

# Tüpraş Implements Leadership Academy, Increasing Learning and Satisfaction

Tüpraş/Türkiye Petrol Rafinerileri A.Ş. and K2C

Best Advance in Leadership Development

January 2022



## Company Background



<b>Company-at-a-Glance</b>	Tüpraş/Türkiye Petrol Rafinerileri A.Ş.
<b>Headquarters</b>	Izmit, Turkey
<b>Year Founded</b>	1983
<b>Revenue</b>	TL 63,243,815
<b>Employees</b>	6,129
<b>Global Scale</b>	30 million ton a year refining capacity (Izmit, Izmir, Kırıkkale and Batman in Turkey)
<b>Customers/Output, etc.</b>	The customers that the Tüpraş sells directly to, and sells wholesale products to, include companies distributing fuel oil, LPG, bunker fuel, jet fuel and mineral oil, industrial, petrochemical and paint companies which intensively use petroleum products in industry; and the Ministry of National Defense on behalf of the Turkish Armed Forces.
<b>Industry</b>	Petroleum Refining
<b>Stock Symbol</b>	TUPRS
<b>Website</b>	<a href="https://www.tupras.com.tr">https://www.tupras.com.tr</a>

## Company Background



<b>Company-at-a-Glance</b>	K2C
<b>Headquarters</b>	Istanbul, Turkey
<b>Year Founded</b>	2016
<b>Revenue</b>	Privately Held
<b>Employees</b>	10
<b>Global Scale</b>	Turkey, Europe and CIS Countries
<b>Customers/Output, etc.</b>	Human Resources Departments Training and Development Departments Learning and Development Departments Consultants Academies
<b>Industry</b>	Training and Development / Human Resources / Consultancy
<b>Website</b>	<a href="https://www.k2c.com.tr">https://www.k2c.com.tr</a>

## Budget and Timeframe

Overall budget	₺82.239
Number of (HR, Learning, Talent) employees involved with the implementation?	Three
Number of Operations or Subject Matter Expert employees involved with the implementation?	Four
Number of contractors involved with implementation	Two
Timeframe to implement	November 2020-January 2021
Start date of the program	Nov. 4, 2020

## Business Conditions and Business Needs

Tüpraş is the largest industry (oil and gas) company in Turkey and a member of Koç Holding. Due to the complexity and nature of the company, employees are highly technical and with an engineering background. While serving as a refinery company, Tüpraş is in a transition period by interiorizing Agile practices for adapting to the new technology dynamics and the rapidly changing business world, however, while everything is changing safety culture remains as the core of Tüpraş. For this reason, Tüpraş has set the mindset, "I Work with Safe and Agile Mind," and initiatives have been determined to spread this culture throughout the organization.

In the past, there was no unique leadership program in Tüpraş, so leaders were participating in programs from different sources, which are not following each other. Although the leadership programs were carefully designed and effective programs, sometimes they were not exactly matched with Tüpraş Leaders' needs. Also, because most of Tüpraş's leaders are managers with deep technical expertise, they need more personalized and unique leadership programs. Due to Tüpraş didn't have a unique leadership program or cycle the leadership culture was not created originally and most of our managers, due to not developing themselves as leaders, got low scores in either development centers where leadership competencies were measured or employee engagement surveys. In addition, the need for a leader could not be met internally and external resources were used for hiring an employee for leadership roles.

For this reason, while Tüpraş is going on having managers with technical expertise, also developing leader equipped with defined leadership competencies is the main agenda of

Tüpraş as of 2019. In 2030, Tüpraş is aimed to have its all leaders who are developed internally and Tüpraş Leadership Academy has been established to improve the competencies of Tüpraş leaders to be Tüpraş's future leaders.

Tüpraş Leadership Academy is built based on Tüpraş's "I Work with Safe and Agile Mind" behavioral competencies, Tüpraş Leadership Competencies and Tüpraş Leadership Standards by blended method with its partnership of K2C.

A flexible, consistent, easy-to-follow blended setup has been designed to minimize the difficulties brought by the working order in the refinery sector, in accordance with the participants' individual time schedule.

### **Tüpraş Leadership Academy's Key Success Drivers**

- Constant communication with the participants. Location-independent and constant communication is provided through Microsoft Teams, email, CrossKnowledge platforms.
- Customized content based on seniority level of leaders. Positioned under the Leadership Academy umbrella, the Leadership 201 program is designed for leaders who are middle-level leaders and will carry Tüpraş to the future, and focuses on strategic thinking and being visionary.
- Time schedule integrated with organizational appointments. Class planning is made by prioritizing organizational appointments. Employees appointed to leadership roles are included in the program within one month at most.
- 360-degree evaluation. Participants participate in the 360-degree evaluation process as a pre-assessment before the learning program starts and receive feedback accordingly.
- Leadership Skills Simulation. Participants are joining a leadership simulation as a post-assessment to evaluate their leadership competencies. The simulation is also a case solution that implements the models, which are matched with the Tüpraş Leadership Competencies that are experienced within the program. The simulation is performed by the participant and allows re-evaluation through the year.

## Overview

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To guarantee full alignment with business needs and integration of organizational, business and personal development a series of workshops were held in Q1 2019. The first workshop was held with the top management to determine the leadership needs with the vision that Tüpraş is going on having managers with technical expertise, but also developing leaders equipped with Tüpraş leadership competencies. In this workshop, top management strategically established leadership expectations. The results of the development center, which have been carried out in Tüpraş from the past to the present to assess the leadership competencies, were analyzed and the leadership competencies and behavior indicators in line with the future vision of Tüpraş were determined.

In Q2 2019, 1½-hour focus group studies were carried out with approximately 100 employees who have a leadership role. Ideas and suggestions on the following topics were received in these focus group studies.

- Identification of personas
- Daily routines of leaders
- The challenges they face
- Leaders' motivation and drives
- Leadership competencies that they can easily exhibit
- Leaders' development needs
- Development program content recommendations
- Additional notes

Workshop outputs were analyzed, presented to top management and establishment of Tüpraş Leadership Academy was approved. According to the workshop outputs analysis, since Tüpraş is an organization that works 24/7, leaders need asynchronously designed training due to their shifts can be changed. Therefore, it is decided that Tüpraş Leadership Academy should be set up in a blended method. In the Q3 and Q4 of 2019, blended design studies were initiated in line with the analysis outputs. Priority issues were determined. Supplier investigation has begun.

In Q1 2020, the Tüpraş Development Dialogue tool was created, in which employees can prepare their own development plan in three dimensions: "I Work with Safe and Agile Mind" behavioral competencies; career development plans; and individual development needs are discussed. Strong and development areas of the organization were determined after this tool used by 1,000+ employees. The development need of leaders emerged in basic managerial skills and leadership points of view were set as top priority.

In Q2 and Q3 2020, in line with the insights Tüpraş has taken from its workshop outputs, Tüpraş Development Dialogue and employee engagement survey, blended method was designed in accordance with the working conditions of the people, asynchronous, holistic, constant, touching all employees and providing an individual-oriented learning experience. A design was created in which the employees came together online trainings and experienced the training in an interactive environment, followed by assignments, case studies and practices that they can apply in their business life to reinforce what they learned with offline content.

In Q4 2020, customized content for all groups covering the mid-level leaders was integrated into Tüpraş Leadership Academy and a live broadcast was launched to all leaders with keynote speaker in the field of leadership.

## Adoption of the Program

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The workshops held with employees in leadership roles were an important factor that accelerated and strengthened the adaptation process of Tüpraş Leadership Academy and Leadership 201 Program in case of designing the program by taking the needs, difficulties, opinions and suggestions of the leaders. Leaders' needs generally address individual competencies. In addition, since the pandemic conditions created an environment where uncertainty is intense and difficult to manage, it was an important point in terms of adaptation, participation rate and sustainability of the program to reach Tüpraş's leaders blended method, which is a constant and asynchronous method, taking into account the dynamics of the program in the field. With the transition to remote work, all training and development activities have been moved to the online platforms. Under all these conditions, when designing Tüpraş Leadership Academy and Leadership 201 Program, the needs related to individual competencies are evaluated as follows:

### Individual Competency Needs

- Being able to ensure that the required competencies are provided while delegation
- To be able to define the domain of business
- To be able to control and follow up after delegation
- To be able to create opportunities where the team can see their potential
- Not working like a specialist, leaving the day-to-day operation
- To be able to use a consistent, reliable and empathetic communication language in stressful and non-stressful times
- To be able to convey messages clearly to be sure that they are understood, to be able to use correct and effective methods in communication tools

- To be able to listen effectively independent of hierarchy at every level and to exhibit a cooperative-solution-oriented approach
- Converting the viewpoint from feedback to feedforward
- Giving development suggestions, guiding development
- To develop an assessment perspective focused on the subject, not the person
- Being aware of your personal values
- To be able to make an individual assessment by recognizing the link between situation, emotion, thought and behavior
- To be able to create opportunities for development from the experiences and interactions of him/herself and his/her colleagues

To meet all these needs, the contents of the Leadership 201 program under Tüpraş Leadership Academy are designed to develop these competencies and to be carried out efficiently in the challenging dynamics brought about by the pandemic and the industry. In such a period, the focus is turned on an interactive setup to ensure the adaptation of the program during the design phase. With the unusual agendas brought by the pandemic, the change in business dynamics and the intensification of the agendas, the commitment to the program was a challenge, it was a situation that positively affected the commitment thanks to the blended method that provide time flexibility with an asynchronous solution.

A rapid transition from the offline to online education was another challenge factor, but by using of the features of the digital platforms at maximum efficiency, fostering teamwork by using sub-small group works under teams and the team come together at closing to share their experience with each other. All of these increase interactivity and probable negative challenges of online learning experience.

At the same time, a very close and continuous communication was carried out with the participants and the commitment to the program was increased. After each module, feedback interviews were held with the participants by leadership development team, and insights about the efficiency of the program and possible improvement opportunities were taken simultaneously. At the same time, the leadership development team stayed in close contact with K2C and followed the progress reports and participation status. Being in close contact with the participants throughout the program has been a factor that connects the participants to the program.

Leadership development in Tüpraş is a major issue closely followed and adopted by top management. A comprehensive program was launched with the support of top management. All managers in the company were invited to the launch, and an awareness of the leadership development program was created throughout the organization. The

launch meeting was opened by the Tüpraş General Manager, and a keynote speaker, one of the industry's leading consultants, was invited at the launch and gave an inspiring speech on the importance of leadership development. All this launch setup had a significant impact on the adaptation and ownership of the participants to the program.

A specific and private communication channel was created through Microsoft Teams, which is the company's corporate online communication platform. Sharing the content prepared by the leadership development team regarding the program and the detailed guides of the learning journey and providing information, and forwarding the calendars proactively help to increase in commitment and participation to the program.

The measurement tools included in the program have been one of the important elements that connect the participants to the program, as they show the position of the participants in the leadership journey and their progress in a concrete way.

Because of all these studies, the comments we have seen in the satisfaction surveys and what we have heard from the individual participants, show that the adaptation of the program has been successful.

## Measurable Benefits

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The outcome of the program is a success from many different perspectives. Initially, the motivation and engagement level of the learners has definitely helped the program to succeed. Behavioral effect and learning and satisfaction have been measured under the several parameters in the program as follows:

### 1.1. Digital Learning Module Completion Rates

Based on the results, the completion rate of the digital learning is at exceptional levels. The correct selection of the right learners, ready to learn/develop audience, the structure of the program, the content relevancy between digital learning and the in-class sessions are all areas that have an impact in this success.

The average completion rate per module consecutively are:

- Module1: 92%
- Module 2: 77%



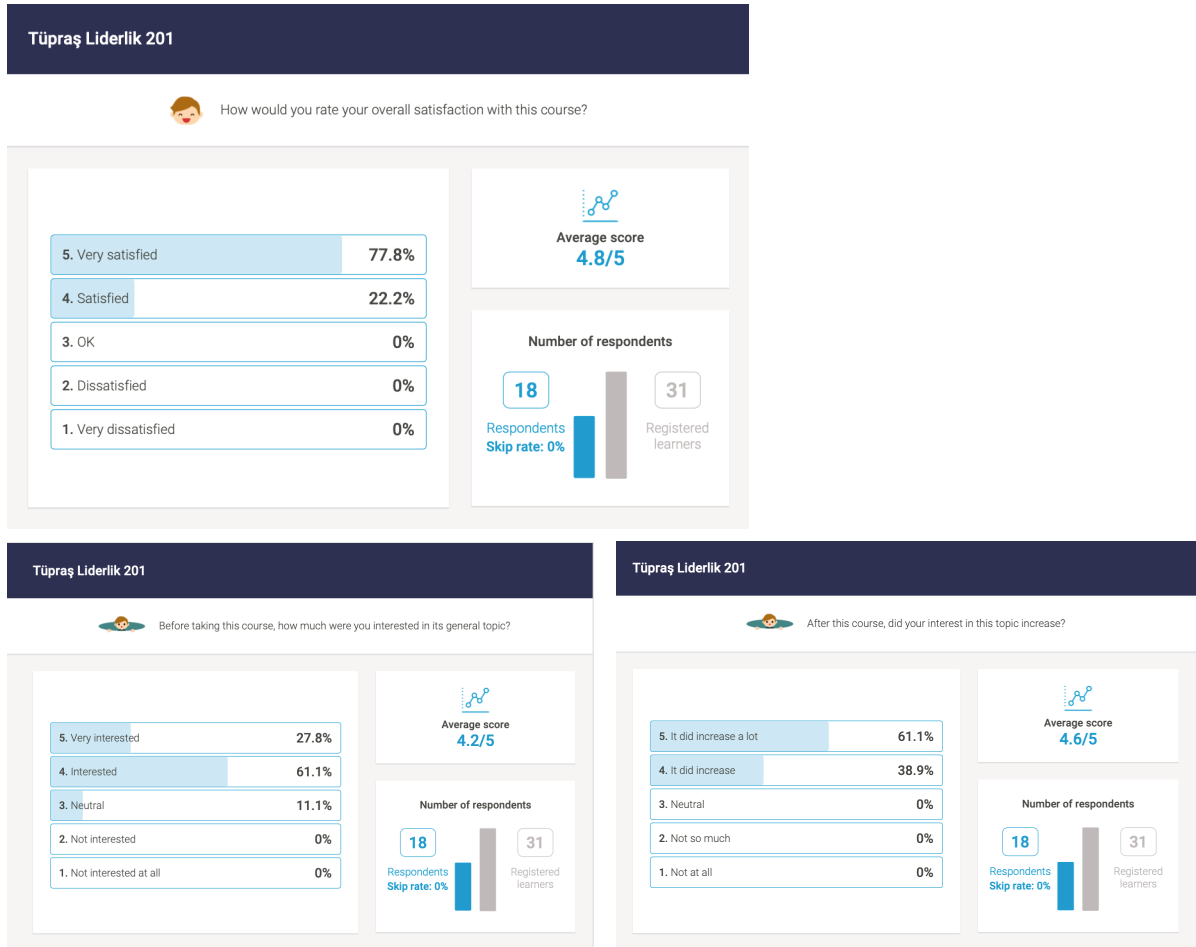
Figure 1: Digital Learning Module Completion Rates

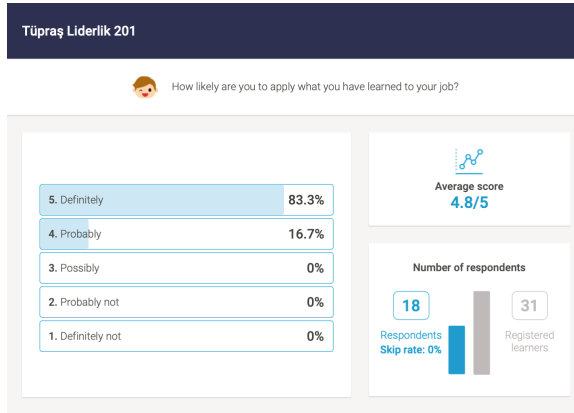
Progrn	Total time sp	Time spent (digital)	Time spent (classro	Number of point	Last step accessed	Last activity accessed	Last connect	Progress on step 1: YOLCULUGA BAŞLARKEN	Progress on step 2: MODÜL 1 - AKİŞ LİDERLİĞİ, PRE-	Progress on step 4: MODÜL 1 - AKİŞ LİDERLİĞİ, PRE-	Progress on step 6: MODÜL 1 - AKİŞ LİDERLİĞİ, POS	MODULE 1 AVERAGE PROGRESS	Progress on step 7: MODÜL 2 - DEĞİŞİM LİDERLİĞİ, PRE-	Progress on step 8: MODÜL 2 - DEĞİŞİM LİDERLİĞİ, PRE-	Progress on step 10: MODÜL 2 - DEĞİŞİM LİDERLİĞİ, POS	MODULE 2 AVERAGE PROGRESS
100%	30h 29min.	6h 29min.	24h	633	KAPANIS	Eğitim Sonu Değeri	14/03/21 18:30	100%	99%	100%	100%	100%	98%	100%	100%	99%
98%	25h 3min.	1h 3min.	24h	628	SANAL SINIF - DİĞE	Sanal Sınıf Eğitim	17/11/20 16:43	100%	48%	0%	0%	37%	0%	0%	0%	0%
72%	28h 7min.	4h 7min.	24h	625	MODÜL 2 - DEĞİŞİM	OKULUMA - Vize	12/03/21 13:59	100%	98%	100%	100%	100%	45%	0%	0%	15%
100%	30h 47min.	6h 47min.	24h	632	DAHA FAZLASI	Liderlik nedir?	03/01/21 12:09	100%	98%	100%	100%	100%	99%	100%	100%	100%
100%	30h 45min.	6h 45min.	24h	633	KAPANIS	Eğitim Sonu Değeri	29/12/20 17:46	100%	98%	100%	100%	100%	100%	100%	100%	100%
100%	31h 10min.	7h 10min.	24h	634	KAPANIS	Eğitim Sonu Değeri	04/01/21 09:21	100%	99%	100%	100%	100%	99%	100%	100%	100%
63%	28h 21min.	4h 21min.	24h	690	MODÜL 2 - DEĞİŞİM	ODİV - Değişim sü	23/12/20 08:53	100%	98%	100%	100%	100%	98%	0%	0%	33%
65%	31h 48min.	7h 48min.	24h	699	MODÜL 2 - DEĞİŞİM	Ekinizin beceriler	02/04/21 12:10	100%	98%	100%	100%	100%	98%	16%	0%	38%
69%	25h 47min.	1h 47min.	24h	691	SANAL SINIF - DİĞE	Sanal Sınıf Eğitim	04/11/20 10:12	100%	98%	0%	0%	50%	100%	80%	0%	60%
65%	27h 49min.	3h 49min.	24h	674	MODÜL 2 - DEĞİŞİM	Taahhütleriniz vize	16/01/21 13:23	100%	97%	100%	100%	99%	100%	80%	0%	60%
100%	30h 55min.	6h 55min.	24h	633	KAPANIS	Bitirirken	29/12/20 15:51	100%	98%	100%	100%	100%	99%	100%	100%	100%
100%	30h 35min.	6h 35min.	24h	633	DAHA FAZLASI	Liderlik nedir?	28/12/20 12:10	100%	98%	100%	100%	100%	99%	100%	100%	100%
100%	30h 47min.	6h 47min.	24h	633	KAPANIS	Eğitim Sonu Değeri	24/01/21 19:48	100%	98%	100%	100%	100%	100%	100%	100%	100%
100%	31h 38min.	7h 38min.	24h	631	MODÜL 2 - DEĞİŞİM	Hayata Sınemli ois	02/04/21 09:16	100%	96%	100%	100%	99%	100%	100%	100%	100%
100%	32h 7min.	8h 7min.	24h	634	DAHA FAZLASI	Liderlik nedir?	29/12/20 08:37	100%	100%	100%	100%	100%	98%	100%	100%	99%
100%	32h 42min.	8h 42min.	24h	632	MODÜL 1 - AKİŞ	Geri bildirim ektili	08/04/21 14:45	100%	98%	100%	100%	100%	98%	100%	100%	99%
100%	30h 36min.	6h 36min.	24h	633	KAPANIS	Eğitim Sonu Değeri	29/12/20 18:31	100%	98%	100%	100%	100%	99%	100%	100%	100%
94%	30h 3min.	6h 3min.	24h	652	SANAL SINIF - DİĞE	Sanal Sınıf Eğitim	12/01/21 17:29	100%	98%	100%	100%	100%	98%	100%	0%	66%
100%	30h 38min.	6h 38min.	24h	633	KAPANIS	Eğitim Sonu Değeri	04/01/21 10:07	100%	98%	100%	100%	100%	100%	100%	100%	100%
69%	26h 27min.	2h 27min.	24h	690	SANAL SINIF - DİĞE	Sanal Sınıf Eğitim	11/11/20 08:04	100%	98%	0%	0%	50%	100%	80%	0%	60%
50%	26h 7min.	2h 7min.	24h	696	MODÜL 1 - AKİŞ	Alp Liderliği Sanal	02/04/21 16:43	100%	98%	17%	0%	54%	100%	80%	0%	60%
100%	32h 17min.	8h 17min.	24h	631	DAHA FAZLASI	Liderlik nedir?	04/01/21 13:27	100%	97%	100%	100%	99%	100%	100%	100%	100%
84%	29h 16min.	5h 16min.	24h	698	MODÜL 2 - DEĞİŞİM	Ekinizin beceriler	21/03/21 21:12	100%	99%	100%	100%	100%	100%	80%	0%	60%
93%	31h 40min.	7h 40min.	24h	650	SANAL SINIF - DİĞE	Sanal Sınıf Eğitim	17/12/20 13:14	100%	98%	100%	100%	99%	99%	100%	0%	66%
100%	30h 8min.	6h 8min.	24h	619	KAPANIS	Eğitim Sonu Değeri	06/01/21 13:30	100%	88%	100%	100%	100%	97%	100%	100%	99%
100%	31h 32min.	7h 32min.	24h	634	DAHA FAZLASI	Liderlik nedir?	25/12/20 12:40	100%	98%	100%	100%	100%	100%	100%	100%	100%
63%	27h 41min.	3h 41min.	24h	670	SANAL SINIF - DİĞE	Sanal Sınıf Eğitim	18/12/20 07:50	100%	98%	100%	100%	100%	100%	75%	0%	38%

## 1.2. End-of-Course Survey Results

At the end of the program several parameters have been measured such as satisfaction, impact, content relevancy, net score promoter. See below for the given outcomes.

Figure 2: Satisfaction



**Figure 3: Impact**

**Figure 4: Course Content**

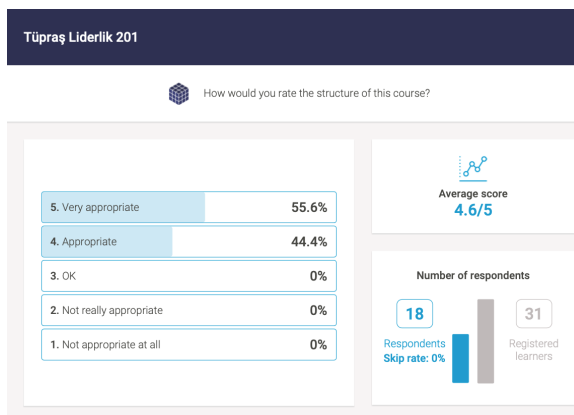
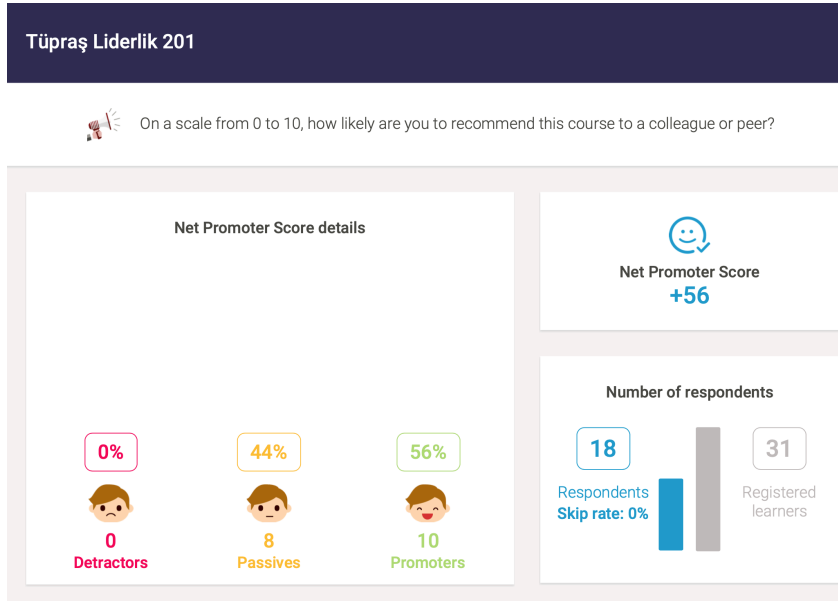
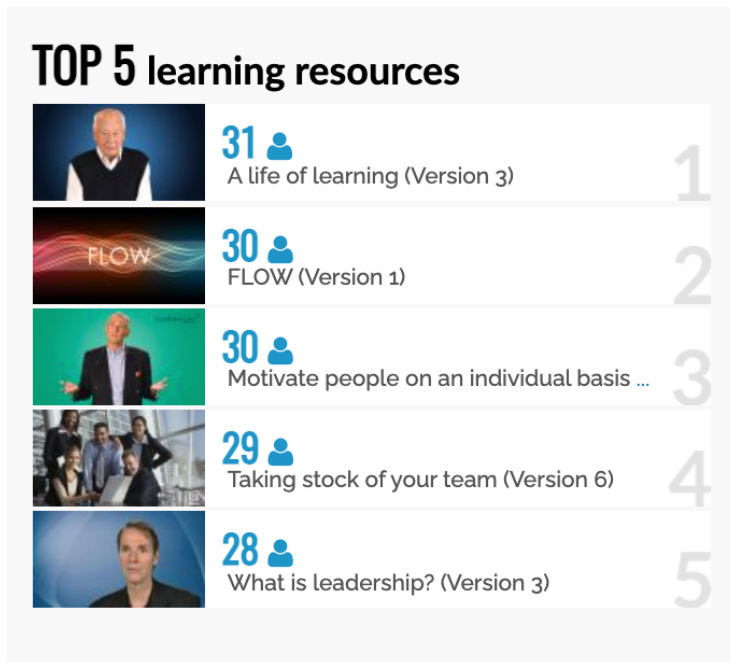
**Figure 5: Structure of the Course**


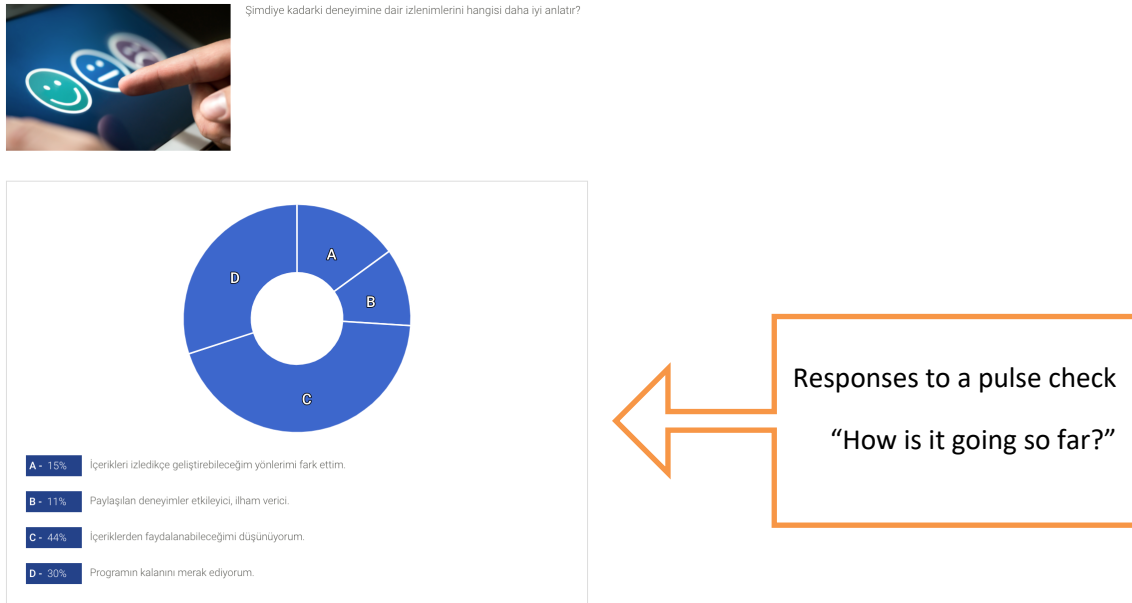
Figure 6: NPS



**1.3. Most-Viewed Content on the CrossKnowledge Learning Platform and Satisfaction in Overall:**

Figure 7: CrossKnowledge Content



**Figure 8: CrossKnowledge Pulse Checks**

### CrossKnowledge Digital Reporting

An online reporting system tracks learner behavior during the time of the active programs. It measures as detailed as time spent on the platform, to the number of words used for homework and open discussion assignments. The aim of the digital reporting, which can be tracked simultaneously, is to follow the effectiveness of the program and interfere if any challenges are encountered during. After each module, a pulse check poll is added to the Blended<sup>x</sup> and the satisfaction levels of learners were tracked. The system allows viewing each user's satisfaction record. After each module, a reporting has been pulled from the system to better understand learner engagement and behavioral patterns.

The time spent by the participants on the online platform, the number of comments shared, the completion ratio and satisfaction rates of each module and training are closely monitored.

#### 1.4. Virtual Class Design and Satisfaction Results

At the end of the virtual classroom training, the participant is simultaneously evaluated by a QR code on the screen or using the link. In this evaluation, the participants evaluate

Four different criteria:

- Instructor's performance and expertise
- Quality of digital and virtual classroom training content (meeting expectations and being good)
- Blended design (holistic of virtual classroom and digital learning)
- Virtual classroom methodology (P.E.C design)

After the evaluation is done through the Mentimeter, the results are drawn on Excel as shown below and the opportunity to take quick action before the next training is provided. Reporting is completely anonymous; evaluations are done without any affection from anyone/anything.

**Figure 9: Consolidation of the Results in Terms of Performance and Relevance**

PERFORMANCE AND EXPERTISE OF THE TRAINER	VIRTUAL CLASS CONTENT & DESIGN	DIGITAL CONTENT & DESIGN	BLENDED PROGRAM DESIGN	AVERAGE
4,63	4,43	4,46	4,62	4,54

### 2.1. 360-Degree Evaluation

A 360-degree evaluation was applied and reported skills as a pre-assessment to individuals to improve their Leadership Competencies and management.

**Figure 10: Leadership Competency Assessment**



## Leadership Competency Assessment

This assessment was created to gather your opinion to observe the progress in the leadership competencies and behavior of our participants throughout the Leadership 101 program. Results will be shared with personal reports with privacy. It will be shared again for evaluation purposes after 6 months.

Hi Nilgün, when you submit this form, the owner will be able to see your name and email address.

1. What is your role in the business relationship with our participant?

- Manager
- Peer
- Subordinate Employee

2. Please select how often he / she exhibits behaviors based on the following leadership competencies.

	Never	Rarely	Display	Pioneer	Role Model
He/She knows and understands what the internal / external customer needs are, makes this need a priority in their own business processes or in jobs requested from different units, and guides the team with this attitude.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/She enables the team to work around a common goal and pioneers the production of high performance by creating trust with its expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By observing and understanding the needs and motivation of the other person, he/she develops his/her suggestions accordingly and benefits from communication on the issues he/she wants to achieve by developing its stakeholder network.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/She is aware of his/her team and own duties and responsibilities for the implementation of the strategies. He/She provides the necessary environment to gain the knowledge and competence required to perform these duties and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In Q3 2021, an employee engagement survey was scheduled to be sent to all employees, allowing Tüpraş Leadership Academy to analyze their impact on overall engagement, leadership and management development.

## 2.2. Fligby Group and Individual Reports

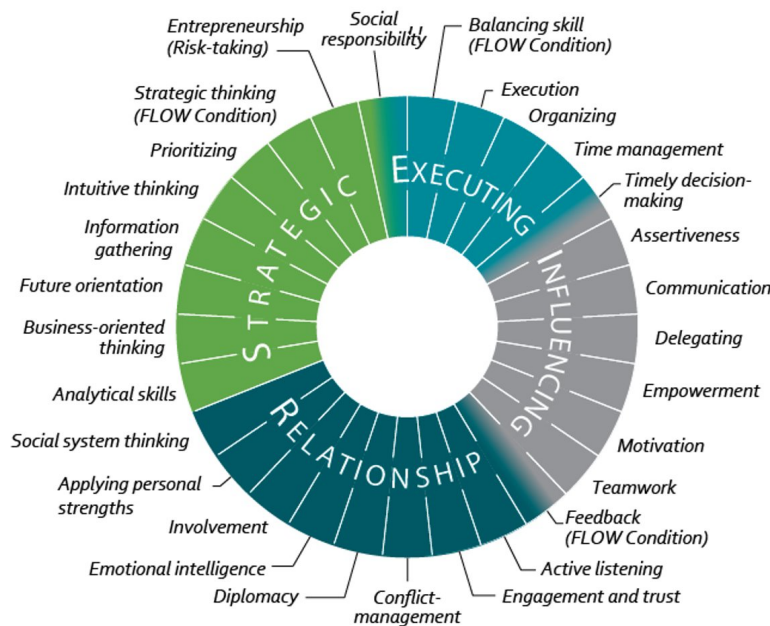
Summary feedback is given to the players with individual pdf reports right after the completion of the game. The key learnings during the game are:

- How decisions are made;
- Their impacts; and
- The skills they reveal.

The following are the 29 skill sets FLIGBY focuses on. There is a benchmark for each skill set and the gap results for each learner. Based on the completion rate, gaming time (group's average vs. total FLIGBY players' average — hours, minutes) and the media library content checked are evaluated in the individual reports.

The main objective of the FLIGBY simulation is the ability of a manager to successfully and simultaneously pursue several (sometimes-contradictory) objectives.

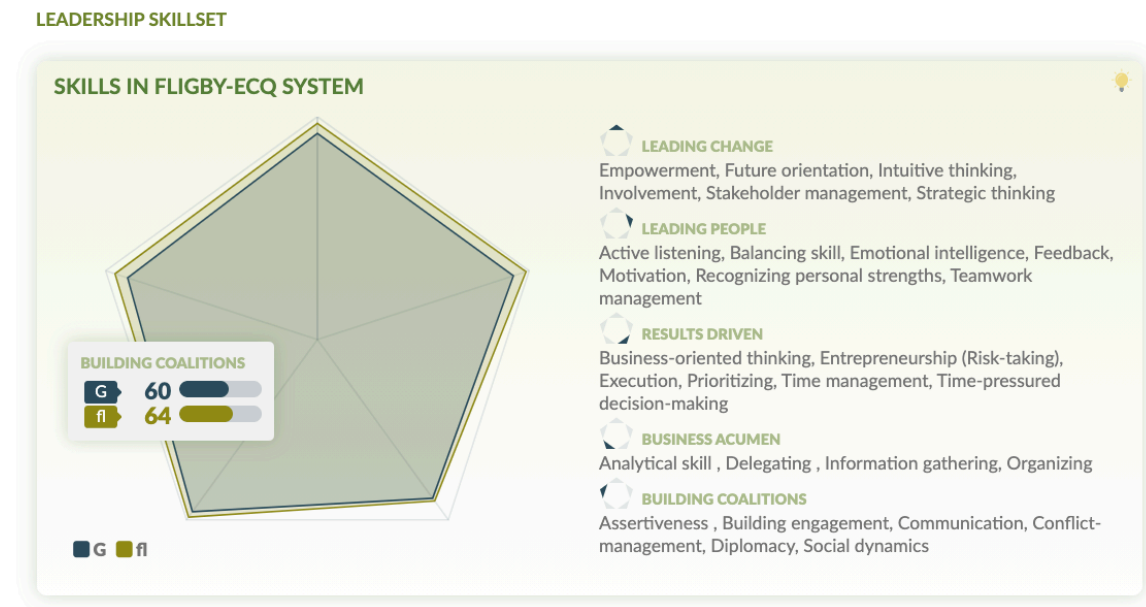
**Figure 11: 29 Leadership Skills categorized from Gallup's StrengthsFinder**



**Figure 12: Management/Leadership Competencies Measured in Fligby**

Management/Leadership Competencies Measured in Fligby				
Leading Change	Leading People	Results Driven	Business Acumen	Building Coalitions
Future orientation	Emotional intelligence	Business-oriented thinking	Analytical skill	Assertiveness
Intuitive thinking	Feedback	Execution	Information gathering	Communication
Strategic thinking	Motivation	Entrepreneurship	Organizing	Engagement and trust
Involvement	Personal strenghts	Time-pressured decisions	Delegating	Diplomacy
Empowerment	Balancing skill	Time management		Conflict management
Stakeholder management	Teamwork			Social dynamics
	Active listening			

*\*Blue colored competencies are the ones %100 matched with the Tüpraş's leadership requirements in the program*

**Figure 13: Leadership Skillset**


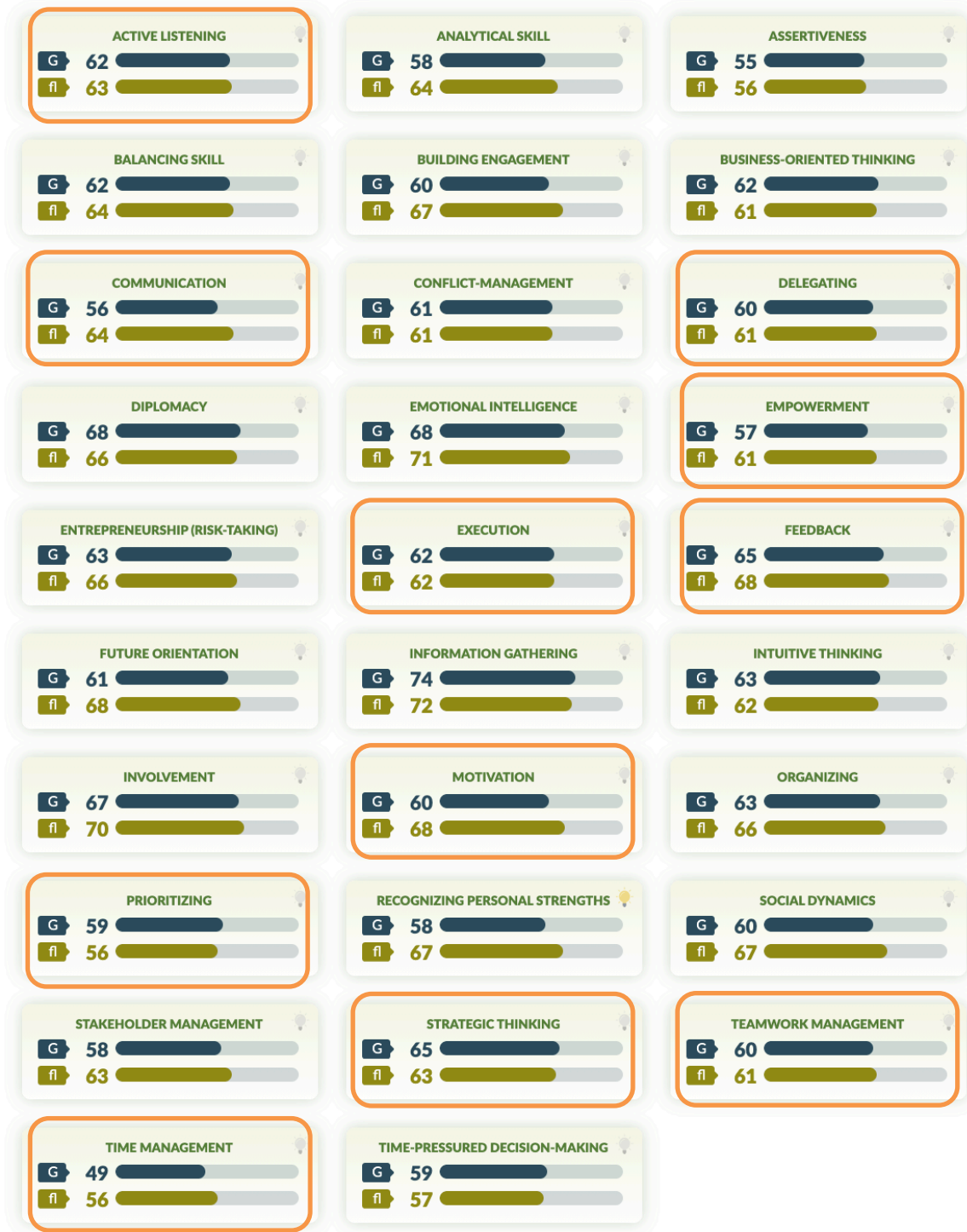
Fligby User vs Tüpraş User  
Results

The graphic shows the gap between the benchmark of fligby users in all over the World and the participant of the program



Results for in each competency and Tüpraş Leadership Academy/Leadership Program 201 focused skills are shown below.

Figure 14: Tüpraş Leadership Academy/Leadership Program Focused Skills Results



All illustrations provided by Tüpraş/Türkiye Petrol Rafinerileri A.Ş. and K2C

## Overall

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It was observed that The Leadership 201 program, designed with blended method, created a very positive effect on the ownership of leadership as it was designed in line with the insights gained through workshops with leaders by listening to one-to-one needs and in a way that included them.

During the program, the rate of participation in the trainings and the rate of assignments were closely monitored. After the modules, participants came together and they gave feedback simultaneously. In addition, evaluation questionnaires were sent and analyzed to identify areas of improvement after each module.

Since the program was designed with blended method, it was observed that continuing with online trainings with resources and assignments from the digital platform played a major role in increasing the commitment to the program. The time flexibility provided by blended method has been an important factor that provides an advantage in the refinery operating model and the extraordinary dynamics brought about by the pandemic process.

Since the program progressed in parallel with organizational assignments, managers appointed to leadership roles had the opportunity to learn the theoretical part of the leadership development with trainings while they are practicing leadership on the job, and design was created according to the 70/20/10 rule. This design was a phenomenon that accelerated the reflection time of the learned into the behavior.

Since the entire program started and continues online due to pandemic conditions, it has been an important issue to ensure synergy in the digital environment and to keep communication alive. In this context, active use of the Microsoft Teams platform, creation of private groups and study rooms for the participants of the leadership program, announcement and storage of all necessary materials and assessments were important steps in terms of following the program.

In addition to the content of Tüpraş's existing leadership programs, new concepts/contents will be added to meet the needs of the organization and changing world trends, and it will continue as a living system in a dynamic structure. The design of Agile Leadership and Safety Leadership concepts has been started for the agile transformation and safety focus, which Tüpraş is currently experiencing. At the same time, experience-oriented leadership that focuses on employees will be put on the agenda where experience is increasingly important issue for Tüpraş.

As of February 2021, 30% of all Tüpraş Leaders have successfully completed leadership schools.

## About Brandon Hall Group

With more than 10,000 clients globally and 28 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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Custom Research Projects, including surveys and focus groups interviews. Organization Needs Assessment for Transformation, Technology Selection and Strategy.



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