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OFFICELORD CONSULTING
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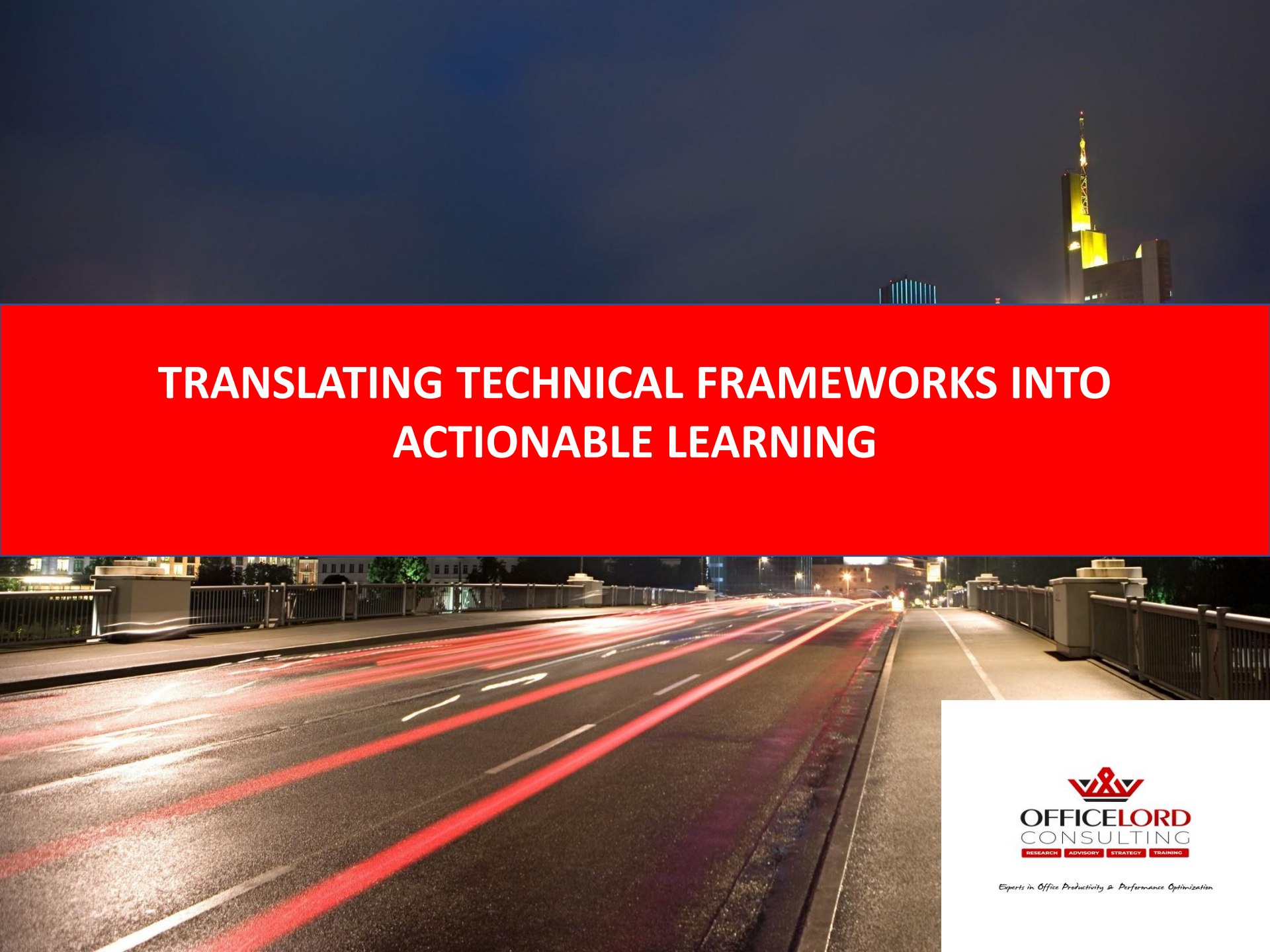

TRANSLATING TECHNICAL FRAMEWORKS INTO ACTIONABLE LEARNING

OFFICELORD CONSULTING

RESEARCH | ADVISORY | STRATEGY | TRAINING

Experts in Office Productivity & Performance Optimization

With you Today

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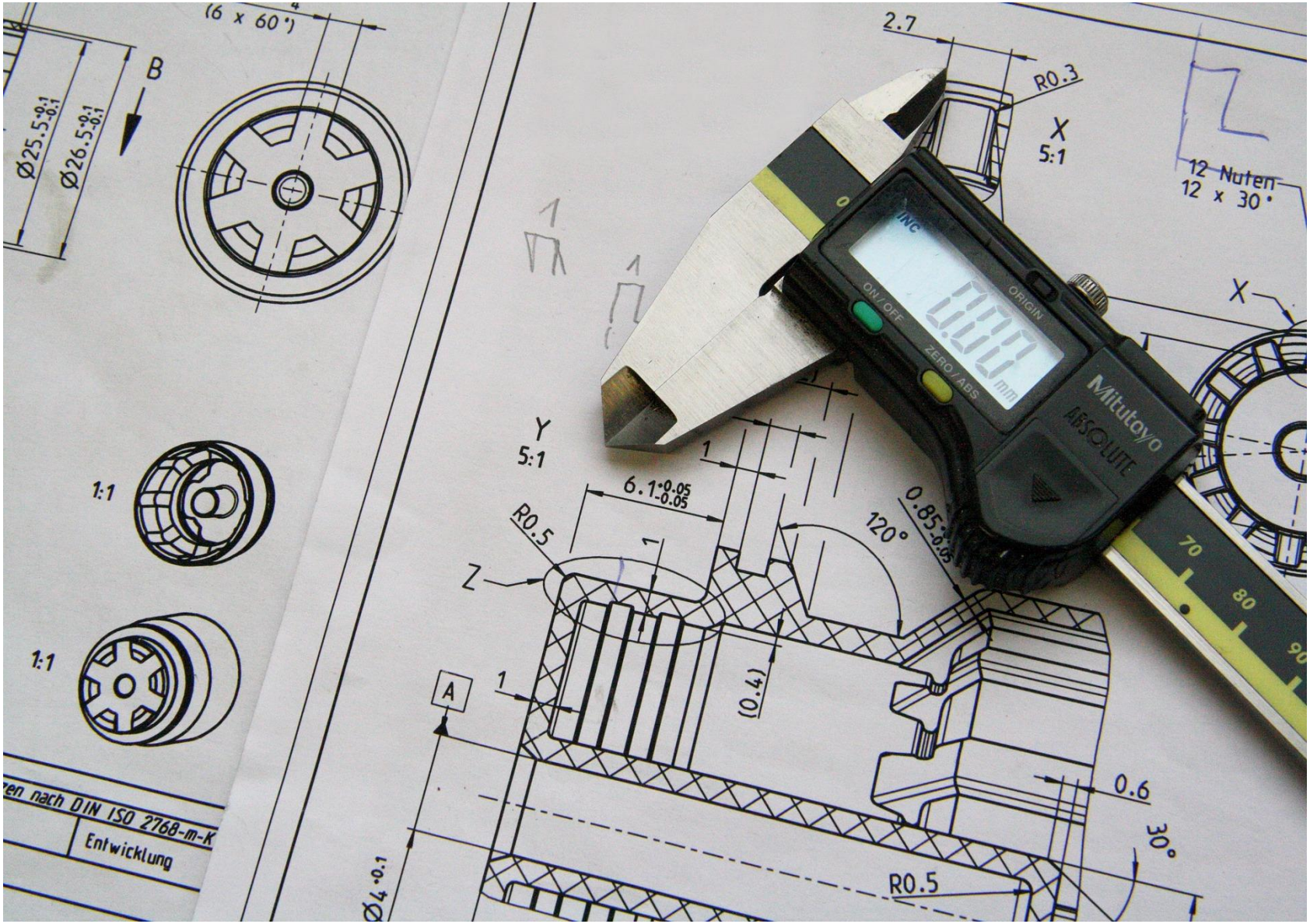
Translating Technical Frameworks into Actionable Learning



Learning Objective

By the end of the session, you should be able to:

- **Break down technical concepts or frameworks.**
- **Eliminate information overloads for your learners.**
- **Design actionable learning experiences.**
- **Make technical contents memorable and engaging.**

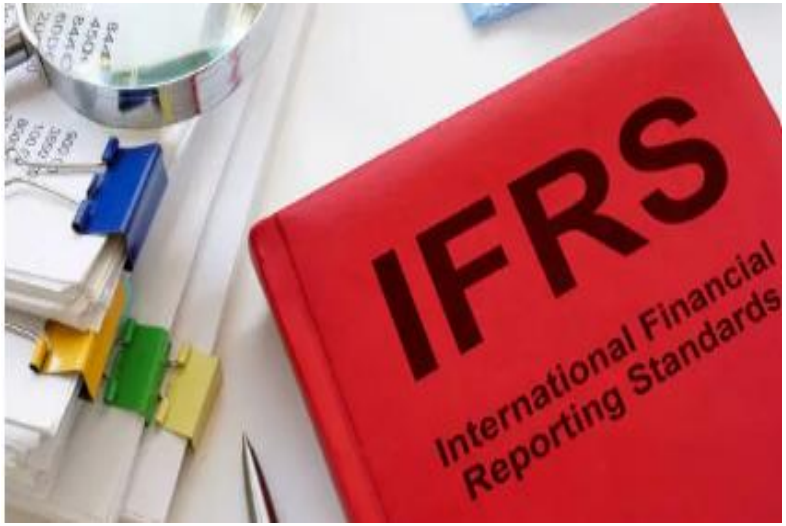
Learning Structure

- Polls
- Questions
- Class discussions
- Experience sharing

House-keeping Rules

- Use the chat functionality
- **'Raise your Electronic hand'** to speak at the end of the session
- Engage with the emoticons

This is my reality – Finance Consultant and Trainer



Simplifying Complex Concepts Without Losing Depth in Training

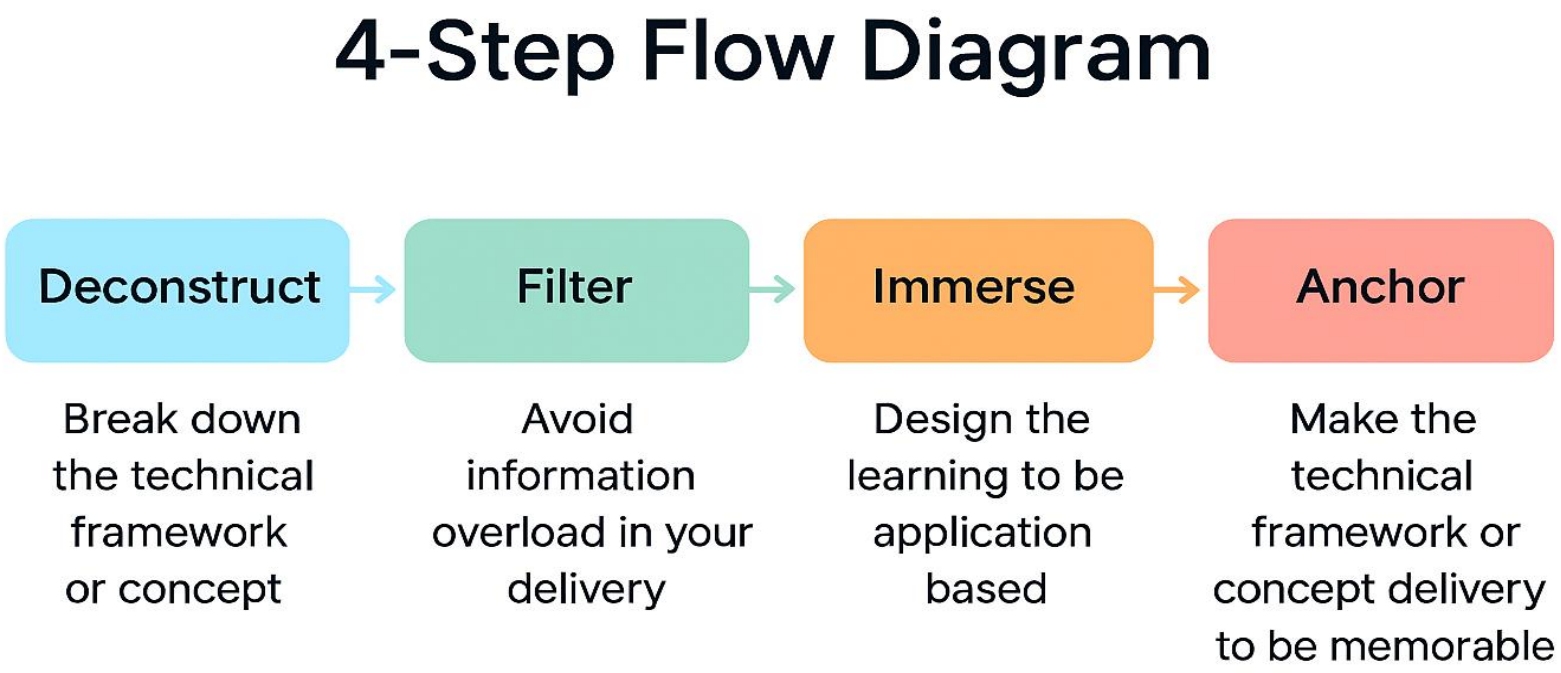
Question

- How do we take on the delivery of complex technical frameworks or topics in our respective industries and make them seamless, engaging, and deeply educational for our learners?

My Tailored Approach

- We will follow a very specific four-stage approach. We will
  - **Deconstruct** the framework
  - **Filter** out the noise
  - **Immerse** our learners in the application and
  - **Anchor** the message.

My Tailored Approach



Deconstructing the Technical Framework or Concept

Deconstructing a Technical Framework or Concept

- When teaching a non-technical learners, we must understand their primary cognitive block. i.e Teaching Tax

- They do not care about the tax laws itself; they care about how the tax law impacts their daily lives

Deconstructing a Technical Framework or Concept

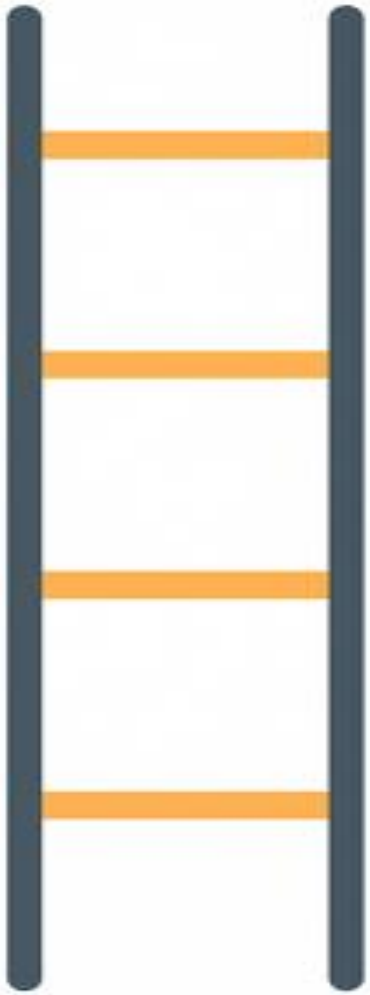
- If you start your session with slide with text like

"Pursuant to Section 24 of the Companies Income Tax Act, capital allowances shall be granted in lieu of depreciation..“

- You have instantly lost them.

- To bypass this, we break the tax framework down into three stages, moving completely from the **known** to the unknown.

Deconstructing a Technical Framework or Concept



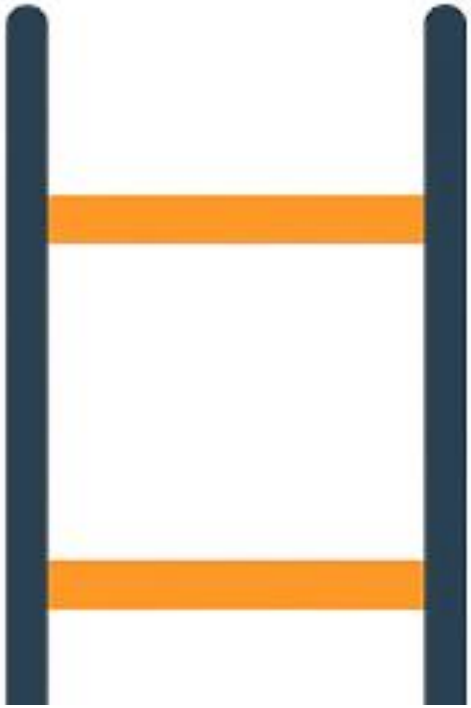
Level 3:
Technical Nuance
Statutory Tax Codes & Laws

Level 2:
Core Engine
The Flow of Value & Tax Liability

Level 1:
The Anchor
What does this tax law then mean for you and I

Technical Framework – Level 3 (Technical Nuance)

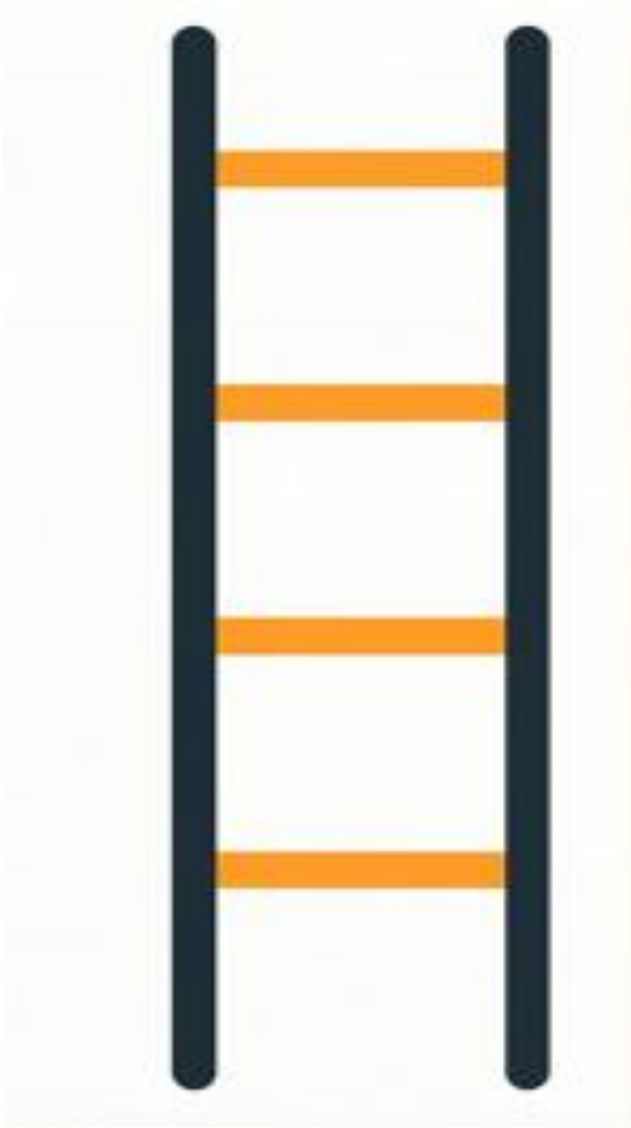
"Pursuant to Section 24 of the Companies Income Tax Act, capital allowances shall be granted in lieu of depreciation."



Level 3: Technical Nuance
(Statutory Tax Codes & Laws)

- Specifies that capital allowances are used for tax purpose
- Depreciation (as per acccounting) is not tax-deducitible
- Instead, tax law preacribes capital allowance rates and rules

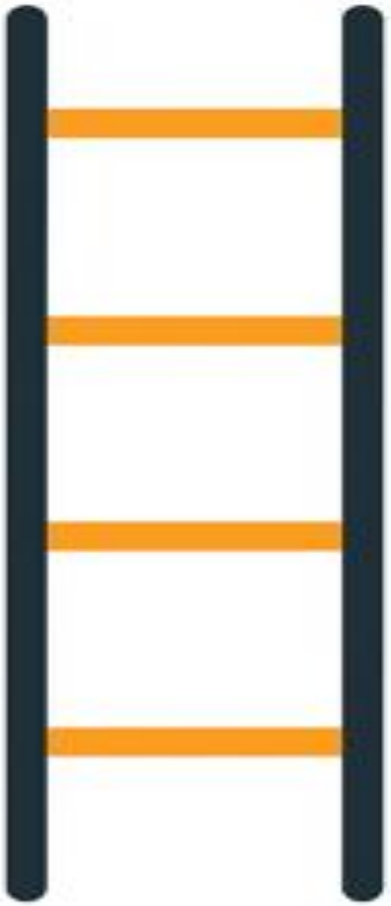
Technical Framework – Level 2 (Core Engine)



Level 2: Core Engine (The Flow of Value & Tax Liability)

- A business buys an asset (e.g. machinery, vehicles, equipme t)
- In accounting → the cost is spread over time using depreciation
- In tax → depreciation is ignored
- Instead → capital allowances are applied → this determines how much cost you can deduct → which directly affects taxable

Technical Framework – Level 1 (The Anchor)



Level 1: The Anchor
(What does this mean for you and I?)

- You cannot reduce your tax using depreciation figures from your financial statements
- You must follow tax authority rules to calculate relief
- The way you claim asset costs for tax is different from your accounting books
- If you don't apply capital allowances correctly → you may overpay or underpay tax

Reflection

- We can use the three step approach to deconstruct a technical concept for our learners moving from
  - What is the concept saying?
  - How does the concept work?
  - What does the concept mean for the Learner?

Reflection

- Deconstruction helps learners overcome dense technical languages by clarifying its meaning.

- Deconstruction reduces fear of technical language and prepares the learners for the actual learning experience.

Poll Exercise

- You are designing a workshop for line managers on **Designing Effective KPIs**. Your goal is to teach them the difference between an actual Metric i.e ***Business result*** and an effort i.e ***Always busy***.

- Based on what you have learnt about Deconstructing a Technical Framework, which options represents the best for applying Level 1, level 2 and level 3 ?

Poll Exercise

Option A:

Start with the official Performance Measurement template **(Level 3)**, show a case study on tracking department output **(Level 2)**, and close with an analogy about a treadmill **(Level 1)**.

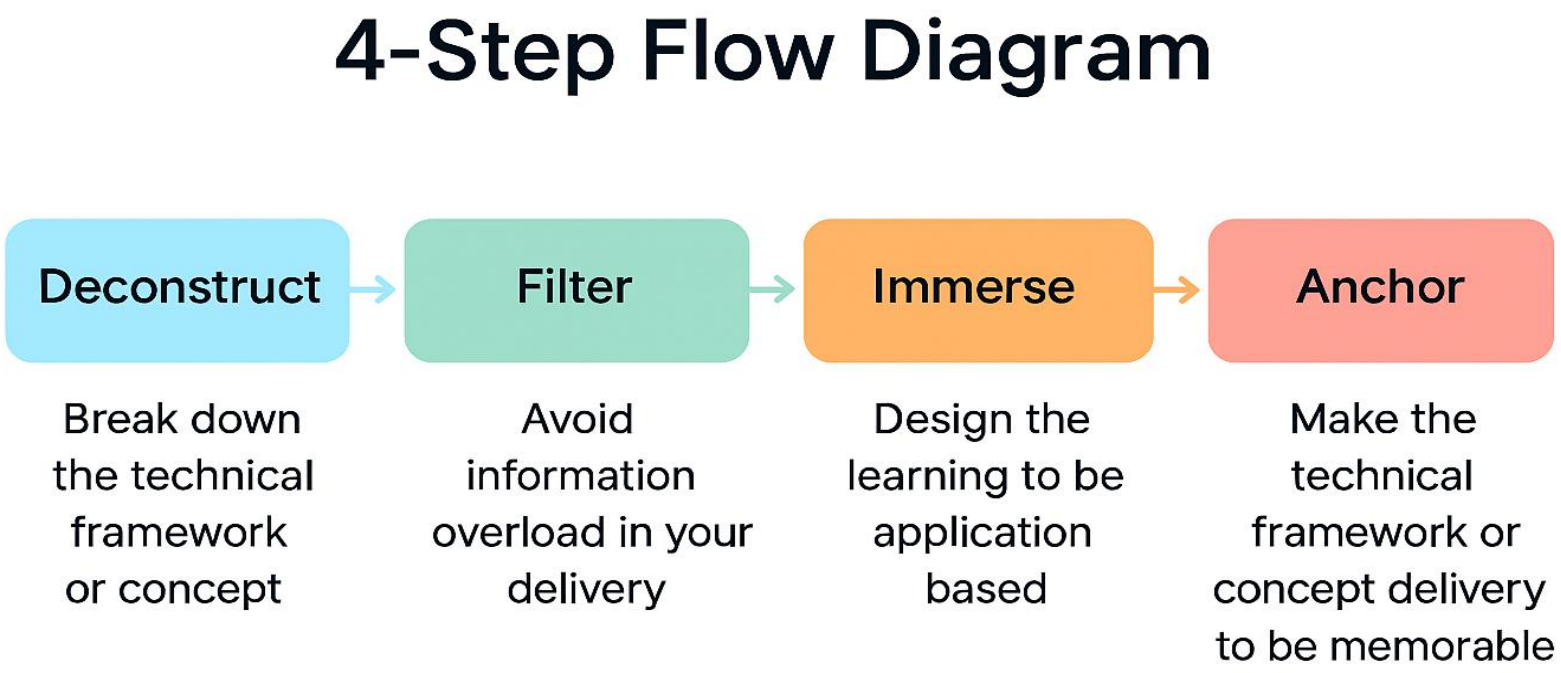
Option B

Open with a photo of a treadmill vs. a marathon finish line (Level 1), transition to how tracking "hours worked" differs from "closed sales" (Level 2), and then introduce the formal KPI SMART compliance framework (Level 3).

Option C

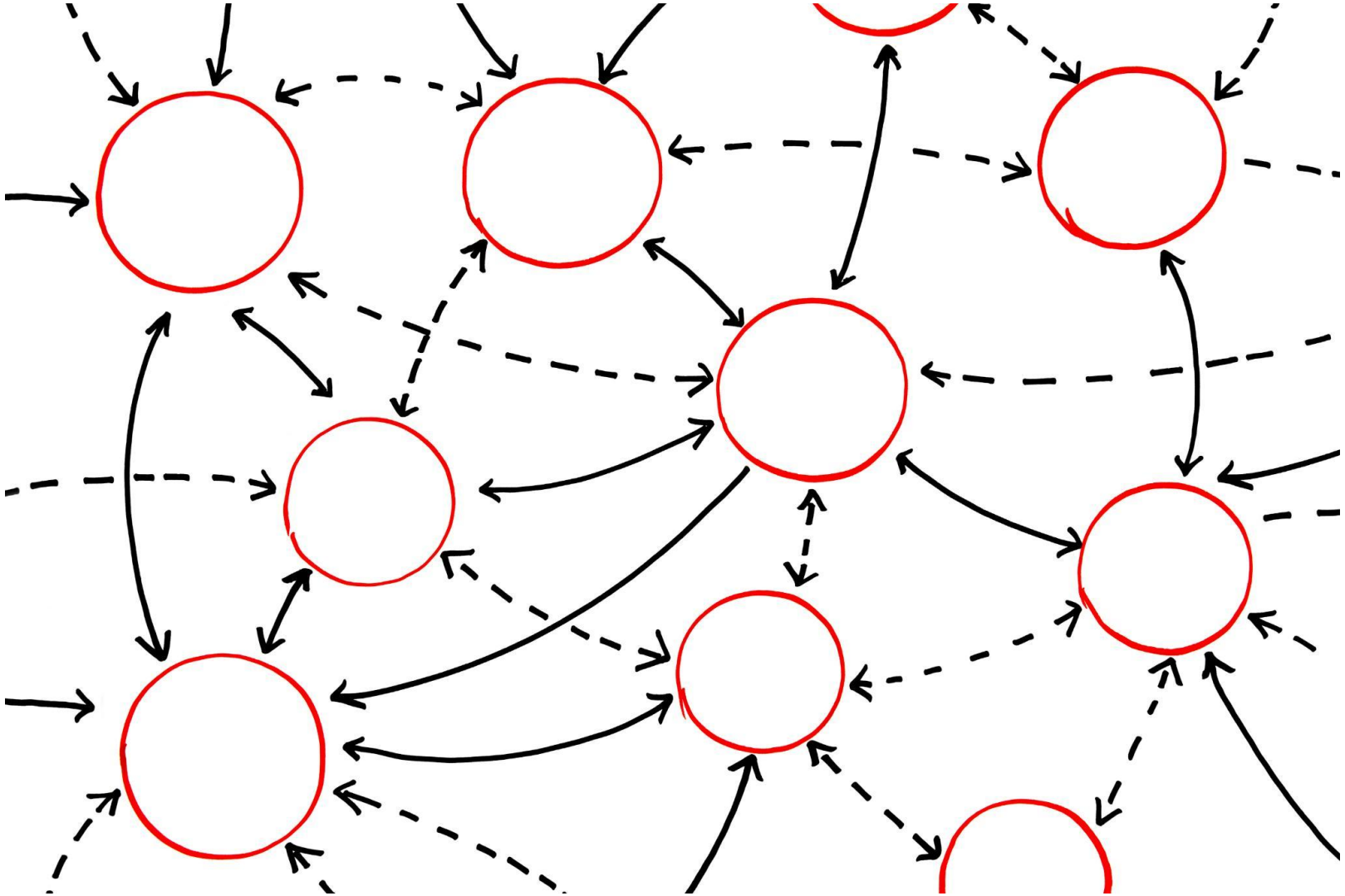
Define the structural difference between input and output metrics (Level 2), give them a SMART goals checklist to read (Level 3), and let them discuss their daily office routines (Level 1).

My Tailored Approach - Step 2



AVOIDING INFORMATION OVERLOAD

Avoiding Information Overload in your Delivery



Avoiding Information Overload in your Delivery

- In training, we often mistake **comprehensiveness** for **competence**.
- We crowd our slides with every sub-clause, threshold, and exemption, assuming it adds value.
- In reality, it causes intellectual paralysis.

Avoiding Information Overload in your Delivery

- The human brain has two distinct memory systems.
- There is the **Long-Term Memory** which has an infinite capacity and **Working Memory** which is highly fragile.
- When a trainer delivers a technical session, all information must pass through the working memory first.

Avoiding Information Overload in your Delivery

- The working memory can only handle roughly 4 to 5 blocks of new data at any given moment.

- If you throw a lot of technical jargons, the learners brain might have a jam as a result of **information overload**. The learner brain actively stops trying to comprehend the core concept.

Avoiding Information Overload in your Delivery

- Learners can only process a few new pieces of information at a time. You must bear this in mind as you develop your content.

- If technical details does not directly drive a business decision that your learner needs to make within the next 48 hours, strip it off the slide.

Avoiding Information Overload in your Delivery

- Do not make non-technical learners memorize or go through a lot of things they don't need to know.

- Give them the key things they need to understand and put the rest in a downloadable PDF handout for later reference.

Poll Exercise – True or False

- To prevent information overload when teaching a heavy topic like Tax Law, you should display the entire 30-row statutory tax table on the slide so learners can see the full context while you talk.

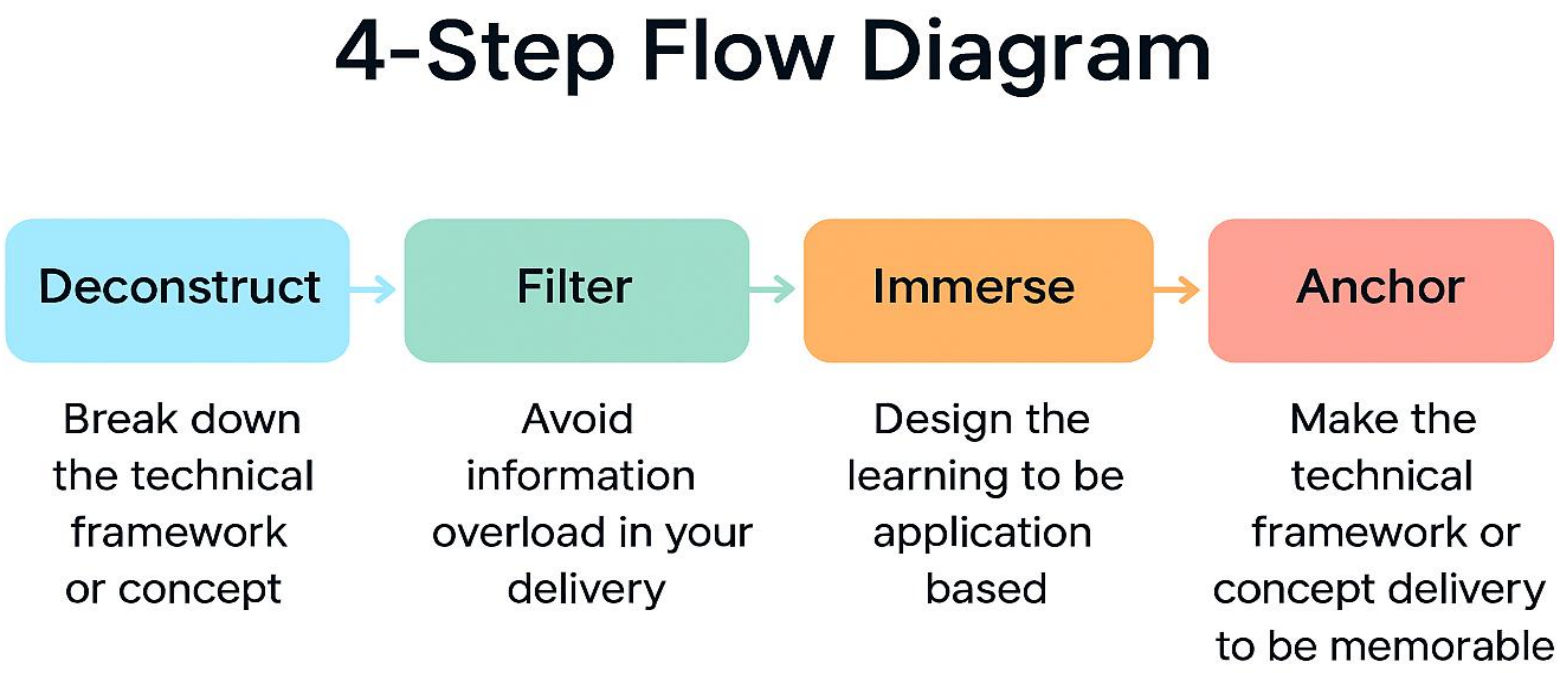
Poll Exercise – True or False

- If a legal sub-clause or a highly specific financial metric will not change the immediate operational decision a learner needs to make within 48 hours of the workshop, it should be filtered out of the presentation slides.

Poll Exercise – True or False

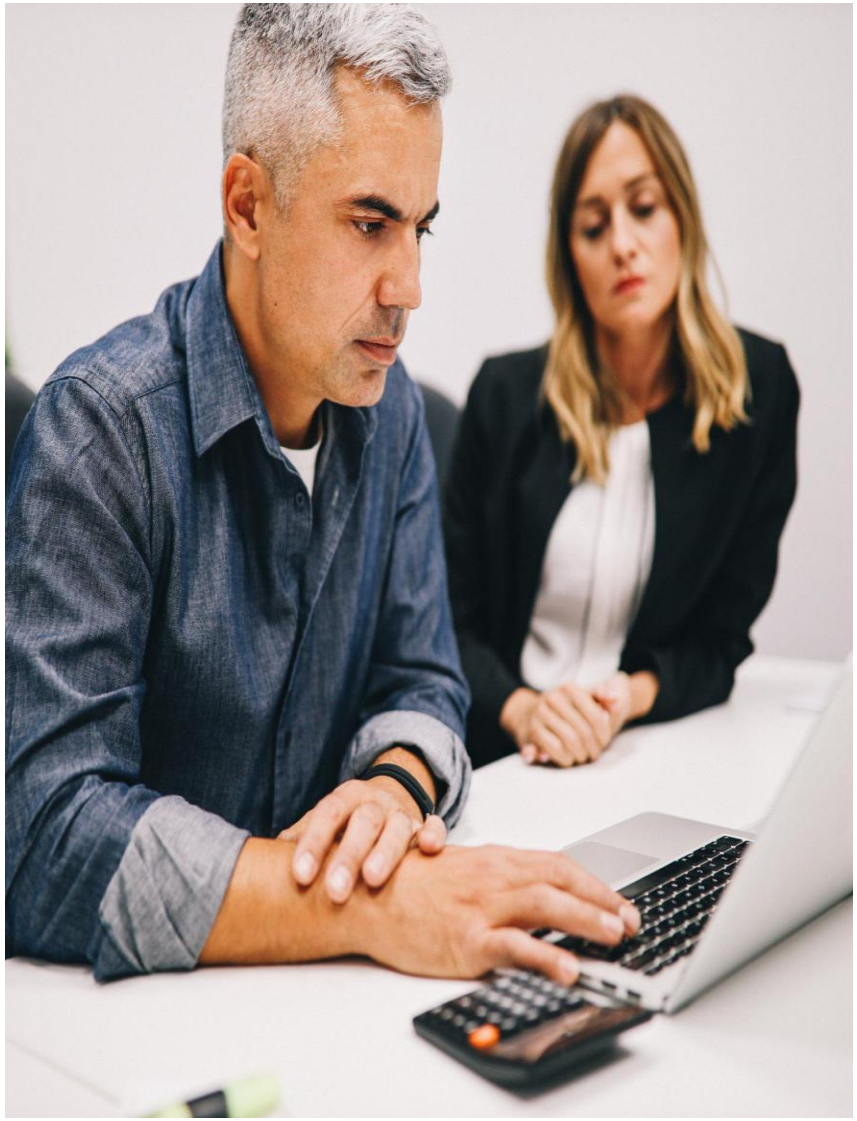
- Reading the paragraphs on your slide word-for-word actually helps non-technical learners absorb the information better because they are experiencing it through both sight and sound simultaneously.

My Tailored Approach - Step 3



DESIGN AN ACTIONABLE LEARNING EXPERIENCE

Design an Action Based Learning Experience



Design an Action Based Learning Experience

- The goal here is to move your learners from understanding to application.

- At this stage, the goal is no longer to explain the technical concept, but to make the learner use it in a realistic context.

Design an Action Based Learning Experience

- Learners learn better by applying the technical concepts to real relatable scenarios, moving beyond theory to practical use.

- Most corporate training, especially in technical, regulatory, or compliance fields, falls into a structural learning design trap known as the **Deductive Learning Flow.**

Design an Action Based Learning Experience

- In deductive learning, you learn the theory or the rules before you apply. This style forces the learner into a passive, defensive state.

- When you start with a 30-minute lecture on tax laws or compliance steps, the non-financial learner's brain treats the information as a routine academic concept.

Design an Action Based Learning Experience

- In technical training, immersion is achieved by introducing practical scenarios, case examples, or guided exercises that simulate real-world situations.

- Learners are required to apply the concept or framework, make decisions, and observe the outcomes of those decisions.

Design an Action Based Learning Experience

- For example, in taxation training, instead of re-explaining capital allowances, learners are presented with a business scenario e.g., purchase of an asset and asked to determine the correct tax treatment.

- This forces them to translate theory into action.

Poll Exercise – True or False

- You have just finished explaining the theoretical rules of Capital Allowances in a Corporate Taxation workshop. To successfully transition your learners from conceptual understanding of the Tax laws to practical competence, which training activity should you deploy next?

Poll Exercise – True or False

Option A

Have the learners read an advanced, 5-page compliance manual detailing the statutory penalties for incorrect tax filings.

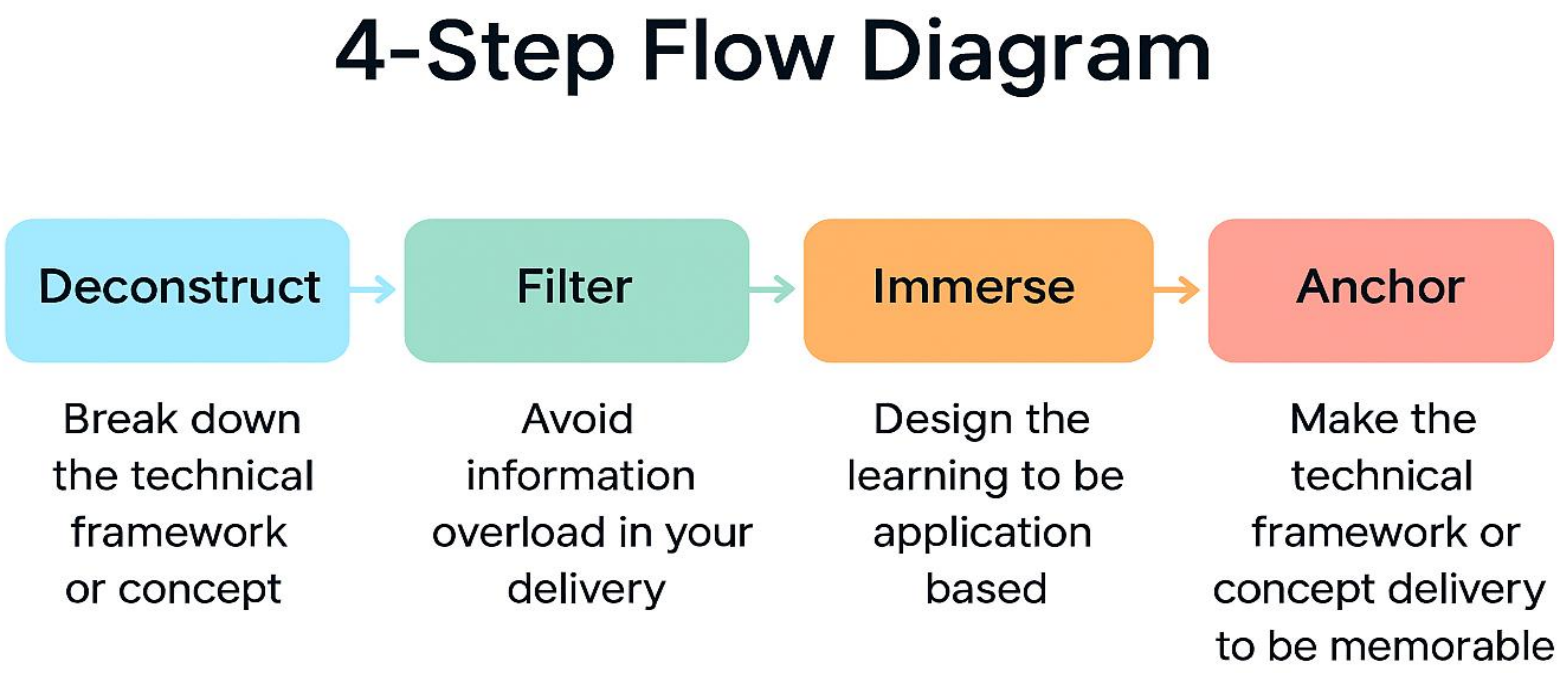
Option B

Provide a detailed business scenario where a company just purchased a new delivery truck, and ask the learners to determine and calculate the correct tax treatment live.

Option C

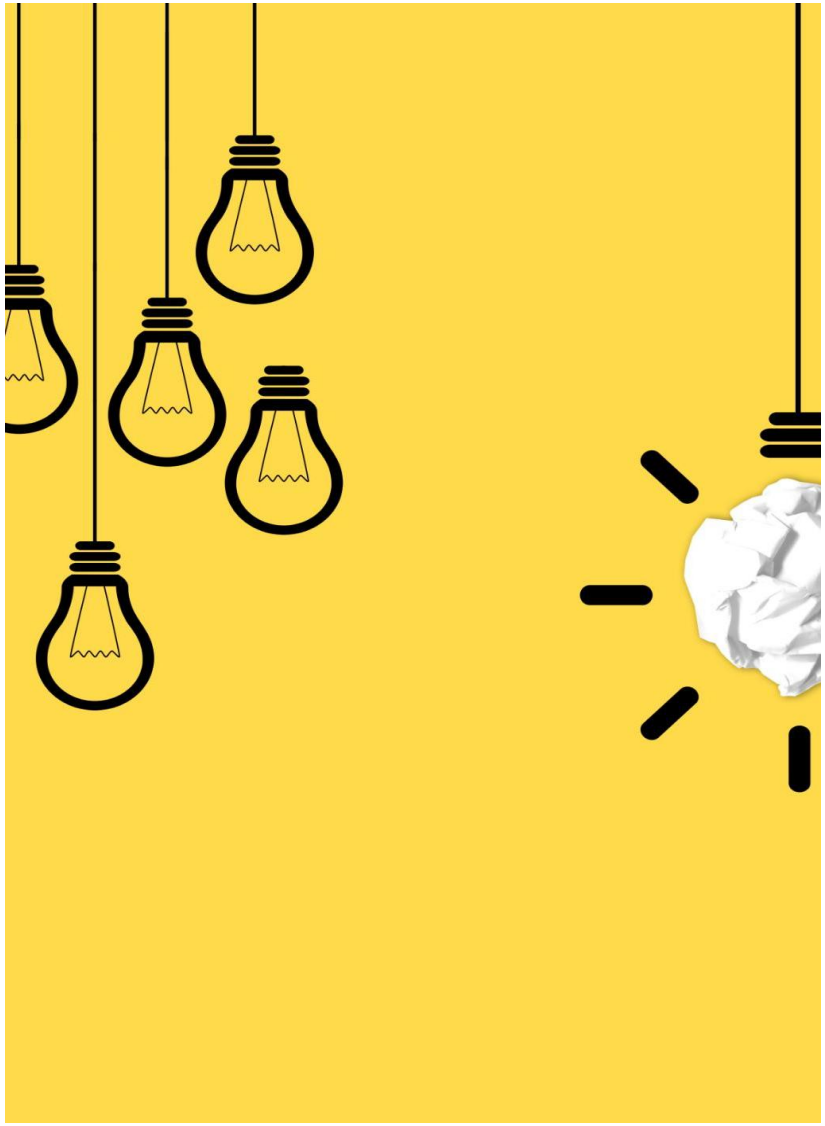
Launch a rapid Q&A session where you ask the learners to unmute and recite the formal definition of an Annual Allowance from memory.

My Tailored Approach - Step 4



MAKE THE OVERALL TRAINING MEMORABLE

Make the Overall Technical Training Memorable



Make the Overall Technical Training Memorable

- Overall, the objective of a training is to convert what the learner has practiced into long-term, retrievable knowledge.

- In technical training, this means reducing the technical complexity into memorable patterns, rules, phrases, or mental shortcuts that learners can quickly recall when needed.

Make the Overall Technical Training Memorable

- If a learner can not recall what was taught in the training, then the training has failed.
- The brain retains information better when it is simplified, repeated, and emotionally or contextually linked.
- Complex technical content must be compressed into recognizable anchors

Make the Overall Technical Training Memorable

- As a Trainer, you cannot rely on a generic closing slide that says *"Any Questions?"* or *"Thank You".*

- Those slides signal to the brain that the learning loop is closed, causing the working memory to flush out the technical schemas it just built.

Make the Overall Technical Training Memorable

- To permanently anchor abstract technical concepts like tax laws, compliance filings, or regulatory risks etc, you must guide your learners through three sequential reflection questions.

- Ask them
  - What have they Learnt?
  - So, what about it?
  - Now, what next?

Make the Overall Technical Training Memorable

1. WHAT?
(The Objective Reality)
Focus: Recalling cold facts, behaviors, and data baseelines

↓

2. SO WHAT?
(The Conceptual Takeaway)
Focus: Linking the experience directly to the Tax framework

↓

3. NOW WHAT?
(Actionable Workplace Execution)
Focus: Immediate behavioral modification within 48 hours

Poll – Exercise (True or False)

- A technical training session can be considered highly successful if the learners were excited, actively participated in a tax simulation, and gave the trainer a 10 out of 10 on the post-session feedback form even if a structured debrief was skipped due to a lack of time.

Poll – Exercise (True or False)

- When guiding non-financial learners through the **"What?"** phase of a tax case study debrief, the facilitator should immediately ask them to analyze the legal theory behind their mistakes.

CONCLUSION

Summary

- The value of a Technical training is not determined by how much data we dump on the screen, but by how much our learners can actually execute.

- To make technical trainings effective, we must systematically **deconstruct** the complex frameworks **Filter** out the presentation clutter.

- We should keep the slides visually lean.

Recap

- We have learned today about how to transform complex technical frameworks into seamless corporate learning by deconstructing them into relatable human layers, filtering out slide clutter to protect working memory, immersing participants in action learning and anchoring through a structured debrief to guarantee verifiable workplace habits within 48 hours.

- Lets now go and implement them!

Wrap-up Question

- What are your key takeaway from today's session?

- What would you start to do going forward with data as it relates to your trainings?

References

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- **Prince, M. J., & Felder, R. M. (2006).** Inductive teaching and learning methods: Definitions, comparisons, and research bases. *Journal of Engineering Education*, *95*(2), 123–138.

- **Mayer, R. E. (2020).** *Multimedia learning* (3rd ed.). Cambridge University Press.

Additional Reading Materials

- **Clark, R. C., & Mayer, R. E. (2024).** *e-Learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning* (5th ed.). John Wiley & Sons.

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- **Kirschner, P. A., Sweller, J., & Clark, R. E. (2006).** Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational Psychologist*, *41*(2), 75–86

- **Stolovitch, H. D., & Keeps, E. J. (2011).** *Telling ain't training: Updated, expanded, and enhanced* (2nd ed.). ATD Press..

Questions and Answers

Thank you for participating in the webinar!

For more inquiries or questions,
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THANK YOU