Episode 45: "Build Your BI Community"
with Amalia Colussi, UX Writer and Researcher at AlayaCare

Amalia Colussi is a graduate of UBC's Advanced Professional Certificate in Behavioural Insights and our first guest from the Class of 2022! Amalia discusses how she combines communications, user experience, and behavioural insights in her work. She also shares her program highlights, challenges, and advice. The biggest takeaway? Create community before, during, and after the program to learn from and lean on each other!

Transcript:

KIRSTIN APPELT, HOST: Welcome to this edition of Calling DIBS. I'm your host, Kirstin Appelt, Research Director with UBC Decision Insights for Business and Society, or DIBS for short. Today we're calling DIBS on Amalia Colussi. Amalia is a UX writer and researcher at AlayaCare and she's an alumnus of our Advanced Professional Certificate in Behavioural Insights.

Amelia was also our inaugural BIG Difference BC scholar, the first ever recipient of our BI scholarship for working professionals in the public and non-profit sectors in BC. Amalia was such a wonderful addition to the program that even though we're only two months post-grad, I'm already looking forward to catching up and hearing about life after the certificate. So welcome to the podcast, Amalia.

AMALIA COLUSSI, GUEST: Thank you so much. Thank you for having me.

APPELT: And why don't we start out by having you tell us a little bit about yourself and your current role?

COLUSSI: Okay. So I'll mention first that I am grateful to live, work and play on the traditional territory of the Saanich people. I'm based in BC and I'm now working, at the time that I started the program, I was working in the public sector, and I'm now working for a private company which provides cloud-based home health care software. So a bit of a change, a bit of a shift which happened midstream there.

APPELT: So Amalia, a common theme on our podcast is the winding ways we all take to BI. So few of us were just straight A to B. What was your journey to BI like?

COLUSSI: Right. So I mentioned that I was working for the BC public sector at the time that I started the program, and I'd been working in the public sector for quite some time in various communications roles. And I mean, communications is all about trying to get people interested in things, trying to get them to notice the message that you have to convey.

And we were finding that, especially being based in the public sector, there were important things that we wanted people to know. We wanted them to be paying attention to our messages. But they weren't or they didn't seem to be. It's hard to gauge interest. That's something that's hard to measure. But certainly things like retention and that kind of thing weren't really spectacular, when we measured how our messages were getting across. And so I started trying different things.

I thought, "Okay, well, if I make my messages flashier, if I make it more like a magazine instead of a boring government report, maybe that will be more eye catching." But that didn't seem to help either. And what I eventually realized is I was kind of bumping up against the intention-action gap that, you know, sure, this information is relevant and important for the people I was trying to communicate it to, but they have various blockers, one of them being that they've got all these good intentions. But following through is then, you know, that's another big whole step. And so communicating information from the point of view of snazzy headlines or something like that was not helpful. And when I started looking at communicating from the point of view of choice and what choices people had to make and when and why and how, that opened things up for me considerably.

And so it was a bit of, as you describe, a bit of a winding road, a sort of self-guided discovery, and then I happened on this whole world that I hadn't even heard of before, of behavioural insights and realized that that was what I needed. That was what I'd been looking for as I tried to get, you know, these relatively important messages across that would potentially help the health and wellbeing of people in the province. So it was very winding but definitely when I discovered sort of that BI existed, it was a massive eye opening "aha" moment where I thought "Oh gosh, this is what I've been looking for all this time".

APPELT: Yeah. It is so interesting about you know, it does feel intuitively true, like, "Oh, if we make the message appealing enough then it'll do it". But it is very, you can lead a horse to water, but you can't make it drink, like you can't help. There's other things beyond just communication to do to get over that intention-action gap.

COLUSSI: Exactly. And even in terms of communication, when you think about the barrage of other messages and just the amount of filtering that you have to do, and if it's a topic that you should be thinking about but you don't really want to, then sure, the cereal box is a lot more interesting than anything that I can put together.

APPELT: Yeah, it's like visual vegetables. It's hard to make them go down. And so from the point of learning about BI, what led you to the Advanced Professional Certificate?

COLUSSI: Right. Yeah. I mean, I was super intrigued by BI and wanted to learn more. I mean, even just the idea that it was based in science and not me doing random Google searches and trying to figure it out on my own was very, very appealing. And then, of course, it was immediately relevant to my work. So this was something that was interesting to me, but it was also very practical and very, very much needed.

And so I actually hoped, when I pitched the idea to my employer at the time, I hoped that also pitching a capstone project would be an additional cherry or sort of a cherry on top of the cake as well. Because then, you know, we'd have the project as you know, support for my employer, but then also I was hoping that BI would gain interest and influence in my workplace as well, because I could see so many ways that it would be relevant to a number of areas, not just my immediate circle. So it was, I guess, sort of two pronged, my own interest, but then also seeing that it was so practical and something that I could put to use right away and share with others.

APPELT: Yeah. And I think you're hinting at this a little bit, but I think the more you find out about BI, the more you like, "Oh, and we can use it here in my workplace and here in my workplace and here".

COLUSSI: Exactly. Yeah. You just start thinking, "Oh, hang on". Yeah. It's hard not to become a bit over the top, a bit of an evangelist, even without being an expert, I make sure I watch for people's eyes glazing over.

APPELT: Totally. Well talking a little bit more about the certificate, over the course of our episodes, we've talked to some of the brave souls who are part of the experimental pilot cohort in 2020-2021. But you're our first guest from the second cohort, the 2021-2022 cohort. So love to hear about your experience and what some of the highlights of the program were for you.

COLUSSI: Well, I loved it. I mean, I love meeting and collaborating with people from around the world. So that's a definite highlight for me. Everyone in the program was so driven and, you know, everyone is juggling all kinds of things. You know, there's life, there's work. And so it's just an incredible group of people because you're all trying to make this happen around all those things, not to mention the surprises and twists and turns in the program work itself, and the online format made that possible. I mean, I wouldn't have been able to do something that involved in-person meetings, just wouldn't have worked at this point in my life. So the online format made that possible. And I've done online courses before, but this was very thoughtfully put together, and I thought very effective, the various channels that are available and that kind of thing. And so that I felt very connected to all of the students in a way that I haven't in other online courses.

And another highlight was just being so immersed in the topic. On the one hand, yes, it is a lot, but on the other hand, I mean, the readings are fascinating. The instructors have so much experience, so much to offer, even their anecdotes of, you know, the trials and tribulations of putting this into practice. And then, of course, as I mentioned earlier, just the fact that it's so concrete and immediately relevant, you know, right from the first sessions, it's very, very practical. So those were some of the highlights for me.

APPELT: That's really great to hear and I would totally echo your point about just that cohorts have been so strong and I think it is really special. You know, I love teaching undergraduates, but not everyone wants to be in the room, some people maybe aren't paying directly, you know, it's a required course and it's not one they want to be in. But with this group, everyone wants to be in the room, everyone is so interested. And it just really makes a difference. Like all the discussions, all the group activities and just that feeling of everyone being in it together.

And then like you said, because we've got people from all over the world in different sectors, different jobs, different background fields, it just brings so much richness to the conversation about, "Oh, well, this is how I was thinking about it and this is how I'm applying it". And so, yeah, a huge highlight for me each year is just seeing the various lenses that people are bringing.

COLUSSI: Absolutely. The diversity and just the engagement. As you say, it's totally different. Many of us have been traumatized by high school or undergrad group projects. But this was so different. And, you know, even just in class, in session conversations, you know, there aren't the awkward pauses where no one wants to speak up. Everyone's diving in. So, yeah, it was very different that way.

APPELT: Yeah. If anything, it's that what I always call the game of chicken at the end of class where everyone wants to stay on the line in case someone has a good question, but then maybe no one does this time. And then everyone's like 'does someone?' just in case. And then we stay on for like five, 10 minutes. It's like when you have those like sloppy couples who are like, 'you hang up first', 'no, you hang up first.'

Well, it's lovely to hear the positives, but I'm sure that there were some pieces that were challenging, so not all roses the full time. So what were some of the pieces that were challenging for you, whether it's content or just scheduling or any aspect of the program?

COLUSSI: Yeah. I mean there definitely were challenges. It is a lot of work and I mean the program information was very upfront about it and you know, gives estimates and I did my best to imagine how that would play out

in real life. And of course it's never accurate. So it is a lot of work. And I found it ebbed and flowed like some sessions or some courses I found it easier to pick up for me than others.

So for me, statistics was challenging because I'd never taken statistics courses before, although I had done some university math. So it wasn't sort of that I was scared of numbers. It was just something so new to me that I, I needed time and repetition to really absorb it. And it was, you know, it's a topic I hadn't thought about a lot before. I hadn't thought about quantifying uncertainty, for example. So very, very useful, fascinating but very new. And so that was challenging for me, whereas others of course, were familiar with it and I'm sure they had different courses that were challenging for them.

Having the scheduled sessions was good. I mean, that was set up from the get go. But I have a family and so it was right around bedtime. So there were definitely some times where you know, one of my kids would be kind of crashing slightly before the class ended. And that was just mainly video off and mic off. No, but overall, I mean, I was chatting with my other teammates as we were finishing up our project and we were all agreeing, you know, having now seen the craziness of trying to do this on top of everything else, we would do it again in a minute. Like it was so, so fascinating and so exciting to be involved in that despite, you know, not to paint it all rose colored, but despite the challenges, you know, they were all very much worth it.

APPELT: That's wonderful to hear. And I think it is like when you get to the end of the program and you look back at what you've accomplished, it is like you've done a whole project from start to finish. You have like a literal completed BI project and often cases like a working paper that you can then, you know, show to people like, "This is my thing. I did this. I did a thing", as the kids say.

COLUSSI: Yeah, exactly. And it's kind of like a runner's high or something. I made it through.

APPELT: And speaking of your team, you worked on a challenge around communications towards members of a public sector pension plan. Can you tell us a little bit about your capstone project experience highlights, challenges, surprises?

COLUSSI: Yes, it was amazing. I mean, like anything in life, it's got its ups and downs. Highlights were definitely my incredibly supportive teammates. We really gelled and we put in time at the start to try to foster that. But we did, you know, sometimes the chemistry's there and sometimes it isn't, but for us it really was. And we were really supportive of one another and I think we just genuinely like working together.

Of course, the instructors are super supportive and the project partner was also very supportive, which was great because, you know, that's a challenge in and of itself. Like it's out of the control of the students how smoothly or not things like approvals go and that kind of thing. And so we felt really fortunate that ours was very motivated and responsive and that kind of thing. As I said earlier, I mean, this is definitely one of the best group projects involved in the school setting. It was definitely not like, you know, like the undergrad group project where your heart just kind of sinks and you know, it's going to be you know, it's going to be a wild ride. This was a wild ride in a good way.

In terms of challenges, it's a lot on top of work and life. And you really have to stay with it and stick to a schedule. You know, if you let it slide, then between the project work and the coursework, it's just hard to scramble back up. So you just really have to keep up with it. And then on top of that, I changed jobs in the middle of the project. So I had been the connection to the project partner, so that was mildly awkward, but not as bad as I thought it might be, but just an added bit of stress for me individually of making that change.

In terms of surprises, I think our biggest surprise was that our intervention worked. You know, there are so many well-planned, well-executed interventions that just don't, for a variety of reasons. And, in fact, some of our results, we thought they were not as good as they actually were. So we're kind of like the group who didn't realize they'd done good. So that was a wonderful surprise. But beyond the actual results, I would just echo what I said earlier, that it was a lovely surprise that it was as challenging as it was, to go through this work on top of everything else, it was a wonderful surprise at how rewarding and how just how fantastic the experience was that even if the intervention hadn't worked, it was so rich and everything that I learned from the project that I came away ahead regardless of what the actual intervention did or didn't do.

APPELT: Yeah, that's one of my favourite pieces of the capstone projects is that, I mean, for the lucky ones, like your team who had a significant result, amazing, but for every team, there's so much value that the team is bringing back to the partner, the client, whether it's insights from doing some surveys, from interviews, information about what doesn't work, things you realized along the way, not speaking to any project specifically, but like, "Hey, did you realize you're not collecting this very important data or this very important data doesn't speak to this other important data that you collect, but they're in different databases" or just, "Hey, there's this opportunity for you to make some slight tweaks".

And so I find that, you know, the intervention, of course, we want it to be statistically significant, but in some cases it's almost beside the point, because there's some other piece of value where you're like, "Actually, you know, we scoped it down and this is what we were able to do in this project. But next time we have the best idea for a new project that you can tackle".

COLUSSI: So absolutely having those fresh eyes and looking through that BI lens, that alone is so valuable for the agencies or the project partners and the students because as you said earlier, you know, you have this diversity in the overall group. So as you're bringing feedback and input back to the group as a whole too, that's so valuable because people say, "Oh gosh, where I live, we do it this way. Oh, I never thought of that".

APPELT: And also like you're saying, just also other people's expertise, so I remember when we first started, I was this team's project advisor, so we were looking at dates, we would send emails and we're like, "Oh, let's just do Monday". And then learned from classmates that, "Hey, don't do Mondays". So just that learning from within teams and across teams.

COLUSSI: Absolutely. Yeah. Yeah. And being able to reach out that way. I mean, yes, we happened to have sort of a marketing specialist, so that was great. And just all these interesting different skills that you can draw on.

APPELT: Totally. And a little teaser for folks listening and curious about what is the significant result of which we speak, Amalia and team will be presenting their project at BIG Difference BC So if you're interested and we've piqued your curiosity, you can tune in on November 4th this year and hear more.

But pulling back a little bit from the capstone, curious, maybe I'll turn it into a leading question, so I found that your team and I think what you're saying about how you changed jobs, and I think one of the things that made that work okay is your team just did a phenomenal job with project management. So I'd love to hear your advice for current and future students, but maybe starting with Capstone Project and the importance of project management.

COLUSSI: Absolutely. I mean, full disclosure, we had a project manager on our team, but also I think we were well matched in the sense that we were all very focused and so our meetings were very much like, "Okay, you know, a minute or two to kind of check in with everyone". It wasn't that we weren't friendly or something like that. But it was very much like down to business, "Let's make this efficient".

And as I said earlier, really sticking to your schedule. So we created a schedule. It was largely the work of the project manager who kind of put together a draft and then we all look through it together and tweaked it, fine tuned it and then sticking to it, just checking back in, using that as our sort of touchstone, connecting, making sure that the dates kept lining up with the requirements for the project and just yeah, just sticking to it.

And of course things go sideways and things are out of your control and you need to rejig the schedule. That's fine, that's life. But taking the time to do that, you know, and so something would happen and we wouldn't hear back maybe as quickly as we thought we would. So we go in and adjust all the dates and that kind of thing.

APPELT: Maybe if I can just jump in there too. I think there were pieces where like, "Oh, we can't do a survey the way we thought we would", but your team was really good at saying, "Well, if that piece is being held up, let's work on this other piece". And so I think it gave you that like I don't know what the term for it is, but kind of like managed or disciplined flexibility where you were flexible but you made sure everything kept working together.

COLUSSI: So true. And I mean, that's what having that schedule was so helpful for because we thought, "Well, if this is held up, we still have this hard deadline of handing in our proposal" or whatever it was. So how can we still keep moving forward and not have this become a blocker that just grinds to a halt? And so, yeah, it was I mean, when you look at the project timelines, of course, at the start it seems that's months away.

And, you know, we haven't even figured out how we're going to collect data or what we're doing. But you have to be relentlessly moving forward. You have to just keep progressing. And so that schedule was just, it was absolutely what kept us on track to the point that I think we even, very far down the line, we didn't even need to look at it anymore because we just had the color coded "Well, if we tweak this then that will need to adjust". So I think it really enabled that. And it was, if ever anything was in doubt, we'd just go back to the schedule. Yeah.

APPELT: And beyond how good project management can make the other pieces work a little more seamlessly, any other capstone project advice?

COLUSSI: I mean, I think something that I tried to do was just kind of put away that ego a little bit during the course. And so sometimes I would post on a discussion board a question that I thought was really stupid, and I felt really kind of embarrassed to put it out there. But I also thought, "Who knows who else might be wondering this?". And I definitely had people reach out to me and say, "Oh my gosh, I'm so glad you asked that, because I thought I was the only one who didn't know".

And that's something that can be hard in an online course because you can't just kind of sidle up to the instructor after class and catch him or her when it's quiet and there's no one around. I mean, I could have sent a direct email, I suppose, but I really did think, "Oh, I'm sure someone else will benefit from this". And sometimes it's even, you know, people might know, but hearing it explained in a new way is still helpful. So that's one piece of advice I would say is just kind of put the ego away as much as possible.

APPELT: Yeah, I think that's really valuable and it is different when you're having to post the question to an online discussion board. So it kind of lives there. It feels like it's in Sharpie instead of like pencilled in. But yeah, I think on my side, on all of the instructors' side, we're always so grateful when someone posts to the discussion board rather than a private email. Because for any person who has a question, there's always someone else who has the same question. And then not only does it give us the chance to get to share it with

everyone, but then sometimes it starts a discussion about like, "Okay, well then how does this relate to that?". And so I think it really does enrich the experience for everyone.

COLUSSI: Even if it is someone who, you know, someone has already understood it, to understand it in a new way, or they might have some nuance to add. And that ties into my second thought, which was just to really lean on the other students and the instructors instead of doing it alone, which I think a lot of people did. You know, you get to the point where you think, "Gosh, I'm putting hours worth of coursework on this, there's only a certain amount of time that I can spend trying to figure this out on my own, then I've got to just ask because I just I need to keep moving forward".

And it was great to be able to rely on those different groups like we had the sort of student reps that we could contact or the discussion boards, the instructors, just the class time, there's out of class time and so just really leaning on the group and I think that helped create or foster that sense of community that we had, that I can reach out and ask someone who I know has a skill set and ideally ask it fairly publicly so that others can also learn from it.

APPELT: Yeah, absolutely. And I think I definitely speak for all faculty when I say, "We don't want people going it alone". I mean, if that's your preferred method of learning, go for it. But we don't want someone just like struggling with whether it's a theoretical concept or a statistical test, like we want you to ask and to get support and feel supported. Never feel like, "Oh my goodness, I can't figure it out, I'm just going to guess" and like always reach out whether it's, you know, we're happy to do one on one meetings, we're happy to do group meetings, we're happy to meet with the capstone. Like any permutation. We want everyone to succeed and to feel supported. So always ask, don't suffer in silence.

COLUSSI: Well, I think there were times for instructors maybe in the second session of a course came and said, "Oh gosh, you know, I thought, we all thought maybe we were all clear on this. And then we went away and tried to put into practice and realized we weren't. And so let's take 10 minutes to hash through this again". And that was really helpful because sometimes you also just need some percolating time. And so reaching out that way helps the instructors to understand what's jelling and what isn't.

APPELT: Yeah, absolutely. And I think going into the pedagogy behind some of the program, we do have it structured so that in the class you're learning about it and then you're applying it to usually some kind of hypothetical or other scenario. And then the written assignment is often applying it to your capstone. And then sometimes it's when you're applying it to your own project that you're like "Oh, that's what that means. Oh, I don't understand what this means". And so that's another great opportunity to reach out and say, like, "Okay, now when the rubber hits the road, either yay or nay".

COLUSSI: Exactly. Exactly. My fingers are hovering over the keyboard, but they're not moving.

APPELT: Anything else about the program advice or anything before we segue on?

COLUSSI: Gosh, no, I think those are the main points. And then it's you know, despite what it might sound like, from what I said, it's just so much fun. So I guess I would just emphasize that it's just such an enjoyable experience.

APPELT: Oh, I'm so happy to hear that it's mutual because I find it very fun, but it's hard to tell. So segueing on then, wanted to talk a little bit about your role or your history of roles. So we as we said at the beginning, you have a communications background, And so that kind of led you to BI. But then I was also curious about how those skill sets work together because a lot of BI is on the clear messaging, making information easy to

consume, and that seems like that would be complimentary. So do you find the skill sets work together? In what ways do they or do they not?

COLUSSI: Yes, absolutely. Very complementary. And in fact, I mean, the EAST Framework, for example, that you learn about in the course or maybe folks have come across on their own, I mean, that's essentially communications best practices. When things are going through reviews and words are getting pulled and added in this kind of thing, that's really what you end up going back to is, you know, we need to keep it simple and this kind of thing. So they work together really very well. And what the project and the coursework and just BI in general do is reinforce that and provide the science behind it. Sometimes, you know, it kind of intuitively or you've maybe had some training, but then BI provides the real science behind it and why it needs to be simple or why it needs to be timely and that kind of thing. So very complementary. Yes.

APPELT: Wonderful. And in your career evolution, you've more recently pivoted to user experience. So can you talk about that transition? Did BI play a role in that?

COLUSSI: Sure. Yeah. So that transition sort of started when I was in the public sector still, and from the journey I described earlier of just becoming more and more interested in the context, while still recognizing that the communication, like what you say and how you say it is still so important, but just recognizing that context and things like choice architecture are just so important. And so I wanted more of that. I wanted more of "Okay, well, what led up to this point and why is this person faced with a choice now?" Or "How can we make that easier for them? Or should we make it harder? Do we want more friction?".

So as I was trying to find a way to get my messaging across more effectively, I was realizing that I wanted to look at things from a few steps back at the bigger picture. Because the point that you're transmitting a message is often not the end of the line, but you've traveled a fair amount to get to that point. Someone's had to make a decision to sign up for something, for example. And so wanting to know more about how they got there and why, so that I could then create effective messaging. They're so intertwined. And so it feels like a really natural progression and user experience and BI are very intertwined so that they really support each other.

APPELT: Yeah. And the way you're talking about it makes me think about how in, not to paint with an overly broad brush, but a lot of traditional communications, are more one size fits all. And they come when they come. And that with UX, sometimes you're able to do more around the just in time and the tailoring. And so of course communications is, I think, evolving that way as well. But with UX it's like you say you're getting to go upstream and say like, you know, "Was that the right time to send the message or should we be sending a different message or do we not send the message?" So I think that's a really interesting way to think about it. Like not just your BI journey, but like you said, the user journey or the customer journey, the journey that the person is taking on the way to making a decision or not making a decision, as the case may be.

COLUSSI: Exactly. I mean, even something of sort of classic with user experience is something like an error message. So what can we do upstream to eliminate the need for the error message? Still have it so that if something goes completely sideways, you can point someone back in the right direction. But can we set it up so that it's really obvious how to input their phone number regardless of what country they're from, without having to have red flash up on the screen, for example.

APPELT: Yeah, that reminds me of a conversation I was having with Kerri Buschel on one of these podcasts about how to make it easy for the end user, it's often difficult for the people behind the scenes, but, you know, that's the work that the choice architect should be doing, not pushing down on to the end user.

COLUSSI: Exactly. Sorry, software developers. Or maybe it guarantees you more employment. I don't know.

APPELT: Yeah. And so in your new role as UX writer and researcher, have you found yourself able to apply a BI lens to your work?

COLUSSI: Yes, definitely. I mean, something from going through the course of the project is that now it's kind of like what I hear about copy editors. Like it's hard to turn off. So a good copy editor just can't stop looking for the misplaced apostrophes or whatever. And so kind of similar, that it's, you know, it's always now in the back of my mind. So where I'm working now, we have an interesting and broad group of users.

So we've got, for example, medical staff, nurses or physiotherapists or what have you. And then we've got clients who are receiving the care. And so both of those people need to interact with the software, and they just have such different backgrounds and such different needs and reasons for using the software. So it's really, you know, it's every day that I'm looking at things like defaults and reminders and that kind of thing as I try to balance sort of user needs, whoever that user is with business goals and then technical constraints, as you mentioned, Kirstin, you know, sorry software developers, but if you spend hours working on this, it'll make it a lot easier for our users, for example.

And so BI helps by keeping the focus on behaviour and not the attitudes or impressions or opinions side of things, which is important. That's an important aspect of the user experience as well. But by the time you're in the UI, typically, you're looking at behaviour and what's going right or what's going wrong and what barriers or channels are there and that kind of thing. So I mean, it's daily, definitely.

APPELT: No, that's so wonderful to hear. And then I was just wondering more generally, do you find yourself any specific of the ideas, skills, concepts, lessons, experiences that most stick with you or that you find yourself using most often, whether it's in job or just in life.

COLUSSI: Yeah. A lot has too applied in life for sure. That's true. Definitely think like looking at the Scope RIDE Scale models that are adapting it to my day-to-day context. I'm not running an RCT all the time. But that model is really helpful and I definitely spend a lot of time at work sort of evangelizing or promoting desk research and secondary research and spending that time on looking at what's already been done, whether it's within the company or outside, what data we have or what we don't have and that kind of thing.

And really trying to promote that as just as the first step before you dive into a solution and coming to you with, "We want to test this or whatever, let's look at what's worked and what hasn't and why" and that kind of thing. But then overall, whether it's work or home or whatever, just the idea that the brain has these patterns and it's not just you, it's all of us. And we can pay attention to those patterns to make life better for people, whether it's helping my kids make healthy food choices or whatever, or helping nurses work through this online chart more easily.

So even just that sort of broad concept of, as diverse as we all are, we all have these cognitive biases that influence our behaviours is pretty mind blowing and very helpful. Not that I can you know, I don't have a psychology degree, I can't sort of pull the details out at the level that a psychologist could. But that has definitely influenced how I look at problems.

APPELT: Yeah, absolutely. I think just being aware that, like you said, like anytime you're presenting a choice, whether it's like, you know, do you actually phrased the question, "Do you want an apple or a Twix?" Or do you maybe phrase that question a little bit differently and change what response options, "Is it an apple or an orange?". So yeah, just that being, I think just realizing that when we present choices to people whether it's in

a work or a life context, that how we present the choice has such a role. It just really makes you step back and do so with care and caution and try to do it insightfully.

COLUSSI: Exactly. Exactly. And set people up for a good experience. Don't go to the grocery store when you're hungry.

APPELT: Totally. Well, I think we're running out of time. So I'll do our traditional final question here at Calling DIBS, which is, do you have a message for our new BI practitioners in training?

COLUSSI: Gosh, I mean, I think I would just say keep it up, stick with it and keep in touch. Don't be an island on your own.

APPELT: I think that's a good one. And I think, like you said, that's something where we try to not just be the traditional online program of everyone being siloed, but it can be tricky. So do take the time to reach out to your fellow, whether people in your cohort or previous cohorts or future cohorts, because, you know, we're only a BI community if we reach out to each other. It's been such a treat to reconnect and hear about how you're using BI. And I'm just so tickled that you're actually getting to use BI so much. And I look forward to seeing how your BI journey continues. So thank you for joining us today, Amalia.

COLUSSI: Oh, thank you so much for having me. And definitely I'll take my own advice and keep in touch for sure.

APPELT: Wonderful. And thanks to our listeners for joining another episode of Calling DIBS.