

AITD EXCELLENCE AWARDS 2016

Best Implementation of a Blended Learning Solution

This award is presented to an organisation who can demonstrate excellence and impact by utilising a combination of learning delivery mechanisms/methodologies/modes in a new or existing learning initiative.

Best Learning Organisation

This award is presented to an organisation that has developed a learning initiative to support and drive a specific business strategy which has resulted in enhanced organisational performance.

Best Use of Gamification/Simulation for Learning

This award is presented to an organisation that has used gamification or simulation in a learning initiative to enhance learner experience and contribute to positive organisational performance.

Best Talent Development Program

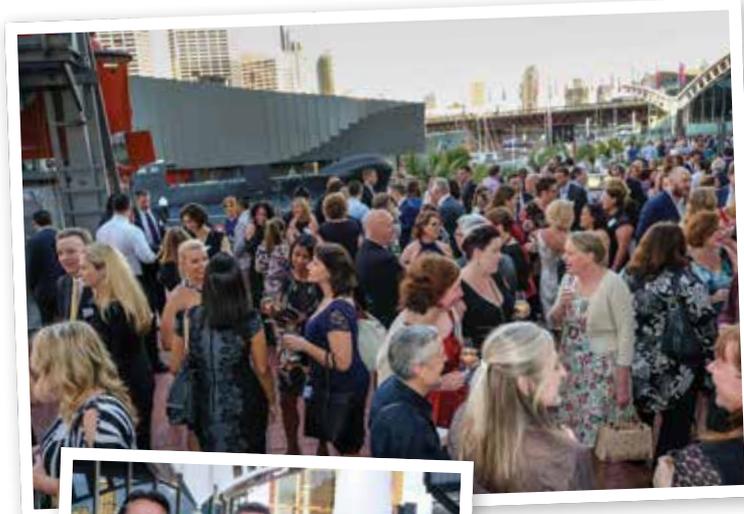
This award is presented to an organisation that has implemented a talent development program to enhance individual or team performance and contribute to overall positive organisational performance.

Best Use of Technology for Learning

This award is presented to an organisation that has utilised learning technologies in a workplace learning initiative to enhance learner experience and contribute to positive organisational performance.

The Dr Alastair Rylatt Award for Learning and Development Professional of the Year

This award is presented to an individual who has made a significant contribution to learning and development in the past 18 months.



AWARD	Best Implementation of a Blended Learning Solution
WINNER	The Interchange (Leading Home Safely Every Day) and Philips Lighting (Systems Associate)
HIGHLY COMMENDED	Flight Centre Travel Group (Operation Bunker) Goodstart Early Learning (Professional Capability Program) Holcim Australia and New Zealand and Growth Engineering Limited (Holcim Sales Academy) Westpac Banking Corporation (Business Continuity Awareness Program)
FINALISTS	Australia Post Group and Curve Group and The Learning Hook (The Leading Self Through Change Program) Bank of Queensland (Continuous Learning Journey) Commonwealth Bank of Australia Home Buying Academy and OD Analytics (HBA Foundations Program) Department of Agriculture and Water Resources (Training for the new Biosecurity Legislation) Learning Ventures and Australian Tourism Export Council (ATEC) (ATEC ELITE Program) SKYCITY Adelaide (Aspirational Leadership @ SKYCITY Adelaide) Westpac Banking Corporation and Message Train (10 Customer Service Excellence Program) Westpac Banking Corporation and Message Train (Westpac Driver Safety Awareness)

AWARD	Best Learning Organisation
WINNER	Rio Tinto Iron Ore (WA) (Learning Management Framework)
HIGHLY COMMENDED	Commonwealth Bank of Australia Home Buying Academy and OD Analytics (HBA Foundations Program)
FINALISTS	St John of God Ballarat Hospital and St John of God Healthcare (Enhancing the Patient Experience) Westpac Banking Corporation (Fraud, Security and Aggressive Customer Behaviour Programs)

AWARD	Best Use of Gamification/Simulation for Learning
WINNER	Sydney Water Corporation and Elemental Projects (Project Simulation: The Battle)
FINALISTS	Commonwealth Bank of Australia and Savv-e (Cool, Calm and Connected) Virtual Accident and University of Wollongong (Game-based methods and strategies for health and safety training and education of science undergraduates)

AWARD	The Dr Alastair Rylatt Award for Learning and Development Professional of the Year
WINNER	David Swaddle
FINALISTS	Paul Rasmussen

AWARD	Best Talent Development Program
WINNER	LIW and Telstra (Telstra Business Leader Program)
HIGHLY COMMENDED	Learning Ventures and Australian Tourism Export Council (ATEC ELITE Program) Commonwealth Bank of Australia Home Buying Academy and OD Analytics (HBA Coaching Step Up Program) Cbus and Melbourne Business School (General Manager Development Program)
FINALISTS	Australian Institute of Superannuation Trustees (AIST) and Australian Council of Trade Unions (ACTU) and Australian Industry Group and Industry Super Australia (AIST Super Grads Program) Beaumont Tiles and Leadership Success (Leadership Development Program) Brookfield Global Integrated Solutions and Maximus International (Stepping Up) Credit Corp Group and NetDimensions and TAFENSW NSI and DDI and MEGT (Career Pathways) Flight Centre Travel Group (Rising Stars Program) Hyne Timber and Corporate Partners Pty Ltd (Business Excellence Program) Singtel Optus (Best in Class)

AWARD	Best Use of Technology for Learning
WINNER	Johnson & Johnson Pacific and Workstar Pty Ltd (Just-in-time Learning App)
HIGHLY COMMENDED	Learning Plan and Samsung Electronics Australia (Samsung Plus) ANZ Banking Group Ltd and Smart Sparrow (Operational Risk Adaptive Learning Solution) Telstra and Loud and Clear Creative and LIW (Get Started Induction - incorporating the Telstra Leader Induction Program)
FINALISTS	Ashurst (Foundation Series) Credit Corp Group and NetDimensions (Australia) Pty Ltd (Credit Corp Group's PLATO) Health Education and Training Institute (Connected Teaching and Learning Program) Kineo Asia Pacific and the Australian Sports Anti-Doping Authority (ASADA) (ASADA Multi-Device Elearning and Totara LMS Portal) Singtel Optus (Help Me With My Bill) Singtel Optus (Social Media Training) Virtual Accident and University of Wollongong (Technology use and game methods and strategies for health and safety training and education of science undergraduates) Westpac Banking Corporation (LearningBank)

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Award sponsor:



WINNER

BEST IMPLEMENTATION OF A BLENDED LEARNING SOLUTION

THE INTERCHANGE

LEADING HOME SAFELY EVERY DAY



(L-R) Siobhan Sutherland-Rogers, AITD Board Director and Richard Coleman, The Interchange.

Asciano was a leading provider of 24/7 critical logistics services within essential infrastructure-based supply chains, operating in railway freight and shipping employing approximately 10,000 individuals. The company recognised its safety record needed to improve, in order to prevent fatalities and injuries. Asciano engaged change specialists, The Interchange, to help reduce preventable workplace accident levels, and alter the perception of workers about health and safety.

Extensive research established that there was a wide gap between how well leaders believed they demonstrated safe work behaviour and how employees perceived they did. The Interchange brought about a radical cultural shift in safety leadership that led to a significant reduction in fatalities and injuries.

The Interchange conducted interviews with stakeholders across multiple divisions and levels. They also undertook observational site visits to interview employees and managers; surveyed 500 leaders and 1500 direct reports; analysed workplace incidents, injuries and fatalities and industry academic and business research.

Interactive virtual technology placed Asciano employees at the scene of the action with the noise, movement and activity associated with a fully functioning logistics facility. Immersive film experiences, based on actual events reveal management and personnel responses after a fatal incident. The film graphically depicted how the cumulative effects of multiple poor safety decisions result in loss of life, and the magnitude of personal and business ramifications resulting from the tragedy. Utilising interactive software participants make decisions based on the events shown in the films, receiving immediate feedback. Equally effective was the robust discussion which followed.

All content, terminology, narratives, films, digital games and virtual reality scenarios had to be realistic. 500 employees from the CEO down completed a range of activities, including a site tour and safety leadership self-assessment. Site tours allowed participants to see the specific hazards of operational work. Custom-made shipping containers were converted into mobile training spaces, placed in the middle of a site, transparent walls allowed leaders to

experience everything going on around them.

Thirty senior leaders were advocates for the program and hosted the morning of the workshop sharing their safety story. Leaders followed set guidelines and methodologies to commence creating a solid safety culture in their own team.

Sixty senior Asciano personnel volunteered to take responsibility for co-facilitating the training of the next level of employees - some 1500 individuals at operational and frontline management level. Each Training Leader attended one of 15 train-the-trainer sessions and a one-on-one session. A total of 1500 next-level operational and frontline managers attended one of 89 training sessions co-facilitated by a Training Leader and The Interchange.

Asciano promoted Leading Home Safely Every Day and empowered leaders roll out the program to the remaining 8000 employees in 2500 sessions across 145 locations. This means that every Asciano worker received a consistent message of commitment to a safety culture. Since the commencement of the program in 2013 not a single preventable fatality has been recorded.

WINNER

BEST IMPLEMENTATION OF A BLENDED LEARNING SOLUTION

PHILIPS LIGHTING

SYSTEMS ASSOCIATE



(L-R): Jen Waltmon and Kym Price, Philips Lighting.

System Associate is a course designed to rapidly build competence of the Philips Lighting end user sales team. The segment of shopping malls was selected in line with the business needs to create a package that would support the key countries who's focus was on malls. The impetus for this learning initiative was the launch of a catalogue of courses for all the end user sales and marketing globally.

Philips Lighting uses the 70:20:10 model for learning and development - 70% from challenging assignments, 20% from developmental relationships and 10% from coursework and training. The business defined that the courses should be a regional event with key countries invited to fly in. The content gathered would then be digitised to be used in Virtual Instructor Lead Classrooms to ensure scalability for future use.

The package included a bootcamp with 40 people from 12 key countries from the growth markets which focused on experienced based learning. Following from the bootcamp a Community of Practice, Virtual Instructor Lead Classrooms, YouTube tutorials, Train-the-Trainer sessions ensured a blended approach which was scalable to other

markets globally. The course encouraged students to learn and share with their peers in an engaging and interactive setting. Star students able to become certified as Train-the-Trainer to mentor other students.

Salesforce was used to measure projects in the pipeline. There was an increase in sales confidence and engagement in sales people applying what they learned with their customers. This was measured via interviews with each market sales leader about sales calls. There was also an increase of specific requests for individuals to learn more in areas that they believe they need to improve and the continued conversations of lessons learned in the Community of Practice.

The Kirkpatrick Model was used to evaluate the effectiveness of the training. Philips Lighting assessed student learning with the project - delivering the proposal to the group on the last day of the course. In addition, Sales Managers were surveyed and the behaviours of the sales teams and at the engagement on the community of practice were reviewed.

In the following months Philips Lighting saw four major projects in the pipeline

for Malls across Asia-Pacific region. With the increase in engagement in the community, the sales force are learning and teaching each other. This will in the medium to long term reduce training costs and increase capability in each market.

Staff were able to learn by doing. The results are speaking for themselves with the uptake of engagement and measurable impact across the organisation. Philips Lighting will always film content to help with Virtual Instructor Lead Training. The next major step will be to align with marketing to have end-user sales teams apply their new skills with links to end-user marketing events.

WINNER

BEST LEARNING ORGANISATION

RIO TINTO IRON ORE (WA)

LEARNING MANAGEMENT FRAMEWORK



(L-R): Dick Servin, Paul Greene, Narelle Crofts, Charmaine Guretti, Dan Ivey, John Weaver and Vicki Nicholls, Rio Tinto Iron Ore (WA).

The *Learning Management Framework* (LMF) underpins the Rio Tinto Iron Ore learning and development function. It organises the various elements associated with learning and development into specific focus areas; fosters high quality and fit for purpose learning design; supports increasing the capability of training professionals and promotes the function as a business partner. Prior to the LMF, training at Rio Tinto Iron Ore operated in silos which meant repetition of training content, duplication of effort and inconsistencies in quality.

For the last few years, Rio Tinto Iron Ore has focussed on three strategic objectives for transforming training within the business:

- Develop fit for purpose training which is aligned to the requirements of the role and the individual;
- Design a less complex and more effective system of assessment; and,
- Streamline work through standardised training systems, processes and organisation; leverage business-wide breakthrough initiatives and cost improvement programs to further improve training activities.

The LMF is the operational mechanism

by which Rio Tinto Iron Ore achieves its strategic learning goals.

To support the LMF, the training function was strategically re-aligned to form a central management team with training professionals embedded within each LMF element. Delivery of the LMF meant significantly changing how training functioned within the business. Building the capability of the team was a focus to support implementation of the LMF. To this end, a holistic development program has been developed for the three operational roles - On the Job Trainer (OJT), Training Officer and Training Supervisor.

Initial workshops across the business involved subject matter experts, training teams, leaders and other key personnel. The aim was to familiarise teams on the proposed changes as well as practical involvement in developing procedures and processes to support each element.

Key achievements include:

- 135,000 hours annualised released as productive time not lost in unnecessary training
- Reduction in training spend
- 350/900 OJT's successfully re-trained

within 3 months

- Successful data cleanse of Learning Management System, resulting in 30% reduction in duplication of data
- Pooling training budgets under one cost centre, ensuring there is better transparency
- Saving of 17,000 hours in activities as a result of the streamlining of inductions.

Training is moving from being a transactional function to a business partnering function with a stronger focus on capability development. Feedback and engagement of staff in the LMF is measured through programs such as the OJT Development Program. There has been an increase in the capability of On the Job Trainers; increased focus on the use of higher quality eLearning; a reduction in duplication of training across the business and streamlined processes.

In 2016, the LMF underwent its first major operational review highlighting areas for improvement. In the future, a new LMS will be implemented; there will be an increased focus on technology for learning and further development of the wider training professional group is planned.

WINNER

BEST USE OF GAMIFICATION/SIMULATION IN LEARNING

SYDNEY WATER CORPORATION AND ELEMENTAL PROJECTS

PROJECT SIMULATION: THE BATTLE



Front Row (L-R): Brendan Hill, Sydney Water, Nicholas Pilkington, Sydney Water, Mark Simister, Sydney Water and David Stone, Elemental Projects. Back Row (L-R): Anna Keavney, Elemental Projects, Melissa Kimlin, Sydney Water, Kestrel Stone, Elemental Projects, Josephine Callander, Sydney Water, Mary Gardner and Nancy Leung, Sydney Water.

The *Battle* is a 4-hour interactive project management simulation collaboratively designed and delivered for Sydney Water Corporation's Delivery Management group by Elemental Projects and Sydney Water. The game was run in parallel for three regions of 60+ project staff, culminating in an epic group battle with war machines and drones.

The simulation was designed to embed the new matrix structure, the Sydney Water Asset Creation Process (project methodology). Staff had received training on the new processes and been advised of their new role and structure. The new regional matrix and governance structure, resource roles and project methodology including templates and processes were built into the game to embed learning and organisational change, and enhance retention.

The team goal was to build a war machine prior to the battle. The teams needed to collaborate to obtain the machine specifications that were suspended from the ceiling and could be retrieved by a drone. Teams were challenged by budget constraints, emerging issues and stakeholders – just like a real project. The final game twist was

revealed prior to the battle and everyone realised it was not a team battle but a regional race between drones.

The interactive format of the game illuminated the natural tension between competition and collaboration, performance and ethics, quality, budget and time and provided an impetus for individual, team and group reflection. Reflection was also built into the game features via the Post Execution Review and scoring mechanisms.

Simulations bridge theory based learning and work based application, enhancing retention through engaging, experiential and relevant learning. The game design hinged on the business needs brief and reflected the Delivery Management group's structure, roles, project lifecycle, methodology, templates and values – driving behaviours and defining the game's rules and scoring framework. The identification of distinct project roles and responsibilities for every resource throughout all phases of the project simulation was intrinsic to maximising player engagement. *The Battle* combined project play, project best practice, learning, team building and change management in one high-impact

and memorable event.

The Battle developed individual and team attributes crucial to high-performing teams, including trust, communication, reflection, problem-solving, innovation, negotiation and collaboration. Teams became more cohesive and productive as they progressed through the simulation. The measurable impact of the project simulation combined with the broader change program was evident in individual, team and group behaviours throughout the game, reflected in participant feedback and reinforced by management speeches post the event.

Delivery Management's focus is on delivering infrastructure projects with excellence and customer centricity and in accordance with the new methodology and structure. Now that the organisational change has been implemented the focus is on improving performance.

WINNER

BEST TALENT DEVELOPMENT PROGRAM

LIW AND TELSTRA

TELSTRA BUSINESS LEADER PROGRAM



(L-R): Kath Rawson-Harris, Telstra, Emma Weber, Lever Learning, Andy Chevris, LIW, Claire Devlin, Telstra, Dominic Wells, LIW, Melissa Nuttall, LIW, Baden Hunt, LIW, Serap Potocki, Telstra and Dan Meek, LIW.

In 2015 Telstra developed a new strategy to transform the company from a TelCo to a TechCo. Aligned to this business evolution, the company launched an initiative to redefine leadership. Telstra engaged LIW to develop a suite of leadership initiatives which span senior executives to frontline staff.

Telstra HR worked with senior leaders to identify specific leadership capabilities to support Telstra's strategic objectives in driving the organisation's transformation. LIW's role was to design and deliver a number of leadership initiatives, intended to have high impact on both program participants and measurable organisational outcomes.

The Business Leader Program (BLP) was designed for 2400 General Managers and runs monthly. Participants and managers provide feedback throughout the 20-week program. The program team reviews measures of relevance, satisfaction and application, as well as post-90 day measures of performance improvement and ROI, on a quarterly basis.

The program provides participants with an opportunity to put competencies and behaviours into practice, through peer coaching and working on business

challenges. Key elements of the program include 360 instruments, individual coaching and debriefs, high-definition leadership simulations, 1-on-1 role playing based on individual practise requirements, mindfulness, high-impact purpose activities, manager involvement, action learning projects, coaching, and impact measurement.

The design approach followed a four-step process which optimises alignment to business objectives and supports leaders to practise and embed leadership learning and behaviour. Participants attend a WebEx meeting to clarify the purpose of the program and to create a sense of cohort community. They have an objectives-setting conversation with their manager, complete a survey and debrief, undertake pre-reading and check in with their manager again just prior to the workshop.

Participants then attend a three-day face-to-face workshop with peers from different business areas of Telstra. The workshop is designed in two parts: two days of intensive development and leadership simulations to explore and develop leadership skills; and a one-day workshop that enables participants

to reflect on individual behavioural development and implementation of their business challenge.

Impact evaluation runs throughout the program, following the Kirkpatrick four levels of learning evaluation methodology. Participant and manager surveys combine a measure of the relevance and applicability of the content with an estimate of overall performance improvement and a filter to determine how much of the improvement has actually been driven by this program.

BLP participants have noted impact in developing team capability, building collaboration, developing business cases for change and communicating effectively to deliver strategic impact.

The BLP continually evolves to align to changing strategic priorities. Graduates of the Emerging Leader Program have moved up to the BLP to continue their leadership development journey. With more than 700 participants having completed the program, BLP is contributing to a common language of leadership within Telstra. The program has extended its global reach with programs running in the Philippines, the US and the UK.

WINNER

BEST USE OF TECHNOLOGY IN LEARNING

JOHNSON & JOHNSON PACIFIC AND WORKSTAR PTY LTD

JUST-IN-TIME LEARNING APP



(L-R): Tracey Chanoff, Clare Prior, Sue Fell, Jason Camerson, Workstar and Chris Ross, Johnson & Johnson Pacific.

Connecting with and educating Pharmacy Assistants on Johnson & Johnson products is an essential part of ensuring consumers receive the best advice and solutions for their medical needs.

Pharmacy Assistants are focused on providing the best product and advice to their customers. Johnson & Johnson engaged Workstar to produce a mobile learning solution that can be used by pharmacy assistants in store either while interacting with consumers or in short bursts to educate themselves on different ailments and treatments.

Pharmacy Assistants can download the application from the Apple Store or Google Play, and after registration and authentication they can access a range of new content. This includes fast facts that are 3-5 minute learning bites. Tools allow the pharmacy assistants to ask customers key questions, input their answers and receive accurate product recommendations. They can scan the barcode of any Johnson & Johnson product in the pharmacy and the app will detail relevant facts.

Using xAPI to communicate to a central learning record system and content store

the app dynamically updates its own learning content as needed and tracks all learning activities. This means the Pharmacy Assistants always have the correct content and allows Johnson & Johnson to track and report on training undertaken and recommend specific content where applicable. A survey can also be sent out to pharmacy assistants registered on the solution.

Learner profiles for typical Pharmacy Assistants were established. This was done through workshops with Johnson & Johnson account managers who deal with pharmacy assistants daily, some focus groups with Pharmacy Assistants and a wider survey of the pharmacy assistant community. The learner profiles focused on understanding the following information: background; goals; motivations; frustrations and delights; physical environment and technical environment.

The app helps Pharmacy Assistants to achieve their annual professional development goals from the Pharmacy Guild. In 2016 over 32,000 Pharmacy Guild approved pieces of content have been completed awarding CPD points to the Pharmacy Assistants for their

continued professional development program. With 44,000 pieces of content accessed in the 12 months since the solution went live, 94% of pharmacy assistants using the solution agreed it gives them confidence to recommend products.

Expanding its use to more than 70% of pharmacies in Australia is a major objective. Johnson & Johnson are considering adding a new feature to the app that allows a pharmacy assistant to recommend the app to another pharmacy assistant. Fast facts and the recommendation tools have been created for the most important Johnson & Johnson product lines, with other products to follow. For products that sell through pharmacies the pharmacy assistant is the trusted advisor and recommender and Johnson & Johnson does not want to disrupt that model. For products sold through supermarkets it would be possible to create a learning app that educates a consumer on a product range and helps them choose the right product for their needs.

WINNER

THE DR ALASTAIR RYLATT AWARD FOR LEARNING AND DEVELOPMENT PROFESSIONAL OF THE YEAR

DAVID SWADDLE



(L-R): Jane Calleja, AITD Board Director and David Swaddle, Learning Plan



David Swaddle is a Principal Consultant with Learning Plan where he has made a significant contribution to the company's success across a wide range of clients. His work has earned numerous national and international awards. David has shown creativity and quality in delivering a number of projects including the multi-award winning Samsung Plus.

Beyond his work, David has contributed to the profession by mentoring individuals and establishing

an engaging learning community. The Instructional Design and eLearning Meetup group holds regularly events to explore factors influencing and shaping the industry. The group has over 750 members and has held 20 events including presentations, people showing their work, panel sessions and a hackathon, enabling peer-to-peer experiential learning.

These events bring together likeminded people at all levels of the industry to share ideas, show their work and aim to improve the quality of training by getting people to share good practice. The events are a bridge between academia, education and corporate learning. Feedback from attendees has been consistently high. David makes an effort to ensure a diversity of thought and people in the group.

David has also contributed to other learning events and communities and several business networking groups. He is a strong advocate for companies taking learning seriously and pushes the learning agenda in the wider business community. He encourages his network to attend other events such as AITD local

events and meet ups.

A frequent speaker at industry events and contributor to online forums and on social media. David inspires those around him to think differently, to innovate and explore new technologies. He has shared the successes and challenges, talking openly, encouraging members of the learning profession to try new things. David has presented at conferences, including the 2016 AITD National Conference, iDesignX and LearnX events.

David has also contributed to the learning and development community by encouraging and mentoring new entrants into the instructional design profession both as an individual and at Learning Plan. He has also had a significant impact on the learning community in Sydney and helped with people starting on Masters courses, finding jobs, exchanging ideas and sharing each others' great work.