LEARNING UNCUT EPISODE 38:
BUSINESS IMPACT THROUGH DESIGN THINKING – DAMIEN WOODS

Michelle Ockers: Welcome to another episode of Learning Uncut. I'm Michelle Ockers.

Karen Moloney: And I'm Karen Moloney.

Michelle Ockers: And today we're talking with Damien Woods, the GM of Learning at National Australia Bank. Welcome, Damien.

Damien Woods: Thanks, Michelle. Thanks, Karen. Lovely to be joining you today.

Michelle Ockers: You are very welcome. You've been in your role, Damien, as the leader of the learning function at National Australia Bank, which is one of Australia's largest banks, for around 18 months. And in this time, there's been quite a big shift in the organizational learning strategy. Can you talk to us briefly about why a change was needed, and describe so we can set the scene, what the key elements of your organizational learning strategy are?

Damien Woods: Sure. Look, to start with, I've been a passionate learning person my entire career. I started off in ... My first job was a secondary teacher, so I've been in the game of learning my entire career, apart from a few deviations along the way. And so, I'm very passionate about the need for learning, about how people learn, when they learn, and why they should do it. And with that background, I came into the role with NAB really inspired to drive change and continuous improvement. And one of the earlier messages I landed with the team was, I believe the job of a leader is to drive change, and that's what I was here to do.

I think also when I look at my experience over the years in LND, one of the things I think ... And it's not unique to NAB. Is that as a function, we've been very heavily focused on being doers and being front and centre, and I think that's too slow. It doesn't allow us to respond as fast as we need to rapidly emerging business needs today, and I wanted to really pivot from being seen as builders and doers to being seen as enablers. And that I think needs or requires a change in approach and a change in strategy. So it was really critical that we could clearly articulate what our value proposition to the business is, therefore what we really needed to be good at and that we all lined up behind that. And so, we spent a number of months working with a consultancy to build out a really robust learning strategy that says, "Here's how we create value for the business. Here's what we're going to spend our time on, and here's what good will look like when we get really good at it."

Michelle Ockers: Okay. And one of the things you talked about there was driving change as a leader, and I know you've done a lot of work to try to create a different working environment for your team, specifically for the learning team. What kind of environment are you trying to create for the learning team to work in and to learn themselves? And how are you doing this?

Damien Woods: Yeah. Look, I think there's a couple of things. Number one. If we are not seen as exemplars of modern learning practice ourselves, we're not doing ourselves any justice. And so, when the business look into the learning function, they should see people who are really good at the art of "how do you learn." And when I say modern learning, I think technology, like all areas of business, has disrupted how we do what we do in learning. And there are very simple, creative, practical things that all people should be doing when it comes to their own learning that the learning function need to be role modelling. So I've been very deliberate to try and set myself up as a role model for all the people within my remit to say, "Look, we need to change up a few things here. We need to get good at a few different things here, and I want you to start stretching outside your comfort zone a little bit."

The second thing I was really passionate about is ... Some of the things that I've picked up working in agile working environments previously, and that is rapid experimentation. Testing ideas, fail fast, fail thoughtfully, and do that in an environment where it's safe. And so, what I wanted to impress upon the people in my team was, it's okay to get things wrong. It's not okay not to try new things. And I think that is a really critical message for a leader to drive, and also to role model for their people. Sometimes it's really important to celebrate failure as much as it is to celebrate success and to tell your people, "It's okay as long as we're learning from it." Because I think that ... As we all know, learning people, that failure is usually our greatest learning experience.

So those things I think are really critical. So set up the environment where you're playing that role model. You've got to be SMEs in your art, and the business have to see that in you. And you've got to set up the psychologically safe environment where experimentation is expected and it's okay not to get things right first time.

Michelle Ockers: Beautifully put, Damien. I love it. So today, we're going to focus on a specific learning solution that illustrates some of the aspects that are incorporated in your bigger strategy, but the story starts with the visit you made to the direct bank call centre shortly after you started working with the bank. And to set the scene, can you tell us a little bit about this part of the business and the performance challenges they were facing when you made that visit?

Damien Woods: Sure. So one of the big changes in the banking landscape over the last 10 years is we've rapidly evolved our digital channels for customers. So whereas people, when they used to bank, would come into a branch, now they can bank with us via mobile phones on the app, via telephone, via email, via the internet. So there are lots of different channels into the bank these days. A lot of our bankers these days work on a telephone, so they're not face to face with the customer. They deal with customers real-time, but over the phone, and it's an increasingly important channel for a whole raft of our different products and servicing issues with our customers. So it's grown rapidly. It's incredibly important. It's something that our customers value and it's something that we've got to get right and got to get really good at.

I also love the opportunity to go into different parts of the business and learn how they do what they do, because it always gives me a little bit of food for thought about what it is that we can do in the learning function to help them and what might be different or nuanced in their environment. And what I saw in the direct call centre environment was it was a hive of activity. It's probably fairly typical of most similar environments in that the bankers there are on the phone all day, every day with customers. They're jumping between lots of different programs on several screens, and they could deal with a whole raft of different customer inquiries or needs.

I sat with the headphones on and listened to conversations just to get a sense of what their work was like, and then I talked a little bit about ... To the GM running the department about, well, how do you get your people in and get them up to speed really quickly? And my team actually deliver a large part of that capability uplift. And we talked about their five-star model where they start with very basic products and services and iteratively get more sophisticated the longer the banker stays there.

But the starting point was 17 days in the classroom for a new direct banker, and I just immediately thought, "Gee, there's gotta be a better way than 17 days face-to-face to get people on the phones with a customer." So I said to the GM, "Look, would you be happy if I had a look at this and looked at ... Could we come up with a better way of doing it?" And he fell over himself to say, "Yes, we'd love you to do that because we've done it this way for as long as I can remember, and I'd love to think about is there a better way to do it?"

Michelle Ockers: Yeah, absolutely. And you've talked about the challenges for the individual in their work setting. There are also some challenges around turnover and the pipeline to be onboarded at the time, which I think an important part of the story and the benefits that came out of the work you did here.

Damien Woods: Yeah, absolutely. It's a high turnover environment, and even so far as losing people during that 17 day induction process, because it was so long before they actually got to engage with a customer. A lot of people just left. But one of the things we know about people is they like to feel they can do their job. They like to feel good at their job. And when it takes you a long time to get proficient, it can be quite disengaging. So throughout that business you see the attrition rate's exceedingly high.

And so, one of the things I said to the GM was, "I think that if we could accelerate the learning process, maybe people would stay longer and we could have an impact on the attrition rates." And I also thought we could probably accelerate the speed to proficiency. But we also said, "Look, you've got hard metrics that you track here, so we want to be measured against impacting those as well."

Michelle Ockers: Okay. And you're talking about becoming proficient and motivation reminds me of Daniel Pink's book *Drive* where he talks about mastery being one of the key

sources of motivation, so we'll put a link to that in the show notes. So you've gone in, you've taken a look, you've recognised a clear case for change, clear need for change. You've got the GM of the business unit saying, "Yes, please." Open to looking at something different. Having recognised the need for change, you then wanted to apply design thinking to that. Why did you want to use a design thinking approach? What did you see you were going to get out of that approach?

Damien Woods: Number one, it was different and it was new and I saw it as a great learning opportunity for our own people to get involved in a design thinking process. So that was a clear and obvious benefit up front. Secondly, having been exposed to that process previously, what I've always found is it helps you do a couple of things really well. Number one, it avoids you making assumptions around what your customer values and gets you really clear on that by starting with a very clear problem statement that you're trying to solve and understanding what a customer puts value on. Because I think oftentimes we can spend time and resource building something that actually is not addressing the critical issue, so I think design thinking helps you do that.

The other thing I like about design thinking are the three key things that need to intersect. Desirability, feasibility, and viability. So are we going to build something from a user perspective that they like and they put a value on? And viability and feasibility ... I think these are really critical. I've spent time in learning delivery and learning operations, and I've spent time in learning strategy as well. My time in delivery and operations taught me some really valuable lessons around viability and feasibility, and that if there's a disconnect between a great idea but the practicality of executing that idea, things can fall apart really quickly.

And I really like design thinking because it puts that on the table straight away and you don't invest effort in something that's just not going to be feasible. So have we got the resource to do it? Is there a technology implication? Will our tech work? What is it going to feel like when we try and deploy this and put it into production? Is it something we can actually do? I think you need to answer those questions during the design phase, and design thinking really helps you do that.

Karen Moloney: Yep. I'm gonna dig a little bit in to the design process itself in a moment, but I just wanted to touch on something that ... Historically, when there's a problem like this or a project comes up, we wheel in the instructional designers. Now, you don't have instructional designers. You have solution designers. Can you just talk to me a little bit about that?

Damien Woods: Yeah. Look, and it's also quite aligned to our learning strategy. I think instructional design historically has been relatively narrow, and instructional designers spend a lot of their time thinking about very linear learning solutions, whether it be a classroom based or virtual but facilitated solution or design that sits behind a piece of e-learning. What I've been very passionate about and

continue to be passionate about is, we have so many ways of learning things today that when we consider, how will someone learn this new skill or this new process? We need to think broadly about the solution, not just simply around, "Well, it's a learning function. We build training. We deliver training." So solutions might involve all sorts of different things these days, and a key element of our strategy is the learner is at the centre of the learning model.

And success for me is our learners coming to us with the question or the statement, "Please help me learn," instead of, "Can you please train me?" Because I think they're fundamentally quite different. So solution design for me is, what are all the levers that we could pull here that would help our learners execute the process of learning and get good at what they're trying to here? Instructional design for me is quite a narrow thing, and I think you've gotta do that broader solution thinking up front. And it might lead to instructional design, but it also might lead to a range of other things.

And it was an interesting conversation very early on in my tenure. I had a few meetings where I talked about solution design, but other people had heard instructional design, and I walked away thinking one thing and other people walked away thinking something else. And we had to get really tight on the difference between the two, which we did. But I think it's a really important differentiation to make.

Karen Moloney: I think it's a really good representation in terms of the title, in terms of what we do, because I think what we do as solution designers has evolved significantly in the last 10 years, and even 5 years if we look back at the things that we were putting out. So as well as solution designers, who else would participate in the design workshops?

Damien Woods: So we had learners, past and present. So we had people who were just coming into the process and were in the middle of the 17 day face-to-face program. We had people who'd been through it and were on the tools. We had team leaders, so the people who are managing people in the direct environment. I had our people who had been delivering the program, the facilitators. And again, we're trying to shift away from the term facilitator and more towards learning specialist because I think their role will evolve as we get better at our solution design as well, and I want them to have a different skill set going forward. So we had them there. And we also brought in some expertise outside to help guide us through that design thinking process, because I think having that objective third party view to keep us honest and keep us on track was really important. So we tried to get a diverse range of people there, and I had also some people ... Obviously our solution designers and a couple of people from our strategy team there as well, so it was quite an interesting cross section of people.

Karen Moloney: And what was the format of that workshop? How did it run?

Damien Woods: The preparation took us a number of weeks with our partner. The design workshop itself, when we brought everyone together, ran for a day. And then

there was a post-workshop bit of work that our internal solution designer led with our vendor to close out the work that had led up to the day itself and what the recommendations were going to be going forward. I think you could probably spend more time in that actual design thinking process than a day, but I think for this piece of work actually it was about as much time as we really needed. It was tight. We pushed hard during that day, but we got where we needed to at the end. Having an expert to guide you through actually made an enormous difference, though.

Karen Moloney: Yeah. And for listeners who have not engaged in anything like this before, what was the output of that one day workshop? How far can you take a solution in that short space of time?

Damien Woods: We got quite a long way. So we said, "We're starting from scratch here. Dump what you think about how we build people currently. We're starting from a clean slate." If you're taking the business problem that you wanted to accelerate the speed, the competence of a new employee in this environment, how would you do it? With all the different things that you've got at your disposal these days, how would you do that? We got really creative, innovative ideas, some of which didn't pass the feasibility lens. But we started with anything's possible here, let's ideate and go broad, and then narrow down with those lens about what viability and feasibility. Some things were going to be too expensive. Some things required technology that we didn't have. But we got to the point where we got the backbone of a solution that actually looked like it would work.

It then needed more time to develop that solution out, but we got ... At the back of the day, a straw man said, "Well, we could make it look like this." It looked very different than what we currently had, but it also I think inspired the people in the room, and particularly the people from the business to say, "Actually, I like the look of that. I can see if we made that work, that looks like we're going to address our problem statement and we're going to do something better on the back end of that." So I think you can get to that point in a day. Obviously there's the more detail work that flows from that, but getting that straw man together of what the solution could look like, I think that's feasible.

Karen Moloney: Yeah. And were there any unexpected insights or aha moments that came up during that process?

Damien Woods: For me, not really. I think for other people, potentially, because having done it a couple of times you expect to be taken a little bit out of your comfort zone. I think for other people watching ... And look, I participated but I also spent quite a bit of time observing and thinking about, "How's the process running? Am I comfortable with what's going on?"

I think for the facilitators in the process, it was a little bit of an uncomfortable process for them because they've always been very comfortable with, "My role here is to lead these group of people for 17 days in a classroom environment." And what we're all talking about here is stripping that back significantly, and my

role becomes a lot less in front of the learner and doing some different things. But I need to start reconsidering, "How do I work going forward?" So for me, what it did do was to challenge some people's perceptions of who they were and how they created value, and some people saw that as a great opportunity. It was inspiring because they're going to get to do something a bit different. And other people felt a little bit uncomfortable because it was saying to them, "What you've known and what you've done for a long time, we're about to change that. You're going to have to start doing something a bit different." I think for me that was the interesting thing. For our people, it was a signal that things were starting to change for them.

Karen Moloney: Okay. So after your design workshop, you've got your high level brief or your straw man. How did you move from that phase into the detailed design?

Damien Woods: Well, it was handed over to one of our solution designers straight away and said, "Right, this is your project now." And we looked at the resource that he would require to take the concept into a model that we could then pilot. So we always intended to pilot the program alongside our current offering and reflect on how a pilot delivered against our standard way of doing things. The detailed design work then took a couple of months because there were significant changes to how we did what we did. For example, we wanted to put some more self-directed digital learning into the process, some of which we built. But I've got a real belief that where it makes sense not to build, you shouldn't, because then you've got to maintain it. So we built a few small things but they had to be easy to update. We also embedded some things that were off the shelf from some of the digital content providers that we work with.

The other thing I was very passionate about as being part of the solution is to think about the different tools that we are using for other purposes at NAB that could be creating value in the learning experience here, and one of them is Workplace. We use Facebook for business, which is called Workplace. I remember when I started at NAB and I was speaking to the HR function at our annual conference, I told a story about what inspired me to learn and how I like to learn things. And I told the story of learning how to hydrofoil by using Facebook, and it was a great ... I got very quickly known as the hydrofoiling guy on the back of that story. But what I talked about was how you can use social channels to connect with other learners and connect with people who are more experienced that you are in a very convenient just in time way, and it's also a really easy way of getting communities of practice together.

So I wanted that to be part of the solution design so that we could get our learners more used to learning from each other using a digital tool that was ready, available to the more ready, but also to bring the SME voice into those digital communities of practice. And so, that took some time thinking about how we can configure that. And then, what was the role of the facilitator in moderating those communities as well? Because I wanted the facilitators front and centre in there playing a role, fostering conversation, peppering the communities with questions, asking them to contribute. Sometimes video,

sometimes just comments, etc. But also bringing in SMEs to those conversations.

So it took us a couple of months to get it tightly designed, ready to pilot. We had sign off from the business before we went ahead. We showed them what we'd done, why we'd done it, what it looked like, and also said, "Our pilot now is to prove whether or not the concepts we've come up with will work."

Karen Moloney: Okay. So the solution that you did took a 17 day face-to-face program down to a 4 day blended program. What happened to all of that content that you delivered in the other 13 days?

Damien Woods: Some of it was digitized. Some of it we realised was redundant. Some of it we realised you're much better learning through practice in environments where you can, with support and coaching, actually get straight into very basic customer interactions. So historically, we tried to cover absolutely everything in the classroom. But when we looked at that, we said, "Well, actually you probably don't need to. If you've got someone right there with you, and with a little bit of guidance around the basics first, you can do that via experience rather than by formal training."

So we stripped a lot of content out that we felt was redundant and built that through what we call the proficiency hub, where you sit with a real customer with a real customer issue with a coach right next to you who will help you through if you get in trouble. And what we found was it was a more efficient way for a lot of the basic stuff than to do theory in a classroom. Getting people on the tools quickly actually helped them learn that stuff faster. So it gives them basic stuff. We gave them some self-paced activities before we put them into a that coaching environment so they had the basics, and then there was a lot of post-call conversations. You did this well. You need to focus on this next time. But the practical do reflect coach work better for most of that stuff that we just stripped out.

Karen Moloney: And the do reflect coach, is that represented in that four day program? So if I'm a new starter, what does it look like for me to walk through that four days?

Damien Woods: Yeah. So the four days aren't consecutive. So they're interspersed, and so there's a day in the classroom initially. Then we provide some self-paced activity. We provide a couple of days for that. Then another day of classroom based. Then we get in to that coaching environment. So it's practice, coach, reflect, practice again. Back into the formal learning environment. Back into that self-paced and coaching. And the last day in the journey is a face-to-face one. So we intersperse the instructor-led with some digital self-directed stuff and some practical application, coaching, reflection stuff in the proficiency hub.

Karen Moloney: Yeah. And the coach is obviously quite critical to that whole process, and you've mentioned already that they were your facilitators previously. How do you ready people to step into that coaching role from the facilitation role?

Damien Woods: Yeah. We tend to take them from their proficient practitioners, those coaches. So they've been there, done that, and they know what they're doing. We give them some development around the process of coaching. So we don't throw them in cold, but it's actually ... I think most contact centres operate similar models that there are ... When we've got new people, it's a one-on-one in a more BAU environment. There are coaches floating around for the larger teams, but it's not a one-on-one thing anymore. So it's part of our BAU model anyway. But we get people who are seasoned practitioners who have also shown an interest in and some aptitude at developing others around them. So we keep an eye out for people who might have that capacity. Given it's a high churn environment and people like to progress through at pace, and this is another avenue that they can go to after being on the tools if you like.

Karen Moloney: Yeah. So for new starters joining the business now, what's the time to proficiency?

Damien Woods: Well, in terms of numbers, we've ... There's a model there called a five-star model. So you start one-star. It's the very basic customer issues that you deal with. Once you've demonstrated proficiency there, you then go into the two-star. So you go back into a formal learning environment. With the new way of running it, we've seen a 30% increase in speed from getting from one-star to two-star. So in terms of business impact, we're getting people proficient significantly faster, and that's been a real business benefit because we know that we keep people longer if they feel they're getting proficient faster.

Karen Moloney: Sure. Makes sense. So who decides when someone's proficient and ready to graduate from that proficiency hub? And how do they make that decision?

Damien Woods: The team leaders do, basically. With the proficiency hub, it's the coaches. When they're on the job and they want to go to two-star, it's their team leader. So it's someone who sees and who understands what good looks like with a customer. And the other thing about that is we can accelerate people who are really good through proficiency hub faster so that we don't let them dwell necessarily if they're ready to go onto calls with customers. They can move through a little quicker. But it's the coaches who are important there and it's the team leaders once they're into the BAU environment who say, "You're ready to go to two-star."

Karen Moloney: Okay. And then, rather than just launching this new solution into the business, you piloted the program running it for a cohort alongside a control group who completed the old program at the same time. Why did you decide to use a control group rather than just compare the pilot results to recent completions of the old program?

Damien Woods:	One was we'd slightly changed the previous program previously, leading into the redesign. It wasn't an apples comparison because we made some slight tweaks where the business said, "Can you do faster for us sooner?" So we just stripped out some stuff really quickly. So we wanted to really compare the experience of two new starters coming in at the same time on the two different programs, and so the old program was not exactly the same as the current one running. So that was the key reason why we did a control group of new starts.
Karen Moloney:	Yeah. And what were the results of the pilot for the learners? The business? The learning team?
Damien Woods:	Yep. So speed to proficiency, 30% faster, which was great. We also noticed ... Now, this is a really important one. An 80% reduction in escalations in proficiency hub. So in other words, "I can't deal with this. I've got to give it to someone more senior." So put the customer on hold, find someone else who can help me with it. And so, alongside that you see things like our call handling times coming down as well. Just looking at the numbers there ... So there's an 80% reduction in escalations there. Our average handling time, so how long are you on the phone with a customer, went from 634 seconds back to 571. So we were handling customer issues quicker. And when we had to put a customer on hold, our previous average time was 106 seconds. We've got that back to 92, so customers are on hold for a shorter period of time. We wanted to make sure we were measuring against common metrics in the business, and these are the things they look for.
Karen Moloney:	Okay, that's awesome. And what were the key learnings for you from the pilot?
Damien Woods:	And we've run design thinking on a number of things now. I think it's an incredibly valuable thing to do up front because it really helps set you up for success down the track. So my advice is, when you're trying to do something a bit innovative and different, start with this as part of the process. I think that the pilot allows for business buy in. I was very careful to stay connected to the GM and ask them all along the way, "Are you getting ... Is it doing what you think it should be doing?" Not just to get our voice because you're likely to say, "Here's this beautiful thing I've created. Yes, it's delivering real value." I wanted to get the business to be saying that, and so I was very deliberate around piloting so that they could look and feel, and in the end own it because we are the enablers of learning. But these programs are for the business, so they really own them and you've got to have them really comfortable with what you've done with them and for them. But keep them in the hot seat and say, "Yes, but this is ours. It's for our people and we want to be really closely connected." And so, the pilot allowed us to do that. We looked at the hard numbers that we were trying to shift and we saw a very clear and marked shift. And the other thing ... We've only been doing it for a while, so we put a couple of hundred people through this model now. But interestingly, from that first pilot group, we haven't lost a single person yet. So

there's 0% attrition in that group to this point, which is numerous months down the track. We normally would've found we'd have lost at least a couple of people. So early stages, but we also think we're going to have an impact on the attrition we've been seeing in that part of the business, which is again something I said I'd like to try and help the business with if we can accelerate the learning process. So too soon to say how successful that ... I think you'd probably need a year of data there, but early indications are we've had an impact on that as well.

Michelle Ockers: Yeah. There's some really impressive early results around business impact, Damien. Thanks for sharing those. It was the first time that your learning team at NAB had used design thinking, although I think you may have used it elsewhere before coming into NAB. You've gone on in the learning team to continue to use it on other projects and other initiatives. What have you learned along the way as a learning team about design thinking, and how have your practices and your use of design thinking changed in this time?

Damien Woods: We've just done another pilot of a program last week and it was a slight ... It was an interesting one. It was again dealing with our banker populations, and we ran a far more comprehensive piece when it came to design thinking with this one because we saw the scale of the problem was much greater. And in fact, we engaged a vendor for six weeks of research where we got really close. We did a lot of one-on-one interviews with our own bankers. We interviewed people from other businesses as well. We got a very sophisticated data set to look at. What are some of the most common issues faced by our bankers today?

And on the back of that, we then partnered to build out a concept to take to our chief customer office and say, "We think we can help shift some fundamental things with our bankers, and here's what we've come up with. But more so, here's how we came up with it." That was really interesting because we needed our three chief customer officers at our banker divisions to sign off and say, "We'd like you to go ahead and build that solution out now." That's never an easy task. It's quite a daunting audience to say, "Look, we're doing something really quite different here, but here's why and here's what we've heard our people say. And also other people." So we were really clear on the voice of the customer.

We piloted that program design in the last month, and to say we had three happy customers is probably understating it. We got a very enthusiastic, "Please scale this up now," from the three CCOs because it was so well received. And what we heard the bankers coming along say, "That was not at all what I expected, but thank you for doing it because it's really helped me." And again, we wouldn't have got to that without that design thinking process up front. So it was a bit of an investment. It cost us a bit of money to do that. And we took something that was not what our CCOs were expecting to them as a solution.

But again, we said, "We're going to test and learn. We're going to build the pilot out. We're going to run it, and we're going to listen to what our people are

saying." And it's landed extremely well. So we have to track metrics on that over time. There's some things that we're going to watch over time. But it's certainly been a great way of engaging the business saying, "Look, we're not doing this because we feel like it's a good idea. We've had a really close look at our customer here, and here's why we want to do this."

Michelle Ockers: It just feels like being able to go back to business leaders to say, "This is what we learned from your people. This is what your people are saying," and being able to tie it to business metrics. It just feels like a much sounder place to be having those discussions than saying, "Hey, this is what the learning team thinks."

Damien Woods: It's a fundamental difference. If you can play back what their own people are saying, not what we feel ... And we actually, we got a graphic artist in to do a visualisation of some of this stuff as well, which helped us present the ideas back to the three CCOs. But it was very, very heavily weighted with, "We've listened and here's what your people are telling us."

Michelle Ockers: Yeah. And for anyone else who wants to do more with design thinking, or get started with it if they're not currently using it, what practical tips would you have for them to either get started or to get better results with the use of design thinking?

Damien Woods: Yeah. Look, I think if you can afford it, get some specialist help in. And you don't need to spend a lot to do that. So that would be advice number one. Number two would be use some model learning practices yourself and learn about it, because at your fingertips these days you could learn a lot about design thinking in a 24-hour period. So seek to understand some of the fundamentals. The fundamentals actually are not too difficult to grasp. You could have a crack at it yourself if you wanted to.

I think that early on I would look at it as an investment in your own people and your own capability if you partner with someone who was an expert. And then, when you felt you'd done that a couple of times and you were more confident with the process, you might want to have a go at it yourself. But I'd go about it that way. And I know we are fortunate in a business like ours that ... Although, it's always a struggle for funding to do work, but we can usually afford to bring people in to help us with things like this. But over time you want to build that capability yourself and be able to do it yourself. But start with someone who knows how to do it.

Michelle Ockers: Yeah, thanks. Some great tips there, Damien. So we're going to include a link to your LinkedIn profile with the show notes today if anyone would like to get in touch with you to find out more about some of the topics that you discussed with us. Thank you so much for sharing your work and insights with us today. We really appreciate it.

Damien Woods: Michelle, Karen, it's been a pleasure. I love talking shop.

Michelle Ockers: Fantastic. We do too. For our listeners, if you're finding Learning Uncut valuable, please take a moment to rate the podcast and leave us a review. We appreciate it because it helps get our guests' stories out to as many learning professionals as possible. Thank you.