

## Digital expertise

### Developing Virtual Learning – Case Study 1

Working with an international pharmaceutical company following a merger. The need was identified to develop their people's assertiveness, confidence and clarity in communicating with internal and external stakeholders. The majority of participants were in R&D roles and had scientific backgrounds, so the content of the communication tended to be too detailed, complex or lacked understanding of what the other party needed to know. The company wanted a series of bitesize learning sessions that could be delivered both virtually and face to face. The sessions needed to exist as 'standalone' pieces, but also to build on one another to create a 'journey' for those who would benefit. Previous virtual learning in the organisation had been unsuccessful and the L&D team were keen for this to not only deliver the learning objectives but also to change the perception of virtual learning. The project was approached by both designing the content but also involving people from the teams in the co-production of the content which increased acceptance and understanding of the platform. Positive experiences were shared with the wider team via internal comms and as a result we saw increased uptake of virtual sessions throughout the project. Following completion of the 6 month journey the client chose to roll-out the training to all technical roles in the European region.

### Replicating the Classroom – Case Study 2

Working with a major Japanese bank in EMEA following creation of new company-wide competencies. They wanted to create a consistent appraisal experience across the business which was focussed more on development than ratings. With a workforce with only a handful of people in each office outside of London they wanted to develop virtual learning that didn't feel like the 'poor relation' of classroom learning. In order to do this I developed an Adobe Connect classroom space which allowed for breakout rooms, pairs activities and the download of editable materials that could be worked on in real time. In an unusual move I also designed the virtual sessions as half a day, with offline sections that allowed for face to face practice in order to embed new behaviours. The programme rated at 4.8 out of 5 in satisfaction, the highest in virtual training in the bank.

