Genpact Develops Front-Line Managers Using New/Digital Skills

Genpact
Best Advance in Blended Learning
November 2018

Company Background

Company-at-a-Glance	Genpact is a global professional services firm that makes business transformation real. It drives digital-led innovation and digitally enabled intelligent operations for its clients, guided by its experience of running thousands of processes for hundreds of Global Fortune 500 companies. From New York to New Delhi and more than 20 countries in between, Genpact has the end-to-end expertise to connect every dot, reimagine every process, and reinvent companies' ways of working and has an employee base of 78,000-plus globally.
	Genpact began in 1997 as a business unit within General Electric. In January 2005, Genpact became an independent company to bring its process expertise and unique DNA in Lean management to clients beyond GE. In August 2007, it became a publicly traded company. Bain Capital became Genpact's largest shareholder in November 2012, with the strategic objective to grow the company further. Since Dec. 31, 2005, it has expanded from 19,000-plus employees and annual revenues of $491.90 million to 78,000-plus employees and annual revenues of $2.74 billion as of Dec. 31, 2017.
Headquarters	Domiciled in Hamilton, Bermuda, with Executive Headquarters in New York.
Year Founded	1997

Revenue	$2.74 billion in FY17.
Employees	78,000
Global Scale (	70-plus delivery centers in 16 countries; clients in 70-plus countries.
Customers/Output, etc.	800-plus clients; one-fifth are Global Fortune 500.
Industry	Business process management, analytics and IT services.
Stock Symbol	G (Listed on NYSE)
Website	www.genpact.com

Budget and Timeframe

Overall budget	$25,000
Number of (HR, Learning, Talent) employees involved with the implementation?	The core team consisted of 4 L&D functional experts representing the four business verticals and two learning advisors from the global leadership development (GLD) team. In addition, Genpact partners with HR business partners for implementation globally.
Number of Operations or Subject Matter Expert employees involved with the implementation?	The L&D team partnered with leaders from operations and HR to decide the structure and coverage of the program. Experienced global operating leaders actively participated in the FLMs' learning (via classroom sessions and social learning on the collaborative platform).
Timeframe to implement	Six months
Start date of the program	December 2016

Business Conditions and Business Needs

Genpact is a global professional services firm that makes business transformation real. It drives digital-led innovation and digitally enabled intelligent operations for its clients, guided by its experience of running thousands of processes for hundreds of Global Fortune 500 companies. Genpact's 78,000-plus employee base is what makes this real and possible.
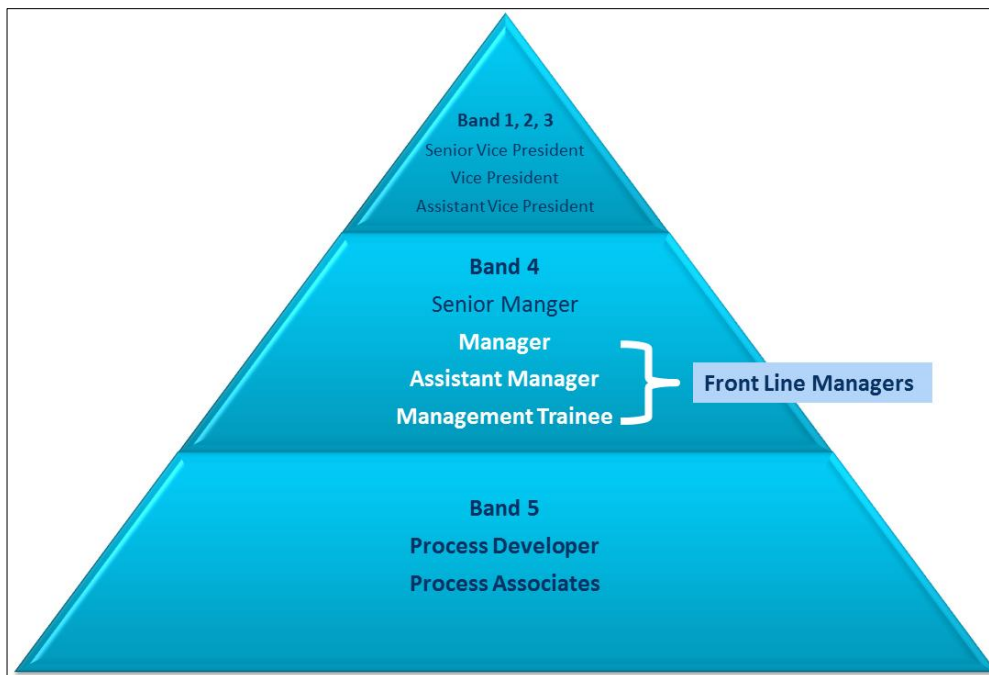
While Genpact began operations in the business process management (BPM) space, it has today evolved as a leader in digital transformation services to its clients by combining its digital and analytics expertise to its domain knowledge and experience in running

intelligent operations over decades. Approximately 65% of the company's revenue comes from the business of "intelligence operation" in the BPM space. Front-line managers (FLMs) form the middle layer of the company's structure who connects the client world with the operations world that manages these intelligent operations.

FLMs – Positioned at the Center of the Organization Structure

Employees at Genpact are distributed across five levels or bands – defined as Band 5, 4, 3, 2 and 1. Each of these bands is further divided into sub-bands. Band 5 is the associate level band (entry-level/revenue-generating full-time employee) and Band 4 is the manager band (divided into four sub-bands, starting from management trainee to senior manager) and the FLM falls within this band.

Figure 1: Genpact Employee Hierarchy

Band 1, 2, 3
Senior Vice President
Vice President
Assistant Vice President

Band 4
Senior Manger
Manager
Assistant Manager
Management Trainee
Front Line Managers

Band 5
Process Developer
Process Associates

Source: Genpact

Thus, FLMs manage almost 60% of the employees (associates) who work on client service level agreements (SLAs) that define the operational commitment. An FLM owns responsibilities including people effectiveness, client experience and operational excellence for all clients in the BPM world. In every sense, the operational model vests on the capability of its front-line managers (FLMs) who are the first and everyday touch point for clients and, therefore, hold the glue to delivering "first time right" operations, as well

as open roads to transformation. Further, as FLMs manage large spans and together account for approximately 60% of the associates who directly work on client processes to deliver excellence, they are key contributors to the level of employee engagement in the organization, as well as control attrition by enabling an environment where people can learn, grow and succeed. Given the context, FLM effectiveness is critical for business success and this makes capability development for FLMs a business priority.

FLMs Average Age and Talent Profile

Additionally, the average age of FLMs and their teams is 30 years and below and falls into the new-age Millennial population (also called the Smartphone generation) who have witnessed a revolution in the way they prefer to learn. Learner experience is a key consideration for learning experience. Thus, the need to look at a blended methodology for learning deployment for this group to ensure that learning is engaging, fun, relevant and impactful. Genpact's journey toward digital transformation also required relooking at the internal DNA of its people and culture and that led to the introduction of Genpact's new culture framework — $(CI)^2$. $(CI)^2$ stands for curious, incisive and courageous on a bedrock of integrity. It is a blend of the new brand and personality and has deep synergies with the core messaging behind the new brand refresh, "Transformation Happens Here." There was a need for a more Agile and continuous learning philosophy to enable all employees to stay relevant to the very fast-changing economy and $(CI)^2$ made that possible.

Changing Learning Needs Today

A study by Deloitte estimates that the rapid pace of technology change in the workplace would lead to a skills shelf life of only 2½ years, which means the current skillset may become redundant after some point of time. Digital is one of the headwinds that will not only bring about the obsolescence of skills that our workforce has today, but also will create demand for new/evolved skills. To meet rapid transformation, employees need to focus ever more on new Agile ways of working and maintain focus on clients, operations and people management skills.
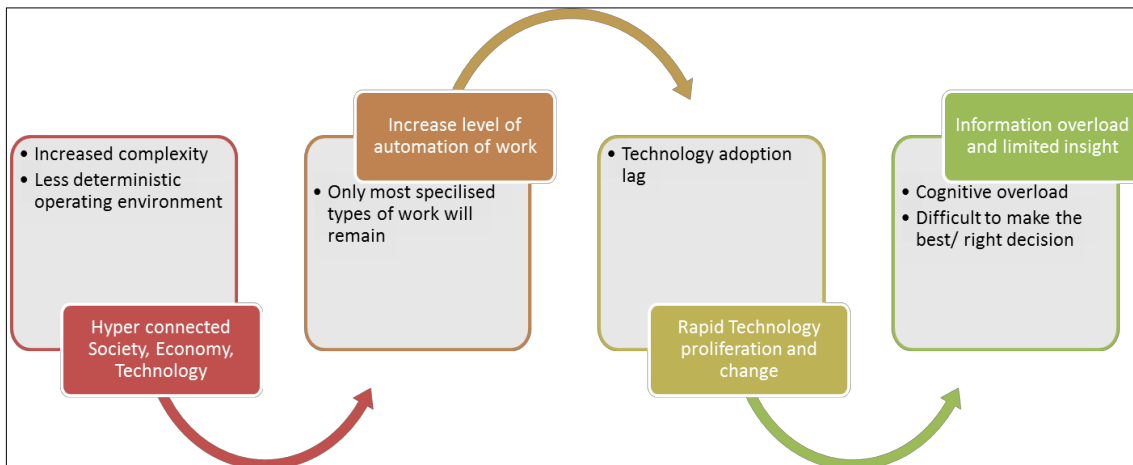
Figure 2: Today's Critical Digital Workforce Skills
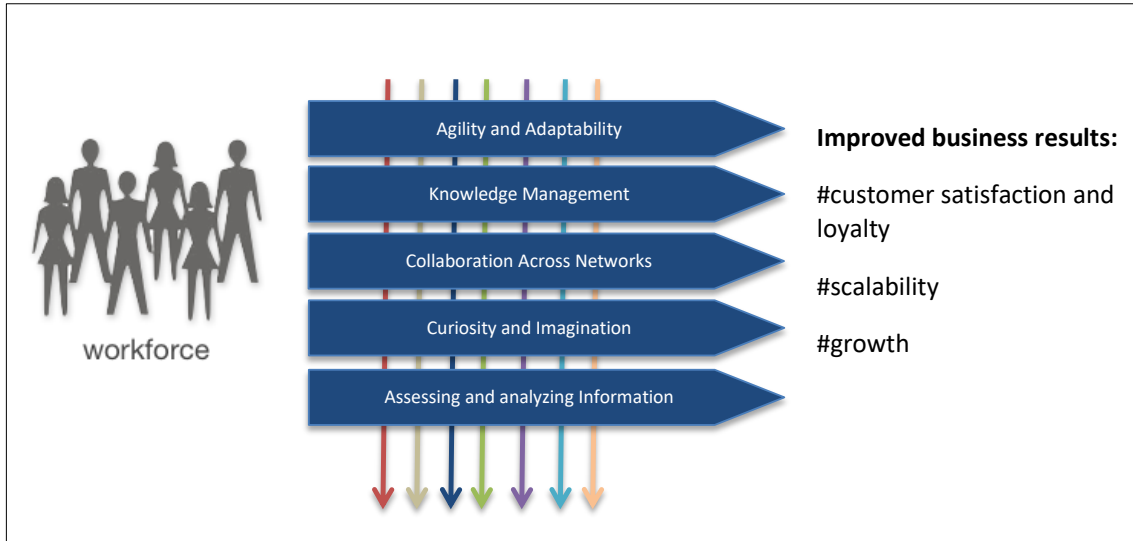
Source: Genpact

Figure 3: How Rapid Digital Change is Affecting Employees

Source: Genpact

Company Structure and Business Need for a Blended Approach

Genpact is structured into verticals for the industries it caters to: consumer goods, retail, life sciences and healthcare (CGRLH); banking finance services and insurance (BFSI); and industrial machinery services (IMS). Genpact's transformation agenda and renewed culture framework is at the core of CGRLH, which is the growth engine for the organization and is expected to witness the maximum growth in transformative services. This called

for an immediate attention to how the vertical focuses on capability development of the FLM population who will continue to be the frontrunners in this journey. Thus, in August 2016 Genpact began working toward evolving a blended learning approach for FLMs as part of the L&D strategy at CGRLH.

The blended learning approach emerged as the best way to deliver learning that is effective and relevant in the fast-changing digital environment:

- Dynamic and Agile learning methodology — A learning method that fit well with today's young workforce and their expectations to allow them to cope up with dynamic demands of the workplace/industry and enable them to stay relevant to business, as well as quickly upskill on new skills of the future.
- Leaders as advocates of change — To drive the need for employees to upskill/reskill to stay relevant in the digital age, there was a strong need for leaders who walked the talk and motivated teams, creating a ready pool of skilled employees.
- This led to the design and launch of a blended learning approach to address the learning needs of a fast-changing business environment and changing behavior of the new learner. It combines the flexibility of digital learning with the benefits of human interactions. It also has a faster, wider and Agile reach as it allows employees to access learning at their own time, place and at the time when they need it the most.
- Given the critical role of a FLM in business, the launch of a blended learning program for FLMs was prioritized. They are the very first level of management across the company's business operations and directly supervise a majority of the company's workforce and play a critical role in coaching the employees and constantly improving quality.

Overview

Genpact's transformation journey has led to increased expectations from FLMs who manage and lead 60% of associates who directly work with clients' processes. Increased growth and new deliverables have resulted in heightened expectations from an FLM who now needs to manage increased spans, understand and upskill on digital technologies, showcase domain expertise and own operational and client experience. Therefore, it is critical that FLMs are equipped and up-to-date on the ways of working to drive overall operational excellence by acting as a connecting glue to facilitate communication,

collaboration and coordination across levels, functions, clients and stakeholders. Along with people management, client experience and operational excellence, FLMs have to step up and take additional responsibilities for enhanced business performance and outcomes, using technology and transformation services.

Figure 4: Key Changes in Expectations from FLMs in the Digital Age
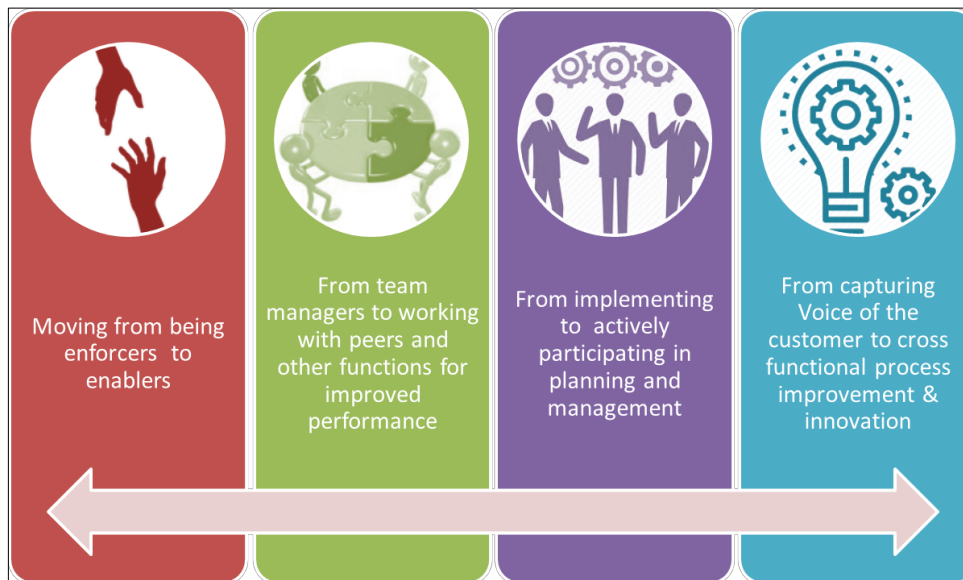
Source: Genpact

The FLM Capability Development is designed as a blended learning approach to enable FLMs to continuously upskill themselves on critical capability needs and addresses the learner's need and style of learning. The average age of FLMs is 30 years and their teams are younger and belong to the smartphone generation. Hence, their learning styles are different. Thus, the approach had to be blended so that it could engage learners across the organization, across different age-group and mindsets. The blended approach emerged as the most effective approach.

Figure 5: The Blended Learning Approach for FLMs

INSTRUCTOR LED SESSIONS (ILT)

Conducted in the form of Bootcamps. Where leaders and subject matter specialists come and orient the participants either in person or virtually on respective topics.

ONLINE AND SELF-PACED LEARNING

Curation of online content mapped to FLM competencies sourced through our learning partners Harvard Business Mentor and CEB. Apart from that the content is also sourced from open online sources like TED etc

EXPERIENTIAL WORKSHOPS

This gives a platform to employees to demonstrate the learnings through role –plays, simulations and activities . This aids in enhancing the overall learning experience of the employees.

SOCIAL & PEER LEARNING

Informal leaning is encouraged through both Internal Social media platform (GSocial) & External social media platforms such as LinkedIn, twitter, Facebook etc.

Source: Genpact

The blended learning approach included classroom sessions (ILT), workshops, online and self-paced learning and social/peer learning through collaboration allowing interactive and informative learning experience delivered via technology platforms — an integrated learning management system (iLearn on Cornerstone On Demand) and collaboration virtual community (G Social on SharePoint).

The FLM capability development roadmap is a 24-month blended learning program that is self-paced and Agile and is the most critical component today to ensure FLMs stay relevant and are able to learn anytime, anywhere.

**Figure 6: The 24-Month Blended Learning Approach for FLMs**
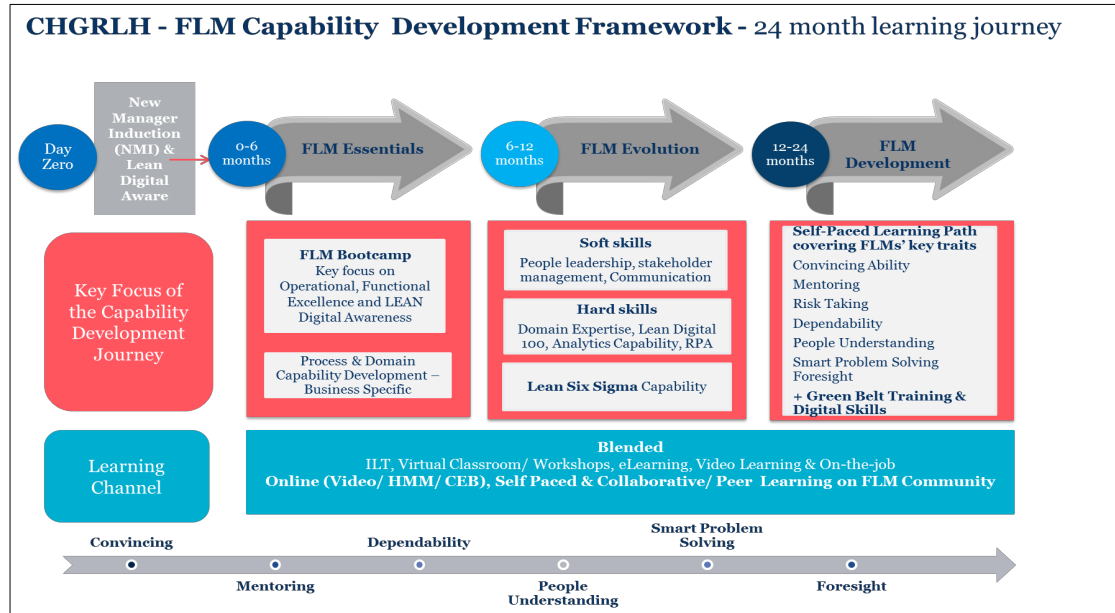
Source: Genpact

The FLM capability roadmap has the following components and delivery methods:

- **Pre-work** — This is mandatory requirement to be completed by all FLMs to be eligible for the learning journey and includes absolute basics required by a FLM to do the role at hand.

  o **New Manager Induction (NMI)** — An online induction roadmap for new managers to give them an overview of how Genpact works, its structure, strategy, vision and polices enabling them to integrate into the organization and their role quickly and effectively.

  o **Lean Digital Aware** — An online curriculum including, leadership videos, case studies and content to help FLMs understand Genpact's Lean Digital approach and go-to-market strategy. The learning curriculum is the first step toward making employees aware of how design thinking and Lean principles play a role to ideate new digital solutions and innovative approaches can be deployed within real-life business process settings.

- **Self-Paced Learning** — Self-paced learning curriculum is a curation of in-house online trainings that address the critical behavioral, digital and analytical skills relevant for the FLM's role. An FLM success profile calls for excellence in people

management, client experience and operational experience. The self-paced learning curriculum makes available relevant learning content to address such capability via content that internally or externally sourced. Genpact leverages learning content from Harvard Manage Mentor (HMM) and Corporate Executive Board (CEB), as well as relevant TED videos. The focus is to enhance FLMs' knowledge, skills and competency in managing themselves, their teams and operating tasks to improve overall client and stakeholder experience.

A FLM has access to the learning path to pick and choose any learning object as is required/relevant for the FLM at a given point in time, and to that extent, learning is personalized. The self-paced learning curriculum also addressed digital skills awareness for FLMs. To ensure that FLMs stay relevant and continuously upskill themselves various eLearning curriculums on Lean Digital, robotics process automation (RPA) and analytics are included as integral part of the learning curriculum on iLearn (LMS).

**Figure 7: 24-Month FLM Learning Journey on iLearn LMS**
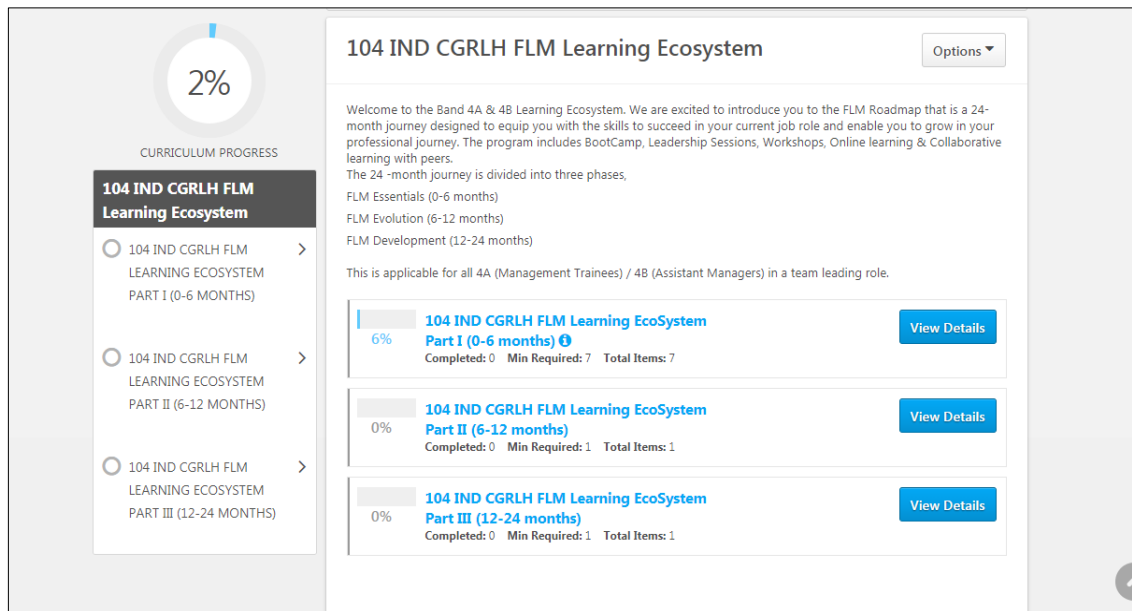
Source: Genpact

FLM Essentials (zero to six months) — Since the manager is new in the role, the first six months are light on training. The focus is more toward understanding the process, domain and client.

FLM Evolution (six to 12 months) — The next phase focuses on skills required to work in a global environment and an organization like Genpact's, which is geographically dispersed. These skills are immensely important.

FLM Development (12 to 24 months) — An FLM has to face a distinctive set of leadership challenges on an everyday basis. The aligned trainings cater to those needs.

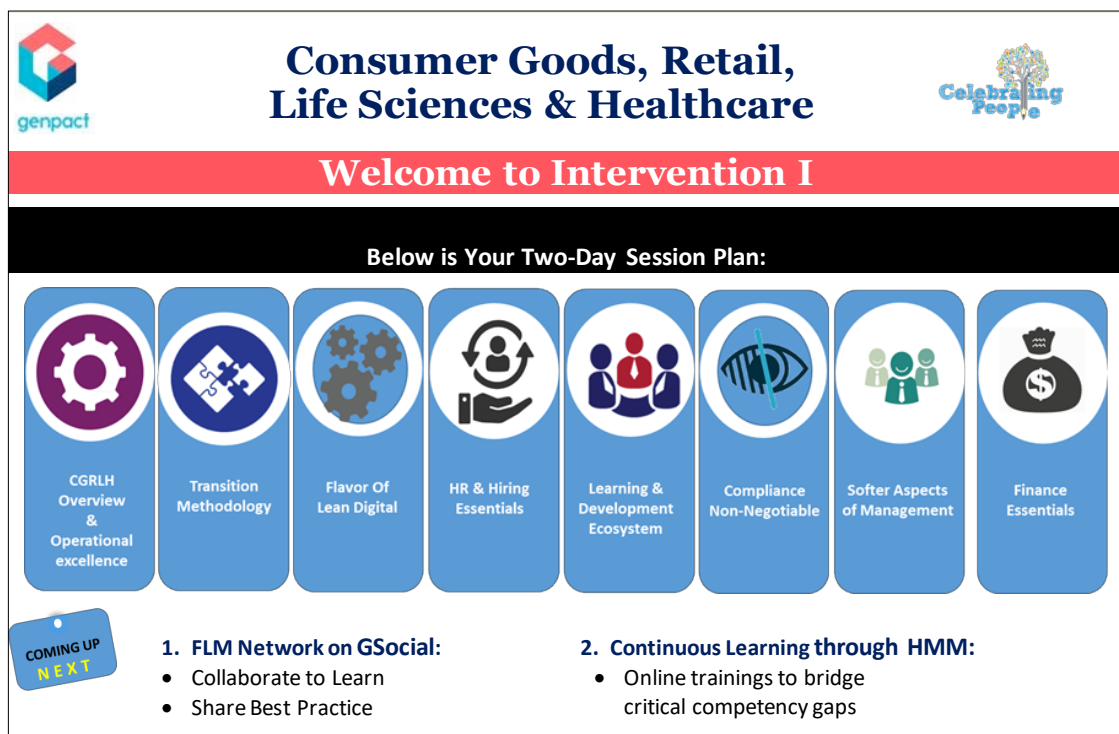**Figure 8: Screenshot of FLM Essentials (Zero to Months)**
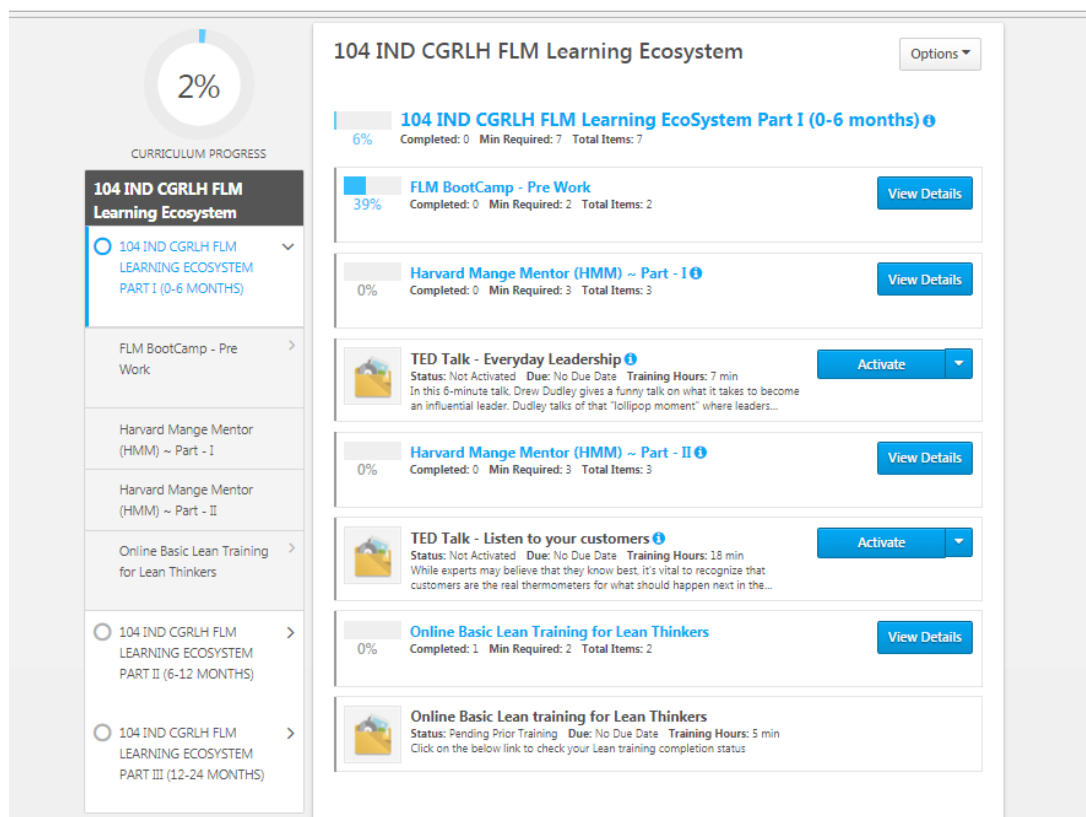
Source: Genpact

Classroom Interventions — The blended learning approach includes two classroom interventions in the format of boot camps which are conducted in batch sizes of 30 to 35 participants.

- **Two-Day FLM Boot Camp** – The FLM Bootcamp caters to orientation of FLMs to the critical aspects of their role. These are leadership interaction spread across two days on various important topics like operational excellence, Lean digital transformation, transition methodology, client and team management, finance essentials, HR and hiring essentials and performance development plan for self

and team. The objective of the boot camp is to empower FLMs with the necessary tools and knowledge on every aspect of their role and allows FLMs to connect/network with leaders. Storytelling is an important part of the boot camp, where leaders are encouraged to share experiences/nuances to help FLMs understand the subject from a practical standpoint.

Figure 9: E-Mailer/Overview of Two-Day Session Plan

Source: Genpact

- **Experiential Workshop** — The workshop focuses on executive presence and client management and allows FLMs to learn by doing as they engage in activities/presentations to showcase their learning.
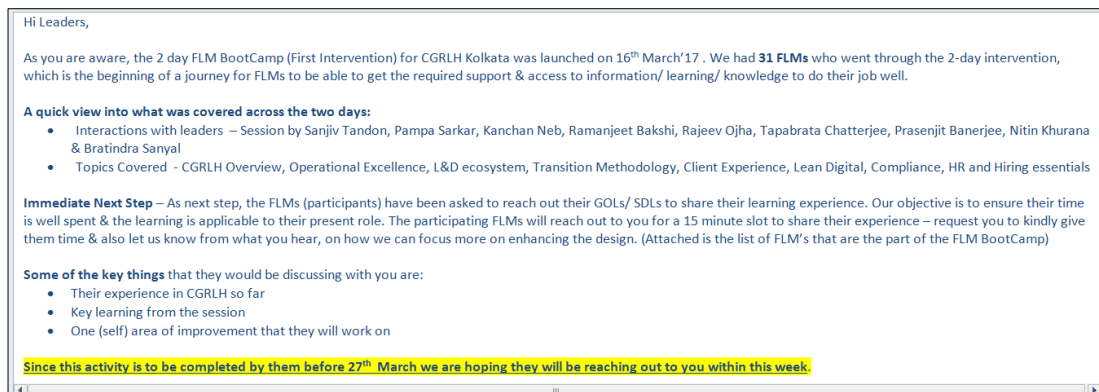
Figure 10: E-mailer/Overview of One-Day Workshop

Learning Reflection — Structured learning, when combined with adequate reflection, enables learning to be more effective. Learning reflection allows employees to exchange views and opinions on the content covered either online or in the classroom. It also stimulates them to share their relevant past experiences and have they approached and handled the situation. After every boot camp the FLMS spend time with their operating leaders and share their learnings and how they plan to implement it in their work. This gives them an excellent opportunity to reflect and learn.

Figure 11: E-mail on Learning Reflection and Its Importance in FLM Development

Virtual Sessions — Quarterly virtual sessions with leaders (one to two hour duration on topics relevant for the business/industry) allows sharing of critical information/updates via webinars and online events organized internally, as well as by Genpact's learning partners. This enables FLMs to stay up to date on what is new in the vertical, business and company, as well as the industry.

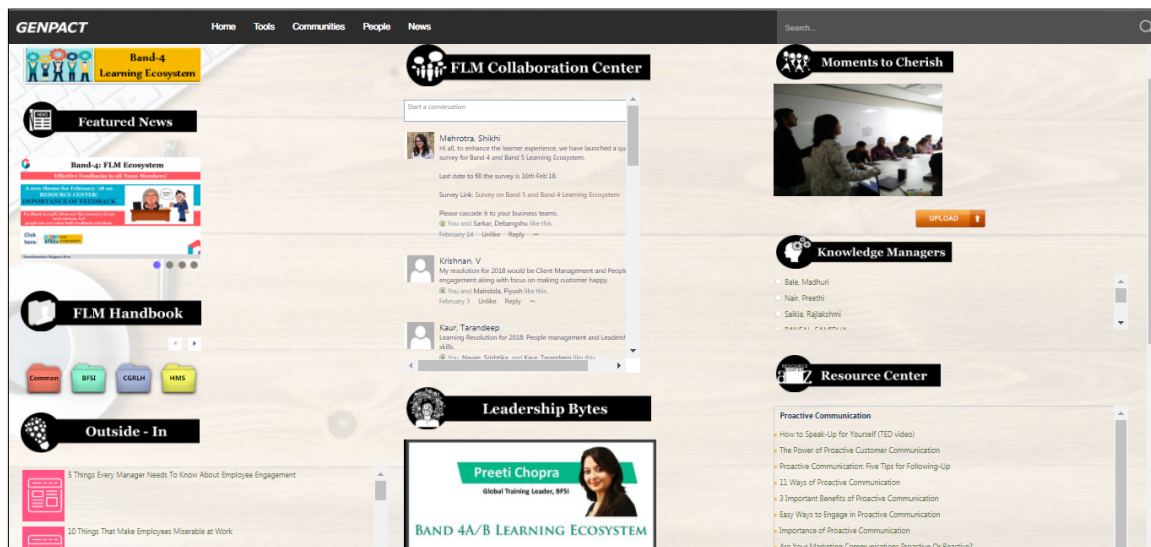**Figure 12: Virtual Session in Progress**

Source: Genpact

Informal Learning — Almost 70% of learning today happens through informal channels. The blended approach allows for channels through which FLMs can continue to learn informally. As part of the three core channels of informal learning for FLMs are:

- **FLM Collaboration Platform on G Social** (Genpact's in-house social networking site designed for collaboration and information sharing on Microsoft SharePoint) — The online collaborative platform is great ensure real-time connect and updates with FLMs across geographies. Employees get to collaborate, share ideas and best practices and solve problems — in short, it is a powerful tool to create "collective

intelligence" which benefits the organization has a whole.

- **External Social Media Platforms** — Genpact has active presence on all major external social media platforms such as Twitter, Facebook and LinkedIn. Employees are encouraged to leverage social media to stay updated on company and client news, as well as learn from peers globally to help in improving teamwork, building relationships and lateral thinking. These platforms are an excellent gateway for employees to stay up to date in real time.

- **Open Knowledge Sites** — Access to open-knowledge sites like YouTube, TED, MOOCs, etc., helps supplement their learnings. It adds a dynamic element by allowing learning anytime anywhere with refreshed content for the learners. This encourages self-paced learning as FLMs opt to pick new skills as they become aware of what is relevant in the fast evolving industry.

Figure 13: Snapshot of FLM Community on G Social (on SharePoint)

Source: Genpact

Figure 14: Snapshot of Genpact's Active External Social Media Presence

Source: Genpact

Goals of the Blended Learning Approach and Its Contribution to the Organizational Objective

The main goal of the blended learning approach was to establish a culture of exceptional customer service, strengthen people skills, encourage process improvements and increase digital awareness. All these aspects together contributed to how Genpact faired on the net promoter score (NPS) survey. Effectiveness of a FLM is reflected in the net promoter score that gauges the loyalty of the organization's customer relationships. At a company level, Genpact is measured on NPS and an indictor in the dip or increase in the score would give a clear indication if its learning strategy was working for employees.

NPS divides the customer into three categories: promoters (score 9 or 10); passives (score 7 or 8) and detractors (Score 0 to 6) as response to the question "How likely is it that you would recommend our company to a friend or colleague?"

NPS for 2015 H2 was 59%. In 2016 H1, it dipped to 49% and that triggered the need to conduct a root cause analysis (RCA). The RCA indicated potential gap in FLMs' awareness of information about the company and their role that led to ineffectiveness in their role

and poor experience. The TNI conducted in mid-2016 led to relooking at the FLM learning approach. Main customer concerns were around knowledge management, lack of visibility and clarity on training initiatives and plans and strategy to improve competency gaps. The launch of the blended learning approach showed a significant jump in performance and the NPS score which was measured at 67% in 2017. Customers and leadership felt a significant improvement in customer focus and operations excellence.

Figure 15: NPS Score Trend from H2 2015 to H2 2017
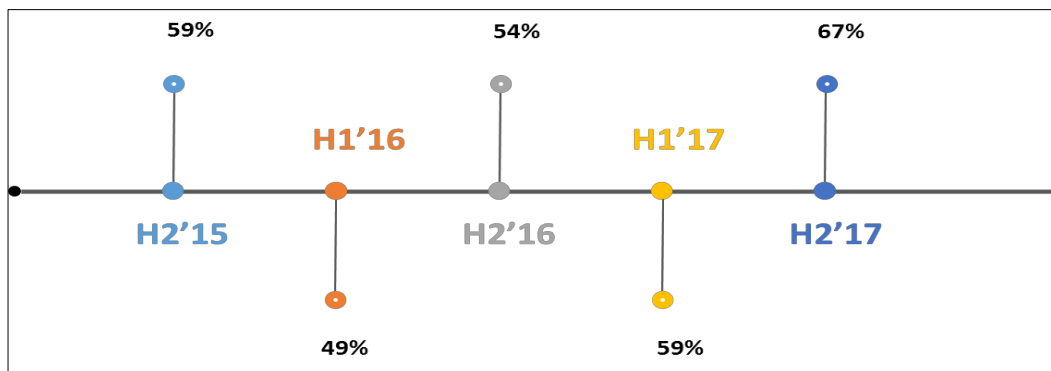
Source: Genpact

Figure 16: Client Feedback on Operational Performance/Shift from H2 16 to H2 17
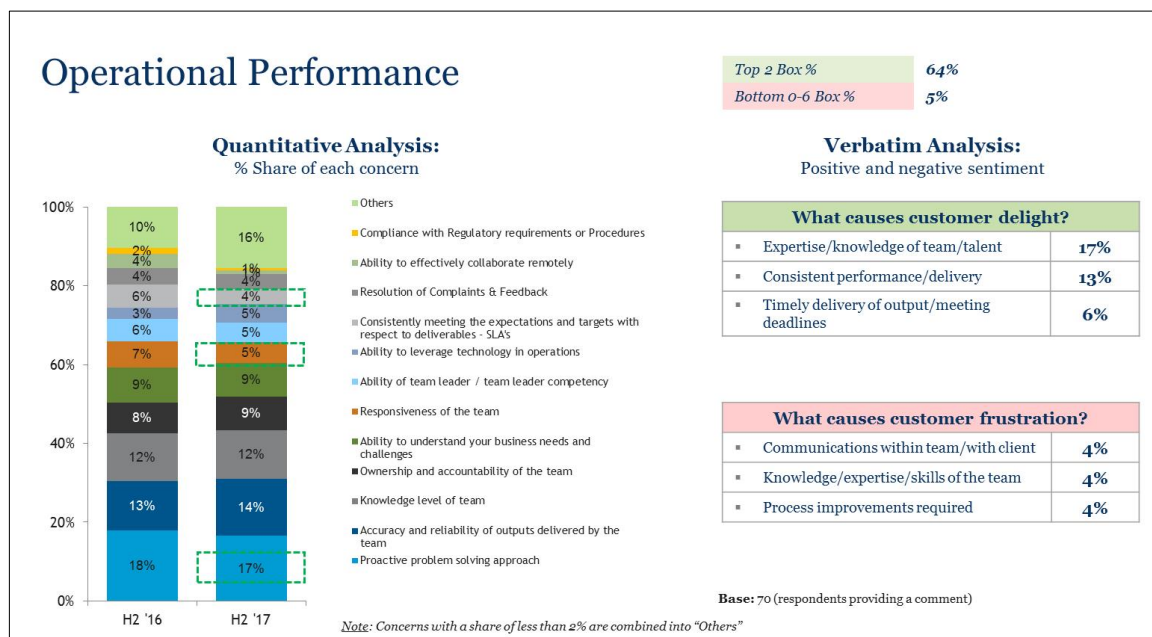
Source: Genpact

The FLM Development roadmap runs across the organization and is contextualized to the vertical/industry as required. The overall approach for FLM capability development is integrated at the enterprise level. All FLMs at Genpact globally today go through the blended learning approach and are also active on the self-paced learning path as well as collaborate on Genpact Community — G Social.

Design of the Program

Given the company's transformation journey and the changing business needs, in 2016 there was pressing need to relook and realign the learning strategy to the new ways of working at Genpact. When it comes to translating the company's strategy into results, there is no denying the importance of FLMs who manage the largest group of associates (60%) and are the first point of connect with the customer. They are the ones who are most responsible for the organizations' day-to-day relationship with clients and employees.

Figure 17: The Design Process Divided into Five Key Phases
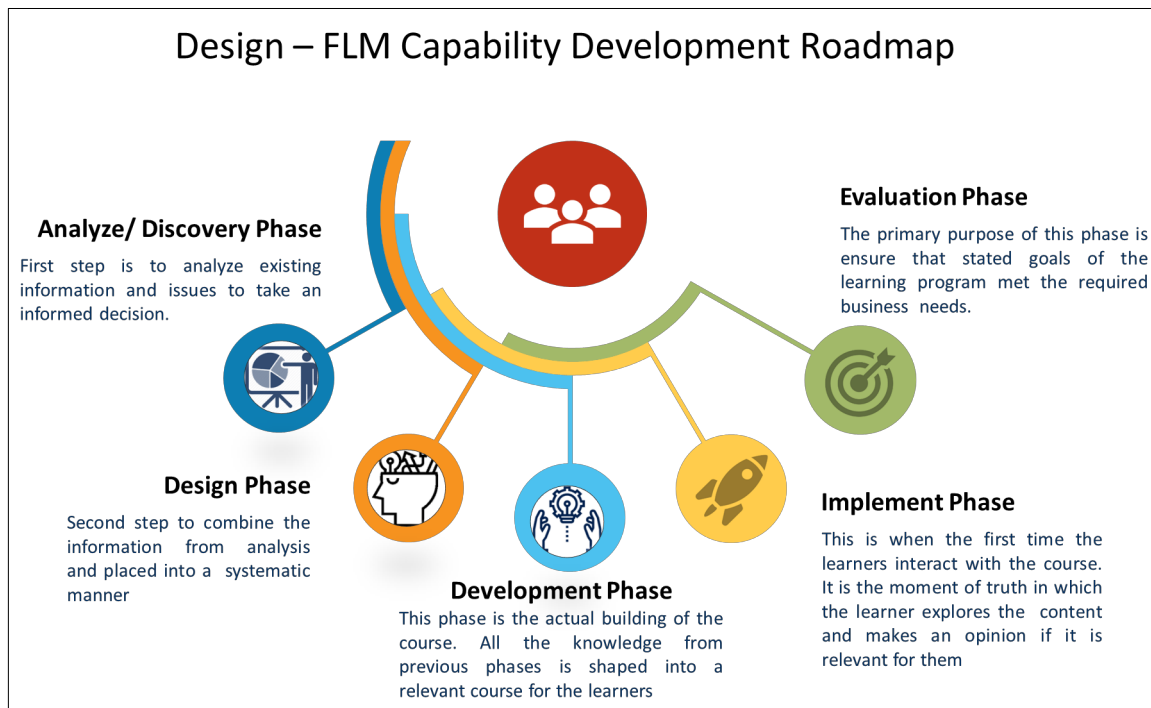
Source: Genpact

Analyze Phase

The first stage was the Analysis Phase/discovery phase, which included the following:

- **Understanding Business Needs** — Included a detailed study of the organization's strategy and goals and how learning and development program could support the same.

- **Understanding Job performance Needs** — Included a study of the FLM success profile and the competencies required by the FLM to contribute effectively to the business objectives.

- **Understanding Learner Needs** – Included a study of the learner demographics and learning style of talent across different age groups.

- **Understanding Individual Needs** — While the design would be standard across the enterprise, there was a need to look at ways to incorporate individual learner needs to ensure learning is most effective and relevant.

The above was achieved by assessing the as-is scenario and conducting a training need identification (TNI) which included focused group discussions (FGDs) and 360-degree feedback from learners, supervisors and clients, as well as analyzing the NPS score and feedback received specific to the learning needs.

Focused Group Discussions (FGD) — Clearly what emerged out of these FGDs was a gap between demand and supply of skilled talent in an analytical and problem-solving capability, agility to embrace fast pace change and technology savviness. The discussions with leaders and clients also highlighted three challenges in delivering operational excellence: Availability of relevant skills to keep pace with changing technology; retention of skilled talent; and L&D not having spent adequately on developing new-edge and futuristic skills required to drive the transformation agenda.

Figure 18: Focused Group Discussion Findings

Would Work Well

- Short Customized trainings not longer than 2-days
- Session on softer aspects of management through experience sharing sessions
- Blended model of classroom, leadership interactions and Do-it-yourself sessions
- Mentor/ coach as a support system

Challenges

- Operational constraints of releasing employees for sessions
- No standard content repository
- Leadership involvement and sponsorship
- High cost of training sessions

Would not work well ⚠

- Longer duration sessions
- Classroom sessions alone are monotonous & NVA
- Reactive approach in training
- Lack of rigor in conducting sessions
- Follow-Up training sessions missing

Support Required

- Mandating NMI & FLM Bootcamp sessions
- Participation by Leaders/ Subject matter experts to build internal pool of trainers
- Ease of access to LMS and other learning platforms for employees

Source: Genpact

360-Degree Survey — The 360-degree survey was launched to gather feedback from FLMs, their supervisors and team members on gaps in critical competencies important for FLMS to perform their role efficiently. The following is the result from the survey:

Figure 19: 360-Degree Survey Results

Must Have	Good to Have

Competencies	Must Have / Good to Have
Driving Performance	
Manage Hygiene Parameters – Discipline, Staffing, Forecasting, SU, Appraisals, EWS	Must Have
Deliver on CTQ & SLA for the Process – Zero Surprise Operations	Must Have
Overall understanding of End to End Domain Scope & Industry Best Practices	Must Have
Understand the Process within the Domain	Good to Have
Drive Knowledge Management with the customer to keep the team up skilled at all times	Must Have
Work with quality team on process improvements	Good to Have
Customer Management	
Understand Customer's Needs & subsequent expectations	Must Have
Design and follow a proactive Communication plan (Daily/ Weekly/Monthly)	Must Have
Analyze Customer Behavior to derive Relationship Building Plan	Good to Have
Devise metrics Reporting Strategy of dashboards and emails	Must Have
Handle escalations timely & effectively	Must Have
Present long-term solutions post root cause analysis to assure the customer	Good to Have
Manage Attrition & Retain Talent	Must Have
Team Management	
Goal Setting for Team members	Must Have
Regular Performance Tracking, Evaluation & Coaching	Must Have
Conducting & Documenting Monthly 1-o-1s for providing Objective Feedback	Must Have
Pull-up Bottom performers to maintain Optimum Performance Metrics	Must Have
Assume engaged approach for New hires to manage the overall learning curve of the team	Good to Have
Build Career Path by identifying Strengths / Expertise & providing opportunities	Good to Have
Motivate team members to manage their performance & aspirational needs	Must Have
Communicating Effectively	
Ability to communicate proactively & clearly	Must Have
Callout potential risks and apprise all stakeholders proactively	Good to Have
Responsiveness to requests and needs	Must Have
Taking Tough Decisions	
Taking tough call on people's performance, whenever needed	Good to Have
Pre-empt and highlight potential risks – Implement Mitigation plans independently	Good to Have
Identify and leverage resources to the best of their capability and deliver highest productivity	Good to Have

Source: Genpact

Understanding NPS and Feedback — The third aspect considered into designing the program was the Net Promoter Score. NPS for 2015 H2 was 59% and in 2016 H1, it dipped to 49% and that triggered the need to conduct a root cause analysis (RCA). The RCA indicated potential gap in FLMs' awareness of information about the company and their role that led to ineffectiveness in their role and poor experience. Further, NPS feedback in 2016 highlighted the following customer feedback, which was a critical input to relooking at the learning design for FLMs:

- Huge lack of visibility of training efforts. Customer needs more visibility of training initiatives, especially cross-training plans, domain and refresher trainings.

- Knowledge management in case of attrition needs to be drastically improved.

- Lack of effectiveness in new-hire training.

Design Phase

The second phase after analyzing the needs of the organization and the target audience was the design phase. This stage is the solution design phase to bridge the gaps identified. The list of gaps was studied and prioritized to define the critical needs that the learning program design would need to address immediately and over time.

A project team was created to design a FLM learning development plan and the team consisted of 13 senior L&D team members from across Genpact verticals and geographies. The key objective of this team was to decide the following:

- **Learning Approach** — ILT, Self-paced, virtual classroom or blended.

- **Program Structure** — To decide the sequence and structure to provide the best opportunity for learning that will lead to performance.

- **Learning Activities** — Interactions and activities with the expected outcomes.

- **Delivery Method and Use of Technology** — To understand the iLearn (LMS) capability and other virtual tools available and how best to make use of them to deliver the training which is learner friendly, Agile and global.

- **FLM Community on G Social** — To encourage learning through collaboration and sharing of information and content with peers across the globe.

Figure 20: Project Team Structure

S. No	Name	Role
1	XXXX	Sponsor
2	XXXX	Champion
3	XXXX	Champion
4	XXXX	Project Lead
5	XXX	Project Lead –IMS & G-Social
6	XXXX	Project Lead-CGRLH
7	XXXX	Project Lead-Hi-Tech
8	XXXX	Project Lead BFSI
9	XXXX	Project Lead G-Social
10	XXXX	Approver
11	XXXX	Approver
12	XXXX	Advisor (ILearn)
13	XXXX	Advisor (measurement)

Source: Genpact

Figure 21: Project Milestones

	Mailestone	Steps to achieve it	By when	Owners
Define	Charter Signoff	Steer Co meeting	XXXX	XXXXX
Diagnose	As is status	Business to submit as is FLM development framework, coverage, current attrition, engagement scores and NPS	XXXX	XXXXX
Diagnose	Identify Business Needs	Accumulate and analyze VOC collected by businesses. Identify key needs	XXXX	XXXXX
Design	Design-Learning Component	Design the learning interventions, mode of deployment. Design the ecosystem.	XXXX	XXXXX
Design	Design-ILearn	Design the deployment of the ecosystem	XXXX	XXXXX
Design	Design-G-Social	Design G social page	XXXX	XXXXX
Design	Design- Measurement system	Key success factors, measurement frequency	XXXX	XXXXX
Deploy	Launch the framework	Deploy the framework	XXXX	XXXXX
	Measure		XXXX	XXXXX

Source: Genpact

Figure 22: FLM Community Design Wireframe on G Social
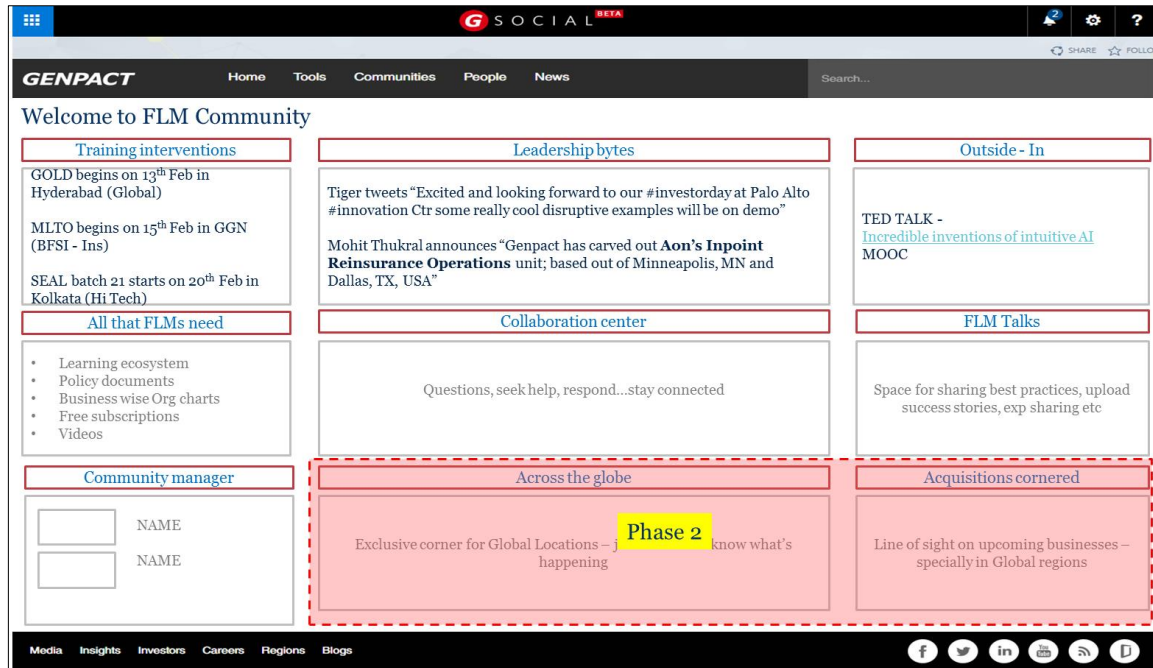
<div align="right">Source: Genpact</div>

Development Phase

This phase was the actual building of the program. All the findings from discussions and brainstorming sessions were shaped into the relevant program for the learners.

The findings were bucketed into traits/competencies identified from the study done by Jombay, an independent company that conducted a personalized assessment to define success profile for FLM and helped measure and identify competencies for FLMs.

Figure 23: JOMBAY Traits/Competencies

Traits From JOMBAY Study	Definition Of Each Trait
Convincing	Degree to which an individual can have an impact on other's decisions and convince them
Mentoring	Degree to which an individual can provide guidance to team members at work
Risk Taking	Degree to which an individual takes risks
Dependability	Degree to which an individual can be relied upon
People Understanding	Degree to which an individual can understand others' emotions and connect with other people
Smart Problem Solving	Tendency to come up with quick solutions
Foresight	Tendency to think about the future in relation to tasks at hand

<div align="right">Source: Genpact</div>

The learning content then was designed to develop FLMs on the identified competencies and spread across a 24-month road map which was launched on the iLearn LMS. The learning content was structured to start with basic training programs that were a must-to-do to help settle the new FLM in the role and gradually increased in the intensity with tenure.

The key objectives of this phase were:

- To ensure that each identified competencies have relevant training programs aligned/curated either from in-house learning content or through an open-source network.

- Sequencing and chunking of the training programs into three buckets (as described in the previous section) — FLM Essentials, FLM Evolution and FLM Development. As the tenure of the FLM increased in the organization, so did the intensity and relevance of the aligned programs.

- Deciding the mode of delivery and technology to be leveraged for each program: ILT/online (self-paced)/virtual classroom, etc.

- Ensuring that each of the curriculum was compatible to iLearn and accessible on mobile to enable anytime, anywhere learning.

- FLM Community launch on G Social — This involved working with multiple teams like communication, IT and a vendor to create the page that was user-friendly and so that the feeds could get updated in real time.

Design of the FLM Community on SharePoint

Peer and social learning emerged as a critical learning channel to enable real-time learning for the FLM. The FLM collaboration platform was designed to provide one place for all FLMs globally to connect and learn. The community was to be the one-stop shop for all information/knowledge that an FLM may need to be effective and successful in the role. The virtual community also encouraged FLMs to share experiences and other relevant knowledge bites with each other for constructive discussion and learning.

Figure 24: FLM Community on G Social
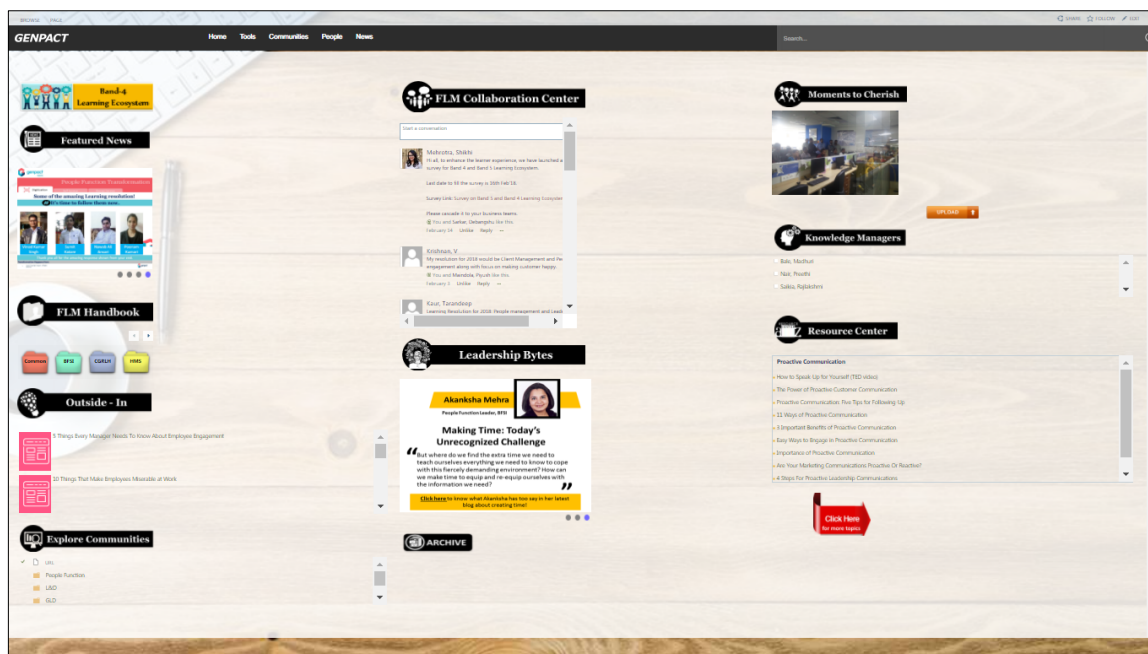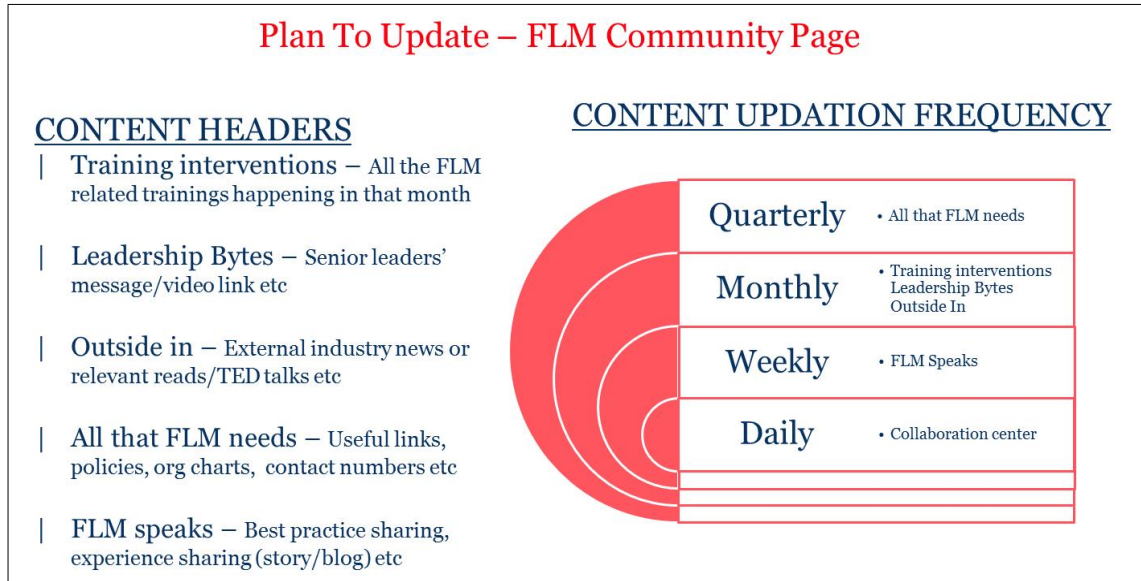

<div align="right">Source: Genpact</div>

Some of the key sections on the page to keep it interactive and alive were:

- **FLM Handbook** — Consisting of all Company HR polices from hire to retire.

- **FLM Collaboration Center** — Helps FLMs stay connected, ask questions, seek help, share best practices and collaborate to come up with solutions.

- **Outside-In** – External breathing section to showcase relevant articles, blogs and videos.

- **Leadership Bytes** – Message/tweets from leaders to the FLMs about new developments, changes or achievements are published in this section.

- **Moments to Cherish** — Section-various pictures if various activities/programs happening across Genpact can be uploaded.

Some feeds on the page auto-update as they are linked to other pages and communities on G Social. While the ones that are manual have owners with defined frequency to update content, FLM community page is a joint responsibility of all verticals and regions. Hence, it has at least one knowledge manger representing from each vertical and region.

Figure 25: Plan to Update the Content on FLM Community Page

Source: Genpact

Agile Launch Methodology — Crowdsourced feedback on the FLM community was the key for success. Before launch, the team also took feedback on the page from a sample group of FLMs. Their feedback was very important as they were going to be the actual users of the community.

Implement Phase

The beginning of implementation marks the first time the target audience interacts with the learning program in earnest; the moment of truth in which the content contained in the program materials is explored by the learners.

At this stage, program managers and learners work together to keep the content relevant through continuous review of the content based on the feedback received from the learners. The objectives of this phase were:

- **Robust Launch Plan** — Which means adequate pre- and post-launch communication to create buzz and inquisitiveness among learners to explore the new program. This ensured there is a robust and well-thought-out communication plan so that there is an early adoption of the new ecosystem

- **Content Update** — Continuous revision and modification according to the feedback received so that content is relevant for the learners.

Evaluation Phase

This was the stage when the project went through the actual test. The main objective of the evaluation stage was:

- To determine if the learning objective have been met or not.

- To improve the efficiency and success of the program.

To achieve the above, employee feedback was captured through various channels:

- Floor-walks/roadshows to get in-person feedback and reactions.

- Employee survey to assess learner experience in terms of content relevance and ease of access across devices.

- Employee feedback after the boot camp helps capture immediate reactions to content and engagement.

Figure 26: Snapshot of Employee Feedback Analysis

Overall Numbers

No of Participants	Section 1 Score	Section 2 Score	Overall Score	Overall Score %
25	4.28	4.17	4.23	85%

Section 1	
Please rate the training on the following:	Average
The pace and the structure of the program made the concepts easy to understand.	4.24
You foresee an application of the concepts learnt in your job in the next 2-3 months.	4.24
Based on your experience, will you refer this program to your colleagues with similar learning needs?	4.36
Section 2	
Please rate the content and structure of the training:	
The training program including all component materials were easy to access.	4.00
Rate your overall learning experience on this training program in its usefulness and meeting your learning needs	4.28
The training program has equipped you with the relevant skills to effectively apply this learning in your job.	4.24

Source: Genpact

The journey from design up until launch took the project team about six months to come up with a dynamic and a holistic FLM Development program.

Delivery of the Program

If designing is like writing a recipe and developing is like cooking the meal, then this phase is setting the table, ringing the dinner bell and eating the food. This stage was as important as all the various stages in the development of program as it required careful messaging and planning of the communication strategy.

Since this was the first time a different learning approach was being introduced for the front-line managers (FLMs), it was important to focus on thoughtful presentation of messaging. Traditionally, the learners were mostly familiar with the ILT model and learning being pushed to the learner. Therefore, the learner was not aware of any other method of learning in the professional set-up while in their personal lives they were already accessing a lot of content on YouTube and the likes. Introduction of the blended learning approach certainly was bound to raise questions on the effectiveness of the program that did not mandate the presence of the trainer at all times.

So, a well-thought-out and structured communication plan was put in place to create buzz and curiosity among the employees to explore all that the new program had to offer and how it would benefit them.

Figure 27: Ways the New Learning Ecosystem Was Launched and Promoted

Source: Genpact

The above activities were divided into phases:

Phase I: Pre-Launch — To intrigue the learners, a series of teasers and emails was rolled out. This activity started a month a prior to the launch of the program. This was an opportunity to share more about the "new way of learning" and "what's in it for them" (WIIFM). Directly correlations drawn between the FLM's changing role and complexity and how the blended learning program would address the new needs created better acceptance for the change.

Phase2: Orientation with HR, Training and Operating Leaders — The entire HR and training team of the vertical were oriented about the new FLM Development roadmap and were taken through the final design and learning path. This was critical as they are the first point of contact for the employees on any queries. Further, collaborating with operating leaders to introduce the new learning approach at staff meetings, huddles and business town halls and business leaders' owning the agenda made this in-road seamless.

Figure 28: FLM Bootcamp Roadmap – Pre Launch Communication Plan

S. No.	When	What	Key Message	Owned	Medium	From Who	Target Audience
1	XXXX	Re-imagined Band 4 roadmap	Detailed note about the Band 4 Learning roadmap, elements of the roadmap and what's new now, details on launch plan	Centrally	Email	Genpact - L&D Head	Business Leaders, COOs, HR & Training Leads
2	XXXX	Re-imagined Band 4 roadmap	Detailed note about the band 4 roadmap, elements of the roadmap and what's new now, details on launch plan, help needed from the receiving group	Business wise	Email	Respective COOs	Band 3+
3	XXXX	Teaser 1	Talk about current challenges around learning	Business wise	Email / Video	Respective Training Leader	Band 4+
4	XXXX	Teaser 2	Coming soon, watch out this space for more	Business wise	Email / Video	Respective Training Leader	Band 4+
5	XXXX	Launch email	Band 4 learning roadmap key elements, what's new + GSocial community	Centrally	Email	Genpact - L&D Head	Band 4+
		Subsequent communication on each element as applicable		Business wise		Genpact Verticals to decide	

Source: Genpact

Figure 29: E-Mail by CGRLH L&D Leader about the Band 4 Learning Roadmap

In the last few years, there has been a huge in the way **people prefer to learn**. At the same time, to keep pace with the changes in the external environment, **continuous learning** has become a necessity for us to stay relevant. The reality today is that learning takes place outside as much as it does inside a classroom & we learn more through informal channel & network of people around us.

Additionally, the digital world made available a web of learning resources that is accessible anytime, anywhere. The learning ecosystem is the combination of **technologies** & **support resources** available to help individuals learn within an environment, and at the same enables **collaborative learning among peers & experts**.

Keeping these changes in mind, the band 4 Learning Ecosystem has been crafted to bring best-in-class '**learner experience**' by way of consolidated view of **learning resources** within G that is now accessible **online** via **iLearn**.

Today we are pleased to announce the launch of **FLM Development Framework** (part of the Band 4 learning ecosystem). As an organization, Genpact has always strived hard to provide the **best opportunities of learning and growth** for its employees.

How are we re-imagining the learning path…?

The path is planned in such a way that, it can cater to the different needs of Band 4 Employees. Considering the training requirements and business strategies involved at different levels, the entire learning path is subdivided into the below three categories –

❖ **FLM development framework – focuses on the FLMs (4A/B)** → *Accessible on iLearn effective 8th June*
❖ IC development roadmap (ICs & RGFTE B4A/B) → *to be accessible on iLearn effective 19th June*
❖ M, SM roadmap – focuses on all other band 4s (4C/D) → *to be launched soon*

What changes now?
✓ Clarity on available **learning opportunities**
✓ **Structured** & **Simplified** learning paths
✓ Learning Community (**GSocial**)
✓ **Self-directed/driven** learning

Next steps!
➢ Your training leaders and teams would share further details around the framework
➢ Speak to your supervisors/training managers to understand this better
➢ Adopt the framework/learning path as applicable to you
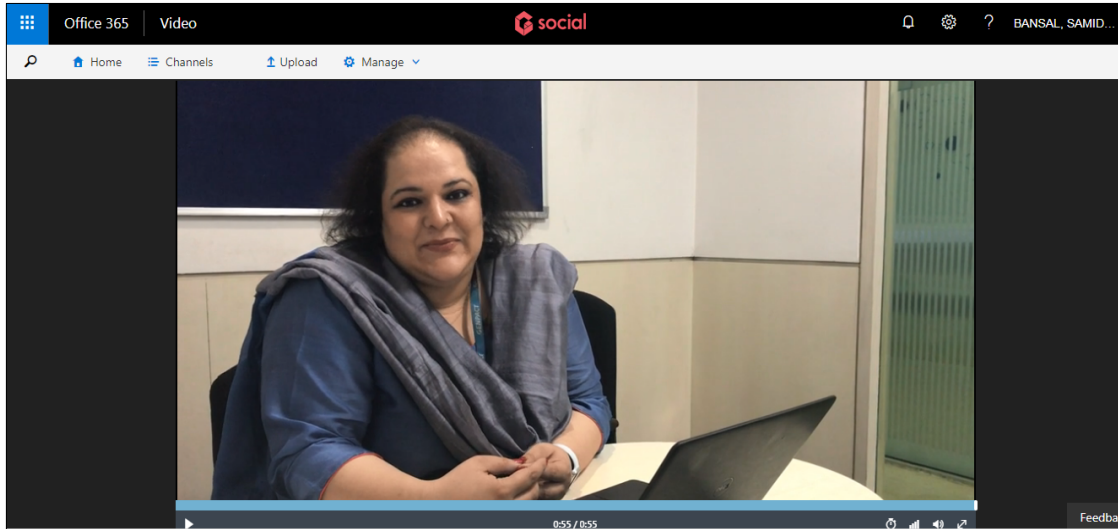➢ Be amongst the first to access the **FLM Community** on GSocial

"Learning and performance will become one and the same thing. Everything you say about learning will be about performance. People will get the point that learning is everything." - Peter Block

Source: Genpact

Figure 30: Pre-Launch Video Message/CGRLH People Function Leader

<div align="right">Source: Genpact</div>

Figure 31: E-Mailer/Pre-Launch Teaser

<div align="right">Source: Genpact</div>

Phase 3: Official Launch — The Launch was announced by leveraging G Boxes (LCD boxes across Genpact used for communication), leader message and launch email, as well as extensive conversation on the collaborative platform G Social via discussions and blogs.

Figure 32: Launch E-Mail/CGRLH Learning and Development Leader
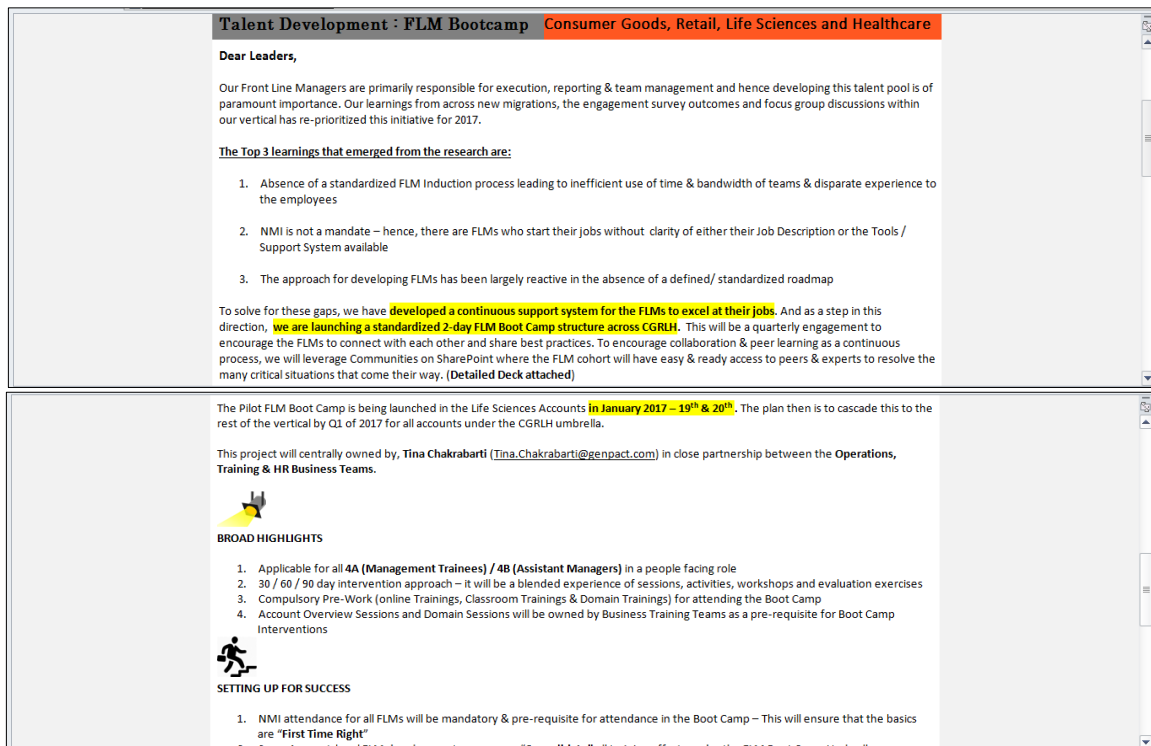
Source: Genpact

Phase 4: Post-Launch — It was important to talk about the program and early success stories with the larger audience so everyone was able to witness the value of the blended learning approach. This invoked curiosity in FLMs to want to explore the same and kept the interest and enthusiasm going. A series of post-launch activities such as floor walks, roadshows, surveys, etc., was launched to do a sense check of the learners' experience of the new approach. These initiatives helped in making a direct connect with the FLMs to resolve their queries, clarify concerns on the spot and capture live feedback that was used in real time to improve the program.

Figure 33: Post-Launch Activities and Related Communications

This is your learning Digest. Take a leap.

But first, understand the 'Learning Ecosystem' better.

We have designed our Band 4 Learning Ecosystems especially for you—the millennial learners. Why? To equip you with the *Skills of the Future,* align you to the company's vision, and make you partners in our exciting growth journey.

The learning framework is self-paced, digital, blended and informal, making it mobile-friendly, collaborative and available anytime, anywhere.

We asked. You answered. Thank you!
A survey on the Band 4 Learning Ecosystem was launched last month and we received close to **1650** responses. Thank you for the awesome response! Key takeaways: 17% of the respondents prefer mobile learning and **83%** prefer desktops/laptops. Read **Band 4 feedback here**

Watch these highlights from the recent Learning Ecosystem roadshow.

Click here *for the user-guide to access the ecosystem. Anytime, anywhere.*

Source: Genpact

Figure 34: More Post-Launch Activities and Related Communications

Source: Genpact

Figure 35: Launch Email FLM Community on G Social

Figure 36: E-Mailer/FLM Boot Camp Launch

Figure 37: E-Mailer/FLM Boot Camp Session Invite

Source: Genpact

Figure 38: E-Mailer/Next Steps after the FLM Boot Camp Session

Source: Genpact

Figure 39: Newsletter Sent after Each Session

Source: Genpact

Figure 40: Certificate of Completion (Awarded after Completion of Each Intervention)

What was taken into account in the delivery primarily was not just the content and technology, but equally important was to communicate the right message before and after the training as well.

Prior to the Program or Any Session Launch — It was important that the participants understand the objective of the program or the session why it was important for them and the organization.

After the Program Launch or the Session — It was important to follow up with them and get their feedback on the learning roadmap or the session that they attended. Apart from that, guide them on the next steps and reinforce the expectations that the organization has from them on the newly gained knowledge and skills.

Change Management Efforts

Blended learning though works best in today's scenarios with some distinctive benefits, however, deploying it has its own unique challenges that too need to be addressed timely. Most importantly, it required equal partnership of employees and senior leadership to harness the full benefit with which it was designed.

A few challenges that Genpact faced along the way were:

Behavioral Challenges

The blended learning approach required behavior change in the learner and their supervisor. The concept that self-paced/online learning is not as effective as classroom training was ingrained in the minds of learners as that is the only mode of learning they were exposed to in the past. Mostly, the challenge was not being aware of different channels of learning and how they worked better in the new world of work.

Solution: Through timely floor walks, leadership message and employee town halls, they were oriented about the change. It was a top-down approach where leaders partnered to percolate the change. The primary reason for the FLM boot camp introduced early in the program was to introduce the blended approach so that there is an easy buy in for the concept.

Operational Challenges

Getting senior leaders' time for the boot-camp sessions and making learners understand how they need to own their learning and not wait for a classroom session for learning to happen were challenges that had to be overcome for the success of the program.

Solution: Clear communication of the value of the learning program and how it's critical for business ensured leaders and learners prioritized the same. Although the change was slow and adoption happened over time, after more than a year of launch FLM Development is a key focus for all. Planning the learning interventions in a way that it complemented operations commitment and publishing a calendar in advance made the process seamless.

Technical Challenges

Ensuring the participants had access and could successfully use various learning platforms were challenges as learners often worked on a client's network which restricted access to even Genpact platforms such as iLearn (LMS on Cornerstone OnDemand) and G Social (collaborative platform on SharePoint).

Solution: Getting these links whitelisted on a client platform and in parallel popularized the iLearn mobile app they could access through their smart phones. Additionally, learning kiosks are available across Genpact locations that also provide easy access to platform.

Figure 41: Key Enablers for the Change

Source: Genpact

What helped drive the change was use of right technology and strong participation with stakeholders and employees. The right communication to the employees was instrumental in making them realize the impact on this change on their jobs and future goals. The cornerstone of creating improvement is individuals doing their job in a new way. The change management approach focused on behavioral change at an individual level.

Measurable Benefits

FLM effectiveness is a one of the primary contributors for meeting business objectives and client service level agreements (SLAs) and, therefore, directly impacts the NPS score. Timely and accurate capability/skill development and readiness of FLMs is most important for ensuring Genpact is equipped to deliver excellent client and people experience. Given this background, FLM Development is directly proportionate to meeting the organizational goals and objectives and seen as the most important learning program.

Given the organization's core focus on continuously improving customer satisfaction, the indicative measure at a company level is the net promoter score and the same measurement is what defines success for effectiveness of the FLM Development program.

Figure 42: Highest NPS in History

NPS Score (%)
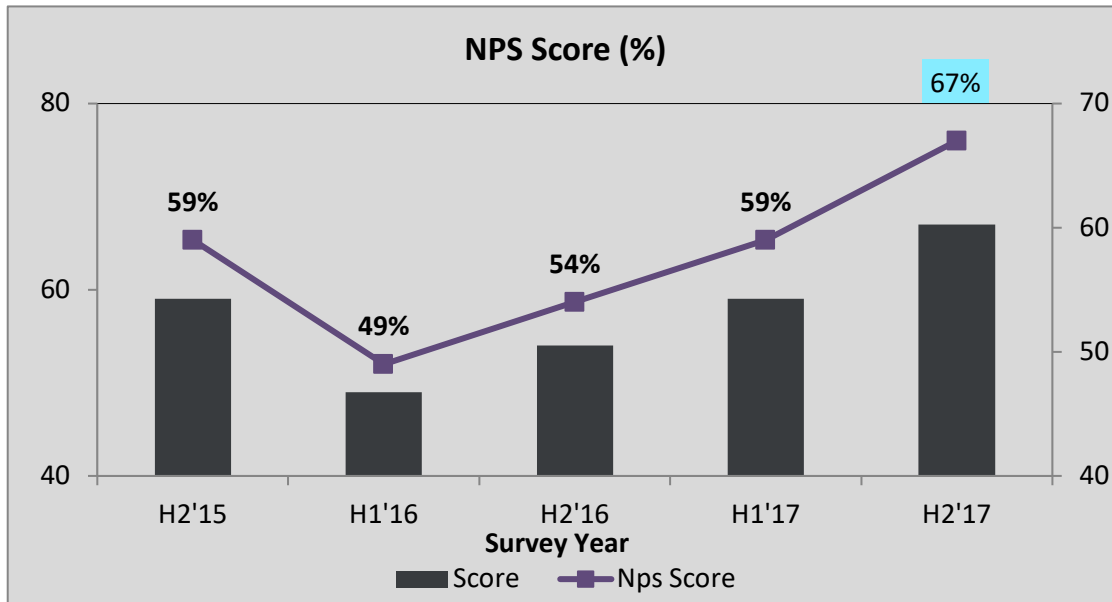
Source: Genpact

The main reasons behind this steady improvement in scores were and these outcomes are a result of constant focus on the key deliverables and updates to ensure FLM effectiveness by way of the blended learning program.

Figure 43: Reason Behind Steady Movement

Analytics Embedment
Analytics embedment has opened doors to monitor and improve a variety of service metrics that have improved both employee and client satisfaction.

Digitally Enabled Operations
Genpact has combined digital technology and its operating capability to create customer centric solutions that can sustain new levels of customer expectation – speed, agility, efficiency and accuracy

04 Passion And Commitment To Excellence
Genpact's has a long standing commitment for excellence with integrity and dedication to help our client companies reach their full potential . We are transparent and share what we know, to create value together with our clients, partners and stakeholders.

First Time Right Resolution
Customer satisfaction is core to Genpact business strategy and first time resolution our priority. Which means we have well trained employees, who can identify problems quickly, access the right resources who can address the client problems as and when they arise.

Source: Genpact

Additionally, the other lead indicators show that employees are motivated, engaged and satisfied working in the company and their respective teams shows in the metrics below:

Figure 44: Lead Indicators

1556 Promotions In 2017

750 Employees Recognized For Their Performance

100% Employees Active on Band 5 and Band 4 Learning Roadmap

437 Have Completed RPA Certification since its launch in June – 2017

Source: Genpact

Overall, the roadmap was designed to ensure FLMs are well-informed, aware and skilled rightly, which in turn directly impact business outcomes. There is a reciprocal relationship between job attitudes and business performance, which is clearly depicted in the results from the NPS survey and employee performance as there has been marked improvement in both over the past 18 months.

Overall

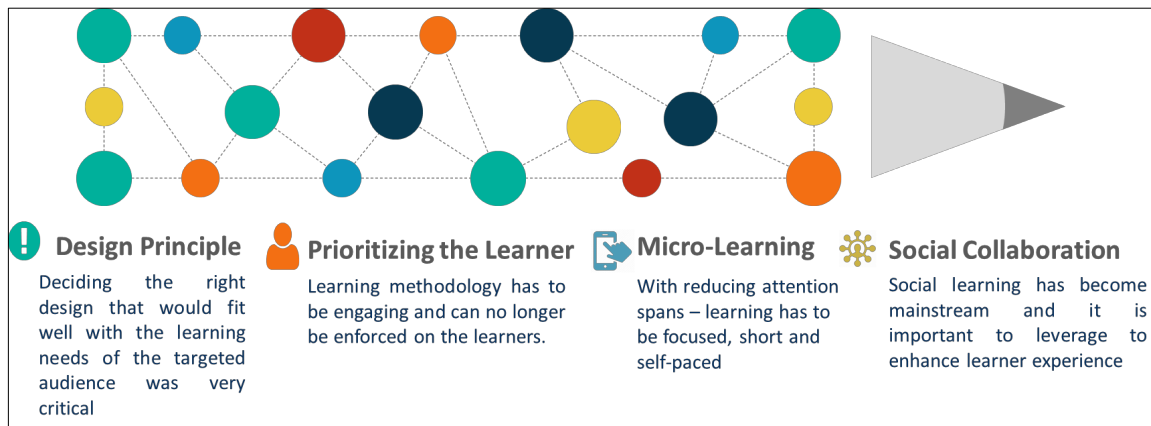The FLM Development program was designed to ensure FLMs have a new-age, digital and continuous learning mechanism to help them keep pace with the complexity and pace of business. The stakes were high as the blended program was being designed for a critical mass of employees who manage 60% of the associates that directly work on client processes. Therefore, the FLMs not only impact customer experience but they also

influence employee engagement levels in teams and thereby ensure employee retention. This made it critical for designing a program that ensured:

- The right mix of learning gaps were identified and addressed.
- Learning channels and methods addressed the varied styles of learning in a talent group that had different age groups and talent profiles.
- Learning was available to individuals when they needed it and they could own their own learning basis performance gaps and needs.
- Opportunity for FLMs to upskill on skills of the future and digital skills so they can stay relevant in the transformation journey.

Figure 45: Key Findings While Designing the Blended Learning Approach

Design Principle
Deciding the right design that would fit well with the learning needs of the targeted audience was very critical

Prioritizing the Learner
Learning methodology has to be engaging and can no longer be enforced on the learners.

Micro-Learning
With reducing attention spans – learning has to be focused, short and self-paced

Social Collaboration
Social learning has become mainstream and it is important to leverage to enhance learner experience

Source: Genpact

One size does not fit all and there is an absolute need to ensure learning was designed for the learner and his/her need. Learning was at center of the design. What worked well was the ability to identify the design principles (first key finding) for the conceptualization and implementation of the blended learning approach. The design principles were formulated to create a learning ecosystem that was Agile (quick to update and upgrade), learner-led and self-paced (encouraging anytime, anywhere learning).

These design principles led to the design and launch of blended learning approach to cater to every learning style — and included facilitated classroom sessions, online learning and social/informal learning avenues.

The second key finding was that the way learners learn today has changed drastically — as the smartphone generation has reduced attention spans. This demands a learning

approach had to be a combination of different approach to keep the learner interested and engaged. Content curation, therefore, is more important than ever before. The ability of the L&D team to curate relevant content in the right manner is what will define learning effectiveness. This leads to the third key finding — that is, for learning to be more focused and directed with shorter learning bursts, increased use of video-based learning and making these modules available in online (webinars) or self-paced formats (eLearning) is what is effective.

Lastly, the need for collaboration and interactivity is critical for the utmost acquisition of knowledge from any learning intervention. There is a significant increase in the use of online learning. As that continues, the need for learners to want to connect in-person or virtually will increase — for the learner to collaborate and discuss what they learn online.

However, self-paced learning still has a long way to go. While there is a clear demand given the rate at which people need to upskill and the extent to which it allows learner flexibility to learn anytime and anywhere, this does require a behavior change and does not come naturally to everyone. There also is scope for learning to becoming more engaging and crisper for employees to adopt it. Employees need to interact with content more because there isn't anyone there to facilitate the learning.

Future Outlook

While in-person workshops remain the most popular and accepted form of training, there is change on the horizon. The popularity of "In-classroom workshops" is falling with the shift in favor of more digital and collaborative learning, online/self-paced learning and webinars. Participants need micro-learning-focused courses that train them just what they want and when they want it. It's like getting the Cliff Notes version of a course in terms of its length but with the richness and key points of the entire workshop.

The next steps for the blended learning approach for FLMs would be the introduction of virtual learning application avenues that will allow FLMs to test application of learning in a controlled environment. With increased role of artificial intelligence and machine learning, a virtual FLM learning application platform that is self-evolving will be the next big change in making the blended learning approach for FLMs future ready.

About Brandon Hall Group

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.

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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.

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