Special supplement

global focus

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Excellence in Practice 2017

Recognising outstanding Learning and Development partnerships

EFMD

Excellence in Practice AWARD 2017

Learning & Development Partnerships

Special supplement

Excellence in Practice 2017

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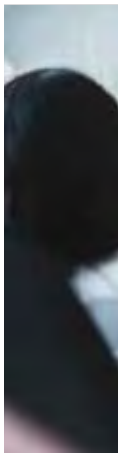
This year's cases showed some strengthening and deepening of trends we have noticed in recent years. And they also showed how the difference in speed of adoption of new technologies is influencing practices across companies, across departments and across populations.

First, the challenges continue to be framed in a combination of organisational and participant perspectives with, for example, cross-functional and cultural impact aspirations in several cases, which led to a specific category for "eco-system" development.

This makes for interesting reading. Most of the cases did not prepare for a defined future or even defined profile of leaders but focused on tools and techniques such as design thinking, agile development and business model innovation to manage uncertainty – preparing for the "unknown unknowns" as it was put in one of the cases.

Another confirmed trend is the growth of co-creation (or co-design and co-definition) between supplier and client. And where traditionally this was a joint effort of supplier, top management and development professionals, this time there were quite a few cases where the co-creation was done with participants in the programmes themselves.



Participant projects and action learning, project-based or problem-based learning was at the core, leading to continuous adaptation between modules and programmes, making the difference with consulting very fine in some of these approaches. Some had organisational assessments included, extending the sources and opportunities for organisational and individual development.

Almost all the cases submitted depicted a "development journey", combining face-to-face elements with social and informal learning elements. Mentoring, coaching and action learning are regular formats these days. And the growing familiarity of participants with social media is leading to a proliferation of social network tools, eworkshops, webinars, videoconferences, portals and blogs in technology savvy organisations, departments and target populations.

But practices are clearly maturing with, for example, a growing use of peer-support along the journey. And some organisations have advanced approaches for all their development interventions not just for a few depending on the supplier involved.

Impact measurement and indicators remain a challenge, though the introduction of technology and notably the active use of peers as feedback and support brings some very interesting evolutions. Video-taping and uploading personal projects at the beginning of the programme, progress reporting in between group modules as well as webinars months after the programme have become wide-spread practices.

We hope this year's reading can again be an inspiration for your own work!

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2017 Winners

Category: **Talent Development**

★ **GOLD** ★

Mars & Center for Creative Leadership (CCL)

Filling the Senior Leadership Pipeline

★ **SILVER** ★

PricewaterhouseCoopers & PWC My Way

PwC: My Way – Choose to Go Further

Category: **Organisational Development**

★ **GOLD** ★

Telenor & INSEAD

Creating a Culture of Innovation

★ **SILVER** ★

ANZ & University of South Australia Business School

Developing Leaders of Growth Companies

Category: **Professional Development**

★ **GOLD** ★

Cisco & LIW

Cisco Global Technical Leader Programme

★ **SILVER** ★

Capgemini & Capgemini University

The Engagement Management Transformation Journey

Category: **Executive Development**

★ **GOLD** ★

Nokia & Complex Adaptive Leadership & Abilitie

Nokia Adaptable Leader Programme – Turning VUCA to Advantage – The ALP Journey

★ **SILVER** ★

Old Mutual Wealth & Accelerance

Enabling Positive Futures at Old Mutual Wealth

Special Category: **Ecosystem Development**

★ **GOLD** ★

Diabetes UK & Novo Nordisk & Ashridge Executive Education

Tackling the Diabetes Crisis

★ **SILVER** ★

Norwegian Armed Forces Study Center & BI Norwegian Business School

The Story of how a Business School got involved in Working with National Security

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Mars & Center for Creative Leadership
More life on Mars

Wouldn't it be ideal if every company's investment in professional development resulted in measurable ROI over both the immediate and long-term? Perhaps you think this is impossible. However, companies can achieve it

A case in point is Mars, a confectionary and pet food giant, as a result of its collaboration with the Center for Creative Leadership (CCL). According to Mars' Global Director of Leadership Development Kristin Colber-Baker, the result of its partnership with CCL was a home run because of the short and long-term impact.

Context

In 2006, Mars was growing both organically and through acquisitions faster than its talent management pipeline could develop leaders. Additionally, Mars was changing its management strategy from a geographic leadership model to a segmentation model in order to better manage its diverse holdings.

The 10-year growth model at the time estimated that Mars would need to double its senior leader pipeline from 400 to 800. A review of the top 1,000 jobs crystallised the issues that general managers across the organisation had noticed – middle managers were not ready to take on senior level positions.

As the company expanded, more leadership roles would open up and the leaders who filled them needed to be mission-ready with a firm understanding of Mars' culture and values. In other words, the company needed to address a potential talent drought.

"These mission-critical roles were positions that we couldn't afford to leave open," explains Colber-Baker. "We needed to prepare high-potential leaders more quickly for senior management positions that required successfully leading others

and driving organisational change initiatives."

Mars' Chief Learning Officer was tasked with finding a solution to rapidly develop leaders just below the mission-critical level and prime them for their next leadership role. While each region previously had its own leadership school and related programmes through Mars U, developing leaders for these mission-critical positions was now a global challenge and required a centralised approach.

Programme

To make high potentials mission ready for their next leadership role, CCL and Mars committed to the Advanced Leadership Program (ALP) in 2007.

The programme builds on Mars' internal programme and is structured around the following four stage "eco-change" model:

Classify: Participants learn to map their change ecosystem by doing ethnographic research and conducting experiments

Cultivate: Participants prepare themselves to impact their environment by learning their strengths and weaknesses in leading change

Convert: Participants multiply their change effects by influencing key stakeholders across the business

Cascade: Participants use storytelling or storyboards to spread their changes system wide and accomplish a significant milestone, which they then share with Mars' senior executives

> *"The Transformational Change Plan is at the heart of the programme. It serves as a vehicle for participants to learn through the experience of leading an organisational change initiative over a nine-month period*

The Transformational Change Plan is at the heart of the programme. It serves as a vehicle for participants to learn through the experience of leading an organisational change initiative over a nine-month period. For ALP, transformation is a change of character that has little or no resemblance to the past.

Some of the programme's design and success can be attributed to CCL's in-depth research into Mars, including:

- Investing in a technology platform to support on-the-job learning and emphasise the 70-20-10 rule (70% of knowledge is from job-related experiences, 20% from interactions with others and 10% from formal educational events)
- Positioning the transformational change initiative to solve a significant problem in the business and prepare participants to move to the next level
- Aligning Mars, mentors, CCL trainers and coaches to create a seamless experience for participants. This entailed innovation in both the coaching and mentoring process

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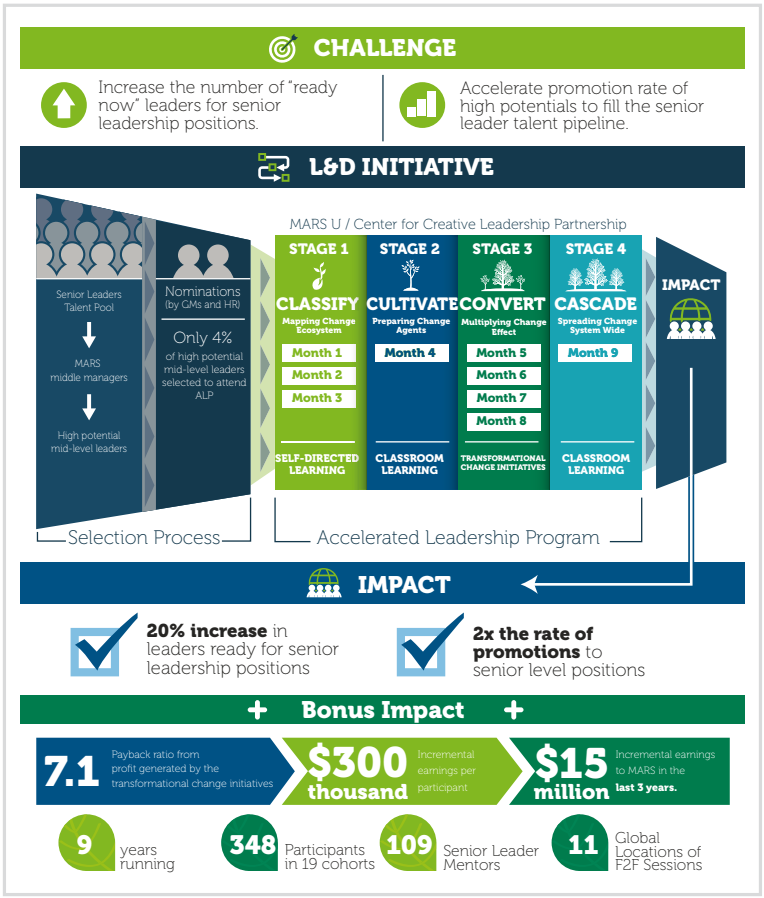
Mars & Center for Creative Leadership

More life on Mar

A flipped classroom was used in the programme. Over nine months, participants spend eight days in formal classroom learning. The rest of the time they are working on their transformational change initiative hand-in-hand with their coach, faculty, mentor and line manager. To support this, CCL put together a custom-built technology to support self-directed and applied learning. All participants said that they were prepared to a "great" extent for classroom learning by completing self-directed learning on the platform.

A network to provide developmental support and feedback was also key to the programme's success. Assessments provided participants with perspectives about their personality. Mentors, a diverse representation of senior leaders from across the business, worked directly with participants on their challenges. For participants, it was often an avenue to promotion. CCL's coaches provided support throughout this process.

"Mars pushed us to partner with them in innovative ways," says CCL's David Dinwoodie, Vice President, Leadership Solutions. "This included undertaking applied research into Mars' leadership ecosystem; devising a radically different approach to coaching and mentoring; promoting the value of learning through failures; measuring the financial business impact of each participants' transformational challenge; handcrafting a technology platform; and leveraging a flipped classroom where participants guide their own learning experience in powerful ways."



It is quite impactful when you have a coach, mentor and line manager all aligned on leadership development. One of the greatest things ALP gave me was power of awareness through all the feedback and assessments

348

Since its inception a total, of 348 participants in 19 cohorts have gone through the programme.

Impact

In total, 348 participants in 19 cohorts have gone through the programme. Among the benefits are the following:

- There has been a 20% increase in Mars' promotion of ready senior leaders in the past five years, largely due to ALP's impact
- ALP alumni are promoted to senior-level positions at twice the rate than similarly identified high potentials who have not attended the programme
- The earnings generated by the transformational change initiatives have resulted in a 7.1 payback ratio
- For every leader Mars sends through ALP, the business can expect nearly $300,000 of incremental earnings
- Since 2014, ALP alumni have generated nearly $15 million in incremental earnings for the business as a result of the transformational change initiative
- 9,396 key stakeholders have been influenced by ALP alumni – an average of 27 stakeholders per participant
- Over the last five years, the programme has averaged a rating of 4.88 (on a rating scale from 1-5) on outcomes. Additionally, senior leaders have been able to learn about similar challenges faced by their peers across the globe and leverage this knowledge in different ways

There are many examples of individual transformation as well.

"Through all the feedback and support, I was able to see that 'I got this. I am capable. I have the confidence. Now I need the courage. So go and do it.' That has lots to do with ready-now leaders," says ALP alumna Saskia Connell, P&O Director, UK Wrigley.

"It is quite impactful when you have a coach, mentor and line manager all aligned on leadership development. One of the greatest things ALP gave me was power of awareness through all the feedback and assessments," explained Sandra Manolescu, General Manager Royal Canin Canada and a 2010 ALP programme alumna.

Tomi Lyle, Mars' Global Director of People and Organization for Procurement, sees a new confidence in Mars' leaders. "They are revitalised in terms of their energy for learning and taking on business challenges," she says.

This sentiment is shared by Juan Martin, President of Multisales and the Mars ALP Executive Sponsor.

"ALP truly accelerates our high-potentials' readiness and capacity to take on senior leader positions," he says. "ALP provides the platform for our top 4% of high-potentials to not only learn to drive change effectively across our global system but also prepare themselves to take on senior positions more rapidly."

These results and the individual impact is testament to CCL's 17-year partnership with Mars.

"One of the keys to success is the alignment between CCL's core values and our five principles," concludes Mars Chief Learning Officer Antoine Mangin. "That level of alignment has ensured that every leadership initiative not only helps us develop great leaders, but also makes a significant impact on our business."

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Questions used to guide ALP participants in building their transformational change plan

9 Steps:

1. Name your initiative: What is your transformal change initiative?
2. Changes to Make: What needs to change at Mars for you to be successful in driving the transformation?
3. Stakeholder Groups-Mapping: What stakeholder groups do you need to consider based on what needs to change at Mars?
4. Identify Change Agents: Which relationships need to be built in your stakeholder groups?
5. Know your Agents: What do you need to know about yourself and others to build the relationships that will advance your transformational change?
6. Fortify Relationships: How will you fortify key relationships?
7. Focus on Relationships: What will you do to ensure that you focus on relationships when your natural default may be task-orientated problem solving?
8. Relationship Task List: Make a plan to focus on relationships.
9. Adapt and Influence: What have you learned?

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Telenor & INSEAD

Creating a culture of innovation

How an INSEAD–Telenor online learning innovation delivered powerful new techniques for executing business strategy and creating value

How do you turn one of the world's oldest and largest telecommunications companies into an agile, innovative, customer-focused digital services provider? Even more daunting, how do you align 13 autonomous business units spread across Europe and Asia to deliver this new approach – and create a culture of innovation among 36,000 employees?

These were the twin challenges facing Norway's Telenor Group when, in 2015, it decided to embrace a digital transformation strategy to help it become more engaged with its customers and better able to cope with rapid and continuous change.

A new approach

Telenor had reinvented itself before. The one-time state monopoly had survived the upheavals of privatisation, deregulation and globalisation. But now, as Susanne Hoffmann, Head of Strategic Leadership Development, put it: "The challenge was to get the supertanker to sail in a new direction once again".

Telenor had grown rapidly over the previous 20 years, expanding into new country markets through organic growth and a series of acquisitions. As Norway's former state telecoms monopoly, it still dominated its domestic market in fixed telephony and broadband but its worldwide expansion had focused on mobile telecoms.

As a result, even though Telenor's various companies across the world were all in the same business, they operated in such diverse cultures with such different corporate histories that they remained fairly autonomous.

How could the group's leadership team unite such disparate business units behind a single strategy of digital innovation?

At the same time, Telenor's senior leaders sensed a mismatch between the new strategy and the culture of the organisation that was supposed to deliver it. A key word in its transformation strategy document was "ambidexterity", which referred to the goal of having a workforce that was both efficient and innovative, striking the right balance between the two. But while business performance was not giving cause for concern, the enterprise seemed low on dynamism and innovation.

For Telenor to successfully execute its digital transformation strategy, it also had to create a culture of innovation within the organisation. Not only that, the culture had to be cascaded down throughout all business units and across the group globally.

Collaboration with the experts

One of Telenor's solutions was to approach INSEAD, a business school with campuses in France and Asia, and Professor Nathan Furr, co-author of the bestselling *The Innovator's Method: Bringing the Lean Start-up into Your Organization*, and a world expert in corporate entrepreneurship.

Together, INSEAD, Furr and Telenor's executive development team devised an ingenious combination of on-campus and online learning programmes for the organisation's managers, held throughout 2016.

As "The Business School for the World" –

> *For Telenor to successfully execute its digital transformation strategy, it also had to create a culture of innovation within the organisation. Not only that, the culture had to be cascaded down throughout all business units and across the group globally*

with its particular strengths in Europe and Asia – INSEAD was the perfect match for Telenor's geographical profile.

It also helped that Furr had already taught a programme for Telenor employees at INSEAD and had subsequently been invited to give a speech to senior executives. He knew the challenges the organisation was facing and his ideas had resonated strongly.

More importantly, his key research concept of "blue" versus "red" ways of thinking (that is, traditional large-company management methods versus innovative, agile start-up techniques) aligned perfectly with Telenor's strategic emphasis on ambidexterity.

Customised learning

Telenor began by setting out clear learning objectives for its managers. These were:

- to have a clear, aligned understanding of what it means to be a digital services provider
- to learn how to organise, measure progress and develop people in a truly ambidextrous organisation
- to plan for strategising and leading in uncertainty
- to foster cross-functional collaboration and adopt an empowering leadership style
- to commit to challenging past ways of working and to continuous self-development

In response, Furr and the Telenor team worked with Dr Chengyi Lin, Global Director of Online Programmes and Innovations at INSEAD, to devise not one single programme but a series of interlinked initiatives.

They developed one four-day face-to-face programme for senior executives, which was

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Telenor & INSEAD
Creating a culture of innovation

delivered to five groups at INSEAD's Asia and Europe campuses in five iterations between May and September 2015. The programme immersed 180 of Telenor's C-suite executives in the tools and concepts of Furr's "Innovator's Method".

After that, the learning was cascaded down to some 1,200 employees in the next management level through a distance learning programme inspired by the dynamic techniques of MOOCs (Massive Open Online Courses). INSEAD's unique approach to online learning ensured the programme was customised to Telenor's specific challenges and personalised through interaction with INSEAD faculty members.

In practice, this meant that cohorts completed four modules, each lasting a week. Each three hour module was divided into "bite-sized" chunks that a busy manager could fit into his or her hectic schedule. However, everyone in the cohort was expected to complete their module by the end of the same week. This meant they could move forward as a single worldwide class, exchanging ideas and supporting each other in real time on global social media–style forums. Furr was also available to answer their questions.

Adopting the Innovator's Method

The clever twist in INSEAD's approach to designing the initial face-to-face programme was that it did not just teach the Innovator's Method but also put it into practice.

Devised by Furr and his co-author Jeff Dyer, this method provides a set of tools based on design thinking, agile software development and business model innovation – all proven techniques for managing uncertainty.

The two key elements are:

- **exploring the product or service from the perspective of the customer:** shifting the corporate mindset to the problem that the individual customer is experiencing in real life
- **rapid prototyping:** innovating through a series of experiments and tweaks rather than having a grand plan perfectly worked out from the start

Accordingly, INSEAD's face-to-face programme began as a prototype and evolved rapidly during each of the five sessions. Each cohort of senior leaders worked on a project in class, designing and testing their own "rapid prototype". Moreover, during the final day on campus, the groups "rapid-prototyped" the online programme for middle managers, creating a genuinely live case study that followed the Innovator's Method.

"We made quite a lot of changes during the second and third sessions," reflects Furr. "For example, we discovered that we had to consolidate the learning before we moved on to strategy execution. We also realised that some of the concepts I was using distracted people. And we came up with some powerful new ideas, like becoming the 'chief experimenter' rather than the 'boss'."

By the end of the third session, the changes had become minor tweaks.

"The process was amazing," says Telenor's group-wide head of learning and development, Joakim Slørstad. "It's a rare example of true co-creation. I've worked on many executive development programmes with several business schools and there's usually an element of 'Lego blocks': putting together things the business school has done before and customising them slightly. Here, we started with a blank piece of paper."

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By the autumn of 2017 more than 4,000 of Telenor's managers worldwide will have completed the programme.

Three lessons for successful online learning from the INSEAD–Telenor partnership:

1.

Think differently and leverage the benefits of various delivery formats.
In-person sessions helped leaders to collectively discuss how to guide the transformation as well as make tough decisions to set new directions. Online modules allowed scalability in a short period to increase the momentum of change.

2.

Uncover the "job to be done" and focus on changing learner behaviour for greater business impact.
The co-design process and close collaboration between INSEAD and Telenor ensured a deep understanding of content needs and learner behaviour. It also enabled the content to be contextualised in an effective way that ensured behaviour change.

3.

Practise what you preach.
To make the learning design process faster and more agile, INSEAD and Telenor adopted the fast prototyping methodology. The success of this also shed light on how best to apply the programme content at Telenor.

> *"The clever twist in INSEAD's approach to designing the initial face-to-face programme was that it did not just teach the Innovator's Method but also put it into practice*

World class

By early March 2017, the on-campus programme had reached all of Telenor's Group and Business Unit senior executives.

"We had quite a few suspicious learners in the initial two groups," says Hoffmann. "But they were all convinced by the end."

Indeed, 85% of successful online participants said they would recommend the experience to others: an extremely high net promoter score for any product or service.

True to the spirit of the Innovator's Method, INSEAD has made additional small adjustments to the online programme, which it will roll out to a third and fourth class later this year. That will add a further 1,400 learners to the 1,228 who first completed it in 2016.

By the autumn of 2017, when a further two online cohorts are planned, more than 4,000 of Telenor's managers worldwide will have completed the programme.

Fit for the future

So how effective has the programme been? For one thing, the key ideas of the Innovator's Method have entered Telenor's corporate mentality, from rapid prototyping to red and blue thinking.

"One of our top marketing executives told me that his job has become easier because everyone who reports to him understands that there's a new way of thinking in Telenor," says Slørstad

Most learners agree. "It's the best online class on any subject I've ever attended – almost like being there in person," said one. "Two years from now, I'm sure we'll look back and agree that this class was the turning point for Telenor in the execution of our global turnaround."

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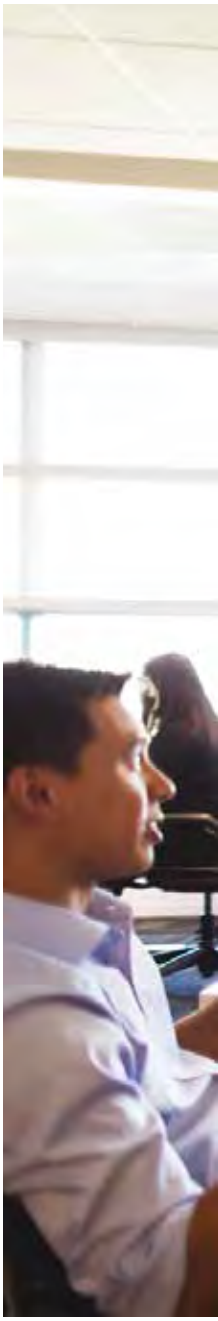
Cisco & LIW
Refocusing for leadership

CISCO and long-term partner LIW combined to upgrade and refocus a programme to support individuals making the transition from technical leader to business leader

Cisco is transforming on a grand scale: transitioning from a hardware company into a software and solutions leader. It needs exceptional technical leaders to navigate its rapidly changing environment. These leaders must translate new technologies and the opportunities they offer into real solutions that meet changing customer needs. To do this they need to be able to marshal Cisco's considerable collective capability into developing market-leading initiatives.

The Global Technical Leader Program (GTLP) was designed to meet this need, developing the ability of Cisco's technical talent to collaborate across the organisation and deliver on Cisco's strategy.

The GTLP has its genesis in 2006 as a programme to address a skills gap among technical leaders in Cisco's APAC Services business unit. The success of this early version of the programme led to it expanding globally across business units until the global financial crisis in 2008. To save costs the programme was redesigned on a virtual platform. After two years, HR leadership and development (L&D) teams reviewed the programme and identified its content as critical to the development of technical leaders and further redesigned it into the current blended programme.



The Cisco-LIW partnership

LIW, a global leadership consultancy based in Australia, has been involved in the programme's design and delivery since its inception. Cisco has partnered with LIW since 2000 to develop a range of award-winning global leadership programmes including Cisco's Advanced Manager Series (CAMS), which won a Bersin by Deloitte WhatWorks award in 2014, and Leadership Breakthrough, which garnered the EFMD Excellence in Practice gold award in 2015.

LIW worked with Cisco's L&D team, technical specialists and business leaders to understand the challenges facing the business and to define the leadership needed to meet those challenges. The diversity of the team paid dividends with the Cisco side providing the broader organisational context while LIW brought an external perspective to challenge existing expectations of leadership and technical roles. A series of interviews with senior-level leaders underpinned the high-level design of the programme. Key stakeholders ensured that the programme design also aligned with Cisco's strategic priorities, clearing the way for the detailed design and a facilitation plan.

"The success of the GTLP programme is a testament to the true partnership between Cisco and LIW. The Cisco programme team brings a tremendous passion, determination, transparency and drive to deliver a high-impact learning experience - and we have fun in the process. This has allowed the programme to deliver the business impact while also being able to be agile to evolve the programme to changing business circumstances."

Mark Ferguson
LIW Programme Manager

GOLD

Cisco & LIW
Refocusing for leadership

Key stakeholders raise GTLP's profile within Cisco

The programme design team successfully engaged a Cisco Fellow and co-founder who helped to secure numerous stakeholders and project sponsors, including VP-level CTOs across the technical functions. His support brings a high level of credibility to the GTLP programme and has enabled the perception of GTLP as a key incubator of technical projects for Cisco.

GTLP target audience

The programme serves technical talent in individual contributor roles, supporting them in the transition from technical leader to business leader. Participants will move into roles as principal engineers, architects or distinguished engineers in the various technical functions of the company. Since 2010, 467 senior technical leaders have participated, contributing to the development of approximately 80 business cases representing future business opportunities.

Programme content

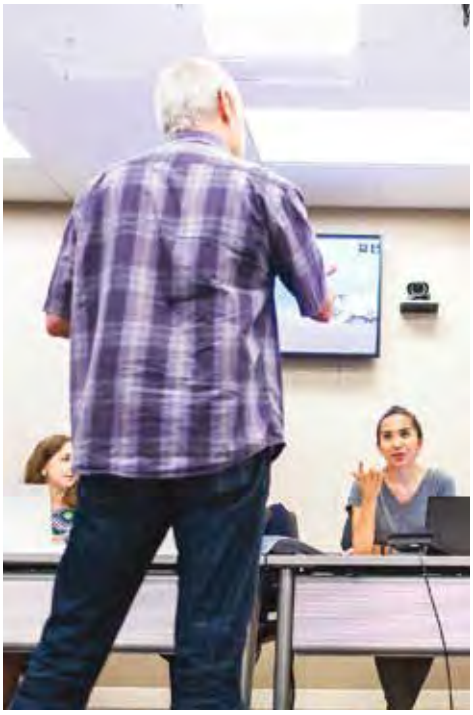
The programme spans three months and covers self-awareness, influencing, coaching, business communications, innovation and business case development. It is delivered in a mix of face-to-face workshops, virtual sessions and group project work to optimise the application of learning and embed new leadership behaviours.

An action learning project requires participants to work on real business case projects. Project teams, consisting of six cross-functional technical leaders, apply the skills learned in the workshops to research and develop a business case. At the end of the three-month period they present their case to a panel of vice-president-level CTOs and executive senior technical leaders.

"The success of the programme is evidenced by the many graduates who have come back to serve as project advisors. This has developed a genuine community of practice within Cisco

467

Since 2010, 467 senior technical leaders have participated, contributing to the development of approximately 80 business cases representing future business opportunities



"The long-standing support from VP-level CTOs, Distinguished Engineers from the engineering, services and sales functions, and the GTLP graduate community, is a critical factor in the programme's success. These stakeholders serve many roles for the programme participants: action learning project sponsors, project SME advisors and project team mentors. The programme team often call this group the 'unsung heroes' of the programme; they graciously dedicate their time and passion to help develop the next generation of technical leaders and make the program a success."
Rob Dinsmore, Senior Programme Manager, Learning Delivery, Cisco

GTLP participants achieve real and measurable business outcomes

Project outcomes are key evidence of the real impact the programme delivers for Cisco. Projects tend to be cross-functional/geographic in scope and provide opportunities for teams to deliver truly innovative solutions to some of the organisation's most difficult challenges.

One project, which fell under Cisco's corporate social responsibility remit, had a hugely positive impact on the company's international brand. It is best described by a member of the project team:

"Our team was tasked with designing a technological solution to the problem of game poaching in African national parks. We travelled to the park and met with local stakeholders to understand the problem and scope the technical possibilities. Then we worked collaboratively with technology partners, wildlife experts and local communities to implement new technologies in tracking, security and data capture. We used cutting-edge 'internet-of-things' technology to get real-time data to the right people at the right time. The project advanced animal protection as well as showcasing Cisco's technology and commitment to the region."

This project features in one of Cisco's 2016 series of adverts – "There's never been a better time to save the rhinos" – where the technology solution was described as "a game changer" in catching poachers.

The projects themselves are not the only significant impact generated by the programme.

LIW and Cisco use the Kirkpatrick methodology to track learning through behaviour change to business impact, collecting data through surveys and case studies. Participants attribute a 15.3% average performance improvement to the programme and 91% of them agree that the GTLP was a worthwhile investment in their leadership development.

They rate greater collaboration, strengthened stakeholder relationships, increased team engagement and better work efficiency as some of the strongest business outcomes from the programme.

"Using the new tools from GTLP: business communication, delegating and consensus building, and the feedback from my LSI assessment, I convinced the business unit to do something they had never done before for a customer, and influenced a competitively held account to go with our solution. We won the account, built new relationships and got our team to overcome some previously immovable obstacles. We won a $16m project which is 20-30% of our region's annual goal as a result."
Sales/Systems Engineer Program Participant

The GTLP legacy

The success of the programme is evidenced by the many graduates who have come back to serve as project advisors. This has developed a genuine community of practice within Cisco, with participants able to observe their graduate peers putting their learnings into action. Senior leaders remark on seeing a demonstrable leap in leadership competency among graduates in comparison to their non-GTLP peers and participants commonly comment on the demanding but rewarding nature of the programme.

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Nokia & Complex Adaptive Leadership & Abilitie

Implementing change in a global company

How a partnership provided support for leadership development in a global company undergoing a major transformation

In a fast-moving market where financial agility is critical, securing funds for a new leadership development solution is never a foregone conclusion. This is especially the case when the company in question is in the midst of a major transformation including strategy renewal, culture change and a cost-efficiency drive.

In February 2012, Abilitie, a specialist firm in experiential leadership development, was paying a visit to Nokia Siemens Networks (NSN), a global leader in technology and solutions for communication service providers.

Nathan Kracklauer, head of Abilitie's European operations, had gone to discuss Abilitie's leadership development solutions with Joel Casse and Francisco Menezes from NSN's leadership development team.

Leadership development as a catalyst for change

Telecommunications infrastructure is a tough business and in the years prior to the meeting, Nokia, which at that time not only made mobile phones but also telecommunications networks, was busy. In 2007, it merged its networks business with that of Siemens to create Nokia Siemens Networks (NSN), with the venture setting off not only to face rigorous integration and day-to-day challenges but, soon after, the global economic downturn sparked by the subprime crisis.

Competitiveness and profitability were critical for survival and under the stewardship of Rajeev Suri NSN achieved just that, weathering brutal market conditions to emerge as a streamlined, profitable player focusing on mobile broadband and global services technologies.

It was time for the next challenge and Suri started a major transformation involving, among other measures, a clearer business focus, cultural redirection, innovation aimed at growth, divestitures and acquisitions, and continued cost efficiency. Fundamental change was in the air.

In light of all that was going on in the company, investment in human capital was just one of many priorities. Even though leadership skills were acknowledged by Nokia's management team to be a key success factor for successful change, the leadership development overhaul envisioned by Casse and Menezes was going to have to fight for a place at the table.

First impressions matter

On another bumpy ride in October 2012, aboard a shuttle ferrying guests to a wedding celebration, Menezes met Nick Obolensky, who had recently founded Complex Adaptive Leadership (CAL), which was based on his research into the links between complexity science and leadership.

In Obolensky's view, leadership models had not kept pace with an increasingly volatile, unpredictable, complex and ambiguous world. Obolensky's research into complexity science and chaos theory pointed to a new paradigm of dynamic leadership where radical change not only *can* but *must be* driven from everywhere within an organisation. Solutions to today's problems do not just emerge from boardroom analysis but also from water cooler talk and serendipitous conversations.

After the wedding chat, Obolensky met with Menezes and Casse in Munich, Germany, to formally discuss the leadership development challenges NSN faced. It became clear to all three that the top-down leadership style

Obolensky's research into complexity science and chaos theory pointed to a new paradigm of dynamic leadership where radical change not only can but must be driven from everywhere within an organisation

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Nokia & Complex Adaptive Leadership & Abilitie

Implementing change in a global company

required during the earlier, near-existential business challenges to NSN was not sustainable.

In line with the company's plans for growth, the leadership culture had to become more innovative, adaptive and supportive. Not only that, *leadership development* itself would have to adapt to the dynamic environment. The three concluded that NSN needed a partnership with vendors who could adapt along with the organisation.

The birth of a new leadership development solution

In late 2012, Nokia selected Obolensky's and Kracklauer's respective companies (CAL and Abilitie) to design and deliver a new leadership programme. CAL had its unique application of complexity science to leadership and Abilitie offered open-ended business simulations that drove insights beyond accounting principles.

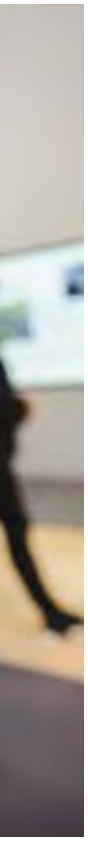
Both companies offered solutions designed for all hierarchical levels of an organisation. However, NSN's "Adaptable Leader Program" (ALP as it became known), consciously targeted a specific audience: mid-level leaders who translate strategic imperatives into day-to-day action and transmit information laterally and vertically throughout an organisation.

Both vendors committed to pursuing the immediate objectives plus a heuristic design and delivery approach that would allow the programme to evolve along with the company.

The long-run vision was a 70-20-10 learning journey with validated business impact.

(The 70:20:10 stipulates 70% of an employee's development comes from on-the-job experiences, 20% from relationships and networking, and 10% from formal training experiences.)

The first year's (2013) delivery priorities were fopr CAL and Abilitie to develop the business acumen required to understand the transformation measures and the leadership skills to execute them in uncertain times. Measurement focused on satisfaction surveys, where only significant results would justify the programme's continued funding.



70-20-10

The 70:20:10 learning journey stipulates 70% of an employee's development comes from on-the-job experiences, 20% from relationships and networking, and 10% from formal training experiences

700

By the end of 2016, over 700 managers had gone through the programme and some 150 managers are planned for 2017

New aspects built on promising early results

Satisfaction-wise, 2013's ALP was a hit. But the impact had to be deepened. In 2014, senior managers from levels above ALP participants were recruited and trained as part-time mentors, so-called "Champions", who supported not just ALP but also a front-line manager programme.

For these Champions, a new programme was designed with CAL and delivered, the OBIC (Organisational Business Impact Champions), which included sessions run by C-suite executives. Impact measurement for ALP was extended beyond satisfaction into the realm of operations. Virtual follow-ups were introduced to cement learning.

Further refinement followed in 2015. The long-term journey of participants was accompanied by the Impact and Peer Accountability System (IPAS), CAL's online action-learning tool to support and measure goal-setting, reflective practice, co-coaching and the day-to-day application of learning. Line managers were engaged in participants' preparation and follow-up.

Leadership development instrumental in long-term transformation

Since 2012, Nokia's transformation and strengthening of its market position has gone very well (In 2014 Nokia sold its devices business to Microsoft, with the networks business forming the core of the new Nokia.)

Leadership development has played an important role in this journey. However, transformation is never painless and that also applies to leadership culture. At times, tensions and disagreements arose as the intensification of the programme demanded deeper commitment from participants, line managers and the Champions. But a common purpose – not to mention a healthy sense of humor all around – helped Nokia, CAL and Abilitie commit to the "norm" after any "storm".

Nokia's transformation work continues, not least because of the 2016 acquisition of Alcatel-Lucent. As new challenges arise, the need to shift or fine-tune leadership culture emerges. By extension, leadership development and the ALP have had to adapt. Cultural integration emerged as a top priority in 2016 and Abilitie pivoted its portion of the programme from finance to team decision-making and further leveraged the Nokia Champions as co-facilitators of the business simulation. CAL focused more on coaching and "pull" leadership.

Positive results build confidence for the future

Consistent with the dynamic leadership approach ALP preached, programme registration moved from nomination-based for one level of managers to open enrolment for three to four levels. It was not clear whether managers, already saddled with the extra workload of integration, would volunteer not only for four days of in-person training, but also for the long-term commitment of a 70-20-10 journey.

As it turned out, there was oversubscription as alumni enthusiastically promoted the programme: some participants even reported a "life-changing experience" that reduced stress levels, increased effectiveness and delivered material business value. Immediate satisfaction surveys have remained consistently between 4.5 and 4.8 out of 5.0. Participants' assessment of the practical value of the learning has been high and increasing, with over 90% reporting that they had been applying ALP lessons four months after the in-person session.

ALP participants have attributed significant financial benefits to the programme, with influences on leadership and team productivity, cost reduction, revenue and cash flow generation indicating a rapid return on Nokia's investment.

By the end of 2016, over 700 managers had gone through the programme and some 150 managers are planned for 2017.

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Diabetes UK, Ashridge Executive Education & Novo Nordisk

Tackling the UK's diabetes crisis

Collaboration and exploration has resulted in the creation of an innovative intervention to improve the lives of thousands of people in the UK living with diabetes. Despite facing a seemingly impossible situation the programme is producing major improvements in diabetes healthcare delivery, has addressed highly complex challenges and failings, and has led to multiple tangible changes – all *without* putting any extra strain on the health system or adding a single penny to the budget

The context and challenge

The number of people living with diabetes in the UK has doubled in the past 10 years, standing today at 4.5million. This is putting immense strain on health and social care services, costing the National Health Service (NHS) £10 billion annually and is exposing both a lack of patient education as well as dangerously inadequate specialist knowledge among healthcare professionals.

Basic errors in medication, mistakes and misdiagnosis are all too common occurrences for people with diabetes and the latest figures (Diabetes UK State of the Nation 2016) are alarming: of all deaths from diabetes 80% are avoidable; diabetes is now the major cause of blindness in working age people; 80% of limb amputations are 100% preventable.

Completing the picture, healthcare professionals are demoralised and exhausted from the daily frustration of not being able to meet patients' needs and deliver adequate levels of care while also cutting costs.

Furthermore, the ability of diabetes specialists to address the problems, to work outside their silos and roles, or even to build an understanding of the challenges across the diabetes pathway is non-existent given the pressures, hierarchical nature and fragmented organisational structure of the NHS.

A critical situation in desperate need of a solution

In 2013, the charity Diabetes UK was grappling with the following question:

How do you go about making changes in healthcare delivery that will lead to real improvements for people living with diabetes given the stark realities, systemic factors, lack of adequate resources and education, and a worsening financial situation?

Despite being initially unclear on the way forward, a collaboration between Diabetes UK, Ashridge Executive Education and Novo Nordisk, a global pharmaceutical company specialising in diabetes, began a process of exploration.

As Amy Rylance, Head of Healthcare Professional Engagement, Diabetes UK explains "underpinning our partnership was the belief that change needed to happen from within and that diabetes specialists in the NHS see very clearly what needs to happen but lack the knowledge, support and authority to affect real change." From this emerged the central idea of an initiative that for the first time brought together *all* elements of the diabetes pathway under the shared goal of making a genuine difference to diabetes healthcare. It led to the game-changing decision to recruit diabetes specialists from within the NHS into a new role as "Diabetes UK Clinical Champions".

Tasked with the remit of taking on evidence-based change initiatives, diabetes nurses, dietitians, GPs, pharmacists, consultants and podiatrists would work together as a community to understand and address the obstacles and challenges and to *make change happen*. This would occur within a two-year working process of highly relevant learning and development and extremely high levels of practical, hands-on support from the partners.

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Diabetes UK, Ashridge Executive Education & Novo Nordisk

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Turning the shared vision into a reality

The first cohort was successfully recruited in 2014. Champions were chosen for their frontline experience (rather than formal position/hierarchy) and for their *passion*. This was an essential criterion given that the role was completely voluntary, would be "over and above" their current jobs, and offered without personal gain or formal promotion for participants.

Despite being initially unsure if there would be any take-up for the role, the proposition, with its bold vision, development and support plan, offered healthcare professionals a glimmer of hope; a chance to make a difference, to change the downward spiral of worsening service provision in which they had found themselves and *put patients first* again.

"What happens outside the programme is why we're all here."

As the primary goal is to make a difference to diabetes care, there is an understanding by all involved that "what happens outside the programme is why we're here". The programme is therefore focused on enabling and empowering Champions to deliver change initiatives. The level of involvement from the partners in this process, both within and between each module – from practical resources and the provision of data, information, contacts and research findings to opening doors so that champions can engage policy decision makers directly – is far beyond that usually found in learning and development programmes. It means Champions never have to work in isolation or start from a blank page.

To ensure the development programme fully supported the overarching goals and Champions' needs the first module (four in total, each just 24hours due to participants' limited available time) was run as an open exploration with participants where shared learning and co-creation occurred.

Guy Lubitsh, Client Director at Ashridge, explains: "We didn't want to make assumptions about what was really needed until Champions had been recruited and worked with at least once".

65

As a result of the initiative, diabetes healthcare has been improved in ways previously believed impossible. To date there have been four cohorts comprising 65 Champions.

6.9%

Amongst other notable achievements Champions have reduced instances of serious, sometimes fatal, hypoglycaemic episodes in a hospital from 15.5% to 6.9%

The programme content addresses the specific challenges Champions will encounter as change agents within the UK healthcare system, including reaching out to complex groups, engaging patients and engaging local communities in change. Skill development is also highly relevant, from communicating business plans and stakeholder mapping to increasing personal impact, profile-raising and leadership resilience.

"Big players" from government and industry join the programme at key points to share their personal insights and shake-up misconceptions regarding leadership.

With the support, vision and development offered, the participants began to believe in themselves, imagining a different reality for diabetes care and growing the critical skills, confidence and understanding to lead change, influence across organisational boundaries, ensure diabetes is taken seriously, tackle 'threats to care' and deliver solutions.

The acquired title of Diabetes UK Clinical Champion was the pivotal factor for success (many participants refer to it as "the magic hat") that propelled each healthcare professional into being a leader and, crucially, gave them the credibility and authority they needed.

As a result of the initiative, diabetes healthcare has been improved in ways previously believed impossible. To date there have been four cohorts (65 Champions) and between them they have:

- addressed life-threatening practices
- improved inpatient safety
- prevented dangerous decisions being implemented
- reduced variations in care
- enabled patients to better control their diabetes

Specific examples of impact include:

- Reducing medication errors in a hospital from 46.9% to 26.7%
- Reducing instances of serious, sometimes fatal, hypoglycaemic episodes in a hospital from 15.5% to 6.9%
- Implementing new care guidelines
- Increasing the number of limb screenings from 77.8% to 91.3%
- Securing funding for a new role of Schools Educator in Wales
- Designing new staff training initiatives
- Delivering training to schools
- Reducing ambulance call-out numbers

> *"The programme has proved to be an initiative that challenged the dominant narrative and scepticism surrounding public and private partnerships and which puts the needs of people living with diabetes first*

As changes are experienced by professionals and patients up and down the country the energy, credibility and leadership of Champions for affecting positive change continues to grow. It's a snowball effect that serves to enhance the work, the result being that more is achieved daily, even beyond the original scope of the work.

Extending into the wider world of policy-making, commissioning, public engagement and education, Champions attend meetings in Parliament, host MPs in their clinics to highlight pressing diabetes care issues and offer themselves up without hesitation when there is a big national news item, helping Diabetes UK to get important messages out to the public.

"It is wonderful to be working with Diabetes UK on this ambitious initiative aimed at empowering a growing network of Clinical Champions. These are inspiring individuals who wish to become advocates for change and quality improvement in diabetes services across the NHS." Adam Burt, Director of Market Access and Public Affairs at Novo Nordisk UK

The programme has proved to be an initiative that challenged the dominant narrative and scepticism surrounding public and private partnerships and which is putting the needs of people living with diabetes first.

It also offers others an adaptable model for solving highly complex challenges – particularly for organisations no longer able to rely solely on themselves or their own resources to do everything – and reminds us all of the power of collaboration and of new possibilities made real through shared vision, belief and inventiveness.

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PricewaterhouseCoopers & PWC My Way

My Way: choose to go further

My Way, a transformational development programme at PwC, has proved its success in developing leaders who can inspire others by their words and actions

PwC is a network of members firms, mostly focusing on audit and assurance, tax and consulting services. PwC employs 223,468 people working in 743 locations in 157 countries and territories.

What is My Way EMEA?

My Way is a year-long sequence of learning experiences designed to make a significant difference to our key talent – senior managers and directors as they make the step up to leadership.

The programme is an optimal blend of:

- developing self-awareness using 360° tools, shadow coaching and executive coaching
- fostering virtual and in-person learning in teams of six and cohorts of 36
- innovative approaches to using digital and face-to-face elements

Created in 2005, 1,850 alumni are already making a positive and sustained impact across the PwC EMEA Region (Europe, Middle East, Africa). They act as role models, multipliers and change agents across the network.

Participants are themselves a strongly connected network, bringing our values and purpose to life and helping us achieve our strategy as the world, our business and that of our clients face unprecedented levels of disruption.

1850

Created in 2005, 1,850 alumni are already making a positive and sustained impact across the PwC EMEA Region (Europe, Middle East, Africa). They act as role models, multipliers and change agents across the network

My Way – not just a programme

In 2004, anticipating the volatility that was soon to engulf our world, a visionary team of leadership development specialists in PwC built a system that was adaptive to and predictive of the changing demands on our leaders – a system that would consistently equip our leaders to thrive and help others to do so no matter what challenges they face.

The programme would need to continually evolve and would ne ed a supporting ecosystem that would stay true to its central approach of developing leaders in the context of the whole person, a whole leader leading the organisation and society in teams; a whole leader with a mindset and skills to be agile and steady in the face of disruption.

Back in 2004 no one could have predicted just how volatile, uncertain, complex and ambiguous the world would be by 2017. It is in that VUCA world that My Way continues to develop relevant sustainable leaders who are innovative and valued and who lead with purpose.

"I have so many takeaways from My Way that I don't even know where to start! I've re-emphasised my values and now have them engraved in my heart. I developed a personal brand and leadership vision (which seemed very difficult to do at first but now seems so simple). Everything has a different perspective now – from building a highly effective team to work-life balance to maintaining a healthy lifestyle; the list goes on. It is by far the best development experience that I have ever had!"
Maye Ayoub, Egypt

A unique partnership

My Way was designed to be a partnership between the My Way team and the client. The client is the My Way Champion Group, which is made up of representatives from each of the 23 participating EMEA Countries. These territories own the programme and the My Way team delivers it.

Co-designing with a group of 23 champions is not without its challenges. Nevertheless, we have managed, year upon year, to build on the programme's core principles of forming the whole person, the whole leader. We ensure that the programme offers only what is on the cutting edge of leadership development.

The challenge and programme development

PwC's stated purpose is to build trust in society and solve important problems. But in a world of exponentially growing disruption – technological, geopolitical, societal and environmental – these problems are bigger and thornier than ever. And rising to the challenge of solving them is more critical than ever and even more critical to our clients, our people and our communities.

To rise to this challenge we need leaders who can inspire others by their words and actions. Leaders who embody PwC's values and purpose. Leaders who have a clear understanding of who they are and the impact they want to have. Leaders who can lead through the disruption we face. And we need these leaders in increasing numbers.

My Way is PwC EMEA's answer to this challenge. It identifies key talent from across the region and invites participants to go far beyond leadership styles and techniques and truly explore their personal identity as a leader.

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PricewaterhouseCoopers & PWC My Way

My Way: choose to go further

"We needed to develop our talent to lead PwC, its people and its clients into this volatile future and through the inevitable disruptions – leaders with vision, capable of crafting and owning their own journey and navigating their leadership with agility, compassion and courage

Participants build their own individual leadership visions, which guide them in creating lasting relationships with their clients and people and in co-creating value with everyone they interact with.

The programme equips them with a skillset and a mindset that will serve them well in the near and long-term future of increasing complexity, disruption and challenge.

"My Way was definitely the best programme I ever attended. It has helped me throughout my career in many ways, starting with reflection about myself and the impact my behaviour will have in business as well as with people inside and outside PwC."
Petra Raspels, Head of Human Capital and Board Member, Germany

The commitment

In order to meet this challenge the EMEA business leaders committed to a bold course of action to work together to build an innovative programme for key talent in a way that had never been tried before.

This may sound simple but in a network of member firms where local decision making is an important part of the local identity, it was a profound culture shift and one which would develop increased consistency, increased global acumen and a more internationally mobile group of leaders.

They committed to build an exceptional cross-border programme comprised of world-class experiences and interventions. The programme is 12–14 months comprised of three face-to-face modules delivered in exceptionally tranquil environments, complete with virtual and social learning for 250 participants each year and supported by exceptional faculty.

250

The programme is 12–14 months comprised of three face-to-face modules delivered in exceptionally tranquil environments, complete with virtual and social learning for 250 participants each year

41

1,850 alumni since 2005 from 41 countries, >40% become partners

Impact

- The retention rate of My Way alumni is 94% (weighted average per annum)
- 1,850 alumni since 2005 from 41 countries, >40% become partners
- Leadership programmes for experienced partners: 33% My Way alumni
- 1st Territory Senior Partner (PwC Finland) is My Way Alumnus Mikko Nieminen

Conclusion

Our challenge was to create a leadership development programme that could transform our key talent into leaders who will face a future full of great challenges but also enormous opportunities.

We needed to develop our talent to lead PwC, its people and its clients into this volatile future and through the inevitable disruptions – leaders with vision, capable of crafting and owning their own journey and navigating their leadership with agility, compassion and courage.

This programme itself is agile and nimble enough to adapt to the volatility in real time. It both guides participants while being responsive to the needs of their individual journeys. We have risen to that challenge and have built a programme that truly allows each individual future leader to learn, grow and flourish "My Way".

Note: Alumni figures are as submitted at the time of the application

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ANZ & University of South Australia Business School

Growth partners

Financial services companies are experiencing disruption on a global scale. Banks in particular are recognising that they need to demonstrate relevance, provide value and find new ways to differentiate themselves

Australia and New Zealand Banking Group (ANZ to the world) understands that one way to remain relevant is to help its customers grow their companies by providing knowledge capital as well as financial capital. ANZ believes that being "the bank that helps my business grow" aligns with its strategy and could be a major differentiator in the market.

In 2013 the University of South Australia (UniSA) developed a strategic plan, "Crossing the Horizon 2013-18" that positioned itself as "The University of Enterprise".

This plan described how UniSA would become a leading contributor to Australia through innovative solutions to social, economic, political and technological challenges; creative contributions to the prosperity and wellbeing of the nation; and building and maintaining productive partnerships with industry and the business community.

UniSA's Pro Vice Chancellor for Business and Law approached ANZ to outline the business school's intent to create a Centre for Business Growth and asked ANZ to sponsor a Chair and provide initial funding as a Foundation Partner of the Centre.

ANZ agreed, funded the ANZ Chair in Business Growth and provided funding for an "ANZ Business Growth Program" to be delivered to a set of ANZ business customers with turnover of $A5 million – $50A million turnover. Approximately 50 companies would attend the Centre's growth Assessment Clinic, with 10 of those companies being selected to continue on in the Centre's nine-month business Growth Modules.

Within two weeks, the Centre started delivering ANZ Assessment Clinics to ANZ customers and identifying some of the problems inhibiting their growth. Since then, 158 companies (including 158 CEOs and over 60 executive team members) have participated in the ANZ Assessment Clinics and Growth Modules.

Effective partnering agreement

ANZ's Director of Strategy for Corporate and Commercial acted as the internal champion for the partnership between the UniSA Business School and ANZ, influencing several ANZ executives in Australia to contribute the funds. ANZ also committed staff to manage the ANZ Business Growth Program. The CEO of ANZ has met twice with the companies in the ANZ Business Growth Program and was engaged and interested in each company's business growth journey.

Each year, for the past three years, 54 CEOs (on average) have been invited to an ANZ Assessment Clinic and 10 companies (the CEOs plus two executives per company) have been selected for the ANZ Growth Modules. Each year the ANZ Chair in Business Growth provides two *Insights Report* to ANZ that include aggregate information about the CEOs who came to the Clinics and the 10 teams of executives who attended the ANZ Growth Modules.

The reports summarise issues impeding the companies' growth, with key insights into the challenges companies face when growing. The

158

Since it started 158 companies (including 158 CEOs and over 60 executive team members) have participated in the ANZ Assessment Clinics and Growth Modules

> *UniSA planned to become a leading contributor to Australia through innovative solutions to social, economic, political and technological challenges; creative contributions to the prosperity and wellbeing of the nation; and building and maintaining productive partnerships with industry and the business community*

Insights Reports are proprietary to ANZ and are being used to provide the bankers with insights about small and medium companies and have enabled ANZ bankers to have more relevant conversations with customers.

Learning and development initiative

The process begins with ANZ bankers nominating companies for the Clinic. The first year the ANZ Chair interviewed those nominated and selected Clinic attendees. Once the ANZ Program Manager understood the selection criteria, she vetted the nominees, made the selection and sent the names and contact information to the Centre.

From there, the Centre staff communicate with the CEOs and ask them to gather and upload specific information about their business (financial, marketing, organisation, product, customers) to a secure, online platform.

Each Clinic is designed for six CEOs, facilitated by two "Growth Experts" who have started, grown and exited a company, that is, have experienced company growth. Prior to the Clinic the Growth Experts review all materials submitted by the CEOs then teach the content, provide coaching, and facilitate peer discussions and learning. The structured format is consistent across all Clinics.

Upon completion of the Clinics, the ANZ Chair in Business Growth identifies 10 companies who will benefit most from the nine-month intensive ANZ Growth Modules. ANZ reviews the companies, then the Centre extends an invitation to the 10 selected CEOs, with the understanding that they must bring two executive team members with them to the ANZ Growth Modules.

The three Growth Modules, delivered over nine months, include content from

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ANZ & University of South Australia Business School
Growth partners

the Centre's Knowledge Framework for Growth, delivered by the ANZ Chair and Growth Experts, facilitated discussions, peer learning, and action planning, plus opportunities for executive teams and CEOs/MDs to have discussions with each other as well as with other executives in the programme, all of whom are trying to learn how to grow their companies.

Proven business impact

The impact on ANZ's customers includes:

- increased revenue
- higher profitability
- new jobs added
- company alignment around a growth strategy
- improvements in marketing and sales
- exports to more countries
- creation of a culture required for growth
- understanding what leadership is required for company growth
- attracting and retaining the people needed for growth

CEOs who have graduated from the programme are very loyal to ANZ. In addition to increased "stickiness", it has enabled ANZ to demonstrate its purpose – "helping people and communities thrive".

Companies who have graduated from the ANZ Business Growth Program continue to call the ANZ Chair and Growth Experts for advice, report success, and participate in the Centre's longitudinal study of companies who have gone through clinics and modules. The Centre sends them monthly newsletters, offers webinars and invites them to participate in other programmes. Companies are continuing to grow and happily speak to subsequent cohorts about the programme's impact on their company. Some 94% of the CEOs say they would recommend the programme to other CEOs.

> *"CEOs who have graduated from the programme are very loyal to ANZ. In addition to increased "stickiness", it has enabled ANZ to demonstrate its purpose – "helping people and communities thrive"*

	Aggregate Results 2014-15	Aggregate Results 2014-16
Revenue	**+24%**	+**93%**
Profit	**+29%**	**+100%**
New employees added	**114**	**+146**
Export to new countries	**+5**	**+ 15**

Continued commitment

The relationship between ANZ and the Centre is core to the success of the programme and continues to strengthen. The ANZ Program Manager and the Centre's operational staff have scheduled calls and face-to-face meetings. The ANZ Chair also meets with and presents to ANZ's Senior Leadership.

ANZ's continuing sponsorship through 2020 includes support for digital innovations that will enable the Centre to deliver Clinics to more business customers including those in regional and rural areas, growth content developed by the Centre for ANZ, and discussions about a growth programme specifically designed for agribusiness companies.

This project has been transformational for all involved: the Centre's programmes have enabled ANZ customers to grow and assisted with banker education; the *Insights Reports* are informing ANZ's Senior Leadership and Business Relationship Managers about the challenges faced by their business customers; ANZ's desire to offer these programmes to hundreds of customers has encouraged the Centre to innovate and develop new delivery modes and channels. In July 2017 the Centre became the Australian Centre for Business Growth, reflecting the vision that ANZ and UniSA share: to enable more Australian companies to learn how to grow.

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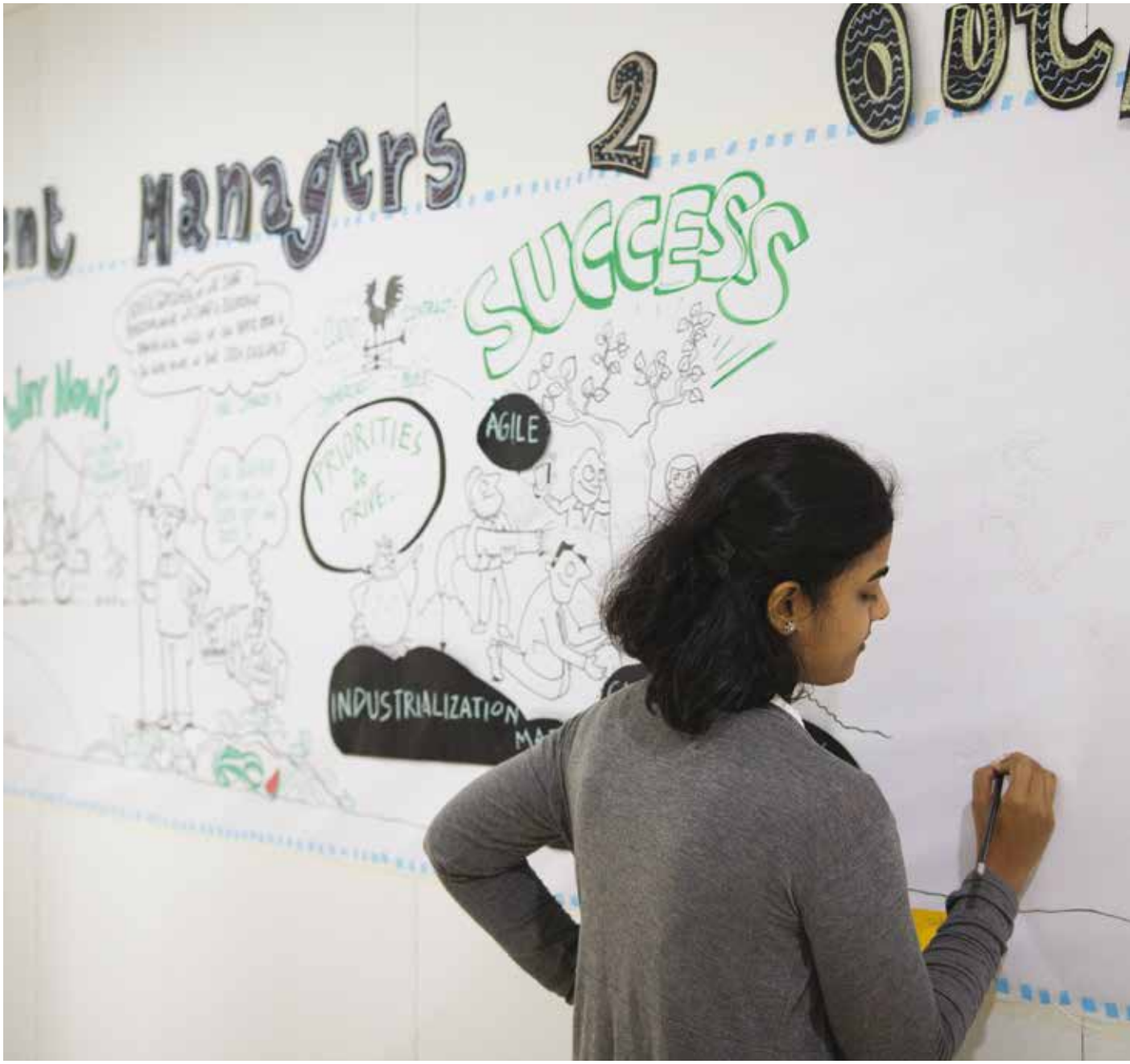
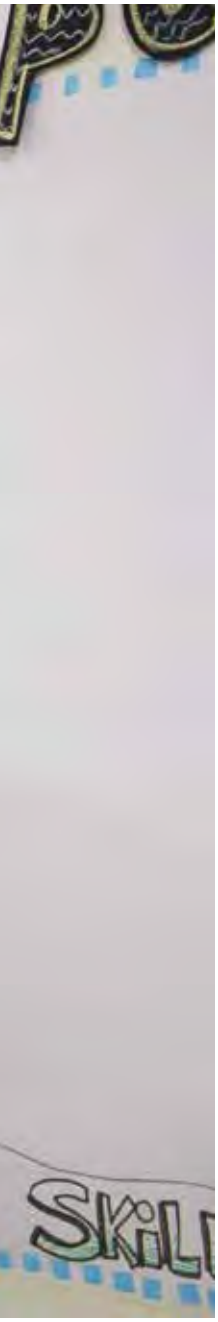
Capgemini & Capgemini University

Curriculum, certification and community





The Engagement Managers transformation programme has united Capgemini's main delivery roles with a common global curriculum, certification framework and community to drive a greater competitive edge

In early 2013, Capgemini's senior "engagement managers" (EMs) met to share their views and agree the direction for an integrated global EM community.

Drawn from countries and business units spanning the whole Capgemini Group, their task was to make sure the global engagement managers' community was aligned with Capgemini's strategic objective of reaching the "Champions League" of global IT service companies.

They concluded that bringing together the roles of project managers, service delivery managers and transition managers to create a common community in terms of training, certification and knowledge sharing would improve Capgemini's margins, revenue and global footprint.

The actions identified to do this were based on the alignment and integration of the professional journey, curriculum and training delivery, certification, criteria and processes and one community with related mobilisation and communication needs.

In close consultation with Capgemini University, the EM community agreed to embark on the implementation of a series of actions for the professional journey, including building a common framework for the unified curriculum, identifying competencies at each level, mapping training and certification to the professional journey and communicating the plan to (and mobilising) the community.

Together with the EM community, Capgemini University took the lead to make plans, create deliverables, share progress with the wider community and their local leadership, help with localising and translating content and drive the implementation of the EM transformation across the whole Capgemini group.

Certification framework

The new EM certification framework defined competencies across five levels, from Foundation to Level 4, which were cantered on the four key principles of sales, delivery, finance and people. The training and certification criteria were then added to create the professional journey. The chosen metaphor was the EM "Tree", consisting of roots, branches and a crown:

- **Foundation modules (the roots):** common for all roles, with some specialisation for different types of engagements
- **Level 1 and Level 2 (the branches):** core and specific modules for the different roles, which take into account the increasing complexity that the engagement manager faces
- **Level 3 and Level 4 (the crown):** common to all roles, including the most complex and challenging engagements

While the "foundations" level of this certification is primarily curriculum-based (mandatory modules and a multiple-choice exam) the four other levels are performance-based, meaning that candidates must not only answer knowledge and scenario-based questions but their performance in the field, including feedback from peers and managers, and contribution to the community and development of others, is also part of the assessment.

Curriculum and community-based learning

Capgemini University delivers learning interventions in the EM curriculum using a full range of learner-centric mechanisms. The

SILVER

Capgemini & Capgemini University
Curriculum, certification and community

certification modules of the EM curriculum consist of classroom programmes, blended learning journeys, elearning modules and exams.

In addition, the wider training curriculum features skills and content boosters, classroom programmes, elearning modules and the "EM Contribution Game," a challenge over six weeks that pits teams of EMs against each other as they run a business game simulating a real project.

The skills and content boosters are user-driven (social learning) content developed by the EM community that are aligned to the four EM principles (sales, delivery, finance and people) and address market and business priorities.

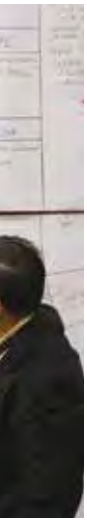
The university has worked to upskill senior EMs to become university-qualified facilitators (in addition to their day-to-day responsibilities), capable of delivering effective training that is closely linked to real engagement experiences and which drives business outcomes more effectively.

Capgemini University has also capitalised on community-based learning through regular campus events. Each year, the university brings together around 200 top performers from the global EM community for learning and mobilisation events in France and India. Participants network, collaborate on challenges, build community plans and take away best practices to pass on to their respective units. In addition to building the EM community, these events are also used to develop new content for use in the wider community.

Results

The implementation of the EM programme has driven a significant increase in the number of certified engagement managers across the group. Starting from a base of approximately 1,800 in 2013, Capgemini reached just over 5,000 certified EMs by the end of 2016. The EM programme has also delivered a positive contribution to the group's profitability on key engagements. Results clearly show that having certified engagement managers correlates to a higher degree of profitability on a larger number of engagements.

In addition to a common curriculum and certification framework, Capgemini has also built one of the largest internal communities in the group over the past four years, driving a culture of knowledge sharing and common language among its members. The impact is a more rounded EM that has a broader understanding of the many different types of engagements the group delivers while providing a culture of better standardisation and productivity and ensuring improved client satisfaction ratings.



5000

Starting from a base of approximately 1,800 in 2013, Capgemini reached just over 5,000 certified EMs by the end of 2016.

About Capgemini

With more than 190,000 people, Capgemini is present in over 40 countries and celebrates its 50th Anniversary year in 2017. A global leader in consulting, technology and outsourcing services, the group reported 2016 global revenues of €12.5 billion. Together with its clients, Capgemini creates and delivers business, technology and digital solutions that fit their needs, enabling them to achieve innovation and competitiveness.

Key success factors

From the outset, the decision to put the EM transformation programme in the hands of the EM community has served to put the learners at the centre of the programme's design, content creation, delivery and upkeep. Some other key successes factors include:

- Using a common metaphor for certification – the tree – has given everyone a shared vision and a common goal
- Listening to the regions and investing time to understand and accommodate local variations has removed potential obstacles to adoption
- The use of community-based learning through campus events and facilitators from the community has created opportunities for best practices to spread across regions

Four years on, new engagements are staffed based on the required certification level for that engagement. Engagement managers know that they cannot run a prestigious project without the necessary certification and the group's leadership knows that they need to staff new projects with certified EMs or run the risk of encountering delivery problems.

The EM transformation programme has empowered Capgemini's engagement manager community to deliver a true win-win: better results for Capgemini – and its clients.

About Capgemini University

Established in 1987, Capgemini University offers training to all of Capgemini's employees worldwide through its international campus (located at Les Fontaines, near Paris) as well as through virtual classrooms and elearning programmes. As a tool for the alignment a nd acceleration of Capgemini and clients' ambitions, the university plays a key role in developing employees' skills and capabilities by delivering a learner-centric end-to-end experience, leveraging the principles of digital age learning. In 2016, Capgemini University delivered over 4.1 million learning hours to over 182,000 employees.

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Excellence in Practice 2017

SILVER

Old Mutual Wealth & Accelerance

Putting trust in the future

How Accelerance and Old Mutual Wealth developed a strong and collaborative partnership

The "Enabling Positive Futures Programme" is a powerful example of the impact organisations can achieve through a dynamic relationship model we call "Trust-based Partnerships".

Such partnerships create the optimum conditions to challenge assumptions and identify what must change. The result is a pathway to innovative learning solutions that deliver significant and measurable improvements in leadership effectiveness and business performance.

What did Accelerance and Old Mutual Wealth (OMW) achieve together?

- 90% of the alumni of the programme stated that, due to it, they were collaborating more with peers, providing more effective and constructive feedback to their teams, and reported that the programme had been valuable to their careers
- 75% of the participants' stakeholders stated, via an end-of-programme 360-degree feedback process, that the participants had become more effective as leaders, had improved their focus on clients, and that the activity of their teams was more tightly aligned to the execution of the OMW strategy.

How did we do it?

We have identified four key attributes, which drive our successful "Trust-based Partnership":

- Invest in building relationship capital
- Learn about ourselves as organisations
- Gain access to the business and the executives who lead it
- Challenge the developmental *status quo*

90%

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75%

75% of the participants' stakeholders stated, via an end-of-programme 360-degree feedback process, that the participants had become more effective as leaders

"Financially investing in the partnership facilitated a collaborative dialogue, built on trust, which helped both organisations challenge each other and ultimately raised the "level of play"

Invest in building relationship capital

Like all relationships ours took time and effort to build. Many organisations pay lip service to establishing partnerships with their suppliers or customers but often reduce the relationship to a transactional nature, which is rarely effective in delivering tangible impact.

Why?

It might be the product-oriented focus of a supplier, a client belief that fulfilling intellectual curiosity is enough to deliver behavioural change or an unwillingness to "invest" in partnerships due to fiscal pressures.

However, many client organisations also find themselves in dynamic and competitive environments. Others are attempting to reimagine their business models through strategic transformation and change initiatives.

In 2014, OMW found itself in exactly this situation.

Its leaders faced a set of "adaptive challenges" associated with the transformation they needed to navigate. They understood what needed to change but did not know exactly how to achieve it. Navigating these challenges required their leaders to focus on learning, experimentation and constructive failure to move forward.

OMW understood that creating a developmental solution in this environment would require the same focus, which is why it sought a partner who would invest in building the high levels of relationship capital required to build a platform for success.

Financially investing in the partnership facilitated a collaborative dialogue, built on trust, which helped both organisations challenge each other and ultimately raised the "level of play".

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Old Mutual Wealth & Accelerance

Putting trust in the future

Learn about ourselves as an organisation

Increased self-awareness is critical to improving leadership effectiveness for individuals and organisations, which is why both gain so much from a rigorous "discovery" process. Exploration of fundamental questions opens the door to important insights regarding "what needs to change and how to change it".

Organisations that do not engage in constructive analysis tend to pursue the same developmental goals, using techniques they are comfortable with, and expect a different outcome.

Isn't that a version of Einstein's definition of insanity?

In our case, OMW had articulated its "vertically integrated" strategy but many uncertainties remained. Divestiture of legacy businesses and acquisition of new businesses in quick succession had led to people asking "how would the pieces fit together? How would governance structures work and how would leadership teams change?"

Unfortunately, many leaders were making assumptions about the future based on their experience and personal opinions, which led to fractured approaches.

We quickly realised that the choices, made in an earlier context, were no longer working. Worse, some of these choices, and their associated leadership practices, had the potential to inhibit future success.

This insight opened the door to exploring new choices in the new context, which yielded greater impact.

Gain access to the business and the executive who lead it.

Leaders value development that focuses on the drivers of individual success and practically addresses obstacles to success within the current context.

The individuals who have the greatest understanding of these challenges and context are the leaders of the business – both the target participants and their management.

So, it is critical to engage these leaders in a conversation to understand their top priorities and concerns as well as discover any issues that may inhibit success. Only through an open dialogue with "the business" could our partnership gain the insights required to create a high-impact solution.

The myriad conversations we had with leaders across OMW enabled us to:

- Identify challenges and clarify "myths" about "the way we do things around here"
- Capture leaders' fears, and those of their teams, about their prospects

It is natural to "protect" senior leaders and executives from frivolous conversations with external consultants and suppliers. However, we would never have identified or understood the divergent leadership perspectives that existed within OMW without being granted a broad level of access to leadership groups across the company.

Instead, we would have proceeded under false assumptions based on "rose coloured" assessments of the challenges and issues – not on the reality on the ground.

Our access to these leaders was critical to creating a learning solution that has delivered significant impact far beyond the leadership effectiveness of the programme participants.

> *It is natural to "protect" senior leaders and executives from frivolous conversations with external consultants and suppliers. However, we would never have identified or understood the divergent leadership perspectives that existed within OMW without being granted a broad level of access to leadership groups across the company*

Challenge the developmental *status quo*

All organisations have developmental cultures and philosophies. In most organisations, certain learning methodologies are well accepted and others are not. For example, psychometrics may be commonly accepted but others, such as 360-degree feedback, may be less welcome.

Once again, earlier choices play a significant role in determining "how things are done around here". That's why it can be inherently difficult to explore solutions that challenge the prevailing developmental "comfort zones".

By accepting a simple premise – *"new challenges require new solutions"* – OMW adopted an "exploration mind-set", open to new approaches that were not in its developmental playbook.

Was there resistance to challenging the *status quo*?

Yes.

Specific developmental philosophies drove the career identities of several stakeholders and some executive decision makers were hesitant to pursue solutions that bumped up against developmental norms.

Our "Trust-based Partnership" mitigated these resistance points because:

- Relationship capital was built, trust was high, and credibility firmly established
- An exploration mindset challenged assumptions to discover the real drivers of success
- Senior business leaders were an integral part of the conversation and open to new solutions

Final thoughts

The investment in time and resources to establish our "Trust-based Partnership" was critical to the success of the Enabling Positive Futures Programme.

"Trust-based Partnerships" may not be effective for all organisations due to financial limitations, legacy developmental cultures or the product-focused business models of a supplier.

However, they are very effective for organisations that are in dynamic and competitive environments – or undergoing significant business transformations.

They also benefit organisations that place a premium on increasing leadership effectiveness as a driver of business performance and source of competitive advantage.

For Old Mutual Wealth, which was navigating a dynamic business environment, driving rapid transformation and believed that superior leadership provides competitive advantage, the establishment of a "Trust-based Partnership" with Accelerance was the perfect solution.

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Excellence in Practice 2017

SILVER

Norwegian Armed Forces Study Center & BI Norwegian Business School

Responding to the challenge

The Norwegian Armed Forces and BI Norwegian Business School establish a three-year masters degree programme to combat national security challenges

The key challenges facing Euro-Atlantic security such as terrorism, hybrid warfare and organised crime are deeply interconnected and, with that, so are their solutions. No single agency, discipline or nation can face these threats alone. In order to effectively enhance our operational capabilities and address the emerging security challenges of our time, relevant stakeholders from different communities must be engaged in the decision-making process. By merging personnel from relevant agencies, BI and the [Norwegian] Armed Forces are taking important steps to bringing common solutions to our common challenges."
Jason Wiseman, General Secretary Atlantic Treaty Association (ATA), Brussels

The Challenge – improve national security

On July 22nd 2011 Norway was hit by the worst terrorist attack in its history. The prime minister's office and government headquarter in Oslo were reduced to rubble by a truck filled with explosives. The terrorist Anders Behring Breivik continued on his rampage, killing 69 people at the Labour Party's summer camp, most of them teenagers. The nation was in shock and its people demanded answers. How could this happen?

The official inquiry, "the Gjørv Commission", pointed at system failure in the national security apparatus, concluding that attitudes, culture and leadership within the security organisations and their ability to co-operate was largely to blame.

Security organisations are struggling with new challenges – Ukraine, Middle East, cyber/hacking, hybrid warfare, ISIS and jihadi terrorism – the context is global and the world of threats is changing more rapidly than ever.

The programme: An holistic approach with multiple-sector co-operation

"Security presents fundamental challenges [that] cannot be resolved by independent and sector-specific treatment but rather needs a more ambitious, co-ordinated and holistic approach."
European Commission, HORIZON 2020, Security

The Norwegian Armed Forces in co-operation with BI Norwegian Business School established a three-year masters degree programme to take on the national security challenges. BI proposed establishing a joint competence and networking platform, inviting the military, the justice/police sector, the private sector and NGOs to work bottom-up solving security challenges together. The programme targets mid-level and top-level managers working within, or with responsibilities to, the security domain.

Business school faculty with competences in leadership, innovation, economics, public governance, culture and others are working closely with former heads of the armed forces, intelligence service and police in developing and delivering the programme. The participants are encouraged to bring challenges from their own organisations into the programme and develop new ways and solutions through cross-disciplinary collaborative projects.

Excellence in Practice 2017

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Norwegian Armed Forces Study Center & BI Norwegian Business School

Responding to the challenge

Learning and development – into the unknown

The programme is designed through a co-creative, innovative and exploratory process. The objective is to develop capabilities at three levels (see Figure 1):

- Exploitation – do things better and more efficiently – applying known solutions, tools and methodology to known problems
- Innovation – developing new solutions and ways – staging co-creative problem-solving processes across disciplines, sectors and schools of thought
- Exploration – new insights for the future – staging exploratory innovation processes and piloting

A key principle in the design and delivery of the programme was to make a close connection between it and current ongoing security challenges. This means that the programme needs to evolve continuously, concerning topics, examples and sites for delivery. As a start the following sites were chosen:

The Ukraine Crisis programme module

When Russia escalated its hybrid warfare operations in eastern Ukraine in March 2014, the government, the armed forces and media in Norway started asking what the consequences would be and how should we respond. The BI project team started developing a Ukraine thematic module held in 2015 and 2016 in co-operation with Central European University Budapest, OSCE, the EU delegation to Ukraine and the Norwegian Embassy in Kiev.

The three-day module for the programme focused on understanding the conflict, discussing new hybrid warfare, impacts on the EU and Norway and how the participants as leaders should work with these challenges in their own organisations.

The Paris-Brussels terrorism programme module

In spring of 2014, Europe faced an unprecedented stream of refugees. The humanitarian situation was dire and Europe opened its borders to millions. ISIS and other terrorist organisations infiltrated the stream of refugees and Europe faced a new threat from trained jihadists.

In 2015-16 Europe faced a string of terrorist attacks claimed by ISIS - Brussels, Paris, Nice, Berlin. After the Paris Baticlan attack in November 2015, the BI project team started developing a Brussels and Paris module where the students could learn from policy makers and those who were responsible for the police operations.

Saad Amrani, deputy police commissioner of Brussels, held a lecture and engaged in dialogue on the lessons learned. The Atlantic Treaty Association (ATA), with secretary-general Jason Weisman spoke about NATO's new challenges and the participants met with the Norwegian NATO delegation in Brussels and discussed NATO's new focus on counter terrorism.

The impact – improving national security

"The master programme has improved my competence and role as a leader. I can resonate and communicate with references to theoretical frameworks. The combination of projects and thesis has given [me] a deeper insight to areas that enables me to do a better job as a leader. The programme has challenged and changed me as a person, I would strongly recommend the programme to military, police and other people working with security."

Kjetil Bertel Sletten Major, Section Commander planning

100

By the end of 2016, there are about 100 mid-level managers participating in the programme and the network of external people working within the security field that is involved is also close to 100

Figure 1
Keeping pace with developments in the security field

Establishing a collaborative competence and networking platform

A significant impact of the project has been the creation of a new competence and networking platform to enable parties to meet on neutral ground and address common challenges. By the end of 2016, there are about 100 mid-level managers participating in the programme and the network of external people working within the security field that is formally or informally involved is also close to 100.

The combined output from participants' projects and thesis work

The core of the programme is developed on impact-driven projects that can be executed and implemented during the course of the programme. Projects and thesis work is started early and participants are encouraged to identify the "unknowns" in their organisations, choose projects of strategic value, work in cross-disciplinary teams, and develop concepts and solutions that can be implemented in their own organisation.

Key people from external organisations are encouraged to take roles as advisors to the projects, especially the main thesis. This increases the relevance and a higher degree of probability of implementation and piloting of findings, recommendations and conclusions.

The participants deliver four smaller semester projects and one large one-year thesis project that ideally should run over the full three years. The direct impact on society can be measured as the combined results/ value from all the implemented projects.

An international programme encouraged by the Atlantic Treaty Association

ATA's Wiseman says he has only seen this type of comprehensive and ambitious cross-disciplinary programmes in the US and UK and not those not involving business schools. To see this type of programme coming from a smaller country in Europe is new and very positive.

The programme has been established on the international arena with encouragement and support from ATA. The programme is now promoted with support from ATA to participants from new NATO member states.

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Call for entries 2018

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

What a wonderful way to reinforce learning through this award process! Many thanks to EFMD and the jury panel for taking the time to help us learn and improve from this experience

Melissa Janis, VP Leadership & Organisational Development, McGraw-Hill Education

Mars is thrilled to receive this award that recognises the mutually beneficial partnership we have had for 10+ years with the Center for Creative Leadership (CCL)

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

Next Deadline for Submission
01 March 2018

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

Information session webinars

For registration: **www.efmd.org/events/webinars**

- Monday 11 December 2017 – 10:00 am CET
- Tuesday 9 January 2018 – 5:00 pm CET
- Thursday 1 February 2018 – 1:00 pm CET

Contact

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Excellence in Practice Award (EiP) Gold Winners since 2013 include:

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