



Position Paper

Training



m:pulse



*We don't just train.
We create **unique learning experiences.***

Stephan Melchior,
founder of mpulse gmbh

According to the words of Galileo Galilei "You cannot teach someone to do something; you can only help them find it in themselves."

The belief that every individual is endowed with incredible potential and is capable of amazing things has always been the standard with which we design and deliver our services.

Traditional training, usually event-based, has long proven to be ineffective. While we do incorporate aspects of traditional training, we create a fresh and modern approach to produce results for our

clients. The combination of live-presence events with digital support content makes a great learning journey that influences the entire improvement process of a learner.

At m:pulse, we recreate passion in workshops for participants to enjoy learning and shaping their skillset. We uncover their existing skills and abilities while presenting them with challenging questions and thought patterns so they can build skills. The result is ownership of their learning and easier and faster real-life application.

Urgency and relevance

// *The key to successful learning is relevance.*

Christian Böhler,
expert facilitator and coach

Developing yourself is easier than ever before; the Internet is full of learning opportunities, most of which are available for free. So why isn't everybody doing it all the time? Precisely, inaction and inertia, two of the most common human attributes are to blame. This is not to say that humans are necessarily inactive or lazy, but the average human tends to resort to a much more natural way of learning if an imminent need is there.

Learning must be consistent for it to be effective. Committing information to memory without the immediate use of the information is contrary to the way the human brain functions.

The key word here is relevance. If we want to develop ourselves, we cannot learn something, store it, and at the push of a cranial button, retrieve

everything and use it immediately. If we keep training people on topics they do not pro-actively need at the time, our brains will label this knowledge as "momentarily irrelevant" and store it in a place where it's hard to retrieve.

At m:pulse, we leverage on research findings around learning and didactics to conduct needs analyses and consulting that bring out the relevance for every topic.

The outcome is a workshop or seminar that contains the most relevant concepts and information related to the learning needs of the audience.

Learning must be designed to open possibilities for learners, enable personal success and be useful to the individual.

There are three major criteria for determining relevance and at least one of these must be present:

Need for Application: this source of relevance is given if there is an opportunity to apply new or fine-tuned skills in a certain situation.

Solving a Problem: this implies something is not going the way it should. It creates discomfort, pain or loss so it needs to be fixed.

Expecting Change: the need for change is more imminent than ever and we must be prepared for it.

At the same time, urgency is a critical element: do I need to make the change, or apply my learning in 3-6 months? Is it important to do it sometime before the end of the year; or is it something that needs to be done immediately? Depending on the level of urgency, we adjust the learning content, timeline and methodology.

Facilitation

the agile guide on the side

Learners do not need an instructor or a teacher. They need a guide or a coach. Someone who can take them on a discovery journey into their own development. Someone who creates a safe space to try things for the first time, someone who connects them to other learners so they feel comfortable to share. They need someone who communicates to them at their level, someone who builds a micro-cosmos for inspiration, reflection, opportunity and courage. Essentially, learners need someone that stimulates a dynamic and engaging learning experience and that's what our facilitators do.

In their work with course participants, our facilitators are fascinated by connecting others and to others, fascinated to enter their world for a short while and take part in their lives, fascinated by uncovering opportunities and skills so learners realise their own potential.

The connection triangle between facilitator, participants and learning content is interdependent; only a well-tuned balance and smooth connection between the three can provide for a unique and results-driven learning experience – that's where we start. Our experience has shown that by appealing to the three human receptors, mind, body and soul, we can mix the senses and strengthen the learning impact on the participant.

Mind: logic and facts help to build the credibility of tools and concepts, while practicality makes on-the-job implementation easy and fast.

Body: we don't just stand and talk; we act together, walk around and present to each other. We create a haptic experience with physical movements and try-outs.

Soul: we challenge the Status Quo and old ways of thinking through which we trigger participants' emotions and personal relationships to a topic or skill. Every time this happens, the human brain builds a strong memory, ready to be retrieved instantly in the future.

Furthermore, agility in learning and facilitation allows us to increase learners' confidence, their self-efficacy and ultimately the speed-to-results during and after the learning journey.

Reverse engagement.

Imagine you've been summarising project meeting reports in a certain way, with a certain structure for years. Now, a new initiative requires and teaches you to do it differently, however that seems more complicated, takes longer, and seems less logic at first. That's called "re-learning". Omitting an old way of doing something and using a new way instead, without falling back into old habits.

Re-learning is one of the hardest forms of learning and only happens to adults. Unlike children, who learn as they grow up, adults, on the other hand, have already learned most of the things at some point. With our concept, we don't only help them to re-learn, but we also help uncover barriers to performance and potential. We are able to achieve this by tapping into both the emotional and the rational side of learning.

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Reverse engagement has shown us a completely different and **powerful side of learning design.**

Good-bye slides Hello, experience.

So how do we connect with our clients in order to engage them sufficiently over a longer period of time and create a breath-taking learning experience for them? We simply reverse the idea of in-class engagement! Traditionally, learning designers use the following process:

- 1) **Define Learning Outcomes.** What content or skills do I want to deliver to my audience? What do I want them to do better or differently after the training? The result: clear learning goals and objectives!
- 2) **Design Activities.** How can I engage the learner while delivering the content and learning materials, so they don't get bored? This results in activities and exercises that help deliver the learning to the audience.

Our approach is quite the opposite: we first ask ourselves "How can we engage a group of 15 or so adult learners for two days without getting bored and without making it feel like a conventional training session while keeping track with what's going on in the business? The result: a well thought-through list of activities, entertainment and dynamics that keep their attention.

Only then do we think about how we can integrate learning, skills and knowledge into these activities, so the audience doesn't even feel like being in a classroom. This is exactly how we design our classes: exciting, dynamic and experiential. We connect the participants to their personal interests and their ultimate business goals.

From event to journey.

We have ditched the event-based learning a long time ago and adopted a journey based approach. This approach focuses on the entire improvement process of a person; we focus on each learner as an individual and we don't leave them alone in the process.

We all know that the learning event itself is the starting point to behavioural change. However, this leaves learners at a very critical stage; and that is also the most vulnerable one. They are beginning to gain new perspectives which they are to apply to real life situations.

A lot can go wrong that can drive them back to the old way of doing things. If they are left

alone at this point, our whole efforts from the onset could be in jeopardy. And what happens when people feel left alone and vulnerable? They seek comfort. It's just so easy to go back to old habits.

To us, it is imperative that every learning event is supported by learner preparation, follow-ups, refreshers, implementation support, peer coaching or any of the other many learning journey components available to drive change and support our participants.

Give it a try! We are happy to discuss more about this passion of ours.



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