

fuse

SOLVE THE LEARNING ENGAGEMENT PROBLEM

- and power bigger
impact for the
business



INTRODUCTION

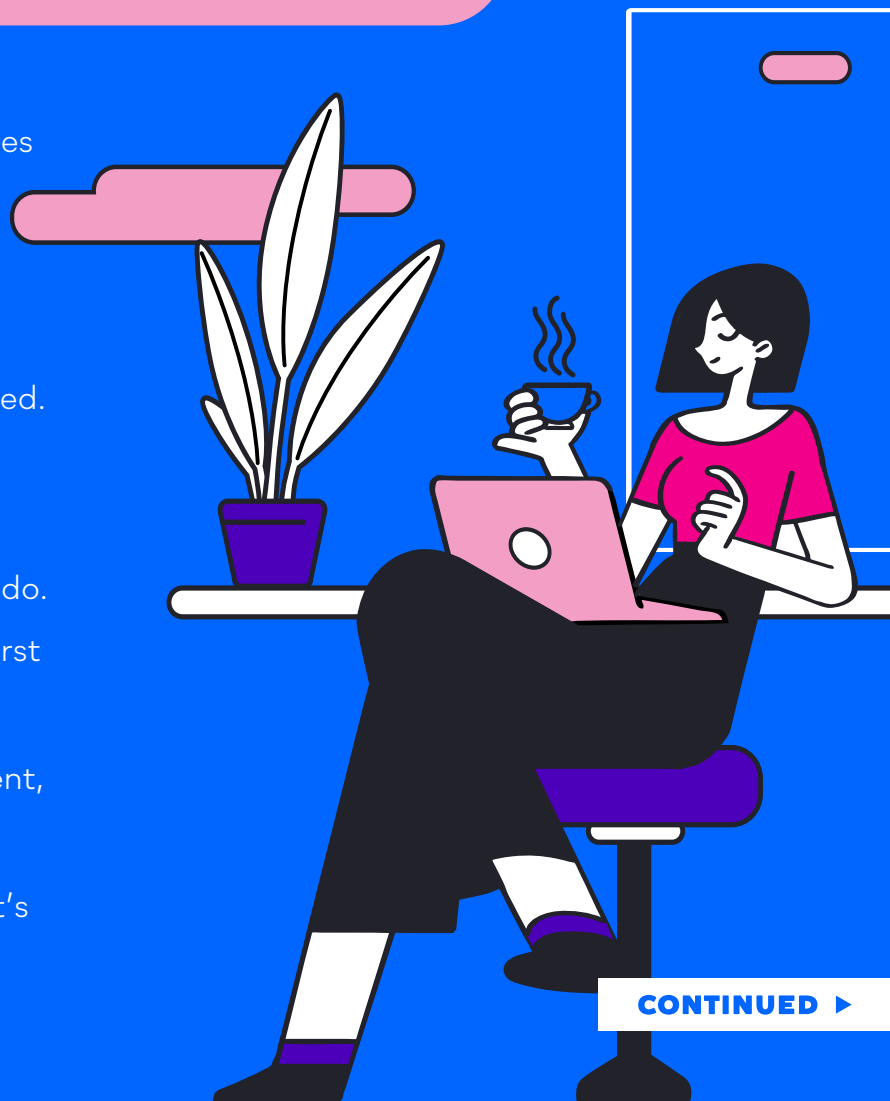
When it comes to learning, companies are worried about engagement, and for good reason. Learning platforms are meant to engage employees so that they can connect people with the knowledge and expertise they need to improve their skills and performance.

However, when companies don't fully understand how to foster engagement effectively, employees may end up not reaping the expected benefits of programs and resources on offer.

Brandon Hall Group's 2020 learning strategy research illustrates some of the issues companies are experiencing surrounding learning: 54% cite a lack of alignment between learning and business outcomes, and 43% say learners are not sufficiently engaged.

With nearly half of companies indicating a lack of engagement, learning and development departments clearly have work to do.

Defining engagement is a useful first step. In learning and development (L&D), people often define engagement as 'consuming' content, which frequently means engaging with digital systems. This is a very technology-led perspective - but it's not engagement.



CONTINUED ►

The Brandon Hall Group research indicates that **69% of firms in the survey couldn't adequately measure learning's impact.** However, even those firms that are measuring the impact may be **doing it incorrectly.**

Many L&D departments measure against the number of employees trained, the number of courses taken and how many people have been certified as "skilled" having taken those courses. Measuring the development of people in this way is irrelevant, as it does not adequately indicate or connect to business value.

Engaged learning is unlikely to be the result of an aggregation of courses selected from the internet. People want to feel as though they can get to know their trusted subject matter expert (SME), and to establish a relationship with that person.

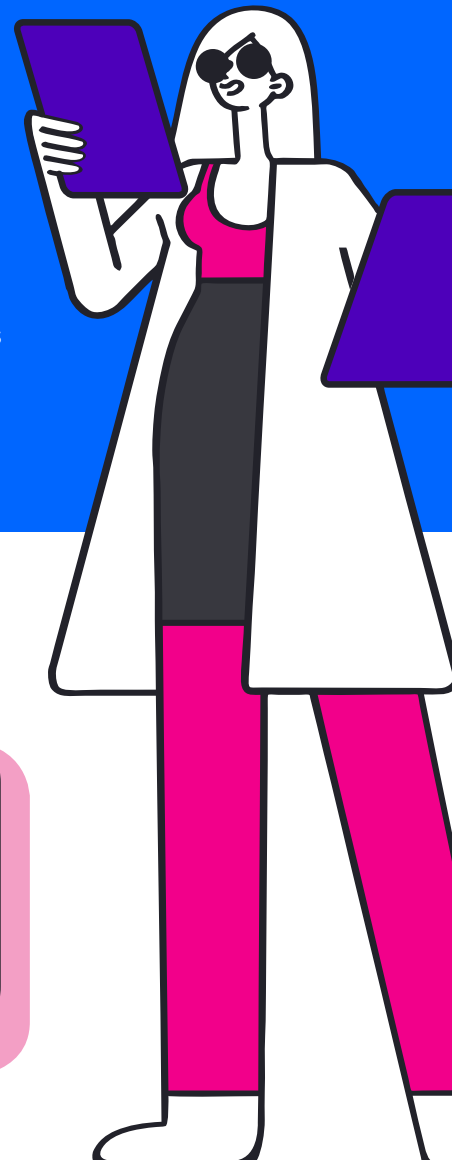
True engagement is based around having a relationship,

and driven through social values and trust. People learn best from other people, and effective, lasting learning is almost always the outcome of having a relationship with someone and receiving value from that person.

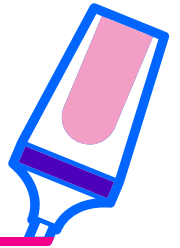
The L&D department needs to stop only focusing on 'courses' (created externally of the organisation or wholly by L&D) and rather start partnering with the business. Tapping into tacit knowledge and SMEs in order to create resources and experiences which drive measurable value and performance. Throughout this ebook we aim to demonstrate the power of SME learner relationships in driving engagement.

Perhaps **Donald Taylor**, a L&D industry veteran with over 30 years' experience, says it best:

People are already learning from experience and from each other, every hour of every day. The problem L&D has today is trying to find ways to optimise and support learning, whereas, in the past, it has been focused on producing content.

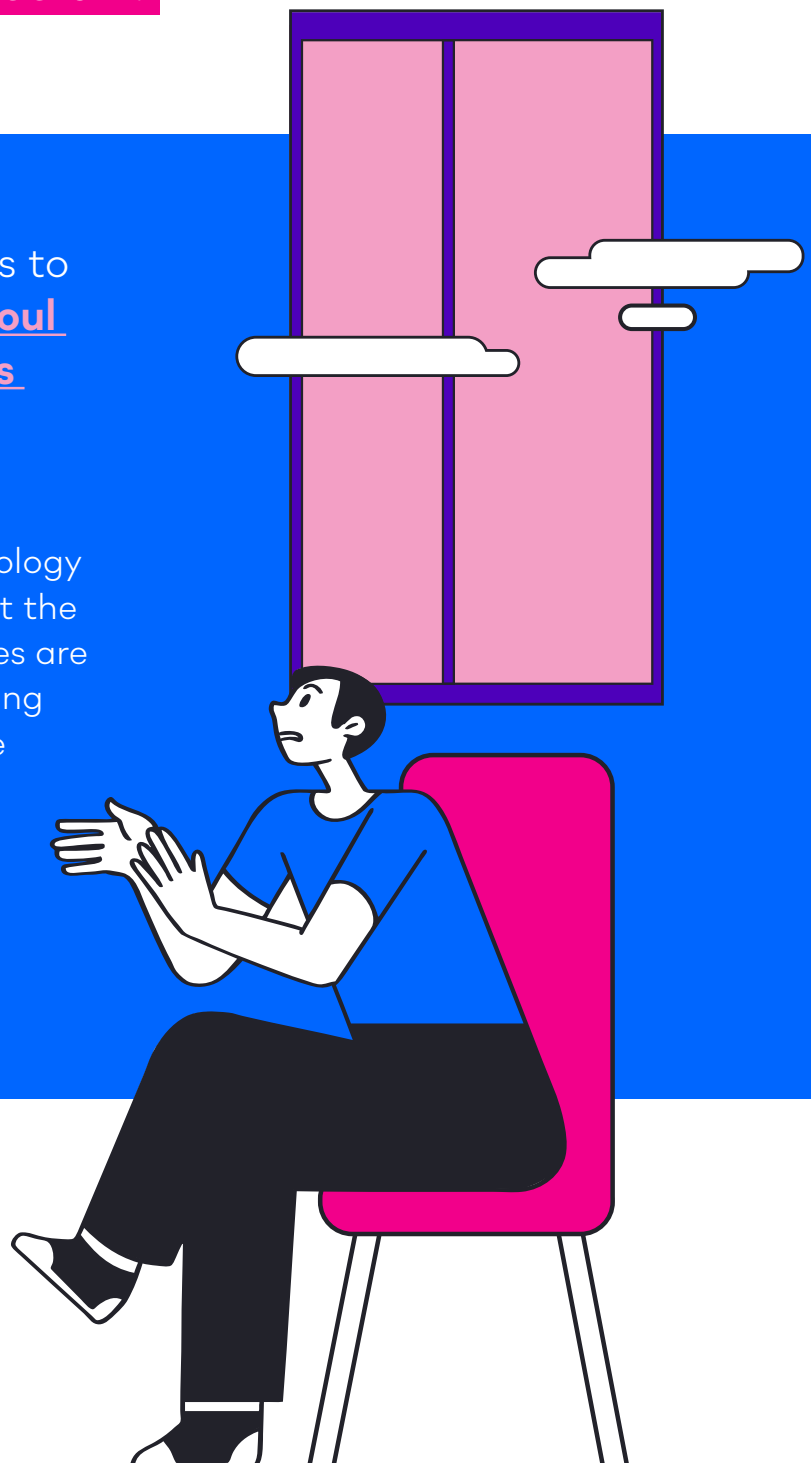


Once the L&D department is focused on facilitating the experts, technology can also play a supporting role in helping to generate recommendations, and helping to guide searches. However, **if learning recommendations are only coming from an algorithm and not a trusted human being, will employees ever truly trust them?**



Quite rightly, learning needs to **reconnect with its human soul to prioritise human qualities such as critical thinking, teamwork and creativity.**

When we think of learning technology it's surely time to consider not just the learning platforms that companies are using, but also how learning is being delivered and consumed. It's time to establish new metrics that sync learning to business goals and growth, and to measure engagement to truly feel the impact of learning.



WHAT'S THE PATH TO ACTIVE ENGAGEMENT IN LEARNING?



Truly engaging in learning is both an individual and active pursuit. It's one where individuals feel motivated and intrinsically driven to participate in the consumption of content or deeper learning pursuits. ”

David Westwood, Director of Learning, Fuse

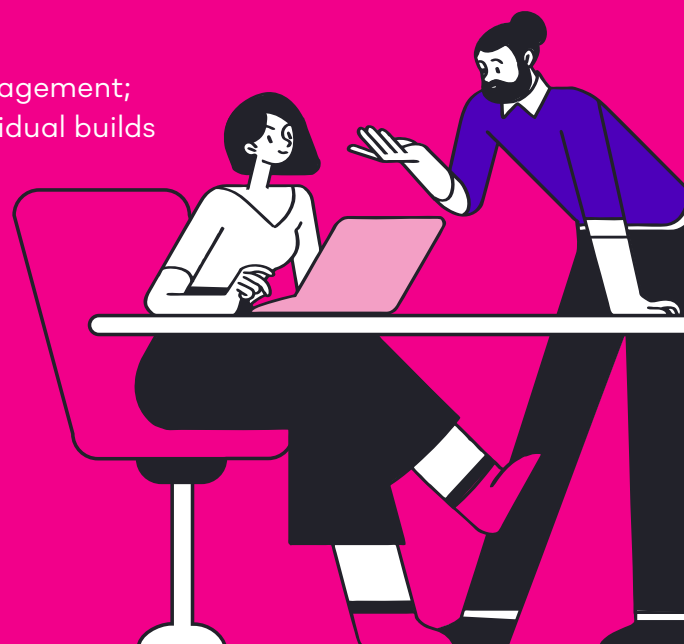
Think about this: engagement is not a passive activity.

To be truly effective in the learning process and to have the best opportunity to drive intended outcomes (whether that's performance or learning), people need to want to undertake and engage with the journey.

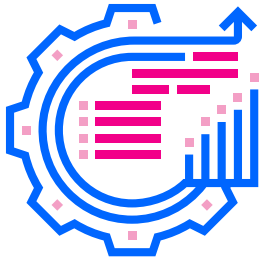
They don't want to be told to do it - the choice factor is paramount. There is an initial choice that has to be made by the learner and that's to engage with the content, and more deeply, with the learning process.

There is then an ongoing secondary element to engagement; the continuing and deepening relationship the individual builds with the process of engaging and the process of learning. Initially an individual might choose to consume learning content based on the perception that it will deliver some personal value or help solve a problem.

It might have been recommended by a significant supporting other (a line manager, coach or trusted advisor), or it might have been suggested in a social feed.

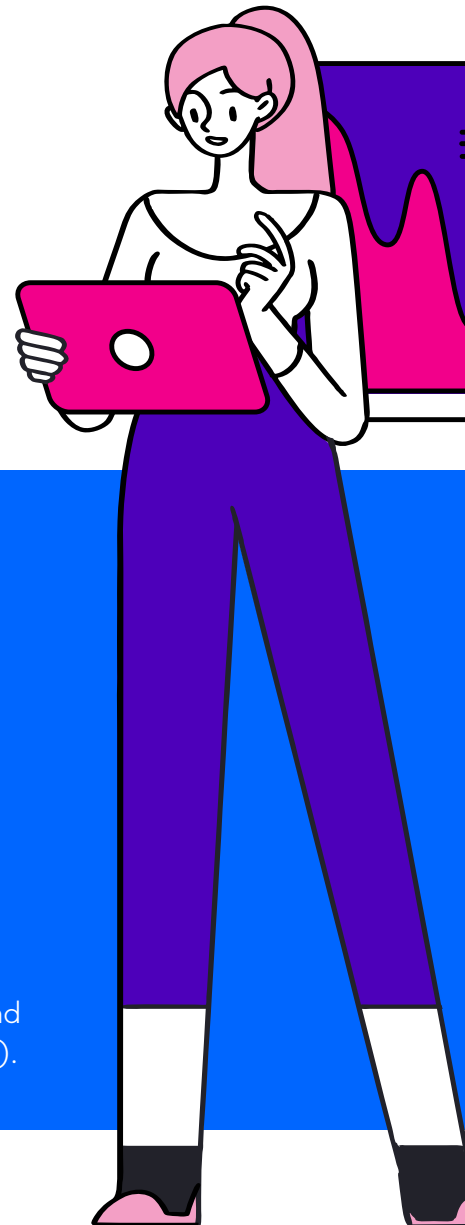


Regardless, the individual chooses to engage with the content and takes value from it. Their journey could end there and they, having taken value from this content, might go about their day and continue with the work or task they were stuck with. Or they might make a choice to further engage with the content in a deeper and more meaningful way:



- They might share it with a colleague
- They might comment on it with a personal observation or experience
- They might choose to go deeper and consume more content on the subject.

All of these illustrate the individual choosing to further engage. But if we are going to be successful in achieving the potential of the individual and realising the benefits of engagement, then we need people to continue choosing to engage and to keep returning to the content and the process of learning again and again - each time truly engaging as they continue to take value from the process of learning or from having their problem solved in the moment, providing value to others and ultimately providing the value outlined above to your organisation.



Continuous active engagement makes us fitter to perform

Remember, we're not talking about hours or days of engagement. We're talking about short bitesize engagements or micro-moments in which an individual is engaged and enabled.

Let's put this into context: by doing a small amount of training every single day, an athlete will be far fitter and far better equipped to perform than if they had carried out all of their training in one go - and continuous active engagement makes us fitter to perform (in any role).

LEARNING ISN'T A SPECTATOR SPORT

What does engagement with learning - and the process of learning - look like?

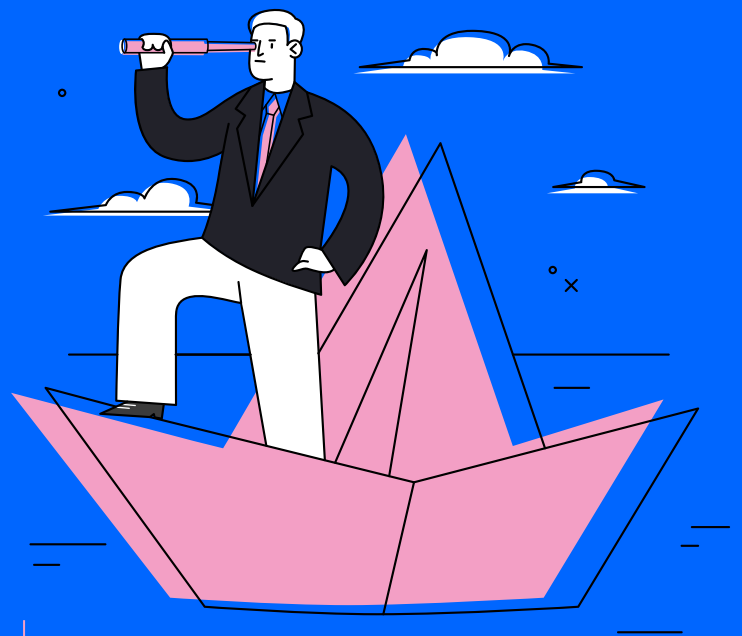
First and foremost, an engaged employee understands the value they can gain from constantly and consistently developing themselves. They also understand the value of this to their organisation.

They understand that they have a responsibility to continually develop and that this will enable them to achieve within their role today, whilst opening doors to potential roles in the future.

They know that learning doesn't just happen in the classroom but that learning happens every day all around us and that the opportunities to, or reasons for needing to, learn and develop can crop up at any time. That said, they understand that they need to be equipped and ready.

They know that learning isn't a passive spectator sport. They know that to get the best out of themselves and to develop to their full potential they need to practice, engage and take part in the learning process.

They are vocal: they will ask for more, ask for support, ask for answers, and ask



for opportunities - and they will certainly give you feedback if what you are offering isn't hitting the mark.

They will be collaborative. Engaged learners will support each other and see the value in the experience, knowledge and reflections of others. They care and collaborate in the effort to learn.

They will look for opportunities to practice and apply and receive feedback. They realise that skills, behaviours and capabilities need to be developed and that this isn't a purely academic pursuit.

They will engage and develop everyday at the point of need, and they will work towards goals they have set with you, or more likely, set for themselves. They will carry out all of this; with or without you, your technology provision or your course catalogue...



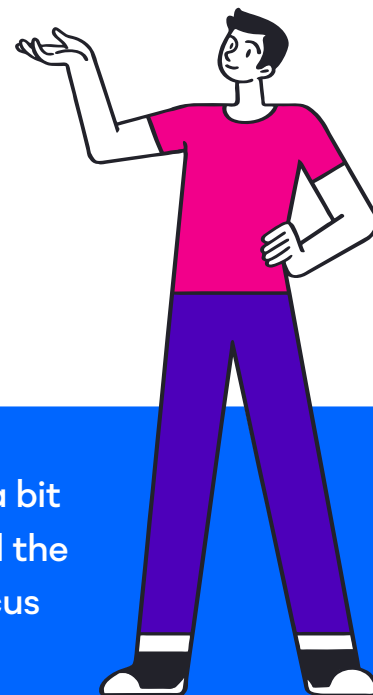
How to build and
maintain an

ARMY OF ENGAGED LEARNERS

CATALYSING ENGAGEMENT

1. Redress the perspective of learning and engagement

It's time L&D had a bit of a shake up and potentially a bit of a re-launch. We need to focus on the potential and the power of learning to the organisation. We need to focus on the value to the learner and to the business.



The Hilti story

In re-launching its learning strategy, Hilti, a leading-edge technology provider to the global construction industry, identified a key opportunity. The company re-branded towards the creation of the Hilti brain and utilised the metaphor of an individual being equipped with the resources they needed at the point they needed them, rather than equipping them for any eventuality.

In this shake up and re-launch of the learning organisation, it enabled them to get closer to - and build - better partnerships with the business whilst also focusing on interventions and delivery methodologies.

This best supported learners to see and experience the value of the learning (either by equipping them for better personal performance, or by focusing on solving their problem in the moment). Sometimes we need a fresh start and perspective, to flip an old adage - a change can be as good as a rest.

If we continue to work in the same old way and provide the same old solutions, people will continue to engage in the same old way....

Is that what we really want?

Start with onboarding

As well as working more closely with the business and re-launching a learning strategy to support and focus on the value of continuous active engagement, we also need to build positive habits in learners - and ideally, before any bad habits or negative perspectives of learning have had a chance to take hold: namely at onboarding. Onboarding gives us a blank slate on which to imprint our organisational perspective of learning and to give people the tools and capabilities they need to be successful in actively engaging with learning and the process of learning.

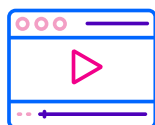
2. Lead from the front

Although the outcomes might be engagement with a technology or learning platform, the change we are looking for and the achievement of this engagement with the technology is one of culture. Whether people will or will not engage is determined by the culture that exists around them - and the culture's perspective on the value of the active engagement with the technology (and therefore with continuous learning). If the culture doesn't value it then people won't value it.



Create a movement

Culture change is hard, but what we do know is that it can be supported by leadership and influencers/early adopters across the organisation. Think of it as making a movement - we all need our first follower: [this video spells it out.](#)



Organisations that have been successful in catalysing people to actively engage with the process of learning have done so through leaders and managers understanding and being the mouthpiece for this systemic cultural change. In other words, voicing its value and role modelling the actions.

Be like Vodafone and Scandic: Understand the power of advocacy

Leading telecommunications company, **Vodafone** (UK retail), understood the power of advocacy in the context of culture change and for this reason, pre-launched the brand to store managers and regional managers, giving them an exclusive sneak peek into what was going to be afforded to them and their teams through the new learning platform.

Rather than being perceived as elitist, this activity enabled the managers to voice their own story of the value they had received on the platform when it was rolled out across the organisation shortly thereafter. The managers then encouraged others to participate and engage with the content rather than blindly telling them they had to carry out an activity to which they themselves had not been exposed.

Similarly, **Scandic** - a hotel chain headquartered in Stockholm, Sweden - launched its new leadership values through a series of videos from the company's most senior executives who openly talked about how they had both won and lost, grown and failed in their careers. These anecdotal experiences showed the personal and professional sides of the leaders and, crucially, humanised both them and the new values that the organisation was trying to embed.

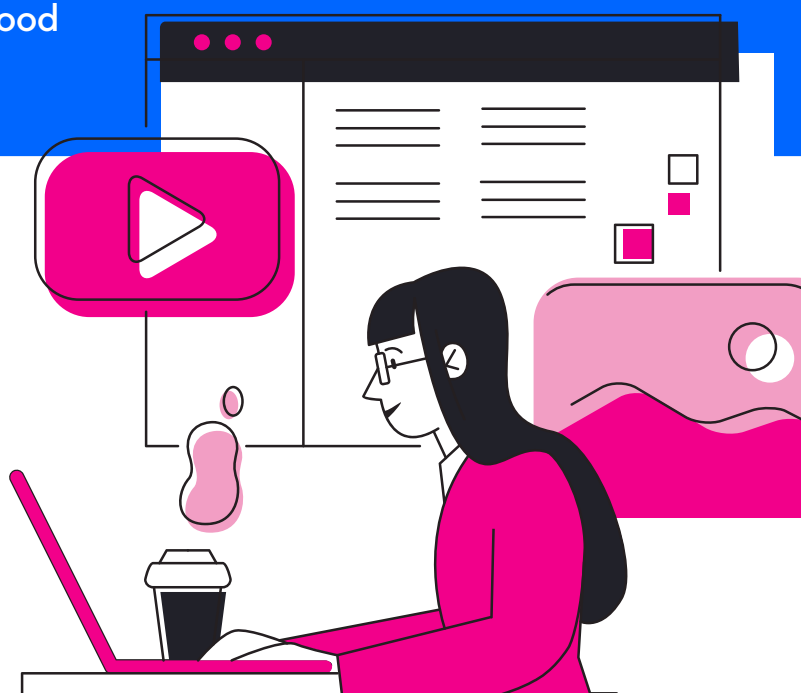
3. Enable people - show them the art of the possible

Any change needs to be marketed and understood by its intended recipients or actors, therefore we need to expose people to the new ways of engaging with learning and not rely on them to make this leap themselves (because in all likelihood they wouldn't unless guided to do so).

Equip people with the tools and capabilities to fully engage

If an individual's entire exposure to 'learning' and engaging with 'learning' has taken place in a classroom or through a SCORM compliance module, then these are the 'opportunities' they will equate to learning. We need to show people the potential and the art of the possible and enable them to reflect on the myriad ways of learning that they utilise each and every day in their personal lives. We also need to ensure they know change is happening, what's in it for them, and that they are equipped with the tools and capabilities to fully engage.

Many Fuse clients take this launch of their new learning engagement model alongside their learning platform very seriously. Veterinary group, Medivet, recently went as far as sending people engagement enablement packages which contained small microphones and lenses for people's smartphones. The idea was to help them feel confident in having a go at creating their own content, how-to guides for leaning in and having a growth mindset when it comes to learning and supporting



others to learn both online and offline, and some other cool pieces of merchandise, 'cos, who doesn't like a bit of swag?!

Other organisations treat their launch as if a film is being released. They create a campaign to excite, and expose and enable people to engage with learning in a new way. Think trailers, reviews, sneak peeks, posters, education and how tos - all of these happening weeks before the launch and acting as a vehicle for aligning people to the possibility of what's to come. Remember if people are to engage with the learning you are providing, they need to know what's available and what's in it for them otherwise it's just going to be business as usual.

4. Solve people's problems and show them the value of engaging with learning

So we have people ready, willing and able to engage, now what? Now we need to show them the way and leave them wanting more - and how do we do this?

We demonstrate value.

We need learners to perceive the value they have taken from the platform as soon as possible. People continue to use and engage with those tools - and the people - who provide most value. Cast your mind to all those apps you have purchased but have only used a couple of times. Oh the value they promised, and never delivered!

How do we ensure we are providing value?

We need to understand our audience and see how we can solve their problems for them. In this case their performance problems. For the individual and the business to see the value in the engagement and to encourage the continuation of this, the engagement needs to enable people to perform to a higher standard - either by offering a solution to the problem in the moment or by developing deeper capability over time.

Before launching Fuse, Hilti surveyed over 4000 employees to understand what they needed from learning. This invaluable data then enabled them to respond to their employees through their learning strategy and learning provision in order to provide the desired results. So, where to get started.





5. Scale SME answers to questions, and provide value

FAQs; Frequently asked questions; one of the great unmined troves of value. Every organisation has SMEs who are asked the same questions over and over again.

We know they are of value to learners (as information seekers) for the simple fact they keep asking questions. The digitisation of the answer is of value to both the SME and the organisation - imagine what they could be doing with all the time they'd have otherwise spent answering the questions over and over again! By working with SMEs and the business we can provide value to learners and SMEs alike providing scalable access to the answers of the experts and their knowledge.

6. Capture people's imagination and excite them

We do not want to deliver what is expected, the same old boring sh*t. Instead we want to encourage engagement through exciting people and exposing them to something different or new.

We want to ensure you **encourage ongoing and active 'choice' driven engagement** with your learning provision and platform. Launch it with a compliance course and tell people it's mandatory to complete. Believe it or not this has been done time after time, despite encouraging organisations not to employ this strategy.

The key thing to remember here is that our first use of something massively defines the way we perceive and use it. So, if I am told to do something I will only return when I am told to do so - and if the content I find when I get there is the same old compliance

content, I will 'understand' the purpose of the system and react accordingly (probably put off engaging with the platform at almost all costs).

We need to deliver on the promises we made in our launch and change up learning materials, keeping content fresh, whilst also doing so in an unexpected manner. Think about games, TV, books and films that you love, and chances are these came with a moment of surprise and offered you something different, something you weren't expecting. We need to do this with our learning content as well.

It's important to understand that it's OK to have fun and to provide learners with unexpected content in the name of driving engagement and therefore performance. Ryan De Groot and Topher Olsen were the masters of this whilst working with Alliance residential. They maintained a monthly engagement rate of 80% with learning and communications content through news and performance focused content by delivering it in unique and increasingly unexpected ways: songs, dance, and acting all featured in their 'Saturday Night Live' approach to performance enablement content.

MAINTAIN AND GROW THE ENGAGEMENT

1. Deepen engagement with the platform

Once we have excited, enabled and engaged people with experiences and content from which they have hopefully taken value, we may want to look to deepen their engagement with the platform. We may want more involvement and more time to be spent in engaging with the subjects and their application, or we may want people to simply return more frequently to the platform to ensure they are up to date with latest practice and knowledge.

The engagement strategy and activities must fit the intended outcome, whether this be asking them to spend more time engaging with the subject matter of the content (for example practicing or applying it within their working practices), or through commenting and providing reflections on their own experience of the subject. We might want them to start asking questions within the platform so that others can benefit from the answers and solve their own problems more rapidly.

Different audiences and different performance outcomes will demand different ongoing levels of engagement.

For example, we might want to build the habit amongst engineers to search for and find performance support resources at the point of need when they are fixing a new product. This little and often engagement at the point of need will be different to the engagement required if a new line manager is to best learn the capabilities necessary to lead their team.

One requires immediate application and action whilst the other needs ongoing engagement and support to practice, apply and reflect; building capability and habit over time. We need to ensure that

the activities and contents we are asking people to engage with are relevant to their performance needs and that our engagement strategy will best deliver the outcomes we intend. Whether it be frequency of interaction or depth of interaction and engagement that we are looking to cultivate, first we need an audience that is willing to engage and which has already received value from engaging with our learning provision.



2. Broaden the engagement

Think about and reflect upon all the different systems or places your people need to use everyday in order to understand and engage with your organisation. An intranet for communications, an LMS for compliance, a SharePoint site for knowledge management and documents, a Yammer site for 'corporate culture', a workplace site for information about bake sales and social events. In other words, any number of communication or messaging platforms to try and get an answer from a SME.

It really is a jungle out there and so is it any wonder that people stick to the strategies that have worked for them in the past, utilising the same methods over and over again when it comes to driving performance? **Sometimes doing the same thing is simply the easiest strategy - of course, that doesn't mean it's the right strategy.**

Streamlining the choice for their people is something that Vodafone, Avon, Panasonic and others have achieved for their learners. By utilising their learning platform as a one stop shop for all performance enablement, they have managed to support their employees by providing them with the one central location to engage. Taking the decision of 'where do I go for...' away from their learners is one less decision their learners need to make.



3. Build the habit - the consistent delivery of content

There are two major points to make here about Fuse's content strategy enabling engagement:

- a) Little and often
- b) Provide people what they need, where they need it

Firstly, if we want to build a habit of active engagement and encourage people to return and engage with our content, then we need to produce and release this content so that new and fresh content is consistently available.

Think about how you utilise a new site: each of us is likely to consistently check our new outlet of choice to keep up to date and 'across' new events. We will likely do so on a daily basis, and at times of importance or need this frequency will no doubt increase. We are constantly taking value from this and we have purpose for engaging with this new content. The content is constantly changing and updating as the news unfolds.

This is not unlike the change of performance and demand for new capabilities within an organisation; there is always something new, something changing or some new best practice enabling an individual to perform better; and yet for most organisations their release schedule and content strategy looks more like a retail catalogue (for UK readers, think of the Argos laminated book of dreams) which may only getting updated seasonally or maybe even annually.



CONTINUED ►

CONT. CATALYSING ENGAGEMENT

Start thinking and designing content for constant engagement

We need to stop thinking about course catalogues and start thinking and designing content for constant engagement. Content which takes minutes, hours or maybe days to create and release - **not content which is out of date by the time it is published due to it taking months to create.**

The second point (made previously) is about delivering people content where they actually need it. People don't want to go to look in your course catalogue (if they remember it's even there). Think about that retail catalogue analogy; you only go there when you need to buy a new kettle.

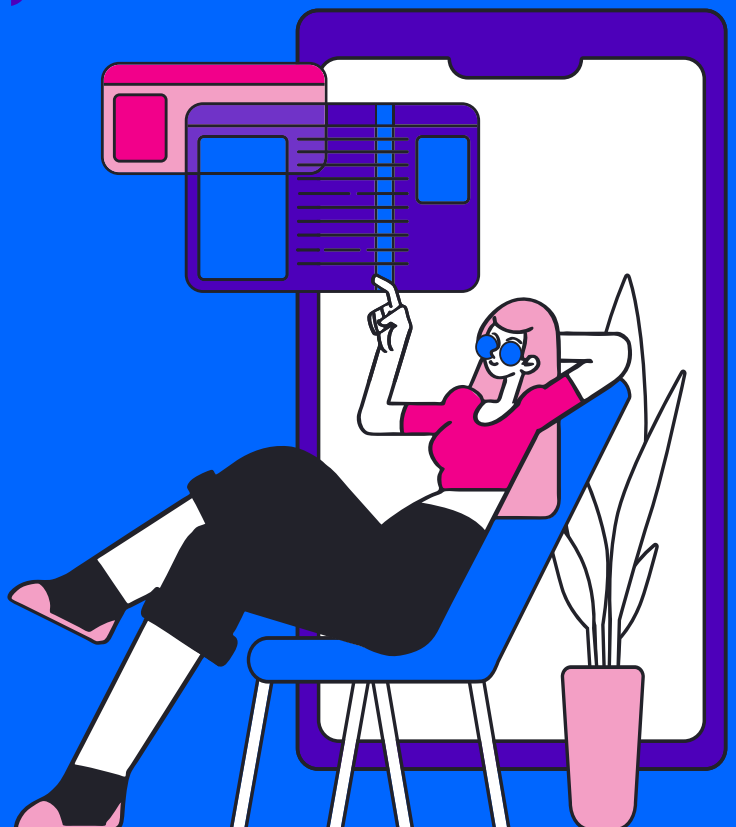
Think mobile, design with search in mind, and market your content!

People want the content at the point they need it on the device they want to engage with it. This means thinking mobile, designing content with search in mind, and marketing your content for discovery in feeds. It also means we need to think about where people might need to engage with our content from and enable this.

How Hilti created enablement at the point of need (and action!)

Hilti recently rolled out a new CRM in support of its new customer support and sales methodology. The enablement content for how to use the CRM wasn't locked down in a SCORM object in an LMS or in a 50 page how-to manual; it was available directly at the point of need in the CRM.

Hilti knew that people would engage with the content at the point at which they needed to do so; at the point of action. Creating enablement at the point at which people need it ensures they take value from it and enhances their trust in the content. It also increases the likelihood they will re-engage further in the future.



4. Continuous line management support

The choice to actively engage with learning is not one an individual undertakes alone. It is one which they take within the context of their role and their organisation. Others within the organisation will have an effect upon an individual's choice to engage or not."

David Westwood,
Director of Learning, Fuse

At Fuse, we've seen over the years with **Dixon's Carphone, Phones4u, Vodafone, Avon, Carpet Right, PMI, Hilti, Scandic** and others, that leadership and line management have a significant impact on enabling the organisational culture to align behind the power and importance of ongoing active engagement.

In Vodafone, line managers actively supported their learners within a new sales enablement methodology, coaching and observing their practice and application of what had been learnt. Sales teams whose managers were actively engaged performed on average 10% on key store performance metrics than those teams whose manager was not themselves actively engaged with their own learning.

Correlate engagement with learning against business performance data

Those managers who received and realised value from learning were more likely to encourage and support their team with engaging with learning. Avon, Hilti, Scandic and others support leadership to realise the importance of ongoing active engagement by reporting the effect this has on performance. These organisations will regularly correlate engagement with learning against business performance data, showing the positive relationship between the two.

This enables business leaders to speak out to the importance and value of individuals actively engaging with learning resources and the experience on offer, advocating for and encouraging people to take part. Highlighting this relationship allows leadership to stand behind the strategic importance of the learning organisation and talk openly to the positive effect this has on their organisation.



5. Celebrate with me

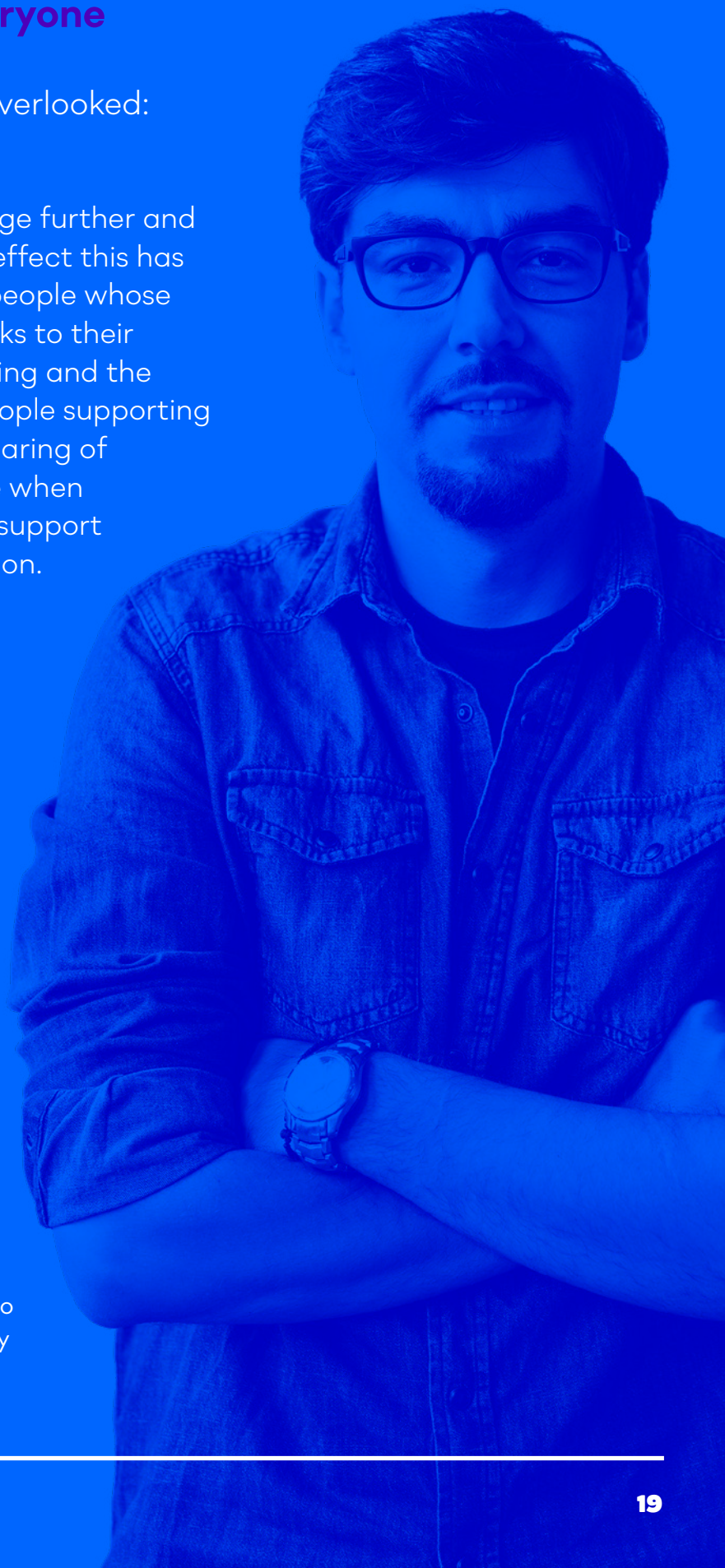
Success matters to everyone

One final point that's often overlooked: **celebrate the successes.**

Support people to want to engage further and more deeply by celebrating the effect this has on the organisation. Celebrate people whose performance has improved thanks to their ongoing engagement with learning and the wider organisation, celebrate people supporting others to develop through the sharing of knowledge or content, recognise when people go above and beyond to support each other in answering a question.

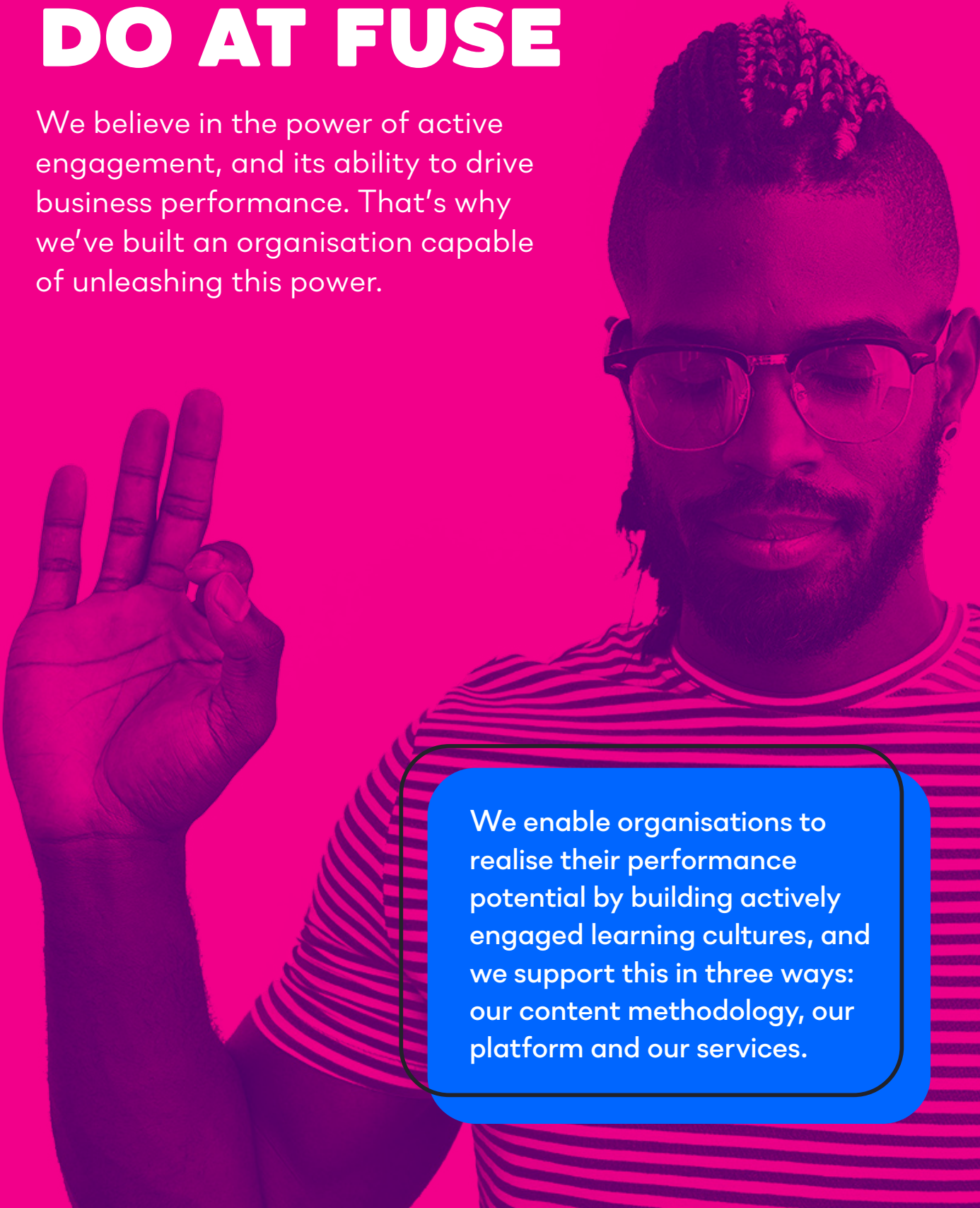
This doesn't necessarily mean certificates, badges or leaderboard points.

This means the open recognition by leadership and peers of the effort, engagement and achievement of named individuals. We eat our own dog food (or drink our own champagne), at Fuse we have a recognition community in which people are actively encouraged to recognise the achievements of their peers, celebrating their successes and highlighting how their engagement has enabled others. In this way individuals are celebrated and the whole organisation gets to learn from the achievements and examples set by their teammates. Collectively, everyone sees new ways to raise their game and maybe even enjoy the buzz of a nice Dopamine hit.



WHAT WE KNOW AND DO AT FUSE

We believe in the power of active engagement, and its ability to drive business performance. That's why we've built an organisation capable of unleashing this power.

A man with a beard and glasses, wearing a striped shirt, is shown from the chest up. He has his right hand raised, palm facing forward, with fingers slightly spread. The background is a solid blue color.

We enable organisations to realise their performance potential by building actively engaged learning cultures, and we support this in three ways: our content methodology, our platform and our services.

OUR CONTENT METHODOLOGY

At Fuse, we believe and have seen over the years that peer to peer learning is truly engaging and really drives the performance of an organisation.

From sales persons in Avon and Vodafone, to hotel managers in IHG and Scandic, engineers in Panasonic and Hilti and many, many more roles in more than 120 organisations, we have seen that people engage more regularly and with more content when it demonstrates performance of the best organisational performers.

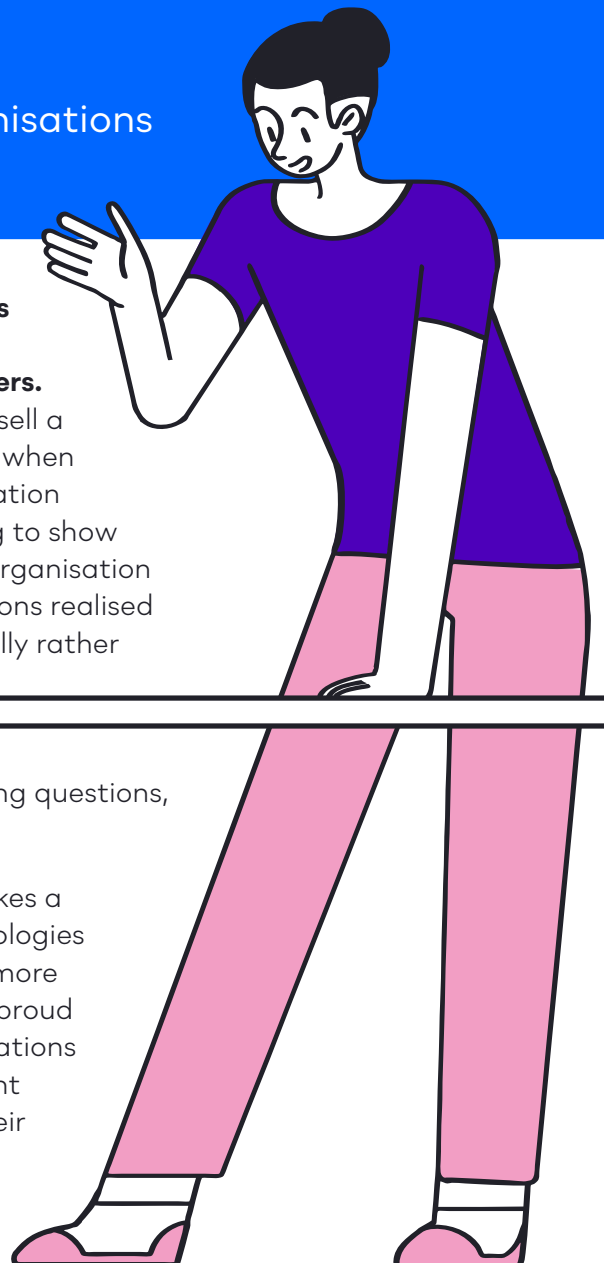
Employees

- recognise best performers
- know who the SMEs are in their organisations
- want to learn from these people

So Fuse has pioneered journalistic interview techniques to enable organisations to capture and codify the best explanations and tacit knowledge of their top performers.

When wanting to understand how best to explain and sell a new handset, Vodafone go to the top sales colleagues; when needing to help people understand new financial legislation Hilti turn to their top finance colleagues, when wanting to show how best to embody the leadership principles of their organisation Scandic turned to their leaders. All of these organisations realised the benefit of sharing the knowledge they have internally rather than searching for knowledge in courses created externally of the organisation. All of these organisations saw people actively engage with this content, and the experts within - asking questions, commenting and clarifying what they were learning.

The digital capture first, Fuse content methodology takes a fraction of the time of more archaic elearning methodologies meaning organisations can capture, create and share more high quality content than ever before. At Fuse, we are proud of what our content methodology has enabled organisations to achieve and this is why we look to enable all our client organisations to utilise the methodology and create their own **fusified** content.



THE FUSE CONTENT STRATEGY

1

Content formats in tune with what people love

Bitesized videos, articles, rich media articles or podcasts that learners can consume on the go. Content must be reusable outside specific learning paths if needed so that **learners have access to it at the point of need.**

2

Bite-size

Videos and articles no longer than **3-5 minutes.**

3

Reusable

Structure. Discovery. Search.

4

Digital first capture

Removal of a half a dozen sign off points and quality gates in comparison to traditional methods of creating e-learning content. **Reduced cost and time.** Most importantly it only takes 5% of your subject matter experts time, whether it be video or audio.

5

Mobile first design

All content must be produced with a **mobile first strategy in mind.** 70% of video content in the world is consumed via mobile.

6

One key theme per screen and no passive imagery

Animation increases retention as well as engagement.

When using animation and visualization, audiences can then consume the key messages that they can remember later.

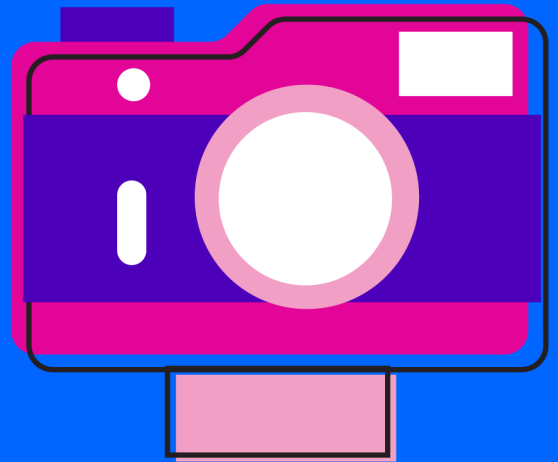


CONT. THE FUSE CONTENT STRATEGY

7

Journalistic approach

Authentic. Passionate. Concise. Unscripted.
This resonates an emotional connection with your audience and portrays authenticity.



8

Curation

Content is king. Context is queen.

We must provide structure and context so that your employees can find it and use it quickly and efficiently.

9

Frequency

There is a direct correlation to the frequency of new content and engagement levels. Libraries of content do not create daily learning habits; **new, daily, interesting, concise and relevant content does.**



10

No jargon

Make your content **universally consumable for a wider audience** (subject to specific audiences within communities.)

11

Publish your content in the correct way

Title, time, thumbnail.

The rules of YouTube and Facebook also apply to internal learning and comms.



12

Delivery

No effective content strategy is complete without a clear strategy for getting this content into the hand of employees with **no barriers and no friction.**

THE PLATFORM AND THE FUSE ENGINE

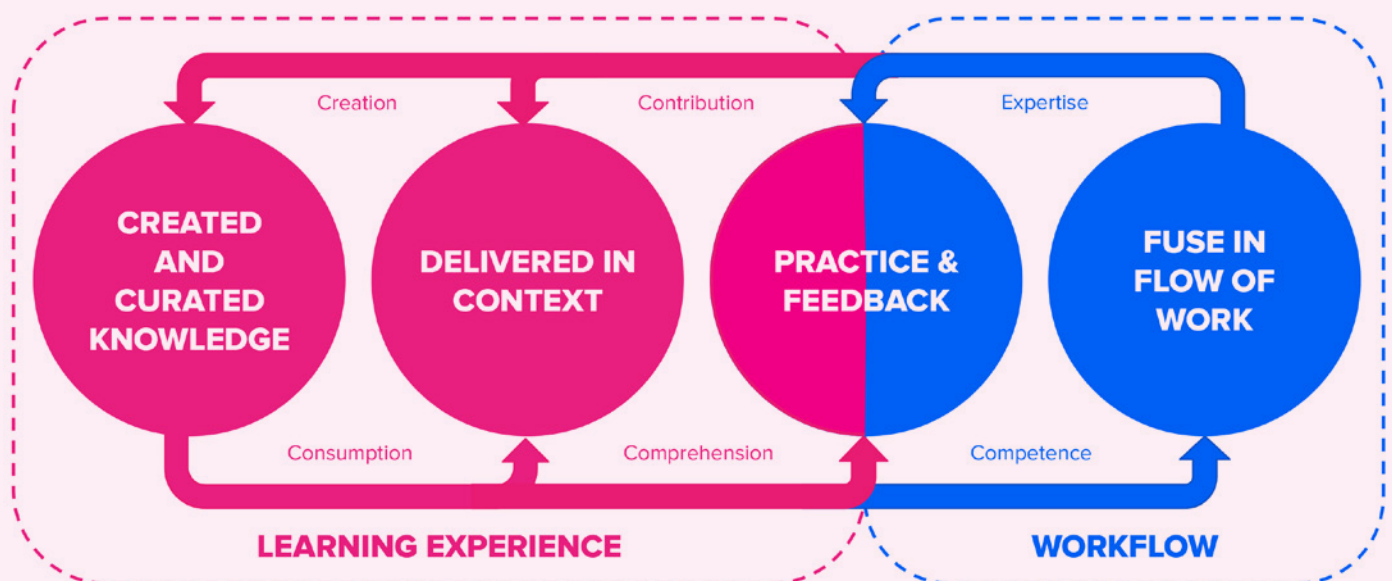
The Fuse learning platform is the only platform in the market designed to deliver the experience of how people learn - and not just to deliver content.

Neuroscience and psychology show that people need an opportunity to practice and apply what they are learning if capability is to be developed. We don't just think that people need access to more content. **People need role relevant experiences through which they can socialise and learn from others.** People need to be enabled to receive feedback and to have an open dialogue with others about their development. This has led us to building the Fuse learning platform based upon **"The Fuse Learning Engine"**.

The engine is a model of our technology and our beliefs about capability development and learning design.



THE FUSE LEARNING ENGINE



CONTINUED ►

Give people access to high quality, relevant knowledge

In order to develop performance, in the moment or over time, individuals need access to high quality relevant and personalised knowledge. As stated above, we believe the best knowledge for people to learn from comes from the **source closest to them** - in other words the top performers within your organisation. However, regardless of where it comes from, the knowledge needs to be accessible, searchable and small enough to support people to engage with it at the point of need.

Give people knowledge in context

Knowledge alone however isn't enough: people need to receive the knowledge relevant to their context. This context might be their role. Think about it for a second; we might think people in the organisation need to have more digital skills, however the skills they need and how these will be applied will be radically different depending upon the role the individual is carrying out.

A product manager needs to be digitally literate in a way different to a sales person. The context might also come through in what the individual is looking to do with the knowledge - either apply it straight away in order to solve a problem, or reflect and apply it over time in order to develop a skill or capability. **To be truly relevant, great content needs to be delivered in context.** Context is a combination of what we know - or can learn - about your situation and your motivation. We use this data to add users into the right communities, assign them to learning experiences and recommend content.

Practice and application

Going beyond knowledge transfer and assessment, we need to support learners to develop through application and feedback. The Fuse technology has a number of market leading functionalities through which an individual can be supported to apply, practice and receive feedback on how their capability is developing. This enables the technology to extend the learning experience and engagement away from just knowledge - and into application and performance development!

Performance support

People need access to resources and knowledge at the point of need. Not all capability needs to be developed over time - **sometimes an answer in the moment is all that is needed to unlock performance.** This is why we continually look to enhance how we provide people with the learning support they need in the moment, be this through a mobile device, through search or recommendation feeds, or within other systems. Fuse looks to support your learner engagement by ensuring that they have the resources they need on hand at their moment of need.

ENABLE AND SUPPORT A CULTURE OF LEARNING ENGAGEMENT AND PERFORMANCE

We know that technology and content alone won't drive forward your learning culture and that if we are to be successful in driving performance through engagement then we need to think about learning delivery differently.

Fuse Services are on hand to support you at every step of your journey. We will work with you to understand the business performance and value you are looking to drive with your learning strategy; through implementation we will guide you based upon years of experience and best practice as to the best technical and learning solutions to your problems.

Fuse trains and engages with you to ensure that you have not only the right technical solution but also the skills to support the launch and engagement of the platform. In life we will continue to respectively challenge you and support you in achieving the intended engagement and value. We can offer support in designing learning experiences to meet business outcomes, design engagement strategies to drive success and enable SME's to take advantage of sharing their knowledge for the benefit of others.



Fuse aims to be with you at every step of the way and will support you in showing the business value of your strategies, endeavours and hard work. Our services team will work with you to quantify the value you are providing to the business, reviewing and utilising our vast analytics capability to review what is working and what isn't and react accordingly. We will also work with you to correlate and understand the impact your learning interventions have on the metrics which matter to your business; in other words how is the ongoing engagement with your learning provision related to the performance of the individuals and your organisation.

ABOUT FUSE

On the Fuse learning platform, people connect with the knowledge and expertise they need to improve their skills and perform.

Used by over 150 progressive organisations worldwide - including Hilti, Vodafone, Panasonic, Scandic, and Avon - Fuse sparks active engagement for deeper learning experiences that ignite your people's performance.

Learn more at
www.fuseuniversal.com
or **contact us** to see
Fuse in action.