
Excellence in Workplace
Learning and Performance

*The
ASTD
Awards
2003*

EXCELLENCE

The 2003 ASTD Awards

ASTD proudly announces the recipients of the ASTD Awards for 2003. The awards recognize and celebrate outstanding contributions and achievements in advancing learning and performance in the workplace.

The work of these individuals, teams, and organizations illustrates the impact learning and performance have on the performance of businesses and organizations worldwide. What makes their achievements all the more noteworthy is that they affirm the value of people in the equation for success.

Awards are presented in three categories:

Advancing ASTD's Vision

Individuals and teams are honored for their contributions to the goals and vision of ASTD.

- Gordon M. Bliss Memorial Award – *not presented this year*
- Torch Award
- Volunteer-Staff Partnership Awards

Advancing Workplace Learning and Performance

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

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

Excellence in Practice

Presented to organizations, these awards and citations recognize results achieved through learning and performance practices, interventions, and tools.

- Awards
- Citations

Awards in this category honor ASTD members for their contributions to ASTD's vision of worldwide leadership in workplace learning and performance.

Torch Award

The Torch Award honors ASTD members whose contributions have advanced the society's vision and goals.



Gudrun Høy

Gudrun Høy is an international ambassador for ASTD. Based in Denmark, she promotes ASTD membership, services, and participation in local activities, as well as ASTD conferences. She has helped expand member participation, establish the ASTD Global Network Denmark, and increase the involvement of European professionals in ASTD.

Høy has provided an international perspective to ASTD conferences. She has led delegations from Denmark to a number of conferences and was chair of the Program Advisory Committee for the ASTD 2001 International Conference and Exposition. She developed a successful outreach program to companies and presenters which resulted in increased participation by international speakers. She led a promotion campaign to members and groups and helped ASTD succeed in increasing international attendance.

In Europe, she championed the creation of ASTD Global Network Denmark. She organized a steering committee, and along with fellow committee members, designed activities to create momentum and interest in a professional community in Denmark. In 2002, Denmark became ASTD's eighth global network and continues to grow in serving the needs of local members.

At the 2002 ASTD International Conference and Exposition in San Diego, California, USA, Global Network Denmark, under Høy's leadership, delivered a conference-within-a-conference on innovation, which showcased the talent of the training industry in Denmark. She also coached aspiring global network leaders during the conference, giving presentations and holding one-on-one information sessions.

In October 2004, the global network in Denmark will host the second ASTD European Conference, featuring speakers from Europe and the United States, due in large part to Høy's vision and leadership. The conference will include time for

ASTD global network leaders from around the world to learn from one another. She is now organizing a global network in Scandinavia to serve ASTD members in Norway, Sweden, Finland, and Iceland.

Because of her high energy and deep commitment to serving the needs of members in the global community, in just a few years, Gudrun Høy has expanded ASTD's international reach and brought the world to ASTD members. She is owner of Global Consulting, based in Holte, Denmark.

Volunteer-Staff *Partnership Award*

This award recognizes outstanding contributions to the goals and objectives of ASTD achieved through collaboration and teamwork. Two exemplary partnerships are recognized this year.

Barbara Greenstein
HR Prescriptions, LLC

Laurie Miller
ASTD

Mimi Murray
Chapman University

Maureen Orey
ASTD

Jean Riley
TalentSmart

Coast-to-coast collaboration—virtual, innovative, and seamless—raised the coordination of the 200 volunteers who served at the ASTD 2003 International Conference and Exposition (ICE) to new heights of efficiency and effectiveness. San Diego-based ICE volunteer team members Mimi Murray, Barbara Greenstein, and Jean Riley partnered with Laurie Miller and Maureen Orey of the ASTD staff to create a new volunteer application and registration process, improve the volunteer office functions, and enhance the volunteer experience. The team created a model for future teams to build upon and provided these teams with critical tools—the conference volunteer team notebook and a database for managing volunteers.

The design and development of the ICE volunteer Website and database provided an easy registration process for volunteers and gave the team greater flexibility in scheduling applicants from around the world to fill the 288 volunteer positions that supported the conference. For the first time, all communication was accomplished through email and the Internet, thus reducing expenses and increasing efficiency and accuracy.

To provide a consistent transition for the next ICE volunteer chair, the team created a volunteer team notebook and electronic job aids which were passed on to the chair of the 2004 ICE volunteer team.

Volunteer-Staff *Partnership Award*

This award recognizes outstanding contributions to the goals and objectives of ASTD achieved through collaboration and teamwork.

2003 National Advisors for Chapters

Jeanne Baer
Creative Training Solutions

Rebecca Boyle
First Niagara Bank

Fredia Brooks
University California Santa Cruz

Janet T. Cherry
Connections

Carol Susan DeVaney
DeVaney-Wong International

Sharon Epstein
Next Level Development, Inc.

Rick Hicks
Randy Smith Training Solutions

Toni Johnson
Change Works!

Sardek Love
MetLife

Todd McDonald
ATW Training & Consulting Inc.

Karen Nowosad
Gardner Associates

Howard Prager
Lake Forest Graduate School of
Management

Betsy Yeaton
Chesapeake Appraisal &
Settlement Services, Inc.

Chapter Services Staff

Mike Czarnowsky
Director, Membership and
Chapter Services

Dave Jennings
Senior Manager, Field Services

Maureen Orey
Area Manager

Charmaine Peters
Project Manager

Ron Peters
Area Manager

Through great teamwork, the 2003 National Advisors for Chapters (NAC) and the ASTD field services staff greatly increased the number of tools and services for chapter leaders. And through their efforts, a new relationship between chapters and headquarters has formed.

The NAC-field services team launched an electronic newsletter for chapter leaders; created the online chapter event calendar of more than 1,500 chapter-sponsored events; launched the Chapter Incentive Program through which chapters earn revenue for promoting ASTD services; moved two large, paper-based programs—Chapter Operating Requirements and the Annual Chapter Update—online; and created a new recognition program for chapters, which emphasizes sharing resources, tools, and best practices.

In 2003, NAC members and staff contacted over 100 chapters by telephone, by email, or in person, traveling to key chapter meetings and events. This proactive approach has helped to increase alignment between chapters and ASTD headquarters.

In addition to being involved on committees and task forces, each NAC member reached out to their assigned chapters, the staff area manager, and to their "board buddy"—an ASTD board member. The ASTD field staff participated in task forces and also discussed chapter issues and coordinated efforts with NAC members. This new degree of working closely together has produced impressive results. With this partnership, they have created a foundation for working together as one organization to serve members.

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



Donald L. Kirkpatrick

When Donald Kirkpatrick is mentioned, no one ever asks, "Who?" His name is permanently etched in the history of the field of workplace learning and performance and has become synonymous with evaluation, a cornerstone of the practice.

Kirkpatrick developed his four-level model for evaluating training programs in 1959, and it has been widely used, adapted, and built upon ever since. In a series of articles published in that same year in *Training & Development Journal* (now *T+D*), he described his four-stage process: Level 1 through Level 4—which is as hard-wired in every practitioner's mind as is the alphabet.

Kirkpatrick considers his 1994 book, *Evaluating Training Programs: The Four Levels*, his main contribution to the field. He has written several other books and articles about evaluation, as well as seven books about training and management and seven supervisory-management inventories. As Professor Emeritus, University of Wisconsin, Kirkpatrick is active giving keynote presentations at conferences of various professional associations, including ASTD, for which he is a past volunteer president. He has also given presentations and conducted workshops for the Society and many of its chapters. His talks everywhere are picked up by BusinessWire and other newswires.

Kirkpatrick recently participated at

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.

the ASTD ROI Network Conference in Amsterdam, in a one-on-one dialogue with ROI expert Jack Phillips, who (respectfully) added a fifth level to Kirkpatrick's model. Kirkpatrick has consulted on management training and development to corporations and organizations, including the United Nations. He has traveled to speak and conduct programs over the world—in Argentina, Singapore, Poland, Spain, Turkey, Korea, and other countries. He serves on the advisory board of various organizations, including KnowledgeAdvisors Inc. His formidable academic background includes BBA, MBA, and PhD degrees and the position of professor of management at University of Wisconsin. His corporate experience includes training director of International Minerals and Chemicals Corporation and personnel manager at Bendix Products Aerospace.

Kirkpatrick's driving purpose in these diverse and wide-ranging activities has been to help training professionals and organizations increase their effectiveness.

Kirkpatrick has said that his goal was to create a hierarchical model that would span many uses, pointing out that no single formula can produce an effective rating, especially at the higher levels of evaluation. Not given to rigidity or territoriality, he has been accepting of the many varied uses and modifications to his model. Few would argue, however, that Kirkpatrick's model set the standard guide and contextual framework for assessment of training programs and has become almost universally included in employee training across many fields and industries. Spare and elegant, the Kirkpatrick model has been the most widely used evaluation method for more than 40 years. To one criticism that it's not a model but "merely a taxonomy," Kirkpatrick has said, "So, someone criticized me and said, 'It's not a

model, it's a taxonomy.' I thought to myself, So what? I don't care if it's a taxonomy or a model. It's four levels, and people find it helpful."

Now, Kirkpatrick says, "I am amazed that the work of my dissertation turned out to be of so much interest and value to so many people. Some people call me a 'guru' or 'legend.' I'm really neither. When I decided to evaluate a training program that I was teaching, I asked, What should I try to measure? I decided on those four practical words, and the rest is history."

Not content to rest on his many laurels, Don Kirkpatrick has recently formed a partnership with his daughter Sue and son Jim called, Dr. Donald Kirkpatrick & Associates. His plan is to continue communicating the four levels, and there is no doubt a new audience waiting to hear.

Distinguished Contribution in 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. This contribution can be in any area within workplace learning and performance.



David L. Cooperrider

When it comes to David Cooperrider's contributions to the field of workplace learning and performance, we can start with the letter A.

Best known for the founding of Appreciative Inquiry (AI) with Suresh Srivastva in a classic article in 1987 at Case Western Reserve University's Weatherhead School of Management, Cooperrider is professor and chair of the Center for Business as an Agent of World Benefit. Richard Beckhard, one of the founders of organization development, in his last talk at the Academy of Management before he died, introduced David Cooperrider and the future of the field this way: "Appreciative Inquiry... is an exciting breakthrough, one that signals a change in [how] we think about change.... We are looking at something very important... something of enduring consequence and energizing innovation for the field."

Cooperrider's seminal work in AI has spurred a revolution in the field of change by helping organizations around the world discover how to effect strength-based change within large, complex systems with multiple stakeholders. AI has also been applied to training, instructional design, and leadership development as well as the creation of organization-wide virtual learning networks. A recent project,

called "Bold and Enlightened Naval Leadership," has Cooperrider, along with colleagues Frank Barrett and Ron Fry, working with the U.S. Navy in a multiyear effort. AI is also used by the world's most prominent religious leaders in an inter-religious effort called the United Religions Initiative and with a group begun by the Dalai Lama in 1998 on his premise: "If only the world's religious leaders could just know one another, the world would be a better place." Cooperrider was invited to design and lead a series of dialogues for the group in Jerusalem and at the Carter Center.

David Cooperrider has served as an advisor to a diverse array of executives and leading organizations. AI, no mere academic exercise, has helped companies boost revenues as well as improve how they lead strategic change and contribute to sustainable societies. Cooperrider has also lectured and taught at Stanford University, MIT, University of Chicago, Benedictine University, Pepperdine University, and the United Nations University. He has authored nine books, including *Appreciative Inquiry Handbook* co-authored with Diana Whitney and Jackie Stavros, and nearly 50 articles and book chapters. Dr. Cooperrider has worked in some 50 countries, and he often speaks to large audiences, particularly at interactive conference events. In June 2004, he and his colleague Judy Rodgers are leading a global summit at the United Nations with Secretary General Kofi Annan and 500 CEOs from around the world focused on "uniting the strengths of markets with the power of universal ideals." Cooperrider's ideas have appeared in countless publications for the workplace learning and performance field, and his work has been cited in *Fortune*, *Fast Company*, *Forbes*, the *New York*

Times, and other mainstream magazines and newspapers.

What perhaps distinguishes Cooperrider's impact on the field most is that AI has been treated from its inception in a collaborative knowledge-sharing spirit. No trademarks or copyrights. In fact, Cooperrider pens "right to copy" on many of his notes. Numerous new books charting exciting horizons with AI have been written by colleagues and creative doctoral students. Case Western offers a substantive Website, the AI Commons, for the free and full sharing of AI resources, and is now pioneering the first master's degree program in the United States linking AI, the new field of positive organizational scholarship, together with organization development and learning.

This ASTD award adds to Cooperrider's long list of well-deserved recognitions.

Champion of Workplace Learning and Performance

This award recognizes an individual(s) whose advocacy, commitment, or actions in support of workplace learning and performance has influenced audiences or organizations. The award recipient(s) is someone from outside the field of workplace learning and performance who is in a leadership position within an organization, or is a writer, journalist, or thought leader with an interest in learning and performance, and the appropriate forum from which to influence others.



William C. Taylor



Alan M. Webber

Ten years ago, Alan Webber and Bill Taylor launched a publishing company with a new point of view about business, work, and individual success. The premiere issue of *Fast Company* appeared in November 1995, and the magazine began a meteoric growth trajectory that won it wide acclaim and countless awards for its content and design.

But the story of *Fast Company* as a magazine is only one side of the phenomenon. Even more important was the magazine's impact on business itself. The emergence of *Fast Company* unleashed a whole new set of ideas about the best ways to compete, the smartest ways to work, the right way to lead, and the most well-rounded ways to measure success. *Fast Company* didn't just publish articles; it championed a new curriculum for business and leadership—a set of ideas that have won a passionate following around the world.

From the outset, the magazine's founders explained that *Fast Company* was as much about work as it was about business, and that *Fast Company* wasn't just a magazine, but a movement of like-minded people who wanted to bring out the best in business and the workplace. Among their core themes: Work is personal. The people are the company. Nobody is as smart as everybody. "The world view of our magazine was built around the individual person—the knowledge worker—who wants to make an impact on his or her organization, industry, and profession," they declared early on. Those words resoundingly echo the prevailing mission of today's workplace learning and performance professionals.

Through *Fast Company's* innovative approach to business reporting and influence through its "Company of Friends" clubs worldwide, Webber and Taylor exemplify and champion core values of the learning and development profession: networking, creativity, leadership at every level, attention to human capital, and connecting

with the larger community outside of the business entity. Before starting *Fast Company*, Taylor and Webber were editors at the *Harvard Business Review*, bringing rock-solid business knowledge to their new baby, *Fast Company*—adding edge to the content and striking graphics. *Fast Company* tells us where work is going.

These journalists, publishers, and business-savvy experts created a magazine that focuses on many of the same issues as in the workplace learning and performance arena: the important impact of technology on how work is done, the reality of global competition and communication, the faster pace of work and constant change, the gender and generation shifts in the workplace. Their many books, speeches to corporate audiences around the world, and appearances on such broadcast venues as CNN, NPR, and the major morning news shows carry the word.

Advocates indeed, as expressed in their own words: "We write about the new economy and workplace for people who believe in fusing tough-minded performance with sane human values."

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



Steven J. Condly



Richard E. Clark



Harold D. Stolovitch

The Effects of Incentives on Workplace Performance: A Meta-Analytic Review of Research Studies

A meta-analytic review of all adequately designed field and laboratory research on the use of incentives to motivate performance is reported. Of approximately 600 studies, 45 qualified. Incentives were either monetary or non-monetary tangible (such as gifts or travel); non-monetary non-tangible incentives (such as employee of the month designations) were not included as no quantitative studies utilizing such incentives were available for examination.

The overall average effect of all incentive programs in all work settings and on all work tasks was a 22 percent ($d = 0.65$) gain in performance. This effect was not influenced by the location of the study (business, government, or school), the competitive structure of the incentive system (programs where the highest performers get incentives versus programs where everyone who increased performance receives incentives), the type of study (whether the study was a laboratory experiment or a field study), the motivational outcome (persistence or effort), or the performance outcome (quality, quantity, or both).

Incentives directed towards teams had a markedly superior effect on performance as compared to incentives directed at individuals (48 percent vs. 19 percent). In these studies, money was found to result in higher performance gains than non-monetary tangible incentives did (27 percent vs. 13 percent). More research is needed on the relative cost-benefit of cash and gift incentives and the way different types of tangible incentives are selected. Long-term programs led to greater performance gains than did intermediate- and short-term programs (44 percent vs. 29 percent vs. 20 percent), and somewhat greater performance gains were realized for manual than for cognitive work (30

percent vs. 20 percent). Explanations based on cognitive psychological principles accompany each of the analyses.

Steven Condly is assistant professor of educational psychology at the University of Central Florida; Richard Clark is professor of educational psychology and technology at the University of Southern California; and Harold Stolovitch is emeritus professor of instructional and performance technology at Université de Montréal and clinical professor of human performance at work at the University of Southern California. Their study was published in *Performance Improvement Quarterly*, 2003, volume 16, issue three.

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



Daniel L. Gilbert

Psychometric Determination of Job Stress in Health Occupations

The effects of occupational stress on productivity, health insurance utilization, workers' compensation claims, and turnover cost organizations billions of dollars annually. For the healthcare industry, high levels of stress during times of severe labor shortages have led to the need for training and development programs that deal with identifying and managing occupational stress.

Existing literature indicated that occupational stress in healthcare is measured by instruments developed in the 1980s. However, since that decade significant changes in the industry and workforce have occurred. These include the growth of managed care organizations, advances in technology, a decline in the average length of stay for inpatients, and increased documentation or administrative functions. This study developed a modern, updated instrument to measure the occupational stress experienced in today's healthcare workforce.

Four research questions were explored using a combination of a Delphi panel, a pilot study, and a national study of employees working for a large healthcare organization with facilities in 23 states. These represented the three occupations experiencing the highest hospital vacancy rates: registered nurses, pharmacists, and registered radiologic technologists.

Based on survey data from 942 respondents, the findings resulted in the Health Occupations Stress Scale, a valid and reliable instrument for measuring occupational stress. The four subscales of the instrument are job demands (workload, pressure, and hassles), interpersonal conflicts (relationships with coworkers and physicians), work-home balance (fatigue

and conflicting obligations), and regulatory complexity (paperwork and accreditation preparedness). The results showed that nurses reported higher levels of stress than other occupations. Stress scores were highest for the job demands subscale.

Dan Gilbert is vice president of human resources for the multi-campus Parkridge Medical Center in Chattanooga, and an adjunct professor in the business department at Lee University in Cleveland, Tennessee.

Excellence in Practice

The excellence in practice category recognizes organizations for results achieved through learning and performance practices, interventions, and tools. Accomplishments are recognized at two levels:

- Awards are presented to those practices that have demonstrated clear and measurable results of achieving organizational goals.
- Citations are presented to practices that have yet to demonstrate clear and measurable results, but which represent significant contributions from which much is to be learned.

Recognition is given to practices in nine areas: career development, electronic learning technologies, managing change, organizational learning, performance improvement, technical training, training management, valuing differences, and workplace learning and development.

Excellence in Practice Awards

Training Management

Booz Allen Hamilton
McLean, Virginia

ADJUNCT INSTRUCTOR PROGRAM

Booz | Allen | Hamilton
90 years delivering results that endure

The Adjunct Instructor Program is an innovative approach to cost-effective training. Through use of internal subject matter experts as training facilitators, this apprenticeship model

- builds institutional strength more quickly
- increases professional development services
- increases subject matter experts' visibility as leaders
- hastens internal staff's growth
- provides participants with an array of training facilitators and perspectives.

All Booz Allen Hamilton employees, ranging from administrative staff through senior management, are able to attend courses facilitated by knowledgeable colleagues who are convenient to their office location. Instructors benefit by being able to diversify their professional skills, build a wider network, and demonstrate exceptional leadership qualities.

Entering its sixth year, the Adjunct Instructor Program continues to grow in popularity far beyond initial expectations. Today, the program has certified 73 instructors, and 12 more are in the pipeline. Adjunct instructors have a 95 percent retention rate. Since the program's inception, adjunct instructors have provided the company with almost 2,500 days of training, resulting in a savings of more than US\$3.5 million.

Career Development

The Dow Chemical Company
Midland, Michigan

Leadership Research Institute
Encinitas, California

GENESIS AWARD PROGRAM



Dow believes that business success can only come from people success. In other words, satisfied employees translate to productive, successful employees. That premise is the foundation for its Genesis Award Program which recognizes individuals who consistently excel at people development.

All employees are eligible to be nominated for the award, and recipients are publicly honored at Dow's annual stakeholders' meeting. It is the highest corporate award an employee can receive and is the only one sponsored by the company's executive management team.

Since the first Genesis Award was given, Dow has discovered that embracing this type of recognition within a diverse culture creates new capabilities, promotes learning, and increases employee satisfaction and retention. Among some of the other positive results the company has witnessed are

- employee pride
- employee commitment to company values
- business and functional cooperation in employee development
- leadership participation in the facilitation of learning
- recipient networking.

Workplace Learning and Development

The Dow Chemical Company
Midland, Michigan

LEADERSHIP INSTITUTE I



Leadership Institute I was created as part of

Dow's People Strategy program to help prepare junior level professionals for future leadership responsibilities. Rather than hiring more experienced people from outside of the company, Dow decided to accelerate the development of existing employees.

Participants are nominated by their frontline supervisors, reviewed by management, and approved by senior leadership. Successful candidates create a learning contract with their immediate supervisor, the regional human resources leader, and the global director for leadership. The program includes pre-work and a seven-day, face-to-face classroom experience, followed by 12 months of action projects.

Six months after their employees attended Leadership Institute I, 95 percent of direct supervisors reported a positive change. Participants were applying and passing-on their learning. The graduates also developed two unexpected organizational tools. They created and continued to maintain a Website and online "community of practice" expertise center. That center contains Web training, idea trackers, and prioritization tools to serve as aids for business issues. It's anticipated that this community will serve as a long-term networking and business solutions site for the company.

Career Development

Organizational Learning

Workplace Learning and Development

Hewlett-Packard Company/ HP Services

Littleton, Massachusetts

PROJECT MANAGEMENT UNIVERSITY



Hewlett-Packard has observed a substantial increase in professional development, including

Project Management Professional (PMP) certification. The number of PMP certified project managers has grown from six to more than 1400. As a result, project managers have a heightened understanding of project risk-management techniques and financial implications of project performance. Currently, 70 percent of customer projects are running at or better than budget (compared to the industry's average of 50 percent), and project margin has improved up to 50 percent.

Six years ago, HP Services created Project Management University (PMU)—an intensive, week-long development program that blends presentations, course-work, and networking opportunities. It is presented once or twice a year in each region to project managers in Asia Pacific, the Americas, and Europe. Program objectives include providing training, delivering key business messages, creating networking opportunities, and promoting certification.

Employee morale and retention have also improved significantly since the creation of PMU. Turnover rate is just 10 percent, 15 percent less than the industry standard. That decrease saves the company hundreds of thousands of dollars each year on recruiting, orientation, and training expenses. In addition, PMU fosters a strong project management community. In a growing virtual environment, PMU provides an opportunity for project managers to meet face-to-face and network with other project managers. As a result, HP has seen improved communication and knowledge-sharing among participants.

Electronic Learning Technologies

Organizational Learning

Workplace Learning and Development

IBM Corporation

Armonk, New York

ROLE OF THE MANAGER@IBM



IBM Learning believes that management develop-

ment is a transformational and extended process, rather than a several-day classroom event. So when managers needed to enhance their leadership skills in a time-efficient manner, IBM Learning responded by creating the Role of the Manager@IBM program.

The program is guided by three objectives: to develop superior people-management skills in all managers; to harness the potential of an e-business approach; and to provide a purposeful learning opportunity. The program blends four tiers of delivery, and all learning focuses on defining and producing action plans to improve business results. Each tier builds upon learning developed at the previous level, beginning with information transfer and progressing on to skills development and collaborative person-to-person interaction. Together, the tiers comprise a system of tools and applications that creates a continuous-learning process, instead of a one-time class or workshop.

Role of the Manager@IBM has been delivered to 16,836 executives, managers, and leaders worldwide. Participants who have implemented their team action plans have seen a wide range of impact. Immediate benefits include improved communication among extended team members and increased employee motivation, engagement, and morale. An independent study of 50 cases from program teams shows that the program has helped to produce a net return of more than US\$200 million.

Workplace Learning and Development

Infosys Technologies Limited
Bangalore, India

GLOBAL BUSINESS FOUNDATION SCHOOL



In order to bridge a significant staffing gap, Infosys Technologies began recruiting entry-level applicants with good analytical skills and high learning abilities, without insisting on specific technology skills. The Global Business Foundation School was created in 1991 to equip newly hired engineers with suitable technical and behavioral skills so that they could immediately begin contributing to projects and meeting client expectations.

New recruits graduate from a 15-week training program jointly conducted by three in-house training departments. The program provides instruction, personalized coaching, e-learning, and hands-on assignments. It also uses skills evaluation and formal feedback sessions from line managers. This process allows new hires to hone their skills before joining a business unit.

While receiving highly positive feedback from both managers and participants, the Global Business Foundation School has produced significant results—entrants have transitioned into the job quickly and effectively, and they also adapted easily to changing technological skill requirements later in their career. This also contributed significantly to increased client satisfaction. Over the last decade, the program has been instrumental in supporting the organization's annual growth of over 30 percent—as high as 100 percent in some years—with well over two-thirds of recruits being entry level.

Workplace Learning and Development

SABMiller Africa and Asia
Johannesburg, South Africa

ARTISAN SKILLS UPGRADE IN A DEVELOPING WORLD-ENVIRONMENT



After a global acquisition, the new management of SABMiller faced the uphill battle of training a workforce with varying skills and no previous developmental experience. In fact, many employees had been recruited without meeting any of the necessary job requirements. The company had a unique challenge: to achieve world-class manufacturing standards within the confines of a developing-world environment.

After a series of needs identification studies, officials decided to conduct an artisan upgrade program in partnership with a local vocational-training institution. Participants were divided into three groups, and each group was taught one of several engineering-technology skills such as welding or electronics. Content was delivered through classroom sessions, machine and parts simulations, and other practical workshops. Once participants returned to the workplace, that information was constantly reinforced through practicing and coaching.

In addition to providing a historically disadvantaged workforce with the training it needed, management also has enjoyed increased packaging-line and factory efficiencies. The program has accelerated learning and competency growth, facilitated feedback, reinforced team effectiveness, and resulted in a 26 percent return on investment.

Technical Training

South African Breweries Limited
Kyalami, South Africa

HOLISTIC IN-HOUSE DISTANCE-LEARNING PROGRAM



Problems with waste, quality, and downed machinery plagued the production units at South African Breweries. After a careful analysis, managers realized that employees needed technical, managerial, and engineering skills development to effectively address those issues.

As a result, the company developed a 10-module, self-paced, distance learning program. Participants enroll in two modules each semester, and it takes about two and a half years to complete. Competence is measured against the unit standards found in each participant's competency guide. Once approved, graduates earn a nationally recognized diploma that is accepted throughout the industry.

Since the program's inception, South African Breweries has seen cost-savings, and improved product quality and employee effectiveness. Recently, two more distance learning programs have been developed that offer a certificate or a bachelor's degree.

Graduates from all programs become top candidates for promotions, which has dramatically improved employee morale. The program's overall return on investment ratio is estimated to be 10 to one.

Workplace Learning and Development

Wells Fargo

San Francisco, California

Pearson Performance Solutions

Pawcatuck, Connecticut

RE-ENGINEERED NEW-HIRE CURRICULUM FOR CALL CENTER AGENTS



Because its 3000 customer service agents provide client assistance around the clock, Wells

Fargo's 12 national call centers are a critical component of its business. Despite receiving substantial investments of time and money, service agent training programs were not delivering desired results. New-hire turnover was more than 50 percent, sessions were long and inconsistent, and participants were still unprepared for the pressures of the call center job environment.

The re-engineered curriculum was developed to improve customer service, increase customer loyalty, and drive revenue through improved sales referrals. It involved a close collaboration between company and vendor resources and resulted in a blended curriculum combining classroom, e-learning, and on-job practice.

Evaluation results indicate that the new curriculum has already achieved significant returns on investment. Training time has been reduced by 33 percent or 10 days per participant. That reduction alone has already saved the company more than US\$1.4 million. In addition, sales rates improved an average of 24 percent, and call quality improved 13 percent. The increased sales rate is projected to provide more than US\$2 million annually in increased revenues during the new hires' first 12 weeks on the job.

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

Recognition is given to practices in nine areas: career development, electronic learning technologies, managing change, organizational learning, performance improvement, technical training, training management, valuing differences, and workplace learning and development.

Performance Improvement

ARAMARK Refreshment Services
Philadelphia, Pennsylvania

Sales Training International
The Woodlands, Texas

SERVICESTARS



ServiceSTARS is more than a training course; it's a cultural shift and empowerment program. The purpose of the program is to improve customer service, new sales, base business growth, and team retention.

All ARAMARK frontline team members take part in the program. Once senior leaders and managers become certified in the content—which includes interpersonal and selling skills, individual coaching, and group coaching—they return to their locations and act as in-house coaches, facilitating one session each month and providing individual coaching in between sessions.

The ServiceSTARS program has changed not only the culture but also the business model for the long-term. The organization has shifted from a sales and operations culture to a sales and service culture. Customer retention has improved over four percent and team retention has improved 15 percent.

Since the program's initial roll out, certified coaches have hosted 1500 training sessions, equating to 750,000 hours of training for frontline service providers, and the company has paid employees more than \$150,000 in incentives. ServiceSTARS has received recognition from team members, clients such as Oracle, and many outside organizations.

Excellence in Practice *Citations*

Career Development

Bank of America
Charlotte, North Carolina

INSTRUCTIONAL DESIGN FOUNDATIONS COURSE



Bank of America recently experienced a problem with skill-level consistency among its employees. Associates were using different tools, processes, and role definitions to conduct the same jobs. In particular, most of the company's training professionals had had little or no instructional design experience, causing major performance problems.

Officials created the Instructional Design Foundations Course to level the playing field. It's an ongoing blended-learning solution made up of five Web-based training modules that provide foundational knowledge and skills. The course requires approximately 17 hours to complete, and participants have the ability to chunk their learning to accommodate their schedules. Those employees with extensive knowledge and experience may pass a pretest for each module and skip various sessions. The course is self-paced and includes interactive components such as discussion threads and case studies.

One way that the company measures results is to test participants before and after training modules. Participants averaged a 30 percent improvement over pretest scores after the program. Other positive results include a 20 percent increase in output and quality, and a 20 percent decrease in costs.

Career Development
 Managing Change
 Organizational Learning
 Training Management
 Workplace Learning and Development

Booz Allen Hamilton
 McLean, Virginia

THE DEVELOPMENT FRAMEWORK

Booz | Allen | Hamilton
90 years delivering results that endure

While Booz Allen Hamilton's 2000 People Strategy Survey reported significant improvements in classroom training, employees' expectations for other development opportunities were not being met consistently. To address those issues, the company's People Strategy Team decided to create a framework that reflects how staff could develop the skills they need to deliver impact for clients.

The purpose of the Development Framework is to create a holistic-development culture in the firm, reduce the amount of repetitive training conducted, and provide robust development tools for staff and managers. The framework focuses on success at various levels, and emphasizes that managers must help to develop talent, rather than just use it. Included in the framework are formal training programs, experiential work activities, supportive colleagues, success factors, and potential derailers for each level of staff.

The result of the framework strategy is a model of staff development that all employees can use in their jobs. Specifically, managers have shifted their thinking and now provide more candid feedback and a safety net for risk taking. They serve as role models and mentors while helping to identify and place employees in leadership positions.

Training Management

Booz Allen Hamilton
 McLean, Virginia

REGIONS STRATEGY

Booz | Allen | Hamilton
90 years delivering results that endure

Booz Allen Hamilton has had rapid growth during the past five years, particularly outside its headquarters. Most of those offices are built around single or similar clients, and share common concerns for building business, finding new clients, and managing people.

The Regions Strategy is a cost-effective methodology that brings learning opportunities to a geographically dispersed staff. It's designed to meet the business needs of regional leaders by tailoring or creating content that supports their unique environment, while maintaining a common sense of culture. The strategy brings together numerous company programs into a single cohesive approach.

Among the numerous positive results generated from the initiative, the Regions Strategy has laid the groundwork for the firm to grow and develop successful careers beyond its headquarters. It has also stabilized budget strain caused by smaller offices that cannot afford to travel to training programs. Further, the strategy has helped increase employee satisfaction in the regions by eliminating the perception that headquarter employees have more opportunities.

Organizational Learning

Caterpillar, Inc.
 Peoria, Illinois

KNOWLEDGE SHARING

CATERPILLAR® With the formation of its corporate university, Caterpillar determined that it had a best-in-class knowledge-sharing tool in house to support its continual learning strategy.


The knowledge-sharing tool is based on people with a common interest coming together in a virtual environment to locate experts, exchange information, solve problems, and create new knowledge related to their day-to-day activity.

Knowledge sharing is not new at Caterpillar, but the knowledge network leverages and connects the many sources of information with the globally dispersed people with the need to know. This is greatly impacting the way people work by improving productivity and reducing cost. There are over 40,000 registered users participating in the 3,000 communities of practice.

Training Management

Caterpillar, Inc. *Peoria, Illinois*

MANAGING LEARNING TO ENSURE STRATEGIC ALIGNMENT WITH THE BUSINESS

 When Caterpillar created its corporate university, it also needed a governance structure to ensure alignment, commitment, support, and results. Now, more than 380 full-time learning professionals are responsible for the education of nearly 67,000 employees. They're part of the company's new managed-learning structure.

Caterpillar's corporate university organization includes a board of governors, an advisory board for each college, and a lead learning manager for each business unit. The board of governors approves and prioritizes enterprise-wide learning needs while the advisory boards play a vital role in defining, structuring, and prioritizing activities for the individual colleges. Each business unit has a manager who reports to that business unit and to the university.

Overall return-on-investment for the new learning structure is considerable. Relationships between the advisory boards and lead learning managers help to align learning with strategic goals. Forty percent of managers' goals now relate directly to the enterprise. Emphasis is placed on meeting common global-learning needs, helping the enterprise become a continual-learning organization, and achieving cost reductions. As a result, the university has continued to receive funding at near-historic levels.

Performance Improvement

Cendant Mobility *Danbury, Connecticut*

PROJECT RESOLVE



Delivering quality development solutions is a stressful and complex task for providers. Recently, Cendant chose to resolve a long-standing issue in its customer service department: the inability of service personnel to answer a customer's question during the initial call. The goal of exceeding, rather than just meeting, customer expectations required a fundamental reengineering of its telephone counseling process and a multi-tiered training program to ensure technical proficiency and behavioral change for consultants.

Project Resolve began by analyzing elements that customers considered to be critical to quality and focusing internal resources on meeting those criteria. That challenge involved understanding customers' expectations for responsiveness and giving more employees the tools to answer those questions.

The company then introduced sophisticated telecommunications technology that provides consultants with an immediate desktop view of a caller's benefit program, call history, and log of unresolved issues. Cendant also integrated training that combines selection and "on-boarding" of new employees, just-in-time classroom and on-the-job training, and personalized coaching.

The return-on-investment for Project Resolve is huge. Based on increased productivity, a savings of more than US\$1 million each year is expected. Additional ROI elements include a 57 percent reduction in customer voicemail usage, a 60 percent increase in single-call solutions, and a higher job satisfaction rating from consultants.

Technical Training

Cisco Systems, Inc. *San Jose, California*

E-SERVICE TRAINING PROGRAM



As an increasing amount of new products are being developed and delivered to customers around the world, training engineers to repair and maintain those products is difficult. Cisco System's technical-product training solution, E-Service Training (EST), provides technical training to a global audience by capitalizing on existing Internet capabilities and technologies.

EST encompasses most aspects of classroom training using a Web-enabled modular design. That design incorporates a variety of delivery methods including e-learning and e-lab, which gives participants access to physical equipment for skills training. A hands-on experience supplies them with product illustrations and step-by-step procedures for maintenance tasks. Participants can communicate via virtual talk sessions, and their skills and capacity to provide quality services are assessed through qualification exams.

Not only has EST increased productivity and lowered costs, but it also has eased the learning process for participants by its modular step-by-step approach. The EST program offers the best of what classroom training has to offer: learning, practicing, testing, and assessing.

Organizational Learning

The Dow Chemical Company *Midland, Michigan*

ORGANIZATIONAL DIAGNOSIS



Improvement in long-term performance is critical to business survival and sustainability. That's why Dow is so devoted to its Business Self-Assessment (BSA) program. Developed to help the company's 70 global businesses improve their management systems, this organizational diagnostic practice has proved to be an invaluable tool, particularly after the global reorganization of the company.

Criteria for the BSA program, which is an on-going assessment and documentation process, are based on the European Foundation for Quality Management (EFQM) Excellence Model. The program provides effective organizational diagnoses that support the company by enabling its businesses to compare key strengths and areas for improvement against an externally recognized and validated model of management system excellence.

In addition to being one of the few existing programs that assess businesses as global entities, BSA has required many of those businesses to articulate their key metrics for success and the approaches that will best help them achieve their goals. Organizations that have been a part of the BSA program for multiple years and that are concentrating on closing gaps against the EFQM model are becoming better performing organizations.

Electronic Learning Technologies Workplace Learning and Development

FedEx Ground *Pittsburgh, Pennsylvania*

Five Star Development *Pittsburgh, Pennsylvania*

Right Management Consultants *Pittsburgh, Pennsylvania*

DEVELOPING HIGH PERFORMERS

Developing High Performers (DHP) is a Web-based tool that assesses and develops leadership competencies essential to FedEx Ground's middle management. Through DHP, the company is able to strengthen the leadership of a geographically-dispersed audience and prepare senior managers for greater responsibility.

Participants complete four evaluations to determine their proficiency in seven competencies. A series of reports are generated from those outcomes, and participants select the competencies that they need to develop and the activities to develop them. With the help of their managers, employees complete those activities throughout the year. That process is repeated annually so that participants can compare their scores and determine their improvement needs.

DHP has created greater self-awareness among participants, familiarized them with formal feedback sessions, and instilled in them a desire to enhance their leadership skills. As a result, scores in the seven leadership competencies are improving. At the end of the pilot phase, the average score across all competencies was 2.48 on a five-point scale. One year later, that same group averages 3.16, a 13.6 percent improvement. Participants are slowly shifting the company from a management-centered to a leadership-centered culture.

Workplace Learning and Development

FedEx Ground *Pittsburgh, Pennsylvania*

Duquesne University *Pittsburgh, Pennsylvania*

TeamTrek *Memphis, Tennessee*

EXECUTIVE LEADERSHIP INSTITUTE

FedEx Ground was experiencing rapid growth, requiring it to promote people into more strategic positions. While those managers were experts at the operational aspects of the business, most needed additional strategic leadership skills. A shift from a management-centered to a leadership-centered culture was needed to ensure continued success.

The Executive Leadership Institute (ELI) is a one-year program designed to build those strategic leadership skills and prepare senior management for executive roles with the company. The program includes these aspects:

- completing a 360 assessment
- working with an executive coach to create and implement a competency-development plan
- participating in a one-week experiential leadership-development event spent in a wilderness location
- completing a two-week mini-executive MBA curriculum
- pairing with an executive mentor
- researching and presenting recommendations related to a strategic business issue to officers at the conclusion of the program.

Several long-term behavior changes have resulted from the program. For example, a large number of graduates are passing core leadership skills on to their regional organizations. Graduates continue to seek feedback, maintain continuous improvement processes, and constructively question decisions made higher up in the organization. Many also continue to build relationships with their mentors and other officers in the organization.

Technical Training
Workplace Learning and Development

Ford Motor Company
Dearborn, MI

General Physics Corporation
Troy, Michigan

**BLENDED LEARNING
FOR SIX SIGMA GREEN BELTS**



Ford Motor Company is in a competitive global industry that demands affordable products, which meet or exceed customer satisfaction goals. Consumer Driven Six Sigma reduces variability through systematic, data-driven, process improvement. While Black Belts lead major projects, Green Belts apply problem-solving principles, support specific projects, and ensure that improvements are sustained.

Green Belt training is an integral element of long-term deployment of Six Sigma. Developed in 2000 as a five-day, instructor-led program, the training was replaced by a blended solution in 2002. Individuals now participate in a Web-based overview that is followed by three days of instruction delivered at local facilities by Black Belts from each organization. This approach reduced participants' time in training by 20 percent and allowed Black Belt facilitators more time for project work.

Development followed a systematic design process. A front-end analysis identified performance gaps, and a cross-functional team solidified the scope. Performance objectives and strategy were conveyed in a formal design document. The solution is supported by a multi-faceted approach to evaluation which ranges from traditional Level I surveys to reviews of on-the-job performance by Black Belts. The results of Consumer Driven Six Sigma are substantial; the program has achieved US\$1.2 billion in waste elimination savings since its inception.

Electronic Learning Technologies

General Motors Corporation
Detroit, Michigan

HR SKILLS FOR SUCCESS



In 2000, the Global Personnel Strategy Group (GPSG)—senior leaders of GM's human resource function—surveyed the company's core leadership group seeking their vision of how HR should add value in the future. With those results, the GPSG developed a roadmap for transforming HR to ensure the function was optimally aligned with the business. To prepare HR professionals for their evolving role, the training initiative HR Skills for Success was developed.

Training focuses on the development of four key capabilities: functional expertise, business acumen, change management, and relationships and partnerships. While initially comprised of mostly e-learning courses, the current curriculum is a blended approach. Ninety-eight percent of the company's 2500 HR professionals have completed the first of this three-phase process. Upon total completion, participants will have taken more than 100,000 hours of e-learning for less than 50 percent of the cost for a traditional approach.

As a result of the initiative, participants are taking a more strategic approach to their daily activities and are actively involved in leading change initiatives. Nearly 60 projects that demonstrate mastery of key capabilities have been implemented, and officials anticipate a savings to GM of more than US\$15 million over the next five years.

Electronic Learning Technologies

General Motors Service Parts Operations
Warren, Michigan

Raytheon Professional Services
Troy, Michigan

**EXECUTING A BLENDED E-LEARNING
PERFORMANCE-BASED TRAINING
SOLUTION**



Because General Motors product models frequently change, service technicians need to be up-to-date on their skills. But the company's instructor-based training program is too expensive and time consuming to maintain, given the increasing number and complexity of new product models.

To address that situation, management set a goal to improve the quality, scope, and efficiency of training for technicians. After evaluating its training program, GM officials decided to change how information was delivered by using electronic learning technologies. These new delivery methods, which include video and Web-based, computer-based, and interactive distance-learning technologies, substantially reduced the number of training facilities needed as they increased the availability and effectiveness of the training provided.

During the past four years, officials have seen improvements in the company's training program: a significantly larger percentage of technicians participate; they spend less time away from their retail facilities; and they report higher satisfaction with the training experience. Company analysis shows that those improvements in technicians' work are positively influencing the bottom line.

Workplace Learning and Development

General Motors University
Detroit, Michigan

MANAGING DIRECTORS PROGRAM



GM University

Recently, General Motors officials recognized that the company needed leaders who are capable of delivering outstanding results with increasing speed and urgency. Because previous developmental programs were designed only for global leaders, the organization wanted to ensure that its managing directors were as equally developed. The Managing Directors Program was implemented to accelerate the development of those key leaders.

The program consists of two intensive days of interactive case studies conducted in a classroom setting at GM global headquarters. Content includes board members presenting business briefings that are rigorously debated by participants.

One of the most significant values of the Managing Directors Program is the opportunity for participants to interact face-to-face as they discover common challenges and best practices. While debating complex issues, they come to know each other better, understand cultural differences, and build lasting relationships. The program creates a powerful global network of leaders anchored in their common understanding of the company and prepares participants to deal better with the cultural and economic realities of their industry.

Workplace Learning and Development

Hewlett-Packard Company
Littleton, Massachusetts

INTRODUCTION TO DISCIPLINE AND METHODOLOGY—A BLENDED DISTANCE LEARNING EXPERIENCE



When economic conditions prevented traditional classroom instruction, HP developed a live, instructor-led distance learning program to ensure a competent workforce. Participants have come from the United States, Argentina, Austria, Mexico, Brazil, Canada, and New Zealand, while instructors have resided only in the US. Participants and instructors contribute from their own workspace. Results were so positive that this new blended learning program has become the standard offering in the Americas, and practitioners in Europe have requested implementation.

Introduction to Discipline and Methodology is a four-day course used as the development foundation for approximately 800 technical and business consultants located throughout the world. Interaction among participants is maintained by integrating virtual classroom sessions with small-group project work. A shared workspace application is used for accessing materials and class sessions, posting project work, networking, and information sharing.

Results are extremely encouraging. All participants from the three offerings have rated the overall program as “good to excellent,” and the business has saved an average of US\$27,000 per offering. Due to high demand, participants are now on a waiting list for some courses. Just two years ago, classes had to be cancelled due to lack of participation.

The success of this practice has greatly improved the company's reputation regarding workforce development and, no doubt, had a significant influence on next year's budget increase for learning solution design and development.

Managing Change

Hong Kong Housing Authority
Hong Kong, SAR, China

TRAINING PROGRAM FOR GREATER PRIVATE SECTOR INVOLVEMENT



Hong Kong Housing Authority

To alleviate financial problems, the Hong Kong Housing Authority management decided to outsource one of the organization's core businesses to the private sector. To support that change, the organization would be restructured, processes would be streamlined, and new job roles would be established.

Employees involved in the reorganization had three options for their career development: leave the organization entirely; set up a private company and bid on projects; or stay and take on new job roles. To help employees decide on choosing among those new positions, a three-phase training program was established. The first phase placed special focus on minimizing the staff's uncertainty about the organizational changes. The second addressed those who opted to join the private sector or set up their own outsourcing companies. The third phase was a needs-based segment for the remaining employees who would like to hone particular work-related skills.

The restructuring of the organization resulted in 12 new outsourcing companies and more than 3000 new jobs in the private sector to take up the transferred business. In total, 9148 trainees participated in the various training sessions.

Workplace Learning and Development

The Hong Kong Jockey Club Hong Kong, SAR, China

**CERTIFICATE IN RACEHORSE
MANAGEMENT—TRAINING UNIT HEADS OF
THE OPERATION FUNCTION INTO
POTENTIAL WORLD CLASS TRAINERS**



With a mission to become one of the world's top horse racing organizations, The Hong Kong Jockey Club has introduced a number of changes to its organization, including importing of high-quality racehorses, completing major renovations of its tracks and racing facilities, and implementing tighter controls over the use of drugs and feeds. Those changes also mean that staff must be able to handle more demanding requirements of their jobs.

Officials decided to solve that problem by creating an accreditation standard that would equip staff members with the necessary skills while enhancing the reputation of the organization in terms of quality racehorse training and care. An international education institution helped to develop the curriculum based on the findings of a needs identification exercise. A total of 230 classroom hours of training are required for accreditation. Examination, assignments, and practical tests are required to ensure that participants meet the accreditation standards.

The high number of improved management practices by staff members and a 30 percent increase in their productivity indicate that the Certificate in Racehorse Management program is successful. The program is the basis for the long-term, sustainable development of the staff's racehorse management and technical skills.

Managing Change

The Hong Kong Jockey Club Hong Kong, SAR, China

**FRONTLINE PERFORMANCE ENHANCEMENT
PROGRAM FOR MEETING STRATEGIC
BUSINESS GROWTH**



The Hong Kong Jockey Club has been in business for more than 100 years. But during the past five years, the company has experienced a continual drop in revenue because of decreased customer demand, fierce competition from other forms of entertainment, illegal gambling activities, and substitute products luring customers away. To turn things around, company officials decided to use the organization's strength, experience, vast distribution network, and well-recognized brand to launch a new business practice.

The new business direction involved turning the stable company into a dynamic, global, and highly competitive organization. Meeting those challenges also required performance enhancement for 5000 frontline employees. The company structured its Frontline Performance Enhancement Program as a four-phase job certification program. Each participant receives 3.5 days of performance enhancement training and must attain a certain level of performance before he or she can become part of the new business.

The program is successful. About 95 percent of the frontline staff have been deemed ready to take on additional work in their new business roles. The organization has acquired many new, younger customers and increased monthly revenues. Employees have a renewed sense of confidence in themselves and their team to be successful in supporting the company's future growth.

Organizational Learning

Hongkong Post Hong Kong, SAR, China

**"TO EXCEL THROUGH TEAMWORK"
COMPETENCE DEVELOPMENT PROGRAM
FOR SUPERVISORS**



The Hongkong Post's vision is to be recognized as an outstanding service and postal organization. In order to achieve that goal, the company launched a performance improvement program to encourage teambuilding and productivity throughout the organization.

"To Excel through Teamwork" was selected as the theme for the program because it reflects the company's plan to generate synergy among staff members and foster a new service culture within the organization.

The program has played a vital role in improving the performance of approximately 3800 employees. It focuses on communication, workflow reengineering, and job-related skills development. As a result of the program, customer satisfaction on delivery service rose to 99 percent last year. In a public perception survey, the company leaped from fifth place in 1997 to second place in 2003 as the best service organization in Hong Kong. The number of complaints received from the general public dropped considerably while compliments increased. With improved delivery service, the Post has successfully introduced a number of new marketing campaigns and services that have generated significant revenue for the organization.

Organizational Learning

IBM Corporation
Armonk, New York

INDUSTRY VALUE PROGRAM LEARNING INITIATIVE



The Industry Value Program Learning Initiative was created to support IBM's reorganization of sales around vertical industries and to shift selling from point-offers to industry-relevant solutions. The program weaves the interests of IBM and its employees together into a collaborative, mutually beneficial partnership. Through assessment and feedback, employees shape and drive the program's vision and development.

The goal of the initiative is to cultivate confident and savvy salespeople. It does that through three distinct tactical training programs:

- **Fastrack**—targets sales teams and focuses on industry-tailored solutions, customer benefits, and opportunity qualification.
- **Techtrack**—targets the technical sales support team, focuses on technical components, delivery requirements, and solution implementation
- **C-Suite Success**—targets 250 sales executives and focuses on chief executive (C-level) topics such as styles, values, and consultative methods.

Sellers also take advantage of the industry learning centers, company Intranet sites for accessing short, topic-specific industry learning modules and collaboration tools.

Results of progress studies indicate that over 80 percent of participants rate the learning as relevant and valuable. Five of the 47 programs deployed in 2002 were assessed for business impact. These five classes generated US\$40 million in sales and an immediate profit-to-learning return-on-investment of 433 percent.

Managing Change

InterContinental Hotels Group, Plc.
Windsor, United Kingdom

1Point0 and Company
Provo/Orem, Utah

Results Based Leadership, Inc.
Provo/Orem, Utah

REVIEW OF ORGANIZATIONAL EFFECTIVENESS



When InterContinental Hotels anticipated a split with its parent company, it was unprepared to stand alone as a public entity. Its strategic direction was unclear and the global business environment was turbulent. The company was also in financial trouble: profit margins were down 30 percent; costs were out of line; and the stock was losing money. The organization was deteriorating and a threat of an unfriendly takeover was in the air.

Officials knew that a massive overhaul of the global organization was needed. Senior management aligned itself with a redefined strategy and an integrated, top-line structure. Units redesigned all of their major functions in alliance with that new strategy while teams identified and reduced or eliminated any costs that did not support it. Training for all employees focused on planning, implementing, and building on change.

The result of the revamping is a strategically refocused company that survived the de-merger and defeated a hostile takeover. Employees' roles and decision-making processes are now streamlined rather than ambiguous. Company culture has been energized by significant improvements in the work environment and newly inspired confidence in leaders. The company has improved financially too. Costs are down 30 percent while stock prices have nearly doubled.

Workplace Learning and Development

The Manitowoc Company, Inc.
Manitowoc, Wisconsin

Tradewinds Consulting, LLC
St. Charles, Illinois

ACCELERATED LEADERSHIP DEVELOPMENT PROCESS



While The Manitowoc Company has experienced strong growth over the past several years, the company continues to focus on the voice of the customer, streamline processes, and improve the business. As a result, the company recognized the need to develop leadership bench strength.

The company created a process for accelerating the development of leaders whose job titles are one or two levels below general manager and functional vice president. The 12-month Accelerated Leadership Development Process (ALDP) includes candidate nomination, four weeks of face-to-face instruction, and a series of individual and group action-learning projects. ALDP is designed to improve a participant's ability to plan business strategies, execute action plans and initiatives, interact with and influence people, lead teams, and support the strategic direction of the company.

The impact of ALDP on the organization includes improved leadership capability, the confidence that high-potential employees can quickly learn and contribute to the organization's success, as well as a dynamic business planning and execution process. The impact for participants includes high visibility and interaction with the executive team and the board of directors, improved leadership skills, and satisfaction that the company values their contributions and ideas. Nine participants have been promoted since the program's launch.

Workplace Learning and Development

Marvin Windows and Doors
Warroad, Minnesota

Northwest Technical College
Bemidji, Minnesota

University of Minnesota, Crookston
Crookston, Minnesota

NORTHERN LIGHTS UNIVERSITY



Marvin Windows and Doors is located in a remote part of Minnesota, which can make recruiting a challenge. Replacing skilled workers who retired became increasingly difficult as local young people pursued their education in the city and chose to remain there after graduation. Even if an employee wanted to work for the company while attending school, the nearest college or technical school was over two hours away. As a result, the company had to find a way to grow its own expertise.

Officials decided to partner with two state universities to provide employees with an on-site accelerated and accredited degree program. Employees can enroll in one of a variety of associate degree programs or a bachelor's program. At company expense, employees obtain their degrees by attending classes taught by professors from both institutions. They can also apply previously earned credits toward their degrees.

Northern Lights University is the first of its kind in Minnesota and has been used as a model for other organizations. Since 1999, 44 students have graduated with associate in applied science or bachelor's degrees, and 37 have received promotions because of their education. More than 150 employees have participated in the college classes, and 68 are currently enrolled.

Workplace Learning and Development

Michigan Family Independence Agency

LANSING, MICHIGAN

Development Dimensions International

Pittsburgh, Pennsylvania

LEADERSHIP ACADEMY



A strong shift in employee demographics at the Michigan Family Independence Agency showed an urgent need for a succession-management plan.

Seventy-five percent of senior-level employees were eligible for retirement in the next five years, and internal candidates needed to be prepared to move into those positions.

The goal of each Leadership Academy, which runs for two years, is to select and develop a pool of qualified individuals to ensure that key leadership positions are filled internally. Development is accelerated through a variety of learning opportunities including assessment of strengths and development needs, developmental planning, mentoring, action learning, developmental assignments, and competency-based training.

An agency study suggests that the Academy is well received by the organization and is impacting a variety of key individual and organizational outcomes. Leadership Academy members were six times more likely to be promoted than their nonmember colleagues. Fifty-three percent of the academy participants were promoted during the two-year study, compared to only eight percent of nonmembers. In addition, pay increases received by members of the Leadership Academy during the two years of the study were double that of nonmember equivalents.

Electronic Learning Technologies

Northrop Grumman Newport News

Newport News, Virginia

Training Modernization Group, Inc

Chesapeake, VA

PRODUCTION TRADES TRAINING PROGRAM



Northrop Grumman Newport News has implemented a Production Trades Training Program that provides the right number of employees, with the right skills, at the right time to improve the business performance of the company. This training modernization process was developed to meet the business forecast demands of significant increases in the number and skill sets of employees.

The Trades Training Modernization Program is a unique application of a detailed functional analysis, a measured blended learning solution of computer-based training and computer-assisted instruction, hands-on training, and first-line supervisor-led practical application in the workplace. It ensures a workforce with the right skills at the right time in their development path from pre-hiring to retirement.

What started with one hour of computer-based training is now a growing sector-wide transformation strategy that is improving the way the company acquires, trains, and develops its employees. A key feature is an embedded and comprehensive measurement and return-on-investment feature that continuously tracks and reports learning, performance, and metrics proving the business value of the program.

Electronic Learning Technologies

Pfizer, Inc.

New London, Connecticut

TRG, Inc.

Raleigh, North Carolina

WEB-BASED TRAINING THROUGH INTERACTIVE BLENDED LEARNING: THEME AND GAMING TECHNIQUES TO INCREASE LEARNING EFFICACIES



Pfizer Global Research and Development recruited TRG to assist

in the development of a customized approach to learning which entailed redesigning and delivering training on a crucial project management software tool. The original instruction, provided by the software vendor, was generic and very tool based. However, an organization-specific approach with a strong focus on business process and hands on learning was needed.

Together Pfizer and TRG developed a successful phased-training approach.

The first phase, delivered by an instructor, is followed by a series of Web-based instructions. This system of delivery provides a cost-effective core curriculum that can be easily updated and revised for future instruction. Also incorporated into the learning are eight role-specific aids to help educate users on business line-oriented details at a more personal level.

The new blended-learning solution is used by more than 12,000 employees worldwide. Because participants in the training obtained a clear understanding of the business process that accompanies this software, they retained this knowledge and applied it to their day-to-day responsibilities.

Workplace Learning and Development

Printpack, Inc.

Greensburg, Indiana

MACHINE OPERATOR TRAINING



Changing production demands, labor agreements, and reallocation of the existing workforce resulted in a need for the standardized training of approximately 120 Printpack machine operators.

To meet that need, subject matter experts in the affected department were consulted, and they determined that the required content could be delivered effectively through a six-week training course.

The new training course uses a combination of standardized computer-based presentation, structured hands-on practice, and demonstration-based knowledge and skills assessments. For each hour of computer training, three hours of supervised hands-on skills practices are required to facilitate the transfer of training into behavior. Knowledge and skills assessments are conducted at the conclusion of each module, at the end of each of the six weeks of training, and at the conclusion of the program.

The training program is effective. Employees who have successfully completed the program demonstrate a 15 percent increase in production compared to production results prior to training. In addition, employees say that they feel more in control of their work environment and an increased ability to make informed decisions regarding the application of their skills.

Workplace Learning and Development

Private Healthcare Systems

Waltham, Massachusetts

CORPORATE PROJECT MANAGEMENT INITIATIVE



As part of its ongoing commitment to service excellence, Private Healthcare Systems (PHCS), the nation's leading health care cost management company, is always looking for ways to improve its business practices. One example is the company's corporate project management initiative.

With a staff of more than 1000, PHCS recognized that project management varied widely throughout the company, often with mixed results. In order to create a more efficient, streamlined process, a program was developed to provide a consistent way to initiate, plan, execute, and close a project. A new department, the Project Administration Group, was established to oversee the program's progress. Through activities such as Webinars and skills classes, PHCS Corporate Learning Services teaches risk-planning, change-control techniques, standardized status reporting, and aids in clarifying team members' roles and responsibilities.

Since the program began, 31 projects have been initiated using the new corporate process. Ninety-two percent of the target audience has completed the initial Webinars, and 48 percent has either completed or are registered for the three-day skills training class. PHCS anticipates that project-management skills will improve and become more consistent across the company and that team members will demonstrate a clearer understanding of their importance in overall project success.

Performance Improvement

Society of Manufacturing Engineers

Dearborn, Michigan

ADDING CUSTOMER VALUE THROUGH A MULTI-DISCIPLINARY PERFORMANCE IMPROVEMENT APPROACH



Society of Manufacturing Engineers

For several years, the Society of Manufacturing Engineers faced declining member and customer loyalty. After a thorough analysis identified the problems, performance improvement strategies were designed and executed. The result is a more focused organization that evaluates and improves its operations and products in terms of customer value.

The purpose of the project was to redesign the way the organization develops and delivers products and services that build loyalty. To do that, performance improvement interventions targeted four areas: product development, technical networks, customer service, and integrated marketing and communication. Goals were established to increase new product development, improve customer retention and satisfaction, increase learning opportunities for staff and customers, and improve brand image and visibility; and customer service training was held for the entire organization. Results are constantly reviewed and evaluated to ensure progress.

Since this project began, operating expenses have been reduced and new products have been developed according to customer needs. Participants report that they're satisfied with training, find value in course offerings, see relevance to their jobs, and feel confident in their ability to apply the learning. On the job, staff has been able to more effectively service customers, and return business and retention rates have improved.

Valuing Differences

Southern California Edison

Rosemead, California

DIVERSITY STRATEGY



Southern California Edison has a long-standing commitment to promoting workforce and supplier diversity. That commitment includes incorporating diversity as part of day-to-day operations. But many employees were unaware of the broad range of company-sponsored initiatives that were in place. So, senior executives built upon an existing strategy that values individuals' distinctive skills, life experiences, and perspectives.

The new strategy was designed to integrate diversity goals at the business-unit level with larger corporate-business goals. Officials believe that linking diversity initiatives to organizational goals yields greater employee commitment and motivation. The strategy focuses on these five key areas:

- employee development
- recruitment and retention
- community partnership
- work environment
- communication and education.

Management anticipates continued success as the new strategy becomes part of the company's culture and a component of ongoing business. The design of the strategy and its associated elements promote an inclusive and progressive workplace, and help the company maximize talent, foster teamwork, and tap into the skills of an increasingly diverse workforce.

Workplace Learning and Development

Southern California Edison

Rosemead, California

Pragmatix: Practical Learning Solutions

Venice, California

FIRSTLINE LEADERSHIP PROGRAM



Firstline Leadership is a pre-supervisory training program designed to develop leadership talent within Southern California Edison. The program's primary focus is to develop skills by exposing participants to such topics as self-management, effective communication, relationship principles, problem-solving techniques, and leadership self-assessment. Ultimately, participants gain a common framework and understanding of how to demonstrate effective leadership, which strengthens the pool of promotion candidates within the company.

The program consists of six courses covering such topics as integrity and ethics, interpersonal communication skills, and business writing. An internal consultant facilitates the opening and closing sessions to identify participants' expectations, administer a leadership self-assessment tool, and ensure program consistency and follow-up. External consultants introduce leadership principles and deliver the majority of instruction.

Firstline Leadership is strongly endorsed by management. Approximately 204 employees have participated in the program. The interactions among participants during the courses, as well as some lasting networks and relationships maintained after the conclusion of the program, demonstrate a strong increase in inter-departmental communications. In addition, more employees are moving into leadership positions and taking leadership roles on projects.

Workplace Learning and Development

Tibbett and Britten Group
Etobicoke, Ontario, Canada

USING SECOND-GENERATION E-LEARNING TO SUPPORT RESULTS-FOCUSED TOP-TEAM DEVELOPMENT



Tibbett and Britten Group officials expect the company's revenues to grow incrementally for the next decade. The problem is that the company lacks qualified employees to fill senior-level jobs as it expands. In addition, the entrepreneurial industry is very competitive, making top-talent recruitment a difficult and costly undertaking.

Internal talent development offers enormous advantages, including dramatic time and cost-savings, so the CEO and executive team decided to launch a program targeting high-potential senior managers. The General Management Development Program (GMDP) is a six-month process that combines e-learning, action-based projects, and mentoring. That highly active program upgrades the skills and competencies of key talent, conquers time and geographical constraints, and tackles specific business problems in order to generate a notable return-on-investment.

As a result of the GMDP, the company has become an "employer of choice" in the industry and has created a pool of highly qualified talent capable of moving into senior business positions. Financially, the program has saved Tibbett and Britten a significant amount of money. Based on participants' self-evaluations, the action-learning projects have generated more than US\$10 million in cost savings.

Career Development

U.S. Department of Veterans Affairs Medical Center
Portland, Oregon

THE CHAMPIONS PROGRAM



While the U.S. Department of Veterans Affairs Medical Center had career development training programs for executives, managers, supervisors, and middle-level employees, it did not provide an official process to help lower-level employees advance in the workforce. The CHAMPIONS (Career Help and Advancement through Mentoring, Personal Improvement, and Opportunities to Nurture Success) program was created in response to that developmental gap and the organization's need to replace employees who retire.

The CHAMPIONS program is composed of traditional classroom-based instruction and a mentoring partnership. Participants learn to improve their interpersonal, writing, and job-application skills in the classroom, and then apply those new skills as they learn more about their role from a mentor. In order to graduate, participants must complete all coursework and create an individual development plan for future career growth.

CHAMPIONS prepares eligible employees to advance in the organization as it strengthens their ability to cope and effectively interact with co-workers. Based on several evaluations, more than half of the responding participants improved their interpersonal skills, and 52 percent have been promoted to new positions. CHAMPIONS graduates, their supervisors, and mentors feel that the program was beneficial to themselves, their work group, and the organization.

Electronic Learning Technologies

U.S. Office of Personnel Management
Washington, District of Columbia

GOV ONLINE LEARNING CENTER

President Bush's 2002 management agenda outlined a strategy that uses e-learning technologies to improve the management and performance of the federal government. The E-Training Initiative is one of 24 approved programs supporting the President's agenda.

The goal of this government-wide initiative is to create a premier e-learning environment that supports the development of the federal employees. Through the Gov Online Learning Center (GoLearn), a single outlet to high-quality e-training products and services, officials are able to reduce the number of redundant course offerings and consolidate products and service licenses. That outlet also helps to advance the continuous-learning process by providing employees with free on-demand training. Individual managers use GoLearn to track, capture, and record training data within a secure and reliable system, while employees use it to access thousands of high-quality e-learning courses.

The impact of GoLearn has been phenomenal. After 12 months, the portal has registered nearly 95,000 active users, more than 95 million hits, and approximately 1.6 million extended-site visits. Users are taking advantage of GoLearn's easy accessibility and the free courses; enrollment numbers have exceeded 126,996.

Workplace Learning and Development

University of Toyota, School of Retail Professional Development

Torrance, California

PERFORMANCE DEVELOPMENT CURRICULUM FOR EXECUTIVE MANAGEMENT



Faced with low consumer satisfaction at the retail outlet level, Toyota officials decided to conduct a series of needs assessments that led to the creation of a performance development curriculum for sales management.

The program teaches all levels of middle and executive management the necessary skills to increase productivity, profitability and customer satisfaction, while reducing employee turnover. It's a continuous learning philosophy that's designed to maximize performance. The program includes a variety of procedures such as self-study modules, four-day intensive classroom experiences, onsite performance coaching, and integrated measurement. The program is appropriate for outlet employees, and the sales management course has been enhanced to meet the needs of all management and executive personnel.

Results of a comprehensive study reveal significant increases in profitability and productivity among the majority of retail outlets investigated. Participants indicate that the skills they have learned have dramatically improved their ability to increase efficiency and effectiveness while providing a more stable and productive work environment for their employees.

Workplace Learning and Development

Verizon

New York, New York

CHOOSING TO LEAD



Choosing to Lead is a seven-month, competency-building leadership intervention for managers. Following a company merger, it was created to help accelerate the integration of Verizon's new management group.

The centerpiece of the program is an intense, scenario-based, three-day seminar. Each scenario is a fictionalized account of real people, problems, and projects from participants' work. As characters struggle to deal with difficult leadership issues, participants are drawn into the narrative and challenged to resolve them. The seminar is prefaced by individual Web-based learning and assessment and followed by 26 weeks of e-coaching to reinforce skills and support innovation and action.

Choosing to Lead has created a positive impact on participants' attitudes and behaviors and business results. Most of the participants report that they have taken action since the program concluded, and 94 percent felt that the program should continue. After completing the classroom component of the program, 83 percent of participants praised the relevance, utility, and applicability of the program to their jobs, and every manager interviewed reported positive, observable behavioral changes in participants.

Awards Selection Panels

ASTD thanks the many individuals responsible for the success of the 2003 awards program. These individuals volunteered their expertise to review nominations and select award recipients. Their contributions are greatly appreciated.

Advancing ASTD's Vision

Gordon M. Bliss
Memorial Award*
Torch Award
Volunteer-Staff
Partnership Award
Carol Chulew
Thomas LaBonte
Dorothy Maxwell
Karen Vander Linde

Advancing Learning and Performance

Life Time
Achievement Award
Distinguished
Contribution Award
Champion Award
Katherine Holt
Carol Chulew
Gary Jusela
Bill Kline
Sheryl Riddle
William Rothwell

Research Award
Nancy Berger
Marijke Kehrhahn
Jane Massy
Tony O'Driscoll
William Rothwell
Tom Shindell
Darren Short
Chris Squillaci

Dissertation Award

Laura Bierema
Allan Church
Malcolm Conway
Andrea Ellinger
Christie Knittel Mabry
William Rothwell
John Sherlock
Tom Shindell
Darren Short

Excellence in Practice

Awards and
Citations
Barbara Beach
George Benson
Nancy Berger
Dede Bonner
Dale Brandenburg
Mary Broad
Roger Chevalier
Allan Church
Ron Dickson
Robert Dilworth
Thomas F. Dungan III

Mary-Jo Hall
Jeanette Harrison
Peggy Hutcheson
William Kahnweiler
Anders Kinding
Kathy Kleponis
William W. Lee
Cheryl Lucas
Karen Mantyla
Shelley Moore
Pamela Nolf
Julie O'Mara
Candice Phelan

George Piskurich
Kim Ruyle
Ethan Sanders
Pam Seplow
Darren Short
Kathy Shurte
Gary Steinkohl
John Stormes
Patricia Windle Todd
David Vachell
Rob Van der Schyff
Janine Waclawski
Chris Zubof

** Award not presented this year.*

Be a Part of the 2004 ASTD Awards

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

Winners are honored at an awards ceremony and profiled in articles for ASTD's publications and on ASTD's Website.

To learn about the ASTD awards criteria, deadlines, and entry process, visit www.astd.org and click on "Resources."

Key Aspects

ASTD's awards program

- identifies exemplary work and practices in workplace learning and performance
- emphasizes the impact of the field and the competitive advantage learning and performance bring to organizations
- affirms that organizational success is achieved when the best interests of employees and those of the organization are considered
- widely disseminates the practices and shares the learning of award recipients.

Four Categories

Excellence in Practice Awards recognize organizations for results achieved through workplace learning and performance practices, interventions, and tools. The deadline is September 20, 2004.

ASTD BEST Awards recognize organizations that achieve enterprise-wide success through learning. The deadline will be announced early in 2005.

Awards in the Advancing Workplace Learning & Performance category honor individuals' thought leadership in and advocacy for the profession:

- Champion of Workplace Learning and Performance
- Distinguished Contribution
- Lifetime Achievement
- Dissertation
- Research article
- **NEW** Excellence in Research to Practice: practitioners, researchers, and partnerships
- **NEW** ROI: impact study and practitioner of the year.

The deadline is September 20, 2004.

Awards in the Advancing ASTD's Vision category recognize individuals and teams for their contributions to the goals and vision of ASTD:

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

The deadline is September 20, 2004.

