LEARNING UNCUT EPISODE 7:
LEARNING TRANSFER BOT – EMMA WEBER AND MARIE DANIELS

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

Michelle Ockers: And I'm Michelle Ockers.

Karen Moloney: And today we're talking to Marie Daniels, a Learning and Development Leader in a pharmaceuticals organization, and Emma Weber, the CEO of Lever - Transfer of Learning. We're discussing their recent project to use a bot as learning transfer coach. Welcome Marie and Emma.

Emma Weber: Hi

Marie Daniels: Hi

Karen Moloney: Great to have you today. We'll let Michelle kick off on this one.

Michelle Ockers: Great. Thanks, Karen. Before we get into the nuts and bolts of what you did on this really fascinating project, let's talk a little bit about the why - why you did it. There's two aspects, I think, to the why question in this project. The first of which is about the choice to use a formal learning transfer approach. Marie, can you describe for us briefly the program that the learning transfer followed, and why you chose a formal approach to learning transfer?

Marie Daniels: So, the project was aligned to our continual development of our sales managers. So, all sales managers need to go through that continual enriching of their pitching capability and their capability for effective performance conversations in order to enable our in-field sales effectiveness. And so, we decided that in order to really maximize our performance outcomes from our program, we wanted to do something a little bit more formal to enable that learning transfer. And our front-line sales management is absolutely critical to the role of business success.

Michelle Ockers: And was this the first time you tried a formal approach to learning transfer, or did you have some prior experience you were drawing on?

Marie Daniels: I'd had a little bit of prior experience with Emma before, in another company, but, this was the first time that I'd rolled it out myself with a group of Sales Managers.

Michelle Ockers: Great, thanks. So, you turned to Emma for support with learning transfer. And Emma, you've specialised in learning transfer for over 15 years, but until now, using humans as coaches. Why did you decide to explore the use of technology to support learning transfer?

Emma Weber: I've sort of been exploring technology for a while. I think society just pulls us in to exploring technology, and I don't think you can be a business owner today without really needing to see, well, how is technology impacting what I'm doing now and going to impact the future.

What was interesting was I consciously set it as a strategy, and since, started looking at different partners in the technology space. And I just couldn't find anything that aligned with my view of learning transfer and really supported what I believe about behavioural change, about ownership, about accountability, about not nagging people into behavioural change.

So I spent a lot of time exploring technologies. And then finally found one, almost after I had kind of given up on the search, that really aligned with what I believe and my team believe, in terms of learning transfer - that we need to empower the individuals to implement the learning based on what they feel is going to give them a good result in their role.

So, very much about empowerment. And I think this type of technology we've chosen really enables that.

Michelle Ockers: Right. So the technology you chose was a bot. Can you explain for us what a bot actually is?

Emma Weber: So, a bot is a shortened word for robot, in a very basic term. It's actually a software application that runs automated tasks over the internet or messaging systems. But I think most people are familiar with bots as the little chat bot that you will see come up in the corner of a web screen. Yeah, maybe when you're booking some flights or something, a bot will come up in terms of a customer service bots. They're becoming pretty ubiquitous now.

But what we did is, we're not using the bot to actually give additional information. I think a lot of the time people automatically thinks a bot is there to support and give someone additional information. We're using the bot to help people reflect and to help them hold themselves accountable.

So I think the first thing is, get your head around what a bot is, and you can most easily relate to that in terms of the customer service bots. But for learning transfer, it's about helping people reflect and hold themselves accountable. And we chose not to have it on a messenger application, so something like a WhatsApp message, you can use a bot there, or a Facebook Messenger.

We actually chose to use it by SMS, so just your good old text message, and interact with the bot that way. So it's someone having a conversation with a piece of software, but in some ways, it seems like a person.

Michelle Ockers: Right. And so what is it about a bot versus other forms of technology that you believed would support all of those things you feel are important around

learning transfer? So what about it enables the empowerment of individuals and helps them with accountability and helps them to reflect that other forms of technology don't quite do?

Emma Weber: One of the things I'm always saying about even when we speak with people over the phone supporting them in learning transfer, it's about the individual having a conversation with themselves. It's not about the individual having a conversation with us. As we tap into someone's thoughts, feelings, values, beliefs, fears, and needs, which is all the under-the-iceberg stuff through reflection, it's much easier to change your behaviours at more than a surface level.

And so, as I was looking at technologies, I thought, you know what, if it really is about the individual having a conversation with themselves, do they need to talk to a person? So, I think we need to be clear that you're never going to have the same quality conversation. I say never, who knows where technology is going to go. Currently, you're not going to have the same depth and challenge of conversation that you will if you're working with a real-life person. But actually, as a scalable alternative, I've been pretty thrilled with the results. And I was a little bit sceptical and tentative in the very beginning.

Karen Moloney: So, just to be clear, the bot wasn't something that you just bought off the shelf. You didn't go to market and say, okay, we're just going to use that bot and then implemented it. You actually developed it with a technology partner. So, just on that, we all know that choosing the right partner to create any solution is key. And I often get asked, who would I recommend in specific fields where people are looking for partners.

Karen Moloney: But in this case, I can't imagine that you have many people to ask for advice on who to work with. So, how did you actually go about selecting a technology partner to develop that bot with?

Emma Weber: Firstly, I found them in an expo hall in a conference. So when you're truly in the expo hall, and you're talking with everyone, that's where I came across this partner. I think there's all sorts of, are they a values matched, do you generally like these people and get on with them, have you got a shared vision? They've been so supportive of what we're trying to achieve and what we're creating, in terms of using the bot in, perhaps a different way than many people would consider using a bot, even within learning.

So all of those things were right, but I think fundamentally just really asking questions about the technology, taking time to really understand what it is they have, how you're going to use it in your application, were really important for me as I selected that partner to move forward with.

Karen Moloney: In terms of actually creating the content to go into the bot, what was the process to develop a bot script?

Emma Weber:	So, again, I think there's a few different aspects of it. The first thing for me very much was, we've had as an organisation over 6,000 one-on-one ... actually, 18,000 one-on-one conversations over 6,000 people. So we've got a body of knowledge that we know how those conversations are going to actually start to play out. And so, through creating a methodology around that, you can start to see patterns. And it's really simplifying those patterns and starting to code it into a bot.
	But one of the things that I would say about creating a script is read it aloud and see if it sounds like a normal conversation. That was one of the things that we did. And also, we're very clear with people that they're talking and working with a bot. But also, you need to give the bot a personality so that people can relate to it, unless you specifically choose you wanted your bot to be like a robot. But, anyway, most people try to create a personality around their bot.
	So I think when you're actually choosing your script, those things really help make it come alive. And at the end of the day, it's all about user experience. What happens for that participant as they're working with the bot. That's where your focus really needs to be.
Karen Moloney:	So what personality did you create for your bot, and what gave it personality? Because it's a system at the end of the day so how did you bring that to life?
Emma Weber:	Karen, I'm always embarrassed to say, at the moment, the bot is called Coach Em. E-M, Emma for short. That's a bit of a work in progress because we're still undecided if we like that name or not. But we knew we had to move on it very quickly. And so, a lot of the time, it was actually, well what would I do? What would I say? And it was actually easier to create it in that way, rather than come up with a persona. But I do know, part of the whole building the persona thing, I know a lot of people do that at the moment. We actually went, it's called Coach Em. Em, what would you say? So, I don't know if that's a good answer, but that's the truth at the moment, Karen.
Karen Moloney:	Well, if you were to do it again, would you go through that process of a persona first? How do you think that that's impacted on the success of people who are using it and relating to it in that personal way?
Emma Weber:	I don't think there would be specifically things that I would rewrite in the script because of the persona. We're still a bit on the fence with the name. Part of it is, you want a name that people can relate to either as male or female in most cases. You want a name that people don't have attachments or stereotypes to, so it's more in the name and the marketing that I think what we put over in the personality because the participant brings the personality to it.
Karen Moloney:	Yes, it's like when you read a book, you kind of have the characters in your head, and they're all different to somebody else's interpretation.

Marie, in terms of implementing the bot into the team, people will go on a learning program, and then they come back and then get involved with their work and things. How did you go about integrating the bot into peoples' worlds to affect transfer once they return to the workplace? So I understand you've been using Coach Em yourself as well. So what's the user experience?

Marie Daniels: Yes. Just before I talk about the integration, I was trying to stifle my giggles because of the name, Coach Em. And I know Emma reasonably well, and I have to say, in terms of that user experience, from my point of view, I felt as though I was having a personalised conversation with Emma. Because those questions were actually highly reflective question enabled me to turn the dialogue inwardly and reflect.

And for me personally, my user experience was in, I've shared this a couple of times with Emma …. I was leading a new team and a new organization. And when you do anything new for the first time, with a new team, it's hard managing priorities. And for me, at that time, I don't think I would have done the things that I needed to do to be effective if I'd not had Coach Em helping me to hold myself account. So it wasn't the bot itself holding me account, it was the bot helping me hold myself account for what I'd written in my action plan. And that was quite profound for me at the time.

In terms of other people's experiences, there were a few drop-offs, as there is with any program. But the people who utilised it and utilised it effectively, echoed similar sentiments to myself in terms of, some people were managing new teams or new people, and doing different things. And it helped them to integrate their learning from the program into their everyday work flow.

Emma Weber: Okay. So, Karen, just to jump in, I'm happy to share a little bit more about how the actual process flows. Our belief is that learning transfer is about helping people sit down and reflect on an action plan that they set themselves at the end of learning. So we had two pieces of technology here actually. We had an action plan capture tool, which is actually freely available on the internet at www.turninglearningintoaction.com. So that's a free piece of software that just helps people collate their actions at the end of a learning experience.

That then APIs directly into the bot, so we don't need to really worry about that. But essentially, in the learning experience themselves, we played a video for people, encouraging them or letting them know that they'd be contacted by the bot at certain intervals. The idea was they were going to sit down and have three learning breaks. A learning break being a bit like a coffee break, where you actually sit down and just spend 20-30 minutes reflecting on your learning and having a conversation during that time with the bot.

So we kind of had the vision that people would grab a coffee, grab their mobile phone, sit down, and take their learning break with bot. And then we did an evaluation piece, obviously at the end of those conversations. But the idea was

it was three learning breaks. And initially, we were going to spread it over a 6-8 week period. Christmas came right in the middle of that, so-

Karen Moloney: Just to throw a spanner in the works.

Emma Weber: Just to throw a spanner in the works. So we actually extended it out much further. That was interesting, there were pilot learnings within that. But essentially the idea is the bot encourages people to take reflective learning breaks. I wondered if it would be interesting, Marie shared a little bit about her experience, but we'd got people that were sat down for up to 30 minutes at a time. And I think the shortest learning break that people had was around 20 minutes. So that's a long time to be sat, sort of texting. And I think people were deeply engaged in the conversation by the level of responses.

So, I've got a copy of a script in here that I just pulled off, and we're asking the participant, "So what's the top thing you need to do to move forward?"

"Consciously considering where someone is on this ladder prior to our interactions."

And they'd set a goal around using the ladder of inference, which was something obviously that was covered during the learning.

And then they go on to talk about, and they're actually keying this in, "What else do you need to do to move it forward?"

"Individual assessments on each of my team and their current position around particular topics."

And so, they're really sharing in detail what they're specifically going to do. So even just creating that neural pathway, creating a plan, committing to that plan through texting it to a bot, blew me away.

Michelle Ockers: Can they actually get a download of what they've entered if they want a record of it to do further work with, or go back to?

Emma Weber: It's not something that's in the functionality, but they'll have it on their phone.

Michelle Ockers: Oh, of course.

Marie Daniels: I was just about to say, I actually went back to my phone again a couple of times to remind myself of what I was committed to. And I know that a couple of the other participants did that. That's one of the reasons why I like it being through just an ordinary SMS because it's what we do every day, and it's there. So, it's not learning in the work flow, but it's that enabling performance in the work flow.

Emma Weber:	And, Karen, one of your questions earlier about developing the script, you only can have a certain amount of characters in SMS, and people on my team and people I know will know that Emma literally says why use 10 words, when you can use 100? And so, there was a real discipline in being very succinct. But also, what we decided to do was we created animated videos, which were fed throughout the learning breaks with reflective exercises in that we use with our participants on the phone. It's a part of that call methodology. And so using the animated videos was one of the ways I got over the face we've only got so many characters in an SMS message. So just to share that as an idea for people.
Karen Moloney:	Yeah, that's useful. I'm just thinking about, just in terms of the integration of using the bot, we've talked about people committed to having a certain number of learning breaks and that they'll be using SMS to interact with the bot, but how did they do that? So, what were their SMS triggers, reminders to people to come and talk to Coach Em, or was it something that they booked into their diary? How do they get access to that? How did it start?
Emma Weber:	It goes out as a text message to actually say it's been 10 days since your learning. Is now a good time to take a learning break? Press start. You can press start anytime they're ready to go. So, we did have to do a number of prompts. We learned some lessons, didn't we Marie, in terms of make sure it's days when people are in the office, not in the field, particularly for this audience group. There's always going to be learnings around when is the right time, or the best time, for these people to have a prompt to take a learning break.
:	What was interesting is, 100% of people that fully engaged in the process went through learning break one. There were a couple of people that left the business, or that were really not in our key audience. I think if people are just intrigued about the technology, they're never going to get really engaged in it. As opposed to people that are using it for a proper outcome. We had 83% of people take a second learning break, and 67% of people take 3 full learning breaks.
	Now, if you look at when that sort of transfer process is perhaps done by email, I haven't tried it myself, but anecdotally, the market information tells me that it's usually about 40% of people have a second learning break, and 20% would have a third learning break. So, the idea with the SMS, is that you're really having a conversation with that person where they would speak to their friends. So it's not removed, it's not about work, it's actually just using that conversation platform. And that's where you decide if you're doing a messenger or an SMS.
	I am so sorry, I can talk about this for hours. So, clearly. Tell me to zip it!
Marie Daniels:	So, I was just going to reiterate what Emma was saying. We did learn about when was the optimal time to send the text message reminders people. I think a couple people, they'd almost forget that they were talking to a bot, and were rude if it didn't reply straight away. It was communicated that you could start it at any point in time. We did do a few other reminders outside of that. I did a

couple of prompts and the Go Animates that Emma utilised. I got our senior leader to send out an infographic text reminder. It came from him as a reminder that it was an investment in their development to do this.

Karen Moloney: Okay. That kind of leads me to my next question, actually. Because I've worked with sales teams in a couple of different industries, including pharma. And they can be a challenging bunch to engage with around learning and learning transfer, just because of their sales focus. So if you can't directly relate what you're talking about to how it's going to help them get more sales, it's really difficult.

Karen Moloney: So, having manager buy-in was really critical to the success of this program. And it's a bit like the holy grail for L&D. So, how did you go about getting the buy-in for projects of this nature from those sales managers, and how did it support the program as you rolled it out?

Marie Daniels: Well, as you said, having the top leader align to the program was critical. And he hailed the importance of doing this with his sales managers. And he funded it. And he communicated that he was funding it because he saw it as being important. And sales managers being able to transfer that effectiveness out in field.

But, I just think it wasn't too hard a job convincing because we talked about the time investment on a few day program and wanting to realize that out in the field, having something like this that was efficient, cost effective, and was enabling that transfer of learning in the work flow. We talk about learning a lot, but this was really on your text message phone, where you can do any time, any place.

Karen Moloney: Yeah. Which is really important for those people out in the field to have that sense of connectedness back to business. Yeah.

Karen Moloney: So, Emma, you've got extensive experience in the field of learning transfer. Were there things that happened on this project, so, for example, user reactions or outcomes you experienced which were a first of you because of the nature of the solution you were implementing? Technical rather than just face-to-face stuff.

Emma Weber: It was definitely very new. It really surprised me the way that people interacted with the bot, really as if it were a person. So, people wishing the bot a Happy Christmas, and then people dropping the bot a message saying, "Oh, I'll get back to you later on today." And we were completely clear, this is a bot. But people really bonded with the bot. So, that-

Michelle Ockers: Don't you talk to Siri? When Siri does something for me, I thank her.

Emma Weber: Michelle, I'm not using Siri very much. And so, maybe that's just my lack of technology. Maybe people are just bonding with bots and technology all over the place. It really took it to a new level, the level which people would really share and open up and the detail they would go into. So that was a first for me.

And of course, because it was a pilot, we were learning all the time, Karen, around how to manage the bot at the backend. The backend of the bot. What happens when someone says something that you are not expecting it to say? How quickly can we get that person back on track? What systems can we put in place around that?

So obviously that was all a very important part of the process and the roll-out. So, it's not just creating the script and setting it off to go. It's learning along the way.

Karen Moloney: That kind of leads me to thinking about that engagement. We touched on engagement previously, but knowing some of those things you know now, is there anything that you would do differently or pay more attention to next time if you did it again, in terms of upping the number of people that you can engage with?

Emma Weber: I was very happy with the percentage engagements. That blew me out of the water compared to what I know is acceptable in the industry. So, I was really thrilled with that. But there's definitely things I would do differently, in terms of ... We created a video that people watched at session 2, about how to make the most of your learning break. I would actually bring that further forward. I would change the way we did some of the timings of the message. So, on the bot system, you can decide do you have it ... Does a reminder go out two days afterwards, four days afterwards? Your script all your different reminders. I would actually put them on certain days, rather than gaps, because there's a danger that it's going to fall on a weekend, which of course is not something you want it to do.

There are heaps of little learnings that we would do differently. But in the main, I think it's just constantly improving and tweaking. The other day I sat on a flight, and I read through every single learning break that everyone had had and just made a whole host of ideas of things I just want to tweak for next time. But for a first take, it was exciting.

Karen Moloney: That's very cool.

Michelle Ockers: I think, Marie, from the perspective of the person in the business, who's supporting the roll-out and implementation take-up of the learning transfer bot, is there anything you learned and would do differently to build up the engagement?

Marie Daniels: Yeah, just to echo what Emma says, I would definitely ... I'd actually talk to the users about what was the best day to send out the reminders. We've learned that now from feedback, and we probably could have anticipated that, but it's almost like the learner persona, if you know what best suits you, to optimise that. And secondly, probably just a little bit more on the why and the evidence. I work in an evidence-based industry, robust evidence, and I think we have an abundance of evidence. As Emma said, about the effectiveness and the outcomes you can achieve with learning transfer. And I think I would put in just a little bit more of that when I'm rolling something like this out again.

Michelle Ockers: So we've talked about engagement, data around engagement but perhaps if we can talk for a moment about effectiveness of the learning transfer and the impact of using the bot for learning transfer. So Emma I believe you have a way you measure that and have some data you can share with us?

Emma Weber: Yes. I think the bottom line is whether you're using a bot or you're working with someone over the phone, do they actually change their behaviours? Do they implement what they've learnt? Of course, it's a tricky thing to measure, one of the ways we do it is through self-rating on a scale of one to 10. Someone sets themselves where they are on the goal at the end of the learning. Where are they when they've actually implemented after the 10 to 12 week process. So with Coach Em we actually saw a 53% uplift in the goals. We also ask a question around to what level did you implement? What level do you think you would have implemented if you hadn't had the follow up with Coach Em? So there was a 35% differential there.

So what we also found was some of the written responses actually give you very rich data as well, in terms of what impact did this deliver within the organization? People sharing they felt they'd got greater alignment across the team. Easier to have tough conversations with my team members. So we did as much as we could we looked at level three, if you're working with the Kirkpatrick-Phillips scale, and started to touch on level four. But of course I think there's always more evaluation and measurement you can do, but it was good to go just beyond the engagement.

Michelle Ockers: Okay thanks, and Marie back in the business where there any actual results you saw in terms of effectiveness of the sales team? And or, what sorts of things were people saying about how well the learning transfer support helped them to implement changes?

Marie Daniels: Yeah, I would echo what Emma just said that people were commenting to me that it really helped them to implement their learning and to make changes. The way that they worked with their teams and that they were beginning to see the results of what they'd implemented as a result of transferring new learnings. That was the case for me, and for many of the people there was also excitement about engaging with a different form of transfer. Also knowing at the back end that it was a new piece of AI technology.

Michelle Ockers:	Yep, great. So, I think we talked around the question of tips and practical ideas for what people can do if they are interested in using a bot to support learning initiatives, specifically learning transfer initiatives. But if you were to talk to someone who was interested, and maybe we start with you, Marie, and then move on to Emma, what would be the key tips you would give them to help them get started? And it might be something they need to do, a resource maybe they can go and take a look at, just to get them going and get their head around what it might take, and get started with using a bot for the learning transfer.
:	So, Marie, what are your thoughts on that?
Marie Daniels:	Well, for me, the bot is just a tool really. So, for me, it's all about understanding that what you can leave with from learning transfer. So, I would recommend them to engage with a couple of the Go Animate videos that Emma has, so they could see what their users would experience, and to really understand the benefits of that learning transfer. And then, it's the same thing for any role of any program or any initiative, is having that senior leadership involvement and endorsements to them. Involvement should not stop at, "Yes, you can do this." It's the long piece of "This is why we're doing it. This is why it's important. And this is the investment." So they're the two things, is engagement, what learning transfer looks like, and ensure your senior leaders know the what and the why, and can communicate that effectively.
Michelle Ockers:	Yeah, and I think your reminder that it's actually about learning transfer, not necessarily about the tool, and don't get sucked into the tool being the object here. And don't get sucked down the shiny bright new thing syndrome is a useful reminder for people to stay focused on what you're trying to achieve.
Marie Daniels:	Yeah. Because it is utilising your mobile phone, which is the beauty of it.
Michelle Ockers:	Excellent, thank you. And Emma, what takeaway tips would you give to people to help them get started? I guess, specifically in your case, with a bot to support learning transfer.
Emma Weber:	I think, at the risk of reiterating what you just said, I'm seeing that a bot is a form of Artificial Intelligence. And I think as organisations, we're being really encouraged to explore Artificial Intelligence. How do we work with that within our work flows within what we do? But the key thing is not to get side-tracked by, oh, I want to have Artificial Intelligence, or I want to have a bot. What is it you're trying to achieve with it? And what is that going to give the business, and why is that important to you?
	So I think there's this whole piece around making sure that we're using it for an outcome, not for using a technology. That said, if you are starting to use it as a technology, there's some things that I sort of ... As I'm learning that I think, actually I could have learned that a little bit earlier on, or further down the journey, around really asking questions about the user experience, how the user

experience will work. I've heard a lot of people wanting to get really deep into deep learning, machine learning. And really start to think about, is that technology where I need it to be to give the user experience that I want to have. So, again, this is this whole thing of it's not just about the technology, or we need some machine learning. Well, what's the user experience look like for that machine learning, and what does it give you?

The second thing is, I got really into Chat Bot magazine, and it still comes to my inbox every single morning. It's absolutely fascinating. And we're joking, I'm not a huge technology fan, but I would say start to read about the technology that you're getting involved in. And that's really opened my mind up to different perspectives around it as well. So, I'm happy to share the link of Chat Bot magazine. But whatever technology or AI, whatever you're getting involved in, just really start to educate yourself around it. Of course, we're all learners, so it almost sounds so obvious. But, yeah, I think that helps people get started.

Michelle Ockers: Fantastic. And that's a nice transition into the final question for the podcast today. And you mentioned, Emma, one of the ways you were learning through the process of putting the bot into place was to read Chat Bot magazine. Just more generally, can you share the biggest thing you do for yourself for your own professional development?

Emma Weber: I think the professional development for me, I do invest in going to conferences. I also have coaches that I work with. But I think, going to a conference, you have the networking, the synchronicity of the people you might meet, you have the expos, you have experts, you have the keynotes. I think for me, it's a really good investment.

Michelle Ockers: Yeah. And Marie, how about yourself? What's the biggest thing you do for your own ongoing professional development?

Marie Daniels: Well, as an ongoing thing, I am an avid reader, but I would echo Emma's sentiments about conferences because I've been lucky enough just to return from my first trip to the ATD. I was just blown away by the length and breadth of the exhibition hall. And just the sessions, and the line outside of the conference, the networking, and discussing sessions back with the Australian contingent. So for me, that being, maybe not the biggest thing, but the most exciting thing for my own development, probably in about the last three years.

Michelle Ockers: Excellent. So a common interest in conferences.

Karen Moloney: Yay! So, if anybody wants to get in touch with either of you to find out more about this particular project, or about learning transfer, or using bots, what's the best way for them to do that? Would it be LinkedIn, or is there another way you prefer people to contact you? Emma, maybe I'll start with you

Emma Weber: Sure. Very happy for people to contact me on LinkedIn. So it's Emma Weber, which is like Webber with one "B". Or at the website transferoflearning.com. So, I am happy to talk learning transfer, just bounce around ideas, any time. So, people are very welcome to connect.

Karen Moloney: Okay, awesome. And Marie?

Marie Daniels: Same for me. I'm very happy for people to contact me on LinkedIn. So you can find me by my name, Marie Daniels.

Michelle Ockers: We'll put links on the show notes to contact details, plus I think there were a couple of good resources mentioned. The Action Plan Capture Tool, Emma, that you mentioned, and there may be a few other resources that we share in the show notes, too.

Karen Moloney: That'd be great. So, thank you so much, Marie and Emma for sharing your work and insights with us today. We'll make sure we get that all into the show notes, so anybody can follow up with you if they need to. So thanks very much for your time today, really appreciate it.

Emma Weber: Thank you so much.

Marie Daniels: Thank you.

Michelle Ockers: Thanks. Okay.