



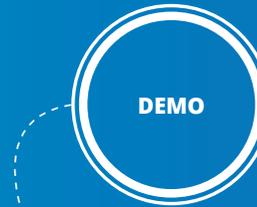
SYNOPSIS



POTENTIAL



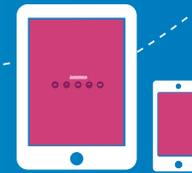
ACTIVE



DEMO



THOROUGH

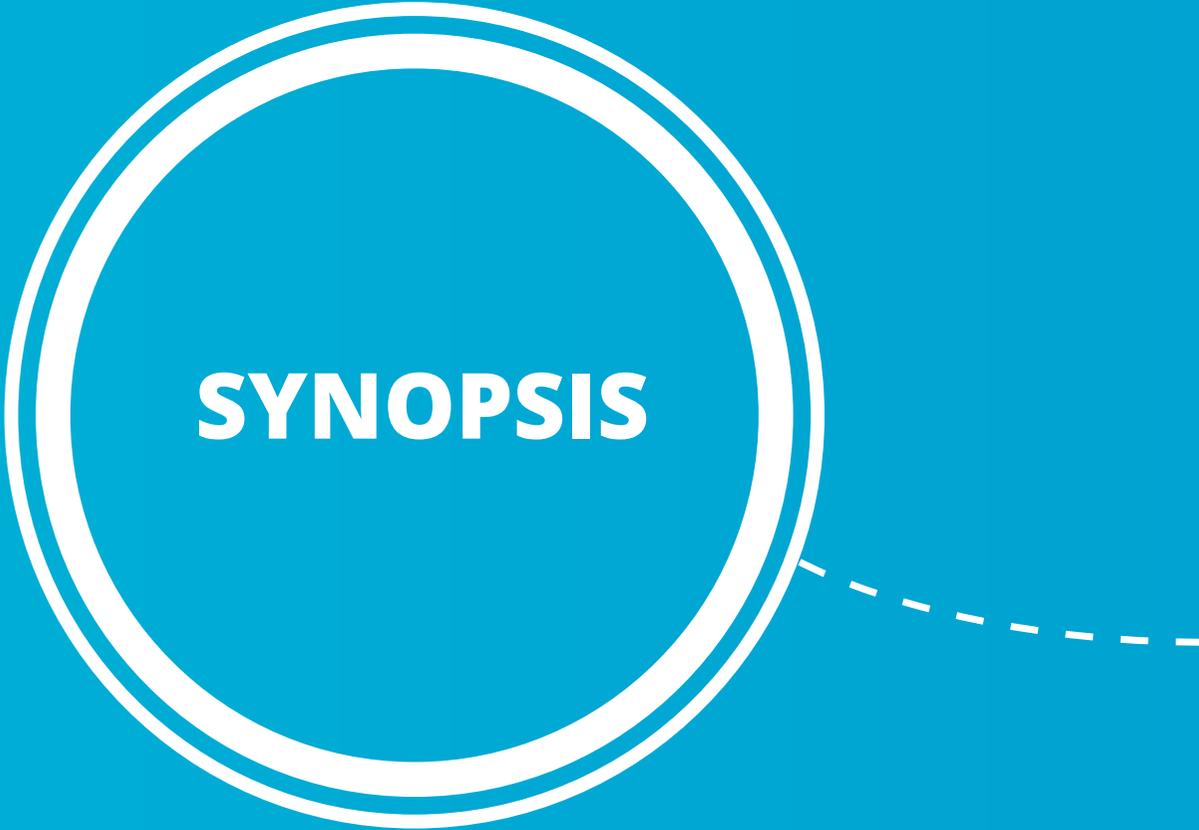


ACCESSIBLE

INTRODUCTION

In this talk, Tamlin Roberts, CEO of Bolt Learning, outlines the link between excellent training and successful companies. He gives an explanation of how high-quality, modernised training enables workers and companies to fulfil their potential. Tamlin goes on to detail the importance of making training accessible to participants and beneficial for management.

Sadly, training is often seen as a necessary evil, as something that has to be done and that everybody must endure. For a lot of people, when company training is mentioned, there's silent cursing under the breath and the anticipation of hours of boredom whilst being locked in a room. It's seen as a barrier, like a lock on a door. This is the way a lot of training is. But is it the way it could be? Is it the way it should be?



SYNOPSIS

BOLT LEARNING

At Bolt Learning we believe that this kind of training is dead. Buried. There is no nostalgic message on the headstone. Nobody went to its funeral. It is better to learn from it and then move on. Training in 2015 should not look the same as it did in 1995, or even 2005.

At Bolt, we also believe that a different type of training has been born. Training that is dynamic, innovative and makes use of the latest and best technologies, modern learning and cognitive theories whilst still keeping the solid theoretical foundations laid in years past. An engaging, stimulating process that is not a necessary evil, but that, like a key, unlocks fresh sources of life and growth in every company.



POTENTIAL

POTENTIAL

Everybody has potential. That's why training and education are such powerful tools: they enable people to unlock their potential. Their potential to succeed, their potential to participate and their potential to have a positive impact on the world around them.

More than anything else, good training can contribute to the success of a company or an organisation. When your organisation is overflowing with well-trained people fulfilling their potential, success is inevitable. Success becomes unavoidable.

POTENTIAL



POTENTIAL

1.1 Effective

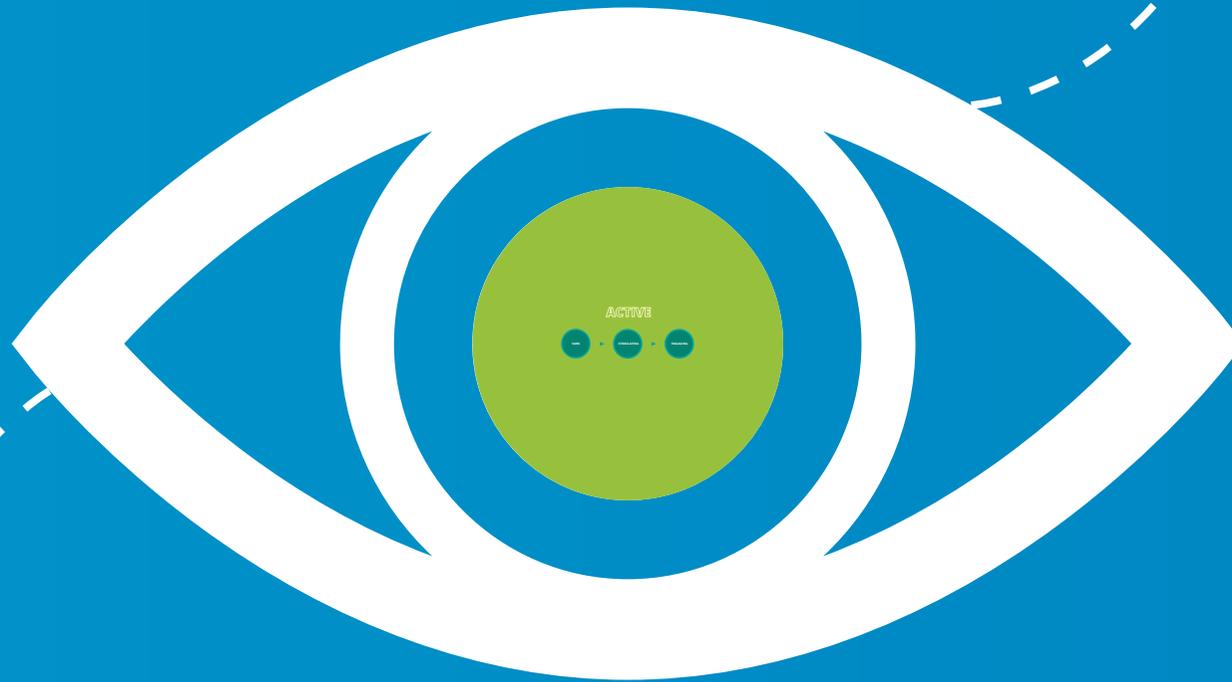
Great training is, of course, effective. It achieves its objective. The learner acquires the skills that they set out to learn. They remember the information that they were taught.

1.2 Retention

The best training stays with you. You retain it. It's not a case of 'here today, gone tomorrow.' It's not simply something that you remember long enough to pass an exam and then forget about it. It stays with you for years. It becomes part of who you are. It changes the way you live your life.

1.3 Career Development

How do you know when someone's fulfilling their potential? There are lots of measures for this, but one of the most important is career development. Quality training gives workers opportunities to grow. It shows them that they are a valuable resource that you are willing to invest in. It shows them that this is where they belong. That this is where they can build their career. So how do we do this? How do we 'do' training in such a way that it achieves all of this?



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If we want training to be a catalyst for our employees' and therefore our success, it is vital that it is active.

Passive training involves a learner sitting down, shutting up and listening to an expert talk through a 200 page long Powerpoint presentation that was last updated 10 years ago. Conversely, active training forces the learner to be involved and prepares them for real life situations in which these skills and knowledge will be vital.

Even when this passive training is delivered brilliantly by a dynamic speaker, it is not as effective as an active learning process. This is because it only contains one or two learning styles.

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2.1 VARK

VARK is an acronym representing the four cognitive learning styles: Visual, Audio, Reading/Writing and Kinaesthetic. Visual learners learn best with images, diagrams etc. Audio learners respond best to speech and talking. Reading/writing learners retain information the best from text in any format. Kinaesthetic learners acquire more skills and information through practical exercises, case studies and the like. Of course, most people are multimodal and learn in more than one way.

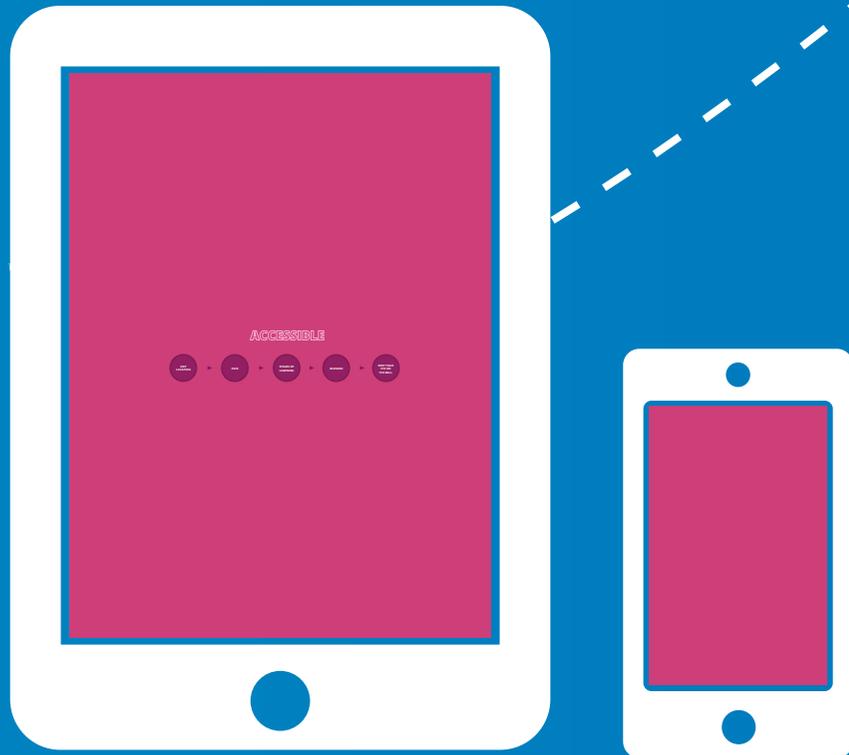
If training is simply in a lecture format then you can tick a maximum of two of these learning boxes: Audio and maybe Visual. Training should be aiming to use all of these learning styles in order to maximise its efficacy.

2.2 Stimulating

Quality training provokes interest and enthusiasm in the learner. It piques their curiosity, grabs their interest and doesn't let go. Quality training also stimulates the learner's senses, forcing them to see, hear and feel content. Just think about how much more enjoyable it is to be at a live football or basketball match than it is to just watch it on TV by yourself. The sights, the smells and the sounds create an intoxicating atmosphere.

2.3 Engaging

Once training has caught their attention, learners need to be drawn into a knowledge construction process in which they play a vital role. They can't sit back and switch off while the trainer demonstrates their impressive knowledge. They have to engage, to do stuff in order to gain the knowledge and skills that they need.



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You can create the best course in the history of the world, but if nobody is able to do it then it's useless. You need to be able to do training in your own time, on your own terms and at your own pace.

3.1 Any location

We create modules that can be accessed anywhere that there are desktop computers, laptops or tablets. It can even be accessed offline.

3.2 Pace

People learn at different speeds; sometimes it's because they process thoughts at different speeds, and sometimes it's simply because they have a personality type that lends itself to being conscientious or not. We do things differently by allowing users to work through modules at their own pace.

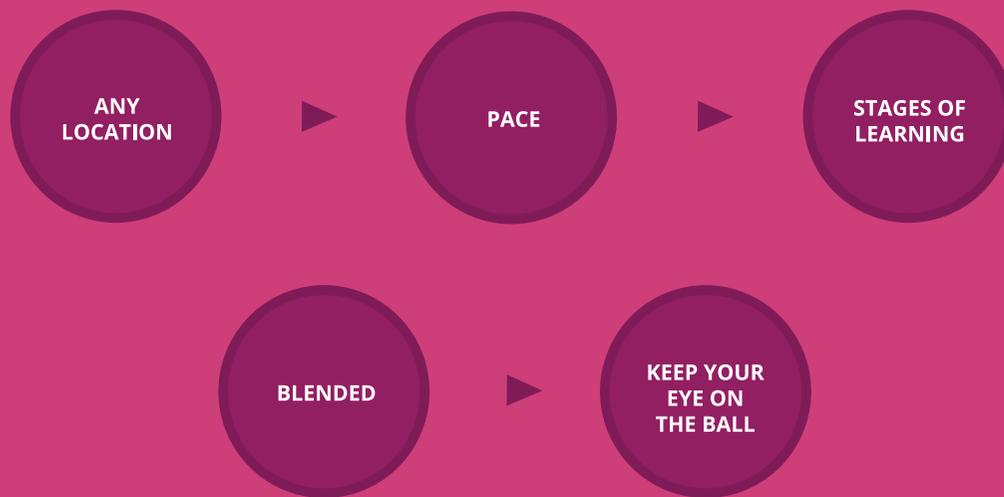
Maybe they don't quite pick up on something the first time round. Not a problem. They can simply do it again and again until they get it.

Maybe they process thoughts quickly and don't feel the need to analyse each page in detail. Not a problem, they'll go through the module quicker and still come out of it with all of the skills and knowledge they need.

3.3 Stages of learning

Maslow's theory about the stages of learning describes 4: Unconscious incompetence, conscious incompetence, conscious competence and unconscious competence. Unconscious incompetence means that the individual doesn't realise that they are clueless about something. Conscious incompetence is where they recognise their incompetence and know that this incompetence needs to be addressed. Conscious competence is where the learner knows the skills and knowledge, but must concentrate to do it.

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Unconscious competence is where the individual has acquired the skills and knowledge and is able to use them without thinking about it.

An example of this would be of when you learned to drive a car. Before getting lessons you were probably unaware of how much you needed to learn. In your first driving lesson you'd have thought "Oh my word, there's so much I don't know!" As you progressed you'd have been able to drive safely but you'd have to concentrate really hard to do it right. And now you're able to drive without thinking about it. It's become part of your life.

Great training takes a learner through all of these stages successfully.

3.4 Blended

Blended learning is where a course takes place partly in a virtual classroom, such as our e-learning platform, and partly in a physical classroom. This means that the focus of the training that takes place in the actual classroom can be on putting the theory learned online into action. This provides the opportunity to have training that is rigorous and effective and that costs less than traditional training.

3.5 Keep your eye on the ball

It's quite well known that concentration levels are at their highest at the beginning and at the end of a presentation or lesson and that, essentially, there's a large valley of disinterest in-between. What we do is regularly make sure the trainee keeps their eye on the ball. This means that, whenever possible, we include elements in our training that grab the user's attention over and over again, forcing them to pay attention.



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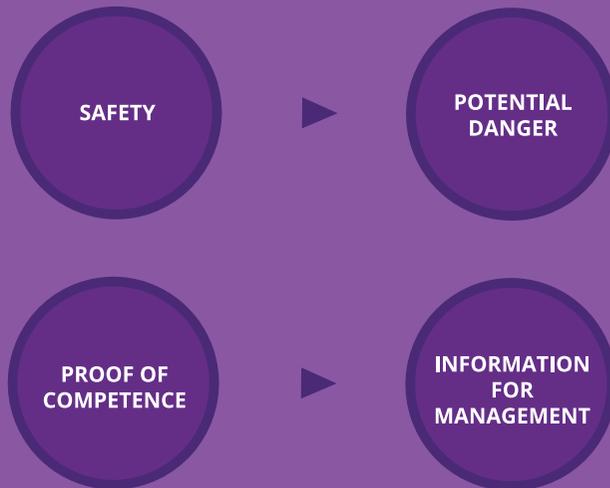
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Effective modules contain all of the information that the trainees need, and all of the information that the employers need them to know.

4.1 Safety

One of the biggest priorities for IPAF and its members is safety. Workers have to be able to safely operate potentially deadly equipment every single day. A gap in an operator's knowledge can lead to serious injury, and poor training can lead to the creation of a dangerous culture among workers where they are either ignorant of life-saving regulations or see them as an irritating inconvenience. Our training not only rigorously tackles issues of safety, but it creates an emotional connection to the regulations in the worker by illustrating the hellish results of not taking them seriously.

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4.2 Potential Danger

As we all know, in this industry safety must be a lifestyle. If we're only concerned with safety when something's going wrong then we're not really concerned with safety at all. It begins by training workers to identify potential hazards, so that the huge knock-on effects that a small oversight can have are avoided entirely by workers for whom safety has become a lifestyle.

4.3 Proof of Competence

Unfortunately, no matter how well trained workers are, accidents do happen. Whether it's the result of fatigue, boredom or distraction, we need to be able to prove that the accident was not a result of the company's lack of training, but a result of simple human error. With excellent training you'll be able to not only look at the results of the worker concerned, you'll be able to see a complete breakdown of his or her performance during the training module.

4.4 Information for Management

With our training, you can see how a trainee did in every part of the course, how long they took to complete it and which parts they struggled with. Rather than simply knowing whether or not a worker passed a course, management will be able to see all of the details of the training process for every worker that did it.



knowledge connected

GET IN TOUCH

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