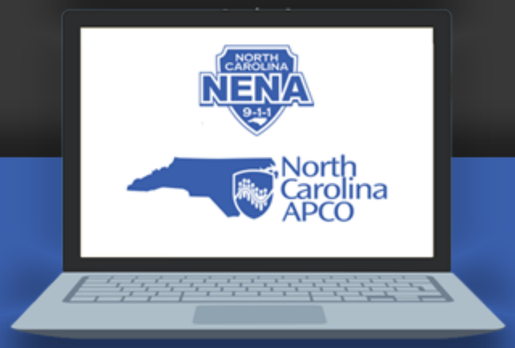
TRAIN, DON'T TELL

Training for behavior change.



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"IF WE TRAIN...WE DO NOT SIMPLY TRANSMIT INFORMATION. WE CHANGE PEOPLE. WE TRANSFORM LEARNERS IN WAYS THAT ARE DESIRABLE FOR BOTH THEM AND THE ORGANIZATION."

Harold D. Stolovitch

EFFECTIVE TRAINING
LEARNING TRANSFER
BEHAVIOR CHANGE

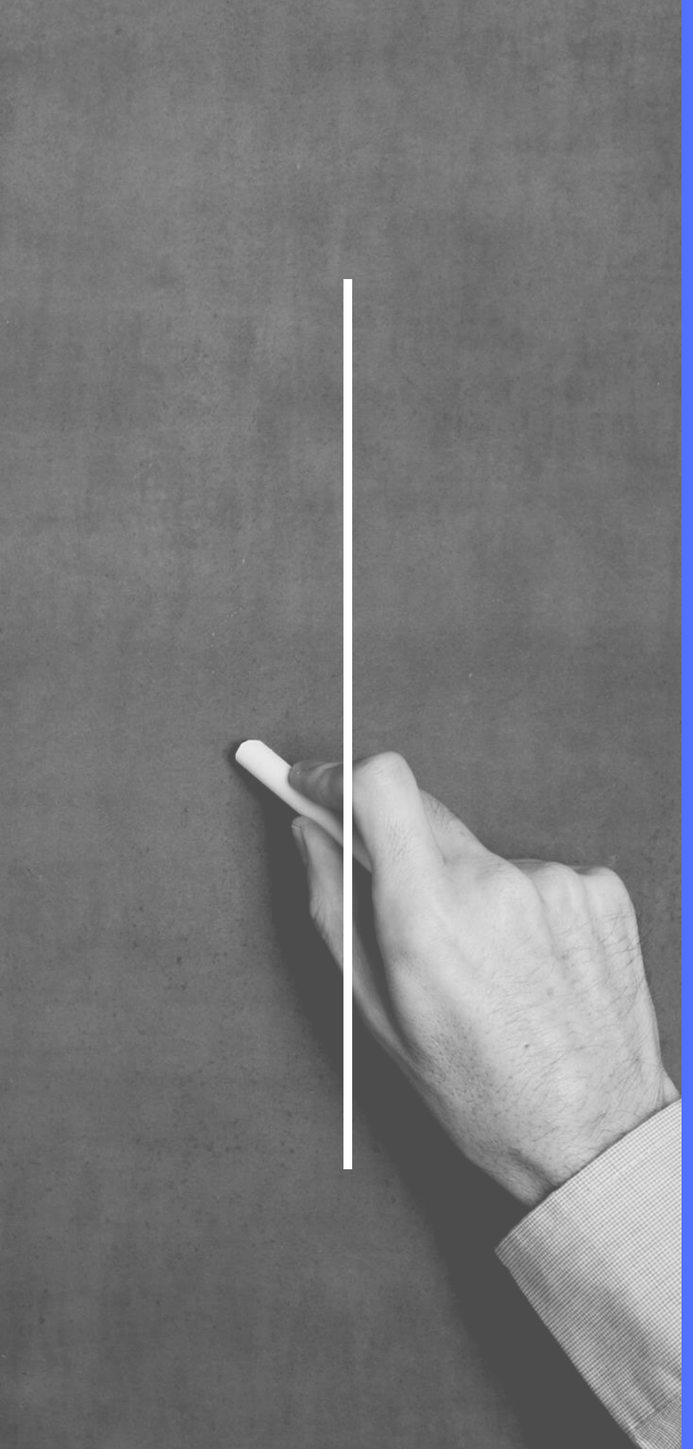
EFFECTIVE TRAINING

- It responds to learners' needs.
- The explanations are clear and concise.
- There are lots of takeaways for learners.
- It applies to the job.
- There was an opportunity to ask questions.
- Learners feel respected.
- The materials are clear and useful.

LEARNING TRANSFER

"Use of newly acquired knowledge or skills within the regular working or life context."

"Any transformation or modification of human behavior"



ANDRAGOGY

- Popularized by Malcolm Knowles in 1980.
- “art and science of helping adults learn”
- States that adults learn differently than children in the following ways:
  - Need to know WHY they should learn something
  - Want to know how learning will help them specifically
  - Bring prior knowledge and experience that form a foundation for their learning
  - Are self-directed and want to take charge of their learning journey
  - Find the most relevance from task-oriented learning that aligns with their own realities

4 KEY ADULT LEARNING PRINCIPLES

- Readiness
- Experience
- Autonomy
- Action

READINESS

EXPERIENCE

AUTONOMY

ACTION

ENSURING AN ACTION MINDSET

- Be clear on how they can immediately apply it to the job.
- If learning is only used occasionally, make sure to have job aids or other training to help refresh employees on the procedures.
- Provide ways that trainees can practice in the new skill in an environment/situation similar to one they will have on the job.
- "If you don't use it, you lose it."

ONCE YOU HAVE A BETTER UNDERSTANDING OF ADULT LEARNING YOU CAN FOCUS ON THE TRAINING SESSION...

STRUCTURING TRAINING SESSIONS TO BE MORE EFFECTIVE

- Provide the WHY (rationale).
- Set realistic and relevant performance objectives.
- Utilize activities that directly relate to the performance objectives and desired outcomes.
- Evaluate your learner's performance to see if the skill has been learned.
- Provide feedback

A TRAINING ON GEOGRAPHY

Rationale: In order to send help quickly, we need to know how to read maps and quickly recognize locations.

Performance Objective: The trainee will be able to locate all highways on a map and identify the direction they run.

Activities:

- Trainees will list each highway name.
- Match highway with direction
- Label highways on blank map

Evaluation: The trainee will label each highway on the map.

Feedback: The trainer will highlight any incorrect answers and show the trainee the correct answer.

"OUR JOB, AS TRAINERS, INSTRUCTORS, AND EDUCATORS, IS TO HELP OUR ADULT LEARNERS LEARN. THEIR SUCCESS IS OUR SUCCESS."

Harold D. Stolovitch

THANK YOU!

Halcyon Frank

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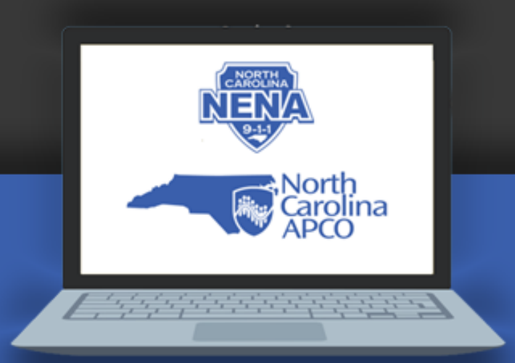

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