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⊕ **WORKPLACE BEHAVIOUR**

TOP 10 TIPS TO INSPIRE CULTURAL CHANGE WITH ELEARNING

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GREAT CULTURE is a big deal in the corporate world, and for good reason. Bad workplace behaviour leads to lack of productivity, anxiety, depression, and for companies, it can lead to fines, penalties, and now, personal liability. This article features 10 crucial factors to consider for your next behavioural change module.

Here are the top 10 things every L&D person needs to do to build great eLearning that really creates cultural change.

Top 10 things L&D needs to do to improve culture with eLearning

For the longest time, elearning looked and felt like a box ticking exercise. Nobody loves it, but it needed to be done. Today, if you're only seeing it as a cheap way to send powerpoint presentations to your team, you should probably re-prioritise.

Building good culture with eLearning can really set your business apart, and good eLearning is worth it's weight in gold.

The real cost of eLearning is not in the production, but in the delivery. Unengaging eLearning is more costly than you realise.

Many businesses see eLearning as a nice to have, rather than a crucial business builder - and rightfully so at times. But great eLearning can lift culture, inspire change, improve the bottom line and save your business tons.

Here's our top 10 tips on making eLearning really work for your business.

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01

Reconnect to your vision

Many company vision, missions and values are far removed from learner's reality. Sometimes, a business' behaviour can seem starkly unconnected to their espoused values. With each eLearning module, use it as is an opportunity to reconnect your learner to how they contribute to the broader whole and any change should be clearly explained in terms of how they bring benefit to the business, it's clients and it's staff. Imbalance here will negatively affect culture.

Gone are the days that learning is a top down approach. "Because it's our policy", "You need to comply" or "It's mandatory – just do it" creates an inauthentic connection between learner and content.

A top down approach is: "Here's a module on workplace behaviour we'd like you to complete. (The What), it is important that you comply with our organisation's policies and standards of behaviour, (The How), because your health and safety is important to us. (The Why).

What's important now, is authenticity, integrity and bringing your people with you on any kind of change. Simon Sinek says, "Start with Why,' rather than the how or the what.

For example, "Because your health and wellbeing is important to us (The Why), we think it's a good idea to establish an agreed standard of behaviour across the organisation (The How), and the module is called 'Our Workplace Behaviour Standard, would you like to take a look?' (The What). How would you prefer to be spoken to?

What's the change you want?

Many instructional designers talk endlessly about learning objectives when they really should be talking about business objectives. What's the difference? Learning objectives focus on what we want participants to learn. Business objectives focus on what we want people to do. Learning for awareness and information only is close to pointless. If you can't answer the question of 'What do we want learners to do' as a result of this content, then you should consider leaving it out.

Understanding your business objectives comes from deep consultation with all stakeholders on the project (don't leave anyone out) – preferably bringing them all into the same room, and have them all agree on the key objectives and how they'll be measured. The content should fit into those business objectives directly, and if it doesn't – toss it out. Listen to everyone's point of view and invite criticism, ask them for their ideas on what would work for the audience and get alignment between all stakeholders on the collective impact you want to make. Avoid getting bogged down with specific agendas and focus on the greater good you want to achieve.

Don't leave it to chance - consult with this group early and often, at key sign off point, concept, content, script, design, prototype, first draft and final go live approval.

This avoids costly redo, reshoots and keeps the project timeframes on track.

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03

Defend the learner

Really think about where your learner is at. Any kind of culture change - any kind of change for that matter, needs to consider the point of view of the learner, not just the business. What do they believe, and what's their point of view & what do they want? You'll have stakeholders and subject matter experts defending their points of view, so your job is to defend the learner's needs.

How will this content impact learners?
What do learners want from this content?
What change do they want to see, and
What are they committed to changing?

Ultimately, your real customer is the learner. If they don't believe you have their best interest at heart, they'll just fast forward to the quiz and tick this off as another waste of time

04

Make policies make sense

It's a tough ask for employees to wade through the legal jargon in a policy document which makes no sense to anyone other than those with legal training. Insist that any documents that form part of your eLearning are written in plain English, and are easily understood by an average employee.

05 Use clear examples to get the point across

In addition to well written policy documents, using clear examples in your eLearning is essential. It's important to clearly explain how the change fits into your employee's daily life.
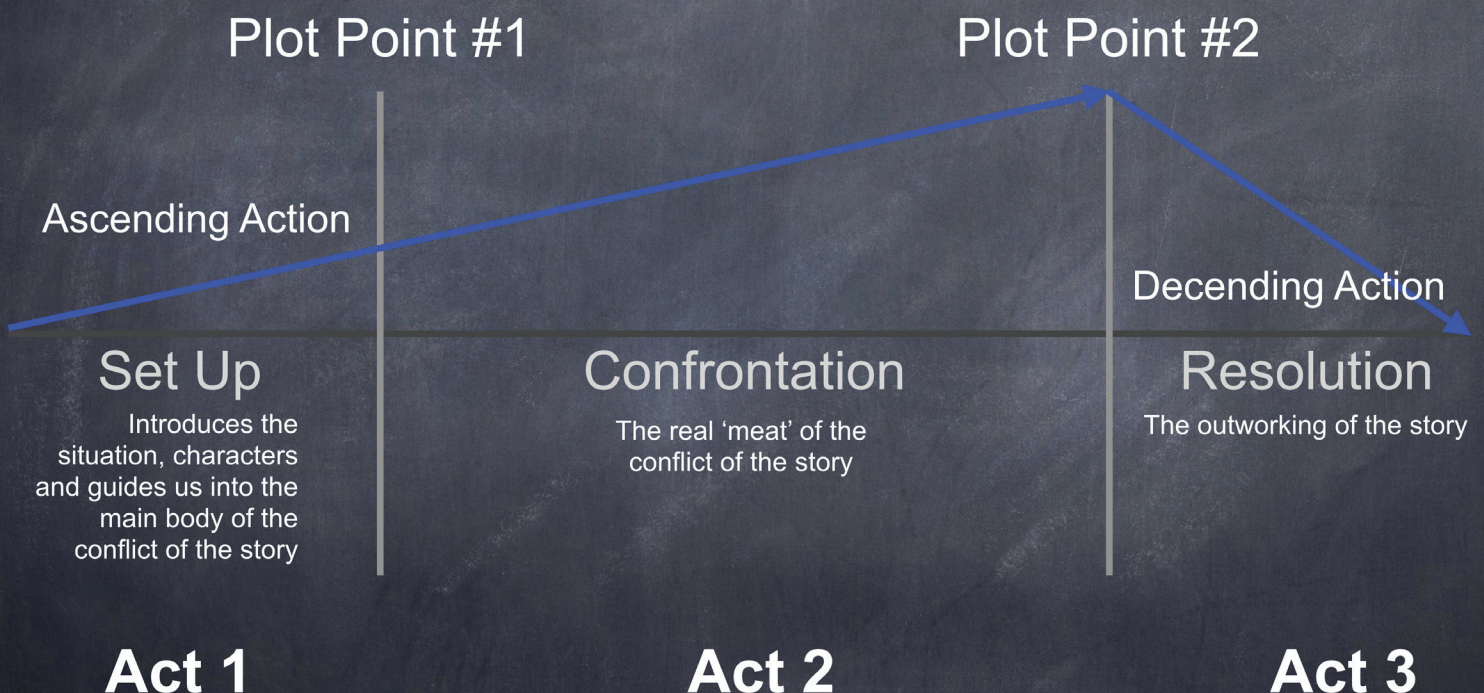
For example, no longer is sending out a link to a policy document an appropriate response to workplace behaviour compliance. It's now imperative that your team really understand what they're expected to do. You might need to prove you've made it clear in a legal proceeding.
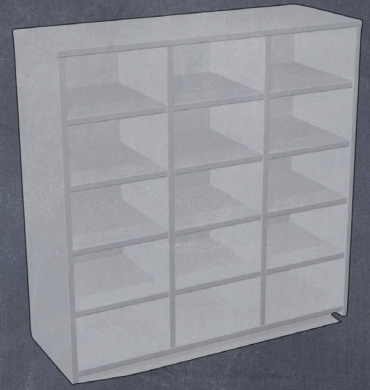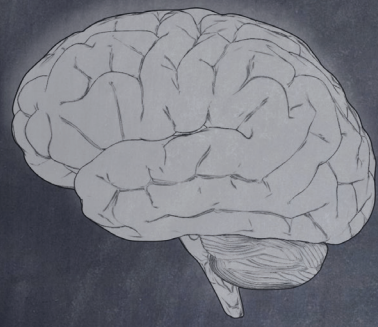
06 We all love a good story...

Make sure your eLearning follows story telling rules; that it has a beginning, middle and end. This means setting up clear narrative, characters and challenging situations that escalate, decision points that affect the outcome & provide an opportunity for learning, and a conclusion that rewards the learner for their attention. It's helpful to see the whole elearning module as a 3 Act movie.

The Basic Film Paradigm

Plot Point #1

Plot Point #2

Ascending Action

Decending Action

Set Up
Introduces the situation, characters and guides us into the main body of the conflict of the story

Confrontation
The real 'meat' of the conflict of the story

Resolution
The outworking of the story

Act 1

Act 2

Act 3

instructional design

THEORY	DEMO	ACTION	HELPFUL HINTS	QUIZ
'Hearing'	'Seeing'	'Doing'	'Fortify'	'Testing'

07 Use video if you can do it well

Think about it, your typical employee would have scrolled through 50 engaging videos on social media before they've had their first cup of coffee. eLearning needs to meet them at their media consumption level. Great story, scenarios and challenging case studies on video not only provide a level of entertainment value, but allow you to engage with them emotively, beyond just an intellectual understanding of the content. We are, after all, social and emotional beings.

Make sure your videos passes the cringe test though; badly scripted, badly acted, poorly shot video with terrible lighting and off-mic audio will turn your learners off immediately. If you can't afford to do it well, don't do it at all.

08 Build in lots of interactivity

Unlike Hollywood, chances are, you've got a much smaller budget. But what you have instead is the ability to bring active engagement into your project. Break down your content into chunks, and really decide what each chunk's purpose is. That will inform you of the kind of interactivity that's going to work for each content chunk.

09 You don't have a license to bore

Just because it's compulsory, it doesn't mean you have a license to bore. In fact, it means you have a greater responsibility to make it engaging. Say it simply, say it clearly and be persuasive.

It's helpful to see each lesson as it's only mini-movie, with a 3 Act structure, with a compelling set up, persuasively discussing why the issue is important, and a resolution that makes a compelling case for your point of view. And you should be able to do this in less than 5 minute chunks, ideally 2 minute chunks. If it's more than 5 minutes, it really needs to be broken down into smaller, clear, specific chunks.

If you're not sure what to leave out – ask yourself, what do you want the learner to DO as a result of this learning. If your content doesn't result in clear action – leave it out.

10 Make it measurable

Make sure your learner is engaging with the content and really understands it. This means building quizzes and assessments that are challenging and not obvious. At the same time, make sure your questions are not so cryptic that they makes no sense, and more importantly, make sure you're assessing them on the content you've taught (so often learners are quizzed on content that's not even in the learning). Focus assessments on the business objectives you established at the beginning. And whilst we're on business objectives, make sure you measure the actual change the learning has created in the in the real world, rather than just assuming completion or quiz results equal success. will inform you of the kind of interactivity that's going to work for each content chunk.

We're here for you

If you'd like more information on how to build great eLearning or would like our team to assist with your next project, please contact Beyondedge at:
info@beyondedge.com.

We also have a Workplace Behaviour eLearning to help stop and prevent inappropriate behaviour and ensure your team's wellbeing & behavioural compliance. Details at www.beyondedge.com