

LEARNING UNCUT EPISODE 39: USING HUMAN-CENTRED DESIGN TO TRANSFORM LEARNING – GARETH KILLEEN

- Michelle Ockers: Welcome to another episode of learning uncut. I'm Michelle Ockers.
- Karen Moloney: And I'm Karen Moloney.
- Michelle Ockers: And today we've got the pleasure of talking to Gareth Killeen, the head of learning at Reece. Welcome Gareth.
- Gareth Killeen: Hi Michelle. Hi Karen.
- Michelle Ockers: Gareth, can you please kick off by introducing us to Reece. Tell us a little bit about what the organization does and who your customers are.
- Gareth Killeen: Yeah, of course. So, well Reece Group started just on a hundred years ago. I think it's a hundred years next year. Started out with a one man selling hardware products at the back of it and nearly a hundred years later, it's a leading distributor of plumbing, waterworks and HVAC, our products, Australia, New Zealand, and now the States. I'm obviously not Australian, South African, but I think it's a great success story. I've been lucky enough to live in a couple of countries where per capita different organizations, but Reece for me really stands out, lives by a great purpose and has a great set of values and filled with great people.
- Michelle Ockers: That leads really nicely into the next thing I wanted to ask you about. You've officially been in your role with Reece for a little bit over a year, however you started working with them before this time in another capacity. Can you give us a little bit of background on when and how you started working with the team at Reece and elaborate a little more on why you decided to join the organization?
- Gareth Killeen: Yeah, absolutely. So, I was working for one of the big four consulting firms, really looking at learning and leadership. So, I came into help Reece do some thinking around their future leadership capabilities. And as we work together and I ran really a whole series of human centered design labs, and as that process unfolded, it just became a bigger thing. As we started listening to people and understanding what their needs really are, putting the human being at the central role, we discovered this was not only about leadership, it was also about learning.
- And it was at some point during that journey that we stopped and asked if I'd like to join them and I have to be honest. I don't think is the right way. I fell in love with Reece and his people, and for me, they became a burning passion. What we discovered through this process, a lot of people who probably fair to say have had broken user experiences with formal education, but all these really smart, talented, people to work with them on re-engaging them with the possibilities and a passion for learning and growth, is just something I'm really excited about.

Michelle Ockers: Yeah, I understand what you're saying. I had a very similar experience when I worked with Coca-Cola Amatil around the connection with the people and wanting to and give them a different experience with learning.

Gareth Killeen: Absolutely.

Michelle Ockers: I popped from the effect that many of them had what you call a broken experience with formal education. Can you tell us a little bit more about the kind of people who work at Reece and their organizational culture.

Gareth Killeen: Yeah, absolutely. So Reece, worldwide now is about over eight thousand people. We've got a support center. We've got a really large tech team. For instance, we've got an innovation lab, design agencies, we've got learning team, people experience . Probably the majority of our population is our operations network. So those would be the restores you see around the country. I think there are around about 615 in Australia now and each store would have a system where there's a branch manager, assistant manager and a whole team, and then a region leader supporting them.

And then there's also the sort of box from life and showroom stores that you might have seen on the block as you're going around. So, and all really focused around a very clear message around the purpose for themselves achieving, striving for greatness every day for people, and then a very customer centered focus. And I'd have to say is one thing I've learned a whole lot from Reece is that attention to detail on getting it right for the customer. It's a really powerful value that really, as I say, it's lived out every day.

Michelle Ockers: That says something, I think about the kind of culture there. And Gareth, a decision was made a couple of years ago to reimagine learning at Reece. What triggered this decision? Why was it needed?

Gareth Killeen: We started off with the problem statement around leadership and the future capabilities would require our leaders to be successful in the next generation for Reece.

I'm understanding that the analog kind of era was at an end and looking at a digital era and what capabilities will be required for that [inaudible 00:00:54] has been an incredibly helpful problem statement to work through that provided a lot of value. But even as we did that, we came to realize that there was another exam question we had a Reece with and that was how people would learn. So, and that's really the real world value of a human centered design process for me is the way that we involved our audience in understanding the problem and co-designing solutions together.

It raised that other important problem statement that if our future leaders initiative was delivered in our current way of learning, it's simply wouldn't deliver the transformation we're looking for. Our truth would get lost in the tone. And because our way of learning was the hand to be honest, at times our truth will get lost in a monotone. So we really came to understand that a future

way of leading needs to be backed by a future way of learning for Reece. So we opened up that question, we adapted and we engage through a series of design labs to running and well solving the question of how should we learn to build up and grow even as we solve the question of how should we be developing our leaders?

Michelle Ockers: Yeah. So that became totally integrated and you actually come up with a new blend for learning, what is the Reece blend?

Gareth Killeen: Yeah. So in our design labs, when we realized the second problem statement we wanted to grapple with, one sort of tool I love to use is a gallery walk. So we really created on a whole bunch of A0s, a lot of provocative statements and insights from learning, right from Edinburgh and space learning, and micro learning, and Bersin's modern learners and a whole bunch of other great material. And we toured, we took a couple of hours where we toured through this A0s canvas journey and we created opportunities for provocative conversations.

And really what that did was it started a people on a journey of credit with us and new way of learning. So all of a sudden, for instance, we came to understand that one of the things we have at Reece is that we tend to binge learn, and how unhelpful that actually is for learning transfer. So our people really recognise that and said, "Hey, spaced learning is what we need," and there was also a sense of, "Hey, we love action-orientated learning, but we understand the challenges that might be around using only specific learning styles and how it can understand that as preferences."

But really saying, "Well, if we had to develop a way of learning and research, what would that look like?" And so they designed together a way of being blended, which really looks at macro learning experiences combined with what we call explore, which is developing personal research, really that learning to learn, getting better kind of idea run through to practice. So putting it into action what you're learning and a way of doing that together. And then coaching's big at creating a great conversations, really development conversations where we can reflect and grow together.

Michelle Ockers: Okay. So, just for the sake of the listeners, you've used a term there, which I know is part of your jargon, and people will go, aha, when you explain it, but the word A0, what do you mean by an A0?

Gareth Killeen: Yeah, sorry about that. So that's just the size of page with print. So ultra large, big page, big poster. Yeah, filled with insights and provocative statements and as really the image you get is going through an art gallery or museum and this stuff up on the wall that might kind of create conversation and we try to make it very visually engaging and as I say, a touch provocative just to get people thinking about learning for themselves. And really it was so exciting. You see the lights come on and people go like, "Hey, so learning doesn't have be the locked in a room, binge experience of your e-learning, compliance driven stuff?" It can

actually be this whole competitive advantage. It can be this thing that can get me moving Grammy forward and actually this is the stuff I love to do. I do this kind of stuff anyway for fun when I'm doing my hobbies or whatever it may be, can we actually do this at work? And so that was really the whole way of drawing those insights into the way we might be learning together at Reece.

Michelle Ockers: Fantastic. And we're going to dig into the design more through process in a moment when we talk about the future leader program itself. There's two things I want to do before Karen starts digging in with you. One is, first one is just to talk a little bit about what were initially five high level capabilities, which at some point before you started building the future leader program, you realize were actually more mindsets and you've used them as mindsets that you've overlaid through the learning journeys for leaders. And we're getting into some of that jog and again, as the story unfolds. But can you talk to us about, or just outline for us what these five mindsets are that you've overlaid throughout your leadership journeys or programs.

Gareth Killeen: Yeah, absolutely. So this really came out of their problem statement of what kind of leader do we need to be successful in the future and what capabilities would that leader require? And again, this was something that was co-designed with all of our leaders and a whole mix of audience really, but it was looking at five key areas around, adapt, grow, digitize, collaborate, and enhance preserve. But as we dug into that, we came to realize that actually these are far more than just capabilities. These are mindsets. And for our leaders to have these as mindsets, we'd see that they're continuously learning. It's not just kind of on Washington, done nothing and kind of move on. I'm always growing in this. So we really then began to pose it like that and to say, actually what we want to do is grow within you or develop within you an adaptive mindset or growth mindset, a digitize mindset, a collaborative mindset and an enhanced preserved mindset. And underneath that came the capabilities.

So we worked with that around a leadership moments of need type of perspective. So in the end, there are about 27 capabilities. It sounds far more complicated than it really is because those are pitched at your leadership moments of leads. So needs, so really where you are in your leadership journey. So I'm not leading a team of project for the first time or I'm now leading larger teams or projects or I'm not leading other leaders. They would be specific capability journeys to support, and enhance your abilities and capabilities at that level based on taking you through a mindset that's appropriate for you to have at that level, a growth mindset for a first time leader must be a very different thing for a very experienced leader.

Michelle Ockers: So you keep revisiting the mindsets?

Gareth Killeen: Yeah, 100%. So throughout your leadership journey, you're working towards developing and growing yourself within these mindsets and you're understanding that at different levels of leadership or levels of responsibility, there's different types of capabilities on need to put into action.

Michelle Ockers: So Gareth, there was a number of steps that you've gone through in the past two years consistently using a human centered design approach. Can you give us just high level outline from early prototypes through to having a design ready to start your development work against what the stages were there?

Gareth Killeen: Absolutely. Because you're right, it's quite a long process. And again, I think it can sound more complex than it really was, but it began with a series of design labs around our exam question. And these were using human centered tools and techniques to help engage with the problem statement we're putting in front of our people.

Then it went to prototypes testing, fail fast fail cheap, kind of prototypes back into design labs and then back into actually building and developing, but doing that in such a way that we didn't lose the connection with our people who helped us do it.

So, where that all began is we ran a series of a box 12 design labs, well over 12 weeks and there was involving two mornings a week. And the first group or audience group would help us build something.

So certain kind of stage of what we're looking at. And then the next morning, we'd would both test that first mornings build but also build upon it. And we would work from week to week where we'd bring back a good percentage of the audience who were there the week before. But we'd also then bring in new voices and new ideas and new people. And we communicated a lot in between those things.

So initially, our focus was on leadership and building out those mindsets. But as I say, if we wanted to new ways of leading, we need to think about new ways of learning as well.

So, we almost caused and we went through that whole gallery walk and we came up with someways of learning together, and we took people on a tour through that and we asked them to reflect on a number of different ways and what a new way of learning that Reece could look like. And then we took our leader learner personas and again, we put them on big AOs and we put different buckets around them. And what I mean by buckets is those really just kind of sections of the AOs where people could put a post and notes and so on. But we had provocative questions or statements around how do I like to learn as this level of leader persona? What motivates me to learn? What are my current pain points of learning? And really a lot of golden nuggets emerged out of that just to understand current states and the gaps that are there. And for example, people would tell stories, "Oh well, at home this is how I learned when I want to teach them." But at work, someone sticks me in an office for instance, and I happens, to learn my way through e-learning, and then I never really think about it again. But I'd love to learn more like I'd learn at home, so that rarely was a valuable.

And that's where that blended experience came up with the multiple modalities that we're talking about and the whole value of learning to learn and getting

better and the value of action oriented learning and coaching came out of that. So we put both those personas together and then we went into what we called story transition canvases or leadership transition canvases. So really share your story when you first transitioned into leadership or when you transitioned into a new level of leadership again with packet set could be fold with some provocative questions around, okay, what did it feel like? What were you thinking when you transitioned to a leadership position? What skill gaps did you feel exposed by when you transitioned or capability gaps? What support structures did you have that really worked for you or did you wish that you have? And finally putting yourself in the shoes of a new leader in today's age, what skills or behaviors do you think are required to succeed today that might not have been needed when you first became a leader? And the telling stories, again, Reece's a great storytelling culture, but just capturing those stories and we as a team would be working through that and fiercely capturing all these stories. And I'm sure all of you been part of this, there's tons of posted notes everywhere and all sorts.

And then we moved from the story transition canvases to do some journey mapping. So this was not actually when were overlaying at against the future leadership capabilities and saying, "Okay, so we've learned a little bit about how we'd like to learn. So what would it look like to learn like that towards these mindsets? What kind of journey would make sense?" So we spoke directly about some of the mindsets and some of the capabilities sitting underneath him and looked at knowledges and skills and motivation and environments that were needed to form these leaders.

And then we created a blended learning journey map based on the blend that Reece built. And we said, "Right, if you look at these different blends we've come up with, what kind of experiences would really engage people? Would really stimulate a reflection and thoughts and practice within them as they engage with it? And we met all that up together and that rarely then gave us the data we needed to move towards a prototype.

Michelle Ockers:

Okay. So, just to summarize, it sounds like a really fluid evolutionary process where you started off with mindset, you moved on to ways of learning and then you moved on to more specific design of the leadership journeys. But at the start ,you didn't have a clear set of stages and this is what we're going to go through. But that's kind of the journey that you took as you continued to evolve with what was coming up in your different types workshops and prototypes and solving.

Gareth Killeen:

Absolutely. So I've been involved in human centered designed things before. So you had an idea of the tools you could use at different stages. But the value for me of the process is that you're adapting to what your audience is creating together. So at times we had to think quite quickly on our feet and prepared for the next week, and we would change what we were doing based on the needs that were emerging from the conversations.

Karen Moloney: Gareth, you came up with four early prototypes based on the Reece plan. What was the difference between each of those prototypes? Was it just technology or were there other factors that differentiated them?

Gareth Killeen: No, absolutely. So there were a couple of different criteria we use. So we moved from the design labs into a prototype, and again, prototype was along that whole fail fast fail cheap kind of idea. What we did was we took two of the journeys that we had designed on paper together as a group and we booked them up from a learning experience point of view. So again, it's probably our jargon, but we understand a journey of four to five weeks of scaffolded learning experiences that build you towards your capability and incorporating that Reece plan, and we've been talking about. But we also came to understand through the design labs that our current technology wouldn't support the kind of learning experience our people really wanted...

Karen Moloney: ... that's very common.

Gareth Killeen: Yeah, we're certainly not alone in that one. So we took all the data we had and we teamed and themed, and then we looked intensively at around three pieces of kits, and, we then used our criteria to bring down to about three or four when we tested some of them at various points. But eventually, what we did was we used three of those technologies to trial, and then we actually used our current learning system as the fourth. So we've kind of really had this, I guess control group going. And what we're really looking forward was what would enable a blended workflow based action oriented space journey that our people built together?

And we ran those as a series of journeys with a nationwide group of leaders. And then we designed a series of evaluation questions based on our criteria. What we're guided a lot by [inaudible 00:00:54] is a LT model. So we use that as a construct. But it was really just to kind of understand the different levels there's around. Yeah. Okay. So what's been my experience of these learning experiences? What's been my experience of the digital part and the content experience, the communications and campaigning we're doing around it. And then of course the learning transfer. So that was focused not only on the learner themselves, but also their one up. So their manager was involved in providing that evaluation.

Karen Moloney: Okay. And how did you actually run the prototypes?

Gareth Killeen: So we ran them as real learning journey. So we can paint them, we're trialing a lot around what we're doing, communication, but we book them sort of very quickly. So not putting too much time into the learning tech that I've just described, that whole process, and then we released them and obviously we set it up with people, "Hey, this is all about the prototype. It's not about you actually having this amazing learning experience, but you're helping us build it. So we use a lot of people from the design lab, but also a couple of other people and they actually went through it. It took about eight weeks, the prototype.

They went through an eight week process and as I say, we had all this evaluation. We had pulse evaluations and our halfway points and an end point and then a month later and then we gathered all that data. I have a very clear memory is we've got this big wide windows and we'd gathered all that data and we really cut it out and we pinned it all up on the windows. We had team members doing this and then we really as a team, we just lived underneath that data. We sat with that and that helped us build, we decided from that we needed another series of design layers. We just wanted to test and validate stuff. So we ran two intensive very long design labs with various people where we took the results of the prototype and we took the results of the data to people and we both rarely what would become a final version. This set our team up on a new way of working in terms of how we would develop the learning experiences.

Karen Moloney: Just taking a step back from that second lot of design because I'm going to go a little bit more into those in a second. But so what were the key learnings for you from that prototyping phase?

Gareth Killeen: I know we all know this, but it's the absolute value of the technology experience. So we're all searching for it because we're looking for consumer grade, I guess content consumption experience that's unlike Netflix, it's not finished but it's spaced. But the sense of navigation is frictionless and it's pleasant and it's enjoyable, but it's also workflow based and supports me on every step of my blended learning. So that was a key learning. The value of human centered design again was that you may know stuff because you've done learning for a while and you've seen a few things. But the value of it is that when you are really listening and bolding with the people who will be doing it is you get to know it on a whole different level.

And so for me, I came to understand just that deep frustration with the technology when it doesn't work and just how much that kind of closes people out. And then also, micro for instance, so micro, it's not a train for us, it's a real audience need. The majority of our population, we're all busy people, but their time is not their own. It's our customer value that whoever walks in the front door, they respond to them. So the idea of five minutes here or a couple of minutes here, and it's all make sense as bolds onto each other and scaffolding has been a lot of thought to how the experience flows and then actually making sure it makes practical sense. That all of a sudden it's not just something that you understand.

Yeah, that's an interesting way to do learning and it could be advantageous you're going, our people need, so if they're truly going to grow and become all that they can be, this is the way of learning is real for them. Mobile was another one. Again, it's a bit train and everyone wants to get a ride. But we just know that our people cannot always learn at work and want to be able to catch up on stuff on the tube or in the queue at the doctor's office or whatever the case may be with headphones. So whenever in the moments of need, top of idea, you come to understand that not just as a nice to have through the human centered

design process or a cool thing that would be to do you come to understand that as an incredibly important human need for them to be able to do their jobs as well as they would like to do them...

It takes on a whole new lot. And so our team just became so passionate about delivering that to them because we had walked a mile in their shoes and that sense of empathy and we got the pain and we were like, "Nothing less than that is good enough. We are going to get there for them."

Karen Moloney: I love that. So then taken these prototypes back into another set of design labs. I really like your approach to this design process, because this is where you had some key insights, but can you just talk us a little bit about the inputs that you use for the design walkthroughs? And I think you've touched on some of these already with your A0 but what, how did you set up the room? What was all the thinking behind what you put there for people to know?

Gareth Killeen: Yeah. Again, it was the good old gallery walk where we took their insights, their data, their feedback, their statements, their challenges to us, their life to slacks and we put our all up on these credibly design posters. And then we walk groups of people through that and we shared ... this is what we've learned, not only from what we built together in our previous design, from when we took what we'd both, and we tested it in real life.

And we found that again, it was an eyeopening experience because it's not just a simple tour. Don't understand it as me just feeding back. We thought a lot about the different ways we could engage people with that data and those insights and create real conversations around them. And then we'll capturing those conversations and we use those conversations to then begin to build on other ideas, and that's where we got serious about same, right? Based on everything we've done and learned together. Let's sit down and take these insights and really start working on building off what these blended learning journeys would look like in reality for our people.

Karen Moloney: Okay. Just for the listeners, Gareth is going to share some of those images of the A0 poster so you can get a sense because visually they're fantastic, and that all really goes to that whole process and inspiring people and invoking those conversations. Who did you actually involve in those design walkthroughs?

Gareth Killeen: So our people, it would be a range. Every designer we had, we wanted a real mix, both of senior leaders, people had done great stuff in the analog space, brick and mortar kind of leaders rather through to emerging leaders, digital leaders, right through to people who are being led by those leaders. And so we try to get a broad mix of people who this would affect the most and we try to make it as varied as possible, so to get as a wide group of voices and insights into the experience as much as we could.

Karen Moloney: Okay. And with these processes, as we've sort of mentioned in PreK and stuff like, the innovation process can sometimes be a bit messy. So there needs to be structure around how you're doing it to ensure that you have outcomes at the

end of the day or whatever time frame you're working in. How did you actually facilitate those design labs?

Gareth Killeen: So we would break people up, so we would depend on the exercise. A lot of the exercises, we would have myself as a facilitator that we would walk people as groups through the data. For instance, insights and we would stop for conversations. At other times, we broke up into mixed groups. So for instance, when we were building on our personas, a leadership person, learning personas, we broke up into small groups of five or six around different things and we world cafed that. So that really is that idea that each group holds on it and then shares after 25- 30 minutes with each other and borrow with proud and you go back into group and work a bit more.

And sometimes we've mixed it up by saying, right, you're going to move through those groups. So these are different problems. So for instance, we're working on a problem of different aspects of the blend. Like let's talk about coaching at resour. Let's talk about what it means to explore on reality. How would this work in practice? We would move the groups. So they would actually work on coaching while another group works on explore and then they would swap over and build on each other's work type of thing. And that was really just to keep it fresh and engaging for everyone and again to get that mix of voices involved.

Karen Moloney: Yeah. And was there anything unexpected or impactful that came out of that design process that you think would have been missed in a more traditional approach or if you hadn't used co-design?

Gareth Killeen: Yeah. And I referred to it earlier, but it's totally around that sense of what you as a learning person might think is important or be aware of, takes on a whole new level of meaning when you hear the pain points or the struggles that people have. So as I said for me, micro became, while this is something that our people, first of all, we mentioned the broken user experience, this is a much better way of getting people engaged back into the learning process in these short sharp bursts of low targeted learning. And especially if we scaffold it properly, it can be really impactful and take them on this whole experience.

But also we talk all the time about workflow learning. But the stories and the nuggets that we generated out of that actually, it almost feels like none of that data was lost because we got so many stories that actually became part of our storytelling later. So, we ended up, for instance, on many of these learning journeys. We interviewed well over 75 people based on that and we've layered into those journeys, their own insights and their own learnings and sharing. And that so far we released earlier this month, but so far that's been the most popular parts of their learning experiences actually hearing from each other. And what you're able to do then is in this countrywide organization as you're getting those nuggets and you bottling it up and you sharing it with everyone, some great insights and experiences. So I definitely would think it's based around those pain points and taking stuff from master have to be coming as a

team really passionate about what hurts and hinders up people and then designing in a way with them that overcomes that.

Karen Moloney: Great, and what was the output from that design stage?

Gareth Killeen: So we went into new way of working. So we embraced Agile or I'm not sure if I can truly call it probably an adaptive way of working with human centered design at the heart? So we as a team decided, well as we build this new learning experience and also as we're building this new tech, as we ended up developing our own with the partner. So we would work to expense and as we develop and build this content, at the end of every sprint, we would have showcases, again with our audience. And we do that in a number of different ways. We would use our workplace, which is a Facebook for work site, and we had a specific number of groups on there that we would actually test other continual stuff that we were thinking about doing with people.

We would do branch visits, so our learning experience. Designers would go into branches and actually take someone through an exercise that were developed on paper and anticipate with them .And then we'd also do Scott meetings and so on so we could gather and people from New Zealand and all over the place and gather their feedback. Again, that process already, they think it's never a solid, when you have an aim and we understood what our people wanted and we wanted to develop it for them, but it's never a straight line, it's more of a zigzag and we found that that continuous testing kind of put Zig and zag. And I'd say if that makes any sense, that every time we wanted of course, that pull us back.

So, we'd share something with them and they'd gotten. That language is not going to float without people, what about this? And we would work it with them and redesigned based on that. And that feedback I think saved us so much time and money. I mean ridiculous time and money because we were testing as we both. And again, that is very human standard. It is agile, but we just found it was an incredible process for us as a team.

Michelle Ockers: Like there's a thing of it being directional and being responsive to what's coming up in the process and a certain messiness and having a level of comfort with that messiness and following it and learning from it. So I guess people need to be comfortable with the evolutionary nature of the process and with perhaps a little bit of ambiguity along the way before there is clarity. But for anyone else who is that thinking of trying human centered design or doing more with human centered design, what would be your key takeaway tips to get the best value out of using the process ?

Gareth Killeen: Yeah, it's a tough. I'm very comfortable with ambiguity personally, but certainly I recognise that not everyone is. I think it's understanding that structure is important. So human centered design actually is a very, I think a structured way of engaging with people. It's just that you're opening yourself up to be taken in directions you cannot predict or expect. And that is its entire value. But if you

think very carefully about your strategy and if you're putting your learner or your people at the heart of that strategy and you're then working with them to understand how best to get them to where they need to be and where the organization needs to be. It'll take you in new and fresh directions. But if you built into how you work as a team ways of adapting to that, you'll find it's a very invigorating, enriching, humbling, but ultimately really exciting process.

Michelle Ockers: Yeah. Your enthusiasm just completely resonates and your a deep respect and appreciation for the people you're working with through the whole process really comes through when you talk about it. It's very strong. And so we've got one final question. We like to ask all of our guests. Could you share with us one resource that you find valuable for your own professional development?

Gareth Killeen: Yeah. So, in the interest of this conversation, I'm probably, I'll speak more about a racist and a tool, but I find feedback incredibly helpful. So I've actually structured my life again in a way to ensure that I have a certain key people looping and feedback to me wherever I need it. So, I've got some friends who go back as far as university days and we regularly hold each other accountable and give each other feedback. But also in terms of other key relationships in my life including my teams is ensuring that there's regular, honest, not holding back, peloton and genuine and that we're caring for each other feedback, and again frustrations and so on. And I found that my greatest learning moments is ... I definitely find many things useful, all sorts of tools, but some of my greatest learning moments have been when someone much was in the meal or someone in my life has just given me feedback. That's been something that sometimes just transforms a way I might look at the world.

Michelle Ockers: That's sounds such an interesting response. Thank you so much. And for anyone who would like to get in touch with Gareth to find out more about the topics that he so generously discussed today, we'll include a link to his profile Gareth, thank you so much for sharing your work and insights with us today.

Gareth Killeen: No worries. Thank you very much for having me.

Michelle Ockers: And to our listeners, if you're finding learning on cut valuable, please take a moment to rate the podcast and leave a review comment if you could as well. It really helps to ensure that the podcast gets some visibility, and gets into the ears of the many learning professionals as possible. Thank you.