

Welcome!
to...
Learning to Learn

Nicknamed 'Total Recall'

Objectives of Learning To Learn



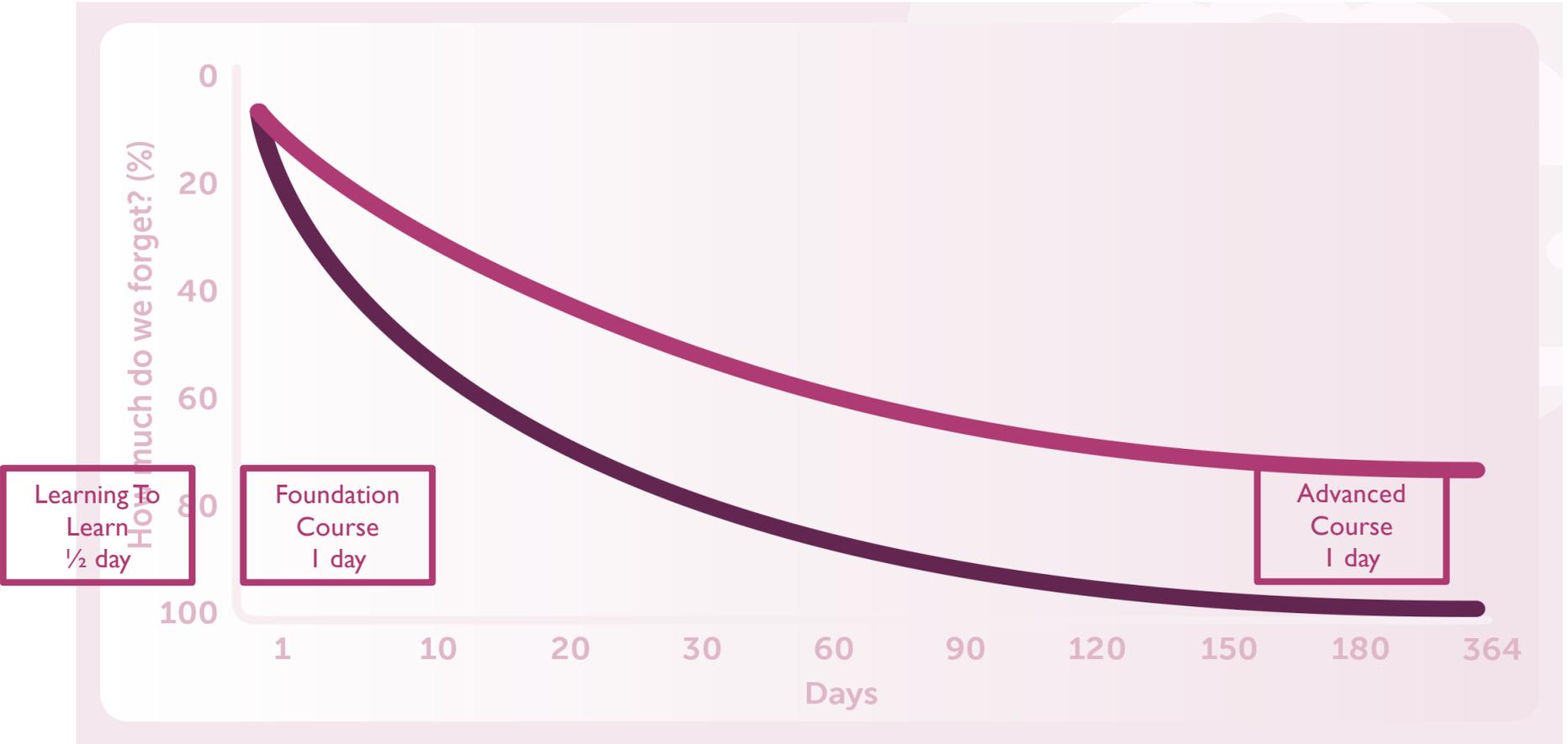
By the end of this course the learner will be able to:

- Be aware of how and why new skills are lost so easily and how to overcome that challenge.
- Understand the importance of the Learner capturing their own notes in a way that enables them to more easily recall and retain what they will learn.
- Identify and understand the Learners learning style and how to apply it in a learning environment.
- Appreciate the importance of the goal setting theory and how this can help the Learner better achieve what they want from training.
- Understand how to create new habits in order to embed the learning faster and for the long term.
- Value the importance of a learning buddy and how useful it can be you use this resource to retain and recall learnings.



Sticky Learning

The Typical Road Map





ENGAGE WITH YOUR CATEGORY MANAGEMENT ACADEMY FOUNDATION TRAINING COURSE

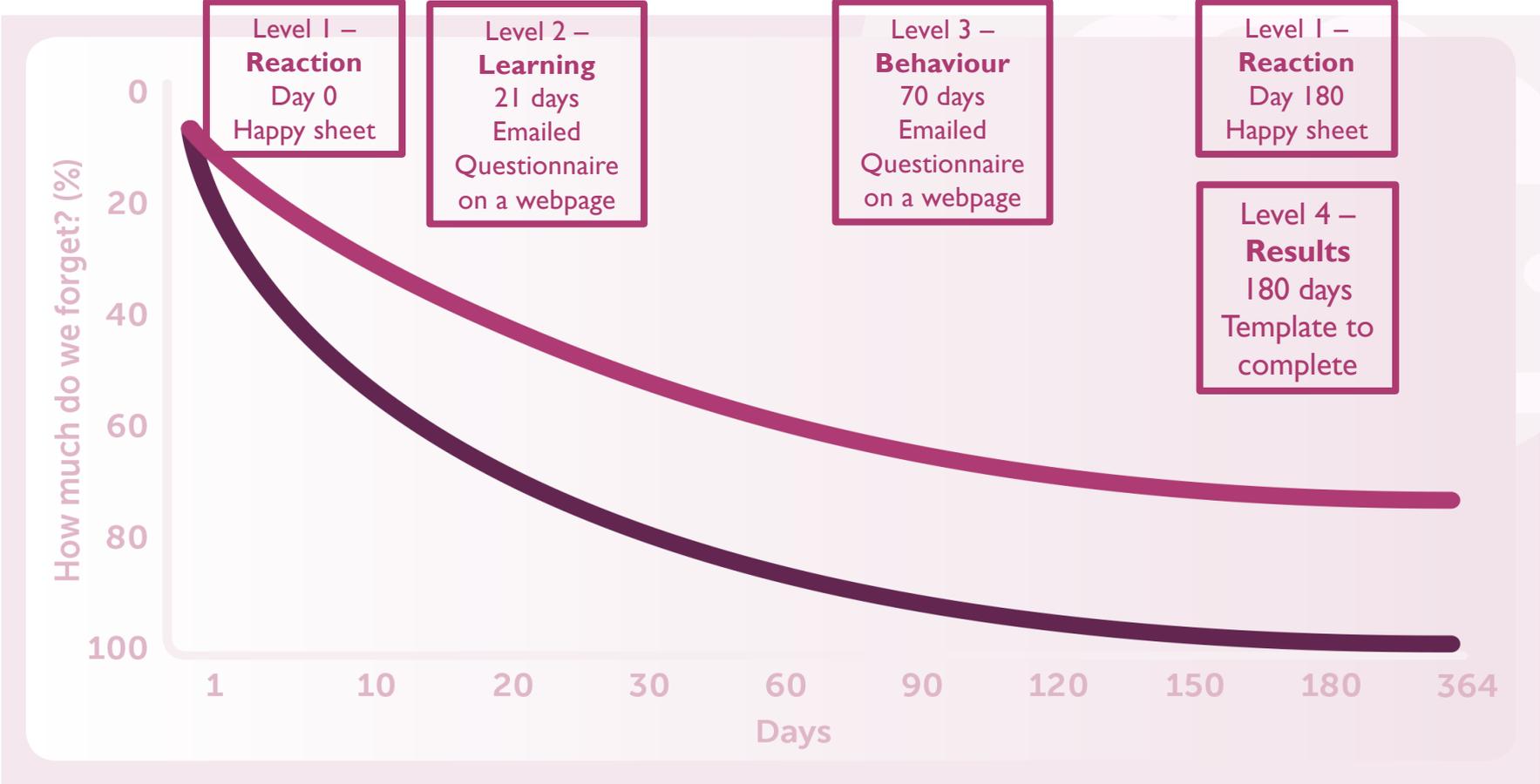
'Engage with your Category Management Academy Foundation Training Course' is about inviting you to the Category Management Academy 2 day foundation training course.

Invited to engage about your Category Management

You have been invited by your business to attend, or more appropriately, engage, in the Category Management Academy Foundation training course. We like to use 'engage' because 'attendance' seems to conjure up images of being entertained. We do hope you'll be entertained, more importantly, we like delegates to be engaged because they get the most from a day that is engaging. To know more about the course outline please visit the [Category Management Academy product](#), where you can find out about learning goals, learning objectives, duration, what others have said and much, much more. The purpose of this page is to prepare you appropriately for your day.



Learner Evaluation Levels





Set your goals



Your Individual Learning Objective

Dr Edwin Locke's pioneering research
'Toward a Theory of Task Motivation and Incentives'

“Employees were motivated by clear goals and appropriate feedback and that working towards a goal provided a major source of motivation to actually reach the goal – which, in turn, improved performance”



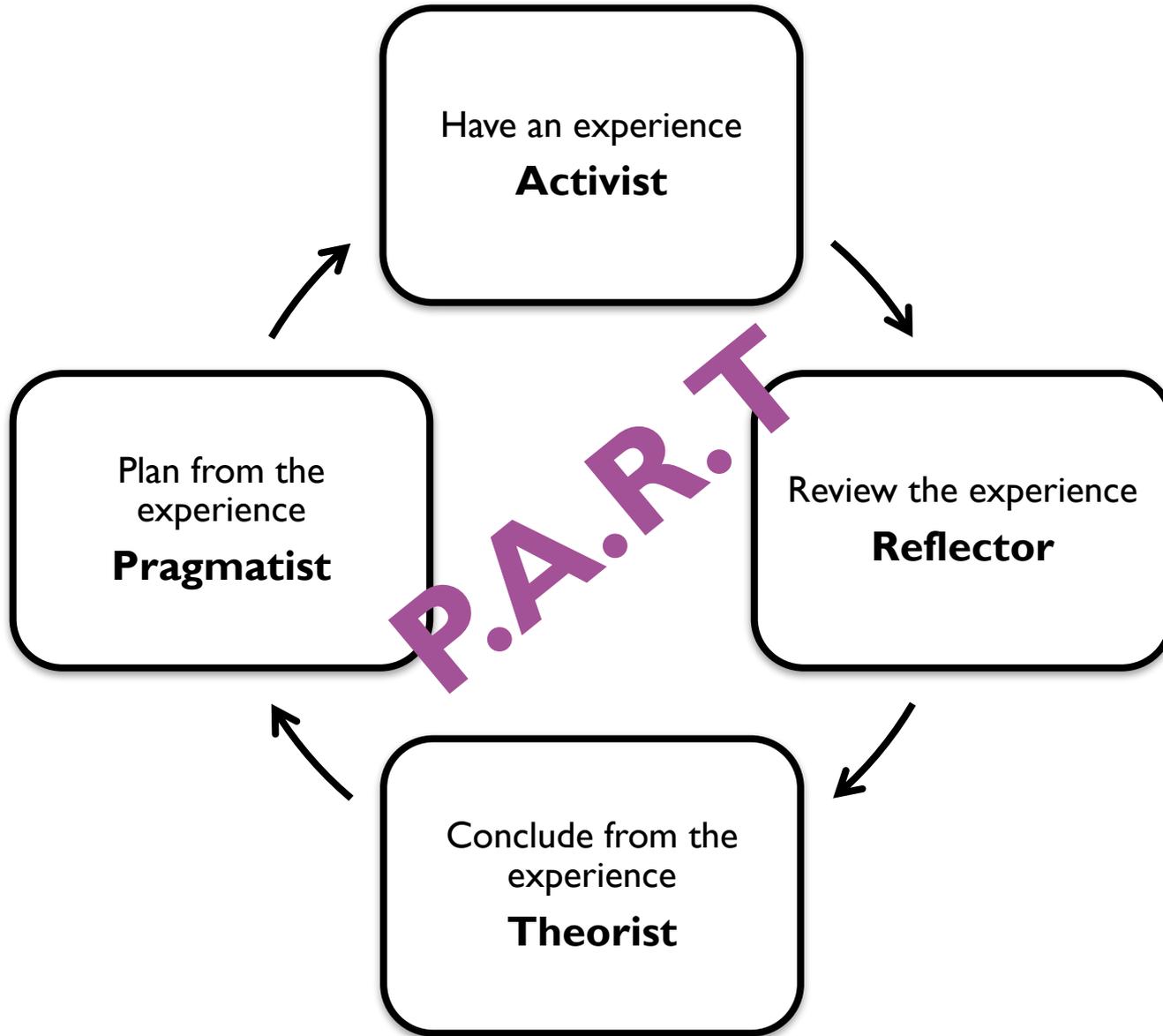
Goal Setting Theory



S.M.A.R.T.



Know your Learning Style



How do you prefer to learn?

Keepers MBM

Name?	Course/Learning event?	Which room am I in?
Who is sitting to my left?	What am I wearing / how am I feeling?	Who is sitting to my right?
My Learning Buddy(s)		



Notes	Drawing

Mindmaps

Capture your way

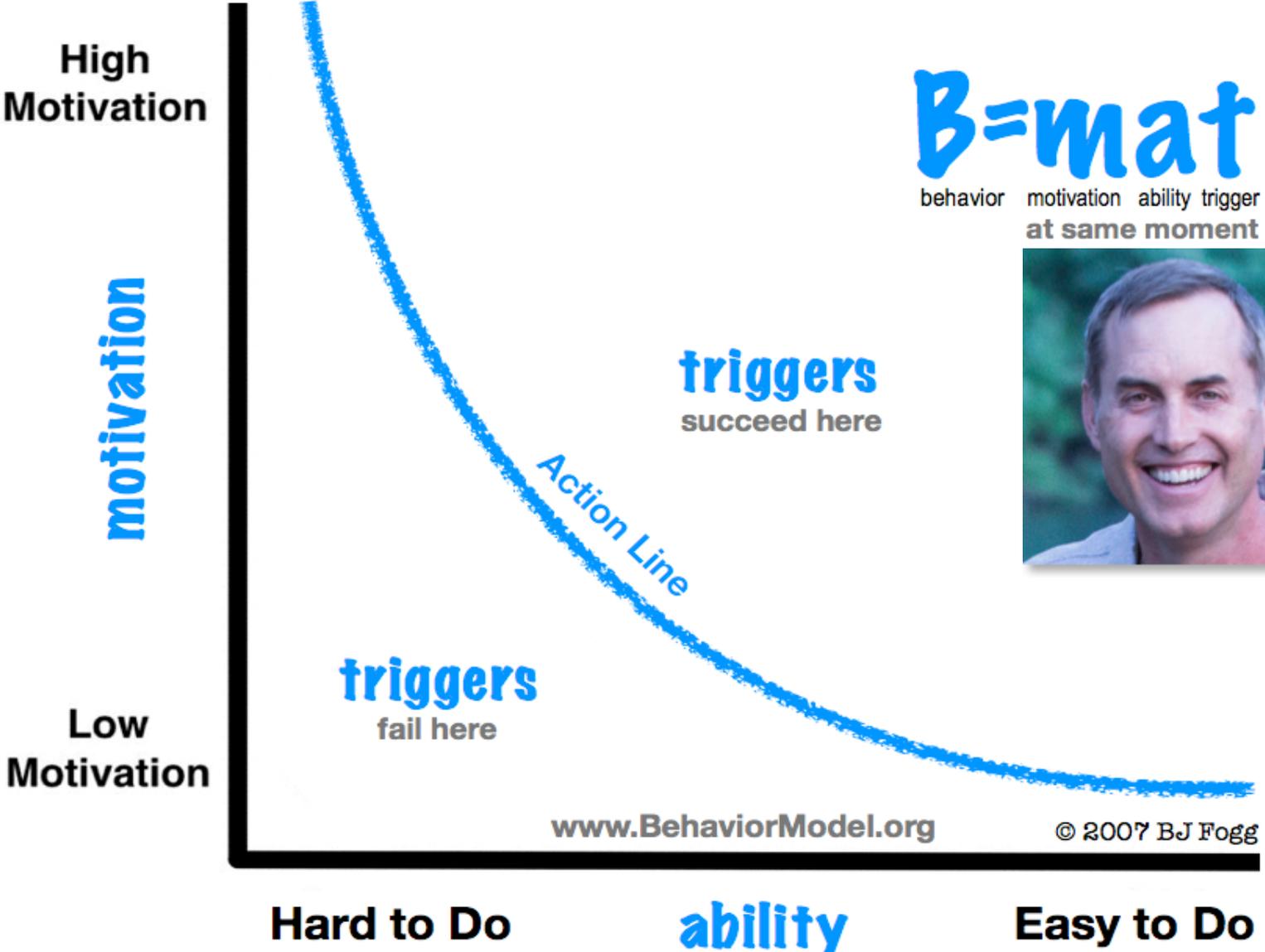


Find your habit triggers

BJ Fogg's Behavior Model



B=mat
behavior motivation ability trigger
at same moment



www.BehaviorModel.org

© 2007 BJ Fogg

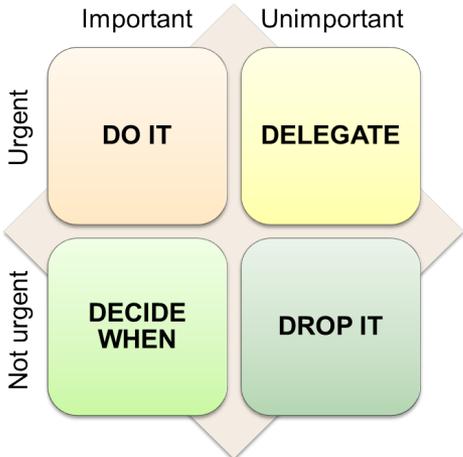
BJ Fogg's Triggers



High Motivation

motivation

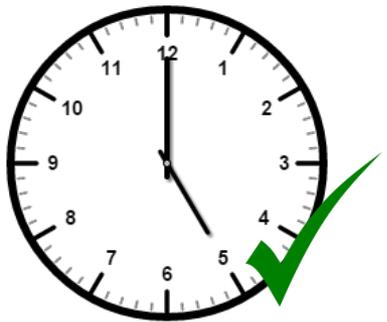
Low Motivation



Facilitator



Signal



Spark

Hard to Do

ability

Easy to Do

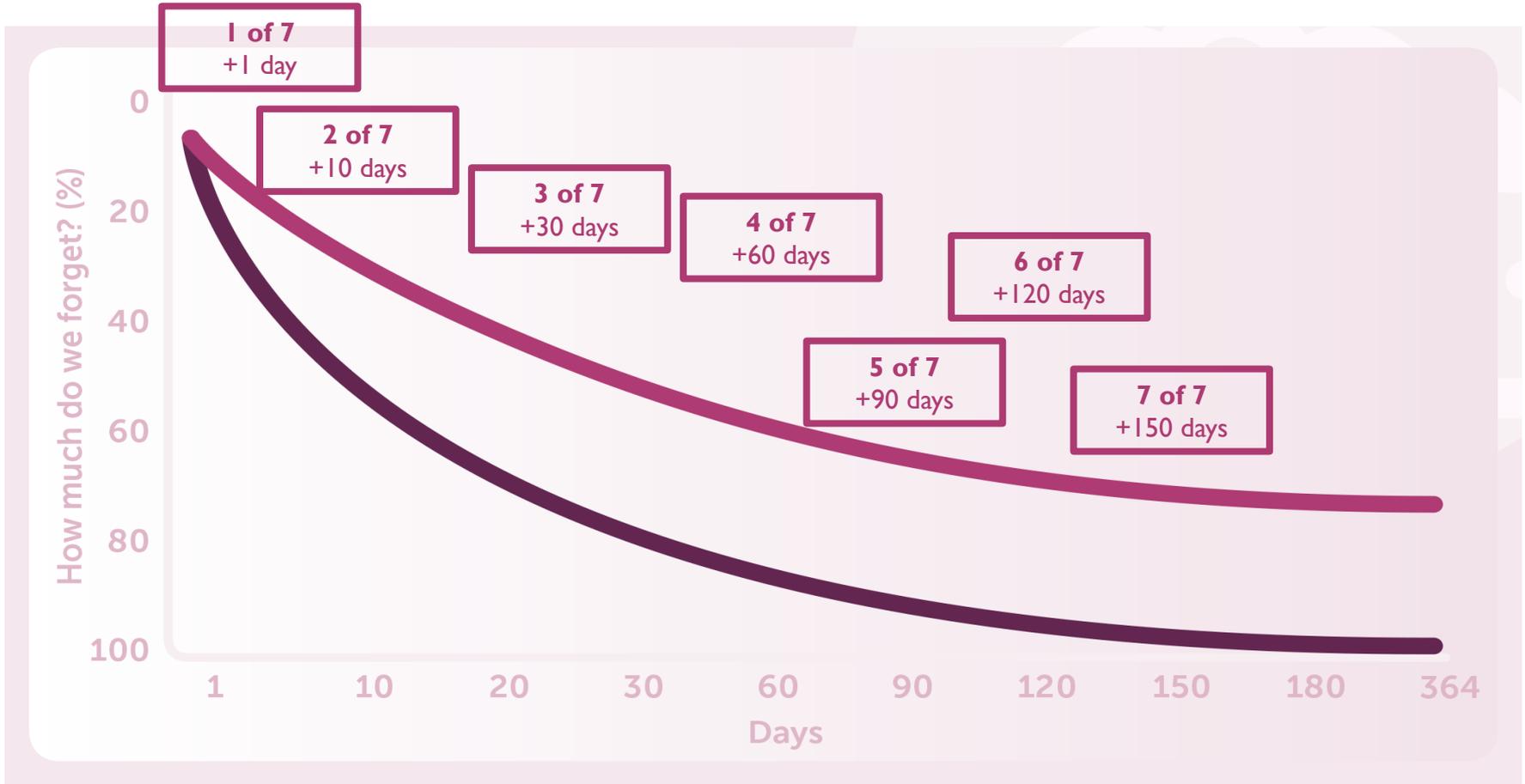


Know your Learning Buddy



Retain 60% of everything you learn

Sticky Pieces



SP 1 - Realisation

Following the criteria, what is the new habit to be created?
What course learning objective is it linked to?
What does it aim to solve or old behaviours to disrupt (the goals).

SP 7 - Reward

Invite to advanced day.
Share and support.
Celebrate successes.

SP 2 – Recognise

Tell us the trigger to support the formation of the habit.
What is the 'piggyback' to help anchor it?
Has the habit been implemented?

SP 6 - Results

What are the personal benefits?
What are the business benefits?
What are the tangible results?

SP 3 - Reminders

Has it been successfully implemented?
Have the trigger and piggyback worked?
What refinements do you need to make?

SP 5 Routine

What are your successes and failures stories?
What different behaviours has it given you?
What refinements can you make?

SP 4 – Repetition

Do you have the correct frequency?
What has it replaced or corrected?
What are the early results?

'Sticky Pieces' are activity requests, which are emailed to you at the appropriate time between the foundation and advanced training days, because without spaced repetition your learning will be lost forever.

They are built and ordered to ensure habit formulation is achieved.



Sticky Piece 2 of 7 is about 'realisation', the following Sticky Pieces ensure your habit is embedded with the correct elements for long term behavioural change.

By Sticky Piece 3 at 30 days your challenge is to have your new habit up and running.

Below are your actions and further support to continue your learning journey.

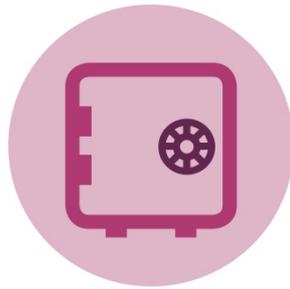
Habits are formed through repetition and reinforcement. The more you work at a new habit, the more likely you are to succeed.

1. Actions



Your action is to answer the below questions and then email them back to us at pa@makingbusinessmatter.co.uk, copying your line manager, within 3 days of receiving your email.

- Following criteria below, what is the new habit to be created and when?
- What course learning objective is it linked to?
- What does it aim to solve or old behaviours to disrupt?



Knowledge Vault



Select the course to continue your learning journey:

‘Studying with quizzes helps make sure the material sticks’

...Or at least that is what Roddy Roediger, a psychology professor at Washington University, in St. Louis, discovered. He runs the school’s memory lab and has been studying how and why people remember for over 40 years. The main thrust of why we use quizzes on our courses is because of a piece of research Roddy conducted years ago.

In essence, he asked 3 separate groups to study 60 images. The first group were asked to study the images. The second group were asked to study the images and then were tested once to see if they could recall the images. The third group were tested 3 times to see if they could recall the images.

The results, one week later, were:

- The first group’s recall was 16 out of 60.
- The second group’s recall was 19 out of 60.
- The third group’s recall was 32 out of 60.

The phenomenon is known as the ‘Testing Effect’.



Thank you!

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