



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

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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 1 of this Guide includes 8 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



Forward

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, January 2016.



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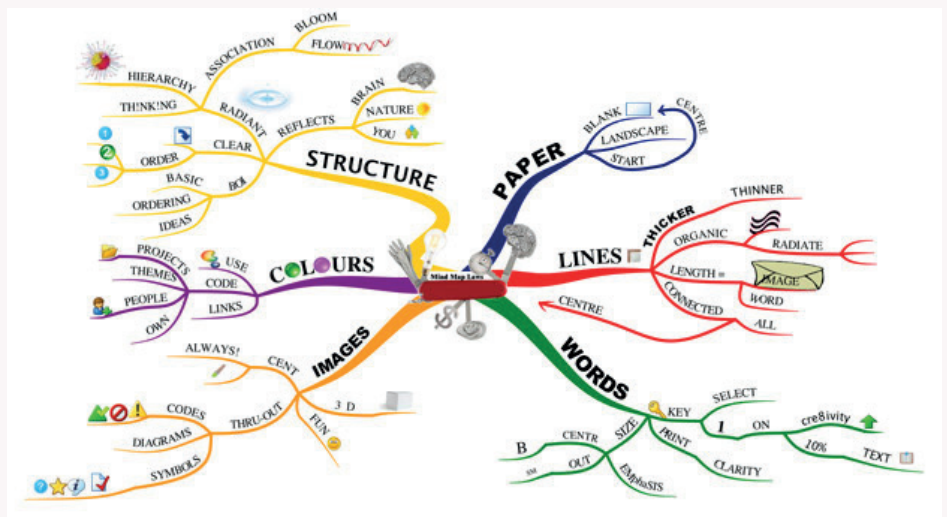
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Download Volume 2' or email helpme@makingbusinessmatter.co.uk for a copy

1. Make the Learner's Notes Useful and Effective

Many trainers hand out their slides at the beginning of a training course. They then ask the Learners to make notes as they progress through the day. The problem with this is fourfold:

- Learners don't know how to make useful notes, so they note down every bit of information from the slides.
- Someone other than the Learner has created the slides. This means that the graphs, images, and words are not displayed in the Learner's preferred learning style, which makes the information much harder to understand after the training event.
- **By handing out slides**, Learners take very few, or no notes. This means that the Learner has not had the chance to process the learning.
- The slide deck becomes the Learner's primary recollection of the day, which is not a useful method for implementing behavioural change, as there is too much information to take in.



This is a Mind Map created by the Inventor of Mind Maps – **Tony Buzan**, to show us how to successfully mind map.

Action

For Learners who have attended previous learning events and received slide decks, encourage them to convert their hand-outs into 1-page of notes or a 1-page mind map.

Ask your Learners to identify how they learn best. Do they learn by physically making notes, flash cards and mind maps (kinaesthetic learning)? By reading and hearing their notes out loud (auditory learning)? Or simply by reading over their existing notes (visual learning)?

By adopting methods that fit their most effective learning style, Learners will make their notes more useful and engaging, which will help to inspire behavioural change.



2. Create Habits if You Want to Change Behaviours

In order for a Learner to make a behavioural change, it helps the Learner if they create a habit. For example, if after attending a **time management training course** the Learner wants to better manage their time with a daily to-do list, they will need to create a habit in order to change their behaviour.

Habits are very hard to break (such as smoking!) and hard to form (such as going to the gym). Professor BJ Fogg from Stanford University has studied habits for many years and is the leading expert in the field.

BJ Fogg's research found that forming a habit is based on two factors: motivation (how much you want to do it) and ability (how easily you can do it).

To understand why a habit is hard to form, we need to plot where we sit on this graph with our habit, and then either increase our motivation, increase our ability, or create a signal. Habit signals are covered in the next solution.

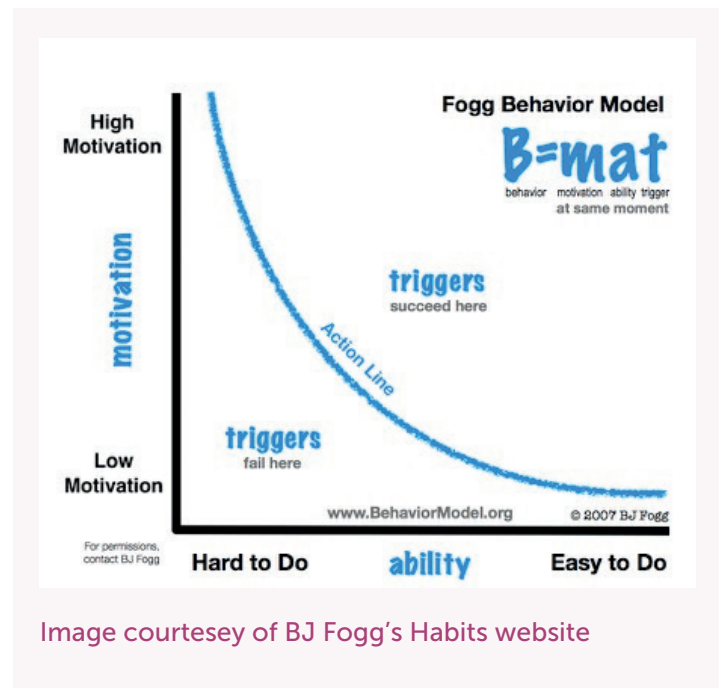


Image courtesey of BJ Fogg's Habits website

Action

Help Learners understand where they sit on the graph above regarding the habit that they are trying to form. Challenge them to find ways to increase their motivation, or improve their ability to perform the task.

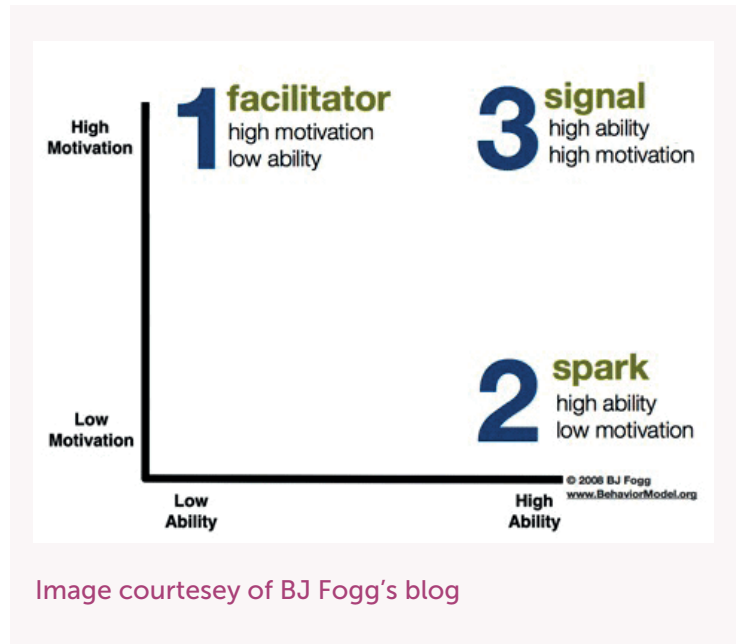
The easiest way to create a habit is to 'piggy back' another habit. For example, I broke my foot some months back and needed to do ankle exercises everyday for 5 minutes. I piggybacked brushing my teeth and did my exercises at the same time!

3. Understand How to Create 'Habit Triggers'

Habits can really help a Learner to make that much needed behavioural change. For example, if after attending a **Negotiation Skills training course** the Learner wants to prepare better, they will need to create a habit to change their behaviour.

The research on habits is not absolute and depending on the habits can take anything from a few days to years to create. The consensus is that 67 days is the amount of time to create a habit, or 21 times.

BJ Fogg's research found that forming a habit is based on two factors: motivation (how much you want to do it) and ability (how easily you can do it). For example, many people are motivated to lose weight, yet they struggle to count calories and monitor fat and sugar. Understanding triggers can help Learners to form new habits.



Action

For those who want to lose weight, a Facilitator trigger would be a calorie counter. A Signal trigger would be storing a box of carrots on top of a box of chocolates. A Spark trigger would look like a photograph of a slimmer you on the fridge.

On **Learning To Learn**, we teach Learners how to form habits before they do any training with us because by understanding how to create habits the Learner is much more likely to be using their learning for the long term.



4. 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® 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**.



5. Teach Someone Else

We all know what it's like - you think you've understood something, but it's not until someone asks you about the topic that you realise you didn't understand it all! This is the same for learning. Having to speak about something we have learnt means that we have had to have understood it and be able to put it into our own words.

In order to do this, internal processing of the information needs to take place. This is why sharing our learning with others is so important. The **Study by John Nestojko** provides the scientific evidence.

A client recently asked for our help on GSCOP and the law surrounding how supermarkets treat their suppliers. It was only when I had written an **eBook on GSCOP** that I really felt as though I had really understood the subject.



Action

Create an opportunity for the Learner to share what they have learnt with their peers. This could be in the form of:

- Lunchtime 'bite size' learning.
- A presentation to their boss.
- Report on how the Learner has used the learning and created a behaviour.
- A piece in the company newsletter or a blog post on the company website.
- Create a video on what they have learnt, e.g. **1-minute video of personal development top tips**.
- Flipchart of key pieces posted on the wall in the office.
- Sitting at their desk talking to their colleague.



6. Challenge the Learner's Mind Set

In order to get Learners to do more with their learning, we first need to understand the Learner's mind set. Stephen Covey, author of *'The 7 Habits of Highly Effective People'*, outlines in Habit 5: 'Seek First to Understand, Then to Be Understood'.

For many people, learning French at school involved learning the French Verb Table. "Here it is Smith, now get on and learn it", my old French teacher would say, who sounded very much like the guy from 'Allo Allo'. While University was mostly 'Chalk and Talk', my first real job mainly involved listening to my peers stress about their workload and then watching them dodge training courses like it was an Olympic sport.

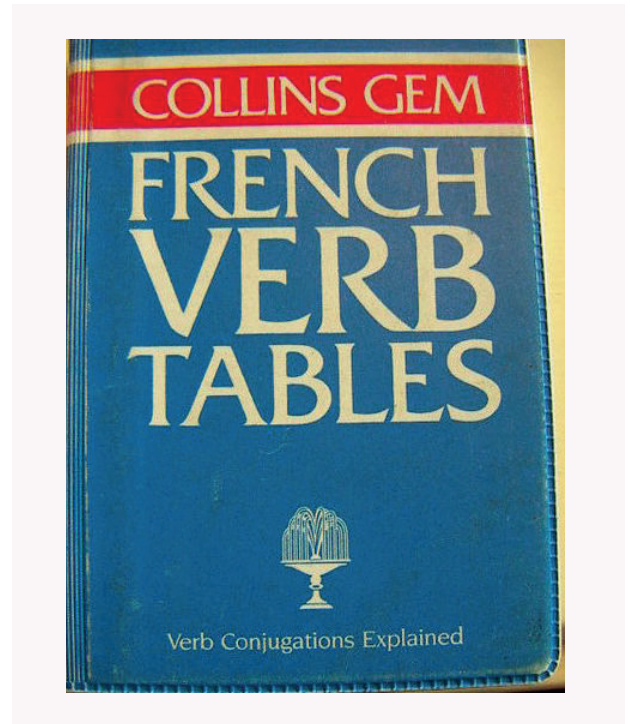
Is it any wonder that my Learner mind set was anything but enthusiastic?

Action

During formal training or **coaching sessions**, or when you see that Learners are not getting the most from their learning, ask them, 'Which 3 words best describe your learning experiences before today?'

This question will help the Learner to realise that their mind set for learning needs to change if they want to achieve their goals.

If the Learner's response is that learning is 'ineffective', 'boring', and/or 'a waste of time', this will highlight their negative perception and may help them to reset their approach to learning





7. Understand the ‘Learner Engagement Equation’

Understanding the Learner Engagement Equation (LEE) of ‘IFSO over Infinity’ is critical in order to understand the size of the challenge that we face.

- ‘I’ stands for Me: This element of the equation deals with the ‘What’s in it for me?’ We’ve all been sent on courses, rocked-up on the day and ‘just got through it’.
- ‘F’ stands for First Impressions: The Learner’s mind-set has been ‘trained’ to think that education/learning/training adds no real value, thus the Learner seeks a first impression that mirrors their mind set.
- ‘S’ stands for Support: The support that we receive from our Line Manager is critical to shaping how much and how well we engage. A trivial comment can easily undermine our learning enthusiasm.
- ‘O’ stands for Opportunity: The learning has to be relevant to the Learner’s job and they have to see immediate opportunities to practise what they have learnt.

$$\frac{I + F + S + O}{\infty} = \text{LEARNER ENGAGEMENT}$$

Top Row of the Equation – IFSO

The four elements across the top of LEE make the acronym ‘If so’, which is deliberate, because if any one of these 4 elements is not better than expected, the Learner will revert back to their default, negative mind set. When engaging the Learner, the advice to remember for the top row is:

‘Get all of these right to achieve Success. Get one wrong is Failure!’.

Bottom Row of the Equation - Infinity symbol

The bottom row is where the negative elements of the equation are hidden and they are numerous, which is why they are represented by the infinity symbol. They have conspired at school, through part-time jobs, University, and in corporate organisations to form our mind set towards training. Here is a non-exhaustive list of what infinity includes:

Lunch + trainer + venue+ hand outs + training experiences + late arrivals + school learning + work learning + previous training courses + number of breaks on the course + getting to training + amount of work + learning about mind set from home at the moment.

The infinity symbol at the bottom of the Learner Engagement Equation has the ability to easily overpower the 4 elements above. The advice here for the bottom row when engaging the Learner is:

‘Get most of these right to achieve Neutral. Get one wrong is Failure!’.

Action

Engaging Learners effectively, from the start of their journey to the end, is critical if we want them to use what they have learnt. Identify which element is weakest in your organisation, and use one of the other solutions to improve it.



8. Make a Great First Impression

According to scientific research, we form our **first impression within milliseconds** and it tends to stick. Whether you are inviting people to an induction, emailing about the first part of formal training, or putting together some lunchtime training, your first emails, conversations, and other forms of communication are critical to your success.

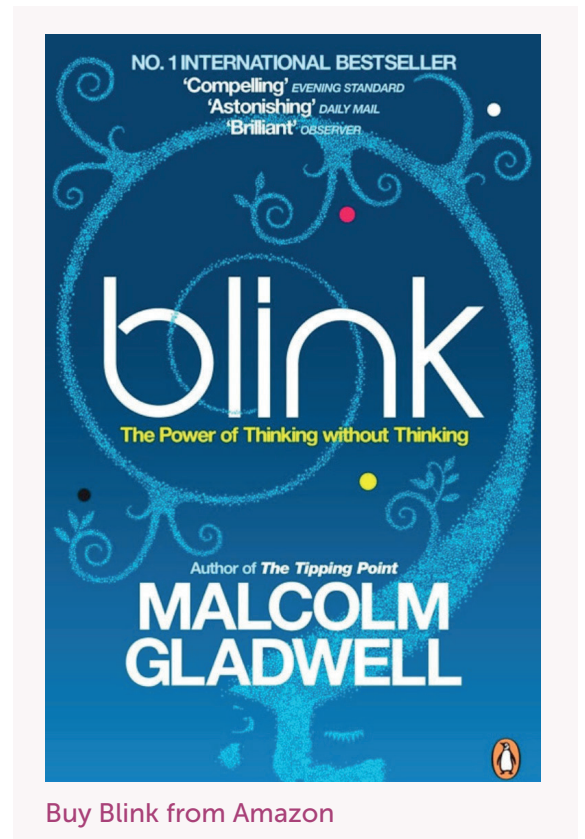
Have you ever made up your mind about someone or something after having received only one email? Perhaps it was a spellign mistake or the subject heading was worded badly. However, it only takes something small to give a bad first impression.

This is not the time to quickly send an email just so you can tick it off your to-do list, because by doing this you can easily form a bad first impression. Taking into account the mind set of the Learner (see solution 6), our first impression needs to be our very best.

In his landmark bestseller, 'The Tipping Point', Malcolm Gladwell redefined how we understand the world around us. In 'Blink', he revolutionises the way that we understand the world within. 'Blink' is a book about how we think without thinking, and about the choices that appear to be made in an instant, but actually aren't as simple as they seem.

Action

We are dealing with a Learner who has a negative mind set towards learning and development. Therefore, our first communication needs to ask for an open mind and positivity, without being too 'gushy', whilst placing emphasis on the value that Learners will get from engaging in the event. The 3 words to keep in mind are Open, Positive and Value. For a more advanced communication, engage all **4 quadrants of the brain (HBDI)**.





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 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 people development 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 training method combined with our **5 level evaluation** addresses these 3 challenges.

I would like to offer you a **Training Effectiveness Review** check 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





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, The Grocery Trader, Food Manufacture, Harpers, Fresh Produce Journal, British Frozen Foods Federation, Supply Management, and People Development Magazine.

About Making Business Matter

Making Business Matter (MBM) is a training provider to the UK grocery industry specialising in suppliers to the big four supermarkets. Their clients want to secure more profitable wins and choose to work with MBM because of their **relevant experience** and unique people development method known as '**Sticky Learning**'.

Range of Products

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