



Is Bank's Digital Academy Builds Future-Ready Skills Through Personalized Learning

Is Bank

Best Custom Content

November 2024



Company Background



Company-at-a-Glance	
Headquarters	Istanbul / Turkey
Year Founded	1924
Revenue	2,45 Billion USD
Employees	21,167
Global Scale (Regions that you operate in or provide services to)	Turkey, Europe, Middle East
Customers/Output, etc. (Key customers and services offered)	Consumer and Business Market/ Corporate Banking, Commercial Banking, Retail Banking, Private Banking, Capital Market Operations, Other Banking Services
Industry	Banking
Stock Symbol	ISCTR
Website	https://www.isbank.com.tr/en



Budget and Timeframe

Budget and Timeframe	
Overall budget	78,000 USD
Number of (HR, Learning, Talent) employees involved with the implementation?	4
Number of Operations or Subject Matter Expert employees involved with the implementation?	3
Number of contractors involved with implementation	2
Timeframe to implement	July 2021 – June 2022
Start date of the program	July 2022

Fit to the Needs

Established in 1924, August 26, Is Bank will celebrate its 100th year in 2024. Playing a pioneering and guiding role in the Turkish banking industry since the first day of its operations, Is Bank carries out its activities in line with its vision of developing innovative products, services and applications that are aligned with global banking trends. The Bank touches the lives of its millions of customers with its extensive service network and digital channels, constantly works to contribute to their welfare, and produces permanent value for its stakeholders.

As of the end of 2023, with its 21,167 employees providing services to 24.3 million customers, Is Bank is the largest private bank in Turkey, with a total asset size of TL 2,453.8 billion. Is Bank is amongst the most highly respected institutions in the banking sector, with its products and services in corporate, commercial, SME, retail, and private banking. Is Bank is a leading financial institution in its sector with its strong financial structure and “Bank of the Future” vision.

Within the scope of recent developments in the world, the acquisition of new competencies by employees and the development of existing competencies is not a phenomenon that companies can choose or stay out of. However, it has become an inevitable necessity and has accelerated with the pandemic. In this regard, Is Bank, which will celebrate its 100th anniversary in 2024, continues its activities



with a strong vision to Future and its employees constitute an integral part of the Bank of the Future approach. The Bank offers its employees opportunities to improve their skills throughout their career journeys and prioritizes the development of future skills as a strategy in line with the principle of equal opportunity.

Is Bank only recruits for entry-level positions. All employees start at entry level and progress through their career path to managerial positions, and no mid-level managers are employed. Therefore, any competency will become more critical for the Bank's activities; efforts are made to ensure that current employees have this competency, and learning and development opportunities are provided to all employees, regardless of role and title, to acquire this competency. For this purpose, the Talent Development Function (TD Function) offers learning programs to all employees to enable them to develop themselves throughout their careers using different learning methods.

Before designing the program, TD function was involved in a strategic work force management project of the Bank with a highly reputable global consultancy team. "The Future of Work for Is Bank" project was delivered with the need for rising skills and capabilities in detail. The number of people with "future" skills most of which were derivatives of data and digital savviness and competencies were established. To recruit people from the starting positions was one of the solutions to adopt. Nevertheless, this would not suffice since digital literacy was a skill needed for all levels and there would be people with foundation and aptitude who could be reskilled to fill positions. Therefore, a robust learning needs assessment and delivery programme was studied carefully to upskill and reskill employees in their existing career journeys.

In June 2021, the Senior Management identified six strategic priorities that the Bank aims to achieve in 2024 and one of these strategic priorities is designing employees' future. Talent Development function (TD function) assumed the challenge of upskilling and reskilling people of the Bank for the future's jobs and competencies, creating a transformation journey map, and learning plans. For this purpose, TD function initiated to design an academy to provide employees with the competencies needed in the Bank's future.

Thereby, in addition to "The Future of Work in Is Bank" project deliverables, TD Function conducted needs assessment meetings with managers from business units in order to understand business needs in detail regarding digital skills.

The next step was, to examine the World Economic Forum's Future of Jobs Report and the reports of global consultancy firms regarding the competencies and skills. Finally, based on extensive data from several resources external and internal to the Bank, it was determined that the learning journeys in the fields of User



Experience and Digital Marketing would also serve the strategic priority of "Designing the Bank of the Future, Customer Experience of the Future" the details of which are given below.

- To position İşÇep as the future banking platform by turning it into a super application. To regularly increase market share by gaining new bank customers every year.
- To make a positive difference in the customer experience at all touch points by providing a unique end-to-end customer experience in every field. To increase social media and digital marketing activities.
- To position the Bank's applications as "Pazarama" as the Electronic Commerce Platform of the Future, "İmece Mobile" as a digital agriculture platform, and "TekÇep" as a commercial and corporate banking platform. To establish new specialized digital platforms, especially in import, export, real estate, and commodity finance.

TD function decided to set two separate learning programs under the umbrella of the Digital Academy that will enable employees to develop their digital competencies in Digital Marketing and User Experience, and presented this as an objective proposal to senior management. Senior management accepted this proposal and requested that this program be offered to all employees in accordance with the principle of equal opportunity.

Learning Objectives

Describe the learning objectives of the learning content the judges will see. How did the learning program effectively align to the learning needs and business/organizational situation? Describe how the content and activities of this program effectively support the learning objectives.

Details:

In line with its vision of being the Bank of the Future, providing a perfect experience to customers and pioneering value-creating technology and innovation are among the Bank's strategic objectives. The Bank attaches great importance to developing and transforming the competencies of employees who will support this vision and offers all opportunities to its employees for this purpose.

Senior management approved that offering employees learning programs in digital marketing and user experience will significantly contribute to achieving the previously stated strategic goals by transforming employees' competencies. TD function began working to design learning programs in line with the bank's needs.

TD function decided to design the program by the following criteria

- Offering learning programs in modules from basic to advanced levels for those who are not familiar with the fields of Digital Marketing and User Experience,



- Participation is optional,
- The learner can participate in any of these two learning programs, one or both,
- To progress between modules, the learner must be successful in the assessment test at the end of each module,
- When the participant completes all the modules, he/she reaches a competent level in that fields,
- Available for use by all employees, regardless of role and title.

In other words, the bank had approximately 20.000 employees, and the program had to be designed in a way that allowed all of these employees to participate at any time.

TD function has defined the learning objectives for these learning programs.

- To familiarize employees with these issues, increase their awareness, and ensure that they have basic knowledge,
- To support employees who want to deepen and increase their knowledge on these subjects and draw a path that will enable employees willing to complete the program to gain expertise in these fields.

To determine the topics to be included in the content and create a preliminary draft, the contents of the programs on these subjects available on online learning platforms such as Coursera and Udemy, as well as the learning programs requested by the Head Office Customer Experience and Digital Marketing teams from TD function to improve their own competencies on these subjects, were examined. The learning programs to be offered on Digital Marketing and User Experience would also provide learning and development opportunities for the teams working within the scope of the new business model at the Head Office. For example, in the agile working model implemented at the Head Office, the customer experience competency line and the marketing communication competency line were established, and members from these competency lines were in agile teams. The Digital Academy should also have content enabling people working in these lines to gain competence in these fields.

Meetings were held with the Customer Experience Team of the Digital Banking Department to create the content of the User Experience learning program and with the digital marketing teams of the marketing departments to create the content of the Digital Marketing learning program. In these meetings, TD function understood that user experience competence is critical for teams developing new products and services in agile areas. User Experience learning program should also include globally accepted innovation development methods for designing a new product or service. As a result of these meetings, it was determined that a person who wants to start from the basic level and gain expertise in User Experience and Digital Marketing should learn the following topics.



User Experience	Digital Marketing
Experience and Service Design	Digital World
Innovation Development Methods	Digital Assets
Research Methods	Search Engine Optimization
Analyzing of Research Results	Search Engine Marketing
Persona	Social Media Marketing
Journey Maps	Storytelling
Interface Design and Tools	Web Analytics and Tools
Usability	Conversion Rate Optimization
Experience Measurement Tools	A/B Test

In line with the learning objectives, potential vendors; who are experienced in User Experience and Digital Marketing were longlisted. Meetings have been held with all potential vendors who were all briefed about target group and learning objectives. A short list was formed and three alternative vendors were asked to create draft content for two learning programs and share it with TD function. After all companies shared their draft learning programs, they were evaluated based on the following criteria.

- scope of learning program,
- applicability of the learning method.

When the draft learning programs of the vendors were examined and compared, it was determined that the two vendors' draft learning programs were not of a quality that would enable the learner to be competent in that field from basic to advanced levels. As a result, TD Function decided to work with a vendor who had delivered learning programs on UX and innovation to the various groups in the Bank before. The vendor was a leading company in experience design in Turkey, providing services to banks and large companies. Within the academy they established, they also offered learning programs on user experience and digital marketing. In other words; the program would be delivered by trainers who is familiar with the Bank's structure, culture and employee profile.

The vendor had prepared two separate learning journeys on User Experience and Digital Marketing. Participants would be involved in synchronous and asynchronous (self-paced) learning journey in two separate learning programs. Self-paced courses would consist of videos and articles, and participants could learn at their own pace. Synchronous courses consisted of live webinars. The learning journey in both programs consisted of 5 modules. If the learner completed self-paced and synchronous courses, he \ she would take the assessment test at the end of each module and, if successful, proceed to the next module. Learners would be informed in advance about the content and flow of each module, and decision-making areas regarding continuity in the modules would be open. A learner who does not want to continue to the next module would have the



opportunity to receive a certificate through the module in which he/she is involved if he \ she completes the current module.

The Digital Academy would be available for all employees, regardless of role and title; employees unfamiliar with these issues would also participate in this program. For example; A teller working at a branch or a supervisor working in loan allocation at the head office. These employees were also among the target audience of the learning program. In addition, there was a possibility that participants who had a language barrier or were unfamiliar with the subjects would have difficulty due to the terms in a foreign language or technical terms in the content. This could discourage employees from continuing their learning journey and cause them to drop out. In order to prevent dropouts, bring employees with different titles and roles at the bank to the same point, and provide equal conditions, TD function researched what could be done. TD Function examined what solutions were offered on similar learning programs globally and requested the vendor to prepare two separate term dictionaries for User Experience and Digital Marketing to create an equal learning space. It was aimed to minimize the effect of the participants' differences in knowledge and experience on their learning pace with these dictionaries.

The course content in Module 1 provided the learner with initial-level knowledge and formed the basis for the next modules. The next modules had course content that let the learner gradually deepen and become competent in these fields. (See Appendix 1)

Even though TD function decided that the content was align with the learning objectives, it held another meeting with the relevant Head Office Departments to confirm this and agreed on this issue.

When the learning program design was finalized, TD function presented to Senior Management the content of the Digital Academy. Senior management appreciated the program and gave TD function an objective of having 15% of its employees complete an average of 3 hours of learning.

It took approximately nine months to design the learning programs, decide on vendor to work with, prepare the first Modules' content, and make it available to employees. Module 1 of User Experience and Digital Marketing learning journeys was available to all employees on July 5, 2022.

Content Presentation and Navigation, Use of Media, and Interactivity and Engagement

Learning journeys, designed with a blended learning model and modular structure, would be accessible to all employees. They would



be involved in synchronous and self-paced learning processes consisting of videos, articles, live webinars, and assessment tests to learn at their own pace.

After the design of the program was completed and agreed upon with the vendor, the vendor started working on content production. The Digital Academy would be offered to all employees as an optional program. TD function decided to conduct marketing activities within the scope of branding to attract employees' attention and promote the program. It was decided to use a simple and memorable logo parallel to the name, reflecting the vision well to promote the Digital Academy. Meetings were held with the visual design team in TD function to review the program's content, starting point, and targeted learning outcome and design the logo. TD function evaluated the logos the visual design team designed alternatively in terms of design and color criteria. It was decided to use two different colors in the logo to represent two separate learning journeys at the Digital Academy and to match each of these colors with a learning journey. Blue would represent user experience, and pink would represent the digital marketing learning journey.

The designed logo would be used in learning videos, e-mail texts, announcements, surveys, and certificates within the scope of brand communication activities.

Digital Academy has been designed so that a person who has no knowledge of these subjects can start without hesitation, progress step by step at his or her own pace, and gain expertise in these fields when he or she completes the program. User Experience and Digital Marketing would be presented as two separate learning journeys consisting of five modules. Learners would be involved in a learning process designed with a blended learning model consisting of videos, articles, live webinars, and assessment tests.

TD function evaluated the platform on which self-paced courses would be offered and decided that using the bank's learning management system, "Learning World", would be the best option. "Learning World" provides a diverse range of digital learning content accessible from all devices, anytime and anywhere, for all Bank employees, regardless of



their role. “Learning World” provided the necessary infrastructure to deliver self-paced courses and assessment tests in the learning journey. Additionally, live webinars would be held in each module as synchronous content. For those who could not attend the live webinars, the webinar would be recorded and presented via Learning World so that they could participate in the learning journey later.

Self-paced courses at the Digital Academy consisted of videos and articles. Methods were investigated to present the video and articles in a flow within the same content, without the learner being interrupted or going to different pages. As a result of the research, it was determined that Articulate's Rise 360 program could be used to design the learning program that would meet expectations. A learning program designed with the Rise 360 program would be offered to bank employees for the first time and the first for TD Function.

The vendor prepared videos and articles of Module 1 and shared them with TD function. Team members responsible for the Digital Academy in TD function watched the videos and read all the articles. In some texts and videos, sections that needed to be simplified and made understandable by employees were identified. The findings were shared with the vendor, and these contents were requested to be revised. The initial version of the reading content had limited visuals and offered an experience similar to reading from a PDF file. The vendor was requested to add visuals to the articles to help the learner understand the subject better, make it easier to imagine, and make the reading experience more enjoyable. (See Screenshot 1)

During the checks of video content and articles, the videos' viewing time and the articles' anticipated reading duration were calculated. The articles were read by the team, keeping time, and the estimated average reading duration were calculated from the results. This study was conducted to help the learner plan their time while progressing at their own pace in self-paced courses by sharing duration for each title within the content.

TD function completed its checks and shared the files with the vendor, which will design the self-paced courses with the Rise program. The company designed the learning with the Rise program, and the necessary checks were made to ensure that the file was running



smoothly. After the detected errors were corrected, self-paced courses was ready to be offered on the learning platform.

The learning file prepared with the Rise program has been designed to ensure that the learner takes the courses in the required order and can only move on to the next course after finishing the previous. The learner's efforts to gain this competency would be rewarded with a certificate at the end of the module. For this purpose, if the learner watches the video for the first time to absorb the subject, the option to fast-forward the video is restricted. Thus, the anticipated completion time of the learning and the time spent by the employee would be the same. The content previously watched or read could be accessible without restriction.

The learning files prepared in the Rise program were uploaded to Learning World. Tests were carried out, and it was confirmed that it ran smoothly. Everything was ready for the Digital Academy to go live and be announced to employees.

To show all employees that the Digital Academy is supported and embraced by senior management, TD function thought that a promotional video in which the Deputy CEO responsible for Human Resources and the Deputy CEO responsible for Digital Banking featured could increase their interest in this academy. In this video, Deputy CEOs would give the message of why the competencies to be gained in these fields are essential for the Bank and the employees. The video would be structured as a conversation, and under the moderation of the CEO of the vendor that produces the learning content, the Deputy CEOs would explain the purpose of the Digital Academy through a question-answer session. Deputy CEOs supported this suggestion, and the promotional video was placed at the beginning of User Experience and Digital Marketing learning journeys. The learner enrolled for one of these journeys started the learning journey by watching the video in which the Deputy CEOs introduced the Digital Academy.

All preparations have been completed to present the Digital Academy's first module. On July 5, 2022, it was announced to all employees on the Bank's corporate portal page that the Digital Academy's Module 1 was made available. In



the announcement text, a backlink was shared to direct the promotional video. Enrolling in one of the User Experience or Digital Marketing learning journeys was necessary to watch the video. In this way, those who wanted to watch the video could enroll in one of the learning journeys.

In the program, each module was first presented to employees as self-paced courses, and the employees included in that module were given approximately one month to complete it. Live webinars were organized to develop the knowledge gained in self-paced courses with case studies and for participants to ask the instructor questions in an interactive environment.

Live webinars for both learning journeys were designed to last approximately 2 hours. Webinars were held during working hours and via the Zoom platform. Due to the Digital Academy being available to all employees, the number of participants was expected to be high. In order to ensure more participation, two alternative dates were planned for the webinars of each module. In other words, two webinars would be held for User Experience Module 1, and the content of these webinars would be the same. The same would be done for Digital Marketing. The webinars would be open to all employees, and employees who did not enroll in learning programs offered through Learning World could also participate. These webinars were considered as an opportunity for people who did not enroll in the Digital Academy to start this journey. For this purpose, the webinar dates were announced to all employees via e-mail, and they were allowed to choose the webinar date they would like to attend through a survey per their work schedules. All employees who requested participation were invited to live webinars. The webinars were delivered by instructors whose videos were shot in e-learning. In these webinars, learners had the opportunity to meet with the instructor and other learners, communicate, ask questions, and learn together. Learners also received answers to questions they had during e-learning. (See Screenshot 2) This process was repeated for each module. A total of 20 live webinars were organized, 10 in the User Experience learning journey and 10 in the Digital Marketing learning journey, and 7,524 people participated in these webinars.

Learners who completed self-paced courses in each module and participated in the live webinar were assigned an assessment test to proceed to the next module. For those who could not attend the live webinar due to their work schedule, it was recorded and presented via Learning World. Even if the learner completed the self-paced courses and could not attend the live webinar, the learner could be assigned an assessment test if the learner watched the webinar recording.

In each module, an assessment test consisting of 20 questions was prepared and presented through Learning World to support the sense of success of the learners who showed interest in the program and motivate them to progress. Thus, it was possible to distinguish learners willing to progress in the program. The learner must




score at least 70 out of 100 on the assessment test to proceed to the next module. If the learner received less than 70 points in the test, the learner was allowed to take the test unlimited times to complete his/her missing information, relearn, and encourage to continue the program.

The process of presenting Learning Journeys to employees repeats itself in the following order from Module 1 to Module 5, and the delivery timeline of learning programs are given below.

Digital Academy

- Delivering self-paced courses
- Organizing live webinars
- Offering the webinar recording in the "Learning World"
- Assignment of assessment test
- Delivering the next module of self-paced courses




	Delivered Date of Self-Paced Courses	Webinar Dates		Delivered Date of Assignment Test
		Digital Marketing	User Experience	
Module 1	05.07.2022	29.07.2022 - 05.08.2022	27.07.2022 - 04.08.2022	31.08.2022
Module 2	19.09.2022	14.10.2022 - 21.10.2022	13.10.2022 - 20.10.2022	03.01.2023
Module 3	16.02.2023	07.04.2023 - 14.04.2023	04.04.2023 - 11.04.2023	06.06.2023
Module 4	14.07.2023	01.09.2023 - 15.09.2023	07.09.2023 - 14.09.2023	17.10.2023
Module 5	07.11.2023	08.12.2023 - 15.12.2023	07.12.2023 - 14.12.2023	26.12.2023

To appreciate the learner's success in the module and to encourage them to continue their learning journey, a certificate of the module in which they were registered was sent to those who were successful in the assessment test. Various alternatives were considered in certificate design. These alternatives were evaluated comprehensively, considering issues such as color, subject title, font, and visuals. The certificate was designed so that the images of completed module names are highlighted, and the unfinished module names are obscured. This design aimed to create a desire in the learner to continue with the following



modules. Robotic Process Automation was designed to issue the certificates of those who were successful in the assessment test and send the soft version by e-mail, and they were sent in two-week periods. In addition, the information of the employees entitled to receive the certificate was recorded in the HR Management System, where the personal data of all employees of the Bank is kept. While supporting the development of employees' competencies, they also provided personalized learning and appreciation opportunities. The learners shared these certificates with excitement and pride on social networks such as LinkedIn, and these shares encouraged participation in the academy. (See Appendix 2)

To regularly announce the academy, the periods, target audience, and which tools will be used to communicate were determined. Communication activities were routinely monitored and improved by combining them with feedback studies to be carried out with the target audience. The opening of the academy was announced primarily through the İşim application, a mobile application designed specifically for the bank's employees, and on the bank's corporate portal page, with the slogan "Digital Academy Coming Soon". After arousing curiosity with these promotions, an e-mail was sent to all employees, regardless of their title, informing them that the Digital Academy had been opened. As new modules were opened, an announcement was made via e-mail to all employees, regardless of whether they participated in the academy.

TD function predicted that the number of learners would decrease as they proceeded through the modules and that those who were willing to improve themselves in these areas would complete the learning journey consisting of 5 Modules. The following communication activities were carried out regularly with personalized e-mailings to encourage learners to continue their learning journey.

- A detailed table showing their progress was provided to encourage employees who enroll in the academy but drop out to continue. (See Appendix 3)
- Employees not enrolled were informed about the competencies they would gain through this program and the importance of these competencies for the Bank.
- Employees who attended live webinars but did not enroll in self-paced courses were thanked for taking the first step and stated they were expected to continue.
- It was stated that learners who were assigned the assessment test but still needed to complete it were only one step away from receiving a certificate of completion.

Digital Academy was designed so that any employee could participate at any time. A one-hour section was added to the onboarding learning programs to inform newly recruited employees about the program. In this section, TD function



explained the purpose and content of the Digital Academy, introduced the platform through which they can enroll, answered the participants' questions, and shared that they could contact them about the program at any time. (See Appendix 4)

Digital Academy was also included in the short promotional video prepared by TD function to attract employees' attention. This video was shown before, during, and after the live digital trainings held within the Bank.

Screenshots

Screenshot-1

Design Thinking Process
Tasarım odaklı düşünme süreci.

discover define develop deliver

problem opportunity solution

Recruiting Social

Çift Elmas (Double Diamond), tasarım sürecinin basit bir görsel haritasıdır.

Çoğu yaratıcı süreçte, daralmadan önce bir dizi olası fikir oluşturulur ve bu bir elmas şekli ile gösterilebilir. Ancak Double Diamond bunun iki kez olduğunu gösterir: İlk olarak sorun tanımını oluşturmak için ve ikinci kısımda ise çözüm oluşturmak için. Yapılan büyük hatalardan biri, soldaki elması atlayıp yani dolu bir tanım oturtmadan, yanlış soruna odaklanmaktır.



Screenshot-2



Overall

Digital Academy, which started with the stated learning objectives, was completed in December 2023.

Senior management gave TD function an objective of 15% of the employees receiving an average of 3 hours of learning at the Digital Academy in 2022. The Digital Academy included 5,592 employees by the end of 2022, although participation is optional. 3,032 employees received 3 hours or more of learning, and a total of 48,289 hours of learning was provided. The rate of those who received 3 hours or more of learning was 15.03%, and TD function achieved the objective.

As of April 26, 2024, the number of people and total learning hours of Branch and Head Office employees who have completed the learning journeys offered in the Digital Academy on a module basis are given below.



Learning Hours	
Branch Employee	88,341
HQ Employee	36,944
Total	125,285

USER EXPERIENCE

	Branch Employee		HQ Employee		Total Branch Employee	Total HQ Employee	TOTAL
	Manager	Non-Manager	Manager	Non-Manager			
Module 1	164	1,153	57	509	1,317	566	1,883
Module 2	79	676	29	297	755	326	1,081
Module 3	54	452	17	185	506	202	708
Module 4	41	272	8	126	313	134	447
Module 5	34	213	8	96	247	104	351

DIGITAL MARKETING

	Branch Employee		HQ Employee		Total Branch Employee	Total HQ Employee	TOTAL
	Manager	Non-Manager	Manager	Non-Manager			
Module 1	145	1,146	49	497	1,291	546	1,837
Module 2	80	723	28	305	803	333	1,136
Module 3	50	512	15	202	562	217	779
Module 4	41	323	8	133	364	141	505
Module 5	32	222	8	100	254	108	362

The evaluation forms were shared with the employees who attended the live webinars. The evaluation forms indicate the immediate reactions of the learners and Net Promoter Score is figured out. Since “the quality of learning programs” is one of the KPIs of the Talent Management Department, views of learners are analyzed as a standart procedure right after the programs in order to initiate any possible revision in the content. 4,489 learners filled the evaluation forms that includes questions about the course and the trainer and the responses are valued over 100 points. The average outcomes of 20 live webinars are totally evaluated below:

Training score	Trainer score	Average score
95.77	97.04	96.40

In addition, the comments written in the free format areas of the evaluation forms and comment area in Learning World by the learners below were one of the indicators that show the learning objectives were achieved and learners satisfied with the learning programs:



User Experience

- The benefit of completing self-paced courses firstly in the Learning World and then repeating it via webinar was relatively high. While completing self-paced courses, I wished the articles were short and had more videos. In this way, it reinforced my knowledge. Thank you.
- I think the new expansions it provides to our perspective are very valuable. We are going through a process that will partially shape today and shape entirely the future, and this awareness will keep us afloat and competitive.

Digital Marketing

- I think this type of digital learning programs will be beneficial to us in the digitalizing world, and I wish for such learning program to continue.
- The learning program helped me gain useful and new knowledge, especially keyword analysis, which is an application that I have not used before. Collecting and evaluating data, necessary for working life, will make it easier for me in my managerial career.

The key findings of this program and lessons learned are as follows:

1. Available for use by all employees: TD function examined the profiles of employees included in the Digital Academy and found that the share and learning duration of branch employees were higher than that of head office employees. This indicates that one of the learning objectives, which is to raise awareness about these issues throughout the Bank and ensure that employees have basic knowledge, ensures equality of opportunity, which is important in learning program's design. In addition, the increase in learners who participate in the program and continue with interest also serves the goal of Designing the Future of Employees, one of the six strategic priorities. The fact that employees, regardless of title and role, are willing to gain new competencies is promising for the future of the Bank.
2. A blended approach: The TD Function designed a blended program consisting of videos, articles, live webinars and assessment tests to reskill the learners. In addition, scheduling the programs as learning journeys enabled to support the sustainability of learning. In 2023, TD function decided to design an academy to improve the competencies of employees in credit risk. The same approach as the Digital Academy was applied in designing this academy.
3. Matching the Right Tool with the Right Content: The Rise360 program, which can present videos and articles together on the same page, was used to design self-paced courses. The TD function had never used this program before, and it was a first. Learners experienced a learning program designed with Rise 360 through the Digital Academy for the first time



through the learning platform and shared their positive feedback about this experience with TD function.

As a result, TD Function has realized the positive contributions of having an integrated approach in order to boost the impact and efficiency of learning programs. Following the program and analysing feedbacks, TD Function has decided to offer applied learning program in which the theoretical knowledge learned in self-paced courses and the tools used in these fields will be experienced end-to-end within the project scope for employees who want to further develop themselves in these fields. In other words, the learning journey of the audience will be supported with applied learning programs.



Brandon Hall Group

EXCELLENCE AWARDS 2024

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