

MBM

Trainers to the UK Grocery Industry

80% of our Learners are still using their new skill 5 months later - we guarantee it!



Are You Frustrated By Training That Creates Short Term Interest But Not Long Term Change?

Discover simple and effective ways to make training stick forever

www.makingbusinessmatter.co.uk

Volume 2





Are you Frustrated by Training that Creates Short Term interest But Not Long Term Change?



Introduction

Hi, my name is Darren A. Smith, Founder of Making Business Matter – A Training Provider.

If you are like most HR Managers, Training Officers, and Learning & Development Managers, you are probably frustrated by 3 problems when it comes to Learning & Development:

1. People attend training courses but do very little with the learning afterwards.
2. Line Managers are not engaged in training.
3. Training evaluation is nearly never completed, or if it is, is completed poorly.

In this Guide, we will focus on challenge 1. Challenges 2 and 3 are addressed by **two separate Guides**.

Volume 2 of this Guide includes 10 proven solutions to help your employees maximise their learning after a learning event. The solutions largely involve engaging the individual during their learning, because this is when they consciously and subconsciously decide whether they will use the learning afterwards.

When implemented, any of the proven solutions in this Guide will make a big difference. When more than 1 are combined, they will noticeably improve the way your employees maximise their learning after a training event. The ultimate goal is to achieve behavioural change that will deliver a positive business impact.

I hope you find this Guide useful and I wish you every success.

Darren A. Smith
Founder
Making Business Matter



Foreword

This series of guides sets out to provide solutions to three extremely common issues faced by the vast majority of organisations irrespective of their size, location or nature of their enterprise. The issues roll up into a single challenge – How can we make sure that the time, effort and resource invested in training reap rewards? This challenge has been a thorn in the side of training and development professionals and their stakeholders for a very long time. Mary Broad and John Newstrom's work in the 1980s and Broad's book, 'The Transfer of Training', spelt the answer out clearly. For training to be effective, it needs not only to be designed well, but also needs support from managers back in the workplace.

Darren Smith has provided 16 straightforward solutions that address these issues, from practical advice on distilling learning and converting it into behaviour change ('real' learning) and mindset change, to effective engagement. Covering approaches from mind mapping and 'trigger' habit development, Smith offers practical actions to extend the impact of training beyond the classroom and back into the workplace.

The profession will welcome these guides and the help they offer.
By Charles Jennings, Founder of the 70:20:10 Learning Model.



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From the Home of
Sticky Learning





9. Hold the Learner's Attention Longer

A negative mind set can lead to a short attention span, which makes learning a tough skill to master. Learners often eat sweets, chocolates and other unhealthy snacks whilst learning, which means they experience the highs and lows of sugar rushes too!

On our training courses, Learners are initially sceptical yet also intrigued by the popcorn snacks. However, it doesn't take them long to munch through a whole cylinder!

Action

Provide **high-energy, healthy snacks** during training. For our Learners, we provide unsalted and unsweetened popcorn because it releases energy slowly throughout the day, which means that the Learners can concentrate for longer periods of time.



10. Don't Hand Out Slides at the Start of the Day

We've all been on training courses where the trainer has handed out the slides at the beginning of the day so that we can 'take notes'. Some Learners diligently take notes and others don't. At the end of the course, we leave thinking, 'That was a great day'. Then, in an impromptu desk tidy-up 6 months later, we find the slides, and reluctantly throw them out. We take a few seconds to think about the great day, and then throw the notes in the bin as we tell ourselves that we'll probably never look at them again anyway. What a shame!

Action

Don't have slides, don't have hand outs – in fact, don't give anything out. At the start of the learning event, help your Learners to understand how to create useful notes, and encourage them to think about the format and how they will use them after the training day in order to facilitate the behavioural changes they want to make.

Alternatively, you can use a **Keepers Template**, which will capture the 'golden nuggets' of information on just 1 page. The important part is that the Learner has made their own notes, in their handwriting, with their next steps clearly outlined.



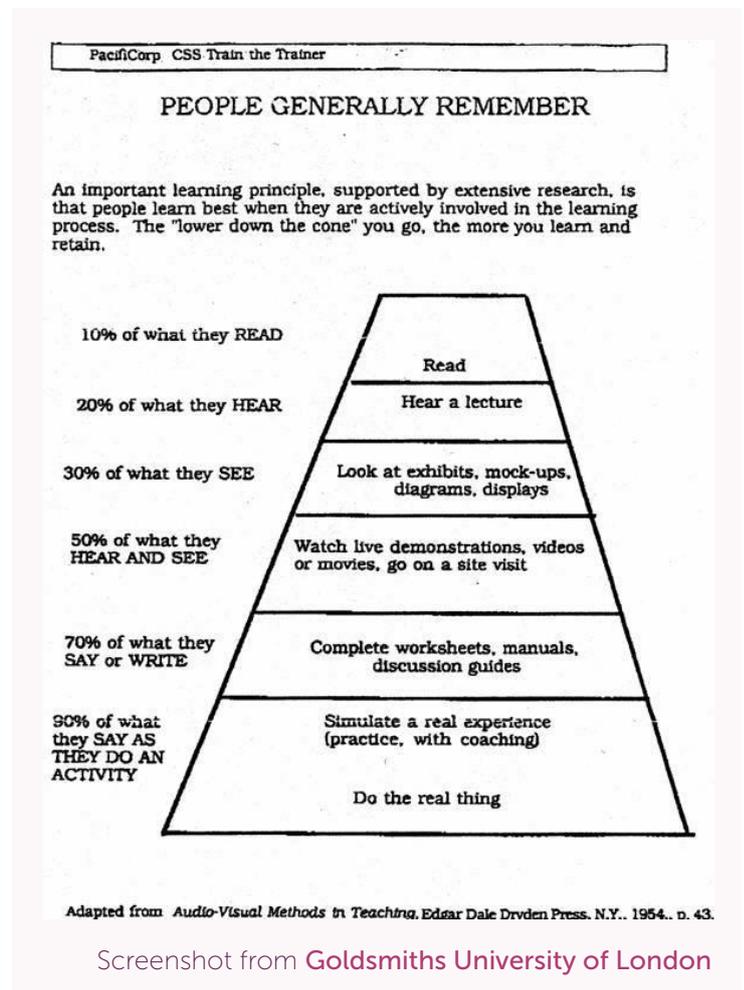
11. Use Brain Friendly Learning

One of the most commonly cited models when discussing Learner engagement is the 'Learning Pyramid'. Unfortunately, the **origins of the research are unknown**, however, instinctively, we all know that we learn very little from being lectured at, and much more from being involved.

The challenge is to engage the Learner in a variety of ways. Appeal to all learning styles, and decide whether to adopt the 'PART' learning style (Pragmatist, Activist, Reflector, and Theorist) model or the 'VKA' (Visual, Kinaesthetic, and Auditory) model. Alternatively, you can appeal to the 5 senses of the brain (Sight, Hearing, Taste, Smell and Touch).

Action

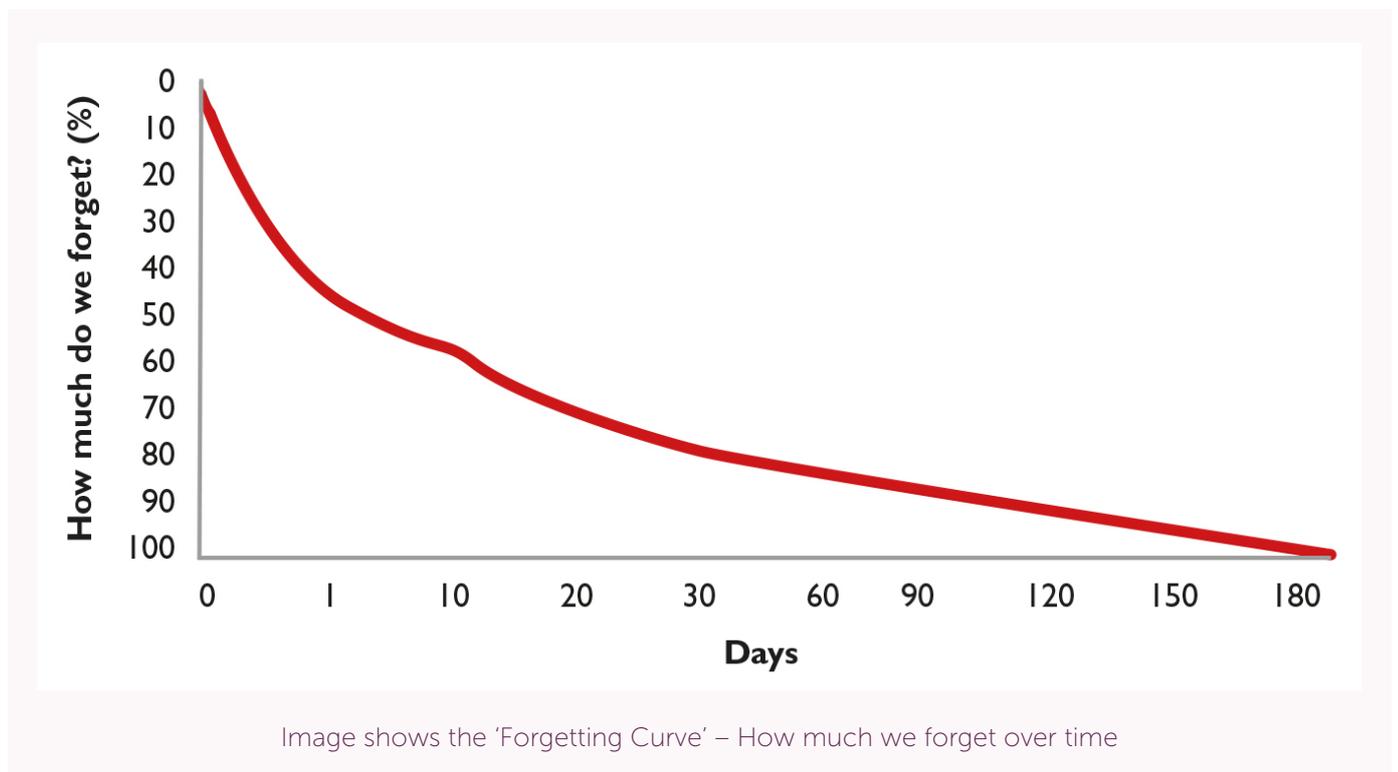
Keep in mind that engaging Learners is all about 'mixing it up' and going way beyond a simple PowerPoint **presentation**. By adding texture, variety, and interest, you will engage the Learner much more. A simple technique is to add a column next to your training plan and write one, or all of the models above. Then, using a checklist, see how many styles and senses are engaged during each session.



12. Know that Within 30 Days 80% is Forgotten

In the mid-1800s, a German Psychologist carried out a series of tests on himself to understand how much he remembered over time. He used 3 letter cards and plotted his research. His name was Hermann Ebbinghaus and his research became known as the '**Forgetting Curve**'.

In essence, Hermann identified that we forget over 80% of what we learn within 30 days unless we do something with the learning. For example, repeating the learning will significantly increase our chances of remembering it for the long term.



Action

The impact for Learners is that they will forget what they have learnt unless the learning is repeated, applied, and/or used. If the learning is simply left written on slides, it will be forgotten. Here are 3 ways you can help the Learners to remember more:

- The day after the training, ask the Learners to teach someone else one thing that they learnt at the event.
- 10 days after the training, suggest that the Learners make a diary reminder to re-write their notes.
- 30 days after the training, email the Learners a task related to the learning.

Ebbinghaus' Forgetting Curve and the Spacing Effect were large contributors to designing **Sticky Learning**® because we wanted scientific research to be the driving force behind how we learn best.

13. Transfer Learning to the Long-Term Memory

One of the key challenges when it comes to learning is getting the information to transfer to the long-term memory. Without this transfer, the learning is simply forgotten.

Transferring the information requires the Learner to 'encode' it. Encoding involves the Learner translating the information into a form that can be processed mentally. This is similar to librarians classifying books in order to be able to find them again.

We use a Christmas tree as a metaphor for **encoding**.

Imagine taking down a box of baubles from the loft. They're shiny, clinking together and very exciting. This is like the new information we receive when we are learning. The Christmas tree represents existing knowledge of which new learning can be 'hung upon'. The task of moving the learning from the short-term memory to the long-term memory is similar to finding a place to hang the bauble. Once it is hung, it stops being 'just' a shiny bauble, and becomes useful because it has a 'home'. The baubles that are unused and put back in the loft are similar to the information that we liked, but we just couldn't use because it didn't fit on our mental Christmas tree.



Action

In order for the Learner to transfer their learning to the long-term memory, they must identify their Individual Learning Objective. This is why we must keep returning to the following question throughout the learning: 'How would you use this back at the office?'



14. Use a Ready-Made Solution to Engage Learners

Our unique training method **Sticky Learning**[®] was designed by L&D professionals from decades of experience and based on feedback from HR Managers, Training Officers and L&D Managers. The feedback largely concluded that there are 3 problems when it comes to training, which Sticky Learning[®] resolves:

- A. People attend training courses but do very little with the learning afterwards.
- B. Line Managers are not engaged in training.
- C. **Training evaluation** is nearly never completed, or if it is, is completed poorly.

Just 3 of the ways that Sticky Learning[®] helps the Learner (Every solution in this Guide is incorporated into this unique training method):

1) Learning To Learn

Every Learner, before they attend an MBM training course, attends a ½ day **Learning To Learn** training course, which teaches the Learner how to learn more quickly, retain more, and enjoy their learning. The training course includes:

- How to form habits.
- How to identify and use the Learner's learning style.
- How to capture meaningful notes that the Learner will use.
- How to capture meaningful notes that the Learner can use afterwards.
- Knowing what the Learner will lose by not engaging.

2) Individual Learning Objective

Each Learner is challenged to identify what they want to achieve from the time that they are investing in being trained. The Individual Learning Objective (ILO) is completed by the Learner, after they have been given guidance on what great looks like and the benefits for them of identifying their ILO.

3) Line Manager Pieces

As the Learner progresses through the Sticky Learning[®] unique training method, the Line Manager is given 'Manager Pieces', which contain a briefing of what they need to do next. This may include suggestions on how to support their Learner to identify their ILO, a knowledge vault containing videos, research, and further learning to help them engage more as a Line Manager.

Action

Contact us to discuss how we can improve Learner engagement for you. Find out how Sticky Learning[®] works with the **70:20:10 learning model**.



15. Challenge the Learners to ‘Self Discover’

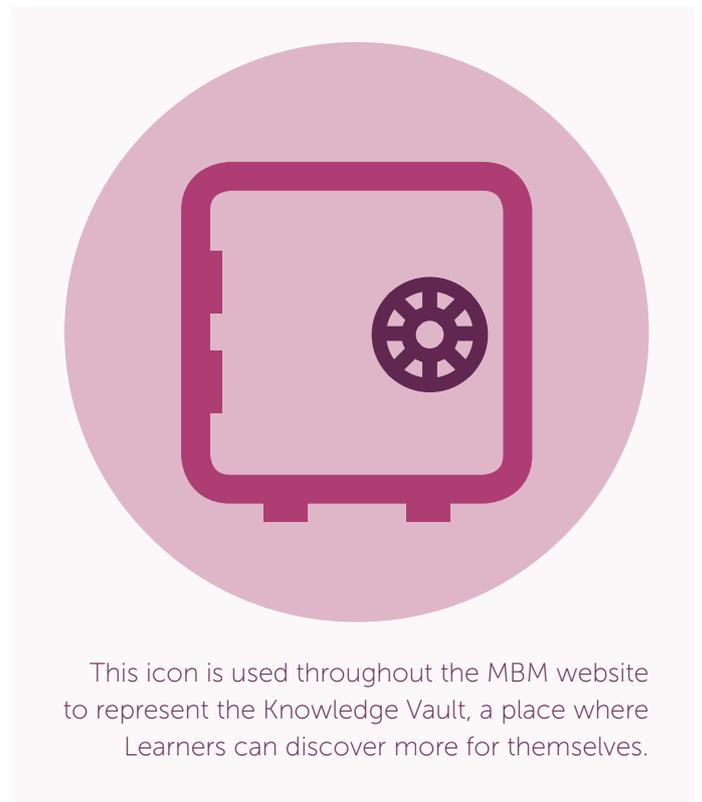
The best type of learning is the learning that we choose to do. The fact that we choose to do it indicates a benefit for ourselves. Whenever we think that we may receive a personal benefit from doing something, we are more inclined to do it. For example, how eager were you to learn how your new iPhone worked?

This raises two ways to engage the Learner:

1. Create an opportunity at the learning event for the Learner to ask, ‘What’s in it for me?’ We achieve this in ‘Sticky Learning®’ with our ‘ILO - Individual Learning Objective’, which is introduced to Learners on the **Learning To Learn training course**.
2. Provide an opportunity for Learners to discover more about the training topic. We provide this as part of the ‘Knowledge Vault’, which each Learner gains access to. In the Knowledge Vault each skill is given a cupboard and within each cupboard a shelf relating to the learning objective of that particular skill. Resources include videos, blogs, research, quizzes, and more.

Action

After the learning event, provide the Learners with additional resources that they can explore. This might be an email with links to a piece of research, a book recommendation, a useful video, or an activity that they can perform.



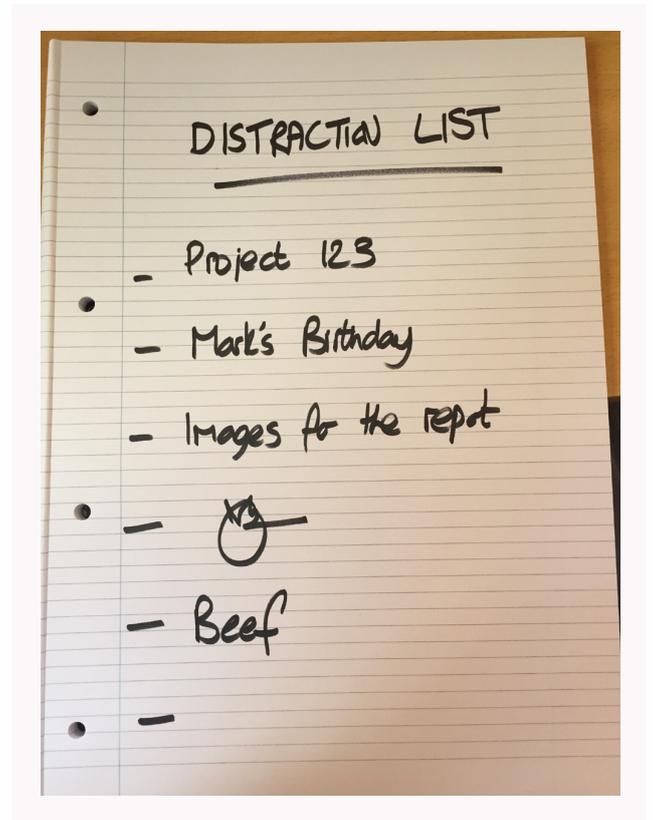
16. Help Learners to Maintain Their Attention

Scientific research differs with regards to exactly how long we can maintain concentration. We all know that concentrating for too long is difficult because the mind wanders. Sometimes because we have a lot on our minds and often because we just need a break. Alternatively, it can be because we are reflecting & processing what we have just learnt, which is the type of reflection that trainers want to see.

The Distraction Tool transparently deals with this challenge by providing Learners with a solution that almost **encourages them to take a moment to daydream.**

Action

To avoid 'distracted learning' ask the Learners, at the start of the learning event, to take a sheet of paper and title it '**Distractions List**'. Ask them to make a note of what they are thinking about as their mind wanders throughout the day. This will help them to regain focus much quicker, get back to the training event and not forget what they were thinking.



17. Create Mnemonics Because They are Powerful

Mnemonic is a Greek word that means 'Of memory'. Mnemonics are a very powerful learning tool because they stick with us for a very long time. For example, 'Naughty Elephant Squirted Water' is a common mnemonic to remember the points of a compass (NESW). When you were young, you may have used a fun rhyme to learn your ABC. Here's a new mnemonic that you may not have heard of...

Remembering how many days there are in each month is difficult, and whilst some can remember the poem, many cannot. This simple mnemonic tells us to put our fists together and that every knuckle and space between knuckles represents a month. **The months that fall on the knuckles have 31 days and the others have 30 days.** Can you think of another mnemonic?

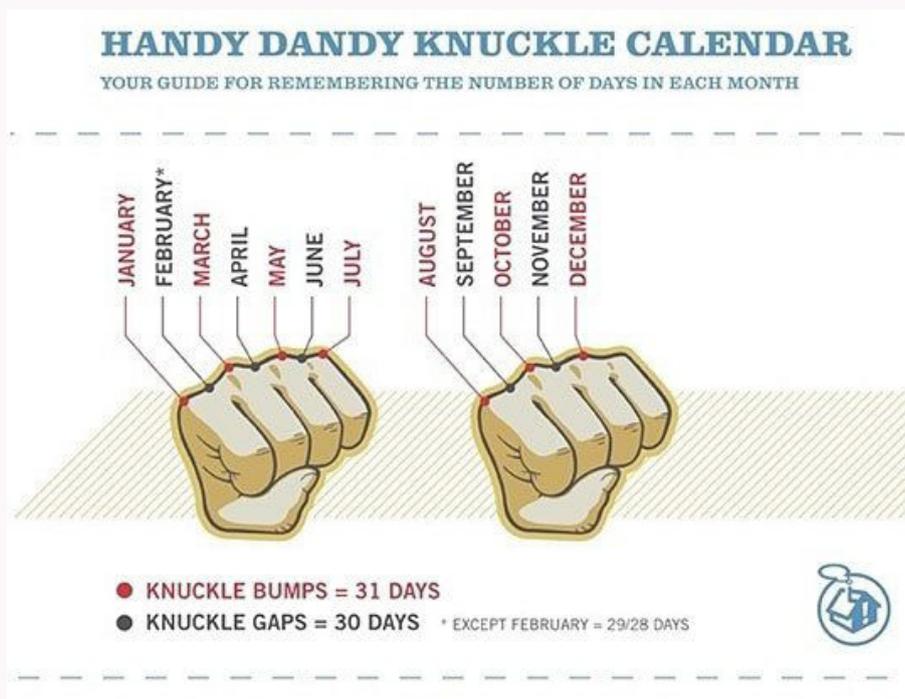


Image courtesy of [Discover and Save Create Ideas](#)

Action

Identify the 3 key messages from your learning and turn them into mnemonics. You may need to draw upon a creative mind to help out. Mnemonics can be visual, an image, a story, a melody, or an object. In fact, they can be pretty much anything that helps the Learners to remember. In our **negotiation skills training course**, we use **the story of the Eskimo and the polar bear** to help the Learners remember 'No Free Fish!'.

18. Use Targets to Motivate People

When I sold water filters door-to-door as a part-time job at College, my boss told me to 'Go and sell more'. That evening, I was very pleased because I'd sold one. However, he wasn't happy; he had expected me to sell another 12!

Professor Edwin Locke, an American psychologist, researched human actions in specific situations. He is famous for the '**Goal Setting Theory**'. He discovered that the more specific and difficult the goal, the more we will strive to achieve it. By contrast, if we are asked to simply 'sell more', we are almost lost on what to do.

This research can be used to help Learners to achieve more with their learning. By encouraging the Learner to set themselves specific and tough goals, they will strive to achieve them. For example:

Effective Presentation

By the end of March, present to a group without using PowerPoint but still engage the audience. Ask the audience afterwards for feedback on engagement.

Negotiation Skills

Prepare thoroughly for the next important negotiation and role-play the negotiation with a colleague before meeting with the client.

People Management

In Q4, organise 360-degree feedback for you and your team, and implement one change across the team as a result.



S Specific
M Measureable
A Achievable
R Redistic
T Timely

Action

Encourage Learners to identify a target to achieve with their learning, and then celebrate their success when they achieve it. Making it specific will really help to improve the clarity of the goal.



Are you Frustrated by Training that Creates Short Term interest But Not Long Term Change?

What Next?

I hope that you have found this Guide useful and that you will use some, or all of the solutions, to help you enable employees to use and implement more of what they have learnt.

We are a training provider to the UK grocery industry specialising in suppliers to the big four UK supermarkets. Our clients want to secure more profitable wins.

The reason they choose us is because of our combination of **relevant experience** and the unique training method we call '**Sticky Learning**'®.

The problem with most training methods is that they do not address the 3 challenges that our research told us that you experienced. Our unique training method '**Sticky Learning**'® combined with our **5 level evaluation** addresses these 3 challenges.

I would like to offer you a **Training Effectiveness Review** using our exclusive scorecard. We will provide you with your organisation's current level, along with suggestions on how you can achieve the higher levels.

Please email me at das@makingbusinessmatter.co.uk or call me on 0333 247 2012 to discuss solutions in this report, or to arrange your free Training Effectiveness Review.

I hope you found this Guide useful and I wish you every success.

Darren A. Smith
Founder
Making Business Matter



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About Darren A. Smith

Darren spent his first 12 years as a Category Manager at one of the big four UK supermarkets. During this time he managed a number of areas comprising chilled ready meals, cheese, frozen foods, pizza and fresh fruit, along with an area worth £1bn.

Darren then went on to establish Making Business Matter, a training provider that works with suppliers to the big four UK supermarkets. Over the past 12 years, he and his team have supported supermarket suppliers in improving their negotiation skills, category management and time management.

He has written articles for The Grocer, Grocery Trader, Food Manufacture, Harpers, Fresh Produce Journal, British Frozen Foods Federation, Supply Management, People Development Magazine, published a book 'A Complete Understanding of the Groceries Code of Practice', and appeared on the BBC.

About Making Business Matter

We are the training provider to the UK grocery industry. We help suppliers to the big four supermarkets to develop the soft skills that will secure them more profitable wins.

Our trainers have worked on both sides of the fence and know the challenges of working with the big four supermarkets, plus we also know how they think and what their hot buttons are.

The problem suppliers to the big 4 face is that they are investing money in training but are not seeing a measurable return on investment. This is because most training companies do not understand the mindset of buyers from the big 4 supermarkets and the skills being learnt are not getting put into practice.

Our unique training method, *Sticky Learning*[®], ensures that your Learners are still using their new skills 5 months later, which enables us to guarantee a measurable return on your training investment.

Links



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