



Excellence in Workplace Learning and Performance

The ASTD Awards 2001





The 2001 ASTD Awards

*A*STD proudly announces the recipients of the ASTD Awards for 2001. The awards recognize and celebrate outstanding contributions and achievements in advancing learning and performance in the workplace.

The work of the individuals, teams, and organizations being honored illustrates the impact learning and performance have on creating a competitive advantage for businesses and organizations worldwide. What makes their achievements all the more noteworthy is that they affirm the value of human resources in the equation for organizational success.

On the pages that follow you will meet this year's award recipients. They join a prestigious group of previous honorees who have demonstrated commitment to excellence, innovation, and service. What they have accomplished and what has been learned from their efforts create a truly admirable legacy – and build a foundation for equally impressive contributions to workplace learning and performance in the future.

Awards are presented in the following three categories:

ADVANCING WORKPLACE LEARNING AND PERFORMANCE

Individuals are recognized for contributions in advancing the state of the profession and for their public support for workplace learning and performance.

EXCELLENCE IN PRACTICE

Presented to organizations, these awards and citations recognize results achieved through the use of practices, interventions, and tools from the entire scope of workplace learning and performance.

ADVANCING ASTD's Vision

Individuals and teams are honored for their contributions to the goals and vision of ASTD. *Awards in this category are not being presented this year.*



ADVANCING WORKPLACE LEARNING AND PERFORMANCE

The awards in this category recognize individuals for contributions in advancing the state of the profession and for their public support for workplace learning and performance.

For almost 40 years, Ed Lawler has defined the concepts and elements of how organizations are structured, jobs are designed, and employees are rewarded. His foundational research on motivation, work design, and reward systems has formed the basis for many successful practices in today's workplace. He was a pioneer in employee involvement and an early champion of the importance of quality of worklife in the success of organizational goals.

Lawler defined the principles that underpin today's thinking about how to motivate people. His *Motivation in Work Organizations* in 1973 is one of the most often cited books on motivation in the workplace. With L.W. Porter, he asserted that expectancies are critical in directing behavior. The Porter-Lawler expectancy theory states that people are motivated based on their perception of how likely their work is to lead to successful performance. Organizations need to be designed so that individuals can perceive the connection between performing well and obtaining rewards that they value. The popular term "line-of-sight" captures the expectancy theory view that, in order to be a motivator, a reward must be seen as important and obtainable by the individual.

Lawler sees job design as having an important impact on motivation, job satisfaction, and performance. His highly regarded article, "Effects of job redesign: A field experiment," with co-author Richard Hackman, helped define job enrichment and prompted organizations to change how jobs are designed.

Another major contribution has been Lawler's work on employee involvement. He encouraged the use of joint labor and management employee involvement committees, and researched their effectiveness. His work on the participation design model identified four features that characterize employee involvement — power, information, knowledge, and rewards. How organizations distribute these four elements defines whether or not the organization is one of hierarchy or empowerment.

LIFE TIME ACHIEVEMENT IN WORKPLACE LEARNING AND PERFORMANCE

This award recognizes an individual for a body of work that has had significant impact on the field of workplace learning and performance.

A central principle in his work is that "participative management systems have a positive impact on productivity, quality of products or services, worker satisfaction, and competitiveness."

The major part of Lawler's career has focused on designing compensation systems to reinforce behaviors that will achieve business strategies, including performance appraisals, pay for performance, and rewarding team performance. His recent work has been on skill- or competency-based pay systems and CEO compensation. He is adamant, however, that organizations need to use both intrinsic and extrinsic rewards to motivate employees.

Ed Lawler is distinguished professor of business in the management and organization department of the Marshall School of Business at the University of Southern California. His is also founding director of the school's Center for Effective Organizations. He started his academic career at Yale University and then taught at the University of Michigan before joining USC.

In 1992, he was named by *Business Week* as one of the leading management experts in the U.S. He has authored and co-authored 34 books and over 200 articles. His work has been translated into 10 languages. His most recent book is *Organizing for High Performance*, 2001. Other recent books include *The Ultimate Advantage*, 1993; *Organizing for the Future*, 1993; *Creating High Performance Organizations*, 1995; *From the Ground Up: Six Principles for Creating the New Logic Corporation*, 1996; *Tomorrow's Organization*, 1998; *The Leadership Change Handbook*, 1999; *Rewarding Excellence*, 2000; and *Corporate Boards: New Strategies for Adding Value at the Top*, 2001.



Edward E. Lawler III

Allison Rossett brings new thinking to the mainstays of the learning and performance profession. A straight talker, and at times irreverent, she tests assumptions and conventional practices. She is daring enough to suggest that the need for rapid development of instruction in today's organizations may outweigh adherence to traditional models for instructional design.

Rossett's work focuses on the nexus of education, information, and technology. A professor of educational technology at San Diego State University in San Diego, California, she has devoted her career to the development of training and technology professionals. She has been an unwavering voice warning that training professionals have to be performance and systems players to effectively deliver what organizations need. She championed changes in academic curriculum to include organizational culture, processes, and systems so that instructional technologists are equipped to take on an expanded performance role.

Rossett is the ultimate educator—in the classroom, on the Web, in her writings, and speaking to groups. Her energy and her liberal use of metaphors enliven the discussion whether it is on the future of the profession or the necessity of performance analysis. She emphasizes the importance of instructional design and warns of being dazzled by technology or seeing technology as a panacea. Bad training remains bad, she says, because of bad instructional-design decisions. It is not improved by the color, sounds, and animations enabled by technology. Rossett recently edited the *ASTD E-Learning Handbook*, where she welcomes passionate, detailed, tangible, and even critical views of e-learning and workforce development.

DISTINGUISHED CONTRIBUTION TO WORKPLACE LEARNING AND PERFORMANCE

This award is given to an individual for an exceptional contribution of sustained impact on the field of workplace learning and performance.

She insists on the basics of performance analysis and needs assessment—analysis is not optional. A realist, she delves into the barriers presented by individuals and organizations and provides guidance and actions to break through the resistance and establish aligned solution systems. Knowing that practitioners face ever-increasing demands for speed, she outlines ways to tackle cycle time without sacrificing data-driven planning.

Rossett is a keen observer of the field and offers practical tools and approaches. "The translation between theory and practice—that's the sweet spot for me," she says. As a consultant and teacher, she moves among the three arenas of corporations, higher education, and public education. She shares the learning and experiences of one world with the other—putting theory into practice and bringing practical experiences to university students.

An award-winning author, Rossett has written numerous articles and five books: *The ASTD E-Learning Handbook: Best Practices, Strategies, and Case Studies for an Emerging Field*, 2002; *Beyond the Podium: Delivering Training and Performance to a Digital World*, 2001; *First Things Fast: A Handbook for Performance Analysis*, 1999; *A Handbook of Job Aids*, 1991; and *Training Needs Assessment: Techniques in Training and Performance Development*, 1987. In 2000, she was named to the HRD Hall of Fame.



Allison Rossett



Frederick W. Smith is chairman, president, and chief executive officer of FedEx Corporation, a \$20 billion global transportation and logistics holding company.

Under Smith's leadership, FedEx Express (FedEx) has continued to strengthen its industry leadership over the past 28 years with total commitment to continuous workplace learning to ensure quality service and performance by all employees. Smith instituted a philosophy, called People-Service-Profit (P-S-P), which maintains that when a company establishes a respectful and rewarding culture for employees, they will deliver exceptional service. Customers, in turn, will reward the company with their business and loyalty, creating a profitable enterprise and resulting in job satisfaction and security for its people.

Since the beginning, Smith has viewed training as a competitive advantage. He required mandatory training for all employees, including managers. In the mid-1980s, Smith advocated job-knowledge testing tied to pay for performance for customer-facing employees. At the time, FedEx was one of only a few companies mandating twice-yearly knowledge testing. The program soon evolved into one of the first multi-media, computer-based training initiatives, which, at the time, was second only to the U.S. military's training program. Smith also advocated mandatory management training. He created "Leadership Principles" courses for all levels of management, which focused on skills, people, and the P-S-P philosophy. Additionally, to maintain a continuous channel of communications with all employees, Smith championed the creation of a companywide internal television network called FXTV, featuring satellite uplink technology for live broadcasts. Its main objective was to communicate strategic messaging as well as specific information to employees in various divisions.

CHAMPION OF WORKPLACE LEARNING AND PERFORMANCE

This award honors an individual from outside the field whose advocacy, commitment, or actions affirm the value of workplace learning and performance. The individual has influenced and persuaded audiences beyond his/her organization to promote workplace learning and performance.

Technology and innovation have been paramount to Smith's vision and leadership. The drive to be a technology leader led Smith to support education outside FedEx as well as inside, particularly to grow the pool of qualified workers in this area. Most recently, Smith supported the establishment of the FedEx Technology Institute at the University of Memphis. Slated to open in 2003, it will provide training for students in emerging technologies, cycle-time research, e-commerce, and multi-media communications.

Through the dedication and performance of FedEx employees and Smith's unflagging commitment to service quality, FedEx has gained significant leadership recognition throughout the years. In 1990, FedEx was the first company to win the Malcolm Baldrige National Quality Award in the service category. FedEx is one of only 28 corporations to be included in *Fortune* magazine's "100 Best Companies to Work for in America" every year since the inception of the list. FedEx Corporation has also been included in "50 Best Companies for Minorities" (2001) and "America's Most Admired Companies" (2002). *Computerworld* has also named FedEx in its list of "100 Best Places to Work in IT" since 2001, and *Forbes* named Smith in their list of "Top CEOs" in 2001.



Frederick W. Smith

USING COMPUTERS TO DELIVER TRAINING: WHICH EMPLOYEES LEARN AND WHY?

ASTD Benchmarking Forum statistics suggest there has been a notable shift from instructor-led to technology-delivered training in the last few years. Accompanying this shift in “instructional medium” are associated changes in pedagogy and in responsibility for learning. For example, compared to traditional instructor-led training, many recent computer-delivered training programs provide trainees with more control over and more responsibility for their learning activity. Empirically-driven guidelines for how to manage this shift effectively have not yet emerged, as the bulk of training research focuses on learning within the confines of time-bound, instructor-led courses.

This study was initiated to examine the effect of increased learner responsibility over training provided by Intranet course delivery, a delivery process increasingly referred to as e-learning. It was expected that in such a course, learner motivation and choices would be critical determinants of training effectiveness.

To examine these effects, a study was conducted with 78 employees of a *Fortune* 50 manufacturing firm taking an Intranet-delivered training course. Trainees were given a survey and pre-tests, told to learn and practice at their own pace, and provided post-tests when they indicated they had completed the course. The company's server tracked choices

regarding practice level and time on task, and a survey embedded into the course was used to assess off-task attention. The pre-training survey assessed individual differences, including goal orientation (mastery and performance), learning self-efficacy, age, education, and computer experience, which were used to predict choices.

Results indicate considerable variability among trainees in practice level and time on task, which both predict knowledge gained during the training. The effects for individual differences were mixed and less powerful than for learner choices, suggesting that the critical issue for effective e-learning programs is getting employees to stay on task and complete practice activities. These results also serve to caution organizations seeking to reduce costs by reducing total learning time, as both time and practice are necessary for learning.

Kenneth G. Brown is assistant professor in the Henry B. Tippie College of Business at the University of Iowa. The study was published in *Personnel Psychology*, 2001, volume 54, issue two.

RESEARCH AWARD

The Research Award recognizes an outstanding piece of research published in a refereed journal and that holds major implications for practitioners of workplace learning and performance.



Kenneth G. Brown

EXCELLENCE IN PRACTICE

The excellence in practice category recognizes organizations for results achieved through the use of practices, interventions, and tools from the entire scope of workplace learning and performance. Accomplishments are recognized at two levels:

- *Awards* are presented to those practices that have demonstrated clear and measurable results of achieving organizational goals.

- *Citations* are presented to practices that have yet to demonstrate clear and measurable results, but which represent significant contributions from which much is to be learned.

This year recognition is given to practices in seven areas: career development, electronic learning technologies, managing change, organizational learning, performance improvement, technical training, and workplace learning and development.

Awards

Workplace Learning and Development

AMERICAN EXPRESS
New York, New York

INNOVATIONS SOLUTIONS CONSULTING, LLC
Phoenix, Arizona

Retention Toolkit and Workshop

American Express experienced an employee attrition rate that was affecting employee morale and customer service, and costing the business unit \$35 million annually. Recognizing that many attrition factors were under internal control, the Retention Toolkit and Workshop practice was created to enable line leaders to take ownership of attrition.



The toolkit includes practical tools in:

- selection: following a consistent selection process and providing realistic job previews to potential candidates
- engagement: helping employees make the emotional connection with the company
- leadership effectiveness: being aware of the issues causing attrition and understanding what action managers can take.

Workshops educate line managers on the nature and magnitude of the attrition issues. Each tool is discussed in terms of what problem it addresses and how it works. Managers develop specific action plans to adapt and implement the tools they feel will most positively impact retention in their area. This hands-on, practical approach to attrition has

- improved voluntary attrition by 41 percent
- contributed to higher ratings for employee attitude and customer satisfaction
- contributed to higher productivity
- reduced cost per transaction by five percent which saved \$2.8 million.

Managing Change

BOOZ ALLEN HAMILTON
McLean, Virginia

SEGAL, SIBSON CONSULTING
New York, New York

People Strategy

How can we motivate our people—not only to come back in the morning—but to commit their talent, energy, and spirit to our firm's success? This was a key question Booz Allen Hamilton asked when the firm embarked on the People Strategy initiative.

Specifically, the firm wanted to reduce turnover, build teamwork and trust among the leadership, and ensure that the current business success continued. Booz, Allen articulated and refined its core values and the value proposition it offers clients and employees. This effort proved fundamental—it framed the context for the entire People Strategy initiative.

Ten key areas for improvement were identified through a staff survey. Action teams, led by senior leaders of the firm, developed and implemented programs that responded to the issues staff expressed.

People Strategy has introduced many new benefits and opportunities for employees. Key results include significant improvement in employee satisfaction measures and reduction in turnover from 20 percent to 10 percent, resulting in estimated savings of \$185 million. The firm has been named by several organizations and publications as a top company to work for because of its work/life balance and employee benefits.

BOOZ ALLEN & HAMILTON

Electronic Learning Technologies Citation: Training Management

BOOZ ALLEN HAMILTON
McLean, Virginia

The Virtual Campus

Booz Allen Hamilton has experienced growth worldwide over the last several years, making attracting, developing, and retaining world-class employees critical to its business strategy. Responding to this need, the company implemented the Virtual Campus to

- empower employees to take responsibility for their learning
- offer cost-effective learning events and professional development information to over 11,000 employees worldwide
- disseminate training and professional development information quickly
- stabilize the strain on budget and staff due to increased employees and training services.

The Virtual Campus is a single learning portal for employees to identify and implement their personal development plans anytime. It integrates all of Booz, Allen's training, learning, and performance improvement practices, providing access to training programs, degree programs, technology training, the executive excellence center, a resource library, and up-to-date information about learning opportunities.

Results include:

- The online course library provides economical skill building and enhancement resources at an average cost per course, per person, of less than \$25 and an estimated savings of more than three million dollars per year.
- Employees receiving training services jumped from 40 percent to almost 95 percent.
- New hires list the learning services as one of the top five reasons they joined Booz, Allen.

Awards



Organizational Learning

**BOWATER, INC. — COATED AND
SPECIALTY PAPER DIVISION**
Rock Hill, South Carolina
*Industry Specific College
Certificate Program*

Work redesign efforts at Bowater resulted in employees having greater decision-making responsibility. However, without in-depth knowledge of the business, many workers were hesitant to make decisions. They continued to rely on supervisors who had specialized degrees in industry processes.

At the request of hourly employees, a certificate program was developed in cooperation with the local technical college. Courses provide in-depth information about Bowater processes as well as safety, environmental, and corporate responsibilities. The curriculum is revised each time a course is offered to reflect current issues in the industry. Employees take the courses onsite on their own time, and credits apply toward an associate degree.

Participants are primarily long-time and new hourly employees who want to better understand the company and improve their chances for promotion. For employees who want to advance into supervisory positions, the knowledge gained from the curriculum allows them to compete for jobs with college graduates from specialized degree programs.

Employees report that they have gained greater job satisfaction and greater confidence to address business issues. More employees are better equipped to be supervisors. Management sees better decision-making and improved communication between work areas. The knowledge employees gain allows them to be partners with the company in continuing Bowater's success.

Organizational Learning
Technical Training
**BOWATER, INC. — COATED AND
SPECIALTY PAPER DIVISION**
Rock Hill, South Carolina
*Workplace Competence for Technical Skills,
Continuous Improvement, and Empowerment*

Bowater was facing a number of critical training needs: a high number of pending workforce retirements, implementation of continuous improvement and empowerment initiatives, implementation of new technology, and increasing competition.

To address these needs, Bowater management and the hourly workforce created competency-based learning (CBL) to certify that hourly employees in production have the skills and knowledge to operate the plant at the highest performance levels. CBL covers all aspects of the job, including procedural steps, required background knowledge, troubleshooting, and safety. In addition to improving current job skills, CBL addresses anticipated increases in skill levels required by new technology and continuous improvement and empowerment initiatives.

The results are impressive. Because of the CBL process, Bowater's facility can boast of:

- reduced variation in the process
- plant targets (production, quality, cost, and safety) met more consistently
- improved cooperation between management and union
- a safer work environment
- more confident employees who make better decisions and are willing to assume additional responsibility
- ability to implement continuous improvement, empowerment, and organizational redesign.

Valuing Differences

COMPAQ COMPUTER CORPORATION
Littleton, Massachusetts
Women & Leadership

 The Women
& Leadership


program promotes the retention and advancement of women throughout Compaq Computer Corporation. It has been implemented in Asia, Europe, Latin America, Canada, and the United States. The program serves women at all levels of the organization, men who manage women, and men who have interest in issues women face.

The program expands career opportunities for women through networking, mentoring, and career planning and support programs, and it enhances the working relationships between men and women.

A key feature is visible, personal leadership by senior management that establishes global diversity as part of the culture. The program is accessible by a worldwide audience, and offers local customization. Participants' feedback is immediately incorporated into the materials. The program is linked to the annual employee satisfaction survey.

Results include:

- significant increase in the number of women on succession plans
- 12.5 percent increase in women moving into senior management positions
- 39 percent of participants in networking activities stay in contact for more than six months
- 31 seminars per year with 3,000 attendees annually
- mentoring and networking opportunities for women
- managers have tools and resources for women.

Awards



Performance Improvement

THE DOW CHEMICAL COMPANY
 Midland, Michigan

Administratives Implementing the Work of the Future

The Administratives Implementing the Work of the Future program demonstrates the power, opportunity, and success that can be unleashed by teams of administrative assistants, secretaries, and clerks who give up today's reality for a path of change and uncertainty. In 1994, forward-thinking leaders encouraged a pioneering administrative team to apply self-directed team concepts to improve their fragmented work processes and duplicated efforts. This included transferring ownership of administrative work practices from managers to the experts—the administratives themselves.

The success of this team and others that followed in 1996 to 1999 led to corporate sponsorship to apply this practice globally. The scope was expanded to ensure every company initiative, program, and system includes a "tab in the notebook" for the administrative job family. Whatever the topic—self-directed teams, hiring, staffing and selection, learning, career development—administratives have the same attention as employees of any other job family.

Begun in North America at one location with 24 team members, the program has expanded to 33 teams on five continents. Results since 1994 include \$8.5 million in cost savings, cost avoidance, and productivity improvements.

Electronic Learning Technologies

THE DOW CHEMICAL COMPANY
 Midland, Michigan

Learn@Dow.now

The Dow Chemical Company uses electronic learning technologies to fulfill its goal of delivering consistent, quality learning resources to its global workforce. Learn@Dow.now is a Web-based, enterprise-wide training system that combines state-of-the-art technology with sound learning and performance improvements. All 50,000 employees, from entry level to leaders, and 10,000 contractors use this system to take required and optional courses on a variety of topics.

Learn@Dow.now has substantially reduced training costs and has helped the company achieve critical training requirements that classroom-based training alone could not, such as:

- Cost benefit in the second year amounted to \$22 million, including savings from automatic record keeping, reduced delivery and material costs, and reduced learner time.
- With access to learning when and where they need it, employees take an active role in their professional development.
- Web-based course completions have increased six-fold in one year.
- The system offers one entry point for all Web-based training; so after taking one course, employees are familiar with the standardized navigation system, available in seven languages.
- Some Learn@Dow.now courses are available in 14 languages.
- The system operates from one server, streamlining maintenance and updates.

Organizational Learning

THE DOW CHEMICAL COMPANY
 Midland, Michigan

Roadmap

Orientation programs were not meeting the needs of its new hires, so Dow created the Roadmap learning process to

- enable new employees to be effective contributors in a shorter time
- demonstrate the importance of self-initiated learning and employee responsibility for continuous development
- welcome new employees and validate that they made the right decision to work for the company.

Roadmap is an integrated, highly interactive process that provides essential information about the global company yet has flexibility to address country- and job-specific issues. It helps new employees retain what they learn and gives them supporting tools to easily find the knowledge they need.

Unlike other introductory programs, Roadmap is a comprehensive process rather than a one-time event. It uses numerous support materials and delivery techniques (interactive CDs, videos, workshops, self-paced learning, and the Intranet) and provides links to every function, business, and global work process.

New hires begin the process on the first day, and within one to four weeks they understand the essential information they need for their jobs, and how to use multi-media reference tools and databases. Continuous learning is promoted, and employees become more self-sufficient early in their careers.

Awards

Electronic Learning Technologies

GENERAL ELECTRIC CONTRACTUAL SERVICES

Atlanta, Georgia

Enterprise-Wide Software Application Training

Realizing that traditional



classroom training on a new software application was not producing the desired results for its global workforce, GE Contractual Services developed an e-learning replacement for its instructor-led training. The new approach consists of computer-based training, an electronic performance support system (EPSS), a post-test determining application proficiency, and job incumbent mentors.

The total training package is an intensive e-learning course that uses audio, video, animation, simulation, and hands-on practice of job-related exercises. Because many employees in remote locations have less than 8K download capability, CD-ROM was chosen as the delivery method for this highly interactive, self-paced program.

By changing to an e-learning approach, training was enhanced to include task simulation, an EPSS, and a just-in-time quick reference for the numerous processes that are done once every 12 or 18 months. Other features include a modular structure so students can access their own competency level and real job scenarios to help students understand how to use the software application in their job.

Results include:

- Use of software increased from 10 percent to 100 percent.
- Personnel report higher job satisfaction.
- Employees feel that they are better assets to the business unit and its goals.
- \$800,000 is saved per year.

Managing Change

GENERAL MOTORS CORPORATION

Detroit, Michigan

A.T. KEARNEY

Southfield, Michigan

GoFast!

Because General Motors has historically been perceived as slow, bureaucratic, and hierarchical, in 1999 CEO Rick Wagoner challenged GM to be both big and fast by establishing “moving with a sense of urgency” as a cultural priority. GoFast! was created to build internal capability for faster decision-making by empowering employees to remove barriers to speed in their daily work. Modeled after General Electric’s WorkOut, the initiative includes GoFast! one-day workshops, coaches’ clinics, online modules for leadership development, and a global Website.



GoFast! workshop participants identify time-consuming bureaucracy and waste in their daily work, recommend how to eliminate these barriers, and present their recommendations to a leadership team which approves or rejects the recommendations on the spot.

Over 2,600 GoFast! workshops have been held in over 30 business units worldwide, with over 35,000 participants. The “top ten” workshops have delivered over \$330 million in savings.

GoFast! is driving change; leaders are making fast decisions and encouraging risk taking, while employees are more engaged and enthusiastic about changing GM’s business. A new culture is developing at GM as a result of GoFast!—one that is driven by performance, comfortable with change, and fast on its feet.

Performance Improvement

Citation: Electronic Learning Technologies

HEWLETT-PACKARD

Boise, Idaho

Closing the Gap Between Training and Working: An EPSS in Practice

Hewlett-Packard dramatically increased the performance of its consumer business call center by replacing traditional product training with an electronic performance support system (EPSS). The training strategy had been a one-time-only, classroom or self-paced CBT course per product where employees were expected to memorize vast amounts of information. Consequently, the majority of learning occurred on-the-job at the expense of the customer experience.



To address these issues, an EPSS was designed that allowed employees to learn as needed and whenever they desired, and to always find needed information at their fingertips rather than trying to memorize it.

During the pilot of the EPSS, the performance of traditionally trained agents was measured against the untrained EPSS agents. Surprisingly, when tested, untrained experimental groups who were using the EPSS received scores equivalent to the classroom- and CBT-trained groups. Significant results for the EPSS group included:

- 28 to 40 percent increased productivity
- 16 percent increased accurate resolution of customer problems the first time
- reductions in training time and costs.

Now in its third version as a dynamic, Web-based application, the EPSS is projected to realize \$23 million annual cost reductions, including improved agent performance, training time and costs, and infrastructure costs.

Awards

Managing Change Organizational Learning

Citation: **Electronic Learning Technologies**

IBM

Armonk, New York

Virtual Collaboration Space

The need for speed of communications within global sales teams has never been greater. Employees must have the skills, tools, and techniques to meet and do their work with their global team members at any time and from any place.



At IBM, collaboration team training and technology programs were developed to integrate new work practices throughout teams. The solution required the creation of a virtual collaborative workspace where teams work together, gather and store information, make decisions, write proposals, develop strategies, and work project plans. It also required the development of new team training methodology to prepare and launch the teams, coach the teams, and support the real work of providing customer solutions. The program includes a facilitated team training workshop and on-line mentoring supported by a Lotus Notes database.

This new teaming methodology and collaboration technology has been deployed to 150 global sales teams of more than 3,000 employees. Leaders of the sales teams attribute over three million dollars of increased revenue in the first six months to the speed, execution, and collaboration made possible by working in the virtual collaboration space. Other benefits include improvements in response to customer requests, team communication, and quality and speed of decision-making.

Electronic Learning Technologies

MEMORIAL HERMANN HEALTHCARE SYSTEM

Houston, Texas

EVANSTON NORTHWESTERN

Evanston, Illinois

e-Learning Collaborative

Learning executives from not-for-profit healthcare facilities formed a community to share strategies and best practices to advance the state of learning in their organizations. Knowing that an effective e-learning strategy that yields significant business results had evaded many organizations, especially smaller organizations that did not possess the expertise or resources, the community created a vertical collaborative of 2,200 organizations participating in a common, open e-learning infrastructure. Member organizations share content, technology, and services. Many sites are in small, rural towns, which, until this initiative, did not have the benefit of quality instruction.

The basic package of e-learning content is on regulatory issues. Other content assesses and builds critical thinking skills of knowledge workers, provides basic technological literacy, and addresses leadership competencies for front-line managers. In addition, there are hundreds of learning objects for maintaining professional licenses.

By working with their peers and pooling resources, member organizations have significantly reduced external consulting services, acquired a better learning management architecture for significantly less cost, shared their knowledge and content, and limited duplication of e-learning content. Content costs average 50 percent lower than market price, and some member organizations report reducing training days by 70 percent and costs as much as 80 percent.



Workplace Learning and Development

METRIS COMPANIES INC.

Minnetonka, Minnesota

Senior Leadership Development

The executive leadership at Metris



Companies acknowledged the need for senior management team members to gain proficiency in their leadership skills through a developmental process that integrates leadership practices, core competencies, and organizational mission, vision, and values.

The leadership development process begins with a three-day conference that provides senior leaders with hands-on learning and action planning aligned with developing leadership competence, designing business strategies, and building internal relationships. Following the conference, participants join a cohort team, and, through a series of four sessions over the course of a year, continue developing their leadership competencies and practicing relationship-building skills. The cohort sessions culminate with a proposal for an innovative idea that is discussed with the CEO.

This highly-interactive learning process sends a clear message to high-potential, management-level employees that the organization is serious about their development as leaders. This program expands the scope of leadership development to include career pathing, which is critical to moving the organization beyond reliance on management practices to reliance on effective leaders. The result is a leadership team that is well rounded and prepared for the future.

Awards

Career Development

MTR CORPORATION LIMITED
*Hong Kong, SAR, China**The Executive Accelerated Development Program*

As MTR's core business has grown and



expanded into new businesses, its requirement for talented executives has increased. The Executive Accelerated Development Program (EADP) builds a group of talented individuals for cross-functional strategic placement in the corporation.

The EADP consists of four programs. In the mentoring and development plan program, candidates are paired with mentors and design personalized plans to develop competencies to match corporate requirements. Through action-learning projects, candidates solve real business problems and add value to the corporation. The business school curriculum teaches candidates the latest business theories and practices. In the business seminars, practitioners share their experience on chosen topics, and candidates share their learning in a series of structured forums.

All EADP participants have been promoted or given wider responsibilities. Other results have been substantial savings in recruitment costs and consultant fees. Participant behavioral changes include a higher commercial awareness and strategic level of thinking, the ability to welcome and manage change, and the application and continuous learning of good management practices. By drawing on the high-caliber program participants, MTR has found the action-learning approach to be an effective tool to solve business problems.

Performance Improvement

NEW YORK LIFE INSURANCE AND ANNUITY CORPORATION TAIWAN
*Taipei, Taiwan, Republic of China***DDI ASIA/PACIFIC INTERNATIONAL, LTD.**
*Taipei, Taiwan, Republic of China**One Stop Service—Total Solutions*

To meet the goal that any customer's problem can be dealt with by one call, New York Life Insurance and Annuity Corporation Taiwan established a customer service center and implemented the One Stop Service program. The first stage was to create a unique customer-centered culture. The core value—exceeding customer expectations—was identified, and required competencies for customer service representatives were developed. The competencies were then integrated with the relevant human resource functions, including selection, training and development, compensation, performance review, and promotion. In addition, training results were integrated with a standardized assessment system for operation quality control.



The company has accomplished its major goal of increasing customer service quality. By implementing a skill- and competency-based career path, customer service representatives are promoted based on their managerial abilities or technical expertise, and they are paid for their performance. The core value established for the service center is now one of the criteria for selecting all company employees.

With the success of the One Stop Service program, the company has gained a competitive advantage within the local market and has become a human resource development pioneer in the industry.

Managing Change

QUEBECOR WORLD
*Greenwich, Connecticut***LAKE FOREST GRADUATE SCHOOL OF MANAGEMENT**
*Lake Forest, Illinois***INNOVATIVE ORGANIZATIONAL CONCEPTS, INC.**
*Brooksville, Florida**ALLSTAR Customer Service Program*

Quebecor World has grown through acquisition and merger to become the largest commercial printer and image-management company in the world. With this growth came the desire for more consistent customer service and a defined and unified corporate culture of the merged organization.



To accomplish this, Quebecor World, Innovative Organizational Concepts, and Lake Forest Graduate School of Management created ALLSTAR to accelerate the development of customer service representatives and account managers.

The executive-education style approach includes employees attending three, three-day courses leading to a certificate in account management from Lake Forest Graduate School of Management. By improving their consistency through KASH—knowledge, attitude, skills, and habits—customer service representatives add value to existing customer relationships, expand business with customers, and attract new customers.

ALLSTAR achieves consistently high ratings of 4.5 and 5. Level three evaluations occur yearly with an online survey to participants and phone surveys with general managers. Reported results include:

- increased customer satisfaction
- increased retained and new customers
- improved response time for customer complaints
- significant cost savings from quicker problem solving, better project management, increased communication, and improved customer understanding
- a more institutionalized companywide customer centric culture.

Awards

Technical Training

SCOTIABANK – PERFORMANCE AND TRAINING SERVICES

Toronto, Ontario, Canada

ALAMAR PERFORMANCE LEARNING, INC.

Mississauga, Ontario, Canada

Forms Free System Training

Scotiabank, with over  Scotiabank 1,400

branches in Canada, was replacing its main-frame-based teller platform with a Windows-based system. This change would significantly affect the way employees performed their jobs—how they collected input and disseminated information while interacting with customers. A quick and cost-efficient way to train employees on the new system was required. The training intervention, Forms Free System Training, integrates self-instruction, technology-delivered learning, on-site coaching, and a performance support system.

The practice serves a diverse audience with different roles, varying degrees of computer skills, and assorted learning styles. To accommodate these various factors, an on-site, modular training format was chosen. The design uses a variety of instructional media—computer-based training; online, print-based, and group exercises; coaching; and practice scenarios. It provides flexible scheduling, efficient use of learning time, and ensures employees train only in those activities relevant to their job. The program progressively builds skills and instills confidence and comfort with the system before going live.

Employees transitioned to the new system with no loss of productivity during training. Impacts of the training practice include employee confidence in using the new system, positive customer acceptance, normal or improved customer service, and 39 percent increase in revenue collection.

Workplace Learning and Development

XEROX CORPORATION

Leesburg, Virginia

THE CENTER FOR CREATIVE LEADERSHIP

Greensboro, North Carolina

Emerging Leaders for the 21st Century

Emerging Leaders for the 21st Century

targets high-potential employees who are moving into management roles of greater scope and responsibility. In the 1990s, the program consisted of 20 days of classroom training over two years.

Faced with rapidly changing business demands, Xerox needed to deploy training more quickly, reduce time away from the job, reduce learning costs, and integrate leading-edge learning technology. The company also had to keep the pipeline filled with talented and motivated employees to become its future leaders able to function effectively in a competitive, technologically-driven marketplace.

To address these challenges, the program was redesigned using a blended, multi-modality approach that incorporates classroom and online learning, executive coaching, and internal mentors. Participants work in virtual teams on projects to achieve business results tied to strategic initiatives. The new design is focused on components that teach the following “meta-skills” through action learning:

- facing complex challenges
- leading cross-functional geographically distributed teams
- giving and receiving feedback.

The redesigned four-month program decreased classroom time by more than 60 percent, enhanced learning and mentoring with online facilitation and coaching, and reduced delivery costs by approximately 60 percent.

Recognizing
practices
that get
results

Citations are presented to practices that have yet to demonstrate clear and measurable results, but which represent significant contributions from which much is to be learned.

This year recognition is given to practices in seven areas: career development, electronic learning technologies, managing change, organizational learning, performance improvement, technical training, and workplace learning and development.

Citations

Workplace Learning and Development

ALADDIN RESORT AND CASINO *Las Vegas, Nevada*

New Team Member Orientation

Aladdin Resort and Casino was preparing to open a facility employing 3,500. Located amidst several similar operations, the facility faced intense competition for recruiting and adequately preparing employees to service customers. The goal was to create an orientation program that reassured new employees about their decision to join the organization and adequately prepared them with the product and service knowledge needed to respond to customer inquiries and requests.



These goals had the unique challenges of instilling a cultural identity in a workforce in a pre-operative organization and conveying knowledge of products and services that had yet to be offered. To address the cultural concerns, the orientation was given by facilitators who demonstrated the desired organizational culture, values, and customer standards. The program design embodied the same message through the use of carefully crafted activities, events, and techniques.

The results of the orientation were evident shortly after the facility opened. Customer satisfaction scores regarding employee knowledge of products and services exceeded those of area competitors. Furthermore, an employee survey with specific inquiries regarding the orientation and preparation process indicated a higher-than-average satisfaction level. Turnover, benchmarked at 22 percent, was 12 percent for the first quarter.

Organizational Learning

AMERICAN AIRLINES – FLAGSHIP UNIVERSITY *Fort Worth, Texas*

Employee Orientation Program

As one of the largest U.S.-based global companies, American Airlines acknowledged the need for a formal, centralized orientation program for new employees from all areas of the company. The training department worked with senior management and numerous departments to develop a program emphasizing employee engagement, corporate leadership principles, business strategy, and personal ownership.



The curriculum is based on the accelerative learning techniques championed by Dr. Georgi Lozanov. The approach incorporates all learning styles and replaces the traditional learning environment by encouraging interaction among participants. This helps underscore the teamwork required by American Airlines to ensure success. The classes also include a departmental mix of employees to create understanding of the airline's diverse workforce.

The orientation's impact on employees is measured using hand-held computers to collect real-time data. These results are used for continuous improvement of the program.

The new program has eliminated 22.5 hours from departmental orientation programs, saving approximately one million dollars in training costs annually. Long-term measurement will include new hire attrition rates and employee engagement data from employee opinion survey results.

Managing Change

AMERISTAR CASINOS, INC. *Las Vegas, Nevada*

Starflight Initiative

Ameristar Casinos, Inc. had been growing rapidly since it went public in 1993. As new locations opened, each site created a unique culture with varying processes and systems. The prospect of a major acquisition, which would nearly double the company size, highlighted the need to create consistent approaches and processes to support the organizational vision.

Starflight Initiative was originally conceived as a unifying theme for Ameristar Casino's corporate training academy. With Ameristar's rapid growth and expansion, Starflight was redesigned as a highly integrated and comprehensive cultural definition effort. It incorporates training and development as well as organization development, values and competency clarification, acquisition change management, human resource systems alignment, recruitment and succession planning, and guest service and team member satisfaction measurements. This systemic approach has allowed the Starflight program to transcend symptomatic solutions to create a strategy that is supporting full-scale organizational expansion, change, and development.



Citations

Electronic Learning Technologies

ASPECT COMMUNICATIONS

San Jose, California

DIGITALTHINK

San Francisco, California

Product Sales Training E-Learning Initiative

By implementing an e-learning initiative,



Aspect Communications decreased the training time of its sales teams by 50 percent and improved time to productivity for six- to 12-month tenured account managers by 37 percent.

When the company entered a new market, the organization doubled the size of the sales force and created a new line of products and services. It became evident that using only instructor-led methods to train employees, partners, and customers worldwide would be too costly and time-consuming.

The solution was a blended learning approach. The e-learning aspect includes courses, a series of custom portals, and new product briefings on the Web. Students practice via interactivities and quizzes and get tutor support from subject matter experts. Web portals deliver learning on demand, providing employees with tools to take control of their career development, including competencies and recommended training for specific sales roles. Students demonstrate pre-requisite knowledge from e-learning courses in hands-on labs, scenarios, role-plays, and videotaped presentations during instructor-led courses. Required courses for new hires are combined with a mentor program.

E-learning is integrated throughout the organization — all employees are encouraged to take courses to increase their product and service knowledge — and is used to educate customers and partners.

Technical Training

BANK OF MONTREAL — INSTITUTE FOR LEARNING (SMALL BUSINESS BANKING)

Toronto, Ontario, Canada

CRM eLiteracy Program

To provide a consistently superior client



experience, the Bank of Montreal implemented a customer relationship management (CRM) software application across the organization. A comprehensive learning program was required to support successful implementation of the CRM tool, and to prepare the employees to use the tool effectively to increase customer satisfaction, sales, and revenue. The bank employees also needed to upgrade their e-literacy skills as well as be able to manage the associated change in the business culture. Additional challenges included a staged implementation of the CRM tool, a geographically disparate workforce, and a dual language population.

The program delivered a comprehensive, multi-channel, multi-faceted learning solution. It was customized to meet needs of local areas, groups in different roles, and individuals. This practice used a series of interactive, self-directed, Web-based modules; embedded help; virtual as well as face-to-face classroom courses; and varied post-implementation support tools — all coordinated through an Intranet site. The program effectively integrated people, processes, and technology; the learners successfully implemented their new CRM tool and realized their business goals. Moreover, the program established a strong learning model for use across the company.

Organizational Learning Workplace Learning and Development

BOOZ ALLEN HAMILTON

McLean, Virginia

Peer Coaching: Cascading a Coaching Culture

Booz Allen **BOOZ ALLEN & HAMILTON** Hamilton

created the Peer Coaching program to improve the immersion process for new leaders. Newly hired and promoted senior leaders benefit from a personal peer coach for one year; experienced managers who are the coaches have the opportunity to significantly grow their people development and coaching skills. A two-day workshop, using the best practices of mentoring and coaching, prepares the peer coaches. Coaches receive continuing support with ongoing learning through in-service training, Web-supported information accessible through the Virtual Campus, and one-on-one guidance with the program manager.

Since the coaching workshop was launched, more than 100 leaders have attended. Surveys indicate they are immediately applying newly acquired skills on the job. These coaching skills have enhanced people interactions and provided senior leaders with more insight into how to assist in developing the skills of others.

Turnover among senior leaders has been baselined, and comparison data is being collected. Early indications are that new leaders and their managers feel the coaching program is enhancing the immersion process. The most common areas being addressed are acclimation issues, business development, work/life balance, succession planning, learning about the firm's culture, and working with challenging clients.

Citations

COMPAQ

Workplace Learning and Development

BOYS & GIRLS CLUBS OF AMERICA

Atlanta, Georgia

KS & ASSOCIATES

Alpharetta, Georgia

Professional Development System

Boys & Girls Clubs of America was experiencing a 25 percent

turnover of senior staff and needed an approach to retain and develop effective staff to achieve the organization's goals.



An integrated, competency-based professional development system was designed to recruit, select, develop, and retain dedicated professional staff. Since its implementation, turnover has been reduced to 13 percent. With professional development support, consultation, and tools, individuals are staying longer and are able to lead, manage, and implement generation-changing programs for the clubs.

The system includes tools, resources, and strategies that support competency-based performance profiles, recruitment and selection of employees, training and development, performance management, career development, job classification and compensation, and recognition for professional achievements. It is estimated that over 75 percent of the 33,000 domestic and international staff will fully utilize the system by 2006.

The professional development system has been the key to increased productivity and expanded services. Boys & Girls Clubs of America is meeting its growth needs and addressing performance to achieve strategic goals.

Performance Improvement

COMPAQ COMPUTER CORPORATION, INFORMATION AND PERFORMANCE SOLUTIONS GROUP

Nashua, New Hampshire

Discovery, A Web-Based Consultative Sales Tool

Compaq Computer Corporation purchased a worldwide services-based company that extended its business model, competitive position, and market reach. Compaq realized that the acquisition required both sales organizations to sell a broader set of solutions. In addition, leading market research indicated that sales representatives needed to change the way they sold and were perceived. They could no longer be considered order takers; they needed to better understand their customers' business and be more consultative in their approach.

Discovery is an online tool that supports exploratory consultative selling with top-level company executives. Designed with worldwide field input, it links sales people to a sales process that targets the customer's key business challenges. It uses Socratic questioning (a simple method for exploring ideas or statements in depth) to assist account teams to qualify and quantify these challenges. With Discovery, sales people identify the appropriate services and solutions to address customers' challenges.

Discovery is credited with closing \$430 million of new business and adding \$1.3 billion to the sales pipeline in North America alone. In addition, 62 percent of account teams are closing new business opportunities and forecasting increases in project revenue ranging from 13 percent to 26 percent as a direct result of regular use of Discovery.

Electronic Learning Technologies

COMPAQ COMPUTER CORPORATION, INFORMATION AND PERFORMANCE SOLUTIONS GROUP

Nashua, New Hampshire

Evaluation Competency Electronic Performance Support Tool

The performance consulting organization at Compaq Computer Corporation developed an electronic tool to provide evaluation and measurement support to its performance consultants. Client demand for evaluation and measurement expertise was increasing. The time pressures and volume of work made it difficult for individuals without a thorough background in research, evaluation, or measurement to take time to develop these higher order skills. Continued reliance on a few individuals with the appropriate background was not feasible.

Based on the wide variety of backgrounds and skill sets of the group, and the physical disbursement of group members, an electronic performance support tool was chosen as the method to deliver just-in-time guidance to the performance consultants. The tool consists of HTML pages with supplemental Microsoft Word documents for additional detail and examples. Overview graphics present a complex process quickly. Multiple links to examples (including end-to-end examples and data collection tools) from the home page and within each step of the process help align the actionable tools with the methodology.

Individuals using the site are overwhelmingly positive in their statements about the tool's support of their work and the value-add it provides clients.

Citations

COMPAQ

Organizational Learning

COMPAQ GLOBAL SERVICES Littleton, Massachusetts

MOS 2001: Building a Growth Culture

MOS 2001 is a culture change process that focuses on leadership development and organizational alignment. The change involves modifying a division's culture of operational excellence to one where business growth is valued. This need was realized when the division, a worldwide business with 18,000 employees, was charged with an extremely aggressive business goal of dramatically increasing revenue in three years.

The challenge was to develop leadership in the influential, senior field managers for the growth initiatives, engage them to drive these organizational initiatives, and provide them with supporting tools to communicate the growth message and align the organization from top to bottom.

A three-step approach is used:

- MOS 2001 Leader to Leader Growth Strategy Forum builds leadership and engages senior field managers in the growth agenda using the division's senior leadership team executives, the growth initiative owners, as faculty and mentors. An interactive, Intranet magazine keeps participants updated and connected.
- Strategy forum participants use a CD-ROM self-paced package to train and engage their middle managers.
- Content from the CD-ROM along with a learning guide is on the company's learning management system for Intranet use by frontline managers.

Performance Improvement

COMPAQ GLOBAL SERVICES Littleton, Massachusetts

SkillPack

SkillPack is a Web-based skill management and development planning tool for individuals and managers to identify and track their capabilities and assist the company with workforce planning.

The three major functions in SkillPack include:

- **Skills inventory:** The inventory creates a self-rated list of current skills and knowledge. It helps the individual, the manager, and the organization ensure that skills are available to meet business goals, customer needs, and employee growth. Skill information is also fed from SkillPack to applications used for resource deployment.
- **Development planning:** SkillPack automatically generates a gap analysis, comparing current skills to skills required for an individual's job. This determines required development. Development planning offers a list of resources (training courses, books, Websites) that can help improve specific skills.
- **Reporting:** The reports are used by individuals and managers to make career, training, and business decisions.

SkillPack is geared to all 65,000 employees at every level of the company. It integrates key human resource processes in a simplified employee performance management tool that provides sound learning and performance improvement. Employees now have development plans aligned to business requirements, strategic direction, and career opportunities.

Career Development

DELTA AIR LINES Atlanta, Georgia

LEAD AMERICA TRAINING & CONSULTING Roswell, Georgia

Learning Facilitation Development and Evaluation Track

Delta Air Lines has over 300



learning facilitators who deliver training in one of seven business units and at a score of training locations around the world. Before this practice, most facilitators were selected for their subject matter expertise. Each business unit, and often each training location, had their own expectations for facilitators. Systems for professional development were varied if they existed; facilitators were not perceived as professionals.

To address these needs, Delta established a professional career path for learning facilitators. An extensive analysis was led by a cross business unit task force; they conducted focus groups, interviews, and surveys, and created a comprehensive learning facilitator development and evaluation track. The track includes a two-week course for new learning facilitators, a one-week course for experienced facilitators, and a workshop for managers of facilitators.

The facilitator career track has been successful in ensuring consistency in standards and expectations across all business units. The course for managers has aligned goals and evaluation criteria and provided a basis for managers to support the professional development of their direct reports.

Citations

Performance Improvement

DELTA AIR LINES

Atlanta, Georgia

Principles of Trouble Shooting

Delta Air Lines depends on highly sophisticated and integrated electronic components to keep operations running. When a problem arises in the field, effective troubleshooting is critical to minimize impact on the operation. This creates a delicate balance between minimizing the downtime by replacing multiple components or effectively troubleshooting the systems to identify and replace only the component that is malfunctioning. Under pressure of time, technicians lacked a systematic methodology for isolating the malfunctioning component. This approach was costing millions of dollars.



In 2001, Delta introduced the Principles of Trouble Shooting training program to 3,000 field technicians stationed around the world. The five-day course consists of a combination of classroom instruction, computer-based training, and practical, hands-on demonstrations. Delta devised a method to track the performance of each technician before and after training. In doing this, the company is able to measure the impact of training and to identify problem trends by location and specific components.

Statistics indicate 38 percent of components submitted for repair result in “no trouble found.” This is an annual cost of \$38 million, or approximately one million dollars for each percentage point. Delta’s goal is to reduce the “no trouble found” by two percent the first year of the training.

Workplace Learning and Development

GENERAL MOTORS UNIVERSITY

Detroit, Michigan

Global Task Teams

General Motors, in the face of increasingly fierce global competition, recognized the need to develop even more effective global business leaders. Leadership development activities became focused on GM’s fundamental values, business priorities, and cultural priorities.



An action learning management program, the Global Task Team was redesigned by General Motors University to better meet these new priorities. It has been extremely effective in developing high potential managers early in their career as global leaders. The program involves middle managers who engage with top corporate officers in a two-way learning process as they analyze and recommend strategic-level actions for the company to pursue.

The top executives strongly support the program as a way to gather innovative insights from “fresh sets of eyes” as the team proceeds through its discovery process. One team changed the focus and direction of a major product launch in a new country market and saved millions of dollars. Another team identified new market opportunities for a leading-edge technology.

The action learning design has proven its effectiveness in engaging participants in real global business issues, and will be expanded into other levels of a newly-redesigned global leadership development curriculum.

Organizational Learning Workplace Learning and Development

IBM

Charlotte, North Carolina

Managing@IBM

Managing@IBM provides career-long, individualized development for managers. This blended approach of e-learning and classroom experiences develops people-management and leadership competence. Deployed with intact management teams, the program balances individual skill-building needs with organizational needs. Critical skills are linked to improved organizational climate and business results.



The program has four tiers of tools and applications that create a continuing process for learning. An online intelligent agent provides individualized development guidance to each manager. It enables managers to

- solve people-management or leadership problems with best-practices performance-support modules, including company-designed learning tools, online simulators and interactive cases, and external materials
- maximize the classroom learning lab by creating personal pre-work skills curriculum
- create personalized long-term development plans based on peer 360 feedback, business unit needs, and individual goals.

Managers have immediate access to the development offerings needed to improve leadership competencies, and they update their plans throughout their career.

During the two-day learning lab, management teams focus on improving their team’s organizational climate. Skilled facilitators balance both individual needs and group-change goals as teams design organizational climate improvement plans based on findings from the 360 feedback.

Citations

Performance Improvement

INTRIA ITEMS INC.

Mississauga, Ontario, Canada

GILMORE & ASSOCIATES

Toronto, Ontario, Canada

Certified Process Manager Program

INTRIA Items Inc., a world-class provider



of business process and financial services outsourcing, created a company-wide learning initiative to infuse continuous process improvement into the daily work of front line production leaders. Employees needed a disciplined approach with a standard methodology and tools so that they can see the difference they make to the company's financial bottom line.

Certified Process Manager (CPM) offers phased learning for participants to implement continuous improvement initiatives in their workplace. Participants complete the first phase of facilitated classes and project team sessions to become graduates. The second phase requires graduates to complete their certification and develop a continuous improvement initiative valued at \$6,000. To date, 198 graduates are certified, and their initiatives saved the company \$2.7 million.

CPM encourages continuous improvement, ongoing cost savings, and ultimately, best business practices for corporate-wide benefits. CPM is structured around four of the organization's strategic business objectives: excellent client service, disciplined financial management, professional people and organization, and exceptional process management. By achieving these objectives, participants accomplish the fifth objective – superior business growth. By constantly linking the learning activities to these objectives, participants experience how their daily efforts affect client satisfaction and the organization's financial well-being.

Training Management

MTR CORPORATION LIMITED

Hong Kong, SAR, China

Fulfilling Statutory Requirement Through New Technology and Effective Training Management

MTR

Corporation,



a public transportation company in Hong Kong, had six months to comply with a new government requirement that construction and maintenance employees must complete safety training taught by a registered safety officer (RSO). The in-house training department had only two RSO-qualified trainers, and the only public institution providing the required training was backlogged. Nearly 1,800 of the employees had to be trained in the classroom because government requirements allow only individuals with a certificate in engineering or above to use computer-based training.

The solution MTR adopted was cost efficient, effective, and completed successfully within four months. MTR

- developed classroom training accredited by the Commissioner for Labor of Hong Kong
- developed computer-based training (CBT) for qualified staff to learn at work or at home and a computer-based examination (CBE) that was taken at the workplace or in the training center
- teamed with the safety and quality department to have ten qualified RSOs as visiting trainers for classroom sessions.

The outcome was highly successful. MTR was the first public sector organization approved by the government to issue safety certificates by adopting CBT/CBE approaches. The CBT approach saved 1,600 trainee and 160 trainer days, for a cost saving of HK\$2.9 million.

Performance Improvement

NORTHWESTERN CORPORATION

Sioux Falls, South Dakota

BAYLOR UNIVERSITY

Waco, Texas

MEASURENOW.NET

Minneapolis, Minnesota

Online System for Performance Management

The Online System



for Performance Management engages the corporation's 11,000 team members across diverse businesses as partners in measuring performance improvement and organizational effectiveness. Supervisors have information and tools to help them assess performance in a consistent manner across the organization. User-friendly tools and online support segue team members from an annual performance appraisal event to ongoing coaching, feedback, and counseling.

This online system is an integrated, systematic process for team members to

- set performance goals aligned with corporate objectives
- assess performance results aligned with organizational values
- create development plans to reach learning needs
- provide and receive ongoing feedback for continuous personal improvement
- participate actively in the performance appraisal process
- recognize how these tools are used to assess organizational impact
- learn how the various tools work together for career development.

Supervisors indicate that direct reports are more results-driven in attaining corporate objectives. Team members report that measuring performance is more reliable and more closely aligned to critical competencies. They also state that the system provides a logical link between performance and rewards.

Citations

Sharing

exemplary

work with

the workplace

learning

and performance

community

18

Managing Change

OHIO SAVINGS BANK

Cleveland, Ohio

New Hire Training Program

Ohio Savings



Bank has

grown annually by more than 20 percent for seven years. The growth and coinciding changes—cultural shifts, creation of call centers, restructurings—created or redefined a large number of entry-level positions. In response, the bank developed customized, new-hire training programs for five business units to prepare new hires as cross-functional employees or as universal agents able to answer any question on any topic.

New-hire training has been implemented in three call centers and two production areas. All facets of the programs are fully customized to the business unit they serve. For one area, the training was streamlined to get new hires into the field faster, equipped with stronger sales and service skills. The large-scale restructuring of another production area reorganized departments into cross-functional teams. A program created to cross-train all existing employees was converted into a two-week program for new hires.

New hires perform tasks with limited to no direct supervision within days of joining their work team, and the business units now promote from within. Two call centers have been finalists or received awards for service excellence, and two business units have gained production time.

Workplace Learning and Development

UNITED STATES POSTAL SERVICE

Washington, District of Columbia

Facility Safety Coordinator Training and Information Support

Facility Safety



Coordinator

Training is a self-study performance improvement package written in layman's terms for non-safety professionals. The program enables managers to rapidly search and retrieve technical information required for setting up and maintaining high-quality safety programs. Delivered in both Web- and paper-based formats, it is a blend of learning materials including fact sheets, job aids, and self-assessment tools.

The online version has extensive links to other learning resources and has a powerful search engine for just-in-time information. Content was developed from best practices in the field. Twenty-nine interrelated modules cover technical safety issues, safety leadership skills, and administration of safety programs.

Supervisors use the material for on-the-job training of craft employees as well as for self-study. The fact sheets and job aids developed for this course are also used as standardized modules in other training programs that have safety components, including leadership, plant operations, delivery operations, and security.



Awards Selection Panels

ASTD thanks the many individuals responsible for the success of the 2001 awards program. Their contributions are greatly appreciated.

Awards Strategy Committee

These individuals managed the program. They coordinated the processes for nominations, selection, and recognition, and identified opportunities for disseminating the practices and sharing the learning of award recipients.

Karen Vander Linde,
Committee Chair
Carol Chulew

Cheryl Green
Gary Jusela
Linda Laddin

Selection Panels

These individuals volunteered their expertise to review nominations and select award recipients.

ADVANCING WORKPLACE LEARNING AND PERFORMANCE

Life Time Achievement Award Distinguished Contribution Award

Champion Award

Awards Strategy Committee

Research Award

Dale Brandenburg
Lex Dilworth
Gary May
Darren Short
Janine Waklawski

Dissertation Award*

Laura Bierema
Mike Cassidy
Allan Church
Jennifer Dewey
Bill Kahnweiler
Christie Mabry
Bill Rothwell
Tom Shindell
Darren Short
Peter Sorensen

EXCELLENCE IN PRACTICE

Awards and Citations

Clark Aldrich
Nancy Berger
Laura Bierema
Dede Bonner
Anita Brady
Mary Broad
Robert Burnside
Bill Carroll
Terry Carter
Roger Chevalier
Allan Church
Robin Connolly
Phil Crippen
Jennifer Dewey

Ron Dickson
Lex Dilworth
Patricia Downes
Phillip Dulaney
Tamar Elkeles
Peggy Hutcheson
Pamela Jones-Morton
Deborah Koehle
Bill Lee
Susan Lynham
Christie Mabry
Karen Mantyla
Jennifer Martineau
Shelly Moore
Julie O'Mara

Annabelle Reitman
Michael Sanderson
Darren Short
David Simmons
Gary Steinkohl
Julia Stevenson
Christine Stone-Ewing
Rob van der Schyff
Janine Waclawski
Beverly Ward
Caitlin Williams
Chris Zubof

Process Coordination
Katherine Dols

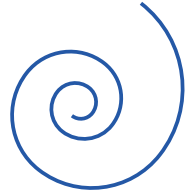
ADVANCING ASTD'S VISION

Torch Award*

Mary Broad
Carol Chulew

Paul Longanbach
Dorothy Maxwell

**Award is not being presented this year.*



Be a Part of the 2002 ASTD Awards

*T*he Board of Directors of ASTD invites you to nominate individuals and best practices from around the world.

Help us identify and spotlight those who have advanced the knowledge and practice of workplace learning and performance, achieved organizational results in ways that value employees, or contributed to the goals of ASTD. Nominations are not restricted to ASTD members.

Sharing Learning

Sharing exemplary practices advances the learning of professionals and expands the knowledge in our field. That's why ASTD is committed to widely disseminating exceptional work and sharing the learning of award recipients with ASTD members and others in the global professional community.

Prestige

ASTD offers the prestige of being recognized internationally by an organization that has been providing information, research, analysis, and practical information for over 55 years. We are in a unique position to affirm excellence in our field and to communicate it throughout the world.

Award winners will be honored in the following ways:

- awards ceremony at the ASTD International Conference and Exposition, May 17-22, 2003, in San Diego, California
- profiles in ASTD publications and on the Website
- other opportunities tailored for specific awards.

Participate

Click on ASTD's Website at www.astd.org for award criteria and forms.

You may also call ASTD's Customer Care Center at 703.683.8100 or 800.628.2783 or fax your request to 703.683.1523. Please include "Product Code 800 201" in your request.

The deadline for nominations is September 20, 2002.