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Anglian Water is a global water utility company employing around 9000 people worldwide in a variety of roles from customer services to more technical and engineering-based roles. As the company faces more complicated challenges – for example managing its social and environmental impact – knowledge sharing is becoming an increasingly important resource. Learning, development and management are increasingly being regarded as core competencies.

RATIONALE

The University of Water was initially launched in 1994. Although Anglian Water had always placed great emphasis on training, they began to question the relevance of training by itself. It was therefore decided to bring all existing training programmes under one umbrella of learning and 'knowledge management architecture'. This emphasised on transferable skills such as knowledge creation based on existing experience and the transfer of that knowledge. The aim is to create an outstanding workforce with the necessary skills to cope with constant change and evaluation.



Senior managers describing their vision and values.



Supporting learning in schools.



Supporting the formal education process.



Peer to peer coaching at work.

HOW DOES IT WORK?

The University of Water is primarily focused on action-based learning and the sharing of knowledge amongst employees. A majority of the work is project-based. It forms part of the employee's appraisal and has to be relevant and have a practical application for their business unit. Each project has a mentor, sponsor and agreed completion date. The University of Water uses a balanced scorecard for assessment and its activities are currently being integrated in the company's business plan.

The sharing of knowledge is approached in a number of ways. For example, learning sets are established which bring together a number of employees from various parts of the business who work as 'comrades in adversity' – a problem-solving team. The group then logs their results onto a central access system containing all learning documentation. The database encourages employees to:

- record information regarding the initial problem or mistake in question;
- analyse the results of the learning set in terms of solving the problem; and
- learn through the additional knowledge and skills they have acquired through the process.

To complement the knowledge-sharing approach, Anglian Water also offer employees the opportunity to undertake formal qualifications. These include NVQs relevant to the various business sectors such as Customer Services.

Anglian Water also offer honours degrees in partnership with universities. One such partnership is the University of Buckingham which awards an MSc in Transformation Management. The MSc is shared with other companies such as Virgin, Sainsburys and also public sector organisations allowing Anglian Water employees to learn from their peers in other industries. The partnership with the University of Buckingham has also resulted in the setting up of a two-way secondment process allowing Anglian Water employees to gain a good theoretical grounding and the University of Buckingham academics to gain a grounding in business and become more receptive to the commercial requirements of courses.

Anglian Water also offer courses in partnership with Imperial College, the University of Lincoln and the University of East London. It also has a research partnership with Pembroke College, Cambridge.

IMPACT

The University of Water is gradually engendering a change of culture which will allow Anglian Water to become a true knowledge-sharing organisation. On a more specific level, Anglian Water has increased its local reputation as a good employer and has also been able to recruit and retain more graduates.

In business terms, the sharing of best practice will lead to fewer mistakes and also an enhanced reputation due to the knowledge base of their employees.

KEY LESSONS

- The creation of knowledge based on existing experience leads to the creation of a world class workforce.
- Learning should be seen as an integral part of the job as opposed to an addition. As a result, the term University of Water is now being used less and less internally and the business plan for the University of Water has now been merged back in with the overall HR strategy.
- Partnerships with academic institutions have proved mutually beneficial.

THE FUTURE

Anglian Water hope to:

- continue to promote learning and knowledge management as part of every day work;
- reduce the travelling time and transaction costs of courses by making more information available online; and
- continue to forge successful partnerships with academic institutions.



Bacon & Woodrow is a leading European financial consultancy. One of the few large firms of actuaries and consultancies that are still run as a partnership, the firm employs around 1000 people in the UK. Bacon & Woodrow refer to their learning facilities as an “integrated learning framework”.

RATIONALE

Bacon & Woodrow began to emphasise strongly the importance of lifelong learning in 1996. To continue to help clients solve complex financial problems in practical, commercial and cost-effective ways, the firm needed to combine expertise from a range of professional backgrounds, harness the power of new technology and apply actuarial skills with insight into the changing needs of businesses worldwide. A radical new Human Resources Strategy committing partners and staff to invest in significant lifelong learning underpinned a strategic business plan. This commitment to lifelong learning is both a response to the worldwide shortage of qualified actuaries and the need to combine the academic ability of actuaries with the managerial and commercial skills required in a successful financial consultancy.



Integrated training for actuarial consultancy worldwide.

HOW DOES IT WORK?

Bacon & Woodrow's learning facilities are constantly being developed in line with the needs identified through an innovative competence-mapping project. Clearly specified learning opportunities are open to all staff and are communicated throughout the firm using the Bacon & Woodrow intranet. These opportunities help to enhance key skills in the management of client relationships, the development of products and services, financial management, teamwork and self-development.

The specialised nature of Bacon & Woodrow's work and the predominance of graduates in the workforce ensure that a majority of courses undertaken by employees lead to formal accreditation of learning at post-graduate level. Common qualifications obtained include those of the Institute of Actuaries, the Pensions Management Institute and Institute of Investment Management Research as well as Masters level awards conferred by a number of leading Universities. NVQs are also available for administrative and IT staff.

Bacon & Woodrow seek to develop effective partnerships with a wide range of accreditation agencies working closely with academic institutions, professional bodies and industry training organisations to develop courses and assessment arrangements that will fit Bacon & Woodrow's requirements.

IMPACT

The main achievement is seen as the 'integrated framework' that now represents a cohesive learning programme for all staff. Of the thousand or so Bacon & Woodrow employees, over 50% are now engaged in some form of accredited learning and that figure is set to increase. Significant gains have been made in developing the commercial awareness of qualified staff, developing managerial capability and in increasing the firm's intellectual capital.

In the medium term investing further in the human resource strategy is expected to deliver easier recruitment and higher rates of staff retention in an increasingly dynamic employment market.

KEY LESSONS

- Partnerships with higher education institutions and the resulting tailor-made courses have ensured that professionals have access to the latest thinking in their specialist area, opportunities to consider how services might be enhanced to meet changing market expectations and the stimulus to stay at the cutting edge.
- A multidisciplinary consultancy such as Bacon & Woodrow needs to develop and maintain partnerships with a diverse range of education and accreditation agencies, worldwide, to ensure that compliance and regulatory demands are met.
- If managers and staff are to make best use of the rich diet of learning opportunities, careful attention needs to be paid to supporting active individual learning planning and career decision making within the organisation.

THE FUTURE

- Bacon & Woodrow plan to establish more partnerships with higher education institutions and to offer a greater variety of tailor made and professional learning.
- Development and career planning will be further developed to complement appraisal processes and mentoring – all drawing on the lessons learnt in developing the firm's competence frameworks.
- There will be greater use of e-learning where this is most appropriate.



BAE SYSTEMS Virtual University

British Aerospace merged with Marconi Electronic Systems to form BAE SYSTEMS in November 1999, which has over 100,000 employees across nine home markets throughout the world. It specialises in the design, development, research, engineering and manufacturing of civilian and military equipment.

Graduation of students from Loughborough University in 1999.



RATIONALE

The Virtual University was announced in May 1997 and launched in 1998 with the aim of integrating, aligning and growing the company's activities in learning, benchmarking, research and technology acquisition, into a coherent strategy. It is perceived to be a strong part of the business strategy to build international competitiveness and enable BAE SYSTEMS to be the benchmark for individual and corporate learning, research and technology. Other strong drivers included:

- aligning current and future business needs and best practice in terms of what is needed and how it is delivered;
- capturing and sharing knowledge from across the business via one focal point;
- improving access to research and development in universities both nationally and globally; and
- promoting the effective use of information technology for business benefit.

Wing panel manufacture for the Airbus.



Production of composites for the Airbus.

HOW DOES IT WORK?

The Virtual University takes its name, not from the use of information and communications technology as the sole form of delivery, but from the philosophy of investing in people rather than bricks and mortar. This has been achieved by developing a series of partnerships and networks with universities, further education colleges, and nationally and internationally accredited programmes to co-develop and deliver research and learning opportunities. An integral part of this approach is the development of the Strategic University Partnership Policy, covering education, technology transfer and the application of academic research to BAE SYSTEMS. This concept of partnership is also being extended throughout the company's value chain, with programmes being made accessible to employees, customers, partner companies and the supplier base.

The Virtual University is organised around five areas, with business units contributing to their funding:

- Faculty of Learning, which has developed the Integrated Development Framework, covering opportunities from Apprenticeships to Ph.D.'s;
- International Business School, which has developed the Management and Leadership Development Framework, including a Certificate and Diploma in Management, in partnership with Lancaster University and the Open University;
- Benchmarking and Best Practice Centre, to secure competitive advantage;
- Faculty of Engineering and Manufacturing Technology, focused on engineering excellence and new capabilities, such as M.Sc. and M.Eng. programmes in Systems Engineering; and
- Research and Technology Centres, focused on the company's future needs for technology acquisition, and opportunities for research consortia in design and manufacturing.

In addition, there are 45 Learning Resource Centres across the global organisation, which give open access to all employees to a range of learning opportunities. While these are managed locally, leading learning packages are developed and shared across the Learning Resource Centres in a more cost-effective way. Learning in the Learning Resource Centres is predominantly CD-ROM based, and employees are welcome to use the facilities in their own time to access non-job-related learning, such as languages and web design. Job-related learning needs are identified in Personal Development Plans, and there is an intranet-based Learning and Development Guide, giving details of some 3,000 learning opportunities and sources of useful information for individuals and their managers in meeting identified needs.

IMPACT

- 20% of all staff have used the Learning Resource Centres.
- 2,300 staff have signed on to on-line learning programmes.
- In 1999, over 3,500 staff participated in new courses, accredited programmes and Business Excellence Learning Days.

KEY LESSONS

- Research and Technology is paramount to BAE SYSTEMS' business competitiveness.
- Working in partnership with universities has enabled the Virtual University to develop focused skills and knowledge required for the competitiveness of the company.
- Developing a smaller number of long-term strategic partnerships for design and delivery has enhanced the individual and company, whilst ensuring cost-effectiveness.

THE FUTURE

Looking to the future, BAE SYSTEMS is aiming to develop more strategic world class partnerships internationally. The Virtual University works with partner companies and government in a number of areas, such as collaborative EU projects in knowledge management, sharing knowledge with the supply chain, and supporting the Ufl initiative.

One of the Airbus Industrie A329 family.



BAE SYSTEMS



British Airways Training

British Airways is one of the largest international passenger and cargo airlines, currently employing around 60,000 people. In recent years, BA has franchised smaller carriers to feed passengers onto the wider British Airways Network and has also forged partnerships with other major airlines such as American Airlines and Qantas.

The BA QUEST centres also provide large libraries and on-line research facilities, offering learning opportunities to staff in many different parts of the business.



The cyber café offers BA employees the opportunity to use the Internet.



RATIONALE

Until November 1999, British Airways had many different training departments throughout the business with only management training being offered centrally. In November 1999, all training departments (with the exception of engineering and flight crew training) were brought under one umbrella – British Airways Training. This provided the opportunity to:

- rationalise the number of courses offered and the number of providers with whom British Airways has to deal;
- enable easier access for everyone to a wider range of learning opportunities;
- improve the quality of those that are offered;
- ensure that consistent messages on the business strategy are delivered to everyone within British Airways;
- break down barriers between management and other employees; and
- enable greater cross-fertilisation of ideas across business units and a better understanding of different parts of the business.



In the many Computer Based Training centres (QUEST Centres) BA staff have access to training and self development.



BA is keen to promote self-directed learning.

HOW DOES IT WORK?

British Airways Training offers a wide range of learning opportunities relating to their key business functions such as customer service, sales and marketing, and finance, as well as management development. Some of these courses lead to professional accredited qualifications, such as a Certificate in Management Studies or a Masters of Business Administration, both of which accredited by Lancaster University.

BA uses a mix of delivery mechanisms for the training opportunities, with increasing emphasis being placed on on-line and computer-based learning packages. BA has 27 Quest Centres – cyber café style – world-wide through which its employees can access on-line and computer-based training packages.

Classroom-based training focuses on interpersonal and behavioural skills. Some courses are delivered by the BA training team: others are delivered by one of the partners – typically universities, business schools or private training providers – with whom BA has an established relationship.

BA also has a shadowing programme, through which an individual will spend an agreed period of time, spread over a number of weeks, in a different part of the business to learn about what it does. As part of this shadowing, the individual produces a video which at the end of the shadowing period is shown to both business units as a way of sharing the knowledge the individual has gained with a wider audience.

For managers, a programme of “in-touch days” of visits to front-line functions has been developed and they are asked to attend one “in-touch day” a quarter. This allows the manager to see first hand the roles and issues faced by the front-line as well as giving employees in front-line roles the opportunity to discuss concerns with managers on an informal basis.

IMPACT

BA believe that these changes will enable them to:

- focus training more on business needs;
- provide improved access to learning opportunities to all staff;
- emphasise the similarities between different learning needs across the company; and
- rationalise the number of courses offered.

KEY LESSONS

- The involvement of line managers in agreeing what training opportunities an individual should pursue is key to linking learning to the business needs.
- Training should be seen as an integral part of HR processes, to enable capability frameworks to be linked to development, reward and recruitment of employees.
- A blend of classroom learning and on-line learning will continue to be needed in the future.

THE FUTURE

British Airways Training will continue to develop existing products for delivery on-line. They are aiming to have a large percentage of their courses to be available on-line within two years. All training opportunities will be linked to the capabilities within the learning pathways which are being developed for key roles within British Airways. These will be accessible to all on the intranet. BA is considering whether to seek accreditation for more of the training that it offers as a way of improving the long-term employability of its employees. Each individual will soon be able to access their own personnel and learning record via the intranet.

It will soon be possible to find information on and book all training opportunities on-line through the BA Learning Portal. On-line booking of training and the greater use of on-line learning will help them to monitor and evaluate more rigorously the impact of training on the business. All bookings will however be subject to approval by the relevant line manager, which had not previously been the case.

The BT Academy

BT is one of the world's leading providers of communications products, services and solutions. From a traditional UK base in voice and data within business and residential markets, the company now has a presence throughout the world. An ever increasing proportion of the company's revenues come from new-wave activities – internet, multimedia, mobility, data and solutions. BT continues to expand its interests in growth markets around the world and currently employs around 120,000 people world-wide.

RATIONALE

Developing people and a learning organisation has long been a key objective for BT. The high-tech nature of the business plus their aim to be a centre of excellence for the industry makes the intellectual capital of the business an important asset. Advances in technology have created huge opportunities for enhancing access to learning and utilising these technologies will be a key component of the BT Academy.

Engineer working on underground cables.



BT Training Centre, Kents Hill.



Training session at Glasgow's call centre, for operators to promote BT products.



BT engineer repairing and maintaining underground cables.



BT cable laying in City of London.

HOW DOES IT WORK?

The BT Academy was launched in February 2000 by Sir Peter Bonfield, Group Chief Executive and Stephen Byers, Secretary of State for Trade and Industry. A wide range of existing programmes have been incorporated into Colleges of the Academy, with the Colleges being based on types of learning activity. Colleges currently established include:

- the BT Internet College which is open to all employees and will deliver Internet-based learning programmes;
- the Executive Development Programmes College which will build on the Global Business Consortium for senior management which is delivered by London Business School;
- the Telecoms Masters College through which employees will be able to access courses such as the telecoms masters programme delivered by University College, London; and
- the Foundation Programmes College which will include programmes such as the access scheme BT has developed in conjunction with the Communication Workers Union and Queen Mary Westfield for employees without higher level and degree qualifications.

There is an emphasis within BT's business plan on encouraging employees to gain suitable qualifications as a means of enhancing their employability and maximising their employment opportunities in an increasingly volatile labour market. As a result, many existing programmes are built on partnerships with universities and BT envisages that both further education colleges and universities will continue to be key suppliers of training for the Academy.

The BT Academy is open to all employees and each individual's inclusion in the learning activities will be guided through the appraisal process and by their business unit's skills needs. The Academy's training programmes will also be open to their value chain on a cost-recovery basis.

BT believe that the most effective learning methodology is a mix of on-line or distance learning and tutor-led provision. However, Internet access is enabling more employees to participate in learning in short spells as and when needed. This is likely to have a significant positive impact on maintaining and improving the skills base of the business.

IMPACT

Since opening in February 2000, the BT Academy has made a considerable impact externally, generating lots of enquiries from outside of the organisation. Internally, BT intend to allow a few months for the Academy to 'bed down' before making any decision as to its initial impact.

KEY LESSONS

- Build on existing activity.
- Appoint a project champion at a senior level who has credibility in the organisation and will be able to sell the concept to others.

THE FUTURE

The BT Academy was the first business to announce that it will become a closed hub with the **learnirect** network of Ufl. BT believe that this major Government initiative will help them create an open system to encourage employees to undertake learning and to inform them of learning opportunities. This will come on stream in the Autumn.

BT will be considering how it can incorporate NVQ training into the Academy in the medium term.

Madley earth station and BT engineer.



University For Lloyds TSB

The Lloyds TSB Group is the UK's largest financial services company. Its business traverses the whole financial sector covering: retail banking; commercial and corporate banking; mortgages; life assurance and pensions; general insurance; asset management; leasing; treasury and foreign exchange dealing. It employs 64,000 people in the United Kingdom and a further 12,000 in overseas businesses.

Learning 'cyber cafés' at major group premises.



RATIONALE

Following the merger of Lloyds Bank and TSB, the merged organisation has been looking into ways to structure the Group's training for the future. The University for Lloyds TSB has emerged as a key part of the Group's new training strategy, encompassing all its training under one brand. Through their learning facilities, Lloyds TSB aim to be perceived as a preferred employer of world class talent.

The University for Lloyds TSB is considered to be integral to the Group's overall business plan, falling within its 'People Strategy' section. The main objectives of the University for Lloyds TSB are:

- to make learning more accessible to staff within the Group, when and where the learner needs it; and
- to ensure a closer link between the learning available and the needs of the business.



The University for Lloyds TSB, Solihull.



Specialist exhibition, information displays.

The branding which appears on the University for Lloyds TSB learning material.

HOW DOES IT WORK?

The strategy for the University for Lloyds TSB was written in June 1998 and the proposal put to the board in February 1999. The establishment of a corporate university was then announced to staff in May 1999 and formally 'launched' in July.

The University for Lloyds TSB has a governing 'Strategy Board' comprising some of the Group's most senior directors. Its role is to set the high level learning agenda for the Group and ensure that the University for Lloyds TSB curriculum meets the strategic needs of the business. Faculty Heads, also senior executives from the business, agree strategies for the development of individual learning areas, again with the general needs of the business in mind.

Learning with the University for Lloyds TSB is open to all employees and the learning materials are available in a number of formats including CD-ROM, web-based and distance learning.

Participation in learning activities is strictly voluntary, but does form part of the performance development process for those involved. The University for Lloyds TSB marks an increasing trend within the Group towards workplace learning, with employees having access to the facilities through:

- a centralised Personnel and Training call centre to provide advice on training and career opportunities;
- a website available on both the Internet and the corporate intranet;
- 2000 multimedia PCs accessible to all staff members;
- learning 'cyber cafés' at major group premises;
- 30 regional training centres for face to face courses;
- 3 residential training sites for specialised training and access to cyber cafes and corporate library machines; and
- the ability to order learning materials such as books and videos.

The University for Lloyds TSB launched its innovative 'Centre for Career Management' in February this year. This provides staff with information to help them manage their careers more effectively. Later this year, a career advisory service will be launched to enable staff to have one to one career discussions with a qualified advisor.

The University for Lloyds TSB also provides learning leading to a number of formal qualifications including NVQs and courses accredited by, for example the Association for Project Management, Warwick University and Sheffield Hallam University.

IMPACT

Lloyds TSB believe that the creation of a corporate university has enabled them to achieve:

- greater flexibility in the provision of learning through a variety of media;
- much closer links with the business in the provision of learning;
- improved understanding of what learning is available to staff at all levels;
- clearer and more consistent advice on learning and career development needs; and
- improved partnerships with academic and other external institutions in the development of learning activities.

KEY LESSONS

Key lessons that the Group has learned from the establishment of the University for Lloyds TSB include:

- the benefit of top level business support in establishing the concept;
- the value that a clear and consistently applied brand has in gaining overall acceptance;
- regularly communicating the main aims to all employees ensures staff support;
- effective use of different learning media helps to meet individual learners' needs; and
- recognition of the importance of the Learning Age concept.

THE FUTURE

The University for Lloyds TSB intends:

- to move towards increasing the numbers of accredited courses on offer;
- to improve the ability to evaluate return on investment in learning;
- to develop a workforce accredited in the provision of world class customer service; and
- to have developed comprehensive and fully utilised e-learning function.



Lloyds TSB

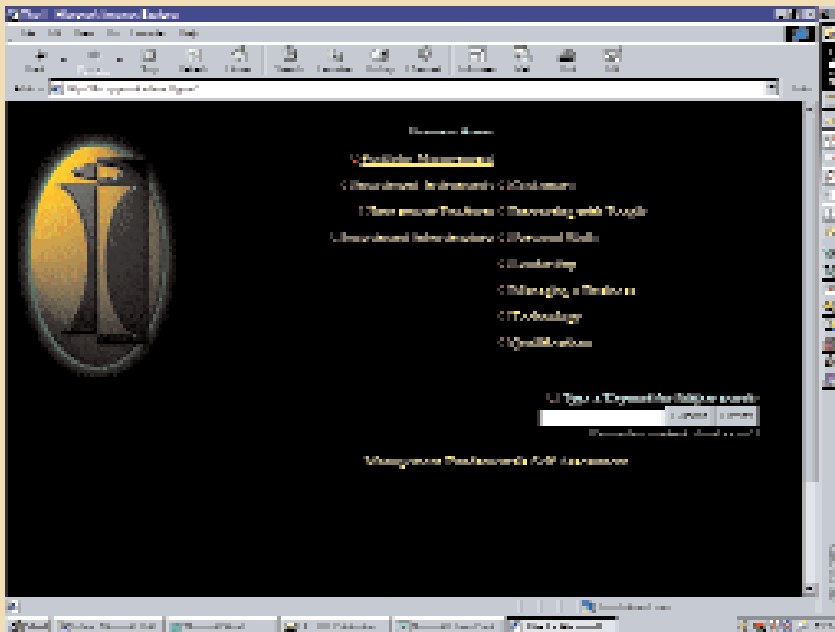
M&G is part of the Prudential group, the global financial management and investments group that includes Prudential Asia, Scottish Amicable, Egg and Jackson National Life. The company manages £150 billion of assets in total. Whilst it is branded locally, assets are managed globally, meaning that country offices are highly interrelated and co-operative. M&G employs 2000 people, the vast majority of whom are highly qualified and motivated to achieve. Rewards are highly geared to performance.

RATIONALE

The I was established to create a stronger link between the training employees undertook and the business' needs.

In October 1998 a flyer was circulated to all employees, explaining the concept of The I. It was subsequently launched in March 1999 by the Chairman and CEO in a lighthearted and punchy presentation asking people 'What's in it for me?'. 1000 people in the UK, the Far East and the US then participated in small groups to discuss what they wanted in terms of personal development from The I.

The I's philosophy is that learning is an integral part of the job, rather than something that people should go and do. 'Just-in-time learning' is often the best or most appropriate solution and subsequently The I's learning opportunities are accessible all the time.



The front page of The I.

The front office at M&G.



HOW DOES IT WORK?

The I is integral to the business plan and has strong involvement from senior management. A director heads up each of its business areas. The organisation has an overall strategy and The I is part of the development process that will help achieve that. As the sector is also government regulated (IMRO), certain qualifications are essential. The key is the existing performance management process, which establishes individual objectives, and the learning needed to deliver them. These are logged onto a central database (for IMRO purposes). Individuals then receive an email with hypertext links to the relevant pages for them on The I.

All employees have access to The I via an intranet and the Internet. There are 11 business areas:

- 4 covering M&G's core business: investment instruments, products, infrastructure and portfolio management; and
- 7 covering generic areas: customers, running a business, interacting with people, personal skills, technology, qualifications, leadership.

The front page has an on-line self-assessment tool that helps employees identify areas they need to focus on (or might have been identified in appraisal – see above) and then sets up hypertext links.

There are 760 on-line courses. M&G only commission or purchase packages specific to the business. One example is a 20-hour on-line equities course with sophisticated animations and simulations where you can trade in a virtual version of the market. To provide high quality courses on more generic management and personal skills such as teamworking, a relationship has been developed with Ashridge On-line. Some courses are delivered to the learner by email over a period of several weeks. Most of the more peripheral or one-off type courses are taken free from the web. The I also offers access to considerable sources of knowledge, for example there are links to every stock market in world.

There are learning and best practice networks for each of the 11 areas. In Equities, a learning area within investment instruments, for instance, there is a world-wide network of 35 volunteer experts from within the company. If someone has a question it goes out to all of them and someone will respond. This is monitored and every question has received a reply and in some cases this will create a debate and fresh learning amongst the network.

There is also a directory of external courses, including instructor-led courses, available in each country - in the UK this totals 3,200. People give recommendations or ratings when they've been on them. Individuals pick a relevant course and get their manager's approval and sign-off if there's a good business reason for going on it. Finally there is a catalogue of learning resources, such as videos and books, available on loan from two Learning Centres in the UK or through arrangements with local bookshops.

IMPACT

There has been 100% take up. The intranet has seen 4,200 user sessions and 113,000 page views from 500 people in just 8 months. An additional 2,500 access the Internet version but this cannot provide the same statistics. Ashridge are currently undertaking research on the value added, but in a sector not known for its commitment to learning if people didn't find it useful they wouldn't use it. One team which was transferred to another part of Prudential requested continued access to The I and work is in train to make it available to other parts of Prudential, starting with Egg.

KEY LESSONS

- Get real involvement from the heads of business areas.
- Give everyone the opportunity to shape the development of such a facility to ensure that it will meet their needs.
- Continue to market regularly the concept to all employees to maintain levels of usage. The I sends round a visual email to everyone with a hypertext link to a particular package and an employee review each Friday. Fliers are also sent out every 6 weeks or so to inform everyone of new developments.

THE FUTURE

The front page of the website with its self-assessment tools will be developed into 'My I'. This will focus on content relevant to each individual and will be individually password protected. Each "My I" home page will flag up new developments and areas of interest to that individual.



Motorola's business covers three main sectors: communications technology, integrated electronic systems, and semi-conductors. Motorola employs around 140,000 people world-wide, in 45 countries.

RATIONALE

Motorola University was initially launched in 1981 as Motorola Training and Education Centre with sponsorship and support from Robert Galvin, CEO of Motorola and a member of the family that founded Motorola in 1928. The emphasis was on helping the corporation build a quality culture through skill-based training and problem solving. Over time, more emphasis was put on using outside experts and learning situations to help employees understand the world in which Motorola operated and where it might be headed.

Motorola University underwent a major change in focus in 1998. The new strategy is to operate Motorola University as a global customer-centric, not-for-profit, education service business in order to:

- increase Motorola's shareholder value by providing learning solutions focused on current and future business needs; and
- be the preferred provider of choice for Motorola's educational content, services and learning solutions and support.



HOW DOES IT WORK?

Motorola University is open to all employees world-wide. Learning needs are identified through business requirements of the organisation and also for individuals in their annual performance reviews. Motorola University used to charge at an individual level. This has now been replaced by Motorola University agreeing contracts for services for a specific dollar amount with each business sector and business unit.

Motorola University is also open to Motorola's customers and suppliers. This is proving to be a growth market with many developing countries who buy Motorola products seeking a training package as part of the service from Motorola.

All training has to be timely, meet business goals and must be relevant. Learning is seen as part of the job. There is an increasing drive to ensure that employees receive the same information from training and therefore for consistent content between courses, regardless of where in the world the training is delivered. Local customisation of courses and delivery is, however, often undertaken to make sure that the effectiveness of training is as successful as possible. There is not a heavy emphasis on gaining qualifications for their own sake. However, employees are encouraged to pursue higher level qualifications, including degrees and MBAs, and these are supported through the MU.

The scope of the training opportunities that Motorola University offers is wide, from leadership, quality, marketing and sales, through specialist colleges integrated into its set up. The colleges are linked to senior directors and executives from around the global business, which gives them added credibility with employees. Motorola University has established formal partnerships with universities or training providers for development and delivery of courses. However, it makes extensive use of global experts in its courses to ensure that the business is gaining leading edge information and best practice.

The training available makes use of all the available mediums, from web-based training to classroom-based training. However, there is now a push for greater availability of e-learning solutions with corresponding goals of 30% of all training via 'alternative' means by 2001 and 50% by 2003. To achieve this, Motorola University have invested in a global network architecture that includes more than 25 servers distributed world-wide capable of delivering 24 hour, 7 days a week learning access. Additionally, a high-level e-learning team is developing a strategy to foster a self-directed learning culture to support these goals.

IMPACT

Motorola employees have a real thirst for learning. In 1998, there were 77,000 days of training delivered which accounts for approximately 3.5 days per head per year, and in 1999 there was an average of 3 days training per head for the employees of Motorola.

KEY LESSONS

For Motorola University, these include:

- keep close to business environment and the customer;
- understand the business environment as well as the business does;
- be proactive, not reactive;
- technology is an enabler ;
- training is an investment, not a cost - aim to get that mindset into the business; and
- turn change to your advantage.

THE FUTURE

In addition to desktop learning, Motorolans can also download courses to a personal computer, order CD-ROMs and videotapes on the web, visit a learning centre to study privately, and in some locations participate in live satellite broadcast. Increasingly, however, Motorola University is looking to technology to provide 'right knowledge, right now' to customers. One solution currently being explored is called Intranet Immediate Instruction (I³). The I³ system uses video streaming technology and enables business experts to create and disseminate just-in-time learning, messages or updates to a global audience in a 24 hour timeframe.

In 1999, the Motorola University identified a change in their customers' needs. These included:

- improved operating efficiencies;
- increased use of alternative technologies globally both on-site and off-site;
- one single point of contact to identify needs and co-ordinate resources;
- integrated learning solutions based on critical business need rather than self selected, discrete courses; and
- a global measurement system to gauge and report success.

Motorola University has already begun to respond to these needs, for example by creating one interface for customers with the University. Motorola University believes that web-based training and knowledge management is now the key opportunity and is seeking to establish more opportunities for e-learning as a result.



MOTOROLA

The National Grid: Eaking • The Power of Learning

The National Grid Company plc owns and operates the high voltage electricity transmission system, in England and Wales. It takes the electricity produced by the generators and transports it across a network of overhead lines and underground cables to local electricity suppliers and to some large industrial users. National Grid employs 3647 people in the UK and 3775 worldwide.

RATIONALE

Eaking was originally the centre for engineering and technical training within National Grid. Since January 2000, it has become the focus of all business-related employee development. This change was driven by a rationalisation of costs and the need to bring management training and engineering training under one roof to support one NGC culture. As the company expands its international business, Eaking will become the centre of excellence for transmission training in the group.

Eaking Training and Development Centre provides a positive environment for the sharing of knowledge. The need for rationalisation has put Eaking at the heart of the business, which reflects the importance the Board attaches to improving the skills base of the business. Eaking is supported by the company recognised Trade Unions.



A continuing programme of learning at work to encourage understanding and knowledge exchange.



HOW DOES IT WORK?

Eakring offers learning opportunities for all employees, including new entrants to National Grid, covering technical training, finance and commercial training, key skills and personal development, and management training.

Individual training needs are identified throughout the year in response to business needs. Training is programmed to equip staff with the skills, knowledge and competence to perform in a high-tech, fast changing industry. The operation of an enquiry process ensures that the courses offered are responsive to the business needs.

The technical training that is offered emphasises learning through experience. Eakring has a unique facility with training towers, overhead lines and a sub-station where training can take place, as well as offering classroom-based training. Eakring harnesses the knowledge capital in the company by using the wider workforce as experts, working within Eakring. Secondment opportunities exist to augment this practice. The mandatory training required for Authorised and Senior Authorised personnel and overhead linesmen is also managed at Eakring.

There is a strong emphasis on external recognition and quality training standards, particularly NVQs and Modern Apprenticeships, and Eakring is an approved NVQ accreditation centre for NVQs in engineering. Development schemes, such as the Graduate Development Scheme, are generally accredited through professional bodies such as the Institute of Electrical Engineers and the Institute of Incorporated Engineers.

NVQs are encouraged in other non-technical disciplines, such as Business Administration. National Grid's Learning Support scheme is open to everyone for continuing professional development or for business-related academic study. National Grid is also piloting Individual Learning Accounts to encourage the uptake of learning opportunities which are not business-driven.

As the emphasis at Eakring is on learning through experience, a new learning centre was opened in late 1999 to encourage self-managed learning through computer and Internet-based packages. These packages will be developed in the future to enhance e-learning.

IMPACT

There are already tangible results in terms of creating a sense of bringing people together and a collective aim in terms of staff training.

KEY LESSONS

- The internal marketing and publicity of Eakring is integral to its success.
- The speed of response and the application of learning to business needs is also seen as important.

THE FUTURE

- A 'Learning Zone' will be established to facilitate e-learning. The Learning Zone will be available company wide on the intranet and offers individual access to materials in other information and learning centres, including 'Ashridge' On-line and information of Eakring's portfolio of courses.
- Further accreditation of courses, for example National Examining Board for Supervisory Management, will be sought. Key Skills courses are to be differentiated to enable individuals to access the most appropriate training and development. Reviewing courses is a dynamic process and the design and delivery of courses reflecting the different learning styles and experience of individuals is a key focus in the coming months.
- Career Pathway opportunities in NGC will be more clearly identified to enable individuals to plan and develop their qualifications by accessing the most appropriate route for them within their current job family. 'Learning opportunities' as well as 'training solutions' is something that is being developed.
- Eakring is looking to a wider learning community by developing strong strategic links with education to target young people considering careers in engineering. Engineering Education Schemes, Understanding Industry and mentoring programmes are key areas for future developments as Eakring drives forward a lifelong learning culture.



Unipart 'U'

The Unipart Group of Companies is primarily known as a distributor of car parts and accessories. It has recently also diversified into the IT, rail, leisure and health sectors. Unipart employs around 10,000 people world-wide.



A lecture performed in the high-tech, twin screen, 100 seater stepped theatre which forms part of the Unipart 'U', in which around 180 different courses are run in-house.

RATIONALE

Unipart 'U' was initially developed in the the early 90s after Unipart's management buyout a few years earlier. The U was officially opened in 1993 in an event that gained nationwide press coverage.

Unipart was struggling against a legacy of poor productivity and low quality that was strangling British motor manufacturing in the 70s. To compete in the global marketplace, the newly independent company sought to become the hallmark of outstanding customer service and world class performance. Unipart U and Unipart's "people programmes" were the key levers in delivering fundamental operational and culture change in an efficient way.



The company's in-house 'university' in which managers and employees are teachers as well as students.

Employees learning team working skills at the company's university.



The Unipart 'U' is a showroom and training centre for new technologies and the latest in computer hardware and software.

HOW DOES IT WORK?

Unipart 'U' engenders a philosophy of world class performance through continuous learning by focusing on six key stages of personal development:

- awareness;
- understanding;
- acceptance;
- knowledge;
- action; and
- improvement.

The Unipart U is steered by the Deans' Group which is comprised of senior managers from each of the Group's companies. Deans are responsible for developing the syllabus that will be most relevant to their individual businesses and to the on-going needs of the Group.

Unipart 'U' is open to all employees, initially through a series of ten courses that begins with the 'Philosophy and Principles of Ten(d) to Zero'. This is taught monthly by Group Chief Executive John Neill and attended by all employees as well as other Unipart stakeholders.

The U philosophy is to "learn in the morning and do in the afternoon". The courses are highly practical and related directly to business requirements. All internal courses receive validation through an internal accreditation structure. The 'U' also offers employees the chance to undertake formal training, for example through NVQs, NEBBs and degree courses offered by business schools and universities.

Complementing the U are new developments such as 'Faculty on the Floor', a high-tech learning facility on the shop floor, and the Our Contribution Counts Website, which enables employees to access the Group's latest learning through a vast database and to create new knowledge through a standardised approach to on-line problem solving in teams.

Unipart is also developing low cost, mobile learning facilities to improve accessibility for staff in branches and other locations that are not in the vicinity of a major Unipart site.

IMPACT

As all employees undertake a minimum of ten days training each year, UGC has successfully created a collective identity and values structure across the Group. The Unipart 'U' courses have also created a standardised approach to problem solving. This has been particularly beneficial as Unipart customises its core competencies to meet the needs of new clients in a variety of industry sectors around the world.

KEY LESSONS

- Creative problem solving and sharing of experiential learning has created a world class, highly trained and motivated workforce.
- "Learning to learn faster" has proved an effective way of implementing emerging best practice to maximum effect.
- There is a lower turnover of staff if good training offered.

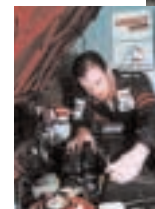
THE FUTURE

The Group has widely acknowledged that the key to future success will be its ability to reduce the cycle time for learning – essentially to learn faster than the competition. To achieve this, Unipart is launching The Virtual U, an on-line managed learning system delivering courseware and personal development plans over the company's extensive intranet.

One of company's double-decker articulated lorries.



A Unipart Car Care Centre.



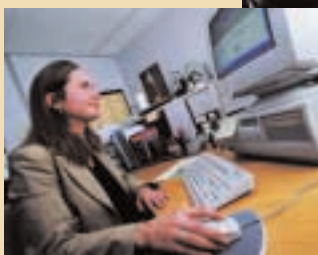
Unisys is an international company operating in more than 100 countries around the world. It is primarily involved in providing other companies with help in applying information technology to enhance performance. Unisys has 36,000 employees world-wide and approximately 4,000 in the UK.

RATIONALE

Unisys U was launched in 1998. Prior to its launch, training provision was organised separately by each business unit, which had led to disconnected training programmes of inconsistent quality and availability. Unisys U offered the opportunity to create a greater mass of high quality training provision that was available on demand, offered to all employees. There were clear economies of scale to be gained from this approach.



Many on-line learning opportunities are available to all employees.



HOW DOES IT WORK?

Unisys U is organised in a series of schools: business, finance, HR and legal, leadership, marketing, project management, sales, services and technology. Most of the learning opportunities are offered in-house, using a combination of internal experts and external providers. An important exception is leadership training which is run entirely in-house. Unisys puts considerable emphasis on using its own people as trainers as a way of ensuring that courses are up-to-date and as a means of gaining buy-in from the wider workforce to the U.

Unisys U is open to all employees and bookings are made using the intranet with line managers having three days to reject the booking if they are not content with what is proposed. Each job within Unisys has been allocated to a job role for which there is a defined set of competences and series of courses (both core and specialist) accessible through the intranet. The intranet also enables individuals to access their individual career portfolio which records all learning opportunities that the individual has enrolled on and their progress on them. With these two sets of information, individuals are able to identify what courses would enable them to develop the knowledge and skills needed for their chosen career path.

Unisys uses a variety of delivery methods, including computer-based training and instructor-led training. Unisys has developed blended curricula for its technical courses by identifying the best method of delivering each module of the course. On-line mentoring is also available with mentors taking both a proactive and reactive approach. This facility combined with the computer-based training has enabled just-in-time learning to take a high profile within the business. Unisys expect this to become the key driver for provision.

IMPACT

- A 120% increase in uptake of training.
- A 40% decrease in the cost of training per day.
- A 22% increase in employee satisfaction with training provided.

KEY LESSONS

- Simplify existing processes and provision.
- Be able to deliver what you say you can deliver.
- Ensure that courses are replicable and deliverable anywhere.
- Involve people from other parts of the business in delivering courses to ensure they are up-to-date.

THE FUTURE

Unisys U will be seeking to increase their capacity to deliver learning opportunities on-line. The intranet will be key to delivering this and so ironing out the few remaining glitches is a current priority.

Unisys will also be exploring the possibility of offering degree level courses or other accredited courses through partnerships with traditional universities.



Unisys
European
Headquarters,
Uxbridge.

The Unisys logo, consisting of the word "UNISYS" in a bold, red, sans-serif font.

The Document Company Xerox • New Learning Imperative

The Document Company Xerox's business focuses on the development and implementation of office solutions and systems across a diverse customer base. Xerox employs around 27,000 people in the Europe, Middle East and Africa region with 10,000 of those jobs in the UK.



RATIONALE

Launched in 1999, the New Learning Imperative (NLI) represents a rapid acceleration of an Education and Learning Strategy initiated in the early 1990s when Xerox faced a "crisis of opportunity" prompted by the arrival of new technologies and consequent changing needs of their customers. Xerox have shifted to providing office solutions and document management expertise rather than concentrating on unit sales of office equipment. As a result, the Managing Director of Xerox Europe, Pierre Danon, now positions learning as a key enabler towards achieving the company's business goals.

Whereas in the past Xerox sold a limited range of products with shelf lives of up to 15 years, allowing relatively stable classroom based training programmes delivered from the centre. Today, most new technologies would be out of date before every employee could be trained in that way.



Xerox employees engaged in an XTV (Xerox Television) broadcast - The medium allows 2-way communication between broadcaster and audiences enabling large numbers of delegates to be trained, at the same time, without leaving their workplace.

HOW DOES IT WORK?

The aim of NLI is to get employees to value a broader range of learning opportunities in the workplace, including informal learning, experiential and distance learning, and to take responsibility for defining their own learning needs in consultation with their line manager.

Xerox maintains and will continue to maintain a training centre, but it is increasingly trying to push learning out into workplaces via the web and localised centres. Its American parent company's 'Document University' in Leesberg, Washington operates a more traditional training campus offering both face-to-face and distributed learning expertise.

The NLI is intended to support all employees in the UK, Europe, the Middle East and Africa, offering required training to all business sectors. For example, all UK service engineers are in the process of qualifying for NVQ Level 3 Electronic Systems whilst all call centre staff also undertake relevant NVQs. Various internal courses are also offered and organised by function, for example a sales course is offered to all sales staff beginning with foundation selling progressing through to advanced selling modules. They also have management qualifications linked to the Management Charter Initiative Standards' competency frameworks.

Xerox aims to increase the accessibility of learning to all staff by bringing details of all courses on offer under one umbrella via the recently created Xerox Virtual Learning Environment website. This is seen as the gateway for staff into the process. The site provides staff with a catalogue of all courses on offer. It also offers basic courses, such as time management and assertiveness training which were previously classroom-based, and access to technical training. They have commissioned a bespoke Learning Management System and are linking the on-line directory to competency assessments and on-line booking over the next year.

Employees identify their training needs through competency-based assessment and personal development plans. They can then choose learning programmes relevant to their business function. For less 'core' courses they can negotiate joint contributions in terms of time and costs with their line managers. Distance learning materials are making this easier as no extra costs are incurred for the company beyond employee time.

The NLI is being actively marketed and is seamlessly linking learning to other on-line business tools so that employees see it as integral. Managerial competencies now include 'developing your people' requirements to help them see the importance of learning.

Some educational initiatives are made available to external partners, concessionaries and suppliers. Learning programmes are available in English through an international central directory and a major programme is underway to teach the English language across the European organisation to make these accessible to a far wider community.

IMPACT

Although the NLI has only taken shape in the last few months, the impact is already noticeable within the company itself. The sales and service force are going through the accreditation process and have a greater degree of confidence as a result. Customers should now recognise the impact of having NVQ 3 qualified staff. There are also signs that staff turnover is decreasing, with the new system allowing people to grow and be rewarded within their roles rather than growing out of them.

Over time the NLI intends to establish measures for competency development, establish links to key business metrics and set targets for raising these. Employee satisfaction surveys and company inspection systems are already in place, although measuring the discrete impact of learning on organisational culture is difficult.

KEY LESSONS

- Parallel development of company culture to enhance the acceptability of new approaches to learning is key to the success of a learning facility.
- Consideration and provision for different learning styles and preferences must be undertaken.
- The suitability of workplace and home environments for learning are a key consideration.

THE FUTURE

Xerox hope to:

- build partnerships with universities to develop MCI level 5 qualifications;
- promote the use of facilities through the Virtual Learning site and also through encouraging managers to encourage their staff to undertake courses;
- continue to effect the cultural change of the workforce and increase understanding of learning as a part of their work rather than a separate entity; and
- continue to encourage people to take ownership of their own learning.



For Further Information

Competitiveness Unit

Department of Trade and Industry
1 Victoria Street
London
SW1H 0ET

Workplace Learning Division

Department for Education and Employment
Moorfoot
Sheffield
S1 4PQ

Campaign for Learning

19 Buckingham Street
London
WC2N 6EF

Further Education Development Agency

Citadel Place
Tinworth Street
London
SE11 5EH