

## MODULE 6

### Transforming BEHAVIOUR



Change Lever 2:  
Training & Learning

## WHAT IS COVERED IN THIS MODULE?



Ensuring stakeholders are given the skills, tools and knowledge to perform their roles effectively



Providing learning and training solutions that cater to the different learning styles and preferences of stakeholder populations



Focusing on knowledge transfer and training adoption to ensure that new skills and knowledge are put to use and retained

## WHAT ARE THE DEPENDENCIES?



Completion of a detailed Change Impact Assessment with proposed responses



Completed stakeholder assessment and proposed engagement approach



A clear view of critical programme milestones in order to inform training planning

# The 4 fundamental change levers

Creating lasting change



Modules 5 – 7 will guide you through how to best utilise the change levers that you have at your disposal in order to bring about the transformation that you require. The decisions you take here will largely depend on the scope and scale of your programme, however, an understanding of the core change levers is critical for executing change effectively.

## CORE CHANGE LEVERS:



**1. Communications & engagement**

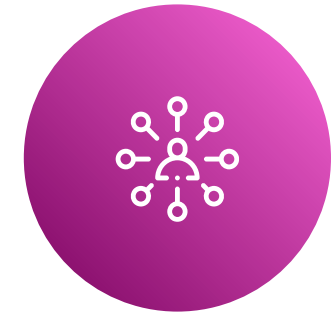


**2. Training & learning**

The focus of this module



**3. Leadership role modelling**



**4. Change Ambassadors**

# Training and learning

## Introduction



Effective training and learning initiatives are essential to fully realise significant business change, helping to ensure people are ready for new processes and ways of working. In order to provide effective training and learning solutions, you need to fully understand the business needs and build a comprehensive training strategy.

**Depending on the scale of change you are dealing with, it can be helpful to distinguish between training and learning as per below:**



**Training** is conducted for the purpose of learning new skills and behaviours and will be required if significant change is occurring to the way people work. Training is a deliberate, pre-planned approach to learning.



**Learning** is an outcome of training, but it is also a positive consequence of new experiences. Learning can therefore occur without a deliberate training initiative.

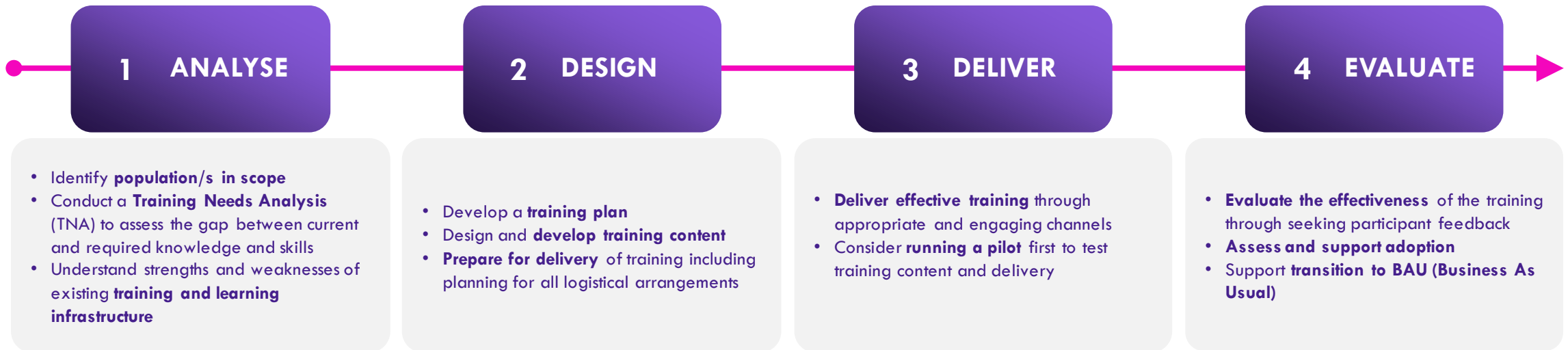
If you don't think training is required, or it does not feel appropriate for your context (e.g., merging two teams together which will involve new ways of working), you can instead create a plan for encouraging natural learning to occur, such as through creating opportunities for collaborative working, or building communities of expertise.

# Creating your training strategy

## Approach and guiding principles



### Training Approach



### Guiding principles for creating impactful training:

#### Innovate and think digital

Consider tools and apps such as gamification to engage employees.

#### Consider bite-size learning options

Where appropriate, use small, targeted activities over a period of time to minimise the impact on BAU.

#### Support adoption

The job's not done after training is complete. You need to assess and support transfer of skills and knowledge back into the working environment.

#### Build excitement

Make employees want to learn – get them to sign up or opt into training rather than force it.

#### Make it leader-led

Where possible, use leaders to promote training and role model new ways of working.

#### Train the trainer

If training is ongoing for an extended period, consider trainer training options to supplement longer-term delivery with business resources.

# Training approach: Step 1

## Analyse



## Step 1: Conducting your Training Needs Analysis (TNA)

The purpose of a TNA is to identify the knowledge, skills and behaviour gaps that need to be addressed for stakeholders in order to help them make the change. Your Change Impact Assessment will be an important source of information in helping you complete a TNA.

Your analysis should capture what is required in terms of new...



### Knowledge

**Theoretical or practical understanding of a subject**

Example:

- Knowledge of new processes
- Knowledge of updated policies or procedures
- Knowledge of how new IT systems and applications work



### Skills

**Abilities developed through training or experience**

Example:

- Ability to use a new IT application
- Ability to carry out a new process or procedure
- Ability to decipher and report on new types of data or information



### Behaviour

**The ways in which people act or conduct themselves, especially towards others**

Example:

- Demonstrating collaborative working behaviours
- Conducting supportive and empathetic employee performance conversations
- Always putting public first
- Effectively handling customer complaints

You should complete your TNA using the **TNA Template**. Once you've captured all the relevant information, be sure to validate it with programme SMEs.



## Step 2: Creating your training plan and content

In the **TNA template** you will see several categories that also provide content you will need for your training plan, such as the size of the stakeholder group, learning need and topics, delivery method, etc. Much like with your communications plan, it is worth keeping a high-level summary of your training plan, along with a detailed Excel plan.

### Training plan summary example:

#	Stakeholder Group	Training need/Topic	Learning Objectives	Delivery Method	Trainers/Facilitators	Location	Dates/Timing	Materials Required
1	(e.g. Team X)	(e.g. how to give effective feedback in a performance conversation)	(e.g. understand different types of feedback; practice giving difficult feedback)	(e.g. 3-hour classroom training)	(e.g. learning team members + 1 business representative)	(e.g. London office training rooms)	(e.g. 2 sessions per week throughout the months of June & July)	(e.g. <i>trainer notes, participant course notes</i> )



### Step 2: Creating your training plan and content

Impactful training considers the different learning styles of individuals. You should look to employ several different methods when designing your training.

**Learning styles – try to appeal to all four styles where possible:**





# Training approach: Step 2 (3 of 3)



## Design






### Step 2: Creating your training plan and content

Training has evolved a great deal over the past decade with an increasing amount of self-learning options and digital, innovative interventions. When designing your training content and delivery method, consider what will appeal to learners in terms of learning styles, easy access to content and formal training, blended with self-driven, on-the-job learning to support adoption.

#### Learning styles-try to appeal to all four styles where possible:



#### Example Training Materials

-  Videos
-  User guides
-  Desk Aids
-  FAQs
-  Communications

# Training approach: Step 3

Deliver



## Step 3: Delivering effective training

Once you've finalised your training content and methods, delivery needs to address 2 things:

### WHO delivers the training?



#### Content experts & business representatives:

Consider using a blend of content experts (these may come from outside the organisation), with business representatives – employees are likely to be more engaged by training that is delivered by their colleagues/leaders



#### Train the trainer (TTT):

If training is going to happen over a sustained period, you may need to introduce a TTT component to help spread the effort of delivering training across the business (avoiding reliance on select individuals)

### WHEN should the training happen?



#### Immediate application of learning:

Ensure that learning happens at a time when new knowledge and skills can be immediately applied to encourage strong adoption. Avoid training people too early with regards to new technology in case any delays to implementation occur



#### Consideration of broader organisational activity:

Keep in mind other activities occurring across the business which may cause distractions. For example, you may need to avoid particularly busy periods during the calendar year

# Training approach: Step 4

Evaluate

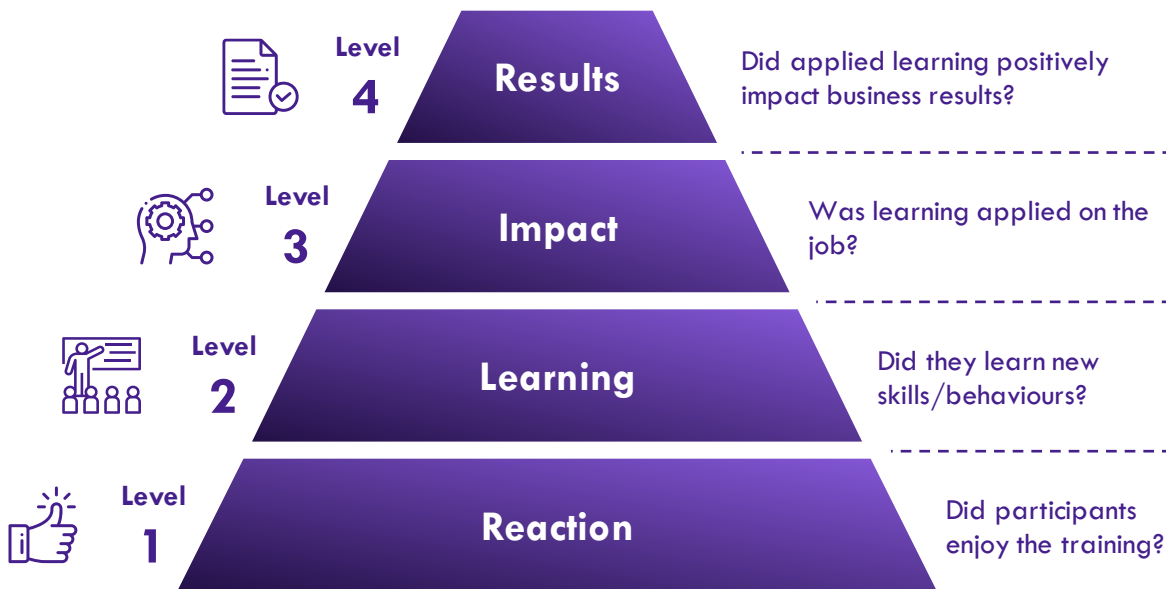


## Step 4: Evaluating training effectiveness and supporting adoption

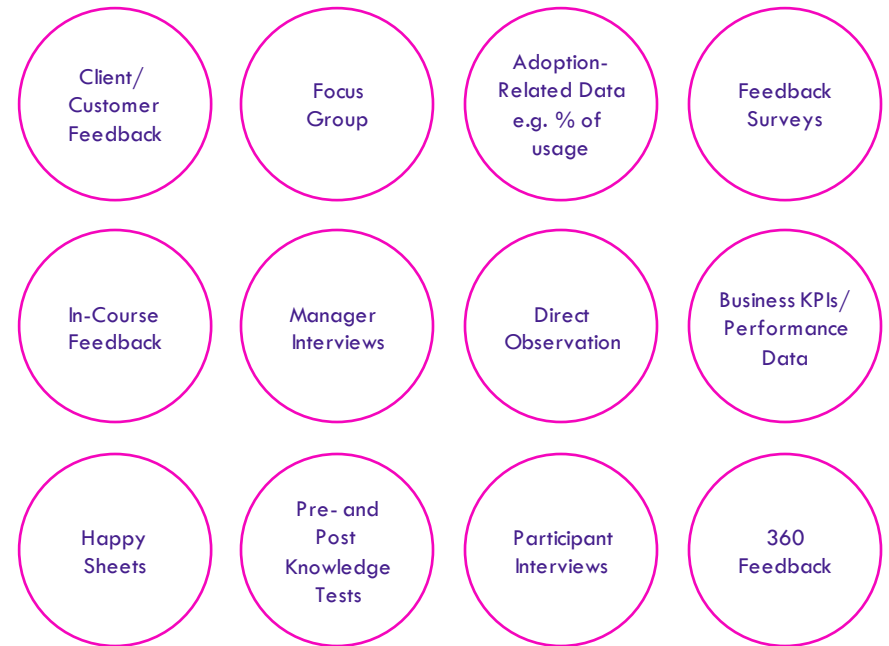
Evaluating the effectiveness of training needs to be about both understanding how the training content and approach was received, as well as how well training achieved the desired results.

### The Kirkpatrick Training Evaluation Model

Attempt to evaluate training at all 4 levels



### Example Evaluation Methods



# Supporting training adoption

Consider both ability and willingness



Once training is complete, you should consider activity to strengthen knowledge transfer and adoption of new ways of working back into the working environment.

## Immediate activity to encourage adoption:



**Provide on-the-ground support**, such as drop-in clinics or 'superuser' floorwalkers to assist people at their desks (most suited to tech-related changes)

**Send reminder comms** to inform participants of the ongoing learning content available to them, such as user guides and FAQs

**Improve training materials** as required based on participant feedback to drive increased adoption for future participants

**Share success stories** to demonstrate immediate value to future training participants

## If you're experiencing low adoption, consider whether it's related to employee **ABILITY** or **WILLINGNESS**:

### ABILITY

(e.g., adequate training, supporting processes, time or resource challenges)

#### Common root causes to investigate:

- Employees did not receive the appropriate training
- Employees have no / limited end user support
- Employees are not aware of the expectations of them
- Employees experience significant usability issues (e.g. system doesn't work / bugs)

### WILLINGNESS

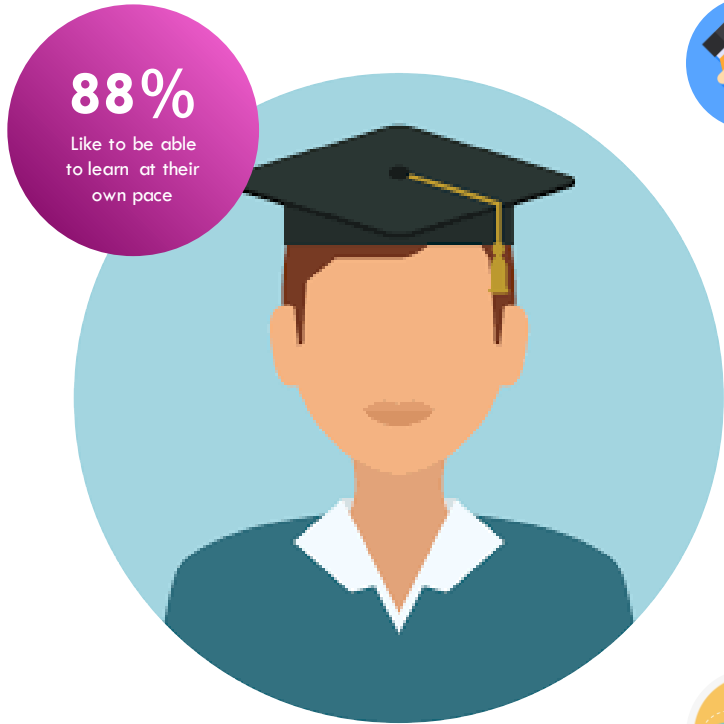
(e.g., recognising the value, being incentivised to adopt, trusting the system)

#### Common root causes to investigate:

- Leaders are not actively encouraging or role modelling new ways of working
- Employees do not see any value / benefit of adoption
- Employees are not incentivised to adopt
- Employees can still easily defer to the old ways of working
- Employees do not trust the data in the system

# The modern learner at a glance

80% of learning happens 'on the job'



The Learner



## COLLABORATIVE

80% of learning happens via on-the-job interactions with peers, teammates, managers, etc.



## EMPOWERED

Workers have greater employer mobility & flexibility to choose where work gets done.



## DISTRACTED

Workers can get interrupted as often as every 5 minutes.



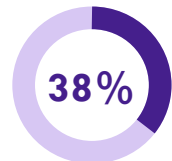
## IMPATIENT

Attention span among workers has dropped significantly in an effort to combat overwhelming amount of information.

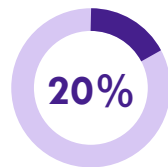


## CONNECTED

Workers are increasingly turning to their phones and online resources to find just-in-time answers to problems.



38% Of workers who say they have opportunities for learning and growth at their workplace



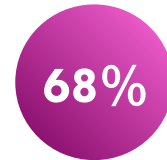
20% Of workforce comprised of temps, contractors, and freelancers

42% evenings and weekends  
42% at point of need  
29% travelling to/from work

When are staff learning?



TOP 3 Factors that contribute to great online learning



68% of millennials to stay with their employer for more than five years have a mentor

## Top 5 Learning Methods

Rated as essential or highly useful methods for acquiring essential job knowledge

1. Team collaboration & manager support
2. On-demand web searching
3. Internal company resources
4. Classroom learning
5. Mobile resources

# Innovations in learning



Just-in-time learning is a preferred approach for many

## Just-In-Time (JIT) Learning

Originating in the manufacturing industry, JIT was initially used to reduce inventory costs and waste by synchronizing the manufacturing and distribution of products to the exact time those were needed. Now the concept of JIT learning, which refers to the process of accessing knowledge when it is needed, is quickly becoming a new L&D trend. Through the use of mobile devices, employees can utilise JIT learning to quickly access bit-sized pieces of information and resolve pressing issues.

### Examples of JIT in the workplace

- ✓ Sales representatives can stay up to speed
- ✓ Manual workers can look up instructions on the job
- ✓ Employees can look up protocols
- ✓ New hires can get up to speed faster
- ✓ Implement use of QR codes to allow employees to quickly access relevant learning content



### Key benefits

- ✓ High accessibility of up-to-date information
- ✓ Increased employee engagement
- ✓ Enhanced knowledge retention
- ✓ Increased employee efficiency & productivity

# Innovative Tools

## Integrating AI into Organisational Learning



AI has become an inseparable part of our everyday lives. Just as we can see personalised content on shopping and entertainment websites like Amazon and Netflix, the trend towards personalisation has entered the world of organisational learning. The centrality of the employee experience has become a pinnacle in the management of the modern workforce, with learners placing greater importance on self-managing their learning experiences at work.

### AI is already being utilised in learning

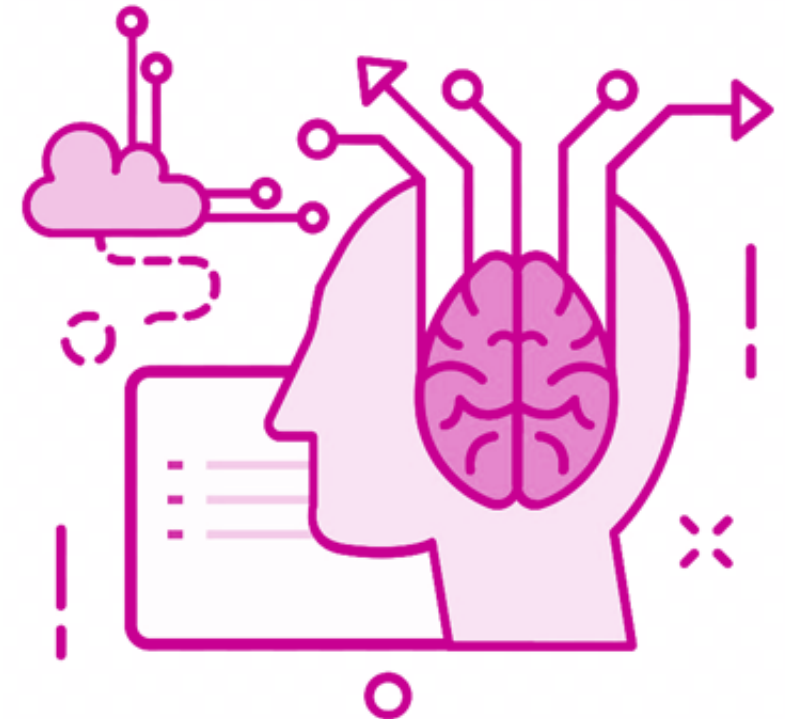
- Companies are already taking advantage of MOOCs (massive open online courses) which offer unlimited access to traditional or interactive courses
- AI in MOOCs personalises the learning experience by showing relevant content and allowing learners to pick courses of particular interest

### The future of organisational learning and AI

- AI can integrate learning into the workflow by tracking employee behaviours and creating personalised learning content
- By gathering data to determine employees' specific skills, AI can create a constantly evolving learning pathway and adapt to learner needs

### Key benefits of AI in organisational learning:

- Customised & highly relevant learning experience
- Proactive role of the employee in curating their own learning agenda results
- Greater engagement with the learning initiative
- L&D teams in better position to upskill/reskill employees and produce measurable results



**27% of HR leaders believe AI can positively impact L&D**

# Templates available for this module



We have provided you with a ready-to-use training needs analysis and plan template which can be found on the training and resources member page.

Available as an Excel template

6A

## Training Needs Analysis & Training Plan Template

Training Needs Analysis & Training Plan												
#	Change impact identified	Overall Level of Change (H/M/L)	Stakeholder Groups Impacted	Learning Need	Learning Topics	Learning Objectives	Learning delivery method	Delivery Details	Primary Audience	Audience Location	Deliverables	
	Describe how a process / skillset / behaviour etc. should look like in the future. Take this from your Change Impact Assessment. Provide as much detail as possible e.g. process name, level and dependencies.	Is the change H/M/L?	Who is the target stakeholder group(s)? List each stakeholder group / role line-by-line	What is the critical learning requirement?	Based on the learning objectives, what are the learning modules that need to be delivered.	What are the Learning Objectives based on the Learning need identified. It could range from 'awareness of', 'understanding of', 'able to demonstrate and deploy process steps' etc.	Identify the suggested learning intervention i.e. consider if the learning should instructor-led, individual reading, team workshop (e.g. simulation of a process, FAQs, reference guide, job aid etc.)	How is the delivery being done (i.e. Instructor Led, Virtual, Online distribution of material for self reading)	Who is required to understand the full detail of the process?	What is the location of the audience?	List any deliverables that can be used for the learning vehicle e.g. RACI, process map, organisation structure	Is rec to le corr
EXAMPLE 1	<i>Zoom platform will be introduced across all teams to maintain business communications during the global pandemic. It has been used well previously in the UK. Employees will need to understand how to use it.</i>	High	EMEA employees	Employees need to be trained in using Zoom	1. Zoom demo 2. Benefits of Zooms and why transition is needed now 3. Zooms skills workshop	Upon completion of this course the learner should have an understanding of the value of Zoom for the business and be able to use the platform unguided.	Virtual-led simulation with supporting video guides	Virtual	All employees at Manager grade or above	Various <list>	1. Zoom skills workshop	Wa Cons cu imp
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## Explainer video 6: Transforming behaviour – Change Lever 2 – Training & learning



You may now watch **Explainer Video 6: Transforming behaviour – Change Lever 2 – Training & learning** (18:55 min) for further explanation of this module's content. You will find all explainer videos on the training and resources member page.



CHANGE

PROUD