



# The Corporate Training Revolution

**Creating Meaningful Learning ... Sustainable Change**

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## Executive Summary

It's a fact. The current model of Corporate Training (send staff to a course and all will be well) is not working. It is not delivering **meaningful learning** that will generate **sustainable results** to the learners and the organisations that employ them.

We've relied on this out-dated methodology for decades – far too long. We've not adapted our design approaches and delivery methodologies (and the belief sets that drive them) to the current realities of our business world. So, what is real now?

- ◆ **Budgets are tight**
- ◆ **We are attempting to produce** more results with fewer people
- ◆ **Employees are geographically spread across vast distances**
- ◆ **Everyone is time-poor**
- ◆ **Everything needs to be done ... yesterday**
- ◆ **People still need help in growing their skill base and performing at their best**

This paper details:

1. What's wrong with our old model of Corporate Training and why it fails to deliver real ROI for businesses
2. The real cost of failing to reinvent Corporate Training to meet our current situations
3. The Neuroscience of Learning
4. What's needed to fix the problem that incorporates all we know about adult learning
5. The new Corporate Training Model that resolves the problems of the old way
6. My personal passion for this work – and why I'm committed to leading this revolution
7. How I can help you get involved – easily, and without any financial outlay from you

I'm confident you will get value from the time you spend reading this.

My most fervent wish is that you will join me on my mission.

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*“Our Business World has devalued learning by viewing it as merely a means to ‘fix’ employees. It’s time to make it relevant, interesting and enjoyable. Then we can celebrate it being truly effective.”*



The faces of the prisoners stared me down.

Well, actually, many of them were doing everything they could to avoid eye contact with me.

Those that did engage in eye to eye connection had defiance blazoned across their faces, anger and resentment screaming at me through their body language.

I wasn't visiting the local jail.

Sadly, I was standing at the front of a room of some 40 people, preparing to embark on delivering a 2-day training program for them. Armed with knowledge, insights, humour and solid preparation, I suddenly realised nothing I could have done would have prepared me for this.

Ever since I was a child, I wanted to be a teacher. My migration to Australia with my family didn't change that desire, but did shift my focus from teaching school aged children to wanting to teach adults. (I fairly quickly realised I was far too much of a rebel to last very long in the Primary or High School systems in Australia!)

After finishing my degree in Psychology and Sociology (with French and Japanese thrown in, for some odd reason), I landed my first professional job as a Payroll Clerk and Trainee Personell Officer (yes, that was before the days we called these people 'Human Resource Consultants'). I came to see that my role was more about paper than people (my real love), and will be forever grateful my manager gave me the opportunity to move into the Training Officer's role when he left.

Now we're talking! I got to help people learn things they needed to know in order to perform at their best in their jobs – what a thrill. I mean, quite literally, I got a thrilling tingle up and down my spine every time I stood at the front of a room, ready to take the attendees on their own personal journey of acquiring new skills.

My career progressed pretty quickly, I'm proud to say, climbing the corporate ladder to become a Training Supervisor, Team Leader ... and then, glory of glories ... a Training Manager! I truly thought I'd reached the pinnacle of my career – I mean, isn't this what we're taught to do? Isn't this what work – and life – are all about?

Yet after 3 different jobs at this level of Management, I felt disillusioned. I spent virtually 100% of my time begging for money in my department's budgets, putting out 'spot fires', mending personality conflicts amongst my staff, playing politics, selling our training services in a very cut-throat marketplace and just trying to keep my head above water.

Where was all the fun? What happened to that tingle in my spine? It seemed to me I'd worked very, very hard to reach a place where I was in charge of the people who were (in my opinion) having all the fun. My staff were in the training rooms, not me.

My defining moment came on February 18<sup>th</sup>, 1989. With my budget reports in hand, I entered my manager's office for the annual supplication on bended knee for more money. As I took my seat, he swept my papers to the side and said 'Now Sandi ... when are you going off to have babies?'

I describe myself at that time as being 'fiercely single' (having survived 2 broken engagements), with a mortgage, car lease and cat as my only expenses aside from feeding myself and paying the regular bills. So after consulting my bank balance that evening, and realising I had enough to cover 2 months of expenses, I boldly went to work the next day and resigned. It was time to go back to where my heart was – the training room. I figured I could sell my own services, rather than those delivered by my team of trainers, and all would be well. (My fall-back plan was waitressing at night while I still attempted to drum up training jobs during the day. Thankfully, Plan B never had to be enacted!)

Sure, it was hard work getting those clients to take a leap of faith and put their staff in my hands, but every ounce of blood, sweat and tears was worth it when I stood at the front of a training room. My spine tingling had returned!

In the years that followed, I survived the ups and downs of cash flow, the undercutting in the market by inexperienced trainers during the heyday of (in Australia) the Training Guarantee Act (requiring employers to spend a prescribed percentage of their revenue on staff development) and the onset of the GFC.



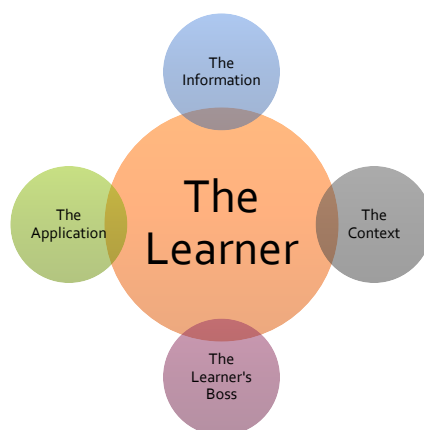
The Corporate Training arena has been my 'home' for decades. And I'm sad to say my home is in terrible disrepair and in urgent need of being rebuilt.

Corporate Training needs to be reinvented, from the ground up, if our Australian businesses want to remain competitive, sustainable and profitable.

It critically needs to shift significantly to providing **meaningful learning**, delivered in a manner that enables **sustainable change**.

It needs a revolution – now.

## Let's look at training by putting the Learner at the forefront of our thinking



### The Real Problems with Corporate Training

Goodness ... where do I start?

Here's a list, not in order of importance, of the where, how and why our current models of Corporate Training simply aren't working –

- ▼ Managers are time-poor, and perhaps lack the skills and confidence to coach their staff. For decades, employees have been sent to training to fix the skills-gap problem – so why not do that now? A one or two day program should give them all the information they need.
- ▼ The problem is sometimes not in the staff's lack of knowledge about *how to do something*. The problem lies in their **beliefs, attitudes, values and/or understanding of the relevance and applicability of the information/knowledge**.
- ▼ Staff arrive at the training room *with no idea why they are there*.
- ▼ Staff return to the workplace after the training and *receive no practical support* in implementing what they've learned.
- ▼ Managers have no idea what their staff have learned. ('Why would I need to know? Surely the training has fixed the problem?')
- ▼ There is no follow-up to the training to assist learners in applying new skills to *their real world*. (A Xerox Corporation study showed 87% of the skills change brought about from a training program was lost without follow up coaching.)
- ▼ The content of the training has been bought 'off the shelf'. It's a standard package whose contents don't relate to the learners' day to day reality.

- ▼ Training budgets are tight. There is a perception that, due to business realities, we need to simply teach things in half the time we used to.
- ▼ Training is *seen as a cost, rather than an investment*. And of course, businesses want to keep their costs down. This is done by shortening the training time (see above point), engaging the cheapest supplier (focus on cost, not quality and expertise), attempting to deliver the training inhouse (someone with the knowledge, yet may not have the skills to teach effectively), telling employees to 'read the manual' (with no follow up to ensure something *has been learned and can be applied*) and/or redeploying the staff member to another area where this knowledge isn't required (and asking another team member to take on the extra load created by the now-absent worker).
- ▼ Training is viewed as an *isolated event*, whereas, in our pre-business world, learning *always occurred over a period of extended time*.
- ▼ Skills decay is exceedingly high. The American Society for Training and Development states that 90% of learning is lost if not put to use quickly. (We might as well just burn the money we spent on the training.)
- ▼ Money is spent on travel, accommodation and meals in many cases, which then leads to an even greater need to ensure the training itself is as low a cost as possible.
- ▼ For many business people, there is an attitude (or is it a belief?) that training 'has always been done this way' and they either don't question it's efficacy or can't imagine a better way so decide to simply leave things alone.

The end result?

Businesses are literally wasting billions of dollars they can ill-afford to throw away (In 2011, it is estimated \$156 billion was spent on employee training, according to the American Society For Training and Development. Unfortunately, I could not uncover any reliable Australian data on this at the time of writing.)

Managers remain frustrated by staff poor performance, spending countless hours fixing inaccuracies and mistakes and taking on work that would otherwise be carried out by their teams

Staff feel disempowered, lacking in confidence and hopeless in terms of improving themselves and their job security

### **It's time to reinvent Corporate Training.**

It's time for all Business Owners, Leaders, Managers, HR Professionals, OD and L & D Consultants to *find the courage* to change the system – to challenge outdated beliefs and methods and to *revolutionise Corporate Learning*

It's time to *make learning meaningful, deliver sustainable change* and *secure the future of your business* in an abundantly competitive marketplace.



## The New Model - 'Drip-Feed Learning'

What happens *before* the face-to-face session(s)

What happens *during* the face-to-face session(s)

What happens *after* the face-to-face session(s)

Measuring & Maintaining the Outcomes

### Why I have persevered

I've known for most of my life, I'm somewhat of a rebel. If you tell me it can't be done, I'll set out to prove it can. If you say the glass is half empty, I'll bend over backwards to help you see the part that's full. I love the challenge of getting people to see things a different way that will *ultimately be more useful to them*.

Years ago, I was privileged to be taught by Marvin Oka (<http://www.spiritgrowjosefkrysscenter.org/profile/marvin-oka> ).

His insights and wisdom in the realms of teaching and learning have won him international acclaim and he is one of my top 3 mentors in relation to my chosen profession.

I vividly remember the day he spoke from the front of the room to several dozen adult educators like myself about how sad he was to see the disenchantment of the 'average' learner in an adult learning environment. He spoke about how, at Australian rules football games, we see literally thousands of people show up in their team colours every single weekend of the season, overflowing with enthusiasm and excitement about what was about to occur. And he spoke passionately about how wonderful it would be if we could create that same enthusiasm and excitement in our adult learning environments – countless people showing up at the door shouting 'We want more! We want to learn more, be more, know more, do more!'

And I was hooked. That's the kind of learning environment I was committed to creating.

And I don't believe it's that hard to do. It's certainly possible – and affordable. ***We simply need to start with being willing to question the system we've followed up until now.***

I love the sound of 'Ahhhh ...' in the training room. You know, the sound someone makes when they 'get it', when 'the penny drops'. A smile slowly appears on their face – their chest pumps up in pride – the light at the end of their tunnel has grown brighter. Helping this to occur fuels my soul and drives me on, excited about the next person I may meet and be able to help this to happen for them.

*“The reason you spend money on training staff is so they learn new skills they actually put into use by becoming better or faster in their jobs.”*

*Manager Foundation*

People have told me I've changed their lives during the course of a program. What an honour! Yes, the ego in me enjoys hearing this, and I honestly love more the fact that *they will now have an easier life, a more abundant life, a more satisfying life.*

That's why I persevere in this quest to revolutionise Corporate Training.

## How Business responds to the Training Need

*A disclaimer here: I don't for one minute think our leaders or managers are bad people! They are not consciously and intentionally attempting to make life hard for their staff. The vast majority sincerely do care about their people and want to help them.*

These leaders and managers are under enormous pressure in our current business environment to *do more with less*. That's less people, and less training for the people they do have still with them.

Our leaders and managers are time-poor. They are often stretched and stressed to the maximum in their roles and with increasing levels of responsibilities. They tend to have been promoted as a result of their technical expertise and know-how, and through no fault of their own have missed out on the opportunity to hone their people management/leadership skills. These people are doing the best they can, just as the staff are in most cases.



Over the years, I've heard common themes in response to the need for training in the business world. Some of these are:

- ◆ **We don't have enough money for training.**
- ◆ **We don't have enough time for training.**
- ◆ **We need to pick the least expensive training supplier.**
- ◆ **Let's get someone within the organisation to teach them.**
- ◆ **Just get the staff to read the process checklist (or handbook, or policy and procedures document).**
- ◆ **If someone really needs to learn something, they can do this outside of business hours – that will show us how motivated they really are.**

And here's an additional dilemma for the hard-working boss: how do you deliver a training program that's going to address the *learning styles and personalities of all the different attendees*? Good question. The reality of our business place today is that we have **3 and maybe even 4 generations** working side by side – and they all have a different mindset about how training should work for them.

And there's more ... staff are **geographically spread** across cities, states, countries – even the entire globe. How does a manager ensure all staff receive the training they need and deserve and deal with this fairly and equitably?

## What this is costing business, each and every day

Some costs are financial, while others are less tangible and more challenging to quantify.

As a Leader, whether or not you can specifically identify the exact ramifications, it is critical that you pause and consider how much of the following is happening in your team right now:

### **Low or No Employee Engagement:**

(An "engaged employee" is one who is fully involved in and enthusiastic about their work and thus will act in a way that furthers their organisation's interests. According to Scarlett Surveys, "Employee Engagement is a measurable degree of an employee's positive or negative emotional attachment to their job, colleagues and organization that profoundly influences their willingness to learn and perform at work".) When an organisation fails to provide effective employee training, staff can quickly become disengaged as a result of their sense of lack of control over their own capabilities and future job security.

In every Australian workplace, approximately 25% of the staff are engaged, 25% are actively disengaged and the other 50% are just doing enough to keep out of trouble.

(Conversely, a survey of 1,550 employees in three major Australian workplaces revealed employees who **felt included** experienced an 83% jump in innovation levels and improved responsiveness to customer needs.)

### **Absenteeism**

Whether due to the sense of hopelessness, disempowerment or actual fear of the consequences of not being able to perform at their best (due to lack of effective training and support), employees frequently resort to taking Sick Leave or Leave without Pay to avoid facing their reality at work. Workplace absences cost on average **\$3,741 per employee** per year (Australian Business figures from 2010).

### **Voluntary Resignations**

Australian Department of Labor statistics show 46% of voluntary resignations are a result of an employee **not feeling valued**. This sense of feeling undervalued can be the result of receiving insufficient training to perform their job to their best ability.

### **Reduced Productivity**

(as a result of staff not having the required level of knowledge and experience their roles require)

*“...to learn and not to do is really not to learn. To know and not to do is really not to know.”*

*Stephen Covey*

### **Reduced Morale**

(other team members may become resentful when they believe they need to ‘pick up the slack’ for a team member who is underperforming, despite this being largely the result of insufficient/ineffective training).

### **Potential for Increased Bullying/Harassment between staff**

(This can occur as a flow-on result of the above point. If an underperformance issue is left unmanaged for long enough, others’ resentment and frustration will rise).

The Australian Productivity Commission states the negative cost implications of workplace bullying include decreased productivity, low workplace morale, mental health issues, **increased workers’ compensation claims**, absenteeism, investigation costs, legal costs and **reputational damage**. Further, research conducted by Econtech on behalf of Medibank Private (2008) stated that competition and bullying/harassment are contributors to **workplace stress** – costing employers \$10.11 billion per year and 3.2 days lost per worker per year.

### **Poor Communication Practices**

(Staff would rather ‘lay low’ and attempt to hide or disguise their lack of competence on the job. This may result in a breakdown in the necessary communication between team members and other stakeholders.)

### **Increased Employee Frustration**

(Returning to work after attending training only to find a lack of support and understanding from management, and having to work in a culture that doesn't lend itself to the implementation of the newly acquired skills is usually worse for the employee than not having had the opportunity to attend the program at all. There is a significant sense of being let down, especially when they have found the training relevant and are motivated to apply their learning in their workplace.)

When training is ineffective, the **direct financial costs** incurred that fail to deliver a desirable Return on Investment (ROI) include:

- ◆ **Cost of employees 'down time' while attending training (which could additionally include Opportunity costs)**
- ◆ **Cost of replacing employees (with temporary staff) while attending a program**
- ◆ **Training Program fee charged per person to attend the program run by an external provider**
- ◆ **Travel costs per person to attend**

All in all, that's an enormous amount of money (not to mention time and energy) to pour down the drain.

## **The Neuroscience of Learning**

Publishing in the NeuroLeadership Journal (Issue Three, 2010), Dr. Lila Davachi, Dr. Tobias Kiefer, Dr. David Rock and Lisa Rock revealed valuable insights into how we learn and how we can optimise memory (if we don't recall something, then we can't use it – and that's not learning!).

One of the first myths they dispell is that of the need for repetition to enable us to retain information in the long term. In fact, what's needed is to engage the hippocampus center of the brain. The level of activation in this brain region **has a significant correlation to what we are able to recall.**

The hippocampus does not become engaged when attention is divided (Kensinger et al 2003), and so full attention to the subject being learned is required. And to pay full attention to something, the brain needs two neurochemicals: dopamine and norepinephrine.

Don't worry – this paper isn't going to become a lesson in the chemistry of the brain. It's important for you to know, though, that we know so much about what helps (and hinders) learning and recall, **it is critical we use this knowledge to maximise our investment in the training of our workforce.**

**Dopamine**

- To increase levels of this neurochemical in a learning situation, the learning needs to be **relevant** (it needs to be real and personal), create a sense of **reward** (the perception of receiving value from focussing attention on the subject) and exposure to **novelty** (using a variety of learning techniques). All of these will contribute to creating what is known as a **toward state** – the learner desiring to gain something, and is open, curious and goal-focussed.

**Norepinephrine**

- This affects the chemistry of alertness, feeling aroused and focussed. It tends to be released in higher quantities in an **away state** – when we want to avoid the negative consequences of something. In the learning environment, this may be instigated by slightly competitive activities, or creating a slight sense of pressure to perform and/or meet a deadline.

In a nutshell, learning needs to be easy to digest – through chunking visuals and stories – as well as interesting and engaging in order to achieve optimal recall of information.

One of the primary keys to their findings was the idea of **spacing learning**. We've known for some time that spreading the instruction over a period of time will always bring greater results than compressing it into a small portion of time. Learning over time leads to better long-term memory of the information (Litman & Davachi, 2008), though there is little understanding right now about what makes for the 'ideal spacing'.

*“Improving the skills of your staff is one of the most powerful ways to increase productivity, engagement and profitability.”*

Workplace learning has the aim of enabling participants to build a contextual understanding of information, as well as how to apply it in the future. This can only be achieved when the information is disseminated over time. Spacing allows the brain to digest new content and create and wire new connections, even when learners are at rest (Spitzer, 2002; Tambini et al., 2010).

*“ ... positive anticipation has an impact on the formation of new learning positively ... so a good aim is to make learning enjoyable instead of a mandatory event.”*

*(Bradley & Lang, 2000)*

The design and delivery of corporate training, then, should focus on:

1. Creating maximum **attention** with a greater focus on the learner's motivation, and using more novelty and change during the delivery.
2. Encouraging the **learner's ownership** of the information by allowing time for discussion and questioning and reducing the pure 'presentation' of information.
3. Generating a **positive emotional learning environment** in which the learner can receive positive feedback and connect with others in their journey.
4. The utilisation of **spacing** instead of cramming and repetition to allow for optimal retention and application of new skills.

## So what's needed?

When asked this question by the Wall Street Journal in 2012, Eduardo Salas, professor of organisational psychology at the University of Central Florida and a Program Director at its Institute for Simulation and Training, had this to say:

*“It's the thing you do before, during and after. How are you going to allow employees to practice? How are you going to provide feedback?”*

*Eduardo Salas*

Salas has studied Corporate Training for over two decades. He knows what he's talking about. And I agree with him.

The myths he dispelled in this interview are the same ones I want to dispell with my clients:

1. Send an employee to training, and they'll return immediately changed and improved.
2. We'll know the training has been effective by reading the feedback sheets. (Salas calls this the '**reaction data**', showing us merely how learners felt at the end of the training. There can be little correlation, however, between the reaction to the training and actual learning that can be skillfully and consistently applied long-term.)
3. All we have to do is give them the best training in the world. (False. The organisational culture may not encourage the application of the new skills, the supervisory support may not be in place, the opportunities to practice might be missing and the motivation to sustain the utilisation of new skills may fall by the wayside.)

In my point of view, **the primary thing we must shift is our belief that training is 'an event'**.

Sending someone into a training room for a 1 or 2-day '*shot in the arm of motivation*' simply doesn't cut it. Sure, it might result in a few days of a happier mood around the office and a lot of laughs about some of the fun things staff did while on the program ...

But that's it. No sustainable change in behaviour, attitudes or beliefs. Attendees get caught up in the usual 'teadmill of work', head down, bottom up, just getting the job done.

Useless!

What we need is what I like to call '**drip feed learning**'.

## The Revolution in Action

Late in 2013, I received an enquiry from my web site. A manager in a regional area of Victoria (the Australian state where our business is based) wanted 2 half-day sessions for his staff on 'team building'.

To be honest, the easiest thing I could have done was roll out a 6 hour program I'd used for another client previously, break it into 2 chunks and tell my prospect we were good to go.

Yet not only have I never run my business this way (we tailor all programs to a client's specific needs), I also wanted to find out his **why**. What was happening with his team that made him think some training was necessary? And, after the training, what **specifically did he want to be different?** The answers to these questions (and a few others that were niggling at me) would guide our next steps.

In short, after hearing Steve's **why** and **what he wanted to be different**, I spent a few days at the drawing board and came up with something very different to his original request.

It was still 2 half-day **face to face sessions** – but there was *a whole lot more*. I knew what happened **before** and **after** the training was just as critical as those 2 face to face workshops. And I also knew that **spacing** the components of the training was vital to maximise the learners' understanding, motivation and retention as well as Steve's ROI.

Here's what it looked like:

<h2 style="text-align: center;">The Drip-Feed Learning Model incorporating Best-Practice use of Technology</h2>		
<b>STAGE 1</b>	INTRODUCTORY VIDEO FROM FACILITATOR – GETTING PARTICIPANTS READY TO LEARN	EARLY DEC 2013
<b>STAGE 2</b>	PRE-PROGRAM SURVEY – TO ASCERTAIN LEARNERS' SKILLS, ATTITUDES AND BELIEFS	COMPLETED BY 3 <sup>RD</sup> WEEK OF DECEMBER  (APPROX 3 WEEKS LATER)
<b>ON-LINE PRESENTATION (1 HOUR)</b>	TEACHING MBTI®, ENABLING LEARNERS TO SELF-ASSESS, AND REFLECTION WORK PRIOR TO FACE-TO-FACE WORKSHOP	LATE JAN 2014  (APPROX 4 WEEKS LATER)
<b>FACE-TO-FACE WORKSHOP (½ DAY)</b>	IN-DEPTH DISCUSSION OF MBTI®, SCENARIO PLANNING AND APPLICATION ADDITIONAL INFORMATION ON ASSERTIVENESS AND WORKING WITH DIFFERENCES	2 WEEKS AFTER ON-LINE PRESENTATION
<b>ON-LINE PRESENTATION (1 HOUR)</b>	Q & A / COACHING, FUNDAMENTALS OF GIVING & RECEIVING FEEDBACK, AND REFLECTION WORK PRIOR TO FACE-TO-FACE WORKSHOP	2 WEEKS AFTER ON-LINE PRESENTATION
<b>FACE-TO-FACE WORKSHOP (1/2 DAY)</b>	SKILLS PRACTICE IN FEEDBACK AND ASSERTIVENESS, PLUS DISCUSSION ABOUT TEAM CULTURE – FOCUS GROUP FORMED TO CONTINUE WORK ON GROUP NORMS	2 WEEKS AFTER ON-LINE PRESENTATION
<b>ON-LINE PRESENTATION (1 HOUR)</b>	Q & A, INDIVIDUAL COACHING WITH PERSONAL SCENARIOS AND STEPS TO MAINTAIN MOMENTUM	2 WEEKS AFTER ON-LINE PRESENTATION
<b>REINFORCEMENT PROGRAM</b>	SENT BY EMAIL TO EACH PARTICIPANT	ONGOING FOR 3 MONTHS

Like I've found with some of my other clients, Steve was at first a bit concerned – even sceptical – about the whole idea of 'online presentations'. He had a plethora of questions:

1. Can online learning honestly be as effective as face-to-face sessions?
2. What software is required? Do we need to purchase it? Is it safe? Is it stable?
3. Does everyone need to have their own computer to log in individually?
4. How will you keep people engaged?
5. How will you 'test' they've learned what we want them to learn?
6. Are people really honest in a survey?
7. How will I get my team to actually watch the video?

Interestingly, one of the questions Steve *didn't ask* was '**why do we need this long?**' With very little discussion, it immediately made sense to him that spreading the learning over a longer period of time was going to deliver better results in terms of **retention** and, consequently, **sustainable change**.

I've been asked these questions so many times, I now provide the answers on my web site at [www.sandigivens.com.au](http://www.sandigivens.com.au)

A couple are worth elaborating on here, though.

Question 4: I'm proud to be one of the best online presenters in Australia. I've studied, practiced ... and then practiced some more. I know what definitely *doesn't work* and have mastered some great techniques to keep people engaged and focussed on the session. These include appropriately timed use of the Chat window and Polls, visuals designed to enhance and embed the messages and sending instructionally designed handouts in advance for the learners note-taking.

Question 5: The Polling function is easily used to 'test' learning. I put the word 'test' in single quotes, as the goal is to not create too much pressure for the learners in this process. I normally frame the polls with "I want to see how clear I've been in what I've said." I have even effectively taught the Myers-Briggs Type Indicator® online, with the attendees doing a self-assessment of their type. Polling results were fantastic – they really understood the theory and could apply to their real world – so satisfying for me!

Question 6: The respondents' honesty depends a lot on earning their trust beforehand, and letting them know the purpose of the survey. That's why they watch my video introducing myself and explaining to broad outline of the program *before* they complete the survey. I also set surveys up to be anonymous, for the most part.

Question 7: Again, it comes down to how you frame it. Let them know **why** the video has been created – ask them what they thought of it after they have seen it – and if they haven't watched it when you ask, then let them know it's for their benefit. Maybe even watch it with them, or have all attendees watch it as a group.



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## Drip-Feed Learning Results – Steve’s Story

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One of the greatest pleasures I get from doing this sort of work is when I have been able to shift a somewhat hesitant or negative client to a raving fan. And that’s what has happened with Steve – and his team. Despite initial concerns, it became apparent quite quickly that this methodology was an effective one. Here’s some of the evidence of that:

1. Staff reaction to the video was very positive. They watched it a few weeks prior to the Christmas break, so seeing me end it by putting on red antlers and wishing them a great holiday season conveyed a was a ‘real’ person with a sense of humour (which I am!).

That fact, I believe, led them to a greater level of honesty in their survey responses than what otherwise might have been the case.

2. The survey clearly showed areas where change was needed. Team members added a lot of comments to explain things to me which was hugely helpful to the final design of the program.
3. In the first online presentation, I share the survey results with the team. As all replies were anonymous, I invited them to look for patterns and themes of (a) what was working well, and (b) what we needed to work on together. Again, they got it.
4. Emails from the learners started arriving well before our first face to face session. (I always invite contact with me *at any time during a program*, and I’m thrilled to say a large number of this group took me up on my offer. This enabled me to help them with their individual challenges and roadblocks to applying their learning in a confidential, one-on-one manner.
5. By the time we had our first face-to-face workshop, learners walked in the room and greeted me as if they’d known me for months. We didn’t need to spend time ‘warming up’, getting trust in the room or building rapport. We literally hit the ground running.

The benefit here is obviously **a lot** of time saved! The session was focussed on discussion, small group work, activities, exercises and application of what they had *already been taught via the online session, the emails exchanged and all of their reflection work since we started on Day 1.*

6. Throughout the program, Steve and I talked many times. He openly admitted he was quite amazed and delighted about the amount of ongoing discussion his team were having about their learning and how they could put it to use.
7. Steve also noticed *behaviours were changing*. Previously quiet people were speaking up about issues at work. Some who had not shown strengths in their abilities to listen to others were now more patient and willing to hear alternative viewpoints.
8. Emails from the learners continued, as did the one-on-one assistance they received. Several of these people has private coaching with me via Skype so we could really dig deep and explore how they might make use of their new learning and skills.
9. As a result of a brief suggestion from me, the learners formed a Focus Group of volunteers at the final face to face workshop to work further on some of the issues the team wanted to address. They have presented their ideas to the whole team and work is continuing *months after my last contact with them.*

## Principles of The Corporate Training Revolution

What doesn't work in our out-dated model	How we need to change that for more effective learning and sustainable change
Treating training as an 'event'	See training as a program delivered over time
Failing to do anything to help learners establish their <b>why</b>	<i>Right at the start</i> , engage the learner and help them identify the <b>relevance</b> and <b>reward</b> of the training for them personally
Lacking commitment and involvement from the learner's manager	<i>Right at the start</i> , involve the learner's direct line manager in discussions of what the training will cover and gain their commitment to <b>provide practice opportunities</b> after the training and to support the learner in specific, tangible ways
Seeing any training as a 'fix' that will cure all ills and sub-standard performance	Spend time in determining the <i>real problem</i> – a skills problem (not knowing <b>what</b> to do), an attitude problem (not knowing <b>why</b> they are doing it), or a combination of both. Then design training that addresses this actual need.
Spending lavish amounts of money on a team event to lift motivation and productivity	Recognise that motivation is <i>an internal force</i> – it can't be 'done' to people. It's also individual, so spend time with each team member to find out what might be blocking them performing at their best.
Failing to provide time and opportunities to practice new skills	Have support systems and structures in place that provide learners the chance to contextualise the application of new skills
Allowing Line Managers to believe and act as though training is the role and responsibility of HR, OD and L&D staff	Make it clear that training and the development of employees is a managerial and leadership responsibility
Believing that training and everything that's required to improve performance is simply all too hard to do	Acknowledge that spending time <i>now</i> will deliver long term benefits in a wide range of areas – not to mention your staff feeling valued and will probably be more engaged.

## My Personal Epiphany

Years ago, my husband Alan said to me “You know, honey – there’s two kinds of people in the world. The ones who fly below the radar, and the ones who don’t. Me? For the most part, I like to fly below the radar. I just get on with doing my thing and I don’t ruffle people’s feathers. I don’t get knocked about so much. But you? You’re out there waving your arms and rocking the boat. Some people are going to agree with you – and the ones that don’t are going to knock you around a bit.”

And he’s right.

If I see injustices, I feel compelled to speak up.

If I see things that aren’t working, I’m driven to fix them.

And Corporate Training as we have known it for decades and decades **isn’t working.**

**My mission is to fix it.**

I’ve seen far too many prisoners.

I’ve heard an abundance of frustration from managers and leaders who’ve sent employees to training but not seen any differences in the workplace.

I’ve watched stress levels rise in all levels of the workplace as a result of training not receiving the attention and care it so urgently needs and deserves.

**My vision** is that of my old friend, Marvin Oka – but an expanded one.

I want to see **learners excited to learn.** I want to see them arrive early and stay late, because they are so hungry to grow and develop – and they know they’re in the right place to do it. I wanted to hear that lovely ‘Ahhhh ...’ more often and more heartfelt in the training room, because someone not only ‘gets it’, but because they feel liberated from shackles that have held them bound for too long in one place. And because they **know** they will be supported in applying their learning in their organisation.

But for me, it’s not only about the learners. I want **leaders and managers, supervisors and CEOs to be excited about how their workplace is being transformed.** I want to see the smiles on their faces and the lightness in their step, hear the delight in their voices and see the pride in their postures – all because their workplace **has been transformed by this new way of training and the meaningful, measurable and sustainable results it’s produced.**

I want **everyone to be less stressed and more fulfilled by their work.**

It’s time.

I’d love you to join me!

## What I'm doing today to create a better tomorrow for Learners in the Business World

Thankfully my business is doing well. Unlike the early days when I felt I needed to say 'yes' to everything a client asked for to maintain a healthy cash flow ("You want a 90 minute session that will fix all the communication problems in your workplace? Sure ... I can do that!"), I now advise clients what **I know is needed to solve their problems** and I can walk away if they want what I feel is a 'lesser' solution.

I am totally focussed on and committed to delivering training that provides **meaningful learning** and **sustainable results** – to learners and their employer organisations.

**If this resonates with you, please get in touch with me.**

To get this revolution started, I've created ***Get Ready to Learn!*** kits for organisations that know **it's time to make their training activities more effective** and **deliver greater ROI for everyone involved**. *Rather than add to your workload, the kit is designed to streamline the process of running a training program and guarantee achieving the results you want from it.*

The kit includes everything we need to know about – and do – **before** conducting a training program. I'd be happy to show you how this will save you time, money and effort, if you'd like.

*(Disclaimer here: the only thing it doesn't include is a full Training Needs Analysis, as this is best if it is tailored to individual organisations and their specific structures and job roles. There is, however, inclusion of some general questions that will get you started in analysing your specific training needs.)*

Contents include:

1. Decision-maker's Process Sheet and Checklist
2. A Stakeholder's Map
3. Learner's Reflection Sheet, along with a video from me talking to the learner about how to use this.
4. Manager's Reflection Sheet, along with a video from me talking to the learner's boss about how to use this.
5. The 2<sup>nd</sup> Level Manager's Guide (for the boss of the learner's boss). The ideal is to have this 2<sup>nd</sup> level manager involved. Depending on your culture, the use of this is at your discretion.
6. Guide to Implementing the ***Get Ready to Learn!*** kit – designed for L & D Professionals, HR and OD Consultants, Business Owners, CEO's and Direct Line Managers of learners. Checklists and tracking sheets to manage the entire process.

**I look forward to your contact –  
and helping you start your very own Corporate Training Revolution!**

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