

THE TEACHING MATRIX



TELLING IS NOT TEACHING...



THE TEACHING MATRIX

TEACH

“To instruct by precept, example or experience”. “To cause to know something”. Webster
As a CTO, the concept of teaching is simply transferring your experience and skills to your trainee. Think of yourself as an hourglass methodically pouring your knowledge, experience and skills into your trainee. This transfer of knowledge must be intentional and done in an environment that is conducive to learning. Teaching requires proficiency (you can't teach what you don't know), planning (lesson plans, check lists etc.), and flexibility (the ability to adapt to different learning styles).

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“I know what to do, I just don’t know how to explain it”

The CTO must be able to thoroughly explain and proficiently demonstrate each concept or skill to a trainee. This is vital to the success of the trainee. It is the responsibility of the CTO to create a solid foundation while encouraging decision making and critical thinking skills. The CTO must create an environment that strikes the perfect balance between memorization of what to do with the why and how each task must be done.

Having a comprehensive understanding and mastery of each task promotes problem solving skills, boosts confidence and reduces anxiety for the trainee. It is crucial that the CTO is able to articulate/thoroughly explain every concept/skill being taught.



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A TIME TO TELL—The CTO must take the time to explain the what, why and how of every concept/skill, before they practice. There should always be a “tell and show” before “show and tell”. **Thoroughly explain what needs to be done and why it should be done before demonstrating how it should be done.**



All applicable policies must be discussed during this segment of training. If your trainee is not an auditory learner (learns best by hearing/listening) organize the material in 10-15 minutes segments for maximum retention. Don't give a long-winded lecture. Keep the trainee engaged by giving shorter lessons.



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A TIME TO ASK— This is encouraged at the beginning of each training session, as well as frequently throughout each session. Asking questions not only checks the trainee's understanding but keeps the trainee engaged.

In order to have a clear picture of how to approach each training session, it is imperative that the CTO is aware of the trainee's existing level of knowledge along with their expectations. Ask questions to determine;

What is their learning style?

What do they already know?





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A TIME TO ASK....

The best approach is to ask open-ended questions that requires the trainee to give a detailed answer.

Example: What do you remember from our last session? This affords the trainee the opportunity to brag about what was retained while being able to simultaneously ask clarifying questions. The CTO is then able to identify any areas of deficiency/discrepancy which allows for early introduction and implementation of corrective measures. It is always best to go back and fix what needs to be fixed before building or adding additional tasks.

ALWAYS review old lessons before introducing new ones



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A TIME TO TELL THEN ASK- this is where you share the time spent training between lecture (telling) and soliciting feedback (asking). This can be an effective method of training if the right balance is struck. Some trainers have a tendency to spend most of their time telling and not enough time asking.

The most effective communication is about 20% **telling** and 80% **asking**. Most of us have turned this around - **80% telling and 20% asking**.

Marilee Adams

Be sure you are striking the correct balance. If you find yourself saying "I told you this/that before" repeatedly, this may be an indication that the trainee was told not taught. **Telling is not teaching**, the fact that you told the trainee something does not mean you've taught them .



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A TIME TO ASK THEN TELL– teaching by asking may be a lot more effective than any other method. This is where the trainer asks questions of the trainee and then guides the trainee to the correct answer. This is the introduction of scenarios and brainstorming.

With this approach, the trainee becomes inquisitive and is curious to find answers which unlocks an eagerness to research and retain information. Instead of telling the trainee the answer/solution to every question/challenge introduce a scenario and find the answer/solution together.

Give a man a fish, feed him for
a day. Teach a man to fish,
feed him for a lifetime.
- Lao Tzu



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CTO - TELL THEN SHOW



TRAINEE - SHOW AND TELL





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Create a balance, know when it's the right time to:

- ✓ Tell
- ✓ Ask
- ✓ Tell then ask
- ✓ Ask then tell





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- ✓ Never assume, instead thoroughly explain
- ✓ Always use a task/check list and applicable policies
- ✓ Ask questions/solicit feedback
- ✓ Allow practice in a controlled environment whenever possible (CAD in training mode, etc.)

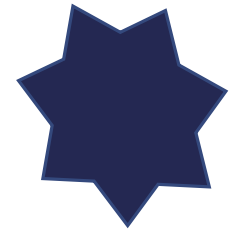


The trainee is an adult, treat them like it

Teaching is not telling and
learning is not having been told.

Madeline Hunter

THANK YOU



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