



Raytheon Symposium 2016

Innovative Blended Learning



Blended Learning Innovations: Gamification, Mobile & Social Learning

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Introduction



Business success was not the only thread of discussion around blended learning at the Raytheon Symposium held in London and Frankfurt. The agenda was also about how gamification, mobile learning, and social learning play a critical role.



GAMIFICATION

Don't be scared of 'Gamification' (You can even drop the 'G' word if you like)

In her presentation to delegates, Emma Barrow, Senior Manager Learning Solutions at Yorkshire Building Society, revealed that the worst thing L&D heads can be is scared of the word gamification. She argued that because it understands the psychology of how people learn, gamification actually "makes hard things fun." She myth-busted some of the popular stereotypes around gamification, including saying that it is possible to do it incrementally; and that learning managers don't have to be experts. But in saying all this, she issued a warning – that unless L&D heads stop worrying about gamification, the opportunity it presents them with could actually pass them by. "We have a duty as learning professionals to promote it."

According to Emma Barrow, gamified learning could include elements of

- Scores/leader boards
- Jeopardy (situations or questions)
- Badges that can be earned
- Feedback, involving storytelling
- Characters

"The key standard any gamified learning must reach is the right level of user experience and the right narrative – which can still be achieved on limited budgets."

Emma Barrow, Senior Manager Learning Solutions at Yorkshire Building Society

Emma's advice to companies was simply to go for it – even that they should drop the G-word entirely if it gets in the way of people's understanding. But one has to remember that the key standard any gamified learning must reach is the right level of user experience and the right narrative – which can still be achieved on limited budgets. Without both of these elements, she told delegates, learning chiefs would not get far. What will work, are gamified eco-systems that truly provide a learning context, including one that focuses on the learning narrative. "You've got to get people to want to do the learning, without them feeling forced into doing it, so intrinsic motivation is a powerful motivator to capture with good design."



Four types of gamers

- **ACHIEVERS:** Like badges, being rewarded, being top scorers
- **EXPLORERS:** Like to take their time and navigate, like to find hidden 'Easter Eggs' – things put in there, designed to be secret to all but the most observant
- **SOCIALISERS:** Like to play with others, or against a computer and will build avatars
- **KILLERS:** Like destroying things, they are also highly competitive

"People won't learn a lot in situations where they're in a classroom for five days. In fact, it's estimated they'll only remember 10%, and in four weeks time, only 10% of this 10%!"

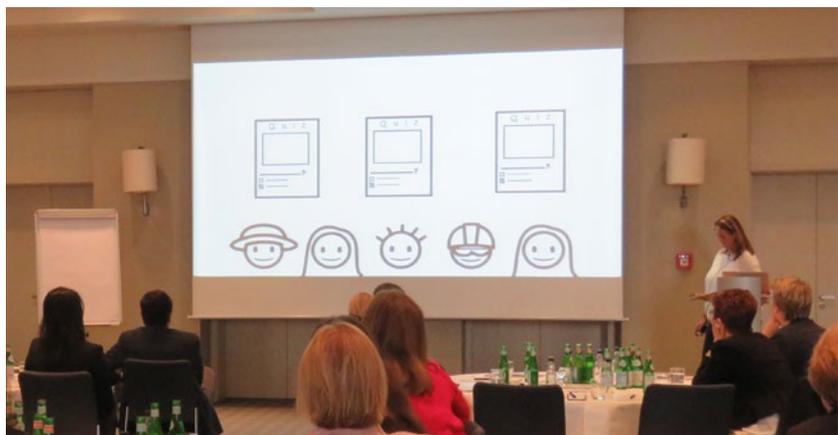
Isa Sammet, Education Lead for Gamification & Internet of Things at SAP

Engage through gamification

Emma told delegates she didn't want to be at the same symposium in two years' time and hear people still hadn't tried gamification. And it was on the same issue of L&D heads needing to realise its potential that Isa Sammet, Education Lead for Gamification & Internet of Things at SAP, also addressed the Frankfurt delegates.

Isa concentrated on the advantages of games-based learning – how it makes learning fun, and be part of a team – mainly because it is built with only positive feedback (rather than failure) in mind. She also revealed that during gamified learning, people's brains are much more engaged, meaning they learn (and remember) much more. "People won't learn a lot in situations where they're in a classroom for five days. In fact, it's estimated they'll only remember 10%, and in four weeks time, only 10% of this 10%!"

At SAP, Isa praised gamification for allowing staff to learn in teams, and 24/7 – time convenient to them. She revealed SAP tends to have lots of 'explorers' in her organisation, so its learning is built around finding information. But she also revealed that her journey hasn't always been the easiest in terms of managers accepting gamification. "I was convinced of it, but I've had to convince others since. There are people who don't like gamification at all, and there are full time trainers who say, no, this is not the right way to go. But the advice given is don't be shy. Be innovative."



MOBILE LEARNING

Continuous learning support demands mobile access. This was the message from Lars Hyland, Commercial Director at Totara Learning, in his talk to the London delegates.

According to Lars, today's work environment is more fluid and changeable, where easy access and flexibility are highly valued. People demand their choice of device and to be in control of when and where learning takes place. Many organisations are already taking advantage of this including PwC (see below). However careful consideration must be taken during the design process to ensure that the intended learning outcomes are reinforced by the use of mobile devices – as this is not always the case.

There are exciting new ways a mobile learning experience can simplify and accelerate the acquisition of new skills, knowledge and behaviours. He mentioned the use of 'trigger points' – such as particular places in a building or outside work environment – that offer up location and context based learning, to enable learners to complete tasks at the point and time of need. Augmented and virtual reality both hold great promise in making training far less abstract and reducing learning transfer problems. To deliver and manage these mobile experiences, the underlying platform needs to flexibly accommodate

a wide range of learning activities that can adapt to suit the individual needs of the learner. Decisions need to be made about whether native apps or responsive design best meet an organisation's needs, in addition to the design choices that will influence the effectiveness of the intended learning experience.

Overall though, he said none of these issues should dissuade L&D heads from experimenting with mobile. "Mobile is increasingly the primary interface with your learning audience, and so should be incorporated into the heart of your blended learning delivery strategy."

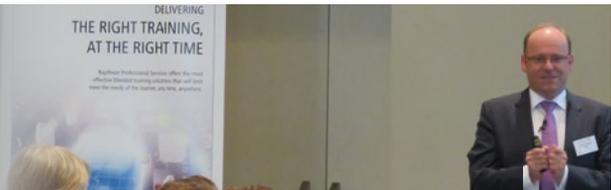
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Lars Hyland, Chief Commercial Officer,
Totara Learning



CASE STUDY

PwC



The need for a clear HR learning strategy

When your business is your people and the expertise they sell, it's not surprising PwC's staff always need to keep up to speed. To do this, mobile learning is a key part of the learning strategy, as Dirk Burkamp, its Learning Technology Leader, explained to the Frankfurt audience.

He said: "In Germany alone, we invest millions per year in training our people. But money is not the issue for us. The bigger point is 'how' we train, and this is why mobile learning is relevant. In Germany the use of mobile devices is up by 96% and smartphones by 59%. The consumerisation of information technology or services was a very strong driver for us rolling out iPhones to staff - because they make doing things simpler. And that's the point. We need to help the very best – we want the best 10% of graduates – learn in a way that suits them."

According to Dirk, PwC is now on its fourth iteration of mobile learning. It first started with text reminders and quizzes after training 16 years ago, but this has now evolved into providing material on smartphones – helped by the fact screen sizes have become larger. Because the German learning culture is very different to say the US or UK (it's strong, mainly because university education is free), he says organisations shouldn't just copy existing learning material people are familiar with and think it's job done. "Go back to your learning objectives," he advises. "If you don't have the right learning objectives and if you don't select the right learning method you will not achieve what you want, end of story. This is what we've found. If the learning is not relevant to the learner, forget it. We know that if our people can't learn in an efficient way, their utilisation of learning will go down."

"If you don't have the right learning objectives and if you don't select the right learning method you will not achieve what you want, end of story. If the learning is not relevant to the learner, forget it. We know that if our people can't learn in an efficient way, their utilisation of learning will go down."

Dirk Burkamp, Learning Technology Leader at Price Waterhouse Coopers (PwC)

"Think of your screen. Even though the size has gone up, you cannot deliver highly complex pieces of information on a small screen. Don't over-use visuals – they'll become a show going on in the background; and consider limitations, like bandwidth."

Manage this and you'll manage the so-called 'Gartner Hype Cycle' which describes the peak of inflated expectation and trough of disillusionment that often comes with mobile learning. "Just recently PwC partnered with a MOOC provider Coursera, for an online course on analytics. It's been a real success," he said. "This model is great for getting people involved with learning." The main point is, he argued, was not getting carried away with 3D models or virtual reality, because the Hype Cycle never ends. There will be new trends that come and go; so it's just a case of working out what suits you.

SOCIAL LEARNING

No discussion on innovation could possibly leave out social learning. On this topic, Cathy Hoy, European Senior L&D Manager at Coca-Cola European Partners and Christian Böhler, Senior Learning Technologies and Methods Manager, RWE Group Business Services, addressed the London and Frankfurt delegates respectively with the coordinated message that this form of learning is fast becoming mainstream as interactions at work increasingly replicate those in our social lives.

“Social collaboration is one of the most natural and effective ways people have used to share and apply knowledge, so it is common sense that social e-learning – which is social and instructor-led – should be used today.”

Christian Böhler, Senior Learning Technologies and Methods Manager at RWE Group Business Services

In his talk, Christian defined social collaboration as one of the most natural and effective ways people have used to share and apply knowledge, and so, he said, it is common sense that social e-learning – which is social and instructor-led – should be used today. He praised the fact it has implicit (unscheduled) learning rather than explicit (scheduled) social learning at its core, while Cathy remarked how enterprise social networks are the thread that links everything together.” She told delegates that social networks can be really helpful for engaging learners before a formal learning event. “Allowing people to interact with fellow learners beforehand is a great way to help ‘break the ice’. It’s also a great way for the trainer to introduce themselves in advance to the group, perhaps ask some challenging questions to get the group thinking and to create the right state for learning.”

But social learning is not, both agreed, a blueprint for having ‘unmanaged’ learning. “The managed piece is really important,” said Christian. “Bosch has professional community managers who do nothing else but manage learning communities within the organisation.” He added: “It does require a shift in the role of the HR Director and L&D head. I don’t think they can run it centrally, but there’s a role in influencing a shift in company culture, and everything around the culture. For example, the conditions, permissions, facilitation, and community management.”



Cathy agreed that enterprise social networks still need to be driven by community managers, in this case trainers, and that groups can't be expected to manage themselves, certainly not at first. This was a process Coca Cola European Partners was currently getting to grips with – including giving more support to managers around how learning transfers to the workplace. However, when this is carefully thought about, both believed there are few downsides. A critical part, argued Christian, was to make sure leaders were engaged. In time, this would encourage learning communities to flourish. Cathy concluded: "A number of studies have found that when leaders actually interact with enterprise social networks and share their thoughts to the business, on a regular basis they are perceived to be more open and trusted."

Cathy Hoy's top tips for social learning

- **Don't just introduce social learning to the workplace because you think it's what everyone's doing. You need to have a reason for it.**
- **Senior Manager support is crucial**
- **Community management is essential**

" A number of studies have found that when leaders actually interact with enterprise social networks and share their thoughts to the business, on a regular basis they are perceived to be more open and trusted."

Cathy Hoy, European Senior L&D Manager at Coca-Cola European Partners

Conclusion

There can be no doubt that mobile, social, and blended learning are all beginning to enter the mainstream, and are starting to seriously challenge traditional learning methods. What this symposium clearly revealed was the very real belief shown for these learning types by the people that are introducing them into their businesses. But if there was one key message that was also promoted, it was the fact that these are learning technologies solutions that everyone can (and should) try. They bring business benefit, improve organisational learning, and perhaps most crucially of all, they are all technologies L&D heads should no longer be afraid of.



Speakers



Emma Barrow

Senior Manager Learning Solutions,
Yorkshire Building Society Group

Emma is Senior Manager in Learning Solutions at Yorkshire Building Society Group. Prior to working at YBS, her professional specialties in Learning & Development fostered whilst working at Royal Mail as Head of Digital Learning. With a background in Graphic Design & Communications, she brings a perspective and set of skills that differ from many traditional L&D professionals, and as a self-confessed early adopter she prides herself on keeping ahead of the curve with new and innovative learning approaches.

She is particularly passionate about social learning and in typical millennial fashion, champions new and innovative digital tools that can enable and enhance development beyond the classroom. A firm believer that learning can be fun without losing the point, gamification in all its incarnations is something that she's been following and experimenting with from the very first project she tackled.



Christian Böhler

Senior Learning Technologies and Methods
Manager, RWE Group Business Services

Christian Böhler is an expert in the field of e-Learning where he worked as a specialist, consultant and project manager. Currently, he is Senior Learning Technologies and Methods Manager at RWE Group Business Services. In his role, he designs, conceptualises and produces group e-Learning and Blended Learning solutions.

Prior to working at RWE, Christian was Web Developer and e-Learning Expert at the College of Public Administration FB Police where among his responsibilities was the development of learning programs and e-Learning consultancy. He also worked as Consultant, Project Manager and HR Manager at X-Pulse where he managed e-Learning databases and configurations and developed didactic-methodological manuals.

Christian finished a specialisation on Informatics with focus on media during his studies on e-Learning. He also has experience working in the field of carpentry where his heart continues to be.



Dirk Burkamp

EMEA Learning Technology Leader, PwC

Dirk Burkamp has been working in the area of learning technology and HR information systems since 1998. He is passionate about HR and Talent Management but his roots lie in information technology. This combination ensures technically highly reliable and realistic concepts while delivering a learner experience at a high quality level with cutting edge technologies.

After working in software development and IT holding positions such as programmer and project manager in software development, Dirk moved into the Human Capital side of the business. In 1998 Dirk and his team delivered the first custom build learning management and talent management systems. Heading the marketing and sales function for the digital learning branch of Germany's 2nd largest provider of professional education he has been involved in the development and implementation of a high number of learning programmes supported by technology.

In his role as Learning Technology Leader EMEA Dirk is now driving the adoption of digital learning technology within PwC and it's clients. He is widely seen as a trusted advisor and speaker both on the side of technology vendors as well as in the people development community. Dirk is member of the advisory board of the Professional Learning Europe Conference and deputy speaker at the Qualification and Training working group within the German SAP User Group DSAG.

Speakers



Cathy Hoy

Cathy Hoy, Senior L&D Manager,
Commercial, Europe, Coca-Cola Enterprises

Cathy has 15 years' experience in Learning & development, working in regional and global roles within a number of successful businesses. Her experience includes developing trainer capability, leadership development and business wide culture change. Cathy is passionate about the future of training and how companies can maximize their use of digital and social learning solutions.



Lars Hyland

Chief Commercial Officer, Totara Learning

A well-known figure in the learning technology community, Lars Hyland has championed the adoption of innovative blended learning design to reap not just greater cost efficiency but real changes in learning effectiveness and engagement. Lars has experience in consulting with a wide range of organisations across many sectors and regions leveraging technology to build workplace learning experiences that raise people performance, productivity, and engagement.

Lars has held senior management positions with a number of pioneering learning companies and now leads the drive for adoption of Totara Learning's open source enterprise learning platforms, Totara LMS and Totara Social working in collaboration with a worldwide network of expert partners.



Isa Sammet

Enterprise Gamification Education Lead,
SAP

Isa Sammet, Education Lead for Gamification & Internet of Things in the Development Organization of SAP. Having joined SAP in 2001, Isa started her career on learning topics in 2011 as the first member of the newly created "SAP Development University". As her scope of expertise developed, she handled topics like Product Security in 2011, and eventually took the Lead for Gamification educational topics in 2012 and developed the first SAP awareness training with known speakers like Mario Herger, who runs his own Enterprise Gamification Consultancy.

In the same year, she started with her own project - "G-learning" - a team gamification and networking platform, which in the meantime was enhanced several times and connected to existing SAP systems. She can highlight the pros and cons of the internal gamification project, its starting point and current state.

The Raytheon Symposium 2016, hosted by Raytheon Professional Services in partnership with CorporateLeaders, was held in London and Frankfurt in September. The events were attended by senior HR, Talent and Learning & Development executives and saw presentations from leading L&D experts who shared their advice and experiences. Other speakers at the events included:



Benedikt Füssel

Director Human Resources, Head of
Talent & Development PBC and Germany,
Deutsche Bank



Nigel Jeremy

Chief Learning Officer, British Airways



Melanie Lepine

Head of Colleague Development, Dixons
Carphone



Jesper Lillelund

Partner & Co-Founder, CorporateLeaders



Steve Thompson

Director of Business Development EMEA,
Raytheon Professional Services

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