| **Enterprise Data** |
| --- |

**All data must be for the entire company/enterprise. Estimates are acceptable. You must report on enterprise-wide data. Do not report specific data for your division of the enterprise. If you cannot get data for the entire enterprise, then calculate an estimate based on the percentage of the enterprise that your subunit represents. For example, if you are reporting for a subunit that contains 20% of the enterprise’s employees, then multiply your numbers by 5 to get an estimate for the entire enterprise.**

**Reporting Year**

|  |  |
| --- | --- |
| **X** | **Calendar year** |

|  |  |  |
| --- | --- | --- |
| **Average number of full-time equivalent (FTE) employees:** | | 143,000 (as at December 31, 2014) |
|  | | |
| **Where is your enterprise headquartered?** | | |
| **X** | **Europe** | |
|  | | |
| **Does your enterprise operate in more than one country?** | | |
| **X** | **Yes** | |
|  | | |
| **Enterprise type:** | | |
| **X** | **Publicly Traded Company** | |
|  | | |
| **Competitive Landscape:** | **Describe your industry and the competitive landscape.** (200 words) | |

The Group is a leading global player in the professional IT services market as ranked by Gartner, a leading American IT Research & Advisory firm. It offers management and IT consulting services, systems integration, technology development design, and outsourcing services to clients in a range of industries (including automotive, energy and utilities, financial services, high-tech, manufacturing, and transportation) around the world.

The Group’s competitors fall into three categories: Global, North American and Western European players, offshore (Indian) players, and players operating on a regional basis. The global, North American and Western European players include two IT giants, IBM and HP. Players who provide IT services exclusively follow after them. Indian players have experienced the most growth during the last few years. The largest among them represent a very serious competitive threat to the global North American and Western European players.

Competition from low-cost Indian firms intensified between 2009 and 2013. They began extending their expertise into more complex segments (software package installation, managed services and transformation of the applications landscape) and non-English speaking European countries. To counter this trend, all players have greatly increased their presence in India.

**NOTE: In 2014 ASTD changed its name to the Association for Talent Development. In this application you will see references to the “talent development function” and “talent development practices/initiatives.” Talent development encompasses the full scope of strategies and practices that build the knowledge and skills of an organization’s workforce. Our profession’s competency model captures the foundation for what talent development encompasses: from instructional design to training delivery, from knowledge management to performance improvement, from integrated talent management to coaching, from change management to evaluating learning impact, and more. All of the efforts that practitioners undertake to develop the knowledge, skills, and abilities of professionals in the workplace are part of talent development.**

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| **Section A: Scope and Role of the Talent Development Function** | | |
| **1. To whom does the talent development function report?** | | |
| **☐** | Chief Executive Officer (CEO) | |
| **☐** | Chief Operating Officer (COO) | |
| **☐** | Chief Information Officer (CIO) | |
| **☐** | Chief Human Capital Officer (CHCO) | |
| **☐** | Vice President – Human Resources | |
| **☐** | Vice President – Talent Management | |
| **☐** | Line Executive | |
| **X** | Other (please specify) | **Group Executive Committee member, President of the University and Director of Group Marketing and Communications** |
|  | | |
| **1a. Provide a statement of endorsement from the CEO/COO for learning and talent development in the enterprise (If applicant is chosen as a BEST winner this statement may be used in write-ups about the enterprise’s learning practices.)** *DO NOT include the individual’s name in this answer. You may refer to their title only.* | | |
| “Like new technologies, the market is moving fast. We are a part of the ‘Champions League’ of the IT Services industry. Being part of this elite means winning two battles, the battle for the acquisition of clients and the battle for talent. The University is our weapon of choice to win these. Champions train constantly to stay at the top of their game. Training our people – our major asset – is not just a duty, it’s something we owe to our clients in order to meet their demands. The University is essential in building the capabilities of today and tomorrow that the Group and our clients need.”  **Group Executive Committee member, Group Marketing & Communications Director and President of the University** | | |
| **2. Does the enterprise have a senior-level officer who is a member of the executive team and has responsibility for enterprise-wide learning, knowledge management, or other talent development functions?** | | |
| **X** | Yes | |
|  |  | |
|  |  | |
| **3. Describe the governance of the talent development function. Who determines the role and scope of the function? Describe how the governing body drives/supports the enterprise talent strategy and how learning supports strategic goals.** (500 words or less) | | |
| In recent years, the University has carried out a detailed structural transformation to keep it in line with the company’s ambitions and market priorities. As the ‘driver of global content’ within the organization, the University’s fundamental role is to help the Group build capabilities and position the company among the leading players in the industry. A major challenge has been expanding the company-wide offer in the field of cross-divisional skill building within an overall framework of networking and collaboration between business units. The University has also been challenged to respond creatively to the specific needs of the Strategic Business Units (SBUs).  In pursuit of these objectives, the University introduced a program offer based on a more transversally integrated structure that cuts across business unit silos. It based the approach to organizational learning on common roles, core competencies and leadership skills, supplemented by competence in sector and market-specific skills, service lines, global alliances, and industry standards – while maintaining the capacity to respond to SBU-specific needs where necessary.  To achieve this, the University put in place a curriculum department supported by a strategic learning arm called B2L/NGL (Business to Learning/Next Generation Learning), which is capable of translating business priorities into capability development solutions and defining innovative methodologies for their delivery. It introduced a new value chain (known as ALIGN) for problem definition, the construction of learning solutions, program design and delivery. A separate Operations department is responsible for the rollout of the programs.  These innovations in structure and process have allowed the University to define and manage its extensive global curriculum. Based on a complex segmentation of the market into 4 major clusters and 42 curricula areas, the University is able to cover the varied learning and development needs of different sub-groups within the company. The University also supports certain strategic priorities within the Group with special programs and events.  In order to embed these changes, the University has expanded and strengthened its governance system with a three-tiered committee structure:   * The University Board defines the University Team’s strategy and priorities, and validates its economic model and budget. It also agrees on global roles, the Group’s learning plan and the global curriculum * The SBU and large country committees provide an interface with business needs across the company. They define SBU Learning Plans based on Group and individual SBU learning priorities, validate country learning plans within different SBUs and plan SBU learning budgets with the University Learning Team. SBU views are consolidated through a Learning Demand Council attended by SBU HR Directors and SBU Learning Business Partners. * The Curriculum Councils monitor content and pedagogy, define and analyze internal target markets, spot content trends and also create and maintain the global curriculum in their area of expertise. This is based on Group, SBU and Community learning priorities. Cross curriculum views are consolidated through a Learning Portfolio Workgroup attended by a cross section of business and community leaders.   The Learning Business Partner (LBP) Team drives the building and execution of learning plans and provides a clear view of learning priorities and financials. The LBP Team acts as a transformation partner together with the University Learning Team. Both teams work with Finance, HR and other departments to accomplish a drastic shift in delivery mix and optimize spend. | | |
| **4. What role does the talent development function have in setting, executing, and supporting the strategy of the enterprise?** (500 words or less) | | |
| The University doesn’t have a specific role in setting the strategy of the enterprise. Instead, the University supports the talent strategy and important priorities of the Group. The University develops a learning strategy to support those initiatives, and executes those plans in full partnership with the talent management and HR communities. The University’s value proposition is to bring our people together to develop their capabilities and achieve the full potential of our Group for our clients. To do this, the University:   * Challenges and supports employees in their skill development, and connects them to our Group and to their communities. It brings to life our Group’s values and multicultural approach in the way it engages our teams – whether virtually, locally, or on site at our world-class physical campus * Formalizes, packages and deploys leading-edge content (delivered by our best practitioners and external experts) using our Next Generation Learning (NGL) approach on our specific differentiators, making sure our teams are kept up to date and aligned with our strategy and responding to client demands * Leverages its rich history and accreditation among best-in-class learning organizations to guarantee demonstrated excellence   The Global Learning Business Partner Team, created in 2010, is composed of the learning and development (L&D) executives of all strategic business units (SBUs) and of the main countries led by the Business-to-Learning Department of the University. The University worked closely with the business to strengthen the capabilities of our people to respond to our clients demand through:   * Focusing on new content linked to hot market topics, such as training on disruptive technologies, global service offers and sector trends, in order to create business value * Building professional capabilities in key roles such as architects, engagement mangers, management consultants, intellectual property product managers, sales professionals or software engineers * Creating learning interventions that are focused on bringing cross discipline teams together to sell and deliver on key market trends in Digital, Social, Mobile, Analytics, Cloud and the Internet of Things * Strengthening leadership capabilities to better enable our people to successfully respond to the fast pace of technology and market evolution   In addition to these cross Strategic Business Unit (SBU) interventions, the University also worked with each of the SBUs to deliver specific learning and mobilization events at the Group’s campus. These events delivered content that was both targeted at each specific SBU and supportive of the Group’s overall ambition. | | |
| **5. Identify the TWO or THREE most critical business issues facing the enterprise, and describe what role the talent development function plays in helping to solve or add value to the solutions to these issues.** (500 words or less) | | |
| Among the most pressing challenges the business faced in relation to talent development were:   * A changing marketplace, specifically disruptive changes in the IT services sector - including the emergence of Cloud technology, the growth of new markets centered around analytics and Big Data, and the accelerated transformation of digital use, which goes hand-in-hand with the explosion in mobility and the emergence of social media * Poor employee engagement, characterized by poor 2014 learning and development results – specifically, a reduction in satisfaction across all business units, a significant decline in satisfaction in virtual learning and a marked decline in VP satisfaction since 2013 * Talent retention issues –specifically, shortfalls in the development of our people and labor cost-efficiency   To meet these challenges, the talent development function developed a global transformation program that enables us to attract, develop and retain top talent – while being seen as best-in-class in the industry in terms of people management. The program lets us:   * Define the Group leader success profile and build the talent pool to meet the future business challenges * Help our managers build employability for our people so they can move between roles, countries and organizations * Release HR professionals from transactional activities to support the people and business agenda   What’s more, we’ve developed a 3-year people plan that is specifically designed to help us take talent development to the next level worldwide. There were three specific issues that the plan was designed to address:   * Leadership development is not following the pace of transformation * The people strategy in most of our European units does not reflect industrialization * 30,000 additional people are needed to deliver our new offerings in 2017   To address these issues, the plan defines industrialized platforms with corresponding ratios, creates a strong group talent management program to monitor and influence leadership evolution, and introduces more mobility for critical and common skills while building global communities of architects and engagement managers. | | |
| **6. Describe how learning supports enterprise strategy via initiatives for key populations in the**  **organization (e.g. executives, new hires, customer-facing employees, end users/customers, etc.)** (500 words or less) | | |
| The University caters to key communities within the Group in a variety of ways. For new hires, we’ve created a new Global Onboarding Program that makes sure all of our new employees start their career journey on the right foot. The curriculum aims to present a consistent message about the Group to our new hires, with a more consistent global onboarding process. As part of the global onboarding activities, we run a global virtual orientation session for new employees to get acquainted with us through a discussion with thought leaders to know more about the Group’s culture, values and way of working.  In India, we trained a full third of the population of college hires who joined in technical areas like Java, .Net, SAP, Oracle, BIM and Testing. While the training plan for these hires was in line with the business needs, the approach followed lacked standardization and led to several issues like increases in billability time and a lack of dedicated infrastructure. In order to address these and other issues, learning and development came up with a new College Hires Implementation model in 2015 which not only aims at standardizing the curriculum but also reducing the billability time of new hires and decreasing their failure rate in the assessments.  Leaders and Executives have their own program that supports the development of tomorrow’s leaders today, while improving retention and helping attendees learn what it means to be a profit shaper, business pioneer and people leader, as well as how decision making and implementations happen at the highest levels.  Experts across the business (including Engagement Managers, Architects and Marketing and Communications professionals) all have dedicated curriculums that allow participants to thoroughly delve into the many aspects of their chose fields via fun, innovative training programs that help cement understanding and provide insight into advanced concepts.  Because we believe strongly that there should be no limits on learning and development, we put together training programs for some of our most important partners, creating true collaborative efforts that provide everything from next-generation Cloud orchestration services to mobility webinars to new online-learning journeys. | | |
| **7**. **What is the enterprise doing to promote and enhance social learning, that is, using social media**  **tools to enhance learning that positively impacts the enterprise? If the organization prohibits the**  **use of social tools for learning, please describe why.** (500 words or less) | | |

Social learning is an important element of our delivery model – it supports informal learning in the organization. When we first introduced social learning, we piloted a dedicated social learning platform. While this platform was easy to use and had been set up specifically to support identified learning solutions, it was unconnected with the wider social media platform used across the organization. In order to support social learning on a wider basis, we decided to migrate to the organization’s standard social media platform (Yammer). This helped both increase ongoing adoption of the platform after the completion of the learning intervention and reduce the number of technologies that a learner needed to interact with.

As part of our delivery options, the University has created facilitated virtual learning journeys (FVLJ) that are a blend of synchronous and asynchronous learning. As the name suggests, FVLJ are 100% virtual, typically they bring together e-learning and virtual classrooms. Our aim is that learners not only be aware of the subject, but also understand it and demonstrate some skills.

For our Embark program, targeted at new leaders at a relatively junior grade, we decided to leverage social media and create a Yammer group. The objective was to optimize the engagement of the learners and create a collective experience for all participants. This Yammer group has been introduced to the participants as “THE” place where they will find all information about the program but also where some content sharing and discussions on the leadership topics will take place. Each month, we encourage participants to share their views and experiences – they can comment, and even share documents and videos, making the group a great place to network.

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| Section B: Evidence that Developing Talent has Value in the Culture | | | | | | |
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| **8. Content Delivery:**  **Indicate the methods through which training is delivered to the enterprise and the percentage these methods comprise in the delivery mix.** | | | | | | |
|  | | | | | | |
| *Percentage must add to 100%. You might have a very low percentage or no delivery experience for some of the particular delivery methods.* | | | | | **%** | |
| Live Instructor-led Real Classroom | | | | | **43%** | |
| Live Instructor-led Virtual (Online) Classroom | | | | | **15%** | |
| Live Instructor-led Remote (but not online, e.g. satellite, video conference, teleconference) | | | | | **0%** | |
| Self-paced Online (Networked, knowledge management portal, etc.) | | | | | **42%** | |
| Self-paced Non-networked (CD-ROM, etc.) | | | | | **0%** | |
| Self-paced Print | | | | | **0%** | |
| Non-computer technology (Audio/Video) | | | | | **0%** | |
| On-the-job | | | | | **Not tracked** | |
| Through coaching/mentoring | | | | | **Not tracked** | |
| With Web 2.0 technologies (i.e., podcasts, wikis, social networking, etc.) | | | | | **Not tracked** | |
| Via mobile technology | | | | | **0%** | |
| Other (please specify) | | | | | **0%** | |
| **TOTAL** | | | | | **100%** | |
|  | | | | | | |
| **9. Organizations provide development opportunities through different channels and practices, and not all employee groups receive access to everything. To what percentage of the employee population is the enterprise intentionally providing access to the following, and what percentage of the employee population that has access is taking advantage of the following:** | | | | | | |
|  | | | | | | |
|  |  | **Access** | | **Take Advantage** | | |
|  | Formal (event-based) learning activities (*e.g., classes, workshops, online courses)* | **100%** | **%** | **94** | | **%** |
|  | Mentoring and coaching | **60** | **%** | **Not tracked globally** | | **%** |
|  | Social networking tools that support learning | **100** | **%** | **40** | | **%** |
|  | Virtual learning spaces (e.g. online corporate universities, | **100** | **%** | **Not tracked** | | **%** |
|  | Mobile learning applications |  | **%** | **0** | | **%** |
|  | Job aids | **100** | **%** | **40** | | **%** |
|  | Electronic performance support |  | **%** | **95** | | **%** |
|  | Stretch assignments |  | **%** | **Performed & Tracked by HR** | | **%** |
|  | Job rotation |  | **%** | **Performed & Tracked by HR** | | **%** |
|  | Tuition reimbursement |  | **%** | **Not tracked globally** | | **%** |
|  | Employer-supported conference attendance |  | **%** | **Not tracked globally** | | **%** |
|  | Financial support for memberships in professional associations |  | **%** | **Not tracked globally** | | **%** |
|  | Other (please specify) |  | **%** |  | | **%** |

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| **10. Senior executive support of learning is one of the key differentiators of BEST organizations. These questions seek to determine the level of commitment to learning at the senior executive level.**  **What percentage of the enterprise’s senior executives support learning in the following ways:** | | | |
|  | | | |
|  | Public statements in support of learning | **Not tracked globally** | **%** |
|  | Participation in at least 8 hours/year in learning events as an instructor or speaker | **15%** | **%** |
|  | | | |
| **11. Describe the enterprise’s most innovative talent development initiative implemented within the past 12 months. Include business need and link to business goals. Describe the audience, design, and implementation. If fully implemented, provide evidence and metrics of impact. If early in implementation, provide initial results and anticipated impact.** (500 words or less.) | | | |
| A key differentiator in our competitive environment is our ability to bring our top talents from the position of Manager to Principal and VP faster and more efficiently. Connect and Drive is an acceleration program to develop talents, prepare and retain future leaders, and improve individuals’ contribution to business results. After a pilot phase run throughout Europe, the Program is now recognized as the Group Talent Acceleration Program for all managers in the Group.  Connect and Drive encourages participants to push their limits and learn through new challenges in a multicultural context, allowing them to demonstrate personal initiatives and strive to exceed expectations while giving them the opportunity to stand out from the pack. However, joining the program is neither a guarantee nor a commitment that the participant will move to a higher position within the Group.  The program is a career accelerator – participants work on strengthening all components of their leadership profile. They are able to demonstrate their abilities directly to the Executive Committee, particularly their ability to bring value to the Group and ‘change the game.’ Participants are identified during a Talent review after which the program team and an external partner validate their professional background.  The program is:   * Comprised of multiple delivery methods and activities * Articulated as a learning journey over a period of 10 months * Focused on leadership development and business acumen * Aligned with the dimension of the leadership profile and the strategic objectives of the group * Designed to provide exposure across business units, strengthening globalization and innovation   Connect and Drive gives participants the opportunity to:   * Develop leadership capabilities * Connect with Group executives * Propose new solutions to expand business, grow margins and improve profitability * Expand business networking * Understand Group strategy and organization * Prepare their own promotion process   Key activities:   * Skill Boosters: Project and consulting skills, executive presence, and presentation skills * Conferences – opening minds to new ideas and network * Leadership Seminars – gaining a better understanding of one’s leadership style and impact as a leader * Mentoring – understanding how to work in complex environments and prepare the promotion process * Innovation Project Challenge (IPC) – finding an implementable solution to a high-stakes operational issue within the Group. This teaches how to deal with different stakeholders, understand and demonstrate working in a multicultural team and discover how to innovate and initiate change within the organization   Key outcomes of the program, which was moved to a global University-led curriculum in 2014 (3 years of data):   * 33.8% of Connect and Drive participants have been promoted (compared to 5.4% of the overall management population during this period) 44 were promoted to Principal and 3 were promoted to VP * Only 8.2% of Connect and Drive participants have left the company during the last 3 years (on average under 3% per year, compared to a Group-wide average of 12.6% of managers leaving the company each year) | | | |

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| **Section C: Evidence of a Link between Talent Development and   the Performance of the Enterprise** |
| BEST Organizations align talent development to the strategic objectives of the organization and also seek the optimal development of individual employees. This section seeks to determine how thorough the enterprise plans for, executes, and measures this alignment.  **Alignment**   |  |  |  |  | | --- | --- | --- | --- | | **12. Describe the process and reporting tools the enterprise uses to link talent development (training, learning) to individual performance and to organizational performance.** (500 words or less.) | | | | | The University has moved to strengthen the use of our online learning platform by having countries move all of their learning activity onto the platform and expanding its features and functionalities.  As a result, the University has managed to increase the number of learning hours recorded between 2009 and 2013 from 36% to 85%. It brought key new countries onto the platform and introduced some new key features, allowing learners to do an advanced search, browse the catalog by curriculum area or country and re-launch completed eLearning content.  Managers are more involved in the development of their direct reports, while administrators benefit from better integration with other Group tools such as the Group data hub, single sign-on protocol, Adobe Connect and virtual classroom technology.  The University has also improved integration with the Group’s performance management process and tool. Employees will now be linked to a global role within the company, which allows the University to better target all members of the Group.  What’s more, the University has formalized (and is presently piloting) an evaluation framework that focuses on the link between business and learning KPIs – including the Delivery Value Improvement (linked to the EM Program Deployment), the Sales Win Rate (linked to the Collaborative Sales Training Deployment), and the Career Satisfaction Index within the Group Employee Survey (linked to People Management Training Deployment). Each program is aligned to a Group-strategic priority and owned by a university board sponsor. | | | | | **13. Describe how decisions about talent development and performance improvement initiatives are made in the enterprise. Include determination of need, selection of approach, design, development, and implementation.** (500 words or less.) | | | | | Our “Align” learning framework was created based on 20 years of experience in designing, developing and implementing learning solutions. It forms the core of a program’s learning lifecycle. Its aim is to provide a framework that starts with aligning to the business, and bringing together the people, content and best practices that are necessary to create a transformational learning experience. “Align” also satisfies business objectives with tailor-made learning programs. Working closely with our people, it develops learning journeys that help participants get from point A to point B in their careers at the Group.  “Align” is broken down into three phases – Challenge, Execute and Evaluate. Through these phases, members of the Learning Team work among themselves and with other stakeholders in the organization.  **Challenge**   1. Relationship Management 2. Learning Planning and Agreement  * Learning Plan  1. Request Management  * Business Case   **Execute**   1. Design  * The Delivery Mix * The Learning Description * The Learning Intervention Design * The Fact Sheet  1. Build  * The Learning Material * The Facilitator Pool * The Pilot Run  1. Delivery  * Pre-learning Logistics * Learning Intervention Delivery   **Evaluate**   1. Evaluation  * Learning Intervention Evaluation * Post-evaluation * Lifecycle Planning   The **CHALLENGE** phase seeks to capture business drivers that underlie the need for learning interventions. The three steps of this phase are:   * Relationship Management: build and maintain long-term relationships with key stakeholders such as business leaders, Finance, HR and L&D * Learning Planning and Agreement: drive the annual learning planning cycle, and define and organize mutual learning priorities across the Group * Request Management: collect requests for development or adjustment of learning programs through the building and prioritizing of business cases   The **EXECUTE** phase focuses on the design, development and implementation of the learning intervention. The three steps of this phase are:   * Design: creation of the delivery mix, the learning description, the learning intervention design and the fact sheet of the course * Build: creation of the learning material, the facilitator pool and the pilot run of the course * Delivery: define the pre-learning logistics and delivery of the course (across all delivery channels)   The **EVALUATE** phase measures the results of the learning intervention to continuously improve the quality and effectiveness of the program.  Our Next Generation Learning (NGL) framework enables us to achieve learning excellence by connecting people to communities, and engaging them with questions that matter to the business. NGL also challenges and supports our people in taking action on these topics. Our NGL framework is based on three key attitudes that are underpinned by a set of nine NGL design principles that enable us to design and deliver new ways of learning with high relevance and effectiveness.  Picture4.jpg  Within the University team, we have a design and innovation team that specializes in understanding new learning trends. These trends are applied during the design stage for our learning solutions (for all forms of learning – face-to-face and virtual, in the classroom and across learning events). We design and deliver courses in multiple modes and work based on the principle of “build once, use many.” | | | | | **14. To what percentage of the enterprise’s employees do the following performance management practices apply?** | | | | |  | | | | |  | Participation in performance goal setting | 100 | % | |  | Annual performance reviews | 100 | % | |  | Individual development plans | 95-100 | % | |  | Peer review of performance or 360° feedback systems | 100 | % | |  | Documentation of individual competencies | 90 | % | |  | Tracking of employees’ learning history | 92 | % | |

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| **Effectiveness**   |  |  | | --- | --- | | **15. Which of the following metrics does the enterprise use to measure performance? Check all that apply.** | | |  | | | **X** | Ability to retain essential employees | | **X** | Employee satisfaction | | **☐** | Quality of products/services | | **☐** | Customer satisfaction | | **☐** | Cycle time reduction or improvement | | **X** | Sales/revenues | | **X** | Productivity improvement | | **☐** | Overall profitability | | **X** | Other - please specify | |  |  | | **16. From the list above, select two (2) items and explain how talent development practices contributed to the results achieved in the past 12 months. For each of the two items selected, indicate the level at which you started and where you are now on each of the metrics.** (500 words or less.) | | | **1. Productivity Improvement**  One of our key financial measures is delivery value improvement (DVI), which measures the productivity of project delivery. Greater productivity means that projects are delivered for less cost, so the overall value increases. As part of the talent development program for our engagement managers, we provide a range of training courses in a blended learning program that consists of virtual classroom sessions, a range of mandatory e-learning modules, and two five-day face-to-face classroom programs followed by examinations.    These programs teach participants how to manage scope while analyzing and managing project financials effectively. We rolled the program out to over 8,000 engagement managers, accelerating their progress towards engagement manager certification.    We then analyzed projects delivered in the first seven months of 2014 by two SBUs and measured the DVI delivered by certified and non-certified engagement managers. We found that non-certified engagement managers delivered a positive DVI on 63% and 62% of projects, and we used this as our baseline. The equivalent figures for certified engagement managers were 68% and 72%, respectively.    Based on these results, we are satisfied that there has been an improvement of between 5 and 10 percentage points in positive DVI. This clearly shows that certification and talent development have a strong correlation with delivering greater productivity.  **2. Other > Employee Engagement**  People Connect is a program targeted for younger team managers and focuses on the performance management and people development. It has been part of the specific effectiveness measurement initiative.  A first level of evaluation was performed by polling subordinates of managers attending the People Connect program, just before the program started, and 3 months after the program was completed. The outcome was successful and respondents stated that in three months after the program their **Manager’s Performance Management Competencies** improved (88% respondents) enabling these managers todevelop an **encouraging and positive attitude** that helped the respondents perform better (23% respondents).  A second level of evaluation was performed by analyzing the data collected during the Global Employee Survey (GES) administered to all employees annually. We compared the responses of the individuals most impacted by the results of the learners completing People Connect – their subordinates – and analyzed the results from two aspects:   * + 2014 subordinate opinion compared to 2014 opinion of all employees who completed the GES   + 2014 subordinate opinion compared to 2013   Two sections of the GES are aligned with the People Connect learning objectives. Compared to all employees’ responses, both sections scored higher feedback points – Performance Management +5, and Professional Growth and Development +4. Overall, the answers from subordinates of managers who had attended the program were seven points higher than the response of the rest of the employees of the Group.  These positive responses shared by the learners’ subordinates demonstrate that the People Connect program is effective and helps better manage teams, better engage team members and better manage performance. | | | **17. Who in the organization determines what metrics to use to measure performance? Who tracks learning’s success? Why is this important to the organization? (CEO, COO, CLO, Other - please specify).** | | |
| The University Learning Team works to provide learning services to our participants every step of the way. Given the size of the Group and its diversity, the University Learning Team uses a learning framework that efficiently and effectively works with all stakeholders. The University’s ALIGN learning framework was created based on 20 years of experience in designing, developing and implementing learning solutions. It forms the core of a program’s learning lifecycle, and its aim is to provide a framework that brings together the people, content and best practices that are necessary to create a transformational learning experience.  ALIGN also satisfies business objectives with tailor-made learning programs. Working closely with our people, it develops learning journeys that help participants get from point A to point B in their careers. ALIGN is broken down into three phases – Challenge, Execute and Evaluate. Through these three phases, members of the Learning Team work amongst themselves and with other stakeholders in the organization*.*  The Evaluate phase (global curriculum) measures the results of the learning intervention to continuously improve the quality and effectiveness of the program. For this phase, each University program has its own metrics, which are agreed between the Curriculum Director and the business sponsor. Tools for proper impact measurement have been put into place through the ALIGN framework – business objectives are formalized before learning programs are created. The University has formalized (and is presently piloting) an evaluation framework that has been signed off on by the University Board. It focuses on the link between business and learning KPIs, starting with the delivery value improvement linked to program deployment, the sales win rate linked to the collaborative sales training deployment, and the career satisfaction index within the group employee survey linked to people management training deployment. Each program is aligned to a group-strategic priority and owned by a University board sponsor.  The EvaluateIt project has the aim of understanding the impact of the training programs, optimizing and refining learning programs and validating financial investments.  EvaluateIt will:   * Help the business get assurance through evidence of getting best value for the learning investment * Help the learning network implement a consistent and robust evaluation method for its training programs * Close the gap in ALIGN around evaluation in places where we do not have a consistent evaluation framework * Help the participants continue to enhance their learning through assessment and provide their input on the quality of the learning through timely and effective feedback. |

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| **Efficiency**   |  |  | | --- | --- | | **18. Which of the following metrics do you use to rate the efficiency of the enterprise’s talent development function?** **Check all that apply.** | | |  | | | **☐** | Content development costs | | **☐** | Content development cycle time | | **X** | Time to deploy a new learning initiative | | **X** | Number of employees trained per training staff member | | **X** | Travel and accommodation costs | | **X** | Number of employees trained | | **☐** | Time to employee readiness or competence | | **X** | Cost savings realized through outsourcing learning initiatives | | **X** | Cost savings realized through use of technology | | **☐** | Other – please specify | |  |  | | **19. From the list above, select two (2) items and describe how you achieved efficiency in the past 12 months. For each of the two items selected, indicate the level at which you started and where you are now on each of the metrics.** (500 words or less.) | | | **Cost savings realized through outsourcing learning initiatives**  In 2012, we had good visibility on the global curriculum, which represented 48% of the learning delivered across the Group. This ensures that we build key capabilities in a consistent manner and respond to our clients’ needs. However, we had little to no visibility on the 52% of local learning delivered.  In 2013, we increased the global curriculum to 57% of the total learning hours and implemented a way to track local learning according to learning categories, which is standard in the industry. The University carried out a content audit of the local curriculum to identify what type of content could be globalized in order to have more consistency and generate savings.  Savings have been realized in two main areas:   * Retiring local contracts and leveraging more value from global contracts in collaboration with local learning and development teams. This resulted in savings from renegotiated contracts of €195,000 for SAP and €360,000 for Oracle, plus a projected 2015 saving from Pearson English of €500,000 * Re-negotiating global contracts for large providers with Group procurement. The Skillsoft contract was renewed in January 2015. The total spend for the new contract is €1.586M and the value of extra services in the contract in 2015 amounts to €428,000   **Cost savings realized through use of technology**  The University introduced the concept of the Facilitated Virtual Learning Journey (FLVJ) in 2013. This is a blended learning solution leveraging existing content and a self-directed learning journey augmented by live weekly virtual sessions. FLVJ programs:   * Engage and support the learner throughout the process to ensure maximum certification success * Are truly global, for broad reach and diversified experience * Minimize content development * Increase speed-to-market * Offer a repeatable program through the University * Require no travel expenses * Can be accommodated within a participant’s delivery calendar   Significant cost avoidance is achieved through decreased (zero) participant and facilitator travel, reduced facilitator fees and a reduction in expenses for external or other instructor-led training. For the Lean Six Sigma Green Belt FVLJ, the cost avoidance amounts to approximately $4.25M (assuming 1,000 participants) per year. Similar cost avoidance achievements are being realized by other FVLJ learning programs at the University. This amount is related to training program delivery only and does not include the monetary impact to the business through application of training program concepts and skills. | | | **20. Which elements of the talent development function do you outsource? Provide the rationale for the decision(s). If you do not outsource, provide the rationale for that decision.** (500 words or less.) | | | The Group outsources some content, which we then take and use to make our programs more compelling. Otherwise, we outsource when we need to accelerate a deployment, improve speed to market, or when there is a particular style of learning which we are not proficient in. We’ve outsourced generic content and industry standards through Skillsoft, business writing through Pearson English, and some sales through Holden. We also rely on our partners for training content specific to them.  Over the past year, we’ve managed to retire local contracts and leverage more value from global contracts with SAP, Oracle, Pearson English and Skillsoft, in collaboration with local learning and development teams. This resulted in savings from renegotiated contracts of €195,000 for SAP and €360,000 for Oracle, plus a projected 2015 saving from Pearson English of €500,000. We’ve also re-negotiated global contracts for large providers with Group procurement. The Skillsoft contract was renewed in January 2015, with a total spend of €1.586m and the value of extra services in the contract in 2015 amounting to €428,000. | | |

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| **Measurement**   |  | | --- | | **21. Describe the processes or systems and tools that you use to measure and report on the activities and impact of the talent development function across the enterprise. How do you communicate the results into the business? Describe how the data is integrated back into the organization to achieve desired goals.** (500 words or less) | | In 2014, the University defined and began implementing the new EvaluateIt learning effectiveness model, which provides the overarching framework, processes, tools and resources to measure, report and act on the effectiveness of our global learning programs. The processes are associated with the following levels of evaluation: Like It, Know It, Show It and Impact It. Each level of evaluation has a defined process, as well as recommended resources and tools which have been proven to meet the requirements.  Implementing the new learning effectiveness model has had an impact on the talent development function across the enterprise through several facets:     * More proactivity in designing learning programs that are aligned with business priorities – learning effectiveness measurement has been embedded in the business case and course design processes * Deeper relationships with business leadership – Curriculum Directors are more focused on understanding business needs and how to measure the business impact the learning program is designed to help achieve. This deeper understanding of business drivers are changing the type of conversations that learning and development is having with the business * New skills of learning and development employees – knowledge of learning effectiveness, measurement, testing are new skills required by the learning and development team members to define courses with measurement embedded in the design. There is also a deeper understanding needed of the business areas associated with the learning program in order to understand how the program is aligned with business needs     The results of learning effectiveness efforts are shared with the business in three primary ways:     1. **University Leadership review** – as part of periodic University leadership meetings, the Curriculum Director presents the findings of a learning effectiveness assessment, and the implications and next steps are agreed upon among the leadership team. 2. **Learning Program** – the Curriculum Director shares the findings of a learning effectiveness assessment with the business stakeholders of the learning program, to agree upon the implications and next steps. 3. **Learning Event** – the effectiveness of a global learning event, featuring many learning programs delivered in parallel with an overarching learning theme and objectives, is designed with and communicated to the business stakeholders and the University Board to ensure business priorities are achieved.     This three-pronged approach to communicating and analyzing results ensures various stakeholders (business executives, University leadership, learning program owners) have timely visibility into the results and can effectively make better business decisions, adjust business processes, and refine learning program design or implementation, changing processes, logistics, or facilitators. | |
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| **Section D: Talent Development Investment** |
| The reviewers will assess your responses in the application to determine the extent to which the enterprise has used its talent development investment to the best advantage.  ***All data must be for the entire enterprise. Estimates are acceptable.***   * **Average number of full-time equivalent employees: 143 000 + (as at end 2014)** * **Percent of full-time equivalent employees who work remotely or virtually: 40%**   **Learning Data:**  *Definition of bolded terms is found on Information form.*   |  |  | | --- | --- | | 1. Number of **full-time equivalent (FTE) learning and development staff** | 320 | | 1. Total number of hours of **formal** **learning activities provided/available** | 70 000 | | 1. Total number of hours of **formal** **learning activities received/used\*\*** by employees   *Typically, your answer to #3 will be greater than your answer to #2.* | 4.6M |   **Please enter all financial information in USD $.**   |  |  |  |  | | --- | --- | --- | --- | | 1. Enterprise’s **total direct expenditure** on learning and development | $ 58.1M |  |  | | 1. Enterprise’s **indirect expenditure** on learning and development | $ 75.7M – pax salaries & travel |  |  | | 1. Percentage of total direct expenditure for **outsourced activities** | 30% |  |  | | 1. Percentage of total direct expenditure for tuition **reimbursement/educational assistance** | 55% |  |  | | 1. Direct expenditure / Full time employee (Divide the amount in Q4 by the number of FTEs). | $ 0.41M |  |  | |
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