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**Endeavour**  
Training & Development

# Ten years of endeavour

## What were you doing ten years ago?

Endeavour Training and Development recently celebrated ten years of business and it gave us pause to think about changes in that time.

When we began desktop computers were just taking off and Endeavour's first purchase was an Amstrad 286 with a massive 20MB hard disk drive! In those days some computer people were talking excitedly about 'bulletin boards'. We never dreamed that

we'd be delivering interactive learning via the internet or that we'd be projecting directly from computers onto a wall. Coloured overhead transparencies were only just becoming possible for goodness' sake!

Although it was possible to create overhead transparencies with photocopiers, it was still common for them to be created using a 'thermofax' heat transfer machine and as for colour – they had to be coloured-in using overhead pens or with adhesive film carefully cut out with a razor sharp knife. Course notes were typically photocopied and bound in ring binders

(nothing much has changed there) but they were usually printed on a dot matrix printer.

The highlight of those ten years for us has been winning the Global Business Book award for the best business book of the year in 1995 in the Asia-Pacific region for *Creating Training Miracles*.

As we celebrate ten years we are embarking on a 'new direction'. We have developed a new image to mark our transformation. Part of our new image is this newsletter. Our new direction will focus more clearly on learning and



Kevin Lohan (left) and Alastair Rylatt in London for the Global Business Book Awards

results.

We will be putting all of our energy into developing results-based learning solutions for our clients. If results are your focus then we share the same direction and we want to help you achieve those results.

In the meantime we also hope you will help us celebrate the past decade by sharing your own memories of the past ten years. We're sure you have observed some interesting changes in this period.

We will give a free copy of *101 Creative Training Ideas* to the best example we receive and we will publish a selection of the most interesting in

## New directions logo

We commissioned 'Graphic By Design' at Terrigan to create a new logo that would identify the new direction we were taking. The logo needed to be simple and convey something about our business. We are thrilled by the result. It says many things at once in a simple but powerful image. The direction forward is clearly illustrated. The design also shows how we see ourselves as different from the rest of the field in the competitive market of training consultants. It also shows us as leading a group. Importantly, we are leading from behind. The group is finding its own path as we guide and facilitate their progress.

# Should learning be fun?

“ We want learners to be stimulated, engaged, alert, thoughtful, scared and sometimes even angry as we challenge them with new directions in learning. ”

In a past issue of AITD's NSW 'nswsletter' Stephanie Burns shared her views about whether learning should be fun. Much of what Stephanie had to say should give us reason to stop and think about how we design our learning activities.

Trainers have been searching for ways to make learning fun, perhaps because in their own experience learning has been (to use Stephanie's words) frustrating and confusing. Now, as the educators, they have the opportunity to use their experience as learners to shape the experiences of learners they help. In an effort to do their job as trainers they search for ways to reduce the frustration and confusion that they felt when they were learners.

Stephanie has said that 'the trainer's role becomes one of assisting the participants in persisting with the learning activities, regardless of their difficulty, long enough for learning to take place'. Many trainers would agree that this is what they are doing when they search for ways to inject some fun into their training.

Perhaps some trainers have taken 'fun' to the extreme. There are times when they employ activities that are fun for no educational value and some have overdone this.

The down side of course is that these

trainers run the risk of creating the expectation that learning will always include fun and this can create new problems.

However, trainers are most likely searching for ways to make training stimulating and engaging rather than more simplistically – fun? Perhaps the word 'fun' has simply become the shorthand term for a range of emotions they are trying to engender; all in the search for ways to help the learner persist with the learning activities.

We want learners to be stimulated, engaged, alert, thoughtful, scared and sometimes even angry as we challenge them with new directions in learning.

When we are searching for learning activities that create these emotional responses we may be using the term 'fun' as the handle to describe our need. Let's search instead for ways to make learning 'stimulating'.

We may not expect learning to be 'fun' but we certainly don't want to be 'bored'. We want to be stimulated as learners.

## *Creating Training I*

Kevin Lohan's co-authored book, *Creating Training Miracles* is to be released in April of this year in Chinese. The international award-winning book and best-seller has been translated and is expected to be a popular resource in the growing Chinese business world.

In the meantime, it was released by Pfeiffer in the United States in April of 1997 and promises to be as big a hit there as it has been in Australia.

If you wish to purchase copies for the recommended retail price of \$39.95 please contact us. We will waive the postage costs within Australia until the end of May.

If we are bored we will simply exercise our right to choose something better to do with our time.

## endeavour.net

You can communicate with us via our email address which is [endeavr@manuka.terrigal.net.au](mailto:endeavr@manuka.terrigal.net.au)

Our interactive web site will soon be up and running and is intended to have many interesting features that will make it well worth a visit. Endeavour's motto – New directions in learning – will be woven into the design of the site.

Importantly, we will plan for your return visits to the site. At our web site you will be able to download a new activity every month and find regularly changing quotations, puzzles and brainteasers that you can use to add stimulation to your training programs.

The focus of the web site is that it

## Miracles in China



### Quotable Quote

*“The best things in life are not things”*

must serve the needs of the professional trainer and educator by providing resources that you can use.

We look forward to your visit and will welcome you warmly.

Watch for news about the site in future issues of *Training Endeavours*.

In the meantime, check out the training supersite at [www.trainingsupersite.com](http://www.trainingsupersite.com)

## Questions & answers

*Over the years Endeavour Training and Development has conducted many trainer development programs. During those programs there are various questions which are raised again and again. We present the most common of those questions here and a brief answer from Endeavour Director, Kevin Lohan. In the future, more detailed answers will be available on our web site. We welcome other questions and will respond with answers in future issues of Training Endeavours. Please send your questions via post, fax or email to the address on the front of this newsletter.*

### How do I deal with difficult learner behaviour?

Firstly, it is most likely that your perception is clouding the issue. I'm sure the learner wouldn't describe their own behaviour as difficult. Often we put our own interpretation on what certain behaviours mean or what the intention is behind them. Try to remain neutral yourself and then your response will not add to the situation. Next, try the 'Tell, Sell, Well' model to structure your intervention.

Tell ... the person what you have observed about their behaviour (in neutral, non-judgemental language). Then, Sell ... some options about what you propose to do about it and finally, ask them "Well ...? What should we do?"

For example, I recently had someone dominating the conversation so much that by morning tea another learner threatened to leave the program. I said to the dominating talker: "[Tell] I'm concerned about the proportion of the discussion which you are getting and I'm concerned about the effect this will have on others in the group. [Sell] I want you to still be able to contribute but in a way which gives others in the group some more time to offer their own views. [Well] How would you feel about that?"

The person was fine, the learner who had complained remained on the program, and the program continued without further concern.

# This issue's teaser

**From Kevin Lohan**

*It is my occasional practice to begin a new day of learning with a brief brain teaser to get people thinking and talking with their colleagues. I often ask the group to challenge me with one of their own. During a recent program in New Zealand I was stumped by the following two brain teasers and I am still without an answer. I will give a prize to the first person to provide an answer to both. The response must be sent by post (to make it fair to people without access to faster email and fax facilities).*

*The prize is a copy of 101 Creative Training Ideas.*

The first puzzle is of the 'catch phrase' variety and you must determine which phrase or term is depicted by the following:

in the \_ off on

The second puzzle is this: There are three words in the English language that end in 'ngry'. One is angry another is hungry what is the third? Everyone knows the meaning of it and we all use it every day."

# Creative thinking

Einstein once said: "We'll never solve a problem with the same thinking that was used to create it in the first place." Creative thinking is therefore a way of examining a problem from a perspective that is different enough to provide options that may not otherwise have been uncovered. Here are two creative thinking processes that you may be able to use to solve a problem that has so far stumped you. Let's use for example:

*How to deal with difficult participant behaviour.*

## Process one

Describe the problem. Next, list a few characters from television, movies or literature and ask yourself: How would these characters deal with the participant behaviour I am faced with? Here are a few off-the-wall suggestions for the example we have chosen.

Jed Clampett	Give the participant money Buy them something
Thelma and Louise	Drive the person over a cliff Break free from the normal rut and do it differently Don't follow the rules
Frodo Baggins	Treat the problem as an adventure Get the help of some companions
Ned Kelly	Shield yourself from harm and go in with guns blazing Be on the same side as the 'wrongdoer'
Marge Simpson	Put up with the behaviour no matter how frustrating

## Process two

Go for a walk. As you walk, make a list of several significant things you notice as you walk. The list might be something like this: footpath; traffic; broken letterbox; police car; friends; a dog chasing me; and my own home.

Next, ask yourself what each of these items might offer by way of a solution to the problem. Allow your mind to wander and be free of logic as you develop ideas. They might include:

footpath	Set in concrete (the behaviour may not be) Maybe we can soften the behaviour without eliminating it
traffic	Noisy. Maybe we can treat the person's behaviour as 'noise'
broken letterbox	Nothing will get through. Have to fix it if my message is to be received
police car	Rules. Maybe we can create some rules before we start
friends	Make friends with the person Be friends with everyone, establish rapport before we begin
a dog chasing me	I'm afraid. But its bark is worse than its bite
my own home	Take the person home to dinner



## 101 Ideas in New Zealand

In October of 1997, Endeavour's Director, Kevin Lohan, was in New Zealand to present his workshop *101 Creative Ideas for Trainers*. The workshops were held in Auckland and Wellington and were sponsored by the NZ Division of *First Training*. The workshops were very successful.

The accelerated learning approach to the program was a huge hit with participants and *First Training* has invited Kevin back again in 1998.

Local versions of the workshop will again be a feature of our calendar of events this year. Keep your eye on the mail for information.