DEVELOPING AN ONLINE INDUCTION PROGRAM FOR BANKSIA GARDENS

Nicole Conill, Nisha Goel, Emma Mungovan, Sam Pitkowsky

May 13, 2021

Developing an Online Induction Program for Banksia Gardens

An Interactive Qualifying Project
submitted to the Faculty of
WORCESTER POLYTECHNIC INSTITUTE
in partial fulfillment of the requirements for the
degree of Bachelor of Science

by
Nicole Conill
Nisha Goel
Emma Mungovan
Samuel Pitkowky

Date:
13 May 2021

Report Submitted to:

Sponsor Organization:
Jonathan Chee
Banksia Gardens Community Services

Professors Steven McCauley and Padraig Ó Catháin
Worcester Polytechnic Institute

Acknowledgements

About the Authors

This team consists of four students at Worcester Polytechnic Institute (WPI): Nicole Conill, Nisha Goel, Emma Mungovan, and Sam Pitkowsky. These students, each in their third year, were accepted to the Melbourne Project Center, and granted this specific project. Unfortunately, due to the COVID-19 pandemic, travel was not permissible, and the project was successfully completed in an online format.

Nicole Conill is a Computer Science major pursuing her Master of Science in Cyber Security, as well as a minor in Law & Technology. Additionally, she is a CyberCorps: Scholarship for Service recipient, and strives to someday make an impact in governmental security. This project was of significant interest to her, as it allowed her to combine the learning experience of Australian culture with her devotion to technical projects.

Nisha Goel is an Electrical & Computer Engineering major pursuing her Master of Engineering in Biomedical Engineering. Her career goal is to make an impact wherever she goes and hopes to design medical devices and analyze physiological signals to detect discrepancies sooner. She truly loved working on this project and hopes that this platform will greatly improve the induction experience for all future Banksia staff and volunteers whose work would extend to improve the Broadmeadows community.

Emma Mungovan is a Chemical Engineering major with a minor in Business. Her career goals include Superfund Site remediation and project leadership. She hopes this platform will allow new inductees to feel more comfortable making connections upon joining the Banksia family and for easier understanding of the policies.

Sam Pitkowsky is an Aerospace Engineering major pursuing his Master of Science in Aerodynamics. His career goals include working in motorsports, either with aero cars, MotoGP, or air racing. He specifically enjoyed learning about onboarding methods and HR practices in general, as well as getting to meet the Banksia family. He hopes this project can add value to BGCS and help them serve the Broadmeadows community even further.

Abstract

The development of a virtual induction platform provides Banksia Gardens Community Services (BGCS) with an engaging and interactive process for future staff and volunteers. Using focus groups, interviews, and literature research, we've identified strategies for an effective induction program that compliments Banksia's unique organizational culture. Based on our research, we developed a prototype induction platform, administered feedback testing, and ultimately presented our sponsor with a website containing nine modules and various sub-sections, relevant to the needs of Banksia Gardens.

EXECUTIVE SUMMARY

Serving the suburban Broadmeadows community of northern Melbourne, Australia, **Banksia Gardens Community Services (BGCS) is a neighborhood house with a fun, dynamic, and collaborative culture.** For the past 40 years, Banksia has been able to successfully grow their plethora of programs to benefit the disadvantaged. However, despite community success, Banksia's internal induction program was not reflective of their admirable culture. **With an expanding staff, limited resources, decentralized programs, and COVID-19 pandemic restrictions, Banksia Gardens was in dire need of a revitalized induction program.**

In order to create a cohesive and well-informed family of staff and volunteers, **our team undertook the project of developing an interactive induction program.** This began with understanding the culture of BGCS, and how it supports the surrounding community. Additionally, we needed to understand the qualities of effective inductions, and how to gauge overall success. Only then were we able to assess the current BGCS onboarding process, and determine areas of improvement. Finally, our team designed and prototyped a new induction platform, tested it with staff, and integrated their feedback to produce a refined final product. These steps became our four key objectives throughout this project. **Ultimately, we provided BGCS with an engaging, interactive induction platform for new staff and volunteers to better understand Banksia and serve the Broadmeadows community.**

Understand	Develop	Assess	Design
the culture of BGCS, and how it supports the needs of the Broadmeadows community.	an analytical tool to evaluate onboarding approaches.	the current BGCS onboarding process.	an induction platform that encapsulates BGCS's sense of community & belonging.

Understand

We began our project with a commitment to understand Banksia's organizational culture. We interviewed many members of the Banksia family, and through these heart-warming conversations, **we learned that the Banksia culture is characterized by trust, collaboration, support for one another, passion for helping others, and fun within the family.** Furthermore, we came to understand a deeper impact of our project; those in the Broadmeadows community would also experience the effects from a new induction program, influenced by the manner that their program staff were inducted.

Develop

In our endeavor to understand the components of an effective induction, our team conducted research and interviews with experts in the field of onboarding. In the process, we discovered "The Four C's": **Compliance, Clarification, Culture, and Connection.** These apply to assessing an induction's success, with each C respectively considered more effective than the former. In addition to the Four C's, we needed to tackle the aspects that Banksia wanted to improve on: **creativity, interactivity, and engagement**.

When engaging with experts in the field, we realized that an online induction cannot be the sole answer. Connecting with people is a vital piece of integration into any organization or group, and while our team focused on the online aspect of Banksia's induction, we needed to address the connection component as well. We were able to communicate to our sponsors that while the online platform was necessary for a streamlined induction experience, they also needed to turn their attention to what happens after the virtual experience, such as viewing **in-person onboarding as a time for learning, rather than performance.**

With a comprehensive understanding of the aspects that make an induction successful, **our team developed an analytical tool that utilized the seven acknowledged areas of importance**. Each category was assigned point values based on effectiveness, with a high score representing a successful induction. Our analytical tool was then copied and edited to become an Induction Feedback Form used for feedback on our prototype, as well as becoming a tool for Banksia to receive feedback from future inductees.

COMPONENTS	SCORE
Interactivity	5 / 7
Engagement	0 / 6
Creativity	1 / 6
Compliance	4 / 7
Clarification	2 / 8
Culture	10 / 10
Connection	2 / 16
TOTAL	24 / 60

Assess

To understand the perspectives of Banksia staff regarding their induction processes, we interviewed five members of the staff and leadership team to hear their experiences. Through these conversations, we uncovered areas that had been overlooked within the current onboarding program, as well as identifying some of its strengths, such as Banksia's success in creating a welcoming environment for new inductees.

A major area which we found to be a problem was the lack of engagement into their new journey as a staff member at Banksia. The more we learned about the current induction process, the more we understood that it was not reflective of the blooming culture that Banksia offers. **New staff members and volunteers simply received a hardcopy packet as their induction manual**, which included lengthy policies and sometimes outdated information. This was contradictory to the true culture at Banksia.
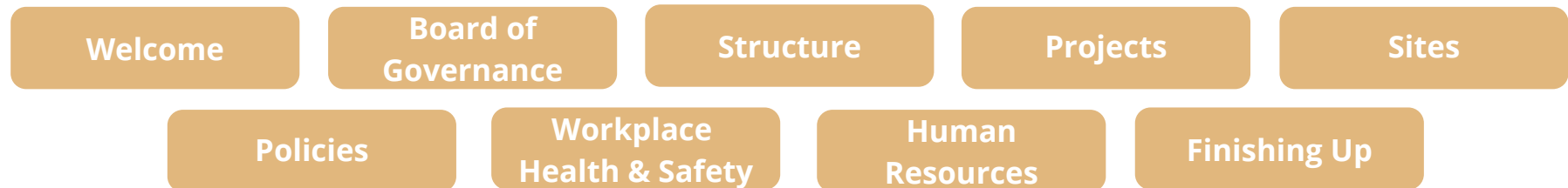
Additionally, Banksia team members stated that they felt the process was "rushed," and that **they fell into their role with less guidance than needed in order to achieve their full potential.** We received similar responses from members of the leadership team, who agreed that the induction was hurried in order to get the new inductee quickly involved right away. Unfortunately, this came at the expense of the new employee's comfort level within the organization.

Applying our analytical tool to the anecdotes we heard from the current Banksia staff, we differentiated which areas of the induction program were strong versus lacking, and assigned numerical values for each category of the tool. Accordingly, **we evaluated Banksia's current induction to be a 24/60, indicating that it was a poor induction, with potential to be much better.**

Design

With a holistic understanding of the current BGCS induction process and ideas of improvement, our team began the development of an induction prototype. Underlying this process was our knowledge of the areas of improvement that we had noted the induction could use, such as learning interactivity and familiarity with staff members. Our team determined that **the new induction process should involve both an online portion to cover basic organization materials, and an in-person portion to acclimate an inductee in their individual role.** Specifically, our team focused on developing a virtual program that highlighted Banksia's culture while simultaneously improving on previous induction weaknesses.

It was first necessary to establish the infrastructure and blueprint for our prototype. We determined to utilize Google Sites, following a conversation with BGCS Chief Storyteller and WPI Coordinator, Jonathan Chee. Additionally, we were provided with an outline from our sponsors, consisting of numerous modules and topics that should appear in the virtual induction. **Our team strategically condensed this outline into nine official modules and their relevant sections:**

Welcome	Board of Governance	Structure	Projects	Sites

Policies	Workplace Health & Safety	Human Resources	Finishing Up

We then undertook the creative process of designing the modules. Our nine modules follow a consistent form. Each begins with an animated video overview, containing avatars that represent members of the BGCS community, seen on the right.

The following sections of each module contain the relevant material, represented through interactive text, photos, videos, and buttons, which ensure the material is interactive and engaging for new inductees. Finally, each module ends with an acknowledgement form for inductees to complete, ensuring that they finished the module.

Testing

Based on the strong cooperation between our team and sponsors, **we were able to conduct numerous think-aloud interviews with Banksia staff to evaluate and refine our prototype.** By asking users to complete tasks on our prototype while vocalizing their thought process, we received extremely valuable feedback. We also provided the analytical feedback form to collect a systematic assessment of success. This feedback allowed us to modify our prototype, develop future suggestions, and ultimately present BGCS with an induction platform that reflects Banksia's culture and needs.

Final Induction Platform

Due to the privacy of our sponsor, we are unable to provide a direct link to our final induction platform.
Alternatively, please enjoy a virtual tour of the finalized platform:

https://youtu.be/SCcOQwTcalc

Reflection

Through the project, we learned much more than just how to create an induction program. We gained insight on the social context of Banksia Gardens and the broader Broadmeadows community, thus of different people and diverse cultures. Banksia is a melting pot of people serving an even larger melting pot that is Broadmeadows.

      It was the little details that added up to make this a culturally rich experience for us. For example, when creating our Animaker videos, it was determined that vocal narration would reinforce comprehension and engagement with material on the platform, as we learned English is not the first language amongst all Banksia staff. Additionally, this project was an especially unique situation, as it took place completely through virtual screens, rather than the physical location of Australia. This drastic change to our anticipated project brought multiple hurdles, including time-zone differences and reliance on our sponsors to supply us with induction content, like videos and pictures of Banksia in action.

      The strong collaboration between our team and our sponsor allowed us to develop a close connection and present an engaging induction platform to Banksia. Perhaps the most powerful outcome is that we were able to see exactly how much of a positive impact our work has had on those at Banksia Gardens Community Services.

Table of Contents

Table of Contents - cont.

Table of Contents - cont.

Table of Contents - cont.

INTRODUCTION

Located in northern Melbourne, Australia, Broadmeadows is a community that receives considerable support from Banksia Gardens Community Services (BGCS), an organization that has implemented programs to aid the disadvantaged. In the last 20 years, BGCS staff and volunteers have increased thirtyfold, and countless have passed through the organization. With a continually changing staff, BGCS strives to have a cohesive team in order to uphold their core purpose of supporting the community. This begins with an effective induction into the Banksia family. In addition to a growing family, newer programs have become available beyond the cardinal BGCS venue, such as those in libraries and schools.

BGCS's current method to induct new staff and volunteers involves a hard copy induction packet which is given to a volunteer or employee following a meeting with the head of Human Resources (HR). This inductionHANDBOOK (Banksia Gardens Community Services, 2017) offers new staff and volunteers critical information about the organizational mission, values, history, and vision, and then goes into what BGCS does, breaking down the dozens of programs into eight categories. Following this, it provides information on organizational structure, policies, human resources, and more. Ultimately, this packet is an attempt to deliver what Banksia is truly about, at its core, to all inductees. As a hard copy, however, it cannot be easily updated with new policies and organizational changes and, resultantly, includes outdated information. The current packet has been ineffective as an induction method; the material is not engaging and packets are sometimes tossed away or are never opened at all.

Combined with COVID-19 circumstances and social distancing limitations, the staff and volunteers need online resources and stronger connectivity to the BGCS culture more than ever. With virtual support through onboarding and thereafter, the BGCS family could increase their productivity and work as a more unified team to assist the Broadmeadows community.

Our project aimed to unify and acculturate incoming staff members of BGCS through a formal induction program that teaches the organization's mission and policies. We created a virtual resource platform which will make the onboarding process modern, easily modifiable by the BGCS executives, cost-effective, and eco-friendly compared to the current handbook. An interactive platform ensures that each inductee understands the content and progress could be monitored by the executive HR team. To further enhance the onboarding process, we are aimed to make each inductee's experience a more interactive journey, rather than a passive, universal induction. This will help new members of the Banksia family feel welcomed. Finally, because of the virtual format of the platform, it is easily accessibly from any location or device.

BACKGROUND

The Importance of New Employee Induction

Induction is the beginning of an employees' life at an organization. It is the very first introduction that an employee has, and their first insight into the values and culture beyond what a general website may offer. According to Amy Hirsh Robinson, principal of the consulting firm, Interchange Group in Los Angeles, "Onboarding is a magic moment when new employees decide to stay engaged or become disengaged" (Hirsch, 2017). Not only will an organization develop their first impressions of the new employee, but the new employee develops their first impression of the organization (Watkins, 2004). Individuals shape their views early, which may determine their overall length of stay (Aberdeen, 2008). Without induction programs, new hires are blindly tossed into performance with no direction or knowledge, which may not allow them to feel as connected to the mission as management would want.

Some benefits of implementing an induction program include an increase in efficiency, risk reduction, and turnover rate reduction (O'Neill, 2018). According to Arlene S. Hirsch, a noted career counselor and author, 69% of employees are more likely to stay with a company for 3 years if they experienced great onboarding (Hirsch 2017). Additionally, new employees who went through a structured onboarding program were 58% more likely to be with the organization after 3 years. When employees are given the time to learn the ins and outs and what their particular role might look like on a day-to-day basis, they do not need to waste others' time asking questions. Furthermore, as employees are acclimated through an induction program, they receive insight on the culture and values of the organization, which might reduce turnover rates as it helps bring a sense of belonging to the community. Finally, health risks are also significantly reduced when employees are informed about all the safety protocols. Ultimately, an effective onboarding program ensures performance, longevity, and happiness in a new employee, leading to performance, longevity, and happiness within the entire organization.

What Makes an Induction Program Effective

Tayla Bauer, Ph.D, author of Onboarding New Employees: Maximizing Success identified four distinct levels of onboarding, known as The Four C's. From least to most effective, these are: compliance, clarification, culture, and connection.

Compliance focuses on teaching new employees about legal and policy related issues.

Clarification emphasizes making sure new employees understand their role along with any related expectations.

Culture involves exposing new staff to the organizational values and norms.

Connection focuses on connecting new staff through personal relationships and information networks.

The way an organization leverages each of The Four C's will determine their induction's overall success. Broken into three groups, representing the Onboarding Strategy Levels of Success, the table below shows what constitutes each level. While all organizations should strive for a level 3 induction program, only about twenty percent actually achieve this (Bauer, 2010). An example of applying The Four C's to an induction program is highlighted through IBM's induction process located in Appendix B, Section 5.

Onboarding Strategy Level	Compliance	Clarification	Culture	Connection
1) Passive	YES	YES	LITTLE / NONE	LITTLE / NONE
2) High Potential	YES	YES	SOME	SOME
3) Proactive	YES	YES	YES	YES

To further explore effective induction program formats, we looked to an article by K. Tilby-Price in 2017 for a New Zealand-based organization, Exult. Tilby-Price encourages other non-profits to consider a few crucial topics when developing their induction program: roles and responsibilities of staff and volunteers, expectations beyond essential job responsibilities, and general organization rules.

Additionally, inductions should include history. As many organizations are mission-driven and passionately serve a purpose, sharing the history could serve as inspiration and help people better understand their purpose and role. Following this should be any missions, values, and visions, which will again inspire and allow new staff to understand the impact their work would have on the growth of their organization. A code of conduct is important to include, as it would encourage a workplace of respect, set the ground of the workspace culture, and set expectations regarding unacceptable behavior. In an induction, it is important for the new staff to learn about their team and the executives of the organization, which can be personalized with a video from the staff.

Exult shares a few more induction sections, such as one to share recent content from the organization like newsletters or meeting minutes and one that allows new staff to have a hands-on experience of the culture prior to working there, but they can vary in different organizations. BGCS already hits all of these major points in some capacity on their website and the *Induction Handbook*, and based on their needs, we will likely follow a similar list of sections when designing the platform for BGCS inductees, while making it more engaging.

Finally, Susan El-Shamy, author of *Dynamic Induction: Games, Activities and Ideas to Revitalize Your Employee Induction Process* (2003)*, debunks some myths of what makes an induction program effective. Contrary to popular belief, she argued that induction programs do not require a lot of money to make them effective – rather, careful planning and passion is needed. An effective program also does not require a professional trainer, and induction can be fruitful with anyone who puts in the effort to train new members. The last relevant debunked myth is that induction does not just begin on the first day of the job, but it begins the moment the offer or contract is signed (p. 5-7). BGCS's Chief Executive Officer, Gina Dougall, also mentioned this concept in an initial call with our team.

Crucial Topics for a Non-Profit Induction

Roles and Responsibilities
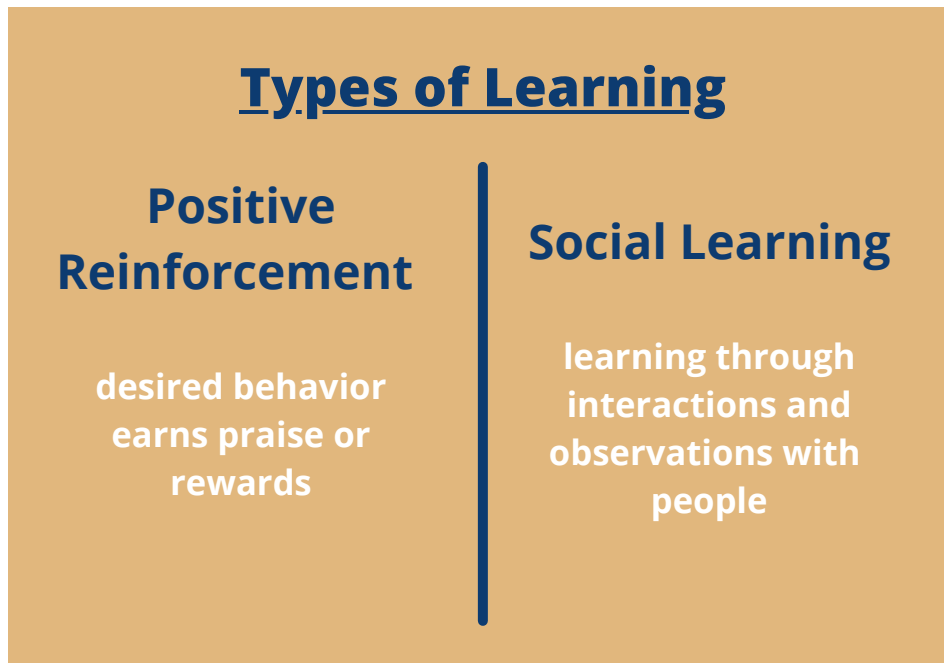
Expectations Beyond Role Responsibilities

Organization Rules

Organization History

Organization News

Considering How New Employees Learn

When creating an effective induction program, it is essential for HR to not only supply the inductees with proper knowledge, but to also understand how their employees learn. According to Laird, Holton, & Naquin in Approaches to Training and Development, published in 2003, there are several main approaches used by HR to understand how people of all ages learn under different circumstances. When trying to shape behavior, for example, Laird et al. explained that an employee's desired behavior should be rewarded through positive reinforcements. Incorporation of positive reinforcements into an induction program is important. Another approach is social learning, which occurs when people interact with and observe others at the organization to get a sense of the social and cultural environment. In Appendix B, Section 4, social learning during onboarding is orchestrated at Bristol-Myers Squibb through cultural integration. This was done through talks with leaders and managers at the organization. This is an important approach for volunteers and staff at BGCS to understand because they have such a distinct, family-like culture.

Types of Learning

Positive Reinforcement

desired behavior earns praise or rewards

Social Learning

learning through interactions and observations with people

These two types of learning were critical to implement through an induction program at BGCS. Engaging inductees with positive reinforcements throughout the online induction modules motivates desirable behavior when working within the organization. These reinforcements may also allow the inductees to better remember the module's information as they were rewarded for doing a good job when learning about the policies. Social learning through allowing the inductees to observe how other employees and volunteers interact is important to help staff learn about the culture unique to BGCS. This allows the inductee to become familiar with the environment they will be a part of, and will teach the inductee the desired behaviors they should be displaying when they are a part of the organization.

Consequences of Poor Training

The implementation of an induction program is vital in both the success of an employee and an organization as they go hand in hand; one cannot function without the other. "Death by orientation" is what Anne Baughman, an employment experience manager with Lawrence Memorial Hospital, called her chaotic onboarding experience when starting her new job (Hirsch 2017).

Employees who were surveyed about their claimed poor onboarding noted that the greatest consequence was that it inhibited the production of a cohesive, successful final project (Atkins & Gilbert, 2003). This was interesting as it suggested that the employees working on the project knew they could've done a better job had they been provided with an induction program, but HR didn't supply this opportunity to them. With a complete and intensive induction program, employees believed they would have performed better for the organization, benefitting both employees and executives. Atkins and Gilbert go on to explain another consequence of poor training: a deep disconnect between management and employees. Connections, as we previously pointed out, are an important part of induction, and this disengagement could further induce problems between staff, and thus the organization.

Understanding how important the induction process is to an organization's success, as well as recognizing some of the critical components of induction programs, was important when beginning our background research for this project. It was also important to understand more about BGCS and their current induction methods.

About Banksia Gardens Community Services

According to the Banksia Gardens Community Services website (n.d.), during the 1970 housing crisis, Banksia Gardens Estate was established in the northern Broadmeadows community located in Melbourne, Victoria in Australia by the Ministry of Housing in hopes to supply homes to the surrounding community.

History of BGCS

In a time when the Broadmeadows community was deeply suffering, homelessness was a huge problem that people were facing. Members of the community and those who constructed the estate encouraged lobbying by the Broadmeadows Welfare Advisory Committee for the Ministry of Housing to allow the estate to become a community flat. Through the success of lobbying, the community flat under the name of Centre was established in 1981 as an Association for the tenants of the community of Broadmeadows (Banksia Gardens Community Services, 2017).

Centre became a place where the members of the community would be able to have access to a variety of services and programs to benefit the residents, aimed to create a sense of belonging within the members of the neighborhood who came from all different backgrounds around the world. The programs that Centre offered were to benefit single parents, low-income families, and women and children (*ibid*). As the community grew with more residents coming from non-English speaking backgrounds, Centre became engulfed in the disparities this community faced, and needed more aid to continue providing these services to their community.

Banksia Gardens Community Services (n.d.) continued to explain that after years of more lobbying from the Office of Housing, a multipurpose facility on the Banksia Gardens estate was constructed in 1993, and the Banksia Gardens Board of Governance has maintained the facility ever since. The services that Centre offered over 40 years ago are reflected in the programs and courses BGCS offers to the Broadmeadows community today, and its impact continues to spread among the neighborhood.

Mission & Values

BGCS is a community center with the sole mission of serving their community. They strive to be a leader in education, training, and community engagement programs in their area. They particularly focus on helping those experiencing disadvantages and poverty, by providing opportunities that segue into further education and employment pathways, enhancing well-being, and transforming lives. The center also makes a point to give voice to those in the community who suffer injustice, and they specifically advocate for social justice (Banksia Gardens Community Services, 2017). According to BGCS's inductionHANDBOOK, they have seven core values, seen to the right.

BGCS evidently allows these values to guide their actions. Noting just a few examples, respect for each other's differences is highlighted in the diverse staff, which speaks upwards of 20 languages. Project REAL, one of BGCS's most notable programs, is a primary school that focuses on reintroducing disengaged students back into school; it exemplifies responding to the community's need for supporting a large number of behaviorally challenged children displaced from the public schools. Additionally, the physical garden at BGCS demonstrates their dedication to environmental sustainability.

BGCS Core Values

Respect

Integrity

Inclusion

Responsiveness

Gender Equity

Environmental Sustainability

Human Rights

The Broadmeadows Community

The Broadmeadows community that BGCS services is a suburb that hosts schools, an abundance of jobs, and hospitals. The community is a melting pot of cultures, ethnicities, and religions. Many residents are not of Australian descent. According to 2016 Census Quickstats, 64% of Broadmeadows residents' parents were born overseas, which highlights the large number of immigrants and first generation Australians in this neighborhood. Many of BGCS's courses and programs aim to create a community feel among immigrant residents, and to help integrate them into Australian society.

Throughout the years, BGCS has improved the lives of those among the Broadmeadows community significantly through offering these programs, as mentioned in the following sections. The values and missions of BGCS have created a sense of community and togetherness, where the neighborhood residents work together to create a better Broadmeadows.

Organizational Structure

The structure of BGCS includes a Board of Governance, containing members with diverse skills and experience (Banksia Gardens Community Services, n.d.). Guided by the board is Chief Executive Officer (CEO) Gina Dougall, pictured on the left, and reporting directly to her is Deputy CEO Jaime de Loma-Osorio Ricon (ibid).

BGCS is then split into four departments: The Business Services team led by HR manager Samantha Donaldson, the Training and Employment team led by manager Rana Tbaileh, the Community Development and Action Research team which has a variety of program leaders, and the Northern Centre for Excellence in School Engagement team led by two directors (Banksia Gardens Community Services, n.d.). Each department has multiple positions within them. A full graphic overview of the organizational structure can be seen in Appendix C.

In reference to this project, Jonathan Chee is the Chief Storyteller and Worcester Polytechnic Institute (WPI) Coordinator at BGCS, which falls under the Department of Business Services. He informed us in a recent interview that BGCS is currently home to 58 "family members," both employees and volunteers.

Current Programs

BGCS offers a wide range of programs based on the needs of the Broadmeadows community. These range anywhere from weekly yoga classes to Project REAL, and all can be placed into one or more of the following program types: Courses, Children & Youth, Environment, and Community Support. These programs serve a wide variety of the Broadmeadows Community, with the center being used by more than 80,000 people each year (Banksia Gardens Community Services, 2017). The images below illustrates some of the programs offered by BGCS and the demographic they serve.

Courses

BGCS offers courses in multiple disciplinaries:

**English
Information Technology (IT)
Creative Arts
Health & Fitness**

Youth

BGCS offers programs to support children from challenging backgrounds, and promote social advocacy:

**Youth Transition Programs
Social Cohesion Through Education
Study Groups**

Environment

BGCS is a leader in environmental practices:

**Community Garden
Climate Adaptation Requires Youth Action - CARYA
Citizen Science**

Community Support

BGCS supports the Broadmeadows community:

**Project REAL
Good People Act Now
Free Community Lunch
Broadmeadows Youth Justice Alliance**

A prominent community service organization, BGCS regularly attracts new staff and volunteers. To continue to sustain the BGCS community ideals, it is essential that these new family members understand the organization that they will be working with. This includes the kind of basic information included in onboarding programs as described above, such as the organization structure and types of programs that BGCS provides, as well as all the policies and regulations that staff and volunteers must adhere to. It should also help them understand the culture and develop a sense of belonging. With so many topics for the frequently changing staff and volunteers to understand, BGCS has identified a need for a more cohesive and engaging onboarding experience, the challenge our team will address.

Current Induction Process at BGCS

To develop an induction program, we first needed to learn about BGCS's current approach. In a conversation with the CEO, HR Manager and Chief Storyteller, we learned that upon acceptance of becoming a part of the BGCS team, new staff and volunteers begin their experience by meeting with the HR manager and filling out five pages of personal details. They then receive the only formal induction tool that BGCS currently has to offer, which is a 28 page inductionHandbook.

Following this initial meeting, there are no active practices to ensure that inductees read or understand the information within the handbook. They immediately begin their experience under direction of their specific program manager or direct supervisor. Unfortunately, these supervisors often report that inductees do not fully understand the content, or worse, have not viewed the packet information at all.

The BGCS Employee Details Form

The BGCS Employee Details Form (n.d.) begins with a "Private and Confidential" statement before asking for basic data, such as a name, address and various contact information. It continues with sections for new staff and volunteers to specify their payroll and wage details, as well as a section to declare if they have a superannuation (i.e. retirement pension) fund. There are additional financial sections for new staff and volunteers, including information on taxes, deductions and salary payments. As a requirement of the organization, all inductees must have a current Working with Children Check (WWC) and Police Check, which they must provide.

They must also provide medical records and information, beginning with the identification of an emergency contact and other relevant data, such as any allergies. Inductees are additionally asked for a signature to assign BGCS the rights to provide the collected medical data to any medical personnel in the event of an emergency. A final medical section, as required by Australian laws, asks for information on medical conditions, and a signature to confirm the accuracy of disclosed illnesses, injuries or disorders.

The final page of the Employee Details Form contains two sections. The first enquires about qualifications, such as holding a First Aid Level 2 certificate. The second section asks the new staff member or volunteer to list any keys to BGCS premises or other equipment they have been provided. The form concludes with a gratitude statement for the inductee's time.

The BGCS inductionHandbook

The BGCS *inductionHandbook* (2017) commences with a bold welcome statement and introduction to the onboarding process. Additionally, new employees are promised to receive a list of induction resources. These include items such as a contract of employment, a position description, an induction checklist, and salary packaging information. The introductory pages end with a statement that the inductee should turn to their supervisor or any HR team member with questions about their individual induction.

The packet then launches into formal information about BGCS, beginning with a welcome statement from the CEO and continuing with details about their mission, values, strategic plan, history, and an "About Us" summary. Portfolio pictures are provided of the Board, Patrons, and Ambassador, as well as a diagram representing the organizational structure of BGCS.

Introduced next is an extensive overview of the organization policies, including but not limited to topics such as the "Workplace Health and Safety (WHS) Policy," the "Duty of Care Policy," and the "Code of Conduct." These ten pages represent the core of administrative knowledge that inductees should know, and are explained through extensive statements and lists.

The *inductionHandbook* ends with an explanation of HR policies by first granting a deeper explanation of the staff management life cycle stages. All other policies and arrangements are then explained, such as benefits, types of leave, and grounds for staff and volunteer dismissal. In a boldly colored box, a final assurance is presented to new employees and volunteers which suggests they will find their time at BGCS rewarding, and encourages them to seek advice when needed.
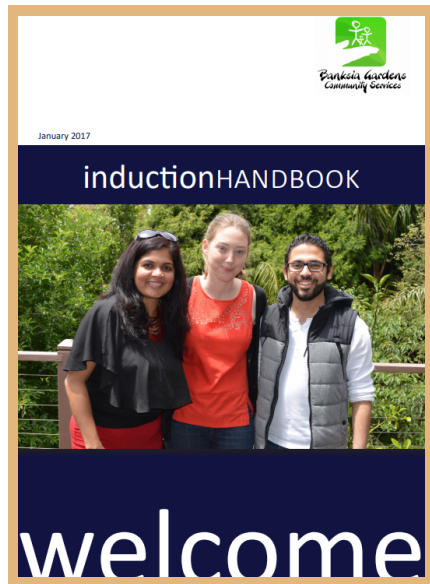
Areas in Need of Improvement

Despite the ample amount of information portrayed in the *inductionHandbook* (2017), there were several areas of improvement identified by BGCS regarding the quality of the induction.

The primary problem was that inductees are not taking the time to thoroughly read and comprehend the 28 pages of text about BGCS and its policies. It is critical to the prosperity of BGCS and the community that all staff and volunteers understand the organizational policies and mission. Each regulation contains information to support staff and volunteers in their interactions with others, as well as explicit rules regarding BGCS expectations. There are multiple regulations that are intended to prevent serious repercussions against staff and volunteers. For example, under the "Duty of Care Policy," inductees are warned that they must not perform any tasks or services unless they completed specific qualifications and training. Failure to abide by this regulation is considered negligence, and is therefore grounds for termination from the Banksia family. Not reading these policies compromises the safety and well-being of all involved.

Another problem was the difficulty of updating the hardcopy booklet when organization policies are adjusted or added. This produced further problems where inductees turned to the HR team with questions. Yet, with a minimal HR department, these questions had a long waiting time before being answered.

Finally, the *inductionHandbook* was the same version given to all new employees. This meant there was no personalization of the information or paths for the employee to navigate it in the way best suited to them.

Using Tayla Bauer's previously discussed Four C's to evaluate inductions, it was evident that the current methods of training new BGCS staff and volunteers could be strengthened (Bauer, 2010). Compliance, or teaching legal and policy related issues, were present in the induction but it was not engaging material and the organization did not monitor whether employees read or understand it. Clarification, or making sure inductees understood their roles and expectations was also present, but no follow-up meetings to answer inductee questions were provided. Culture, or exposing staff to organization values, is a key induction topic but was not taught in an engaging or interactive manner through the induction process. Connection, or creating relationships between staff, was not possible through a written manual. Using the evaluation matrix (Page 4), BGCS's current induction was rated at a Level 1 passive onboarding strategy level. Understanding that this level provides for clear improvement in the induction process, it was necessary to evaluate other models and practices that could benefit BGCS.

Effective Induction Practices & Platforms

Effective Induction Practices

There are dozens of different online inductions for the countless companies and organizations around the world. For BGCS, we wanted to find the most effective strategy that captivated the user, ensuring that they will retain the information, and promote BGCS's culture and inclusivity. BGCS specifically requested an online platform for their induction, preferably one that is interactive and quizzes staff members to ensure that the information is retained. Since BGCS had a clear idea of what they are looking for, this section will discuss the importance of a virtual induction, what it should include, and some effective practices as recommended by experts to optimize an online induction for a great user experience.

     The BGCS induction process was quite outdated and the executive team had been looking for a virtual platform to host their induction. This shift was made more pertinent due to the impact that the COVID-19 pandemic has had on the world, as most organizations and businesses are pioneering ways to move their work to a virtual format. That said, while the executive team at BGCS welcomed ideas of moving induction to an online platform, there are many proven benefits as to why this idea should be committed to.

     A 2011 article written for The Association of School Business Officials (ASBO) outlines the importance of a web-based induction. Given that BGCS is a non-profit organization that focuses on serving the greater good, they had very limited time, money and resources to put into a staff induction (p. 8). For this reason, as previously mentioned, the BGCS induction was basic, low cost, and did not require a lot from HR but was ineffectively delivering the information that staff and volunteers need.

     After the initial effort to create it, an online platform would be cost effective and more environmentally sustainable than printing hard copies, one of BGCS's values. Some induction models have an HR representative lead a presentation for new employees as they come in. This provides a personalized face-to-face experience for the inductee and is an excellent alternative for BGCS, as it complements their culture. However, the time spent would be immense, since staff and volunteers are hired as needed and are given contracts that often last at most a year. Instead, new employees would be able to access their training online which would allow current staff to use their time more productively. Additionally, the program is accessible from anywhere with an internet connection, whether at home, in different program spaces, or at the staff's desk. Finally, an online induction allowed the experience to be personalized to the staff. ASBO discusses having the user be able to control the presentation such as replaying, stopping and resuming the presentation (p. 9). Providing the ability to create one's own avatar for a mini-game, and breaking up the induction into mini modules that can be done at separate times can also create a personalized experience would make the inductee feel more immersed into the organization from day one. As seen with the COVID-19 pandemic, having the ability to complete work from a remote location is very important and having an online induction will streamline and provide all necessary resources for employees.

Within the online platform, a great way to keep the inductee engaged is through gamification. Michael B. Armstrong and Richard N. Landers (2018) summarize their research and present the scholarly distinction between games and gamification, specifically defining it as "the implementation of game design elements in non-game contexts" to make the process of learning more engaging (Deterding et al., 2011). Armstrong and Landers state that games have been used to enhance the training process for a while, but gamification is a rising concept that encourages the trainee to be more attentive. Brian D. Blume, J. Kevin Ford, Timothy T. Baldwin, Jason L. Huang (2010) suggest that a point or badge system and a leadership board is a great way to motivate the trainee to perform well, and better performance would result in better retention of the material. While the content itself would not be game-like in nature, correctly answering end-of-module questions would give badges or points. This also supports our prior research on how people learn new behaviors, as the badge and point system serves as positive reinforcement.

While an online induction is great, the solution is not perfect. For example, with the gamification motivator of points or badges, it is imperative for the trainee to intrinsically care, otherwise the system is pointless. Another issue is that if the trainee has low motivation, it is likely due to a negative experience or a bad environment, which requires a different method to fix (Blume, et al., 2010). A few other drawbacks of online induction, as listed in The Employee Induction Checklist (2011), include the lack of physical connection to others that would otherwise occur when showing new members around the office in person, versus conducting a disembodied virtual tour. It is also better to actually experience what the company culture is like, rather than hearing about it, which is achieved through a walk around the office and observing others interact directly. Receiving a space in an office building and setting it up is also much better when experienced in person. Finally, in person introductions and speaking face-to-face is an unbeatable experience that is unfortunately taken away with a virtual format.

Benefits of an Online Induction Platform

- **Cost Effective**

- **Environmentally Sustainable**

- **Personalized**

- **Easily Accessible**

- **Self-Paced**

- **Updatable**

Types of Induction Platforms

While both virtual and in-person inductions can be completed in their entirety through one of those manners, it is worth mentioning the idea of a hybrid induction. In such, inductees experience their onboarding development through a combination of virtual and physical methods. For example, while inductees may use a virtual method for understanding policies at their own speed, the physical aspect of actually receiving property orientation and setting up a workspace is relevant to a strong induction (In-Person and Remote Employee Induction Checklist, 2021). With that said, BGCS CEO Gina Dougall, mentioned that project managers normally host another induction for their specific project which is still to be hosted as it currently is, and the online platform is a general induction for the organization. The benefits of hosting an induction online outweigh the drawbacks, and the BGCS family is looking forward to utilizing our new resource platform and induction program.

Induction Platforms

Virtual ✚ **In-Person**

Hybrid
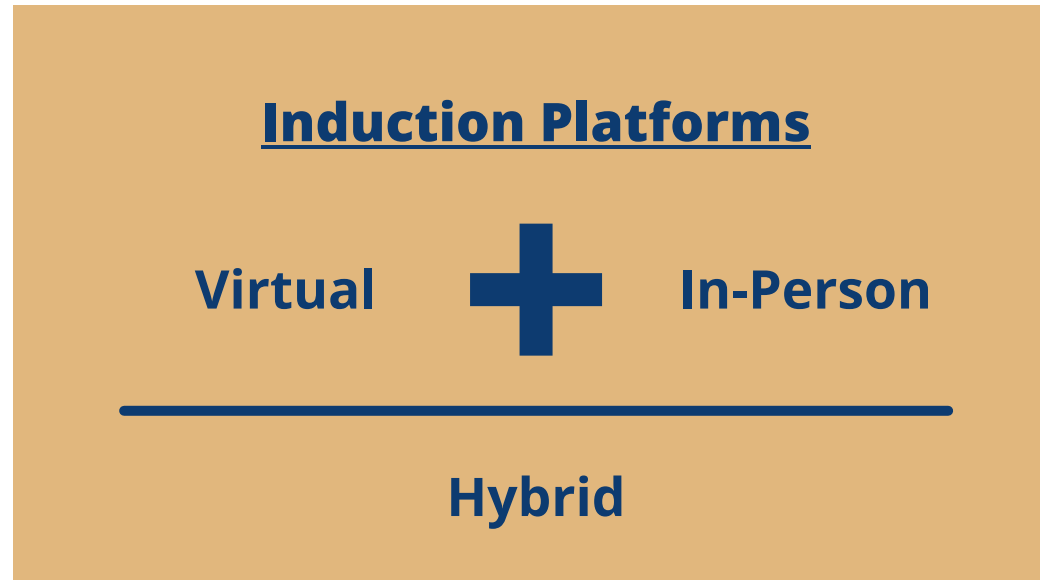
PROJECT OVERVIEW

We identified four critical stages of our project:

Understand
the culture of BGCS, and how it supports the needs of the Broadmeadows community.

Weeks 1 - 2:
- Conduct Focus Groups with BGCS
- Evaluate Results

Develop
an analytical tool to evaluate onboarding approaches.

Weeks 1 - 3:
- Conduct Interviews with Experts
- Evaluate Results
- Develop Tool

Assess
the current BGCS onboarding process.

Weeks 2 - 4:
- Conduct Interviews with BGCS Staff
- Conduct Focus Groups with BGCS Leadership
- Evaluate Results
- Apply Tool

Design
an induction platform that encapsulates BGCS's sense of community & belonging.

Weeks 3 - 7:
- Determine Induction Priorities
- Design Induction Prototype
- Conduct Testing with BGCS
- Refine Platform

UNDERSTAND

Understand the culture of BGCS, and how it supports the needs of the Broadmeadows community.

Before undertaking the responsibility of creating an induction program for an organization, it was essential that we submerged ourselves into a cultural experience and understanding of our sponsor. Without the correct perception of who our project was intended for, creating a strong induction would be impossible.

Procedure:

Understanding the unique culture of BGCS is imperative to our project, as an induction platform for incoming staff and volunteers will need to convey this information. Ultimately this is why we decided that our first step is to understand the values and mission of the organization and how it works with the Broadmeadows community. We have already used the BGCS website and the current induction handbook to educate ourselves about the culture, and we supplemented this by talking to experienced program leaders. We hosted a focus group that consisted of four program leaders to learn about a day at BGCS and how the Banksia family members interact with each other. We also scheduled a meeting with the CEO, HR manager, and Chief Storyteller that focused on gaining a deeper understanding of the behaviors, attitudes, and day-to-day life at BGCS.

We hosted a focus group that primarily consisted of project managers and leaders who were interested in sharing their experiences. We set up a virtual zoom call based on availability, obtained verbal consent to record the meeting, and then asked pre-prepared questions that prompted respondents

to share personal experiences. As it felt right, we asked follow up questions. We initially asked questions about the impact that BGCS's mission statement and values had on the daily life of the Banksia family and the projects that they do, thinking it would help us understand the culture. However, after a conversation with Jono and Sam, we modified these questions to better reflect our goal. Examples of the pre-prepared questions can be found below.

We also hosted a leadership team meeting where we set up a virtual zoom call based on the availability of the WPI IQP team members, the CEO, HR manager, and Chief Storyteller / WPI Liaison. We obtained verbal consent to record the meeting and then asked pre-prepared questions that prompted respondents to share personal experiences. As it felt right, we asked follow up questions. Examples of these questions can be found below.

Focus Group

- "What are some of your favorite things about working at BGCS?"
- "Describe a situation where you felt that you had a meaningful impact at BGCS."
- "What were your first impressions of BGCS?"
- "What's the most challenging aspect of working at BGCS?"
- "What does a typical lunch-time conversation look like?"
- "Before starting at BGCS, what came to mind when thinking about the organization?"

Leadership Team

- "What behaviors are encouraged?"
- "What behaviors are not permitted?"
- "How comfortable do you think those who are not leaders or managers are when speaking with leadership team?"
- "If anyone in the org has free time, what do they do?"
- "How do you keep people engaged and productive during COVID and online?"

Findings:

To build an appropriate induction platform for BGCS, it was imperative that we took some time to understand the daily culture of the organization beyond what we could find on their website and the *inductionHandbook* so that it could be reflected to the new inductee. As a recap, to accomplish this, we hosted one focus group and a meeting with the leadership team at BGCS, with the understanding that our Objective 3 focus groups will also yield some cultural anecdotes that will be useful for this objective. We were also invited to an all-staff meeting to meet some more Banksia family members and share our progress on the project.

The focus group and leadership team meeting yielded some valuable insights on how the staff and volunteers are really a family and just how warm and approachable the leadership team at BGCS is. Hearing the personal stories through focus groups made us feel like we were a part of their community, which was beyond what we gathered from the website and handbook and their testimonials further reflected on the needs of the Broadmeadows community. Our meeting with the leadership team helped us understand the pure trust that is instilled in the family which translates into the encouraged behaviors at the organization. Finally, our shadowing of an all-staff meeting allowed us to better understand the dynamic of the Banksia family. Needless to say, all of these experiences provided us invaluable insight on the organizational culture of BGCS.

There are Cultural Differences from America to Australia

Our goal was to make the induction platform as authentic as we could to the organization's culture to ensure that it does not end up feeling corporate. For this, we initially focused on asking about the impact BGCS's mission statement and values had on the daily life of the Banksia family and the projects that they do, thinking it would help us understand the culture. However, we soon gained an understanding that there is a cultural difference where in America, organizations build their culture around a mission statement and some values, whereas BGCS doesn't reduce its impact into words, rather it focuses on doing good actions. We then made the necessary changes to the questions that we asked our focus group and were able to learn a lot about the culture and realized that Banksia, in fact, does not boil down to a single mission statement after all.

Trust is an Integral Part of the Bankia Family

With all the support that the Broadmeadows community receives from BGCS, it is imperative that they are able to trust BGCS, which, with all the excellent work the organization has done, is clear that they do. With a strong level of trust between the community and BGCS, the Banksia family is also very committed to trusting each other. They take care of each other and treat each other as the family they are, knowing that if there is any problem, they can trust their family to be there for them. With that, Gina mentioned that while the expected

behavior is that someone be honest and spend the workday doing BGCS-related work, she wouldn't penalize someone if they were doing a quick personal errand during the day. Her reason for this is that she understands that life happens and sometimes someone may have been working overtime the previous day and need an hour to do other work while in the office, which is perfectly acceptable as long as there is integrity. With Banksia's trusting organizational culture, the Broadmeadows community thrives on the mutual trust of BGCS to help its community grow and thrive.

Banksia Family Members are Supportive

Through our conversations with Banksia family members, we learned that everyone at Banksia is happy to help and support each other at any point, mentally and physically. We experienced this at an all staff meeting, where everyone was talking about checking in on a Banksia family member who was hospitalized to make sure that everything was alright. Another family member was leaving the organization, and everyone was sharing their words of support and luck in the new role. In a focus group, we discussed the ways that BGCS supports the mental health of all who work and volunteer there, specifically through their Employee Access Program (EAP). Banksia family members also shared that sometimes they take a stroll around the facility as means to destress and support their own mental health, as many experiences have an impact on them. Another discussion in the focus group was centered toward how if anyone is in trouble or needs help, they can run out in the hall and yell for help, and anyone around will come to help. All of these conversations helped us understand the strong support system the family has.

Along with each other, Banksia family members also support the Broadmeadows community. We hosted a focus group that mostly consisted of project managers and leaders, and they were able to share some ways their projects support Broadmeadows. We were moved by some of the anecdotes they shared, especially how they support the people who attend their programs and their genuine desire to help people. One of our favorite anecdotes was hearing about a little boy who learned how to calm himself down and the program manager shared this boy's progression from providing single word answers to sharing his feelings. The experience was very valuable to us as those looking into the organization from the outside and we got an excellent glimpse of what the organization is about. They are about community, culture, and passion, which is shown by their willingness to help wherever they can and their common goal of making their community a better place, whether that is through their own mental health or through the programs that they host.

Banksia Has a Collaborative and Dynamic Environment

Any action done by a Banksia member, big or small, will have an impact on the community, and many small simple actions add up to make a greater impact. With their heavy emphasis on working together and supporting each other, they are able to better engage the community while making an impact. This interactive environment is a common theme, as even when busy workers at BGCS have a moment or two, they can be found conversing with others, sharing ideas, and catching up on what is going on in different programs. When we asked what lunchtime conversations look like, we learned that many conversations are centered around how one's day is going, which doesn't become a boring conversation because every day is so unique and dynamic.

The Banksia Family is Passionate

When we asked family members how they would describe Banksia in one word, the most common word was "community." BGCS fosters a strong sense of community that is built on the passion to make the Broadmeadows community a better place and help as many people as possible. In a preliminary meeting, Sam, the HR manager, mentioned that the people are not at Banksia for the money, but rather because they love to help and are willing to give whatever they can back to the community. Banksia is driven by the passion of the members which make its community impact even greater.

The Environment is Fun

Above all else, the fun and friendly nature of BGCS makes it unique. Gina shared that she loves to break out into song, dance, and jokes to lighten the mood and create a fun and relaxed environment. She also mentioned that she absolutely loves when she sees staff eating their lunches together. Even with all the important work that is done at Banksia every day, they make sure to have some time for fun and laughter which makes it a really welcoming environment. We were halfway across the world completing this project just from our laptops, and we were still able to connect with Banksia family members and enjoy the experience as if we were a part of their family.

DEVELOP

Develop an analytical tool to evaluate onboarding approaches.

Based upon our research, our portfolio of various onboarding methods, and expert interviews, our team developed a tool to analyze induction approaches. This tool was created using content analysis to systematically assess an organization's induction program. It was then retained for later assessment of the original BGCS induction process, as well as our final platform.

Procedure:

In order to build this analytical tool, our team needed to understand how inductions can be made most effective and how they can be measured. We conducted expert interviews with Daniel Pitkowsky, the COO at Dental Services Group, who specializes in company growth and turnover, Melissa Dabadie, People and Capability Partner at Windermere, a child and family services organization located in Victoria, Australia, who focuses on workforce development and talent acquisition, and Talya N. Bauer Ph.D, an award winning teacher and researcher focused on the new hire experience. These expert interviews, along with our research-based portfolio, found in Appendix B, were used to perform content analysis. Using the information we gain via these expert testimonies, combined with content analysis, we have created a cohesive and objective rubric style tool for evaluating inductions.

We conducted multiple interviews with experts from different types of organizations, locations, and positions. These interviews offered our team expert insight beyond our background research and allowed us to more adequately develop our analytical tool. Interviewees were determined by position, both HR Managers and Onboarding Experts, location, both in the United States and Australia, and type of organization, both Corporate and Non-Profit. Interview questions can be found on the next page.

- "If you had only one day to onboard a new hire, what would you focus on?"
- "In what ways do you measure if an induction was successful?"
- "What do you think of online inductions? How do they compare to in-person ones?"
- "Have you incorporated gamification into an induction? If so, how? Was it effective?"
- "Do you use any tools to help new hires retain "boring" information?"
- "How do you capture an organization's culture into an induction program?"
- "How do you make an induction engaging?"
- "What are some creative methods you have seen or heard of for onboarding?"

Content analysis was done by analyzing each interview and portfolio induction method and selecting key topics and criteria. We investigated means of conveying information, priority of information and order it is conveyed, means of ensuring information absorption, and means of assessing engagement and effectiveness. The criteria was then placed into a rubric style tool with sections on content, engagement, interactivity, and creativity, where we can rate an induction on each criteria.

Findings:

Onboarding is a Time for Learning, Not Performing

Our expert interview with Daniel Pitkowsky revealed this idea when he was asked what he would focus on if he only had one day to onboard a new hire. He mentioned how important it is the view onboarding as a time for learning, not performance, which is actually something the team was able to portray to some current staff at BGCS. Daniel said "it's all about an individual coming in and connecting with people." He also spoke about relieving the anxiety of a new job by verbally expressing expectations and letting the new hire know that they are not expected to contribute right off the bat. He wants a new hire to "absorb and ask all the questions you possibly can."

Along the lines of relieving a new hire's stress and making their initial experiences positive ones, Melissa Dabadie mentioned key aspects for an employee's first day. While speaking about Windermere's induction program, Melissa mentioned, "On [a new hire's] very

first day, there are elements that are an absolute must… being shown around the office, knowing where all of the exits are… learning about the structure of the company, what is our strategic plan, how their program aligns with that strategic plan, and what it is that they do... meeting the team and going out for lunch, as a welcome lunch. That's a must." This allows a new hire to be comfortable and situated prior to performing.

Connection is Important, and Must be Addressed as Soon as Possible

While all of the Four C's were mentioned on their own in both Melissa and Daniel's interviews, the overwhelming majority of time was focused on fostering connections. As previously mentioned, Daniel spoke about bringing in a new hire and immediately exposing them to others. He said, "If an individual leaves liking the people they are working with, everything else can fall into place." Melissa detailed how a new hire is brought out to lunch and assigned a 'buddy,' which helps integrate them into the organization and their role. This idea coincides with both Microsoft and IBM's onboarding programs. At Microsoft, "Peer mentors provide 'safe havens' for new employees to ask questions, gain knowledge, and explore the culture." While at IBM, a new hire is assigned a peer to be their "coach." This person serves as a friend to answer questions, share the intangible cultural aspects of the company, and reinforce concepts and processes.

The Best Way to Analyze an Induction's Success is From the People Who Experienced It

When asked how to measure an induction's success, Talya Bauer answered, "Ultimately, having new employees remain with the organization is an indication of success. Their level of performance, how well they can do the job, how integrated they report feeling, and how clear they are on their job role are all indications of the level of success for the onboarding process." When Melissa Dabadie was asked, she spoke about 6 week, 3 month, and 6 month feedback check-ins, where new hires are simply sat down and asked for feedback on how well they think their integration is going. Ultimately, the success of an induction is really measured by how effective the inductee and organization thinks it is. This was of great value to our team because we realized that even though we could analyze an induction ourselves, the most valuable opinion is that of an inductee themselves. We decided that this analytical tool could be edited a bit and given to Banksia to use as a feedback form in the future. This same feedback form could also be used during our prototype testing.

The Four C's are Critical to a Successful Induciton

The common thread amongst every interview and portfolio induction is the Four C's. Daniel Pitkowsky and Melissa Dabadie distinctly touched upon each of these topics without even formally knowing about them. Talya Bauer wrote an entire book about the Four C's, and each induction within our portfolio addresses how to meet the criteria of having a Strategy Level 3 induction. This is critical and Compliance, Clarification, Culture, and Connection are all a specific section of the analytical tool.

Deliverables:

There were two tangible products from our research and interviews.

The first was the analytical tool that our team used to evaluate Banksia's former induction process and our new platform in order to show improvement. Considering the importance of the Four C's, as well as reflecting Banksia's fun culture in the form of interactivity, engagement, and creativity, these became the seven components in which we would assess an induction program on. The analytical tool is broken down into these seven sections, with corresponding questions in each section, relevant to that topic. Each question is assigned a point value, corresponding to its importance in an induction program, leading to a total of 60 points. The figure on the right provides a visual of each component, and the sum of points available from the component questions. The analytical tool, with all questions and specific point values, can be found in Appendix D.

The second deliverable was a modified version of this tool. This feedback form was used later to help current Banksia staff evaluate our initial prototype, as well as being given to Banksia for use in the future for feedback from new inductees once they complete their induction. This form contains only subjective questions and an open-ended closing section, which supports receiving any additional feedback for Banksia leaders to consider. An extra version of the form was created on Google Forms to allow for easy dispersement of the tool, as well as an easy transfer and answer tracking for our sponsors. The physical feedback form can be found in Appendix E.

COMPONENTS	POINTS
Interactivity	7
Engagement	6
Creativity	6
Compliance	7
Clarification	8
Culture	10
Connection	16
TOTAL	60

ASSESS

Assess the current BGCS onboarding process.

Having understood both the culture of Banksia and the qualities of a strong induction, it was necessary to assess the current BGCS induction. This provided additional insight on how to create a stronger induction, based on discovering points of weakness in the current induction.

Procedure:

Through evaluating BGCS's current process and comparing it to some of the best practices we have identified in other programs and literature, we were able to identify other induction approaches that BGCS might consider. To identify specific areas of challenge that may need further attention, we received the perspectives of program leaders and executives, as well as newly inducted staff and experienced staff.

We received feelings and experiences about the current induction process at Banksia Gardens through a focus group with some members of the leadership team and an interview with a staff member. Through the focus group with the leadership team, we intended on finding the strengths and weaknesses of the current onboarding program, as well as suggestions on how they thought the processes could be improved. It was understood that some anecdotes may become too personal or revealing for direct usage, and we intended on maintaining confidentiality.

In addition to the leadership team focus group, we conducted an interview with a current staff member in which we aimed to get a more in-depth view on how both staff and volunteers felt during their induction process. We explored with the participant whether they felt supported during and after the process, and how their current day-to-day tasks may be eased with a comprehensive induction program and resources. This also allowed us to find what is most important to the staff and volunteers to know, in addition to what HR wants them to know.

Oral consent of all the members to record the meeting, and a privacy notice was read signifying that things said during the meeting would not be held against them. Questions we asked in the focus group and interview can be seen below.

Staff Members

- "During your time here, what have you learned that has helped you fit in and be more successful here at BGCS?"
- "How was your transition into the culture at BGCS? Was it comparable to other work environments you've been a part of? Explain."
- "What was the most difficult thing for you to learn as a new staff member? Who helped you overcome this?"
- "Is there a person you gravitated to most during your time at BGCS? Why?"
- "What advice would you give to a new inductee?"
- "Do you think an online induction would be meaningful for new staff? What kind of information may be useful?"

Leadership Team

- "What are the strengths of the current induction program? What are its weaknesses?"
- "What do you consider the start and end points of induction?"
- "After the induction program, is there information that often needs to be reiterated?"
- "Think about a regular day, what are questions staff and volunteers have asked?"
- "What do you find to be most important to an induction program? What would you like to be emphasized in the induction program?"
- "What's most important for someone to know when joining the Banksia family? How do you make them feel welcome?"

Following the focus groups and interview, we used the data and information collected from Banksia family members to apply to the analytical tool developed in Objective 2. The anecdotes told during the focus groups and interview allowed us to determine how well of an induction program BGCS currently offers, as well as comparing insights that we were given from expert interviews. We then used this tool to find the areas we needed to emphasize during the platform development.

Findings:

The Current Induction Has its Strengths

The leadership team spoke about the strengths of the current processes, where the people and culture at BGCS is very welcoming and the people are always willing to help. As a new member on the team, they felt the other members of the Banksia family were very friendly and made them feel instantly comfortable, something that stood out as compared to other places that they previously worked. Something that really solidified the feeling of being welcomed at BGCS were the values that BGCS upholds, especially gender equality. The participants said having an email and all the paperwork done at the beginning of the induction with the HR team was also seen as a strength of the current induction. Another participant told about how during their induction, Gina was able to go through the organization structure with them, which was extremely helpful to the then new hire. Another participant explained how he was brought around Banksia and Broadmeadows to see everything and talked to another program leader to see what Banksia does on the ground.

The Current Induction Has its Weaknesses

The leadership focus group said that the induction program was the biggest weakness of the organization. Some weaknesses of the induction program noted by the participants included lack of teaching about how to navigate the payroll system. There was not enough time spent during their induction on how timesheets work, how annual leave works, and how to log payroll. There was confusion about how making payments for the organization worked and how the financials of each program worked out. Working from home versus working in the office produced problems with paperwork, and sometimes it's hard to have things as a hardcopy rather than digitally. The team signified they felt frustration about finding all the different forms and policies they would need on a daily basis. The participants also harped on the fact that the induction felt very rushed, that they just want the new hire to begin working, rather than slowly laying out the groundwork for the organization. Many times, they found that when comparing induction experiences, they found that different people knew different things, meaning the induction wasn't done cohesively and the same with each new hire. They also expressed frustration because they felt that they were creating their own induction as a new person joins their team.

Staff Were Left Feeling Dissatisfied With the Current Induction

During the interview with someone who's been at BGCS for more than 8 months, we were able to get an overview of their recently completed induction, as well as some insight into how working after the induction is going. They shared that their induction was quite informal and disorganized, and that they were given some policies that they did not even read. There was no instruction on their role or responsibility within the organization, and they felt the induction was entirely too rushed. They felt the values were too generic for the culture of BGCS, and that the culture was not completely healthy. The organization is limited by the budget, and that seems to be taking over priorities. They felt they wasted a lot of valuable time trying to navigate the keys to go from building to building. The standout of the induction was the lack of an induction. They emphasized that a personal connection should be prioritized, and there should be more time spent with the new member to help them settle into their role. The interviewee also told us that they never received a hard-copy induction handbook. While COVID-19 protocols may have prevented the physical distribution of the handbook, we were surprised nonetheless to learn they had not received it, contrary to HR protocol. They also expressed confusion on timesheets and payroll, similar to what we saw in the focus group conversation. Both the focus group and interview allowed for valuable information to be collected, and will significantly affect the induction prototype we developed.

There Were Suggested Induction Improvements

As improvements to the current processes, the focus group requested a monthly newsletter to get a sense of what each program is doing, as well as something where the new inductees could have something to put faces to names within the organization. The team explained they would like to see quarterly goals on what the organization would like to accomplish, which would bring people together as a Banksia team to stop people from working in their own silos. Something they suggested were videos to help explain some policies that can quickly become confusing. The team expressed their frustration with the amount of keys needed to get around Banksia. They also suggested HR do a complete induction before the new person would join each program, then the program leader can implement their own, supplementary induction to follow. The team suggested that maybe the new hire could have a weekly check-in with a supervisor to make sure everything is going well, as well as expose the new hire to all other programs that BGCS offers to Broadmeadows. Finally, the participants mentioned as the organization grows, it could be a good time to create a union to protect the workers.

Analytical Tool Implementation

With the anecdotes we collected, in conjunction with advice from experts on what makes up an effective induction, we were then able to assess the current induction offered by BGCS. We went through each section of the analytical tool we developed, assigning point values to what the induction earned in each area.

   Compliance was integrated into the previous induction program through signing off on some policies at BGCS, but new inductees were not held accountable to the rest of the information in the induction handbook they are given. Clarification was missing from the previous induction, as there wasn't an emphasis on whether new inductees understood their role at Banksia. Through our interview and focus group, we found that the new inductees actually felt the opposite of this, where they felt that they were rushed into their position without a proper handle on what their journey at Banksia is supposed to look like. The cultural aspect of the induction we found was also not reflective of Banksia's true culture. The induction handbook given during the previous induction process did not portray the interactive, people-oriented, and engaging environment Banksia offers its staff and volunteers. Through the previous induction, there was a significant lack of culture. However, once the new inductee was welcomed onto the team, they were exposed to the true culture at Banksia. Connection we found to be present in some inductions, but absent from others. Some inductees were able to make connections with other people upon joining the Banksia family, but others were not able to make this sort of connection. We also evaluated the previous induction's interactivity, engagement, and creativity.

   Our calculated evaluation of the previous BGCS induction program using the analytical tool we developed earned a score of 24 out of 60, which is representative of a poor induction, with potential to become much better. We then began our work on designing our platform improve on the previous induction in our next stage of our project.

COMPONENTS	SCORE
Interactivity	5 / 7
Engagement	0 / 6
Creativity	1 / 6
Compliance	4 / 7
Clarification	2 / 8
Culture	10 / 10
Connection	2 / 16
TOTAL	24 / 60

DESIGN

Design an induction platform that encapsulates BGCS's sense of community and belonging.

With completion of the three prior objectives, our team had the information necessary to design a virtual induction process that encompassed the needs of BGCS. This initial design, our induction prototype, was followed with methods to evaluate and refine it for a final deliverable, the induction platform.

Establishing Design Priorities:

Prior to the development of an induction prototype, it was necessary to collaborate with BGCS to understand preparatory matters. This preparation included determining the technical manner in which the induction would exist, as well as the components that were expected to appear in the induction.

To understand the technical architecture of how the Induction Platform would exist online, a meeting was planned between our team and Chief Storyteller Jonathan Chee (Jono).

To understand the types of content that BGCS anticipated having in their new induction program, our sponsors provided us with a document that contained numerous module names and their relevant sections. The provided *inductionHandbook* (2017) was also available to guide our design process.
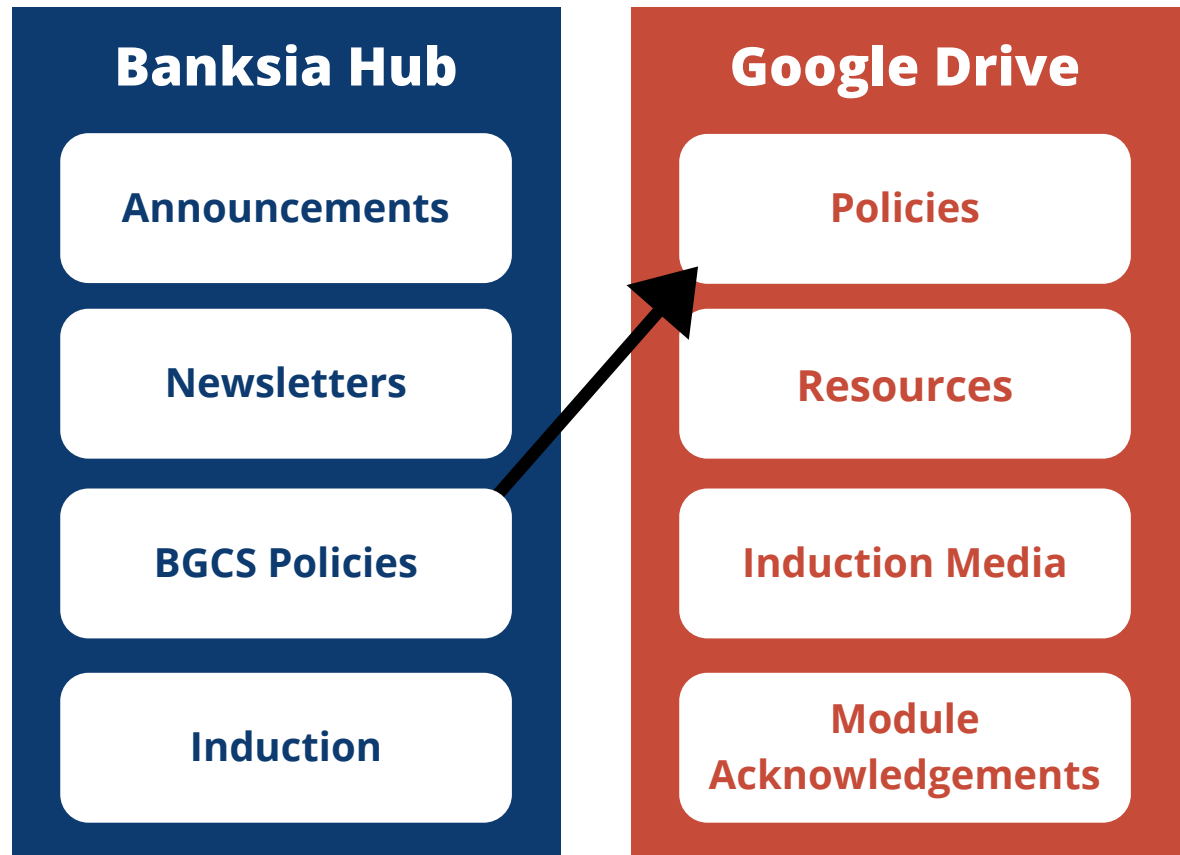
Prototype Design:

Infrastructure Design

In our meeting with Jono, our team discovered that he was already in the process of creating an intranet for BGCS staff and volunteers. This intranet, referred to as the Banksia Hub, is outlined to contain numerous elements of importance for the Banksia family, including organization announcements, newsletters and resources.

This introduction to the Banksia Hub then prompted a discussion about the manner in which the induction platform would be offered. Reviewing the framework of the Hub, it was decided that the induction would best be represented as an additional link among the resources; other links available are BGCS Policies and HR Resources. Based on this, a distinction was then made that the particular purpose of our virtual induction was to instruct new staff and volunteers about the ways of BGCS rather than to act as a persistent database of resources.

Understanding that the induction would be presenting many of the materials available in the Hub's resource links, the next possible issue of duplicate information was discussed.

Aware that Jono had constructed the mock-up Banksia Hub through Google Sites, our team turned attention to the idea of a shared Google Drive. Within a shared drive, our team would be able to create the documents that would become the absolute and exclusive versions of various materials. These documents, while existing in sole form, would be viewable in multiple locations (i.e. the Hub resources tab, the induction resources). Furthermore, whenever the documents are updated by those with permissions to edit them (i.e. the HR team), the documents would be updated across all viewable platforms.

Banksia Hub

- Announcements
- Newsletters
- BGCS Policies
- Induction

Google Drive

- Policies
- Resources
- Induction Media
- Module Acknowledgements

Induction Design

With the knowledge that the induction website is to be built on Google Sites, utilize documents from the shared Google Drive, and be accessible from the Banksia Hub, our team then looked into exactly what types of material we would need to teach.

This decision process began by examining the document provided to us by our BGCS sponsors, which contained numerous modules and their relevant inductee materials. Our team then took this document, and strategically condensed it into an outline of nine modules and their compatible sections.

From previous objectives, our team understood the utmost importance of maintaining the liveliness of BGCS culture, and looked for ways to integrate that into a virtual platform.

First, we identified the need of having module overviews to explain to inductees the purpose of the module, and the various sections. In order to assimilate the spirit of BGCS culture into these overviews, our team explored ideas that would allow for interaction.

Module	Sections	
Welcome	• About Us • Our Vision and Mission	• Our Values • Our History
Board of Governance	• Our Board Members • Our Patrons & Ambassadors	• Our Strategic Plan
Structure	• Our Executive Management • Our Leadership Group	• Departments
Projects	• Our Projects	
Sites	• Our Locations	• Other Locations
Policies	• Governance • Management • Human Resources	• Finance • Client • Communication
Workplace Health & Safety	• WHS Manual • First Aid	• Fire Wardens
Human Resources	• Our HR Plan • Probation • Salary Packaging • Employee Access Program	• Ragic • Types of Leave • Resignation • Internal Meetings
Finishing Up	• Meeting with your Supervisor	• Meeting with HR

This ultimately presented itself in the manner of playing animated videos for the start of each of the nine modules, through the use of a animation software called Animaker. Our sponsors were extremely generous in funding our team for one month of an Animaker subscription, so that we had the ability to create custom avatars (representing members of the BGCS community, like below) and to publish enough created videos for the modules.

Finally, guided by our module outline and knowledge of our seven-week time constraint, our team decided to focus on the completion of five modules: Welcome, Board of Governance, Sites, Structure, and Policies. However, the remaining four modules still received minor attention, such as the creation of their overview videos, in order to provide BGCS with a complete template to finish the virtual induction.

Ultimately, the outline of the induction prototype appears as a home Google Site page, with nine linked modules from that screen. Upon visiting one of those nine modules, the user is greeted with the title of the module, an animated video summarizing the module and types of information, buttons to represent each of the outlined sections, and a Google Form that the inductee must complete with a signature to signify that they have completed the module.

Module Design

Having established the outline of the induction prototype, our team then began the design of the individual modules.

Firstly, our team noted that there were two types of modules that we would have to create: those with with a more laid-back opportunity for creativity (i.e. the welcome module), and those with hard-coded, official information (i.e. the policies module).

Beginning with the modules that allow for creativity in their construction, our team determined to make their relative sections as interactive possible. With Google Sites constraints, we were ultimately able to include interactive features such as clickable text, photos, videos, and buttons.

For the modules that required documented information, our team determined that the best way to insure that the information was accurately presented, while still engaging, was to use the

following manner: display the various Google Documents representing policies, display a Google Quiz with relevant scenarios and questions, display a Google Form to accept virtual signatures acknowledging acceptance of the group of policies. Additionally, we determined that all policies shown in the website would be the embedded version of the policies as located in the Shared Google Drive. Therefore, when the master copy of a policy inside the Google Drive is updated, the version shown in the induction is updated as well. This prevents any duplicates or outdated information from occurring, which was a key area of improvement that we had identified.

With the focus on maintaining the BGCS culture while taking into account information learned through our focus groups and interviews, our team decided to take advantage or our strong relationship with our sponsor, and request the creation of videos with specific content for many induction sections.

In the Welcome module, there is a video available in the first "About Us" section that provides an inductee their first glimpse into the culture of Banksia. Additionally, throughout the Board of Governance and Structure modules, there are numerous photos and videos from current staff members welcoming new inductees. These videos were made specifically for our induction project, as we understood the importance of connecting our virtual program to the reality that inductees would soon face. Putting names to faces was a major takeaway from our research of an effective induction.
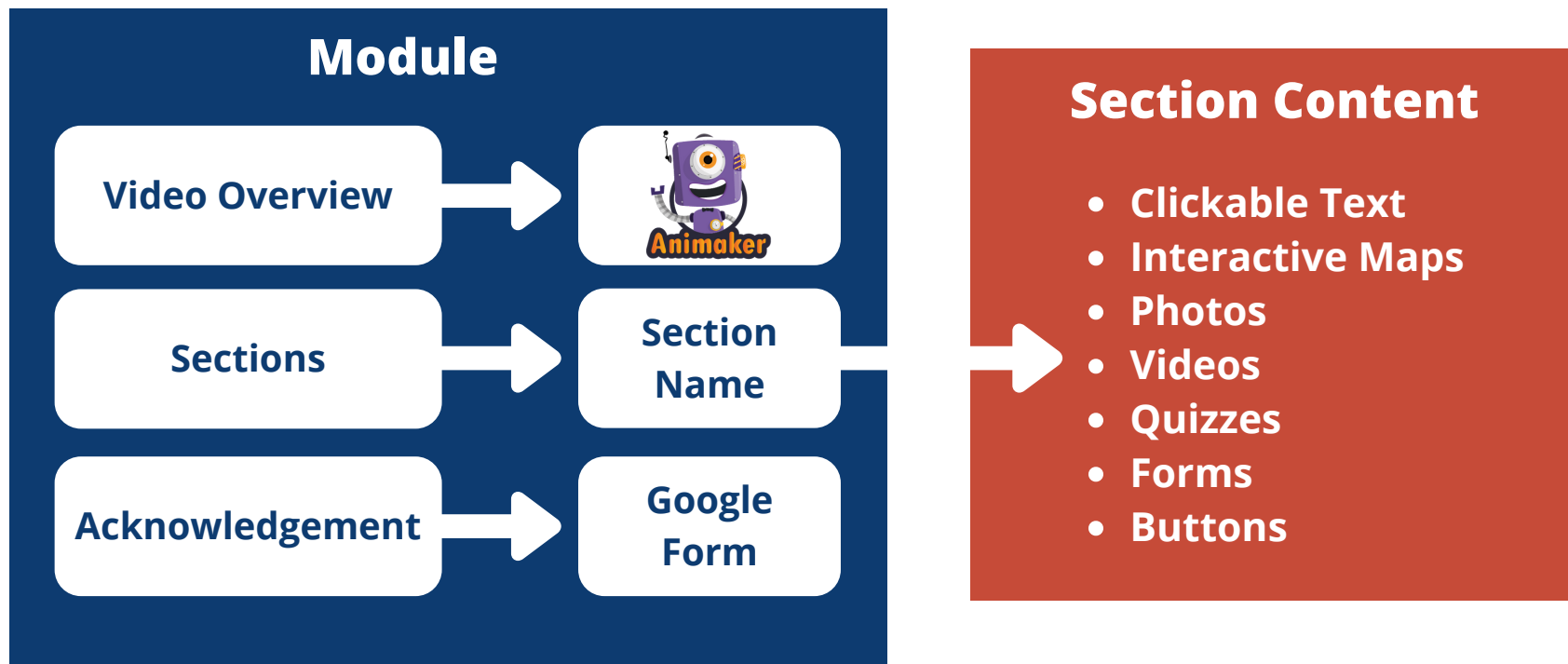
Conclusively, our prototype will serve as a strong, unvarying induction for new BGCS staff and volunteers, in conjunction with the upcoming Banksia Hub and Shared Google Drive. The figure below represents the simplified infrastructure of these three components, and the manner they will link to each other.

After our preliminary construction, it will be necessary to conduct heuristic evaluations and think-aloud interviews in order to receive authentic feedback from current BGCS staff and employees. This information will allow us to gauge how well the prototype corresponds with an anticipated BGCS induction, and thus refine the prototype based on results.
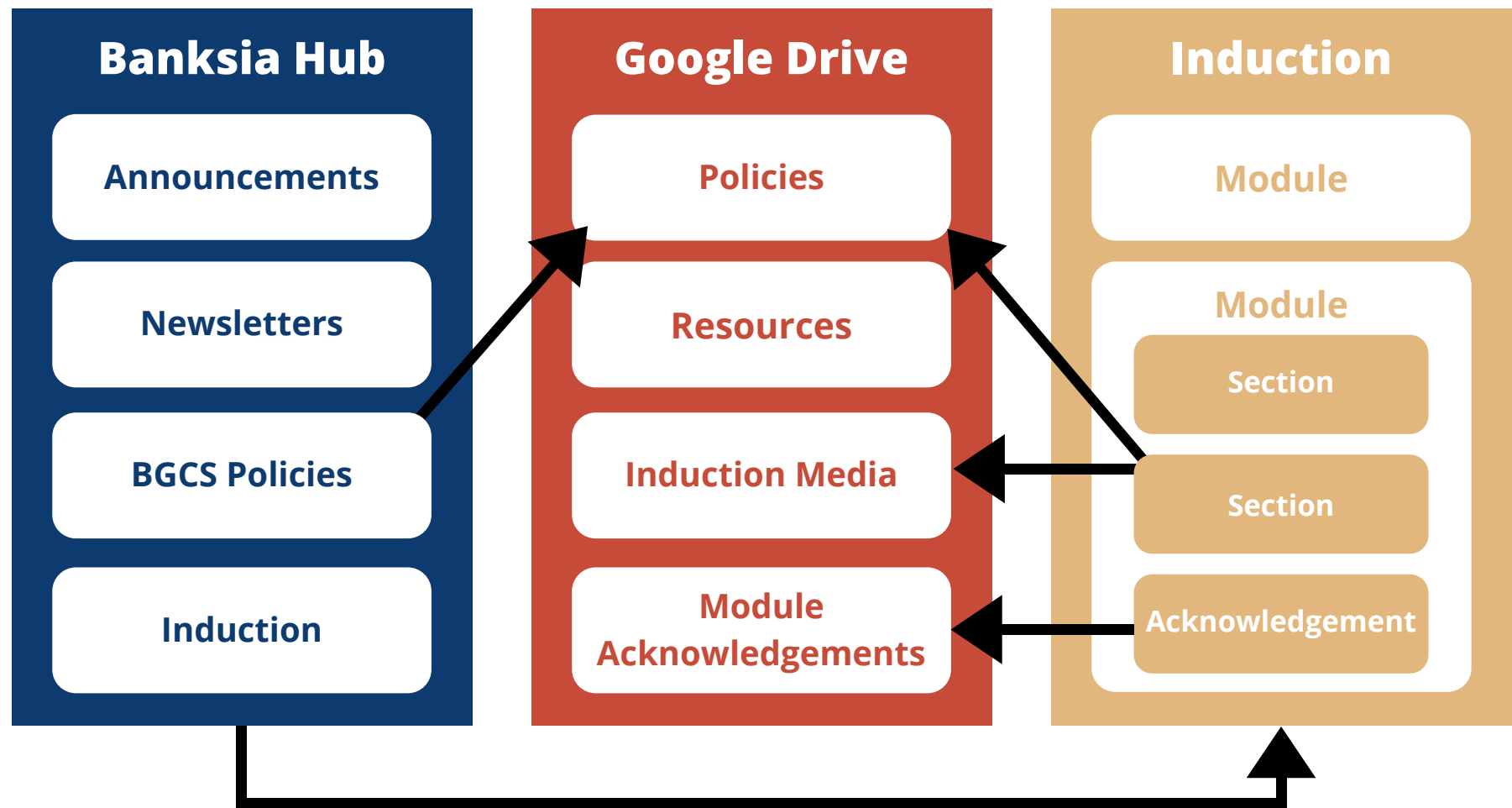
Testing:

Procedure

To evaluate the design of our induction prototype, we conducted numerous think-aloud interviews.

A technical think-aloud interview differs from standard interviews in that participants are given full access to a prototype, and then asked to complete tasks while constantly vocalizing their thought process (Nielsen, 2012). This manner of interview provides realistic insight into how a prototype is received by new users, including expressions of engagement or confusion.

In the think-aloud interviews that we specifically conducted, users were first granted access to the prototype, and then asked to share their screens in a virtual meeting. Additionally, users were instructed that they had full control of the website; they were allowed to click, view, or watch anything available. The tasks we asked included the following:

1 "You're a brand new hire to Banksia, and you've just opened up the induction for the first time. Talk and walk us through exactly what you will do first."

2 "If you have a question about something during your induction process, how do you get help?"

3 "How do you get back to the home page?"

4 "Pretend you've made it to the Policies module, and start to go through it."

5 "Pretend you've gone through each of the policies, and scroll down to the bottom of them. Continue from here like normal."

Following completion of the tasks, we allowed users to freely navigate the prototype and communicate any additional feedback. Finally, as a departing task, we provided users with a link to a Google Form, containing a version of our analytical tool for them to complete. The full procedure guide to the regulation of these think-aloud interviews is provided for in Appendix F.

Results

The concept of hearing a first-time user's thought process as they navigated the induction platform was extremely beneficial to our team. We ultimately hosted five think-aloud interviews with Banksia family members, and received four responses to our feedback form.

During the interviews, we received a range of feedback, from positive to suggestive. Unfortunately, some of the beneficial feedback we received represented ideas outside of the technical ability of Google Sites. These ideas therefore became aspects of future suggestions. We were thrilled to have feedback that also allowed us to improve our platform, seen in the revisions category below.

Positive Feedback
Testers specifically enjoyed:

- **The variety of authentic photographs from the Banksia community.**
- **The navigation is simplistic and understandable.**
- **The induction is well organized and designed.**
- **The induction is personable and represents the workplace culture.**
- **The avatar videos were exciting and engaging.**

Future Suggestions
With technical capabilities, we would:

- **Progress through the induction is only available upon clicking-completion of previous material.**
- **Include a method to show users how far along they are in the induction process.**
- **Inform users of a module's time approximation to complete.**

Platform Revisions

Based on feedback, we were able to revise the following for our finalized induction platform:

- **Included an introductory video on the home page, rather than having the first video inside the Welcome module.**
- **Ensure that video narration contains an appropriate voice for the main avatar.**
- **Edited video narration to be louder.**
- **The buttons underneath each section now provide a direct path forwards or backwards, rather than always back to the module or forwards.**
- **Added to Induction Guide that HR should inform volunteers if there are any policy sections they do not need to complete.**

INDUCTION PLATFORM

We presented Banksia Gardens with a refined virtual induction platform.

Due to the nature of our project, including organization access privileges, privacy, and security, we are unable to provide a direct link to our final induction platform. Alternatively please enjoy a virtual tour of the finalized platform:

Induction Platform Virtual Tour:

https://youtu.be/SCcOQwTcalc

Tour & Highlights:

When an inductee is first introduced to the platform, they are greeted with the home page shown on the right.
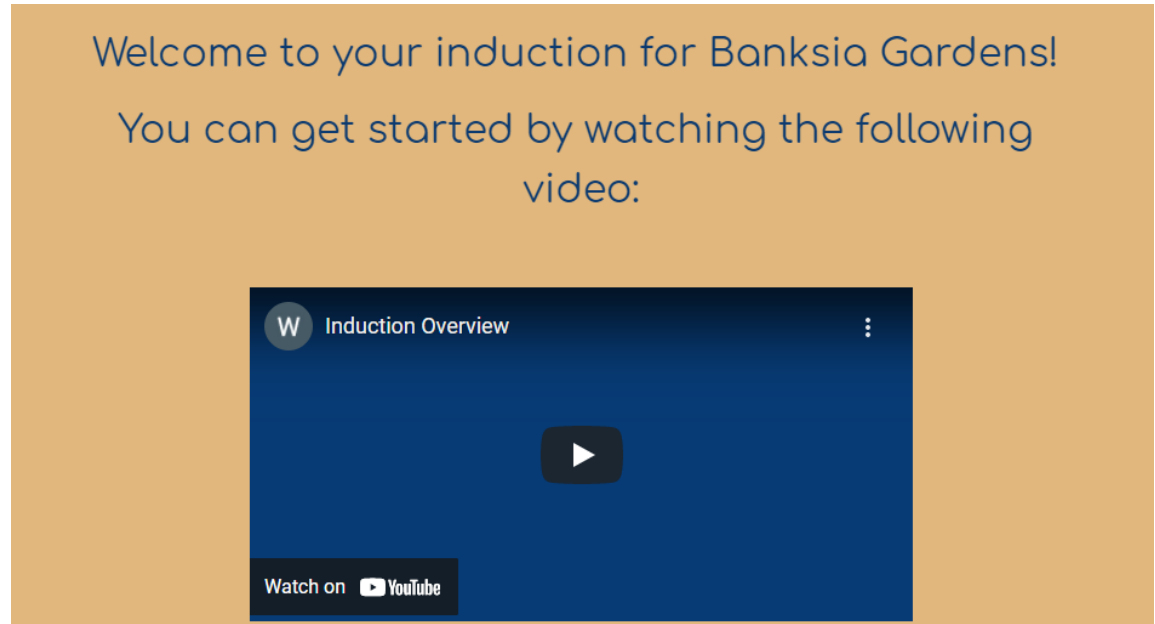
A warm, welcoming message overlays an authentic photograph of Banksia community members, while in the top left corner, Banksia's logo is present.

Immediately underneath the welcome message, inductees are introduced to their induction platform, and instructed to watch a video, as seen on the right.

This video is the first of ten animated videos, and explains the process that an inductee will go through during the completion of their virtual induction.

To view this, please visit the first link below, entitled "Introduction."

Welcome to your induction for Banksia Gardens!

You can get started by watching the following video:

View the Animated Overview Videos:

Introduction: https://youtu.be/flUadeE86U4

Welcome: https://youtu.be/d2iA0nr6nw0

Board of Governance: https://youtu.be/ayaO3H64k-0

Structure: https://youtu.be/gjHe-CSVSyQ

Projects: https://youtu.be/4LAP7c5cWX8

Sites: https://youtu.be/B0ZWYN48KNo

Policies: https://youtu.be/Qi1Gps1La2Y

Workplace Health & Safety: https://youtu.be/GvDx_pHxRA8

Human Resources: https://youtu.be/OyYEkk2rYms

Finishing Up: https://youtu.be/VuQpHuOtvI4

Following the instructions in a video, an inductee would scroll down further, where they are presented with the nine modules that make up their induction, as well as contact information should they need assistance. The pictures are that of the Banksia community, and represent an effort to include the Banksia culture throughout the induction.

Welcome!	Board of Governance	Structure
Projects	Sites	Policies
Workplace Health & Safety	Human Resources	Finishing Up

For any questions throughout your process, please contact Human Resources:

HR@banksiagardens.org.au

Following the directions of the introductory video, an inductee would click on the first module of their journey, "Welcome!" This would bring them to the module's scrollable main page, as seen fully on the right.

As the first interactive component of this module, the inductee would watch the first Welcome Overview video.

Beneath that, the inductee may view the various sections that they will get to experience throughout the module.

Following completion of all sections, an inductee is guided back to a module home page, where they may scroll down and complete the Module Acknowledgement form.

Finally, an inductee may immediately move to the next module.
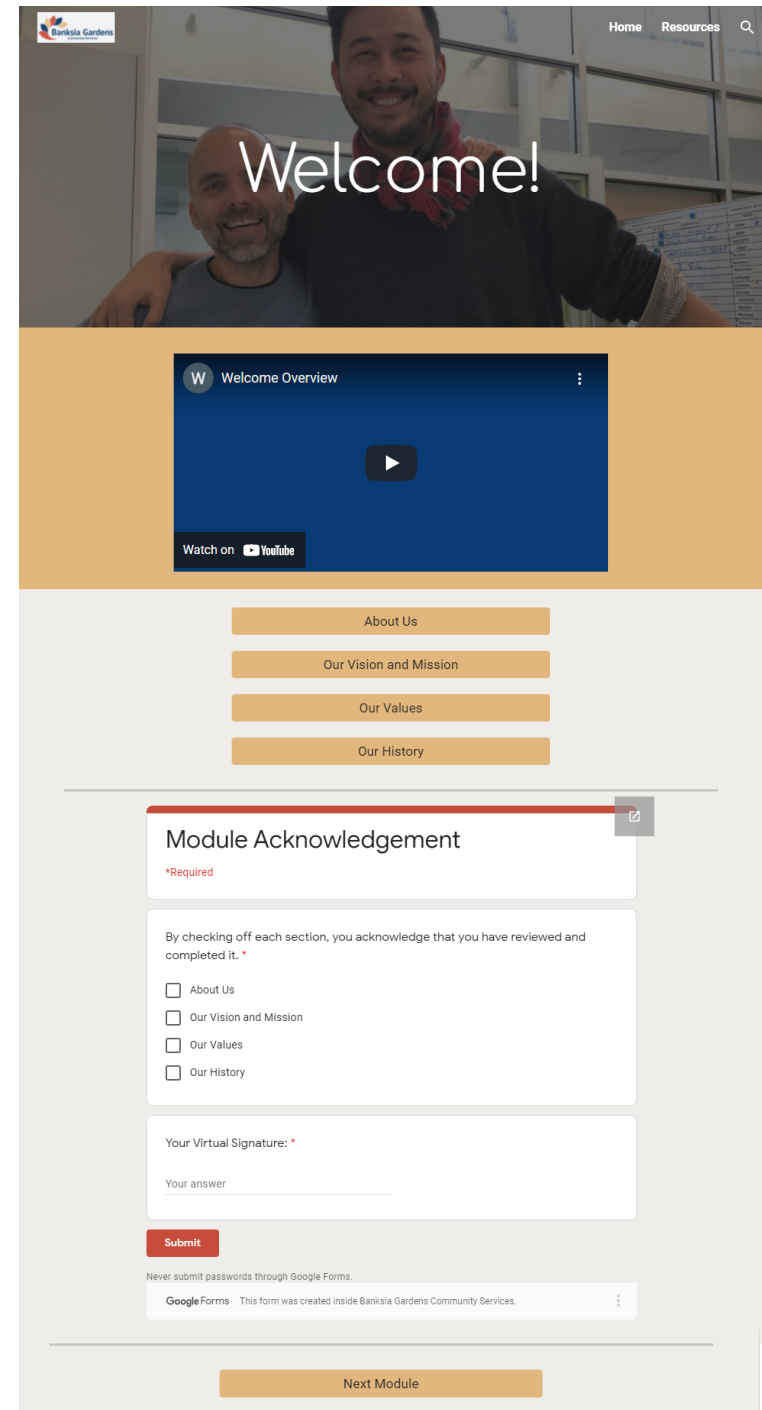
Upon clicking the first available section, "About Us," inductee's are brought to the section page, again shown fully on the right.

After going through the section, inductees may scroll down to progressive buttons.

In the first section of every module, inductees may return to the module or move to the next section. In the middle sections of every module, they may go to the previous or next section. In the final section of a module, they may go to the previous section, or return to the module.

Throughout the induction, there is various types of interactive content. For example, in the Welcome module, there are numerous areas of interactive text, where inductees may click words to view information:
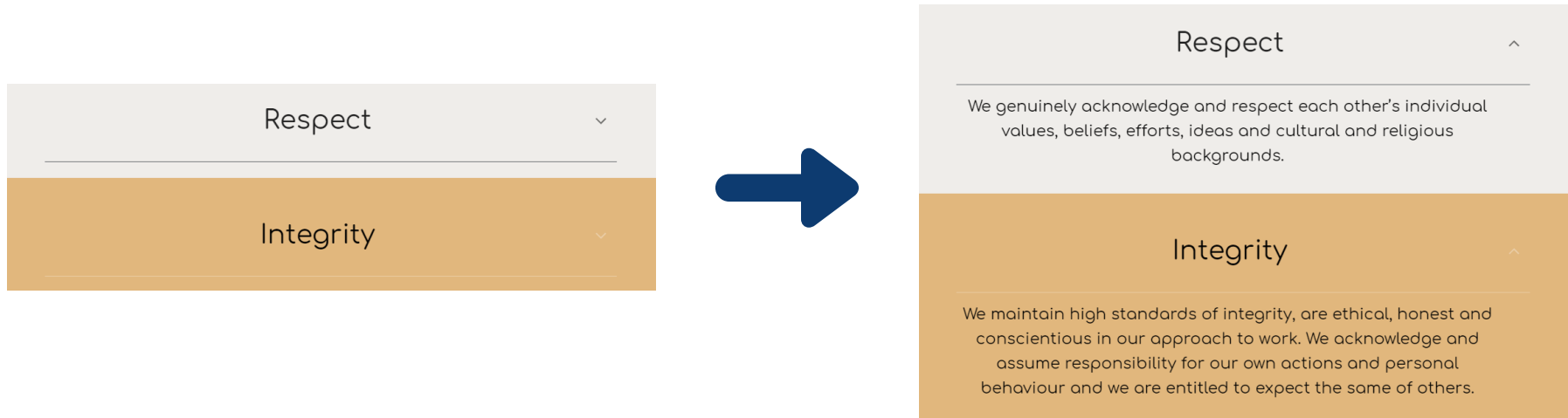
In the Structure module, where the organizational structure of BGCS is explained, inductees are virtually introduced to the Banksia community through videos and photos:
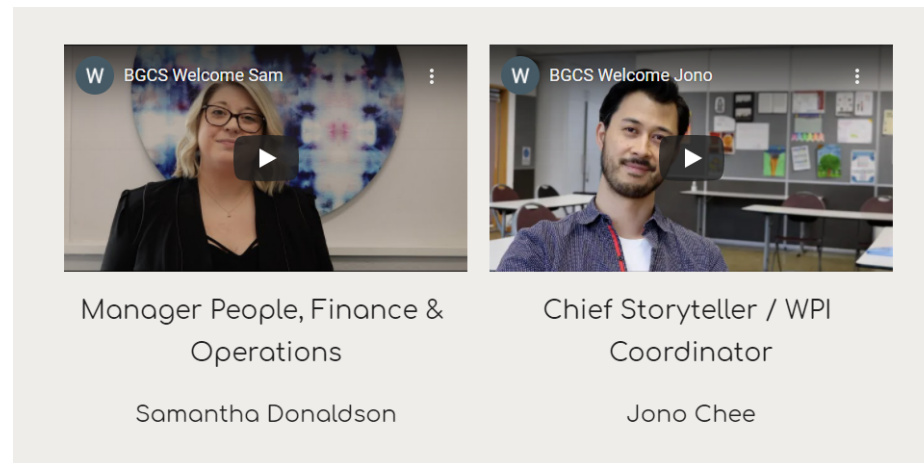
In the Sites module, inductees are given an interactive map that shows just how widely of an impact Banksia has:
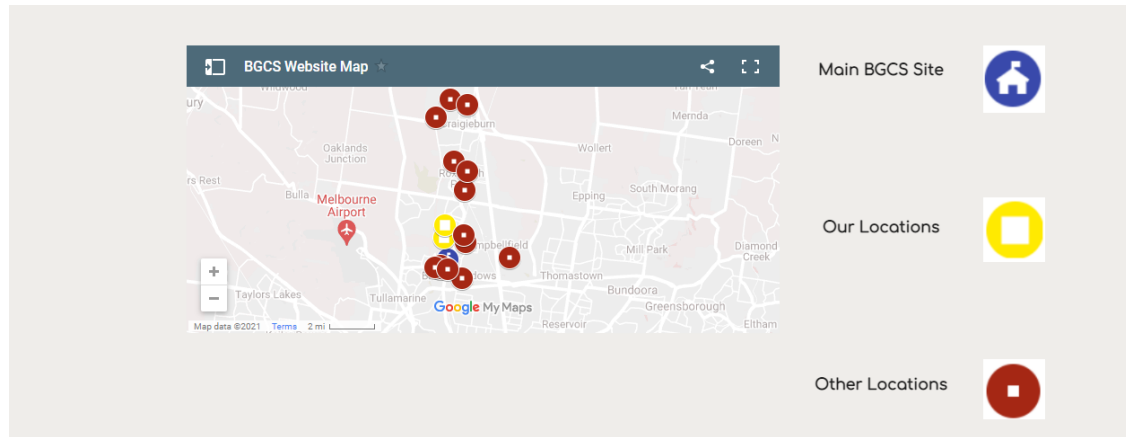
In the Policies module, inductees are shown various policies. These documents are embedded directly from a Shared Google Drive to ensure that it is always the official and most updated policy that Banksia has to offer. Following the policies are interactive scenario quizzes for inductees to check and review their knowledge.
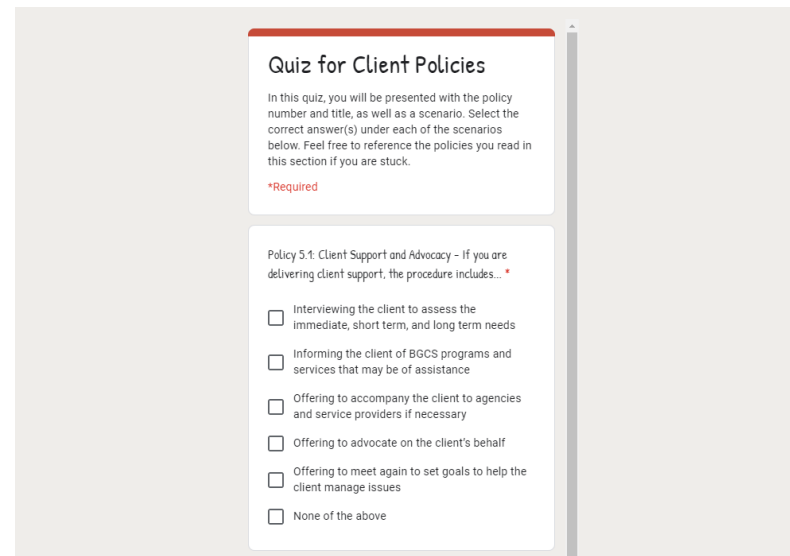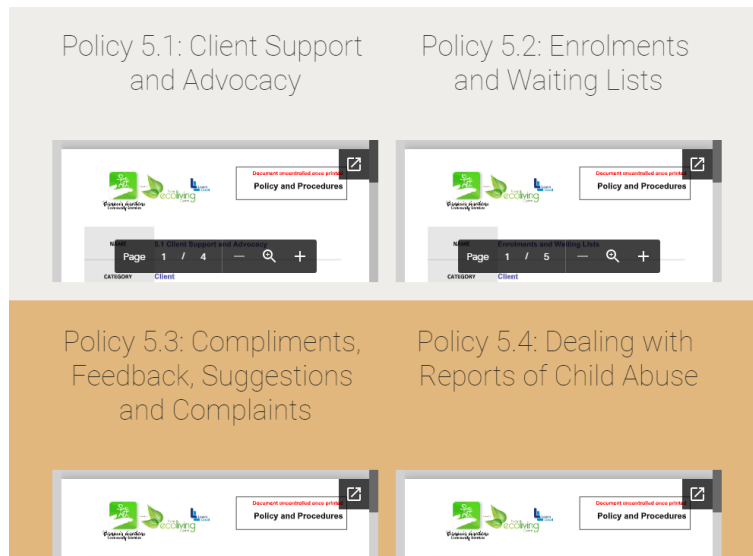
It is our hope that having completed all nine virtual modules, an inductee feels confident and ready to begin their personal, program-specific induction!
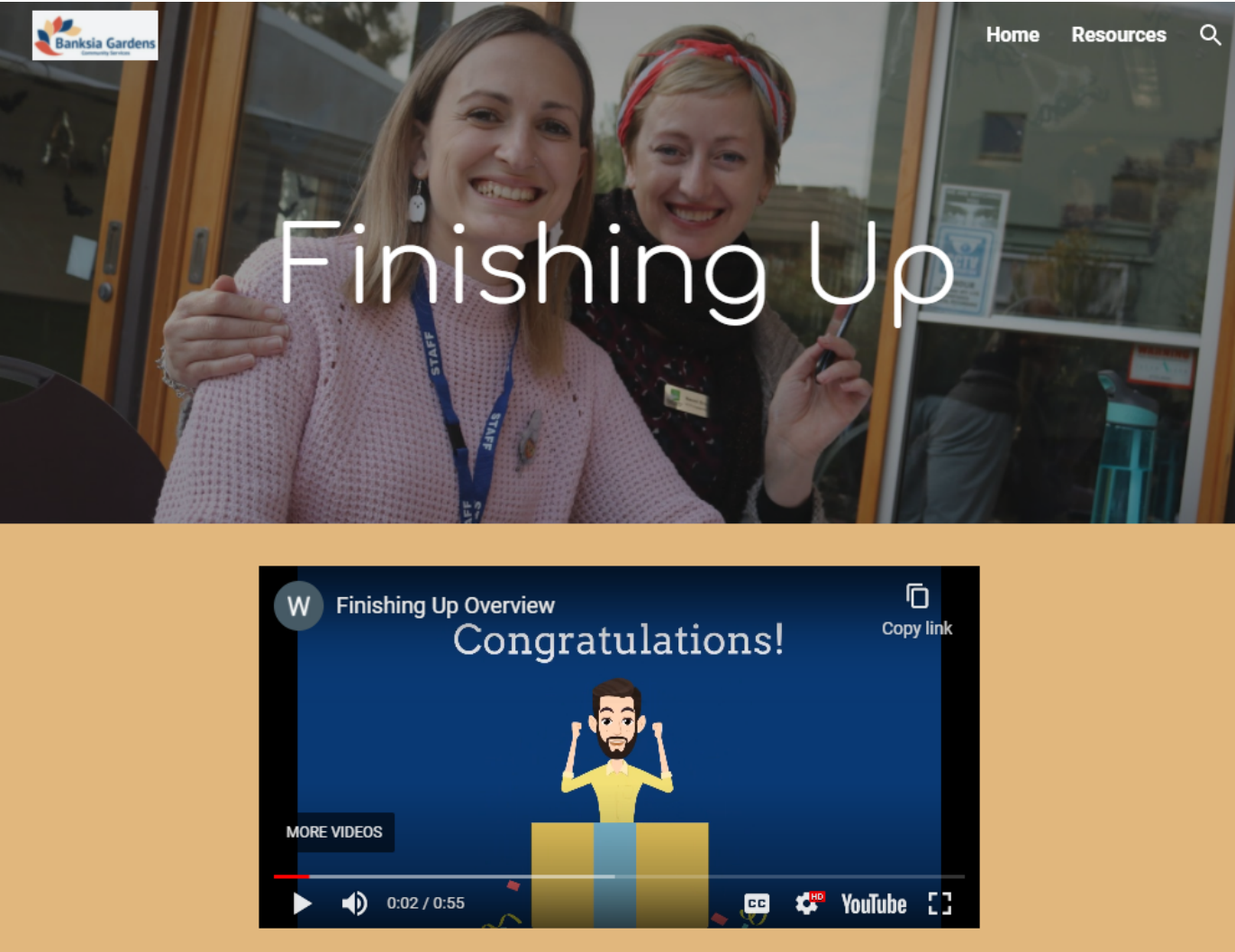
Transfer Manual

In order to successfully deliver our platform to Banksia, we created a Transfer Manual with all necessary information about managing and completing the platform. This resource was given directly to our sponsors alongside the final platform, so that may continue this project. This full manual is available in Appendix H.

BGCS Induction Platform: Transfer Manual

This document was created by the Worcester Polytechnic Institute (WPI) Team, consisting of Nicole Conill, Nisha Goel, Emma Mungovan and Sam Pitkowsky, to provide information to Banksia Gardens Community Services (BGCS) on how to complete and utilize the created Induction Platform.

Overview:

Over the course of a seven-week project term, the WPI team was able to create the foundation of the BGCS Induction Platform. The platform consists of nine modules, each with their relevant sections.

The platform utilizes Google Sites and a Shared Google Drive, under the current ownership of the "wpi.induction@banksiagardens.org.au" email address. All embedded documents shown in the platform are present in the Shared Google Drive; this includes all Module Acknowledgement forms, Policies, Policy Quizzes, and photo media throughout the website.

The videos present on the platform, including all ten animaker videos and the various BGCS staff introductory videos, are stored in the YouTube channel underneath the above email address.

Induction Fulfillment:

The following section will state the completion, or progress needed for completion, for each of the nine modules that appear in the Induction, prior to use of the induction.

(COMPLETE) Home Page:
This page is complete, and contains the following:
- An instructional video overview explaining the process of the induction platform.
- The representation of all nine modules, with direct links to each page.

(COMPLETE) Module 1 - Welcome:
This module is complete, and contains the following:
- An animated video overview.
- The following sections:
  - About Us - Includes a written text and two videos.
  - Our Vision and Mission - Includes interactive text.
  - Our Values - Includes interactive text.
  - Our History - Includes text statements and photographs.
- A Module Acknowledgement form.

(COMPLETE) Module 2 - Board of Governance:
This module is complete, and contains the following:
- An animated video overview.
- The following sections:
  - Our Board Members - Includes photographs.
  - Our Patrons and Ambassadors - Includes photographs.
  - Our Strategic Plan - Includes a photograph.
- A Module Acknowledgement form.

(INCOMPLETE) Module 3 - Structure:
This module is incomplete, and contains the following:
- An animated video overview.
- The following sections:
  - Our Executive Management - Includes videos.
  - Our Leadership Group - Includes videos.
    - This section is **almost complete**. There is one video missing from Eric.
  - Departments - We have built a page template.
- A Module Acknowledgement form.

(INCOMPLETE) Module 4 - Projects:
This module is incomplete, and contains the following:
- An animated video overview.
- The following sections:
  - Our Projects - We have built a page template.
- A Module Acknowledgement form.

(INCOMPLETE) Module 5 - Sites:
This module is incomplete, and contains the following:
- An animated video overview.
- The following sections:
  - Our Locations - We have built a page template.
  - Other Locations - We have built a page template.
- A Module Acknowledgement form.

1

2

RECOMMENDATIONS

Given additional resources and technical ability, we would attempt the following.

As we leave this project, we have a few recommendations based on our background research that we hope you will consider when implementing the final induction program. We recommend you populate the template version of our prototype that we are presenting to you to make it a fully functional induction platform. In Appendix H, we have included our transfer manual so that BGCS knows exactly what they need to focus on to complete the platform. While this platform covers almost all the bases that an induction platform should have, it might be beneficial to take it a step forward by making the induction hybrid instead of only web-based. In Appendix I, we share the in-person induction guide that we plan on passing on to BGCS for what we recommend future inductions should include in terms of the "hybrid" induction.

The figure on the right represents the analytical tool scoring of the induction we have left BGCS with. We hope that with the completion of our recommendations, they can achieve the remaining 10 points, which favor the in-person component.

COMPONENTS	SCORE
Interactivity	6 / 7
Engagement	5 / 6
Creativity	6 / 6
Compliance	6 / 7
Clarification	6 / 8
Culture	10 / 10
Connection	11 / 16
TOTAL	50 / 60

CONCLUSION

Despite a virtual project experience, we became a part of the Banksia family and were able to provide them with an impactful project.

Our work on this project, while remote, has been an excellent learning experience. We learned a lot about what goes into an effective induction program, built an analytical tool that would score the quality of an induction program, and designed an induction platform for BGCS.

If we had more time, we would have conducted more expert interviews. While the expert interviews we conducted provided us some new information, a lot of it clarified the information that we already knew from our background research, especially regarding the 4 C's. If we had the opportunity, we would have interviewed more Australian HR managers and experts, to help us better understand any cultural differences between the US and Australia.

Regarding our final platform, we are very satisfied with our progress, given that we only had seven weeks to work on the project, but if we had more time, we would have completely populated the platform so that we were giving BGCS a completed induction, rather than templates for some modules. We would have also incorporated gamification with either a point system or leadership board. However, the platform that is hosting the website, Google Sites, does not have the capability to implement something like this. As per sponsor and advisor feedback, we were also interested in implementing a discussion forum within the induction platform, but this also was something that Google Sites currently does not have the capability to host. Another useful feature is a progress bar that could show how much of the induction is completed, and if the inductee leaves the induction, part-way through, the website can take them back to where they left off without the inductee having to remember what they did last. This is also beyond the capabilities of Google Sites, and the inductee would currently have to ask HR

what module was completed last to track their own progress. With all these improvements in mind, we hope that BGCS is able to use the platform for their induction needs after populating it with the necessary information.

References

Aberdeen Group. (2008). Effective Onboarding Techniques and Strategies for Improved New Hire Retention. https://www.globenewswire.com/news-release/2008/02/05/993534/0/en/Effective-Onboarding-Techniques-and-Strategies-for-Improved-New-Hire-Retention.html.

Armstrong, M. B., & Landers, R. N. (2018, April). Gamification of employee training and development (ISSN 1360-3736). Brian Towers (BRITOW) and John Wiley & Sons Ltd. https://doi.org/10.1111/ijtd.12124.

Artman, D., & Parratore, R. (n.d.). Case Study: Effective Onboarding and Integration Following an Acquisition.

Atkins, S., & Gilbert, G. (2003). The Role of Induction and Training in Team Effectiveness. Project Management Journal, 34(2), 48–52. Retrieved February 11, 2021, from https://doi.org/10.1177/875697280303400206.

Banksia Gardens Community Services. (n.d.). Banksia Gardens Community Services. Retrieved February, 01, 2021, from https://banksiagardens.org.au/.

Banksia Gardens Community Services. (n.d.). Employee Details Form [Brochure]. Unpublished.

Banksia Gardens Community Services. (2017). Induction HANDBOOK [Brochure]. Unpublished.

Banksia Gardens Community Services. (2019). Banksia Gardens 40th Anniversary Video. (2019). Unpublished.

Bauer, T.N., & Elder, E. (2006). Onboarding newcomers into organizations. Presentation at the Society for Human Resource Management Annual Conference, Washington, D.C.; Conger, J.A., & Fishel, B. (2007). Accelerating leadership performance at the top: Lessons from the Bank of America's executive on-boarding process. Human Resource Management Review, 17, 442-454.

Bauer, T., & Erdogan, B. (2010). Organizational Behavior. Nyack, NY: Flat World Knowledge.

Bauer, T. N., Ph.D. (n.d.). The Four C's. In Onboarding New Employees: Maximizing Success (pp. 2). SHRM Foundation.

Blume, B. D., Ford, J. K., Baldwin, T. T. and Huang, J. L. (2010), 'Transfer of Training: A Meta-Analytic Review', Journal of Management, 36, 4, 1065–105. doi:10.1177/0149206309352880

Chee, J., & Donaldson, S. (2021, January 23). *Project A: Developing a Staff Induction Program*. Unpublished.

Covert, S. (2011, January). *Creating a Web-Based Employee Orientation and Induction Program.* Retrieved from https://files.eric.ed.gov/fulltext/EJ914687.pdf

Curtis, S., & Wright, D. (2001). Retaining Employees – The Fast Track to Commitment. *Management Research News*, *24*(8/9), 59–64. Retrieved from, https://doi.org/10.1108/01409170110782964

References - cont.

Deterding, S., Dixon, D., Khaled, R. and Nacke, L. (2011). 'From Game Design Elements to Gamefulness: Defining "Gamification"', in *Proceedings of the 15th International Academic Mind-Trek Conference: Envisioning Future Media Environments* (New York, NY: ACM), pp. 9–15. doi: 10.1145/2181037.2181040.

El-Shamy, S. (2003). *Dynamic Induction: Games, Activities, and Ideas to Revitalize Your Employee Induction Process*. Gower.

Hirsch, A. (2017, August 10). Don't Underestimate the Importance of Good Onboarding. https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/dont-underestimate-the-importance-of-effective-onboarding.aspx.

In-Person and Remote Employee Induction Checklist [2021]. (2021, February 23). https://www.mitrefinch.co.uk/blog/employee-engagement/the-employee-induction-checklist/.

Laird, D., Holton, E. F., & Naquin, S. S. (2003). *Approaches To Training and Development: Third Edition Revised and Updated*. ProQuest Ebook Central https://ebookcentral-proquest-com.ezpxy-web-p-u01.wpi.edu.

Main Features - BPPP Country of Birth of Parents. (2017, October 23). Retrieved February 01, 2021, from https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/2900.0main+features100452016

Nielsen, J. (2012, January 15). Thinking Aloud: The #1 Usability Tool. https://www.nngroup.com/articles/ten-usability-heuristics/

Nielsen, J. (2014, September 1). Demonstrate Thinking Aloud by Showing Users a Video. https://www.nngroup.com/articles/thinking-aloud-demo-video/

O'Neill, O. (2018, August 22). The Importance of Inducting New Employees to Your Workplace. Retrieved February 16, 2021, from https://www.linkedin.com/pulse/importance-inducting-new-employees-your-workplace-olivia-o-neill/.

Tilby-Price, K. (2017, July 13). Non-Profit Board Induction Process. from https://www.exult.co.nz/articles/non-profit-board-induction-process/

2016 Census QuickStats. (n.d.). Retrieved February 01, 2021, from https://quickstats.censusdata.abs.gov.au/census_services/getproduct/census/2016/quickstat/SSC20344

Appendix A

Project Contributions

Nicole Conill

Author:
- Background
  - Organizational Structure
  - Current Induction Process at BGCS
    - All Sections
- Project Overview
- Design
  - All Sections
- Induction Platform
  - All Sections
- Final Report Compilation / Design

Co-Author:
- Abstract / Executive Summary
- About the Authors / Acknowledgements
- Introduction
- Background
  - Current Programs
- Recommendations
- Conclusion
- Appendices

Platform:
- Created Animaker Videos
- Website Framework
- Home Page
- Welcome Module

Nisha Goel

Author:
- Background
  - Effective Induction Practices & Platforms
    - All Sections
- Understand
  - All Sections

Co-Author:
- Abstract / Executive Summary
- About the Authors / Acknowledgements
- Introduction
- Background
  - What Makes an Induction Program Effective
- Recommendations
- Conclusion
- Appendices

Platform:
- Website Framework
- Welcome Module
  - Filmed Videos
- Policies Module

54

Appendix A - cont.

Project Contributions - cont.

Emma Mungovan

Author:
- Background
  - Considering How New Employees Learn
  - Consequences of Poor Training
  - About Banksia Gardens Community Services
    - History of BGCS
    - The Broadmeadows Community
- Assess
  - All Sections

Co-Author:
- Abstract / Executive Summary
- About the Authors / Acknowledgements
- Introduction
- Background
  - The Importance of New Employee Induction
- Recommendations
- Conclusion
- Appendices

Platform:
- Board of Governance Module
- Structure Module
- Sites Module

Sam Pitkowsky

Author:
- Background
  - Mission & Values
- Develop
  - All Sections

Co-Author:
- Abstract / Executive Summary
- About the Authors / Acknowledgements
- Introduction
- Background
  - The Importance of New Employee Induction
  - What Makes an Induction Program Effective
  - Current Programs
- Recommendations
- Conclusion
- Appendices

Platform:
- Structure Module
  - Filmed Videos
- Sites Module

Appendix B

Induction Practices Portfolio

Section 1: Case Study - Zappos.com

According to Organizational Behavior written by Bauer and Erdogan in 2010, Zappos, which was acquired by Amazon.com, Inc. in 2009, engages in intensive onboarding during their orientations. Through this demanding process, they were able to move from number 23 in 2009 to number 15 in 2010 on Fortune magazine's "100 Best Companies to Work For" list. Zappos hosts a five week training course, teaching their organizational values and procedures, during which new hires are offered $2,000 to quit if they feel they are not a good fit for the organization. As of 2010, about 1% of new hires had actually accepted this offer. Despite its large size of over 1,300 employees, the company is able to maintain a relatively flat organizational structure and maintains extreme transparency.

Section 2: Case Study - Microsoft

According to *Onboarding New Employees: Maximizing Success*, written by Tayla Bauer in 2010, Microsoft, one of the world's largest software companies, brings on thousands of new employees each year. The company onboards with the following mission statement:

> *"The corporate onboarding mission is to enhance the new employee experience through high quality, scalable onboarding programs and frameworks that support Microsoft's business goals, advance the "aspire to" culture, encourage community, and build organizational capability to onboard others."*

In order to achieve this mission, Microsoft HR professionals came up with the following framework of core philosophies:
- Managers play a critical role in onboarding new employees.
- Peer mentors provide "safe havens" for new employees to ask questions, gain knowledge, and explore the culture.
- Onboarding is "everyone's job" - not just HR's.

Team members play a critical role in providing support, knowledge, and a welcoming climate.

56

Induction Practices Portfolio - cont.

Section 3: Case Study - Bank of America

According to *Onboarding Newcomers into Organizations*, written by Bauer and Elder in 2006, Bank of America boasts a highly successful executive onboarding program, with over 200 internal executive candidates following through with this onboarding process. Throughout the program, Bank of America highlighted three main goals:

1. Decrease costs of executive derailment.
2. Increase performance results of the executives.
3. Allow for a smooth transition for new executives.

The company produces an executive attrition rate of 12% (while the industry average is 40%) through developing good practices, as seen below:

- Onboarding happens over time, rather than a single day. Onboarding at Bank of America unfolds over a six-month span, where there are different onboarding tools implemented and scheduled throughout the executive's hire.
- Different organization resources are offered to the new hire throughout the onboarding process. New executive onboarders are exposed to resources the company offers to perform their job at the high level desired, such as implementing leadership modules and team integration meetings.
- Quality interactions are emphasized through feedback, meetings and forums towards the end of the onboarding process.

Section 4: Case Study - Onboarding and Integration Following an Acquisition

According to Artman & Parratore (n.d.), following the acquisition of Medarex (a small 500 employees company) by Bristol-Myers Squibb (who employs more than 30,000 employees), a key goal of the newly combined organization was to perform a complete onboarding process that would successfully integrate all the employees together. To ensure a cohesive and in-depth integration, the onboarding process was broken up into two focuses: operational integration and cultural integration.   *... cont.*

Induction Practices Portfolio - cont.

Section 4: Case Study - Onboarding and Integration Following an Acquisition - cont.

Operation integration begins with the company providing an operational and functioning work environment for the employees to use starting on day 1 of the onboarding process. Executives and managers from different departments of the organization all work together to provide a pleasant workspace, and all leaders in these teams would receive training prior to the first day of onboarding. Cultural integration was important after the acquisition because both sets of employees between the two previously separate companies were accustomed to their respective work environments. Jumping from 500 employees to 30,000 is a massive change, and thus office culture is bound to change as well. To assist with assimilation, managers identified the biggest changes that employees might face and addressed them during training. Following this, managers trained employees with two sets of training sessions where employees were educated on experiences people faced during previous acquisitions, as well as the company history that they were now working for.

      Following these steps, Bristol-Myers Squibb reported that 92% of employees believed they were productive members of the team after only one month at the new company.

Section 5: IBM's "Assimilation Process"

According to Onboarding New Employees: Maximizing Success, written by Tayla Bauer in 2010, IBM allocates a lot of resources toward recruiting and hiring. In the late 1990's and early 2000's, executives realized they were having some success with their new hires, but they were stuck at a level 2 onboarding program. This meant that they needed to focus on more culture and connection, which is when their "Assimilation Process" was born. This consists of three steps: affirming, beginning and connecting (Bauer, 2010).

- Affirming encompasses welcoming the new hire, preparing a workspace, and assigning a coach. This takes place before the new hire's start date. *... cont.*

58

Appendix B - cont.

Induction Practices Portfolio - cont.

Section 5: IBM's "Assimilation Process" - cont.

- Beginning occurs during an employee's first 30 days. It is imperative for the new hire to be met in person, introduced to the team, have a functional work area, complete paperwork, and be introduced to an intranet onboarding platform, called "Your IBM." During the beginning portion of the onboarding, managers are very involved in making sure things are going well, ensuring encouragement, and scheduling "check ins" with the new hire.
- Connecting takes place during the employee's first year on the job. The first stage prioritizes networking, where the employee is encouraged to find communities within the company with similar interests. This phase focuses on the employee's accomplishments and understanding IBM's way of accomplishing things. After one year, the employee is considered fully integrated. One of the most important aspects of connecting is the individual assigned to be the employee's coach. This person serves as a friend to answer questions, share the intangible cultural aspects of the company, and reinforce concepts and processes.

Organizational Structure of BGCS

BANKSIA GARDENS COMMUNITY SERVICES' ORGANISATION CHART 2021
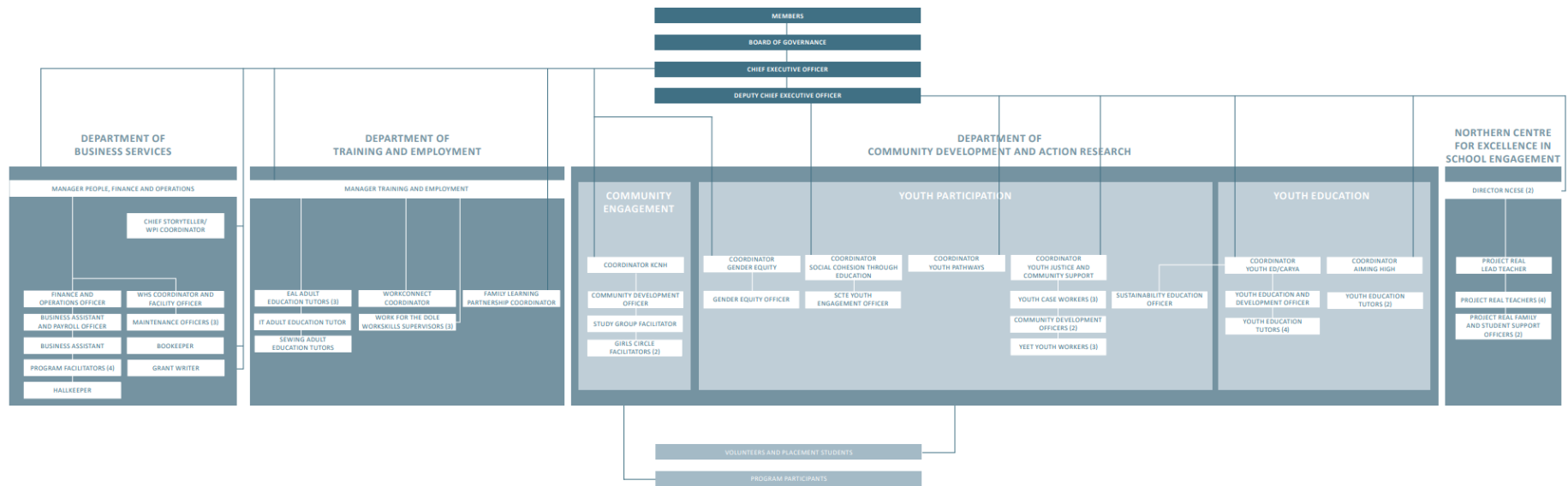
Analytical Tool

Induction Program Assessment

Criteria		Y/N	Comments	Grade
INTERACTIVITY				
1) Personalization	Is the induction program specific to the participant through personalization? YES NO			(1 point)
2) Repeatability	Does the induction program allow the participant to repeat or go back to sections? YES NO			(3 points)
3) Participation	Does the induction program require active participation through personal signatures, scores, and progress? YES NO			(3 points)
Total				/7
ENGAGEMENT				
1) Gamification	Are scores or awards earned while completing aspects of the induction program? YES NO			(1 point)
2) Incentivization	Is there any kind of incentive to complete the induction program?			(2 points)

		YES NO		
3) Material	Is material presented in such a way that it does not become boring to comprehend? YES NO			(3 points)
Total				/6
CREATIVITY				
1) Visual Creativity	Is the induction program appealing to look at and is information portrayed in a visual way? YES NO			(2 points)
2) Content Creativity	Is comprehension of the material done in a creative way? YES NO			(4 points)
Total				/6
COMPLIANCE				
1) Induction Forms	Are necessary forms provided and completed in a simple and efficient way? YES NO			(1 point)
2) Workplace Forms	Are forms that may be needed when working easily accessible? YES NO			(1 point)
2) Up To Date	Is all information up to			(1 point)

Analytical Tool - cont.

	date and easily editable? YES NO		
4) Critical Policies	Are all critical policies presented in a clear way? YES NO		(2 points)
5) Policy Acknowledgment	Can the reading and understanding of critical policies be checked? YES NO		(2 points)
Total			/7
CLARIFICATION			
1) Leadership Roles	Are the roles of supervisors and organizational structure explained clearly? YES NO		(3 points)
2) Personal Role	Is the role and expectations of the inductee explained clearly? YES NO		(5 points)
Total			/8
CULTURE			
1) Workplace Tour	Is the inductee given a tour of the facilities? YES NO		(2 points)
2) Organizational	Are the organizational		(4 points)

Norms	norms explained to the inductee, including prohibited, permitted, and encouraged behaviors? YES NO		
3) Inductees Fit	Is the way the inductee fits into the organization and their impact on the larger organization explained? YES NO		(4 points)
Total			/10
CONNECTION			
1) Meeting Team Members	Is the inductee introduced to as many co-workers as possible, including an explanation of their roles? YES NO		(8 points)
2) Inclusion	Is the inductee included in formal and informal activities, such as going out to lunch? YES NO		(4 points)
3) Buddy System	Is the inductee paired with a buddy or partner to help introduce them to the organization? YES NO		(4 points)
Total			/16

Overall Total	/60

Feedback Form

Induction Feedback Form

Name:

Criteria	Rating	Comments
INTERACTIVITY		
1) Participation	Is the induction program interactive, including maps, buttons, and quizzes? 1 2 3 4 5	
ENGAGEMENT		
1) Material	Is material presented in such a way that it does not become boring to comprehend? 1 2 3 4 5	
CREATIVITY		
1) Visual Creativity	Is the induction program appealing to look at and is information portrayed in a visual way? 1 2 3 4 5	
2) Content Creativity	Is comprehension of the material done in a creative way? 1 2 3 4 5	
COMPLIANCE		
1) Induction Forms	Are necessary forms provided and completed in a simple and efficient way?	

	1 2 3 4 5	
2) Workplace Forms	Are forms that may be needed when working easily accessible? 1 2 3 4 5	
4) Critical Policies	Are all critical policies presented in a clear way? 1 2 3 4 5	
CLARIFICATION		
1) Leadership Roles	Are the roles of supervisors and organisational structure explained clearly? 1 2 3 4 5	
2) Personal Role	Is the role and expectations of the inductee explained clearly? 1 2 3 4 5	
CULTURE		
1) Sense of Culture	Does the inductee get a good sense of Banksia's overall culture when completing their induction? 1 2 3 4 5	
2) Organisational Norms	Are the organisational norms explained to the inductee, including prohibited, permitted, and encouraged behaviors? 1 2 3 4 5	
3) Inductees Fit	Is the way the inductee fits into the organisation and their	

63

Feedback Form - cont.

	impact on the larger organisation explained? 1　2　3　4　5	
CONNECTION		
1) Meeting Team Members	Is the inductee introduced to as many co-workers as possible, including an explanation of their roles? 1　2　3　4　5	
2) Inclusion	Is the inductee included in formal and informal activities, such as going out to lunch? 1　2　3　4　5	

Are there any other comments, questions, or concerns you would like to add?

Appendix F

Prototype Testing Procedure

BGCS Induction Prototype Testing

Step 1:
Explain the purpose of the interview, and that all comments and feedback are appreciated. Show the example of a think-aloud interview:
https://s3.amazonaws.com/media.nngroup.com/media/editor/2014/08/18/thinking-aloud-demo.mp4

Step 2:
Prep for the interview:
- Share the Induction site with their emails, and ask them to open it.
- Ask them to share their screens.
- Ask them to press the "Preview" button in the top right corner, next to the arrow symbols.
- Acknowledge that they have full control of the website to click, view or watch any items.

Step 3:
Ask for the following tasks:
1. "You're a brand new hire to Banksia, and you've just opened up the induction for the first time. Talk and walk us through exactly what you will do first."
    a. Allow users to try and accomplish the entire first module, up to the Module Acknowledgment Form, and moving to the second module.
2. "If you have a question about something during your induction process, how do you get help?"
    a. Look for users to immediately scroll to the bottom of the site.
3. "How do you get back to the home page?"
    a. Look for users to immediately click the Banksia logo in the top left, or the Home tab in the top right.
4. "Pretend you've made it to the Policies module, and start to go through it."
    a. When users make it to the first "Governance" section, interrupt for the next task.
5. "Pretend you've gone through each of the policies, and scroll down to the bottom of them. Continue from here like normal, but absolutely no worries about correctly answering the questions."
    a. Look for users to continue all the way to the next section.

Step 4:
Let the user spend some of their own time exploring other sections of the induction, and asking for general feedback. Provide the **Feedback Form** for them to fill out when they have an extra moment:
https://docs.google.com/forms/d/e/1FAIpQLSfzIGytZ8GtZ4-O4nRFdqF29HOuKwcas7mBtiX3CyPlgzRTbg/viewform?usp=sf_link

65

Appendix G

Animaker Video Scripts

Introduction Video

- Hello there!
- Welcome to Banksia!
- We're so glad you're here, and ready to contribute to the community!
- Before you get started, there are some things we'd like to cover.
- Currently, you're on our: Banksia Gardens Community Services Induction Platform.
- Underneath this video, you will notice 9 different modules.
- In order to set you up and prepare you for your new role at Banksia, we ask that you go through and complete them all.
- Each module will start with a brief video overview for you to watch.
- Next, you can begin your process through the module by clicking on the first button underneath the video.
- This will bring you to a new section of material for you to interact with. Afterwards, you can click: "Next Section" to immediately move forward, or you can click "Return to Module"
- After completing all sections in a module, scroll down to the form: "Module Acknowledgement." Check off that you've completed each section, virtually sign your name, and click Submit.
- Finally, you can move on by clicking: "Return to Module"
- If at any point you need assistance, please contact Human Resources with the information at the bottom of the site.
- You can get started after this video by clicking on your first module: "Welcome!"
- Once again, we are excited to have you here, and to welcome you to the Banksia family!

Animmaker Video Scripts - cont.

Welcome Module Video

- Congratulations!
- You've found your way into your first module, and are about to start learning about the wonderful organisation you've chosen to work with.
- In this module, we will begin by going over what exactly we do here at Banksia.
- Then, you will explore our vision, mission, and the seven key values of the organisation.
- Finally, we will provide you with a brief history on how Banksia Gardens came to be the organisation it is today.
- When you've finished the four sections, please remember to complete the Module Acknowledgement form.
- If you're ready to continue your experience, go ahead and click on "About Us," located under this video.
- Enjoy!

Board of Governance Module Video

- Hello again!
- Welcome to your second module, "Board of Governance"
- Here at BGCS, some of the chief responsibilities of our Board include governance, policies, risk oversight, financial oversight and strategic planning. While the Board does not manage the organisation, they governmen the orgasniation and they do this through oversight of the CEO. Financial, risk and policy oversight.
- This module contains three sections: "Our Board Members," "Our Patrons and Ambassadors," and "Our Strategic Plan"
- In the first two sections, you will be introduced to many of the different people that are currently making an impact at BGCS.
- In the third section, you will learn about our Strategic Plan, and what you, through your work at Banksia, will be helping to achieve in the coming years.
- When you've completed all three sections, remember to complete and submit the Module Acknowledgement form.
- And of course, if you have any questions throughout this module, don't hesitate to ask for help.
- Cheers!

Animaker Video Scripts - cont.

Structure Module Video

- Welcome to your third module: "Structure"
- In this module, you will learn how Banksia is structurally organised, while also learning some of the names, faces and roles of people you will encounter here!
- In the first section, you will meet the two members of our Executive Management, our Chief Executive Officer, or CEO, and our Deputy CEO.
- In the second section, you will hear from various members of our Leadership Group. This team is made up of managers and project leaders from each of our departments, which brings us to the third section.
- Here, you will be introduced to the different departments and different roles in our organisation.
- We hope that by learning about our structure, and hearing from some of our staff members, that you will get a feel for the organisation and its people.
- All of us here at Banksia Gardens are truly excited to meet you!

Projects Module Video

- Welcome to your fourth module: "Projects"
- In this module, you will learn about all the different programs and projects here at Banksia.
- While you may know the specific project you will soon be working on, it's important to be aware of the many other opportunities happening around you!
- To name just a few, you will learn about Project REAL, Good People Act Now, and the Broadmeadows Community Youth Justice Alliance.
- Finally, you will learn about some of the other programs and courses offered here at Banksia.
- Please remember to submit the Module Acknowledgement form following your final section.
- We hope you enjoy learning about all that is provided by Banksia!

Animaker Video Scripts - cont.

Sites Module Video

- Welcome to your fifth module: "Sites"
- Here, you will learn about Banskia's headquarters, as well as some of the other places where we deliver programs.
- You will explore these sites in two sections: "Our locations" and "Other Locations"
- In the first section, you will be shown some of the different places at our headquarters in Broadmeadows and also at Kenley Court.
- In the second section, you will see some of the other sites where BGCS delivers programs.
- We hope these glimpses of the sites helps you to understand the reach of Banksia's programs and services!

Policies Module Video

- Congratulations! You're more than halfway through the virtual induction!
- You're about to start your sixth module: "Policies"
- As the title suggests, each section in this module is designed to help familiarise you with the key organisational policies here at Banksia.
- This module will be slightly different to what you've completed thus far.
- Each section will represent a group of policies for you to understand, such as "Governance" or "Management."
- In a section, you'll be presented with all relevant policies, which we ask you to read thoroughly.
- Next, you'll see some short, written scenarios and relevant questions about the policies you've just read. We ask that you try your best to correctly answer the questions.
- After submitting, please review the questions and correct answers by clicking: "View accuracy"
- Once you are confident in the group of policies, you will be asked to virtually sign your name, acknowledging that you understand them.
- You may then move on, working through each group of core organisational policies.
- Once again, if you have questions about any policy, at any point, please reach out to Human Resources.
- Cheers!

Animaker Video Scripts - cont.

Workplace Health & Safety Module Video

- Welcome to your next module: "Workplace Health and Safety"
- This module is very important in preserving the safety and wellbeing of you, the broader Banksia family, and the community.
- You will learn how we look after wellbeing and safety at work through our Workplace Health and Safety Manual, and our First Aid Procedures.
- Additionally, you will become acquainted with our Fire Wardens.
- We then ask that you complete the final Module Acknowledgement form after all sections to ensure you have understood the importance of this section.
- You're almost through your virtual induction!
- Cheers!

Human Resources Module Video

- You've reached your second last module: "Human Resources"
- In this module, we will go over specific items pertaining to you as the newest Banksia family member.
- First, you'll learn about the HR plan, and the life-cycle approach that Banksia utilizes, including your probation period.
- Additionally, you will learn about the numerous Employment Arrangements available to you, such as your benefits, types of leave, and salary packaging.
- Finally, you will learn about some of the internal workings here at Banksia, including various meetings and workshops you may be expected to attend.
- At any point, if you have questions about the services HR can provide you, please reach out for assistance!
- Otherwise, enjoy your second last module!

Animaker Video Scripts - cont.

Finishing Up Module Video

- Congratulations!
- You've officially completed the online portion of your induction!
- Soon, you will be meeting with HR to take care of some logistical things. Then, you'll be meeting with your supervisor to begin your program-specific induction.
- We hope that this online induction has helped get you ready to start working with us, and that you feel comfortable to start exploring, meet your team members, and make your own impact here at Banksia Gardens Community Services!
- From all of us here at Banksia, welcome!

All Video Links

Introduction: https://www.animaker.com/

Welcome: https://www.animaker.com/

Board of Governance: https://www.animaker.com/

Structure: https://www.animaker.com/

Projects: https://www.animaker.com/

Sites: https://www.animaker.com/

Policies: https://www.animaker.com/

Workplace Health & Safety: https://www.animaker.com/

Human Resources: https://www.animaker.com/

Finishing Up: https://www.animaker.com/

Transfer Manual

BGCS Induction Platform: Transfer Manual

This document was created by the Worcester Polytechnic Institute (WPI) Team, consisting of Nicole Conill, Nisha Goel, Emma Mungovan and Sam Pitkowsky, to provide information to Banksia Gardens Community Services (BGCS) on how to complete and utilize the created Induction Platform.

Overview:

Over the course of a seven-week project term, the WPI team was able to create the foundation of the BGCS Induction Platform. The platform consists of nine modules, each with their relevant sections.

The platform utilizes Google Sites and a Shared Google Drive, under the current ownership of the "wpi.induction@banksiagardens.org.au" email address. All embedded documents shown in the platform are present in the Shared Google Drive; this includes all Module Acknowledgement forms, Policies, Policy Quizzes, and photo media throughout the website.

The videos present on the platform, including all ten animaker videos and the various BGCS staff introductory videos, are stored in the YouTube channel underneath the above email address.

Induction Fulfillment:

The following section will state the completion, or progress needed for completion, for each of the nine modules that appear in the Induction, prior to use of the induction.

(COMPLETE) Home Page:
This page is complete, and contains the following:
- An instructional video overview explaining the process of the induction platform.
- The representation of all nine modules, with direct links to each page.

(COMPLETE) Module 1 - Welcome:
This module is complete, and contains the following:
- An animated video overview.
- The following sections:
  - About Us - Includes a written text and two videos.
  - Our Vision and Mission - Includes interactive text.
  - Our Values - Includes interactive text.
  - Our History - Includes text statements and photographs.
- A Module Acknowledgement form.

(COMPLETE) Module 2 - Board of Governance:
This module is complete, and contains the following:
- An animated video overview.
- The following sections:
  - Our Board Members - Includes photographs.
  - Our Patrons and Ambassadors - Includes photographs.
  - Our Strategic Plan - Includes a photograph.
- A Module Acknowledgement form.

(INCOMPLETE) Module 3 - Structure:
This module is incomplete, and contains the following:
- An animated video overview.
- The following sections:
  - Our Executive Management - Includes videos.
  - Our Leadership Group - Includes videos.
    - This section is **almost complete**. There is one video missing from Eric.
  - Departments - We have built a page template.
- A Module Acknowledgement form.

(INCOMPLETE) Module 4 - Projects:
This module is incomplete, and contains the following:
- An animated video overview.
- The following sections:
  - Our Projects - We have built a page template.
- A Module Acknowledgement form.

(INCOMPLETE) Module 5 - Sites:
This module is incomplete, and contains the following:
- An animated video overview.
- The following sections:
  - Our Locations - We have built a page template.
  - Other Locations - We have built a page template.
- A Module Acknowledgement form.

Transfer Manual - cont.

[INCOMPLETE] Module 6 - Policies:
This module is incomplete, and contains the following:
- An animated video overview.
- The following sections:
  - Governance - Shares all policy documents.
    - Quiz must be created.
  - Management - Shares all policy documents.
    - Quiz must be created.
  - Human Resources - Shares all policy documents.
    - Quiz must be created.
  - Finance - Shares all policy documents.
    - Quiz must be created.
  - Client - Shares all policy documents.
    - Please review Quiz
  - Communication - Shares all policy documents.
    - Quiz must be created.
- A Module Acknowledgement form.

[INCOMPLETE] Module 7 - Workplace Health & Safety:
This module is incomplete, and contains the following:
- An animated video overview.
- The following sections:
  - WHS Manual - We have built a page template.
  - First Aid - We have built a page template.
  - Fire Wardens - We have built a page template.
- A Module Acknowledgement form.

[INCOMPLETE] Module 8 - Human Resources:
This module is incomplete, and contains the following:
- An animated video overview.
- The following sections:
  - Our HR Plan - We have built a page template.
  - Probation - We have built a page template.
  - Salary Packaging & Payments - We have built a page template.
  - Employee Access Program (EAP) - We have built a page template.
  - Ragic - We have built a page template.
  - Types of Leave - We have built a page template.

3

  - Resignation - We have built a page template.
  - Internal Meetings - We have built a page template.
- A Module Acknowledgement form.

[INCOMPLETE] Module 9 - Finishing Up:
This module is incomplete, and contains the following:
- An animated video overview.
- Information about meeting with HR.
- A Module Acknowledgement form.

[INCOMPLETE] Resources Page:
This page is incomplete, and contains the following:
- Forms
  - Bullying, Harassment, Sexual Harassment and Occupational Violence Complaint Form
  - Bullying, Harassment, Sexual Harassment and Occupational Violence Appeal Form
  - Child Abuse Incident Report
- Incomplete.
  - Banksia Hub link
  - Help Forum link

Utilizing the Induction Platform:

Staff:
Staff with a @banksiagardens.org.au email address will have permission to view the Banksia Hub site, and therefore will have the link to view the Induction, and the shared Google Drive.

Volunteers:
Volunteers without a @banksiagardens.org.au email address will need HR to individually share the induction platform with the volunteer's personal email.
First, HR must share the Shared Google Drive with the volunteer's email address. Then, HR must share the actual induction platform. These are both done through an ownership account of the Drive and platform, where HR must add the personal email.
All media from the YouTube channel exist as Unlisted, where only those with a direct link may view them, and they are therefore accessible to volunteers without any extra sharing permissions.

4

In-Person Induction Guide

In-Person Induction Guide

Buddy System - Setting an inductee up with a "buddy" or mentor can offer great value to the new hire and the organization. Not only can this person answer any questions, explain any procedures, and simply be a great connection for the new hire, but they can also help the leadership understand where the new hire stands and what they may need help with.

First Day Lunch - Taking a new hire out to lunch on their first day, or something similar, offers tremendous value. This is a time for the new hire to make connections in an environment that is not based around work.

Induction Incentivization - Incentivizing completing the "boring" or compliance-based aspect of the induction is a creative way to make it a bit more enjoyable. Our recommendation was to offer the inductee a free coffee at the Café at Banksia. Not only does this offer an incentive, but it also gives the inductee a reason to explore the campus and potentially share a coffee with other team members.

Follow-Up Check-Ins - Follow up check-ins, for example at the 6 week, 3 month, and 6 month mark allows conversation both ways. Banksia has an opportunity to communicate how things are going with the new hire, the new hire can communicate things and ask questions, and this can also serve as an additional feedback period.

Broadmeadows Tour - While not necessary, this can be a nice touch to familiarize the new hire with Broadmeadows and maybe even show them other sites where Banksia hosts their other programs.

Connection is Key - Any way to foster connections is invaluable. Compliance, clarification, and even culture are relatively straightforward. Connection, however, is Banksia's greatest asset. Banksia is an organization full of amazing people, and portraying that to a new hire is key. When connections are taken care of, the other 3 C's can be easily addressed!