions required to drive world-class performance and taking accountability to create the environment for people to do their best work

Competence: Being clear on the definition and expectation of leadership at Telstra and developing the skills to transform Telstra into a world-class technology organisation

Fig 1: LIW Impact System ™

700

The results of the programme are dramatic and ongoing. To date 700 leaders have taken part in 29 TLP programmes since its launch in 2016

Throughout the TLP programme participants record their reflections through a digital coach to help them to articulate what they have learned, their reflections on that learning and how they make meaning of that learning for themselves through intentional, mindful thinking

The design team also engaged all Telstra's key practice areas – Performance, Talent, Diversity and Inclusion, Advocacy and Culture – in early design discussions to ensure key messages were pulled through the programme content. There were many competing priorities and differing views which pushed the team to develop a decidedly bespoke programme. The design also needed to accommodate the needs of many business units – some in decline and some growing – to ensure that the programme was applicable for all leaders.

Digital agency Loud&Clear was engaged to set the scene for participants, enveloping them in world- class technology. Their futuristic set added an extra dimension to the facilitators' role requiring them to incorporate changing screens and scenes into their delivery.

Each simulation, for example, has a different set of interactive screens to create a specific environment. The set, which requires a producer to manage it, creates a whole world using technology adding its own layer of complexity to the experience of the programme.

The resulting programme is a fully-immersive cognitive, behavioural and emotional 20-week journey. At its core is a five-day off-site workshop where participants are surrounded by a custom-built, future-orientated set and supported by highly-skilled facilitators and bespoke app-based learning tools. In this phase, participants take part in challenging, future-focused leadership simulations. Exploration and reflection exercises enable them to experiment and gain high-quality feedback on their leadership.

Throughout the programme and afterwards back in the business, leaders gain deep insights into themselves, their teams and the organisation and develop their behaviour to achieve a significant shift in their leadership and enterprise-wide impact.

The programme is a highly-visible initiative within Telstra and continues to be a priority for the CEO, so much so that in 2017 Telstra's L&D team won the annual CEO Team Award for outstanding business achievements across Telstra.

Throughout the TLP programme participants record their reflections through a digital coach to help them to articulate what they have learned, their reflections on that learning and how they make meaning of that learning for themselves through intentional, mindful thinking. In addition, the app provides access to content in the form of digital micro learning as well as providing them updates on their pulse scores.

After the workshop participants continue their learning journey through a series of events:

- Three leadership commitments are set in the workshop (at self, team and system level) and participants receive coaching to support them in achieving their goals, with check-ins at 45 and 90 days
- Participants share their expectations and learnings with their team and manager both before and after the workshop
- Learning PODs of three are formed supported by executive coaches to hold leaders accountable to follow through on their commitments

The results of the programme are dramatic and ongoing. To date 700 leaders have taken part in 29 TLP programmes since its launch in 2016. TLP has generated real and lasting change in Telstra's leadership culture along with greater proactivity, customer focus, strategic alignment, genuine collaboration across the business and improved performance.

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DSM and Vlerick Business School

The journey to excellence

How building the capabilities of DSM's marketing and sales teams creates successful growth.

In 2010, Royal DSM embarked on a journey – one that would reposition it as a global life sciences and material sciences company. This shift from transactional chemical supplier to strategic partner organisation came with ambitious targets. To achieve them, the company needed a world-class marketing and sales approach.And its marketing and sales teams – which had traditionally played a transactional role – needed to focus on customers and relationship building.

In a bid to upskill its sales and marketing teams, DSM introduced a series of training initiatives with various providers. But it quickly realised that to develop a culture of continual professional development, it needed a more joined-up and bespoke approach. So it turned to Vlerick Business School.

Building a partnership

Vlerick's world-class B2B expertise and global reputation for customised programmes made it the perfect partner for DSM. From the start, both organisations worked to establish a collaborative, equal partnership that made the most of their joint expertise – and brought together a highly experienced project team.

Over a period of five years, this team built a sustainable, effective learning journey that took DSM's sales and marketing capability to a completely new level. Rather than set out and implement a rigid plan, it took a more agile approach – starting small, building momentum and expanding the programme incrementally. This allowed it to gather feedback, test materials and build trust – and expand its reach year by year.

> *Our faculty were delighted to work with a partner who challenges our thinking, contributes real-life cases and is open to collaboration.*
>
> ***Marion Debruyne***
>
> ***Dean, Vlerick Business School***

Stage 1: Bringing people on board

The team's first objective was to get senior marketing and sales professionals interested in and excited about learning and development. It created a series of webinars that explored the latest trends in B2B marketing and sales – such as strategic marketing planning and value pricing – as well as best practice from across the industry. The webinars were combined with an optional one-day master class for experienced professionals.

The aims of the webinars and master class were to give marketing and sales teams the latest insights – and to start building a shared understanding. But they also served as a launchpad for a more formal learning platform.

The materials fired the curiosity of even the most experienced team members – who began to ask how they could find out more. It became clear that there was a need – and appetite – for further learning initiatives within the marketing and sales teams.

DSM
VLERICK BUSINESS SCHOOL
TECHNICAL HELP
MARKET UNDERSTANDING
VALUE CHAIN
KEY KNOWLEDGE

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DSM and Vlerick Business School
The journey to excellence

153%

Together, DSM and Vlerick have created a sustainable learning journey that has transformed the marketing and sales function: brand value has increased by 153%

10

DSM's NPS has increased by 10

Stage 2: Building a knowledge hub

The team then began to develop an online portal to house all DSM's marketing and sales learning materials, research and insights from across the profession and examples of best practice.

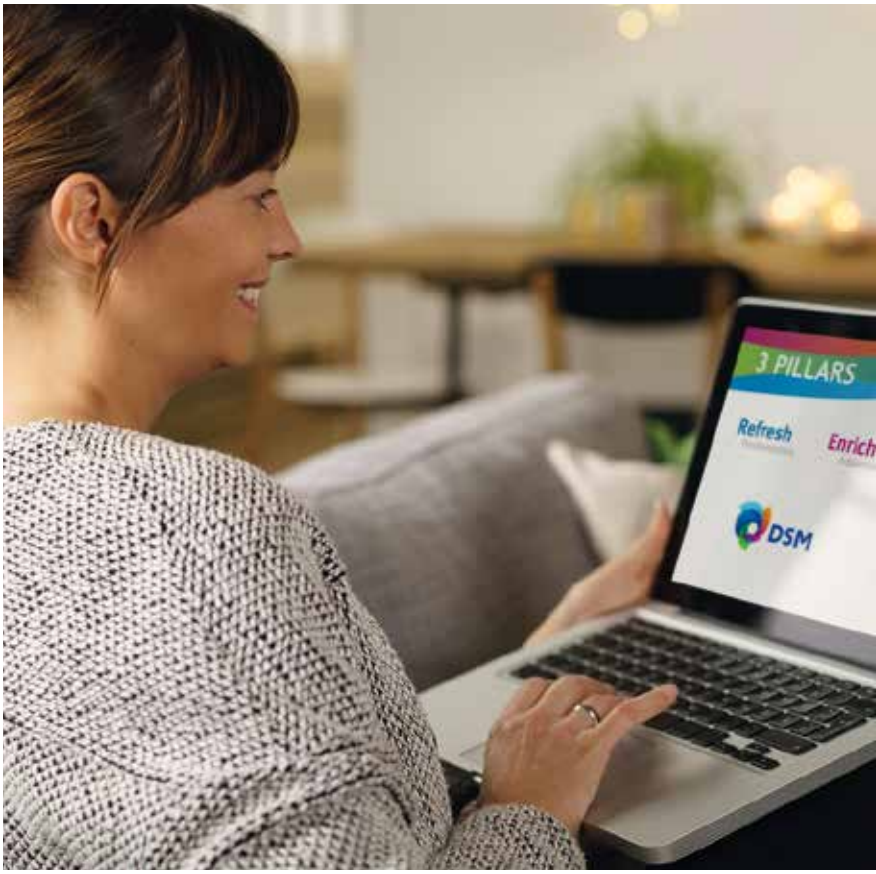
Vlerick and DSM created a suite of highly relevant, interactive training modules packed with real-life examples from within the company. Each module was approved by a senior review team before it was added to the portal.

These modules – along with webinars, articles and videos – form an invaluable library of resources. And the materials are stored in three training levels that marketing and sales professionals from all levels can access:

- Refresh is for new team members – or employees with limited experience. It gives them a great foundation in the fundamentals of both sales and marketing.
- Enrich is designed to share the latest theories, ideas and practices with more experienced professionals.
- Excel offers DSM's senior leaders advanced webinars and courses to take their skills and knowledge even further.

DSM employees can access the portal at any time – and it's regularly updated with the latest industry news and trends as well as highly relevant modules and webinars. Because it is fully customised, it gives teams a shared understanding of the company's terminology and processes. They speak the same language, use the same processes and work towards shared objectives.

The portal is an essential element of DSM's learning and development – and has been a vital step on its journey towards customer-centricity.



> *The Vlerick DSM B2B Marketing & Sales Programme delivered 110%... It was refreshing to focus on marketing and sales best practice in such a collaborative and informative space.*
>
> ***Tara Armstrong***
> ***Senior Digital Marketing Manager, DSM***

> *Vlerick practise what they preach. I am proud that we co-created a frontrunner capability development programme that will attract and develop Marketing & Sales talent.*
>
> ***Arthur Simonetti***
> ***Global Marketing Director, DSM***

Stage 3: Developing future leaders

DSM needed marketing and sales professionals who could help the organisation achieve its goals. So as well as building skills and knowledge via the online programme, the team needed to find a way to identify potential leaders and accelerate career progression.

Vlerick and DSM designed and launched an invitation-only accreditation programme for professionals who are ready to move up in the organisation. There are two pathways depending on how much experience an individual has – M&SP1 and M&SP2.

After an initial interview to discuss their ambitions, participants follow a 10-week online learning journey and take an online test. If they pass it, they then join a three-day customised programme at Vlerick.

This is a hands-on, intensive experience designed to help individuals upskill and earn a promotion. Because participants have already learned the theory online, Vlerick adopts a flipped classroom approach – using face-to-face class time to apply the theory to real, highly relevant business situations.

Once M&SP1 and M&SP2 participants complete the programme and get accredited they are in a strong position to be promoted when senior roles open up within DSM. In the future, the company plans to make the accreditation programme a formal part of the promotion process.

A recipe for success

Together, DSM and Vlerick have created a sustainable learning journey that has transformed the marketing and sales function. And the numbers are remarkable:

- Brand value has increased by 153%
- DSM's Net Promoter Score (NPS) has increased by 10

M&SP1 and M&SP2 participants who've been certified are more than three times more likely to get a promotion than their colleagues

Even more importantly, marketing and sales teams have fully embraced the idea of continual learning and development. The learning portal is considered an invaluable tool – individuals continue to log on and learn online and other teams can now access the portal too. And M&SP1 and M&SP2 participants highly recommend the programmes to their colleagues – and rate the faculty highly.

DSM is now planning to open up the programme to other areas of the business – so this successful partnership looks set to continue well into the future.

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Moscow School of Management SKOLKOVO and Monocities Development Fund

Monocities: a long journey of transformation

How the SKOLKOVO business school and Monocities Development Fund went about solving a nationwide problem and bringing new life to territories long forgotten.

The context and the problem.

Economics textbooks will tell you that a planned economy was in place for most of the 20th century and proved to be ineffective. But most learners outside the former Soviet Union do not realise that the planned economy was a very real phenomenon with a far-reaching legacy that affects people's lives today. The most dramatic example of this legacy is monocities: the small towns and cities built around a single factory, enterprise or mine.

This case study is about how the Moscow School of Management SKOLKOVO went about changing lives in these small and remote settlements through educational programmes.

Why monocities?

Most monocities are remote settlements built from scratch during the industrialisation boom during the 1930s-1960s. They produced mostly coal, iron, metals, machinery or assembly parts for the Soviet military. Monocities tended to be built in remote areas: Russia's vast territory meant plenty of space for greenfield projects.

There is usually a central factory or mine, neat rows of five-storey houses for workers, a central park and a small cultural centre (the "House of Culture": the only attractive building, as cities were built in a rush with functionality in mind).

When the Soviet Union collapsed and demand for coal, metals and military products decreased, the residents of monocities were left behind and forgotten. There were no jobs and nothing to do.

The most ambitious left for larger cities, but the scale of the problem remains huge. Around 15 million people, or 10% of the population of Russia, are currently living in these areas.

Most monocities are remote settlements built from scratch during the industrialisation boom in the Soviet Union during the 1930s-1960s. They produced mostly coal, iron, metals, machinery or assembly parts for the Soviet military.

The beginning of the project

In 2009, after an industrial and economic crisis in Russia, the government launched a programme to help people in monocities. Significant funds were allocated but few initiatives got off the ground.

The government realised that besides the formal process of fund allocation, you need to go deeper and change management structures and attitudes in the monocities. Some monocities were trying to change things but mayors and municipal councils lacked management skills and strategic vision.

They could not solve monocities' problems on their own. Unlike resource-rich corporations, monocities lacked their own funds and staff and relied on support from central government.

In 2013, the Moscow School of Management SKOLKOVO was contacted by the Monocities Development Fund (a government agency set up to help the monocities) to create special teams to lead development in each monocity.

These teams included the mayor of the city but also representatives of local business, the community and the city's largest factory. In most cases, regional government officials were also included.

The goal of each team was to launch a programme to transform the city by attracting new investment, repairing broken infrastructure and creating new jobs.

Excellence in Practice 2018

GOLD

Moscow School of Management SKOLKOVO and Monocities Development Fund

Monocities: a long journey of transformation

The development and delivery of the programme

The Monocities Development Fund decided to run educational programmes lasting 25 days (in class and lots of work outside as well). Each cohort included 10 cities; as there are 319 monocities, there were 32 cohorts in all.

The initiative was extremely large-scale, as well as being new to the SKOLKOVO business school and practically everyone involved, so we decided to take it step-by-step.

We worked with the first cohort for six months, monitoring them closely along with the Monocities Development Fund and making changes as necessary. After that, we ran a second pilot programme for two cohorts (20 city teams), and only then were we ready for a full-scale roll-out.

The programme itself was built around a standard SKOLKOVO mix: academic knowledge; specially selected experts and field researchers; 30% project-based learning, where groups prepared a full-scale development plan for their cities; and motivational speakers and team events to inspire people and promote change.

The main modules taught in the programme were the following:

- Monocity Strategy and Positioning
- Working with Federal Support Measures and Government Programmes
- Urban Environment Management and Working with Communities
- People Management and Change Implementation.

These modules were delivered by adjunct and in-house faculty as well as numerous experts in the relevant fields. As the programme was running in cohorts, selecting experts was a real challenge: we had to find people who were willing to participate not only once but 10 or 15 times, almost becoming part-time teachers.

Some experts changed from cohort to cohort but we tried to keep the main pool of experts intact.

Russia is a large country: we had 319 monocities to teach, which worked out at approximately 1,500 people. So when we began to roll out the full programme, we decided to do it in partnership with RANEPA, one of the most established educational institutions for government officials in Russia.

We contributed some parts of the programme and the methods we had come up with during the pilot programmes but RANEPA helped us a great deal, contributing faculty, venues, moderators and suggesting various amendments and changes to the programme.

1564

1,564 people completed the programme in 10 cohorts

25

A least 25 days (5 modules of 5 days each) with intensive work in between the modules

240k

More than 240,000 jobs created in monocities

1149

1,149 projects of varying scale implemented in monocities

Impact on monocities

Our main goal was to change people's lives in monocities—and this is happening already, before our eyes. We can see new green spaces, parks and festivals springing up in the cities and it is great to see projects developed during the programme coming to fruition.

This is a long-term initiative. It takes a long time to change a whole country but what we are already seeing is an immediate change in the attitude of the teams and city managers: they are more willing to make changes, take the initiative and launch projects, a competency which monocities particularly felt the lack of.

Some of the impact is measurable:

- 1,564 people completed the programme in 10 cohorts;
- at least 25 days (five modules of five days each) with intensive work in between the modules;
- more than 240,000 jobs created in monocities;
- 207 billion roubles (US$ 3.5 billion) investment attracted;
- 1,149 projects of varying scale implemented in monocities.

This programme has allowed us to bring new hope to the lives of 15 million people. To have improved lives, even in a small way, is something our team is undoubtedly proud of.

It has now been confirmed that we will be continuing to run programmes to develop cities and the country. We would like to thank the Monocities Development Fund, the government and all our stakeholders for that opportunity.

Lessons learned

1. You need to start with a pilot

2. Implementing changes not just in one corporation but nationwide takes time, sometimes several years

3. You have to put significant effort into logistics and arranging hotels/transport/facilities when running programmes like this. Partnering with another organisation could be a good option if the programmes are very large scale

4. You are never completely in control but if you try to create the right atmosphere, you will be surprised by the results.

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Excellence in Practice 2018

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Daimler and Wolff Olins

Leadership 2020 Live: A Massive, Open, Online Conversation for Daimler

Faced with unique and unprecedented challenges and opportunities redefining the boundaries of its industry, Daimler – the inventor of the automobile – embarked on a journey to lead the reinvention of mobility once more. Through a learning and development intervention that transcended barriers of hierarchy, continents, divisions and functions, Daimler entered a learning journey of cultural self-renewal.

Shaping change from a leading position

By 2016, the world of trendsetting technologies, outstanding products, and made-to-measure services was changing fast. This change, although brought on in large part by technological developments, went beyond the purely technical domain. Increasing connectivity, autonomous driving, shared ownership and electrification of propulsion systems were trends that required a re-conceptualisation of the industry.

In a market where both incumbents and disruptive entrants jostle to take a leading position in new technological paradigms, a strong market position was not sufficient to predict future success. Changing consumer behaviour and demand in combination with shifting industry dynamics called for an increase in speed and flexibility with which Daimler could introduce new products, services and business models. To shape this change from a leading position, Daimler embarked on a dual strategy of strengthening its core business and responding to disruptive changes in the industry. Such a transformation, it was clear to all, would require leadership of a different kind.

Ground-breaking, open, agile learning

It was clear that all these requirements would pose challenges to long-established, large organisations, particularly those that were not only capital intensive but also focused on scale, standardisation and maximum precision in a particular area, such as Daimler.

In response to this challenge, an invitation was sent to leaders at Daimler, to engage in a community of pioneers and innovators that would contribute to an open-ended process, unlock organisational potential and challenge dominant thinking. "Leadership 2020", an open and agile process, began in early 2016 when a group of approximately 150 line managers from all levels, regions and divisions of the organisation started a journey to examine every aspect of the company to better equip Daimler to shape a future at least as successful as its history. Unusually experimental and open-ended for an engineering-driven company striving for perfection, this ground-up approach led to:

- Eight new "Leadership Principles" that would create a supportive corporate culture to keep Daimler ahead of the increasingly complex, changing environment
- Eight "Game Changers" that represented areas with significant potential impact across the organisation (including innovation, decision making, performance management, organisational agility, digitalisation, feedback culture, how positions are filled, and the role of leaders themselves and how they learn).

> *To shape this change from a leading position, Daimler embarked on a dual strategy of strengthening its core business and responding to disruptive changes in the industry*

However, instilling these in a large global organisation was a challenging task, in particular if a viral approach was preferred to a classic roll-out. What was needed was an approach to scale the conversation that would bring the essence of Leadership2020 into the organisation: an interactive and empowering experience that would not just evangelise, but would educate and engage.

In order to bring the project to life and devise a learning intervention that would ensure a common understanding of the purpose, nature and reach of Leadership 2020, Daimler Corporate Academy partnered with London-based brand consultancy Wolff Olins. This company brought 50 years' experience in helping major global businesses navigate complex transformations at pivotal moments – with a particular talent for keeping messages simple and to the point.

The learning experience that was created was a massive open online course (MOOC), tailored to Daimler's learning requirements emerging from the Leadership 2020 initiative.

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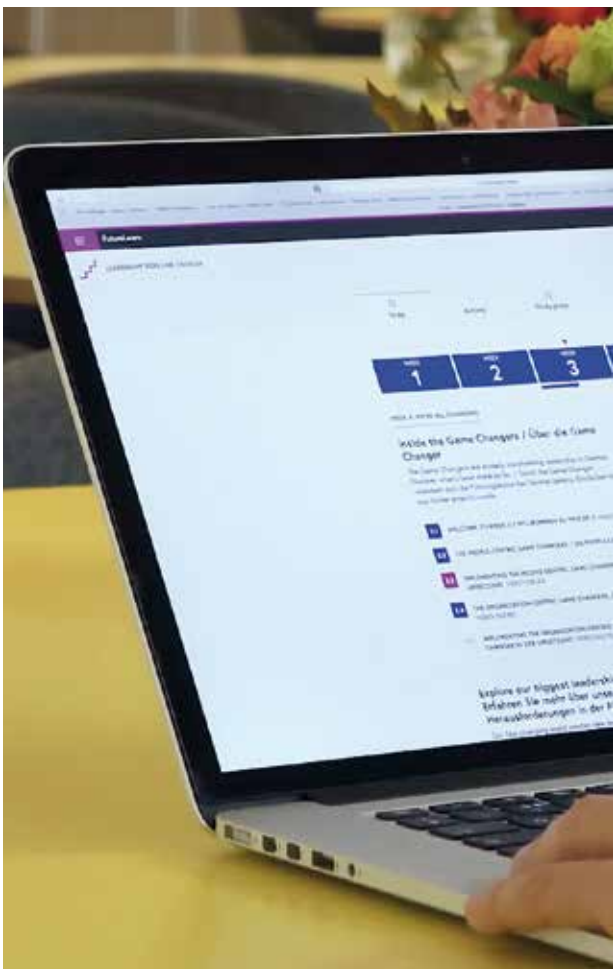


Creating a transformative experience for thousands of leaders

"Leadership2020 Live" was a bespoke, four-week social learning experience. A key guiding principle behind this initiative was the decision to make the course open to all Daimler leaders, irrespective of hierarchical position, and specifically including the *meister*/technical supervisors. As a result, in September 2017, the online learning platform Leadership 2020 Live was introduced to a group of 27,500 Daimler leaders worldwide.

Leadership 2020 Live was guided by four key design principles:

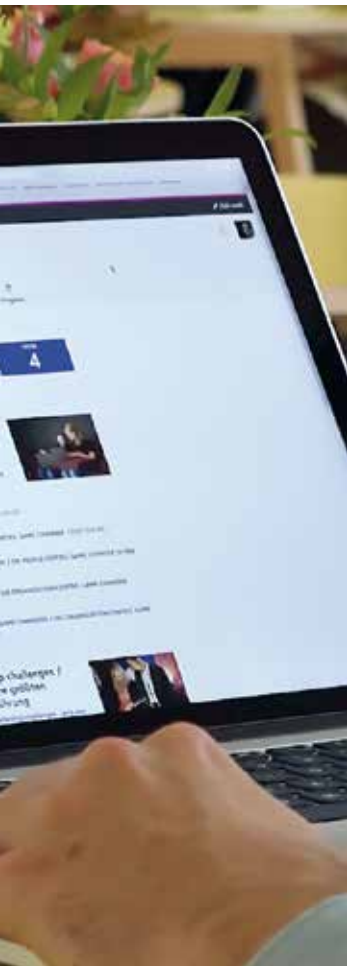
- **Be Social** by engaging leaders in an open conversation around leadership and by welcoming their personal perspectives and experiences. Participants were not told how to be better leaders, but instead learned from each other through sharing their stories. Each step of the course asked participants to submit their thoughts in response to a provocation, a challenge, or a reflection.
- **Be Useful** by supporting participants' daily work, not getting in the way. Each week was designed to span across all days of the week, requiring very limited time commitments. Across the four weeks participants were guided on a journey of progressively bigger missions that gave them easy-to-implement ideas that they could try within their teams. Leaders felt supported by knowing that their own managers would be doing the same.
- **Be Collaborative** through the platform FutureLearn's "peer review" function that captured leaders' individual leadership challenges and then connected them to a randomly assigned colleague for detailed feedback. Throughout the course, similar opportunities for collaboration between colleagues were designed.
- **Be Holistic** by designing a single shared journey that aimed to appeal to everyone rather than design pathways or "walled gardens" between different organisational levels.

61.2%

Overall, participants were very positive about both their experience of the learning format and the impact it had on their work, with 61.2% stated it had a positive impact on their understanding of the leadership principles

70.3%

And additionally, 70.3% would recommend the experience to a colleague if it was repeated



> *Leadership 2020 Live brought a culture changing initiative to all leaders at Daimler. Even more importantly, by inviting participants to make their contribution to a global community of learners, it established a new understanding of collaborative learning enabled by digital technology*

Beyond just delivering content in a multi-modal and engaging way, the programme triggered a global conversation where participants from across the world and all levels and divisions shared their experiences, challenged their assumptions and put forward their suggestions to further develop leadership.

Following the principles of action learning, the leaders who participated also practised the new principles, gaining a hands-on understanding of the implications of what they had learned for their immediate working environment. The programme used a wide range of tools (including short videos, articles, discussion questions and peer review tasks) that allowed participants to share their experience concerning team dynamics, trust, empowerment and co-operation with the rest of the community.

Leading change through learning

Leadership 2020 Live brought a culture changing initiative to all leaders at Daimler. Even more importantly, by inviting participants to make their contribution to a global community of learners, it established a new understanding of collaborative learning enabled by digital technology.

Despite the programme's voluntary character, 13,143 leaders - more than half of all the company's managers from all levels – registered for the programme; 63% of social connections spanned leadership levels and 44.1% of participants actively engaged with the content creating collaborative practices of learning. This high level of participation exceeded all initial expectations as well as benchmarks from other corporate MOOCs.

Overall, participants were very positive about both their experience of the learning format and the impact it had on their work:

- 61.2% stated it had a positive impact on their understanding of the leadership principles
- 70.3% would recommend the experience to a colleague if it was repeated

Leadership 2020 Live introduced the MOOC concept to Daimler, adding momentum to the spread of new and digital modes of learning, and leading to further discussions of future learning opportunities that will equip Daimler for the challenges ahead.

By embedding the new principles to support a deep and sustainable mindset and behavioural change, Leadership 2020 Live created a learning experience that enabled all leaders to turn theory to action. Daimler was once again in position to lead change, through transformative and ground-breaking learning for all.

SILVER

TELUS and Gustavson School of Business, University of Victoria

A globally-recognised model for leadership development

How Canadian collaboration between industry and higher education became a globally-recognised model for leadership development.

Early days

Flash back to 2013. TELUS, Canada's fastest-growing telecommunications company, was facing a conundrum. Changes in the telecommunications industry and technology-driven advancements in education delivery were leading the company to reimagine its professional development strategy. It decided to create customised, master level training for its future leaders.

The question was who to partner with to facilitate the innovative, values-based and holistic professional development central to the company's leadership philosophy. TELUS looked at 10 of Canada's leading business schools, issuing a request for proposals for a masters programme built around the company's existing strategic imperatives and award-winning culture.

The successful submission came from the Peter B Gustavson School of Business at the University of Victoria in British Columbia, already a provider of executive education and other company-specific training programmes for TELUS.

Gustavson recommended a customised MBA, combining the rigour of its regular graduate business degree programmes with curriculum tailored specifically to the needs of TELUS, delivered through a mixture of in-class, online, group, experiential and international learning. Unique bookends and programme bridges were designed to facilitate integration, collaboration, innovation, elaboration and inspiration.

Working together, the telecommunications corporation and business school discovered a natural alignment and in October 2015, what would become the award-winning MBA for TELUS programme, housed at Gustavson's Sardul S Gill Graduate School, was launched.

Designing and achieving excellence

TELUS knew it wanted to achieve synergy from a customised programme and identified specific qualities to cultivate in its participants. The company defined successful leaders at TELUS as those who drive growth and performance, enable and develop others, foster teamwork and collaboration, and embrace change and innovation while pursuing goal achievement.

Acknowledging this, the MBA for TELUS programme was designed and organised around four key themes:

Delivering Results: Focused on goal setting, strategic thinking, financial management and managing growth

Designing Systems and Culture: Focused on measuring performance, evaluating processes and building a culture of excellence

Developing Self and the Team: Focused on coaching, managing conflict and building high performance teams

Driving Change and Innovation: Focused on creative problem solving, understanding risk, and incorporating sustainability.

To achieve these programme goals, Gustavson developed a curriculum that integrated industry-specific case studies into course content, inserted real problems faced by TELUS and included interactions with senior TELUS executives-in-residence, specialisation courses in leadership and strategy, and a programme format that reinforced collaboration and self-reflection.

TELUS

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TELUS and Gustavson School of Business, University of Victoria
A globally-recognised model for leadership development

Participants meet for seven residencies lasting six to 10 days over the course of the two-year programme. Six of these residencies are conducted in Victoria and one is held outside Canada as an international integrative project. For the inaugural cohort, the international project took place in Bucharest, Romania, where TELUS International operates a large call centre and business process outsourcing facility.

The face-to-face instruction provided during the residencies is complemented with online learning. Webinars, discussion forums, virtual team meetings and teaching videos further illustrate and deliver course concepts, and a final layer of social learning occurs through students' sharing of ideas, reflections and applications of course content.

Also important to the programme design was the concept of social responsibility, one of Gustavson's key pillars and a central commitment for TELUS.

As TELUS' Chief Envisioner and programme champion Dan Pontefract explains: "At TELUS, we believe it's not enough just to make money. Our corporate philosophy is 'we give where we live,' and by partnering with Gustavson it has allowed us to create a programme from scratch that ensures we are educating our team members with this notion in mind."

Prospective candidates for the programme are required to have significant management experience and score highly on TELUS performance measures. On Gustavson's side, those interested in the MBA also have to meet the university's rigorous graduate admissions requirements.

Through this process, the MBA for TELUS programme emerged as a skillfully engineered union of academic, experiential, real-world and reflective learning. The programme presents participants with authentic problems and equips them with the skills, competencies and knowledge to solve them; while simultaneously embedding them in the values and future of the company. And, as the figures below demonstrate, the impact has been huge.

Mutual beneficiaries

Working on real projects allows the programme participants to apply their learning in real time. In one case, an operations management assignment led to savings of more than $27 million in inventory turn costs. Overall, TELUS estimates that it will achieve more than $300 million (CDN) in savings and new net revenue opportunities from the first cohort alone – quite an achievement for an initial outlay of $2 million.

As in the rest of this collaborative arrangement, the benefits cross both ways. For Gustavson, the MBA for TELUS has provided a productive partnership with a leading-edge corporate client, opened new avenues for exploration in teaching, underlined its reputation as a top business school, and brought in additional revenue.

Along with this EFMD Excellence in Practice Silver Award for outstanding and impactful learning and development partnership, the MBA for TELUS was also named in 2018 as one of the Association to Advance Collegiate Schools of Business' *30 Innovations that Inspire*, recognising institutions that are championing and leading change in business education.

"We are proud that TELUS chose the University of Victoria and Gustavson's Sardul S Gill Graduate School to deliver a masters programme for their future leaders," says Dean Saul Klein. "Since launching the programme we've seen first-hand how deep and powerful the impact has been for TELUS and the MBA students. Universities need to continually explore innovative ways of delivering content and to ensure that their programmes meet market needs, and be willing to learn and adapt at the same time."

$27m

Working on real projects allows the programme participants to apply their learning. In one case, an operations management assignment led to savings of more than $27 million in inventory turn costs

40%

Following two years of intensive and life-changing study, already, 40% of the graduating class have shifted into new roles across TELUS

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Looking forward

The hard work that began in 2013 reached a momentous climax this summer when the first cohort of students officially graduated after completing their studies in October 2017. Following two years of intensive and life-changing study, these graduates take back to TELUS the expertise, confidence and leadership skills required to advance their careers and take their company to the next level. Already, 40% of the graduating class have shifted into new roles across TELUS.

With subsequent TELUS cohorts commissioned through 2024, this inaugural group is the first of many to benefit from, and contribute to, a deeply fruitful and productive partnership between business and industry.

"This MBA has exceeded our expectations," concludes Pontefract. "To realise economies of scale and a return on investment is fantastic. But to witness the incredible transformation of team members in parallel with the significant impact they have created across the entire TELUS organisation is a testament to the unique value, creativity and dedication that the Gustavson School of Business delivered."

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Excellence in Practice 2018

SILVER

A.T. Kearney and London Business School

Expanding horizons to be the most admired and agile consulting company

Imagine a successful management consultant gaining new perspectives about influencing clients as a result of an interaction with a horse. Or consider how an acting and voice coach can help another such accomplished consultant learn how to better connect with an audience. These transformations were key to the success of "Expanding Horizons", an experiential programme designed for global strategy consultancy A.T. Kearney.

The programme, created in partnership with London Business School, has positioned A.T. Kearney as the most admired for the firm's impact on its clients and its ability to attract and retain the best people. This transformation entailed:

- **Making unsurpassed personal growth a reality by overhauling the whole approach to learning and development.** Many of the firm's top consultants (partners) went years without any formal leadership development. A.T. Kearney needed this to change and take its learning and development (L&D) activities to the next level.
- **Demonstrating reputation.** Leadership development of partners would support employee retention and serve as a draw in recruitment of new partners. Reputation also related to an increase in engagement with clients' CEOs, external recognition and working with higher-calibre organisations.
- **Delivering better results for clients.** Partners needed to better connect with clients and guide them through the required changes that are necessary to compete in the future. These partners needed to rely on more than just their strong business skills.
- **Instilling a sense of collective and global purpose**. A.T. Kearney needed to strengthen bonds and cohesion to forge a true partnership in which the partners realised they not only worked at the firm but also maintained ownership of it.

Success in these areas was critical to recovering a strong culture. This seemed to have dissipated after a tumultuous period in which the firm was acquired by a technology consulting firm (1995) and then once again became independent (2005). A.T. Kearney enjoyed several successful years after this transition, but there was a realisation that what worked in the past would not drive future growth. The firm had survived, rising like a phoenix from the ashes, now it needed to take the next step to thrive.

"Growing a business in consulting means growing people," explained Johan Aurik, A.T. Kearney's former Global Managing Partner. "It is easy to say. The challenge is how you do this, particularly for senior level partners."

"In consulting, confidence and interpersonal capabilities are a key part of the mix to being effective," added Phil Morgan, Partner and Chief Human Resource Officer. "We needed to improve partners' soft skills to become more successful."

> *London Business School was selected to be the partner to help make the vision a reality in part because "it was the only executive education provider that truly sought a real collaboration, was willing to create the programme with us and were actually excited about the prospects of a 50/50 partnership"*

Partnering to create a unique learning journey

London Business School was selected to be the partner to help make the vision a reality in part because "it was the only executive education provider that truly sought a real collaboration, was willing to create the programme with us and were actually excited about the prospects of a 50/50 partnership," said Bronwyn Tinker-Kelly, A.T. Kearney's Director of Global Learning & Talent Management.

A.T. Kearney's L&D team and London Business School's client delivery team worked intensely on a programme design focusing on partners' core interpersonal behaviours that would enable success. Creating this type of organisational transformation meant stepping outside the norm of what had previously been done.

There are 16 different experiential activities incorporated into the modules in London and India. In London, focus is on disrupting what may have become narrow and taken-for-granted ways of operating so that new and expanded possibilities for thought, feeling and action can emerge. In India, partners start in the bustling city of Mumbai and then transition to a retreat destination in northwest India. They explore how to create alignment between strengths, values and passions in an unfamiliar environment. Two core London Business School professors guide the entire journey.

A "just in time" 24/7 coaching component supports the overall experience. This entails coaches who are available for one-to-one conversations to help the partners make sense of their experiences.

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A.T. Kearney and London Business School
Expanding horizons to be the most admired and agile consulting company

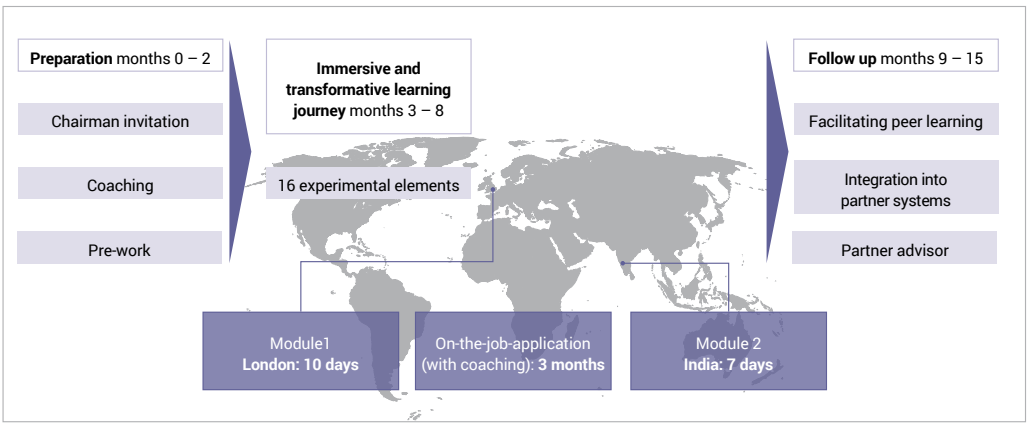

Figure 1: Expanding Horizons – 15 month programme

Impact

"A renewed spirit has been established among partners," said Stephen Parker, A.T. Kearney's first Chief Learning Officer (appointed in 2013) and Head of Talent Management. "There is a shared language now for development and a common passion for how connection and relationship prowess can benefit and grow the firm."

"Expanding Horizons is the best thing I've ever seen at A.T. Kearney," added Jerome Souied, Partner, EMEA Head of Private Equity/M&A. "It made me realise how I wanted to live out my values through the way I work."

These reflections encapsulate how A.T. Kearney has been able to achieve its objectives and create a transformation among the 233 participants from 10 different cohorts.

Enhanced focus on learning and development

"The L&D function is now embedded and well respected throughout the firm, thanks in large part to Expanding Horizons and the ensuing change in learning philosophy that it heralded," said Parker.

Demonstrating this, Parker noted that major pieces of A.T. Kearney's performance management processes are designed around the "best self approach", a concept based on Professor Dan Cable's research that was introduced to partners during Expanding Horizons. Additionally, HR has integrated elements of the programme into its recruitment and retention strategies.

Improved reputation

A.T. Kearney has seen shifts across the board in terms of its media and online visibility, key metrics related to improved reputation. For example, the number of top-tier media mentions in the Americas has increased 58% since 2015. There has also been an uptick in digital engagement across multiple digital platforms between 2016 and 2017, highlighted by a 128% increase on Facebook.

Signalling A.T. Kearney's rising reputation, the firm became a strategic partner of the World Economic Forum in 2015. Among many benefits, this partnership enabled its partners to secure 94 CEO meetings at the Forum alone. In addition, some 200 leaders attended the intimate CEO roundtables that A.T. Kearney organised.

Better results delivered for clients

Concrete data demonstrates how Expanding Horizons has contributed to partners' improved productivity, leading to better results. There has been a 33% increase in the number of large client projects and a 19% increase in overall client project size from 2013-2017.

"The desired impact was around improving partner effectiveness and we have certainly achieved that," said Phil Morgan.

19%

Concrete data demonstrates how Expanding Horizons has contributed to partners' improved productivity, leading to better results –a 19% increase in overall client project size from 2013-2017

99%

In a recent employee engagement survey, 99% of partners noted that their work gives them a sense of personal accomplishment and 92% said A.T. Kearney is a motivating employer

"A.T. Kearney has seen shifts across the board in terms of its media and online visibility, key metrics related to improved reputation. For example, the number of top-tier media mentions in the Americas has increased 58% since 2015

An instilled sense of purpose

In a recent employee engagement survey, 99% of partners noted that their work gives them a sense of personal accomplishment and 92% said A.T. Kearney is a motivating employer. These numbers are both higher than in the previous survey conducted in 2014. Demonstrating the buy-in around L&D at A.T. Kearney, there was a 24.2% increase around partners' willingness to take part in L&D activities (87% in 2016; 70% in 2014).

Demonstrating the perceived value and sense of shared partnership, Parker highlighted how partners who took part in the programme were asked after each cohort if they would continue to invest what is ostensibly their own money for their colleagues to go through Expanding Horizons. This has always resulted in a resounding and almost universal yes.

"The language we use has changed and the culture of the firm has been transformed," concluded Aurik. "If you could see how much Expanding Horizons has changed individuals it would put a smile on your face!"

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★ SILVER

Atos with University of Cambridge (IfM) and Paderborn University SICP

Gold for Experts: developing technology experts as leaders

How do you combine technical expertise with business acumen to create the best outcomes for customers… and in doing so, develop and retain your top technical talent?

The Challenge

Atos is a global leader in digital transformation with around 100,000 employees in 73 countries. The Group is the Worldwide Information Technology Partner for the Olympic & Paralympic Games.

Atos recognises that its solutions and services business requires exceptionally talented expert people who can work with clients to create innovative solutions. The company wanted to create a new breed of business technologists to be trusted advisors for customers and who would have the strategic perspective and business acumen to complement their deep technology knowledge.

Following the success of its group-wide "Gold for Managers" talent programme for high potential business managers and leaders, Atos' Talent Management team was given responsibility for building an equivalent programme to support the development of high-potential expert business technology leaders. Thus the "Gold for Experts" programme was born.

The programme would need to address leadership development for people with a broad technical background, and make sure that it remained relevant and up to date in the ever-evolving world of Atos and information technology. It would also need to take the changing internal business structure and environment into account as well as align with the growing ambitions of the organisation.

The collaborative partnership

To achieve this, Atos sought long-term programme partners with aligned academic interests and high credentials.

A world-leading university with a proven track record and leadership in technology and innovation management research and professional education expertise was required and the University of Cambridge, Institute for Manufacturing (IfM) met these criteria.

For expertise in computer science, the preferred partner was Paderborn University allowing Atos to leverage their existing 30-year long research collaboration, initially developed with Siemens.

The strength of this unique partnership has exceeded expectations.

100k

Atos is a global leader in digital transformation with around 100,000 employees in 73 countries

30yrs

Paderborn University was the preferred supplier for expertise in computer science, allowing Atos to leverage their existing 30-year long research collaboration

Atos

Excellence in Practice 2018

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Atos with University of Cambridge (IfM) and Paderborn University SICP
Gold for Experts: developing technology experts as leaders

The Learning & Development Initiative

The Gold for Experts programme design was developed over a period of eight months led by IfM Education and Consultancy Services, which employed the Kirkpatrick business partnership model to ensure the desired results were kept in the foreground at all times.

First run in 2013/2014, the six-month programme is a combination of three one-week residential modules, a major project and webinars. Two modules take place in inspirational Cambridge and one in historic Paderborn. The modules include interactive taught sessions, facilitated workshops where proven tools are learned and applied, simulation exercises, and project discussions and presentations. A collaborative and co-operative learning environment is maintained throughout the programme to maximise delegate learning from the programme and each other.

"The Gold for Experts programme empowers the participants of Atos to cope with newest technological developments in their daily work with customers.

Prof Dr Gregor Engels
Chairman of Board SI-Lab and C-LAB

By the end of the programme, delegates are enabled to combine broader, end-to-end technical knowledge with understanding of the global business context and how it is changing. They are equipped to become trusted advisors to external clients, helping them to think through strategic technology options during the early stages of their forward plans.

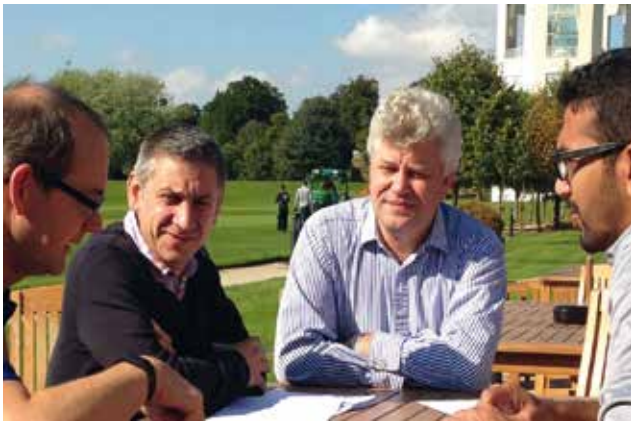
The delegate journey

The definition of the "delegate journey" is a core mantra of the programme, and describes the delegates' development pathways:

- From a "focused" expert to an expert with a strategic "end-to-end" view who can connect their role to the bigger Atos picture and appreciate the impact of their work on different stakeholders.
- From a "local contributor" to a "networked influencer" who can proactively shape innovative Atos solutions and strategy.
- From a "technology expert" to a "technology entrepreneur" who can co-create innovative solutions to meet client business needs.
- From a "problem solver" to a "trusted advisor" who is sought after by clients, colleagues and partners to help them anticipate and navigate the challenges of tomorrow.

"I have benefitted so much from the learning experience in Gold for Experts, not only from the excellent content but also the sharing and exchanging of knowledge among experts from various service-lines, backgrounds and geographical locations. To me, the programme did not end on the day when the course was completed, it's a continuous learning and transformation journey which shapes my thinking and confidence in becoming the trusted advisor to our clients.

Soo Shin Puah,
Atos, Malaysia.



Real projects to achieve learning and business outcomes

Undertaking real projects to create impactful learning is a core part of IfM's teaching practice. Group projects run throughout the entire programme culminating in a presentation made to Atos senior executives on the final day. The projects require delegates to work in teams of five people and tackle a real and significant opportunity for Atos, originally proposed by the delegates, and propose a solution that generates value for clients and Atos alike.

This opportunity to develop innovative technology ideas is recognised as a source of innovation in Atos. Forty-eight projects have been completed to date and continue to attract significant interest from Atos senior executives. Of these projects, 65% have been taken further for organisational impact or to add new or enhance existing portfolio items and the remaining 35% have contributed to valuable strategic decision making.

"Delegates learn by doing through simulations and apply new insights, tools and approaches that integrate business and technology thinking with colleagues across all Atos businesses. This gives them the practical knowledge and confidence to apply their learning back in the business to become a 'trusted advisor' who is sought after by our customers to help them anticipate and navigate the challenges of tomorrow.

Marc Meyer
EVP Group Executive & Talent Management
Group Communications

The ongoing impact

To date, the programme has welcomed 300 delegates from 23 different nationalities across all entities of Atos. It continues to deliver impact for Atos, with 96% of alumni retained in the company.

The programme's impact also includes increased cross-division integration of senior experts, as well as an active global network of alumni sharing ideas and best practices.

Eighty per cent of delegates are actively pursuing personal and professional development after completing the programme. There is a clearer career path for the expert community, and promotion of participants is twice as high as comparable profiles.

For ongoing improvement of the programme itself, substantive feedback is collected from delegates and Atos stakeholders and a stringent review process is held to refine and improve the programme and keep the programme aligned with current research and Atos strategy.

"The fundamental challenge to develop Atos experts and technology leaders has not changed since the programme started in 2013, but the digital context within which Atos operates and Atos has, making continuous refinements essential to maintaining this programme's success.

Professor Tim Minshall
Dr John C. Taylor
Professor of Innovation, and Head of the Institute for Manufacturing, University of Cambridge

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Excellence in Practice 2018

SILVER

UK government and
Lancaster University Management School

Learning from experience

The Lancaster Wave 2 Growth Hub Programme is accelerating the availability of responsive and accessible business support across England.

In England, a programme of devolution to local areas has been enacted from 2010. The resulting "City Deals" empower local regions to support economic growth, job creation and regional infrastructure investment in their areas.

With local growth a key priority for the UK, a partnership led by Lancaster University Management School (LUMS) comprising the Department for Business, Energy and Industrial Strategy, Ministry for Housing, Communities and Local Government, Cabinet Office and the British Chambers of Commerce resulted in the development of the Wave 2 Growth Hub Programme.

The programme saw the establishment of 15 Growth Hubs across England providing small businesses with tailored local business support that to March 2017 engaged with 67,000 small and medium sized business and created over 4,000 jobs.

15

Growth Hubs

44k

Jobs created

Leading from the regions

In its 2010 Budget the UK government announced the devolution of responsibility for local growth – initially to eight major UK cities (Wave 1 Cities). A short time later, City Deals were awarded to 14 of the next-largest cities and their Local Enterprise Partnership (LEP) areas, along with a further six cities that experienced the highest population growth between 2001 and 2010. These were collectively known as the Wave 2 Cities.

Supporting regional economic growth

One of the primary ambitions of the Wave 2 Cities was to establish a "one stop shop" in each of the Cities to support their business populations and contribute towards job creation and economic growth in their areas. However, there were varying levels of existing business-support infrastructure in these areas and resourcing and capability pressures that presented a challenge.

To address the challenge, LUMS submitted a proposal to the Regional Growth Fund (RGF) to develop a 'Wave 2 Growth Hub Programme'. Building on policy developed by the Cabinet Office and the Department for Business, Innovation and Skills and building on a model developed in Greater Manchester. The successful proposal resulted in LUMS being awarded £32 million of government funding to develop the programme.

Programme development and creating a partnership

With funding secured, the challenge moved to planning the structures and processes that would deliver outcomes, including the creation of jobs and attracting additional private sector funding to join up existing local business support advice services.

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Due to the diverse nature of the Wave 2 Cities, it was clear that a "one size" solution would not fit all. To ensure success, each area's delivery plan – while reflecting a number of common aims and goals – was tailored to also reflect local economic priorities, strategic fit, existing partnerships, deliverability and sustainability. Furthermore, it required the bringing together of a large number of stakeholders from across central and local government, Local Enterprise Partnerships, Higher Education institutions, the British Chambers of Commerce, and the wider public and private sectors. This enabled variation of organisations models that fitted in with different local geographies and economies.

Acting as a neutral intermediary to broker issues and achieve a balance of views among stakeholders, LUMS led a partnership between the Department for Business, Energy and Industrial Strategy, the Ministry for Housing, Communities and Local Government, Cabinet Office and the British Chambers of Commerce to form the Wave 2 Growth Hubs Programme to oversee development of the policy through a process of co-design, which ensured each city's delivery plan addressed the local needs of businesses as well as aligning with the programme's overall principles and strategic priorities.

LUMS established two strands of activity responsible for the design, delivery and evaluation of the Programme – the Knowledge Exchange and Research Group and the Programme Secretariat. Offering its knowledge and experience of working with SMEs, LUMS helped to build strong networks between the Wave 2 Growth Hub Cities to share best practice and worked in partnership with government departments and agencies to enable knowledge and asset sharing in "enterprise" across the UK. LUMS collected information from the Wave 2 Cities to ensure formal summative evaluation, monitored grant payment spend, and advised cities about Regional Growth Fund eligibility, process and procedures.

Building business support capability

Through the programme development and co-design process LUMS supported the Wave 2 Cities to:

- Create a powerful network, building trusted local and cross-UK partnerships
- Develop links with government programme providers specialising in the areas of export, innovation, research and development, and access to finance
- Establish appropriate governance structures and reporting systems
- Deliver the programme as specified and to clear fiduciary standards
- Collect metrics data from companies to ensure performance could be monitored
- Undertake evaluation of the impact of local schemes

As a result of the formation of this partnership each of the cities successfully developed and launched a business Growth Hub in its area, with each Growth Hub providing free and impartial access to the full range of local, national, public and private sector support via a single local point of access. The creation of the cross-England Growth Hub Network had begun.

4,108

Across the 15 Growth Hubs created by the Wave 2 Growth Hub Programme 4,108 private sector jobs were created

67k

And over 67,000 SMEs had engaged with the local Growth Hubs

Programme impact

At the programme's official conclusion in March 2017 it was clear that it had been a success. Across the 15 Growth Hubs created by the Wave 2 Growth Hub Programme:

- 4,108 private sector jobs were created
- 1,442 jobs were safeguarded
- 5,790 businesses were supported
- Over 67,000 SMEs had engaged with the local Growth Hubs
- £75.3m private sector match investment secured surpassing the target set of £2 of private sector investment for every £1 of public sector investment.

Due to the success of the programme, LUMS was invited to give evidence to a House of Commons Select Committee to inform policy on government support for business. The programme also won the prestigious Academy of Management (AoM) Runner-Up Practice Research Centre Award, recognising the programme's outstanding contribution to society and the economy. Members of the team were also invited to deliver a keynote presentation at a Westminster Policy Forum Conference focusing on "'next steps for universities and local growth".

Significantly, the success of the programme has seen the original 15 Growth Hubs developed by the LUMS-led programme kick-start a new national resource, creating a blueprint for the future and leading to the creation of a Growth Hub in all 38 Local Enterprise Partnership (LEP) areas across England.

Breaking new ground

The Wave 2 Growth Hub programme was ground-breaking, representing the first time that a university had worked directly with government to deliver a policy initiative of this scale through the design, delivery and management of a truly nationwide economic development programme.

Building on its worldwide reputation as a research-intensive business school, LUMS had a proven record of translating its world-class research into programmes that drive economic impact. Having decades of experience of working closely with small businesses, it understood the importance of SMEs to local economies and could offer the successes and lessons learned from previous experiences to add real value to the programme and maximise its effectiveness.

The impact and legacy of this programme continues today, well after its end date. Growth Hubs continue to operate and develop across England and the processes, tools and knowledge exchange established in the Wave 2 Growth Hub Programme continues to positively affect economic growth across England.

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Call for entries 2019

Excellence in Practice

The EFMD Excellence in Practice (EiP) Awards recognise outstanding and **impactful client-supplier partnerships** in the domains of **Leadership, Professional, Talent and Organisational Development**.

Case studies can be submitted by an organisation either together with its in-house Learning & Development unit or with external L&D providers.

The winners are selected based on the review of four key areas: a properly documented challenge, an effective partnering commitment, the appropriate L&D initiative, and a proven business impact.

Next Deadline for Submission
15 March 2019

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

Information session webinars

- Thursday 13 December 2018 – 10:00 am CET
- Monday 14 January 2019 – 5:00 pm CET
- Tuesday 5 February 2019 – 1:00pm CET

Information session webinars:
https://events.efmdglobal.org

Contact
eip@efmd.org

"The biggest benefit to Mars and CCL in participating in this particular competition is that it gave us an opportunity to stop, pause, crystallise the learnings that we had gathered over the years about our partnership

Kristin Colber-Baker, Global Director
Leadership Development, Mars University, Mars, Inc

EFMD Excellence in Practice AWARD 2019
Learning & Development Partnerships

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