

global focus



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Recognising Outstanding Learning
and Development Partnerships

Excellence in Practice 2023



2023 Excellence
in Practice
AWARDS

Excellence in Practice 2023

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Global Focus

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Excellence in Practice 2023 Introduction



Welcome to the 14th consecutive edition of the Global Focus supplement on Excellence in Practice (EiP). We are proud to say that this year's applications are impressive, showcasing a remarkable diversity of cases. They encompass a wide range of ambitions, scopes, and innovative implementations. With this selection of experiences and insights, we anticipate that the forthcoming Executive Development Conference (St. Gallen, 4-6 October) will provide an exciting platform for engaging in meaningful exchanges and discussions on the cutting-edge developments in the field.

The jury has a crucial role in any competition or selection process. Since the start of the program until 2023, over 500 cases have been submitted, indicating a growing interest and engagement within the EiP community. To evaluate these submissions, many jury committees and members, who are professionals from the field, have been

convened. In the last five years we have filled 180 jury seats with professionals from 24 countries with 85 from companies, 60 from business schools and 35 from consultancy/ executive development organisations. We pay tribute to their contribution to the award.

The primary responsibility of the jury is to thoroughly review and discuss each application. This involves a comprehensive assessment of the presented cases, considering their ambitions, scopes, and implementations. Through rigorous evaluation and thoughtful deliberation, the jury aims to gain a deep understanding of each submission's unique qualities and contributions, rank and decide on the final awards. This crucial task not only identifies exemplary initiatives but also serves as a valuable benchmark for the EiP community, shedding light on best practices and emerging trends in the field.

Moreover, the jury's work is not limited to selection; it provides valuable input for feedback to all applicants. Constructive critiques and insights from the jury help applicants refine and improve their projects, fostering a culture of continuous improvement and innovation within the EiP community. In essence, the jury serves as a cornerstone of the entire process, ensuring that excellence is recognised, celebrated, and nurtured in the ever-evolving landscape of learning and development.

Upon analysing the feedback provided to the 2023 submitting partnerships, we have gained valuable insights into the key areas that need focus and improvement within learning and development initiatives.

- It is worth noting that 92% of the cases received critical feedback on their impact chapter, with a specific emphasis on the requirement for hard evidence of business,

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organisational, and individual impact. The jury's assessment included recommendations for the use of specific indicators, highlighting the importance of quantifiable outcomes in demonstrating the tangible effects of these initiatives.

- It was found that a significant portion, comprising 54%, received remarks regarding the description of their initiatives. The jury commonly sought more comprehensive details regarding the design, structure, and delivery of these projects. This highlights the importance of providing a thorough and well-articulated overview to effectively convey the essence of each initiative.
- The jury feedback shows that the strength of the L&D initiatives is highly praised (79%) throughout the submissions. Best practice cases design immersive, innovative, and ambitious learning journeys that follow a systemic approach to development, proactively involve leaders and are piloted by a governance council. They also ensure a balanced learning experience that covers education, experience, and exposure. Their initiatives employ a variety of methodologies, including coaching, mentorship, leaders teaching leaders, storytelling, art-based approaches, innovation hackathons, problem-solving, and design thinking methods, to achieve this goal. They also maintain a partial virtual setup, introduce gamification, and have micro-learning strategies in place. Their approach emphasises real-world action and innovation through projects and on-the-job assignments. They also include international expeditions, experiences, and company visits, as well as external stakeholders such as start-ups and clients. They foster a learning culture that empowers participants to own their development, leverage peer advisory, include alumni support, and provide networking opportunities.



- 64% of the cases get commended for the effectiveness of the contracting stage and how the initial brief is translated by the partners into an actionable project (the commitment chapter in the EIP submission). The jury was charmed by the balanced and co-creative partnerships and impressed by the complexity and scale of projects in quite a number of cases.

We hope you enjoy reading the subset of cases featured in this magazine and find them inspiring. We also invite you to submit your own practices for the next round of submissions in 2024. Thank you for your attention and support.





2023 Winners

Category: Organisational Development

★GOLD★

The LEGO Group & IMD

"Building the leadership playground"

★SILVER★

Daimler Truck & Coverdale & Dorten & Macaw

"DTR0CKs" – Forming of a new company "Greenfield on Brownfield"

Category: Talent Development

★GOLD★

Worldline & Hult EF Corporate Education

"One Worldline Academy – Reimagining the future"

★SILVER★

Ministry of Planning and Economic Development in Egypt & AUC School of Business & King's Business School, King's College London

"A Tripartite Partnership – Building Egypt's Government Leadership Cadres"

Category: Leadership Development

★GOLD★

Circle Health Group & Liverpool Business School at Liverpool John Moores University

"Senior leaders – Towards outstanding"

★SILVER★

Orion Corporation & University of St. Gallen

"Horizon – Leading with both Hands"

Category: Professional Development

★GOLD★

Atos & ESCP Business School

"Co-create a pioneering Academy for Service Delivery Managers"

★SILVER★

Interbank & UCIC (Intercorp Corporate University)

"Interbank Learning Programme: Regulatory Bus"

Category: Ecosystem Development

★SILVER★

E4Impact Foundation & Università Cattolica del Sacro Cuore & E4Impact Alliance

"The Global MBA in Impact Entrepreneurship: A successful partnership programme"

Favela Fundos & Central Única das Favelas (CUFA) & Fundação Dom Cabral (FDC)

"Favela Business School"



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The LEGO Group / IMD

Building a New Strategy, Top-down and Middle-out

John Weeks, IMD Professor of Leadership and Organisational Behaviour, Susan Goldsworthy, IMD Professor of Leadership, Communications and Organisational Change, and Howard Yu, LEGO Professor of Management and Innovation, reflect on how the LEGO® Group was able to devise a new strategy that helped the iconic childrens' play materials manufacturer to sustainable sales growth.

For well over a decade until 2017, the LEGO Group had built a track record of strong sales, brick by colourful brick. The numbers were impressive: 18% average compound annual growth. But that year, the company's sales began to stall amid a challenging retail environment and, from within the company there was stagnation stemming from a weakened innovation drive and lack of focus and discipline. Something had to change. The 90-year-old family-owned business needed to empower its people. It brought in Niels B. Christiansen as CEO to develop a new strategy and return the company to sustainable growth.

He began his tenure amid a painful restructuring that had resulted in 8% of the 19,000-strong workforce being laid off. At the same time, the operating environment was exhibiting the classic characteristics of volatility, uncertainty, complexity, and ambiguity, often referred to by the acronym VUCA. Christiansen's strategy stressed the importance of focusing on priorities and making decisions grounded in the LEGO Brand Framework (setting out beliefs, mission, vision, and other elements) as well as the LEGO Idea Paper (which sets out the Kirk Kristiansen owner family's foundation for the LEGO brand and the LEGO branded entities).

To thrive, the LEGO Group needed to become more agile and responsive to customers, foster a more empowered workforce, reduce its hierarchy, and distribute leadership responsibility more evenly. This was especially important given that new product launches accounted for about 60% of sales.

Empowering the workforce

Loren I. Shuster, the LEGO Group's Chief People Officer and Head of Corporate Affairs, was convinced the company needed an empowered workforce to succeed in the face of its internal and external challenges. This required the company to improve motivation and unleash the creativity and energy of its people. However, to do this would require a revamp of the company's complex leadership environment which had been built up in layers over time, involving as many as 28 often overlapping leadership models, leadership development interventions, and change programmes.

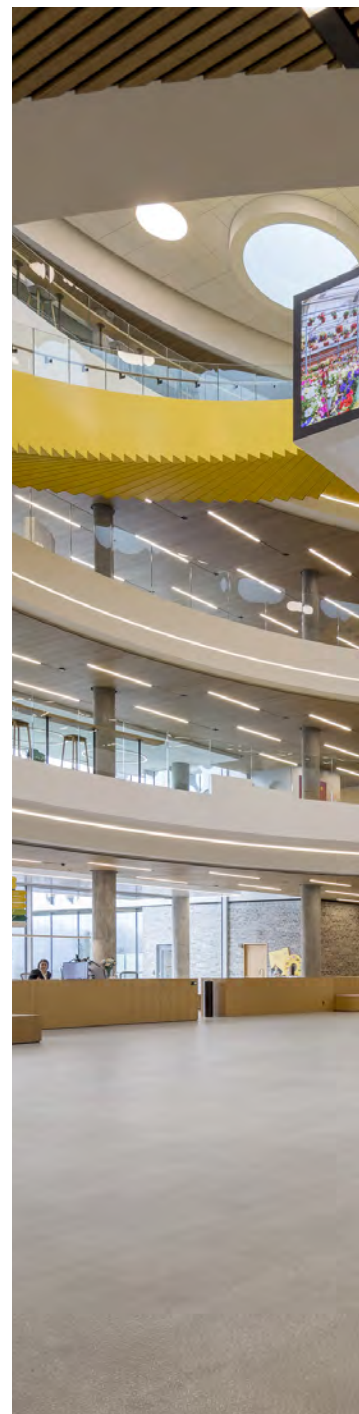




PHOTO COURTESY THE LEGO GROUP

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The LEGO Group / IMD

Many people with long tenures at the company had grown attached to 'their' elements of the various models. Expectations were therefore neither clear nor aligned, and it was challenging to translate the various models and frameworks into effective action. Perhaps unsurprisingly, there were also pockets of resistance to change. The group therefore needed a clear definition of what it meant to lead in the company. Shuster realised, too, that it would be a wasted opportunity to have the executive leadership team define the new model and then cascade it down through the organisation. Instead, leadership should delegate this to a non-hierarchical group of leaders from across the organisation, which was named the Working Group. "We had tried and failed to implement successful leadership initiatives over the years," said Shuster. "This time we decided to empower people from all levels to work together to create something meaningful that captured the imagination and enthusiasm of the whole organisation."

Christiansen and the leadership team agreed with this approach. The company set up a three-tiered governance structure, with distinct roles and responsibilities for the Working Group, guided by the Steering Committee. This group had to be big enough to represent all parts of the LEGO Group but small enough to 'compromise and decide'.

Its challenge was to determine a timeless leadership model while respecting the values of the 90-year-old family company. It then had to recommend the right approach to embedding the model in the organisation. Once the leadership model was defined, the LEGO Group would need to implement and quickly scale it up to energise people at all levels and deliver the company's strategy.



Loren I. Shuster, the LEGO Group's Chief People Officer and Head of Corporate Affairs

Partnering with IMD

Shuster realised that success would require the support of an external organisation. He decided to partner with a business school, rather than a traditional management consultancy, because he wanted an organisation that could help guide the co-creation of a new leadership model rather than defining it themselves.

The LEGO Group decided to partner with IMD to solve the problem through a two-phase programme. In the first phase, Shuster and IMD teams co-created three two-day workshops for a cross-functional Working Group of 15 people representing all regions of the LEGO Group and entitled the LEGO Way of Leading. The aim was to create a safe space to empower a Working Group to explore what the company expected of its leaders and to (re)define a single leadership model.



PHOTO COURTESY THE LEGO GROUP



PHOTO COURTESY THE LEGO GROUP

90

The Working Group's challenge was to determine a timeless leadership model while respecting the values of the 90-year-old family company



PHOTO COURTESY THE LEGO GROUP

The workshops were based on four principles. One was creating a safe space so that group members could establish ground rules and dare to challenge each other. The second was divergence, to ensure the Working Group considered a broad range of ideas and frameworks from within and beyond the company. Convergence, the third principle, involved analysing and synthesising stakeholder data and integrating other divergent content presented by IMD, while the last principle was closing the loop, which meant going back to the people who had been interviewed so they knew their voice had been heard and they felt involved.

"From the beginning we told the Working Group it was up to them to decide what was needed," explained Shuster. "If they thought an existing leadership model or framework was outdated and not being used, they had the power to take it away."

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The LEGO Group / IMD

In mid-2018 IMD facilitated these workshops at its Lausanne campus. By mid-August, the Working Group had developed the Leadership Playground, a manifesto laying out a new approach for leadership. It defined the job of leader as 'energising everybody every day', supported by the three key behaviours of being focused, curious, and brave. The new model was approved by the Family Board one month later.

Scaling up and energising

The Leadership Playground Manifesto was launched in 2019. In the second phase IMD and the LEGO Group partnered to scale it up, with programmes for the company's senior leaders. This involved two programmes for top leaders: 'Panorama' for VPs and SVPs and 'Catalyst' for directors and senior directors. These were designed to fully embed the new model and develop leaders to better deliver the company's strategy and mobilise the organisation.

Senior leaders learned about themselves and applied new leadership behaviours. They worked on over 40 cross-functional action-learning projects that explored new strategic and commercial approaches to product innovation, channel development, and digitalisation. The functional and strategic knowledge and the more clearly aligned culture defined by the Leadership Playground equipped senior leaders to deliver the strategy.

"Seeing results from our leaders in the Leadership Playground work and in Panorama and Catalyst has only increased my appetite to empower them to make decisions and move resources around at their discretion," said Christiansen.



PHOTO COURTESY THE LEGO GROUP

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The group defined the job of a leader as 'energising everybody every day', with the three key behaviours of being focused, curious, and brave



PHOTO COURTESY THE LEGO GROUP

Simultaneously, the company spread the Leadership Playground from the middle out through 15 “Playground Builder” events focused partly on driving culture change. It trained 800 employees to use a specially designed toolset that energised the rest of the organisation. There are now 2,100 Playground Builders, who are passionate about the new leadership model and who have been trained to share and facilitate discussions on embedding it into their teams’ particular context.

Indirectly, the engagement with IMD has contributed to driving results: revenue accelerated from single digits during the period of engagement, to over 20%, with an operating margin recovered to pre-2017 levels.

Key takeaways

- Creating an empowered workforce allows the LEGO Group to respond more quickly to internal and external challenges, unleashing the creativity and energy of its people.
- IMD helped the LEGO Group to think differently by exposing it to different models and examples and creating a safe space to disagree and debate, and by helping it to align and connect with the company’s context. This was the benefit of divergence and convergence.
- It was important to bring together perspectives from leading the business, leading teams, and leading oneself, and to show that they are mutually supportive.
- The impact achieved was possible because IMD and the LEGO Group worked simultaneously at many different levels of the organisation with a consistent set of messages adapted to the various groups.
- Both top-down and middle-out approaches are essential to create sustainable change in attitudes and behaviours.



PHOTO COURTESY THE LEGO GROUP



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Daimler Truck / Coverdale / Dorten / Macaw

DTR0CKs – Forming a New Company Culture at Daimler Truck





PHOTO COURTESY DAIMLER TRUCK

A company's success is closely tied to its employees. A positive work culture plays a decisive role in creating a motivating and productive environment where employees can thrive and contribute to the company's long-term success. One of the key aspects of fostering a positive work culture is for leaders to actively demonstrate desired behaviours and company values on a daily basis.

New company, new corporate culture

In December 2021, Daimler Truck AG reached a significant milestone in its history by becoming an independent entity listed on the stock exchange. As the world's largest manufacturer of commercial vehicles with a global scale, the company aims to maintain its leadership in emissions-free transportation in the years to come. To achieve this goal, the Board of Management and the Chairman of the Board of Management of Daimler Truck Holding AG, Martin Daum, devised a clear plan, but there were several challenges ahead.

Daimler Truck now employs over 100,000 people from 125 nations and operates in various production sites across all continents. What keeps these employees united? What motivates them to contribute each day? How does a sense of identity deepen within the company?

At the start of 2022, Daimler Truck faced an unprecedented situation. They needed to realign their corporate culture, leveraging the momentum of a new entrepreneurial beginning. It was crucial to recognise that people shape the company and play a vital role in its success. The challenge was not only to establish new corporate goals but also to bridge the existing work culture at Daimler with a new one at Daimler Truck – and to do so swiftly.

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In December 2021, Daimler Truck AG reached a significant milestone in its history by becoming an independent entity listed on the stock exchange

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Daimler Truck / Coverdale / Dorten / Macaw

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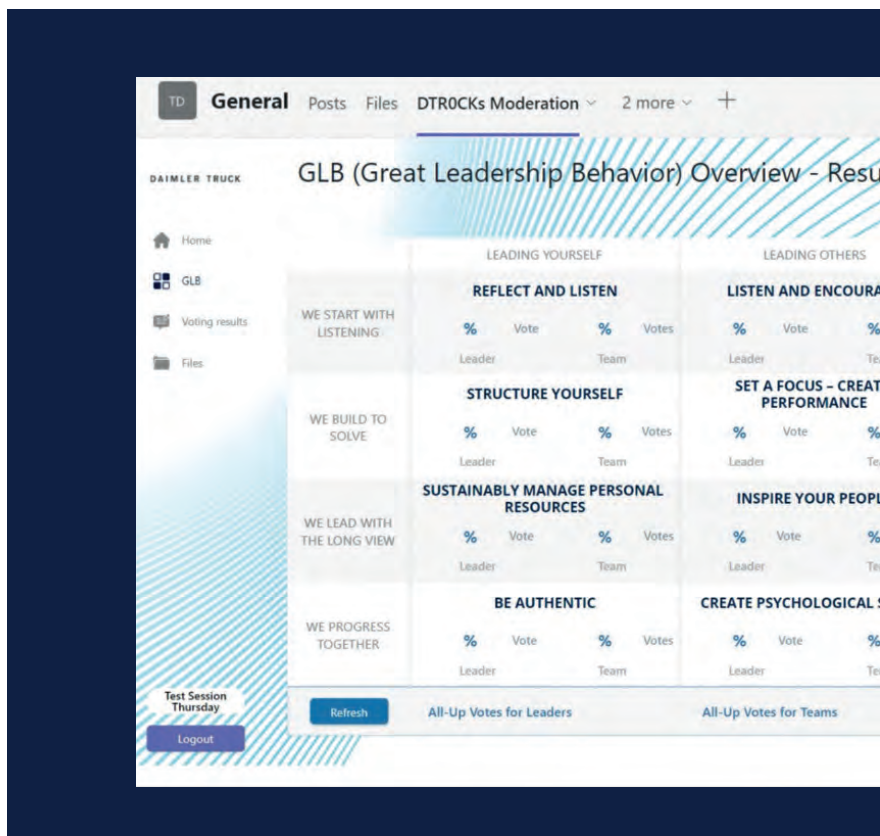
...they developed the foundation for effective leadership at Daimler Truck known as the ‘Great Leadership Behaviour’ (GLB)

Following their purpose principle of ‘for those who keep the world moving’, the Board of Management began outlining the desired behaviour for employee engagement, working alongside a group of 50 employees from different levels, regions, and functions. Together, they developed the foundation for effective leadership at Daimler Truck known as the ‘Great Leadership Behaviour’ (GLB). This formed the core of the new potential and performance system, called the Impact Compass, as well as other initiatives related to employees.

The question was how to quickly ensure that leaders across different locations within Daimler Truck understood and embraced this new concept. How could they stimulate engagement and strengthen accountability among all leaders? And how could Daimler Truck make this understanding tangible and measurable? The need for an initiative to activate the Great Leadership Behaviour emerged.

The initiative DTR0CKs was born.

The name of the initiative is inspired by the name of the Daimler Truck share ‘DTR0CK’.



The initiative DTR0CKs aims to achieve the following objectives:

- Engage and inspire all Daimler Truck leaders across units and organisational entities
- Establish an understanding of the intent, effort, and impact of the GLB on employee engagement and future initiatives
- Make the GLB the foundation for daily leadership work, encouraging leaders to reflect on their personal strengths
- Drive sustainable impact within the organisation through an action plan and a movement supported by the social intranet
- Ensure that the initiative is relevant, inspiring, and enjoyable

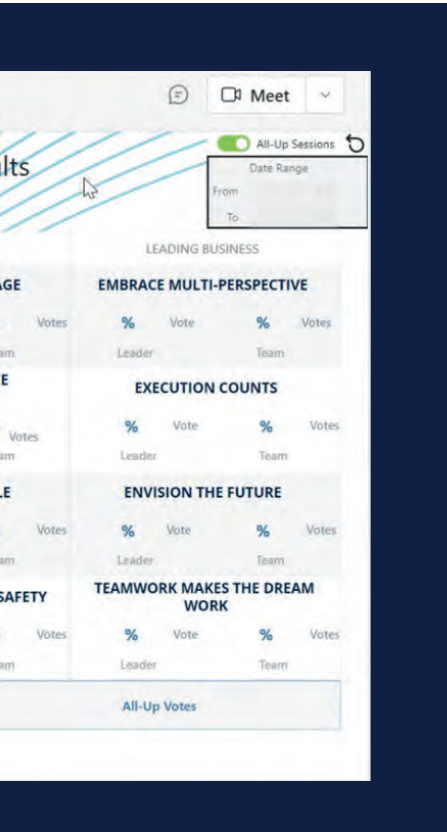


IMAGE COURTESY DAIMLER TRUCK



A global network of 5,500 leaders were involved in the initiative.

The Board of Management was convinced that fostering a shared understanding of the company's culture was crucial to uniting employees and promoting global collaboration, which would result in a high level of engagement and outstanding performance. The Daimler Truck Learning Academy's interdisciplinary team, in collaboration with Coverdale Germany, leveraged its experience in designing large-scale initiatives and innovative learning concepts to develop this dynamic and multidimensional initiative. The team has been working together successfully for several years, as evidenced by a previous EFMD Award win.

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Daimler Truck / Coverdale / Dorten / Macaw

The DTR0CKs initiative faced the challenge of harnessing momentum within a limited timeframe while involving a global network of up to 5,500 leaders. Ensuring measurability, relevance, and sustainability were also key concerns. To address these challenges, Daimler Truck Learning Academy developed a project plan and adopted a unique approach to make the initiative accessible and relatable to all leaders.

The concept was shaped by feedback from representatives and the larger community. The kick-start of the initiative was the Truck Leadership Conference, an internal format reaching leaders worldwide. The participants personally reflected on their leadership behaviour based on the Great Leadership Behaviour objectives during a 90-minute session where they received positive feedback. Following on from this, the initiative was then successfully rolled out, with 281 online workshops held, via a Power App. Following participation, leaders gained a clear understanding of the intent, effort, and impact of the Great Leadership Behaviour and implemented action plans to engage colleagues and reflect on their own leadership behaviours.

DTR0CK's objectives were to involve, inspire and establish an understanding of the Great Leadership Behaviour's impact, making it the foundation of daily leadership, to create sustainable impact, and enable meaningful connections and preparedness. Beyond the workshops, an individual action plan translated the measures into everyday work-life, focusing on personalised communication, keeping it concise, inspiring, and enjoyable, making the



Great Leadership Behaviour personal and relatable, taking into account different time zones to facilitate interactions among participants. The initiative utilised the Microsoft Power App, which offered adaptability, impact, and support. The workshops consisted of nine key activities that built upon each other. With this, DTR0CKs became a self-directed programme conducted digitally through Microsoft Teams, offering accessible media, live workshops, and individual support.

5,500

The DTR0CKs initiative faced the challenge of harnessing momentum within a limited timeframe while involving a global network of up to 5,500 leaders

DTROCKs

IMAGE COURTESY DAIMLER TRUCK

Data-driven assessments and surveys provided valuable insights into workshop quality and leader strengths. The social intranet page of DTROCKs serves as a hub for workshops, content, and learning opportunities. The so-called Facilitator Club was an important building block in the process: the facilitators supported leaders, generated enthusiasm, and shared best practices. DTROCKs democratised learning, allowing leaders from diverse backgrounds to participate in workshops conducted in multiple languages. Its aim was to create a social, emotional, and interactive learning experience. The Board of Management continuously supported the initiative by attending meetings and providing the valuable space to ensure global implementation – laying the cultural foundation for Daimler Trucks new corporate culture and aligned subsequent initiatives with it. The Great Leadership formed the core of the work culture, with the Impact Compass enhancing its sustainable impact. The effectiveness of the initiative was demonstrated by its significant following on the social intranet channel, high participation rates, low dropout rates, and positive evaluations. It encouraged a sense of contribution and received an overall score of 8.2 out of 10, while the Net Promoter Score was +42%. The data-driven approach facilitated targeted support and individualised learning opportunities. The digital infrastructure and expanded use of Microsoft Teams improved the management team’s understanding of the digital landscape. DTROCKs laid the foundation for the future work culture and strengthened the Daimler Truck ecosystem.

The DTROCKs initiative successfully tackled challenges through a comprehensive approach. Online workshops, action plans, and digital tools facilitated broad participation and reflection. The Great Leadership Behaviour became the guiding principle for leadership, fostering conversations and personal growth. DTROCKs has created a community of continuous learning, contributing to the further success of Daimler Truck.



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Worldline / Hult EF Corporate Education

One Worldline Academy - Reimagining the Future

Worldline is a global leader in the payments industry and the technology partner of choice for merchants, banks and acquirers. With around 18,000 employees in more than 40 countries, Worldline provides its clients with sustainable, trusted and innovative solutions fostering their growth.

In 2019, Worldline had recently separated from its parent organisation and was keen to shape its own purpose, own values and new behaviours with an inspiring new growth strategy envisioned by their CEO Gilles Grapinet. At the heart of Worldline's plan to grow and create change for its people, Worldline, in partnership with Hult EF Corporate Education, set up the One Worldline Academy.

The academy, created with the purpose to amplify Worldline's values and drive innovation within the workforce, consists of three executive education streams for their top talent population, through both the lens of great culture and leadership mindsets, together with the lens of business innovation and growth. The intention was for leaders at emerging, senior, and expert levels to enhance their leadership skills, increase engagement, and co-shape innovation growth together across their workforce.

The One Worldline Academy has had a substantial impact on the behaviour of participants and their teams, at a time of financial growth and organisational change. Since the programme's inception in 2020, employee sentiment, innovation activities, and commitment to Worldline as the employer of choice has increased steadily. Financial results have also improved with company revenue growing from €2,748bn to €4,364bn since 2020.

"There is nothing more important for a CEO than attracting, developing and retaining top talents as this is the fundamental pillar on which you can really build the long-lasting success of your organisation. At the One Worldline Academy, we teach our future leaders how to lead from the head, and most importantly from the heart." - Gilles Grapinet, CEO Worldline

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The One Worldline Academy has had a substantial impact on the behaviour of participants and their teams

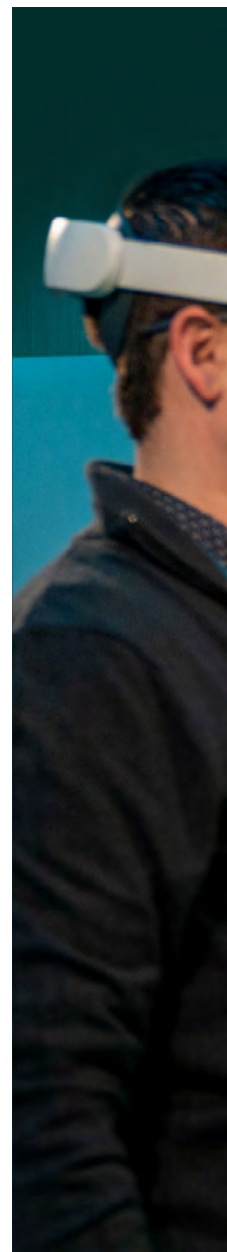




PHOTO COURTESY WORLDLINE

Excellence in Practice 2023**Worldline / Hult EF Corporate Education****Programme aims**

To ensure the academy would be a success, the Worldline Hult EF partnership defined three primary learning objectives across all three streams:

1. Deepen participants' understanding of themselves, their own authentic leadership style and how to fuel even more leadership agility
2. Cascading Worldline values across the organisation and enhancing their mastery of collaboration and influencing strategies
3. Accelerating a culture of creativity and continuous innovation by enabling a climate of psychological safety and inclusivity

Each stream boasts a highly customised set of tailored learning interventions, uniquely developed for each stream. The interventions have been created for specific learning needs for participants' roles and are designed to offer opportunities to focus on real-life problems to accelerate participant real-life learning.

The 12-month programme builds upon the organisation's new values and behaviours through tailored and aggregate assessments and data approaches. Qualitative and quantitative surveys are taken during and after the programme to measure impact through both a leadership lens and business innovation lens to ensure desired results are created for participants.

"The One Worldline Academy Talent programme with Hult EF makes a significant contribution to prepare our top talents to be highly effective in future roles.

The programme aims to prepare them to become better leaders – for leading oneself, for leading teams and for leading our business and organisation – becoming even better at boosting teamwork and collaboration, and making innovation thrive across markets and across business units to better serve our customers and wider stakeholders." - Marc-Henri Desportes, Deputy CEO Worldline

**Sparking curiosity and driving innovation**

Each stream begins with a highly engaging launch webinar focusing on purpose and values to ensure clarity of expectations and to build trust.

The first module at the academy is dedicated exclusively to the development of key leadership skills with each stream addressing different learning objectives relevant to the requirements of the roles of emerging leaders, senior leaders, and expert leaders.



PHOTO COURTESY WORLDLINE



PHOTO COURTESY WORLDLINE

The Innovation Hackathon is the shining star of the programme. Emerging leaders, senior leaders and expert leaders come together in a psychologically safe and inclusive environment to be curious and to experiment, to fail fast, and most importantly to re-imagine the future of Worldline with bold ideas. Here, leaders come together to solve real-life challenges faced by Worldline.

This intensive three-day module is facilitated by eight innovation and leadership faculty who reinforce innovation principles, provide guidance, and offer feedback to participants throughout the immersive experience. The Hackathon encourages innovation, sparking curiosity and driving creativity to new levels. Sessions include a jazz improvisation simulation where participants communicate and collaborate through the means of music, enabling them to bring new innovation ideas into their Hackathon projects.

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During the Academy we had full immersion in a hackathon with live meetings with senior leaders. The key takeaway was that innovation is everywhere and it starts from our behaviour. Each of us can look for small ideas in our daily work that might be innovative.

One Worldline Academy Participant

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Worldline / Hult EF Corporate Education

90%

90% of survey respondents have noted enhanced self-confidence and willingness to not only 'speak truth to power' but also to 'listen-up' to better understand others' perspectives

90% of survey respondents have noted enhanced self-confidence and willingness to not only 'speak truth to power' but also to 'listen-up' to better understand others' perspectives, leading to a willingness to offer new ideas and methods – crucial components of 21st century leadership and the underpinnings of innovative behaviours.

Similarly, 80% of respondents believe the programme has had a positive impact on diversity, inclusion, equity and belonging, while over 90% say that they feel a greater sense of belonging as a result.

Focusing on culture and leadership, 95% of participants say they are now impactful leaders with a higher sense of belonging, improved communication skills, and have since been promoted or recognised internally – with post-programme surveys indicating strong impact at individual, team, and organisational levels.

95% of survey respondents also noted they felt better equipped as leaders, and 92% of participants pointed to their augmented communication skills as a key ingredient creating positive impact on their teams and the organisation as a whole.

The programme has helped participants initiate and support new innovation projects within areas of the Metaverse, sustainability and various process optimisations that carry millions of dollars of revenue and cost savings.

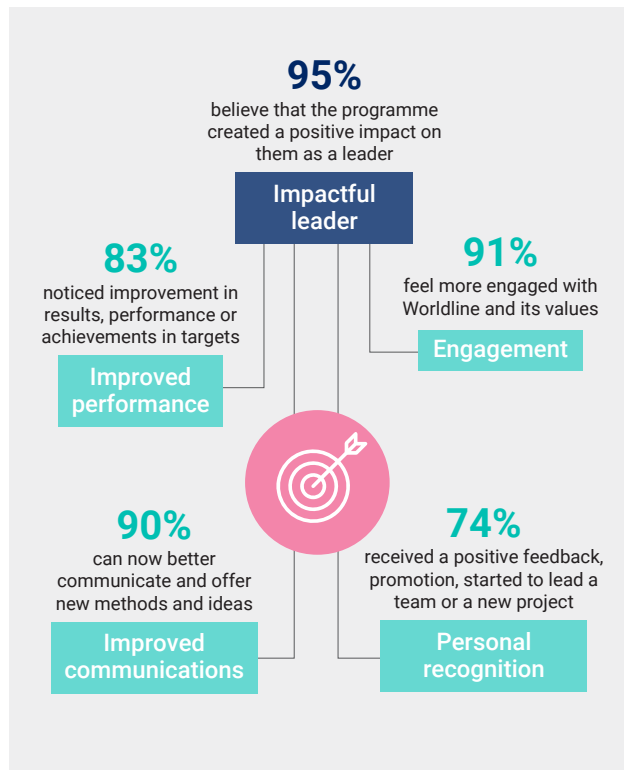




PHOTO COURTESY WORLDLINE

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Worldline is changing rapidly. As a result of this programme, I perceive more collaboration and exchange across units, a thriving feedback culture and clear steps to the new ways of working. Talent Development Programme themes like psychological safety, inclusive leadership and agile working are making a powerful contribution to these changes.

Thomas Zimmermann, Senior Specialist Global HR People Development & Engagement

Individual and organisational growth

Participants continue to attribute their augmented leadership skills, dedication to continuous learning and curiosity, and commitment to Worldline values to their participation in the Worldline Academy Programme. And it is these enhanced leadership skills that have brought new energy, passion, and innovative behaviours to the organisation, enabling it to flourish.

An overarching goal of the One Worldline Academy was to create psychological safety for participants, thereby building a foundation of inclusivity, collaboration, and trust. By building a climate of agile learning and growth mindset in the classroom, the programme has demonstrated how lifelong curiosity can feed creativity and innovation. Having fostered these behaviours through real-life learning, the One Worldline Academy has imbued participants with Worldline’s values, enhanced engagement and supported teams to reach impressive goals.

The programme has grown by 40% and is now set to continue and expand for at least three more years, promising a healthy future for the One Worldline Academy and the business as a whole.

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Excellence in Practice 2023



Ministry of Planning and Economic Development, Egypt /
The American University in Cairo (AUC) / Kings College London

Empowering Egypt's Public Sector: Inside the Leadership for Government Excellence Programme

Adapting to a Changing World

As the world continues to evolve, countries and companies must adapt to meet the ever-changing needs of the global market. Technological advancements, demographic shifts, and economic fluctuations are just a few of the factors that drive the need for continual adaptation. However, with this evolution comes the challenge of ensuring that the workforce is equipped with the knowledge and skills necessary to meet the demands of today's occupational landscape. Failure to address these obstacles could have significant consequences for global economies and societies.

In light of these difficulties, and as Egypt faces its own unique set of hurdles, including a rapidly growing population and a need to diversify its economy, the development of a capable and innovative public sector becomes even more crucial.

Empowering Civil Servants for a Stronger, Sustainable, and Inclusive Public Sector

The Leadership for Government Excellence programme (LGE) in Egypt is taking a proactive approach to equip civil servants with the tools they need to advance in their careers and is designed to provide them with the relevant knowledge, skills, and mindset to lead productively, manage change, and drive innovation in their organisations. By empowering civil servants with these skills, the programme ensures that Egypt's public sector is capable, strong, sustainable, and inclusive.

The goal of the programme is to help achieve Egypt's strategic vision 2030 with a holistic strategy that covers a variety of sustainable development objectives related to aspects such as economic development, energy efficiency, social justice, and environmental improvements. The programme covers a wide range of topics, including leadership theory and practice, project management, strategic management, data analysis, and communication skills, among others.

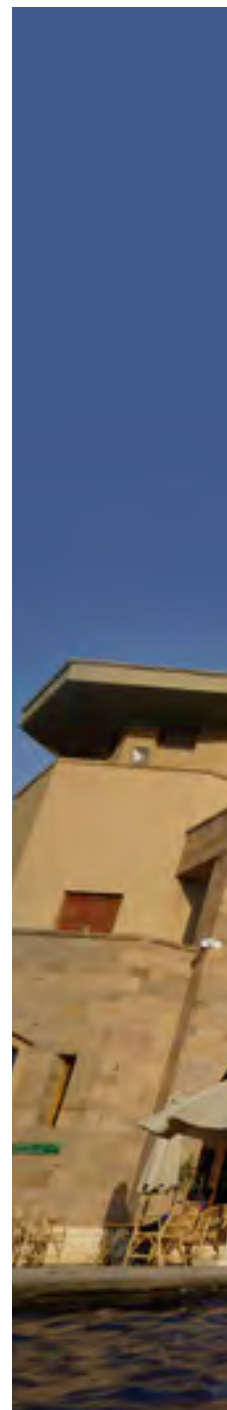




PHOTO COURTESY AUC BUSINESS SCHOOL

Excellence in Practice 2023



Ministry of Planning and Economic Development, Egypt /
The American University in Cairo (AUC) / Kings College London



PHOTO COURTESY AUC BUSINESS SCHOOL

The LGE programme was launched in July 2019 as a tripartite partnership between three institutions, each playing a crucial role. The Ministry of Planning and Economic Development (MPED), as the monitoring arm of the government, with the American University in Cairo (AUC), represented by the School of Business and the School of Global Affairs and Public Policy, providing customised and specialised high-quality education, while the School of Science and Engineering provides programme management support to participants during their project implementation phase. King’s College London, the international partner, has an edge in overseeing public sector management in different geographies and various sectors. Together, these institutions complement each other to deliver a comprehensive programme that prepares civil servants with the skills and knowledge they need to succeed in Egypt’s public sector.



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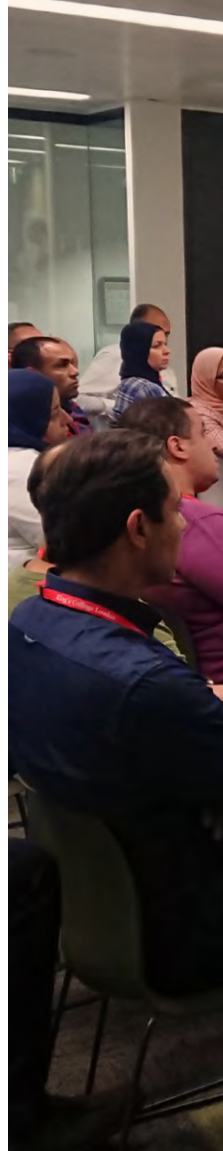




PHOTO COURTESY AUC BUSINESS SCHOOL

2019

The LGE programme was launched in July 2019 as a tripartite partnership between three institutions, each playing a crucial role

Dr Sherifa Sherif, Executive Director of the National Institute of Governance and Sustainable Development, Egypt's Ministry of Planning and Economic Development, elaborated on the programme's strategic mission, "the LGE programme comes within the broader framework of equipping and investing in civil servants to become cornerstones and building blocks of capable, strong, sustainable and inclusive societies and communities." She continued by asserting the programme priorities, "Egypt has earmarked skills and human capital as a key priority for action and investment, boosting higher productivity levels as well as financial and economic performance across the different sectors and industries, creating more job opportunities, equitable income distribution, and better livelihoods."

Transforming Learners and Their Organisations

The LGE programme has had a transformative impact on its learners and their organisations. Since its launch, the programme has trained 120 government personnel from 24 ministries, including 40 women and 80 men. Its goal is to produce the leadership cadres to guide public service operations in the New Administrative Capital.

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Egypt has earmarked skills and human capital as a key priority for action and investment

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Mohamed AbdelSalam, Executive Director of Executive Education at AUC School of Business, underlined the commitment of the university to the Leadership for Government Excellence programme, saying, "We are proud to be part of this nationwide effort, which is being carried out in accordance with the Administrative Reform Plan and Egypt's Sustainable Development Strategy 2030, to improve the effectiveness of government work through investments in human resources, competence-building, and talent development in the public sector."

The programme has exposed participants to a rich learning environment that includes a wide range of topics, while its experiential learning approach has provided participants with practical knowledge that they can apply in their day-to-day work, helping them become more effective in their roles and better equipped to manage the challenges of a rapidly changing world.

Dr. Timothy Sellick, Director of Custom Programmes at King's Business School, King's College London, explained why the university decided to participate in the collaboration, "King's saw this collaboration as an ideal opportunity to work with AUC to build upon a number of core strengths; leveraging the London eco-system, leadership development, and change plus our long-standing track record developing leaders within the public sector around the world. The aims of this programme appealed to the faculty body in terms of the ambition of the learning outcomes and the task these participants would face over the coming years."



In addition to providing participants with valuable knowledge and skills, the LGE programme has taken a comprehensive approach to ensure that its impact is disseminated throughout the public sector. By including participants from a wide range of demographics and sectors, including multiple governmental bodies, the programme ensures that the knowledge and skills gained are shared with colleagues and communities, amplifying the programme's impact beyond the initial cohort.

2030

We are proud to be part of this nationwide effort, which is being carried out in accordance with the Administrative Reform Plan and Egypt's Sustainable Development Strategy 2030



PHOTO COURTESY AUC BUSINESS SCHOOL



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PHOTO COURTESY AUC BUSINESS SCHOOL

Dr Amr Nabil, Institutional Governance Unit Manager, Ministry of Planning and Economic Development, was a coordinator as well as a participant and highlighted what motivated him to be part of the programme, "I work in the government and I was keen to implement the government's principle in the public sector for civil servants. It was a great opportunity to learn from other governments, especially the UK. As a participant, there were areas about enhancing the public sector that I wanted to learn about and experience."

Along with the teaching of a variety of topics, the programme also implemented multiple attributes such as mindset skills, responsiveness, adaptability, agility, design thinking, and many others when approaching management systems and policymaking. All done by engaging participants on a personal level to aid self-reflection and self-awareness, which helps hone their skills in transformations, communications, and social skills.

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Baher Abdelazim, Media Consultant Assistant, Ministry of Social Solidarity, described what a typical day in the programme was like, "meeting with my colleagues and going through deep discussions about work, professional experiences, and social life created an awesome atmosphere. Gaining new academic knowledge every day with respected professors in Egypt and the UK was a valuable experience. Activities like the group project or the soft skills games were also fun."

The programme's impact has been examined through qualitative and quantitative measurements, as 24 projects developed by the learners have been either fully or partially implemented by their respective organisations, while several trainees have received promotions or taken up high-level government positions.

Due to its significant impact, the LGE programme recently received the EFMD's Silver Award for Excellence in Practice. El Khazindar Business Research and Case Center (KCC) of the AUC School of Business created the winning case study, highlighting the programme's success in equipping civil servants with the skills and knowledge to drive positive change in Egypt's public sector.

Heba Wahsh, Information Technology Consultant and Projects Manager, Ministry of Petroleum, described how the programme influenced her career, "after the LGE, I was more motivated to aspire to new challenges and I was selected among the new batch of prospective middle managers among the Egyptian petroleum sector. I joined more sector transformational mega projects that my team and I hope would



vastly change how the oil, gas, and mineral resources industry operates in Egypt." She emphasised why programmes like LGE are important, "it is crucial that civil servants walk the talk of serving the public. Without programmes like LGE, I think this would be a difficult mission to accomplish. Multidisciplinary leadership programmes such as LGE unleash the knowledge, experience, ideas, and theories that help shape the future of our work and thus help aid our country. They give us the tools we need to make a real difference in the public sector."

24

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Despite the successful impact of the programme, it did not come without addressing particular challenges, such as the difficult journey of trying to find the right partners on national and international grounds. Moreover, timings were an issue, as organisers had to be flexible and work out what worked best in terms of the cohort groups' start, break, and finish times. They adapted the programme to better suit the group's needs once representation and a clear rationale were reached. In addition, feedback from the cohorts on the relative value of the experiential site visits helped ensure that the use of the time spent on such visits was maximised.

Ensuring a Strong Future through Sustainability and Good Governance Practices

Egypt Vision 2030 is aligned with the United Nations Sustainable Development Goals for 2030, which means a huge aspect of the programme is to disseminate sustainability and good governance practices – which are two sides of the same coin. This will ensure a strong future for all participants in the programme that will collectively improve the nation as a whole in the long term.

Overall, the Egyptian government is on track to implementing its ambitious 2030 agenda, as the ministry continues to capitalise on its successful initiatives - together with its partners - while constantly seeking excellence. With the New Administrative Capital still in its development phase, the LGE programme remains important and relevant to human capital development in the country with transformations that will undoubtedly help improve public services and boost citizen satisfaction over time.



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Circle Health Group / Liverpool Business School
at Liverpool John Moores University

Circle Health Group and Liverpool Business School: A Successful Partnership Approach for Leadership Development

In the face of unprecedented challenges from the global pandemic and the integration of two healthcare organisations, Circle Health Group sought a partnership approach to empower and connect its senior leaders. This led to a collaboration with Liverpool Business School to develop the “Towards Outstanding” programme.

The programme has proven to be an important investment for 250 senior leaders and counting. Its success lies in its bespoke nature, emphasising relevance to both business and individual needs whilst promoting collaboration between leaders. It has fostered a learning culture where leaders take ownership of their development and has empowered leaders to drive positive change. As such it contributes to the recognition of Circle as one of the top 25 best big companies to work for in the UK - we were in the top 10 last year and the top five this year - while contributing to improvements in retention rates and staff turnover during this period.

25

...the recognition of
Circle as one of the top
25 best big companies
to work for in the UK





PHOTO COURTESY CIRCLE HEALTH GROUP

Excellence in Practice 2023**Circle Health Group / Liverpool Business School
at Liverpool John Moores University**

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Leadership development works best when the responsibility is shared and draws upon the strengths of the participants, business and provider

**Why do partnerships and building good relationships matter?**

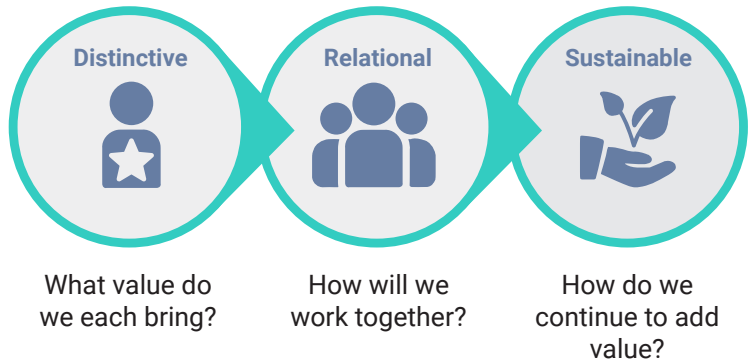
The programme illustrates the power of partnerships in achieving organisational goals and cultivating a thriving learning culture.

Organisations take a risk when they choose a provider for a sensitive area like leadership development, even more so when it is the senior leaders. They need to be confident they have made the right choice. Circle carried out an in depth and open tendering process with key industry leadership development players. At this first stage they were looking for credibility and competence. As conversations moved on, what became more important to deliver impact, was the ability to partner and build a strong relationship built on trust. So, what were Circle looking for in a partner? The answer begins with listening and demonstrating understanding with a tailored solution which met the needs of the business. Investing time to talk, to listen and to understand on both sides was crucial. Knowledge of health leadership helped and Liverpool Business School had worked extensively with senior leaders in NHS Health Trusts. More than this, the programme needed to fit specific organisational needs and be adaptable for implementation during significant change.





PHOTO COURTESY CIRCLE HEALTH GROUP



Sturgess, A., The Engaged Business School (2023), Emerald Publishing Limited

Partnerships matter for the long-term because they are mutually beneficial, but only if partners are committed to ensuring the benefits. Business schools with a deeper understanding of a business can provide more effective assistance. Similarly, a business can access a rich array of valuable support. Together, they can extend knowledge and practice. Leadership development works best when the responsibility is shared and draws upon the strengths of the participants, business and provider.

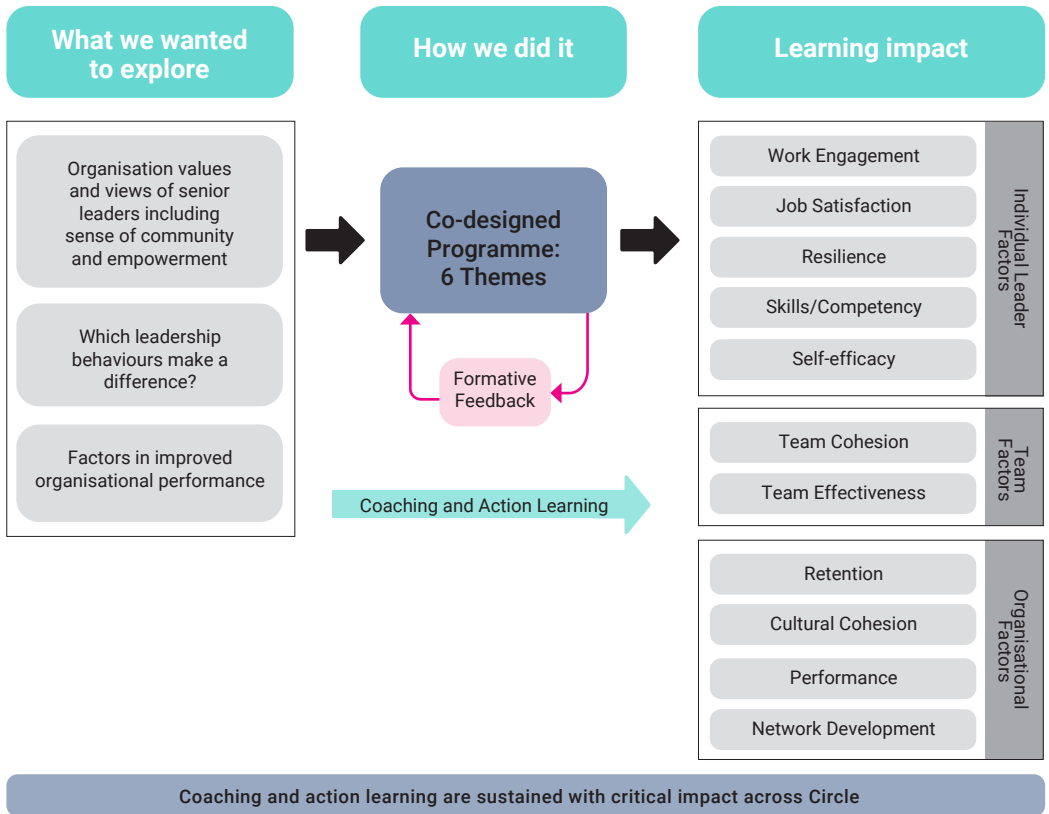
This partnership is based on a model of engagement which encompasses distinctive engagement which is about listening (helping clarify need and then tailoring solutions to fit) and shaping demand with new thinking, relational by sharing responsibility for learning and being open with colleagues and sustainable by adding value.



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Circle Health Group / Liverpool Business School
at Liverpool John Moores University



Circle’s commitment to a long-standing partnership with Liverpool Business School was founded on a shared vision of developing empowered leaders who will go on to take Circle towards an ‘Outstanding’ rating for all its hospitals.

Circle Director of Learning and Circle Academy, Jenny McKnight, recognised the:

“Time ... taken to truly understand the real challenges we had as a business from all contexts has been part of the process looking from the external impact of a takeover and merging of cultures to the personal needs of the leaders.”

Circle priorities

Circle had identified critical challenges facing the organisation. The partners were focused on what makes a connected organisation, issues related to recruitment and retention and opportunities for leaders to share experiences, collaborate and innovate for performance.

Liverpool Business School carried out a needs analysis with senior leaders, organisational development practitioners and the Executive Team using interviews, focus groups and network analysis. This provided insights into the culture, views of senior leaders, characteristics of effective leaders, sense of community and empowerment within Circle. The findings shown guided the development and evaluation of the programme.



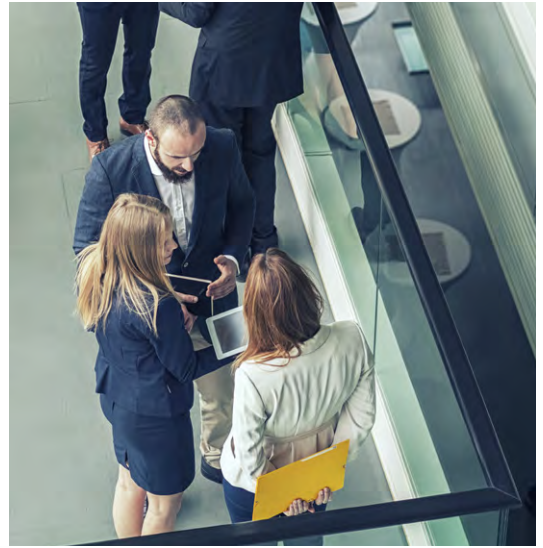


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125

125 out of the first 250 Senior Leaders have themselves become coaches to other staff on our new Coaching Guide and Grow Platform



“ ”

The partners were focused on what makes a connected organisation, issues related to recruitment and retention and opportunities for leaders to share experiences, collaborate and innovate for performance

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**Circle Health Group / Liverpool Business School
at Liverpool John Moores University**

Flow of the programme to meet the priorities

The programme followed a structured flow, addressing challenges crucial to effective leadership. It began with collaborative conversations to assess the current reality and to envision the future. This opened up themes and issues which the later workshops addressed in detail. Leaders questioned how they can lead and shape culture in this context. They translated that into team performance and to think more widely about managing people in

a sector where attracting and retaining talent is a significant issue. The focus then shifts to understanding financial decision-making to develop business cases for growth.

The programme culminates in a focus on improvement and innovation drawing upon discussions from the earlier themes and ideas to take the business forward. Leaders are encouraged to collaborate, reflect, apply their learning and lead with confidence and resilience.

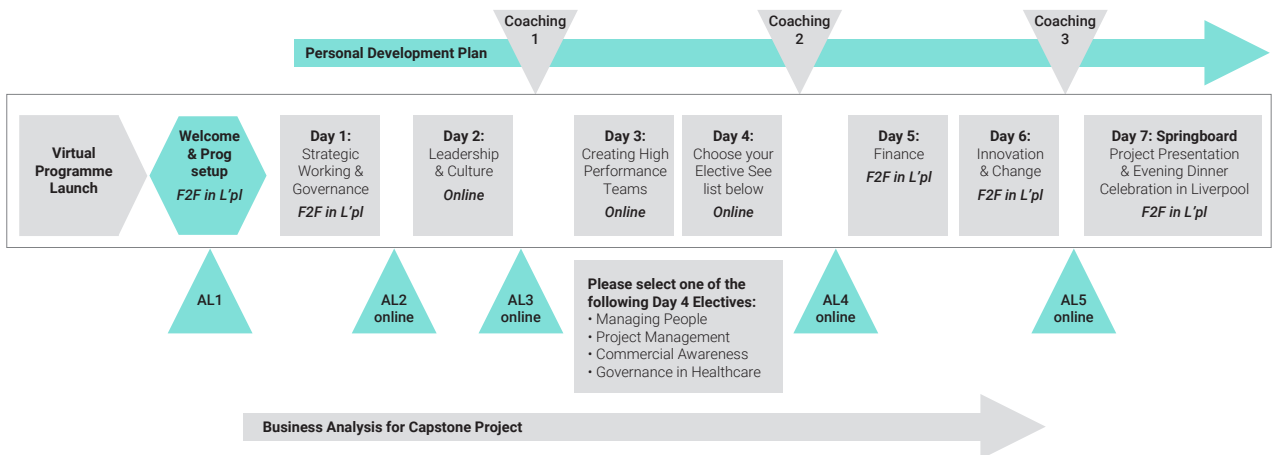
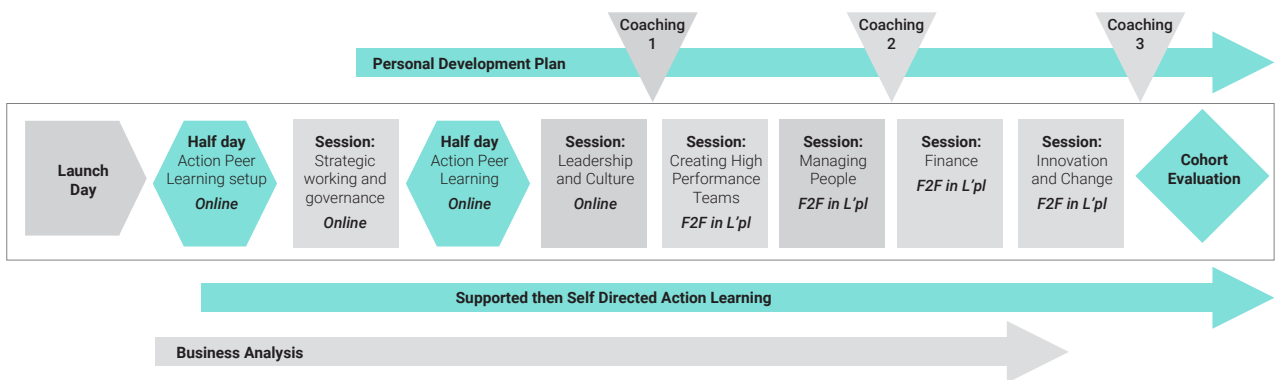
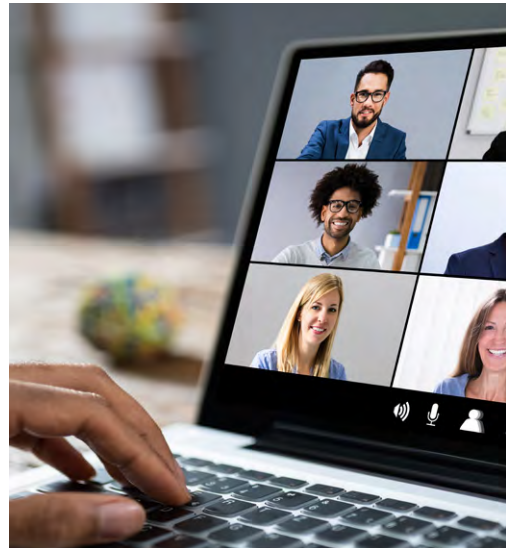




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Despite the challenges posed by COVID-19, the agile approach helped to address the pressures that doctors, clinicians and senior leaders in functional areas were under at the time. Focus groups, were held at the end of the programmes, which led to a number of changes being implemented. Day 4 now provides the choice of four elective topics. More action learning sessions have been introduced and having overcome the difficulties of remote working and the enormous pressures on staff in hospitals, the partners are delighted to have introduced formal capstone projects for recent cohorts. The new programme now looks like this.

Circle Director of Learning and Circle Academy, Jenny McKnight, said:

Liverpool Business School "listened to what we wanted to achieve and worked with us in a rare partnership where they have genuinely delivered what we needed."



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**Circle Health Group / Liverpool Business School
at Liverpool John Moores University**

The impact

"I have been surprised at how good it was. Great questioning, lots of open questions and time to discuss and debate has helped me understand the topics discussed. I felt very safe to give feedback, challenge and share stories."

Through the programme, leaders experienced significant growth in key leadership characteristics identified in the needs analysis: self-efficacy, work engagement and resilience. They reported increased confidence, improved people management skills and a stronger commitment to innovation and change through project work. The evaluation indicated that the programme positively influenced individual, team and organisational performance and social network analysis demonstrated increased connections across the organisation. Participants valued the relevance, usefulness and safe learning environment provided by the programme, summarising what the participants have told us.



The 'good' and 'excellent' positive feedback from 94.8% of participants indicated it was a successful learning and development programme.



Facilitation rated Good or Excellent by 93.4% of participants.

The content was thought to be relevant because it was tailored to the Circle strategy. LBS facilitators and guest speakers were highly rated and contributed greatly to the programme's success.

<p>Confidence increased</p> <p>The Programme had a significant influence on leaders' rating of self-efficacy, engagement and resilience.</p>	<p>Skills improved</p> <p>Very positive increases in leadership skills especially in Managing People, Innovation and Change and Creating High Performance Teams.</p>	<p>Connections & Staff retention increased</p> <p>More and effective connections between parts of distributed business. These contribute to job satisfaction, staff retention and performance through teams.</p>	<p>Performance improved</p> <p>More collaboration, information sharing and quality improvements. This has led to reports of better individual, team and in particular organisational performance.</p>	<p>Learning investment up</p> <p>94.8% of respondents said they were very satisfied with the programme. A Net Promoter Score of 93.7%.</p>
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PHOTO COURTESY: CIRCLE HEALTH GROUP



Improved retention rates of 85% (2019: 81%)



Vacancies have fallen from 14% of the workforce to just 8%



Reduced staff turnover by 2.6%

The approaches adopted began the process of creating a sustainable culture of continuous learning and development through the newly established Circle Academy. This has led to using learning and development as a strategic tool for retention. The programme also inspired new initiatives, such as the Managers' Hub and coaching platform, which further support learning and collaboration.

Learning transfer

Transfer of learning ensures impact is felt beyond the confines of the programme. Together, the partners have created opportunities for leaders to connect, share experiences and collaborate.

The emphasis on interactive learning, safe spaces for exploration and constructive challenge facilitated the development of a learning culture. Leaders expressed enthusiasm for applying their knowledge and sustaining the benefits from the programme. They used action learning sessions and coaching to enable them to take on challenging assignments and drive performance. For senior leaders the programme supported improvements in patient outcomes and helped position Circle as a top employer.

Recruitment and retention

Learning on the programme has contributed to improved recruitment and retention by enhancing leaders' skills, engagement and sense of their value to the organisation. The programme also fostered better connections between leaders across hospitals, promoting knowledge exchange and collaboration. Leaders reported increased satisfaction, a willingness to take on challenging assignments and improved resilience. Circle implemented various initiatives, such as the Safe Staffing Framework, recruitment masterclass and partnerships with Royal Colleges, to further support retention efforts and create a positive work environment.

These positive outcomes and a collaborative approach have paved the way for future leadership development initiatives and partnerships.



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Orion Corporation / Executive School University St. Gallen

The Power of Experiential Learning to Lead with 'Both Hands'

Initial context

In 2017, Orion faced growing 'VUCA' challenges in the industry and 'big ticket' strategic questions needed to be addressed: How can the pipeline of producing innovative digital products and services, both traditional and 'beyond the pill', be improved? How can the organisation attract external motivation to develop new ways of thinking and acting to be future-ready for continued growth? How can the organisation and its processes be further streamlined to remain cost-efficient going forward? These were some of the key questions around Orion's business challenges that needed to be addressed.

The Horizon programme was developed with the aim of building ambidextrous leadership capabilities to ensure continued profitable growth balancing exploration and exploitation. Achieving deep learning and a shift in mindsets were key design parameters: challenging existing orthodoxies to develop new mental models to lead Orion's business into the future.

“”

The Horizon programme was developed with the aim of building ambidextrous leadership capabilities to ensure continued profitable growth balancing exploration and exploitation





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Orion Corporation / Executive School University St. Gallen

Leaders needed to reinforce their capability to maximise current business potential to deliver results for today AND to explore innovation above and beyond the core capabilities of the organisation for the future – leaders who will be equipped to ‘lead with both hands’.

The journey was drafted, presented and shaped in a number of discussion rounds with the executive board, facilitated by the project team of St. Gallen University and HR’s Learning & Development department. From the start, trust between the two partners was essential for running such a complex and ambitious project with a partly open and flexible agenda spreading across four modules in different international locations. This was particularly important as the objective was to build an innovative, intelligently designed programme with limited traditional business school teaching, that would stretch participants out of their comfort zone using real-life situations and simulations.

To ensure the right topics were integrated into the programme, the participants and additional (expert) stakeholders undertook a Delphi-based study. This entailed being presented with a number of controversial statements, which participants were invited to answer quantitatively (to what extent they agreed with the statement) as well as qualitatively (their reflections of the statement, in order to generate additional insights). The study was more than just a survey, as it provided a multi-perspective view on some of the most strategic and vital challenges for Orion.



Real world VUCA experience in rural India

Experiential learning to develop ambidextrous leaders

The entire journey and its didactical design were built around the conviction that participants should learn via direct (including emotional) experience, keeping conceptual-academic input to a bare minimum.

25

Two water shops already existed, and a growth and leadership plan was needed to develop the scaling up of this number to over 25 water shops in the coming years



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We had a clear goal, but set 48 hours free! It was a real mind-blowing experience to see what results this type of leadership of autonomy and genuine trust can achieve

Real world VUCA experience in rural India

To live up to the promise to ‘stretch’ participants and deliberately lead them out of their comfort zone, a true VUCA location was chosen for Module 1: Udaipur in rural India, where three undergraduate students founded a ‘Water Shop’, with the mission of providing purified water to local rural communities. Two water shops already existed, and a growth and leadership plan was needed to develop the scaling up of this number to over 25 water shops in the coming years. The executives had 48 hours to come up with a workable business case detailing how they would develop and grow

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the business. This was deliberately chosen as a high-pressure environment to work in, combined with being in a completely unfamiliar cultural context. During the five days in India, project work, with dedicated specific input by faculty and case coaching were alternated. What were the take-aways?

1. 'Teaming' – a true eye-opener for many participants was how much can be achieved in just 48 hours, the team collaboration process was a vital ingredient and agile teamworking was key
2. Data – knowing what to know and what to search for - information is more complex in the VUCA world. How to gather relevant information and how to analyse it?
3. Exploration processes for growth and innovation need a different performance management approach, an agile mindset and quicker decision-making.
4. Human intelligence and connection: Participants needed to connect quickly, not only with each other, but also with other people (e.g. the Water Shop employees) within an unknown cultural context

Gamification

The key challenge to address was how the organisation can deliver on today's strategic agenda, translating the company's strategy into key operational processes. As in India, teaching input was limited and at the heart was a process gamification / simulation where participants would experience process optimisation. Following the learnings from the simulation, they worked on a number of real Orion functional processes and defined measures, KPIs and actions to improve these processes to make the organisation more efficient and scalable without losing the bottom-line out of sight: 'Exploitation at Work!'

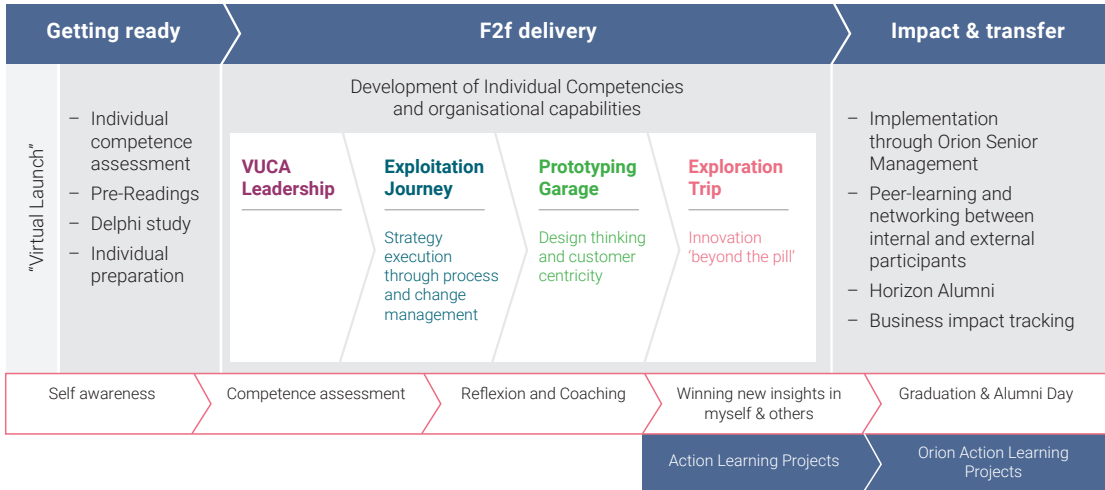


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49%

49% agreed that – In our company we are empowered to change goals flexibly in order to respond quickly and decisively to rising levels of uncertainty



A SHORT CASE DESCRIPTION

Five manufacturing campaigns of 10 min

Each time two process changes were allowed between the campaigns

Build a simple sailing boat

Each time two process changes were allowed between the campaigns

Optimise the manufacturing process

Chaotic starting point

Scale-up the process

Allocate the human resources well

Most importantly serve the customer well

Harsh punishment of quality defects



Prototype garage

This milestone leveraged Design Thinking and customer-centric methodologies to develop innovative, human-centred solutions to specific customer challenges. Participants were taken through a step-by-step process and cycle of Design Thinking or customer journey mapping, applying it immediately to their business projects, which were presented to the board at the end of the journey:

- Developing an APP for pet owners
- Developing a blueprint for Orion's future DTx business models
- Developing a data dashboard to ensure targeted provision of relevant data in the organisation



I applied so many new tools for doing business like Design Thinking, upgrading ways of preparing my strategies (from Module 1 - strategy in uncertainty), operations in VUCA (the Watershop Indian case), digital therapy knowledge and utilisation of orthodoxies to challenge my thinking from Module 4

Participant feedback after the Horizon journey

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It was very insightful to meet the representatives of the start-up companies. We had great discussions. It was very inspiring to see how many possibilities there are ‘beyond the pill’”

Exploration journey to explore innovation ‘beyond the pill’

The key didactic of the design was to expose the participants to bio-pharma start-ups in Berlin. Three start-ups were invited, these related to some of Orion’s therapeutic areas and activities. Sub-groups of participants ran sessions with the start-up representatives to learn from them in areas of critical leadership, business and R&D, covering topics such as decision-making, open innovation and collaboration, ways of working and dealing with uncertainty with the aim of applying this to Orion’s growth and innovation agenda.

The Impact

Why has the journey delivered impact and what business impact was generated?

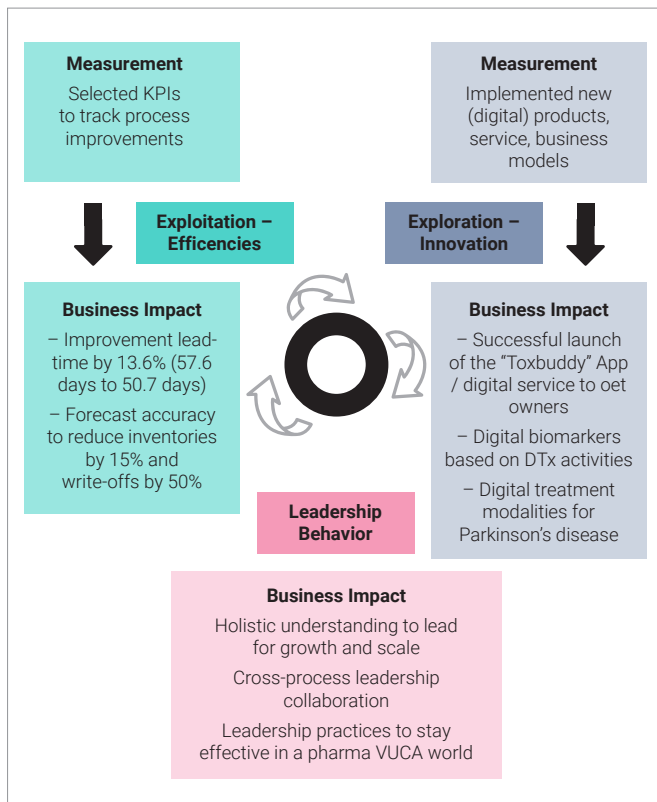
There was a radical focus on experiential and experimental learning methods which were consistently implemented to facilitate sustainable learning stretching participants out of their personal comfort zones. Daring to rely on very little content input or traditional teaching methods, there was a focus on partly open learning processes which fully paid off. The hearts and minds of participants were reached, and trust and skilful facilitation of the learning processes were key to producing success and impact.

To track the impact, an integrated framework was used.



Orion Headquarters in Espoo, Finland

PHOTO COURTESY ORION CORPORATION





Conclusion

To sum up, what were the key lessons learned from this journey?

- 'Doing trumps teaching'. To achieve true lasting and sustainable learning with executives; experiencing and experimenting in a safe environment, yet stretching participants out of their comfort zone and subsequently having them reflect and transfer their insights was key to success.
- The less you rely on (pre-defined) input material (e.g. classical lectures), the more mutual trust between all stakeholders is needed - the company representatives, the provider project team as well as other stakeholders, and daring to go along unconventional (didactical) routes will then pay off.
- Aligning a journey closely with the strategic business agenda and full backing of the board was key for impact.

However, all stakeholders needed to accept the uncertainty of open learning processes given that there was little in the way of fixed content and agendas to rely on. This at times, was challenging and a great deal of flexibility was needed particularly in a culture where the tolerance for uncertainty was rather low.

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Atos / ESCP Business School

ATOS and ESCP Business School: Harvesting Seven Years of Successful Partnership

When Atos and ESCP Business School partnered to co-create the Service Delivery Managers Development Programme in February 2016, there was a strong awareness that they were launching an ambitious, far-reaching, and innovative learning journey. What neither realised at the time was that the programme would grow in scope and success over the following years and achieve in 2023 the EFMD Gold Award for Professional Development.

This is a summary of what Atos and ESCP accomplished together.

Atos was growing fast internationally by 2015 – and needed to ensure that the technological services and solutions that were delivered to their customers were based on the same set of standards, best practices, and methodology, throughout the world.

Atos needed a partner who could:

- Fully understood the role of Service Delivery Managers and their impact on business
- Integrate customised learning material and tools with Atos content and methodology
- Commit to innovation and a 'Learn by Doing' approach
- Deliver the programme anywhere, at any time

2015

Atos was growing fast internationally by 2015 – and needed to ensure that the technological services and solutions that were delivered to their customers were based on the same set of standards, best practices, and methodology, throughout the world





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Atos / ESCP Business School

The programme also had to be able to evolve, just as the role of SDMs has adapted to customer needs. This is only possible when there is a spirit of co-creation and understanding of the SDM role and skill set.

Service Delivery Managers must be problem solvers, coordinators, influencers, have analytical, technological, business and people skills, and understand their customer's business as if it were their own.

As can be appreciated, SDMs often find themselves having to integrate conflicting interests, thus flexibility and trust at all levels are key.

Furthermore, creating a community of SDMs who could share their experience, learning milestones and success stories, was as important as ensuring a uniformly high standard, preparing them for quickly evolving markets and technology.

There was therefore a lot at stake for both Atos and ESCP given the complexity of the challenge. Expectations for 2016 were ambitious: to deliver at least 6 blended pilot programmes in 4 different languages, spanning 4 continents. By the end of 2016 over 120 SDMs had achieved full certification. The programme continued to deliver this success story over the following 6 years.

The 4-months Learning Journey integrated three parallel and interconnected paths, combining synchronous action learning workshops with asynchronous content – although this was first conceived as blended, with a growing number of cohorts from around the world, this soon became 100% online.



To be able to tailor each individual learning journey in Atos SDM standards and methodologies, participants completed a training needs assessment. Not only to define specific milestones to be completed by each participant over the programme's four months, but to be able to compare with results obtained at the end of the journey.



One key success factor of the programme was how it started: in a 2-day workshop all members of the same cohort got to know each other, share experiences, shape their SDM community, and of course, strengthen their influence and negotiation skills in customised simulations mirroring situations they had to deal with on a day-to-day basis.

Monthly online participative workshops explored future trends for SDM roles, further developed customer focus, stakeholder management, leadership skills, and fostered cross-cultural inclusion.

An element of gamification was introduced through an online in-tray case involving the same protagonist in the role of a recently appointed Service Delivery Manager. Through this “avatar”, participants were faced with key decisions, challenges, customer demands, and team performance issues. This meant having to find their way through a maze of issues, and of course, putting their skills to the test.

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Atos / ESCP Business School

43

Over 1000 SDMs from 43 countries have participated in the programme, of whom over 800 have become fully certified



Each cohort was assigned their online home integrating learning milestones, indicators to measure their progress, access to different contents and exercises, allowing for ongoing feedback from tutors. Each cohort was assigned a lead trainer, who acted as mentor for the group, apart from the umbrella role of the programme manager.

In order to qualify for a full certification, participants had to achieve several prescribed credits in the different dimensions of the programme as well as a required number of credits in the post-assessment test.

Seven years later, we can ascertain that the programme has evolved within the context of SDMs, always with the same purpose in mind - to ensure that practitioners all around the world share the same methodologies, standards, and best practices. Over 1000 SDMs from 43 countries have participated in the programme, of whom over 800 have become fully certified.

This has had several happy consequences. It has:

- Contributed strongly to individual career progression
- Had a positive impact on business and customer satisfaction
- Had a great impact on the community of SDMs knowledge and expertise

Looking at some other impacts:

Surveys and post assessments conducted internally in Atos show:

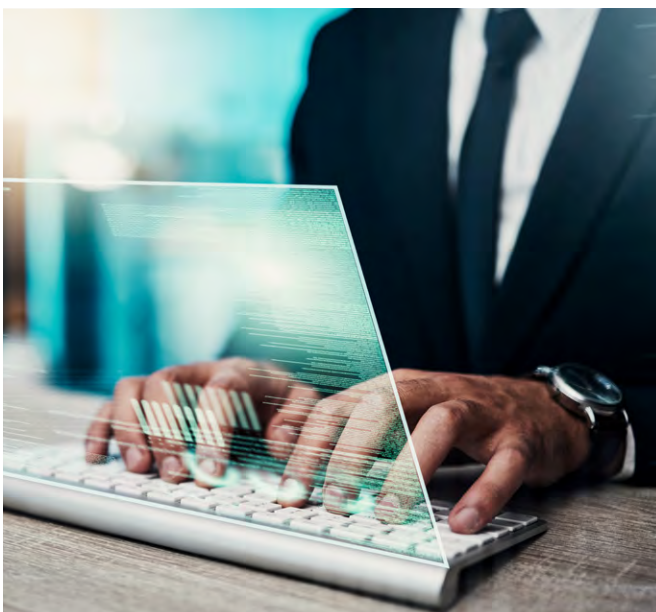
- Better outcomes of negotiations and management of customer expectations
- More transparent communication overall
- Better stakeholder management

Our primary goal was to address SDMs with less than 7 years' experience, but senior SDMs were welcome, and had to go through a few extra challenges: these showed that the programme contributed to an increase in strategic thinking skills scores, industry knowledge and client strategy.



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A recent survey of SDMs – several years after their certification, shows that over 90% believe that the programme achieved the objectives it set out to accomplish



Of course, we cannot fail to mention what our participants say about the programme. A recent survey of SDMs – several years after their certification, shows that over 90% believe that the programme achieved the objectives it set out to accomplish.

We trust that this story will inspire others. Learning programmes cannot remain fixed in time, and only those based on partnerships and co-creation, live up to their full potential.

We would like to give much deserved recognition to hundreds of Service Delivery Managers who have supported the programme, and worked hard to achieve certification, while juggling with their many everyday challenges and pressures.

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Excellence in Practice 2023



Interbank / UCIC (Intercorp Corporate University)

Learning Through Gamification and Microlearning





Interbank was founded in 1987 with the vision to create a new process of banking in Peru. Today it is within the top four ‘Great Places to Work’ in the country and leads the field in reputation ranking, according to MERCO. As one of the largest banks in Peru, Interbank implements good practice related to governance, transparency, and ethics. These procedures have a final objective which is to enhance the customer experience through optimal service.

In previous years, Interbank faced difficulties getting its more than 6,500 employees to comply with regulatory courses. These courses are mandatory and must be completed by all employees. They develop an employees ability to act responsibly and help mitigate problems that could lead to a detrimental atmosphere in the workplace. In addition, the Peruvian regulatory system puts special emphasis on the completion of these courses as part of their auditing and compliance validation process.

Partnering to create a unique learning journey

Interbank teamed up with UCIC, a corporate university that was created to embrace Intercorp core values focused on continuous education. As a service-learning house, UCIC promotes, develops and strengthens learning and network skills for Intercorp employees. Together, they examined the importance and impact of the regulatory courses.

6,500

In previous years, Interbank faced difficulties getting its more than 6,500 employees to comply with regulatory courses

Excellence in Practice 2023



Interbank / UCIC (Intercorp Corporate University)

Overall, the desired impact of the Learning Development initiative was the following:

1. For 90% of people to complete the programme within two weeks, in previous years this percentage had taken two months.
2. Achieve a better Net Promoter Score (NPS). It was expected to raise the NPS from 20% to 70%, which was incredibly challenging.
3. Include advanced digital learning tools, such as gamification, allowing students a better learning experience.

To meet these objectives and promises a series of challenges had to be met, such as:

- Develop a new gamified classroom format.
- Improve expertise in their instructional design to be able to make powerful scripts for microlearning.
- Work collaboratively and symmetrically since all courses should have the same standard of quality.

With this objective in mind, UCIC centralised space in their portal (learning platform), creating their own classroom called the 'Regulatory Bus'. This name was chosen because it played with the concept and communicated to the employees that they had to 'get on the bus' of the regulatory courses to complete them progressively. In August, the Interbank Learning-Human Talent Team scheduled spaces for the more than 6,500 Interbank employees to take their regulatory courses.

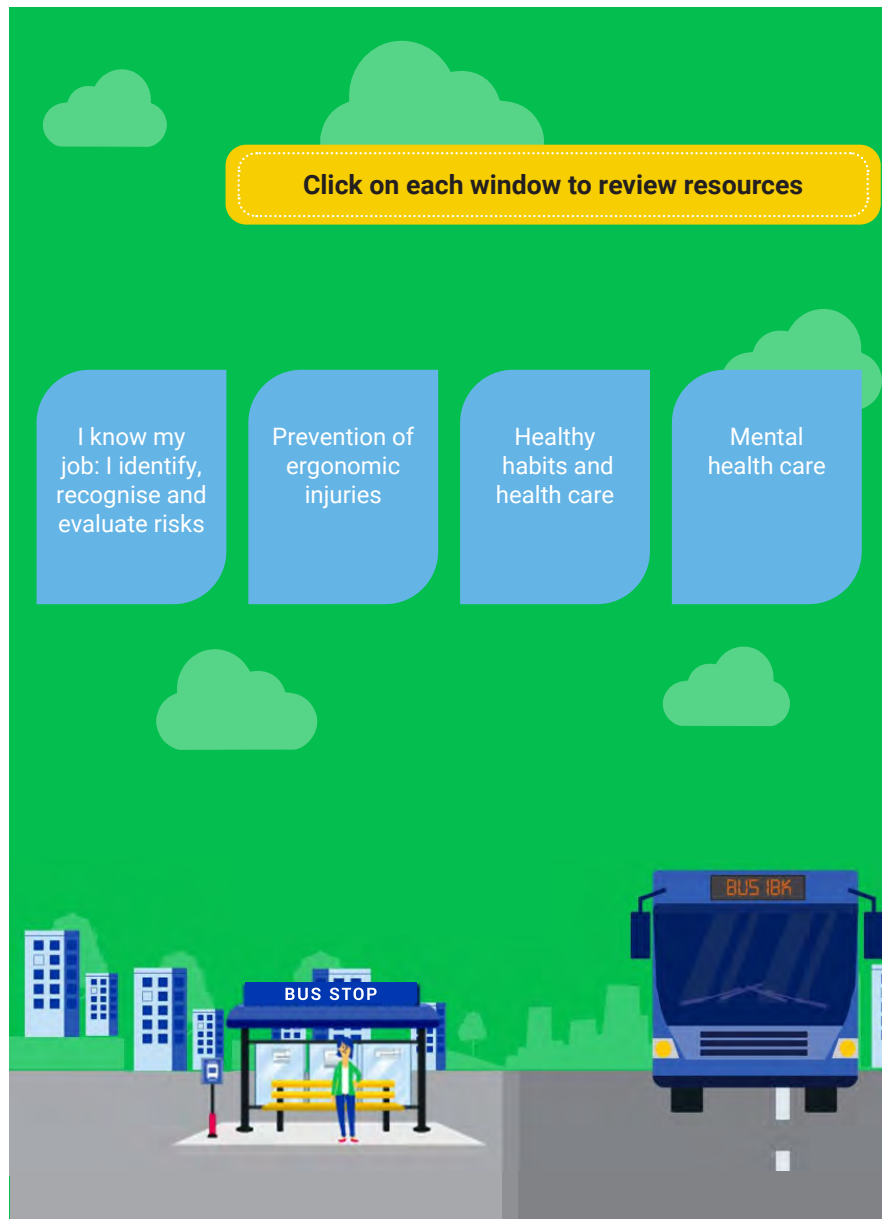


Fig 2: View of the "Regulatory Bus" programme



The gamified proposal had a route format that helped participants advance along the path of courses, each time they entered and completed one a sign appeared

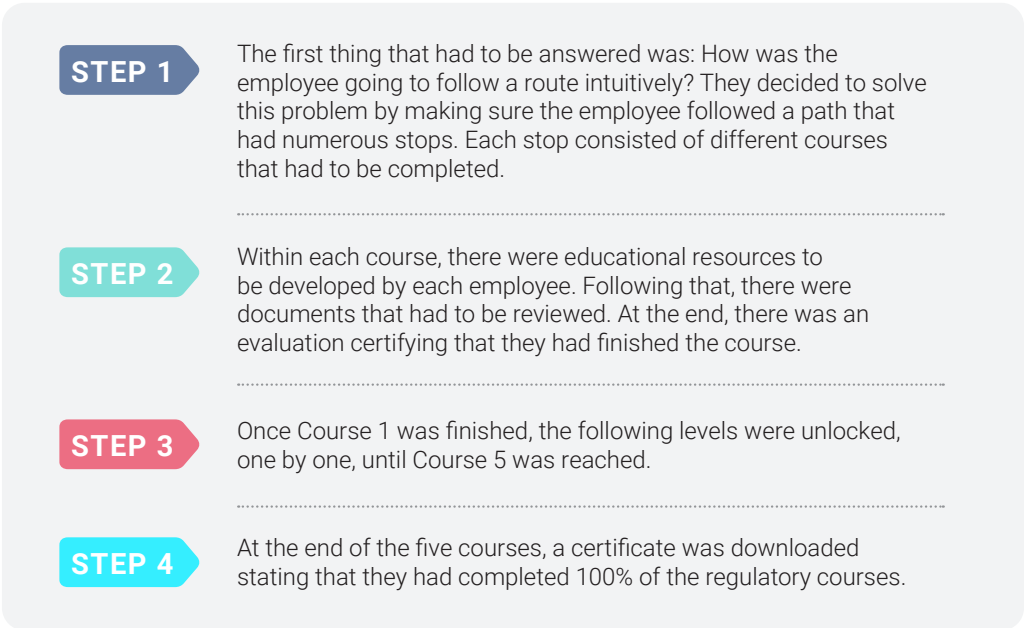


Fig 1: The Journey of the programme



This program was based on two main learning axes: Gamification and Microlearning.

Gamification

It was proposed to redesign the virtual classroom using a new playful course format that told a story including challenges to be overcome. In addition, a social recognition tool was used according to the rules defined with the team relating to the objectives and contents of the courses.

The gamified proposal had a route format that helped participants advance along the path of courses, each time they entered and completed one a sign appeared. The advantages of making the proposal gamified were the following:

- Awarded points to participants for their actions.
- To show a leaderboard according to the results of the participants.
- To earn rewards according to grades
- All participants could visualise who was first in the ranking.

Excellence in Practice 2023**Interbank / UCIC (Intercorp Corporate University)****Microlearning**

It was proposed to move the contents of the topics to the microlearning format, since it was a way to reduce the time in which participants had to spend on the platform. This system provided immediate learning and a complete adaptation of almost any training process, allowing participants to measure their effectiveness instantaneously.

Finally, UCIC and Interbank had several indicators for these programs, some of which were:

- Percentage of participants that completed the program.
- Top 10 ranking of employees that had a good score in the program.
- Percentage of time spent on the E-Learning platform.
- NPS obtained from surveys.

The impact of the collaborative journey

The following indicators displayed the successes of the program:

The 'Regulatory Bus' course has given the company leaders confidence to replicate this model in coming years.

The implementation of this type of strategy reflects the company's commitment to its employees. This dedication is reflected in the following testimony from one of the participants: "It is always gratifying to confirm that we are an important part of a culture that supports values and good practices. From our various positions and responsibilities that we perform within the institution, we can develop as professionals. Thank you Interbank and UCIC for making these courses most dynamic, friendly, and timely."

**Reflections**

"When we were doing this project, the first thing Interbank's Human Talent Team asked itself was: How could we transform this ordinary process into something extraordinary?" says Maria Chloé Garrido Lecca, Head of Learning, Interbank.

The greatest lesson we learned was to allow Interbank and UCIC to question the processes and programs we manage. There are always processes that stay the same for a while, but that does not mean that we should not change them to something better. We must understand that the products we offer to our collaborators have to be something that attracts attention and engagement. Delightful learning is better learning.

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The 'Regulatory Bus' course has given the company leaders confidence to replicate this model in coming years



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This project has allowed other companies within the InterCorp group to join this successful approach

Looking into the future

This year, the Regulatory Bus has undergone an evolution in terms of the user experience - it is much more immersive. We have created a far more alluring experience through the storyline - H5P. This project has allowed other companies within the InterCorp group to join this successful approach.

For the upcoming year, we intend to venture into augmented reality, utilising employees' mobile phones, and we hope that the experience will be even more enveloping.

gf

Excellence in Practice 2023

E4Impact Foundation / Università Cattolica del Sacro Cuore /
E4Impact Alliance

E4Impact MBA, The Training Programme Dedicated to the New Generation of African Entrepreneurs

With the highest entrepreneurship rate in the world (22%) and a rapidly growing demographic population (1.2 billion), Africa is a continent rich in business opportunities. The challenge is to turn its potential into a source of concrete and inclusive development, in a reality where the business mortality rate continues to be very high (80%). Among the reasons for this negative statistic is the large skills gap in management and financial planning.

These are the premises under which E4Impact's MBA in Impact Entrepreneurship was born, an innovative experiment to train a new generation of African entrepreneurs capable of creating high-impact social enterprises.

1.2bn

...with a rapidly growing demographic population (1.2 billion), Africa is a continent rich in business opportunities





PHOTO COURTESY E4IMPACT

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E4Impact Foundation / Università Cattolica del Sacro Cuore / E4Impact Alliance

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In the same year that the MBA was launched, the success of the initiative led to the creation of a business unit within ALTIS specifically dedicated to activities in Africa: E4Impact

The start of E4Impact's activities in Africa is closely connected with ALTIS, the Graduate School of Business and Society founded in 2004 at the Catholic University of Milan. ALTIS, shortly after its establishment, was commissioned to carry out a training project, precisely, a Master's programme to train the future managers of Africa. The first editions were held in Castel Gandolfo (Rome), but the project soon after moved to Milan, where the critical nature of the implemented model emerged - the creation of an involuntary brain drain. In fact, many qualified students ended up staying in Italy, depriving the African continent of its talent. So ALTIS decided to go to Africa, moving activities directly to the



territory and establishing strategic partnerships with local universities. As a result of this initiative, the first MBA was launched in Nairobi in 2010, in partnership with Tanzaga University College in Nairobi and was open to entrepreneurs from all African countries. The format was designed not to compete with existing training programmes in the African academic context, but with the idea of offering an MBA to high social impact entrepreneurs, that is, those who do not need training to find work but to create it, for the benefit of the entire community. In the same year that the MBA was launched, the success of the initiative led to the creation of a business unit within ALTIS specifically dedicated to activities in Africa:



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E4Impact. It was set to better manage the MBA, which was transformed into an executive course and replicated in other countries to solve the entrepreneurial issue of running a business from afar throughout the duration of the programme.

In 2015, E4Impact became a Foundation in order to gain more operational autonomy and development opportunities. Subsequently, E4Impact opened five more offices across Africa and in 2019 founded the E4Impact University Alliance, based on a partnership of 21 African universities that share the ambitious vision of “being the largest pan-African community of internationally recognised universities promoting entrepreneurship with strong social and environmental impact on the African continent and beyond.”

Excellence in Practice 2023



E4Impact Foundation / Università Cattolica del Sacro Cuore / E4Impact Alliance

E4Impact's MBA is a hands-on entrepreneurship training programme for African entrepreneurs eager to create or grow a high-impact social and environmental business, with an approach that combines academic rigour and business acceleration. It supports participants in transforming a business idea into a business model and business plan, developing useful skills for running a growing business, and connecting them with a strategic network of partners and investors.

The MBA plan has distinctive features that make it particularly innovative and suited to the needs of African entrepreneurs. One of the main ones is the blended delivery formula, which combines periods of classroom training (about 36 days throughout the year) with others dedicated to distance learning and the



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The MBA plan has distinctive features that make it particularly innovative and suited to the needs of African entrepreneurs

application of the concepts learned to their own business. In this way, students have the opportunity to apply the knowledge acquired in the classroom directly to their business activities, without having to interrupt their work activities. In addition, students have the opportunity to participate in a final business competition to present their entrepreneurial project and receive feedback from faculty, alumni and business experts.

36

...the blended delivery formula, which combines periods of classroom training (about 36 days throughout the year)



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The programme also includes the support of a full-time business coach, who is at the disposal of each entrepreneur throughout the course. The coach provides clarification and guidance on the application of the concepts acquired in the classroom, introduces the entrepreneur to potential suppliers and/or customers, and also to investors if the company is deemed ready for investment. Finally, the programme provides an e-learning platform designed for African entrepreneurs and accessible in areas where bandwidth is scarce. The platform offers resources, examples and business cases related to African experiences developed by both MBA faculty and alumni to give students access to a wide range of useful tools in developing their entrepreneurial business more effectively.

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E4Impact Foundation / Università Cattolica del Sacro Cuore /
E4Impact Alliance

Initially, the concrete impact measurement of the MBA was based on direct observations and feedback from beneficiaries, but over time it has evolved into a structured system that includes extensive collection and management of high-quality data to make data-driven strategic decisions. At the end of the course, a final evaluation makes it possible to measure the level of learning achieved and the satisfaction of participants. The Foundation, indeed, has developed an internal monitoring system based on the Theory of Change, which measures the outcomes achieved. According to its Impact Management System, by carrying out its main entrepreneurial training activities, E4Impact has generated social value through four main avenues: encouraging the development of high-potential start-ups that can withstand competitive pressure; supporting the development and scale-up of existing companies; removing the main obstacles that entrepreneurs face, such as access to financing and global markets; contributing to job creation as well as decent and equal work.

15

In just a few years, the goals set at the beginning have been met and exceeded. To date, the MBA has been conducted in 15 African countries, and the more than 1,600 trained entrepreneurs have created an average of 6 jobs each



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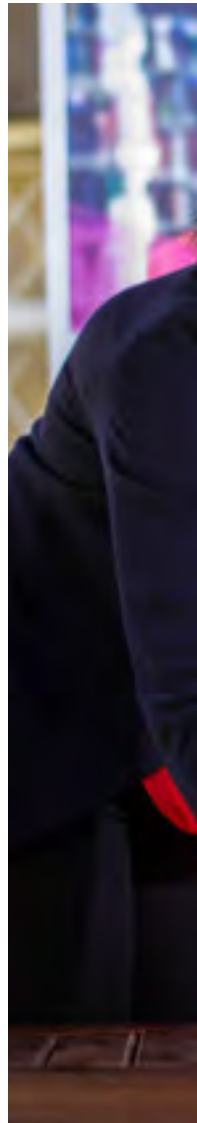




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...it has lent its expertise in entrepreneurship training to members and managers of rural cooperatives, thereby improving their productivity and creating for young people in vulnerable conditions the opportunity to increase their income and remain in their hometown

In just a few years, the goals set at the beginning have been met and exceeded. To date, the MBA has been conducted in 15 African countries, and the more than 1,600 trained entrepreneurs have created an average of 6 jobs each. Among these entrepreneurs involved in the project, 98% increased their revenue; 41% gained access to financing; 57% started a new business, while 22% opened new branches.

Relying on its MBA experience, E4Impact has also been involved in several development projects. In fact, it has lent its expertise in entrepreneurship training to members and managers of rural cooperatives, thereby improving their productivity and creating for young people in vulnerable conditions the opportunity to increase their income and remain in their hometown.

This activity brought direct benefits to almost 10,000 other entrepreneurs, while another 37,720 people got indirect benefit thanks to multilateral projects. These activities combined, reflect the true goal of E4Impact: to help generate a virtuous circle of sustainable and inclusive development through the creation of networks and knowledge sharing, rooted within African countries and capable of having a truly transformative impact.

gf

10,000

This activity brought direct benefits to almost 10,000 other entrepreneurs, while another 37,720 people got indirect benefit

Excellence in Practice 2023



Favela Fundos / Central Única das Favelas (CUFA) /
Fundação Dom Cabral (FDC)

Favela Business School

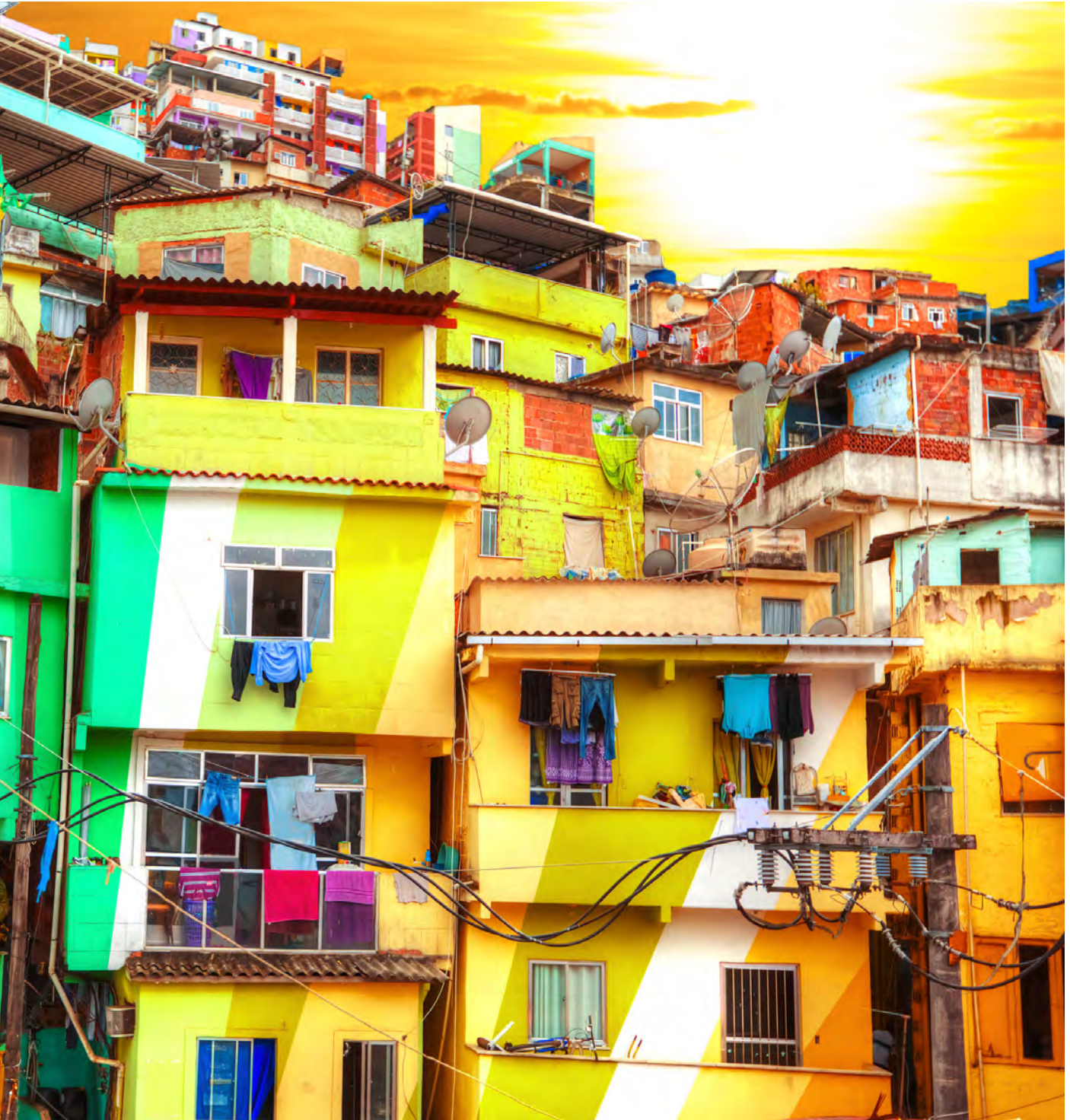
Brazilian favelas and their peripheries are powerful territories, economically, financially, and geographically. Many organisations have seen the potential of these areas, but often face the challenge of accessing and building content that is both solid and relevant to the reality, language, and characteristics of favela entrepreneurship. From this scenario and from the partnership of Fundação Dom Cabral (FDC) and Central Única das Favelas (CUFA), the Favela Business School was born.

In late September 2022, ten favela entrepreneurs completed their training in the Favela Business School programme. Shortly thereafter, in November 2022, another 136 favela entrepreneurs also finished their training as part of the second class of the Favela Business School. Brazil currently has more than 13,151 favelas, which are home to about 17.1 million people (Data Favela, 2022). If all Brazilian favelas were combined in a single state, it would be the fourth largest in the country.

17.1m

Brazil currently has more than 13,151 favelas, which are home to about 17.1 million people





Excellence in Practice 2023



Favela Fundos / Central Única das Favelas (CUFA) / Fundação Dom Cabral (FDC)

76%

76% of favela residents had or intend to have their own business, either because they identified an opportunity or out of necessity

Characterised by their precariousness, unfavourable socio-economic conditions, and the lack or scarcity of basic public services, favelas are often associated with violence and poverty, while their residents are subject to various stigmas and prejudices based on negative stereotypes. Moreover, a large part of the favela population belongs to marginalised groups, in Brazil, favelas are synonymous with black people, as pointed out by Data Favela (2022), which recorded that 67% (around 11.5 million people) of favela residents identified as a black person.

Favelas are very often considered in terms of their poverty, however here we present them as areas of potential, starting from a perspective that sees them as places of creativity, resilience, and innovative capacity, where people have to develop solutions to overcome the many challenges they face on a daily basis. Often driven by hunger and living constantly on the edge of life, marginalised people, such as favela residents, have higher problem-solving abilities than people with better living conditions. Treating favelas as a potential does not mean romanticising the challenges faced by those who live there, but recognising that with access to opportunities it is possible to build a fairer and more equal society. In this context, we focus on favela entrepreneurs.



Despite a reality marked by precarious access to income, in recent years at least R\$180.9 billion have been earned in favelas, an income larger than 21 of the 27 Brazilian states, according to Data Favela (2022). In the same survey, 76% of favela residents had or intend to have their own business, either because they identified an opportunity or out of necessity. Seven out of ten of those who don't yet have their own business intend to start one catering to local residents. Despite such expressive data, one of the major difficulties for favela entrepreneurs is being able to communicate with the business world, hence the Favela Business School was created.





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PHOTO COURTESY FDC

The Favela Business School

The Favela Business School is an ecosystem boosting entrepreneurship through curatorship, training, funding and access to markets, with the aim of transforming the reality of Brazilian favelas and marginalised communities. Through a digital platform with content closer to the daily challenges and vocabulary of favela residents (a business school that speaks their language), entrepreneurs from these communities learn specific practical knowledge that can be applied directly to their business and reality.

The Favela Business School is a joint creation of Fundação Dom Cabral (FDC) and Central Única das Favelas (CUFA). Fundação Dom Cabral, one of the best business schools in the world in executive education, is responsible for co-constructing the educational methodology of the Favela Business School, with proprietary content focused on career, management, business, pricing, marketing and sales, with appropriate language and formats, which generates greater value for businesses.



PHOTO COURTESY FDC

Excellence in Practice 2023

Favela Fundos / Central Única das Favelas (CUFA) / Fundação Dom Cabral (FDC)

CUFA is responsible for mobilising the favela entrepreneurs. It is a Brazilian non-governmental organisation founded 20 years ago to represent and promote the interests of people living in the favelas of Brazil, using all the articulation and action in these territories to attract entrepreneurs. CUFA and the interlocutors have a leading role in this initiative, structuring the courses with practical and scientifically-based content, incorporating local perspectives and challenges. That's why it is said to be the school that speaks the favela language, not only from the linguistic perspective, but also in the formats, dynamics and the content dedicated to this section of the public.

In this ecosystem, investment in entrepreneurial business from the favelas is conducted by the partner Favela Fundos. The partners soon realised there was a need to deliver entrepreneurial education prior to offering financial investment, so entrepreneurs were equipped with the knowledge to apply the offered financial resources appropriately.

The Challenge

A common complaint among favela entrepreneurs is the lack of money available to invest in their businesses, this stems from the difficulty in obtaining credit and from the tricky communication between the favela public and the business world - neither are familiar with the language of the other. For example, many Brazilian favela entrepreneurs do not know what 'share', 'trade' or 'network' mean, common terms in business language or, as favela residents often say, 'asphalt language', an expression regularly used by people from marginalised

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communities to refer to those who are not part of their social and physical space. On the other hand, favela entrepreneurs may use expressions that are not easily understood by the market and potential investors. We start from the belief that such entrepreneurs need to have a better understanding of the language of business to increase their chances of success. At the same time, the business world needs to learn a little of their language to be capable of approaching these entrepreneurs.





PHOTO COURTESY FDC

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We start from the belief that such entrepreneurs need to have a better understanding of the language of business to increase their chances of success

Another issue, already mentioned, is the level of effort that entrepreneurs from favelas have to make to reach investors. And when they do manage to gain access to funds, using them in the most efficient way in order to sustain their business.

Based on these challenges and believing in i) education as a cornerstone for social transformation, ii) entrepreneurship as economic development within favelas, and iii) social promotion through market microcredit to kickstart businesses, the Favela Business School was created as an ecosystem aiming to:

1. Contribute to the transformation of the economy of the spaces by promoting entrepreneurship.
2. Train entrepreneurs from marginalised communities and favelas in management and business etiquette using language and content appropriate for the target beneficiaries.
3. Facilitate microcredits to drive business growth.
4. Develop strategies for connecting, networking and boosting local businesses through onsite hubs in the community.

The School's target audience is entrepreneurs from Brazilian favelas and marginalised communities, regardless of the level of maturity of their businesses.



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Favela Fundos / Central Única das Favelas (CUFA) / Fundação Dom Cabral (FDC)

The L&D Initiative

The Favela Business School's methodology is based on three fronts, defining the scope of its portfolio. The first front is mobilisation, responsible for publicising, attracting, communicating, and marketing the School. The second front is related to engagement - attracting and encouraging commitment to the actions of the target audience. Finally, the third front is education, that is, the process of training and building the entrepreneurs' knowledge.

The gateway to the School is an event called Expo Favela, held by Favela Holding in partnership with CUFA to mobilise people from the favela. Expo Favela is a business fair, whose exhibitors are entrepreneurs and startups from favelas. The goal is to give visibility to these initiatives and thus provide a stage to meet with investors who can accelerate these ventures and create business from the opportunities revealed during these events. In addition, the event also offers initiatives including presentations, workshops, exhibitions, business rounds, startup pitches, mentoring, debates, courses, concerts, movie screenings and shows created by favela residents from all over the country.

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The goal is to give visibility to these initiatives and thus provide a stage to meet with investors who can accelerate these ventures and create business from the opportunities revealed during these events



The Impact

With the ultimate purpose of promoting marginalised entrepreneurship by offering tailored knowledge (professional training) and credit, the School in its first year of operation and after completing the training of two classes, achieved the following results:

1. Free training for 146 favela entrepreneurs.
2. Classes totaling 57 hours and 30 minutes.
3. Mentoring totaling 19 hours.
4. Livestreams totaling 4 hours and 30 minutes.
5. Content ranging from basic management knowledge to soft skills.
6. Increased interest from individual and institutional investors in supporting the project, in addition to venture capital funds.
7. Expectations of training, annually, more than 6,000 entrepreneurs as of 2023.



PHOTO COURTESY FDC



PHOTO COURTESY FDC



Thoughts

The Favela Business School is an initiative that breaks through the challenge of accessing peripheral territories and builds a solid content that adheres to the reality, language and characteristics of favela entrepreneurship. Through partnerships between FDC and CUFA, the school is an ecosystem to boost peripheral and favela entrepreneurship, seeking to transform the reality of Brazilian favelas and peripheries. Despite the stigmas and prejudices based on negative stereotypes, the school views the favela as a potent, creative environment. The Favela Business School uses a digital platform with a language that is closer to the day-to-day challenges faced by the residents of the favelas, with specific content and practical application to the business and reality of the entrepreneurs, connecting opportunities and contributing to healthy economic development within the favelas.



Call for entries 2024

Excellence in Practice

The EFMD Excellence in Practice (EiP) Awards recognise outstanding and **impactful client-supplier partnerships** in the domains of **Leadership, Professional, Talent and Organisational Development**.

Case studies can be submitted by an organisation either together with its in-house Learning & Development unit or with external L&D providers.

The winners are selected based on the review of four key areas: a properly documented challenge, an effective partnering commitment, the appropriate L&D initiative, and a proven business impact.

Next Deadline for Submission 15 March 2024

For more information on the assignment, submission guidelines and FAQs visit <https://efmdglobal.org/EIP>

Information session webinars

Tuesday 12 December 2023: 10:00pm CET
Monday 15 January 2024: 6:00pm CET
Thursday 1 February 2024: 1:00pm CET

For registration:

<https://events.efmdglobal.org>

Contact

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"We were delighted to have participated in the EFMD Excellence in Practice Award, we learned a lot, and it brought us closer to our client's real needs and desired outcome. We are honoured that our client allowed us to jointly put things on paper and make the impact of the learning journey very explicit."

Patrick De Greve
General Director, Vlerick Business School