

## LP1.

### Personal Data

**Name:** Gareth Sand

**Position:** Sales

**Short company bio:** Has been at the company for 3 years. Good at his job but no real desire to advance beyond his current position.

### Goals and Aspirations

**Main Goals & Aspirations:** Wants to be able to complete his work without trouble and without extra hassle. Proud of his abilities in his current role. Would like the information quickly and concisely so as to be able to continue with meeting his targets.

**Barriers to learning:** Can be distracted easily if he views training as irrelevant or self-evident.

**Perception of Digital Learning (DL):** Often clicks through DL to the inevitable quiz, which he is usually able to achieve a passable score on without having completed the module itself. Has little respect for DL as a learning mode.

### Technology

**Tech considerations:** Is proficient with a range of devices, but usually does training on his work windows computer.

**DL Preferences:** On the rare occasions when he has had to complete the content in order to pass the quiz, he has gained respect for the DL. Responds well to scenarios which he can apply to his professional life.

## LP2.

### Personal Data

**Name:** Sally Hume

**Position:** Social media marketing manager

**Short company bio:** Arrived at the company 6 months ago. Has revolutionised social media marketing which has led to an increase in sales at the company.

### Goals and Aspirations

**Main Goals & Aspirations:** Has several more changes which she would like to bring into the company over the next 18 months in order to optimise social media marketing impact. Would like to have more freedom in her role to lead.

**Barriers to learning:** Sally is dyslexic and sometimes struggles with block text. This is not an issue in her daily work, but can prove a barrier when completing text-heavy training courses.

**Perception of Digital Learning (DL):** Has found that a lot of the important information on training courses is hidden in lengthy sections of text, while scenarios and voiceovers provide only a cursory summary of the content. This has often frustrated her and led to a feeling that DL is just something to be tolerated.

### Technology

**Tech considerations:** Often uses a tablet when working rather than the company desktop computers.

**DL Preferences:** When she has the chance, Sally prefers to engage with DL on her tablet as she can utilise several accessibility programs to facilitate her learning.

### LP3.

#### Personal Data

**Name:** Tony Whitfield

**Position:** Administrative Assistant

**Short company bio:** Has been at the company for 5 years. Is currently completing an MA in Human Resources in order to progress here or elsewhere.

#### Goals and Aspirations

**Main Goals & Aspirations:** Would like to grow professionally and is happy to stay in the company or look elsewhere. He is keen to complete courses and grow his competencies to make himself more employable in the future as well as demonstrate life-long learning.

**Barriers to learning:** Due to the MA, Tony's time is very limited and he struggles to effectively combine his time-sensitive work commitments with his education. As such, Tony sometimes skims content rather than looking at it in detail, leading to unnecessary errors when completing learning checks after courses.

**Perception of Digital Learning (DL):** Values the flexibility of DL allowing him to complete courses when best works for him. As his MA is asynchronous, he is comfortable working independently and sees DL as a legitimate learning mode.

#### Technology

**Tech considerations:** Where possible, Tony prefers to complete courses on his phone, allowing him to optimise his daily commute. Once at work, he tries to focus solely on task completion with as little space as possible given to training.

**DL Preferences:** Prefers courses which condense content down, as well as providing regular summaries, allowing him to feel that he is getting the key information without having to invest a lot of time in reading inapplicable theory.