

Using gaming for faster, better, cheaper induction: Get Up to Speed, Sky

Approach

Sky employs 25,000 people worldwide
Call centre industry renowned for high rates of staff turnover, this costs businesses £1 billion.

“Sky have brought all their creative and digital know-how to bear on the design of an e-learning adventure.”

New recruits

Complete ten hours of learning online before they join Sky.

Key initial content:

- > Organisational structure
- > Product information
- > Compliance requirements (e.g. health and safety)

Why use games to engage and motivate learners?

- > They tap into human fascination with stories, characters and goals
- > Simulations and virtual roleplay activities allow learners to practise skills in situations that feel authentic
- > Avatars make online learning feel more personal and engaging, and reward systems keep people motivated
- > Game mechanics can help satisfy the desire for achievement, recognition and status

E-Learning adventure

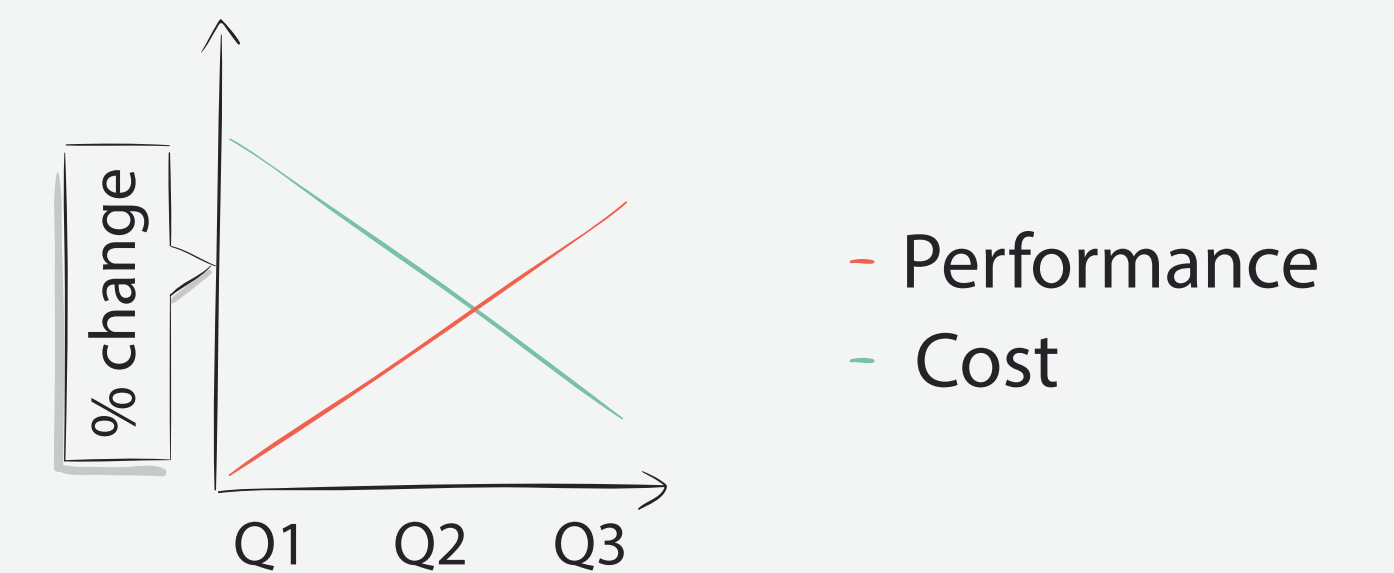
Learners engage in quests, competitions, simulations and role plays in virtual worlds

E.g. learning about dispute resolution through a fairy tale world where they must solve challenges to collect enough magic crystals to save a princess.

400 learning modules

Staff have access to over 400 learning modules and embedded social networking tools to support learning.

Impact of the new approach



- ✓ 37.5 hours saved in training each recruit (75,000 hours per year total)
- ✓ Advisors deemed ‘competent’ at least one week earlier
- ✓ Attrition of new employees in the first 13 weeks reduced from 4% to 2.6%
- ✓ Spend per employee on training has reduced from £409 in 2011/12 to £342 in 2013/14

Pre-commencement	Multi-channel portal	Brilliantly designed content	Healthy competition	Formal induction
An online platform that enables new sales advisors to ‘hit the ground running’	Get Up to Speed provides essential information in bite-sized chunks	Potentially dull content is covered in an engaging and fun, e-learning adventure	Leader board systems stimulate healthy competition between staff as they follow the program	A four week program which builds on the online platform and connects to face-to-face learning

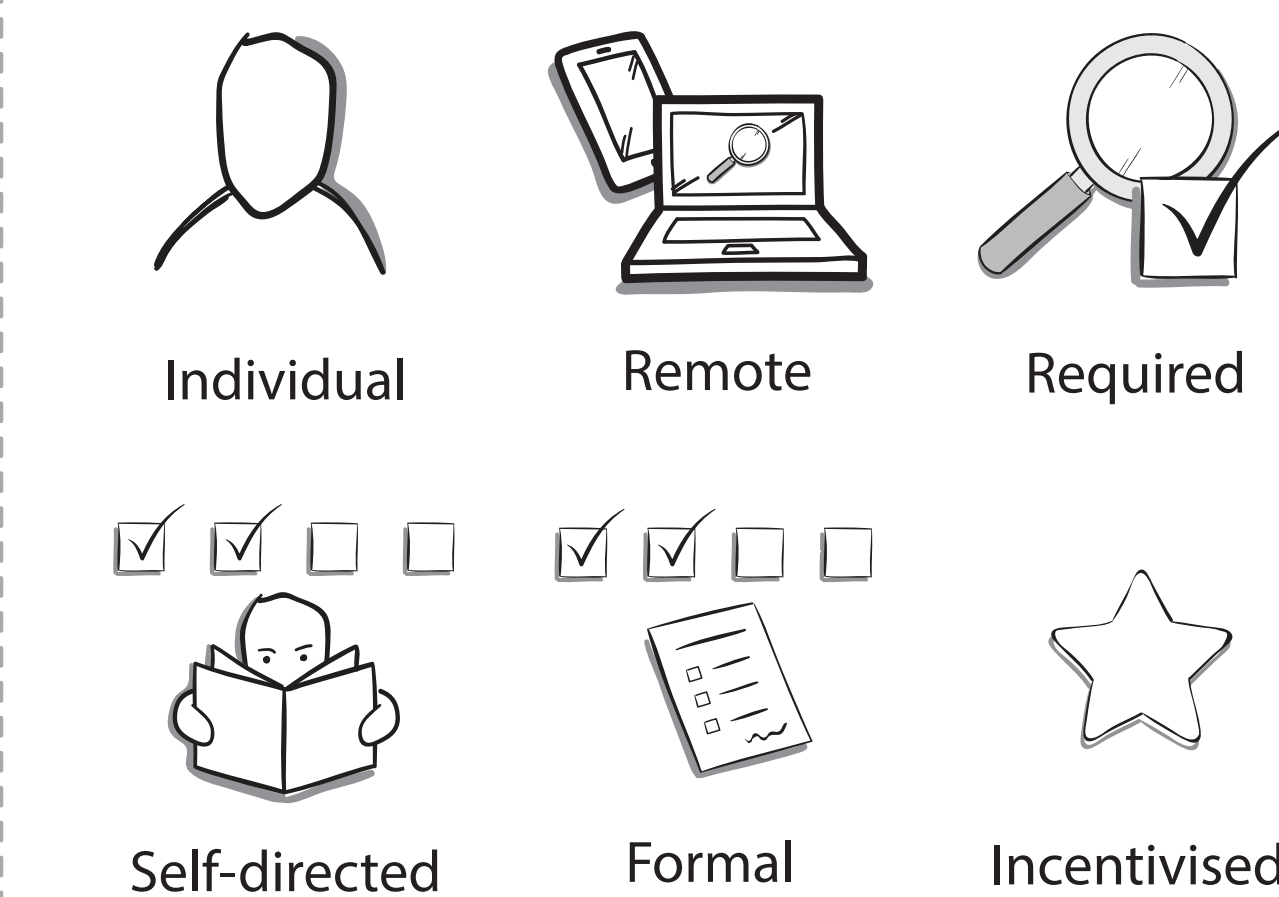
Key learnings

Who & where

Sky
> Media entertainment company and largest pay-tv broadcaster in Europe
> Private sector



Key features



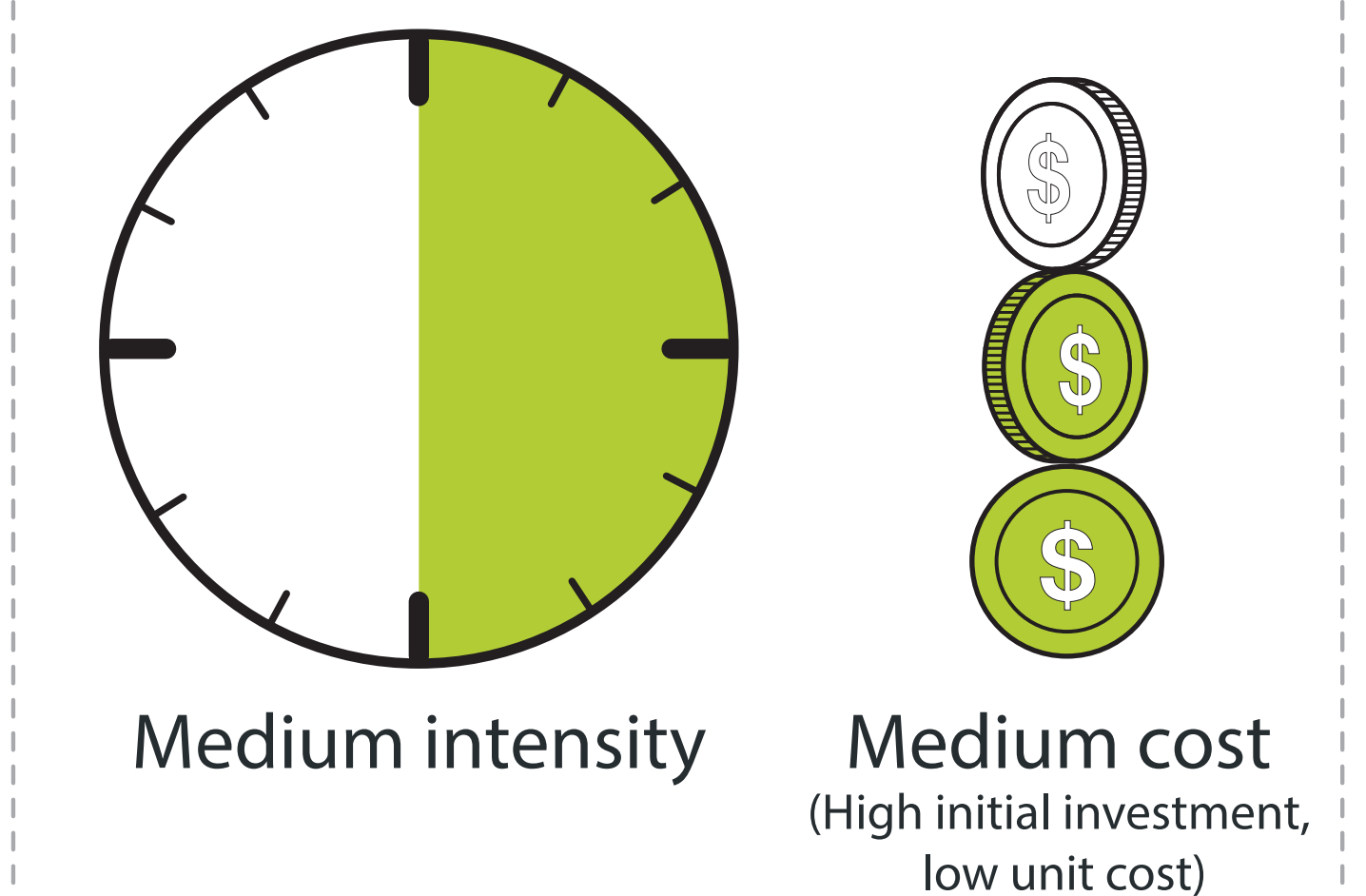
Innovation

- > Use of gaming and highly creative online content to engage and incentivise participation
- > Building knowledge and motivation pre-commencement
- > Significant reduction in costs of training due to the non-traditional approach

Transferable principles

- > Start learning early and make it fun
- > Create an ongoing learning journey
- > Seamlessly blend online with face-to-face
- > Stimulate competition and create incentives through gaming and simulation

Time & money



Networked learning enabled by technology: Succeeding@IBM, IBM

Approach

50% of IBM's workforce has been with the company for less than five years

65% now live and work outside of the United States, 40% of IBM employees work away from a physical IBM location and there are around 100,000 contractors.

Thomas J. Watson, IBM company president from 1914-1956

Watson was the first business leader to truly understand the importance of workforce culture. He created the THINK! campaign, which used internal marketing and communication, staff induction and training to ensure all IBM staff were clear and confident about the company's message.

Investing in workforce education

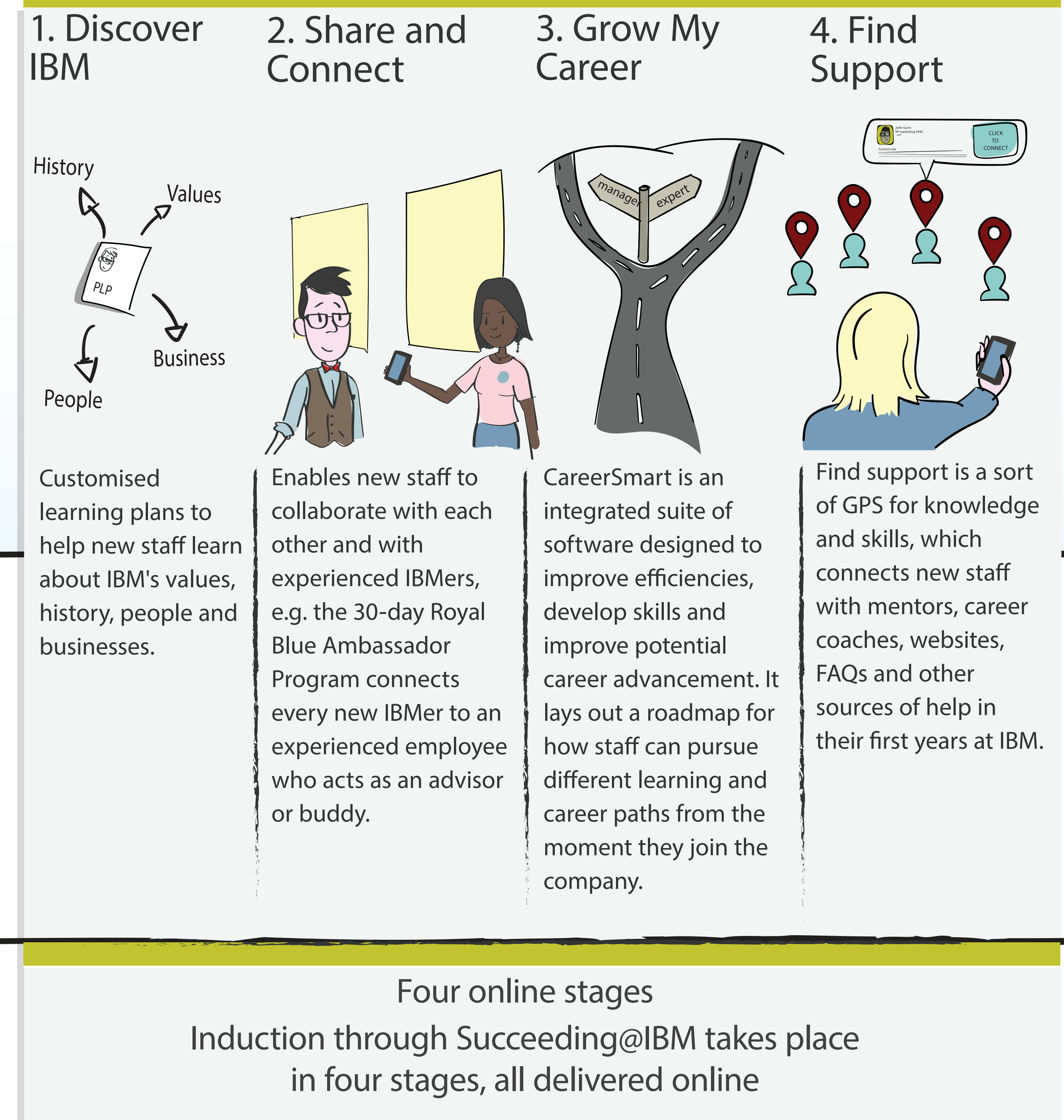
Today IBM spends over US\$574 million annually on staff development, resulting in more than 28.6 million hours of blended learning tools to support learning.

Succeeding@IBM

A broader, more ambitious induction program helps new staff find their way around the vast range of options and opportunities that are available in IBM.

IBM's Blue Pages

Collaboration is considered to be a critical competency for all staff. New recruits are encouraged to use technology to connect, learn and improve as part of their day job.



Create a sense of community and belonging

IBM has a longstanding belief in and commit to building a coherent company culture

One of the best for workforce education

IBM regularly receives international recognition for their learning programs and leadership development

Induction upgrade

Move from a 30-day induction program to a two-year learning program

Collaboration at the heart

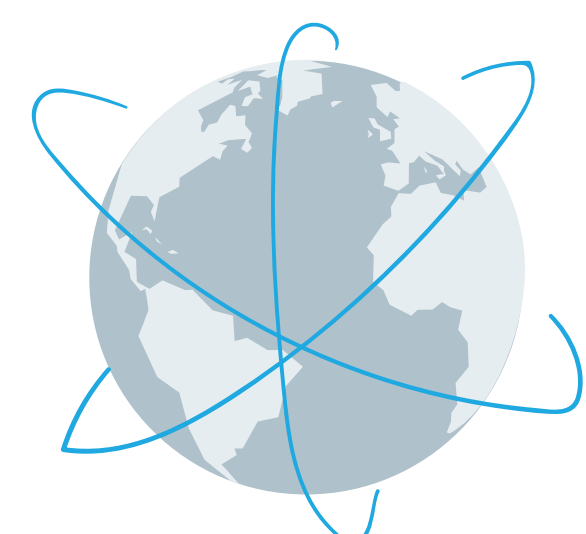
Emphasis on learning about culture and context through networking over information sharing

Key learnings

Who & where

IBM

- > IBM is a global technology company operating in 170 countries
- > Private sector
- > Around 430,000 people work for IBM worldwide, making IBM the world's 12th largest employer



Key features



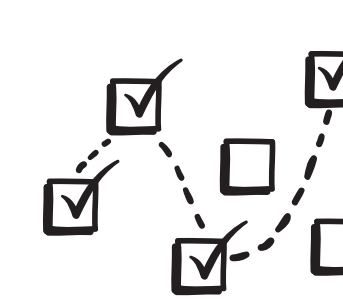
Collaborative



Remote



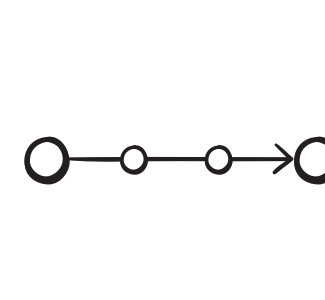
Offered



Informal



Personalised



Sustained

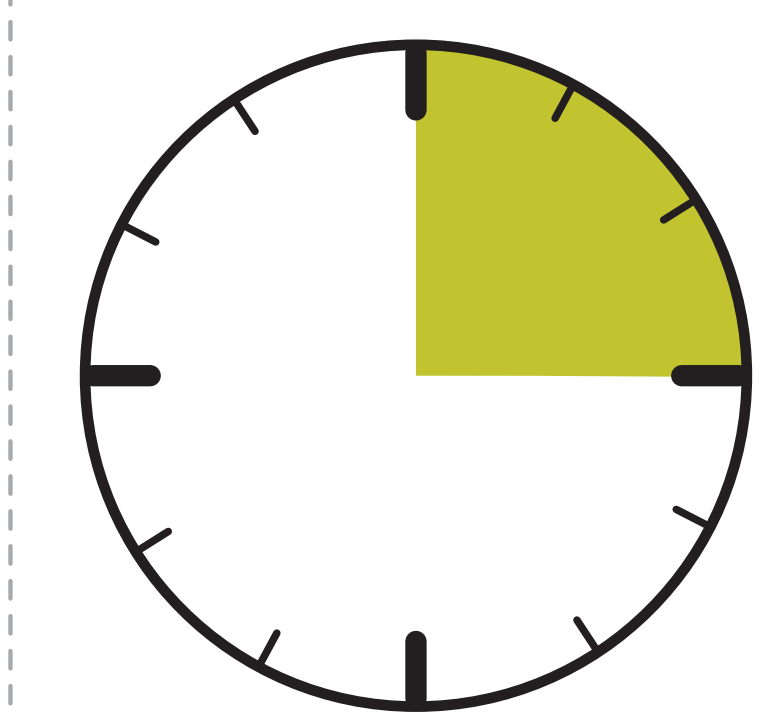
Innovation

- > Collaboration-driven rather than content-driven
- > Induction into the organisation and its opportunities, rather than the role
- > Low cost and user driven, drawing significantly on existing assets (e.g. experienced staff)

Transferable principles

- > Foster commitment and community
- > Focus on creating a coherent culture
- > Facilitate and enable collaboration
- > Utilise experienced staff

Time & money



Low intensity



Low cost
(IBM estimates that it spends around \$1700 per new member of staff)

Comprehensive induction into a new way of life: Australian Defence Force Academy (ADFA)

Approach

Around 1000 undergraduates are enrolled each year in the three-year training program
They come from Australia and 16 other Defence Forces from around the world. Approximately 1500 postgraduate students also study at ADFA.

Multi-purpose campus
Trainees live on site, which includes a military training facility with mess halls, a parade ground and weapons training areas, and a university with a business school, library and a school of physical, environmental and mathematical sciences.

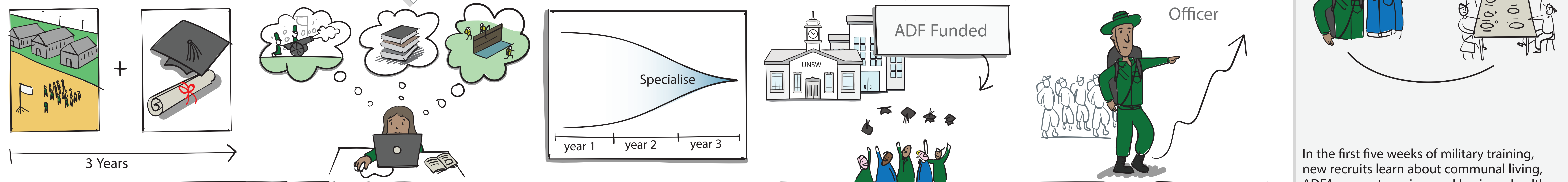
Common military training
> Classroom based study, including study of contemporary military history and strategy
> Practical courses, including first aid, weapons training and physical training

Single service training
Each Service designs their own program, which becomes more specialised in the second and third years of the course. Includes work placements and further leadership training.

Undergraduate degree
University of New South Wales (UNSW) provides high quality education with the aim to provide students with the knowledge, skills and aptitudes required in their military profession. They also instil in students the analytical, problem solving and communication skills needed for them to operate effectively in a complex defence environment.

Officer qualities
Fosters skills of collaboration and communication, which are developed through a series of leadership challenges and simulated exercises.

Life changing learning
Undergraduates live in groups of around 35-40 and are actively encouraged to create friendships and support each other.



Combining military training with academic study Undergraduates at ADFA undertake three years of military and leadership training at the same time as studying an undergraduate program at UNSW		Whole career preparation – 4 key components of induction - All students must complete all four components			
Component 1: Common Military Training Intensive course of study at the beginning and end of each year		Component 2: Single Service Training Gives cadets the opportunity to learn about their parent service		Component 3: Undergraduate Degree Australian Defence Force fully funds all recruits to undertake a degree program	
				Component 4: Officer Qualities A leadership development program designed to foster the skills needed for a successful officer career in the ADF	

Key learnings

Who & where
Australian Defence Force (ADF) and the University of New South Wales (UNSW)
> Providing training and education for future leaders of the Navy, Army and Air Force
> Public sector

Key features

Collaborative	Face to Face	Required	Formal	Incentivised
Facilitated	Situated	Intensive	Sustained	Certificated

Innovation
> Learning and living are fully combined
> Clear incentives support and motivate
> Very different requirements for learning and training are met through partnerships in delivery and an integrated experience for students

Transferable principles
> Invest in leaders of the future
> Blend practical and specialist training with academic education
> Set high expectations
> Deliver quality through partnership

Time & money

High intensity

High cost
(In 2014, the cost per undergraduate was \$300,000 AUD)

Approach

The All Blacks are one of the most successful teams in sporting history

They are currently ranked number one in the world, having won 402 (76%) of their 526 test matches. They are the only international team to have a winning record against every nation they have ever played. The weight of public expectation is unprecedented.

When talent is a given

New team members are already accomplished players. Selection focuses on key statistics related to performance; high work rate and strong movement are preferred, and character; selectors look for players who are unselfish and display a sacrificial mindset.

Elite performance, character and culture are inextricably linked

Induction emphasises the culture and ethos of the team; what it means to ‘wear the jersey’ and be part of a tradition that goes beyond sporting achievement.

Preparing for unpredictability

Training involves randomised playing scenarios and problem solving situations which are designed to ‘overextend’ players and equip them with routine, instinctual responses that can be drawn on in live match situations.

Peer leadership and peer-peer accountability

Peer relationships are valued and mobilised in support of new team members. Senior players define a set of high-level, non-negotiable standards from the outset, and hold individuals to account if they fall short.

The ‘Black Book’

In 1999, after a period of five consecutive losses, two senior players wrote what became known as the Black Book, a kind of handbook for All Blacks. It is the cornerstone of All Black culture - containing the collective wisdom and culture of the team, passed down through generations.

Learning from the best

All Blacks see themselves as part of a global community of elite teams.

Rob Smith - Stats 2014 season

Games 28

Tries 18

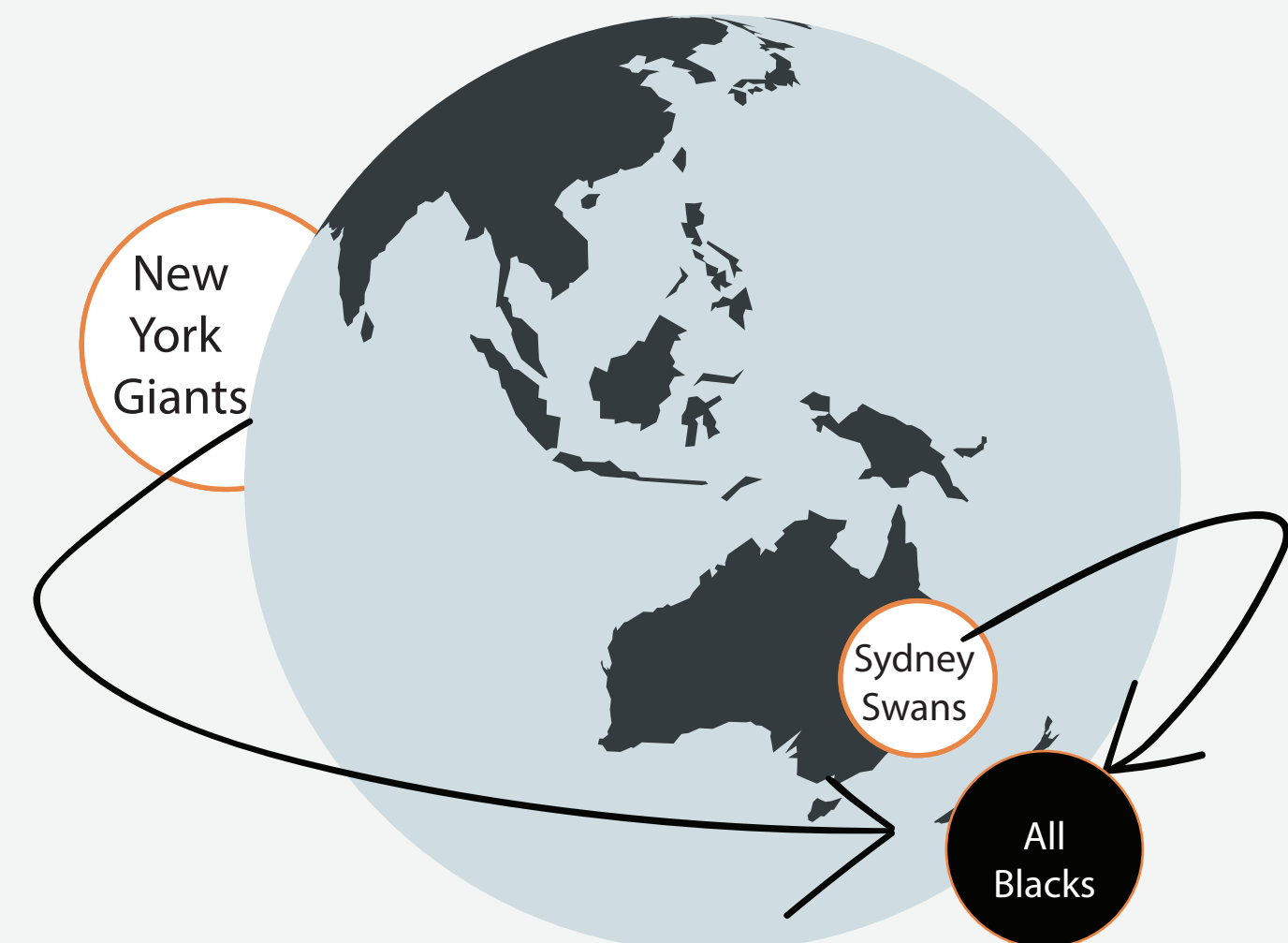
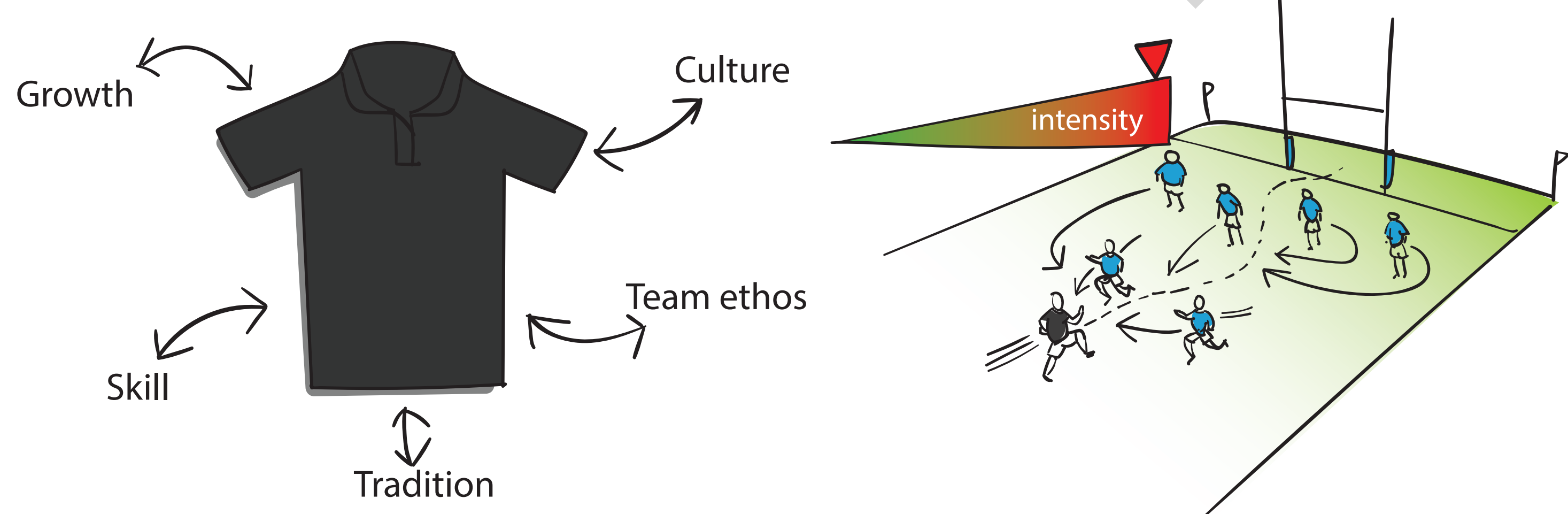
Try assists 38

✓ unselfish attitude

Avg Run Meters 30.1

✓ high work rate

team mate character references



Selection based on performance and character

A nuanced selection process focuses on key statistics about a player’s performance

Growth of the ‘whole person’

Induction focuses on both developing technical skill and the growth of the player as a whole

High challenge from the outset

High expectations are set alongside high challenge in intensive and often ‘brutal’ training sessions

Reflecting on failure

The team regularly revisit past losses, which form a core part of their history

Creating a shared history and narrative

All new players learn the traditions of the team and understand the ‘collective mindset’

They regularly invite coaches and players from around the world, for example, the New York Giants, the Sydney Swans, to share their culture, standards and systems with the team.

Key learnings

Who & where

New Zealand International Rugby Team (All Blacks)

> Private sector

Key features

Collaborative

Face to Face

Required

Situated

Facilitated

Incentivised

Formal

Intensive

Sustained

Innovation

- > Highly intensive, world class training
- > Explicit focus on the team and the individual’s role within it
- > Draws on internal and external assets/expertise

Transferable principles

- > Focus on values, tradition and culture
- > Learn from past mistakes
- > Utilise experience from within the team for challenge and learning

Time & money

High intensity

High cost

Induction in the context of rapid growth: Ensuring the quality of culture and practice, School 21

Approach

A unique learning environment

School 21 is a new, government funded, all age (4 to 18) non-selective school serving a low socio-economic area of East London, England. The school provides a radical new learning environment, designed to prepare children for success in the 21st century. School 21 opened in 2012 and in 2014 had its first Ofsted inspection, achieving 'outstanding' in all categories.

From small beginnings

The school started with three members of staff in 2012. In 2015-16 15 new teachers (a 57% staff increase) joined the secondary school and 13 (60% increase) joined the primary.

Six student attributes

- > Professionalism - being ready to learn
- > Expertise - mastering the basics
- > Craftsmanship - making beautiful work
- > Eloquence - finding your voice
- > Grit - overcoming setbacks
- > Spark - creating new things

Three teaching foci

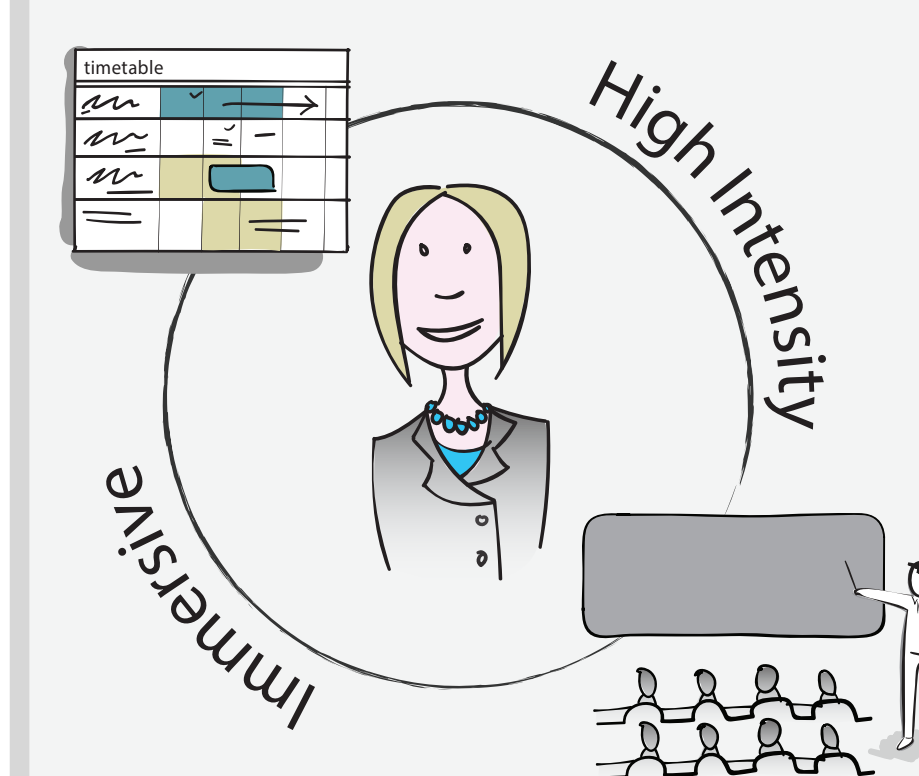
- > Oracy
- > Well-being
- > Project-based learning

21st century teachers for 21st century learning

School 21 wants students to leave school with a toolkit of knowledge, ideas, attributes and skills to succeed in the 21st century. They recognise that this means teaching in very different ways.

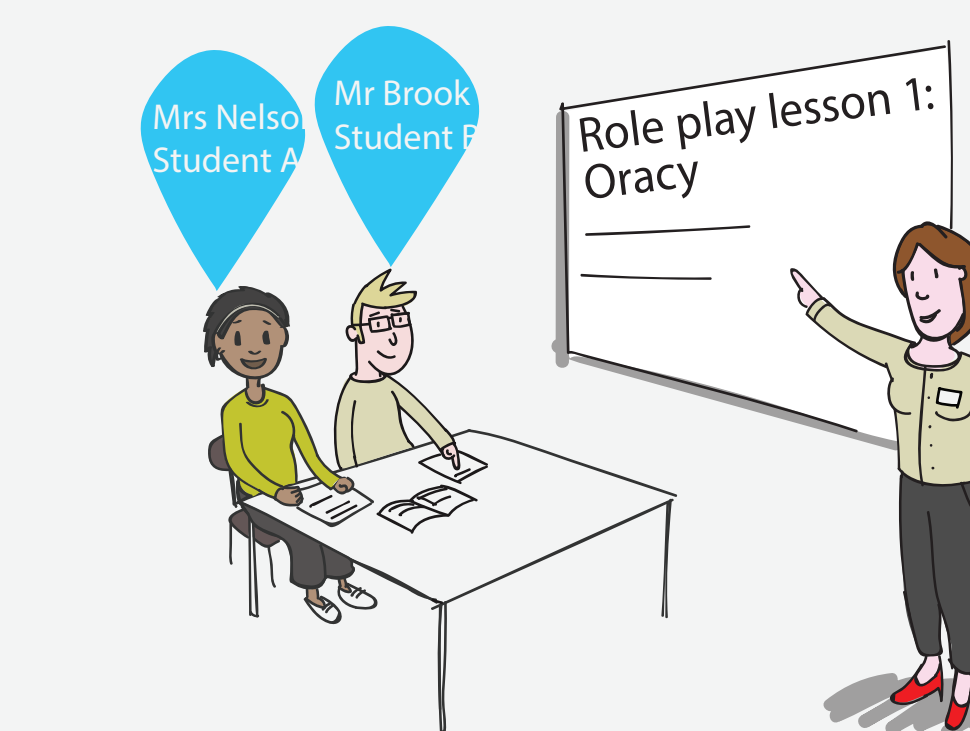
“At School 21 we have recruited the finest teachers... They are collaborators and forward planners. They have a spirit of enquiry about them. Above all else they are constantly learning.”

Stage 1: A day in the life of School 21



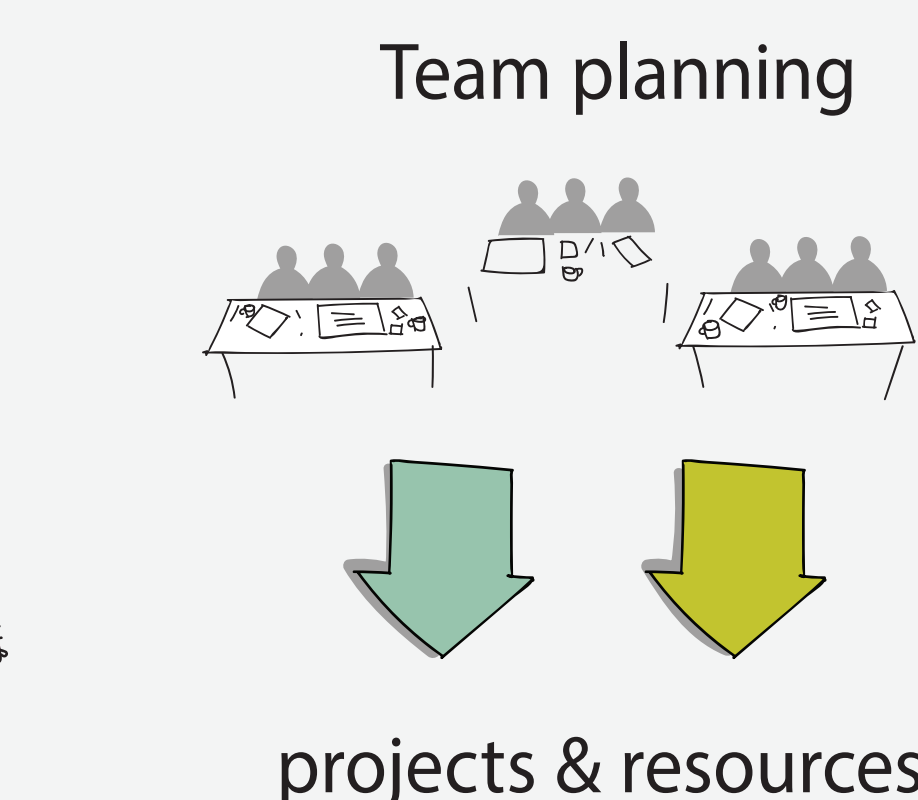
An immersion experience intended to give new staff an insight into how teachers and students interact, and how the different parts of the curriculum and timetable combine to create the school's unique learning environment.

Stage 2: A day in the life of a School 21 student



During the holidays before a new teacher starts, experienced staff stage a simulated school day in which new teachers become the students. They take part in an assembly, in coaching and in a typical lesson, for example with a strong emphasis on developing oracy.

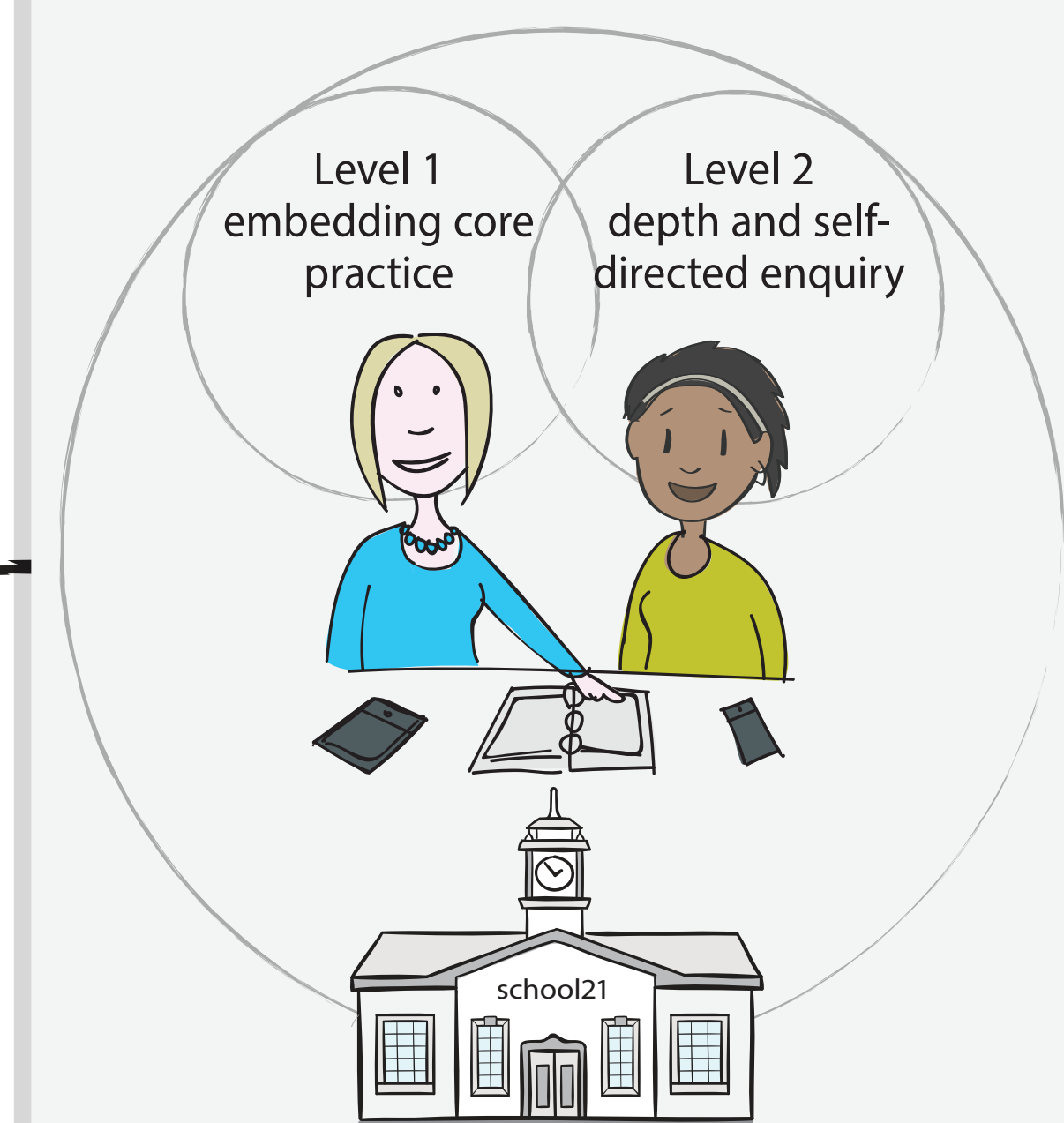
Stage 3: Planning week



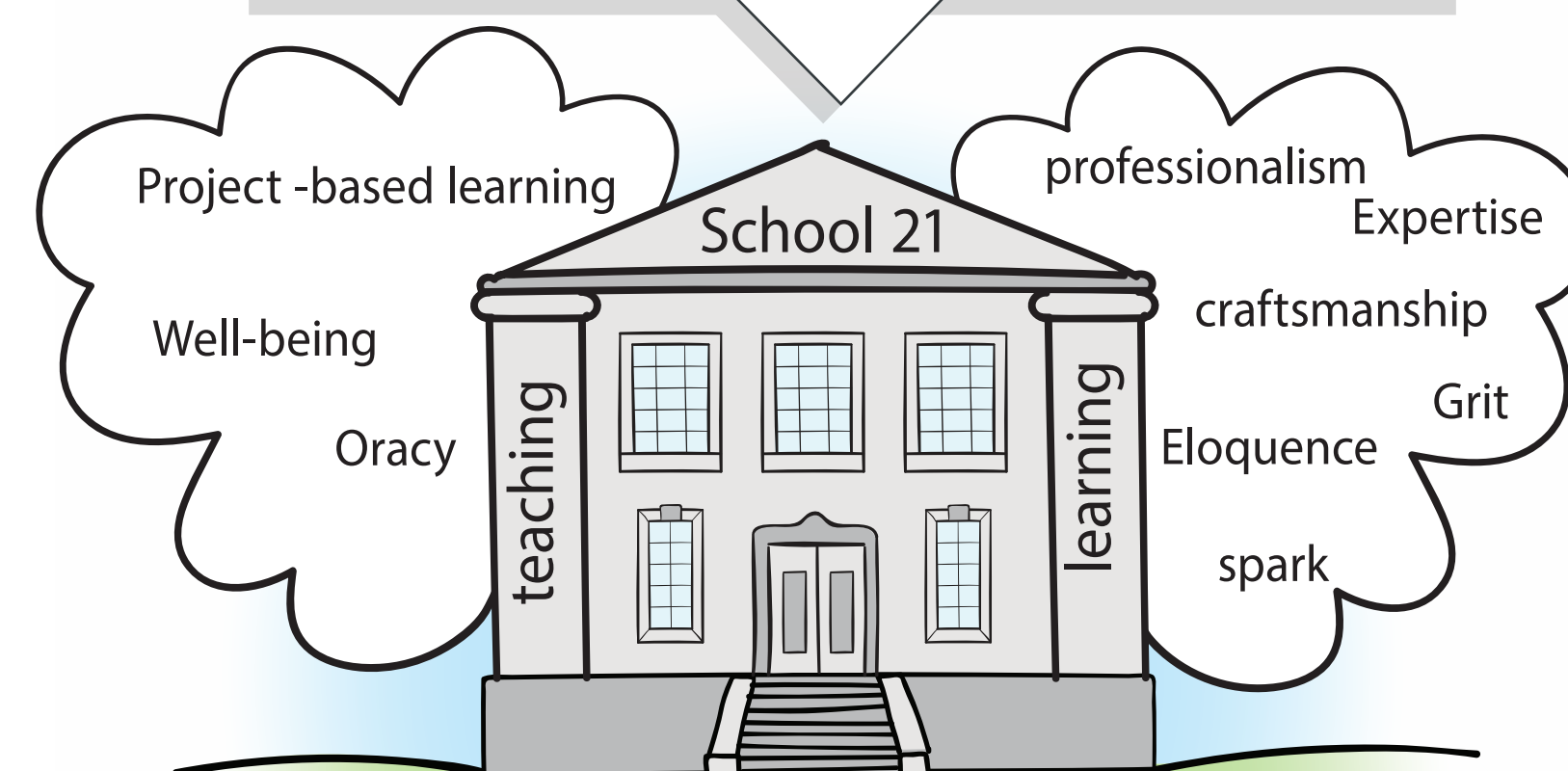
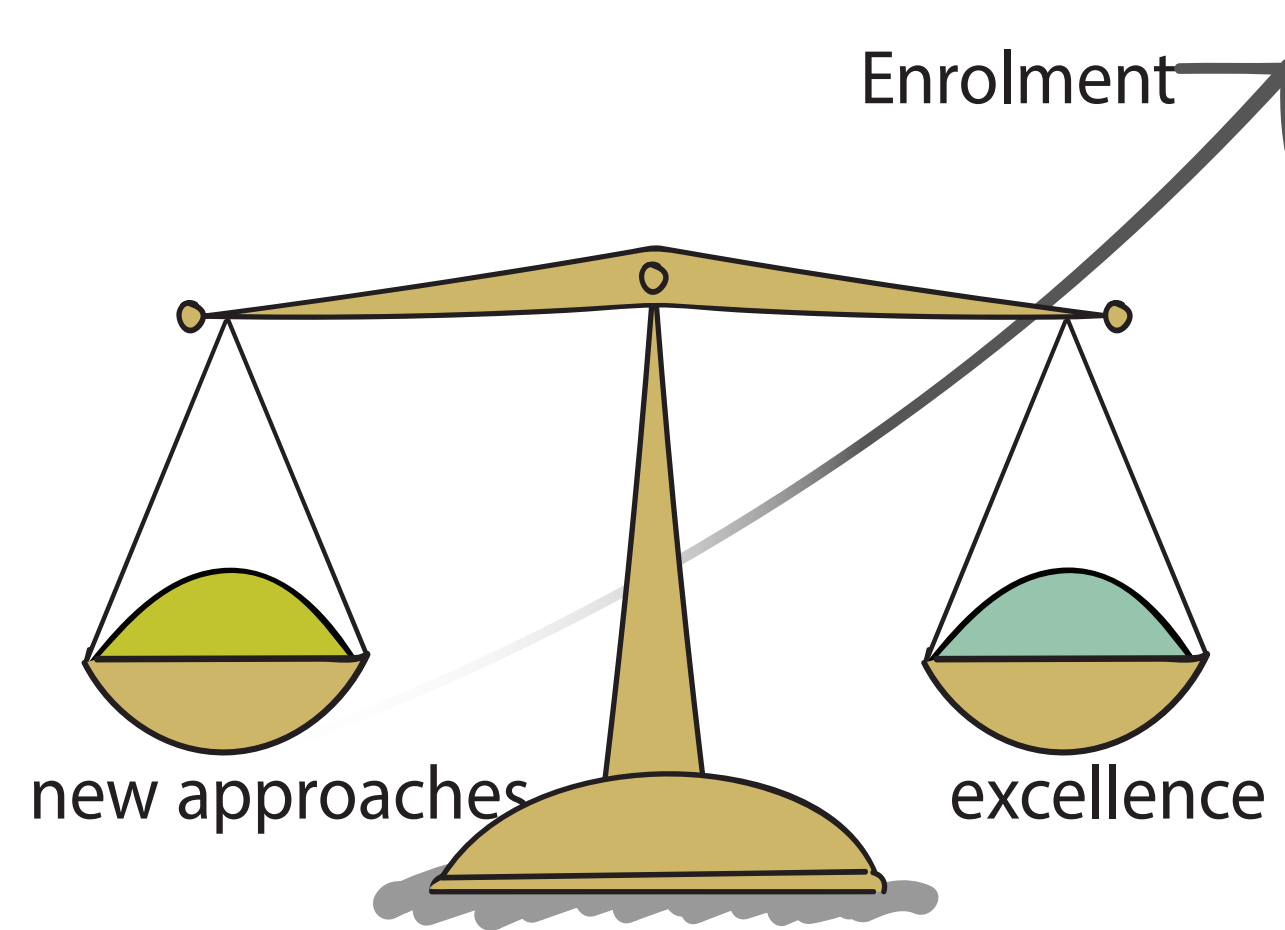
In the week before term starts, new and experienced teachers work together in a formal program of planning and project tuning to put together high quality projects and resources for the year. These are immersive sessions in which the whole staff come together in teams, modelling the collaboration that is a core feature of professional practice at School 21.

The first term

School 21 has an extensive and detailed PL program geared to achieving mastery in the pedagogical techniques that make the school special and successful.



New teachers follow a series of six-week blended learning modules, which are available at two levels: level 1 is for embedding core practice and level 2 focuses on depth and self-directed enquires, which contribute to the knowledge capital of the school. Teachers collaborate and coach each other through the modules.



Growing the school and protecting the culture

Balancing a commitment to radical new approaches, maintaining excellence in teaching and learning and rapidly growing the school to achieve target enrolment

Two central pillars for learning

Learning is designed around six attributes the school hopes students will develop and three teaching foci and approaches

Recruiting the finest teachers

Teachers who want to teach "the whole child" and who can be coaches and mentors, project designers and subject specialists

Learning by doing – Three key stages to induction

Induction places equal emphasis on technical excellence in specific pedagogical approaches alongside a requirement to adopt and contribute to the positive culture of the school

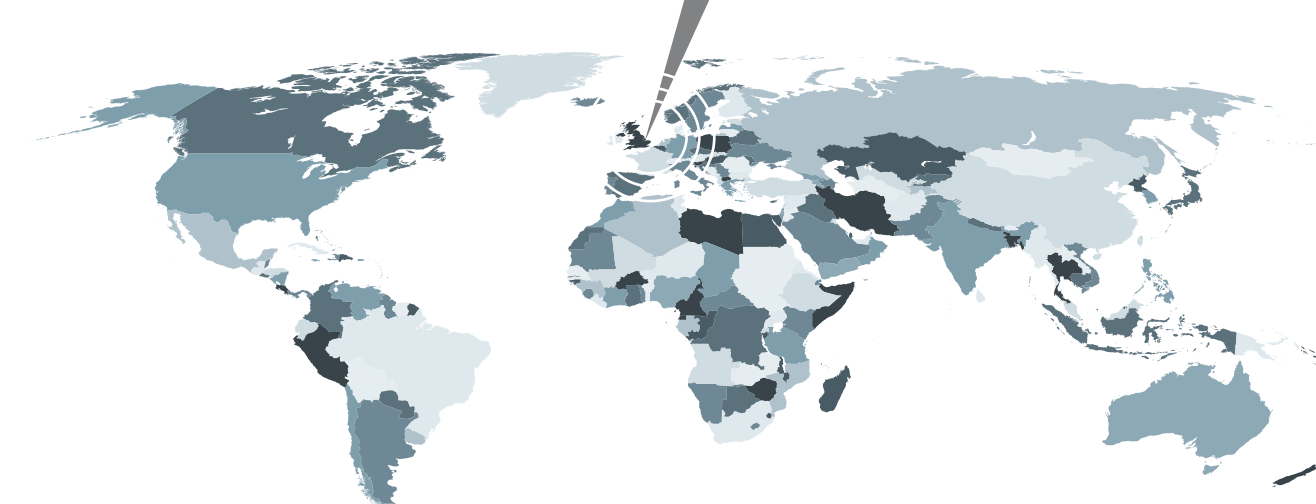
Key learnings

Who & where

School 21

- > Public sector
- > Education

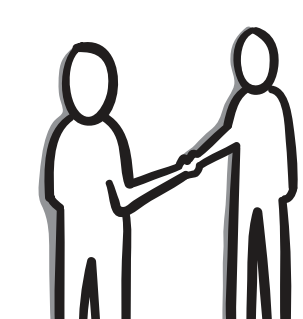
East London
England



Key features



Collaborative



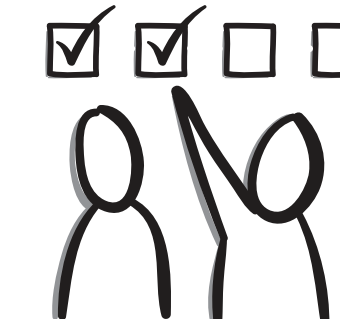
Face to Face



Required



Situated



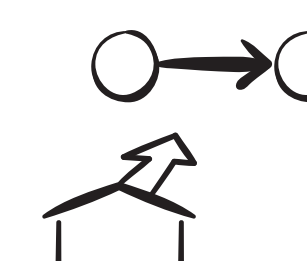
Facilitated



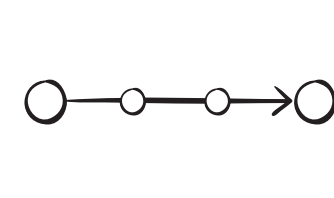
Incentivised



Formal



Intensive



Sustained

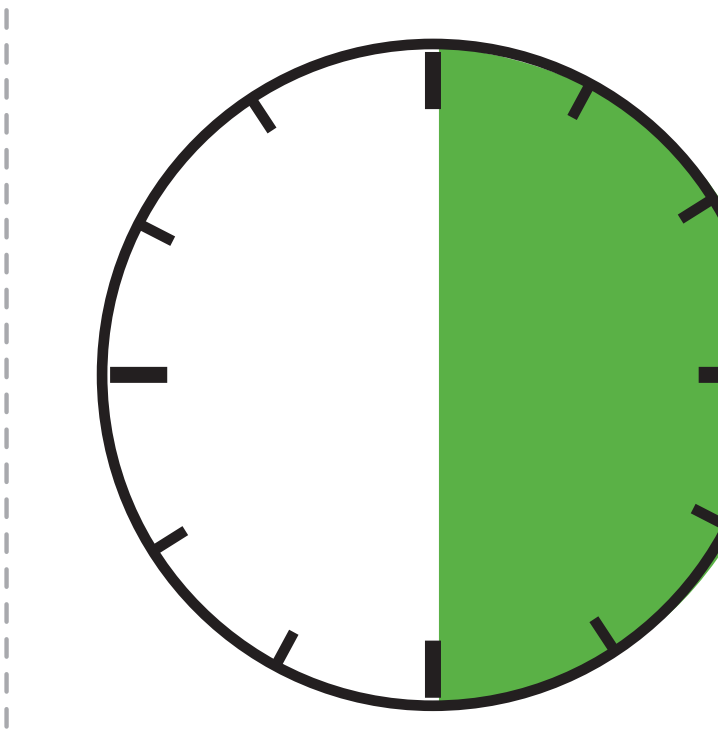
Innovation

- > Development of 21st century teachers for 21st century learning
- > Explicit focus on the team and the individual's role within it
- > Draws on internal assets/expertise

Transferable principles

- > Combine technical expertise with a focus on culture and values
- > Learn through doing
- > Learn with and alongside colleagues
- > Develop high level skills – become a master

Time & money



Medium intensity



Medium cost

Knowing what to do when no one's telling you: No formal induction at Valve Corporation

Approach

Founded in 1996, Valve is a video games company based in Seattle, on the northwest coast of the USA.

Most famous for best-selling games such as Half-Life, Counterstrike and Portal, Valve also provides Steam, a multiplayer and social networking platform that allows gamers to download and update games and to collaborate and compete over the internet using in-game voice and instant messaging. In February 2015 there were 125 million active users of Steam accessing over 4,500 games.

High profit per employee

Valve is more profitable per employee than Google, Amazon or Microsoft. In June 2015 Valve had a staff of 330, with one or two new hires every month.

A model for open and peer-led creative organisations

In many ways, the Valve story is far from unique. Rapidly growing tech companies with resulting huge revenues and valuations are almost commonplace in the C21st business landscape. What distinguishes Valve is its extraordinary organisational culture and the implications this has for induction.

Be bold and creative

Valve relies on all staff to be bold, creative, self-determining and motivated; characteristics that the company values and looks for when recruiting.

Think like a co-director

There are no job descriptions or role titles. Staff are expected to be both creative and analytical and are encouraged to think of themselves as co-directors of Valve, responsible for initiating new projects and developing new products. Risk-taking and mistakes are welcomed as learning opportunities and are seen as part of the story behind Valve's prolific and award winning output.

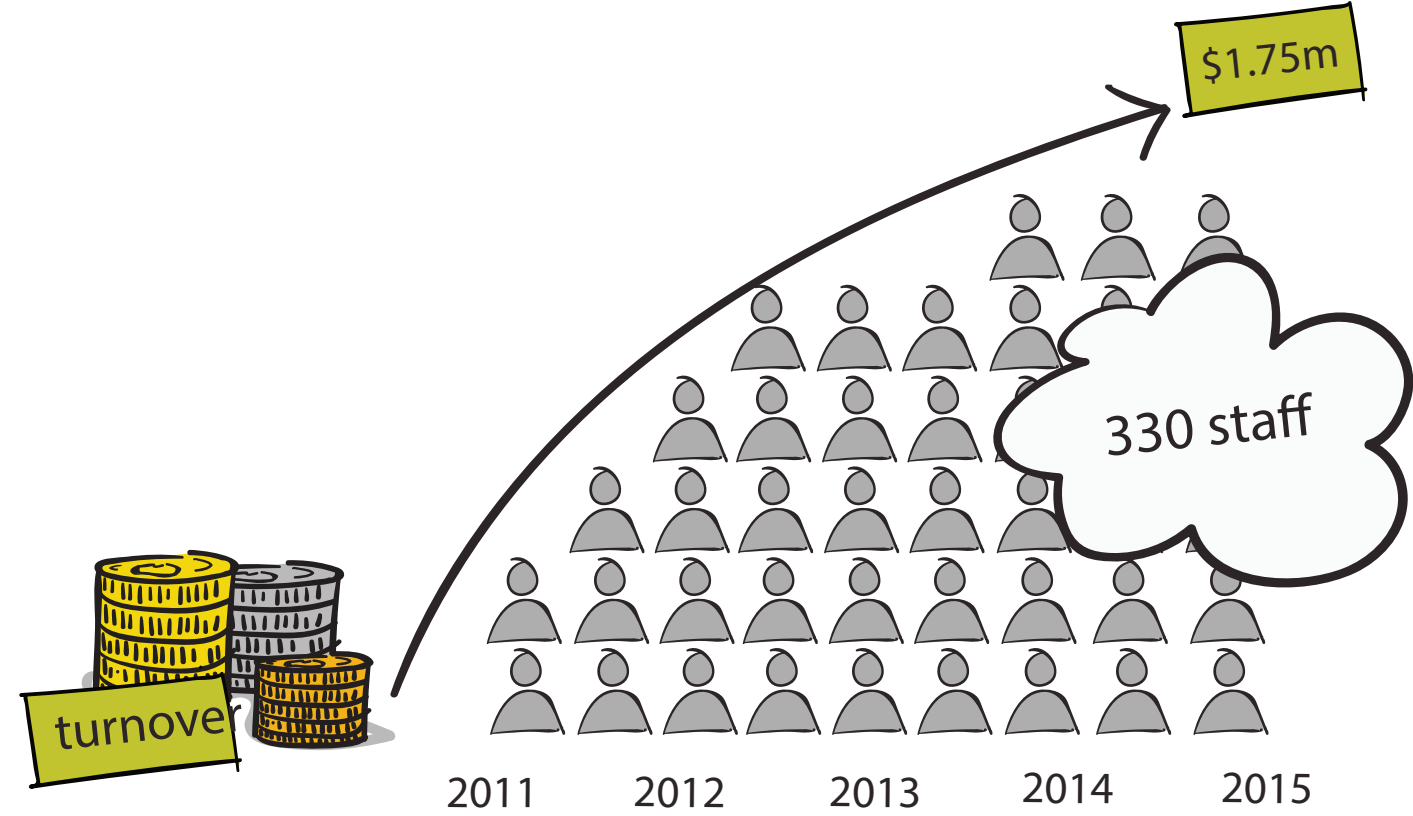
'How not to freak out now you're here' – The Valve Handbook

'Valvers' noticed that new recruits were asking the same questions and issues were coming up repeatedly, so they stepped in to solve the problem.

Resistant to the idea of formal learning programs, which they believe 'don't work' for senior and high performing staff, who are generally self-improving, the Valvers produced a handbook which is a kind of survival guide.

There are two formal performance review methods at Valve:

- > An annual peer review: A group of people, different each year, interviews everyone in the whole company, asking who each person has worked with since the last round of peer reviews and how the experience of working with each person was. The purpose of the feedback is to provide people with information that will help them grow.
- > Stack ranking: Each project team works together to rank its own members. Relative positions are determined on the basis of four metrics: skill level/technical ability, productivity/output, group contribution, product contribution. This feedback contributes to decision making about pay and productivity rewards.



Growing fast

Revenues grew by 100% in 2011; 50% in 2012; and 30% in 2013, with turnover now estimated to be around US\$1.75m billion

Completely flat structure

Valve is a completely flat organisation with no line management arrangements of any kind

No formal induction

Valve offers no formal induction to new staff

Respond to customer need

Everyone's job is to decide what would be best for their customers then make it happen

A bit of advice

The Valve handbook encapsulates Valve's guiding principles, and is designed to help new staff understand and navigate Valve's quirky and sometimes counterintuitive ways of working

Key learnings

Who & where

Valve

- > Private sector
- > Technology

Seattle, USA

Key features

- Collaborative
- Face to Face
- Situated
- Self-directed
- Informal
- Personalised

Innovation

- > No formal induction or training
- > Focus on employee ownership, self-determination and creativity
- > Driven by understanding and responding to customer need

Transferable principles

- > Peer-led learning and collaboration
- > Openness and devolved decision making
- > Invest in and focus on recruitment

Time & money

Low intensity

Low cost