

# ASTD Awards <sup>2006</sup>

Excellence in Workplace Learning and Performance



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Each year, ASTD recognizes individuals who advance knowledge in the workplace learning and performance field and showcases exemplary practices that deliver results.

We proudly announce the winners of the ASTD Awards for 2006 and share their knowledge and real-world experiences with you on the following pages. Their work increases the ability of WLP professionals to contribute to workforce capability and organizational competitiveness, and their accomplishments demonstrate the value of learning to drive the performance of businesses and organizations worldwide.

The awards are presented in three categories. The awards for this year are:

## Advancing ASTD

- Gordon M. Bliss Memorial Award

## Advancing Workplace Learning and Performance

- Lifetime Achievement Award
- Distinguished Contribution Award
- Champion of Workplace Learning and Performance Award
- Research Article Award
- Dissertation Award

## Excellence in Practice

- Awards
- Citations

The awards were presented June 4, 2007, at the Awards Ceremony and Reception during the ASTD International Conference & Exposition in Atlanta, Georgia.

ASTD Awards Ceremony and Reception  
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**Raytheon Professional**  
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This award category honors ASTD members for their contributions to ASTD's vision of worldwide leadership in workplace learning and performance.



Elaine Biech

Elaine Biech has made her mark upon ASTD and the workplace learning and performance profession in a way very few others have. For 25 years, she has shared her vast knowledge, her unflagging enthusiasm, and her considerable talents. She has worked tirelessly to define and improve the profession, and her work has benefited ASTD on every level—from chapter to international. She has led by example, demonstrating that only through commitment and dedication can true change be achieved.

Biech's work has taken many forms. Through writing, consulting, and practitioner education, she has helped to define, model, and elevate the standards of workplace learning and performance. The positive effects of her involvement will be felt and enjoyed by generations of WLP professionals to come.

## ASTD Contributions

It would be easier to list contributions to ASTD that Elaine Biech hasn't made—if you could find any. Since beginning her involvement with ASTD on the chapter level in 1985, Biech has touched nearly every important aspect of knowledge and programming at ASTD. All along, however, she has been an enthusiastic advocate for professional certification, and finally saw that dream realized with the introduction of the CPLP in 2005.

She worked hard to shape and ensure the excellence of the credential, laying the ground work with her participation in the competency study that led to the development of the ASTD Competency Model. After defining what WLP should look like, Biech served on the team that developed the first round of CPLP test questions. She then turned her energies to the certification candidates themselves, editing the first edition of the ASTD Learning System that helps interested participants prepare for the exam and moderating eight related webinars. Simultaneously, she designed and launched both the "Training Certificate" and the "Facilitating Organizational Change Certificate" programs.

Biech has always been concerned with the needs of her fellow consultants, recognizing that their challenges and goals are different from those of internal practitioners. She served as creator and chair of Consultant's Day at the International Conference and Exposition, which became a conference-within-a-conference in 2000, attracting such marquee speakers as Peter Block, Margie Blanchard, Geoff Bellman, Jim Kouzes, and Warner Burke. She shared her own knowledge selflessly, writing and editing the monthly "Ask a Consulting Expert" column on the ASTD website for four years.

Somehow, Biech has found the time to write over a dozen books including several for ASTD, adding permanently to the repository of professional knowledge. She is the author of these ASTD Press books: *Creativity and Innovation*, *Training for Dummies*, two *Infolines*, and most recently *Thriving Through Change*, another ASTD publication.

Biech has held nearly every significant volunteer role at ASTD. She has served as a board member, secretary, chapter president, regional council member, nominating committee member, and national conference design committee chair. She received the ASTD Torch Award in 1992 and the Volunteer-Staff Partnership Award in 2004.

## Workplace Contributions

Although "ebb" means "to recede," Elaine Biech, through her work as ebb associates, does nothing but advance the goals and mission of her clients as they strive to become true learning organizations. Through her work with organizations, she has shared her expertise in the pursuit of their corporate goals. On projects that run the gamut from implementing TQM at McDonald's, to reengineering at Lands' End, to leadership development at Land O' Lakes, Biech's work has affected thousands of workers nationwide.

Biech has a longstanding working relationship with the U.S. Navy. She has worked on myriad projects for various offices and departments within the branch of service, leveraging her skills and expertise on everything from process reengineering to facilitating large-scale change management processes.

## Community Contributions

In addition to her extensive work with ASTD, Elaine Biech has enthusiastically addressed other needs she has encountered. She donates her time to provide training to not-for-profit organizations and small community colleges, such as a program for single parents returning to school in southeastern Virginia. She has endowed a scholarship for promising high school students in Portage, Wisconsin. She has organized neighborhood Heart Fund Drives, served on her local district school board, and served as a 4-H leader. In 1995, Biech was presented with the Wisconsin Women's Entrepreneur Mentoring Award for her role in helping other women start and maintain their own businesses. She has also been actively involved in the Instructional Systems Association.

# Advancing Workplace Learning and Performance

The next five awards recognize individuals for contributions that advance the profession and for their public support for workplace learning and performance.



Dave Ulrich

Perhaps Dave Ulrich started thinking about the strategic role of people in organizations at the knee of his father, who directed a Job Corps camp in South Weber, Utah. Or perhaps his theories didn't really become cogent until he was a college senior, when he examined the organizational structure of the Brigham Young University English department in which he studied—and concluded it didn't work for him. Whatever and whenever the genesis, however, scores of organizations and millions of employees owe their gratitude to Ulrich for emphasizing the “human” in human resources and for demonstrating that HR can play a strategic role in the success of a business.

Ulrich's official bio states that he “studies how organizations build capabilities of speed, learning, collaboration, accountability, talent, and leadership through leveraging human capital.” He does this as a professor of business at the Ross School of Business at the University of Michigan, where he has taught since 1982, primarily in the HR Executive program as well as a partner in RBL Group, a consulting firm. His first notable book, *Organizational Capability: Competing from the Inside/Out* (with Dale Lake), was published in 1990. It's been all accolades ever since with books on HR (*Human*

# Lifetime 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.*

*Resource Champions, The HR Value Proposition* with Wayne Brockbank); organizations (*The Boundaryless Organization* with Ron Ashkenas, Todd Jick, and Steve Kerr and *Why the Bottom Line Isn't* with Norm Smallwood); and leadership (*Results Based Leadership* with Jack Zenger and Norm Smallwood and *Leadership Brand* with Norm Smallwood).

Executives at companies around the world laud Ulrich for his ability to hone in quickly on the essence of a problem. He became known through his participation in the decade-long consulting engagement with General Electric under Jack Welch—the effort that became known as “Workout.” “We needed smart, independent people like Ulrich so our own hierarchy wouldn't get in the way,” Welch once said. Ulrich copublished the learnings of the GE effort with his collaborators, Steve Kerr and Ron Ashkenas, in 2002.

He is also well known for codeveloping the HR Scorecard, which allows HR practitioners to link the results of HR policies to such bottom-line measures as profitability and shareholder value. Ulrich has thought and written about such diverse topics as organizational structure and boundaries, organizational capability and talent management, and the essence of the modern HR function. He served as editor of *Human Resource Management Journal* from 1900–1999, and currently serves on the editorial boards of four other journals.

In 2001, Ulrich was named the No. 1 management educator by *BusinessWeek*, and in 2006, he was ranked the most influential person in human resources by readers of *HR Magazine*. He has authored 16 books and more than 100 articles and book chapters. His latest work, published in various periodicals in early 2007, focuses on leadership and building a leadership brand. He has consulted or conducted research with more than half of the *Fortune* 200 companies.

Ulrich holds a bachelor's degree from and did master's work at Brigham Young University, and he earned his PhD from UCLA in 1982. While he continues to teach at the University of Michigan, he lives in Alpine, Utah.

Raised in a Mormon household, Ulrich took three years off from consulting and teaching to run a Mormon mission in Quebec (2002–2005). Near the end of his sojourn, he told *Fast Company*:

“As I return to the ‘real’ world, I wonder sometimes which world is more real: the world I live in now—focused on building a caring community—or the world I left (and return to) of building a competitive community. Hopefully, we can find ways to build a competitive community through caring, but that may be a bit idealistic.”

# Distinguished Contribution to Workplace Learning and Performance

*This award is presented in recognition of an exceptional contribution of sustained impact to the field of workplace learning and performance.*



Jon Katzenbach

During his nearly five-decade career, Jon Katzenbach has thought, written, and taught about the workplace—how people work (*The Wisdom of Teams*) as well as why they work (*Why Pride Matters More Than Money: The Greatest Motivational Force in the World*). Currently senior partner of Katzenbach Partners, he gained much of his wisdom and expertise during more than 35 years at McKinsey & Company.

At McKinsey, Katzenbach filled numerous roles on the office and national firm level that included serving as director of the New York and Houston offices. His areas of expertise included strategy, organization, and governance issues. He has worked with more than 100 large institutions in all sectors of the economy. He served as a consultant to Ronald Reagan, David Rockefeller, and J. Paul Getty as well as to many public institutions, including three New York university hospital systems.

Of his work, Katzenbach has said, “I would consider myself a leadership and organizational consultant. I help leaders shape different options in the design of both formal and informal constructs and leadership

approaches. I see myself as a catalyst to help leaders make changes that lead to lasting improvement in enterprise performance through the more effective selection, development, deployment, and motivation of large numbers of people. I devote particular attention to the role of and options for CEOs and senior leadership groups.”

Katzenbach’s books on teams, which include *The Wisdom of Teams* (1993), *The Work of Teams* (1998), and *Teams at the Top* (1998), are widely considered to be seminal works on creating high-performing organizations. His ideas were motivated by his own experiences as a member of a high-performing team at McKinsey, early in his career:

“It was in that context that I first came to realize how powerful a team can be. Five young principals set out to change McKinsey’s practice from small projects on cost reduction, organizational change, and market research to a series of engagements aimed at significant, long-term impact on clients’ performance.

“Their collective aspirations became a genuine mission—to ensure that lasting, higher value-added for the client. We had diverse and complimentary skills and each of us took on different roles depending on the occasion. I was the senior member of the team, but would often work in a subordinate role on client work led by others. We mixed and matched capabilities in an effort to stretch the overall performance of the team. It was both memorable and energizing for all of us. We changed the strategy and focus of the whole practice, and have also remained close friends ever since.”

Katzenbach graduated with distinction from Stanford University with a bachelor of arts degree in economics, where he was a member of Phi Beta Kappa. He earned his MBA from the Harvard University Graduate School of Business, where he was a Baker Scholar. During the Korean War, he served as a lieutenant in the U.S. Navy.

In 1998, Katzenbach joined with two former colleagues from McKinsey to form New York-based Katzenbach Partners. The firm now employs more than 100 consultants. Katzenbach and his partners use the firm as a laboratory for many of the management ideas they espouse.

# Champion of Workplace Learning and Performance

*This award recognizes an individual from outside the field of workplace learning and performance whose advocacy, commitment, or actions in support of workplace learning and performance has influenced audiences, organizations, or society.*



Jim Collins

One of the most enduring metaphors from Jim Collins' runaway bestseller, *Good to Great*, is that of organizations as buses—companies perform well when the right people are on the bus and in the right seats. Workplace learning and performance professionals can play a key part in ensuring that their organizations have the best people in the correct roles.

As a researcher, author, and speaker, Collins's role is that of a lifelong learner. He describes himself as a "student of great companies." He began his research and teaching career on the faculty of Stanford University's Graduate School of Business. After seven years at Stanford, Collins moved to Boulder, Colorado, in 1995 to found his management research laboratory. In a 1997 article for *Inc.*, he wrote:

"People whose profession is to continually learn...act as knowers rather than learners.... Learning people...learn till the day they die, not because learning will 'get them somewhere' but because they see learning as part of their reason for living. When asked for an economic justification for learning, they find the question as odd as being asked for a financial justification for breathing.

The link between learning and performance is self-evident, but for a true learning person (or organization, for that matter), performance is not the ultimate why of learning. Learning is the why of learning. And until we grasp that fact and organize accordingly, we will not—indeed cannot—build the elusive learning organization."

Collins has authored or co-authored five books, including *Built to Last*, which stayed on the *BusinessWeek* bestseller list for more than six years. *Good to Great: Why Some Companies Make the Leap...And Others Don't*, which was published in 2001, has sold more than three million copies and has been translated into 35 languages. He describes himself as a teacher, rather than a consultant, and has worked with executives at more than 100 corporations. In a 2002 interview with *T+D*, he described his professional life as a quest for knowledge: "We never set out to prove an existing point of view... We don't know what the answers are and if they end up being something we didn't expect, all the better." Many of Collins's research projects last for five years or more.

Another popular metaphor from *Good to Great* has been the Hedgehog Concept—the idea that people must operate at the intersection of three circles to attain maximum performance. The circles represent passion, readiness, and business sense. In the *T+D* interview, Collins said:

"[Something that training and development] professionals can do that's kind of exciting is not just to get the right person on the bus, but get the right person in the right

seat. That's where they can make a contribution. The right person in the right seat means that an individual's three circles line up with the responsibilities of that seat. ...If you give people that understanding and help them move toward the seats they should be in, not only will organizations be stronger, but also people will be more fulfilled."

Collins was ranked No. 6 on the "Thinkers 50" list in 2005, and was called "the most widely read business writer in the world" by *The Economist*. He has written more than 45 articles, book chapters, and monographs, including 2005's *Good to Great and the Social Sectors*, an adaptation of his earlier findings for the not-for-profit sector. His current research project examines how companies perform in turbulent industries.



## Research Article Award

*This award recognizes outstanding research that is published in a refereed journal and holds major implications for workplace learning and performance practitioners.*



Tammy D. Allen

### Mentorship Behaviors and Mentorship Quality Associated With Formal Mentoring Programs: Closing the Gap Between Research and Practice

Formal mentoring programs have become an increasingly popular employee development tool. For more than a decade recommendations concerning the design and implementation of these programs have been offered in both the popular and scholarly press. Surprisingly, these recommendations have been subjected to little empirical scrutiny. The objective of this research was to investigate the design characteristics of formal mentoring programs that relate to the degree of mentoring provided by mentors and to mentoring relationship quality.

Data were collected from 175 protégés and 110 mentors who participated in 12 different formal mentoring programs across four organizations. Participants reported on three categories of program features: 1) participant input into the mentoring process, 2) dyadic structure of the relationship, and 3) formal program training. Participants also reported the degree that the mentor provided psychosocial and career support, and the overall quality of the mentoring relationship.

The findings have several potential implications for organizations to consider when developing and designing formal mentoring programs. Results indicated that the dyadic structure of the relationship (for example, the geographic proximity of the mentor and the protégé, pairing mentors and protégés from the same or different departments, or pairings based on rank) made little significant difference in mentoring outcomes. Thus, such factors may be less important when determining how best to match mentors and protégés. On the other hand, results indicated that input into the mentoring process consistently related to mentoring provided and to relationship quality. The study findings suggest that allowing formal mentoring program participants input into who will be their mentoring partner may enhance the benefits and quality of the mentoring relationship. With regard to training, results indicated that training alone was not associated with mentoring outcomes, but that there was a positive relationship with mentoring outcomes when the training received was reported by protégés as high in quality.

Tammy D. Allen is professor of psychology at the University of South Florida in Tampa. Lillian T. Eby is professor of psychology at the University of Georgia in Athens. Elizabeth Lentz is a psychology doctoral candidate at the University of South Florida.

The study was published in the *Journal of Applied Psychology*, 2006, volume 91, number 3.



Lillian T. Eby



Elizabeth Lentz



*This award recognizes an outstanding dissertation that holds major implications for practitioners of workplace learning and performance.*



Tacy M. Byham

## Factors Affecting the Acceptance and Application of Developmental Feedback from an Executive Assessment Program

After receiving feedback from a developmental assessment center, most participants either anecdotally or formally suggest that “this was the most rewarding developmental experience I have ever participated in.” The question is whether these insights into their own abilities are actually related to behavior change back on the job.

The dissertation focused on 79 middle managers or executives from a large manufacturing organization who participated in an intensive one-day developmental assessment center session. Results from interviews and surveys one year after the assessment center experience focused on a theoretical model with five interrelated steps: acceptance, motivation, development plan formality, development plan quality, and completion.

The regression models indicated that the most significant contributor to the formality of development plans was perceptions of assistance from a manager or mentor. Plans that were rated high in formality were also likely to be rated high in quality, with clear, achievable, behavioral, measurable, and prioritized development goals. Finally, high-quality plans were more likely to be completed.

The findings identified a number of implications for practice:

- Feedback recipients should be encouraged to focus their development efforts on two or three competencies.
- Development plans should include a variety of learning methods.
- Development actions should be chosen for participants that align with their personal goals, team’s goals, and organization’s goals.
- Encouraging receivers of developmental feedback to put their development plans in writing increases the quality and the likelihood of completion of their plan.
- The feedback recipient’s manager plays a major role in the formality and quality of the development plan.
- If feedback recipients are low in receptivity to feedback (and possibly in openness to change), their ability to execute their development actions can be seriously derailed.
- Progress and outcome measures of success should be created to ensure development goals are on target and create process tension.

Tacy M. Byham is senior consultant, executive solutions for Development Dimensions International in Bridgeville, Pennsylvania. She received her PhD from The University of Akron.





## Excellence in Practice

The Excellence in Practice category recognizes organizations for results achieved through learning and performance practices and interventions. Awards are presented for proven practices that have delivered measurable results, and Citations are presented for practices from which much can be learned.

This year, recognition is given in eight areas: career development, learning technologies, managing change, organizational learning, performance improvement, technical training, training management, and workplace learning and development.

## Excellence in Practice Awards

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### Cartus

Danbury, Connecticut

Organizational Learning

#### *Training Suppliers in Best Practices*

Cartus manages a corporate benefit program that helps employees who are relocating sell their current homes and find new ones. Suppliers, such as property appraisers, inspectors, and real estate agents, have a good deal of customer contact, but are not Cartus employees. Previous supplier training programs had been ineffective and poorly attended.

In developing its new supplier training and certification program, the company sought to devise effective training that would modify and channel the entrepreneurial behavior of its broker network agents, while integrating them smoothly into a corporate business model that emphasizes adherence to processes and sensitivity to the special needs of corporate transferees.

To make its certification desirable, the program had to be low-cost and able to reach tens of thousands of participants nationwide, while elevating the image and effectiveness of training throughout the supplier network. Launched in 2003, the program uses a blended delivery approach that incorporates CD-based learning modules, simulation-based instructor-led groups, and techniques that allow local brokers to train their own agents to meet local requirements. The program receives a systematic update and reintroduction every two years. Nearly 50,000 agents were certified in 2005, and the program has since been applied to a parallel business sector—relocation services for affinity groups—with equal success.



### Caterpillar, Inc.

Peoria, Illinois

Organizational Learning

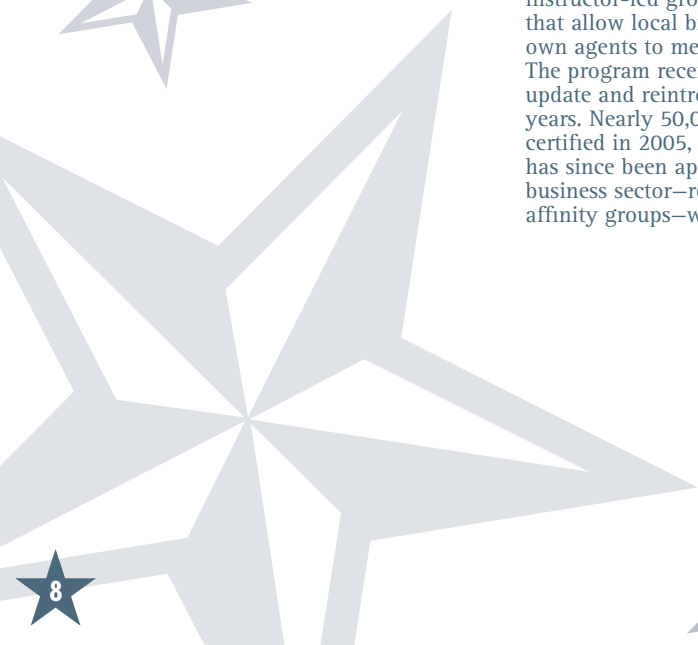
#### *Knowledge Sharing*

In the late 1990s and early 2000s, several trends converged at Caterpillar—the impending retirement of knowledgeable manufacturing employees and the heavy use of email and the corporate intranet, which made it difficult to sort the utility of electronic communications; and the creation of its corporate university in 2001. Employees needed a way to manage and share information and ideas.

In response, the company developed Knowledge Network, now housed and managed within the corporate university. Originally designed for a single functional area, the tool has since been deployed throughout the organization and its value chain (dealers, customers, and suppliers). It features communities of practice—now totaling nearly 4,000—organized around specific business topics and featuring threaded discussions.

Community managers—strong facilitators who are highly engaged in the subject matter of the community—are also responsible for validating knowledge entries, which are postings that pertain to a specific work process, tool, quality issue, or other question. Bulletin boards enable anyone with access, including outside experts, suppliers, and partners, to post information relevant to the community. People may view these bulletin boards to gain access to required expertise.

The Knowledge Network has brought about personal productivity, speed, cost avoidance, and quality.





Caterpillar, Inc.  
Peoria, Illinois

MetrixGlobal  
Johnston, Iowa

Training Management

## *Managing Learning to Ensure Strategic Alignment*

Caterpillar established its corporate university in 2001. Soon after, senior leaders had questions about the value that learning was adding to the business. More than \$100 million annually was being invested in learning, and leaders wanted to know that this investment was being made in critical areas. The need to eliminate duplications and inconsistencies across the company's 30 decentralized business units was also recognized.

Caterpillar's response was to design an enterprise learning planning (ELP) model, an enterprise-wide process that enables strategic decisions about learning to be made so that resources are focused on learning with the greatest strategic value and greatest business impact. The corporate university facilitated a comprehensive needs assessment, and business unit leaders and learning leaders from around the world documented learning management and spending practices. ELP has been deployed as a company-wide practice to assess the learning needs of each business unit and to plan learning for the entire business enterprise.

A unique feature of ELP is an integrated strategy that guides evaluation and return-on-investment (ROI) studies and tracks benefits. In five years, more than \$25 million has been saved, and ROI studies show that over \$160 million in annualized benefits to the business will be delivered over a seven-year period.



CLP Power Hong Kong Limited  
Hong Kong SAR, China

Technical Training

## *Live Work Training*

As a power company serving a worldwide financial center with more than 2.2 million customers, CLP Power strives to ensure that the electricity supply is at a world-class reliability level of 99.99 percent. To achieve this goal, the company established a training program to teach employees how to work on live equipment safely without switching off customers' power.

The Live Work Training program emphasizes skill competence and safety. Its objectives are to train highly competent, safety-conscious workers, resulting in a zero accident rate. To arouse learners' interest, the program is delivered via a blended approach that incorporates a scenario-based discussion in the classroom with state-of-the-art technology.

A custom-developed Personal Response System features wireless transmitters that allow learners to interact with their trainers and peers on-screen. Workshop practice sessions take place in a simulated work environment, and the Wrong-Step Monitoring System generates an alarm to signal a trainee error, allowing trainers to immediately provide corrective action and explanation.

Training effectiveness measurements include trainee satisfaction evaluation (5.4 out of 6 in the past five years); knowledge evaluation (94.7 percent); and post-training behavioral evaluation, in which 100 percent of trainees met safety and working standards. The safety index for the training program activities has now reached 99.99 percent.



ConnectiCare  
Farmington, Connecticut

Performance Improvement

## *The Royal Treatment*

ConnectiCare sets vigorous service quality goals for itself each year. In its pursuit of continuous improvement, the organization focused on specific aspects of call center interaction that included managing difficult calls, exceeding customer expectations, and closing a call professionally. Desired behaviors, outcomes, and goals were set that enabled the call center employees to give customers "The Royal Treatment."

The resulting training program encouraged healthy competition and fostered participant enthusiasm. It included instruction, coaching, auditing, recognition, and individual and team reward components. "The Royal Treatment" program was implemented in six- to eight-week challenges that included kickoff activities, workspace decorations, and weekly prizes.

Participants assume a leadership role in assessing their own performance. Representatives identify calls that they believe meet the criteria for excellence. The calls are submitted for validation and are reviewed and compared against the challenge criteria for that time period. On average, 80 percent of the submitted calls are validated and qualify as providing "The Royal Treatment."

# Excellence in Practice Awards



**ESCO Covington**  
Covington, Kentucky

**Training Modernization Group**  
Chesapeake, Virginia

Performance Improvement

## *People Powered Lean*

Faced with high attrition rates and rising material costs, the leaders at ESCO Covington needed to integrate its hiring, orientation, and initial training of employees.

The People Powered Lean initiative was launched with the long-term goal of decreasing time to competency and increasing productivity of new hires. Designed to boost new hires' ability and confidence when they start their jobs, the initiative links the hiring and onboarding of new employees through the critical first six months on the job directly to the manufacturing process within a single system.

Production managers and team leaders participated in creating a realistic job preview to help candidates decide whether to apply and defined the best recruiting pipelines. They also crafted scenario-driven skills assessments and developed a new orientation process that creates a positive first impression and assures new employees of their value to the company.

Results have been dramatic as the time required to prepare an employee dropped from nine weeks to one week. Hiring costs were reduced from \$2000 to less than \$500 per employee. Time to competency is 75 percent faster than the traditional model. Turnover rates were reduced by 66 percent. Most importantly overall production efficiency was improved 23 percent.



**Farmers Insurance Group**  
Agoura, California

**Inner Harbor Partners**  
Baltimore Maryland

Career Development  
Organizational Learning

## *University of Farmers for District Managers*

Farmers district managers are responsible for increasing the volume of policies and premiums through the recruitment of new agents and the development and productivity of new and existing agents (14,000 nationwide). Developing successful district managers is critical to the company's growth.

A centralized university program was created to shift district managers' focus to a culture of long-term agent performance, both in the number of agents appointed and in agent productivity. Its framework is the District Manager Success Model, which outlines desired business outcomes, behaviors, and the knowledge, skills, and abilities to drive these behaviors. The model drives the curriculum, which is delivered in a three-and-a-half-day classroom session that includes case studies, exercises, skills practice, videos, guest speakers, and games. Learning is supported from above by providing the district managers' "manager" with coaching skills and a tool for monthly evaluations of the district's progress toward the success model.

Participating district managers averaged 31.6 property and casualty policies sold per agent per month since attending the university, compared to 23.8 for nonattending managers—a 32.8 percent increase in productivity. The latest estimates project \$17.8 million in incremental revenue over five years, translating to a 215 percent internal rate of return.



**Gammon Construction Limited**  
Hong Kong SAR, China

Workplace Learning and Development

## *Workers Registration Center - Safety Training*

With a relatively high construction accident rate in Hong Kong, Gammon promoted safety by establishing a Workers Registration Center in 2004, the first of its kind in the construction industry in Hong Kong.

With the aim of raising safety awareness among construction workers and changing their behavior in order to prevent accidents, the center provides actual site situation scenarios and training courses tailored to the needs of frontline workers.

All participants, including subcontractor employees, are required to participate in a half-day program before being permitted to work on any of the Gammon sites. They spend 90 percent of their time outdoors in simulated risk activities and hazardous situations, including confined space, excavation trench, work platform, and use of electrical equipment.

From the opening of the center in 2004 through the end of 2005, more than 17,000 workers—or 30 percent of the Hong Kong construction workforce—attended the training. Encouraging feedback from the participants has reinforced Gammon's commitment to enhancing "step change in safety." The company's overall accident rate was reduced by approximately 30 percent in 2005 compared to 2004.



## HSBC

Hong Kong SAR, China

Workplace Learning  
and Development

### *Asia Pacific Bancassurance Training Curriculum*

HSBC Hong Kong established a corporate strategic priority to provide the full spectrum of financial services and expand its insurance business across 19 Asia Pacific countries. To accomplish its ambitious goal, the company needed to equip its designated sales team with a well-defined set of skills and knowledge. Thus, the Asia Pacific Bancassurance Training Curriculum was introduced in early 2005.

Working as an integral partner with the business, the training and development staff sought to identify training needs and evaluate the effectiveness of the training. Three specialized curricula were developed to support sales force members, sales leaders, and bank staff who are responsible for handling referrals. A systematic training curriculum ensured that insurance knowledge and skills among all sales staff were consistent across the Asia Pacific region.

Since the launch, insurance sales figures and customer satisfaction levels have risen substantially. HSBC recorded triple-digit increases in insurance sales over 2004 in some strategic countries. The Bancassurance curriculum also has motivated the sales force, giving its members a clear roadmap for personal development. The new program has clearly demonstrated that a well-structured learning solution helps organizations drive business and motivate staff.



## IBM Corporation

Armonk, New York

Workplace Learning  
and Development

### *Business Transformation Learning Lighthouse Initiative*

In 2003, IBM launched its corporate business transformation initiative, a go-to-market strategy and a new way of running a company faster and more efficiently. The initiative focused on innovation and on activities that build value.

Many of the attempts to rally around the new strategy produced confusion because training often reflected unwarranted inferences, inaccuracies, and over-simplifications that were inconsistent with business transformation.

In response, the Learning Lighthouse Initiative was launched in 2004. This major cross-business, global learning initiative that would affect all 335,000 IBM employees worldwide was created to strengthen the execution of business transformation.

As its priorities, the initiative has five "workstreams," each of which is designed to support a specific learning goal. These range from eliminating redundancy and increasing relevance, to adding value to learning and ensuring continuous improvement. Every aspect of learning has been examined, adjusted, rethought, aligned, or discarded, from management and alignment, to framework and individual learning objects, paths, and measurement.

Its core team of 10 learning professionals is supported by an executive steering committee as well as delegates—individuals with leadership responsibilities across the company who define requirements, enable, and provide feedback. The deployment of the Learning Lighthouse Initiative is producing a profit-to-cost ratio of 3,846 percent in sales clusters around the world.



## IBM Corporation

Armonk, New York

Organizational Learning

### *New Employee Orientation*

IBM, which operates in 174 countries, adds about 30,000 new employees each year to its workforce of more than 300,000. Nearly two-thirds of its new employees are experienced professionals rather than "traditional" university hires. The challenge is to provide such a diverse group with consistent processes, value-driven messages, information, and resources as they take on new roles, engage with and feel part of the company, deliver rapid results, and achieve long-term success. Previous onboarding programs were ineffective.

In 2003, IBM created Your IBM, its new employee orientation program, which is a year-long learning continuum that begins with classroom training on the first two days of employment, and continues with subsequent learning, mentoring, and work-based development opportunities. A key part of the program is the e-learning aspect that covers critical early-career topics and provides immediate assessment feedback. Other important components include a mentoring program and quarterly touch-point calls with executives and other subject matter experts.

The program is designed to have a positive impact on two key business measures: increased productivity and retention of top performers. Recent measurements revealed a more than 90 percent overall student satisfaction rate.

# Excellence in Practice Awards



## Langham Place Hotel

Hong Kong SAR, China

Workplace Learning  
and Development

### *The High Yield GST: A Five-Star Hotel's Guest Support Technologist*

Opening a luxury five-star hotel in an older area of Hong Kong was a risky business proposition. To attract guests, the hotel needed a unique value proposition: It branded itself as the ultimate high-tech venue with employees who can provide round-the-clock information technology (IT) support to guests.

To deliver on this proposition, Langham Place Hotel provides training to any employee who volunteers to be a guest support technologist (GST). GSTs are not computer whizzes or IT professionals, but line employees in the hotel's other services areas: food service, concierge, front desk, and bell staff. Understanding that these workers did not necessarily possess a strong educational background, the learning staff designed training in short, fun bursts lasting no longer than one hour maximum. They include lots of hands-on demonstrations, practical exercises, and games. Classroom sessions are supplemented by colorful, boldly graphic self-study booklets.

Thorough analysis of guest calls to the help desk enables the hotel to identify the most common IT problems for hotel guests. These problems become the focus of the training curriculum. Analysis is done regularly, and the curriculum is updated as necessary. In addition, the hotel provides communication and service skills training. Although GST is a volunteer role, and hotel staff is not paid for assuming these additional responsibilities, more than 50 employees have enrolled in the training. The hotel estimates that GSTs are responsible for more than \$500,000 in cost savings in the first 12 months of the program.



## American Express Business Travel

New York, New York

## Innovative Solutions Consulting, LLC

Phoenix, Arizona

## HRGroup, LLC

Tempe, Arizona

## Performance Improvement

### *Winning Through People*

Although there were no burning problems in this business unit at American Express, leadership felt that performance was on a slow and steady decline. Recognizing that imminent internal and external risks were lurking, the leadership team decided to take action before the situation became urgent.

Performance benchmarks of the new practice focused on the organization's three main constituencies: employees, customers, and shareholders. Respecting employees' knowledge and experience while elevating their morale were key goals of *Winning Through People*. The program featured an innovative approach to improving employee-customer interaction through self-awareness and adaptation of observable behaviors and work styles.

Its hallmarks were high employee engagement and quality customer interaction. Multiple communication vehicles and a one-page business plan helped paint a clear vision of the future, while the employees helped create a new mission statement for the organization. Online assessments, train-the-trainer sessions, a custom-developed tool kit, and cascading coaching and feedback meetings supported skill development.

Since the implementation of the program in early 2005, employee satisfaction scores have improved by six percentage points, and customer satisfaction levels have reached an all-time high. Return-on-investment for the program is 1,600 percent.



## Amgen

Thousand Oaks, California

## Alliance Performance

Naples, Florida

## Cognizant Technology Solutions U.S. Corporation

Teaneck, New Jersey

## Performance Improvement

### *Performance Training and Management System*

Amgen, a research-based biotechnology company, operates in a highly competitive market. During a strategic planning exercise, the company determined that one of its greatest differentiators was the behavior of its account managers. It identified an opportunity to refine and enhance that advantage by training those account managers in behaviors and skills considered critical to strong relationships based on client and best practice research.

The company was aware that skills training—without clear expectations and ongoing coaching linked to real business opportunities—had a low effectiveness rate. Amgen built its Performance Training and Management System to provide cohesive, integrated skills development and coaching. The system honors Amgen's corporate culture by taking a science-based approach to people development—leveraging consistent, proven behaviors supported by an automated, well orchestrated system. It includes practical tools for assessments, goal setting, feedback, and developmental activities; and provides a user-friendly interface that allows managers and trainers to complete critical tasks efficiently and capture timely data for decision making.

Since the program's implementation in 2005, the number of managers delivering coaching to their team members on a regular basis has increased by 36 percent. A single new client success resulted in sales worth more than double the initial cost of the program.



## AT&T

San Antonio, Texas

## IBM

Odessa, Florida

## IBM Learning Business Transformation Outsourcing

West Palm Beach, Florida

## Organizational Learning

### *Application Selling: Blending Learning with Work*

Given the intensely competitive telecommunications industry, client relationships are critical to survival. Recognizing that, AT&T sought to improve the consultative selling skills of its account executives and sales managers while emphasizing four key products and services.

First implemented in the second quarter of 2005, Selling Enhanced Solutions is a four-phase program that includes product knowledge, subject matter expert application review, selling skills, and an application-based workshop that ties all the phases together. It uses a blended approach that allows participants to apply their new knowledge and skills to their customers as they progress through the program. It facilitates the creation of enhanced skill sets as well as higher close rates over a longer period. The blending of delivery methods allowed participants to learn at their own pace, benefit from an instructor's expertise, and build on interactions with their fellow sales professionals.

Within six months of program completion, the business unit increased funnel activity for the key products and services as well as drove additional revenue to the unit in excess of \$100 million. More than 72 percent of participants said that they had been able to successfully apply their new skills on the job.

# Excellence in Practice Citations



## Bank of America

Charlotte, North Carolina

## Vangent

Pawcatuck, Connecticut

### Organizational Learning

### Workplace Learning and Development

#### *Improving New Hire Performance through Blended Learning*

Bank of America was facing difficulties in training and retaining tellers in a challenging work environment with elevated performance expectations. The existing training was not standardized across banking centers, did not meet all of the associates' needs, and had a low rate of completion.

To address these deficiencies, a performance analysis was conducted with top performers in the teller and manager roles and the existing training curriculum was reengineered to improve targeted business metrics. The reengineered new hire curriculum employs a blended learning solution to deliver performance-based instruction. The approach utilizes integrated systems training with embedded operational excellence and customer service skill threads; individual and small-group coaching opportunities for location-specific topics; observation of top performers in the real work environment; and guided practice with a coach on the live system with real customers.

Preliminary results were promising, showing an initial return on investment of approximately \$9 million. The measurable business impacts included a reduction in training time and projected speed-to-proficiency, a 12 percent improvement in average errors per 1,000 transactions, and a 10 percent improvement in average net cash differences (end-of-day balance).



## CA

Islandia, New York

### Technical Training

#### *Security Training Program*

Facing a dramatic reduction in skilled sales, pre-sales, and services personnel, combined with an increase in product sales, CA recognized great demand for skilled technical consultants. Previous on-the-job training had been time-consuming and inconsistent, and had delayed the deployment of new employees to the field. Quick ramp-up was vital.

Using rapid courseware development—a rigorous model of training, testing, and measuring—CA developed its new Security Training Program. Leveraging subject matter expertise and educational collaboration, 16 new world-class training courses were rolled out. The positive effect upon software license and services revenue was almost immediate. The program is intensive, comprehensive, and tied to software sales and services cycles. Coaching and mentoring ensure learning on the job, while hands-on activities enhance retention and drive performance. A blended approach features classroom instruction, supplemented by self-paced, e-learning modules.

Post-implementation, the result was a record quarterly growth in software sales and services sales in the first two quarters of the year. The same methodology has been used to expand the training program to other departments and additional business units.



## Carilion Corporate University

Roanoke, Virginia

### Organizational Learning

#### *Leadership Essentials*

In an environment of flat-line reimbursements and pulse-raising expenses, this not-for-profit health system struggled to find a remedy for leadership orientation in this new business environment. Offered in a traditional lecture format, previous education sessions were attended inconsistently with tepid support from senior management and minimal business impact.

Seeking to quickly bring leaders into alignment with the organization's vision, mission, and business strategies, Carilion designed a systematic process for developing competent leaders that demonstrably improves the bottom line. Leadership Essentials is an eight-session leadership orientation that creatively delivers information and hands-on practice.

Instructional content includes enculturation (mission, vision, and leadership expectations); philosophy and strategy (hiring and retention strategies in today's market, compensation philosophy, and career advancement); business knowledge (overview of key systems, review of core policies, and additional resources); managerial skills (hiring process, managing payroll, understanding financial reports, and creating a communication plan); and coaching employees on performance. These topics reinforce detailed competencies directly linked to the system's balanced scorecard. Individual coaching sessions from a leader's core resources (financial advisor, recruiter, human resources consultant, and education consultant) helps to ensure application and retention.

The results—reduced turnover, increased patient and customer satisfaction, improved scores on leaders' performance appraisals, decreased startup times for new businesses, improved relations with physicians, and meeting scorecard goals—were just what the doctor ordered!



## DIRECTV

Boise, Idaho

Performance Improvement

### *Desktop Learning: Analyzing Visual Fluency and the Impact of Desktop Tools on Learning and Performance*

DIRECTV employs one of the largest groups of customer service agents in the United States. They are required to amass new knowledge and understand new offerings at a rapid pace. The industry also faces employee turnover challenges. The company realized that it needed to reduce classroom training and increase phone time servicing customers, while simultaneously increasing agent knowledge, speed, and performance. The solution was a comprehensive desktop e-learning strategy.

An in-depth needs assessment and cause analysis was conducted to determine actual agent behaviors and performance needs. This detailed assessment provided the foundation for restructuring desktop tools and e-learning to increase agent performance. An on-demand learning and performance support tool was restructured to more quickly allow agents to seek the information they need while serving customers. Further, an LMS strategy was launched to make courseware and assessments accessible from the desktops, and short-duration e-learning modules were designed to be delivered directly to the employees' desktops.

DIRECTV's desktop learning project is already reducing average handle time, travel time, and training time, while increasing first call resolution and customer satisfaction. This strategic e-learning change is expected to produce cost savings in the millions of dollars.



## Farmers Insurance Group

Agoura Hills, California

Career Development

Organizational Learning  
Performance Improvement

### *Farmers® Journey to Success*

In 2004-2005, Farmers Insurance confronted two interesting trends: The productivity of experienced agents trailed that of new agents; and agent performance correlated directly to the leadership, coaching, training, and management activities of the district manager. To address both issues, Farmers developed an innovative program, Journey to Success (JTS). JTS provides district managers with the tools they need to manage agent performance through improved coaching relationships, increased expectations, incentives and recognition, increased compensation opportunities, and additional agent training.

The program operates in a unique three-week cycle that includes knowledge transfer, skill building, implementation, and coaching. It incorporates online delivery for preparation, small-group classroom sessions for instruction, and individual coaching for follow-up and retention. District managers were provided effective field coaching by turnkey implementation instructions that use best practices in adult learning. A business planning tool helped district managers assist agents in identifying performance gaps and preparing a strategy to address those gaps. The entire program includes 14 three-week coaching cycles.

Participating JTS agents are outperforming their non-JTS counterparts by 8.7 percent. The program is being expanded in 2007 to include additional focus on the small business market and life insurance.



## FedEx Kinko's

Dallas, Texas

Career Development

### *Career Development Program*

In the past, FedEx Kinko's had many different educational offerings, but there was no structure to meet the company's high attrition rate, expansion plans, and employee growth opportunities. In response to that need, the company created the Career Development Program (CDP), which maps out employees' career paths for position-based development. The CDP approach is a blend of web-based training, instructor-led courses, shadowing, and on-the-job training.

The program provides employees with a structure for individualized, self-paced training. With their managers, employees customize their training according to their position and business priority. They can explore opportunities within the company or improve skills within their current job.

The program is broken down into three categories: required, compliance, and electives. Required training blends new hire and ongoing courses that are important to the employee's position. Compliance is made up of courses required by all employees for legal protection of the company. Electives allow employees to personalize their career path by choosing courses to either build upon their current knowledge or learn skills in a different area.

More than 14,000 employees are currently participating in the program since its launch in April 2006, which represents more than half of the company's workforce.



# Excellence in Practice Citations



Hang Seng Bank  
Hong Kong SAR, China

Workplace Learning  
and Development

## *3A Accelerated Learning Model*

Facing a shortage of experienced mortgage salespeople in an intensely competitive environment of price cutting, Hang Seng Bank sought a new and better way to win mortgage customers, who were seeking tailor-made mortgage solutions as well as holistic financial management and advice.

Taking the expertise to where the customers are, the bank hired 130 new employees. The new employees—most of whom were new to the banking industry—had to be brought up to speed and competence within three months. To accomplish that ambitious goal, the learning and development team designed the 3A Accelerated Learning Model—acquisition, alignment, and alliance—to strengthen and reinforce these learning linkages:

- the transfer of skills learned in the classroom to the practice in the workplace
- the understanding and collaboration between front-line staff and back-office support teams in the customer service chain
- the market knowledge of new sales staff and the fast-changing market environment.

The program, which was launched in March 2005, comprised a combination of instructor-led sessions, interactive multimedia self-learning, experience-sharing workshops, branch internships, and department visits.

Results were visible almost immediately: In the fourth quarter of 2005, the bank achieved the largest market share among all competitors in Hong Kong, without using the competitive pricing strategy to gain business.



Hang Seng Bank  
Hong Kong SAR, China

Managing Change

## *Transformation Program – STEP Model*

The aggressive expansion of local and foreign banks into commercial banking in Hong Kong has made the industry extremely competitive. Trade businesses, the major growth engine of commercial banking, witnessed decreasing volume and narrowing interest margins. To address these challenges strategically while providing increased value to its customers, Hang Seng Bank transformed its Trade Services Center into a contemporary organization that serves as a sales and relationship arm of commercial banking.

Previously, the center had functioned largely as an operational servicing center. Its 270 employees were experienced clerks, checkers, and supervisors who had acquired the technical knowledge and expertise needed to do their jobs. Although well conversant with trade services operations, they lacked customer relationship management skills and sales experience.

The transformation of the Trade Services Center's business and its employees was achieved simultaneously through the use of the STEP Model, a holistic approach for tackling strategy, system, and people issues in the change process. The phases of the program included interventions designed to drive, support, and embrace change. Learning and development staff acted as performance consultants by helping to drive business strategy, communicating the reasons for change, and facilitating trust building among the affected workers.



Hewlett-Packard  
Palo Alto, California

Organizational Learning

## *Ethics and Compliance Office*

Company mergers, new legislation and regulations—the Sarbanes-Oxley Act and NYSE listing requirements—and well-publicized corporate business ethics scandals have created an environment of heightened business ethics awareness. Realizing this, Hewlett-Packard management made training in, and compliance with, the Standards of Business Conduct, a high priority. The Ethics and Compliance Office designed a new practice to teach and encourage employees to assume ethical leadership.

The centerpiece of the practice is an e-learning course, Ethical Leadership. Other instructional and reinforcement activities include a face-to-face method, instructors' training for the face-to-face method, and a facilitator's guide for conducting follow-up group seminars. Employees are reminded of company ethics and successes through the Ethical Compass, an online newsletter, and a website that includes the standards and directions for reporting of ethical violations. In addition, business liaisons and regional networks advise and assist the office in how to be proactive regarding their business practices.

At the end of the training window, approximately 97 percent of targeted employees had completed the training. Further, results show that employees have assumed ethical leadership: Items reported to the Standards of Business Conduct team have doubled since 2003.



**Hewlett-Packard**  
Marlborough, Massachusetts

**Systems  
Documentation, Inc.**  
Nashua, New Hampshire

**Workplace Learning  
and Development**

### *HelpDesk Data Administrator Needs Analysis*

After experiencing performance problems and high turnover among data administrators who work with HP's HelpDesk tool, company leadership devised a standardized test for current and future data administrators. Acting as performance consultants, however, training and development staff conducted a thorough needs analysis and created a more effective solution—one that truly addressed the root of the problem.

HelpDesk is a tool that HP employees use to manage customers' service level agreements. Basically, it is an enormous database to which thousands of data administrators worldwide contribute. Many entries, however, were missing, incomplete, or inconsistent. Previous training efforts had also been inconsistent and relied heavily on the self-motivation of the data administrator.

The comprehensive needs analysis revealed that information and performance support were scattered and unknown; naming conventions were complex, unfamiliar, and not covered adequately in training; new data administrators received little or no onboarding training; and customers, who also played a role in creating database entries, received no training at all. The learning and development staff recommended a data administrator new-hire program, a blended curriculum to help improve new-hire onboarding, and follow-up refresher training, if needed, for employees currently on the job.



**Hewlett-Packard**  
Marlborough, Massachusetts

**Organizational Learning  
Workplace Learning  
and Development**

### *Services-Oriented Architecture University: Rapid Capability Development*

Services-Oriented Architecture, or SOA, is an architectural approach to design, build, and manage distributed computing infrastructure required by an enterprise to achieve its business strategy. According to estimates, U.S. companies alone will spend \$18.8 billion on SOA services in 2010. Hewlett-Packard wanted to be prepared to win and serve SOA customers, which would in turn grow revenue for the company, increase market share, and build the capabilities of delivery consultants worldwide while fine-tuning the SOA services. To be successful, however, the initiative needed engagement from well trained and highly skilled consultants.

SOA University was designed specifically to support the new HP business initiative. It is a comprehensive program using workforce characterization processes, a blended-learning approach, and a constant improvement and evaluation strategy to rapidly build capability. It includes: analysis (competency models and skills); e-learning solutions that build awareness; in-depth delivery workshops; online curriculum maps; knowledge capture and reuse of best practices; and mentoring. It is designed to regularly monitor the growth of workforce readiness and set priorities for the next learning solutions.

SOA University is offered to 1,800 information technology consultants worldwide, who either provide, or are planning to provide, SOA services to customers. Within its first year, the number of SOA-skilled consultants increased from 87 to 235, a gain of 270 percent.



**JELD-WEN, Inc.**  
Klamath Falls, Oregon

**Career Development**

### *The Apprentice Course*

Window and door manufacturer JELD-WEN faced a problem most businesses would envy: A new division expanded rapidly, and sales were exploding. Unfortunately, lengthy ramp-up time, coupled with high turnover, meant that the company's sales force was unable to keep up with demand. To address the problem, JELD-WEN shifted its hiring paradigm from reactive to proactive and introduced a new training program that has been continually refined over the past three years. Now, a new employee's first job with the company is as a student, and the apprentice course keeps sales territories well supplied with pre-trained candidates who are ready to fill vacancies.

Prior to the introduction of the apprentice course, new salespeople at JELD-WEN were responsible for their own learning. There was little supervision or accountability, and it could take a year before employees were fully up to speed.

First launched in June 2004, the apprentice course combines instructor-led classroom sessions with field studies at manufacturing locations nationwide. Training is consistent and emphasizes exposure to products, processes, and contacts. Now, salespeople enter their territories with a comprehension of resources at their disposal as well as the daily requirements of the job. Time to competency has been reduced to 14 weeks, and costs have been dramatically reduced.



## MTR Corporation

Hong Kong SAR, China

### Learning Technologies

#### *Advanced Live Emergency Response Training (ALERT)*

Preparing for a first-time mega-conference in Hong Kong, the management of Mass Transit Railway considered it crucial to address possible severe actions by demonstrators or terrorists. While MTR employees are well equipped with solid knowledge of emergency procedures, it was important to demonstrate that staff can apply their knowledge in a real threat situation. Realistic, hands-on practice was needed—much more than a traditional classroom setting could provide.

MTR developed and deployed Advanced Live Emergency Response Training (ALERT) through its computer-based classroom. By delivering media-rich information to trainees, ALERT creates highly realistic scenarios for practice.

One key simulation feature is the deployment of participants, simulating to various locations throughout the rail system. The training system is controlled by a facilitator, who uses an information dispatch panel to run scenarios and provide information to trainees on an as-needed basis. Trainees work on their own consoles, which allow responses to all the training exercises, and ask questions electronically. Dialog boxes record conversations and allow later playback. Radios and the public address system can also be used for communication between participants.

Employees' confidence in following emergency response procedures is critical and can directly reduce the number of casualties. Since implementing ALERT, the confidence level of MTR employees has increased 120 percent.



## Northrop Grumman Newport News

Newport News, Virginia

### EG&G Technical Services

Norfolk, Virginia

### Workplace Learning and Development

#### *Environmental, Health, and Safety Leadership Principles*

An assessment at Northrop Grumman's Newport News sector in 2002 found that focused, effective training could have a significant impact on preventing industrial injuries and incidents. In response, the company developed the Environmental, Health, and Safety Leadership Principles curriculum. The cornerstone of this blended learning curriculum is the "Recognize, Evaluate, and Control" process for reducing injuries and incidents. This multi-level curriculum focuses on changing the way production foremen handle environmental, health, and safety issues.

Level 100 is composed of introductory computer-based training courses. These courses also drive home the catastrophic outcomes that can result from a passive management approach.

Level 200 is a two-day, instructor-led course that provides foremen with guidance on how to administer the program in their work areas and use existing tools, such as training, task teams, and job safety analyses.

Level 300 will consist of approximately 45 one-hour computer-based training courses. These courses use a scenario-based approach to focus on specific environmental, health, and safety topics.

Currently, production foremen are completing Levels 100 and 200. The desired outcomes are long-term decreases in work-related injuries, environmental incidents, fatalities, and financial impact to the organization.



## Philips Medical Systems—Ultrasound

Bothell, Washington

### iinteg

Atlanta, Georgia

### Workplace Learning and Development

#### *Navigator*

Lagging profitability and the arrival of a new CEO focused on large company management spurred Philips Medical Systems to examine and improve its leadership development program. The unsatisfactory environment included unclear expectations, lack of competencies, upside-down or missing consequences, lack of management support, and lack of tools.

In 2003, the company kicked off its new leadership development program, Navigator. It includes documented expectations, targeted training, professional one-on-one coaching, peer learning groups, feedback (upward and downward), development planning, and action learning. It represents a total formula for leadership development, including clear expectations, appropriate consequences, tools and resources, and a supportive environment. Although originally developed for director-level managers, the program has now been deployed to first-level and project managers.

Results included 92 percent achievement of Novations' Stage 3 and 4 by those in the practice; a 54 percent increase in participant promotions into bigger roles with broader scope and responsibility following participation; a 20 percent increase in the engagement index score of the participants' direct reports; and a 22 percent increase in average overall scorecard score of practice participants. Further, the CEO reported this initiative to be one of a vital few that contributed to the organization's increased profitability.



Printpack, Inc.  
Greensburg, Indiana

Workplace Learning  
and Development

## *Compliance Training Systems for the Manufacturing Environment*

Required compliance training is often generic and frequently dull. Employees are unable to see its relevance to their jobs, and attendance at a session is often all that's required. Printpack wanted to do more. Over the course of several years, the company has redesigned its compliance training so that it is company-specific, site-specific, and job-specific.

The compliance training program exemplifies doing more with less. Self-paced, self-directed training modules reside on more than four dozen computers around the manufacturing facility. These modules were created in-house in Microsoft PowerPoint, but feature a web-based look and feel, including audio narration and interactive review "quiz" screens that provide immediate feedback for correct and incorrect responses.

In actuality, the computer-based material is located on a local server and is accessed through hyperlinks from a main table of contents screen available through a shortcut icon placed on each employee's computer desktop screen. The assessment tools are paper-based, both because employees were more comfortable with that format and because many compliance training programs require signatures that indicate completion. This approach has resulted in a time savings of approximately 750 person-hours per month. The completion rate for annual training has averaged 98 percent over the last four years.



QUALCOMM  
San Diego, California

Workplace Learning  
and Development

## *Onboarding Program: A New Employee Experience*

QUALCOMM is experiencing rapid growth, bringing approximately 2,000 new employees into the organization each year. Business leaders needed to rapidly integrate new employees into the corporate culture and give them sufficient knowledge and skills to contribute from day one. A needs analysis showed that new employees were not connecting to the company culture, locating resources, and working as productively as they, or their managers, desired.

The previous new hire program had excellent content, but was a stand-alone training event with little reinforcement once participants left the classroom. A small team of in-house learning professionals partnered with business leaders, frontline managers, human resources staff, and staffing professionals to create an end-to-end onboarding program for new hires.

The program goes beyond traditional new hire training to bring together multiple resources and create an entire new employee experience. The program integrates one-on-one conversations, online learning, classroom training, facilitated group discussions, and peer mentoring into a single employee experience from the moment they accept their job offer. Because of urgency driven by forecasted hiring volume, the entire process following needs analysis, from design to implementation, was completed in 90 days.



Schneider  
National, Inc.  
Schneider  
Training Academy  
Carlisle, Pennsylvania

Training Management

## *Learning Styles Match Program*

Schneider National was facing an alarming 35 percent dropout rate at its Northeast training location, which cost the company \$5 million in rehire costs and a lost earnings potential of \$14 million annually. A root cause analysis uncovered communication problems between trainers and students that caused students to drop out in frustration.

Adopting a "back-to-the-basics," low-tech approach, training and development staff took the opportunity to refresh trainers' knowledge of adult learning styles, allow trainers to assess their own learning styles, and match trainers to students of the same style. The train-the-trainer curriculum consisted of three, one-hour, brown-bag work sessions across three days.

After a review of Kolb's Learning Style Inventory, small-group work focused on recognizing how learning style affected one's work as a trainer, as well as devised approaches to work with students of different learning styles. By focusing on communication and working with people's natural learning styles rather than trying to change them, the company drew out the strengths of all the participants.

The results have been clear and demonstrable: In the first four months of the program, the dropout rate was improved by 8 percent, saving the company \$200,000 in rehire costs.

# Excellence in Practice Citations

Southcentral  
Foundation



## Southcentral Foundation

Anchorage, Alaska

Career Development  
Performance Improvement  
Workplace Learning  
and Development

### *Administrative Support Training Program*

Southcentral Foundation developed the Administrative Support Training Program to reduce turnover and increase retention rates among its administrative support staff. Newly hired administrative support staff needed additional training and skill development in areas such as problem-solving, decision-making, communication, computer and office skills, and conflict resolution.

Every administrative support employee is required to participate in an initial three-and-a-half week training period before being placed in a department. Upon placement, the trainee's development formally continues for an additional five weeks—this time on site, in the assigned department. The trainee is considered a temporary employee until the eight-and-a-half week training period is complete. Upon completion of the training period, an offer of permanent employment may be made.

The program features gates of success—from an attendance policy and formal verbal and written testing to on-the-job performance expectations that must be met to move to the next stage of training. Such a formalized, structured, intensive training and learning program—and one that works with employees to ensure their success—is a rarity, as is the organization-wide support the program receives.

The monthly turnover rate dropped from 16 percent to 4 percent over the first 16 months of the program.



## TSMC North America

San Jose, California

### Larcen Consulting Group

Los Altos, California

Workplace Learning  
and Development

### *Cross-Function Alignment and Effectiveness*

Sometimes it takes a real threat to make a company change its ways. Five years ago, Taiwan Semiconductor Manufacturing Corporation (TSMC) learned that one of its competitors was luring away high-volume customers and eroding its market share. Its search for answers revealed that the company's historic manner of managing in silos was part of the root cause. Lack of alignment and cross-functional collaboration were hindering productivity and sales effectiveness.

To address these shortcomings, the company implemented a cross-functional alignment practice, charging project teams to carry out their work with specific deliverables. Executive support was secured—eight senior executives serve as project sponsors and provide coaching and mentoring. Once the teams were trained in processes and tools, a war-game simulation exercise helped create team spirit and a mindset of healthy competition. Project teams competed against each other to research and present a solution designed to win new business.

Initially implemented in the company's North American operations division, the practice has now been rolled out at the corporate level and in other regions. Its impressive results include a multi-billion dollar increase in sales revenue and a decrease in employee turnover from double digit figures to less than 3 percent.



## Tnuva

Ramat Hasharon, Israel

### Super Vision

Tivon, Israel

### Synergy

Haifa, Israel

Career Development

### *ATUDOT—Building Our Future from Within*

In late 2004, Israel's largest food company initiated a new practice for developing company leadership that was guided by Napoleon's motto, "Every soldier carries a marshal's baton in his pack." Tnuva had experienced difficulty in identifying new managers for promotion, high turnover among managers and knowledge employees, and a feeling of a glass ceiling.

The company built three structured training and promotion tracks—basic, professional, and advanced—and all 5,000 employees were invited to participate based on their level. Their applications were screened by an outside vendor, and 63 candidates were selected for placement in the program.

Learning activities included courses at a local college, management skill workshops, hands-on practice and education about the company's core business, a field trip abroad, internal mentoring, and an applied project. These activities were devised with input from employees at all levels. A total of 185 people took part in the planning process. Participants met once a week for 16 months. Feedback from participants was sought at the end of each activity and quarterly. One mid-stream adaptation was the establishment of peer forums for knowledge workers throughout the company.

Since the implementation of the practice, turnover among the targeted population has dropped by 6 percent annually. To date, 38 percent of the graduates of the practice have been promoted.



## UT-Battelle, LLC Oak Ridge National Laboratory

Oak Ridge, Tennessee

### Training Management

#### *Managing Training & Qualification Requirements*

UT-Battelle manages Oak Ridge National Laboratory under contract to the U.S. Department of Energy. In this highly regulated environment, most training requirements are dictated by the terms of the contract—more than 200 requirements exist for 140 job tasks and roles. Some requirements apply to all 7,000 employees and nonemployee staff, while others have a limited scope. Tracking and enforcing these constantly changing training requirements was a challenge for the learning and development function.

Two innovative solutions were created to meet that challenge. These solutions help managers and staff make informed decisions about qualification requirements from the labyrinth of requirements. They also expedite the determination of job position qualifications, which is important considering that transient workers may be on site for only a few days. The web-based tools that aid in the determination of training requirements are the Institutional Training Requirements Matrix, a comprehensive listing of qualifications required by directives for certain specialized job tasks or job hazards, and the companion Qualification Requirements Development Form, which analyzes qualification requirements for individuals.

Managing training requirements and qualifications includes providing the processes and tools to determine requirements and implementing the requirements through training delivery. Through centralizing and integrating the processes and tools, the organization has realized a 30 percent decrease in division-level, redundant systems for managing training requirements.

*ASTD thanks the many individuals who were responsible for the success of the 2006 awards program. The members of the selection panels volunteered their expertise and time to review nominations and select award winners. Their contributions are greatly appreciated.*

## Advancing ASTD

Gordon M. Bliss  
Memorial Award  
Torch Award\*  
Volunteer-Staff  
Partnership Award\*

Mary Broad  
Carol Chulew  
Thomas LaBonte  
Dorothy Maxwell

## Advancing Learning and Performance

Lifetime  
Achievement Award  
Distinguished  
Contribution Award  
Champion Award

Carol Chulew  
Nancy Randa  
Sheryl Riddle  
Marcia Riley  
Ray Vigil

Dissertation Award  
Research Article Award

Daniel Blair  
Andrew Paradise  
Ray Rivera

ROI Impact Study  
Award\*  
ROI Measurement  
& Evaluation Award\*

Toni DeTuncq  
Rodrigo Lara Fernández  
Theresa Seagraves



\*Award not presented this year.

## Excellence in Practice

Awards and Citations

Laura Abihider  
Jean Barbazette  
Herb Barber  
Barbara Kres Beach  
George Benson  
Robert Brinkerhoff  
Mary Broad  
Patrick Burgam  
Allan Church  
Kim Drennan  
Tim Fennell  
Sonya Fox  
Julie Freese  
MJ Hall  
Baryl Harmon  
Jeanette Harrison  
Miki Hesleph  
Anne Holden  
Connie Hughes  
Peggy Hutcheson  
Kathy Johnson  
Sandra Lawson  
Bill Lee  
Jim Maddock  
Karen Mantyla  
Tim McClermon  
Karen Petersack  
Candice Phelan  
George Piskurich  
Darelene Russ-Eft  
Donna Schoonover  
Steve Sitek  
Scott Tammetta  
Chuck Udell  
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Wendy Witterschein  
Keith Wright  
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# CALL FOR ENTRIES

## ASTD★Awards

Excellence in Workplace Learning and Performance

Your work gets results...

Your practices are models for others...

**Be recognized in 2008!**

### ORGANIZATIONS

#### Excellence in Practice Awards

Practices and interventions that get results  
Deadline: September 20, 2007

#### ROI Impact Award

Case studies of learning and performance ROI  
Deadline: September 20, 2007

#### ASTD BEST Awards

Enterprise-wide success achieved through learning  
Deadline: Will be announced early in 2008

### INDIVIDUALS

#### Advancing ASTD Awards

Contributions to ASTD

- Gordon M. Bliss
- Torch
- Volunteer-Staff Partnership  
Deadline: September 20, 2007

#### Advancing Workplace Learning & Performance Awards

Thought leadership in and advocacy for the profession

- Dissertation
- Research Article
- ROI Measurement & Evaluation
- Distinguished Contribution
- Lifetime Achievement
- Champion of Workplace Learning & Performance  
Deadline: September 20, 2007

To learn about  
the ASTD awards,  
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