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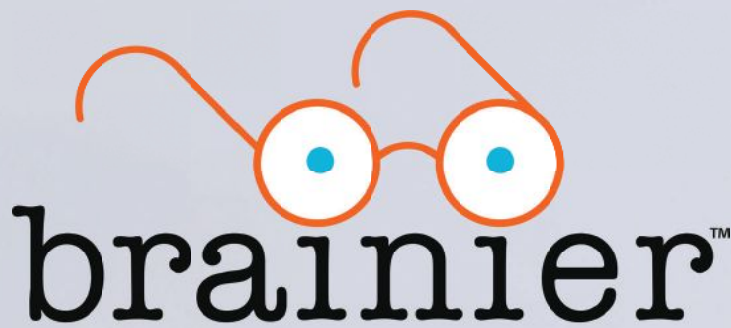


Training Temperature Check

Average training salaries increased in 2019/2020, while overall expenditures remained flat, according to *Training* magazine research

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COVER ART: BANE.M/SHUTTERSTOCK (THERMOMETER); CREATIVEV/SHUTTERSTOCK (BACKGROUND)

Training Vol. 57, No. 5 (ISSN#0095-5892, USPS #414-190) is published five times a year in January/February, March/April, May/June, September/October, and November/December by Lakewood Media Group, LLC. Copyright 2020 by Lakewood Media Group, LLC, 5353 Knox Avenue S., Minneapolis, MN 55419. (952) 401-1283. All rights reserved. Annual subscription rate: \$49 U.S.; \$59 Canada includes 7% GST; and \$89 all other countries. Single copy price \$10 (except March/April \$35 and November/December \$35), plus shipping and handling. Call (847) 559-7533 for subscriptions. Periodicals postage paid at St. Paul, MN and additional mailing offices. Canada Post Publications Mail Agreement No. 40031729. Return undeliverable Canadian addresses to: DHL Global Mail, 4960-2 Walker Road, Windsor, ON N9A 6J3. Printed in USA. POSTMASTER: Send address changes to Training, P.O. Box 247, Excelsior, MN 55331-0247

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Measuring Learning's Impact

Most companies do a good job of tracking who completed what training, but that isn't really telling the whole story, let alone helping determine the ROI of learning.

<https://trainingmag.com/measuring-learning-s-impact/>

The Promise of E-Learning for L&D in a Post-COVID-19 World

The million-dollar question for HR and Learning and Development is whether the training trends brought on by COVID-19 will be blips on the radar or permanent.

<https://trainingmag.com/promise-e-learning-ld-post-covid-19-world/>

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<https://trainingmag.com/new-skills-lifecycle-rewriting-learning-post-covid-era/>

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HR leaders who wisely leverage technology can not only protect their workforce's productivity throughout times of crisis, but also create new opportunities to develop future leaders across the business.

<https://trainingmag.com/protecting-workforce-productivity-during-crisis/>

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Turning the Page

I am ready to say goodbye and good riddance to 2020. This was a challenging, crazy year plagued by a virus that just will not quit. But before I bid this year an unfond farewell, I want to express how awestruck I am by Learning & Development (L&D) professionals' remarkable ability to deliver effective, engaging, and valuable training even as they continue to toil tirelessly from home, are bleary-eyed from Zoom calls and virtual sessions, and often saw their budgets and resources slashed. Thank you for your unwavering commitment to helping people learn, grow, and be the best they can be in these turbulent times!

I also congratulate the winners of our crowd-sourced 2020 Training Magazine Network Choice Awards—these are the vendor partners you selected as the best of the best when it comes to providing the most effective tools and solutions for your work. See p. 44 for the list of winners who have helped the L&D industry successfully train workers throughout the crisis and beyond.

Serving as a temperature check for Learning and Development professionals during the last year are *Training* magazine's exclusive Annual Salary Survey (p. 38) and Training Industry Report (p. 22). Paychecks were a bit healthier in 2019-2020, our 2020 Salary Survey of 1,089 readers found, with average training salaries growing nearly 3 percent to \$87,658. But our 2020 Training Industry Report found that overall U.S. training expenditures dipped a little more than half a percent to \$82.5 billion as COVID-19 tightened its stranglehold on the world. Some 86 percent of respondents said at least some of their training was put on hold during the pandemic. In terms of the biggest training challenges during the last seven months, #1 was technology/ramping up remote training at 28 percent, followed by getting people engaged in remote training (19 percent) and converting content to digital format (18 percent). With hopes that we will rebound from the pandemic in 2021, more than half of respondents indicated they would return to some classroom training while maintaining some of the remote learning instituted during the pandemic.

Looking ahead, I am optimistic about 2021 and excited to share some changes coming to *Training* magazine. We will unveil a fresh new look for the print issue, which now will publish quarterly beginning in March and will focus on our exclusive research and best practices from award-winning organizations and leaders. We've also revamped www.trainingmag.com and are supplementing our daily article postings with eight themed online-only issues, beginning with January 2021. Last but not least, our hybrid Training 2021 Conference & Expo has a virtual component, so you can safely network with and learn from your peers wherever you are. Register today at www.trainingconference.com!

I wish you and your loved ones a healthy holiday season filled with hope and happiness. And I look forward to turning the page and beginning a new chapter with you in 2021!



Lorri Freifeld
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2019 TOP 5 EMERGING TRAINING LEADERS

Judy Claybrook, Instructional Designer, *Dollar General Corporation*
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Workers Weigh in

A NEW REPORT FROM ADP RESEARCH INSTITUTE, *The Workforce View 2020: Post-COVID-19*, reveals employees' attitudes toward the world of work. In late 2019/early 2020, ADP Research Institute surveyed more than 32,000 workers in 17 countries to understand their feelings and opinions surrounding a range of workplace issues. After the pandemic hit, ADP Research Institute

revisited the survey, seeking worker views now in a COVID-19 world.

Top-line findings include:

1. Positivity persists: Confidence has declined less than one might expect, with 84% of workers today still feeling optimistic about the next five years in the workplace (down from 86% pre-pandemic), and 75% who feel buoyant about the year ahead. Optimism among young people is highest of all.

2. Limited life expectancy for today's jobs: More than 1 in 5 workers (22%) believe their job will not exist five years from today, rising to 1 in 3 (33%) in Asia-Pacific (APAC). However, most (65%) are upbeat about the flexibility of opportunities they will have in the future, which is virtually unchanged since before the crisis hit.

3. Perceived discrimination remains prevalent: The overall proportion of workers who say they feel they have been discriminated against by their employer remains static at 1 in 3. Incidences of perceived discrimination have inched upward in APAC and North America since before COVID-19, while Europe has seen a slight decrease.

4. Flexible working on the rise: Some 44% of employers now have official flexible working policies in place, up from 24% pre-COVID-19. However, more than half of respondents say they have felt pressure to come into work at some point during the pandemic.

5. Sacrifices on pay: The amount of unpaid overtime workers are doing has increased by an hour on average since COVID-19 hit. Some 38% of workers would be prepared to take a pay cut if necessary to save jobs due to COVID-19, but 32% are resistant to any moves to cut pay or defer salaries, even if it ultimately means saving jobs.

For more information, visit: ADPRI.org

Productivity Coach's Corner



By Jason W. Womack, MEd, MA

www.twitter.com/jasonwomack | www.WomackCompany.com/speaking

Digging Deeper

To reflect: To think deeply or carefully about

When someone asks, "Why do you talk so much about reflection?" I always say, "To think deeply and carefully about

something opens the chance that I'll think differently, bigger, or even better." You can do three things to see what you have not yet seen and think about what you have missed until now. Today, test one of these tactics (and share it with your team):

1. Make a list. Write down the thing you need to think about and list at least 50 associated thoughts.

2. Write a letter. In an essay style (think five paragraphs), write a letter to someone describing what you're

thinking about, and detail how you'll go about getting it done.

3. Predict the future. Open your (digital) calendar, pick a date six months from today, and write a description of how you solved that problem or finished that project you're working on, with details.

To reflect means you're willing to think deeper than before. Doing so, you might have an idea that could save you time, energy, money, or resources. Now go think!

Training on the Move

DESKLESS WORKERS—a.k.a., front-line employees such as nurses, salespeople, construction workers, and truck drivers—are on their feet or on the move throughout the workday. Such employees make up 80 percent of the global workforce. TalentCards surveyed 600 deskless employees from the U.S., UK, Canada, and Australia and found that:

- **1 out of 3** deskless workers forget most of their training just 30 days after completing it.
- **59%** receive the majority of their training online.
- **26%** of respondents reported their preferred device for training is a tablet or smartphone. When responses were filtered based on age group, that number increased for younger adults. And yet only **6%** of respondents reported they received the majority of their



training via a mobile device.

- **56%** believe additional training will improve their chances of surviving in a job market that is constantly changing due to advancements in technology.
- **63%** said that access to additional training would help them feel more connected to their organization's values and mission.
- **64%** of front-line workers wouldn't switch to a desk job.

To see the full survey, visit:

<https://www.talentcards.com/deskless-workers-training>

Partnerships & Alliances

>> **ACTO**, an omnichannel education and engagement platform for life sciences, acquired mobile learning provider **Scrimmage**.

>> **Docebo Inc.**, an artificial intelligence (AI)-powered learning platform, announced that **Amazon Web Services (AWS)** will use its platform to scale access to AWS Training and Certification product offerings globally.

>> **MindTickle**, a leader in Sales Readiness technology, formed a partnership with **The Ken Blanchard Companies**, a global leader in management training, consulting, and coaching. Blanchard content—including SLII, Self Leadership, Building Trust, Coaching Essentials, and Communication Essentials—now will be delivered on the MindTickle platform, resulting in leadership learning that is digital, personalized, prescriptive, and guided.

>> **Questionmark**, an online assessment provider, launched digital badging via **Credly's Acclaim** platform, so there is no need to manage multiple pieces of software. Verifiable, portable credentials can be shared and displayed across the Web.

>> **SalesBoost**, an on-demand skill-based learning and coaching platform, and **Beekeeper**, an employee communications platform, entered into a strategic partnership to provide Beekeeper users access to SalesBoost training courses via a seamless sign-on from the Beekeeper app.

>> Global learning platform company **Kahoot!** acquired **Actimo**, an employee engagement platform that empowers organizations to more efficiently build corporate culture with better communication, training, and interaction with the workforce.



STICKY NOTES

Practice Extreme Alignment

By Bruce Tulgan

www.rainmakerthinking.com | Twitter @brucetulgan | brucet@rainmakerthinking.com

How can you stay aligned with so many more people than ever before—your boss, your direct reports, and your colleagues (sideways and diagonal) all over the organization chart?

- **Provide drafts or samples of your work in progress.** Check in with your boss, direct reports, or colleagues early on so you don't go too far in any wrong direction.
- **Ask your boss, direct reports, or colleagues to watch you work once in a while.** This will give them a clear view of what you are doing and how you are doing it.
- **In your structured one-on-one conversations, provide an account of**

what you've done, how you've done it, and what you are planning to do next.

Who owns which next steps and when are you going to follow up with each other?

- **Use self-monitoring tools.** Monitor in writing via project plans, checklists, and activity logs whether you are meeting the goals and deadlines laid out in a project plan. Report to your collaboration partners regularly.
- **Ask your customers, vendors, coworkers, and everyone you work with to give you honest feedback about your performance in relation to them.** Ask them in writing, "How am I doing?" and use that data as feedback to help you improve.

New Products & Services

>> **TWI Institute**, a global leader in TWI (Training Within Industry) training, learning, and advising, introduced TWIST, a real-time instructor-led, online video platform for its authentic TWI programs: Job Instruction, Job Methods, Job Relations, Job Safety, and Problem Solving.

>> **ej4** launched a new app, Qualified by ej4, with training videos to help out-of-work consumers get hired quicker. The courses include job search basics such as how to write a resume, cover letter, and thank you notes.

>> A provider of brief, online sales training for retail dealers worldwide, the **Mar-Kee Group** released a new automotive “remote selling” training module called “Virtual Sales Pro” that expands the eAutotraining video sales training platform with more than 25 new video segments.

>> **PeopleG2**, a leader in the employee screening services industry, introduced SwiftHire, mobile background check technology that allows employers and applicants to manage the entire screening process remotely through mobile devices.

>> **GO1**, a content hub that allows companies to upscale their workforce with on-demand training, announced new features such as Go1 Playlists, curated collections of Go1 premium content and Content Hub to provide administrators with visibility and control over all of the courses to browse, curate, and easily export trainings to employees.

>> People management platform **Lattice** launched Grow, a new career development product within the Lattice platform that surfaces advancement paths and actionable development plans while providing managers with trackable data insights.

>> **Lucid** unveiled Lucidspark, a virtual whiteboard application for freeform ideation, group brainstorming, and real-time collaboration across teams, including those working remotely.

Getting Back to the Office

AS COMPANIES GRAPPLE WITH how to provide a safe workplace amid the COVID-19 pandemic, Envoy’s (www.envoy.com) survey of U.S. employees reveals concerns about whether companies can keep workers safe when returning to a shared office. The *Envoy Return to Work Survey* was conducted by Wakefield Research among 1,000 U.S. full- and part-time employees ages 18+ in August and September 2020. Findings include:

- Some **42%** of employees who have returned to the workplace say they’ve experienced preventive measures that were either ineffective or not enforced, including six-foot distancing measures (**25%**), mask requirements (**21%**), and handwashing requirements (**18%**).
- Employees are most concerned about not knowing if someone sick comes into the workplace (**40%**), too many people in the workplace at once (**31%**), and being indoors with lack



of proper ventilation (**24%**).

- At the same time, employers can’t afford to overstep their bounds, with **37%** of employees reporting they would consider a job switch over privacy concerns, including sharing health information.
- Despite concerns about a return, **90%** say they do miss the workplace, especially friends and teammates (**47%**), small talk at the coffee machine or water cooler (**31%**), and perks such as lunch and snacks (**36%**).
- More than (**94%**) want to spend at least one day a week in the office.

TechTalk

>> **Fierce Conversations** launched Fierce Conversations 3D Simulations, an interactive bite-sized learning modality that provides employees a quick and easy way to engage in real-world scenarios, explore emotional responses, get immediate feedback, and reflect on their own performance, all in a safe virtual environment.

>> **CDC’s Center for Surveillance, Epidemiology, and Laboratory Services** created its first virtual reality (VR) laboratory training course, which is now live on CDC TRAIN and gaming platform STEAM. The course, “LabTrainingVR: Biosafety Cabinet Edition,” enables learners to apply knowledge and practice setting up a biological safety cabinet (BSC) in a virtual laboratory.

>> **Roundtable Learning**, a full-service learning and development company, launched Mercury XRS, an open, cloud-based platform that helps organizations manage extended reality (XR) training. Mercury XRS can be loaded to most popular XR headsets and can be connected with existing learning management systems.

>> **Qumu**, provider of Enterprise Video as a Service (EVaaS) technology, announced a new functionality extension for Zoom that allows Qumu and Zoom enterprise clients to stream live events exceeding 100,000 attendees—with no loss of video quality or negative effect on internal networks. Called Qumu Stream, Record and Manage, the app is available now in the official Zoom Marketplace.

Industry Solutions



Cultivating Workplace Resilience

In today's uncertain world, companies need to foster employee resilience through messaging, increased collaboration, and access to valuable resources.

By **Strategic Education, Inc.**

The COVID-19 crisis has created waves of disruption through each sector of the economy. Now more than ever, companies and institutions are looking internally to find solutions to help ease the impact of both the pandemic and the resulting economic downturn.

Many are recognizing the role organizational culture can play, specifically how resiliency can help their employees navigate periods of uncertainty. Our white paper, *"How to Foster a Culture of Resilience within Your Organization,"* notes that in order to foster resilience, companies should look for ways to support their employees through messaging, increased collaboration, and access to valuable resources.

"Resiliency helps keep us agile as we take on new responsibilities; it can make sure we never get too comfortable or complacent within our current positions," explains Kendall Bailey, vice president and head of SEI Labs. "And continued learning prepares us for those increased responsibilities."

Leadership's conversations and messaging should engage staff and encourage them to manage change, innovate, and be resilient, believes Terri Radcliff, owner of TerriRadcliff Consulting and former senior vice president of Talent and Knowledge Management at the YMCA of the USA. "And it isn't just about being responsive but also being proactive. This was true even before COVID-19."

A Robust Toolkit of Skills

Organizations can help build resiliency by increasing employees' skills and competencies. Formal and informal learning opportunities can help as the more relevant skills employees have at their disposal, the more flexible they can be when responding to uncertainty.

"Building a robust toolkit of skills is important, as is the learning that comes through broadening one's capabilities. It can equip you to look at a challenge from multiple perspectives, which can be very valuable when facing anything new," says Bailey. Education and training also can boost employees' confidence as they lean on their range of skills when facing new challenges, helping them to approach setbacks calmly.

Given the amount of staffing changes at many companies over the last several months, it's likely organizations will create broader roles with less specialization. Increased skill sets will be key to succeeding in revised or even combined roles.

During times of increased change, resilient individuals and organizations are more able to adapt to those changes and turn them into opportunities for learning and leadership.

To download the full white paper, visit: www.trainingmagnetwork.com/SEIwhitepaper. Also, keep an eye out for two upcoming SEI white papers: *Becoming a Skills-Driven Culture* and *Prioritizing Employee Well-Being*.



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Change as a Second Language

If you listen and empathize, you will get key information that can help you course correct and dramatically increase people's buy-in to change—even if they didn't choose the direction. **BY CRAIG FISCHER, MA**



Craig Fischer, MA, is a consultant and executive coach. He serves as the director of Leadership and Organizational Development at the Elson S. Floyd College of Medicine in Spokane, WA, where he teaches leadership and reflective practice and serves as an internal leadership coach. Contact him via LinkedIn at: <https://www.linkedin.com/in/craig-n-fischer/>

I believe that all leaders—at every level, in all industries—would be more effective if they could add a working fluency in change to their resumes. Just as the world traveler is more nimble and better able to navigate with additional languages, today's work asks us all to be conversational in change.

Most leaders haven't been trained in change management, and even if they have, they suffer from overload and/or overlapping change to such a degree that they often move into reaction mode. This puts our teams and organizations on the defensive, and we pay a price in lowered employee engagement, increased conflict, bad business outcomes, etc.

I don't want to suggest that a greatly increased fluency in change work will make organizational change easy, but I have seen countless times over the last 20 years, both as an external consultant and an internal organizational development (OD) professional, that even small gains in this area can have large positive impacts.

MANAGING CHANGE IN A PANDEMIC

I'm writing in the most difficult time of my professional career, and perhaps yours, too. As we all wonder how to homeschool, work remotely, communicate well in new situations, build teams without some of our previous resources, etc., during this pandemic, many people are struggling. If we add to that uncertainty about the future of our particular industry, we have a situation ripe for overload and toxic change. These times are going to call upon us in ways we probably weren't trained for.

The good news is there is an enormous amount of expertise we can draw from that can help us keep our heads above water, do work we're proud of, and take care of each other along the way. Even small improvements in the concepts below—especially if they become part of your culture—can ease the pain of change and improve outcomes.

WHAT IS CHANGE?

For our purposes, we can think of change as something that requires something new from us and our

organization to be successful. It's not business as usual. We may need new systems, new strategies, new mindsets, etc., to respond to the situation. For small tweaks, for more of the same (which, by the way, is not always bad—Apple should continue to double down on beautiful design), we don't necessarily need a high level of fluency in change. Strategy, communication, and leadership usually will suffice.

One major challenge for us all is overlapping changes. We may be fairly stable in some areas while experiencing huge changes elsewhere. Or, for example, we may have a strong brand and products, but are facing 30 percent of our senior leaders retiring in the near term. Currently, we may have a person-centered, engaged culture that has quickly moved to 100 percent virtual work. Usually, there is more than enough change to manage.

An additional key concept is the difference between changes we choose and changes that *happen to us*. Both require a lot of us, but the latter category puts the pressure on leaders to really focus on the people side of change management.

A KEY FRAMEWORK AND ORGANIZATIONAL CHANGE PRINCIPLES

John Kotter's framework for change is an excellent one, involving eight steps, including creating urgency, building a coalition, highlighting short-term wins, and removing barriers, but it is most effective with changes that are chosen by the organization. For more information, visit: <https://www.kotterinc.com/8-steps-process-for-leading-change/>

As I've worked with organizations, I've seen that the work of change consultant William Bridges can be particularly helpful. He notes that leaders often focus their efforts at change management on the structures, reporting lines, and the tasks at hand and/or the future vision. Bridges articulates the distinction that **change** is what happens to the organization, while **transition** is what people do to make sense of the changes. Very often, the latter is given little or no attention, which can lead to poor

training

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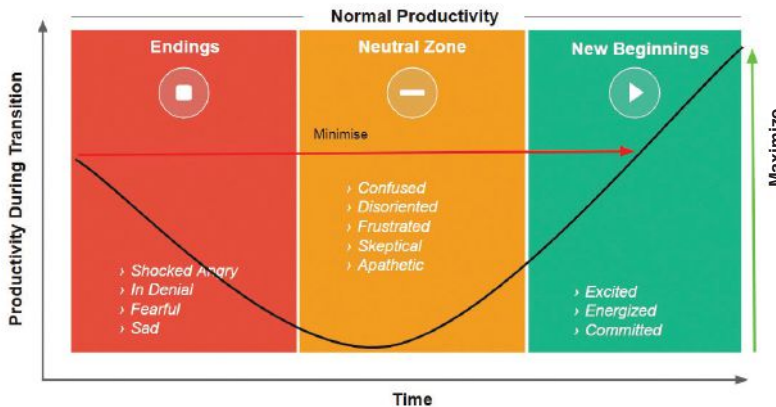


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change adoption and other unintentional harm. Change is **people work**. Bridges describes transition as having three phases: Endings, The Neutral Zone, and New Beginnings.

In my experience, we often don't do much to acknowledge these states, and we often don't have any language for the Neutral Zone at all.



FEATURES OF THE NEUTRAL ZONE

- Increased anxiety
 - Increased absenteeism
 - Old weaknesses re-emerge
 - Overload and confusion
 - Polarization
 - Increased organizational vulnerability
 - Potential for new norms/approaches
- And leaders often misunderstand what they see.

BRIDGES' 4 ASPECTS OF BEING STUCK:

- Stuck in *Disengagement*: Seen as withdrawal
- Stuck in *Disidentification*: Seen as sadness or worry
- Stuck in *Disorientation*: Seen as confusion
- Stuck in *Disenchantment*: Seen as anger

One way to understand “resistance to change” in the workplace is to see that some individuals get stuck in the transition process.

WHAT TO DO

Become more fluent in these models and then build a guiding coalition, not just for a single change, but for change in general. Don't go it alone. Build a team, at multiple levels of the organization, with people who are especially good at strategy, communication, informal leadership, and people skills. Yes, HR, but also your highest Emotional Intelligence (EQ) leader in IT, your front-line worker with great insight, etc.

Become aware that change will always be constrained by how well you care for the people amidst

the change. If you don't communicate, listen, and help them move through the phases of change, you will have an anemic change initiative. If you listen and empathize, you will get key information that can help you course correct, and you dramatically increase people's buy-in—even if they didn't choose the direction. I have worked

with many skillful leaders whose teams implemented change well, even when they weren't convinced of the future benefits, because they were treated with empathy in the process. You then have to share the small wins and institutionalize, as Kotter notes, along the way to fully realizing the change.

GROW KNOWLEDGE

Read and master Kotter's

and Bridges' work. Set up a change working group that can help you communicate, gain feedback from the organization, and become your change experts.

If you engage outside consultants, ask them not just to help you with change strategy and management, but to spend some time with a key group of formal and informal leaders building their capacity for future change.

Evangelize these models. Employees have expertise in their own experiences of change, but these frameworks—especially Bridges'—can help them “make sense” of the change and normalize the difficulty of it. It also can help to move them into new behaviors and mindsets.

Create spaces for people to be messy. Open forums, informal check-ins, and mini-surveys allow people to process and make sense of change. Rather than slowing things down, this often can speed things up, but skillfully.

Emulate the experts. Watch what organizations that are fluent in change do. Implement after-action debriefs, feedback sessions throughout the process, and continual process improvement.

If you haven't already, embrace what Brene Brown calls the “power of vulnerability.” Yes, we need to cast a vision, and focus on what we can control. But we are also all in this together. Admitting that we don't have it all figured out, and sometimes the future is murky, can be a humanizing thing. It also can invite people to step up, and to help move things into a better future. **f**



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Supporting SMEs— with Pizza

When instructional designers partner with subject matter experts (SMEs), one of their roles is to help SMEs choose the most crucial content for learners to absorb and present it in a meaningful way. This process leads to a “good mix”—much like the results of a successful recipe.

BY IRENE STERN FRIELICH



Irene Stern Frielich

is founder and president of EnVision Performance Solutions, an instructional design consulting firm based in Boston, MA. She enjoys building trusted partnerships with her clients and colleagues and can be reached at: irene.frielich@envision-performance.com

As instructional designers, we appreciate working with subject matter experts (SMEs) as they know a lot about their areas of specialty. However, they don't necessarily select the most relevant material for a course, nor consistently create a logical flow for presenting it. This is understandable as their area of expertise is not instructional design.

Therefore, when we instructional designers partner up with SMEs, one of our roles is to help them choose the most crucial content for learners to absorb and present it in a meaningful way. This process leads to a “good mix”—much like the results of a successful recipe.

RECIPE FOR SUCCESS

When I teach budding chefs to make a recipe such as scratch pizza, I first prepare my cooks by setting their expectations of the process. I like to ensure they have the time: an hour to prepare the dough and toppings; then a few hours later, another half hour to roll out the dough and compile and cook the pizza. I check that they have the tools needed: measuring cups, a rolling pin, a pizza stone, a couple of bowls, and a wooden spoon for mixing.

Then we collect the ingredients we will need. The pizza dough calls for yeast, flour, salt, and olive oil, but offers the option of adding either water or milk, the choice of which impacts the dough's texture and flavor. However, both aren't needed as there would be too much liquid in the dough, making it hard to knead.

The scratch pizza recipe also offers a choice of different toppings, so I'll ask chefs-in-training to choose one group. In my recipe, the pizza includes tomato sauce topped by one of the following: sliced mushrooms and peppers with mozzarella, pesto mixed with artichokes and Parmesan, or marinated eggplant with pitted olives and provolone. Any one of those combinations would be delectable, but

throwing them all together? Too much!

The order of ingredients matters when making scratch pizza. We wouldn't put the vegetables on, then dump tomato sauce on top of them. We add ingredients in the proper order for the pizza to have the best overall impact.

Once we assemble the pizza, we determine how long to cook it. If we cook the pizza longer, it will have a crispy crust, but too long and it will burn. Should we take it out of the oven too soon, the pizza will be underdone and indigestible.

Once we sit down to enjoy the pizza, we'll consider the outcome—how does it taste? Does the mix of toppings work? Is the pizza too greasy, or is there is not enough cheese? We'll use what our taste buds tell us and confer with each other to improve the pizza next time.

STEPS FOR SMEs

Supporting SMEs in creating learning experiences has parallels to making scratch pizza. First, I aim to set expectations with SMEs up front regarding their commitments for the duration of the project. Should they plan on two hours per week, with four hours during critical weeks? Or a total of 16 hours allocated most heavily up front? Once projects get started, if they morph and timelines change, I keep SMEs updated and check in on their ability to meet the new deadlines before setting them in stone. We also discuss other resources they may need, perhaps someone with deeper expertise on a specific topic or access to a particular media library for images or videos to be used.

As instructional designers, we help our SMEs select an appropriate array and depth of content and reinforcing activities. We do this by fleshing out the learning objectives together so they have a guide by which to curate their content. Otherwise, they might struggle to cull content from the plethora of knowledge they are typically eager

to share. Any “nice to know” information can potentially overload the learners.

SMEs and I also need to introduce topics in a logical order for the learners—an order in which each topic builds upon the previous one, just as our yummy pizza toppings build upon the crust. For process training, I can help SMEs by designing a flowchart for a specific series of steps and collaborating with them to ensure we convey the key points accurately. The proper order is important for the best overall learning impact.

SMEs and I work together to determine the amount of time each topic in a training requires. If we plan too much time, the learners might become overwhelmed or burned out. If we allot too little time, the content may be inadequate or indigestible.

After courses launch, SMEs and I will check in: Did the order of content work? Did we spend too much time on one topic, but not enough on another? Were learners able to complete activities and learning assessments effectively? We can use this information to

evaluate our “mix of toppings” and update our course for next time, if warranted.

These steps with SMEs ensure that the training supports the learning objectives and is presented in a way that reinforces learning. As instructional designers, we can partner with SMEs by setting expectations, collaborating on appropriateness of content, and deciding on the order and time frame of topics.

And after the course is complete? We can always enjoy some pizza! 🍕

4 Best Practices for Supporting SMEs

1. Set expectations with subject matter experts (SMEs) regarding their time commitment and other resources needed.
2. Curate the content that is vital for the learning objectives and ensure it builds in a logical manner.
3. Determine the appropriate amount of time for each topic.
4. Evaluate the training effectiveness following the course launch and plan updates for the next delivery.

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Training Isn't a Drive-Thru

As trainers, we should remind ourselves that stakeholders probably don't know they don't have to settle for fast-food training but rather can order a gourmet meal. **BY AMY CHAPMAN, CPTD**



Amy Chapman, CPTD, is a Learning strategist at PPD (<https://www.ppd.com>), a leading contract research organization, which has placed in the Training Top 125 for nine years running. Chapman has 13 years' experience in the training industry and was named a Top 5 Emerging Training Leader by *Training* magazine in 2018. Chapman values creativity as an essential tool for making learning effective and meaningful and strives to share her enthusiasm for creative approaches with all her clients and colleagues.

You receive a call from Janice, the senior vice president of Sales. Tell me if this conversation sounds familiar:

“Our team isn't communicating down the line effectively, and we want you to train them to communicate better. We've set aside training facilities for you, but you can only have groups of eight at a time. Oh, and we really need all of this wrapped up by the end of the month and all 200 team members trained and ready to get back to work on the new product line. The sessions should be 30 minutes or less. Oh, and I really hate PowerPoint, so try for something hands-on. Also, we just don't have time to bother with post-event surveys for participants and managers. Sound good?”

In his book, “The Six Disciplines of Breakthrough Learning,” Roy Pollack says, “Many business leaders have become accustomed to ordering training like they would order a burger.” After becoming responsible for leading our training request intake process, and having conversations like the one above, I frequently feel like I'm working a drive-thru window.

Recently, our team had to make a decision on a real training “order” that involved taking an existing virtual instructor-led training (VILT) that had a global audience and replacing it with a collection of short videos. Initially, reducing the training time and instructor effort seemed to be an efficiency gain. However, upon further investigation, it turned out the project stakeholders had data that showed performance issues were isolated to a group of people who were *not* required to attend the VILT. Needless to say, we declined their request and recommended they expand the audience to encompass everyone performing the task.

FAST FOOD VS. GOURMET MEAL

It is common to receive training requests with explicit specifications: *We need two e-learning modules. We want face-to-face instructor-led training for 2,000 global employees.*

Would you like fries with that?

We should remind ourselves that stakeholders

probably don't know they don't have to settle for fast food but can order a gourmet meal. They likely have no idea what a well-crafted training approach looks like, or that the best solution isn't an award-winning video, but a collection of job aids. The important thing is that the training works and there's a measurable improvement in performance following a learning event.

This highlights another issue frequently encountered during intake: Stakeholders have no idea how the project will be successful, or they refuse to track evaluation metrics. When presented with this issue, we have to ask: “What's the point?” Why go to the trouble of requesting training to fix a problem if you don't want to prove it actually worked?

Another recent request involved adding scenarios relevant to functional groups that were not included in the original audience. The idea was that the additional scenarios would improve the work product for those functional groups. At first glance, the strategy seemed sound. However, when we asked if there was improvement across the original audience since the training was assigned, the answer was a resounding, “No.” Again: “What's the point?” Why add content and expand the audience for a training that has no proof it is working?

Ultimately, project stakeholders retired the existing course and now are exploring process improvement and technology solutions. They did the right thing: They cancelled their drive-thru order and will settle for nothing less than a gourmet meal.

TRAIN YOUR STAKEHOLDERS

It is sometimes difficult to have these conversations. It is our responsibility to support the stakeholder's training needs; however, we don't want to do it at the cost of being effective. Creating training for the sake of training doesn't add value in the long run. It mostly adds a burden on employees who would rather be productive than spend time on yet more training. And if the training isn't effective, then it's a wasteful expense for the company: for my time to create it and for the employees who must attend the training.

Training gurus Jack and Patti Phillips say, “Attempting to solve job performance issues with training will not work when other factors such as reward systems, job design, and motivation are the real issues” (“*Eleven Reasons Why Training and Development Fails...and what you can do about it*,” *roiinstitute.net, orig. 2002*). Unfortunately, such a perspective is not always clear to individuals requesting training services. It is, therefore, our responsibility to educate our stakeholders, to point out the whole picture of performance improvement and help them analyze those areas where improvements can be made. I don’t want them to end up disappointed due to the consequence of only implementing training and not addressing other performance areas where changes may be needed.

It’s really our job as Training professionals to train our stakeholders. We must inform them of the risk of using training as the only solution to a business problem. We must teach them that many factors contribute to a successful behavior change and create a business impact. Cook your

stakeholders a gourmet meal, so they know what real success tastes like.

We had the opportunity to do just that for a global initiative launching in January. The request involved a pilot audience of 3,000 global employees on the topic of risk escalation. As it turns out, the “pilot” audience was the actual audience. We recommended a short launch delay so we could provide a comprehensive training solution. In a presentation to the project sponsor, we took up the mantle of trainer and received buy-in for an alternate solution.

In the end, while more challenging, it is our duty as Learning and Development professionals to push for the more effective solutions. This takes education on our part for our stakeholders, who don’t always have a full understanding of the options available to them. With perseverance and creativity, we can achieve the shift from simply filling drive-thru training orders to making a difference in performance and bettering the culture of learning that we all desire to achieve.

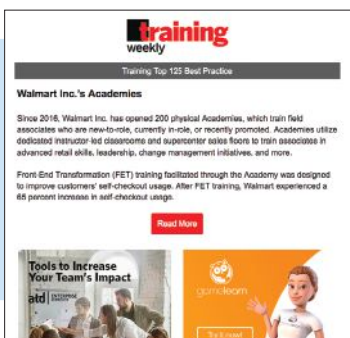
And, no, I would *not* like fries with that. 

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Use Empathy Maps to Understand Your Client

Empathy Mapping is a powerful visualization approach that helps ensure project success by creating a clear understanding of the individual's or group's perspective, need, or experience. **BY ROSS TARTELL, PH.D.**



Ross Tartell, Ph.D.,

is currently adjunct associate professor of Psychology and Education at Columbia University. Dr. Tartell also consults in the areas of learning and development, talent planning, and organization development. He received his M.B.A. in Management and his Ph.D. in Social Psychology from Columbia University. He formerly served as Technical Training and Communications manager – North America at GE Capital Real Estate.

I remember delivering what I thought was a great presentation—which totally flopped. The audience had expectations that differed from my learning objectives, and clearly did not get what they needed. They were dissatisfied, and I knew it. In hindsight, I realized I had seriously misunderstood my audience.

A successful presentation, training program, or change management strategy all share a common theme: a deep understanding of the impact on an individual or group.

Empathy Mapping is a powerful visualization approach that helps ensure project success by creating a clear understanding of the individual's or group's perspective, need, or experience.

The foundation to Empathy Mapping is:

1. Identifying the audience or individual to be trained or influenced. In this stage, you identify concrete characteristics such as job, age, geographic location, job tenure, etc., that describe your audience.

2. Deciding what you want your audience or "target" to do—such as demonstrate a behavior or skill, or take an action. This includes identifying the outcome that will define success.

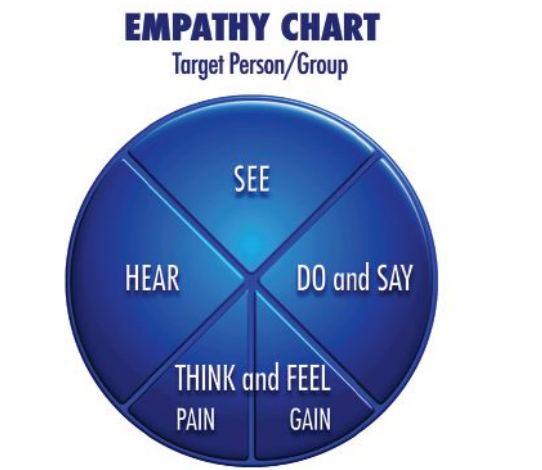
Once you know who you're targeting and what you want them to do, use an Empathy Map to help predict participant reactions to training or a presentation, or the leverage points that will influence them to take action.

CREATING THE EMPATHY MAP

STEP 1: Do your research based on the goal you want to achieve, and use the two foundation steps to define your focus. Then find data to inform your perspective. For example, to understand the audience for a leadership training program, you might review engagement surveys and interview key stakeholders.

STEP 2: Use your research to understand the target's behaviors. To do this, use the Empathy Map to array your insights:

• **What do they SEE?** What visually surrounds them? Who are they watching? Are they seeing



people succeed or fail? What are the visible consequences of success or failure?

• **What do they DO and SAY?** What do they talk about to others? Do their behaviors match their words? Are their actions driven by a specific stimulus or is it a general pattern of behavior?

• **What do they HEAR?** Are there conversations with key stakeholders that influence what they do? What do they hear firsthand and through rumor?

• **What do they THINK and FEEL?** Review the first three factors, and infer how the target individuals might feel in regard to the course, presentation, or initiative. What might they find motivational? What might they see as obstacles or better alternatives? What might cause them PAIN versus GAIN?

STEP 3: Take the data and assign the findings to each of the four perspectives. This often can be done using a brainstorming approach. Enter your findings into the Empathy Map, so they are visible and linkages can be discerned. What's critical here is understanding the target's perspectives and issues. Don't get hung up on "what box does this go in?"

STEP 4: Use your insights to help achieve your goal, and create action plans to mitigate the obstacles and fears that might derail your efforts.

Great trainers know the importance of audience analysis and understanding. That insight will help you to successfully support your clients' success. **T**



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A Safe Distance

How might we navigate around and among each other at work or events while staying a socially distanced six feet apart? **BY PHYLISE BANNER**



Phylise Banner is a learning experience designer with more than 25 years of vision, action, and leadership experience in transformational learning and development approaches. A pioneer in online learning, she is an Adobe Education Leader, Certified Learning Environment Architect, STC Fellow, performance storyteller, avid angler, aviation enthusiast, and currently training to be a private pilot.

Six feet. Two meters. Do you know exactly how far that is? Do you feel comfortable roaming the halls of the workplace or attending a training conference without knowing how closely you are interacting with another person? How might we navigate around and among each other while staying six feet (or two meters) apart?

The first solution to this pandemic-induced social distancing dilemma that came to my mind was beacon technology. Beacons leverage proximity technology to detect when something (or someone holding a device) is nearby, and then trigger some sort of action to deliver information. How would that work with two people? Which of us would alert the other? Who manages the beacon? I must be on the wrong track here.

What about mobile technology? Apps such as Work | Space are specifically designed to help us maintain a safe distance from our colleagues as we return to the workplace. Work | Space and similar apps use Bluetooth to sense how close we get to another person. We get alerted when too close, and are responsible for monitoring (and limiting) those alerts. Problem is, everyone would need to be using the same app for this to work well.

ULTRA WIDEBAND VS. BLUETOOTH

Next option? I happened on an article in an arts magazine about a social distancing use-case for a technology called the Personal Space Guardian from Engage by Cell.

The Personal Space Guardian is a small device worn on a lanyard that can be programmed to alert the wearer of the proximity of another Personal Space Guardian nearby. So if you are wearing the device and come within a specific set distance of another one of these devices, the device lights up and vibrates (very noticeably, I might add).

The device costs around \$300, fits in your palm, and is about the size of a deck of cards. The alert distance can be preset, along with timing delays to minimize alerts if you just pass someone quickly for one or two seconds in the hallway.

The Personal Space Guardian is being used at museums, historical sites, university campuses, and private businesses to alert wearers when they get too close to someone else. The device has a battery life of approximately 15 hours, and takes about three hours to fully recharge on the charging dock. It operates on ultra-wideband (UWB)—radio-based communication technology that enables fast, accurate transmission of data within short ranges. UWB determines exact location by measuring how long it takes radio pulses to transmit between two devices. It is considered a stable and secure channel, with little chance of interference from other signals.

This technology is not new. It has been used across industries to alert factory workers to hazardous areas and off-limits spaces. I even have seen similar technology available to parents who want to be alerted when their children get too close to a dangerous area (think staircase or stovetop). It has been used to open doors and share content across devices.

Kinexon also is leveraging UWB technology to provide contact warning and contact tracing solutions.

The first solution to the pandemic-induced social distancing dilemma that came to my mind was beacons, which leverage proximity technology to detect when someone holding a device is nearby.

Its SafeZone product (a wristband) can measure the distance and duration of contact between employees. If you stay far enough apart, the face of the wristband flashes green. If you get too close to one another for a brief moment, the face flashes a warning signal. And if you stay too close for too long, you get an audio warning, as well.

RightCrowd is another big player in this space, with a focus on turning existing security card systems into social distancing solutions. A badge holder on a lanyard holds the Bluetooth 4.2 technology behind this tech. According to the company's site, *"When the wearable detects a colleague is within six feet of another colleague, it prompts the users with a flashing visual beacon to try to increase their distance."*

The social distance badge holder is compact and light, and boasts a battery life of up to 80 hours of continuous use. It can be charged via USB or charging station.

All of these technologies are driven by software applications where you can specify distances, groupings, sets of groupings, and zones.

MAKE SOME NOISE!

I have seen each of these in use, and I have to say that the larger (and noisier) Personal Space Guardian is my preference. I'd rather take on the weight and bulk to get a more forceful alert. There are also options for device rentals, which makes

CLOSE CALLS

Engage by Cell

<https://engagebycell.com/service/technologies/safety-suite/>

RightCrowd

<https://www.rightcrowd.com/>

Kinexon SafeTag

<https://kinexon.com/technology/safetag>

The UWB Alliance

<https://uwballiance.org/>

this an attractive solution for single events. I also trust UWB more than Bluetooth here.

An interesting note: The iPhone 11 includes a UWB chip—the U1. According to the Apple Website, *"The new Apple-designed U1 chip uses ultra-wideband technology for spatial awareness —allowing iPhone 11 Pro to precisely locate other U1-equipped Apple devices. It's like adding another sense to iPhone."*

It all makes sense now that I realize UWB is what powers iBeacon technology. I guess I was on the right track after all! 📍

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2020 TRAINING INDUSTRY REPORT

ABOUT THIS STUDY

Now in its 39th year, The Industry Report is recognized as the training industry's most trusted source of data on budgets, staffing, and programs. This year, the study was conducted by an outside research firm May-July 2020, when members from the *Training* magazine database were e-mailed an invitation to participate in an online survey. Only U.S.-based corporations and educational institutions with 100 or more employees were included in the analysis.

The data represents a cross-section of industries and company sizes.

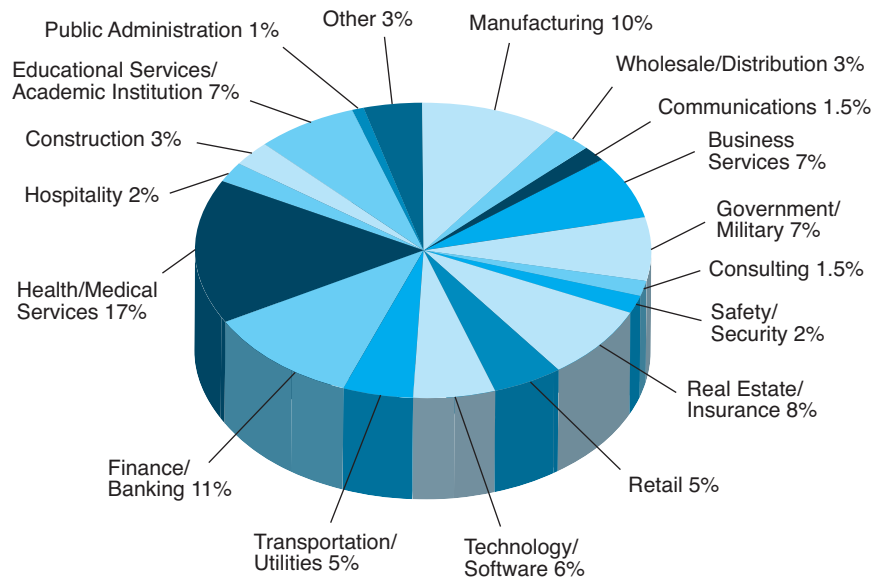
SURVEY RESPONDENTS

Small companies (100-999 employees)	40%
Midsize (1,000-9,999 employees)	34%
Large (10,000 or more employees)	26%
Total respondents	202

Note that the figures in this report are weighted by company size and industry according to a Dun & Bradstreet database available through Hoovers of U.S. companies. Since small companies dominate the U.S. market, in terms of sheer numbers, these organizations receive a heavier weighting, so that the data accurately reflects the U.S. market.

Industrial Classifications

Respondent profile by industry (weighted per Dun & Bradstreet)

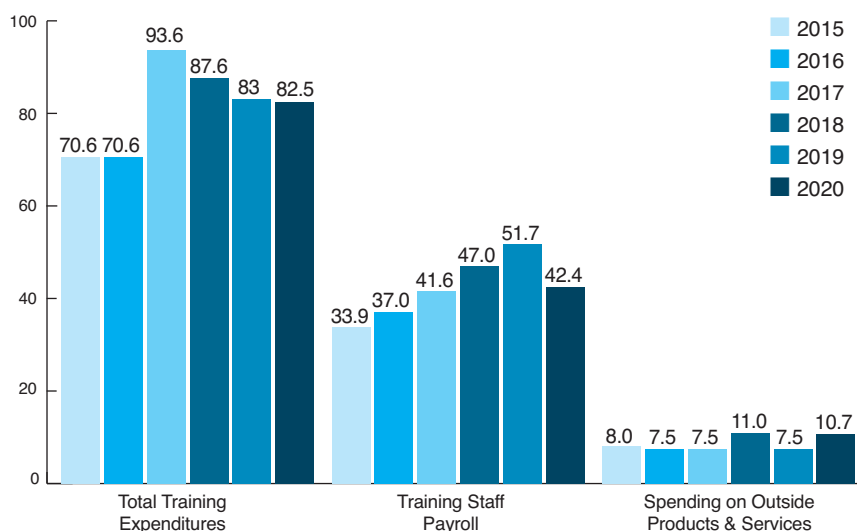


About Survey Respondents:

- 63% are managers or above in the organization
- 14% are developers or instructional designers
- 20% are mid- to low-level (based on title selection) associates
- 57% determine the need for purchasing products and services
- 29% set the budget
- 25% manage requests for proposals/bids
- 67% recommend the purchase
- 24% have the final purchase decision

TRAINING EXPENDITURES

Training Expenditures 2015-2020 In \$ Billions



COVID-19 started to take a toll on total U.S. training expenditures in 2020 as they declined more than half a percent to \$82.5 billion. Training payroll dropped nearly 18 percent to \$42.4 billion as employees were laid off or furloughed. But spending on outside products and services bounced back from \$7.5 billion to \$10.7 billion, while other training expenditures (i.e., travel, facilities, equipment) increased to \$29.4 billion from \$23.8 billion.

The training expenditure figures were calculated by projecting the average training budget to a weighted universe of 130,281 companies, using a Dun & Bradstreet database available through Hoovers of U.S. organizations with more than 100 employees.

Note: Although small companies have the smallest annual budgets, there are so many of them (101,258) that they account for one-third of the total budget for training expenditures.

DEFINITIONS

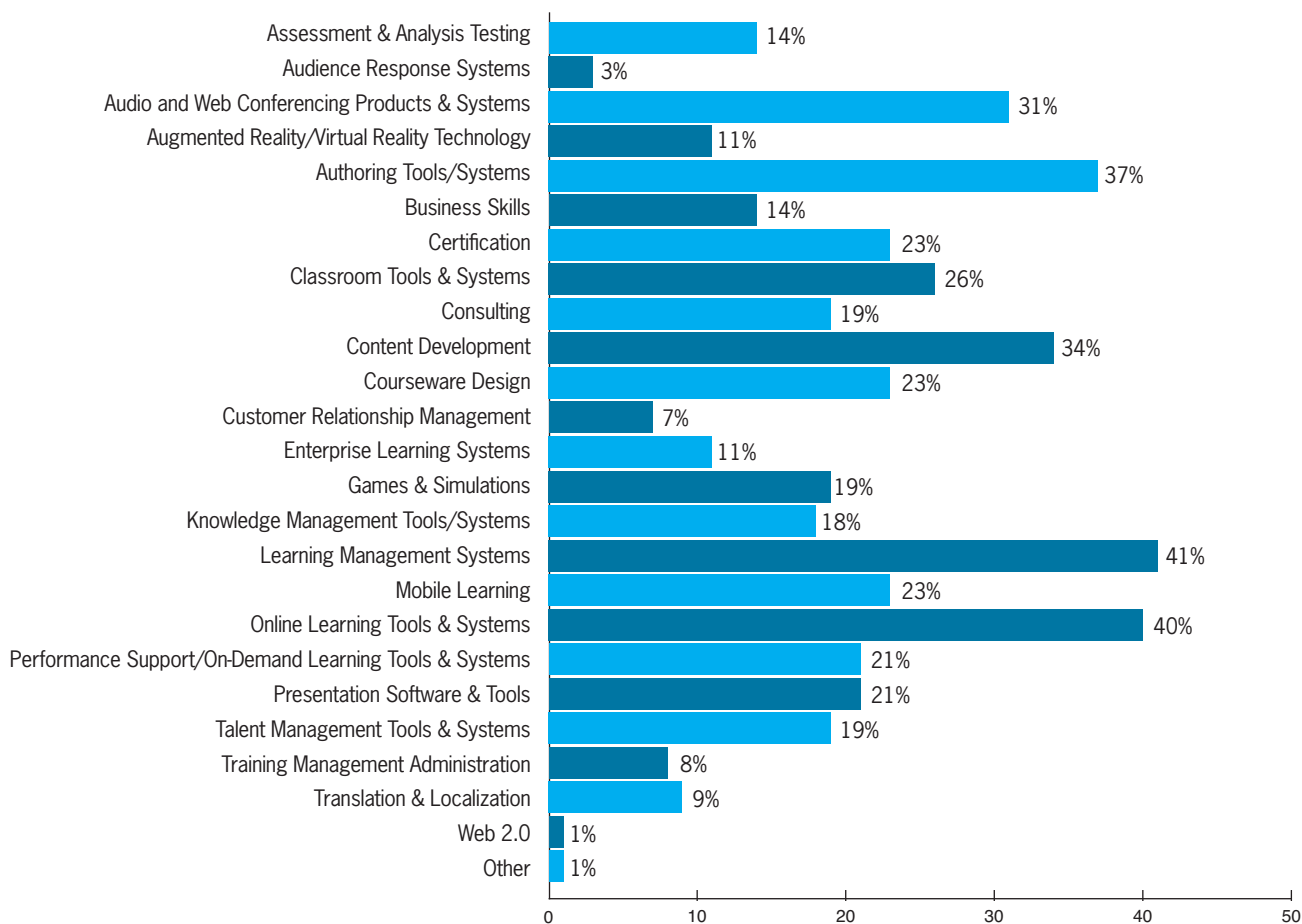
- ▶ **Total training spending:** All training-related expenditures for the year, including training budgets, technology spending, and staff salaries.
- ▶ **Training staff payroll:** The annual payroll for all staff personnel assigned to the training function.
- ▶ **Outside products and services:** Annual spending on external vendors and consultants, including all products, services, technologies, off-the-shelf and custom content, and consulting services.

Average of Total Annual Budget

Organization Type	Large	Midsize	Small	Average
Education	\$2,234,000	\$386,250	\$16,500	\$1,158,909
Government/Military	\$4,242,857	\$594,873	\$1,118,533	\$1,621,318
Manufacturer/Distributor	\$7,257,055	\$731,857	\$328,733	\$2,431,209
Nonprofit	\$7,000,000	\$636,659	\$237,000	\$834,538
Association	N/A	\$850,000	\$1,500,000	\$1,066,667
Retail/Wholesale	\$30,500,000	\$553,000	\$450,000	\$13,839,889
Services	\$34,932,031	\$1,030,700	\$437,971	\$10,488,822
Avg. Across Sizes	\$21,988,775	\$808,355	\$506,819	\$6,426,931

TRAINING EXPENDITURES

Types of Training Products and Services Intended to Purchase Next Year



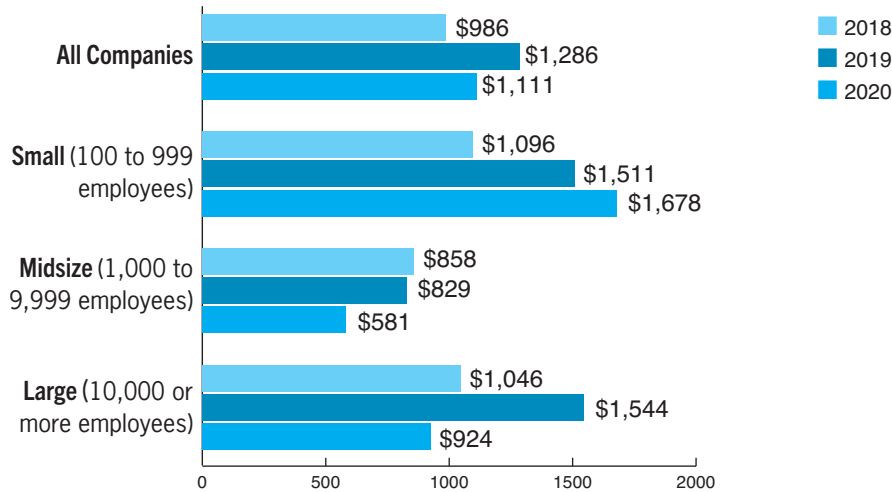
Average training expenditures for large companies increased from \$17.7 million in 2019 to \$22 million in 2020. The number for midsize companies dipped nearly \$900,000 to \$808,355 in 2020. Small companies increased from \$367,490 to \$506,819.

Some 22 percent of organizations said they increased staff from the year before, while 55 percent said the level remained the same. Some 23 percent said it was lower, up from 14 percent in 2019. Large manufacturers and midsize services organizations had the largest personnel costs. This year, midsize companies spent only one-fifth as much as large companies, while small companies spent about one-quarter as much as midsize ones. The average payroll figure for large companies was \$4.9 million; for midsize organizations, it was \$987,713; for small companies, it was \$246,125.

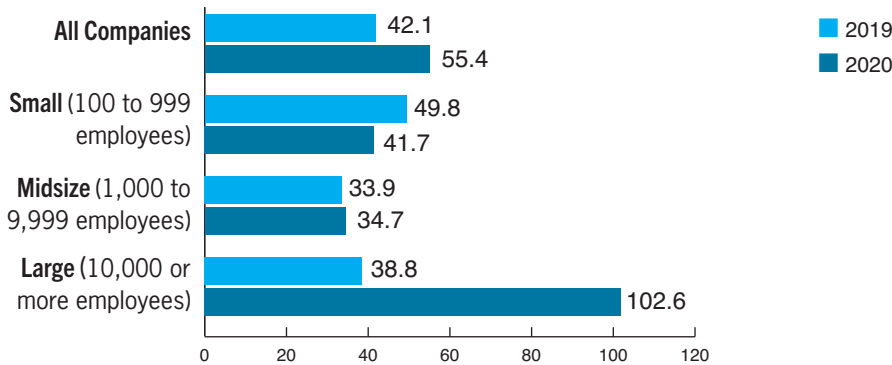
For those who reported an increase in their training staff, the average increase was 10 people, double the 2019 figure. For those who reported a decrease in their staff, the average decrease was 11 people—down from 16 last year.

Other training expenditures increased this year to \$29.4 billion from \$23.8 billion in 2019. Such expenditures can include travel, training facilities, in-house training development, and equipment. On average, organizations spent 16 percent of their budget or \$708,255 (up from \$445,434 last year) on learning tools and technologies. Large retailers/wholesalers had the largest budgets for learning tools (\$5 million). Midsize manufacturers had the largest tool budget in their size range (\$1.1 million). Midsize retailers spent the smallest percentage of their training budgets on tools and technologies (1 percent).

Training Expenditures per Learner 2019-2020



Hours of Training per Employee 2019-2020



Looking ahead, the most frequently anticipated purchases are learning management systems and online learning tools and systems (41 and 40 percent, respectively, vs. 31 percent and 44 percent, respectively last year); authoring tools/systems at 37 percent vs. 34 percent last year; and content development (34 percent in 2019 and 2020). This is followed by audio and Web conferencing products and systems (31 percent in vs. 21 percent in 2019); classroom tools and systems (26 percent vs. 25 percent last year); and mobile learning, certification, and courseware design (all at 23 percent vs. 23, 26, and 18 percent, respectively, in 2019). Several items received 10 percent or less of hits, including audience response systems, customer relationship management, training management administration, translation and localization, and Web 2.0.

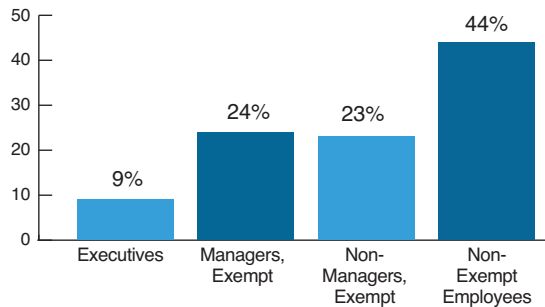
Overall, on average, companies spent \$1,111 per learner this year compared with \$1,286 per learner in 2019. Education organizations spent the most per learner this year (\$1,875), followed by services organizations (\$1,295). Midsize companies spent less (\$581) than large (\$924) and small (\$1,678) companies.

While spending less per learner, companies provided more hours of training than last year. On average, employees received 55.4 hours of training per year, compared to 42.1 hours last year. Large companies provided the most hours of training this year (102.6). Large retailers/wholesalers had the highest average number of hours overall (220).

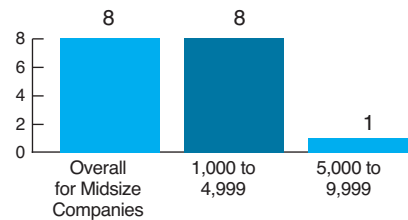
Companies continued to devote the bulk of their training expenditures to training non-exempt employees (45 percent in 2020 vs. 39 percent in 2019).

TRAINING EXPENDITURES

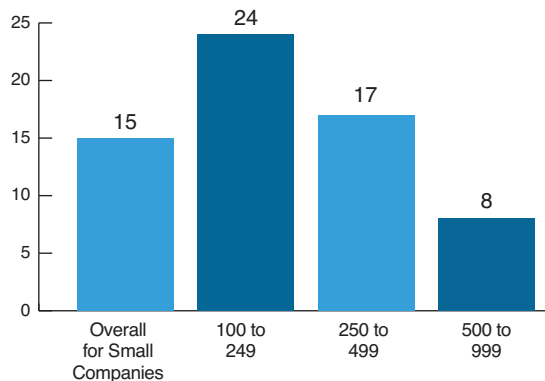
Training Expenditure Allocations— Who Gets Trained?



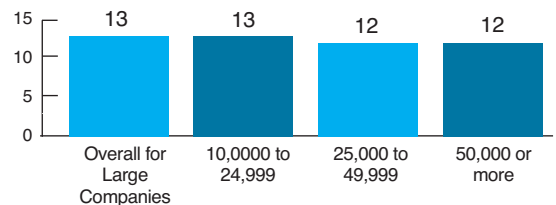
Staff per 1,000 Learners Midsize Companies



Staff per 1,000 Learners Small Companies

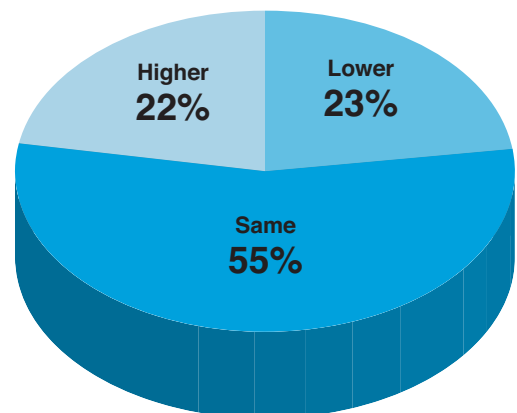


Staff per 1,000 Learners Large Companies



The average training budget for large companies was \$22 million, while midsize companies allocated an average of \$808,355, and small companies dedicated an average of \$506,819.

Is the Number of Training-Related Staff Higher or Lower Than Last Year?



TRAINING BUDGET

This year, likely resulting from the pandemic, the number of companies reporting their budgets decreased more than doubled to 28 percent. Some 23 percent of respondents said their training budget increased, while 49 percent said it remained the same. Last year, 42 percent said their budget went up; 46 percent said it remained the same; and 12 percent said it went down. Services companies and associations showed a greater tendency for gains; retailers/wholesalers saw more decreases. Increases were not evenly distributed across organization sizes. Large companies showed the greatest number of decreased budgets (42 percent vs. 15 percent for midsize companies and 31 percent for small ones).

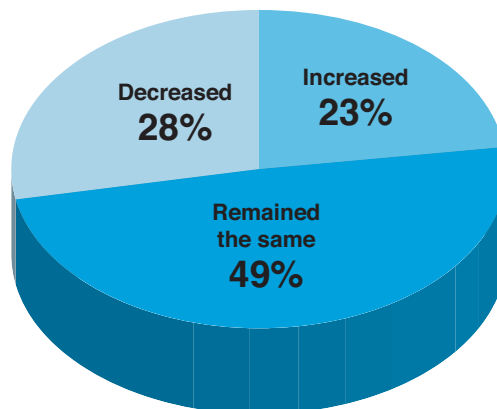
Most of the budget increases were modest—less than 16 percent. Some 36 percent saw increases in the 1 to 5 percent range, while 29 percent of organizations reported increases in the 6 to 15 percent range and 24 percent in the 25-plus percent range. Most respondents who reported an increase in their training budgets attributed it to the following reasons:

- Increased scope of training programs (64 percent vs. 67 percent last year)
- Added training staff (47 percent vs. 53 percent last year)
- Purchased new technologies/equipment (47 percent vs. 46 percent last year)
- Increased number of learners served (42 percent vs. 43 percent last year)

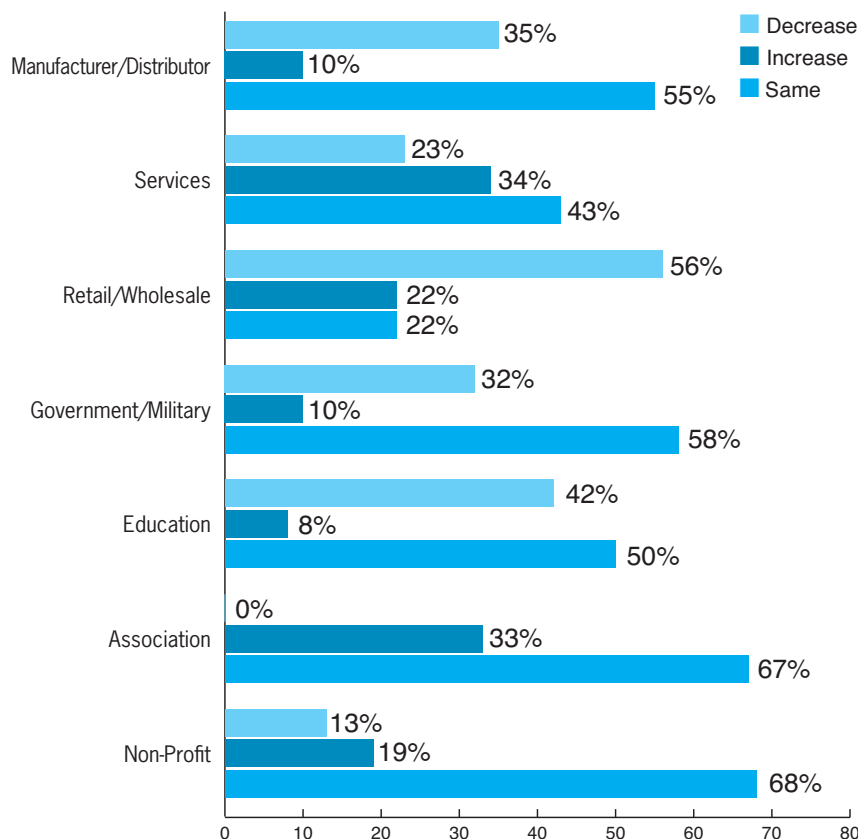
This year, half of the respondents reported budget decreases of more than 16 percent. Some 36 percent reported budget decreases between 6 and 15 percent and 14 percent cited 1 to 5 percent decreases. Some 67 percent cited budget cuts due to COVID-19 for the decrease. Some 24 percent noted reduced training staff for the decrease (vs. 33 percent last year). And 22 percent (vs. none last year) chose budget adjusted to reflect lower costs. This was followed by:

- Attended fewer outside learning events (at 16 percent vs. 15 percent last year)

What Happened to Your Training Budget This Year?



Budget Change by Industry



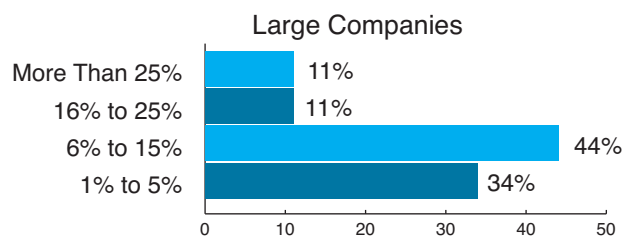
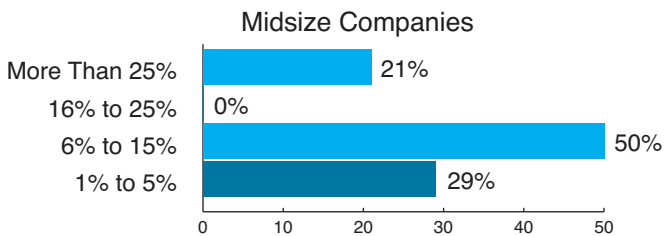
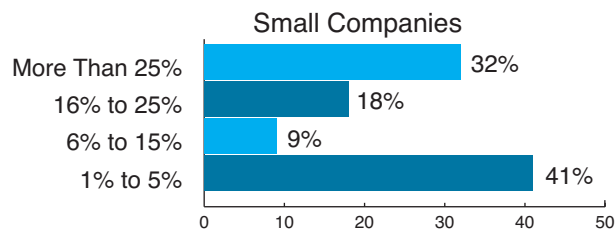
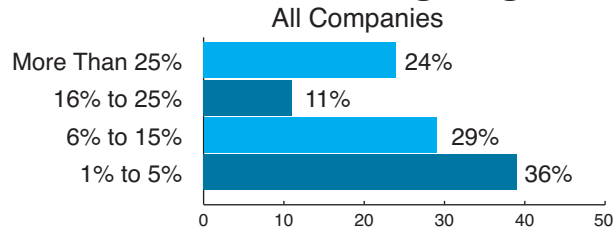
TRAINING BUDGETS

- Other reasons such as learning management system implementation, merger/acquisition, and bankruptcy (13 percent vs. 30 percent in 2019)
- Decreased number of learners served, decreased scope of training, and decreased outside trainer/consultant investment (all at 11 percent vs. 11, 15, and 7 percent, respectively, last year)

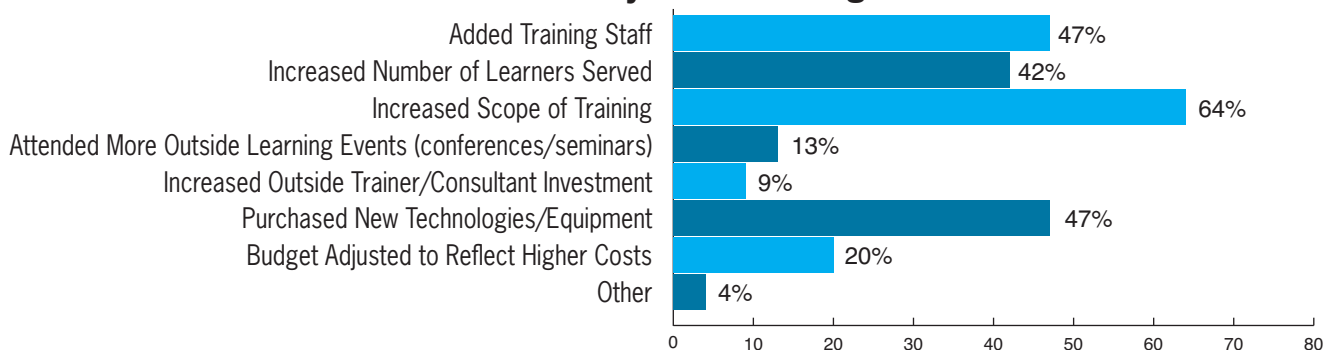
Like the last eight years, the highest percentage of organizations (17 percent) said management/supervisory training will receive more funding than the year before, but all the other categories followed closely behind, including: customer service training and onboarding (15 percent); and executive development, IT/systems training, mandatory or compliance training, and profession/industry-specific training (13 percent). On average, organizations plan to allocate the most funding to customer service training at \$1.4 million; profession/industry-specific training at \$890,335; IT/systems training at \$743,083; and mandatory compliance training at \$675,985.

The highest priorities for training in terms of allocating resources in 2020 are: increasing the effectiveness of training programs (30 percent vs. 37 percent last year), reducing costs/improving efficiency (19 percent vs. 14 percent in 2019), increasing learner usage of training programs (17 percent this year vs. 12 percent last year), and measuring the impact of training programs (12 percent vs. 18 percent last year). Learning infrastructure and obtaining revenue through external training remain low priorities at 5 and 2 percent, respectively.

How Much Did Your Training Budget Increase?

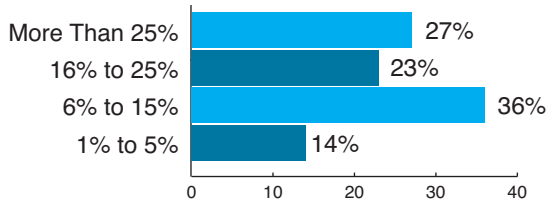


Why Did Your Budget Increase?

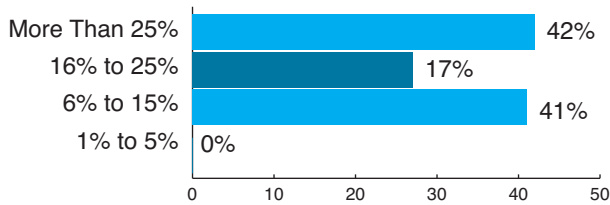


How Much Did Your Training Budget Decrease?

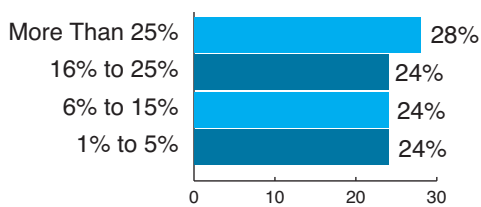
All Companies



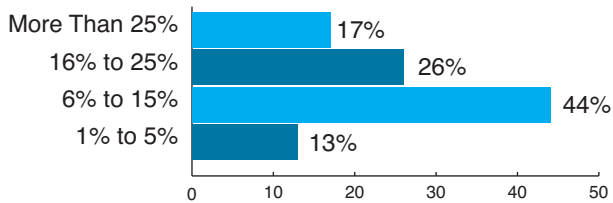
Small Companies



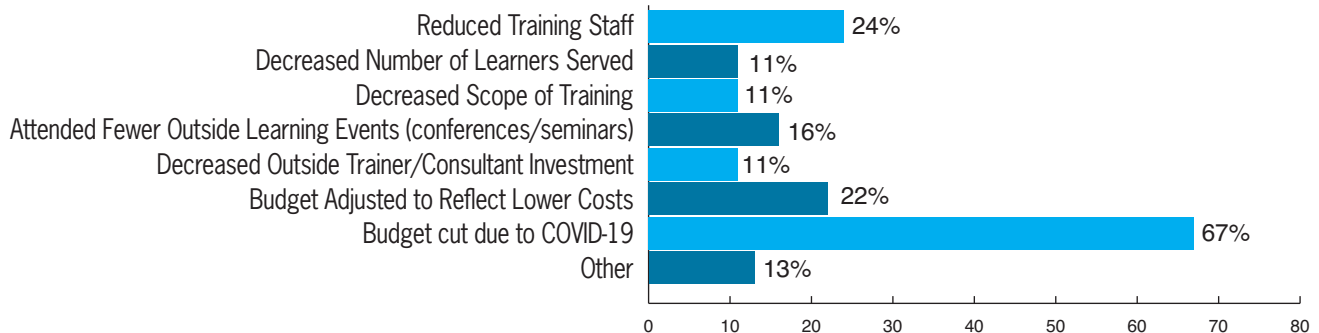
Midsize Companies



Large Companies

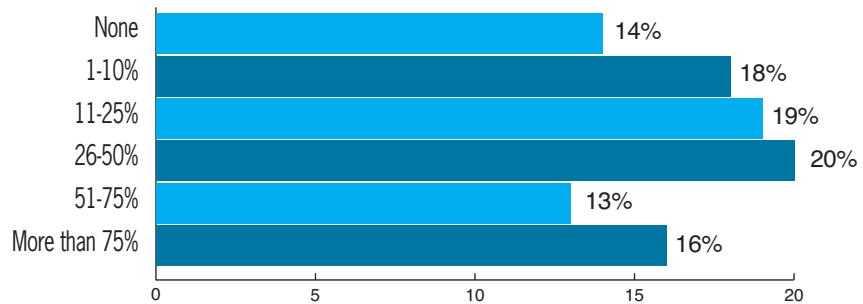


Why Did Your Budget Decrease?

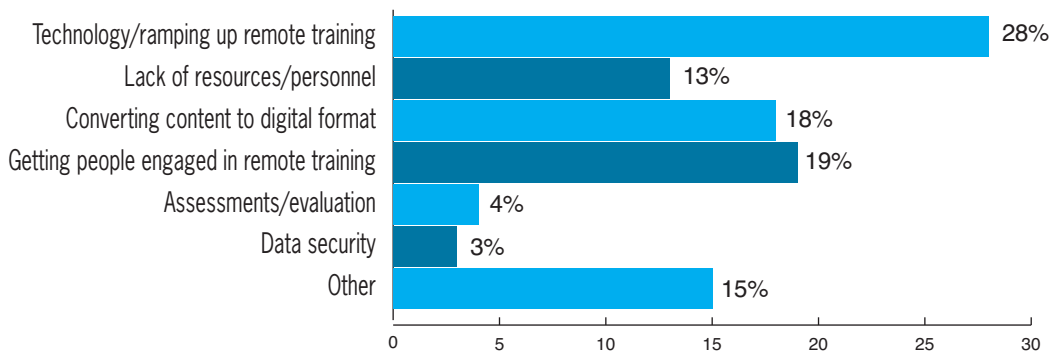


TRAINING DELIVERY

How much of your organizational training has been put on hold during the COVID-19 pandemic?”



What have been your biggest training challenges during the pandemic?



In terms of training delivery post-pandemic, the majority of respondents (54 percent) indicated they plan to return to some classroom training while maintaining some of the remote learning instituted during the crisis.

TRAINING DELIVERY

This year's survey included three new questions to help understand the effects of COVID-19 on training delivery. In terms of how much organizational training has been put on hold during the pandemic, the breakdown of responses was fairly equal for each set of percentages. The highest percentage of responses (20 percent) was at 26 to 50 percent of training being put on hold, followed closely by 11 to 25 percent of training (19 percent) and 1 to 10 percent of training (18 percent). Some 16 percent of respondents indicated more than 75 percent of training was put on hold, while another 14 percent said none was.

In terms of the biggest training challenges during the pandemic, the top choice was technology/ramping up remote training at 28 percent, followed by getting people engaged in remote training (19 percent) and converting content to digital format (18 percent). Organizations did not seem as concerned about assessments/evaluation (4 percent) or data security (3 percent).

Some 15 percent of respondents chose "Other," with answers such as:

- Agile development
- Competing priorities—training does not float to the top when we are talking life and death; our priority is keeping people safe.
- Executive support and engagement
- Facility space to accommodate social distancing mandates
- Health and safety issues

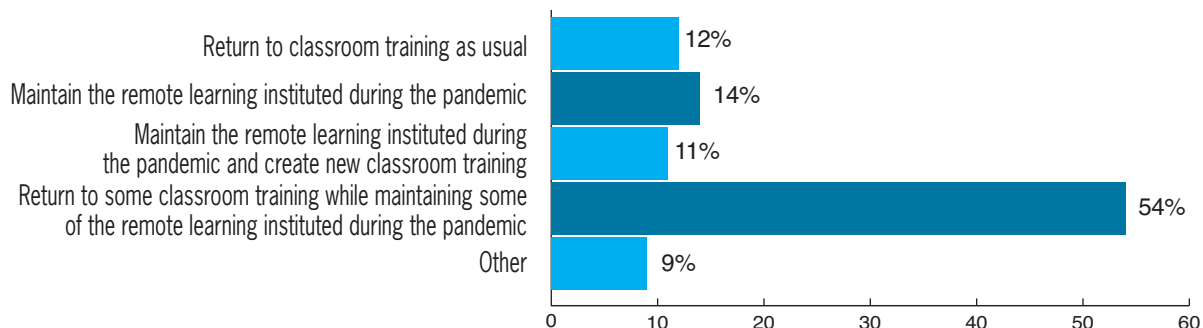
- Inability to have physical contact
- Launching new initiatives
- Reduced hours and workforce

Looking ahead at organizations' plans regarding training delivery post-pandemic, the majority (54 percent) indicated they plan to return to some classroom training while maintaining some of the remote learning instituted during the crisis. Some 12 percent said they plan to return to classroom training as usual, while 11 percent said they would maintain the remote learning instituted during the pandemic and create new classroom training. Another 14 percent indicated they would stay the current course and maintain the remote learning instituted during the pandemic.

For the 9 percent who chose "Other," answers included:

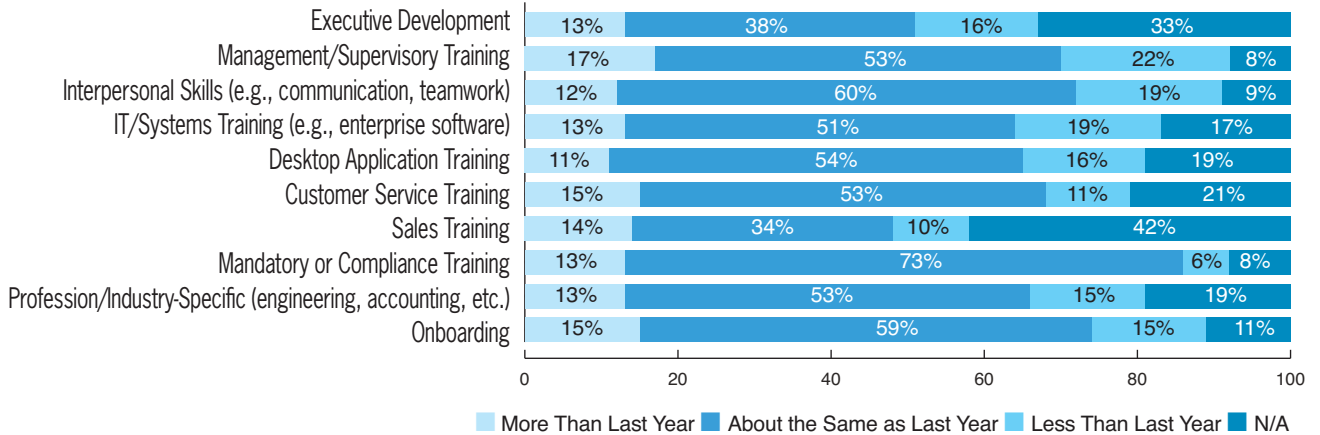
- Reduce training
- Plans will be determined by the ability to travel, if COVID-19 resurges, and global conditions.
- Determine ways to expand virtual classroom training as needed and/or create new virtual training
- We already used remote learning for most of our training. In-person training only makes up about 10 percent of our corporate training initiatives, so we will keep that ratio going forward.
- We're online through December at this point, but we're being fluid and following the guidance of the governor and medical leaders.

Post-COVID-19, what are your organization's plans regarding training delivery?



TRAINING BUDGETS

Projected Funding for Learning Areas Next Year



TRAINING DELIVERY

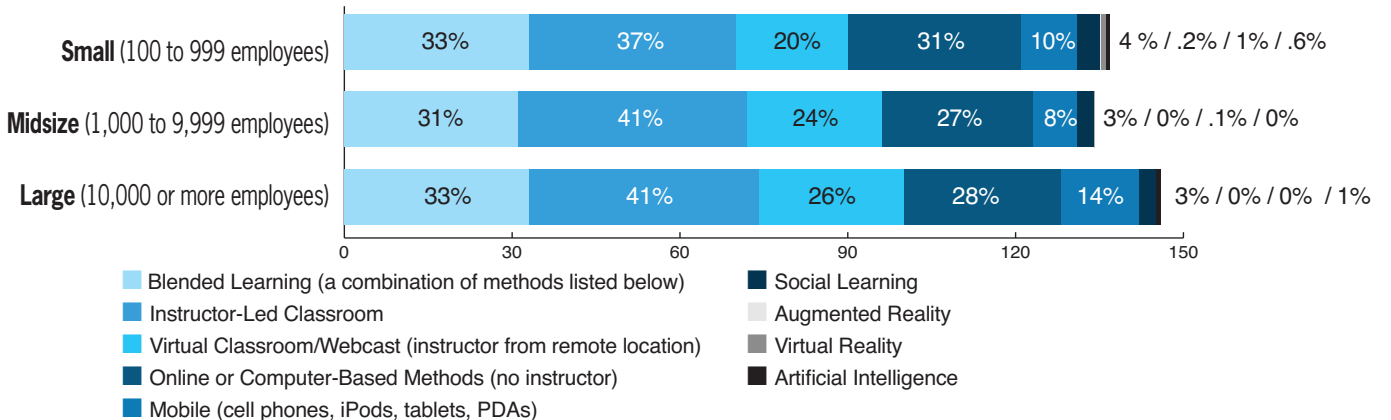
Some 33 percent of hours were delivered with blended learning techniques, up from 28 percent last year.

- 40 percent of training hours were delivered by a stand-and-deliver instructor in a classroom setting—the same as last year.
- 29 percent of hours were delivered via online or computer-based technologies, also the same as last year. Virtual classroom/Webcast accounted for 23 percent of hours delivered, up from 15 percent in 2019.
- 10 percent of training hours were delivered via mobile

devices, doubling the number from 2019. This year, 3.5 percent of training hours were delivered via social learning (vs. 5.5 percent last year). New technologies such as augmented reality (.1 percent), virtual reality (.5 percent), and artificial intelligence (.5 percent) were not widely used.

Blended learning is used exclusively or mostly (90 to 100 percent of the time) by 11 percent of the organizations. More companies (40 percent) use it for 10 to 29 percent of their training. Most organizations are using a mixture of blended

Training Delivery Methods by Company Size 2020



TRAINING DELIVERY

learning, instructor-led, virtual classroom, and online methods.

Mandatory or compliance training continued to be done mostly online, with 92 percent of organizations doing at least some of it online and 42 percent entirely online (up from 29 percent last year). Online training also often is used for interpersonal skills training (62 percent), IT/systems training (60 percent), management/supervisory training (58 percent), desktop application training (56 percent), profession/industry-specific training and onboarding (both at 53 percent), and customer service training (47 percent). Online training was least used for sales training (36 percent) and executive development (29 percent).

In terms of technology usage, of the nine learning technologies presented, the most often used included:

- Learning management systems (LMSs) at 84 percent, up from 82 percent last year, followed by virtual classroom/Webcasting/video broadcasting at 83 percent (up from 75 percent last year). Some 95 percent of large companies and 86 percent of midsize ones currently use LMSs vs. 75 percent of small companies.
- Rapid e-learning tools (46 percent, down from 48 percent last year)
- Mobile applications at 43 percent (up from 34 percent in 2019)

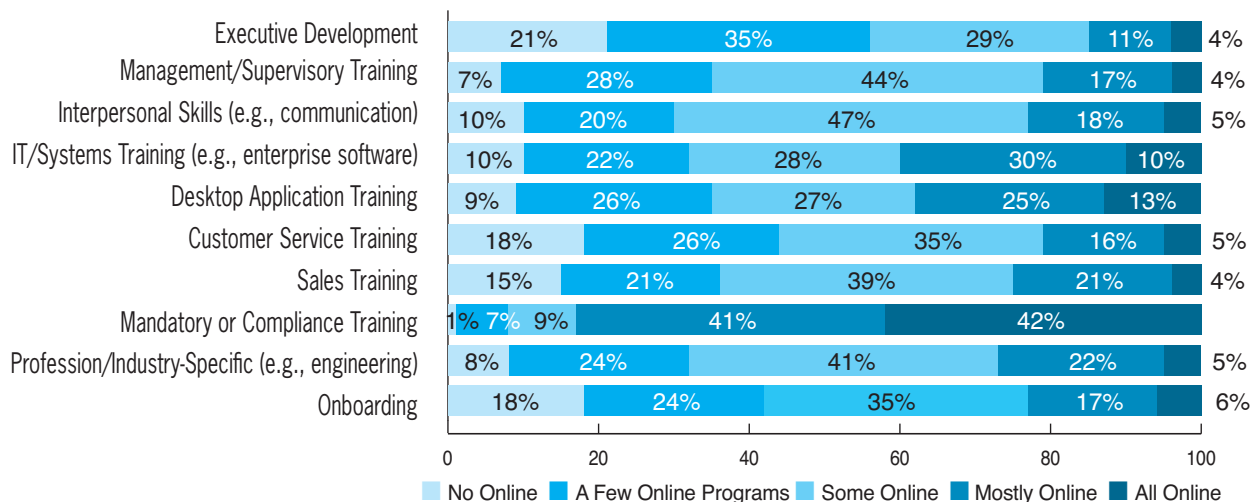
- Application simulation tools (30 percent, down from 39 percent last year)
- Learning content management systems (LCMSs) at 31 percent (up from 27 percent last year)
- Online performance support (EPSS) or knowledge management systems at 27 percent (down 1 percent from last year)
- Podcasting at 24 percent (up from 21 percent last year)

The delivery methods least often used for training remained the same as last year:

- Virtual reality at 9 percent (same as last year)
- Augmented reality at 4 percent (down from 6 percent in 2019)
- Artificial intelligence at 6 percent (up from 4 percent last year)

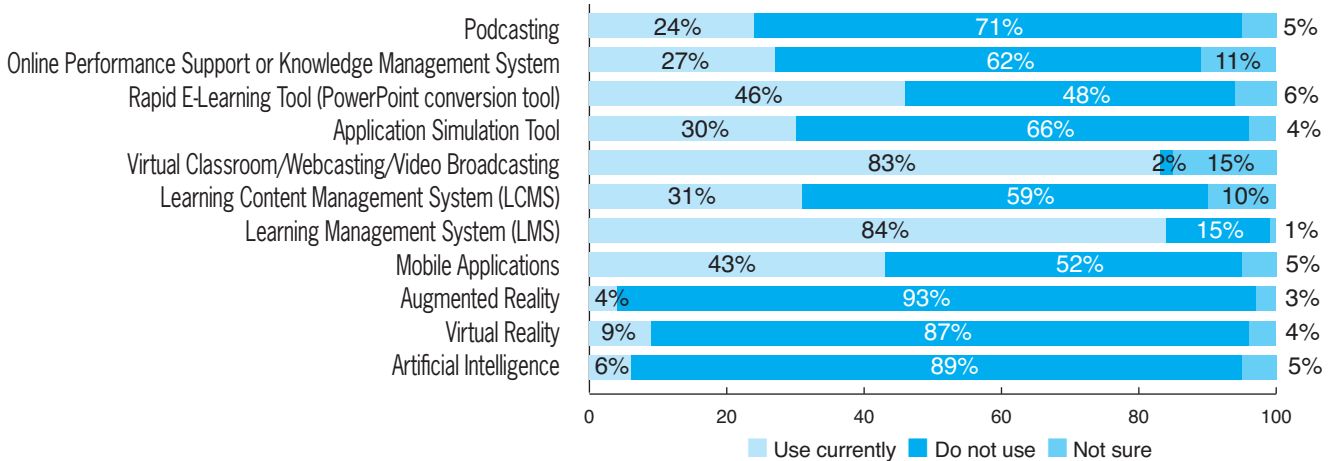
Large companies appear more inclined to experiment with these new technologies than small or midsize organizations: Some 17 percent of large companies currently are using virtual reality and artificial intelligence and 6 percent are using augmented reality, while 10 percent or less of small and midsize companies are using virtual reality and 5 percent or less are using the other two technologies.

Online Method Use for Types of Training

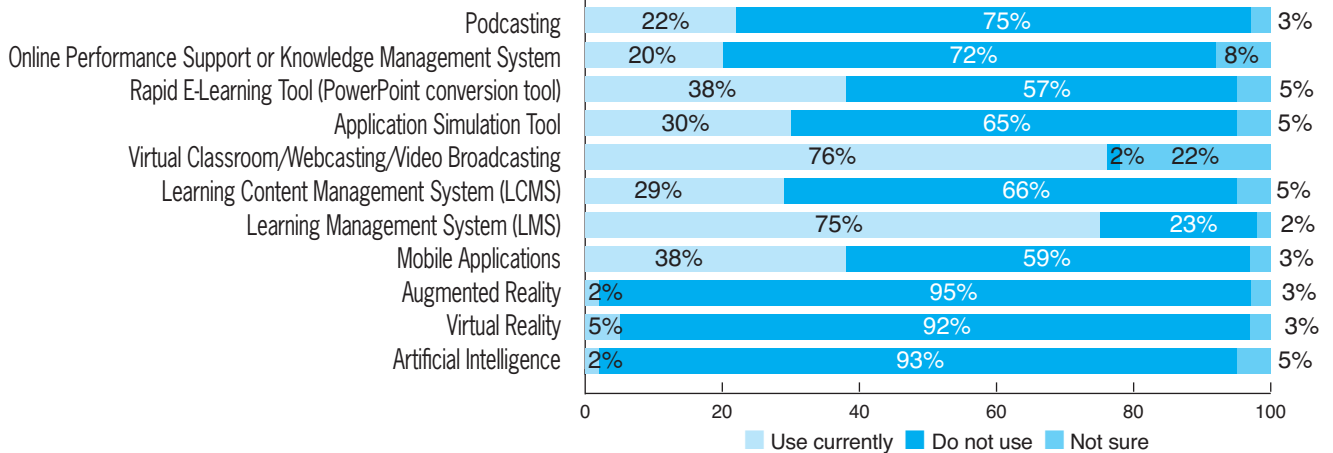


TRAINING DELIVERY

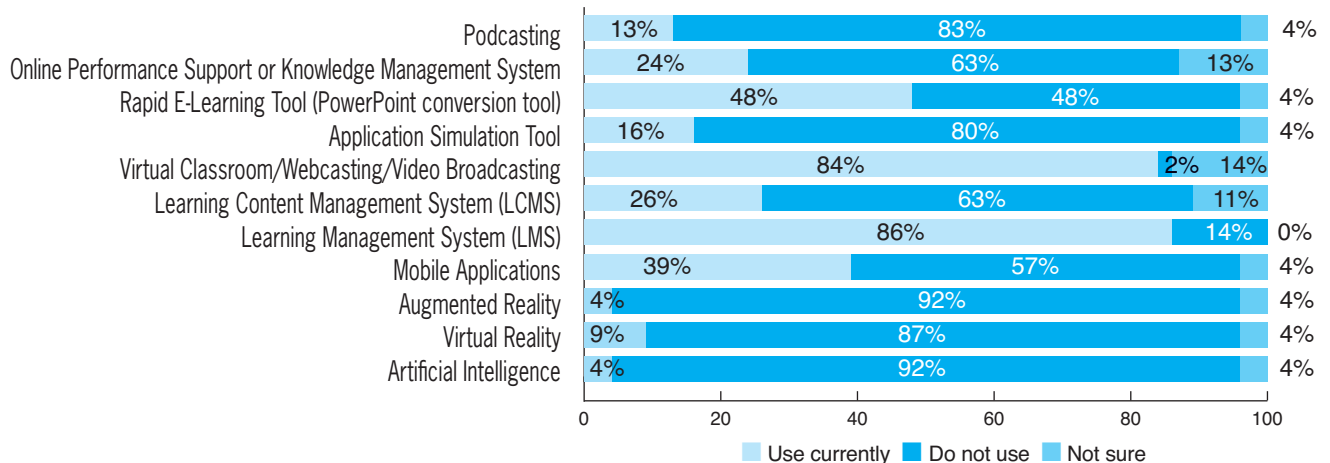
Learning Technologies Current Usage All Companies



Small Companies

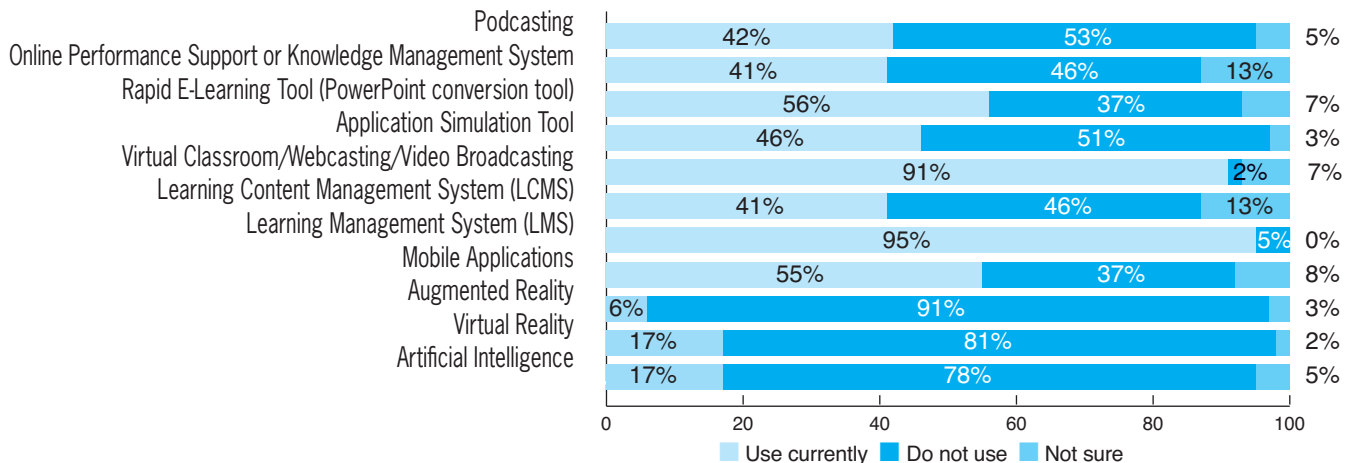


Midsize Companies



TRAINING DELIVERY

Learning Technologies Current Usage Large Companies



TRAINING OUTSOURCING

2020 saw an increase in the average expenditure for training outsourcing: \$417,375, up from \$378,490 in 2019. Large companies on average spent \$1.6 million vs. \$77,213 for midsize companies and \$96,640 for small ones. An average of 11 percent of the total training budget was spent on outsourcing in 2020 vs. 8 percent in 2019.

On average, 26 percent of companies mostly or completely outsourced LMS operations/hosting (down from 28 percent last year), while learner support and LMS administration largely were handled in-house (83 percent and 81 percent, respectively).

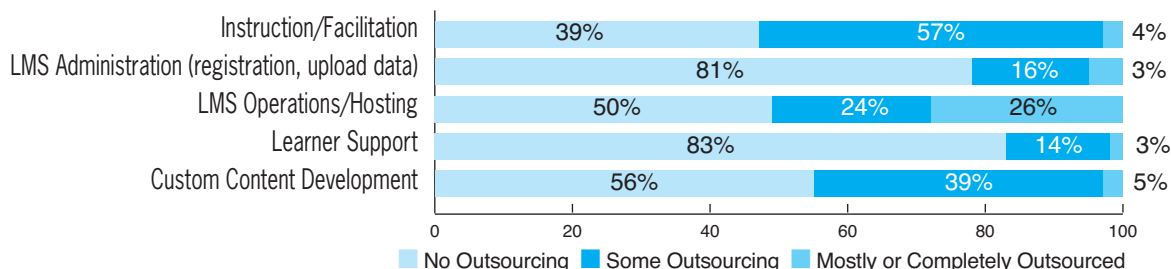
More instruction/facilitation was outsourced than handled in-house (61 percent vs. 39 percent). Across all the topic areas, small and midsize companies outsourced about the same, and large companies somewhat more. In the areas of custom

content development and learner support, the larger the company, the greater the outsourcing.

The level of outsourcing is expected to stay relatively steady in 2021—some 84 percent of organizations said they expect to stay the same in the outsourcing area. The percentage of companies expecting to increase outsourcing (7 percent) is slightly lower than those expecting to use outsourcing less (9 percent). More than half of respondents said they don't plan to outsource learner support or LMS administration in the next 12 months.

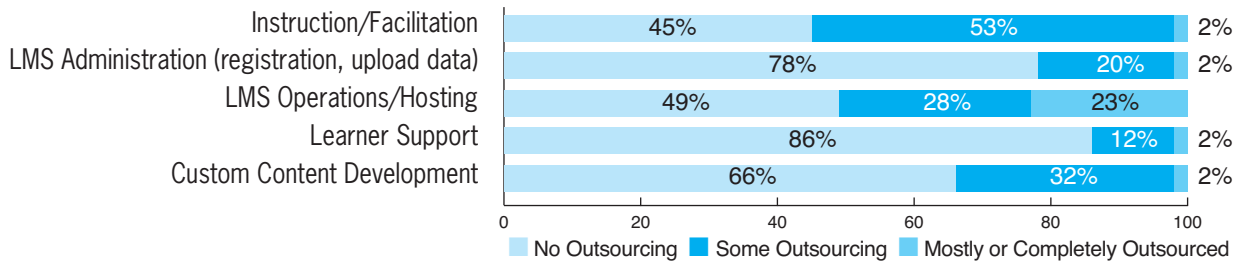
With respect to company size, large companies expect a bigger increase in outsourcing than either small or midsize companies. Midsize companies are more likely to report that they don't and won't outsource.

Extent of Outsourcing All Companies

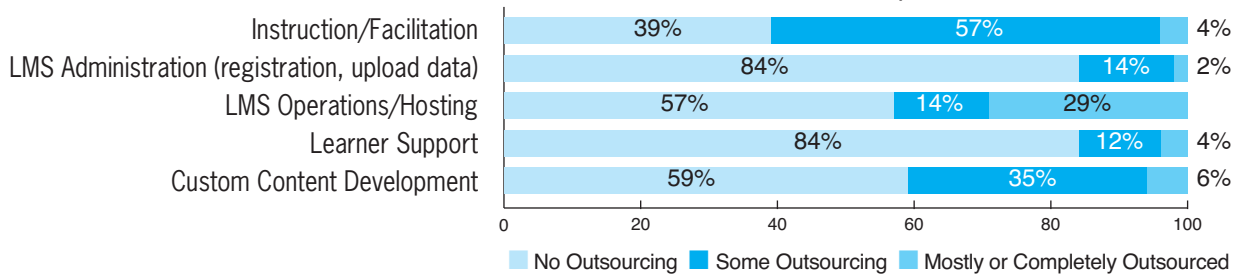


TRAINING OUTSOURCING

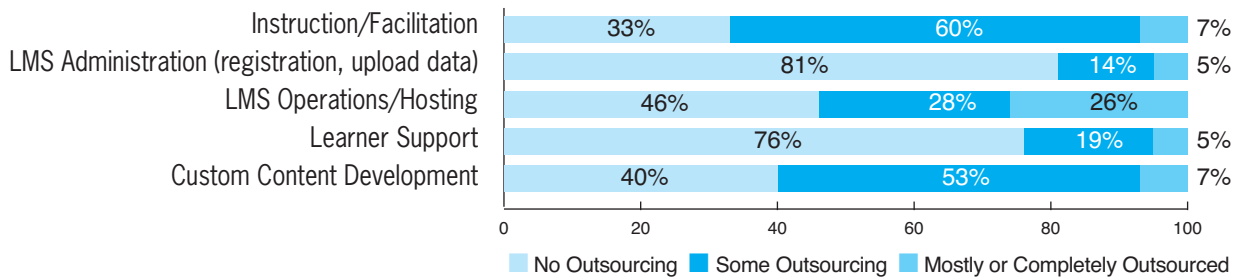
Extent of Outsourcing Small Companies



Midsize Companies

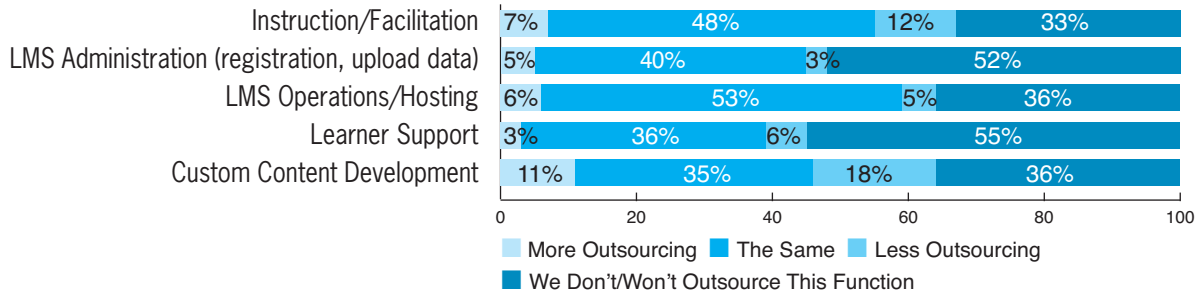


Large Companies

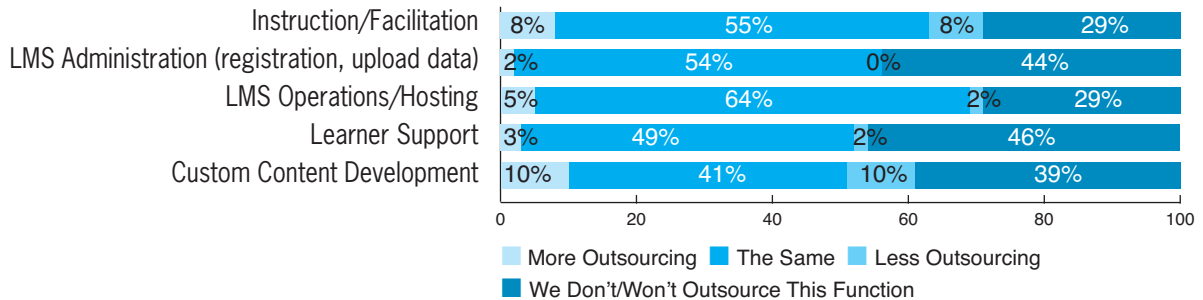


For 2021, large companies expect a bigger increase in outsourcing than either small or midsize companies. Midsize companies are more likely to report that they don't and won't outsource.

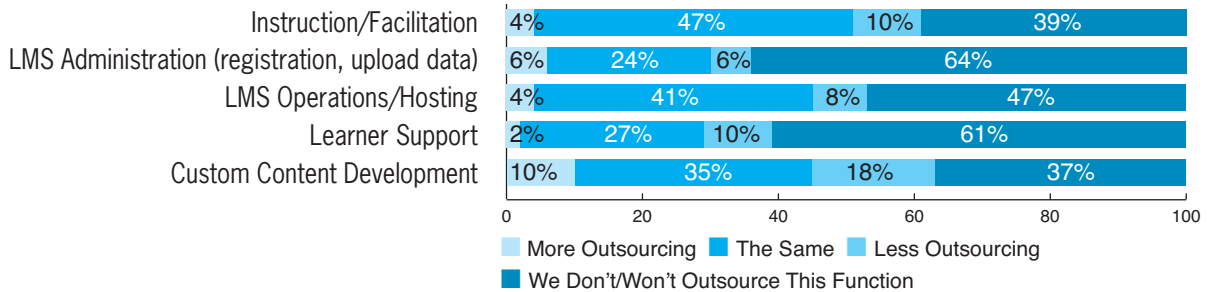
Projected Use of Outsourcing All Companies



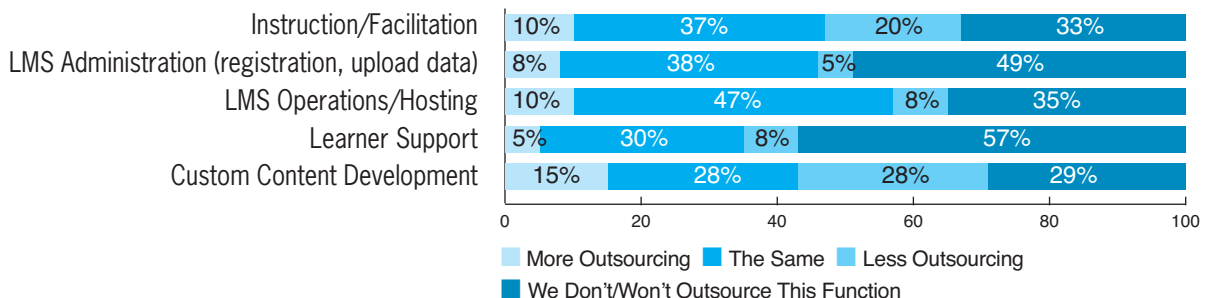
Small Companies



Midsized Companies



Large Companies





Healthier Paychecks

Average trainer salaries grew nearly 3 percent in 2019-2020 to \$87,658, according to *Training's* annual Salary Survey.

Despite the onset of the COVID-19 pandemic, average training salaries grew nearly 3 percent in 2019-2020 to \$87,658, according to *Training* magazine's annual Salary Survey of 1,089 readers, which ran from late March to May 2020. The average increase in salary in the last 12 months (not including a promotion or change of employer) was 3 percent, the same as in 2018-2019. The majority (54 percent) of respondents typically work between 40 and 44 hours per week. Some 34 percent of respondents said their salary was low relative to their responsibilities, while another 54 percent said it was equitable (vs. 43 and 47 percent, respectively, the prior year). Some 12 percent believe they are well paid relative to their responsibilities (up from 10 percent last year). Fifty percent of respondents said they received a bonus in 2019, and 51 percent are eligible for one this year. The average cash bonus was \$9,311, down

a bit from \$9,998 the year before.

Eight percent of respondents said employers asked them to take a pay cut in 2019-2020, up from 1 percent the previous year. Some 37 percent of respondents said their organizations cut budgets in the last 12 months, 4 percent more than in 2018-2019. Travel was trimmed by 53 percent of respondents' organizations, up from 31 percent last year, primarily due to COVID-19 lockdowns. Some 16 percent froze salaries vs. 7 percent in 2018-2019. And 10 percent eliminated bonuses vs. 6 percent the prior year. Employee layoffs were noted by 19 percent, the same as last year.

Most Training professionals continue to enjoy what they do for a living, with 78 percent saying they wouldn't choose another career if they could do it all over again. Of those who preferred other careers, popular answers included architect, IT/computer/cybersecurity expert, and medical provider.

Training Salaries by Region

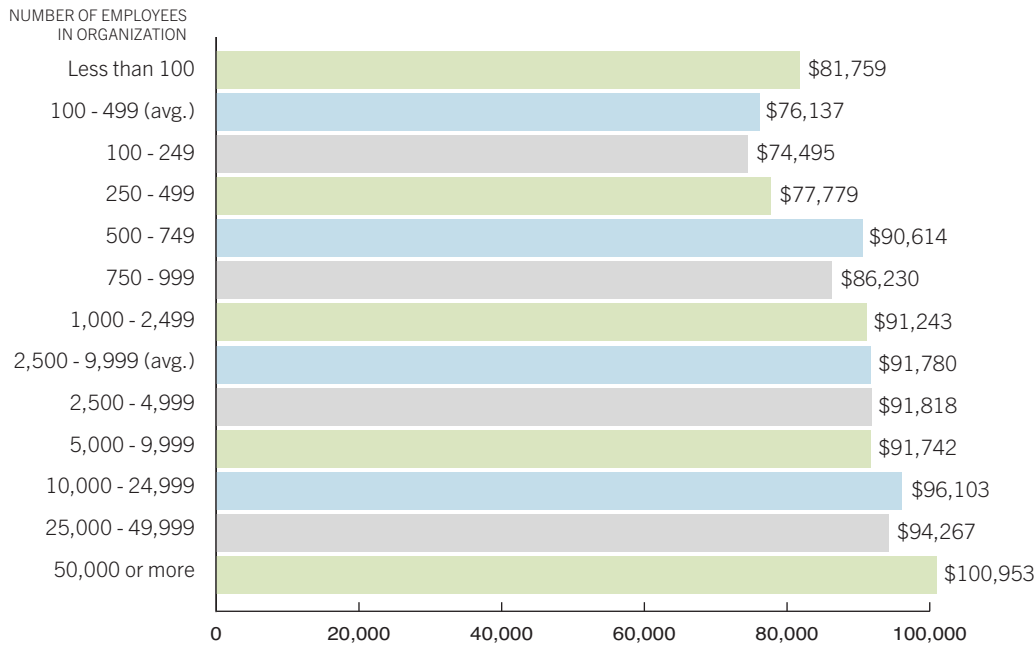
	PACIFIC	MOUNTAIN	CENTRAL	GREAT LAKES	NORTHEAST	SOUTHEAST	CANADA
Regional Average	\$97,649	\$74,538	\$82,257	\$84,555	\$98,841	\$89,022	\$85,408
2019 Regional Average	\$95,496	\$77,041	\$84,426	\$82,704	\$94,492	\$85,152	\$79,636
Executive-level management	\$110,000	\$73,800	\$107,750	\$111,783	\$163,900	\$125,125	\$55,000
Executive-level training/HRD manager	\$161,333	\$85,000	\$117,185	\$138,000	\$148,667	\$137,099	\$141,700
Training department manager (+5 trainers)	\$113,019	\$116,000	\$105,909	\$130,900	\$132,424	\$101,795	\$92,857
Training department manager (1-5 trainers)	\$119,412	\$82,375	\$86,598	\$84,605	\$103,574	\$98,003	\$99,615
One-person training department	\$82,643	\$65,066	\$70,550	\$77,429	\$83,364	\$70,035	\$86,333
Information technology training manager	\$100,000	N/A	\$111,750	N/A	N/A	\$92,000	N/A
Classroom instructor/trainer	\$85,612	\$66,353	\$61,606	\$73,571	\$84,353	\$71,084	\$59,468
Instructional designer	\$79,198	\$77,888	\$75,817	\$75,523	\$78,701	\$76,119	\$76,208
CBT/Web/multimedia programmer/designer/manager	N/A	\$112,900	\$74,167	\$68,333	\$92,333	\$93,486	N/A
Management/career/organizational development specialist	\$112,897	\$84,000	\$77,269	\$75,709	\$98,608	\$92,150	\$85,250
Independent consultant or other "outside" provider of training/HRD goods and services	\$72,375	\$71,250	\$125,730	\$103,857	\$90,889	\$97,100	\$84,375
Personnel manager/specialist	\$57,000	\$52,500	\$86,900	\$63,500	\$96,000	\$88,125	\$97,250
Line or staff manager other than training/HRD, personnel or IT	\$110,000	\$65,832	\$65,417	\$93,240	\$90,141	\$80,021	\$104,750
Professor/teacher/other education	\$69,500	\$64,068	\$111,250	\$79,500	N/A	\$79,715	N/A

EXCLUSIVE SALARY SURVEY

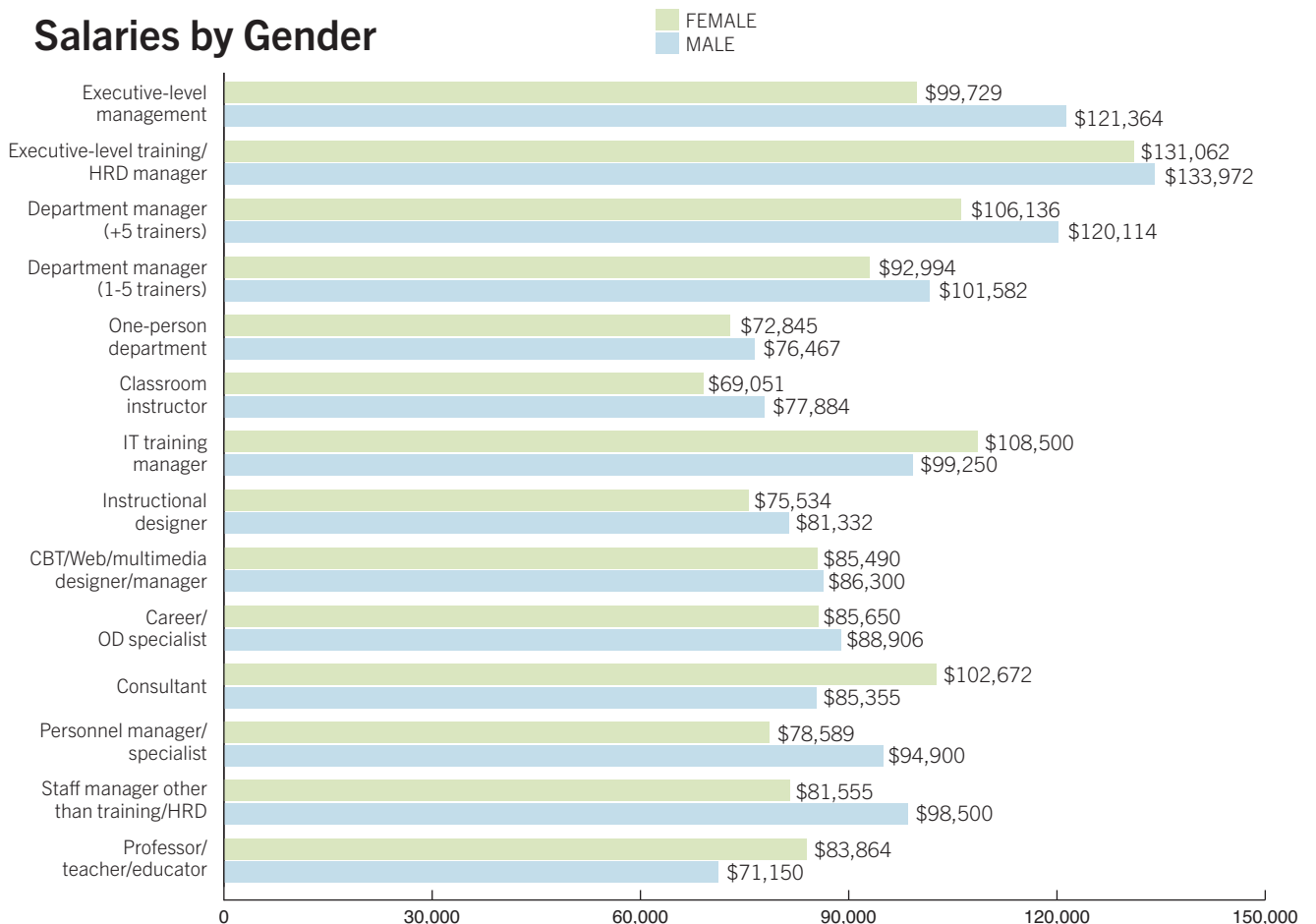
Job Category	Overall Average	2019 Overall Average	Fewer than 100 employees	100-499
Average Salary	\$87,658	\$85,116	\$80,872	\$75,987
Executive-level management (e.g., CEO, CLO, CIO)	\$108,531	\$126,603	\$102,815	\$64,500
Executive-level training/HRD manager - other training managers report to you	\$132,947	\$139,878	\$80,830	\$115,417
Training department manager - more than five full-time trainers/learning specialists report to you	\$111,116	\$102,259	\$69,750	\$96,583
Training department manager - between one and five full-time trainers/learning specialists report to you	\$95,575	\$89,181	\$79,289	\$79,201
One-person training department	\$73,994	\$78,604	\$58,608	\$74,769
Information technology training manager	\$103,875	\$95,923	N/A	N/A
Classroom instructor/trainer	\$72,083	\$67,870	\$75,520	\$57,629
Instructional designer	\$77,403	\$73,805	\$72,269	\$70,503
CBT/Web/multimedia programmer/designer/manager	\$85,814	\$85,833	\$97,500	\$143,000
Management/career/organizational development specialist	\$86,451	\$80,814	\$44,071	\$88,436
Independent consultant or other "outside" provider of training/HRD goods and services	\$94,862	\$100,896	\$87,864	N/A
Personnel manager/specialist	\$84,414	\$75,777	\$67,500	\$57,000
Line or staff manager other than training/HRD, personnel or IT (e.g., sales, operations, manufacturing)	\$85,115	\$69,554	\$85,250	\$71,637
Professor/teacher/other education	\$77,507	\$77,033	\$66,700	\$75,000
Industry				
Manufacturing	\$96,266	\$86,960	\$116,000	\$84,854
Retail/wholesale/distribution	\$89,292	\$85,048	\$71,159	\$59,000
Finance/banking/real estate/insurance	\$87,887	\$81,643	\$85,547	\$75,058
Business services/hospitality	\$92,507	\$85,076	\$68,300	\$80,857
Communications	\$82,877	\$73,867	\$67,250	\$59,375
Transportation/utilities	\$97,335	\$99,649	\$71,625	\$88,400
Health/medical services	\$91,168	\$87,001	\$75,033	\$74,678
Educational services/academic institution	\$75,474	\$68,673	\$78,958	\$68,132
Government/military	\$79,856	\$83,967	\$104,560	\$65,906
Consulting	\$93,903	\$110,653	\$89,241	\$101,767
Supplier to the training industry	\$76,273	\$93,921	\$72,667	N/A
Gross Sales/Fees				
Less than \$1 million	\$72,768	\$76,848	\$73,824	\$62,769
\$1 million to \$49.9 million	\$77,460	\$76,300	\$86,643	\$71,519
\$50 million to \$399.9 million	\$90,876	\$83,881	\$121,800	\$89,453
\$400 million to \$999.9 million	\$90,559	\$85,255	\$126,133	\$119,500
\$1 billion to \$9.9 billion	\$99,473	\$94,355	N/A	\$89,667
\$10 billion or more	\$103,172	\$92,059	N/A	N/A
Education				
No college degree	\$74,394	\$75,468	\$44,345	\$62,124
Associate's degree	\$74,089	\$71,013	\$87,600	\$64,014
Bachelor's degree	\$88,369	\$85,487	\$82,226	\$83,026
Master's degree	\$90,059	\$88,492	\$83,491	\$75,788
Doctoral degree	\$98,761	\$91,035	\$83,044	\$84,138
Years of Experience				
3 years or less	\$70,255	\$66,900	\$56,886	\$62,095
4 to 7 years	\$76,542	\$72,756	\$70,422	\$64,433
8 to 12 years	\$86,401	\$83,808	\$79,063	\$86,503
13 years or more	\$95,576	\$97,576	\$89,697	\$82,582

500-749	750-999	1,000-2,499	2,500-9,999	10,000-24,999	25,000-49,999	50,000 or more
\$92,517	\$87,381	\$86,097	\$93,732	\$91,085	\$98,482	\$97,392
\$137,850	\$148,250	N/A	\$225,000	\$92,000	N/A	\$158,000
\$162,500	N/A	\$124,500	\$142,167	\$150,309	\$174,544	\$111,757
\$116,333	\$116,000	\$96,085	\$104,470	\$147,600	\$106,600	\$148,829
\$110,459	\$94,627	\$91,881	\$107,630	\$100,074	\$99,551	\$109,665
\$67,892	\$105,333	\$69,711	\$86,193	\$90,257	\$76,206	\$71,500
N/A	N/A	\$125,000	\$100,000	\$92,000	N/A	\$98,500
\$66,550	\$65,127	\$67,653	\$77,943	\$64,853	\$87,213	\$87,959
\$81,383	\$72,455	\$67,737	\$79,682	\$74,726	\$80,007	\$82,102
\$60,000	N/A	\$76,038	N/A	\$96,983	\$75,860	\$75,625
\$73,000	\$100,300	\$95,396	\$72,493	\$93,288	\$99,940	\$117,275
\$82,500	\$140,000	N/A	\$82,500	\$111,945	\$113,500	\$114,556
N/A	N/A	\$79,767	\$90,875	\$125,000	N/A	\$97,250
\$65,016	\$87,000	\$94,417	\$85,800	\$73,711	\$141,000	\$107,833
\$59,507	\$65,000	\$78,856	\$79,333	\$53,000	\$178,000	N/A
\$69,733	\$85,000	\$91,756	\$92,563	\$115,236	\$100,253	\$95,811
\$156,267	\$101,000	\$74,067	\$79,913	\$108,000	\$106,650	\$81,040
\$91,580	\$81,000	\$96,654	\$83,298	\$92,856	\$99,084	\$90,244
\$140,000	\$102,375	\$94,750	\$88,525	\$79,091	\$123,667	\$116,367
\$68,500	N/A	\$111,833	\$67,500	\$72,375	N/A	\$96,628
\$98,750	\$67,850	\$84,250	\$109,004	\$131,769	\$93,075	\$89,792
\$79,806	\$83,485	\$72,057	\$105,837	\$79,549	\$92,509	\$100,621
\$72,713	\$66,252	\$73,713	\$71,900	\$75,973	\$100,624	\$66,500
\$92,674	\$61,250	\$73,953	\$82,192	\$76,852	\$102,274	\$80,970
\$107,500	N/A	\$110,875	\$88,750	\$107,267	\$117,750	\$100,571
N/A	N/A	N/A	\$75,000	N/A	N/A	\$110,000
\$66,000	\$52,500	\$66,100	\$115,667	\$60,500	N/A	\$78,000
\$76,295	\$72,169	\$83,896	\$76,815	\$76,053	\$67,750	\$62,000
\$92,736	\$133,556	\$87,869	\$83,920	\$67,908	\$66,333	\$90,083
\$131,260	\$71,000	\$87,750	\$88,809	\$86,744	\$82,300	\$78,568
\$167,125	\$79,592	\$104,023	\$94,683	\$93,132	\$111,139	\$98,102
N/A	N/A	\$110,900	\$88,821	\$109,312	\$95,767	\$105,104
\$73,640	\$65,667	\$76,364	\$80,933	\$88,727	\$104,633	\$77,031
\$76,000	\$70,350	\$73,385	\$73,334	\$68,500	\$77,250	\$81,222
\$106,407	\$87,495	\$90,800	\$93,281	\$88,689	\$82,335	\$90,780
\$88,141	\$89,843	\$82,828	\$92,866	\$96,280	\$102,141	\$105,859
\$106,967	\$95,750	\$102,944	\$81,563	\$91,900	\$123,019	\$123,325
\$89,833	\$68,250	\$61,001	\$74,364	\$79,992	\$73,167	\$87,953
\$75,700	\$78,484	\$82,294	\$79,579	\$76,022	\$92,262	\$82,362
\$72,447	\$81,251	\$86,410	\$84,205	\$102,388	\$76,864	\$105,063
\$107,360	\$103,560	\$93,615	\$96,439	\$92,848	\$109,595	\$102,277

Training Salaries by Number of Employees Trained

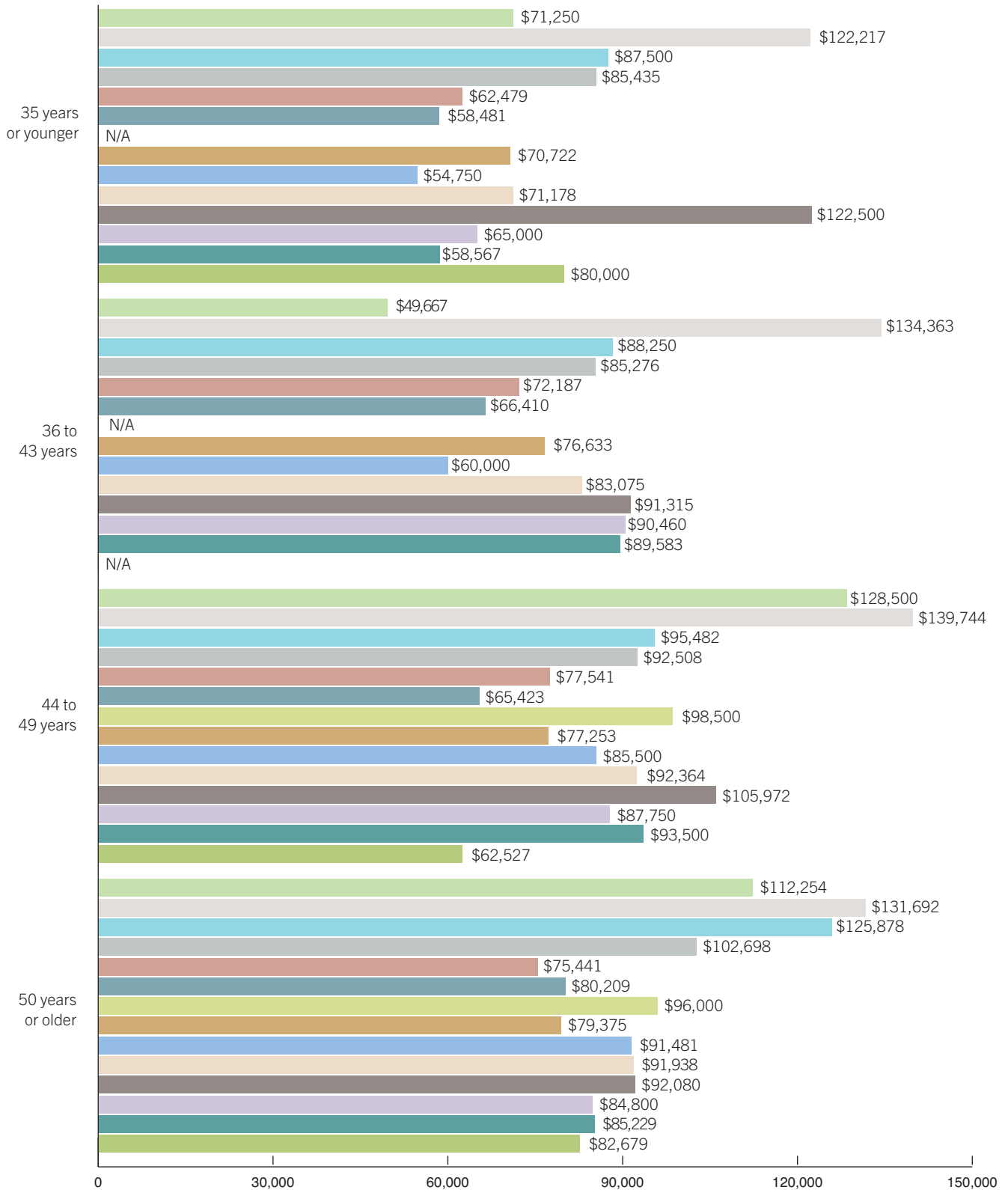


Salaries by Gender



Salaries by Age

- Executive-level management
- Executive-level training/HRD manager
- Department manager (more than 5 trainers)
- Department manager (1-5 trainers)
- One-person department
- Classroom instructor
- IT training manager
- Instructional designer
- CBT/Web/multimedia designer/manager
- Career/OD Specialist
- Consultant
- Personnel manager/specialist
- Staff manager other than training/HRD
- Professor/teacher/educator





Training magazine reveals the results of its crowd-sourced vendor awards program.

The votes are in, and *you* have spoken! *Training* magazine is proud to unveil the winners of the 2020 Training Magazine Network Choice Awards—*Training's* crowd-sourced vendor awards program.

Training Magazine Network (TMN) has always been a highly engaged and vocal community, as evidenced by the chat conversations and peer learning happening before, during and after TMN Webinars. In an effort to tap into this highly experienced community's expertise and "share what works" with all of *Training's* audiences, we once again invited TMN's 171,000-plus-member community to cast their votes for the vendor partners they find to provide the most effective tools and solutions for their work, in six categories:

- Authoring Tools
- Custom Content/Program Development
- Gamification
- Leadership Development
- Learning Portal/Learning Management System (LMS)
- Measurement, Testing, and Assessment

An alphabetical list in each of the six categories was compiled based on *Training* magazine and Training Magazine Network's own industry data and research and included vendor companies that both have and have not done business or partnered with *Training* magazine and its affiliates. Voters also had the opportunity to enter a preferred vendor product or solution if the tool they wished to rank was not listed.

The voting was held online June 1-September 30, 2020. Some 6,441 votes were cast by 2,946 unique respondents for 459 companies. Participants could submit a survey ballot in as many of the six categories as were applicable to them, but only one ballot per voter per category was permitted; multiple employees from the same company *were* permitted to vote. Winners were determined by a combination of the total number of votes received and an average weighted score based on effectiveness. Because of this determination, there is *not* a set number of winners per category.

The winners are listed on the following pages. In tandem with the Choice Awards, TMN created an online directory, which highlights the Training Magazine Network Choice Award winners and will be updated with new honorees each year. Visit: www.trainingmagnetwork.com/awards



Authoring Tools

Adobe	www.adobe.com
Articulate	www.articulate.com
C3 SoftWorks	www.c3softworks.com
dominKnow	www.dominknow.com
ej4	www.ej4.com
eLearning Brothers	www.elearningbrothers.com
iSpring	www.ispringsolutions.com
mysimpleshow	www.mysimpleshow.com
Panopto	www.panopto.com
TechSmith	www.techsmith.com
The Bob Pike Group	www.bobpikegroup.com
The Game Agency	www.thegameagency.com
UMU	www.umu.com
Vyond	www.vyond.com



Custom Content/ Program Development

Allen Interactions	www.alleninteractions.com
American Management Association	www.amanet.org
Artisan e-Learning	www.artisanelearning.com
Cinécraft Productions	www.cinecraft.com
CoreAxis	www.coreaxis.com
Dale Carnegie	www.dalecarnegie.com
eLearning Brothers	www.elearningbrothers.com
mysimpleshow	www.mysimpleshow.com
Pryor Learning	www.pryor.com
Results Training Group	www.resultstraininggroup.com
Tesseract Learning	www.tesseractlearning.com
The Bob Pike Group	www.bobpikegroup.com
TrainingPros	www.training-pros.com



Gamification

Allen Interactions	www.alleninteractions.com
Artisan E-Learning	www.artisanelearning.com
eLearning Brothers	www.elearningbrothers.com
HRDQ	www.hrdqstore.com
RSVP Design Experiential Learning	www.rsvpdesign.co.uk
Sententia Gamification	www.sententiagamification.com
Syneos Health Learning Solutions	www.syneoshealth.com/solutions/commercialization/training-and-learning-solutions
Tesseract Learning	www.tesseractlearning.com
The Bob Pike Group	www.bobpikegroup.com
The Game Agency	www.thegameagency.com
Trainers Warehouse	www.trainerswarehouse.com

2020 Training Magazine Network Choice Awards Winners



Abilitie	www.abilitie.com
American Management Association	www.amanet.org
Box of Crayons	www.boxofcrayons.com
Center for Creative Leadership	www.ccl.org
Crestcom International	www.crestcom.com
DDI	www.ddiworld.com
ej4	www.ej4.com
Franklin Covey	www.franklincovey.com
Harvard Business Publishing Corporate Learning	www.harvardbusiness.org
HRDQ	www.hrdqstore.com
The Arbinger Institute	www.arbinger.com
The Ken Blanchard Companies	www.kenblanchard.com
The Myers & Briggs Company	www.themyersbriggs.com
VitalSmarts	www.vitalsmarts.com
Wilson Learning	www.global.wilsonlearning.com



Adobe	www.adobe.com
BenchPrep	www.benchprep.com
BizLibrary	www.bizlibrary.com
Brainier	www.brainier.com
Cornerstone OnDemand/Saba	www.cornerstoneondemand.com
Dale Carnegie	www.dalecarnegie.com
Degreed	www.degreed.com
Docebo	www.docebo.com
eLearning Brothers/KnowledgeLink	www.elearningbrothers.com
eThink Education	www.ethinkeducation.com
HRDQ-U	www.hrdqu.com
Pryor Learning	www.pryor.com
Skillsoft	www.skillsoft.com
Syneos Health Learning Solutions	www.syneoshealth.com/solutions/commercialization/training-and-learning-solutions
TalentLMS	www.talentlms.com



Measurement, Testing, & Assessment

Center for Creative Leadership

Dale Carnegie

DDI

Everything DiSC

Extended DISC

HRDQ

Korn Ferry

MHS Assessments

Mindmarker

NeuroLeadership Institute

ROI Institute

The Myers & Briggs Foundation

www.ccl.org

www.dalecarnegie.com

www.ddiworld.com

www.everythingdisc.com

www.extendeddisc.org

www.hrdqstore.com

www.kornferry.com

www.mhs.com

www.mindmarker.com

www.neuroleadership.com

www.roiinstitute.net

www.myersbriggs.org

2021 Training Magazine Network Choice Awards Voting

Voting for the 2021 Training Magazine Network Choice Awards will be open to Training Magazine Network (TMN) members from March 15, 2021, through July 15, 2021. If you are not a TMN member, please take a moment to join! This is a free Training and Learning and Development (L&D) member community, giving you 24/7

access to free training tools, Webinars, and other valuable resources. All active TMN members will receive invitations to cast their votes in the 2021 Training Magazine Network Choice Awards. Visit www.TrainingMagNetwork.com. For more information, e-mail: ChoiceAwards@TrainingMag.com.

What are the top Authoring Tools? |



The searching is OVER – Check out the 2020 Training Magazine Network Choice Awards Directory! This community of 171,000 of your L&D peers have voted on the tools and solutions they find most effective. Visit this free directory today!



<http://www.trainingmagnetnetwork.com/awards>

STRATEGIES FOR SUCCESS

Training magazine taps 2020 Training Top 125 winners and Top 10 Hall of Famers to provide their learning and development best practices in each issue. Here, we look at AAA Northeast's sales training and United Wholesale Mortgage's 7 plays to create a learning culture.

AAA Northeast's Sales Training

By Jacob Belaknois, CPCU, CPLP, Organizational Development Trainer, Human Resources, AAA Northeast

Historically in its sales training, AAA Northeast focused primarily on its Five Diamond service standards. This mindset is evolving, and we have implemented a Club-wide sales training program to expand and improve our sales capabilities across all business lines. This program started with the creation of a new position—corporate sales trainer—and has grown to impact all our revenue-generating business lines with specific, customized sales training since its inception in second quarter 2018.

The program aims to design, develop, and deliver customized sales training to our diverse business lines. This is no easy task as our business lines include: Automotive Services, Insurance, Travel, Financial Services, Membership, Membership Retention, Driving School, and Glass. As part of the needs analysis, our corporate sales trainer met with senior leadership from each business line to gain insight into the current and future state of sales training. This was a critical first step to ensure the training program aligned with key goals for the Club.

Program Details

The initial training sessions within each business line are all instructor-led classroom sessions. The classroom environment allows us to create an in-person foundation for the shift from service-only to sales as an extension of service. It also provides a more engaging and interactive environment. This format allows our corporate sales trainer to gauge the current skill level of our participants, which fosters more effective customized sessions in the future. Performance is tracked through key performance indicators (KPIs), and we utilize additional

training sessions to reinforce specific skill areas such as presenting the product, overcoming objections, cross-selling, and closing. We also conduct workshops for specific products to ensure our counselors have excellent product knowledge. The duration of the customized courses and subsequent sessions and performance management vary by business line.

Challenges and Solutions

One of the challenges of this program has been with consistent performance management to ensure the content covered in each session is applied and helps improve performance. The most effective approach is partnering with the leadership team within the specific business line to incorporate the key action items from the session into daily practice. Our level of success with this has varied by business line, but in all cases, the more collaboration between business line leaders and our corporate sales trainer, the more effective the results.

For a specific example, our Outbound Call Center - Member Retention team, which is responsible for proactively reaching out to our members to inform them their membership is past their renewal date, has seen a great improvement in their sales performance. Every member of our Member Retention team went through a full-day, in-person foundational sales course customized specifically to their role. This course required practical application of the concepts through role-plays in front of the class. Our Level 3 evaluation noted that "100 percent of participants were able to display the ability to follow our sales process and proactively inform members of our membership levels." Additionally, each member of the team went through a Personal Accountability course tailored toward their own job performance in relation to

obtaining their key performance metrics.

These courses were effective, but in addition, there was strong collaboration between Member Retention leadership, Training, and the Member Retention Quality analyst to ensure the new behaviors would be reinforced. The collaboration consisted of reviewing the quality evaluation form used to provide feedback to counselors on the level of service they provide. We were able to incorporate specific evaluation questions relating directly to sales skills such as product knowledge, listening, questioning, positioning, and overcoming objections. Every counselor receives multiple evaluations monthly, which allows for consistent feedback relative to job performance. In addition to the quality evaluations, each counselor receives structured monthly coaching sessions with leaders and the Quality analyst to review performance. There are also consistent team meetings and real-time feedback related to job performance. Ongoing sales reinforcement training sessions further enhance the overall effectiveness of our Member Retention team.

Results

The success of this program is captured by the improvement in our total number of membership upgrades. As a membership organization, we exist for our members and need to do everything possible to retain the members we have. One way we do this is by ensuring our members have the appropriate membership level to meet their needs. Additionally, members enrolled at a higher membership level renew at a higher rate, making membership upgrade a critical focus for our organization.

Prior to this training program in 2018, the Member Retention team upgraded 1,992 memberships. Since implementing this structured approach to sales training, quality monitoring, and leadership coaching, we obtained 4,293 upgrades in 2019, which is a 150 percent increase. Continued reinforcement of this program has resulted in 2,862 membership upgrades through August 2020, putting us on track to meet or exceed the number upgraded in 2019—all while in the midst of a pandemic during which many people are moving away from upgraded coverages.

United Wholesale Mortgage's 7 Plays to Create a Learning Culture

By Matt Boschi, Vice President, Training, United Wholesale Mortgage

To most clients (internal or external), the word, “training,” represents a graveyard of learning theory, acronyms, systems, processes, and cliché buzzwords that must be endured before they ever see results. Every client will tell you how much they value training, but most clients won't tell you that Learning and Development (L&D) professionals usually overwhelm them with what they perceive as useless information. Simply put, when L&D gurus start “talking training,” their clients start “tuning out” them out.

Most clients and learners are *not* L&D experts; they're just people who want people to perform better as a result of the training (instruction) provided in the workplace. Yet when clients reach out to us as “experts” for training help, they're bombarded with a litany of training phrases and terms that don't mean anything to *them*. This language barrier between business and training is killing team member performance (production). It's also why training often fails and why our training teams have such a hard time getting buy-in from clients and learners alike.

The big dig against training is that it's expensive and it usually doesn't work. To be fair, the critics aren't entirely wrong. The reason training “usually doesn't work” is because training is being done in environments that are not advantageous to training success. At most companies, team member development is an afterthought and something they “have to do,”

not something they “want” to do. Most companies simply go through the motions and check the proverbial box to remain in compliance or to get their people into production as quickly as possible for business results. The real reason training fails is because learning is not part of the company culture. Poor learning cultures and production/profit-first approaches to team member development is not only short-sighted, it costs companies billions of dollars every calendar year (in retention, retraining, and production cost).

We know this firsthand at United Wholesale Mortgage because we used to be one of those companies. Fortunately, we had big, audacious goals, and knew we had to make a change if we wanted to become the largest wholesale lender in the United States. So in 2012, we started by examining and redefining our culture to reset performance expectations for all. Working with our team members, we created six new core values (our Pillars) that defined who we are, while also speaking to the type of company we wanted to be. Two of those values focused on team member development: “People Are Our Greatest Asset” and “Continuous Improvement Is Essential for Long-Term Success.”

The Strategy

Our strategy was to “be different” by creating an environment where the company focused on team member development first and results second. We decided to become a “training

STRATEGIES FOR SUCCESS

and coaching company that also did mortgages.” The reason we changed our approach was simple: Most company learning cultures aren’t great, and people’s performance (and growth) suffer because of it.

Here is how we created a world-class training culture at United Wholesale Mortgage: First, we identified that a problem existed (no company culture; a culture in need of improvement; no way forward for learners/team members to develop, etc.). Then we determined what we wanted training to achieve for our company and our team members (learners). Once you define success and identify what you’re trying to solve for at your company, you then have to watch out for learning culture roadblocks. The two primary roadblocks to establishing and maintaining an engaging learning culture are:

1. The communication gap between company leadership, the company’s Learning and Development professionals, and the company’s learners/team members/students (people in the same place not on the same page and not speaking the same language).

2. The focus/approach to learner (employee/team member) development is absent or not effective.

Once you’ve identified your opportunities to improve, here are seven plays you and your company can use to build a foundation for an elite learning culture that helps people

PERFORM:

P = Put People First (PLAY 1)

- **Remember that results follow genuine interest.** People can tell when a company and its trainers don’t care about their development. If you want people to care about results and improvement, you have to tell and show them how much you (the company) actually care about them. This builds trust and creates company buy-in.
- **Develop a servant mentality.** The learners in your company contribute to your success; put *their needs first!* Everything—numbers, key performance indicators (KPIs), dollars—follows that. It’s never about the company “being right”; it’s always about making our people better. Better people produce better results.

E = Execute Values Daily (PLAY 2)

- **Belief powers behavior (actions)!** Your company culture (the words on the walls) has to include learning and development. Improvement has to “be a thing” at your company if you want BIG-TIME results. Make development “a value” and part of the company lexicon. Make sure it’s present (inside and outside of the classroom) everywhere, every day, and talked about often.
- **Learning is social.** Create opportunities to recognize/reward learning throughout the culture and to talk/chat about “improvement” with other team members. Most learning is done on the job and through social interaction.

A company’s values and culture give permission to acceptable/unacceptable behaviors. Make sure trainers and company leaders set a learning tone and an expectation for the application of skill and performance post-training. This way, training and the business align and help with the transference of skill to on-the-job behavior.

R = Really Love Design and Development (PLAY 3)

- **Establish a company training plan, set goals, and start building.** It doesn’t need to be a perfect plan (it will change), but a plan does need to be present (written) to get everyone on the same page.
- **Every training needs to have a skill-based, participant-centered course design, visual aid, and job aid.** Yes, it’s more work up front, but it makes the training replicable and scalable, and is easier to update/maintain in the end. This standard improves training quality, while ensuring instruction and skill consistency.
- **Staff your L&D team with people who are passionate and know something about training and people development.** ADDIE, Bloom’s Taxonomy, Kirkpatrick’s Four Levels of Evaluation, and Gagne’s 9 Instructional Events need to be common knowledge if you want people who can design/deliver great training. You wouldn’t hire a plumber to do electrical work around the house—the same rules apply when it comes to training and making your people better.

F = Find Time to Practice (PLAY 4)

- **Create opportunities for people to practice (everything).** Repeat after me: Proper preparation and practice promotes positive performance. If you want results from training, repetition is essential for team member performance—what gets repeated gets retained! Facilitators need to pilot and practice instruction to ensure training quality, and learners (people) must be provided opportunities to practice core skills, in and out of the training environment (especially if they’re higher-level skills; those require more repetitions). Having a sustained coaching and mentoring program is essential for long-term success and sustainable results.

O = Own the Activities; Control the Room (PLAY 5)

- **Engaged learners learn and produce faster.** Put yourself in the learner’s shoes: Do you want to be “talked at” to learn? Telling is not training, and content lecture-based approaches do not work. Make training something people in your company look forward to. Create buzz; use learning activities to inject some fun, action, and competition into your training environments. The results will astonish you and your clients. Keep team members so busy and engaged that they have no choice but to learn. Also, learning activities help facilitators control the room; keep the learners engaged, and training focused

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STRATEGIES FOR SUCCESS

on the learning outcomes/objectives.

R = Rinse and Repeat (PLAY 6)

- **Don't reinvent the wheel.** When it comes to learning and development, there are a ton of “tried-and-true” methods and content out there that you can use to build and establish great training programs for your company (or team). Take advantage of the resources available, apply those methods consistently (which is key), then rinse and repeat until you and your teams can create tailored training methods of your own that suit your business model.
- **Learn from the best in L&D.** Subscribe to *Training* magazine and join TrainingMagazineNetwork.com, join ATD, attend workshops, join communities, and read materials to apply that knowledge back to your business. Nearly everything you will ever need to know about building a great L&D program can be found in four books: “Telling Ain't Training” by Harold Stolovich; “The Art & Science of Training” by Elaine Biech; “The Master Trainer Handbook” by Bob Pike; and “Creative Training: A Train-the-Trainer Field Guide” by Becky Pluth.

M = Make Follow-Up a Mission (PLAY 7)

- **Training team members is only half the battle.** On-the-job follow-up is just as (or more) important. L&D professionals alone cannot get team members to perform; we need leaders to coach our people up after the formal training has ended. Constant communication and collaboration with company leaders/mentors on applied skills is essential if you want team members to perform.
- **Create a partnership.** Involve leaders in the design and development of training. Engage, empower, and educate leaders to mentor/develop their own and you will not only have a pool of subject matter experts (SMEs), you will have training advocates (coaches) throughout your organization.

Results

Ultimately, the most important step to implementing an elite learning culture is *making the decision to have a learning culture at all*. Many companies and schools don't; they're too focused on headcounts and ROI to truly invest the time to develop their greatest assets—which, ironically, costs them billions of dollars in the end.


Since implementing the **PERFORM** strategy, here are some of United Wholesale Mortgage's results:

- We had one eight-hour training program for 336 team members in 2011. We now have 32 participant-centered, skill-based training programs that run concurrently each day for 6,573 team members in 2020.
- In 2011, our 336 team members received eight hours of annual training. By the end of 2019, our 4,300 team members received a total of 712,107 hours of training—

nearly 236 hours of annual training per team member (19.7 hours per month; 4.93 hours of training per week). This is five times the national average of 47.6 hours of employee training.

- In 2012, we set a goal to become one of the Top 5 ranked training organizations in the world as ranked by *Training* magazine. We applied, and failed, to make the Top 125 list for two consecutive years. By implementing the expert feedback we received, our training exponentially improved and we finally made the Top 125 cut in 2016 at #92. For the next four years, we placed (2017-2020) in the Top 125, and finished as the #5 ranked training organization in the world in 2020.
- Due to training and our learning culture, United Wholesale Mortgage went from less than 4 percent market share and \$500 million in closed loan volume in 2012 to a 32 percent market share and \$135 billion in closed loan volume in 2020. Over the last eight years, this has led to an annual 3.5 percent market share increase (28 percent overall market share increase).
- As a result of training, loan origination and closed loan volume has increased by 145 percent year-over-year for the last three years (\$42 billion in 2018, \$103 billion in 2019, \$135 billion in 2020).
- We went from a virtually unranked and unknown wholesale mortgage lender in 2012 to the #1 wholesale mortgage lender in the United States by 2015. We've held the #1 wholesale ranking for five straight years. Last year, we also became the second largest overall lender in the country (both retail and wholesale lending combined) in 2019 and 2020, by surpassing big banks such as Bank of America, Chase, and Wells Fargo.

These accomplishments couldn't have happened without investing in our people and creating a true learning and development culture. Changing gears to create and apply a learning culture to our business wasn't easy, but as you can see, the journey has been worth the investment. Our learning culture is the not-so-secret sauce that continues to keep us ahead of our competition, and what ultimately will make us the top mortgage lender in the United States.

We're not going to win because of products, technology, or headcount (we have fewer people than the big banks, and everyone in our industry has similar products and technologies). We're going to win because our people are more skilled and they work in an environment that challenges them to *learn more and do more* every day. We're going to win because of our people and because of our culture. We're going to win because our people perform better and produce bigger, better results. We're going to win because we **PERFORM.** 

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OUTSTANDING TRAINING INITIATIVES

Each year *Training* magazine requires all Training Top 10 Hall of Famers to submit an Outstanding Training Initiative that we share with our readers. Here are the details of how KLA Corporation drove growth and engagement through a company rebrand, Keller Williams Realty's Command Training, and SCC Soft Computer's CPP and SST (Start-Stop Timer) Training and Competency Assessment.

KLA Corporation: Driving Growth and Engagement Through a Company Rebrand

Two years ago, KLA-Tencor was in the process of being purchased. When that purchase fell through, KLA-Tencor chose to pivot and re-establish its business strategies and rebrand the company as "KLA." This rebrand was designed to re-engage current and future employees in the company's growth strategies, which include reaching \$7 billion in revenue by 2023.

In May 2018, KLA senior leadership transferred the Employee Communications function into the Corporate Learning Center (CLC), at the request of the Learning team. None of the CLC members had experience in managing Employee Communications, so the entire team had to learn on the fly. The surprise global rebrand was set to launch on January 9, 2019. Every single element had the same delivery date and prioritization. All this work had to be conducted by a small team of 10 to ensure a surprise at the unveiling.

Content Development

There were three components to the rebrand:

1. The Rebrand Itself: The global launch included a surprise party for 2,500 people at Santa Clara Convention Center, similar surprise events at KLA locations around the world; videos that communicate and reinforce the brand ("CEO Message," "We Are Optimists," and "Optimistic People"); a global poster campaign; new global digital signage; intranet, Internet, and e-mail changes; swag for 10,000 employees; and more. While KLA's external partner, Salt, did the design work for this rebrand, the Corporate Learning Center's media team produced all the digital content (videos, photos, etc.).

2. Enterprise Leadership Program: To educate leaders on the growth strategy, the rebrand, and the "KLA Operating System," the CLC worked with senior leaders to design and deliver an all-new "Enterprise Leadership Program" (ELP) based on KLA's Enterprise Leadership Model (ELM). This is designed as a two-year program. Year one consists of modules on Enterprise Leadership, the KLA Operation System, Product Leadership, and Operations Leadership. Year two consists of Service Leadership, Customer Leadership, and Values in Action. The program ran in July and August 2019. Each of the five sessions lasted a week and consisted of 25 participants, for a total of 125 leaders. This year, there are concurrent sessions as the 125 participants from last year's program return for year two, while KLA invites another 125 participants to begin their year one program. All content was created in-house with case studies, videos, and facilitated activities. KLA's CEO and Chief Talent Officer hosted each session. Other senior leaders acted as guest speakers for each cohort and were filmed for distribution.

3. Ongoing Employee Communications: What made all of this possible and sustainable was the move to integrate Employee Communications with the Learning organization. The CLC reformatted KLA's global all-hands meeting, rebooted its intent and use of digital signage, and has begun to treat every e-mail or blog as a training "event."

Continuous messaging occurs through all-hands sessions, brown bag lunches with the CEO, e-mail and blog campaigns, and use of digital signage. All ELP sessions were filmed and distributed via KLA's corporate media platform.

Results

Outcomes were measured in three ways:

1. Engagement Survey: In September 2019, KLA conducted its bi-annual Engagement Survey. More than 84 percent of employees responded (a record for KLA), and all scores were equal to or higher than in the previous survey. Three areas were of particular importance:

- “Alignment,” which indicates whether employees are aligned with the business strategies of the company, scored at 83 percent. This is up 4 percentage points from 2017, and is 12 percentage points higher than the “Global High-Performing Company Benchmark” provided by KLA’s survey vendor.
- “Engagement” scored at 78 percent positive (11 points

higher than the “Global High-Performing Company Benchmark”).

- “Business Agility” scored at 76 percent (14 points higher than the “Global High-Performing Company Benchmark”).

2. Revenue Growth: KLA revenue for the 12 months ending September 30, 2019, increased 17.51 percent year-over-year.

3. Feedback from the Enterprise Leadership Program: At the end of the ELP training, KLA surveyed all 125 attendees. For every survey statement, 100 percent of attendees responded with “Agree” or “Strongly Agree.” Statements included:

- “I am better prepared to be an enterprise leader.”
- “I established/enhanced important relationships.”

Keller Williams Realty: Command Training

In February 2019, at Keller Williams Realty’s annual Family Reunion event, CEO Gary Keller and President Josh Team announced the companywide introduction of Command, a smart customer relationship management (CRM)-plus suite of apps hosted within a proprietary, artificial intelligence-fueled real estate cloud for Keller Williams agents. This was a major milestone in the company’s quest to build the real estate industry’s first end-to-end platform, provided at no additional cost to all KW agents.

From initial launch to the present day, Keller Williams University (KWU) has developed Command training to support the product’s evolution from a tool with limited functionality to one that is now a full-fledged technology solution, integrated into the operations of KW franchise offices and agent businesses.

Program Details

Command training is available companywide to all Keller Williams agents and franchise operators (more than 160,000) in North America. From the very beginning, KWU had to take into account the fact that agents run their business in their own unique way, whether they are new solo agents or high-producing mega agents with their own multi-person sales team. KWU also had to design training that is opt-in, not compulsory, and delivered outside of a centralized learning management system (LMS).

Since January 2019, the Training team has developed a sizeable body of just-in-time content to support associate engagement with Command, accommodating the fact that Command has been in a formative stage in its development since first launched, with associates in KW LABS groups (where the brand partners with agents in the development of core technology) continually testing it, breaking it, and

providing feedback to drive new product iterations. To stay agile, the team has remained in regular communication and collaboration with executive leadership and interdepartmental stakeholders throughout the company. This has helped KWU deliver up-to-the-minute content that is aligned with a product that is updating weekly.

To address the stated challenges and establish an educational

Command training is available companywide to all Keller Williams agents and franchise operators (more than 160,000) in North America.

foundation with its associates in the field, KW started by rolling out a series of technology “Road Show” trainings throughout all 31 KW regions in North America. These instructor-led training (ILT) sessions, led by Command LABS leaders, helped to build momentum for the product through trainings and user LABS sessions. Additionally, KWU developed:

- Thirty-eight new one-hour ILT courses to train on Command’s ever-growing list of features and functions, which are regularly adapted to keep Command content up-to-date for more than 200 individual live sessions on Connect Live, KW’s dual virtual instructor-led training (VILT) and livestream video platform. These daily interactive sessions are delivered by some of KW’s top agents and executive leaders live and made available to associates on-demand.
- Twenty-five interactive, downloadable Command guides

and job aids on everything from preparing an agent's database for import into Command to walking them through the steps needed to run compliance processes.

- More than 220 help articles and 120 how-to videos directly integrated into Command's help function for just-in-time product support.
- 50-plus hours of Command-related breakout content at annual KW events such as Family Reunion and MegaCamp.
- More than 40 hours of live Webinar sessions, also available on-demand, to educate tech trainers and leaders in

franchise offices on product updates and developments.

Results

As of November 2019, KW had seen an increase in active users of at least 5 percent each month since Command's introduction. Overall, Command training has supported more than half of the company in getting onboarded and trained. As of third-quarter 2019, Command had roughly 99,875 active users, almost 40,000 more users than from the end of the previous quarter. The adoption rate companywide stands at 61.5 percent.

SCC Soft Computer: CPP and SST (Start-Stop Timer) Training and Competency Assessment

In 2019, SCC Soft Computer formulated a global directive to automate its Accounting billing processes and procedures.

The 11-phase project focuses on adding valuable time-saving reporting tools and mapping out the quotient differences between the five SCC internal systems utilized by accounting, support, software development, quotes, and contract personnel.

The first two phases of the project were completed last year. The keystone of those first two phases was a review of the iTMS, a task management system that is utilized to track and update purchase orders, business travel arrangements, client support tasks, client project management, product development work completed, and other relevant tasks.

For 26-plus years, daily time sheets were required of all SCC employees. Tasks were created for every aspect of an employee's workday. Once the tasks were created by the employee, manager, or third party, the employee manually entered them into iTMS.

SCC developed a new micro-process to govern time sheets called CPP (Client, Product, and Project—the three classifications of tasks that need to be tracked via time sheets for billing and cost accounting purposes). To correct the problem of missing time sheets or erroneously entered tasks, Information Systems developed an automated Start-Stop Timer (SST) application.

SCC CEO Gilbert Hakim directed HR and Educational Services to be added to the project team. He requested key subject matter experts be tapped from each department to train employees on the SST application with a goal of rolling the application out within one month of the app's availability. The success of the entire cost accounting directive was dependent on this first successful automation rollout.

Program Details

Phase I of the training focused on training the SMEs, while Phase II was the planned sessions in which SMEs trained their own department members on the use of the SST primarily through a PowerPoint presentation.

Phase III involved rapidly developing online learning and quizzes via iSpring for the CPP process and the SST.

Phase IV required everyone who would touch the SST to take the online training courses. Managers had to take both the CPP and the SST training. Employees who felt they were ready were allowed to move right to the quiz.

Phase V and VI included the evaluation of the pass/fail data and the next steps. Approximately one-third of the employees failed on the first attempt, which told SCC that the SME training wasn't as thorough as it needed to be. The Professional Development specialist identified areas where the SMEs needed to retrain on the SST. Microlearning was developed and rolled out to help with some of the attitude changes that needed to occur and identify meeting and conference call best practices to help employees manage their client and time more effectively.

Managers are required to audit the SST and CPP process on a weekly basis. Managers must approve the time sheets and must immediately counsel employees who are not following the process. Failure to follow the CPP process can include repercussions for both the employee and the manager. Information is being fed back to Information Systems in real time, which is how they decide what enhancements need to be made to the system. These enhancements are communicated by e-mail to all SCC and overseas vendors who utilize the SST.

Results

Some 1,841 employees have completed Timer Training, and 1,868 have completed CPP Process Training. To date, the CPP/SST has saved employees 1,500 hours of time per month. Reporting accuracy has improved by 75 percent.

Accounting has already seen an improvement in the accuracy in the time spent (for billing purposes) by the client, product, and project cost centers, so SCC feels confident its goal of a 50 percent reduction in billing time will be achieved—if not exceeded—by the time the rest of the systems are automated in 2021. **1**



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Engaging and Retaining Your Employees Through Mentoring

Retention rates for mentees are 50 percent higher than those not mentored. In fact, mentoring can have a much greater impact on retention than salary increases.

BY NEAL GOODMAN, PH.D.



Neal Goodman, Ph.D., is president of Global Dynamics, Inc., a training and development firm specializing in globalization, cultural intelligence, effective virtual workplaces, and diversity and inclusion. He can be reached at 305.682.7883 and at ngoodman@global-dynamics.com. For more information, visit <http://www.global-dynamics.com>.

Think back to the time when someone provided you with the best advice or opportunity that fundamentally shaped your career. Was it a teacher, family member, manager, or mentor? Training and Talent Development professionals can play a pivotal role in the future of both individual employee development and organizational performance if they learn how to create and manage a successful mentoring program.

Mentoring has been one of the most undervalued and underused talent management practices. For individuals, mentoring can have lifelong benefits. For organizations, mentoring can build a valuable talent pipeline, foster a culture of collaboration and innovation, and enhance performance. Despite the enormous potential of mentoring, many organizations fail to get it right, leading to disengaged employees, higher employee turnover, and unrealized potential. Training and Learning and Development (L&D) departments can play a crucial role in implementing and supporting effective mentorship programs.

BENEFITS OF MENTORING

Despite the many benefits of mentoring, few organizations have established mentoring programs. Among those that do have mentoring programs, many are poorly run, with haphazard results. This waste of human assets is critical since nearly two-thirds of the U.S. workforce is disengaged, and retention rates for mentees are 50 percent higher than those not mentored. In fact, mentoring can have a much greater impact on retention than salary increases.

This may be one of the most critical times to launch a mentoring program due to the disruption and alienation brought on by the COVID-19 pandemic. Mentoring can play a key role in keeping employees motivated and engaged during these unprecedented times. New uses of virtual e-mentoring open up a world of possibilities as employees can connect with each other over a

variety of different geographies and time zones.

A recent study, *The State of Coaching and Mentoring 2020*, by HR.Com reported that mentoring will grow significantly over the next two years as companies try to build interpersonal connections among employees to replace the informal relationships that occurred prior to the pandemic. The report also stated that current mentoring is highly ineffective. The challenge facing organizations is how to build and sustain a mentoring process that will enhance performance and engagement and lead to increased profits and innovation.

Mentoring provides guidance to help others realize their potential, prepares people for new roles or assignments, and assures a pool of talent to fill future critical roles. According to Ellen Esher, author of “Power Mentoring: How Successful Mentors and Protégés Get the Most Out of Their Relationships,” mentoring also increases “organizational citizenship behavior, which means people treat each other well and help one another.”

Mentoring programs are also a valuable means to promote an organization’s Diversity, Equity, and Inclusion (DEI) goals. Such programs are successfully employed as a key strategy to bring more diverse and under-represented groups into top management. Organizations are much better at hiring a diverse workforce than they are at creating an environment where these employees feel welcome and belong. A mentoring program is one of the best ways to develop and promote a more inclusive organization.

Mentoring relationships are a social exchange, and they must be reciprocal and mutually beneficial. In other words, both mentors and mentees need to give and get value from the relationship. According to Esher, the best mentoring programs offer flexibility and opportunities for multiple forms of mentoring, and the most successful mentoring relationships need to look and feel like informal or spontaneously developed relationships.

Colleagues/peers, non-direct managers, and senior executives are significantly more likely to serve as mentors. Mentors typically are selected internally from within the organization. This is different from coaching, which often is done by external coaches. For information on developing internal coaches, see: "Training Managers to Be Coaches" (<http://pubs.royle.com/publication/?i=249867&p=50>)

DANGER ZONES

1. Organizations use direct supervisors to do mentoring. This is problematic since some managers do not have the best interests of their subordinates in mind. In one case, a mentee was having problems with her manager, who was trying to get the mentee to hire his friend over her objection. The mentee discussed this with her mentor, who was an executive VP, several levels higher than her boss. The next day, the mentor made a very public visit to the mentee, which was highly unusual given his rank, and the mentee's manager got the message and stopped pushing for his friend.

2. Mentors often do not feel comfortable "holding difficult conversations." If they cannot help with difficult issues, they should only focus on technical topics. Mentors must have excellent listening skills and Emotional Intelligence (EQ).

3. A training program for mentors is not required. This is one of the first things we evaluate when examining a mentorship program. Many organizations fail to train their mentors properly, which results in failed mentoring. It is rare for mentors to be incentivized for their efforts, including via recognition programs. Conducting a recognition celebration event for all mentors and mentees builds camaraderie and rapport.


TYPES OF MENTORING PROGRAMS

- **Traditional Mentoring for Professional Development:** Internal mentors provide various forms of support to their employees. Examples include being a sponsor, providing employees with stretch assignments, making introductions to an organization's upper management, providing opportunities for visibility, and making recommendations for promotions. Mentoring can take place in person or using video capabilities allowing virtual/distance mentoring.

- **Functional Expertise Mentoring:** Mentors act as subject matter experts sharing knowledge and skills, experiences, and best practices, helping their mentees expand their skill sets and perform their jobs better.
- **High-Potential Mentoring:** Mentors help advance mentees' careers and access the development resources they need to be ready for future roles. Popular content resources include business acumen training and training to improve problem-solving, collaboration, and Emotional Intelligence.
- **Succession Planning Mentoring:** This mentoring process ensures a talent pipeline for an organization's executive leadership roles.
- **Peer Mentoring:** Peer mentors can be better than traditional mentors at providing emotional support. Many organizations have employee affinity groups, such as those for women, people of color, or LGBTQ employees. Peer mentoring is often a big component of these programs.
- **Reverse Mentoring Programs:** In reverse mentoring programs, younger employees serve as mentors to more experienced executives. The emphasis is on sharing knowledge both ways across generations so the relationship is mutually beneficial.
- **Mentoring Circles:** A cohort of three to six mentees is mentored by one to two mentors. This approach has the added value of creating long-term relationships among the cohort of mentees, who can support each other during their careers. For example, I organized a global cohort of employees seeking to benefit from mentors who had completed international assignments. Discussions focused on global work environments, dimensions of culture, global mindsets, and learning what it takes to be successful. This cohort of mentees continued to support each other for several years.

GIVING BACK

I have had the good fortune to mentor scores of students, executives, chief diversity officers, and others, and there is little that can match the intense satisfaction from seeing your impact on others' success. This is one of the best ways to give something back and build your legacy. Plus, many mentees become long-term acquaintances and friends.

Send inquiries about how to set up a mentoring program or any best practices in mentoring to me at: ngoodman@global-dynamics.com 

ENGAGE More in Virtual Meetings

Refined over the last 35 years, the 6-step ENGAGE method provides a remedy for the most common virtual meeting problems. **By John Chen**

Do you have Zoom fatigue? Are you tired of logging into meetings with turned-off attendees? Are you running out of new ideas for your virtual meetings?

If you want engaging virtual meetings, then learn the 6-step ENGAGE method. Refined over the last 35 years, this method provides a remedy for the most common virtual meeting problems. ENGAGE stands for:

- **E**ngage and interact with every attendee
- **N**ever lead a meeting alone
- **G**ood looks
- **A**ir traffic control
- **G**et productive with virtual tools
- **E**nd your meeting on a high note

The ENGAGE Method

- **Engage and interact with every attendee:** If you want engagement, engage! If you want your next virtual meeting to be engaging, then try different ways to engage your attendees. Greet all of your attendees as they arrive. Have every attendee check in. Ask your attendees to chat. Keep track and check in with the attendees who haven't said anything and give them the opportunity to pass if they don't want to contribute.
- **Never lead a meeting alone:** If you want engagement, assign an attendee or someone you invite to a meeting a role in the meeting (after you have trained them). Roles include chat engagement, muting and unmuting, renaming, and security. Any or all of these roles can be delegated. The person must be engaged to do the job and it allows you, the host, to focus on connecting with your attendees. In a 200-attendee conference, we had a team of 36 working together to make the conference engaging.
- **Good looks:** If you want engagement, look good. Take a shower. Dress up. Frame your face. Clean up your back-

ground. Turn on your lights. Wear your company gear. Wear bright colors. Like Bruno Mars says, "If you want to show up, then show out."

- **Air traffic control:** If two or more people talk at the same time, no one can hear. An engaging meeting is when you understand what is said. You can help by creating air traffic control. From physical to virtual hand raises or other types of talking sticks, help find a way for attendees to communicate without stepping on each other's auditory toes. Until a videoconferencing platform perfects simultaneous audio, use air traffic control.
- **Get productive with virtual tools:** A virtual meeting is about getting work done. We all have to meet to get our job done. As the host, you need to value the time even more, because as soon as you log in, you start an invisible timer to each attendee's "I'm done" factor, or when he or she ceases to be productive. Virtual meeting fatigue is real, and you're doing everyone a favor if you can get your collaborative work done and get back to non-virtual meeting work. Arrive on time. Plan. Value each other's

time. Make decisions everyone buys into. Document your decisions and get out. Your attendees will feel valued and more engaged if you can host productive virtual meetings.

- **End your meeting on a high note:** You want your attendees to have more energy after your meeting. Product teams did research on product demonstration meetings. They discovered that if you end your meeting on a high note, customers are more likely to buy your product. Your meetings are exactly the same. If you can find a way to end positively, your attendees are more likely to come back and they are more likely to be engaged. Ask for feedback. Do a cheer. Play a video. Celebrate success. Say thank you. Then log off.

For more tips and concrete examples of the ENGAGE method, join me at the Training 2021 Conference & Expo in Orlando, FL, in February 2021. Register today at:

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John Chen is the CEO and virtual leader of Geoteaming and author of "Engaging Virtual Meetings" and "50 Digital Team Building Games" (John Wiley and Sons).



Making Sense of Our Shared COVID Circumstance

We must go back to a time in history when the world was rife with uncertainty—a time when Plato conjured up Dialogue to enable humanity to make sense of mystery. **BY TONY O'DRISCOLL**

Today we find ourselves stuck in the liminal space between our familiarity with “*what was*” and our uncertainty about “*what might be*.” We’re lost in a COVID-19-induced fog, many of us feeling exposed, paralyzed, and defenseless.

Worse, the longer we find ourselves stuck in this foggy “*in between*,” the more hopeless it feels. We’re caught between pining nostalgically for a past we know will never return and feeling overwhelmed with fear about an impending future that looks much bleaker than it does bright.

So how do we get unstuck?

How do we start to make sense of this seemingly intractable situation? How do we make our way through the COVID-19 fog to discover and get to the safe harbor of a better shared future? How do we navigate these uncharted seas with no lighthouse to guide us?

To answer these most existential of questions, we must look backward before we look forward. We must go back to a time in history when the world was rife with uncertainty—a time when Plato conjured up Dialogue to enable humanity to make sense of mystery.

A BLESSING AND A CURSE

Our unique blessing and curse as human beings is that we possess both consciousness and language.

The blessings of self-awareness and communication afford our species the opportunity to reflect upon the past, to project into the future, and to share these reflections and projections with others. Our ability to use these blessings to engage in Dialogue to make sense of the unfamiliar and uncertain is the reason we are still around and dinosaurs aren’t.

We are the only creatures on this planet with the ability to make collective sense of a newly surfaced mystery by sharing our reflections and projections about it with one another, allowing relevance and meaning to emerge from the flow of our dialectical interactions, and uncovering breakthrough insights that none of us could have conjured up individually.

In short, none of us is as bright as all of us.

So what’s stopping us? This is where the curse of being human comes in.

If you have ever encountered a snake, you likely felt your body recoil instinctively before your brain even registered the presence of the serpent. In times of fear, our limbic brain takes control of our prefrontal cortex by robbing blood flow from it and redirecting it to our arms and legs in case we need to run away quickly or climb a tree.

When the limbic brain takes over, we operate on biological instinct, not cognitive insight. When confronted with our deepest fears, we humans can conjure up cataclysmic future images in our mind’s eye. In so doing, we literally scare ourselves to a point where we unconsciously fire up our limbic system, mindlessly retreating to invoke responses that worked in the past to address our current existential threat.

DON'T LET FEAR WIN

Today, unfortunately, the evidence suggests that fear is winning out. A scan of the global media landscape reveals a rising cacophony of adversarial debate—not constructive dialogue—with different factions arguing vehemently and sometimes violently for their age-old responses, positions, or solutions.

In 1933, when the Great Depression was at its deepest, darkest point, President Roosevelt was prescient in his observation: “*The only thing we have to fear is fear itself.*” Do we each have the gumption within us to rise above our own fears and override our biological instinct?

Novel situations require novel breakthroughs. Are we willing to purposefully seek out constructive dialogue to illuminate a progression path forward?

Becoming collectively unstuck from this liminal space requires that each of us face up to our worst fears, let go of our limiting preconceptions, open our hearts and minds, and embrace our diversity of perspective by engaging in meaningful dialogue to make sense of this mysterious COVID-19 circumstance.

Let’s get the sense-making started! **!**



Tony O'Driscoll is a professor at Duke University's Fuqua School of Business and a research fellow at Duke Corporate Education. He studies how organizations build the leadership system capabilities required to survive and thrive in an increasingly complex world.

The Virtual Trainer (Part 2)

Bad classroom training doesn't get better on a Webinar. Here are seven tips for successful delivery of training via Webinar. **BY BOB PIKE, CPLP FELLOW, CSP, CPAE**



Bob Pike, CSP, CPLP FELLOW, CPAE-Speakers Hall of Fame, is known as the “trainer’s trainer.” He is the author of more than 30 books, including “Creative Training Techniques Handbook” and his newest book, “The Expert’s Guide to BYOD (Bring Your Own Device) to Training.” You can follow him on Twitter and Facebook using **bobpikectt**.

In the September/October issue, we covered how to prepare trainers and participants when a Webinar is the delivery method of training (<https://trainingmag.com/trgmag-article/virtual-trainer-part-1/>). Now let’s move on to the actual delivery of the training.

Some 80 percent of a Webinar’s effectiveness happens because of the right preparation. But delivery is what puts it over the top. Bad classroom training doesn’t get better on a Webinar. It gets infinitely worse.

Here are seven tips I recommend for successful Webinar delivery:

1. Project as much or more energy than you would in the classroom. The problem is that in the classroom, you can feed off the visual cues you get from your participants to boost your energy. Here’s one of my best secrets: Tape a small photo of someone you care about—someone who energizes you—next to your Webcam. Focus on the photo, not the camera. This will raise your energy level—at least it does mine. It also will help you intensify your eye contact with participants. Many virtual presenters tend to end up fixated on the whiteboard where their visuals are.

2. Keep a countdown timer running on your smartphone. This enables you to stay on top of the pacing. Keep your flow sheet for the Webinar right next to it.

3. Be online early. For me, this means 30 minutes before the training starts. I can’t count the number of times I’ve checked all the technology the night before and it worked fine. Then the next morning, when I go online, there is a glitch.

4. Have a backup plan. My producer has several things to do to keep the Webinar moving if I get kicked off for some reason. I also log on with two different computers, so if one goes down, I can simply switch to the other.

5. Don’t be afraid of silence. If you ask a question and want people to answer verbally, ask it this way: “You have 60 seconds to think of your answer to this question. You can type your answer into the chat box, but don’t hit send until the onscreen timer hits zero. At the end of your answer, if you’d be willing to talk with me about your response, simply add, ‘Let’s talk.’” Generally, at least one or two will respond positively. My producer then can open those participants’ microphones, we have a brief chat, and then move on.

6. Start and end on time. If anything, end a few minutes early. This is almost impossible to do in a one-hour session, and much easier when you are doing sessions of two to three hours

Tape a small photo of someone you care about—someone who energizes you—next to your Webcam. Focus on the photo, not the camera. This will raise your energy level and help intensify your eye contact with participants.

(which is normally the maximum time for a single session).

7. Tell people how to choose their group leaders before you send them to breakouts. For example: “In just a minute, you’ll be going to your breakouts. When you arrive, you’ll find two questions on the whiteboard for your team to answer in two minutes. Your group leader will be the person who most recently played an online game (prior to this session!). Type your answers to the question on the whiteboard. Your two minutes begin now.”

If you want to see how I model these tips, send an e-mail to virtual@CTTNewsletters.com and I’ll send you a link to an archived Webinar. Until next time—add value and make a difference. **i**

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Learning on the Job Ain't What It Used to Be

Gaining new knowledge and skills in the workplace happens in the flow of work. **BY ROY SAUNDERSON, MA, CRP**



Roy Saunderson, MA, CRP, is author of "Practicing Recognition" and Chief Learning Officer at Rideau Recognition Solutions. His consulting and learning skills focus on helping companies "give real recognition the right way wherever they are." For recognition insights, visit: <http://AuthenticRecognition.com>. For more information, e-mail him at RoySaunderson@Rideau.com or visit www.Rideau.com.

Gone are the days of traveling to a distant city, staying in a hotel, and participating in a one- or two-day accredited course to learn new knowledge and skills to add to your professional repertoire.

And with the current pandemic situation, you can forget attending multiple breakout sessions and plenary presentations at professional conferences. Hopefully, many of the associations you belong to have moved to virtual conferences so you can at least still take advantage of learning sessions.

Then there was the onsite learning course put on by your Training department where they licensed multi-week, one- or two-hour-long session programs for various certified subjects. But those types of programs are less frequently used today.

Available budgets for learning also have been drastically cut year-over-year as economic constraints have impacted various industries. At the same time, employers have not necessarily assessed the expertise they need for the future and how to invest in the talent that will make businesses flourish.

A Pew Research Center survey found more than half (54 percent) of adults in the labor force say it will be essential for them to get training and develop new skills throughout their work life in order to keep up with changes in the workplace. And 35 percent of workers, including approximately 3 in 10 adults with at least a Bachelor's degree, say they don't have the education and training they need to get ahead at work.

Global industry analyst Josh Bersin did a study back in 2018 and found the opportunity to learn and grow was second only to the nature of the work itself as the No. 1 source of inspiration in making employees happy and wanting to work harder.

In a Manpower survey, 93 percent of Millennials said they were willing to spend their own money on further training. Meanwhile, employers increasingly are emphasizing learning as a skill in its own right. Even *The Economist* declared that lifelong learning is becoming an economic imperative.

LEARNING ON THE JOB TODAY

A more experienced coworker or an expert with certain knowledge or skills can coach his or her peers or employees by providing guidance and monitoring how employees put what they learn into practice. Coaching also provides the ability to demonstrate, model, give feedback, and explain the "tricks of the trade" with workplace procedures.

Experts on the job can give direct guidance that is focused on developing knowledge in a collaborative manner that allows joint problem solving on the job.

Learning on the job today must become a part of everyday thinking and application in your work. Learning and Development (L&D) professionals must become vocational learning instructors, so guidance and instruction happens in the workplace rather than through an educational framework.

WHAT LEARNING ON THE JOB NEEDS

However, learning simply by doing on the job doesn't cut it. Workplace learning requires structured experiences that help develop workers' capacity to perform at their highest potential.

Employees are expected to do more with less in their work, making learning in and on the job a difficult task. Yet, according to the Bersin study, there were a few (7 percent) employees referred to as "heavy learners," who managed to spend 5 hours a week in some form of learning. This learning could be reading, taking classes, watching courses, or doing other things relevant to advancing their skills and careers. However, medium learners (47 percent) spent 1 to 5 hours in learning, and the light learners spent 1 hour or less.

The *MIT Sloan Management Review & Deloitte Digital 2018 Global Study* found the most successful, fast-growing, and digitally enabled companies are differentiated by one thing—namely, they transformed the way individuals and organizations learn. The study showed 73 percent of employees in these companies were updating their skills every six months. And 44 percent reported continuously



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updating their skills. This required companies to provide opportunities for employees to learn fast, learn well, and learn continuously.

TAKE CONTROL OF LEARNING AT WORK

Companies are pushing decision-making down into the organization as they digitally mature. Employees must learn new skills in new ways. The top reported ways for learning were on-the-job learning (27 percent), training programs (26 percent), and supportive work environments (16 percent).

Creating an environment for learning is not easy in fast-paced and growing organizations. Organizations must create a supportive environment allowing experimentation through feedback and iteration. Working and learning in new ways requires openness and transparency from leaders to permit learning from failed experiments, as well.

Organizations can succeed when they develop employees through acquiring new knowledge and skills through practice and experimentation. Together, employees and leaders must leverage what they learn from both successes and failures.

Employees also need to take control of opportunities for learning in the flow of work. Suggestions made by Josh Bersin and Marc Zao-Sanders in a *Harvard Business Review* article on “Making Learning a Part of Everyday Work” include:

- 1. Be fully aware and alert to learning opportunities** as you observe ideal skills from others around you while you work.
- 2. Create a list of things you want to learn** and bookmark Websites and articles to read and review later on.
- 3. Use the technical resources available to you** and obtain learning insights through tools such as Microsoft Teams and Slack.
- 4. Plan for dedicated learning time on your calendar** to grow and develop, and block out the time so others know what you are doing.
- 5. Actively contribute new and interesting insights, articles, and courses** to the knowledge on your SharePoint, Slack, or Teams page.

Learning on the job may not be what it used to be, but there are far more opportunities to learn every day. **i**

Statement of Ownership, Management, and Circulation (Requester Publications Only). 1. Publication title: Training 2. Publication number: 0095-5892. 3. Filing date: 9/24/2020. 4. Issue frequency: Jan/Feb, Mar/Apr, May/June, Sept/Oct, and Nov/Dec. 5. Number of issues published annually: 5. 6. Annual subscription price (if any): \$49. 7. Complete mailing address of Known Office of Publication (not printer). 5353 Knox Avenue South, Minneapolis, MN 55419, Hennepin County. Contact Person: Vicki Blomquist; Telephone: 952.929.7194 8. Complete Mailing Address of Headquarters or General Business Office of Publisher: 5353 Knox Avenue South, Minneapolis, MN 55419. 9. Full Names and complete mailing addresses of publisher, editor and managing editor. Publisher: Michael Murrell, 27020 Noble Road, Shorewood, MN 55331. Editor: Lorri Freifeld, 27020 Noble Road, Shorewood, MN 55331. 10. Lakewood Media Group, LLC, 5353 Knox Avenue South, Minneapolis, MN 55419. 11. Known bondholders, mortgagees, and other security holders owning or holding 1 percent of more of total amount of bonds, mortgages or other securities: None. 12. Tax Status: The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes: NA. 13. Publication Title: Training. 14. Issue date for circulation data below: 09/01/2020. 15. Extent and nature of the circulation: Avg. no. copies each issue during preceding 12 months, and no. copies of single issue published nearest to filing date. 15a. Total number of copies (net press run). Average No. Copies Each Issues During Preceding 12 Months: 31,869; No. Copies of Single Issue Published Nearest to Filing Date: 30,680. 15b. Legitimate paid and/or requested distribution (by mail and outside the mail): (1) Outside County paid/requested mail subscriptions stated on PS Form 3541. (Include direct written request from recipient, telemarketing and internet requests from recipient, paid subscriptions including nominal rate subscriptions, advertiser's proof copies and exchange copies.) Average: 30,431 Single issue 29,881. (2) In-County paid/requested mail subscriptions stated on PS Form 3541: (Include direct written request from recipient, telemarketing and internet requests from recipient, paid subscriptions including nominal rate subscriptions, advertiser's proof copies and exchange copies). Average: 0; Single issue: 0. (3) Sales through dealers and carriers, street vendors, counter sales and other paid or requested distribution outside the USPS. Average: 56; Single issue: 51. (4) Requested copies distributed by other mail classes through the USPS (e.g. First Class Mail). Average: 0; Single issue: 0. 15c. Total paid and/or requested circulation (sum of 15b (1),(2),(3),and (4)): Average: 30,487; Single issue: 29,932. 15d. 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Evaluation Time

The more complex the business need—and the learning required to address it—the more robust the evaluation plan must be.

BY DAWN J. MAHONEY, CPTD



Dawn J. Mahoney, CPTD, owns Learning in The White Space LLC, a freelance talent development (“training”) and instructional design consultancy. She is passionate about developing people through better training, better instructional design, and better dialog. Mahoney asks the tough questions to ensure the training content is relevant to the work and performance expectations. She does this work because she loves to see the moment when the learning “dawns” on her learners. If you need help, get in touch with her at: dawnjmahoney@gmail.com.

As we close in on the end of 2020, we’ve also reached the end of our review of the “basics.” We have traveled through **A**ssessment and **A**nalysis (<https://trainingmag.com/trgmag-article/you-still-need-do-work/>), **D**esign planning (<https://trainingmag.com/trgmag-article/design-more-skin-deep>), and **D**evelop and **I**mplement (<https://trainingmag.com/trgmag-article/magic-develop-implement>). Now let’s talk through **E**valuation. A quick reminder: The evaluation plan is part of the design planning and is included in the needs analysis (report) to leaders and stakeholders.

The performance objectives inform the plan for what gets evaluated, in what timeframe, and what intervals. The more complex the business need—and the learning required to address it—the more robust the evaluation plan must be. The way ADDIE is the basis for planning the instructional design work, Kirkpatrick’s Four-Level Evaluation Model is the basis for planning the evaluation strategy.

LEVEL 1: REACTION

Administer Level 1 evaluations right after the learning is complete. Evaluations should be written to elicit learners’ feedback about their experience while completing the learning content. Level 1 evaluations also might measure the degree to which learners find the experience of learning favorable, engaging, and relevant to their work. Ask learners to provide feedback on items such as:

- Were the instructions clear and easy to follow?
- Were you easily able to use the system/tools?
- Which tools and practices will you put into action immediately?
- Which aspects of the learning content will you apply on the job immediately?
- Are the content and materials what you need to excel on the job?
- Was the program a good use of your time?
- How will you apply what you’ve learned at work?
- Would you recommend the learning program to your peers? Why or why not?

When strategically crafted, Level 1 evaluations provide feedback results that reveal unmet learning needs, barriers to learning, and where the content could be adjusted to improve its impact.

LEVEL 2: LEARNING

Learners complete Level 2 evaluations shortly after the learning is complete. This might be done in phases—in most instances, one to two weeks afterward. Level 2 evaluations often include post-training tests of knowledge and use of skills.

LEVEL 3: BEHAVIOR

Level 3 evaluations are completed by the learners’ direct supervisor and possibly a few peers, depending on the need. The intent for Level 3 evaluations is to determine the extent to which the learners apply the learning in their work.

Craft evaluation items in a manner that accounts for any variables that may impede application of the learning on the job. (i.e., delays). Equip direct supervisors with useful items such as: a set of standards for observing employees consistently, how best to formulate feedback, where to report results, etc. Level 3 evaluations might take the form of on-the-job observation, skill drills, quizzes, simulations, or scenarios. Surveys work, too, but likely provide more limited results.

LEVEL 4: RESULTS

Not all learning programs will be evaluated through Level 4. However, don’t miss the opportunity to evaluate the more complex learning projects, those with significant exposure to the organization, involving many employees. Such projects require an evaluation plan that measures the impact on business operation through Level 4. Not doing this is a mistake with significant opportunity cost to the Learning team and affiliated groups who participated in the training.

Be creative, invested, and involved in the process of evaluating your learning content. Think beyond just surveys. Possible data collection methods for Levels 1, 2, and 3 include: interviews, focus groups, surveys, rating scale (i.e., Likert), open-ended and multiple-choice questions, pre- and post-questionnaires, and formal and informal reactions to the learning experience through meetings. These meetings might target specific areas, such as engagement, relevance, and learner satisfaction.

Whatever you do to celebrate the arrival of a new year, be safe! I look forward with you to 2021! **!**



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Lorri Freifeld
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Though we'd hoped to see you in person in February, we made the difficult decision to cancel the in-person conference in Orlando. We felt it was the right thing to do to keep everyone safe.

But here's the good news: Training 2021 will now be 100% virtual — that means it's accessible to ALL training professionals EVERYWHERE February 8 to 12!

Even better, at a time when we all could do with a healthy dose of happiness, this virtual event will be headlined by the Prince of Positivity himself: Shawn Achor (the author of *The Happiness Advantage*).

Let's work together to bring a measure of happiness to our organizations in 2021 while we wrap our brains around how to train in the new world of work.

Register now so you can take full advantage of this golden opportunity to learn, network, collaborate, and problem solve with your Learning and Development peers — after all, multiple heads are better than one when it comes to figuring out how to successfully work and train our way through the COVID-19 pandemic and beyond.

As Honoré de Balzac noted, "All happiness depends on courage and work." So roll up your sleeves and join us from around the world in our mission to transform training — because Training Matters today and every day!

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ORIENTATION &
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11:00 am – 11:30 am
TRAINING MATTERS
KEYNOTE: Activating
Mindsets to Move
From Fear to
Discovery

11:45 am – 12:45 pm
PRESENTATIONS
SKILLS LAB: Design
& Delivery

1:00 pm – 2:00 pm
PRESENTATIONS
SKILLS LAB: Tools &
Platforms

2:15 pm – 3:15 pm
PRESENTATIONS
SKILLS LAB:
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SKILLS LAB:
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4:30 pm – 5:30 pm
PRESENTATIONS
SKILLS LAB:
Solutions Showcase

5:30 pm – 6:00 pm
GAMICON'S
GAMING GARAGE

6:00 pm – 6:30 pm
TRAINING SOCIAL
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7:00 pm
TRAINING TOP 100
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TUE

Feb 09

10:30 am – 11:00 am
DAILY ORIENTATION
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11:00 am – 12:00 pm
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2:45 pm – 3:45 pm
TRAINING
TECHNOLOGY
TEST KITCHEN

4:00 pm – 5:00 pm
TRAINING
SOLUTIONS
SHOWCASE

5:00 pm – 6:00 pm
GET YOUR GAME ON
WITH JEOPARDY!

6:00 pm – 6:30 pm
TRAINING SOCIAL
MEET UPS

WED

Feb 10

10:30 am – 11:00 am
DAILY ORIENTATION
& YOUR LEARNING
JOURNEY

11:00 am – 12:00 pm
TRAINING
ESSENTIALS:
Tips & Technique

LEARNING LEADERS
SUMMIT

12:15 pm – 12:30 pm
MINDSET
EATS SKILLSET
FOR LUNCH

12:30 pm – 1:15 pm
TRAINING MATTERS
KEYNOTE:
Innovating Our Way
Out

1:30 pm – 2:30 pm
TRAINING
ESSENTIALS:
How-To

LEARNING LEADERS
SUMMIT

2:45 pm – 3:45 pm
INNOVATIONS IN
TRAINING TOUR AT
ADVENTHEALTH

4:00 pm – 5:00 pm
TRAINING
SOLUTIONS
SHOWCASE

5:00 pm – 6:00 pm
GAMICON'S
GAMING GARAGE

6:00 pm – 6:30 pm
TRAINING SOCIAL
MEET UPS

THU

Feb 11

10:30 am – 11:00 am
DAILY ORIENTATION
& YOUR LEARNING
JOURNEY

11:00 am – 12:00 pm
TRAINING
ESSENTIALS:
Tips & Technique

LEARNING LEADERS
SUMMIT

12:15 pm – 12:30 pm
MINDSET
EATS SKILLSET
FOR LUNCH

12:30 pm – 1:15 pm
TRAINING MATTERS
KEYNOTE: How L&D
Can Engage Equity
+ Inclusion

1:30 pm – 2:30 pm
TRAINING
ESSENTIALS:
How-To

LEARNING LEADERS
SUMMIT

2:45 pm – 3:45 pm
TRAINING
TECHNOLOGY
TEST KITCHEN

4:00 pm – 5:00 pm
TRAINING
SOLUTIONS
SHOWCASE

5:00 pm – 6:00 pm
GAMICON'S
GAMING GARAGE

6:00 pm – 6:30 pm
TRAINING SOCIAL
MEET UPS

FRI

Feb 12

10:30 am – 11:00 am
DAILY ORIENTATION
& YOUR LEARNING
JOURNEY

11:00 am – 12:00 pm
TRAINING
ESSENTIALS:
Tips & Technique

LEARNING LEADERS
SUMMIT

12:15 pm – 12:30 pm
MINDSET
EATS SKILLSET
FOR LUNCH

12:30 pm – 1:15 pm
TRAINING MATTERS
KEYNOTE: Leading
the Digital Learning
Transformation

1:30 pm – 2:30 pm
TRAINING
ESSENTIALS:
How-To

LEARNING LEADERS
SUMMIT

2:45 pm – 3:45 pm
KITCHEN
CONVERSATIONS
ON VR

4:00 pm – 5:00 pm
TRAINING
SOLUTIONS
SHOWCASE

5:00 pm – 6:00 pm
GAMICON'S
GAMING GARAGE

6:00 pm – 6:30 pm
TRAINING SOCIAL
MEET UPS



ALL TIMES ARE EASTERN STANDARD TIME (New York)



BECAUSE YOU CAN'T COME TO US ... WE'LL COME TO WHEREVER YOU ARE!

We are living in extraordinary times... from COVID-19 and Black Lives Matter to the continued everyday-ness of training our dispersed colleagues. We keep being reminded how much training matters.

And we are learning more than ever before that *virtual* training matters, too.

Explore these themes and more during five days that will **challenge you, inspire you and engage you** in **unique content** that helps you create the **new reality of learning and work**.

Don't miss this exceptional opportunity to learn, reflect and play with your training colleagues from around the world — online February 8 to 12!

TRAINING MATTERS

pp. 6-7



Join us each day for featured keynotes — creativity expert **Elizabeth Gilbert**, positivity researcher **Shawn Achor**, improv genius **John Sweeney**, equity designer **Antionette Carroll**, neuroscientist **Grace Chang**, D&I executive **Philomena Morrissey Satre**, learning strategist **Kristen DiCerbo**, and MOOC pioneer **Anant Agarwal**.

TRAINING LEADERSHIP

p. 11



In **Learning Leaders Summit** sessions, hear about incredible work that leaders at **Visa, EY, UPS, Microsoft, Verizon, E. & J. Gallo, JJ Taylor**, and others have been doing to keep our colleagues engaged, skilled and well — with lessons from 2020, as well as inspiration for rebuilding workplace learning and work itself. Plus, discover new insights with the help of a poet and a choreographer!

TRAINING ESSENTIALS

pp. 14-15



Led by industry experts, these **Training Essentials** sessions in core content areas will give you the nuts and bolts, insights, real-world tips, and practical solutions to the hurdles you face every day. Learn design tips, delivery techniques, engagement strategies, and how to make the move to virtual learning.

TRAINING SOLUTIONS

p. 16



In the **Training Solutions Showcase**, explore strategies, tools, and technologies that address your training challenges. In each showcase session, you'll hear from four solution providers, and have the opportunity to follow up with them in short breakout conversations.

PRESENTATIONS LAB

p. 13



Day one features the **Presentations Skills Lab**, giving you access to experts in presentation design, delivery, tools and platforms. Learn from “the best” how to design and manage your virtual presentations. Plus, check out the Presentations Solutions Showcase!

training 2021 virtual conference

TRAINING INNOVATION

p. 16



Take a live, virtual tour of **AdventHealth Nicholson Center**, one of the nation's most-advanced surgical training centers. See how they simulate real life to teach surgical techniques in robotics, laparoscopy, orthopedics, and more. Be prepared to get “hands on” virtually with daVinci robots and laparoscopic surgery!

TRAINING TECH

p. 16



The **Training Technology Test Kitchen** is designed for sharing innovative tools, new media, and approaches to integrating technology into learning. Master Chefs will talk learning design, share quick how-to “recipes,” and demo training tech. You’ll also hear and see the latest in VR in **Kitchen Conversations on Virtual Reality!**

TRAINING SOCIAL

p. 12



Start each day in **GamiCon's Gaming Garage** with insights from your Training 2021 virtual learning journey. End each day in the Garage to unplug, tinker, and dream as you learn through play. Surprise and delight await around each corner with different types of games and mechanics guaranteed to keep you entertained and engaged.

TRAINING CERTIFICATES

pp. 8-9



Want to build your skills *and* your resume? Check out *Training* magazine's **Virtual Certificate Programs**, conducted by leading industry experts. Gain new knowledge and practice essential techniques to become (and remain!) a top performer in your field. Delivered completely online in mid and late February (additional fee)!

TRAINING BONUS!



BONUS: For each Training 2021 Virtual Conference session, the *Training* magazine team will curate a selection of best-of sessions for you from **Training Magazine Network's** 1,200+ webinars! These free sessions will help you learn more from your favorite presenters on topics you want to know more about.

“This event has transformed the way we go about planning, designing, and performing our training, and all for the better. If you want to know what world class looks like, you can find it here.”

– Duane Lester,
Manager of Issue
Education,
Grassroots Leadership
Academy

KEYNOTES: WELCOME TO THE NEW WORLD OF WORK!

We've heard a lot about the "new normal" as the pandemic has turned our world upside down. But now it's time to focus on the future and what that looks like for the world of work.

People are the heartbeat of organizations. For organizations to succeed, their people must succeed — they must be happy, healthy, respected, treated fairly, skilled, creative, innovative, and inspired.

Each of Training 2021's keynoters hones in on one (or more) of these aspects to guide you and your organization into what we call the "People Age."

We're all in this together — so let's work together to make the new world of work a place everyone wants to be.

"This conference is a must attend for anyone in the industry! So many opportunities to learn new things — see what is new out there and learn what others in our field are doing!"

— Lauri Smith, Sr. Director of Training and Development, Tommy Hilfiger



CREATIVITY AND MOTIVATION

Innovating Our Way Out

What comes next requires more creativity than fear. We need to imagine what is possible, what matters, and how we can intentionally create it. These are the topics **Elizabeth Gilbert**, author of *Big Magic*, has been obsessing about for years. Discover how to unlock your personal creative genius so you can inspire creativity in others to drive more innovation in your organization. Learn to give yourself permission to create and to fail — and be inspired to keep trying.



#1 New York Times bestselling author of Eat, Pray, Love, Elizabeth Gilbert — the woman Oprah Winfrey called a "rock star author" — is among her generation's most beloved and inspiring voices.

Activating Mindsets to Move from Fear to Discovery

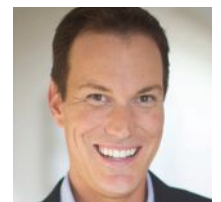
The speed of change has never been greater. Our need to transform has never been more critical. We must think and act differently and learn to expand and stretch outside our comfort zones. **John Sweeney** will share how you can help your organization gracefully move beyond discomfort into curiosity by practicing small mindset and behavioral shifts.



This John Sweeney quote appeared on millions of Starbucks cups: "Improvisers don't look at change as an obstacle; we look at it as fuel. We know that the next great idea lies just on the other side of the change. We are constantly asking ourselves, 'What can I do to incite change?' Well?"

Positivity Matters in Times of Crisis

Shawn Achor, author of *The Happiness Advantage*, has studied depressed Harvard students, banks in financial crisis, school shootings, the Boston bombings, the Flint water crisis, and more. His research consistently demonstrates that in times of crisis, positivity matters more than ever. Indeed, the more positive the brain becomes during challenges, the more capable it is to recover from stress, anxiety, and trauma, and proactively adapt to changing circumstances. Shawn will help you understand why this is relevant — and vital — for your organization to both boost employee happiness and performance, and promote positivity as the pathway forward in these challenging times.



Shawn Achor is one of the world's leading experts on the connection between happiness and success. His research on mindset made the cover of Harvard Business Review; his TED Talk is one of the most popular of all time; and he has advised more than a third of the Fortune 100 companies, the NFL, the NBA, the Pentagon, and the White House.

EQUITY AND INCLUSION

How L&D Can Engage Equity + Inclusion

Inequitable and oppressive systems are *by design*, so they can be *re-designed* — by us. Designer **Antionette Carroll** has led initiatives addressing the fundamental sources of inequity and injustice across multiple sectors.

Discover her framework for centering history and healing; acknowledging, dismantling, and sharing power; examining one's identities and inherent biases; and for prioritizing equitable outcomes over equal access. Learn how **Grace Chang** uses neuroscience insights to improve initiatives on inclusion, diversity, and equity. And get an insider's take on how Land O'Lakes' **Philomena Morrissey Satre** is responding to 2020's call for rethinking racial equity in the workplace.



Antionette Carroll, CEO of Creative Reaction Lab, a nonprofit educating and deploying youth to challenge racial and health inequities impacting Black and Latinx populations, served as the founding chair of the Diversity and Inclusion Task Force of AIGA, the professional association for design.

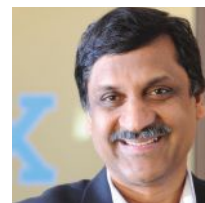
Grace Chang is a cognitive neuroscientist and chief scientific officer for The Regis Company, driving initiatives in learning and assessment to enhance neuroscience-based business solutions.

Philomena Morrissey Satre serves as director of diversity and inclusion and external strategic partnerships at Land O'Lakes.

DIGITAL LEARNING

Reskilling, Upskilling, and High-Quality Learning at Scale

edX CEO **Anant Agarwal** will share how COVID-19 accelerated the adoption and credibility of online learning and micro-credentials in higher education — and how corporations worldwide are incorporating those trends into powerful learning programs to quickly train and retrain employees during this period of profound change. Anant will detail how online courses can deliver active learning that sticks while helping reduce employee skill gaps and preparing your organization for the future of work.



Anant Agarwal founded edX in 2012 as an online learning platform that promised to revolutionize education. His original vision — to provide access to high-quality education at scale — has grown a network of 33 million learners, 100 million course enrollments, and 1,000 corporations.

Keep 'Em Coming Back for More

Khan Academy's mission to provide a free, world-class education for anyone, anywhere, has never felt more urgent and more necessary given the events of 2020. What started as one man tutoring his cousin via short video clips has been translated into dozens of languages with 100 million learners annually. Chief Learning Officer **Kristen DiCerbo** shares how they apply research from across disciplines to keep students engaged in learning and building skills. Discover how their mastery system encourages students to deeply understand through an engaging learning experience that goes beyond memorization.



Kristen DiCerbo, chief learning officer at Khan Academy, is responsible for driving and communicating the instructional and pedagogical strategy to improve student and teacher engagement and outcomes.

“A fantastic event that all training departments should consider attending. Both for educational purposes and benchmarking, it is an unparalleled event in the training industry.”

– Kyle Teter, Learning & Development Coordinator, StorageMart

BUILD YOUR SKILLS AND RESUME IN VIRTUAL CERTIFICATE PROGRAMS



Are your in-demand skills up to date? Register for a Virtual Certificate Program — available with or without the conference — and receive a *Training* magazine Certificate of Completion and an eBadge upon completion. Additional fee required.

C01 Converting Instructor-Led Training to Virtual Instructor-Led Training or eLearning Courses

Dani Watkins, Chief Learning Experience Officer, Zenith Performance Solutions



When organizations move from ILT to either a vILT or eLearning, they often attempt to do a straight conversion without re-evaluating the learning activities. As a result, they are left with a boring, ineffective vILT or eLearning course that falls short.

Discover how to create learning courses that change behavior, engage learners, and leave them wanting more. You will re-evaluate your ILT learning objectives and move to solving business problems through behavior change rather than information overload. During this program, you will redesign an existing ILT course to a vILT or an eLearning course and:

- Identify what eLearning tools are available to you and the type of functionality that is available.
- Storyboard the course in a new way that is interactive and engaging in a vILT or eLearning environment.
- Identify the graphics, media, and other supplemental tools to create a vILT or an eLearning course that is engaging for learners.
- Design new activities that engage learners and enable behavior change.
- Create a plan for executing the development of the eLearning when you return to your job.

PROJECT: Come to this program with a real-world ILT that you want to convert.

BYOD: An internet-enabled computer with Microsoft PowerPoint is required. Optional: An eLearning tool installed (i.e., Articulate Storyline 3/360, Adobe Captivate, Lectora, etc).

DATES: ONLINE, 10:00 am – 4:00 pm EST (plus, additional project work), February 17, 19 & 22

PRICE: \$895

C02 Building Effective eLearning with Articulate Storyline 360

Stefanie Lawless, VP Training, Yukon Learning



In this comprehensive and hands-on program, learn everything you need to build highly interactive elearning with Articulate Storyline 360. Together, we'll explore a host of options to help take your training content to the next level. You'll get to experiment with several features designed to engage the learner. By the end of this jammed-packed training, you'll learn what's needed to create a comprehensive learning course that can be published and delivered to meet a variety of needs, as well as play on a variety of devices. Topics in this program include:

- Best practices before beginning Storyline projects
- Storyline building blocks
- Slides, states, layers and triggers
- Common interactive elements
- Quizzing
- Screen recording
- Motion paths
- Text variables
- Number variables
- True/false variables
- Sliders and dials
- Player features
- Publishing

This program includes eight hours of live instruction, divided into four sessions, with application exercises assigned as homework at the end of each session. Summary videos and project files with solution sets are provided. Additionally, each session will be recorded and accessible to the attendee until April 9.

BYOD: A computer with Articulate Storyline 3/360 installed and ready to use. It's also highly recommended that you are familiar with the Storyline 3/360 interface, have an external mouse, and have a computer running Windows 7, 8 or 10. If you have a Mac, you need to ensure you have a parallel desktop. Please note that the instructor will be running the latest version of Storyline 360, and therefore, some features discussed are not available in Storyline 3.

DATES: ONLINE, 12:00 pm – 2:00 pm EST (plus, additional hands-on practice time), February 16, 18, 23 & 25

PRICE: \$895



“I would highly recommend a certificate program to anyone looking to invest more into their company, department, or team. One of the best experiences I’ve had at a conference.”

– Zachary Walter, Training Specialist, CAMPUS USA Credit Union

C03 A PowerPoint MasterClass for Learning

Mike Parkinson, Author, *A Trainer’s Guide to PowerPoint: Best Practices for Master Presenters*



I can do *that* in PowerPoint? Yes, you can. Get the tips, tools, and techniques the pros use to make powerful learning materials and presentations. Save time and money. Learn things you didn’t think were possible in PowerPoint. This workshop is an advanced [master] class – not an introductory class. This workshop is intended for intermediate PowerPoint users and beyond.

Attend this high-energy, interactive workshop and discover innovative techniques for the following topics:

- Professional templates [that work]
- Engaging content and stories
- Graphics, photographs, videos, and icons
- Hollywood FX
- Quizzes [w/o “auto grading”]
- Microlearning
- Auto animation using Morph
- Nonlinear navigation
- Latest design trends
- Add-ins
- Recording and exporting
- Controlling file size

BONUS! You will receive a copy of Mike’s book, *A Trainer’s Guide to PowerPoint*, as well as Mike’s *Graphic Cheat Sheet*, 100 free infographics, 1,800 icons, step-by-step instructions, and more.

BYOD:

- An internet-enabled computer with a mouse and Microsoft PowerPoint 365/PowerPoint 2019 for Mac or PC installed is recommended. [PowerPoint 2013 or 2016 are acceptable but some new features we use will not be available in those versions.]
- Proficiency in PowerPoint.
- A desire to have fun learning.

DATES: ONLINE, 10:00 am – 2:00 pm EST [plus, additional project work], February 22-24

PRICE: \$895

C04 Master Instructional Designer

Geoff Bailey, Senior Consultant, *Friesen, Kaye and Associates*



Discover the keys to creating interactive and engaging training that ensures learner success – whether in the traditional classroom, online, or a combination of both. You will receive electronic job aids and a detailed support manual to help you apply the techniques on the job. Enhance your skill set by learning to:

- Incorporate adult learning principles, a systematic learning process, and a variety of processing methods to maximize retention.
- Apply proven techniques for analyzing learner and organizational needs, and plan the design and development of training materials to meet those needs.
- Select the right learning content and instructional strategy to support performance improvement for the target population.
- Strategize design time shortcuts.
- Plan a variety of presentation, application, and feedback methods.
- Align learning objectives and tests, and outline strategies to close performance gaps.
- Create questions that maximize learning, encourage retention, and test for understanding.
- Promote interactivity in classroom and online designs.
- Create a validation plan that ensures the learning design meets the organizational needs.

BONUS! You’ll receive a 220-page instructional design fundamentals participant manual, plus case study documents, job aids, a Kolb Learning Styles Inventory, and a sample self-directed learning booklet. You’ll also receive a 184-page Support Manual full of instructional design guidelines, best practices, and templates with instructions for accessing the templates online.

DATES: ONLINE, 10:00 am – 12:00 pm and 2:00 pm – 4:00 pm, February 25-28

PRICE: \$895

TRAINING TOP 100 AWARDS GALA: CELEBRATING INDUSTRY EXCELLENCE

2021 Training Top 100 Rankings Unmasked (Safely ... Online!)

Dear Colleagues,

For the first time *EVER*, all Training Conference attendees are invited to attend the newly rebranded **Training Top 100 Gala** to celebrate the winners of the industry's premier employee training and development awards program.

Join us virtually on Monday, February 8, at 7:00 pm EST (New York time) as we unmask the rankings and count down to #1!

Be ready to get on your feet and cheer for these organizations that have done such amazing things in training during these very challenging times!

There might even be a chair dancing contest ... with prizes!

Best,

Lorri Freifeld
Editor-in-Chief,
Training magazine



REINVENTION IN THE YEAR OF LIVING DISRUPTIVELY

Training Magazine's



February 9-12, 2021

11:00 am - 12:00 pm

1:30 pm - 2:30 pm

None of us working today has lived through a more disruptive period, where everything we do in life and work has been so profoundly changed. As training professionals, our work has never been more urgent and important. Training matters, indeed!

During eight Learning Leaders Summit sessions, join your peers and hear how they and their teams responded to the challenges of 2020, as well as how they are planning for the future of learning at work.

Learning Leaders Summit Moderators



**RITA
BAILEY**

Founder,
UpToSomething



**CHUCK
SIGMUND**

Senior Manager of Learning
& Development, Microsoft

Confirmed Summit Storytellers (More TBA)



REBECCA BETTENCOURT

Sr. Program Manager
E. & J. Gallo Winery



JON BOWERS

Director of Learning Technology
UPS



MATTHEW BRADEN

Associate Director
Verizon



TINO SIMON

Business Program Manager
Microsoft



BRENDA SUGRUE

Global Chief Learning Officer
Ernst & Young



JEFF WEAVER

Training & OD Director
JJ Taylor



KARIE WILLYERD

SVP, Chief Learning Officer
Visa

Emerging Training Leaders Recognition

We can think of no better time to celebrate the winners of the **2020 Emerging Training Leaders** awards program than during our Learning Leaders Summit.

Training Editor-in-Chief **Lorri Freifeld** and **Stedman Graham**, educator and author of *Identity Leadership*, will recognize these up-and-coming Learning and Development professionals, and we'll meet three of them in conversation about leadership.



CONNECT THE DOTS



Irish poet **Anne F. O'Reilly** and choreographer **JoAnna Mendl Shaw** join us again as creators-in-residence to help us listen differently, tap into our creative selves, think in new ways, and make new meanings!

GAMICON'S GAME GARAGE: EXPLORATION + PLAY = LEARNING



GamiCon takes on a whole new format as part of the Training 2021 Virtual Conference!

Join us in **GamiCon's Game Garage** — an engaging, interactive

learning environment that immerses you in fun.

Is it time to shift gears in your training programs? Well, torque up the power with your customized learning road map. Kick off each day by mapping out your daily learning journey, and capturing your insights in your “travel journal.”

Our **Chief Engagement Officer Monica Cornetti** will guide you on this journey to the allusive-yet-alluring land of EPL — where **Exploration + Play = Learning.**



Surprise and delight await around each corner with different types of games and mechanics guaranteed to keep you entertained and engaged.

At GamiCon's Game Garage, you'll get ideas to inspire creativity that you can capture and take with you to motivate your learners. Tune up your skills and fill your toolbox as you connect and network with like-minded professionals — where you can truly immerse yourself in an environment of play and learning.

“A lot of very good information, which still needs to be digested. But the most important is that the metabolization process started, as well, and results are already visible. I will definitely join the next online GamiCon.”

— Lumi Stanescu, International Sr. Training and Education Specialist, Medtronic ENT

Join us in the Garage at the end of each day for an opportunity to unplug, tinker, and dream as you learn through play.

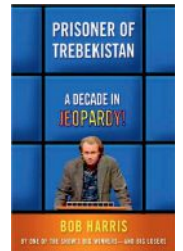
Get Your Game On with Jeopardy!

Featuring Special Guest Host Bob Harris, Jeopardy! Tournament of Champions and Battle of the Decades contestant, and author of Prisoner of Trebekistan

Powered by



Play the official Jeopardy! game for training and experience how to make learning more fun and engaging! Test your knowledge, climb the leaderboard, and compete for prizes!



Deconstructing Games to Create New Games

Led by Valary Oleinik, Project Manager, Weil Gotshal and Manges

Deconstruct a game and put it back together with new rules and new gameplay. Come dressed as your favorite game character, too!

Open Your Baskets: It's Chopped!

Led by Keith Lillico, Instructional Designer, Lillico Learning

Join a team to compete and turn a basket of mystery ingredients into a viable learning program. Teams will face off to see who can design the best solution to a mutual design challenge.

Collaborate to Escape the Room

Led by Ian Coleman, Lead Multimedia Developer, Booz Allen Hamilton

Be immersed inside a game and solve clues to escape back to reality. You'll have to work closely with your team to conduct research, make connections, and communicate quickly and effectively so that you can escape the game.

What's Your Visual Story?

Led by Sharon Goza, Integrated Graphics Operations and Analysis Lab Manager, NASA

What do you want your learners to do after the learning experience? Could visual storytelling help you achieve those outcomes? We'll play with some images, start at the end of the experience, and work our way back to the beginning.

PRESENTATIONS SKILLS LAB: EXPLORE DESIGN, TOOLS & MORE

Day one of Training 2021 features the Presentations Skills Lab, giving you access to experts in presentation design, delivery, tools and platforms.

DESIGN & DELIVERY

February 8, 11:45 am – 12:45 pm EST

5 Presentation Silver Bullets

Mike Parkinson, Owner, Billion Dollar Graphics

Intercultural Presentation Skills: Training for Global Professionals

Daniel Hubbs Bullock, Language and Communications Specialist, United Nations Learning Centre; Raul Sanchez, Professor/Corporate Program Coordinator, New York University

Design Theory and Tricks for Making Slides Look Polished and Pretty

Camille Holden, Co-Founder, Nuts & Bolts Speed Training

Surviving Handout Hell

Rick Altman, Director, BetterPresenting.com

Six Ways to Unmask the Webinar

Constance Staley, Professor of Communication, University of Colorado

TOOLS & PLATFORMS

February 8, 1:00 pm – 2:00 pm EST

PowerPoint Design Tips to Make Beautiful and Effective Presentations

Richard Goring, Director, BrightCarbon

Amazing Tools and Techniques for Driving Virtual Collaboration

Nick Floro, Learning Architect, Sealworks Interactive Studios

Tips & Tools for Memorable Video Presentations

Spencer Waldron, Director of Global Brand Communications, Prezi

Advancing Your Virtual Classroom Skills

Kassy LaBorie, Principal Consultant, Kassy LaBorie Consulting

Anything But PowerPoint: Alternative Tools and Apps

Phylise Banner, Learning Experience Designer, Phylise Banner Consulting

ENGAGEMENT TECHNIQUES

February 8, 2:15 pm – 3:15 pm EST

Facilitating Group Sessions in the Virtual Environment

Michael Nolan, President, Friesen, Kaye and Associates

Getting a Squirrel to Focus in the Virtual World

Patricia Scott, President and CEO, Uhmms

Making Video Successful for Virtual Sessions

Matt Pierce, Learning & Video Ambassador, TechSmith Corporation

Put Virtual Learners in the Driver's Seat

Sheri Jeavons, President, Power Presentations

Polish Your Virtual Presentation Skills

Marsha Weisleder, Performance Improvement Coach, Langevin Learning Services

POWERPOINT SLAM!

February 8, 3:30 pm – 4:15 pm EST

Learn from PowerPoint design specialists as they do battle in a friendly competition to help you create the coolest presentations.

TRAINING ESSENTIALS: START WITH TIPS & TECHNIQUES

Led by industry experts, the Training Essentials sessions in core content areas will give you the nuts and bolts, insights, real-world tips, and practical solutions to the hurdles you face every day.

TIPS & TECHNIQUES SPEED SESSIONS

February 9-12, 11:00 am – 12:00 pm EST

Subject-Matter Experts: Friend or Foe?

Diane Elkins, Co-Founder, Artisan E-Learning

Training's Beacon of Hope in Global Gloom

Jim Kirkpatrick, Co-Owner, Kirkpatrick Partners

The Secret to Massive Participant Engagement in Virtual Training

Sardek Love, President, Infinity Consulting and Training Solutions

The Instructional Design Game: Let's Build a Better Mousetrap!

Jean Marrapodi, Senior Learning Architect, MassMutual

Content is Not King (and It Never Really Was)

Joe Urbanski, COO, Total Solutions Group

The Next Stage of Online Learning

Clark Aldrich, Managing Partner, Clark Aldrich Designs

Designing the Learner's Journey: Building Intrigue, Engagement, Confidence, and Joy

Michael Allen, CEO, Allen Interactions

Mindset Matters

Cynthia Clay, CEO, NetSpeed Learning Solutions

Practical Augmented Reality (AR) for Learning Developers

Destery Hildenbrand, Immersive Experience Designer

Intro to Effectively Evaluating eLearning

Steven Yacovelli, Principal, TopDog Learning Group

Chatbots for Learning 101

Vince Han, CEO, Mobile Coach

Shifting Focus from Telling Learners to Letting Them Think

Ray Jimenez, CEO, Vignettes Learning

It's Time to Get Serious with Evaluation

Patti Phillips, CEO, ROI Institute

Presentations Skills Matter!

Becky Pluth Pike, CEO, The Bob Pike Company

Leverage Agile Techniques for Learning Experience Design

Megan Torrance, CEO, TorranceLearning

Five Real-World Learner Engagement Tips from Disney

Pete Blank, Training and OD Manager, Personnel Board of Jefferson County

Useful Tools You Probably Don't Know When Creating eLearning

Joe Ganci, President, eLearningJoe

Reimagine Post-Pandemic Learning with VR and Games

Anders Gronstedt, President, The Gronstedt Group

Choosing the Right Technology for Your Virtual Training Sessions

Karen Hyder, Online Event Producer, Kaleidoscope Training and Consulting

Make Your Live Online Training Effective and Engaging with LOLAs

Sivasailam Thiagarajan, Resident Mad Scientist, The Thiagi Group

Save
\$100 with
a group
discount!

TRAINING ESSENTIALS: GO DEEPER IN HOW-TO SESSIONS

Following the daily “Tips & Techniques Sessions” (Feb 9-12), choose one of five concurrent “How to Sessions” to go deeper into that topic.

HOW-TO SESSIONS

February 9-12, 1:30 pm – 2:30 pm EST

Transforming What Your SMEs Know to What Your Learners Need

Diane Elkins, Co-Founder, Artisan E-Learning

The Secret to Training Success in Today’s Global Climate

Jim Kirkpatrick, Co-Owner, Kirkpatrick Partners

Krazy Fun Virtual Training Activities

Sardek Love, President, Infinity Consulting and Training Solutions

The Instructional Design Game: Let’s Build a Better Mousetrap!

Jean Marrapodi, Senior Learning Architect, MassMutual

Make Training a Want To (Not a Have To)

Joe Urbanski, COO, Total Solutions Group

Learn to Create Your Own Short Sims

Clark Aldrich, Managing Partner, Clark Aldrich Designs

SHINE – Five Secrets of Stellar Virtual Trainers

Cynthia Clay, CEO, NetSpeed Learning Solutions

Applying the Content, Challenge, Activity, Feedback (CCAF) Design Model

Ethan Edwards, Chief Instructional Strategist, Allen Interactions

Just-in-Time AR Delivery Methods

Destery Hildenbrand, Immersive Experience Designer

Effectively Evaluating eLearning: The Story of Pearl White & The 7 Dorks

Steven Yacovelli, Principal, TopDog Learning Group

How to Build Chatbots for Learning

Vince Han, CEO, Mobile Coach

Increasing Workers’ Abilities to Think Beyond Skills, Tasks and Knowledge

Ray Jimenez, CEO, Vignettes Learning

Proving the Value of Your Programs

Jack Phillips, Chairman, ROI Institute

Practice Makes Perfect When Presenting

Becky Pluth Pike, CEO, The Bob Pike Company

Create a Plan for Iterative Development & Evaluation

Megan Torrance, CEO, TorranceLearning

LOLA: Live Online Learning Activities: How to Increase and Improve Interactivity in Live Online Training

Sivasailam Thiagarajan, Resident Mad Scientist, The Thiagi Group

How to Add “Disney Show” Elements to Your Virtual or In-Person Training

Pete Blank, Training and OD Manager, Personnel Board of Jefferson County

The Must-Know Adobe Captivate Tricks for Creating Tests and Assessments

Joe Ganci, President, eLearningJoe

How to Start Your VR Journey

Anders Gronstedt, President, The Gronstedt Group

Five Secrets to Interactive Virtual Training Sessions

Karen Hyder, Online Event Producer, Kaleidoscope Training and Consulting



Online Ambassador Heather Riddick, a Training Conference veteran and learning and performance manager with Nationwide (a company to be inducted into *Training* magazine’s Top 10 Hall of Fame in 2021) is ready, willing, and able to answer all your conference questions! She’s a ton of fun and can help you make valuable connections.

TRAINING SOLUTIONS AND DEMOS: DEMO A-GO-GO ... DAILY!

Presentations Solutions Showcase

February 8, 4:30 pm – 5:30 pm

Training Solutions Showcase

February 9-12, 4:00 pm – 5:00 pm

Demo a-go-go... every day!

One of the best things about a conference is the opportunity to check out a plethora of tools and solutions, guided by experts who know them best.

From Monday to Friday, tune in for an unopposed hour of short demos, ending with some time for dialogue and further exploration with the demo presenters.

You'll see one demo each from four different companies, in a round-robin, pass-the-mic-style program each day. Demos will be focused on how each tool and solution solves one of your common training or learning challenges. Presenters are encouraged to offer special downloadable extras, so don't miss these five Showcase sessions!



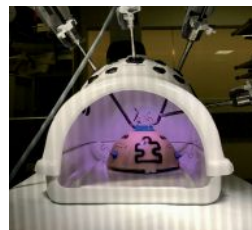
Training Technology Test Kitchen

February 9 & 11, 2:45 pm – 3:45 pm

Join Master Chef Phylise Banner and “chef” friends for the Training Technology Test Kitchen — designed for sharing innovative tools, new media, and approaches to integrating technology into learning. The chefs will talk learning design, share quick how-to “recipes” for mixing apps and tech, and demo additional technology to whip up delicious learning!

Innovations in Training Tour at AdventHealth Nicholson Center

February 10, 2:45 pm – 3:45 pm



Take a live, virtual tour of AdventHealth Nicholson Center, one of the nation's most-advanced surgical training centers. See how they simulate real life to

teach surgical techniques in robotics, laparoscopy, orthopedics, and more. Be prepared to get “hands on” virtually with daVinci robots and laparoscopic surgery!

Kitchen Conversations on Virtual Reality

February 12, 2021 – 2:45 pm – 3:45 pm

Visit the Training Technology Test Kitchen to hear and see the latest in VR!

Training 2021 Sponsors and Partners



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Elevate your brand and generate leads — no suitcase needed! HURRY and confirm one of the limited sponsorships available. Keep things as simple as an offering in the Virtual Swag Bag, or become part of the program with a 10-minute demo during a Training Solutions Showcase demo hour.

Get more info: lori@trainingmag.com

44th Annual **training 2021**
virtual conference

How to Register:

Online: TrainingConference.com

Phone: 1.847.620.4483 ext. 1
[9 am – 6 pm Eastern, Monday – Friday]

Email: registration@goeshow.com
[Subject: Training Conference]

Mail to: Lakewood Media Group
c/o Netronix Corp eShow
5 Executive Court, Suite 2
South Barrington, IL 60010

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Payment:

Payment is accepted by credit card, business check or money order. To generate an invoice and pay later, register online and select “balance due” for payment or check “bill me” in #2. Payment is required prior to attending the virtual conference (Feb. 8-12) and/or online certificate programs.

Save \$100 Per Person on the Virtual Conference with a Group or Organizational Discount:

- Groups of three or more from the same organization.
- Individuals from a government, military, nonprofit or academic organization.

Find discount codes and more details at:
TrainingConference.com/2021/discounts.cfm

Registration Cancellation Policy:

Should you need to cancel your paid registration, your cancellation must be received by January 29, 2021. Cancellations received by January 29, 2021, will be charged a \$50 processing fee (you will receive a refund less \$50). No refunds will be issued for cancellations received after January 29, 2021. However, on online certificate programs cancelled after January 29, 2021, we are happy to accept substitutions or issue a credit toward a future event.

“Training Conference was a great event with all the ingredients you need: new ideas, inspirations, networking and a lot of fun. Thanks to everyone who made it happened.”

– Hauke Timm, Head of Sales Competency and Development, ABB Power Grids

1. Attendee Information

Name _____ Job Title _____

Organization/Company _____

Address _____

City _____ State/Province _____ Zip/Postal Code _____

(_____)

Phone (required) _____

Email (required) _____

2. Method of Payment/Credit Card Authorization

Visa Mastercard AmEx Discover Checks payable to:
 Check # _____ Bill Me **Lakewood Media Group**

Card Number _____ Security Code _____

Print Cardholder's Name _____ Exp. Date _____

Cardholder's Signature _____ Date _____

By signing this form, you agree to have your credit card charged for the fee(s) selected AND to the cancellation policy.

**3. Registration Fees:
Virtual Conference + Virtual Certificate Programs**

Training 2021 Virtual Conference (Online Feb. 8 - 12)\$495

Post-Conference Virtual Certificate Programs

C01 Converting Instructor-Led Training to Virtual Instructor-Led Training and eLearning Courses (Online Feb. 17, 19 & 22)\$895

C02 Building eLearning with Articulate Storyline 360 (Online Feb. 16, 18, 23 & 25)\$895

C03 A PowerPoint Master Class for Learning (Online Feb. 22-24)\$895

C04 Master Instructional Designer (Online Feb. 25-28)\$895

Subtotal: \$ _____

Discount Code: _____ (\$ _____)
(if applicable)

TOTAL (in U.S. Dollars): \$ _____

“I liked that even though the Learning Leaders Summit featured companies in direct competition with each other, all of that was put aside to share best practices on delivering world-class experiences for our learners.”

– Miles Ford, Manager, Shaw Industries Group

“This event not only provides pertinent information you need as a training professional, but the focus on mindfulness and being positive is worth the price of admission. This event is a great way to kick off a new year!”

– Ashley Mooney, Training Specialist, TrueCommerce