

training

The **future** of **Training**

Despite a plethora of high-tech training tools, the human element and sound instructional design will continue to play crucial roles in the future of learning

BY:

training TOP10
Hall of Fame

IN ASSOCIATION WITH:

ISA
1978 • 2018
The Association of
Learning Providers

SPONSORED BY:

THE
NATIONAL
CONFERENCE CENTER®

Bold Thinking. Smart Growth.

When it comes to finding a training firm that's exceptionally committed to your business, there is no shortcut.

Or is there?

ISA is a distinguished group of companies that lead the industry across the learning & development spectrum, all with a common commitment to growing their clients and supporting their business needs. They come together to learn from each other and find out what's working and what's not so their clients can reap the benefits. When you work with a company from ISA's member list, you're getting a partner with access to an unequalled collection of experience.

There may be no quick and easy way to arrive at the best solution, but you can certainly get a head start.

Choose training providers and consultants who belong to ISA. It's one shortcut that's certain to carry you far.

www.isaconnection.org | 703.730.2838





EDITORIAL:

Editor-in-Chief Lorri Freifeld 516.524.3504
lorri@trainingmag.com

Research Director Saul Carliner
saulcarliner@hotmail.com

Contributing Editor Margery Weinstein
margery@trainingmag.com

Columnists Neal Goodman, Ashley Prisant Lesko,
Neil Orkin, Bob Pike, Michael
Rosenthal, Roy Saunderson,
Bruce Tulgan, Jason Womack

Art Director David Diehl 646.932.3402
daviddiehl@design@gmail.com

Webmaster Matt Tews 763.712.8555
matt@trainingmag.com

SALES & MARKETING:

Publisher Mike Murrell 952.401.1283
mike@trainingmag.com

Associate Publisher Lori Gardner 952.544.6906
lori@trainingmag.com

Account Executive Jeff Richards 612.309.1129
jeff@trainingmag.com

Sales Associate Payton Powell
612.978.4195
payton@trainingmag.com

Digital Marketing Manager Jeremy Tews
jeremy@trainingmag.com

Art Director/Promotions Susan Abbott
susan@abbottandabbott.com

Production Manager Tony Kolars
tony@trainingmag.com

Audience Marketing Director Vicki Blomquist
vicki@trainingmag.com

CORPORATE & EVENTS:

President Mike Murrell 952.401.1283
mike@trainingmag.com

VP, Finance/Operations Bryan Powell 612.922.9399
bryan@trainingmag.com

VP, Market Strategy Philip Jones 612.354.3525
phil@trainingmag.com

VP, Expositions Dick Powell 952.417.6504
dick@trainingmag.com

VP, Conferences Julie Groshens
julie@trainingmag.com

Conference Manager Leah Nelson
leah@trainingmag.com

Conference Events Manager Kim Grant
kim@trainingmag.com

Creative Engagement Director Steve Dahlberg
steve@trainingmag.com

SUBSCRIBER/ADVERTISER SERVICES:

Copyright Permissions Copyright Clearance Center
(Print & Online) 978.750.8400; info@copyright.com

Custom Reprints The YGS Group, Anastasia Stover
(Print & PDF/Digital) 717.430.2268

List Rental Manager anastasia.stover@theygsgroup.com
TriMax, Paul Kolars 651.292.0165
pkolars@trimaxdirect.com

Subscriber Customer Service 1.877.865.9361 or 847.559.7596

(Address Changes,
Back Issues, Renewals) ntrn@omeda.com
Fax: 847.291.4816

The Future of Training

The FUTURE of TRAINING 4

Classroom Learning Fosters
Relationships 5

CASE STUDY: The Power of
Being Vulnerable 6

Facilitation Expands
Training Opportunities 7

Qualities of Top Facilitators 7

CASE STUDY: Can Virtual
Learning Be as Engaging as
Live Classrooms? 8

CASE STUDY: Baselines
Are Step 1 in Tracking ROI 9

CASE STUDY: Capture Data
to Predict ROI 9

Mapping the Future...for
YOUR Organization 10

About the Training Top 10
Hall of Fame 11

The future of Training

Despite a plethora of high-tech training tools, the human element and sound instructional design will continue to play crucial roles in the future of learning.

BY THE TRAINING TOP 10 HALL OF FAME

When Learning and Development (L&D) leaders consider the future of training, they often focus primarily on technology solutions. After all, who wouldn't be intrigued by learners accessing content and swiping through data on holographic white boards shimmering in the air (remember the Tom Cruise movie, *Minority Report*)? Or learners channeling Dick Tracy as their smartwatch answers their questions in the field?

Indeed, virtual reality and augmented reality are becoming realistic delivery methods for training; artificial intelligence likewise is becoming a more practical option; and on-demand learning, microlearning, and social learning continue to be increasingly key elements, especially for tech-savvy employees.

Despite the plethora of high-tech solutions, Training Top 10 Hall of Fame members resoundingly believe the classroom will continue to play a vital role in the future of training. That said, this isn't the classroom you probably trained in. Front-of-the-room lectures to passive listeners are being replaced by flipped classrooms, learning labs, PODs (points of dispersal), facilitators, games, and simulations that engage learners. And that means instructional design will take on an even more crucial role.

This white paper discusses the future of training, the new skills that will be needed to optimize cutting-edge delivery modes on the horizon, and how L&D can best measure results and ensure training effectiveness.

Learning Options Abound—Which Is Best?

Learning increasingly is about “this AND that” rather than “this OR that.” This blended approach is the way of the future, helping L&D adapt learning methods to situations so learners get what they need in the way that's best for them in that instance. Faced with an overabundance of available learning resources, what people need most is a safe environment in which to hone their skills.

Recognizing this, companies are transitioning from one-time learning events to continuous learning. They are creating a series of learning experiences throughout an employee's

tenure, from mailroom to boardroom, with the goal of helping employees at all levels keep their knowledge and skills up-to-date and expand their capabilities.

Adaptive learning—an educational method that uses interactive teaching devices and orchestrates the allocation of human and mediated resources according to the unique needs of each learner—is a big part of that. By further determining what learners already know and training them from that baseline forward, L&D can enhance learner engagement while making the most of its budget.

Mobile or virtual components may be part of the learning arsenal, too, but they aren't effective for every situation. For instance, industries that require continuing education credits are challenged to make their offerings meet the requirements for credit. Likewise, employee-developed content may be invaluable, but in highly regulated industries, it is constrained by the need for expert and legal review.

Virtual reality (VR) and augmented reality (AR) provide enticing options, but they may be most effective in safety training (including electrical high-wire work, medical procedures, manufacturing, and responses during retail store robberies) or early encounters with complex equipment. VR's ability to immerse people in a virtual world also helps learners experience other perspectives—such as an architect touring a building...but in a wheelchair. AR, in contrast, overlays information onto the real world. It can be helpful in performance support, such as guiding field technicians through unusual or complicated repairs.

Classroom learning is alive and thriving

Classroom learning *seems* passé compared to microlearning, virtual reality, games, and simulations. But *seems* is the operative word. Classroom learning is essential when relationships need to be formed. In fact, classroom learners invariably cite the relationships they formed during face-to-face classes as the most valuable return on investment.

Forging those relationships takes time, shared experiences, and participants' willingness to show vulnerability. This is different from the traditional classroom, and requires more of participants and facilitators, but it results in more effective leaders and employees.

Transitioning from traditional to facilitated classrooms is challenging. Facilitated courses demand learners' active participation. Pre-work and nightly homework are

expected, along with experiences that test their mettle and inform their future decisions.

For facilitators, this new type of classroom learning requires a new mindset and new skills. Rather than being the experts with the answers, they must learn to stimulate and guide discussions, and ask the right questions to get learners talking and exploring the issues. It isn't easy. There's often silence. Learners fear asking questions that make them seem uninformed. It's the facilitator's responsibility to make everyone feel comfortable enough to ask the "dumb" question that all are thinking but no one will ask.

Teaching people to ask for help, using scenarios in which learners can't achieve their goals otherwise, can ease that situation. Often, people don't realize they can ask for help and actually get it. Maybe that's because they're taking quizzes or competing against others, but often it's because they never realized they could ask. Many fear looking weak, not realizing that one sign of weakness is not asking for needed help. Facilitators can help them understand that no one has all the answers. Good leaders find people who can do what they can't.

This is about being vulnerable, and feeling safe enough to share that vulnerability. One instructor begins by sharing

Classroom learning fosters relationships

Classroom experiences are so important that one Top 10 Hall of Fame company is building a classroom-based training center in Orlando, scheduled to open in 2019. This decision—the largest training investment the company has ever made—was based on extensive research, including interviews with employees and learning experts. They all said they want to network with leaders, learn, and practice.

All generations of employees were involved. Their message was clear: The relationships forged among peers in the classroom are one of the most valuable aspects of training. Senior executives said this, too. The relationships they formed in their early careers made a substantial difference and were a key element in their success.

his biggest challenge as a child, and then asks participants to share their childhood challenges. These stories engage listeners and prepare them to learn at a deep level. And as they expose a long-ago vulnerability, people begin to connect through their stories.

Storytelling is powerful. Storytellers who gathered their clans around primitive campfires, and orators whose audiences filled great halls, all used stories to teach vital lessons, to sway opinions, to make their points. In class, stories of real business challenges become launching points for deep discussions that delve into root causes, possible solutions, and ways to approach similar challenges as learners put their new skills and insights into practice. These stories help people build connections and empathy in ways that inform subsequent decisions.

At the root of it, learners most need to talk with, and learn from, each other.

Strategies to Develop Great Facilitators

The growing emphasis on facilitators rather than presenters in classrooms (both physical and virtual) may mean trainers themselves need to acquire a new set of skills. They need to be able to guide conversations without dominating them and learn how to make connections

CASE STUDY:

The Power of Being Vulnerable

As learners gain trust in each other, they sometimes find themselves sharing experiences that were never expected or intended. For example, one facilitator told a very personal story. His young son struck out playing baseball, and he erupted in front of the entire team. His wife pointed out how this embarrassed his son. At the next opportunity, he apologized to his son in front of the team. He fought back tears each time he recounted that story.

After hearing that, one learner wrote to the facilitator, admitting he was extremely short with his own child, who was developmentally disabled. That learner made the decision, then and there, to treat his child with more patience. A few weeks later, he said his home life had improved dramatically.

Each learner may apply the lesson differently, but the underlying principle remains the same and will make a difference every time.

between people. It's like being an orchestra conductor. Great facilitators blend a complex mix of discussion, guidance, encouragement, coaching, and technological know-how to help classes run smoothly and learners to get the most from their involvement and succeed in their day-to-day tasks. Above all, facilitators must be flexible.

Some companies separate between process facilitators (who focus on how things are discussed, including methods and procedures) and content facilitators (who focus on what tasks, subjects, and problems are being addressed). The process of facilitation is a way of providing leadership without taking the role of decision-maker. Content facilitators, on the other hand, use core values and principles that underlie the role of facilitator and provide a foundation for becoming a "facilitative leader."

Instructors who are used to lecturing may find the transition to facilitation difficult. They often feel they're no longer in control, and some find it unsettling not to be in the "expert" role. Consequently, L&D should identify its expectations for facilitators. Key among them is the need to learn and apply new skills. For example, adjunct instructors at one Hall of Fame company are drawn from business units. Before they are allowed to facilitate a class, they must complete an adjunct instructor program. They learn

to ask probing questions before facilitating a mock class and, finally, an actual class. Best practice workshops are the cornerstone of another company's program. They are geared to eliminate "death by PowerPoint," so presentations become active and engaging.

Other organizations have developed facilitation boot camps that begin with would-be facilitators watching an expert facilitator in the classroom. Then they co-facilitate a class with the expert, and are coached. New facilitator performance is audited at least annually. At the end of the boot camp, those who succeed become certified trainers. This badge of honor assures L&D that facilitators consistently deliver a certain level of quality in the classes they facilitate.

Another effective strategy pairs technical facilitators with peer facilitators from L&D or Human Resources. These technical leaders bring expertise and gravitas to the session, while peer facilitators know how to guide the classroom. For example, the L&D or HR facilitator may redirect the expert's anecdotes to focus on a particular issue.

Yet another approach uses agreements with business units to allow their front-line employees to take three- to six-month assignments with L&D. Part of that experience includes training to become facilitators. This gives L&D a pipeline to engaging subject matter experts. If they decide to transition to L&D full time, they're already partially trained. In that regard, the program resembles intern development.

Each of these approaches works effectively. For L&D, the choice is simply a matter of developing and implementing a plan.

Passion for Teaching Required

Being good at one's job doesn't necessarily mean one will be an effective facilitator. The best facilitators are passionate about being in the classroom. They may be in a technical role, on the front line, or a VP, but they need a passion for teaching. They also must be committed to the time they block out for learning. They can't cancel a class to respond to a client.

From an L&D perspective, facilitator training shouldn't be an individual's most important development opportunity. These people, particularly when they maintain responsibilities within their business units, will need regular nurturing to help them maintain their facilitation skills.

Design Is Key

Without good course design, facilitators' skills may be irrelevant. Design is the foundation of training. As such, course designs need to go beyond content to include discussion points and open dialog questions. That helps leaders and facilitators have open discussions rather than just stand in front of their teams. Participant handouts, too, help get learners thinking about specific issues before their conversations.

This pre-class preparation lays the foundation for productive discussions that help build relationships between employees and their leaders. In this way, ultimately, everyone holds each other accountable. It also helps keep all

Facilitation Expands Training Opportunities

One of the biggest challenges for international companies is translating training into local languages and adjusting scenarios to resonate with local experiences. The process can be so daunting that some classes simply aren't taught.

Leaders at one international Hall of Fame company overcame this with a blended learning approach. It played five-minute videos and then moved to exercises guided by facilitators. The facilitators weren't subject matter experts, but they knew how to make the videos relevant and help learners dig deeper to maximize the value of the class. As a result, new regions of the world are receiving training they otherwise wouldn't have received.

participants actively engaged in the session and reduces multi-tasking in the classroom. And it helps L&D identify particularly good facilitators and those whose skills lie elsewhere.

"Virtual" Is Valuable

Beyond classrooms, companies are struggling to determine what success looks like in a virtual training environment.

They're beginning to realize that the success of virtual delivery methods is contingent on the employees themselves. Virtual delivery is particularly effective for virtual workers. These employees are comfortable with virtual learning and, importantly, can access the content when they're not distracted. Virtual learning generally is less effective for employees in retail or office locations who have more interruptions.

Designing effective virtual classes is a special art, and the challenges differ from those of face-to-face classroom sessions. Specific pain points include learning to leverage technology for breakout discussions and groups, teaching facilitators strategies to guide

Qualities of Top Facilitators

Outstanding facilitators are:

- Passionate about teaching
- Flexible
- Approachable
- Able to ask the right questions to guide discussions
- Able to synthesize ideas
- Able to read underlying group dynamics
- Skilled in evoking participation, creativity, and collaboration
- Engaging storytellers

productive virtual discussions, and identifying ways to keep learners focused rather than multitasking during class. With classes that may be live Webcasts or weekly discussions based on assigned reading and videos, facilitators may inject interactive elements approximately every 15 minutes. With interactive discussion boards, the challenge can be trickier.

To help virtual experiences run more smoothly, consider teaming facilitators with producers. This way, facilitators can focus on the class experience while producers handle the technical details. It's important to choose producers who are more than technical gurus, though. Good producers are full members of the Learning team. They need a good sense of humor to engage with the learners while using the technology. For example, depending on which virtual classroom technology is used, the best facilitators can watch for signs that people are disengaging and bring them back into the room virtually. The interplay between producers and facilitators resembles a dance. Some companies have even trained and certified their producers as facilitators. But don't expect them to play both roles simultaneously.

CASE STUDY:

Can Virtual Learning Be as Engaging as Live Classrooms?

The short answer is "Yes." One Hall of Fame company ran a controlled trial as part of a virtual learning pilot project to teach retail employees to sell various types of products. The same facilitator taught the class face-to-face to employees at two retail sites in Hawaii, and also facilitated virtual classes at two nearly identical stores. The classroom experience lasted half a day, while the virtual class lasted two hours.

Four months later, the increase in sales was virtually identical. Students, however, gave the virtual classes better scores than the face-to-face classes. "This was the first time that instructor had taught a virtual class, and he was really into it," the L&D leader recounts. "He engaged the students every few minutes and probably went beyond his own comfort zone. That convinced me virtual learning could work."

What Constitutes Success?

Successful learning is best gauged by on-the-job results. If you train people to do a job, you can measure the activities they perform on that job before, during, and after training. For example, in sales, you can measure how many lead generation calls employees make, how many appointments they schedule, and how many contracts they write in a given time period, and track changes. Establishing a baseline provides the foundation for future adjustments, and also supports personalized learning in which individuals can test out of material they already know.

To increase the likelihood of success, establish solid learning objectives and well-defined competencies. Measuring skills based upon the metrics that matter to the business units, followed by surveys to learners and their managers, can provide a good basis for evaluation.

Establishing a baseline also helps L&D challenge assumptions. For example, senior executives are likely to assume they know how finance works. Baseline analysis shows, however, that often they don't understand simple financial metrics. That's a real eye-opener.

Establishing a baseline for soft skills is clearly harder than measuring proficiency in technical skills, but it is possible. Conducting 360-degree and exit interviews, and asking people why they didn't accept job offers from the company, as well as measuring turnover, can provide insight into the leadership capabilities within the organization. To get an accurate analysis, some companies also evaluate the total rewards package for employees in their regions, learning opportunities, and key performance indicators (KPIs) of those who leave—and whether they've shifted with leadership changes.

Once a baseline is established, L&D can measure movement, determining where learners are in their journeys of improvement and better understanding the overall environment in which people function. For example, measuring new hire performance at 30, 60, and 90 days is standard. Measuring performance at 120 days is extra, and can be revealing, especially when compared to the overall population. One Hall of Fame company found that the performance slump that occurred around the 120-day mark was caused by challenges that were linked to embedded personnel. Consequently, it learned that this point is traditionally difficult for new hires and is when they are likely to need reinforcement.

Another Hall of Famer's primary goal for L&D is to drive individual, team, and organizational performance. As such, it is moving away from learning objectives and toward performance objectives, and building its measurement efforts against those. The firm still assesses if people learned and if the content was applicable to their roles, but it's most focused on if and how it drives performance.

Developing Leaders Is Vital

We tend to think of leaders as singular figures who step into the breach and lead us through, like Britain's Winston Churchill during World War II or Lee Iacocca, who revived Chrysler in the 1980s. But Churchill and Iacocca are outliers.

Not every leader can or should be a Churchill or Iacocca. The definition of leadership has changed in the last few years, transitioning from, "I have the answer and am in control," to "I'm only as smart as all of us combined." Leaders may not recognize that, or know how to lead in this new environment. As one executive said, "I know my experience counts for something, I'm just not sure which part." Clearly, leaders need help, too.

CASE STUDY:

Capture Data to Predict ROI

Business leaders want immediate results and don't always realize that changing behavior takes time. One executive, for example, requested metrics illustrating how a leadership initiative affected retail sales 90 days afterward.

Although L&D didn't expect to see full return on investment (ROI) for six months, it was capturing data and had a plan to measure ROI. Leaders worked with people on the executive's team (who lent credence to the data) and at 90 days examined trends in turnover, engagement, and other key performance indicators (KPIs). "We compared results to those of two control groups, to a sister territory with similar demographics, and to the entire channel," the L&D leader says. Trend lines suggest a break-even point in a few months, so the project moved forward.

Seeing the ROI for leadership training typically takes about six months. "While individuals' performance changes, they also need to affect others. That's why it takes so long to see a return," the leader notes.

One approach, described as "excruciating, but worth it," asks leadership to identify vital leadership competencies, and each year to handpick leaders to go through a program to help them develop those competencies. Participants go through a 360-degree evaluation before and after the program to build self-awareness. At the end, the collective results are used to indicate improvements. The executive team is heavily invested in this program's success. L&D reports the improvement in executive competencies has been dramatic.

For leadership initiatives to succeed, they need the active support of learners' supervisors, too. One Hall of Fame company requires each learner's supervisor to participate in certain classes, appearing the morning of the first day to discuss what they want specific employees to get from the class. Supervisors also attend a short session that outlines the purpose and content of the class. If the leader isn't available,

CASE STUDY:

Baselines Are Step 1 in Tracking ROI

Without a baseline, success can't be quantified.

One highly technical Hall of Fame company used "time to first sale" to measure the success of its sales training. When it began, first sales typically took eight to 12 months. L&D assessed its sales training, established a baseline, and looked at the individuals in the program and what they currently were doing.

With a baseline established, L&D tweaked the training. It tracked learners for another month. The "time to first sale" dropped to eight months. Then L&D did all this again, identifying changes in the training and changes learners themselves were making in their jobs.

"Assessment is ongoing," the L&D leader says. "You need a baseline and clear objectives, and the time to let learners go through the class. Allowing time for the changes to become evident is the hard part. You'll never see huge improvements in the first month, and sometimes we have to make course corrections. Our sales cycle is long, so our leaders must be dedicated to follow-through. Otherwise, we'll be flying by the seat of our pants."

the learner isn't allowed to participate. Some leaders actually have altered their vacations to ensure their employees could take the class.

Another Hall of Fame company makes leadership training mandatory at certain points throughout leaders' careers. It typically occurs when people are first promoted into management, again one or two years later, and when they reach the director level. Above director level, participants may be hand-selected for special learning opportunities. Leaders also participate in refresh or recertification activities every few years.

Being trained—even being handpicked for certain opportunities—is no guarantee of promotion, however. Unless learners understand this, they may become disengaged and disillusioned.

Ensuring that everyone participates in core training opportunities minimizes part of the risk. But high potentials need to grasp the correlation between promotions and special opportunities—such as attending industry conferences, taking courses at a leading business school, or even landing some plum assignments. Promotions are not guaranteed, and new positions may not be waiting for them. They need to understand that these special opportunities are evidence of their company's continued investment in

their careers and their success. Extra opportunities are gifts that may propel them into new roles within their company or prepare them for opportunities elsewhere.

Develop L&D leaders. Too

Few job seekers have the full complement of necessary skills to step into senior L&D positions right now. Therefore, L&D needs to train its internal team to be ready for positions that may become available in several years.

To put this in perspective, think about your own L&D team. You may have technical experts who aren't trained in learning, and learning experts without deep technical expertise. That's just the nature of the business. The challenge is to help each group become well rounded, and conversant in the others' areas of expertise. As reliance on technology escalates, future L&D leaders must be groomed to deal effectively with both sides of the learning equation.

One Hall of Famer expects its Learning program managers to not just be instructional designers, but to bring program/project management, business acumen, human-centered design, and change and stakeholder management. As the company offers a holistic model and experience for development—consisting of formal and informal learning—it wants its people to view themselves as “development experience architects.”

To fill immediate L&D gaps, some companies are tapping skilled employees enterprise-wide. Many can supply small pieces of the overall program—shooting a video, providing subject matter expertise, or facilitating a course. Their contributions (particularly when they're visible) are energizing for employees and good for L&D.

Some organizations also license intellectual property from vendors, mixing and matching content and technology platforms to customize courses and support portals, and to power innovation. This enables L&D to attribute contributions to specific vendors and allows modules to be extracted easily when they're no longer needed.

Other companies are offshoring certain development projects. Turnaround typically is fast and prices are relatively low, but offshoring also has some downsides. For example, nuances of the English language may be missed and graphic designs may not necessarily meet North American expectations. Therefore, this option may be best suited for projects' technological aspects.

Mapping the Future...for YOUR Organization

As you consider the future of training within your own organization:

- Maintain human interaction. It's effective.
- Be curious. Learn about multiple learning options, even if you don't use them.
- Try several different learning vehicles.
- Realize there are many “right” ways.
- Don't be pressured to choose a certain route.
- Don't relinquish things that work just because something else is shiny and new.
- Decide where you should be involved, and where you shouldn't.
- Understand the business problems and address their root causes.
- Know what's effective for *your* people. It will vary.

Challenge: Finding Information

Regardless of how learning is delivered, finding the right courses and opportunities remains challenging for learners and their managers. Learning management systems (LMSs) and portals too often are ineffective in aggregating learning into a searchable database that also allows learning to be tracked and measured. Consequently, learners may ignore the LMS in favor of other sources.

Managers no longer know which courses are available for their employees either, preventing them from linking particular training opportunities to specific competencies. A training roadmap from L&D can help by identifying career paths, the competencies needed for each role, and specific courses to help employees develop those competencies.

For some, using artificial intelligence (AI) to harness big data is the next step in a personalized, continual learning environment. AI can analyze learners' training history and interests on the fly to recommend appropriate training, coaching, or content. This is the same approach Amazon uses to suggest other products customers may like.

The future is Waiting

The future of learning arrives the next minute...the next hour...tomorrow. You shape that future by each decision you make today.

There's no single best approach to learning and development. A thoughtful, blended approach gives L&D broad ability to serve many types of learners in a wide variety of situations. Inevitably, the future of learning will involve a mix of approaches and technologies designed to meet the specific needs of learners and the competencies being developed.

Face-to-face interactions will continue to be vital. Relationships formed in face-to-face classrooms help build out informal networks. That cross-fertilization of ideas and experiences catalyzes innovation and can't be replaced by virtual technologies. Facilitators, rather than instructors, will be an important aspect of the new classroom

experience. Rather than lecturing, facilitators must guide discussions, helping participants pull from within themselves and each other to create an environment where deep learning occurs.

Ultimately, the future of learning will be whatever you make it. To ensure that future is bright, focus on what's important to your organization. Understand the business and its challenges. Know how your people prefer to learn. Be willing to try—and sometimes fail—and to realize that seeing results takes time.

The future starts now. Are you ready? 

training TOP10 Hall of Fame

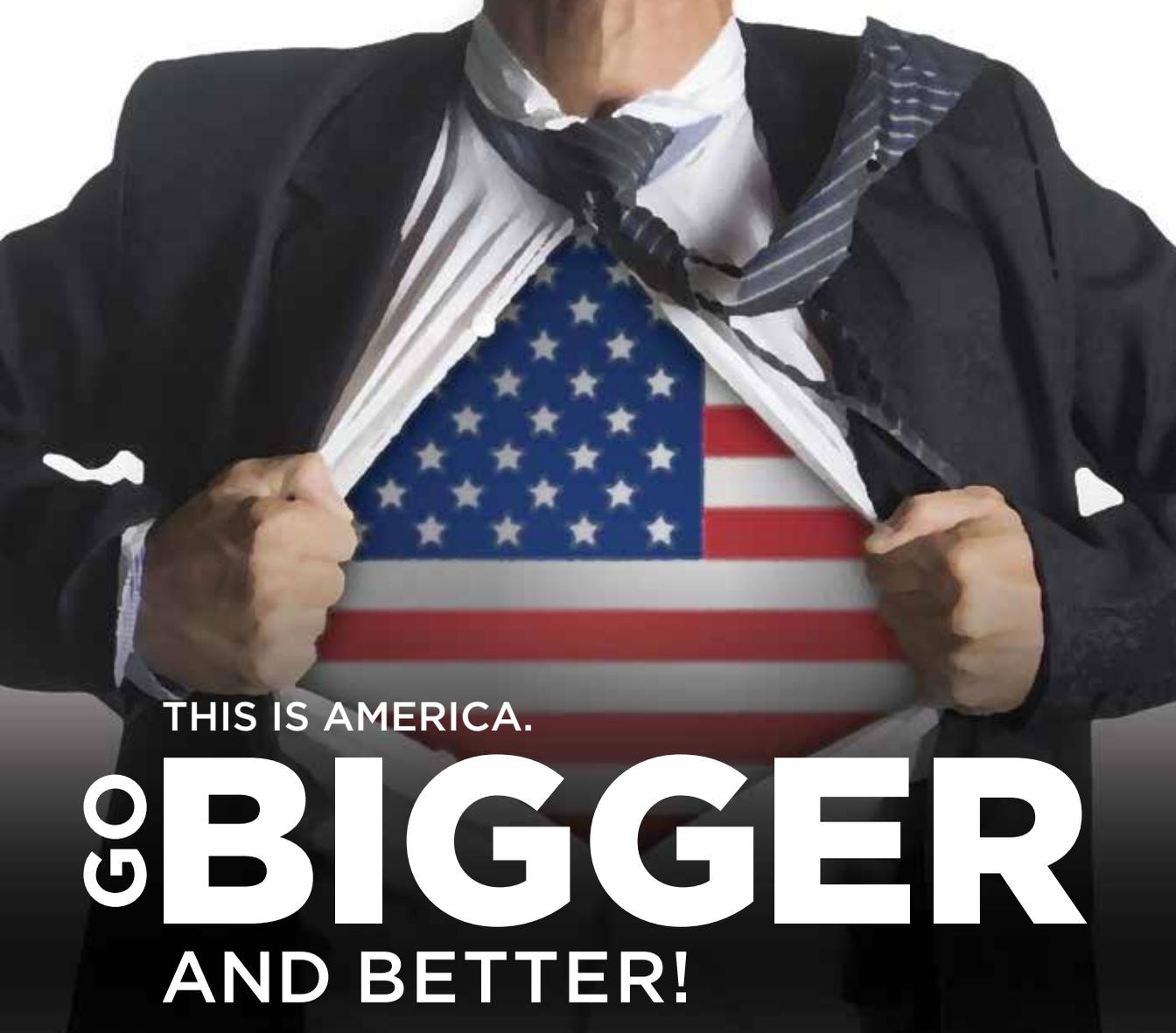
About the Training Top 10 Hall of Fame

Created in 2008, the Training Top 10 Hall of Fame comprises organizations that attained a spot in the Top 10 of Training magazine's Training Top 125 for four consecutive years. The Training Top 125 recognizes outstanding employer-sponsored workforce training and development. Top 10 Hall of Fame companies are:

Blue Cross Blue Shield of Michigan	Jiffy Lube International, Inc.
Booz Allen Hamilton	Keller Williams Realty, Inc.
Capital BlueCross	KLA-Tencor
CHG Healthcare	KPMG LLP
Deloitte LLP	McCarthy Building Companies, Inc.
EY	PwC
Farmers Insurance	SCC Soft Computer
IBM	Verizon

About Training

Training magazine is the leading business publication for learning and development and HR professionals. It has been the ultimate resource for innovative learning and development—in print, in person, and online—over the last 53 years. *Training* magazine and *Training* magazine Events are produced by Lakewood Media Group. Visit <http://www.trainingmag.com>.



THIS IS AMERICA.

GO BIGGER AND BETTER!

THE
NATIONAL
CONFERENCE CENTER®

LEESBURG, VA

America's Premier Meeting Place
CONFERENCECENTER.COM | 877.363.3104



Just 45 minutes from the power center of our country, The National delivers a mega 1,000,000+ square feet of mind-blowingly innovative, ultra-flexible live-and-learn spaces to satisfy your group's distinctive needs. With versatile meeting venues and 917 guest rooms, you'll always finish big here.

Go **BIGGER** and **BETTER** for your next session.

Start at ConferenceCenter.com or 877.363.3104 today!

MEETINGS | TRAINING | CONVENTIONS | CONFERENCES | EVENTS