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# HOW TO DEAL WITH UNENGAGED LEARNERS

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# 6 ADULT LEARNING THEORIES AND HOW TO PUT THEM INTO PRACTICE

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What motivates an adult to learn: curiosity or a simple need to know? Educational researchers have come up with an array of answers to that question over the years. The truth is that adults are complex individuals so there's no one-size-fits-all answer. Adult learning theories provide a foundation to define and "marry" a learning need to its most appropriate solution.

## What is an Adult Learning Theory?

Adult learning theories are based on the premise that adults learn differently than children. Here are some basic differences:

### Adult learners vs. Child learners

#### *Children*

- Child-oriented learning provides a basic foundation of knowledge and helps develop critical thinking

skills.

- Children typically have no choice but to study and may lose enthusiasm if they are not engaged in what is happening around them. Adults understand why they're learning, so their motivation levels are naturally high.
- It's necessary to be in charge of the classroom.
- Teachers play a central role in delivering knowledge and guiding learning activities.

### *Adults*

- Adults have an existing base of knowledge and life experience. They seek out continuous learning based on personal interests, wants, and needs.
- It's beneficial to let adults work things

out for themselves and organize themselves.

- The role of "teacher" may be effectively filled by a mentor, coach, peer, or expert.

Over the last century, a number of adult learning theories have gained prominence. There's no single theory that explains how and why adults learn best; however, each one sheds light on a particular aspect of adult learning. You can study the theories to gain insight into what motivates adults

**“THERE'S NO SINGLE  
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to learn, and use this knowledge as a building block for your instructional design efforts.

We've made a review of six of the most popular adult learning theories to see how each can be used to support overall learning needs.

## **Andragogy**

Developed by Malcolm Knowles in 1968, andragogy is described by its creator as the art and science of helping adults learn. We've already covered the main assumptions of this theory when comparing adult and child learners. And here are four principles of the andragogic (or andragogical) approach:

- Adults learn better from experience (even if they make mistakes).
- Adults favor a pragmatic approach and must be able to apply learning to solve

a specific problem.

- Adults are most interested in learning things that have immediate relevance.
- Adults need to be involved in the planning and evaluation of their instruction.

## **Transformational Learning**

Developed by Jack Mezirow in 1978, transformative learning theory posits that all learners use different assumptions, expectations, and beliefs to make sense of the world around them.

- Transformational learning attempts to help learners change — or transform — their existing frames of reference through a process of problem solving, procedural tasks, and self-reflection.
- Learning transformations occur when individuals face a "disorienting dilemma" that challenges their existing





beliefs and critically reflect upon what has taken place.

- It's considered one of the "stickiest" types of learning because it can shift an individual's perspective on how to behave, interact, or problem solve.

### **Experiential Learning**

Developed by David Kolb in the 1970s, by drawing on the work of John Dewey, Kurt Lewin, and Jean Piaget, experiential learning requires a hands-on approach that puts the learner at the center of the learning experience.

- Active participation is key, but the theory says that learning happens only

when the individual reflects upon what they are doing.

- The four elements of experiential learning are active involvement, reflection upon practice, conceptualization of the experience, and use of knowledge gained from experience.

### **Self-Directed Learning (SDL)**

SDL is rooted in Malcolm Knowles' theory of adult learning; in 1997, D.R. Garrison added elements of self-management to the model.

- SDL is a process where individuals take the initiative to diagnose learning needs, form learning goals, identify resources, implement a learning plan, and assess their own results.
- SDL often occurs with the help of teachers, mentors, resources, and

peers.

- Requires the learner to be able to access and select appropriate learning.
- The learner exercises control over all learning decisions.

### **Project Based Learning (PBL)**

Developed by John Dewey in 1897, project-based learning theory holds that learners acquire deeper knowledge through active exploration of real-world problems. Dewey called this principle "learning by doing."

- PBL requires learners to solicit feedback and continually review results. This iterative process is believed to increase the possibility of long-term retention of skills and knowledge.
- It requires the use of diverse skills, including inquiry, critical thinking, problem solving, collaboration, and communication.

## Action Learning

Developed by Reg Revans in 1982, action learning is an approach to problem solving that involves taking action and reflecting on the results.

- The goal of action learning is to improve problem solving processes and simplify the resulting solutions.
- This approach tackles problems by first asking questions to clarify the problem, reflecting and identifying possible solutions, and only then taking action.
- Questions build group dialogue and cohesiveness, develop innovative and systems thinking, and improve learning results.
- Action learning requires that the group be able to take action on the problem it's working on. If learners make recommendations only, the

## “ENGAGE YOUR LEARNERS WITH A BLEND OF LEARNING EXPERIENCES.”

group loses its energy, creativity, and commitment.

- There should be a coach who helps the group to learn and work smarter and more effectively.

### Tips to Enhance Adult Learning

Here are some tips on how you can apply your knowledge of adult learning theory to inspire your learners.

#### Tip 1. Build a blended learning solution

Engage your learners with a blend of learning experiences. For example, you can mix classroom sessions with online

courses to make the learning process more personally interactive and enjoyable. You can create an online courses on your own with an authoring tool that makes it easy to build slide-based courses with quizzes, dialogue simulations, screencasts, and interactions.

### **Tip 2. Link learning to expected results**

Does your curriculum consist mainly of eLearning, or instructor-led training classes followed by an assessment? How is that working for you and your learners?

Most employee learning programs teach a mix of skills, knowledge, processes, procedures, compliance issues, onboarding, and other organization-specific information. Consider the performance-based outcome that the employee is expected to achieve and use your knowledge of adult learning theory to select the method that best aligns to your performance needs.

For example, a new hire in an Accounts Payable role may need to be able to use your accounting software to enter and reconcile invoices. An experiential learning approach (in a training or sandbox environment) will allow learners to apply their knowledge and skills of the software in a realistic way.

### **Tip 3. Formalize your informal learning**

Organizations that follow a growth mindset philosophy encourage long term employees to chart their own professional development path. Adults who are motivated to learn will benefit from self-directed learning activities.

You can support self-directed learning by providing your learners with different kinds of learning content for self-study. To easily manage your learning materials, you can upload them to your LMS. If you still don't have a learning management system. It'll help you automate your employee training.



#### **Tip 4. Build communities for practice**

To operate as efficiently as possible, many organizations are in a constant state of reorganization. Job roles and responsibilities, along with internal processes and procedures, change often. A community of practice can help you lead transformational learning initiatives, or oversee project-based learning on an enterprise level.

Align communities of practice around higher-level strategic needs such as Marketing, Learning, HR, and Finance. Each community should be led by a coach and supported by a team of colleagues with strong expertise in the area of focus. A Finance Community of Practice, for example, could be led by the Assistant Controller and supported

by team members with expertise in payroll, IT, bookkeeping, accounts payable, and accounts receivable.

### **Tip 5. Chunk your content**

Long, complex learning modules can overwhelm learners with their sheer volume of information. Engage and motivate your learners by “chunking” your content into smaller learning modules that focus on one idea or one aspect of a larger topic.

Let's say you're creating training on how to improve communication with customers. You have five specific skills to focus on and you need to include videos, real-life examples, knowledge checks, and a final assessment. Completing a single module with this much information would be a time challenge for most learners. Chunking it into a number of smaller learning activities will allow learners to master one aspect of customer communication at a time as they

increase their overall skill set.

You can use authoring tools to build a variety of interactive content types to engage your learners in different ways. For example, you may add a dialogue simulation to show a customer comment and have your learner choose the best response.

You can also create a process flow as an interactive graphic with click-to-learn capabilities, or illustrate a process flow or history with an interactive timeline.

### **Tip 6. Incorporate microlearning**

Microlearning is more than slicing and dicing a 20-minute module into a lot of 2-minute modules. Effective microlearning creates learning activities or assessments that deliver a full learning experience in just a few minutes.

Microlearning delivers short “bursts” of

information, ideally at the point of need. For example: a credit card issuer that offers a different incentive to their rewards members each month probably usually doesn't offer detailed rewards training on this topic every few weeks. A microlearning solution that explains the reward of the month along with the special terms and conditions, and provides a link to the reward details in the performance support database would be an ideal self-directed microlearning solution.

A microlearning course can also be a good option if you need to provide your employees with some brief guidelines on their work. For example, you can build a microcourse for your new hires that will give them useful tips on how to integrate smoothly into the company and become productive ASAP.

### **Tip 7. Enable personal learning paths**

It's not always reasonable to make all

employees follow the same end-to-end training path. At least a long-tenured employee moving into a new role may upskill faster than an outside hire, simply because they're already familiar with the company culture and internal systems.

Incorporate principles of andragogy to make the learning path relevant to each learner's needs. Your employees will appreciate the chance to omit redundant training and focus on job-essential skills. Your business will also benefit from this approach by gaining a productive new employee in the shortest time frame possible.

### **Tip 8. Align learning to needs, not wants**

Business stakeholders tend to look at learning in purely utilitarian terms. They often prefer the learning solutions they're most familiar with, and that is highly likely to bridge gaps in performance or knowledge. It's the job of a learning professional to

identify the root cause of a performance or knowledge issue and recommend the best possible solution — which may not be what the stakeholder asked for.

An understanding of adult learning theory and principles allows you to propose “right fit” solutions tailored to the needs of the learner. If your goal is to build teams and increase morale, an action learning exercise could have more motivational impact than a classroom lesson on how to get along with your co-workers.

Note: One area where instructional designers may have less flexibility in design choices is compliance training. If your organization requires each employee to complete a set number of hours of compliance training annually, you may have to work to those requirements.

*Author: Helen Colman*





SAFETY SHOULD  
NEVER BE A PRIORITY.  
IT SHOULD BE A  
PRECONDITION.



Paul O'Neill

# EVERYTHING YOU NEED TO KNOW TO NURTURE LEARNING AT WORK

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When it comes to training, most companies recognize that everyone learns a little bit differently. Some people learn better through lectures, while others need a more hands-on environment to grasp a new concept or idea. For many years, training programs have incorporated various training methods for precisely that reason.

While this variety has undoubtedly helped make training more effective, these same programs can remain rooted in the mistaken assumption that adults learn much in the same way they did as children. Once adults are around 25, their brains begin to learn differently.

To make your training program worthwhile and effective, you need to adapt your strategies to fit your team of adults.

Understanding andragogy, or Adult Learning Theory, is a critical part of improving team training so you can make the best use of your resources, increase your return on investment, and empower people to meaningfully learn.

### **Defining Adult Learning Theory**

In 1968, Malcolm Knowles set out to define the ways adults learn differently from children. Knowles' Adult Learning Theory focuses on establishing the characteristics of adult learners and exploring how they gain new skills and knowledge.

Since his first publication, he and others have continued refining and adding to Knowles' Adult Learning Theory. Ideas like self-directed learning, experiential learning, and collaborative and cooperative learning stem from this theory.

Whatever the adaptations may include,

the theory's core principles provide a solid foundation that you can use to adapt your training and development programs to reach the full potential of your teams.

Let's look at some of the core ideas that make up Knowles' Adult Learning Theory.

### **5 Assumptions in Knowles' Adult Learning Theory**

While Knowles first laid out his theory of adult learning in 1968, he continued to research and adapt his ideas. In 1980, he laid out what he described as his four assumptions about adult learners. He would add a fifth assumption in 1984.

According to Knowles, these five assumptions made up the primary differences between child and adult learners, which would then help to guide educators to adjust their approaches when training adults.

## Self-Concept

For the most part, children have “dependent personalities,” which means that they rely on others to take the lead when it comes to instruction. This dependence is why the classroom approach works in childhood education—an instructor shows children where they should focus their attention.

On the other hand, adults tend to have fully developed concepts of the self. As a result, adults tend to be much more self-directed when learning.

While it is essential to have an expert or trainer to serve as a guide, for the most part, adult learning works best when people are in charge of their training—or at least feel like they are playing an active role in the training process.

## Adult Learner Experience

Unlike children, who come into the

education process as blank slates, adults have an increasing collection of past experiences that they can draw on during the learning process. This collection of knowledge, references, and other experiences gained throughout their lives can be a powerful tool for adult learners.

## “ADULTS TEND TO HAVE FULLY DEVELOPED CONCEPTS OF THE SELF.”

This foundation allows them to make connections. These internal links people can create in their minds drive Adult Learning Theory. Each new skill or process must fit within their existing internal framework to be deeply understood and applied. Adult learning is the process of



figuring out how to fit new bits of information into that current context.

### **Readiness to Learn**

For most of childhood, education instills specific knowledge—like reading, writing, and mathematics—and training critical thinking skills. The idea is to give students a solid base of knowledge to provide them with the skills they need to succeed later in life.

On the other hand, adult learning focuses typically on learning for a specific reason, like work or personal development.

In essence, adults learn when they want to. This motivation is usually rooted in a desire for advancement. Trainers can leverage this desire for self-improvement by showing that training can directly benefit a person's

ability to advance.

### **Orientation to Learning**

Unlike children, whose understanding of time is less anchored to their experience in the world, adults perceive time to be a genuine factor in learning. This time pressure leads adults to seek ways to maximize the value of their experiences in whatever ways they can.

For this reason, Adult Learning Theory suggests that adults prefer training and education that focuses on topics that are immediately applicable to their lives rather than theoretical solutions to abstract issues.

Adult learners are less interested in gaining a deeper understanding of a particular subject and more curious about solving specific problems that are highly relevant to their experience.

### **Motivation to Learn**

This assumption of Adult Learning Theory is perhaps the most significant because it underpins all the other assumptions.

For children, the motivation to learn tends to come from external sources, like teachers, parents, and other adults. While some students do have internal motivation, even these learners are driven, at least in part, to satisfy the expectations of adults.

For adult learners, motivation tends to be more internal. On some level, the authority of a trainer or teacher is less visible than it is in a childhood classroom. Adults have a more fully developed sense of self, and they find themselves driven by their interests.

This internal motivation can take many forms. A desire for self-improvement, for instance, can be a powerful motivator, as can the potential for promotions at work.

Some people even find motivation in defying expectations, especially when told that their goals are unrealistic. Whatever the reason, internal motivation is perhaps the most crucial assumption of Knowles' Adult Learning Theory.

#### **4 Principles of Adult Learning Theory**

While Knowles' five assumptions are the most frequently cited part of his theory of adult learning, another essential part of his work comes in the form of four principles that should guide trainers. These principles incorporate the lessons learned from his assumptions and help guide instructors to create programs that will be effective for teams.

##### **Let learners be stakeholders in their own training**

Adult learners are independent, self-concerned individuals. They often have limits on their time, attention, and energy.

When they have to attend training that they don't feel is relevant, trainers face an uphill battle trying to get learners to buy into the program.

The best way to handle this problem is to allow adult learners to help plan their training and provide a means to evaluate their education programs.

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Ask your employees which skills are essential to them and incorporate their suggestions into your training program.

As stakeholders in the planning process, adult learners are more likely to take ownership of their education, motivating them to participate fully in the process.

By allowing your employees to have a voice in evaluating their training experience, they won't feel detached from the result of the training.

Since adult learners are motivated less by pleasing an instructor and more by achieving their own goals, adult learners benefit from setting their own goals and playing a role in determining whether they've hit those targets.

### **Experience is the cornerstone of ALT**

Because adult learners have more positive and negative experiences in their past, their training should rely on those experiences.

For adults, good training involves tying existing skills into new knowledge bases

and integrating newly learned skills into prior successes and failures. Using this context as a guiding force in developing training programs makes employees more likely to retain the training.

### **Make training as immediately relevant as possible**

While many adults enjoy “learning for learning's sake,” this kind of education is usually relatively informal. Reading books, watching documentaries, and taking courses in subjects that interest them—these hobbies are valuable but are of limited use when it comes to developing training programs.

The challenge for employee training programs is to highlight how each skill will be immediately relevant to the adult learner. Focusing on abstract problems is not only less likely to capture an employee's attention, but it's also more likely that the employee will forget the





information before they use it.

Instead, make sure to emphasize the way that every element of your training curriculum is directly applicable, ideally by allowing teams to use their new skills as soon as possible.

### **Focus on solving problems, not creating content**

By the time most learners are adults, memorizing long lists of information is no longer an effective learning method. You might be able to retain some information that way, but for the most part, adult learners perform better when they can focus on specific problems and how they can better learn to solve them.

Rote memorization doesn't provide long-term benefits for anyone,

especially in today's world, where people can quickly access information online.

By focusing on solving problems rather than producing more content, you emphasize the importance of learning processes. When you combine a problem-based approach with an emphasis on relevancy, your training programs will be very effective.

### **How to Apply Adult Learning Theory to Your Company's Training Programs**

The next step is to think about how you can incorporate the lessons of Adult Learning Theory into your employee training and development. Here are some suggestions on ways that you can make your training programs more effective.

#### **Focus on your training goals**

Take some time to look at your company's current training programs. The first

question you should ask yourself is what you're trying to accomplish with your training.

Whether you're looking to build your organization's skill base or build a pipeline for promotion, you should be very clear about your goals.

This means you need to be willing to go into detail about your goals, too. Create training objectives that make sense for your team. The more specific you can be in your assessment, the more valuable your conclusions will be, helping you build a more robust training program.

You can focus your attention on training with the right content and the most suitable way for your employees to retain valuable information.

#### **Involve your teams in the planning process**

Your employees will also have goals for what they want out of the training process, and it's essential to consider their needs when you're putting together your training programs.

While you likely have ideas about what is most relevant for your organization's needs, your employees probably have a different perspective. They can give you valuable insight into what would be most beneficial for them.

You should also make sure to have employees provide feedback after training sessions. The feedback will enable you to better tailor your future efforts to maximize value.

This feedback can look like an evaluation form, a post-mortem discussion, or one-on-one interviews. However, no matter what format it takes, make sure that you enter into the process in good faith. Be willing to incorporate the feedback you

receive.

### **Use real situations from your workplace**

Adults are active learners. They tend to work better when they're putting their training to use. If you give them real-world examples—ideally drawn from your company—you encourage them to practice the content and see how it is immediately relevant.

When they involve your company, real-world scenarios can give your training an added level of interest. Employees will recognize familiar names, wording, processes, and more, increasing team members' engagement with the material. You'd be surprised how well people respond to the familiar!

### **Embrace self-directed development programs**

Traditionally, companies organized training

into group sessions. You might gather a specific team or collection of people for a day or an afternoon and present a highly structured training program focused on one particular skill or strategy.

While gathering teams together at specific times to participate in training activities still holds value, the growth in eLearning has dramatically increased the options available to companies.

Online university courses, learning management systems, and other services make it easier than ever before for team members to pursue training on their own time—when it works best for them.

And features like gamification, bite sized learning, and video coaching allow learners to receive totally customized and enriched experiences anytime, anywhere.

Adult learners thrive when they have control over their training. Allowing them to

adapt their training to their schedule gives them an unparalleled sense of control.

Even better, many of these online services can be tailored to each individual, letting you easily personalize each team member's training program to their unique professional goals. When you work with your people to determine these goals, you can make your training even more effective.

### **Be willing to make mistakes**

Let's address the inevitable: When you're putting together a training program, you're going to make mistakes.

There are several ways your training could go wrong, from a course that doesn't engage your trainees to a set of problems that are either far too easy or way too hard. You may get evaluations from your trainees that say they were deeply dissatisfied with the course, and some employees may


remain disengaged throughout.

No matter what happens, though, it's important to remember that mistakes can be good. Any new training program is essentially an experiment, meaning there's a chance of negative results. But just like in science, negative data is still data, and you can use those results to improve your programs in the future.


The one thing you can't do is give up in the face of a mistake. Instead, look at the results after every training program, even those that met with great success. Turn evaluations from your employees into a roadmap for improvement.

Trainers can improve on even the most successful program. By reviewing results and evaluations, you can identify ways to make your programs even more effective in the future.

*Author: Continu*



WE DO NOT RISE TO  
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OUR TRAINING.



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# HOW TO ENGAGE EMPLOYEES IN HEALTH & SAFETY TRAINING

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Workplace injuries and illnesses cost North American businesses in excess of \$70 billion in direct workers' compensation costs a year. On top of the cost, it's vital for business managers to maintain a happy and healthy workforce to ensure they're able to attract and keep the best talent.

Provisions should be made in every workplace to keep employees protected, however, some of the responsibility needs to lie with themselves to learn the safest practice.

## **A Perfect Start**

There's no cookie cutter health and safety plan that works for every company, they need to be reactive to each business' risks and needs. To find out what these are for your business, conduct a risk assessment that covers every aspect of the workspace and employee working habits.

A thorough risk assessment will reveal the business' biggest threats and highlight which employees are most at risk. Then, those responsible for staff safety can begin to roll out control measures to remove, or at least minimize the risks.

However, avoiding risks is impossible if employees themselves are not made aware of them and the measures in place to prevent them. The problem facing many businesses, though, is engaging employees in health and safety, as busy schedules mean safety ends up on the back burner.

To encourage employees to buy-in to company health and safety policies you need to consider what method of training works for them. For example, sending someone who prefers independent learning on classroom courses will not achieve the best levels of engagement.

Research the different training courses

available, like on-site sessions or online courses, to find one that matches your business' risks and employee preferences.

### **Plan of Action**

Keep a note of everything. All details from your risk assessment should be kept in writing, plus a complete list of all historical injuries and incidents. Don't forget to log incidents of near misses too, as these can help prevent actual injuries in the future.

You should also outline in detail your business' procedure in the event of incidents like a workplace fire. The plan should be a step-by-step guide that any

employee could read and follow in an emergency.

**“THERE'S NO COOKIE CUTTER HEALTH AND SAFETY PLAN THAT WORKS FOR EVERY COMPANY”**



Try to make it effortless for staff to join in with health and safety. For example, instead of organizing formal safety meetings to introduce each new idea, consider creating an online forum where you can pin news and documents that employees know they can find at any time.

### **Make it a Culture**

Employee engagement comes from the top. Show you value staff health and safety and are actively putting measures in place to protect it and they'll be more likely to buy into the work you're doing.

Encourage individuals to play their part in the company health and safety push by offering first aid training courses and letting them volunteer for responsibilities like becoming an office fire marshal.

There's an incentive for employees to contribute to workplace health and safety, as they can have their say in how they

perform daily tasks. So, make sure you listen, and where possible, act on their feelings to encourage them to continue their involvement.

It's not just the people that contribute to a positive health and safety culture,

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either. Your workspace should reflect your attitude towards safety too. This means it should be tidy and organized, avoiding the most common workplace injuries like tripping hazards and falling objects.

Use labels as a gentle reminder of common

hazards like sharp objects or equipment that reaches high temperatures. You can even offer handy safety tips by producing posters on how to maintain correct posture at your desk and how to lift heavy objects safely.

### **Review and Improve**

Health and safety is not something that can ever be ticked off your to-do list. New risks arise all the time, so you need to regularly review your plan to make sure they're effective in the face of new threats.

Use your incident log to check for regular or re-occurring incidents. This should highlight weaknesses in your current plan that you need to freshen up. Other ways to test effectiveness include running practice drills for emergencies, to check if employees are following the company's processes correctly.

Finally, ask for feedback. If things aren't

working, find out from your employees themselves which steps you could take to make it easier for them. The chances are they know more about the practicalities of your plan, having worked through it.

# BARRIERS TO LEARNING: HOW TO CONQUER THE CHALLENGE OF ENGAGEMENT

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The benefits that come with engaged learners are plenty. Which organization doesn't want higher completion rates, better retention, increased workplace satisfaction, and positive training ROI?

With the many learner engagement benefits being that convincing, one has to wonder why engagement is so seldom achieved. The reason is that there

are various and, sometimes, complex obstacles standing in the way of achieving learner engagement.

There isn't a silver bullet to "solving" these obstacles, but when they are properly understood, they become easier to overcome. In this chapter, we examine the challenge of achieving and maintaining learner engagement from three different perspectives: barriers to learning, workplace challenges, and barriers to

online learning, specifically.

## **Overcoming the Barriers to Learning**

A barrier to learning is anything that prevents learners from fully engaging in learning. During training, most learners have to face several different barriers to learning. Think, for example, a student who has left their textbooks at home or an employee who hasn't received the preparation notes for a training workshop. Or, a learner who cannot complete their final online assessment because of a distraction-filled workplace.

All these can be considered barriers to learning. When learners cannot fully participate in a learning activity, they cannot be truly engaged in learning.

In an adult learning environment, the barriers to learning can be many and quite unpredictable. Here are some of the most

common cases of barriers to learning and how to overcome them:

### **1. Lack of focus**

Every learner has been there. Most workdays are flooded with numerous forms of digital, verbal and written communication. Phones ring, email notifications pile up, and meetings run back to back. That often leaves learners distracted and unfocused. They read notes without absorbing their essence, and they watch videos without actually paying attention to the lessons.

In the modern workplace, the distractions of digital technology and the demands for multitasking in most jobs leave little opportunity for learners to fully focus on learning.

**Solution:** Lack of focus can be overcome with a few simple tactics. During the

online course orientation, advise learners on when and how to find space to focus. Additionally, recommend setting aside a "focus hour" where learners can ignore their phones, log out of their email, and reserve time in their calendars to concentrate on learning.

## 2. Negative past experience

Bad teachers, sloppy online courses and a history of boring schooling are all factors that can foster one of the trickiest barriers

**"MOST WORKDAYS  
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AND WRITTEN  
COMMUNICATION."**

to learning: poor past experience.

Many adults have had experiences that gave them a distaste for learning. Some experiences even leave adults doubting their ability to learn new skills.

Unfortunately, an entire history of bad learning experiences cannot be undone. However, the learners' concerns and misperceptions can be identified and addressed early on.

**Solution:** Create an environment where learners can regularly and safely voice their concerns both before and during the course. That can be done with a survey at the beginning of the course that asks learners what they value in learning, and what they would prefer to avoid in their learning experiences.

Align their personal development goals with the outcomes of the course, so that they understand the true benefits of

learning engagement.

### 3. Personal mindsets

Whether it is due to negative past experience or low self-esteem, many adult learners simply believe that they are too old to learn new tricks. Sometimes they are just resistant to online learning and new technology. These individuals can be disengaged learners from the very start of the course. On top of that, their own negativity can even foster disengagement among their co-learners.

**Solution:** As with addressing past experiences, make sure that the learning environment offers learners the room to discuss concerns in a constructive manner. If the resources are available, offer live support for both technical and content concerns, so that learners are not delayed by technical glitches or content queries.

Some barriers to learning are of a personal

nature and stem from the learners themselves. Others, though, are raised exclusively in the workplace. Let's take a look at some of the most tricky workplace challenges and how to address them.

# ADD IT ALL UP

The NSC estimates that there will be over 65 million workdays lost due to the work-related injuries incurred in 2021 (based on previous annual YoY trends), and 30 million additional lost days from workplace injuries that occurred in previous years. However, these estimates do not include time lost by people with non-disabling injuries or other people directly or indirectly involved in the incidents.

We also know that if you are new to your job, the chances of an injury are much higher. The Bureau of Labor Statistics found that nearly 40% of injured workers have been on the job less than a year. New workers are 8x more likely to be hurt because they lack the experience and information needed to properly protect themselves on their job.

Lastly, a Liberty Mutual study showed that the average business that had 2 or more safety incidents/year saw a 27% increase in workers compensation costs annually, which compounds year after year after year.



# CONQUERING THE BARRIERS TO LEARNING IN THE WORKPLACE

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In the workplace, barriers to learning mostly stem from the social and the working environment. Those everyday challenges are not only counterproductive but also have a negative effect on the employees' ability to engage in their training. The most common workplace challenges that learners face are:

1. lack of community
2. lack of purpose
3. distracting office environment

To better understand how those challenges work and what we can do to address them, let's break them down one by one:

## **1. Lack of a sense of community**

Social engagement in learning is impossible to achieve without a sense of connection among learners. In the workplace, a sense of community also translates into a stronger sense of connection to the organization and its goals. This is especially important when training adult learners because sharing experiences, learnings, and observations





with others is known to motivate them.

**Solution:** Make the most of the onboarding period by actively showing learners how they fit into the company's bigger picture and allowing their peers to participate in the process.

Also, take advantage of the learners' personal experiences and their desire to share by building active online learning communities into the courses.

Discussions can go a long way toward creating a sense of community. If entire departments are undergoing the same training, encourage learners to share their experiences from the course in their meetings.

## 2. Lack of purpose

As far as workplace challenges go, a lack of purpose can prove to be the most harmful of all. Without being aware of a good reason to learn new things and develop, adult learners simply cannot engage in the learning experience. Who could blame them, though? We all prefer to be sure of why we do something before we proceed and learners are not an exception.

**Solution:** Address a potential lack of purpose by making the goals of any learning experience clear upfront. Avoid “training speak” and provide learning outcomes that are connected to specific workplace goals instead.

For example, in sales training, use the opening material of a sales course to explain to learners how mastering the principles of negotiation will help them improve their sales numbers and commission by 10-15%.

## 3. Distracting office environment

Open plan offices, loud colleagues, construction on a nearby building, visitors on site — all those factors are potential barriers to learning. They distract learners not only from their work, but also from learning.

**Solution:** When possible, remove distracting factors from the workplace and promote the importance of engaged learning across the organization. Explain to employees and management how critical it is for learners to be focused in order to engage with learning. That way, you foster a culture of respect for the needs of others.

Consider creating a separate space, free from noise and disruption, for learners to complete their training. Combine this with the “focus hour” recommended earlier, so learners can engage in learning without distractions.

Even when all the barriers to learning in the workplace have been addressed, the online environment can still present its own challenges. Fortunately, they can be easily identified and mitigated.

## **Eliminating the Barriers to Online Learning**

The first step to overcoming the barriers to online learning is to examine them from a learner's perspective. Does technology hold them back from engaging with content? Do they feel alone on their learning journey? Are they bored, even?

### **1. Lack of technical skills**

Not every adult learner has the same degree of technical experience or digital savvy. Similarly, not all LMSs are designed to be user-friendly. When learners struggle to navigate the platform, they waste precious time and energy that should be spent on learning.

**Solution:** Create simple tutorials that demonstrate how to use the organization's LMS. Learners who dread the fully-online experience usually appreciate a more personal walkthrough of the system, either in-person or through a recorded webinar that they can refer back to.

### **2. Isolation**

Even when learners experience a sense of community in the workplace, they can still feel isolated when they are alone facing their computer screen. Actually, isolation is one of the most common fears when it comes to online learning.

**Solution:** Overcome this barrier to learning by making social features, like discussions, a key element of your course design strategy. Incorporating team competitions, group work and leaderboards can further reduce feelings of loneliness.

### **3. Boredom**

Although engagement does not equal entertainment, boredom can sometimes equal disengagement.

**Solution:** Prevent having disengaged learners by first understanding your training audience needs and the kind of content and scenarios they find relatable and inspiring. Ensure that the assessments' difficulty level is challenging enough to prevent boredom, but also not too difficult, so that the majority of learners can complete or pass them.

Engaging learners despite the barriers to learning

When learners are prevented from fully participating in learning, the many benefits of learner engagement can't be realized. So, act immediately towards removing workplace challenges and understanding your learners' personal barriers to learning.

By identifying and addressing the factors

that prevent engagement in online courses, learners and businesses are both able to get the most out of the learning experience.

# HOW TO WORK WITH ADULT LEARNERS: WHAT TO KEEP IN MIND WHEN TEACHING YOUR PEERS.

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Malcolm Knowles was perhaps the foremost proponent of adult learning in the United States. He advanced the theory of andragogy, otherwise known as the methods applied in adult learning. Knowles believed that the skills involved in adult education were distinct from those used in pedagogy.

Knowles work on andragogy encompasses

six principles focusing on diverse adult motivations.

## **Adult Learners Place Different Value on Education**

Once formal education ends, it can be difficult to convince adults to re-enter the classroom.

Adults need to know the reason for



learning something. It's no longer enough to be told that they must. They strive to understand the 'why' behind everything they learn. As adults, there are always considerations put into place for how time is best spent. Between the responsibilities of work and life, it's challenging to find time to relax. So, the time spent learning needs to be justified.

Prior knowledge provides the foundation for all future learning. What makes this particularly tricky is that, sometimes, knowledge is encoded with errors. And, if you're trying to teach adults something that goes against their understanding, they'll undermine your authority.

In general, adults strive to direct

their own learning. They desire to develop a healthy self-concept that allows them to be in charge of their education. Adults often want to be a part of the planning and evaluation of their learning.

When learning, adults must find immediate relevance. If what their learning won't help them reach their goals, the need to learn is immediately lessened. This can change based on the social constructs of a person's life; a new job, relationship, or responsibility.

Adult-learning focuses on problem-solving rather than developing an understanding of content. Adults may be pleased to learn enough material to solve a single problem and no more. This can be particularly challenging because as soon as adults solve their issue, they may immediately "check out."

Adults are best motivated by internal concepts rather than external. For instance,

an interest in the subject will go further to drive an adult than a monetary incentive.

Understanding the different motivations of adult learners is critical for coaches, mentors, managers. If you can determine what will motivate your employees or students, you'll see a much larger return on your effort.

### **Considerations to Keep in Mind**

It's not "Just."- When we're teaching, it can feel right to try and lighten the difficulty of a task by using the word "just." But, the word "just" is often used to trivialize behaviors. When we use "just," and students don't understand, it can feel like we're shutting down questions because they should follow our simple process. It's crucial to keep in mind how stress undermines cognition. It can make small tasks seem overwhelming. So, even a simple guide can feel like too much work.

Adult learners like to know “why” — This is something that great explanations will strive to include. Typically we’re all about “how” we can make things work. If, in our description of “how” we can explain “why” things function in a particular manner, then we’re on the right track.

**Stress** — Our customers are often seeking our help because they’ve become stuck in a situation. Whether they’re expressing it in their tone or not, getting to a point where you don’t understand your job can be stressful. Just as we experience Impostorism, so do our customers. It’s essential to consider this if customers seem panicked or curt.

**Adult learners aren’t prioritizing learning** — In certain situations, a training or presentation can simply be a meeting “to get through.” Energy, interest, and attention are so low that your students are clearly disengaged. It’s pivotal to keep this

in consideration when in front of a group of adult learners. They may only be in the room because of their manager.

### **Explaining Single Concepts**

As adult-learners like to solve issues at the moment, it’s beneficial to understand the tools you can leverage to focus on individual concepts. For example, if you often have to engage with customers who are new to our product. They may be using the wrong words or simply be uncomfortable fully explaining their situation.

- **Check for Knowledge Gaps** — It’s possible a customer or student doesn’t understand an explanation because they don’t understand their product. Asking knowledge gap questions can help you start/focus your answer. You may ask something like, “Have you used x before” or “What’s your comfort level?”




- **Clarifying Questions** — Sometimes, the most useful thing to do with adult learners is to make sure you're on the same page. The last thing we want to do is frustrate someone by taking them down the wrong path. Again, adults view their time as incredibly valuable. Having to backtrack can make you seem inexperienced and undermine your authority.
- **Additional Clarification** — Ask students what YOU can clarify about anything you've said. It can be intimidating for some customers to have to ask you to explain an explanation. Putting the onus on you is a great way to ease the tension.
- **Side by Side Support** — This is one of the trickiest components. It can be incredibly tempting to do the work for a student or customer. But, this means they'll learn to lean on you when they

need help. Direct assistance is an incredibly thin line between doing the work for someone and supporting as they do it themselves.


- **Explanations** — What can you change about your first explanation to provide a new example? How can you further clarify your answer? Students may need information presented in a new way to understand it fully.
- **Paraphrase** — Ask the student to repeat back what they understand. This allows you to identify where they lost track. This way you don't have to go over the entirety of your explanation again, just where they lost track.

In the end, we always want to ensure our students can get by without us. This is a simple truth for children and adults.

*Author: Reed Rawlings*



FOR THEY HAD LEARNED  
THAT TRUE SAFETY WAS TO  
BE FOUND IN LONG PREVIOUS  
TRAINING, AND NOT IN  
ELOQUENT EXHORTATIONS  
UTTERED WHEN THEY WERE  
GOING INTO ACTION.



Thucydides

# HOW TO DEAL WITH DIFFICULT ADULT LEARNERS?

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Although corporate training often draws several training tips and strategies from the various effective teaching methods employed in schools and universities, there are certain major differences, especially in the context of the learners' age-group.

Corporate trainers deal with adult learners, who often come with years of former education and experience. Hence, training them can sometimes get tricky because adult learners always need a clear purpose to justify their attendance in the sessions, are more likely to question the

trainers' style, and are particularly driven by practical examples that they can relate with. Moreover, adult learners need to be involved in classroom discussions more frequently and the learning process has to be much more collaborative as opposed to an instructional approach.

While not all of these differences are an issue for the trainer, sometimes handling difficult adult learners can become fairly challenging. For instance, highly experienced adult learners may be unwilling to un-learn, and thus frequently

interrupt the trainer or oppose everything that s/he says during the session.

Here are some of the ways that help trainers deal with difficult adult learners.

- **Do not argue:** It is worth remembering that the purpose of a training session is to convey knowledge, skills, and ultimately set the learning goals. However, deviations from achieving these objectives can arise if the trainer gets embroiled in an argument with the learners. This will consume time, form a bitter relationship with the learner, and may also impact the other learners' motivation to remain engaged and attentive. The trainer must remember that it is normal for the learners to complain, oppose, and interrupt the trainer. However, the trainer must stay calm and not step into any kind of arguments.

## **“THE TRAINER MUST REMEMBER THAT IT IS NORMAL FOR THE LEARNERS TO COMPLAIN, OPPOSE, AND INTERRUPT THE TRAINER. ”**

- **Do not give false praise:** Difficult learners can also be the ones who never pay attention and make no contributions during the session discussions. Often, trainers believe that praising these learners for doing the bare minimum might motivate them. However, it does not work like that. Instead, they may take the trainer for granted, and continue staying disengaged from the sessions. Thus, a

certain degree of sternness is required.

- **Do not yell:** Any qualified trainer will probably know that yelling at difficult adult learners acts as salt to the wound, and does not do any good to anyone. In fact, it can make matters worse because the adult trainee may get offended and either quit the lessons or place a complaint with the management. Besides, other trainees will also develop a wrong impression of the trainer.
- **Be assertive:** Despite being advised to not yell or argue with the learners, trainers must not think that ignoring the difficult students and not paying attention to their disturbances can be a solution. This way the learner will continue to interrupt or ignore the discussions, which in turn will keep them from learning and escalating their performance standards in the long

run. Since the trainer's responsibility is to improve the productivity of all the employees, being assertive, pushing the learners to engage, and even separately interacting with them to comprehend their problems is important.

- **Be a good listener:** It might turn out that a learner is constantly interrupting the class because s/he is trying to make an important point that is relevant to the topic being discussed. However, the trainer may view it as an interruption because the trainee is not being able to explain her/himself properly. In such cases, the learner is not a difficult student. All the trainer needs to do is be patient and attentively listen to the learner's views. In fact, the view shared may turn out to be relevant and interesting for the other learners as well.

- **Be aware of cultural differences:** It may be common in certain cultures to talk less and listen more. For example, a Chinese or Indian learner may be quiet and unwilling to participate in group discussions because the learning format in their cultures is more instructional. Hence, it is not that the learners are not paying attention and pushing them to talk can only demotivate them.

Usually, the circumstances in one session is very likely to be different from another one, as will be the nature of the 'difficult' learners. Therefore, there is no common 'tool book' or list of strategies that will work for all the learners. Hence, the trainer needs to know her/his learners well and then handle them accordingly. If someone is not focusing because of dire family issues, then being stern may not be the solution, and giving her/him some time to recuperate might work. In order to do this,

the trainer needs to share a certain level of interpersonal connection with almost all the trainees.

*Author: Shivangi Chakraborty*



**IN ADDITION TO THEIR SOCIAL COSTS, WORKPLACE INJURIES AND ILLNESSES HAVE A MAJOR IMPACT ON AN EMPLOYER'S BOTTOM LINE. IT HAS BEEN ESTIMATED THAT EMPLOYERS PAY ALMOST \$1 BILLION PER WEEK FOR DIRECT WORKERS' COMPENSATION COSTS ALONE.**

# 17 TIPS TO MOTIVATE ADULT LEARNERS

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Adults, unlike children, teenagers and students, in most cases, have a lot of things on their minds and your eLearning course is probably the last one of them. In addition, your adult learners don't see the rewards of their efforts as soon as they would expect, and giving them candy doesn't work as it works with children. Also, academic habits, they once possessed are also long forgotten. Least but not last, a lot of the learners are often forced to take on your eLearning course to enhance their skills, keep their job, get a job, or continue

further with their career plans. All this makes it difficult to motivate learners and make them active participants.

## **Here are 17 Tips To Motivate Adult Learners That You Might Try.**

### **1. Create useful and relevant learning experiences based on the age group and interests of your learners**

Emphasize on the practical knowledge. It is important to design a course that provides immediate relevancy. Learning materials that can be put into practice.



Adult learners appreciate more practical knowledge, rather than extraneous facts and theories.

## **2. Facilitate exploration**

Even though children are famous for their exploratory nature and curiosity, adult learners, too, sometimes like to take the opportunity to construct knowledge in a way that is meaningful to them. For this reason, you should have all sorts of materials, references, infographics, short videos, lectures, podcasts and free resources available. In such a perfect learning environment, learners are more likely to get inspired or find something that makes them want to learn more.

## **3. Build community and integrate social media**

Keep in mind that social media websites are a powerful tool for collaboration,

**“ADULT LEARNERS APPRECIATE MORE PRACTICAL KNOWLEDGE, RATHER THAN EXTRANEOUS FACTS AND THEORIES.”**

commenting and sharing. You can facilitate group discussions and communities. People will quickly start exchanging knowledge, and will also have fun, social media is fun!

## **4. A voice behind the video is not enough**

Add a personal touch. Your course needs to have a face. Make yourself available to people, invite subject-matter experts, authors, professors and other specialists in live online discussions and question and

answer sessions.

### **5. Challenge through games**

Come up with different problem-solving exercises and case studies. Make your learners look for and find solutions.

### **6. Use humor**

Humor would work great even with the most demotivated learners on your course. When your students know you are funny, they will listen to your material carefully, cause they wouldn't want to miss on your witty sense of humor. You can never lose with that.

### **7. Chunk information**

Chunking is essential, as it helps people remember and assimilate information. Small bits are easier to process.

### **8. Add suspense**

Don't give out everything your course is

about in the beginning. Yes, you need an overview, but keep some interesting points until the time is right. No one likes to read a book if they know what's about to happen.

### **9. Accommodate individual interests and career goals**

Empower learners to work on these goals and individualize the training to suit their needs.

### **10. Stimulate your learners**

Encourage them to think by either providing them with brain teasers, or by asking thought-provoking questions.

### **11. Let learning occur through mistakes**

According to a German proverb "you will become clever through your mistakes". Have you heard the famous expression: "Practice makes perfect"? Of course you have! Henry Roediger who started a learning experiment divided his students

in two groups. Group A studied natural sciences paper for 4 sessions, while group B studied the same paper for one session and was tested on it three times. According to the experimenter, one week later, students from group B performed 50% better than Group A, even though they studied the paper less. The results clearly support the argument that "practice makes perfect".

### **12. Make it visually-compelling**

Did you know that 83% of learning occurs visually?

### **13. Get Emotional**

If you don't sound inspiring, if your materials are not exciting, how will you motivate your learners? Get them emotionally involved too – come up with controversial statements, tap on memories, add real-life stories.

### **14. Get examples of their workplace**

Your learners may not always remember to associate what is learned with its application at the workplace. Sometimes they might need reminders and a clue to help them make that connection.

### **15. Be respectful to them**

### **16. Ask for feedback**

It is motivating to know that your opinion contributes to the course.

### **17. Present the benefits of undertaking the course**

I don't know why I didn't start with this one. Sometimes outlining the benefits is all it takes.

*Author: Christopher Pappas*



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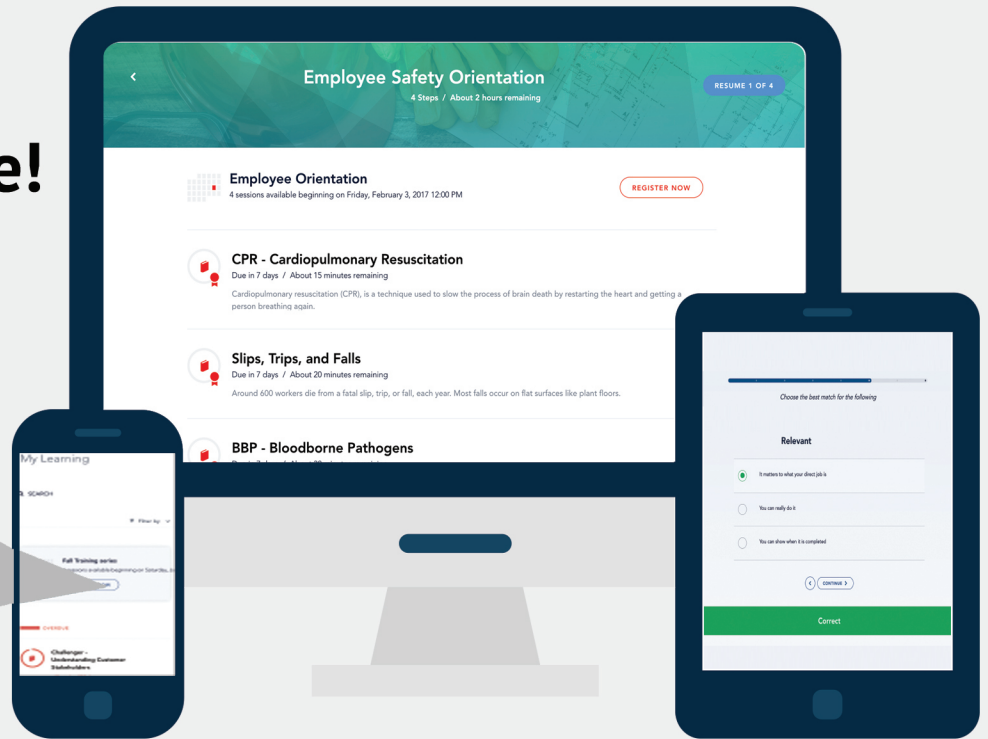
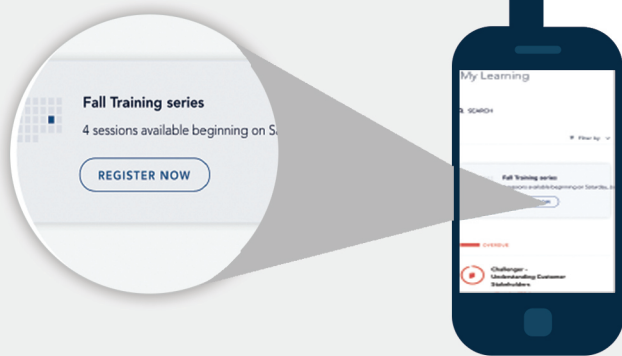
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# Simple Intuitive Learning Anywhere!



## What Makes Us Different?

This is the Safety Learning Management System you've been dreaming of. If your current LMS makes you yawn, cringe or roll your eyes - it's time for us to talk.



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Our intuitively designed interface is simple, clean and easy to use. Combining familiar, web base navigation techniques with our powerful learning tools without all the confusion.



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Safety training anytime, no matter where you are, on any device. Responsive platform design optimizes the user experience on all devices. You don't have to compromise on quality due to location anymore.



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Bundle courses into programs for easy assignment. Assign multiple courses at the same time. Great for new hire orientation and group training. Set-up once and assign as many times as you need.



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Create content quickly and easily. Take your existing training materials and create online training courses with quizzes and completion tracking.



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## Simple Surveys

Easy-to-create surveys allow you to quickly know (and measure) how employees feel, what they need to know and how to address their issues in real time.



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Know how employees score. Award certificates for required or optional learning so learners can prove accomplishments.



## Course Indexing

Manage your safety training in a central index. Find all published and unpublished content to edit, copy, or modify.



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Set up manual and automated reminders to help keep learners informed of deadlines and new courses available. Contact users directly from the LMS.



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Customize our LMS with branding specific to your organization and users. Your logo, your color scheme your way.



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Organize all content into a library for simple, accessible learning of all types. Personalize employee course recommendations by needs and roles.



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Create a community or discussion group around questions or thought-provoking statements to get people involved spontaneously or in scheduled intervals.



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Use default roles with associated permissions, or modify permissions to fit your organization's needs. You can also create custom roles to ensure that individuals have the appropriate levels of access.



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## CREATE YOUR OWN COURSES WITH THE AUTHORING TOOL

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Real learning takes time, effort, and repetition. That's why SafetyNow's micro-learning feature allows you to create smaller quizzes and lessons that specialize in refreshing user memory. This helps increase retention through repetition, without sacrificing company time and resources.

LMS  
AUTHORING

### 3 SUBJECT MATTER EXPERTS

Got a specific topic that your company requires training for? Not a problem. Tap into our Subject-Matter-Experts (SME's) section and you can quickly build more specific content matter to cater to your company requirements.

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Tracking progress is an essential tool in safety training. Our authoring feature allows trainers to track user progress, send out automated notifications for incomplete training, and compare which users are more advanced in their assigned lessons- all in a visual timeline.

## WHY DO YOU NEED AUTHORING?

### MAKE YOUR SAFETY TRAINING SIMPLE & EFFECTIVE

Learning Management Systems should be saving you valuable time & resources - yet so many LMS's are unengaging, complicated to track, and time-consuming. That's why SafetyNow's authoring feature provides you with all of the customizable features you need to ensure your members are completing their training and truly understanding it.

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# AWARD WINNING ONLINE SAFETY TRAINING FOR YOUR WORKFORCE

What kind of ROI can you expect from SafetyNow?

## MORE **EFFICIENT** & LESS **COST**

The common expenses associated with safety training include such things as lost production time, travel, administration overhead and instructor fees are either dramatically reduced or eliminated with online safety training.

Generally, the less time your workforce spends off the job in traditional training scenarios, the higher the productivity of that workforce.

What's more, **online training is proven time and time again to up to 57% more effective in 1/10th of the time.**

Of course online training will not replace 100% of traditional or hands-on training, but it is a far more cost-effective way to train awareness and "prime the pump" for more complicated training like forklift safety. In fact, many SafetyNow members use online training as their primary onboarding and skills reinforcement training method because it is more effective in less time, and can be done anywhere on any device.

SafetyNow offers a quicker and smarter training experience that builds a safer and more productive workforce.

Want to know a couple of interesting stats reported by SafetyNow members?

- The average SafetyNow member reports a positive ROI from their online safety training within 1-2 quarters after implementation – most of this from reduced costs alone**
- The average SafetyNow member sees a 31% reduction in their liability insurance premiums after a year of implementing SafetyNow safety training**

### COST STRUCTURE COMPARISON

LIVE TRAINING		ONLINE TRAINING
900/HR	TOTAL EMPLOYEE TIME	375/HR
\$31,500	TOTAL LABOUR COSTS	\$13,125
1	INSTRUCTORS NEEDED	0
55/HR	INSTRUCTOR DELIVERY TIME	NULL
\$1,920	INSTRUCTOR DELIVERY COST	NULL
<b>\$33,420</b>	<b>TOTAL COST</b>	<b>\$13,125</b>

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## AWARD WINNING RETENTION FEATURE FOR YOUR WORKFORCE

How does SafetyNow's training system beat the Ebbinghaus Forgetting Curve?

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70% of classic safety training is forgotten after 24-hours. Think of all the time and money your company invests into this training, only to have it forgotten. Using leading-edge training methods, SafetyNow helps you ensure training is being remembered - and your investment is

### 2 RETENTION EXERCISES

SafetyNow LMS training incorporates Cognitive Learning Theories into all of the exercises provided. This helps learning stick with your employees beyond their initial training experience and drives the message home in a scientifically proven way.

### 3 ANY DEVICE, ANYWHERE

Retention exercises should be practiced at all times. That's why our software includes bite-sized learning exercises that can be done on any device, anywhere, any time. Perfect for your learners that are always on-the-go.

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We know that time is the most valuable resource for our users. The development of our quick-hit training specialized in memory refreshers ensures user retention is 100% - and it only takes less than an hour.

## EMPLOYEES FORGET 70% OF THEIR TRAINING WITHIN 24-HOURS

The Ebbinghaus Forgetting Curve study found that 70% of information is forgotten within 24-hours.

SafetyNow specializes in the retention of all material through repetition, engaging exercises, frequency and scientifically proven training methods. **It's proven to make your training program over 52% more effective.**

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You need safety training that is compliant. You also need safety training that can deliver a consistent message across any location and any device. But most importantly, you need safety training that will resonate with the unique needs of your organization, employees and workplace conditions.

**SafetyNow has a variety of customization options that can make our compliant and effective safety training resonate with your unique audience to deliver highly efficient and effective results.**

What customization options are available?

- 1. Whitelabeling** - Your logo and other organizational images and text can be easily uploaded to all safety training resources to ensure a consistent branded focus on safety
- 2. Custom Content** - If you have unique needs, for example, a specific machine set-up that

needs to be outlined in your confined spaces training - our compliant content can be easily augmented to reflect your unique operational necessities

**3. Industry Focus** - key industries have specific safety training requirements for fire safety, PPE and other safety concerns - our content can be customized to be compliant with the highest regulatory and Industry standards

**4. Content Creation** - Your dedicated Account Manager can work with you to author specific safety training content for your organization, or our team of developers can custom create full SCORM courses unique to your organization... the possibilities are endless.

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SafetyNow's unique notification system automatically notifies users on unfinished work, and sends weekly progress summaries for all assignments. This works to reduce the admin burden of having to remind employees to get the training done. SafetyNow does the nagging for you!

### 2 ANY DEVICE, ANYWHERE

SafetyNow LMS software allows you to send out all user notifications to any device that has access to Internet or WiFi. Perfect for users and trainers that are always on the go.

LMS  
NOTIFICATION

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SafetyNow's retention-focused training requires frequent content refreshers and quizzes. With our automated notifications feature, you'll never have to take valuable time out of your day to assign these weekly training activities - no need to check spreadsheets or send emails from your inbox anymore!

### 4 INCREASE PRODUCTIVITY

Studies show that comparing progress with peers results in higher productivity levels - especially when users can see they are falling behind. You'll watch your employees work faster, smarter, and safer upon receiving our weekly refresher notifications and progress summaries.

## WHY DO YOU NEED NOTIFICATIONS?

**NEVER WORRY ABOUT TRACKING DOWN YOUR USERS AGAIN**

Learning Management Systems should be saving you valuable time and resources - yet so many LMS's are unengaging, complicated to track, and time-consuming. That's why SafetyNow's notification system automatically sends out progress report emails to your users, and notifies them when it's time to update their courses. Available on any device, anywhere, any time!

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**GET A FREE 30 DAY PILOT @ SAFETYNOW.COM**



# AWARD WINNING LEARNING MANAGEMENT SYSTEM FOR OHS TRAINING & MORE

What kind of ROI can you expect from SafetyNow?

## MORE **EFFICIENT** & LESS **COST**

Besides providing providing quality and consistency of training, an LMS brings immediate cost savings through the following specific areas:

**Reduced costs of maintaining multiple software & hardware systems.** Our LMS is cloud-based and works on any device, anywhere - so employees can access your learning from any location.

**Reduced costs of fines and risk** for failing to be compliant with federal and provincial/state regulations.

**Reduced costs for administering instructor-led training sessions** - think of the savings on donuts alone!

**Reduced costs for administering and managing training programs.** With our LMS you have complete visibility of all key performance indicators that ensure compliance and move the needle.

**Reduced roll-out costs.** With our LMS you can unveil new programs and training simultaneously across geography and business units with a simple

WHAT DOES THE AVERAGE SAFETYNOW MEMBER REPORTS AS THE FIRST YEAR ROI FROM IMPLEMENTING OUR LMS OVER THEIR TRADITIONAL SAFETY TRAINING METHODS?

# 3.4x TO 7.1x

variation attributed to size of organization (500 employees v 2,000 employees)

click of a button.

**Reduced employee turnover.** Unnegated employees cost organizations \$3k for every \$10k of salary. Our LMS delivers engaging safety training that works and our members experience an over 20% reduction in employee turnover after their first year of implementation -- what a great side benefit!

**Reduced onboarding costs** as new employees are brought up to speed quicker because they can access training from any device, anywhere. What's more, the training is discreet, engaging, built on successful cognitive learning theories and is **proven to stick**.

## GET IN **TOUCH**

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