# Worksheet Template
## *On Learner Persona*

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A persona is a fictional character that represents a company's typical target audience. Real market data of the existing target audience shapes the qualities of your persona. This information is usually gathered directly through interviews, observations and surveys. With a learner persona, your team can easily identify the audience and consider their needs when making decisions. Marketing professionals commonly use buyer personas to better understand consumers. You can use a learner persona to better understand your learners and create better learning solutions.

## Example of a learner persona

| Data to gather | Example of customer service representative |
|---|---|
| Name: Give your persona a name | Ava |
| Demographics: E.g. Age, gender, ethnicity, education, family status, where they live etc. | - Age 23, Female. Single with a steady boyfriend for the last six months.<br>- Graduated from a two-year diploma program in liberal arts from a local college. |
| Skill level: Duration and experience with the company and the role<br><br>Proficiency in the role | - Eight months with the company and as a Customer Service Phone Representative.<br>- Her peers look to her for guidance and support – both for her technical knowledge and her fun demeanor. She has average proficiency in her role and sometimes she inadvertently tells her peers or customers inaccurate information. |
| A typical day: Outline highlights of a day from start to finish. | - Ava arrives at work at 8:55 for her 9 am shift with her Starbucks double-bag chai tea latte with almond milk. She's happy that the call center is only a 10 minute walk from her apartment downtown.<br>- She logs into her terminal at 9:00 am sharp and begins taking calls from the queue.<br>- She takes calls from people in need of financial solutions like financial literacy, credit counselling, debt consolidation, bankruptcy. She directs the caller to the appropriate resource in the company.<br>- During her coffee break, she chats with boyfriend and friends on social media and checks her Instagram and twitter feeds.<br>- During her lunch break, she socialized with her peers that have the same lunch shift as her.<br>- At 4:58 she begins logging off her computer and by 5:02 she has left the floor to go home.<br>- Once she's free from work, she often goes for dinner and drinks with friends, and returns home to her apartment at midnight. Once a week, she volunteers at a local women's shelter and provides support and informal counselling. |
| Frustrations at work: Biggest challenges on the job | The pace of calls can be draining. She wishes she had more downtime in between calls to reenergize. |
| What he/she values most about the role | She likes the paycheck and her coworkers. |
| Motivations: What motivates him/her at work and outside of work? | - She's afraid of her manager and potential punishment.<br>- She wants to meet her performance targets to get her quarterly bonus so she always strives to be at work on time.<br>- She secretly wants to be a fashion designer and to help underprivileged youth attain fashionable clothing that can reflect a new, hopeful stage in their journey of full employment. |
| Technology use: Systems and devices used during the flow of a day | - Ava uses the proprietary database system to the company and her call management phone system.<br>- She's not allowed to use instant messenger, personal email, nor her phone when on the floor (she can only use her phone when she's on break) |
| Where she goes to learn: Both at work and outside of work | - Ava normally turns to her supervisor and her peers with questions. Sometimes she remembers to search the intranet for answers but she finds it hard to navigate and it's quicker to ask someone when she's being measured on how long each call takes.<br><br>- In her personal life, Ava loves social media and videos. She asks her network for answers to her questions and she avidly watches YouTube videos or searches Instagram to learn more about what's required be a fashion designer. |
| Where training will be completed: Include all types of applicable training (e.g. self-paced training, classroom etc.) | - Ava will only consider training for work while she's at work.<br>- She prefers to do classroom training so she can chat with her peers.<br>- She's grateful to do self-directed training at her desk so she can take a break from answering all the calls. She always takes the full 1 hour allotment per eLearning module so she can minimize the amount of time answering phones. This means that she carefully reads all the job aids and does all the optional activities. |

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Now that you understand how using a learner persona can be beneficial for L&D, I encourage you to create your own learner persona. Below, I've provided a template for you to fill in. After you complete this activity, you should have a clearer image of the learner and a better idea of how to make your learning strategy more effective.

## Create your own learner persona

| Data to gather | |
| --- | --- |
| Name: Give your persona a name | |
| Demographics: E.g. Age, gender, ethnicity, education, family status, where they live etc. | |
| Skill level: Duration and experience with the company and the role<br><br>Proficiency in the role | |
| A typical day:  Outline highlights of a day from start to finish. | |
| Frustrations at work: Biggest challenges on the job | |
| What he/she values most about the role | |
| Motivations: What motivates him/her at work and outside of work? | |
| Technology use: Systems and devices used during the flow of a day | |
| Where she goes to learn: Both at work and outside of work | |
| Where training will be completed: Include all types of applicable training (e.g. self-paced training, classroom etc.) | |

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