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The Home Depot

Developing Front-Line Leaders at The Home Depot

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The Business Case for Developing Front-Line Leaders

Strong leaders are the foundation of success at The Home Depot, the world's largest home improvement retailer. Employing over 350,000 associates across more than 2,100 stores, The Home Depot has a tremendous need for developing leaders at all levels—from department supervisor to vice president. With an expanding global presence, a reference to Home Depot's recent expansion into China, ongoing organizational growth, and the ever-changing competitive landscape, it has never been more critical for The Home Depot to invest in the success of its leaders, and in particular, the success of its front-line leaders. Of The Home Depot's more than 40,000 retail leaders in the field, nearly 30,000 of them are front-line department supervisors. On average, 87% of new department supervisors are the result of internal promotions. The ability of the stores to draw upon internal talent to meet leadership staffing needs underscores the significant emphasis the company has placed on driving talent management efforts at all levels.

Becoming a new supervisor counts among one of the most difficult transitions, documented in greater detail in the Leadership Pipeline, any leader can make over the course of his or her career. In *The Leadership Pipeline*, a book by Ram Charan, Stephen Drotter, and James Noel, the authors propose that the promotion to first-time manager requires a major transition for which many people are not adequately prepared. As part of the program communications from the senior leader who sponsored the program, ascended through the ranks of retail leadership, and know first hand the challenges and opportunities of the role, transitioning to the role of department supervisor at The Home Depot is an exciting, personally rewarding, and sometimes challenging experience. Given that the vast majority of new department supervisors are promoted from sales associate positions, the new role represents the first time most of them have been placed in a leadership position. To use general

statements that are applicable to many first time supervisors, most new department supervisors have never provided performance feedback, coached an associate to reach higher levels of performance, or provided work direction. Additionally, over half of the internally promoted department supervisors assume a position in a different department. Transitioning to a new department requires them to learn new department-specific product knowledge in addition to an array of new supervisory skills, including providing feedback and delegating tasks. The program is based on a success profile that is representative of the core responsibilities associated with the job regardless of location.

Consequently, the first few months on the job are critical to getting grounded in the role and making a strong first impression as a leader. Home Depot uses associate satisfaction data, exit interview data, and data collected over the course of this project that all point to the tremendous impact front-line supervisors have on the 350,000+ associates. While the store manager may set store priorities and provide general oversight, the department supervisors on the front line have the greatest day-to-day impact on associates and ultimately on the customer experience. While store associates may go several weeks or even months without seeing senior management, they interact with their department supervisors every day. Consequently, department supervisors have tremendous influence over the actions of associates on the floor. Associates interact with their DS many times a day. The sheer number of front-line department supervisors across The Home Depot conveys the far-reaching impact that thousands of leaders can have on the overall attitudes and performance of over 350,000 associates.

With projections for more than 13,500 new department supervisors in 2007, The Home Depot was faced with the challenge to invest now in the development of these new leaders, or pay later in the cost of attrition and incalculable opportunity loss as a result of decreased customer service and diminished sale, which has not taken place at the Home Depot. After years of investing in high-

potential and senior leaders across the organization, the Home Depot turned its attention to accelerating the on-boarding and development of its front line leaders. Home Depot is a company which has always been customer driven. The increased emphasis on DS comes from the fact they are the leaders that are closest to the customers and can make or break the customer relationship. The goal was to build a program to provide new department supervisors with the essential information, skills and tools they needed to successfully navigate the challenges of their new role. To ensure new department supervisors would receive the essential information, skills and tools necessary for success, the decision was made to require them to complete the program within their first 60 days in position. Using a blended combination of learning methods including facilitated self-paced workbooks, e-learning, peer coaching, and interactive classroom experiences, the program would provide targeted training essential for initial and ongoing success.

The existing training program, launched in 2004, required new department supervisors to complete 63.5 hours of traditional, instructor-led training. Consisting of fourteen courses, the program was executed in three phases. Phases corresponded to a particular month in position, ranging from Month 1 to Month 8. The over-reliance on formal instructor-led training proved to be a less than ideal match for this department supervisor audience. Given that department supervisors are hourly associates, pulling them off of the floor to attend three separate classroom training sessions scheduled weeks apart proved logistically challenging and expensive. The program took into account Home Depot's knowledge about the importance of individual learning styles on the effectiveness of training relying predominantly, if not wholly, on formal instruction seemed like a less than effective strategy for this audience. Heavily weighted in areas of operational and functional knowledge, the existing program was not as robust in equipping first-time supervisors with the requisite leadership skills essential for initial and sustained success.

Thus, The Home Depot's Learning Organization set the goal to develop an integrated leadership development program utilizing blended learning solutions, addressed in the precious paragraph, to equip new department supervisors with the information, tools and skills they need to be successful. The next phases in the project would identify the information, tools, and skills needed for success. At this juncture in the project, this information was yet to be determined.

Getting Started: Chartering for Success

The Home Depot's Leadership Institute assembled a core project team consisting of leadership development consultants, instructional designers, regional human resources managers, and leadership trainers to drive this new approach to developing front-line leaders at The Home Depot. The core team also identified an extended group of representatives from Organizational Effectiveness, Legal, and eLearning, along with a core team of subject matter experts consisting of store human resources managers (HRMs) and representatives from the various functional areas of the business (e.g., Sales & Service, Asset Protection, Merchandising).

The team chartered a project plan and identified the following core program objectives:

1. Support The Home Depot's commitment to retail excellence through the development of department supervisors;
2. Equip new department supervisors with the information, tools, skills, and targeted training essential for their initial and sustained success; and
3. Align learning objectives with department supervisor performance expectations.

In an effort to secure critical stakeholder support, the team partnered with divisional learning directors and regional human resources directors to identify a core team of outstanding retail leaders with proven track records of supporting leadership development initiatives. This core team formed a

Guiding Council and was comprised of two regional vice presidents (RVPs), four district managers (DMs), and two store managers (SMs). Attention was also given to ensuring that the team represented a cross-section of all three primary US divisions and Expo.

In framing the project, the team gave thought to how best to overcome a variety of program development and execution constraints. Historically, The Home Depot has relied predominantly on internally developed leadership programs as opposed to integrating off-the-shelf or customized vendor materials. With significantly limited instructional design resources, no dedicated development budget, and fueled by The Home Depot's "Can Do" culture, the team forged ahead to develop the program relying wholly on internal resources.

In addition to the challenges the Institute faced from a program development perspective, there were a number of implementation constraints impacting the overall structure and content of the program. Having already discussed limited instructional design resources, it seems relevant to consider constraints from a program execution standpoint. For example, rapidly changing processes, procedures and organizational structure at The Home Depot have traditionally limited the shelf life of training materials. Hence, there are not many options available when executing training. Whereas LCDs and other presentation equipment may be standard fare at many companies, executing training in The Home Depot store environment is made more challenging by the absence or limitations of typical projection equipment (e.g., laptops, LCD, DVD and CD players) all of which are quite delicate for THD's warehouse environment. Despite dedicated training rooms, participants will endure multiple interruptions during the delivery of training creating a less than ideal classroom training environment.

In a survey of department supervisors who voluntarily left the company, a majority indicated dissatisfaction with the development and promotional opportunities. Thus, the team first outlined a

comprehensive set of analyses. This would surface issues with the existing training program and ensure they designed a program to meet the needs of department supervisors. The following table outlines the three key sets of analyses.

Table 1 Key Analyses

Analyses	Guiding Questions	Methodology	Outcomes
1. Success Profiling	<ul style="list-style-type: none"> ▪ What are the characteristics and competencies of highly successful DSs? 	<ul style="list-style-type: none"> ▪ Archival research ▪ Interviews ▪ Surveys 	<ul style="list-style-type: none"> ▪ Department Supervisor Success Profile, including critical competencies for the role (See table 2) ▪ Recommendations for Program Design
2. Needs Assessment (Questions asked During Focus Group Interviews) Note: Surveys Served to gather Quantitative data On the results.	<ul style="list-style-type: none"> ▪ What are the key challenges facing a new department supervisor transitioning into the job? ▪ What must a new DS know, or be able to do, to be successful in the first 90 days on the job? ▪ What is the best way to acquire critical knowledge and skills? ▪ When should training be provided? 	<ul style="list-style-type: none"> ▪ Focus groups ▪ Interviews ▪ Surveys 	<ul style="list-style-type: none"> ▪ Program Design ▪ Learning Objectives
Curriculum Analysis Including: Some questions Asked over the Course of the Curriculum analysis	<ul style="list-style-type: none"> ▪ What content do we currently deliver to Department Supervisors? ▪ How effective is the existing training content? ▪ How effective is our current method of delivering training to DSs? 	<ul style="list-style-type: none"> ▪ Archival research ▪ Focus Groups ▪ Surveys 	<ul style="list-style-type: none"> ▪ Measure of the Effectiveness of Existing Content and Execution Strategy

The team first sought to better define the behaviors and characteristics essential for success in the role of department supervisor. Thus, the first phase of the project entailed building a Department Supervisor Success Profile to define the core competencies demonstrated by

successful incumbents as well as reflecting emerging competencies critical for success going forward. Utilizing a multiple-method data collection strategy, the team analyzed the performance of outstanding department supervisors and worked closely with the Guiding Council to identify emerging competencies. Described in more detail in the following paragraph, essentially, the Home Depot looks at the performance reviews of the highest performing incumbents to define what their success looked like.

The team generated a stratified random sample (i.e., a sample that is randomized on multiple variables) of department supervisor performance ratings to identify those department supervisors who had received the highest performance ratings in the incumbent population. By pulling general demographics along with performance data to determine how long associates had been in position, Home Depot came to the conclusion that on average, the sample population had been with The Home Depot for 6.5 years and in position for 2.5 years.

The team then analyzed sample performance evaluation data to identify key differentiators between outstanding and average performers. Results of the analysis suggested that the most successful department supervisors consistently excelled in the areas of getting things done, focusing on the customer, acting with integrity, and demonstrating enthusiasm. The team then conducted a series of interviews with the managers of outstanding department supervisors in an effort to identify not only what outstanding department supervisors get accomplished, but the manner in which they accomplish their objectives. The interview questions were variations of the following:

What differentiates an average performer from someone you consider outstanding?

What are the key behaviors demonstrated by someone who consistently meets or exceeds performance expectations?

Again, it was no great surprise that outstanding department supervisors excelled at getting things done. The key distinction was the extent to which they engaged and empowered their associates to get work done as opposed to turning into “super-associates” focused on doing all of the work by themselves.

In addition to analyzing performance data, the team also conducted interviews with key stakeholders, functional business owners, and retail leaders (including the guiding council) in order to identify emerging performance dimensions. For example, stakeholders were asked how they viewed the role of the department supervisor changing or evolving to meet changing business needs. Lastly they interviewed the project champion, the Senior Vice President of Human Resources for The Home Depot stores, to gather executive perspectives on emerging needs. As with the other key stakeholders, the team inquired for the SVP’s perspectives on how changing business needs translated to critical job responsibilities for front-line leaders. Table 2 depicts the Department Supervisor Success Profile, including the core areas of competence identified as critical for success in the role.

Table 2: Department Supervisor Success Profile (Core Competencies)

Leadership	Operations	Merchandising
<ul style="list-style-type: none"> ▪ Provides Feedback and Coaching ▪ Resolves Conflict ▪ Manages Time ▪ Builds Relationships ▪ Inspires Achievement ▪ Delivers Results ▪ Responds to Employment Practices Issues 	<ul style="list-style-type: none"> ▪ Ensures Asset Protection ▪ Utilizes Financials ▪ Stays In-Stock 	<ul style="list-style-type: none"> ▪ Drives Sales and Customer Service ▪ Drives Merchandising Execution

The analysis also surfaced the following key challenges faced by new department supervisors as they transition into their new roles. These key challenges were important considerations in the final identification of core content for training materials as the program was intended to help them face these challenges and prevail. Table 3 depicts key challenges in the areas of people, process and perspectives faced by new department supervisors.

Table 3: Key Challenges Faced by New Department Supervisors

People	Process	Perspective
<ul style="list-style-type: none"> • Gaining respect from peers and new team members • Setting expectations with departmental associates • Learning to be stern in order to get respect • Setting work/task priorities for team members 	<ul style="list-style-type: none"> • Managing their time to maximize completion of high priority tasks • Delegating work instead of completing it oneself • Utilizing reports to identify department areas in need of attention 	<ul style="list-style-type: none"> • Learning The Home Depot way of doing business • Reframing working relationships with associates who are no longer peers • Accepting responsibility for actions and for success/failure of department • Managing people, not executing processes

Equipped with the Success Profile of key competencies, the team conducted a series of focus groups, surveys and interviews of incumbent department supervisors to assess the effectiveness of the existing training program. Table 4 depicts the issues revealed in terms of content and execution of training.

Table 4: Issues with Existing Training

Content	Execution
<ul style="list-style-type: none"> • Didn't provide adequate understanding of the role, responsibilities, and overall performance expectations of a new department supervisor • Outdated course content, particularly in merchandising, leadership and human resources 	<ul style="list-style-type: none"> • Lack of execution flexibility with single store markets • Activities difficult to execute with small class sizes • Participants pulled out of store multiple times to complete curriculum

	<ul style="list-style-type: none"> • Job essential skills not taught in a timely manner • Dependence on classroom training with little on-the-job training • Poor transfer of training to the store • Inexperienced, poorly prepared course instructors
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In response to the issues identified with existing training, the following program design criteria were defined:

- Flexibility to fit market demands
- Scalable design: executable in individual to large group formats
- Emphasis on on-the-job training
- Consistent message/content; custom execution
- Integration of tracking and reporting
- Rigorous enough to qualify for college credit equivalencies

In an effort to minimize the reliance on instructor-led training, the team designed a program utilizing a blended learning solution. Table 1.4 depicts the key components of the new program:

Table 1.4: New Program Components

Component	Description
Orientation eLearning	In this eLearning module, new DSs are introduced to the responsibilities of the role and the fundamentals of effective leadership.
Onboarding Session	This instructor-led session provides new DSs with strategies for transitioning into a supervisory role.
Facilitated Learning	During this in-store training, new DSs partner with tenured peers to complete a series of activities that provide them with an opportunity to observe and practice a variety of essential requirements for the position.

The ART™ of Coaching Rapid Web-Based Training	This 15-minute, Rapid Web-based Training Module provides new DSs with foundational concepts for coaching their associates.
DS SureStart Classroom Session	Over the course of this one-week instructor-led session, new DSs further explore critical requirements of the position and have the opportunity to participate in skill-building and application activities.

The new program would provide 42 hours of classroom training to be executed in the first 60 days in position, as opposed to being executed across the first 180 days as with the previous program

In addition to completing their SureStart training, new DSs complete training in departmental project knowledge, operations, compliance and sales. Program components vary depending on whether a department supervisor is promoted within the same department, to a new department, or is new to The Home Depot. Table 5 provides a high-level description of the courses completed by all new department supervisors.

Table 5: Instructor-Led Course Descriptions

Instructor-Led Courses	
Strategies for Transitioning	--- provides new DSs with the knowledge and skills necessary to transition successfully into their new role as supervisor and leader within the organization.
Survival Skills for Department Supervisors	--- provides new DSs with critical insights to survive and thrive in unfamiliar territory—a store leadership role. In the class, DSs discuss scenarios that require store leader partnership and complete a case study on communicating with others.
Role of the DS	--- provides new DSs with essential information on their key roles and responsibilities. Participants explore basic principles and metrics of inventory/in-stock, asset protection, and sales/customer service, and explore the variables impacting their performance.
Leadership for Department Supervisors	-- provides new DSs with essential leadership skills necessary to supervise a department and lead associates to achieve results. Participants explore four of the Leadership Essentials—Builds Relationships, Inspires Achievement, Delivers Results, and Excels in Customer Service.
Introduction to Coaching	--- provides new DSs with the skills and tools essential to maximize associate performance, enhance development and maintain a supportive working environment. Through a series of interactive activities and discussions, participants explore the various opportunities for coaching and use The PARTNER™ coaching model to practice engaging associates in a coaching partnership.
Conflict Resolution Fundamentals	--- provides new DSs with strategies and tools to address conflict

<p>in the store. During this course, participants have the opportunity to explore a variety of challenging situations and identify strategies for resolving conflict with associates and customers.</p>
<p>Customer Service and Sales for the DS--- provides new DSs with a better understanding of The Home Depot’s four-step selling model and the Customer First approach. It also provides guidance on leading associates to provide customer service and sales.</p>
<p>Asset Protection--- provides new DSs with a better understanding of their role and responsibilities for asset protection and provides strategies to oversee the asset protection process. DSs learn how to ensure their departments and associates comply with the procedures and processes regarding safety and loss prevention.</p>
<p>Introduction to Financial Management--- focuses on the department supervisor’s role in The Home Depot’s financial management process. It provides new DSs with hands-on activities with financial reports to determine store and department financial performance.</p>
<p>Introduction to Merchandising--- new DSs are introduced to the Merchandising Action Planner and Core Cross-Merchandising Planner and learn how to use them to drive consistent merchandising execution.</p>
<p>Optimizing Associate Performance --- new DSs explore the importance of observing associate performance and providing ongoing feedback. To support the store leadership team in the execution of the performance management process, DSs review the key steps in the process along with performance management tools.</p>
<p>Introduction to Employment Practices --- new DSs are introduced to employment practice compliance concepts and the five common laws (Title VII, ADEA, ADA, FMLA, and USERRA) of EP. They also practice skills to help them respond properly when an employment practice issue is raised.</p>
<p>Staying In-Stock for Department Supervisors --- participants review inventory management concepts and learn how to conduct an in-stock department walk.</p>
<p>Time Management Fundamentals--- provides new DSs with an understanding of the importance of time management in their new role. Participants discuss how to sort through numerous tasks that must be accomplished on a daily, weekly and monthly basis. Different time management strategies are presented to equip DSs with tools to successfully achieve their goals on a regular basis.</p>
<p>Bringing It All Together for DSs --- provides new DSs with best practices to effectively lead a department and address common challenges of the DS role. In the course, participants use case studies to address a variety of situations, discuss the DM’s expectations of the DS position, and have the opportunity to ask questions.</p>

In addition to the interactive instructor-led classroom sessions, new DSs use a Facilitated Learning Guide and spend approximately 27 hours in on-the-job training facilitated by a peer coach. The Facilitated Learning Guide serves as a workbook that leads new department supervisors through a series of work-based activities that teach core job responsibilities. This facilitated program begins

with a one-day job shadowing module that allows participants to spend a day observing a tenured department supervisor. Participants use this day to ask questions about processes, procedures, time management, people management, and other questions he or she may have about the roles and responsibilities of a department supervisor. Remaining modules address a variety of topics from functional responsibilities (e.g., ordering, on hand maintenance, packdown and packout) to core management and leadership responsibilities (e.g., time management, delegating, and providing feedback and coaching).

Table 6: Facilitated Learning Guide Module Descriptions

Modules in the Facilitated Learning Guide
Job Shadowing --- This one-day module allows participants to spend one day observing a tenured department supervisor. Participants can use this day to ask questions about processes, procedures, time management, people management, and other questions he or she may have about the roles and responsibilities of a department supervisor.
Ordering --- This module provides participants with information about the different types of purchase orders and provides on-hands practice on the mobile cart and performance observation checklists.
On hand Maintenance --- This module provides participants with an overview of On hand Maintenance and explains the different types of counts that occur within the store.
Packdown & Packout --- This section familiarizes department supervisors with packdown/packout information and tasks that will be important in the first 90 days in their new departments.
Time Management --- This module educates new department supervisors on how to manage their time at The Home Depot.
Optimizing Associate Performance --- This module familiarizes new department supervisors with the performance management process, including how to provide feedback to associates.
Financial Management --- This module educates department supervisors on the financial interpretation and analysis activities that they should perform to ensure that their department is as profitable as possible.
Shelf Maintenance --- This module uses prerequisite reading, coaching, and self-paced activities to familiarize department supervisors with shelf maintenance information and tasks that will be important in the first 90 days in their new departments.

In order to evaluate the content, flow and execution options, four pilots of the new program were conducted in four US regions. Over 60 new department supervisors participated in the pilot. Pilot participants ranged from one day to six months in position and had been with the company from two months to 11 years. The purpose of the pilot was to evaluate the following three aspects of the new program:

1. **Content.** Feedback was collected on the participant and facilitator materials to identify essential revisions and opportunities for improvement.
2. **Flow.** Feedback was collected on the overall flow and placement of program components to establish recommended and required pre-requisites and placement in curriculum.
3. **Execution Options.** Feedback was collected on the variations to program execution (e.g., completing the Facilitated Learning Guide in a same-store environment versus completion in a Training Store; facilitating the classroom session in a store training room versus a regional office).

Courses were facilitated by a variety of store and district leaders. A traditional level one course evaluation was used to allow participants to evaluate each course; overall, courses received a 4.1 out of a 5-point scale.

In addition to level one training evaluations, the team conducted daily debrief conference calls to collect feedback from the learning leads and facilitators. Feedback included recommendations on both content and timing of courses and components.

Lastly, an electronic survey was conducted to collect feedback on the Facilitated Learning Guide from pilot participants and department supervisor coaches. A follow-up survey was

distributed to human resources managers to collect additional feedback and recommendations on final placement of program components.

DS Execution Strategy

Given the varied business demands across the regions, a menu of execution options was identified to allow for the utmost flexibility in program execution. At the core was a set of minimum, or required, components with additional recommended and optimal components outlined. Guidelines were provided with regard to placement in curriculum, location for execution of training, scheduling guidelines, and method of program evaluation.

In consultation with key stakeholders and the guiding council, a set of criteria were identified for selection of effective course facilitators, including:

- Strong annual performance scores
- 1 year or more in current position
- Ability to effectively present material to small or large groups
- Strong coaching skills
- Strong commitment and track record to the development of future leaders
- Subject Matter Expert in their field
- Willingness to participate in the program for a minimum of 1 year
- Ability to achieve an average of 3.0 or better on class evaluations
- Willingness to receive and respond to feedback

Another critical component of the program was the identification of one to two stores per district to be designated as “training stores” in metro markets. Department supervisors located in

single market stores would complete their training in their home store. Criteria for training stores include:

- Strong leadership teams with a desire to develop future talent;
- Best in district merchandising, operations, and teamwork;
- Store leaders with effective coaching styles, nurturing background, below average associate attrition;
- Good history with customer satisfaction scores, employee relations, and successful implementation of company programs; and

A launch kit was developed and provided to every store along with a letter from the SVP of HR impressing upon the store leadership teams the significance of their role in championing the program. Supporting materials including certificates of completion and apron pins were also made available (see following exhibits).

Exhibit 1: Certificate of Program Completion



Exhibit 2: Apron Pin



In early 2007, the new course materials were made available for download via the Retail Leadership Development Program (RLDP) intranet site. Divisionally-specific implementation timelines and execution requirements were drafted and a soft launch of the program began on February 1st.

Whether store leadership teams found themselves hosting a new department supervisor from another store, or championing the development of one of their own department supervisors, the active involvement of the leadership team in driving the program actively shapes the advancement and growth of The Home Depot's future leaders. As store leaders drive execution and champion the value of work-based learning, they are critical to the success of this program and ultimately to the success of new front-line leaders. A year ago, the Home Depot rolled out a similar program focused on mid and upper levels of retail leaders so there was already precedent in terms of program components. This project represented the first the Home Depot integrated a similar blended approach to thousands of front-line leaders.

References

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Leslie C. Young, M.S.

Leslie Young joined The Home Depot in 2004 as the Senior Manager of the Leadership Institute where she was responsible for the development of the Retail Leadership Development Program, the largest leadership development program in the retail industry. An accomplished leadership development and organizational effectiveness professional, Leslie has over fifteen years of proven effectiveness creating integrated HR/OD solutions to enhance individual and organizational performance.

With demonstrated expertise in leadership development, Leslie has a proven track record of excellence partnering with clients and leading teams to develop best-in-class leadership development programs. She is a recognized speaker and facilitator having delivered sessions to over 6,000 managers and leaders worldwide and is the author of the PARTNER™ coaching model, the recognized coaching model at The Home Depot.

Leslie earned her BA degree from the University of Mississippi and her Masters in Industrial/Organizational Psychology from California State University, San Bernardino.

Leslie W. Joyce, Ph.D.

Dr. Leslie W. Joyce is Vice President and Chief Learning Officer for The Home Depot. She has responsibility for all aspects of designing, developing, and delivering learning solutions for Home Depot's 350,000 associates and leaders. Her areas of expertise include executive and leadership development, technical training, learning technology and organizational effectiveness. Leslie joined the Home Depot in 2002 as Director, Organization Effectiveness and in this role was responsible for individual, team and organizational assessment, leadership development processes, competency modeling, employee selection processes and organization design and development.

Prior to joining The Home Depot, Leslie spent almost 20 years in the pharmaceutical industry focused on global Human Resources, Organizational Development, Organizational Effectiveness and Learning.

She is an active member of the Society of Industrial and Organizational Psychology with many publications and presentations to her credit. Leslie holds a Ph.D. in Industrial/Organizational Psychology from North Carolina State University in Raleigh, North Carolina.

In May 2007, Leslie joined the Enterprise Learning team at the Bank of America where she is leading the effort to develop fresh and creative learning strategy and solutions for front-line leaders across the enterprise.