

## Danone Academy's Talent Development Plan For 4 Companies in Turkey Stresses 'One Danone'

Danone Academy

Best Learning Program Supporting  
a Change Transformation Business Strategy

December 2018



### Company Background



# DANONE ACADEMY TURKEY

<b>Headquarters</b>	Istanbul, Turkey
<b>Year Founded</b>	1984
<b>Revenue</b>	N/A
<b>Employees</b>	Danone Turkey has approximately 1,500 employees working in four main business units.
<b>Global Scale (Regions that you operate in or provide services to)</b>	Danone Turkey operates in the ASPAME (Asia Pacific and Middle East) region.
<b>Customers/Output, etc. (Key customers and services offered)</b>	Danone Turkey's organization is comprised of four companies delivering healthy products for early life nutrition, medical nutrition, water and plant-based and dairy products.
<b>Industry</b>	Three of Danone Turkey companies operates in FMCG; one company operates in medical nutrition (OTC).
<b>Stock Symbol</b>	N/A
<b>Website</b>	Danone.com/en

## Budget and Timeframe

Overall budget	\$40,000
Timeframe to implement	March – April 2017
Start date of the program	March 2017

## Business Conditions and Business Needs

Danone Turkey has been operating in Turkey since 1984. Today the organization is comprised of four companies: dairy, water, advanced medical nutrition and early life nutrition.

In the company's global manifesto published in 2015, three main focuses — one of them being "people and organization" — were set for 2020 targets. Danone refers to all of the company's 100,000 employees and the company cares that each Danoner is committed to not only their own companies but to the Danone group — it's the One Danone ambition.

Following the announcement of One Danone transformation, it was decided that learning and development needs of all four companies should be governed by a shared learning and development (L&D) function: Danone Academy.

Previously:

- Each company used to target only their own employees.
- Trainings were mostly selected from an available catalog.
- Learning was mostly limited to classroom training.
- L&D operations were run in the format of a training department.

With the foundation of Danone Academy, the goal has been to establish a central corporate academy that will:

- Design programs addressing the strategies and targets of each company and of One Danone.
- Focus on each Danoner's competencies and individual development plans.
- Deliver tailored learning solutions based on detailed needs analysis.
- Base learning solutions upon four pillars of learning actions.

The “One Learning A Day” ambition is:

- On-the-job learning;
- Networking;
- Digital learning; and
- Classroom training.

During the design process, the academy had meetings with HR directors of all 4four companies to understand their needs. Global and local corporate academy examples were analyzed, focus group meetings were held with Danoners and field visits were arranged to observe development areas.

Following the design process, Danone Academy Turkey was established in April 2016 as the first One Danone department in Turkey, with the strategy “to support development of all Danoners to become leaders and polish their uniqueness with bringing expertise in innovative, best-in-class L&D programs and with One Learning a Day ambition aiming to increase their engagement, creating high performing teams in line with the business strategies.”

Until 2016, the four companies of Danone Turkey were acting as separate entities in terms of learning initiatives. Thus, the One Danone approach presented an opportunity to centralize and align the processes and initiatives of all four companies. The process called “individual development plan” was lying at the heart of all learning initiatives. All companies had this process, however, it was not running at an optimum level to create an impact on the organization. In this process, each employee at Danone was supposed to make an annual development plan for himself/herself in collaboration with his/her direct manager. However, the participation rate of employees was as low as 38% and the process was confused with performance conversation, and hence, reduced by many Danoners only to selection of a classroom training offered in an available training catalog. Due to lack of central coordination, all companies had different pathways and this led to low engagement levels. Following its foundation, Danone Academy Turkey revisited this process in line with the global directions and revised it as “talent development plan” (TDP) process. The aim was to increase the plan completion rate of Danoners by making them feel that they are the owners of the process. In addition, this process aimed at sustaining the retention of Danoners in the One Danone transformation process by exposing them to the cross-company interaction of the previously mentioned four companies.

## Overview

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Some of the most important items in the centralization process of the group was to speed up the adaptation of employees to the One Danone transformation, to maintain their loyalty to the organization and to establish an environment that they can fulfill their potentials by using their strengths.

The objectives of the academy's "talent development plan" process designed by the academy by integrating group strategies, business goals and global instructions to establish this environment were to:

- Improve the communications between all Danoners and align the development actions of the companies in line with the One Danone ambition.
- Enable Danoners to identify their short- and long-term development goals effectively and to embrace the transformation process.
- Ensure that the Danoners realize their strengths that will provide the maximum support to themselves and the organization and benefit from these strengths.
- Support CODES Leadership Model of Danone with relevant training and development activities.
- Support global talent processes via the inputs collected in the talent development plan (TDP) process.
- Establish Danone Academy's learning and development activities based on the true needs of Danoners.

To meet these mentioned targets, TDP process was deployed in 2017 and the scope of the process was all Danoners in Turkey. Prior to the announcement, a comprehensive design process was held in close cooperation and contact with the talent team, the HR teams of the four Danone companies and Danoners from various divisions with different responsibilities. In this process, TDP completion was given as a default annual performance goal to each Danoner and each team manager was held responsible for their teams' TDP completion as an annual performance target.

At the end of the 2017, TDP processes all the mentioned targets were successfully met:

- The percentage of Danoners who completed their TDPs and registered in the system was 91.3% of the targeted population. This ratio was the highest rate

among all countries within Danone Turkey's region and demonstrated a high dedication and ownership of the Danoners.

- TDP demonstrated the career ambition and five-year perspective of each Danoner, as well as their strengths and development areas in line with CODES Leadership Model (Refer to Figure 1 below). Danoners formed their annual plan in four different areas:
  - On-the-job learning.
  - Networking.
  - Classroom training.
  - Digital learning.

In line with this comprehensive approach, Danoners had the chance to think on their career aspirations in depth and discuss their development journeys with their managers. In their TDPs, they also shared their aspiration for short-term assignments such as global mobility preference, cross-company or cross-function moves. All these inputs were shared with the talent team and incorporated into Danone's global talent processes, which is a structured framework for talent management and succession planning.

- For the first time at Danone, classroom training programs were held with the participation of all four companies. According to the participants' feedback during and at the end of these programs, participants felt that they belonged to the One Danone Team and that they felt a common spirit. The feedback was provided by the participants via happy sheets, as well as by their managers, via the follow-up conversations conducted by the academy team.
- All classroom training programs were designed in line with Danone's CODES Leadership Model. Each program targeted a specified aspect of CODES and this structure supported the longevity and embracement of the model.

## **Design of the Program**

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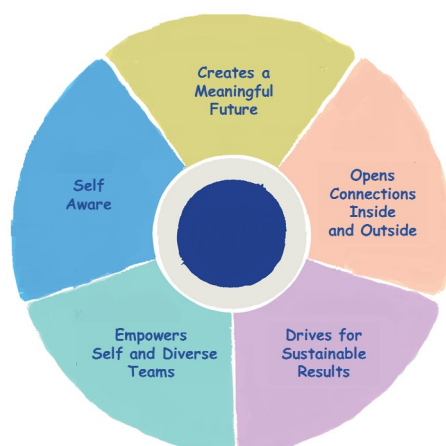
In the design phase of the process, five main factors were considered:

1. A comprehensive process was designed in line with the company motto declaring that "Each Employee is a Talent" and all Danoners within the target group of the Academy were included.

2. The expectations and the opinions of Danoners were collected about the learning activities that will support their development by conducting one-to-one meetings and focus group interviews. During the process, the opinions of the teams in the HR divisions of the group companies also were asked and these teams were included into the employee interviews.
3. The process was designed to allow each employee to prepare his/her own development plan and conduct a one-to-one interview with his/her direct manager. The focus points of this interview were the strengths of the respective employee, the optimum use of these strengths and the steps that can be taken to strengthen them further.
4. Based on corporate values and the global leadership model, all phases were designed in line with the competencies and messages in the model.
5. Given the One Learning A Day ambition and the digitalization goal of the academy, the program was designed as a year-long development journey where on-the-job learning, networking, digital tools and classroom training opportunities were used.

While designing the "talent development plan" (TDP) program, the starting point was the global leadership model that had been designed by the global headquarters of the organization and shared with all the countries. All the messages and the respective development activities of this model designed with the belief that each employee is a talent leading himself/herself were identified based on the following two focus areas:

**Figure 1: Global Leadership Model**



Source: Danone Academy

Moreover, the process also considered the group's corporate One Learning A Day Model emphasizing the need of learning to be personal and continuous. As per this model, on-the-job learning is 60%, networking is 20%, classroom training is 10% and digital learning is 10% of the whole learning experience.

**Figure 2: Danone Academy One Learning A Day Mode**



Source: Danone Academy

The learning and development programs offered to the employees within the scope of TDP were gathered under four learning methods given in Figure 2 and all trainings and communications underlined the global leadership model and One Learning A Day Model. Thus, consistency was ensured in the program design and the messages given to Danoners. In the design phase of TDP process, meetings were held with the HR teams of the group companies, the employees working in the different divisions and levels of the company and external consultants. Business partnerships were established in creating the process and identifying the steps to be followed.

By considering the two above-mentioned models and the data obtained in the analysis phase, implementation suggestions, training programs and tool suggestions were made for each learning method. The academy prepared a toolkit titled "talent development Plan" (TDP) to share these program and tool suggestions with the employees. The toolkit was designed as a "travel guide" that enabled employees to take notes to follow the plan throughout the process besides enabling the academy to share the required information.

The tool suggestions shared with this toolkit and the supporting announcements were as follows:

## **On-the-Job Learning**

With the idea that the only way to keep up with this ever-increasing transformation pace is continuous learning, the tools in this pillar were designed to enable learning from experience. The academy carried out the design, approval and monitoring processes for coaching and mentoring, made notifications regarding other tools and underlined that the employees and managers are responsible for using and following these tools. Some of the suggested tools were as follows:

- The “What Cycle” suggestion to ask the questions of “What Happened?”, “What Did I Learn?” and “What to Do with this Learning?”, respectively, to reinforce learning after the experienced challenges and problems.
- The “My Learning Diary” practice that the employee can note down “his/her learning objectives” before the learning actions such as a planned project or new task and “what he/she had learned” afterward.
- The “Three Questions Card” sharing question suggestions that the managers may use during the development conversations that they had with their teams.
- The “A Cup of Learning” posts offering the chance to share failures and learn from them.
- The coaching provided by external certified coaches: It was shared that the entries within this scope will be planned only if it is decided that they are in line with the needs of the individual and the respective regulation during the assessments made by the Academy and HR teams of the companies.
- The mentoring provided by internal managers: The process design was completed and it was shared that the mentor within this scope should be more experienced than the mentee and the pairing can be made from a different group company or the same company based on the needs of the respective individual.

## **Networking**

To reinforce cross-company communications, learning from each other was valued within this scope. The “Danoners Learn from Each Other” practice enabling the employees to share what they had learned after the classroom trainings and the external seminars that they had attended was put into practice. The employees summarized what they had



learned in a format prepared by the academy and added their resource suggestions (books, videos, films, etc.) for the interested individuals and then the academy shared these summaries with all the group employees both in Turkey and overseas using the internal social networking channels. The announcements prepared within the scope of this practice and named among the "Best Practices" by the Global Academy improved the exchange of knowledge and the recognition of the information-sharing Danoner within the company. Moreover, the interviews made with the participants between and after the lectures during classroom trainings and the short live broadcasts made from the classroom under the name "Academy on Air" during the training supported networking. The posts of participants regarding the trainings on corporate social channels were another element supporting learning from each other.

## **Classroom Training**

A classroom training catalog composed of 12 different titles was created by identifying the subjects that will support the competencies in the global leadership model at the end of the analysis process. The catalog included the connection of each training with the model, its objective and behavior goals. The employees selected their classroom trainings from this catalog while preparing their TDPs. While entering their demands to the system after finalizing their selections, they told why they chose that training and why they needed it in their own words. Thus, a second control channel had been provided to confirm that the training fulfills the need. After the selection process is over, the training needs of all Danoners that selected the respective classroom training were consolidated to enable the design of a tailored content for the respective group by the external trainers and the academy team. All the trainings were given by the external trainers that the academy had cooperated throughout this design process. Meanwhile, a manager manifest had been issued by the academy to improve the efficiency of the trainings. In the 505 Model included in this manifest, the managers were asked to allocate five minutes before the training to finding out the learning objectives of the employees, to focus just on the training with no communication with the employees during the training process, and to plan a five-minute conversation after the training to ask the employees what they had learned, whether they had fulfilled their needs and what they would do different after the training.

## Digital Training

There is a training management system (TMS) used by the organization in the global scale. All the employees may access the numerous digital trainings on this system whenever they want and wherever they are. While the employees were making their talent development plans, they accessed these resources to include the ones complying to their needs and entered them into their TDPs, committing to complete them within the year.

Moreover, the academy prepared digital training packages in line with the subject titles defined monthly and offered them to all employees. The training needs defined in TDPs by the employees and their digital training requests were considered while identifying these subject titles.

Another area of use for the digital trainings were the classroom trainings designed with a blended learning approach. The required notifications were made by assigning the digital training packages to the respective participants through the system as preparation source before the classroom training and a reinforcement source after the training. The trainings and the videos used here were defined in cooperation of the respective trainers and the academy during the classroom training design process.

In addition to all of these, a wide user group had been achieved by organizing virtual classroom trainings. Thanks to the trainings that were held as fully online by the trainer and the participants connecting to the system from different locations, transportation and accommodation costs were saved.

And thanks to the digital trainings, the academy enabled improving the effect of the programs by supporting continuous learning.

**Figure 3: TDP Development Tools**

FOCUS AREA	DESCRIPTION	SUGGESTED TOOLS
<b>On-the-Job Learning</b>	<ul style="list-style-type: none"> <li>• Learning from experience.</li> <li>• Creating learning moments.</li> <li>• Learning from feedbacks.</li> </ul>	<ul style="list-style-type: none"> <li>• “What Cycle.”</li> <li>• “My Learning Diary.”</li> <li>• “Three Questions Card.”</li> <li>• “A Cup of Learning” posts.</li> <li>• Coaching.</li> <li>• Mentoring.</li> </ul>
<b>Networking</b>	<ul style="list-style-type: none"> <li>• Interaction between different business divisions.</li> </ul>	<ul style="list-style-type: none"> <li>• “Employees Learn From Each Other” practice.</li> <li>• “Academy on Air.”</li> </ul>

	<ul style="list-style-type: none"> <li>• Information and practices shared face-to-face and in digital mediums.</li> </ul>	<ul style="list-style-type: none"> <li>• Internal social networking channels.</li> <li>• Seminars.</li> </ul>
<b>Classroom Trainings</b>	Trainings and workshops held with internal and external trainers.	<ul style="list-style-type: none"> <li>• Employee-manager meetings based on “505 Coaching Method.”</li> <li>• Classroom trainings catalog.</li> </ul>
<b>Digital Trainings</b>	E-trainings, videos, virtual classrooms accessed through the training management system (TMS) of the company.	<ul style="list-style-type: none"> <li>• Digital trainings on corporate TMS.</li> <li>• Monthly digital training packages.</li> <li>• Digital training packages for blended learning.</li> <li>• Virtual classrooms.</li> </ul>

Source: Danone Academy

## Delivery of the Program

The following steps were followed in putting the TDP process into practice after the design process was completed:

### Manager Trainings

The entire team managers were invited to the half-day “TDP Workshops” in groups, starting with the general managers and vice general managers. A total of 161 managers attended the workshops held in 12 groups. The workshops discussed the features of the new TDP process, how it works, expectations from the managers and the employees and the information that the managers may need during the employee interviews in detail. The workshops that were facilitated by the expert external consultants cooperating with the academy during this process were rated by the participants as 4.4 out of 5. The process design was finalized in light of the feedbacks and the comments from the managers.

### General Announcement

Following the end of the manager workshops, all the employees were informed that the TDP process had begun. The announcement stated that the TDP process would replace the IDP and shared its purpose, its expectations from the managers and the employees, its connections with the global leadership model and One Learning A Day model, detailed information about its tools and the road map. The announcement that reached a total of 768 employees also was supported with posters and team meetings led by the managers.

## **TDP Toolkit**

A toolkit was designed exclusively for the TDP process to provide detailed information regarding the process and its tools, and instructions for the manager-employee interviews. This toolkit that was shared as a printed road map with the top management and all the team managers during the TDP manager workshops also was e-mailed to all the employees in a digital book format.

## **Preliminary TDP Entries**

First, all employees were asked to prepare their own TDPs. A general announcement was made to inform about the system that these plans will be entered. The system form that the employees were asked to fill included the following titles:

- Long-term development objective on the career path.
- Two strengths to be improved further.
- One improvement area to focus on.
- “On-the-job learning” actions regarding the focused areas.
- “Networking” actions regarding the focused areas.
- “Digital learning” actions regarding the focused areas.
- “Classroom training” preference regarding the focused areas.
- Behavior or attitude changes aimed with the selected classroom training.

## **Employee and Manager Interviews**

The employees were asked to have an interview with their direct managers after entering their plans into the system to talk through these plans and to make a preparation before these interviews. The process was coordinated with the general notifications of the academy and the close monitoring of the interviews by the HR teams of the companies. The manager-employee meetings focused on learning and improvement needs rather than performance. At the end of these meetings, the strengths and the development areas that the employees will focus on for one year were identified. And by defining development actions in four different quadrants (on-the-job learning, networking, digital learning and classroom training) for these identified focus areas, an individual learning road map was created to be valid for one year.

The interview flow was as shared in the manager workshops:

1. Both the manager and the employee were asked to complete their preliminary preparations before arriving to the training within the framework of the main areas of focus.
2. In the first phase of the interview, it was asked from the employees to share their assessments regarding themselves. In majority of the interviews (minimum 70%), the employees were expected to talk.
3. Then the managers were asked to clarify the development opportunities for the employees. It was expected from the managers to actively talk 30% maximum in the interview.
4. The employee and the manager were asked to jointly design a talent development plan (TDP) journey that will continue for a period of one year.

At the end of these meetings, the strengths and the development areas that the employees will focus on for one year were identified. And by finalizing the learning actions in four different quadrants (on-the-job learning, networking, digital learning and classroom training) for these identified focus areas, an individual learning road map was created to be valid for one year.

### **Manager Approvals for TDPs**

The plans took their final forms at the end of the interviews. The employees made the decided revisions on their plans through the system and submitted their plans to the approval of their managers through the system again. The plans approved by the managers then were forwarded to the academy.

### **Academy Approvals for TDPs**

The academy teams examined the TDPs of all employees collected during the preliminary system entry individually with a work requiring five workdays and organized half-day consolidation meetings with the HR teams of each group company after these preliminary examinations. To what extent the focus areas given by the employees correspond to the demanded development actions was assessed during these meetings. The entries displaying inconsistency between these two were identified and their respective employees were communicated. The revisions agreed on with these employees and their managers during these communications were made and the plans were finalized. As a result of this detailed examination effort, the academy directed 71 employees (10% of

the employees who made entries) to actions more compatible with their improvement areas by revising their initially selected development actions.

- **Planning and Monitoring Development Actions** — The responsibility of executing and monitoring the actions defined in the finalized plans was shared between the HR team of the company and the academy.

**Figure 4: Distribution of Responsibility for Planning and Monitoring Learning Actions**

Action	Planning Responsibility	Monitoring Responsibility
<b>On-the-Job Learning</b>	Employee and manager.	Company Human Resources.
<b>Networking</b>	Employee and manager.	Academy, employee and manager.
<b>Classroom Trainings</b>	Academy.	Academy, employee and manager.
<b>Digital Trainings</b>	Academy.	Academy, employee and manager.

Source: Danone Academy

At the end of the consolidation, the planning process was initiated by the academy in line with the development actions selected by the employees in their TDPs. On all the development actions in the process, the TDP brand and images indicating the base model were used.

### **On-the-Job Learning**

Within the scope of on-the-job learning, mentoring and coaching processes were designed and put into practice by the academy. A total of 14 mentors and 14 mentees from all companies attended the group mentoring program designed and branded by the academy. While identifying the mentor and the mentee, the development plans within the scope of TDP were considered. After the names were identified, the profile forms that were individually designed for the mentees and the mentors were shared with the participants and they were asked to write down their expectations from the process in detail. Following that, the mentees and the mentors were paired by the academy based

on their expectations and the objectives that they had stated on these forms. A half-day opening program had been held for introduction and education for starting the process, and the exclusively designed mentor guides and mentee guides were shared with the participants.

To align the mentoring processes in all companies, a mentoring process guide designed by the academy was handed to the HR teams of the companies. And the HR teams used these mentoring process guide for the mentoring programs that they had initiated within their own companies.

Similarly, a group coaching model and a group coaching pool had been established in the supervision of the academy for the standardization of the coaching processes. In 2017, a total of 37 employees benefited from this coaching process composed of seven structured interviews. ICF-accredited coaches within the group coaching pool were identified based on the criteria of the organization's global coaching accreditation process. The academy talked with all the identified coaches and informed them about the group coaching model in detail. They were asked to share their references and interviews were made with these references.

On-the-job training actions that the employees entered in to their TDPs besides coaching and mentoring were shared with the company's HR teams by the academy. Throughout the year, the company's HR teams reminded the employees and their direct managers that they should carry out the respective actions.

## **Networking**

The employees who attended the learning programs organized inside or outside the company shared their learnings with all the other employees with the “Employees Learn From Each Other” project initiated in the leadership of the academy. The seven announcements made within this scope were viewed a total of 3,928 times.

Thanks to the “Academy on Air” app, the 32 posts comprised of the live broadcasts from the trainings and the participant interviews were viewed a total of 8,649 times.

## **Classroom Trainings**

The content of the 12 different TDP classroom trainings offered as a catalog at the beginning of the process in line with the global leadership model was finalized based on the employees that selected the training and their learning needs. In this sense, meetings

were held with expert consultants for each content and the training contents were defined. Half-day or one-day long training design meetings were held.

A member of the academy team always was present during the opening of the classroom trainings. Twenty-minute long presentations were made detailing the academy, TDP process, its reference models and the learning objectives of the training that the employees chose to join.

A total of 608 participants were invited to the planned trainings. The productivity of these trainings was rated as 4.6 out of 5 at the end of the assessments made by their participants. Fifty percent of the classroom trainings were blended trainings designed in line with the goal of digitalization. Within this scope, digital trainings, reading materials, homework and surveys were shared before and after the trainings. The tools that would be used during the trainings were identified by the trainers taking roles in the training design and the academy.

## **Digital Trainings**

In line with the needs specified by the employees in their TDPs, a total of five new digital training packages that each include a minimum of three digital trainings were designed and assigned to the employees through the training management system. The assigned digital training packages were completed by 50% of the employees. With this, the goal was to improve the ratio of digital trainings within the overall training period.

Three group trainings were organized in the virtual classroom format that all participants connect to the training online. Held for the first time in 2017, a total of 40 employees attended the virtual classrooms.

## **Change Management Efforts**

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Before the One Danone Transformation, each company had an individual development plan where each employee and his/her direct manager were required to have a performance conversation and the employer was required to select a classroom training on the subject that he/she displayed poor performance in. To change this perception, the talent development plan that the academy carries out as a common practice for four companies emphasized “development” instead of performance and underlined that the focus needs to be on “strengths.”



An individual development plan was a process where the managers talked the most and the employees only expressed their development areas. However, the talent development plan process stresses that the one who is truly responsible for one's development journey is himself/herself. As a result, manager workshops were organized before the launch of the talent development plan as a coaching support explaining how the managers should carry out this process together with their direct reports. At the end of these manager workshops, the team managers learned their roles within the talent development plan and embraced that they should make maximum 30% of the talking during the development conversations with their employees.

Moreover, trainings were provided to the top management and team managers regarding the CODES Leadership Model that is the core of the talent development plan process and the competencies of this model. The employees had the chance to examine the CODES Leadership Model in detail with the TDP toolkit and identify their two strengths and one development area in line with the global leadership model.

Before the establishment of the academy, learning was mostly perceived to be limited with classroom trainings. Comprehensive information was provided to both the team managers and the employees regarding the One Learning A Day model, the essence of the Talent Development Plan process. The goal was to diversify the learning sources within the scope of the one-year development plan designed by underlying that learning is not just limited with classroom training.

In the beginning of the first common talent development plan process carried out after the One Danone transformation, the employees didn't know when they should contact the company HR team and when they should contact the academy. Company HR teams also were confused about how they should position themselves in such a process that had been led by a different team for the first time. However, the academy and the company HR teams managed to act as a single team thanks to their strong cooperation and were perceived as one strong and expert team by the employees.

## Measurable Benefits

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- In the 2016 Academy operations, the training per person was 8.9 hours. But in 2017, the academy was able to conduct a detailed need analysis since the employees created their own TDPs and trainings were designed under 12 different

titles corresponding to the needs of the employees. And the training per person increased to 18.9 hours in 2017.

- Another KPI that was considered to monitor the success of the trainings was training ratings. The first level rating of the classroom trainers was 4.6 out of 5 in average.
- In line with the digitalization goal, 50% of the classroom trainings were designed as blended learning. In addition, digital learning packages were created for the employees considering the digital learning actions that they had specified in their TDPs. And at the end of these actions, the percentage of the digital learning within the total training hours increased from the 1% of 2016 to 4% in 2017.
- Another KPI that was monitored in line with all these actions was the learning and development score in the employee satisfaction survey conducted globally every two years and the goal was to carry that score to a level higher than the one in 2015. This score managed to increase three points in 2017.
- At the end of the process, the TDP completion rate was 91% (700 employees).

## Overall

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The second period of the process will begin in the second quarter of 2018. And the practices and process phases that will be changed based on the outputs of the previous period and the feedbacks received from the company employees will be as follows:

- The half-day workshop organized for the managers at the beginning of the process will be revised as a one-day event. In the first program, theoretical information was given yet the time was not enough for practice. This revision in duration will enable the managers to be more ready for their interviews with the employees both in the theoretical and the practical sense.
- In the program launch of 2017, all the employees within the body of the organization were informed at the end of the manager workshops about the process with e-mails that they had received, posters that they had seen around and meetings that they had with the management teams. In 2018, the goal is to organize face-to-face seminars and online webinars in addition to these.
- The process has 4 focus areas as mentioned before:
  - On-the-job trainings.
  - Classroom training.
  - Digital learning.

- Networking.

It was decided that several improvements were required to be made for on-the-job learning. There is a checklist prepared by the academy for the employees to use during these on-the-job learning activities. In the future, the scope and the content of these lists will be improved based on the feedbacks received from the employees and they will also be monitored more closely by the HR teams of the group companies.

The most important differentiating aspect of talent development plan is the fact that it was designed as an integrated talent development program. The program is a true development journey from the start to the end and this was underlined in all communications.

With the belief that each employee in the organization is a talent, all the employees within the target group of the academy were included into the process. The learning and development operations in 2017 were planned in line with the TDP outputs, TDP connection was emphasized in all training operations carried out and respective announcements made within the year.

This process also created a great value in the integration and alignment of the group companies. As the employees of different companies get involved in the same development process, they both felt that they are part of a whole and had the chance to know each other more closely by training together. Moreover, the feedbacks received from the employees showed that their individual developments to be monitored by themselves, their managers and the academy improved their corporate belonging and motivation. The program also enabled the managers to have clear ideas about the areas that their teams want to improve in and their annual plans to do this. Thus, the scope of the periodical development planning interviews between the managers and the employees were clarified, and the managers gained a clear road map regarding the areas that they need to guide their team mates in.

Besides the great success of achieving a TDP completion rate of 91% in Turkey even though the global rate was 80% in 2017, the goal is to improve this further and carry it to the level of 100% in 2018. The goal is to reach all employees with this process where the individual development journeys were encouraged by accepting that each employee is a talent.



## 2018 Excellence Awards Case Study Danone Academy



Finally, it is important to underline that the learning and development rating in the results of the global employee loyalty survey conducted once every two years increased three points in 2017 compared with 2015. In the next employee loyalty survey that will be conducted in 2019, the goal is to increase this rating at least another five points compared with the results of 2017.



## About Brandon Hall Group

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Brandon Hall Group is an HCM research and advisory services firm that provides insights around key performance areas, including Learning and Development, Talent Management, Leadership Development, Talent Acquisition, and HR/Workforce Management. With more than 10,000 clients globally and more than 25 years of delivering world-class research and advisory services, Brandon Hall Group is focused on developing research that drives performance in emerging and large organizations, and provides strategic insights for executives and practitioners responsible for growth and business results.

### Inspiring a Better Workplace Experience

Our mission: Empower excellence in organizations around the world through our research and tools every day. At the core of our offerings is a Membership Program that combines research, benchmarking and unlimited access to data and analysts. The Membership Program offers insights and best practices to enable executives and practitioners to make the right decisions about people, processes, and systems, coalesced with analyst advisory services which aim to put the research into action in a way that is practical and efficient.

### Membership Offers Tailored Support

Our membership delivers much more than research. Membership provides you direct access to our seasoned team of thought leaders dedicated to your success, backed by a rich member community, and proactive support from our client services team.

### RESEARCH ACCESS & EVENTS

- Reports
- Case Studies, Frameworks & Tools
- DataNow® & TotalTech®
- Webinars and Research Spotlights
- Annual HCM Conference

### ADVISORY SUPPORT

- Ask the Expert
- 1 on 1 Consultations
- Research Briefings
- Benchmarking



## CLIENT SUCCESS PLAN

- Your Priorities
- Executive Sponsor
- Client Associate
- Monthly Meetings

## Strategic Consulting Offers Expert Solution Development

Our consulting draws on constantly updated research and hundreds of case studies from around the globe. We provide services that simplify and target efforts to produce business results.

## BENCHMARKING

- Competitive/Comparative
- Maturity Model
- Custom Research

## STRATEGY

- Business Case
- Planning
- Organization & Governance

## TECHNOLOGY SELECTION

- Vendor Selection
- Architecture Design
- Systems Evaluation

## DEVELOPMENT & INTEGRATION

- Program Design
- Assessment
- Survey
- Process Integration

For more information, contact us at [success@brandonhall.com](mailto:success@brandonhall.com).