

## Mini eBook:

Snack or Banquet? How Learning is Getting a Makeover

# Part 2: Hungry for Learning – But How Hungry?

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By Jenny Perrott, Senior Manager,  
Leadership and Organization  
Development at TSB Bank

## Hungry for More?

In Part 1 of this eBook, we looked at how learning is getting a makeover. Now, let's dive deeper into what this means for one of Hive Learning's customers: TSB. Hear from Jenny Perrott, Senior Manager of Leadership and Organization Development at TSB Bank, as she shares her thoughts, the questions you should be asking, and how TSB is experimenting with the banquet vs. snack approach using Hive Learning.

Learning is not just about the consumption of content or ideas. It's about applying insights and learning into skills and impactful value, doing or saying things in ways that deliver better outcomes. And, that journey often starts with the consumption of ideas, insights, experiences, stories or activities which prompt our curiosity, and our hunger for learning.

## Enabling Skills in a Changing World

How do we give our leaders and colleagues the skills they need in a rapidly changing world? Skills frameworks, self-assessments, learning journeys, and learning resources are crucial for navigating the digital world, data, risk, inclusivity, agility, AI, and more. These tools help in developing deep specialism, or what Natal Dank calls T-shaped skills in T-shaped teams.





## The Challenge of Time and Engagement

The rapidly changing world means hunger for learning is common. At the same time, the appetite to invest time, energy, reflection, and practice of skills is significantly challenged. We have more access to the latest thinking and openness to shared experiences through social media, digital platforms, podcasts, integrated apps, AI, and information sources than ever before. In theory, it's easier than ever to bring a diverse range of people together through virtual events. These tools and resources are hugely valuable, enabling learners at all stages in their careers to find resources at their fingertips in the flow of work.

This often equates to “snacking” in the flow of work. It fills a gap and meets an immediate need. We can work with snacking – it’s learner-led consumption, and there is so much insight to be gained from understanding those behaviors where data insights allow. To achieve deeper skills development, however, we often need learners to engage in more substantial learning activities – a light bite, meal deal, or even a banquet. These involve more time, collaboration, and reflection. When that investment happens, we know that significant shifts in behavior can occur.

## The Banquet Approach: A Case Study

For example, at TSB, our integrated Senior Leader as Coach blended program runs across 5 months, integrating a Knowledge Hub, a small group peer network, expert mentoring, group skills practice, reflective practice, and recorded practice with mentor review. This program attracts learners differently – it is positioned as challenging, with accountability to a small group, visibility in skills to others, personal feedback, and connections with other leaders across the organization around real challenges.

This is the banquet approach, and when positioned clearly as such – it's most suitable for those who are hungry to learn – then working with learners to discern when the right time is for them to engage accordingly, setting learners up for success. Interestingly, this approach is underpinned by a hub of resources for snacking, ensuring learners are ready for more satisfying, substantial learning experiences.





## Balancing Snack and Banquet Learning

We are continually learning about how much learners can realistically engage with and put into action at any time. We often emphasize that it is better to engage with one thing and act on it than to click through 100 pages of e-learning and do nothing. The challenge is to create snack-based learning that, over time, leads to a banquet effect.

## Innovating for Future Skills Development

In a time-poor environment, our challenge as learning professionals feels less about creating the content and more about anticipating the personal nutritional needs of learners (skills assessment) and serving up tailored learning experiences (learning user experience) that are tasty, satisfying, and easy to digest for skills-based performance.

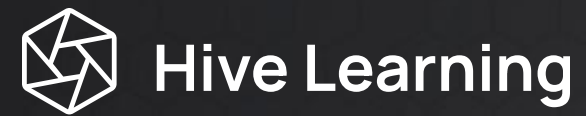
This focus on intentional performance and innovation to personalize resources is not just about learning. An interesting parallel can be drawn from the Tour de France, where professional cycling teams take fuelling their team very seriously, reflecting how they have innovated in their industry.

This makes us ask ourselves: How are we innovating to enable future skills development? What nutrition will our teams need, and how can we efficiently and effectively provide it?

# Experimenting with Hive Learning

We've been experimenting with Hive Learning in how we engage with the snacking of content, inviting learners to delve deeper into the wider menu. Through campaigns of learning aligned with strategic behaviors, and invitations to participate from key sponsors, we've seen increased engagement, sharing of experiences, peer-to-peer connection, and learner-led insights.

If the content and experience during snacking are impactful, learners are more likely to return for more. We've also linked curated experiences from colleagues across the organization, inviting learners to engage with each other in real time, discussing how they are applying the learning.



## Want to Chat About Your Learning Needs?

Curious how to mix quick learning bites with deeper dives? Connect with an expert at Hive Learning to find out what works best for your team.

[Let's talk!](#)

