

**LEARNING UNCUT EPISODE 27: THE SECRET SAUCE OF ELEARNING SUCCESS
DANIELLE PHELAN & CHRISTINA BATTEN**

Karen: Welcome to another episode of Learning Uncut, I'm Karen Moloney.

Michelle: And I'm Michelle Ockers.

Karen: And today we're talking to Danielle Phelan and Christina Batten from Bethanie Aged Care about their multi award-winning Bethanie Learning Hub. Welcome Danielle and Christina.

Danielle: Hi.

Christina: Hi.

Michelle: Hello.

Karen: We might start with the strategic angle, so I'll hand over to you, Michelle to kick us off.

Michelle: Thanks Karen. I'm not sure which one of you wants to field some of these questions. So we'll just work through that as we go along. Could one of you give us a brief overview of Bethanie? Who you are, what you do and who your customers are.

Christina: Okay, so, we are one of WA's largest aged care providers. We're a non-for-profit, and we've been established by the Churches of Christ, in 1954. So we've got a reasonable number of employees, about 1800, plus 600 volunteers.

Michelle: Yeah, and WA of course is Western Australia for any of our overseas visitors. One of our six states in Australia and it's ... I don't know if this is relevant but it's quite a distance from many other major cities in Australia. So that may impact your workforce and some of the challenges with your workforce as well, I imagine. So tell us a little bit more about your workforce. What sort of roles, what sort of working environment they have, and anything you think might be relevant to give us a better feel for how they learn and improve in their work.

Danielle: Our workforce is really diverse as you said, we've got a workforce spread over a large geographical area. We provide a range of services too, so we provide home care services, and residential aged care services as well. And we have a range of support services. So, typically people you'd think of is head office staff as well. And our learner cohort I guess would ... it is very varied in terms of ICT, comfort in the ICT space, certainly learning styles are very varied across the organization and existing qualifications are really varied.

Danielle: So we have everyone here from a nurse practitioner who is a very senior nurse to people who work as kitchen hands and are far more hands on in the terms of the work that they do. And we have lots of learners in the organization who would have English as

a second language. We have a really wonderful diverse workforce. I think that is a fantastic thing and a huge asset.

Danielle: And it also gives us lots of wonderful different ways we can approach delivering learning as well.

Michelle: Yeah, so diversity clearly comes in there, geographic spread clearly comes in there and in terms of age groupings, is that similarly diverse?

Danielle: We have everyone from graduates, even some trainees very early in their working career and all the way up to people who've been with us for 50 years. So yep, real diversity there.

Michelle: Mix of tenures as well. And you talked about 1800 employees, 600 volunteers, so the volunteers you support the learning in the context of work for the volunteers as well.

Christina: Yeah, we have a different avenue for the volunteers, but we do provide support for those.

Danielle: Through the learning we have a specific pathways for our volunteers. Obviously lots of our volunteers have existing jobs and lots of personal commitments so we've delivered that learning to them in a flexible way so they can do it in their own time as it suits them.

Michelle: Yep, so I'm hearing a lot and I'm sure Karen's going to dig into this a bit more. A lot around flexibility and variety being one of your challenges in terms of supporting people. I imagine too that a large percentage of those 2400 people don't sit at desks and sit in front of computers to do their work, that they're on their feet, they're moving around, they're very active, right?

Danielle: You're absolutely right Michelle. Particularly our home care staff. Really only have access to mobile phones in terms of technology they have with them. They don't have access to desktops. I mean, our staff are really those big hearted people who work hands on with our customers and are really focused on making a difference to them every day. So, access to technology or access to training spaces particularly face to face training, the more of that we do the less time people have to work with our customers. So there's a real challenge there.

Michelle: And I think some of the challenges and I really wanted to dig in to your workforce a little bit more and who they are and how they work, where they work, because I think some of these challenges will be common across other sectors. So for instance the retail sector where people are engaged with customers constantly and some of the challenges there. How do you get learning to them when you're trying to minimize time off the job, and get them what they need. So it's around the transferability of a lot of the things you're to talk about for our listeners.

Michelle: One thing we haven't done is gotten our heads around where the two of you fit in and what the learning team looks like at Bethanie. So perhaps Danielle, you could introduce us to the learning team and the roles that you and Christina have in the team.

Danielle: Sure. I am the learning and development manager and we have a team of six people in our learning and development team. We work within the organizational capability team at Bethanie and our specific learning and development team we have myself, I've been with Bethanie for three years. Christina and Jenny who are both learning and development consultants, so they work on projects and at that more senior level in terms of learning design. And then we have a range of educators including clinical nurse educators, trainers who go out in the business and deliver skills based training and we also temporarily within our team, when we initiated this learning hub, we also had a learning developer who worked with us for a year.

Michelle: Yeah, great. That helps position the team in the context of the organization. So, let's talk about the aged care sector briefly. It's clearly one undergoing growth and change. What are some of the key changes that are underway in the sector that impact your people and the work they do?

Danielle: Okay so, certainly as we know, Australia has an aging population, so our aged care sector is growing and changing and certainly we know that just as all customers change over time, our aged care customers and their expectations are changing. We've seen a large cohort of people who really were around post-war and they have some expectations in the aged care sector and we're seeing our boomer generation starting to enter the aged care sector with really different expectations around the kind of service that they're receive and the things that they need to do. So what we're seeing is lots and lots of changes as we adapt to the changing needs of our customers in the sector. And with that bring, you know, really increased needs for an agile workforce and learning is really central to building that kind of agility in a workforce as well.

Michelle: Yeah, so, breaking that down a little, what are some of the problems or challenges you would be grappling with when you came in, you know when we're trying to frame up a solution before you decided on the learning hub as a solution, what were you seeing that you wanted to address?

Danielle: I come from an e-learning background so, certainly that did inform I guess, my view that I took when I entered Bethanie when I was analyzing the needs of the business and bringing in educational technologies as one of the options in terms of solving some of those business challenges that you were talking about, building agility and structuring the business so that we're a learning organization and we can really be adaptive.

Danielle: So, when I entered the business, certainly one of the things I did see is that because we have lots of people who are geographically distributed and because within the business with there are people with really varying levels of ICT literacy and access to ICT, there was certainly at the time a reasonable reliance on face to face training and lots of face to face training sessions being delivered across the business. Which certainly meant that people needed to be taken out of their normal day to day routine to attend face to face training and obviously, the tracking of that also was reasonably manual at the time. So, lots of paper based tracking and lots of recording and admin that went along with that.

Danielle: So, there were some great opportunities to, I guess, build some capacity in the educational technology space but some real, real world challenges in terms of how to do that. So how do you take a business that really hasn't been using any learning particularly. They were using a little bit of subscription based e-learning but that was fairly heavily reliant on people watching some videos and doing some multi choice afterwards, so there wasn't a huge level of engagement with that. And what we were actually finding was that the face to face trainers tended to deliver that in a face to face type of format, feeling that people were struggling to access that within the workplace or within their own time.

Danielle: There was some challenges, I guess, in taking the business on the journey to say, e-learning and educational technologies really can offer us some really great benefits as an organization and as individuals as well to help grow and develop and to make that process something that people wanted to embrace and to actually break down those, I guess belief barriers in terms of people feeling that they weren't comfortable with technology. Would you agree, Christina?

Christina: So, in terms of the e-learning completion rate, we really had a big journey to try, and get that engagement level up and get everybody not only completing them but wanting to do more because we wanted a learning management system that would allow people to develop their own skills and really give an avenue for our learning culture to change, where people could take information and not just be forced to have what we give to them.

Michelle: Yep. So, lots of our listeners will be sitting there at this point saying, "Well, yeah, we've all done e-learning. We've all done learning management systems. But what's different? Why are we having this conversation with Danielle and Christina from Bethanie?"

Michelle: So, the secret sauce here, what made your project so successful? A lot of it's got to do with the way you engaged people in the business and brought them along as part of the work you were doing and part of the solution development. So let's start digging into that. Firstly by talking about the business case and how you developed a business case and, you know, framed a solution for what you were trying to do here.

Danielle: So we invested a lot of time and effort in the analysis phase and I'm sure that's not new to your listeners but really diving deeply into the needs of the people that will be using the system is always a really worthwhile investment when you're starting a project like this. And it's easy to skip over. It's easy to not look in enough depth at exactly how will people be using it? Why will they be using it? What kind of things will engage those individuals? And bring them onboard and make it something that they want to use and love using and back and promote. All those wonderful things come through doing that really in depth analysis at the start.

Danielle: So, before we even looked at systems, we delved really deeply into that and came up with our list of the things that we really needed from a system. So before we'd even been influenced by the abilities of different products we actually already had our list of must-haves and must-dos. So then that allowed us to have a really good strong framework to approach different vendors and really analyze the products that were available to us to come up with a short list.

- Danielle: But then the thing that we did that I think is unusual, is that we put together a really diverse focus group from within the business and we involved them right from that point in picking the system that we would ultimately use. We had a geographically diverse group and we had all of the different roles that exist within Bethanie: cleaners, managers, care workers, support workers. Everyone that would be using the system ultimately.
- Danielle: And we invited people that would have typically been disengaged, I guess, from an ICT system as well as those people who were keen. So, you know, getting people onboard, you know, welcoming those voices of dissent right from the beginning to actually get their perspective and get their feedback as well.
- Danielle: What we did was we came up with a shortlist and we actually provided the different options that we selected to our focus group in the business. And we structured it so that they could trial those systems in a like for like way. We uploaded the same learning object to each of the systems and we made sure the core functionality was the same. And then we basically just asked the group which system did they prefer to use. And luckily for us we had a real consensus from across the business for the product that we ultimately chose.
- Danielle: And I think that the reason for that is that of all the options that we'd put to the group were a really great fit. We'd done all the analysis, we hadn't just thrown in front of them ten different systems that were all wildly different, we'd picked systems that really suited the business.
- Danielle: So we had this great groundswell from within the business of people promoting our system before we had even got it out of the box.
- Christina: And I think as well, if I can add to that, as Dani said, prior to giving the group the shortlist, we'd actually done quite an extensive test plan on these three potential candidates. So we'd made a list of, okay, what do we actually need to do in this system, mapped it out and completed those day to day tasks. I think we imported about a hundred pretend employee files so that we could actually play around with it and actually see what it looked like. So by the time this group have got these three options, we already know that we've got that functionality tick box and we're good with whatever they picked.
- Christina: So it really does put the choice on them and we were happy with whatever they went with. We didn't have a secret winner in the back of our minds. Yeah.
- Karen: I think that's a big part of the reason why so many organizations are dissatisfied with their learning management system is because they approached that from the other angle in terms of going out to the market and seeing what's out there or deciding they want a particular type of system and then looking at all of those, making it trying to fit the organization rather than the other way round, which sounds like a really simple thing but it just isn't done in so many places. And that's why there's functionality that people don't use, can't use, don't need to use, and things they want it to do that it doesn't do. I think that doing that up front is definitely the secret sauce.

- Karen: And I think the buy in side of things as well definitely, just involving people in that early stage rather than it being something we work on for six months and then shove out to the business. It does help with that. I think it was probably major in your engagement levels.
- Danielle: And the fact was that people within that focus group which was really broad, we had a lot of people, more than 50 as taking part in that, and they picked that system. They had a stake in it before we'd even got it off the ground. They started telling people how wonderful it was and, you know, it's amazing how word of mouth, particularly in a business that has such a big heart, where people are really people focused and relationships focused, that really did help us very much in terms of managing that change for the organization.
- Karen: Definitely. So just thinking about the scope of the actual program now. So delving a bit down to the next level. What were you covering for this particular rollout in terms of content, number of modules, and who the specific target audience was. I mean, we've talked about Bethanie's employee makeup, but was there a specific area of content that you chose to roll out first to a group of people?
- Danielle: Yeah, absolutely, so as the learning structure existed at that point in time, we were using some e-learning modules obviously that we'd subscribed to, to cover some of our mandatory training. So at Bethanie we call that Bethanie Essentials and that's the real must-have content that the business needs in order to operate really safely and well.
- Danielle: What we needed to do for this project, because obviously we were ceasing the subscription and turning on our learning hub, pretty much on the same day, it was a swap over. Initially what we needed to do was, provide a like for like range of content in our learning hub. The challenge with that was that because of the way the subscription was organized we really needed to do that in a very compressed time. We had about three or four months run up to the subscription finishing for one and switching on the learning hub.
- Danielle: So we really had one of those drop deadlines.
- Danielle: Absolutely, where we needed to obviously get the learning management system up and running. Manage that wonderful change journey for the business and also one of the decisions we made through our analysis was that it was really, really important for us to develop our content entirely in house, because as I'd said earlier, these are really relationships based people and in order to make this a system that they really the invested in, we wanted to be able to embed everything that they encountered in the learning hub with our own culture and our own way of working so that everything that they saw from the time the were onboarded met our Bethanie brand. It really was steeping them in the business.
- Danielle: So, yeah, that was a real challenge obviously because the team had never done anything like that before, so it was a real journey.
- Karen: And we're going to get into that a little bit more in a minute. Just in terms of the content that you had on the site, was there a particular pathway or journey through that or was

it just a series of unrelated modules? What did the program look like that you needed to put together?

Danielle: Okay, so we had previously put together a learning strategy for the business and divided the kind of learning activities we needed to do across the group into different streams. So our Bethanie Essentials stream was the stream we focused on in order to roll out the learning hub and that contained our mandatory training courses, which in aged care include some safety related training and also some customer focused training. Predominantly divided into, we would call them, non-direct pathways. So people who might work at head office in managerial or administrative roles and then learning that was focused on going to the people that work directly with our customers.

Danielle: There was some training that everyone needed to do and there was an additional pathway for our direct care workforce.

Karen: So if we were thinking about the individual learners when we've already mentioned that because you've got a quite diverse workforce, they're not using PCs in their day to day work, what does it look like for an individual learner in terms of that context around learning? So when were they accessing it? What were the triggers? How were they accessing it?

Christina: So initially, it was predominately in their own time which they were paid for, just to ensure that we could still operate but then we recognized that, that really isn't fair to the learner, we need to set them on this journey supporting them. So we changed our corporate induction for all new employees so that they actually get dedicated time to complete that mandatory training with support from us so that they get the best introduction to the system, they know how to access all those goodies that they can go to as and when they want to and of course if they're not familiar with IT they've got somebody there to support them through that.

Christina: And it's a good way for us to also pick the people who are going to struggle. Particularly those with English as a second language perhaps. And so then, when they're back into the business after they have joined, they just get a separate stream of refresher questions. So it's more just a check in, they're not having to do that whole full on module that they would do as a new employee. So it's really just a quicker process for them, that they can choose to do on their phone, their iPads or Surface Pros, works really well on that.

Christina: The product we chose, we made sure that there was an app so that it was suitable for all these devices. And there are computers based at some of the work sites which is quite important for us because we go from Geraldton which is about a five hour drive north from Perth and all the way down to Dalyellup which is about a two and a half hour drive south, so it's seven hours of driving distance just for those who aren't familiar with WA, so what we often find is internet connection can be really tricky. So we needed to make sure we had computers they could access and that's another reason why doing it at corporate induction was a really big part of that and we then made that part of a blended learning program.

Karen: Yep, and you mentioned the use of an app as well for the system that you chose, I think that's actually really key for anybody that hasn't been involved in this before, because I think there are lots of LMSs out there that are mobile responsive, but that doesn't necessarily make for a good experience for the learner. So the fact that they actually had a mobile specific app for that is quite key.

Karen: So we've already spoken about the involvement of your focus group in terms of selecting the LMS, but I'm assuming that's not the last touch point you had with them. How did you then use them once you'd made that decision to go through the learning design process with you?

Danielle: Okay, so obviously the learning design for the individual modules is really important, as important in terms of getting people's engagement as selecting that system in the way they interface with it. We decided to go with a problem based learning approach and for those that haven't used it before obviously what we do is we put the learner straight into a little scenario or a little story and ask them to make a decision right up front and that little decision making point works almost like a self assessment would normally work in just highlighting the things that are really important and the things they need to pay attention to. And then we used stories and scenarios throughout our module that were based in our workplace so people could really relate to them and build engagement.

Danielle: But it's really important not to roll something like that out without actually getting real feedback from your real learners. So, in terms of our learner centred design, we use people from the focus group to run that past, to run that approach past them, see how they engaged with it, see if there were any barriers to them completing learning in that way.

Danielle: And also to look at usability issues that might have cropped up. So, when you put your [SCORM] objects into your learning management system sometimes there are different ways they might pop up and things that might confuse people. So it was important to get our real users interacting with those modules early on so we could make sure we were going down the right pathway in terms of the learning design we'd chosen.

Karen: Sure. And you've talked about making the decision to do this in house. e-learning was new to your business, so doing something new in house for team who were not up-skilled to do that, what changes in skill set and mindset did the team need to go through?

Christina: It was a really interesting journey for us because when Dani came on board, we didn't really have any experience, and I'm talking about the whole team on how to create online modules. We hadn't done really any story boarding, so that instructional design side of it, outside of face to face training.

Christina: Dani set us on this really interesting course and we all really stepped up. We had Jenny the other learning and development consultant, she became the expert in instructional design. I managed to get my diploma in project management and project managed this as my first project. And we had a graphic designer come on board who taught us a lot of skills, so they were really transferrable.

Christina: Dani mentioned earlier that he was only with us for a year, but now that he's left, we're kind of the experts and we're the ones creating the e-learning modules. Not only would we have the same challenges as all other organizations would have implementing an LMS, we actually had to learn the skills while we were on this tight time frame. So it was just another added pressure, but it was a really exciting one. Everyone was really hungry to learn how to do this. Learning the additional skill as well of understanding data and integrating that with systems that we've already got and how the best way to get that information across without, you know, working smarter instead of working harder and smarter.

Karen: In terms of rolling out the hub, so we've talked about how you've engaged your stakeholder group right throughout this process, obviously then we've got some challenges in terms of rolling out the hub in terms of the geographically split workforce, your ESL, access to PCs, all those things, what approach did you actually take to rolling out the learning hub when it was time to push the go button?

Danielle: So we really obviously communicated with the business through the whole process and both directly through emails to the business but also indirectly through our focus group in terms of how the system would work. We were aware that with a 'go live' date across the business, so it was a hard roll out not a soft roll out, that there might be some challenges with people getting up to speed so we accounted for that and we had people based at each site that could provide support. We also booked in e-learning workshops and drop in sessions so that people could utilize those if they wanted to get some additional coaching, I guess, as we rolled out the system.

Danielle: And at the same time, we obviously tracked how people were interacting with the system through a survey, so people could provide us with feedback on a range of things including how easy they found it to use, how easy it was to get support while they were using it. So we had a good picture of how people were traveling. And ultimately what we saw happening during that time was all the planning and the analysis really paying off when it came to the rubber hitting the road with people finding that they didn't need a lot of help and support and they were able to intuitively use the system the way we'd intended them to.

Karen: In terms of the holy grail the ROI, what metrics were you measuring post go live and what were the results of the project?

Danielle: We were obviously measuring engagement with the system. So, how many people were logging in and completing the learning that they needed to do. But also measuring, we have a course library within our system and we'd put lots of lovely additional learning opportunities in there, so these are things people don't need to do, they're not paid to do, they're just there to add value to them in their roles and as individuals as well. And so we're also measuring how many people interacted with that because that's a really great way to see whether the business is actually moving towards a learning organization with people pulling from the system as Chris said earlier rather than us pushing learning to them.

Danielle: So we measured all of that through surveys and obviously using the data tracked in the LMS in order to look at that. Chris have you got anything to add there?

Christina: So, when we set this up, a little while after that initial implementation, we then created refresher modules, which I briefly mentioned before, so that was really just a set of questions, just as a check in, so they don't need to do a full e-learning module. If they didn't pass that, then they would need to do the full module again. What that meant was they weren't spending as much time on that e-learning and we also did the same with the face to face skills component, so they used the, I think it was about a three maybe three or four hour session, Dani I think. We managed to reduce that down to an hour and a half. So it's literally just a skills check.

Christina: So from that return on investment side of things, we weren't spending as much money on face to face, we weren't spending as much time on paying employees for doing their e-learning because we were able to reduce that time by just doing more of a check in, make sure that they still know everything that they need to know and then giving them the option to do additional training if they needed that additional support to get them where we needed.

Karen: And you mentioned earlier that your completion rate for compliance wasn't as you would have liked it at the start of this project, what was it afterwards?

Christina: We got it up to 97% of staff completing that, which was really amazing, so we had such high levels of completion for that e-learning side of things it was really amazing to see that and what was more impressive for us was that all these optional courses that we'd put into the course library, people were going into. They were completing them. They wanted more. We had our feedback surveys saying, "What else can we do?"

Karen: That was the side effect, the cream the top. Not only did it work, they actually wanted more.

Christina: I think we were doing cartwheels around the office that day. We were like, okay.

Christina: And the ones that we'd put in the course library were things that we'd found online that we just felt were relevant and exciting, they weren't necessarily just ones that we'd created on the course library. And the mandatory ones were the ones we created so we were like, okay, well, we can really harness what wonderful things are out there in the world and share them with our team.

Michelle: So we've talked a bit about things like completion rates and compliance, some of that's kind of the foundational stuff, and the efficiencies gained. In terms of then, any observations you have around the actual impact on performance or on engagement or any of the harder business results that you might have been looking for? Do you have any observations on that in terms of impact?

Danielle: Yeah, we've seen a really huge impact across the business. Both in terms of obviously greater visibility of how people complete their training. The ability for us, as Chris said earlier, take that flipped approach with refreshers, where we go out into the business and we just check in to see that people still know and remember and can do the things that we want them and need them to do. And that, I think, brings with it huge benefits because rather than people having the opportunity, I guess, to copy what has been

presented to them and just demonstrate that in a session, we're really just saying, "Show us what you do now."

Danielle: And we get the chance to actually get some really good view of how people are operating. I also think in terms of having much greater scope for what we deliver online that provides our managers with just that increased capacity to manage performance in the workplace confidently. They know what people have covered. They know what people have demonstrated and been assessed on and they can then follow up with that really confidently and manage the performance so that it's really excellent in the workplace as well.

Michelle: Yeah. Thank you.

Christina: I think as well for us because we've streamlined these processes, we actually had more time to focus on quality adding training, not just those mandatory ones. So I think we got around quite a lot of the business with the customer service model that we were looking to share with everybody, which would have been a much longer journey to do if we'd have stuck to the old method of delivery. So now they have their streamlined one we just have more time to focus on, okay, well how can we improve our service even more, focusing on that customer service and so that was a really nice outcome as well that we hadn't intended but -

Michelle: Yeah, so creating value by shifting some capacity, freeing up capacity to work on things other than compliance.

Christina: Exactly.

Michelle: Enabling your managers to step up to the plate a little bit more confidently around developing their people, which are great indicators of growing maturity in your learning culture, it's great.

Christina: Yep.

Michelle: So, shall we move on to tips? I think there's quite a bit that people will have picked up already from the conversation. We like to be quite practical and pull together some key take-away tips from each of you. So if anyone's looking for take-away tips around how to more effectively implement a new learning hub or a new approach to e-learning, what tips would you give them?

Christina: I have got a burning one for you. A big lesson learned from me, if you're developing things in house, make sure your subject matter experts have got a very clear, defined timeframe that they give that back to you. 'Cause what we found, and I'm sure many other organizations have, is that, okay, well we're going to use these policies and procedures that we've got and that have been marked as up to date. When they go to review it, "Oh I think I'd like to change that."

Christina: And then all of a sudden it becomes bigger than Ben Hur and it takes longer to get these things approved. And that was a challenge for us. We really had to apply more pressure

than we would have liked to get these approved. So my tip would be to be very clear about timeframes. And make sure that the stakeholders understand why that time frame's there, which was a bit of a lesson learned for us I think.

Danielle: Yes, and usually when you're developing in house and you're using internal subject matter experts, these are busy people with busy jobs and this is an additional thing that they need to do on top. So it's about really factoring that into your timeline, the fact that people are busy and that they need some development time in terms of subject matter and review of content, that's a big piece.

Karen: I think that goes also towards that engaging all those stakeholders at the beginning of the project, because everybody has a really clear understanding of what that big picture looks like and the fact that there's a knock-on if you don't deliver on that date, then it's going to affect all of these other things.

Christina: It was a lesson learned for sure, and it's been one that's stuck with me. But the other one that I have also learned from that process was make sure you get your templates for your e-learning approved as well, because we were so focused on content that when we went back to them with our beautiful finished product, they were nit picking on the way that things looked, when we were like, Oh, okay.

Christina: So the next time round, the next suite of e-learning that we did, we made sure, okay, well this is all the types of screens that you're going to see. Here are four different types of interactions. Here's your title slides, your information slides et cetera. Are you happy with the look first?

Christina: So we actually now dedicate about a week just to create the template and just to get people to be happy with the look of it before we then go in to the content. So that was another lesson learned from people who weren't particularly experienced, you know, that was a big one for me when I was learning what to do.

Michelle: And clearly Danielle, the other tips that we've pulled right throughout is about how to engage people across the business in an effective way, you know, take the time up front, it streamlines the whole change management process, the level of learner engagement, etc., which has clearly paid off for you in spades.

Danielle: Definitely. And certainly a big tip I would have because lots of businesses are thinking, yep, we'll do it in house and that is a big piece of work, certainly if you're taking a team on a journey where they haven't really done that very much in the past and obviously you're putting in lots of time with coaching and reviewing and quality assurance and building the momentum, I would say from my perspective, you know, keeping a positive, fun environment. Teams can do anything even in short timeframes if the team they're working in is positive and supportive. If their capability is developed and they really feel like they can personally and professionally get something out of that process.

Danielle: If you're rolling out a big project like this look at things like, how can members of the team build their skills, how can we get qualifications as Chris said earlier, she worked through a diploma in project management to support in doing this project but also so that she personally and professionally could develop her capability in that way and so

did Jenny who worked in instructional design. I gave her lots and lots of coaching so that she then was able to develop her skillset around that.

Danielle: So as a leader in terms of a project like this, don't underestimate the huge role that you can play in being positive and supportive and believing in your team because you can get incredible outcomes if you take that approach.

Karen: Absolutely. So just to wrap up, then we have one final question we like to ask all of our guests. Maybe I'll start with Christina, what's the one biggest thing you do for your own professional development?

Christina: Well, one of the things that Dani encourages us as a team to do is schedule in innovation time. So, in our calendars we have it every week that we have to think about, okay, how can we make things better. And so one of the things we're looking into for now as an example is VR that's Virtual Reality for those who aren't familiar. So really thinking about how we can use that adding value, putting people in who frequently get into a dangerous situation or difficult situation but we can put them in a safe environment using VR. And then create workshops through that. So, having that dedicated time to think about innovations. That's when we can work on things to improve ourselves as individuals.

Karen: Okay. Thank you. Danielle?

Danielle: I'm a really big believer in looking outside your direct environment for great ideas. You know, obviously those of us who've been in L&D for a long time can, you know, spend a lot of time looking within the L&D space for inspiration particularly as leaders. But, I'm a really big believer in looking as broadly as possible, so I participate in innovation networks and I network more broadly than that because I think that adds a lot of richness to the work that we do and helps us stay on the front foot in terms of being ahead of the curve and being early adopters which I think is great and just can bring so much richness into our organizations.

Karen: Yeah, and there's certainly a common theme that comes out amongst many of our guests around how they try to see things differently and the value that brings to the work they do. Thank you.

Karen: So we'll include a link to both your LinkedIn profiles. If anybody would like to get in touch with you to find out more about the project and how you went about things and just network, network, network.

Karen: Thank you so much Danielle and Christina for sharing everything you have with us today, it's been really interesting, fantastic project. Well done on the awards. Well deserved.

Christina: Thank you, thanks so much ladies. Thank you.

Danielle: Thank you. It's been great.

Michelle: Thank you.

Karen: If you're finding Learning Uncut valuable, please take a moment to rate the podcast and leave us a review comment. We'd really appreciate your help to ensure that we get into the ears of as many L&D professionals as we possibly can, so they all have an opportunity to learn from the fabulous, inspiring work of our guests.

Karen: Thank you very much for listening.