Getting out of the Classroom and into the Field

1. The sales training challenge
2. Seven keys for the creation of high impact blended learning
3. The training modality checklist
4. Case study
The sales training challenge

The pace of business

Requires more time selling

The pace of change

Requires more time training
The efficacy of traditional classroom training

• Retention
• Application
• Support
The most important trend in sales training has been how technology is impacting the training process. Virtual training is no longer a fad; it is standard operating procedure for many sales training organizations. Keeping sales professionals in the field and minimizing time away from the clients is critical.

Doug Harward CEO Training Industry
Top 5 Trends in Sales Training
Our role

From developers and deliverers of training events to the architects and enablers of blended and continuous learning environments
Seven Keys

1. Information vs. transformation
2. Small chunks
3. One size does not fit all
4. From discrete to continuous
5. Live should be immersive and collaborative
6. Integration of learning and doing
7. Change management
The origins of learning
...this then continued for many years
...but now, 200 years in the wrong direction
The transmission of information is not the same as transformative learning

<table>
<thead>
<tr>
<th>Informational</th>
<th>Transformational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Lack clarity or do not know</td>
</tr>
<tr>
<td>Motivation</td>
<td>Not immediately motivated</td>
</tr>
<tr>
<td>Application</td>
<td>Unclear or lack the ability to apply</td>
</tr>
<tr>
<td>Reward</td>
<td>Perceive little benefit</td>
</tr>
<tr>
<td>Environment</td>
<td>Challenging</td>
</tr>
<tr>
<td>Access</td>
<td>Lack easy access to resources/tools</td>
</tr>
<tr>
<td>Barriers</td>
<td>May face barriers in application</td>
</tr>
</tbody>
</table>
If it doesn’t need to be live, don't make it live

Remove the informational learning from the synchronous learning experience

Simply provide the information when and where it is needed
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Think modular chunks

- Live or asynchronous
- Formal or informal
- Group or individual
- Fixed or mobile
- Cohort learning
- Case study
- Application
- Simulation
- Coaching
- Sharing
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No cookie cutters

- One approach does not fit all learning programs
- One learning program does not fit all learners
Different approaches

- Profile of the learners
- Attitude of the learners towards the learning
- Urgency
- Ability to tolerate trial and error
- Access to, and accuracy of, learning resources
- Learning objectives, costs and return
Different learning paths

- Personalized learning journeys
- Accommodating different levels of skill, experience, motivation and need
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Is it even possible to engage a remote learner?
OH?
Immersive, engaging and collaborative

Leveraging people and approaches from the broadcast media

- Emphasis on design
  - Relevance to the learner
  - Making every minute count
  - Transformation - not the transmission of information

- Light years beyond a webinar
  - From the “sage on the stage” to facilitated dialogue, collaboration and discussion
  - Multiple presenters
  - Highly interactive
  - Multi-media
  - Story telling
From “fire-hose” to “drip-feed”

- Short, focused series of live virtual modules
- 75 minutes in length, one per week
- Compelling and robust delivery
- Highly produced
- Studio delivery
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Integrating the learning and the doing

Work Assignments

- Immediate application
- Real-life
- Integrating learning, applying, and coaching
- Report backs at each successive module
- Reflective advancement

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Putting the chunks back together

Learning optimized to be delivered when, where, and how it can be most effectively consumed and deliver the required results.

Architecting blended and continuous learning
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Change

From face to face to virtual

From discrete to continuous

From classroom to blended

Behavioral change
Change Management

1. Simplicity
2. Active leadership involvement
3. Communication
4. Clarity
5. Emphasizing the benefits, but not ignoring the drawbacks
6. One step at a time
7. Addressing the real issues
8. Add before taking away
9. Enabling success to build
10. Emphasis on the provision of value and relevancy to the learner
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Training modality checklist

1. Why does the sales person need this training?
2. Do these sales people know they need this?
3. Are these sales people motivated to learn this?
4. When do they need to learn this?
5. When would they apply it?
6. What else do they need to apply it?
7. What support or obstacles will they face in applying this?
8. What results will they get?
Our case study

- Background
- Approach
- Results and takeaways
Oracle Case Study: Background

- Global Sales force
- 50 Managers
- 400 Sales reps
- No budget for travel
- No time to leave the field
Oracle Case Study: Learner profile

- Didn’t know what they didn’t know
- Didn’t see the immediate benefit or need for the learning
- Not a high priority
- Highly focused on sales results
- Common challenges:
  - Quota attainment
  - Working hard and long
Our case study

- Background
- Approach
- Results and takeaways
Oracle Account Development Workshop Series

A series of workshops and resources to support the move to an account based focus and to accelerate the ramp-up of new hires

- Pragmatic
- Immediately implementable
- Proven concepts and approaches
- A learning path that supports the account planning and development effort
- Access to experts and expertise
- Live collaboration – true LVC not webinars!
- On-demand learning resources
The Oracle Case Study

Major design considerations

- Lecture to dialogue
- Massive focus on value and relevancy
- Integration of learning with application
- Learn and apply, then share and assess
- Managers as leaders and coaches
- Design of the Work Assignments
- Eliminate the classroom role plays and case studies
- Reinforcement
Program Overview

Sales Leadership Series
- Workshop 1: Sales Leadership
- Workshop 2: Leading the Team
- Workshop 3: Building the Business

Sales Professional Series
- Workshop 1: Account Focused Selling
- Workshop 2: Consultative Selling & Winning Strategies
- Workshop 3: Capturing the Total Opportunity

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Our case study

- Background
- Approach
- Results and takeaways
The Oracle Case Study

Time considerations
- 2 days to 3 weeks
- 3 x 75 minute modules + 45 minute work assignments
  - Previously:
    - 2 * 8 hrs = 16 hours
  - Now:
    - 3 * 120 mins = 6 hours
  - Plus
    - Launch webcast 30 mins
    - Additional on demand
Feedback

Managers

<table>
<thead>
<tr>
<th>Score</th>
<th>Share</th>
<th>Relevancy</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>4.33</td>
<td>4.63</td>
<td>4.51</td>
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Work Assignment Feedback - Managers

- **Using coaching to facilitate self-discovery**
  - “Even though he is a good sales representative, he discovered that he can learn from himself”
  - “By continuously using this coaching method, the reps begin to self-assess which will help them get better”

- **Helping the sales rep to focus on owning actions that achieve results**
  - “He becomes part of the solution….therefore he is even more motivated. We now share the vision of the solution”
  - “This approach will liberate the sales team; their inner motivation will energize their activities and I strongly believe they will produce much better results”
Feedback

<table>
<thead>
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<th></th>
<th>Reps</th>
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<tr>
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<td>Relevancy</td>
<td>4.66</td>
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<tr>
<td>Engagement</td>
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</table>
Work Assignment Feedback - Sales

- “Make sure you know what the customer cares about. Each key player may have different and specific concerns and value drivers”

- “By understanding [customer’s] “hot buttons”; I can help tailor customized and comprehensive solutions that are designed to address his concerns in a wide range of areas.

- “[Demonstrating Partnership and a Commitment towards the Customer's Project/Implementation Success] Meeting with the customer onsite, along with our Solutions Consultants - to ensure we have extended the appropriate expertise and resources to fully understand the customer's situation, project objectives and needs”
Overall results

Level 1 (Reaction)
- Post-program satisfaction rates superior to physical classroom events
- Participants preferred the format
- 80%+ participation in work assignments
- Unsolicited feedback on the immediate applicability

Level 2 (Learning)
- Higher levels of knowledge gained and retained
- Incremental knowledge demonstrated through the course of the program
Overall results

Lever 3 (Behavior)
• Increase in both immediacy and sustainability of change
• 360° feedback
  ▪ Team members and managers confirmed change in behavior

Level 4 (Results)
• Increases in
  ▪ average deal size
  ▪ win ratio
  ▪ pipeline velocity
Overall results

Economic

• Time out of field dramatically minimized
• $1,674 per participant saved in travel and accommodation
• Further savings in facilitator time and travel, and facilities costs
In Summary

From developers and deliverers of training events to the architects and enablers of blended and continuous learning environments
The bottom line

We can now develop and deliver training the way in which our learners are working:

mobile, networked, social, immediate, integrated, and collaborative

...and we can do this faster, cheaper, and better.
Follow up live virtual roundtable

- Participant driven
- Pre-event survey
- Focus will be on:
  - Collaboration
  - In-depth “how to”, best practices and approaches
- Date/Time
  - Wednesday May 29th, 2013 10am to 11am (Pacific)
- SMEs:
  - Architecture, Development, & Change Management
- To participate
  - Leave business card with Martyn
- E-mail: events@3gselling.com
  - You will receive an invitation url/dial-in

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Resources

3GS online community

- www.3gSelling.com includes links to
  - Our blog
  - Twitter
  - LinkedIn

Sign up for notification of publication of "200 Years in the Wrong Direction: Rethinking Learning"

at: www.3gselling.com under Resources: Publications

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