



# Keeping Training Up to Date in the 21<sup>st</sup> Century

A R M A   I N T E R N A T I O N A L

F E B   1 0 ,   2 0 2 1

---

# Speaker Bio



## Kirsten Liston

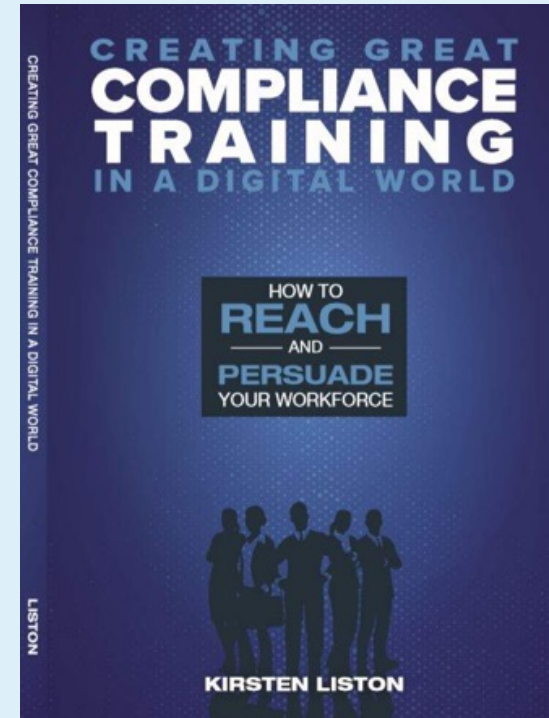
*Rethink Compliance*

*Founder & Principal*

- ✓ Joined compliance industry in September 2000
- ✓ Created 700+ online courses and communications
- ✓ Written 25+ Codes of Conduct
- ✓ Author of 2019 "Creating Great Compliance Training in a Digital World"

Email: [Kirsten@rethinkcompliance.com](mailto:Kirsten@rethinkcompliance.com)

Cell: 617-233-6422



# Today's Focus

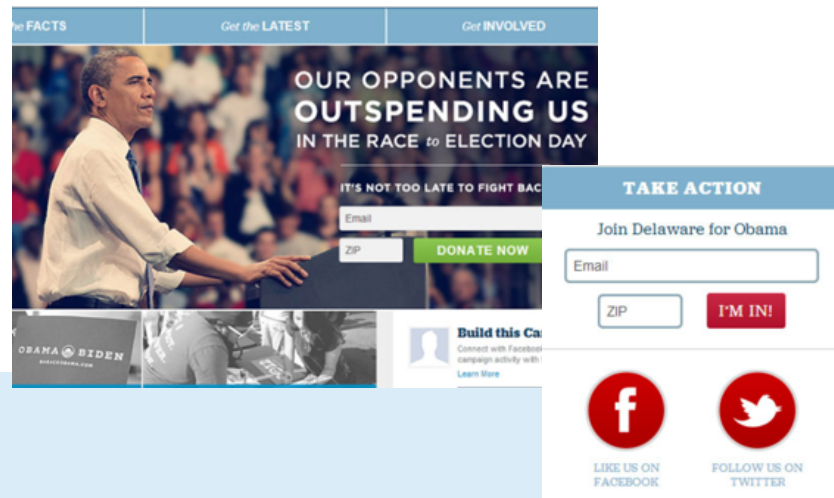
---

1. How can you get people's attention in a noisy digital world?
2. How can you make training stick when communicating with modern audiences?  
(.....especially on technical, complex topics)

# “Can’t you do something like this for us...”



St John Ambulance The Chokeables advert: save a choking baby

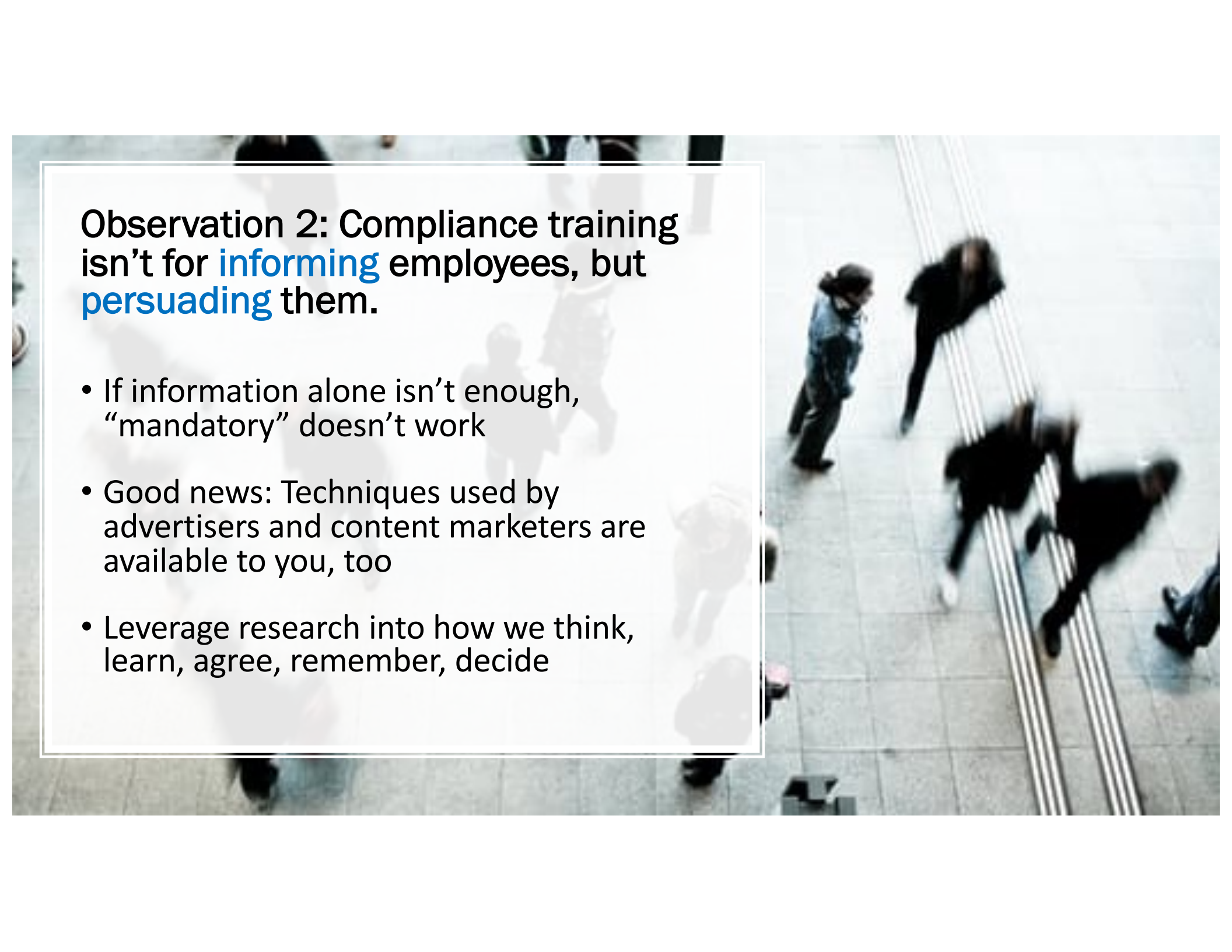




## Observation 1: Your audience has changed – we all have!

- Internet has re-wired our brains for quick processing – “screen and glean”
- Developments in technology & tools have raised expectations for content & visuals
- All this = competition for ANY content, including your compliance messages





## Observation 2: Compliance training isn't for **informing** employees, but **persuading** them.

- If information alone isn't enough, “mandatory” doesn't work
- Good news: Techniques used by advertisers and content marketers are available to you, too
- Leverage research into how we think, learn, agree, remember, decide



**01**

# What Can We Learn from Advertising?

# It's hard to change human behavior

---



# It's not what you say...

---

**...it's what your audience hears and remembers.**

- Start with your customer and what they care about
- The further a message has to go, the simpler it should be
- “Telling” someone doesn't get the job done







# Do the work for your learner

---

**Digest what matters to give your audience clear direction — don't make them guess.**

- Connect them to the “why”
- Think executive summary, not data dump
- Resist the urge to embellish!

# Clear, simple, and frequent can do a lot





**02**

## What Can We Learn from Learning Theory?

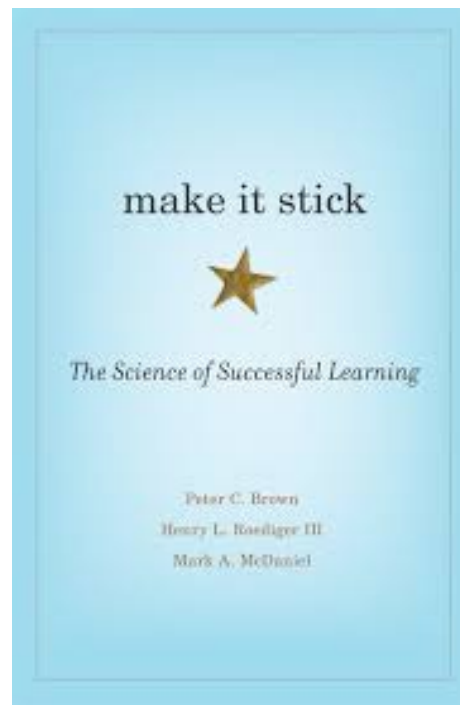
# “The illusion of mastery”

---



# Make it Stick: The Science of Successful Learning

---







## 1. To learn, retrieve.

- Since 1885, psychiatry has recognized a “forgetting curve”
- We lose 70% of what we learned quickly; the last 30% falls away more slowly
- To improve learning, we must interrupt the forgetting curve



**Key fact: Fast learning leads to fast forgetting.**

- Retrieval is like exercise for a memory – it makes it stronger
- To be most effective, retrieval must be repeated, in spaced out sessions
- Repeated retrieval can make skills a reflex – the brain acts before the mind has time to think



“Even a single test in class can produce a large improvement in final exam test scores, and gains in learning increase as the number of tests increase.”

- *Make it Stick*

**How would you put this into practice?**



## 2. Mix up your practice.

- Most believe that learning is better with single focus
- But research shows that spacing practice, and interleaving it with other training, produces better mastery and retention
- Varying training also helps you better apply learning to new circumstances





**Key fact: You improve more quickly with single focus learning – but you forget more quickly, too.**

- Spacing out practice FEELS less productive because some forgetting has occurred
- But it works because the brain has to draw on long-term memory, leading to more durable learning





“The simple act of spacing out study and practice in installments and allowing time to elapse between them both makes both the learning and the memory stronger.”

- *Make it Stick*

**How would you put this into practice?**

Which product:

- Gives you wings?
- I'm lovin' it?
- Just do it?





### **3. To extend learning, use retrieval cues.**

- There's virtually no limit to what we can learn – but our retrieval capacity is limited.
- It's not the knowledge you forget, but the cues that let you retrieve it.
- The cues for new learning frequently displace the cues for older learning.





**Key fact: Memory cues can help make knowledge easier to retrieve.**

- Mnemonic devices are mental tools that help cue information for easier recall
- Some that work are: rhymes, taglines, vivid imagery, acronyms
- These can help organize large bodies of knowledge for retrieval



“How readily you can recall knowledge from your internal archives is determined by context, recent use, and the vividness of cues that you...can call on to bring it forth.”

- *Make it Stick*

**How would you put this into practice?**

#### 4. Prime the mind for learning.

- You remember a solution better if you've struggled with a problem before being shown how to solve it
- Unsuccessful attempts encourage deep processing of the answer when it is supplied





**Key fact: Generating an answer is a more powerful than recalling it -- even if you get it wrong at first.**

- This is how we learn in life – through trial and error
- Feedback is most powerful when given a bit later, rather than immediately in the moment







“It’s better to solve a problem than memorize a solution. It’s better to attempt a solution and supply the incorrect answer than not to make the attempt.”

- *Make it Stick*

**How would you put this into practice?**

## What works:

1. Start with audience (what do they care about?)
2. Do the work
3. Make them retrieve
4. Mix up topics
5. Use retrieval cues
6. Make them struggle to solve it

