

Michelle Ockers:

Welcome to Learning Uncut Elevate. In the spirit of reconciliation, I'd like to acknowledge the traditional custodians of country throughout Australia and their connections to land, sea and community, including those of the people of the Kurna Nation on whose lands we gathered for the AITD conference in Adelaide last week. I'd like to pay respect to elders past, present and emerging. Welcome Chemène Sinson for a conversation to do a bit of a wrap of our experience of the conference. How are you, Chemène?

Chemène Sinson:

Hi Michelle. I'm really, really well. Still recovering mentally from such an amazing conference. There was just so much to learn, but it's great to be here and to have a chat with you today.

Michelle Ockers:

Yes. And of course, you and I, along with some of the South Australian Divisional Council members, are shared MC duties. So we were we were hopping on several fronts at the conference. Would you like to introduce yourself to listeners and give us give us just a little bit of your professional background?

Chemène Sinson:

Sure. Well, I guess like you, Michelle, I'm a learning, education, performance person, whatever you want to call that. But I think I've done that my entire professional life. So you would know I've got the wrong accent for Australia. I started out in Canada, started in the sports world where I was a competitive coach and later a coach mentor, and then spent several years teaching school before I chucked it all in and moved from Canada to Australia. and I think it's since moving here that I've really found my niche. I've been a freelance educator and instructional designer since about 2000. Look and I guess these days three main focus areas. I really love working with new as well as experienced educators and together I guess I help them get better at what they do but the reality is that I learn from them as much as they do from me. So that's probably where some of my most satisfying work is in where just educators learn together how to do even better at educating and helping people achieve their best. I also write and publish training materials, and that's worked out rather well, maybe the last 12 years. And more recently, as you mentioned, Michelle, I've turned my hand to more conference speaking and to emceeing. And I know that's what brings us together today. As you said, we both got to share the emcee duties at the recent AITD conference.

Michelle Ockers:

Yes, and it was the second AITD conference face to face since the pandemic. There must have been around about 400 people, I think, who gathered in Adelaide for the conference. It was interesting during the conference introduction, Abby Taylor, the national president, did a little bit of a shout out state by state. And of course, we had a good contingent from South Australia. We had no one there from the Northern Territory. Is that right? No one joined us from NT?

Chemène Sinson:

I think so, I don't have the exact numbers, but I think what was great was that there was a lot more national representation, but maybe one person jumped up and down.

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Michelle Ockers:

It could have been one person, but we certainly had representation from all of the other states and some people who'd come across from New Zealand, which was fabulous. And of course, when you go to a conference, each person's conference experience is going to be different. There's concurrent sessions. So you're kind of constructing your own agenda to some degree. You're bringing your own experience to the table, your own goals, whatever you're working on for your professional development, your existing relationships, your new connections. So this chat today really does reflect our individual experience of the conference more than anything. So just put that caveat out there. Having said that, Chemène, if you were to summarize your conference experience in one word or a phrase, what would it be and why?

Chemène Sinson:

I had to really think hard about this one, Michelle, and had a few options running through my head. The word I settled on was collaboration. And I think, to me, that brought together broad themes of so many different presenters in their sessions. So there were a lot of presenters who unsurprisingly spoke about AI. And the overarching theme I took away from most of those presentations was that we really need to collaborate as practitioners with the AI. And the good news is, you know, we can in working with experienced educators all the time I always get that question you know will AI replace us. And I walked away from the conference with a lot more data that tells me that I can confidently say, no, AI won't replace us. What will replace us is another person who has found ways to collaborate with AI to combine our humanity and our experience with AI's capacity to improve our efficiency. And I think that collaboration really stood through for me. There's also a lot of collaboration with people who are different than us. And there were many people whose presentations came on the theme of diversity, inclusivity, and also collaboration with your business. And Michelle, one of your presentations, you know, really resonated there that we really need to think about our role as L&D practitioners from a business first perspective, and really think about how we support the business as a whole, not just how we deliver our training programs. Pulling all that together, I guess it's just about recognising that we are in this learning and performance game, and if we can collaborate with everything and anything around, we will get a better result overall than if we try to do things on our own.

Michelle Ockers:

That's a great word to have picked, and you've pulled together so many strands, Chemène, and I think I did say to you, and I know others have said to you on your last day at the conference when you were emceeing, you've got this wonderful way of synthesising things, and I think you've just done that there. I was going to say I was tossing up between two. I was going to say belonging because there was that theme that bubbled up, which I'm sure we're going to talk about around inclusion and belonging. And I came away rethinking a lot of things in that area. But the other one I was thinking about was leveling up, both in terms of the AITD really leveling up. I think it's really clear over the past couple of years, there's a lot of improvements going on with the kinds of opportunities that the AITD is offering to members. And that was really evident at the conference, beautiful venue, really well-organized, lots of interesting topics and speakers. but also the opportunity for me to level up some of my professional practice. So that's my second word. Let's talk about speakers or sessions and what resonated with you. And we'll maybe tic-tac between us on this one. What would you like to put on the table first as a speaker or session that resonated with you?

Chemène Sinson:

Well, I think what I'll do is it's not the first one I listed, but your idea of mentioning leveling up came back to me because I thought that there were some sessions where we think about

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what most resonated, there were things that really resonated for doing our jobs better. And there were loads of little nuggets that I took away from lots of sessions. But then there were things that helped us, you said level up, you know, but that helped us personally. So I loved that there was a lovely mix of that. It wasn't just how we can get better at what we do, but how we can help ourselves get better at what we do as well. So things that specifically stood out, I'm going to go with that selfish side. There was your session about working on our inner learning and development game, which I really enjoyed. And then following straight on, there was Wendy Perry's session on marketing our L&D skills. And the term she used, the humble hustle, really resonated with me. Because I think often it's hard for learning and development practitioners to say, this is how I make a difference. And I liked the idea of humble hustle because it gave me permission in my mind to be a bit humble about it and we still have to hustle and make sure that it's senior management or other people who might hire us depending on our circumstances. It's that we've got to be able to speak up for what our value can be and recognize that too.

Michelle Ockers:

Yes. It kind of reminded me of some of the principles of working out loud. It's about, you know, showing up with a spirit of generosity and contribution in your network, but doing in a way that is very authentic and gets people to see who you are, what you stand for, what you offer. So it was interesting that Wendy's session was, I think the word marketing was in the title and it wasn't quite what I was expecting, but it resonated with me as well. And I'll just thank you for mentioning my session on the inner game of L&D. And I'll just mention that Laura Overton's work, you know, we do some collaboration work together and a lot of the ideas, the research base behind it that I used in that session came from Laura Overton, who of course joined us in some pre-recorded segments for that session. In terms of the stuff that, you know, there was one session that really made me think about inclusion and that was Sonali Dsilva. And there were two aspects that are helping me, challenging me to rethink the way I think about diversity and inclusion. The first is this idea that inclusion is a personal choice. So she spoke about inclusion on two levels. One is, you know, the systemic organizational level, but she also brought it right home for all of us around inclusion being a personal choice. and that we all have the power to help someone else to feel included. So it's not just a macro issue, but it's also a micro issue that really resonated with me. And then bringing together at a systemic level, she had these little formulas that she's put together. You know, diversity alone makes people feel labeled and uncomfortable. Diversity plus inclusion can create harmony, but it can sacrifice candor. And then diversity plus inclusion plus psychological safety create a culture of respect and fairness. And that, of course, is a culture where learning is going to happen in so many more ways, so much more fluidly. So I really found her session very powerful, Chemène.

Chemène Sinson:

I did as well. And in fact, in we were going to speak later about, you know, what actions we might be taking from the conference. And that was one of them. And I repurposed her diversity plus inclusion plus psychological safety equals a functioning organization like that's where we need to be. And I really, really like that as well. There were some other things as well, because there was just so much. And you can't go past people like Dr. Tom Tobin, who just needs to come up in this conversation. He was a keynote speaker who joined us from America. And you know, Michelle, he spoke with members of the AITD, with you and me, I think, and other people ahead of time. And just that interest and care he showed in making sure his presentation would resonate really stood out for me. And something I took away from him, two things actually. One is, and he spoke about universal design, the fact that we really need to start thinking about universal design as the norm for most students and not just think about it as how do we help the person who has a particular need. And we know that, but I think it was for me, it was a good reminder. And I really liked his term of let them

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do it their way. And he gave examples of how at the University of Wisconsin, they do it with assessments. And as someone who writes assessments for the vocational sector, I really liked that approach. So that was another thing that stood out for me from our speakers as well.

Michelle Ockers:

I agree. I found, I think everybody, you know, I did, I just heard lots of buzz after his session, right. That there was, it was very practical. The other thing I really loved was how he absolutely role modelled what he was talking about with universal design. And I saw something that I've never seen anyone set up before. And I don't know if this is native PowerPoint functionality, but I want to play around with this. He had live subtitles at the top of his slides as he was speaking, as other people in the room were responding to activities and exercises that was coming up in text. And there were lots of other little examples where he absolutely role modelled the design principles he was talking about. I am he has agreed to come on to the podcast. So we'll be hearing more from Dr. Tom Tobin, which is fabulous. The other keynote that really stood out for me, of course, was Britt Andreatta.

Chemène Sinson:

You can't go without mentioning Britt. Absolutely.

Michelle Ockers:

No, no. I think I took more notes on her session than in anyone else's. And of course, she is very deep into looking at neuroscience, cognitive science, and helping us to understand what it tells us about learning and supporting people to learn. And this whole idea that all learning is building neural pathways. And what do we know about how neural pathways are built? I think one key idea, and there's so many, but one key idea that I took away from her session is this idea that those aha moments with the insights, the learning, that's not going to happen, or it will rarely happen. In a training session, in a classroom, you know, when you've got people together and they're absorbing information for the first time that she talked about three ways to cultivate insight, preparing the brain, providing information, the resting neocortex. So taking a break, letting the synapses cook, making connections. And I will say yesterday when I was at home and thinking about the conference, I decided I would just go out in the garden and I wasn't going to listen to anything. I wasn't going to listen to podcasts or music or audio. I was just going to let my neocortex rest. And then there's the sensory gating, so blocking off, slowing down the brain, which you showed us the default mode network. And talked about, you know, the neural pathways and how busy our brains are. And she talked about things like taking a shower, just sitting still in the garden, getting off media, so stopping the sensory bombardment to let our brains process everything and make connections and cultivate insights. I found that really powerful.

Chemène Sinson:

I think, well, I think her work too, things like that give us the credibility, ammunition as someone once called it, said it to me, to be able to work with senior management in our businesses to say, you know, here's how we really cultivate long-term capacity for learning. Yes, I had the benefit of seeing that same presentation a couple of years ago, an earlier version of it as well. And I went out immediately and bought the book and I have scoured that book everywhere. So some of those things I was hearing again. What really resonated that I'd heard before that helped verify that I'm on the right track, I guess, was the whole notion of habits and how long it really does take for people, you know, to develop that habit in our brains. And the number of times where I've been able to share that, for example, in the trainer programs, where people expect that when I deliver a training session, immediately people's behavior changes forever. And to recognize that no, you know, it's up to 40 to 50 times before doing it a new way, you know, it becomes embedded for people

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enough that they feel that is the way I will do it going forward. And people have felt so much better, you know, realizing the enormity of it, but also better realizing that if it doesn't happen in training, it's okay. And that kind of goes back to your first point. The slightly new thing or a new way of something that she said that really resonated for me if I had my one liner for Britts was that notion of us helping people to see the best version of themselves. that idea of modeling and removing some of the barriers and expectations and really helping them explore what that best version might look like was such a memorable and evocative Elton John song as we watched an ostrich flying and really, really using VR learning to fly using VR.

Michelle Ockers:

I looked that video up over the weekend. It's actually a Samsung commercial, but it is fabulous. I'll put a link to it as well as Britt's book about learning, which is *Wired to Grow*. I'll pop that into the show notes if people want to explore those. That video with the ostrich learning to fly using VR sounds absurd, right? But it's both inspirational as well as demonstrating a lot of principles of learning. You know, there was role modelling, there was immersion, there was practice, there was persistence. It was a fabulous little video. Of course, I'm a sucker for a good case study. And there were a number of very good case studies. So I'm just going to mention two. Both of these people have agreed to do a podcast episode with me. So I'm not going to go too deep with them. But Ryan Byrne from Sydney Train spoke about a, he called it a performance campaign, which was run in, I think 2022, around one of their customer service principles, first impressions. And there was so many components of this eight week campaign from videos to use of internal social platform, leader conversation guides, and so on, in order to lift first impressions on their train stations. And of course, the environment matters as part of that as well. So a reset on the physical environment on a lot of the Sydney train stations. I thought that was really well put together. Had you jotted down any case study episodes?

Chemène Sinson:

Yeah. Well, again, it's a question of which speakers or sessions. How do you even stop? But what stood out for me was Ryan Gifford's presence session from the Australian Navy. And he was speaking about when they deploy people overseas, what kinds of things happen with those people. So they go overseas to do a training project, you know, they might be gone for months, and then they often come back quite significantly transformed. And the two things that really resonated with me about his story, other than the fact that he's a fellow Canadian, so I had to like him immediately, but was the fact that he encouraged us to see projects like this, where people go away and they're probably going to undertake, you know, undergo some kind of big change themselves as the educators, to see these projects as an adventure, and as our educators and the learners in many ways too as the heroes of the adventure and he said the point he wants to make is that people return from these things transformed and often to achieve such a transformation there is a point if he called it disjuncture but discomfort and it being necessary and that point he made there really resonated quite a few of the presentations which speak about the need to get more comfortable with the uncomfortable. I know Sonali mentioned some of that in her presentations as well. So I really liked his case study. I'd like to have learned even more about that. I thought it resonated well with me. The other one, not so much a case study, but Lisa Bale from Future Skills Organization spoke about some of the digital skills research that they are undertaking in order to support Australian businesses in general. And one thing that came out of that session that I found very interesting was that their research is showing that digital skills among year 11-12 students in particular actually decreased after the onset of COVID. It was fascinating, wasn't it? And I know we were there to get, you know, you were sort of saying, wow, that was surprising. And it brought home this idea that we think about the skills that people we're working with really need and that we need as well to thrive in

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today's learning ecosystem, if you like. And digital skills, we really do need to be focusing on them, not just for ourselves, but for our learners as well, the people we work with as well. and that digital consumption isn't the same thing as digital literacy. So just because especially younger employees are using digital tools a lot, that doesn't always mean they are literate with those tools and know how to stay safe and so on.

Michelle Ockers:

I think it was the nature of the tools that she was talking about, because when you start in the corporate environment, you're more often using the Microsoft suite of tools. But what happened in COVID for a range of reasons, when things in Australia in the education sector, the school sector flipped rapidly to online, The Google suite tended to be used more than the Microsoft suite, potentially because it was just easier and quicker to implement and easier for everybody to get their heads around using. So that when that tranche of year 11 and 12 students who'd gone through that period of their life in COVID, when they entered the workforce, their Microsoft skills were lower than required. I was really surprised by that as well. We can't take our eye off the ball with digital skills. There was plenty of data she presented to show us how big that gap is and how much we do need to be working on that.

Chemène Sinson:

Yeah. So that was my big list of things. I think my favorite, if you're thinking of sort of what resonated with you the most and why, a runner up, just because personal indulgence here, but Greg Moriarty from the Plain English Foundation spoke about really great writing. And he really reminded me of the international definition of plain language. And I think that is great that we're, because the international definition, if you look it up, includes things that not only is it clear, but is it the information you need easy to find? Is it usable? I can't remember that there were three key things, you know, easy to access, easy to interpret and used. And I think that really comes back to our purpose as L&D people who are offering written materials of any kind, and how, when we're thinking about how chat GPT and other forms of large language models can help us do these things, produce these kinds of things more quickly, the different ways that we can train it to make sure that it's achieving a purpose. And finally, Charles Jennings, my ultimate favorite at the very, very end. with his statement that says, I mean he was another one like Britt who said so much, I had so many notes about what he said, but what I loved was his statement that learning is at the heart of how organizations respond to change. And I would argue that it sits at the heart of how individuals, all of us as practitioners and the people we work with, respond to change. And I loved bringing that heart into it and placing learning at the center of what we do and what we need to keep doing.

Michelle Ockers:

Yes. And I think Charles was probably I don't know that there were a lot of at this conference, a lot of you know, sometimes you go to conferences like the AITD conference, you get a lot of the keynotes are very much about big, inspiring, aspirational ideas about our role and our contribution. that it kind of, that was peppered throughout a lot of the sessions. But I think Charles was probably the one who was challenging us the most to stretch how we see ourselves and our role and our purpose. And I jotted down a quote as well. We need to reimagine L&D, not just as a provider of training, but as a key enabler of organizational resilience. And he talked about, he's talked for many years about learning at the speed of business, he's now talking about change at warp speed. And I think, you know, really challenging ourselves. How can we move quickly enough? How can we, you know, adopt approaches that are integrated with work that help you to learn from work and help our organizations to adapt quickly? So I agree, absolutely. Charles is always kind of challenging us to stretch ourselves professionally with how we work in our organizations and what contributions we make.

Chemène Sinson:

And that really resonates with your session, Michelle, where you were quoting Nigel Paine, talking about how quickly things can change and how we as L&D people really need to step into the stream of work and support a great flow and go through the ebbs and changes, you know, with the organisation. And I really liked that. So, again, lots of themes resonating along similar in similar lines.

Michelle Ockers:

Absolutely. So is there one thing you'd like to mention that you're taking away that you're immediately you're thinking like straight away, I'm going to work on this, I'm going to practice this, I'm going to build on this, take action or explore further?

Chemène Sinson:

Well, naturally, instead of one, I wrote five. So how do I narrow it down?

Michelle Ockers:

Well, you can give me more than one.

Chemène Sinson:

Yeah, all right. Well, I'll just choose a couple. This is me, the slightly selfish person speaking, so really what benefited me personally. I think Ian Handley, who hasn't been mentioned as much yet, with you, with me, and he was one of our keynotes as well. And just something that he put in an interesting way, he said, we must think about changes to our current roles, not just about our future roles. And I think that, for me, really placed an immediacy on this, that I'd kind of walked around, but I really liked that idea of just saying, yeah, question everything, really, at this point. So that's one. And I think the other one is going to resonate is Tom Tobin, who'd really just said UDL, Universal Design for Learning for everybody. And so I think I'm going to focus on really just thinking about how we can do that. And I've already mentioned Sonali's diversity plus inclusion plus psychological safety. So those would be my three. Universal for all learners and Sonali making sure it's not just diversity, but inclusion and safety. And changes to our current role. So changes are happening. Let's jump into that stream and ride it.

Michelle Ockers:

Absolutely. I've got a really simple one that I've noticed with my own language and that's the use of personal pronouns. And that was something I know there was a pop-up panel. One of the speakers unfortunately was unwell and there was a slot that became available and the call was made to run a panel, which you facilitated around inclusion and belonging. And one of the simple things that was discussed, someone asked a question around you know, how do I figure out what pronouns to use? What people's preferences are? What do I do when I get it wrong? And there was a really simple solution offered. I think Tom Tobin might've been the one who offered this. He said, I've reverted to just using they. So forget about he, she, you can't go wrong with they. So I'm working on that one as a very simple one. And the other thing I'm really looking at, you know, I do a lot of coaching teams through learning strategy, mentoring L&D leaders one-on-one. So I'm looking at practice. How do I create more opportunities for practice, knowing that you've got to do that 40 to 50 repetitions. And some of the stuff that I'm coaching on and guiding people through is not things that they actually get the opportunity to do that many times. So how do I support them, give them more opportunities for practice and provide them with the right kind of resources to use, knowing that they may not get enough opportunities to practice in the real world to make some of the stuff that I work on with them a habit.

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Chemène Sinson:

That sounds brilliant and I like your focus on helping them to help themselves because you're right like you I'm sure in my experience sometimes people are expected to return from any kind of a workshop or experience like that and their workplace might expect them to already be experts and of course that doesn't happen and then we have to start playing catch-up on all of our regular work routines because we've been away for a while and all that wonderful rich new stuff doesn't happen. And I call that the dip, you know, and thinking about how can people prepare themselves for the dip in their skills and knowledge if they're truly going to now start persevering with adding some of the new ideas and concepts they've been thinking about to their work practices. Love that, Michelle.

Michelle Ockers:

I guess back to designing for application and performance and not just designing to pass on some knowledge. And, you know, it's the longer term learning experience that we're designing for and looking for how do we help to support people back in the workplace to actually continue developing the skills that we're trying to build. So, one last thing I wanted to talk about. Conferences are great for networking. Did you make any new connections or have any conversations that you think will be valuable moving forward for you, Chemène?

Chemène Sinson:

I did. Well, I have to start with my number one, Tom Tobin. We finished one of the sessions, and he and I managed to have a one-on-one conversation that was probably some of the richest learning I've had. And you said it earlier, he practices what he's preaching. So we were chatting. And then I love that he suddenly called up at one point and he said, this is lovely. Is there anything else in particular you'd like to get from this conversation? You know, his sense of purpose done in such a supportive, inclusive way was fantastic. I have to give a shout out. There were a couple of AITD members. Fiona Maggs was one who we ended up, we realized we were on the same flights down and back, so we spent a lot of time talking. And finally, some of the exhibitors. Fortress Learning, for example, which is an RTO from the vocational education and training world, but they were there and a few others who are old friends, new friends. But what was wonderful was that I spoke to many of them, Peter Hawkins as well from Global Vision Media. But all of them talked about what an amazing experience that this was. And I think that was something that I really took away for this conference overall was the feeling of community, of camaraderie, of welcome and of everybody's really expecting the most out of themselves and being generous and giving, you know, contributing, welcoming speakers, learning from each other. It was truly an outstanding conference. And quite a few of the exhibitors mentioned that to me.

Michelle Ockers:

Yes, it was. You mentioned Peter Hawkins there. He did speak, of course, and when I was talking to people in the breaks and asking, you know, whose sessions have you gotten a fair bit out of, quite a few people mentioned Peter's session. Of course, his area of expertise is XAPI, or as those of us who are in the know now know from his session, Zappy is what we're supposed to call it. That's all right. He had a little simulation model to show how it worked, which made it very easy for people to get their head around it. So he demystified it quite a lot. Many people appreciated that. And he, of course, runs a course for the AITD around the use of XAPI or ZAPI. So I think that that was interesting that people had mentioned him. I had an interesting conversation with him about AI, and he showed us a use of it to help predict or help to identify students at risk from some work that he had done with Central Queensland University, but also looking at how that was starting to be embedded in learning management systems as well as something we could take into the corporate sector. But of course, it's all a big data game. I enjoyed the opportunity. I've been a member now since 2012. Well, I think maybe a little bit earlier. And, you know, there are many long term

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members and it was nice to build my connections again with them. But there were some new people for me as well. And I loved the warmth of Sonali I've mentioned before, Mary Doyle, who spoke from DFAT. Did you see her session at all, Chemène?

Chemène Sinson:

No, and I was disappointed because I've spoken with Mary before and she is absolutely wonderful. But I was in another room emceeding concurrent sessions there. So Michelle, you and I might have to have a chat later. You can tell me all about it. But hers was one I was very disappointed that I couldn't attend.

Michelle Ockers:

She was a very natural and warm speaker and I really enjoyed the connection with her. I did have an opportunity in one of the networking events to spend a little bit more time with her. And she was, she just reminded me of, you know, all of the, all of the goodness that we bring to learning and development and the motivation to help people and support them. And I also enjoyed meeting a couple of younger people. Tom Tobin did say to me at one point that the average age of AITD members was a little higher than he was expecting. So I think looking for connections with younger people in our profession is something I'd certainly be interested in exploring into the future. So it was well organized. The venue was fabulous. I think a big congratulations to Ben Campbell, the CEO, to Abby Taylor, the national president and the board members. And also a big shout out to the South Australian Divisional Council who did a lot of work with hosting as well as the professional conference organizers. Ben has asked me to mention that people should stay tuned for further information on the AITD Excellence Awards. I think the judging is about to start of this year's Excellence Awards and there'll be a further networking opportunity for that in October. I believe they're looking to do something a little bit different this year with the networking around the AITD Excellence Awards and give people an opportunity to kind of demonstrate or to provide some, you know, more like a demo fest or with information available and maybe a cocktail, more of a cocktail thing where people can circulate and find out a bit more about the finalists in the awards. So I think that could be a really interesting opportunity. Ben also asked me to give a shout out for anyone who was at the conference. They're always looking for ways to keep improving and enhancing for next year. So if you haven't done so when you were at the conference, please complete the feedback form. That's it for the ads there. Any final thoughts, Shaman, as we wrap up?

Chemène Sinson:

No, other than just to say, I came away from this conference feeling really uplifted. And you often feel that way at conferences. But I mentioned, for example, I mentioned the exhibitors who said that they just got so much from the conference. One of them said to me, I asked my staff to come up with a vision of how they would define a good outcome from this conference, and then how they would define a great outcome for the conference. And he said, I wish I had gotten them to go three levels higher, because that's what it actually was for us. So whether it's, I think just everybody was so welcoming, the Haigh's chocolate, you know, is always a positive thing to bring people together. And I just think continuing with these kinds of learning opportunities and collaborating and working together is one of the best parts about being in this profession, so it was lovely to do it in person in Adelaide.

Michelle Ockers:

Yes, indeed, it is. Thanks so much for joining me to have this chat. And I hope people have found something there maybe that they'd like to follow up on, even if they weren't at the conference. And I'll curate a whole stack of links to people's LinkedIn profiles who we've mentioned and some of the resources that they shared. Thanks, Chemène.

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Chemène Sinson:

Oh, thanks, Michelle. It was great to join you.



Learning Uncut are learning and development consultants that help Learning and Development leaders and their teams become a strategic enabler so that their businesses can thrive. We work in evidence-informed ways to drive tangible outcomes and business impact and are strong believers in the power of collaboration and community. We specialise in helping to build or refresh organisational learning strategy, update their L&D Operating Model, enable skills development, and conduct learning evaluation. We also offer workshops to shift learning mindset and practices for both L&D teams and the broader workforce – as well as speaking at public and internal events.

Learn more about us [at our website](#).

About your host, Michelle Ockers



Michelle is the co-founder and Chief Learning Strategy at Learning Uncut. She is an experience, pragmatic organisational learning strategist, L&D capability builder and modern workplace learning practitioner. She also delivers keynotes, workshops and webinars for learning and broader professional or workforce groups at both public and in-house events.

Michelle received the following prestigious industry awards in 2019:

- Australian Institute of Training and Development Dr Alastair Rylatt Award for L&D *Professional of the Year – for outstanding contribution to the practice of learning and development*
- *Internet Time Alliance Jay Cross Memorial Award – for outstanding contribution to the field of informal learning*



Find Michelle on [LinkedIn](#)