Many organisations struggle to make their learning strategies truly effective. Making sure your employees have the knowledge and tools they need to **perform and reach their potential** requires constant innovation and agility to **keep up with the latest technologies** and thought-leadership.

If learning strategies fail to be innovative, they risk failing to result in long-lasting behavioural change. **Learners have modern learning expectations** due to their exposure to technology in their personal lives, so make sure to keep up with their expectations!
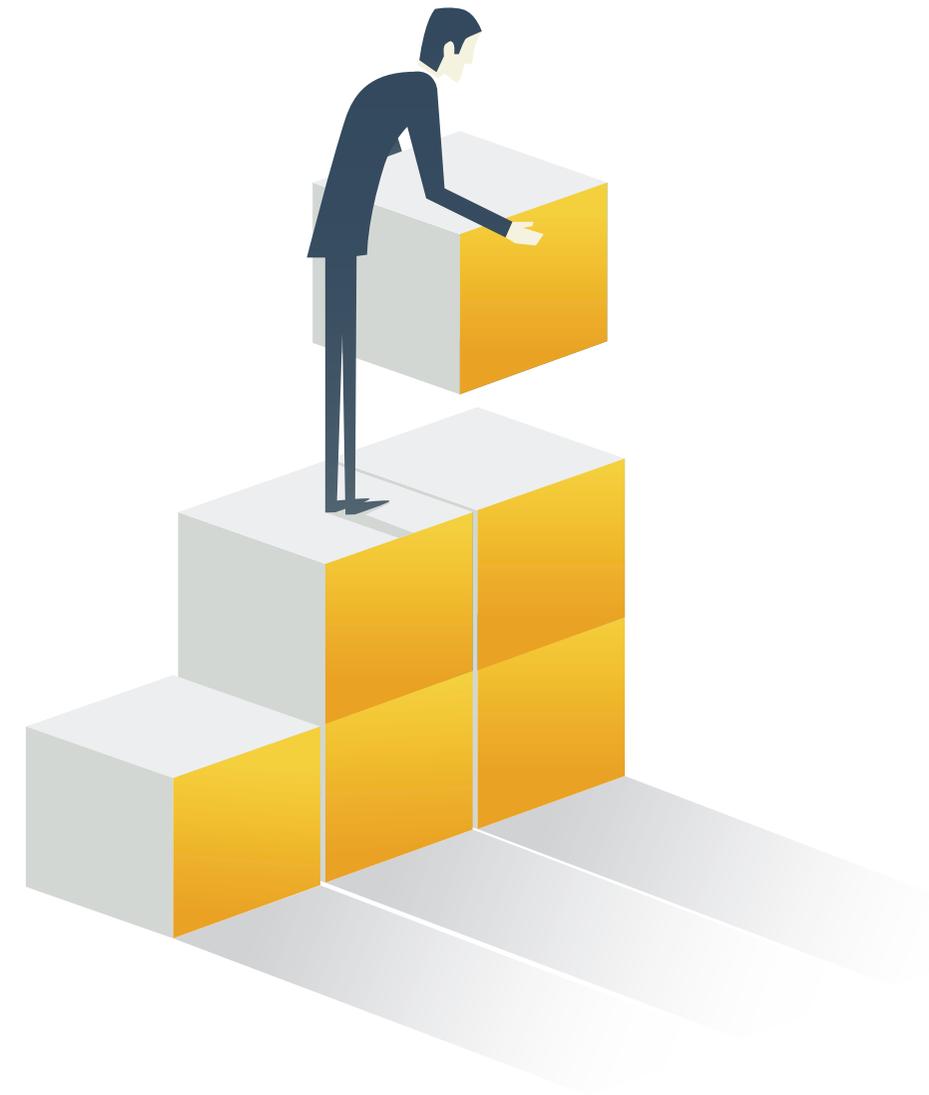
Take your learners on a journey

For learning to be truly effective, a digital learning transformation should be developed as an element of the learning campaign. In doing so, L&D teams can **track the analytics** behind successful elements of the learning blend, and the areas which need further consideration for improved learner engagement.

The learning strategy should consist of **bite-sized content that is accessible anywhere, anytime**. This content should be guiding rather than dictating, and allow users to discover what they can learn, rather than mandating learning objectives.

On completion of the learning journey, **learners should have accepted new ingrained behaviours** and should be intuitively incorporating them into their daily lives.

Take a look at our **five steps for digital transformation**…

The journey

1. Knowledge

The first step for any organisation should be to **share the intended learning changes** with their target audience, to explain how and why the changes are taking place. This could be via email, banner ads on the company's LMS, or even posters.

UNDERGROUND Top Tip

Offer your learners a sneak peek into your new learning content with a preview trailer of what they can expect, to build excitement and discussions.

2. Persuasion

Persuading learners to participate in a new learning initiative can be difficult. However, a learning campaign **offers learners multiple opportunities to participate**. If the content of the course is based around practical experiences that the learners can understand in a **real-world setting** – as opposed to pure theory - it's easier to encourage the learners to actively engage with the initiative.

Otherwise, the organisation Otherwise, there is a risk that the initiative gets ignored. It is particularly effective to **encourage employees to take part in challenges**, simulations and devise their own scenarios.

3. Decision

This element is out of the organisation's control – once learners have consumed the learning content, it is ultimately their decision whether or not to let it influence their behaviours. However, **it is possible to influence the uptake of content acceptance** through engaging, relatable content fed to learners, and by demonstrating the value of the change and what they can gain from it.

One way to do this is to link learning course completion to **individuals' professional goals**. In doing so, organisations can demonstrate a clear link between the training offered and the success of the strategy - from here, associated rewards for individuals can be decided, **providing an additional incentive** to learning.

4. Implementation

One way to do this is to **link learning objectives with a variety of media**, including user-generated content. If learners are asked to demonstrate how they are achieving their learning goals with the help of the new initiative, they can provide a wealth of highly relevant assets that other learners can relate to and identify with. **This promotes social learning**, through which learners are influenced to follow others' leads.

UNDERGROUND Top Tip

Encourage social learning through shared online platforms and forums to encourage users from all work spaces to interact with each other, to further encourage friendly rivalry and pride in users' work spaces.

5. Confirmation

Having seen the affect of learning in practical terms amongst colleagues, **learners can decide whether or not to adopt a change** in their own behaviour.

However, if the learning initiative did not spark initial interest, the benefits of the learning campaign mean that opportunities to examine learner interaction analysis are available. Through this analysis, **organisations can increase their understanding** as to why the new initiative didn't have the desired impact – and at what stage learner engagement was lost.
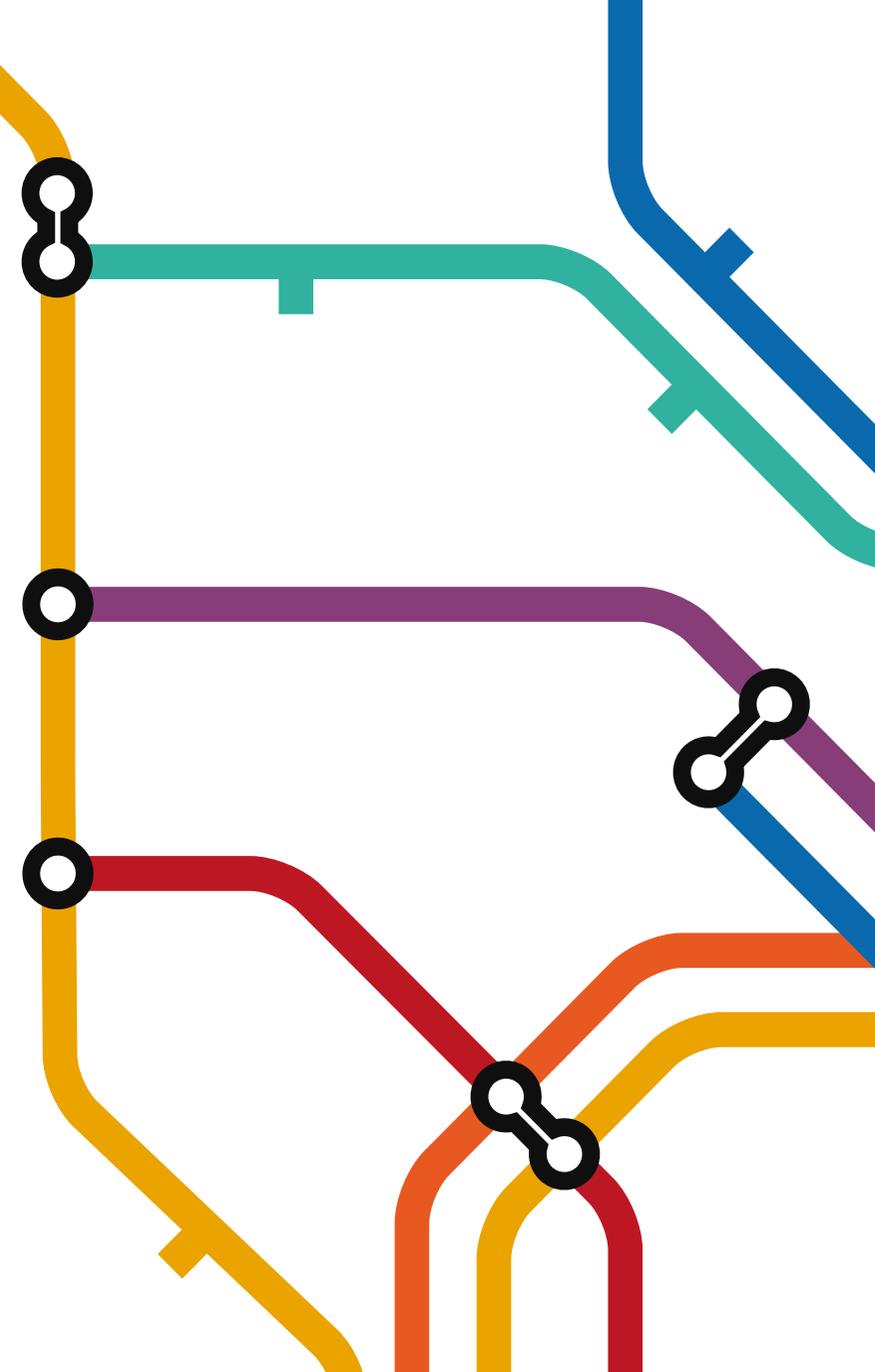
The planning

Planning for the learning initiative is key. Well thought through ideas for content, structure and its potential effects on learners will help ensure that your content provider can deliver a solution that meets the learning objectives.

Whilst plans may evolve overtime, **clear objectives need to be set** considering where the organisation would like to be in the future, and why. Make sure your learning partner shares the same vision of the organisation's goals and can design the content to fit the purpose as **this is critical to driving long lasting behavioural change**.

If the vendor and organisation share a common vision and understanding of what the learning should achieve, the **content will be designed for this purpose** which will ultimately lead to longer-lasting behavioural change.

However, whilst organisations may have objectives prepared ahead of the programme's roll out, **KPIs may not need to be decided until after its implementation**. Organisations often find that the first year following implementation is the most difficult, as benchmark metrics from a previous year do not exist to compare against.

It's also important to consider the different layers of complexities behind the technology. Whilst the learning content may be designed with behavioural change at the forefront of consideration, **system performance and infrastructure also need to be taken into account** - does it have the capability to support animation or video?

Behavioural change happens fastest when the **change is simple**, but it may take longer for interlinked or complex behaviour changes to take place.

The design

When designing learning programmes, **the use of scenarios and role-plays** are a powerful way to relate to learners. It's important to recognise how learners associate with emotions, and design their content to play on learners' thoughts, feelings and beliefs.

For content design, **ensure the focus is on how learners' behaviour will impact** resulting outcomes – whilst novelty gamification and leader boards have their place in learning content, this should be included as an integral part of the design **from the ground up**.

UNDERGROUND Top Tip

Understand your users' motivations to tailor content to their rationale - will they be better incentivised by company-wide competitive leader boards or by personal acknowledgement?
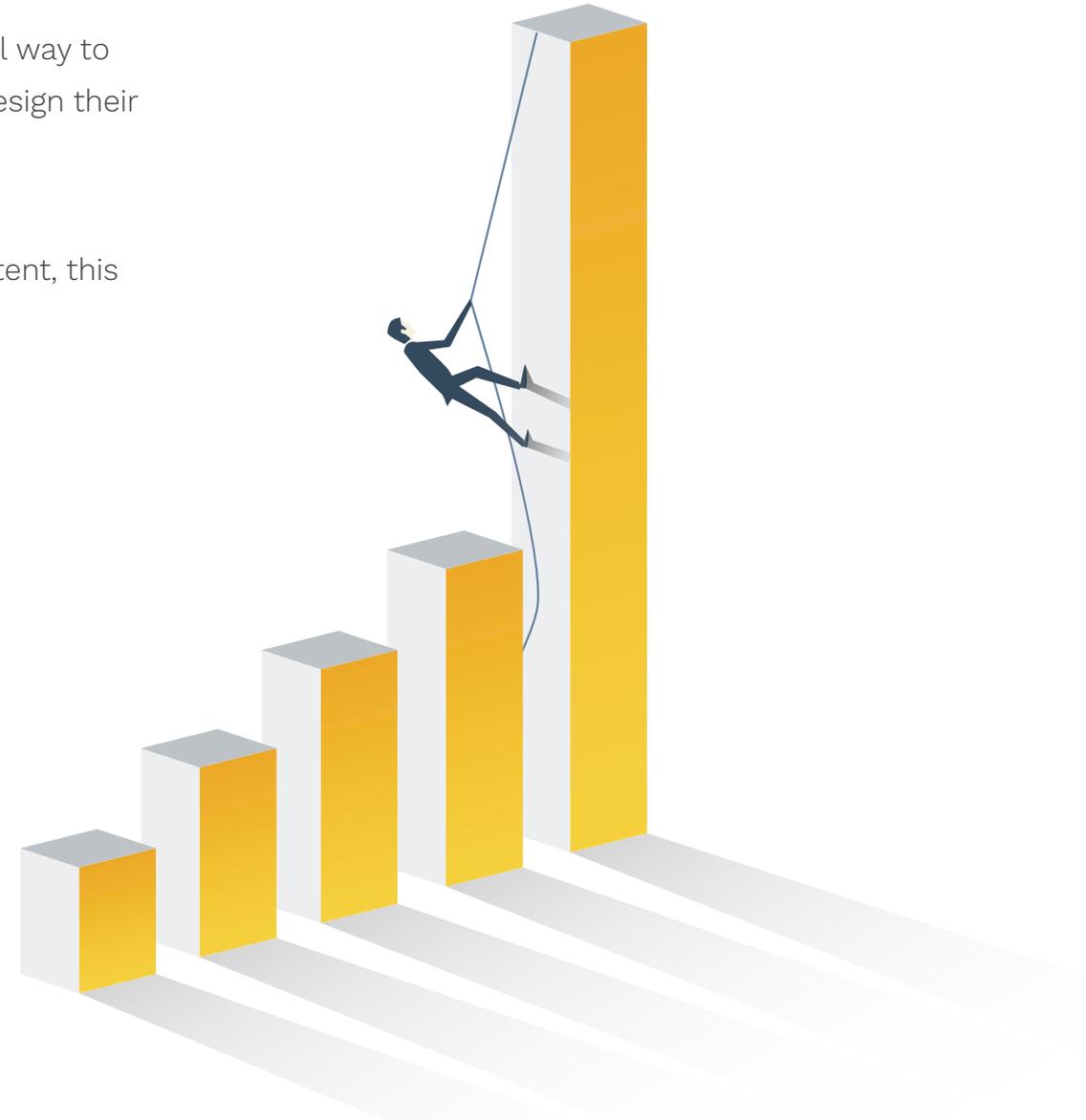
The environment

Learners need time prior to accessing the learning content to reflect and to think about **how their emotions impact their performance**. This will help learners to identify and manage anything that is likely to impact their ability to learn new behaviours.

The L&D team **has a critical role to play** in creating the ideal learning environment. Success depends on creating a learning culture and driving learning innovation from the top-down and across the entire organisation.

A culture that **supports continuous learning** makes it much easier to roll out future initiatives.
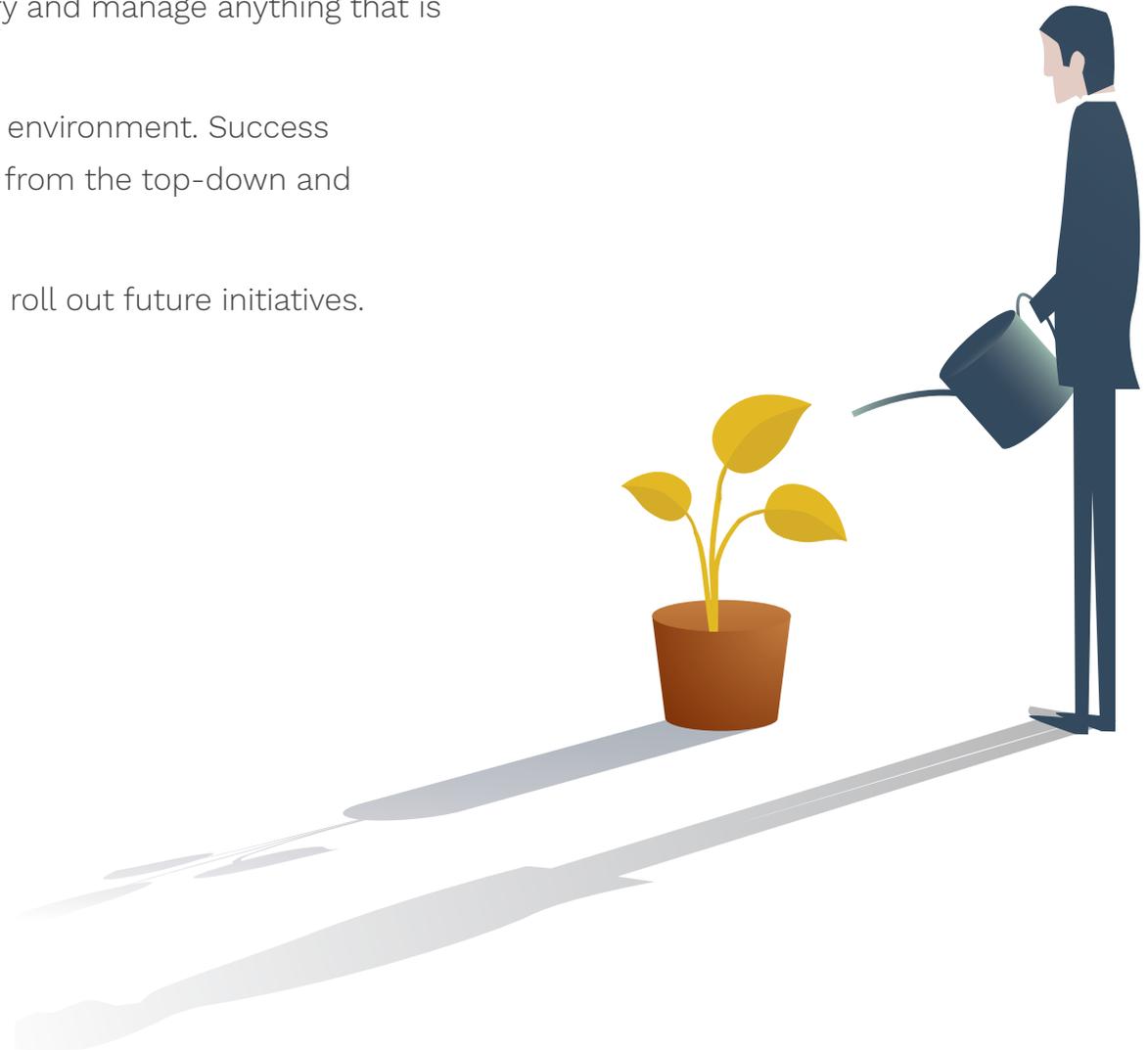
UNDERGROUND **Top Tip**

Talk to your learners and find out their preferred communication methods; this will shape the learning strategy's communications for future incentives.

The destination

Large organisations are **making the most of bespoke content** to alter their workforce's psychology in order to adapt to the changes of the modern working environment.

Transport for London

In 2015, Transport for London (TfL) **made the bold decision** to make fundamental changes to its operations and culture, to include workforce structure, customer service and the stations themselves.

Branding the ambitious three-year programme as the **'Fit for the Future Stations' initiative**, it intended to transform customer service, support significant team restructuring and reskill all 5,000 employees and managers with the help of 150 separate modules of content.

To do so, TfL needed to deliver e-learning that would inspire and engage learners, whilst promoting knowledge transfer and create lasting behavioural change. To add a layer of complexity, **the modules needed to work across different devices** and crucially, be accessible with little to no internet access.

Using immersive, media-rich e-learning and an interactive game to supplement experiential workshops, **TfL successfully drove staff engagement forwards** for a complete, targeted learning experience.

The award-winning content created for TfL has resulted in a truly engaging, innovative e-learning experience to develop a workforce prepared for change. The solution is future-proofed, enabled for TfL's in-house development team to update and maintain future e-learning course content.

Post-transformation, **customer satisfaction levels have significantly increased**, and KPI targets around staff presence, helpfulness and attention have reached a record high.

Employees now have the skills and confidence to provide hands-on support for customers throughout the station, and immersive e-learning simulations have allowed employees to practice problem-solving in a safe environment.

- Over eight **industry and trade awards**
- Staff helpfulness increased from a **network score of 92 to 97**
- 80% of learners have accessed the **ticketing modules**
- Over 90% of learners have **gained accreditation** on the back of ticketing courses
- **100% implementation of individual development** plans for supervisors transferring into customer service management roles
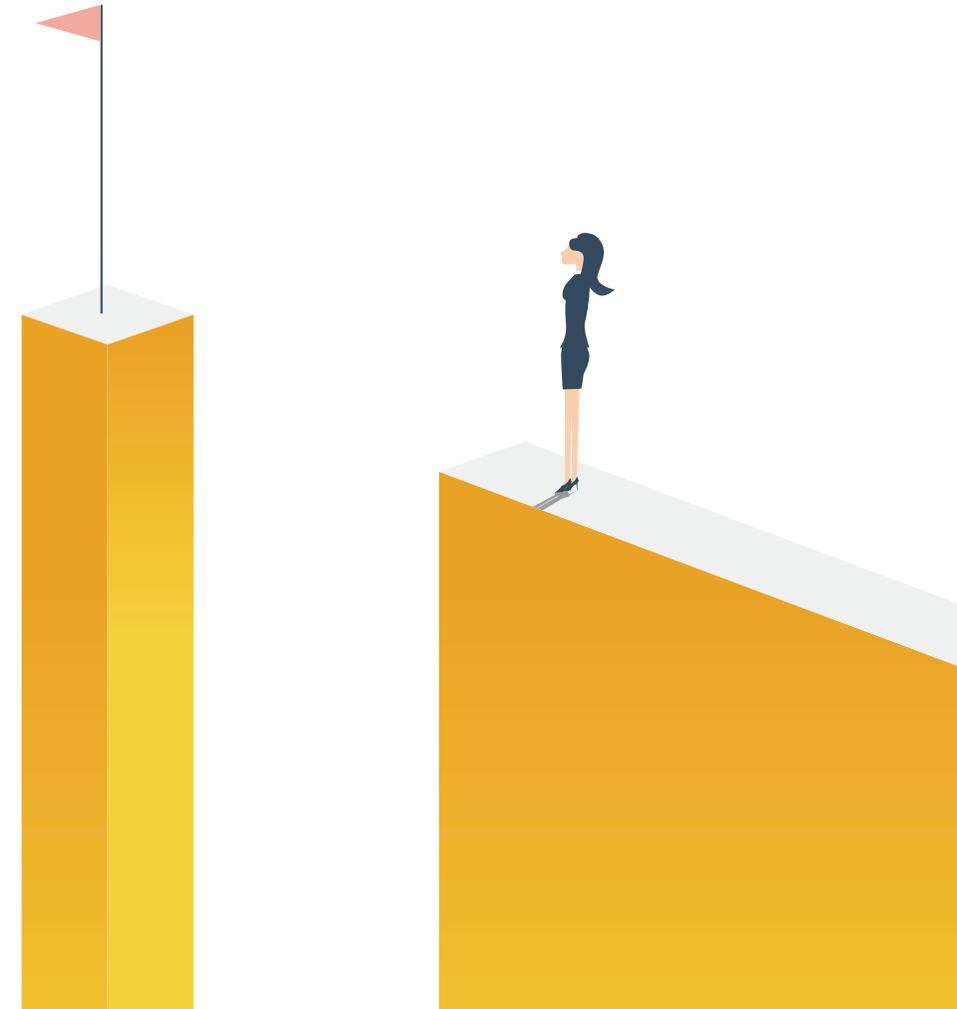
Insights into the Underground

Transport for London

Ian Tatton, **Digital Learning Specialist of Transport for London**, shares his tips on how behavioural change has been taken underground to provide a world-class customer experience, and the challenges that have come with this.

Challenges

The biggest challenge that comes with attempting to alter ingrained behaviour depends on the audience; **a diverse workforce may be less savvy with technology** and may even be fearful of technology, being unfamiliar of it in their personal lives.

Whilst younger learners may be more familiar with the technology, and older generations may be excited by the progress, those of the baby boomer generation have shown to be a little more resentful of change.

Tatton recommends **educating your workforce of why technology is necessary** in all evolving businesses. Whilst TfL were slow to uptake the use of technology until 2012, the London Olympics forced the organisation to update its systems – requiring the retraining of staff for more public-facing roles.

Staff were expected to competently use an iPad to log themselves into work; **to complete health and safety training**; to train themselves on standard processes of how to behave in certain situations.

This required the adaptation from using manual systems and paperwork, **to introducing one system suitable for all** age groups and backgrounds.

Whilst some staff had never directly engaged with the public, having been previously office-based, the initiative re-educated employees on how **best to engage** with the public and deal with unexpected customer enquiries. By promoting the digital learning campaign positively, **behavioural change was driven**. The entire network of employees were involved in the initiative regardless of their physical location.

Knowledge transfer doesn't happen in Death By PowerPoint!

Tatton advises for organisations to firstly **have a concept of what they would like** their learning to achieve, and how this could be best done.

Whilst a learning content provider should be flexible and be able to deliver consistent, engaging and quality e-learning, it is up to the organisation to set targets and drive the internal changes that the business needs to see. Tatton particularly **praises game-based design** in TfL's learning strategy. This resonated with internal stakeholders and allowed for certain key points to be emphasised without making it appear as a chore.

The interactivity and real-life simulations led to fiercely competitive, friendly competitions between line districts, and prizes were given out to high achievers. **Leader boards were also set up for individuals** to simulate competitiveness from all levels - employees, managers and line managers. These various scenarios made the transfer of knowledge – and lasting behavioural change – entertaining and interactive.

But what if they don't want to engage?

Behaviours that are pre-ingrained can be difficult to adjust, so it is **important that the initiative is innovative** and targeted at your known audience so that they will be able to relate.

Asking employees to change their behaviours can feel like an attack on their personalities and may push them out of their comfort zones, so it is critical that the initiative is explained fully, and **the users' interests taken into account**. In doing so, this can reduce any spread of negativity – which can be dangerous for the learning initiative.

However, not all employees will be willing to engage and there should be a level of expectation that some in particular will be particularly against the initiative. Here, it is best to contend with unions closely – unions will be able to help structure the learning, as the content is intended for their members. As such, they can **help with the implementation**.

The Finish Line

Whilst **learning never finishes**, the end of the learning campaign can signal where the learning strategy needs adjustment to better alter future behaviours. However, once learners have accepted the first behaviour change, they are more **agreeable to future initiatives** having seen how the previous change led to better working methods and improved productivity.

Ready for better behaviour?

Contact our specialist **Content team** for more information on how to alter your workforce's behaviour with e-learning for **better working methods and improved productivity**.

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