

Training of Trainers
Pakistan: 2007/08
Workshop Leader: Wali Zahid

Workshop Schedule

Day One

- Session 1 – Introductions
Course expectations & setting norms
- Session 2 – What makes a good training course
- Session 3 – **The Learner**
- Session 4 – Learning theories & learning styles

Day Two

- Session 1 – Basics of **Training Delivery**
- Session 2 – Exploring training methods & techniques
- Session 3 – **The Trainer**
- Session 4 – Presentation & feedback skills for trainers
- Evening – Preparing for group presentations

Day Three

- Session 1 – **Training Resources**
- Session 2 – Managing the training environment
- Video – **Ten Training Tips** video
- Session 3 – Participants' presentations
- Session 4 – Personal action plan
Course evaluation
Certificates

Contents

Course Objectives	7
Introduction	8
What makes a good training course – case studies	9
The ‘perfect’ training course	11
So just what <i>is</i> training	12
A trainer's various hats	14
The Learner	15
The Active Learner, the Reluctant Learner and the Passive Learner	16
Learning experiences – 2 scenarios	18
What contributes to poor learning experience?	20
How people learn?	21
What makes a good learner?	22
Establishing need in the mind of the learner	23
How to identify the training needs of your teams	24
Let's learn something about learning	25
The hard cases	26
Groups or individuals	27
Handling groups	28
Training Delivery	29
Why are we doing this?	30
Activities in the training room	31
Types of training methods	33
Demonstrations	35
Giving Instructions	36
Energisers and refreshers	37
Anecdotes, or stories	38
Sensory learning preference and task type	39
Presenting information	40
The dos and don'ts of delivery	41
The Trainer	42
What type of trainer are you?	43

Feedback	45
Feedback skills	46
Negative feedback	47
Presentation skills in the training room	48
Picking up on signs from the learner (body language)	49
Finally, evaluating your training	50
Environment and Resources	51
My dream training room	52
How do you create a safe learning environment	53
Training resources	54
Video: Ten Training Tips by John Townsend	56
Good things about being a trainer	57
My action plan	58
What happens tomorrow?	59
Appendices	
A General training room checklist	60
B Trainer's kit	61
C Room layout: possible arrangements	62
D Classical learning theory	63
E Bloom's hierarchy of learning	64
F Kolb's learning cycle	66
G Sensory learning preferences	68
H Stages of learning	70
I Context-specific learning	71
J Multiple Intelligences	72
K Analysing Training Needs	73
L Dos and don'ts of training delivery	74
M Some useful readings	75
Articles	
A Question of Learning	76
An Introduction to Learning Styles	78
How Adults Learn	81
Workshop Leader	82

Key to Icons



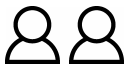
Group based task



Role-play task



Writing task



Pair based task



Individual think task



Quiz



Instructor-led discussion



Task continues over page



Self study task



Verbal practice task



Video task



Assessed task



Reference task



Presentation task



Presentation task with
video camera



Hand-outs



Learning game



'Find someone who...'

We are going to start with a Mingle activity. This is quite a common way of opening a training course or workshop.

Please stand up from your seats. Walk around the room. Speak to as many other participants as you can. Try to write a name in each space.

Find someone who...

1. _____ has been on a workshop at the British Council before.
2. _____ has been the trainer on a workshop in the last 2 months.
3. _____ has never conducted a training course before.
4. _____ has met the trainer of this workshop before.
5. _____ is feeling anxiety about this workshop.
6. _____ arrived here before you this morning.
7. _____ has developed training materials before.
8. _____ will be conducting training workshops in the near future.
9. _____ likes the way this training room is arranged.
10. _____ doesn't like the way this training room is arranged.



Course introductions: Some other ways to start a course

We started with a Mingle activity. Can you think of other ways to ‘kick off’ a training course?

Course objectives

By the end of this course, you will have:

- learned the value of training and how it helps individuals and organisations
- found out about learning styles of individuals and various learning theories
- known how to design a training course
- learned the main do's and don'ts of delivering a successful course
- practiced preparing and delivering short presentations on course
- received feedback and advice from the trainer and peers
- prepared an action plan for your continued improvement as a trainer

Introduction

Objectives:

By the end of this session, you will:

- have thought about what makes a good training course
- have considered just what *training* and *learning* are
- have got to know other participants on the course
- have thought about ways to open a training course



What makes a good training course?

Case Study One

The 45 participants filed slowly into the bare windowless training room. At the front stood the trainer behind a lectern. The desks were arranged in rows across the room and name cards indicated who was to sit where. On each desk sat a thick file full of dense typescript, and on the front of each file was the title of the training course the participants were about to receive: 'The customer service skills'. The course was to last five days.

The trainer waited until everyone had sat down. Then she said:

'Good morning, participants. Welcome to the course. I shall be describing several theories of customer service with the strengths and weaknesses of each. You may think you know all about customer service, but I can assure you that even experienced people make lots of mistakes. That is why you are doing this programme.

Now if you turn to page 23 in your file, we shall begin with the Tossport Theory of Service Standards...'

Does anything make you feel that this training session is not going to be a lot of fun?

-
-
-
-
-
-



What makes a good training course?

Case Study Two

How about a training session which starts like this?

The 20 participants entered in groups through the open double doors and paused to look around the room. It was laid out with five round tables each with four chairs, the walls bore posters and pin-boards, and large windows lit the room with natural light. On each table lay pads of paper, pens and pencils, sweets and bottles of mineral water. From somewhere, relaxing music could be heard.

The trainer was moving around the room, shaking hands, introducing himself and chatting to people as they came in. When the course was due to start, he turned off the music, smiled round at the people in the room and said:

'Shall we begin? My name's Wali Zahid and I'll be your trainer for the next three days. Welcome to 'Training of Trainers'.

I'll talk about what we're going to be learning in a moment; first of all let's introduce ourselves and summarise for the rest of the group what we hope to get out of the workshop. Can we start with you, -----?



The 'perfect' training course

Here are some of the ingredients of a training course. Make some notes under each heading, describing what would make a good course.

Trainer

Participants

Environment

Programme

Resources



So just what *is* training?

Let's try and define our terms. Discuss these questions.

1. What is learning?

2. What is teaching?

3. What is training?

4. What is facilitating?



Mini Quiz: Look at these brief descriptions of people at work. Can you match them with the definition?

A	Someone explaining how to assemble a rifle.				
B	Someone preparing a class of O Level children for their GCSEs.				
C	Someone preparing a group of athletes to run a marathon.				
D	Someone encouraging workers to find ways to increase their employability.				
E	Someone giving prepared lessons to a group of university students.				
F	Someone helping a student to prepare for a test.				
Lecturer	_____	Trainer	_____	Instructor	_____
Tutor	_____	Teacher	_____	Facilitator	_____

Reflect:

1. As we can see, different job titles conjure up different images. What do you prefer to call yourself? A teacher, tutor, trainer, lecturer, facilitator, instructor? Why?
2. Does the choice of word indicate a difference in the relationship between the participant and the 'educator'?



A trainer's various hats

Is it true that, at different times in your job, you may be taking a different role (eg, one minute you are an instructor, the next minute a facilitator)?

Here are some other 'roles' you may perform when facilitating learning.

- Motivator and inspirer
- Mediator or referee
- Mentor or coach
- Quality controller
- Chairperson
- Presenter
- Counsellor

Task: Can you think of at least one or two situations within the training-room in which a trainer performs the above roles?

The Learner

Objectives:

By the end of this session, you will:

- have considered what makes a good learner
- have considered what contributes to a good and a poor learning experience
- have identified different learning styles and sensory learning preferences, and thought about how these can inform our training
- have looked at various learning theories
- have seen the importance of establishing need in the mind of the learner
- have developed an understanding on how to identify training needs of your teams
- have looked at some caricatures of typical participants
- have discussed the pros and cons of learning in groups



The Active Learner, the Reluctant Learner and the Passive Learner

Your attitude to learning

People have different attitudes to learning. Complete the questionnaire below to determine your own attitude to learning.

Section A: _____ learner

Do you . . .

- 1 never say "I don't know"?
- 2 think "I'm too old to learn anything new"?
- 3 leave your mobile phone on even when your in a course?
- 4 choose not to do course assignments?
- 5 come late to a course?
- 6 think that all training will be boring and useless?
- 7 think "I already know enough to do my job"?
- 8 avoid taking on new responsibilities?

Section B: _____ learner

Do you . . .

- 1 take training because your boss (or your company) tells you to?
- 2 sometimes complain about the training and sometimes enjoy it?
- 3 see teamwork activities (in and outside of the classroom) as chances to relax?
- 4 find only certain things interesting to learn about?
- 5 only do what is necessary to get by?
- 6 feel happy with your present level of knowledge and skill?
- 7 expect nothing important would come from training?
- 8 forget about the course content within a couple of days of the course?



Learning experiences – 1

- 1 Think of something you are *good at* – something that you know you do well. Note it in the space below.

- 2 Write below a few words about how you became good at this.

- 3 Think of something about yourself that you feel *good about* – a personal attribute or quality perhaps. Note it in the space below.

- 4 Write below a few words about how you know that you can feel good about whatever it is. In other words, what is the evidence for your positive feeling?

Adapted from © Race 1998



Learning experiences – 2

- 1 Think of something that you *do not do well*. This could have been the result of an unsatisfactory learning experience. Jot down something you are not good at below.

- 2 Now reflect on your choice in two ways: first, write a few words indicating what went wrong when you tried to learn whatever it was.

- 3 Second, try to decide whose fault it was (if anyone's). Does any blame rest with you, or with someone else? If so, with whom?

- 4 Think of something that you did in fact learn successfully, but at the time you did not *want* to learn it. It is probably something you are now glad you learnt. Make a note of it below.

- 5 Write down a few words about what 'kept you at it' – in other words, why you were successful even when your *want* (motivation) to learn was low or absent.

Adapted from © Race 1998



What contributes to a poor learning experience?

What contributes to poor learning experiences? Amongst others, think in terms of physical surroundings, preparation by the learner, preparation by the trainer, learning and training methods used, prerequisite learning requirements, etc., etc.

-
-
-
-
-
-
-
-
-
-
-
-
-
-
-



How people learn?

Task: Can you list the different ways people learn – for example, by listening. Consider all likely ways...

-
-
-
-
-
-
-
-
-
-
-
-
-
-
-



What makes a good learner?

Ranking activity.

Can you rank the strips into a 'top ten' good learning habits.

Good Learning Habits Top Ten

1

2

3

4

5

6

7

8

9

10

Others:



Establishing need in the mind of the learner

Shaheen: *I studied English for six years in school. By the time I left school I still couldn't speak it. A few years later, when I followed my husband who had been sent to work in Karachi, I started to study English again. Within a few months I was becoming quite fluent.*

Sami: *Since I started this job I don't have time to go to the movies. I spend all my evenings at home brushing up on my IT skills.*

Ather: *I fell in the canal when I was walking home from school one day. I learned to swim in ten seconds.*

These learners illustrate the point that motivation is a crucial factor in successful learning.

Task: What can a trainer do to establish the need, and therefore the motivation, for learning?

-
-
-
-
-
-



How to do you identify the training needs of your teams?

Four possible ways:

1. Look at your team's **current** and the **required performance in future**. This will give you a **gap** in their current skills.
2. **Identify the changes** that are occurring in your market or industry or in your organisation. This may give you another set of training needs. Change always means training.
3. Another way could be **involving your people**. Ask them what areas they might like to have training in? This will give you a skill audit.
4. Finally, another possibility: **informed guesswork**. You can bet that particular organisations and teams at certain times need certain skills.

Once identified, the biggest challenge is to **prioritise** these training needs, and come up with a training plan that includes more than just the workshops.

More on this in Appendix K



Let's learn something about learning

Research into learning has been going on for more than a hundred years. There are many theories about the nature of learning and how people learn best. Although it is not necessary for learners to be aware of all these theories, as trainers we can often use the findings of such research to design and deliver more effective training programmes.

Here are a few of the more useful theories and approaches for trainers:

- Classical learning theory (Pavlov-Skinner *et al*)
- Kolb's learning cycle
- Bloom's hierarchy of learning
- Context-specific learning
- Stages of learning
- Multiple Intelligences (Gardner)
- Sensory learning preferences

Task: Your trainer will assign you a task to complete as a group. Guidance is available in **Appendices D-J** and the **articles** that follow. Make some notes about the various approaches and theories you hear about. In particular, how can they help us design and deliver training?



The hard cases

Type	What to do
<p>The Silent one. A participant doesn't appear to want to contribute.</p>	
<p>The Griper. A participant often complains about the tasks, facilities and other things.</p>	
<p>The Know-all. A participant wants to display his/her knowledge, dominating the session.</p>	
<p>The Clash. Two or more participants clash over personalities, abilities, facts, etc.</p>	
<p>The Latecomer. A participant consistently arrives late, returns late after breaks.</p>	
<p>Difficult-to-understand. A participant is hard to understand, maybe a non-English speaker, a non-technical person on a technical course.</p>	



Groups or individuals?

For reasons of cost-effectiveness and convenience, most training is conducted in groups. We get used to learning in groups and trainers get used to training in groups. But what are the positive and negative implications of group learning?

Good points

- *Some things e.g. customer service skills are hard to learn on your own*
-
-
-
-

Bad points

- *Not everyone learns at the same pace*
-
-
-
-

Training Delivery

Objectives:

By the end of this session, you will:

- have discussed the importance of objectives and purpose
- have shared different learning activities and techniques
- have practised giving demonstrations
- have considered ways of reviewing what is being learned
- have discussed ways of getting information across
- have practised some techniques and activities
- have drawn up a list of dos and don'ts for trainers



‘Why are we doing this?’

Research and common sense tell us that learners will usually find an activity more rewarding if they know *why* they are doing it. There are several reasons why this is so:

- they will be more motivated
- they will be able to relate the activity more closely to their lives
- they will be more focused

Look back over some of the tasks we have done so far. What was the purpose of these tasks?

Task 1: ‘What makes a good training course?’

Immediate objective*: *to distinguish between good and bad training, to learn what others think*

Long-term purpose: *to focus our minds on elements of training (rapport, ambience, getting started...etc) which will be explored later in the workshop*

Task 2: ‘Let’s learn something about learning’

Immediate objective:

Long-term purpose:

*A useful way to phrase the objective is ‘At the end of this task, the participants will be able to ...’



Activities in the training room

Take a look at these examples of activities/tasks. For each one consider the following questions:

1. What is the objective? (After this task, participants will be able to...)
2. What might be the ultimate purpose (Why are they doing this?)
3. How should the task be managed? In groups or individually?
4. Should it be learner focused (ideas coming primarily from the learners themselves), or trainer focused?
5. How could feedback be given? How will the participants know whether they have done well or not?
6. How long would the task take?
7. How could the task be 'spiced up', made more interesting or fun for the participants?
8. How could the task be made more workplace-related, so that the participants see it as relevant to them?



Activities in the training room: designing a short session

Task: You are going to design a session of 30 minutes to 2 hours duration for your work colleagues. You can pick one of these four topics below. Based on the guidance available on the previous page, discuss in groups and fill in the table.

	'Courtesy towards customers'	'Trust among team members'	'Efficiency in processes'	'Leadership readiness'
1 Objective				
2 Purpose				
3 Groups or individuals?				
4 Focus – learner or trainer?				
5 Feedback				
6 Duration				
7 Spice it up!				
8 More relevant				



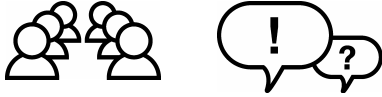
Types of training methods

Method	Pros	Cons
Lectures/ presentations	<ul style="list-style-type: none"> allows the trainer to convey information quickly to a large group persuasive 	
Written exercises	<ul style="list-style-type: none"> allows for individualised learning adjustable to different levels 	
Group discussions	<ul style="list-style-type: none"> involves everyone can explore new ideas flexible 	
Case studies	<ul style="list-style-type: none"> realistic and work-related great for problem-solving 	
Role plays	<ul style="list-style-type: none"> provides environment for practice allows for testing ideas 	



Types of training methods (2)

Method	Pros	Cons
Games and simulations	<ul style="list-style-type: none"> • high level of involvement and interest • memorable and fun 	
Questionnaires	<ul style="list-style-type: none"> • self-awareness • allows time for reflection 	
Project work with presentation	<ul style="list-style-type: none"> • useful for knowledge and skills practice • effective for recall of knowledge 	
Videotaped simulations with playback	<ul style="list-style-type: none"> • useful for self assessment • provides medium for peer feedback 	
Brainstorming	<ul style="list-style-type: none"> • energisers and fun • great for stimulating ideas 	



Demonstrations

A demonstration is useful when showing a group or a person how to use new technology. A good demonstration should serve these purposes:

- to show visually (and simply) how things work
- to show cause and effect
- to explain a sequence of events needed to use the equipment
- to allay doubts or worries about using the equipment
- to encourage the learner to use the equipment
- to discover the learner's needs
- to show the capabilities of the equipment

Task: Here are some extracts from a demonstration of how to use an Overhead Projector. Can you match them with the purposes above?

- 1 *Do you want to use it in a small classroom or an auditorium?*
- 2 *It will not explode. The worse that can happen is the bulb might blow.*
- 3 *You can focus it like this (twiddles focus dial)*
- 4 *First switch it on, then place a transparency on the glass, then focus it, and check the screen for readability.*
- 5 *I know it's a bit old-fashioned these days, but it's very flexible and allows you to add things to the visual aid during the presentation.*
- 6 *Look, you can make the image bigger by moving the OHP away from the screen.*



Giving instructions

Instructions should be short, easy to understand and delivered in a **clear voice**. Often it helps to back up spoken instructions with written instructions on a whiteboard.

Imagine you wanted a group of learners to brainstorm solutions to a problem, record them on a flip chart and then report back to the rest of the participants in the workshop. You might start the instructions like this:

“Right. What I want you to do is...”

“What we’re going to do is...”

“This activity has three steps...”

You could then continue like this (**simple steps**):

“...first, brainstorm solutions to the problem in groups for three minutes. Second, write your solutions on this flip chart paper. Third, present them to the rest of the group.”

Next, you could **check understanding** like this:

“OK, Asma, what are you going to do? Tell me.”

“Where are you going to write your ideas.”

Finally you need a **congruent call to action**. Something like this:

“OK, start now.”

“You’ve got about five minutes for this. Start now.”



Energisers and refreshers

Most training courses include short lively activities that refresh the participants. Often the 'refreshers' will involve physical movement or animated communication, which help to keep everyone awake.

A Can you think of a good 'energisers' you know. Share it with your group.

B 'Energisers' help to keep people fresh. However they can also be useful in other ways. Make a list of ways in which they can add value to the workshop.



Anecdotes, or stories

Both the trainer and the participants are human beings. When we communicate on a 'human' level we like to talk about things that happened to us, or stories we have heard. An abstract concept can be made more memorable by a real-life example, a brief anecdote, which touches the listener on a very personal level.

Here's an example:

Trainer Shahid: *"Jargon can be the enemy of communication. Jargon is the unique language of the in-group, which will only be understood by members of that group. Non-members of that group will not understand the message and can be alienated and confused by the use of jargon.*

"For instance, let me tell you about the first week I spent at the British Council, the first questions were: 'Have you seen the DAC report? Have you submitted FPS2? When is the Management Centre turning from GFS into ENTS?'

"I thought to myself – so this is the office where people speak in codes and acronyms.

"That's an example of someone using jargon and failing to communicate as a result."

Task: Can you think of stories or personal experiences that might illustrate these points:

1. Giving negative performance appraisals can demotivate.
2. Department store staff sometimes discriminate against poorly-attired customers.
3. Don't put off preventive maintenance until it is too late.



Presenting information

Mini Quiz

Q1 *How many pieces of new information can a learner take in at one time (for example, parts of course, list of duties in job description)?*

A _____

Q2 *How can we make sure the most important things in each training session receive the most attention from the learners?*

A _____

Q3 *How long can people stay attentive?*

A _____

Activity: How much can you remember?

1

2



The dos and don'ts of delivery

You will be given some strips. Divide them into dos and don'ts.

Can you add more dos and don'ts to the list?

Dos	Don'ts

The Trainer

Objectives:

By the end of this session, you will:

- have looked at some different types of trainer
- have learned some tips for giving positive and negative feedback to learners
- have discussed how to pick up on signs from the class
- have looked at the principles of presenting
- have considered how to evaluate your own courses



What type of trainer are you?

Just as there are many kinds of learner, there are different types of trainer. If we recall our schooldays, we will remember that some of our teachers were stricter than others, some more enthusiastic about the subject, some were laid back and others were lively in the classroom.

We are going to look at some types of trainer:

- **The 'guru'** An expert. Has a deep knowledge of her subject and loves to share it.
- **'Showman'** A would-be actor. Loves to be 'on stage', to perform before the audience. Often jokes and tells stories. A great entertainer.
- **'One of the boys' ('one of the girls')** Communicates on a very friendly level with the participants. Perhaps mixes socially with them.
- **The quiet one** Tends to keep a low profile, preferring the participants to do all the work. Likes to stand back and let them get on with it.
- **Disciplinarian** Strict. Likes to push the participants hard and exert strong control over the group.



What type of trainer are you? (2)

Fill in the table. Try to think of good and bad points for each type of trainer.

Type of trainer	Good points	Bad points
The guru		
The showman		
One of the boys		
The quiet one		
The disciplinarian		



Feedback

Learners get feedback both from the trainer and from their peers. This feedback can take many forms, some formal, some informal.

An example of formal feedback:

“That was a great presentation, Fatima, very informative and persuasive. However, I think you should have outlined the main points at the beginning so that the audience had a clearer idea of the structure. What do you think?”

Examples of informal feedback:

“Rubbish!” (smile)

“That was brilliant!” (yawn)

Can you think of any other kinds of informal or formal feedback?

Positive feedback	Negative feedback

Task: What tips will you give to a new trainer about giving feedback?



Feedback skills

Balanced Feedback

Try to make positive comments. If you have to make negative ones, then think of positive ones to ease the pain.

Feedback on things it is possible to change

Don't expect people to be superhuman. People have certain personal characteristics that are hard to change.

Ask questions

Rather than tell, ask people how they might improve.

Non-verbal feedback

Remember that feedback doesn't have to be verbal. A smile, an appreciative nod or applause can act as positive feedback. Other gestures or facial expressions can give important feedback.



Negative feedback, or constructive criticism

Some useful phrases for giving negative feedback

“What would you change...?”

“What would you like to improve about your performance?”

“When you do that, it can be a problem because _____. What you could try in future is _____.”

“A is great, but B needs a bit more work. What do you think?”

“Maybe you could try _____ next time.”

Task: Can you think of any other phrases to make negative feedback constructive and painless?



Presentation skills in the training room

At times the trainer has to present information to the learners. To do this effectively, good presentation skills are needed.

Presentation skills for trainers can be broken down into 4 types.

<p>Clarity</p>	<p>Credibility</p>
<p>Voice</p>	<p>Visuals</p>

Task: Put the strips provided into the four groups.



Picking up on signs from the learner (body language)

We cannot expect learners to be attentive all the time. Minds wander and focuses shift.

A Signs of inattentiveness

-
-
-
-
-

There are also times when learners become confused or simply don't understand. An assertive learner will interrupt and ask the trainer for clarification. However, many people are reluctant to do so (loss of face, don't want to hold up the group, etc) and stay silent even when they don't understand. How can the trainer monitor whether the learners are following or not?

B Signs of confusion or non-comprehension

-
-
-
-
-



Finally, evaluating your training

This is often neglected but vitally important part of the training cycle. It involves some evaluation of:

- **Self:** via self-analysis, evaluation forms and feedback from colleagues in the training team. Could you have done better? Are there areas for improvement?
- **The course materials:** do they need replacing, revising, updating?
- **The whole course:** self, learners, observers
- **Individual parts of the course:** self, learners, observers
- **The situation after the course:** via a follow-up inquiry seeking to measure improved performance or behaviour in the work situation. How effective has the transfer of learning been to the real world? The stage ceases only when the course is no longer relevant.

These five stages help to bring about a change in the participants' behaviour. This change is called learning, and without it there has been no effective training.

Environment and Resources

Objectives:

By the end of this session, you will:

- have designed your ideal training room
- have discussed training room dynamics
- have considered creating a safe learning environment
- have discussed the pros and cons of various training room resources and tips for using them



My dream training room

Imagine you are about to be a participant on a training course. What would you like your training room to look like? Would you like music? How about tea and coffee?

For a few minutes think of your ideal training room. Make some notes in this box.

Room – size, shape, lighting, etc

Windows

Tables, chairs (more on this in Appendix C)

Music

Walls

Refreshments

Anything else? Heating or cooling perhaps?



How do you create a safe learning environment?

What could you do as a trainer to create a safe learning environment where people are encouraged to ask questions, challenge each other and challenge the trainer, are not pressurised and do not feel intimidated, where their creative potential is accentuated.

How much of this can be achieved through planning the physical environment carefully?



Training Resources

Most formal training uses training aids. These may include anything from a whiteboard to an animated computer-generated presentation.

A Whiteboard

Pros	Tips
Cons	

B Flip Chart

Pros	Tips
Cons	

C Overhead Projector

Pros	Tips
Cons	



Training Resources (2)

D Computer Presentation

Pros	Tips
Cons	

E Videotaping with playback

Pros	Tips
Cons	

F Handouts

Pros	Tips
Cons	



Video: *Ten Training Tips* by John Townsend

Ten Training Tips is a 35-minute video which gives ten tips to trainers to help them make their courses more memorable and effective.

The video that we are showing begins with a brief introduction which reminds us why it is so important for people to be properly trained and of the great influence the individual trainer has in achieving this.

It gives three tips relating to training design, followed by seven tips concerning training delivery. Please make your own notes when you watch the video.

The ten training tips are:

1. Tell me Why
2. Start with a bang!
3. Divide it into 3
4. Take a flip tip
5. *FLICK* your transparencies
6. Use sound ideas
7. *AMPLify* your message
8. Perform - don't act
9. Reflect/deflect challenges
10. Finish with a bang!



Good things about being a trainer

Training is a great job. Some may say it is stressful and uncertain; that it requires a superhuman mix of patience, energy and enthusiasm.

However, most trainers who move on to other jobs miss the excitement of training.

Can you think of **five reasons** training is a great job?

1

2

3

4

5



Your Personal Action plan

Goal (What I will do)	Method (How)	By (When)
1		
2		
3		
4		



What happens tomorrow?

So you get back to work tomorrow and what do you face?

- A pile of paperwork?
- 20 voicemail messages?
- 50 e-mails?

Is going for training really worth it when you've got so much to catch up on? How will you be able to put what you've learned into action when you've got so much work?

We all face these problems, but there are ways of making things work. Let the British Council give you a few tips. **It's time management!**

- When you get in to work set aside a couple of hours to catch up on your messages and e-mails. **Think twice** before calling anyone back immediately. First make a list of things to do and then prioritise it.
- Next time you go for training put messages on your e-mail and voicemail telling people you're not available. Suggest another contact.
- Try placing a sign on your desk or in-tray explaining that you won't be around and suggesting another contact for urgent work.

To consolidate your training, how about the following?:

- Put aside 10 or 15 minutes in your first day back to work and brainstorm on a spider diagram what you learned.
- Put aside a few minutes to review your action plan on a Monday morning. Remind yourself to start doing things.
- Sit down with a colleague or your team and explain to them what you learned. See if you can all benefit.
- Hold a meeting to transfer your learning to others in the company.
- After a couple of weeks go over the course materials again and see if you can come up with 5 situations in which you have or could have used something from the course.



Appendices

Appendix A

General training room checklist

- **Equipment**
 - ❑ Overhead projector
 - ❑ Screen
 - ❑ Transparencies / slides
 - ❑ Flip chart
 - ❑ Marker pens
 - ❑ Blu-tack / wall tape
 - ❑ Camera / tripod
 - ❑ TV monitor
 - ❑ Tapes
 - ❑ Extension cables and masking tape
 - ❑ Adaptors (3-pin – 2 pin)
 - ❑ CD / tape player
 - ❑ Pads of paper, pencils
- **Trainer's needs**
 - ❑ Preparation done?
 - ❑ Audience research done?
 - ❑ Water, sweets, pain-killers
 - ❑ Somewhere to sit / stand / walk around
 - ❑ Mirror, grooming done?
 - ❑ Watch
- **Documents**
 - ❑ Manuals
 - ❑ Handouts
 - ❑ Participants list
- **Things to know**
 - ❑ Where the toilets are
 - ❑ What to do in case of fire
 - ❑ Who to contact in case of equipment failure
 - ❑ Where are the refreshments served
- **Seating and tables**
 - ❑ Enough chairs for all participants and trainer
 - ❑ Enough space to move around
- **Lighting, ventilation, AC**
- **Water, glasses, sweets**



Appendix B

Trainer's kit

- ❑ Marker pens
- ❑ Blu-tack
- ❑ Wall tape
- ❑ Scissors
- ❑ Hole punch
- ❑ Stapler
- ❑ Overhead pens
- ❑ Pain-killers
- ❑ Business cards
- ❑ Tissues
- ❑ Spare notepaper / pencils / pens
- ❑ Post-it notes
- ❑ Tippex
- ❑ Watch
- ❑ Cough sweets
- ❑ Bottle of water



Appendix C

Room Layout: possible arrangements

Much can be done with the furniture of a room to achieve the objectives of the course. The layout should maximise learner comfort and serve a purpose.

U-Shape Layout: suitable for groups of less than 20

- Allows trainer to move freely within the group
- Facilitates use of visual aids
- Promotes discussion
- Allows individual work, but does not promote 'group feeling'

Boardroom shape: this offers similar advantages to the u-shape layout, but does not allow the trainer to move as freely within the group.

Classroom shape: this is one way of accommodating large numbers

- Evokes feelings of being 'back at school'
- Does not encourage interaction and participation

Theatre shape: this arrangement is good for formal presentations, especially to large audiences.

- Visual aids easy to use
- Does not encourage interaction and participation
- Sets trainer apart, which may threaten trainer, who may then give below-par performance

Group: suitable for small numbers, probably up to 12

- Intimate in that it makes the trainer part of the group
- Informal and an excellent way to promote discussion
- Can be difficult to use OHP and other visual aids

Round-table: most suitable for this kind of workshops

- Allows group work to take place during the workshop
- Informal and an excellent way to promote 'group feeling'
- Those with backs to the trainer must turn round for trainer's presentation



Appendix D

Classical learning theory

‘Classical’ learning theory actually incorporates many distinct ideas about how people learn. These ideas are grouped together because they all stress the overriding importance of **rewards and punishments** in learning. Watson, Pavlov and Skinner were some of the pioneers of classical learning theory.

Animals and humans learn by responding appropriately to rewards and punishments. This works most clearly with rats in a laboratory, but it can be seen everywhere. Once a baby has touched a hot iron he quickly learns not to do so again (punishment). A chimpanzee can be taught to ride a unicycle if its trainer gives it enough bananas (reward).

In the world of skills training, classical learning is now seen as rather old-fashioned, crude and simplistic. However, if we are honest, we see ‘rewards and punishments’ at work in all training.

Rewards - a smile from the trainer, a simple “well done”, recognition of one’s point of view, the promise of future promotion

Punishments – a frown from the trainer, embarrassment, the threat of being passed over for promotion, cries of “rubbish”

Classical learning theory describes the stimuli and responses which we can use to direct learners. However, it doesn’t tell us much about what goes on inside the learners’ heads, how memory works or how some people learn better than others. This being the case, it is only of limited use in the modern training environment.



Appendix E

Bloom's hierarchy of learning

Benjamin Bloom developed a taxonomy of learning that describes learning as a series of stages. Learning doesn't have to go through all these stages; but true, long-term learning is the learning that has moved right through the hierarchy.

Knowledge: being exposed to information, facts, skills etc. This might be through reading a manual, attending a lecture.

Comprehension: being asked about the information, facts etc. This might be through an exam or informal questioning.

Application: applying the knowledge acquired to the real world and workplace.

Analysis: deciding how the knowledge might be used.

Synthesis: building on the knowledge acquired to develop new skills and ideas about the same subject.

Evaluation: assessing how successfully the knowledge has been acquired. Deciding which areas need to be improved.



Appendix E

Bloom's hierarchy of learning (2)

Bloom's hierarchy can be applied to all types of learning – soft skills, technical, or academic. Let us take presentation skills as an example.

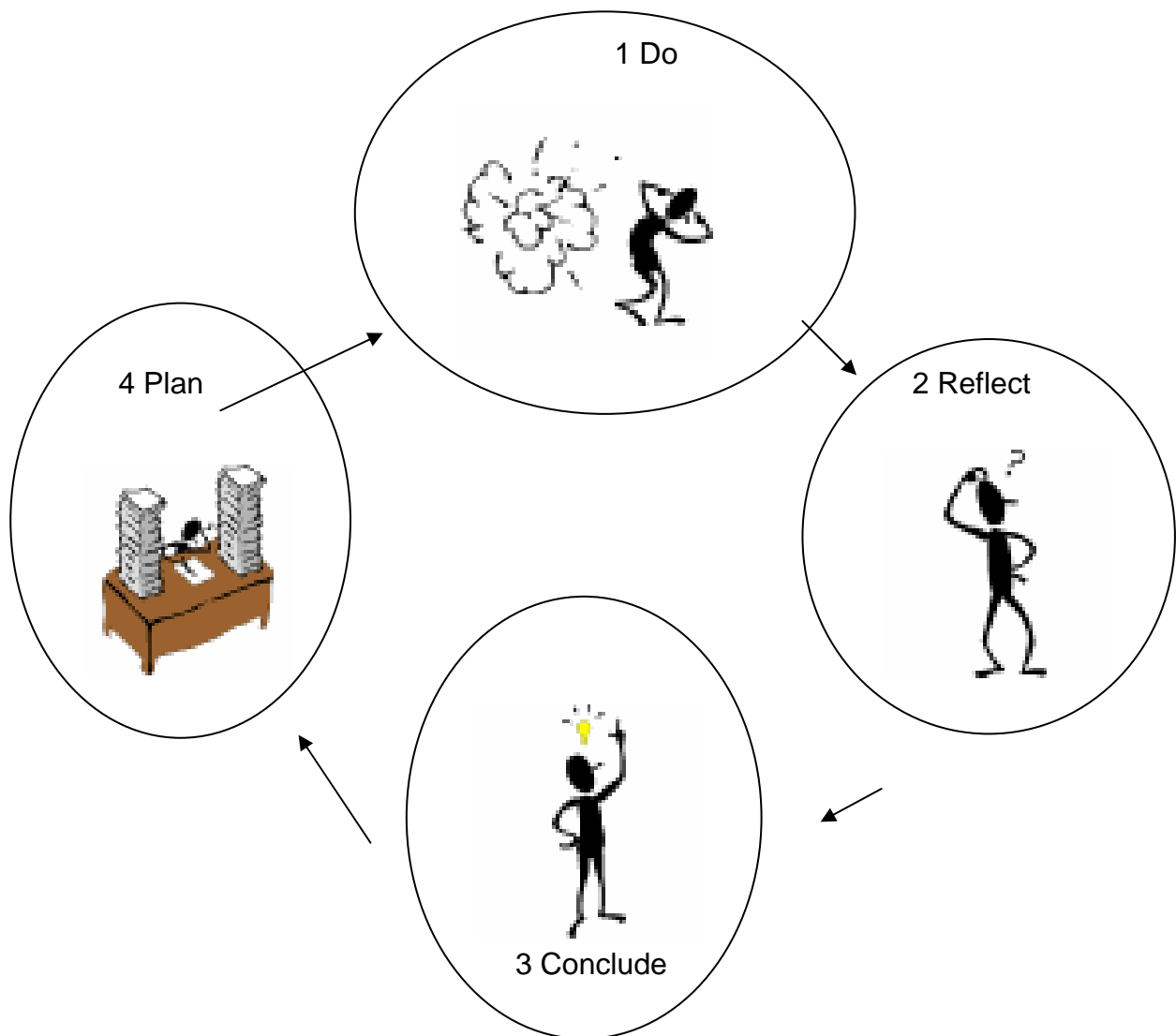
- **Knowledge:** participants are introduced to the basic principles of presentation.
- **Comprehension:** participants are asked to explain why these principles apply.
- **Analysis:** participants are asked to apply these rules to the kind of presentations they do.
- **Application:** participants are asked to deliver a presentation based on these principles.
- **Synthesis:** participants are asked to suggest some new rules, design different types of presentation.
- **Evaluation:** participants are asked to appraise their own and each other's presentations.



Appendix F

Kolb's learning cycle

The learning cycle visually





Appendix F

The learning cycle ... continued

Kolb theorised that true learning takes place only when you travel through all four stages of the learning cycle.

Do: You *do* something, say make a cup of tea.

Reflect: You *reflect* on it. Perhaps it tastes too bitter.

Conclude: You *draw conclusions* from the reflection. Maybe it tastes bitter because you let it brew too long, maybe because you didn't add enough sugar.

Experiment: You try adding more sugar next time.

Question: How could you use the learning cycle in your training?



Appendix G

Sensory learning preferences

In the 1970s NLP (Neuro-linguistic programming) was developed as a way of looking at how people processed information, feelings, ideas and experiences. Some people seem happiest were perceiving things through the eyes, making pictures in their heads; they are known as **visual learners**. Others prefer to listen to information and talk about it; they are known as **auditory learners**. Still others seem to like physical feelings like movement, touch, smell or taste; these are known as **kinaesthetic** or **tactile learners**.

Influence	Visual	Auditory	Kinaesthetic
Environment	Likes attractive surroundings and orderliness	Distracted by external noise	Needs space to move about
Documentation and visual aids	Likes pictures, diagrams, colours	Dislikes long descriptions, not interested in pictures	Not very interested in reading
Data collection	Takes notes, mind maps, plans or flow charts	Needs verbal repetition from self and others	Remembers activity, likes 'hands-on' learning
Symptoms of stress or boredom	Stares around, looks out of window	Talks	Gestures and fidgets



Appendix G

Sensory learning preferences ... continued

Sometimes it is easy to spot a particular learner's sensory learning preference. Someone who memorises dates, vocabulary and facts by repeating them aloud to herself is likely to be an auditory learner. A learner who is keen to move around and 'do things' in the training room is probably kinaesthetic. A typical visual learner demands to see new information written down, eg on the whiteboard or a handout.

Questions:

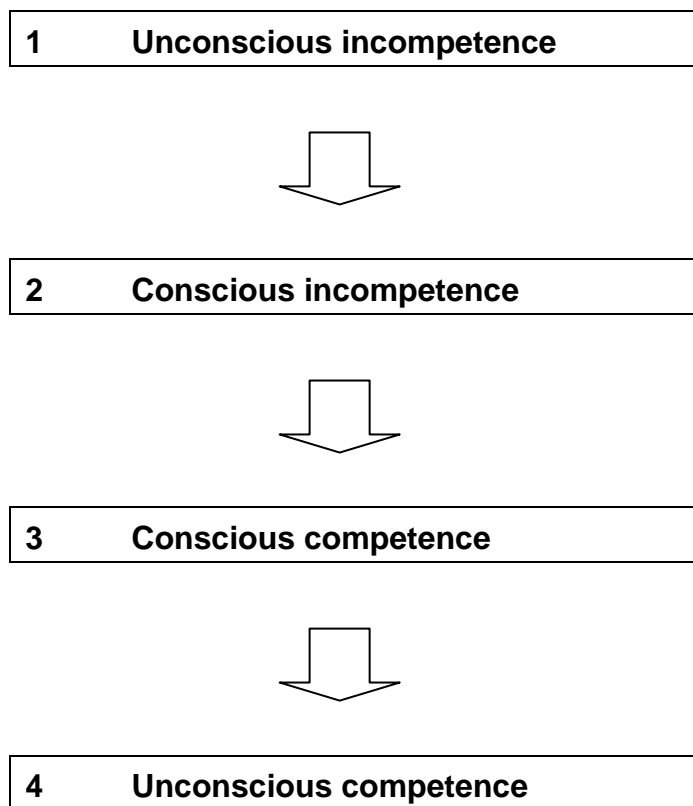
1. Have you any idea which sense you prefer?
2. How can we make sure we accommodate all sensory learning preferences in the training course?



Appendix H

Stages of learning

Here is a simple formulation of the four stages of learning that is often used by trainers and educators.



Say someone was learning to drive a car.

- Unconscious incompetence means “I know nothing about cars.”
- Conscious incompetence means “I have been told how to drive a car but I can’t drive yet.”
- Conscious competence means “I can now drive, but I need to think about it.”
- Unconscious competence means “I can drive without really thinking about it.”



Appendix I

Context-specific learning

This is the theory that suggests that people's memories work best when in the situation in which the thing was learned. One experiment showed that when people were being taught aspects of scuba diving while under water, they remembered what they had been taught better when underwater than when sitting by the pool. In the work context, this would imply holding training as much as possible in the place of work.

For professional trainers this is rather dispiriting. However, training rooms have their advantages over the workplace (isolation from interruptions, fresh environment...etc) and, in any case, group learning almost always has to be held on 'neutral ground.' The secret seems to be how to bring the workplace into the training room as much as possible.



Appendix J: Multiple Intelligences (Gardner)

This theory suggests that there are a number of distinct forms of intelligence that each individual possesses in varying degrees. Gardner proposes seven primary forms: linguistic, musical, logical-mathematical, spatial, body-kinesthetic, intrapersonal (e.g., insight, metacognition) and interpersonal (e.g., social skills).

The implication of the theory is that learning/teaching should focus on the particular intelligences of each person. For example, if an individual has strong spatial or musical intelligences, they should be encouraged to develop these abilities.

Gardner describes how learning to program a computer might involve multiple intelligences: "**Logical-mathematical** intelligence seems central, because programming depends upon the deployment of strict procedures to solve a problem or attain a goal in a finite number of steps. **Linguistic** intelligence is also relevant, at least as long as manual and computer languages make use of ordinary language...an individual with a strong **musical** bent might best be introduced to programming by attempting to program a simple musical piece (or to master a program that composes). An individual with strong **spatial** abilities might be initiated through some form of computer graphics -- and might be aided in the task of programming through the use of a flowchart or some other spatial diagram. **Personal** intelligences can play important roles. The extensive planning of steps and goals carried out by the individual engaged in programming relies on **intrapersonal** forms of thinking, even as the cooperation needed for carrying a complex task or for learning new computational skills may rely on an individual's ability to work with a team. **Kinesthetic** intelligence may play a role in working with the computer itself, by facilitating skill at the terminal..."

Principles:

1. Individuals should be encouraged to use their preferred intelligences in learning.
2. Instructional activities should appeal to different forms of intelligence.
3. Assessment of learning should measure multiple forms of intelligence.



Appendix K: Analysing Training Needs

There are three main areas in which this analysis may take place:

- **Needs at an organisational level:** where in the organisation is training most needed?
- **Needs at occupational level:** what is needed in terms of skill, knowledge and attitude so that the duties of various jobs can be effectively and competently carried out? This is the ***process of job analysis***.
- **Needs at individual level:** who needs training in what? What is needed by individuals to bridge the competency gap between where they are now and where they should be in terms of skill, knowledge and attitude? This is the ***process of needs assessment***.

The exact relative importance of the three areas will vary from situation to situation, but the final stage will always involve an identification of the people to be trained and the competency gap to be bridged.

© Tony Pont, *Developing Effective Training Skills*, 2003. CIPD



Appendix L

Dos and don'ts of training delivery

Dos	Don'ts
<ul style="list-style-type: none"> • Warm up learners' minds before you start a session. • Review the learning frequently. • Encourage learners to ask questions. Question them frequently. • Set clear objectives for each task. • Make sure learners know why they are learning. • Restrict input to maximum 7 pieces of information at a time. • Take lots of breaks. • Present critical info at the beginning and recap at the end. • Use visuals (whiteboard, slide show, real things) • Ask learners how they learn best. • Use realistic case studies and role-plays. • Use anecdotes. • Use participants' names. • Give useful feedback. 	<ul style="list-style-type: none"> • Overload learners with information. • Use abstract ideas, if possible. • Ask questions like "Do you understand?" or "Have you all got that?" • Take things for granted. • Speak too fast so that participants are lost. • Ask learners to do things you would not be prepared to do yourself.



Appendix M: Some Useful Readings

Books

- *Learning about Learning* by Samuel A Malone, Chartered Institute of Personnel and Development, 2004
- *The Sixth Sense: Accelerating organizational learning with scenarios* by Kess van der Heijden, Ron Bradfield, George Burt, George Cairns and George Wright, 2002
- *Developing Effective Training Skills: from personal insight to organizational performance* by Dr Tony Pont, 2003
- *Evaluating Training* by Peter Bramley, 2003
- *Learning Needs Analysis and Evaluation* by Frances and Roland Bee, 2003
- *Designing & Delivering Training* by David Simmonds, 2003
- *Training in the Age of the Learner* by Martyn Sloman, 2003
- *Evaluation Training: a resource for measuring the results and impact of training on people, departments and organisations* by Sharon Bartram and Brenda Gibson. Aldershot: Gower, 1999
- *How to Deliver Training* by Martin Orridge. Aldershot: Gower, 1998
- *Training Interventions: Promoting Learning Opportunities* by Margaret Anne Reid, Harry Barrington. London: Chartered Institute of Personnel and Development, 1999
- *World Class Training: Providing Training Excellence* by Kaye Thorne and Alex Machray London: Kogan Page, 1999
- *How to Measure Training Effectiveness* by Leslie Rae. Aldershot: Gower, 2001
- *Introduction to Training* by Penny Hackett. London: Chartered Institute of Personnel and Development, 2002

Journals

- *Training Journal*
- *Training and Development*
- *Management Learning*

Training Videos

Ten Training Tips by Video Arts

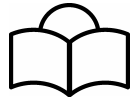
CD-ROMs

The Individual Training for Project Managers

Training Resource Packs

Training for the Terrified by BBC

These resources are available to members at the ICI Pakistan-British Council Management Development Services, Karachi.



Article: A Question of Learning

Abstract: This article focuses on the role of trainers in ensuring effective learning. Trainers need to ask the right questions to encourage effective learning. It is also the best way to find out what delegates know and what they want to learn. This is because learners are more likely to understand and remember when they are **asked**, than when they are **told**. The author feels that constructivism theory of learning is the best way to explain what happens during the learning process. Constructivism advocates that people learn by actively constructing their own understanding. Moreover, trainers need to have constant feedback as to what delegates do and don't understand. Questions are, thus, a key tool for maximizing learning. They enable trainers to probe learners' minds to discover their desired end-goals, prior knowledge and understanding.

By John Salt

'Questions are to an effective trainer what paintbrushes are to a painter: the most-used tool in the toolkit. But why are questions so powerful at encouraging effective learning? And why are learners more likely to understand and remember when they are asked, than when they are told?

This debate matters because it strikes at the heart of how to encourage effective learning. In my opinion, the constructivism theory of learning is the best way to explain what happens during the learning process.

Constructivism advocates that people learn by actively constructing their own understanding. In other words, if you and I sit down together to watch a video about project-management skills, we will each interpret that video differently, although with some shared understandings, too.

For example, you might regard project management as a career opportunity and the video might refresh ideas you've learnt elsewhere. As a result, you might find it informative and easy to recall.

On the other hand, I am a software developer and would like to be a better one, but I'm unsure how this topic relates to my role—although the subject does remind me of the software-development cycle. So we both come away with a different interpretation of the video, and what we are each able to recall could also be different.

Constructivism, then, tells us that learning takes place from the learner's perspective, not from the trainer's, and also that learners wrestle with new material in order to fit it into, and build upon, their existing mental constructions.

If constructivism is right, then the power of questions can be explained as follows.

First, if learning takes place from the learner's perspective, how can we possibly know what that is unless we constantly ask questions? For example, without questioning me, you'd never discover the analogy I see between the project

management and software-development cycles — it's a lost opportunity to maximise my learning if we don't build on this understanding.

Moreover, trainers need to have constant feedback as to what delegates do and don't understand. This cannot wait until the unassisted exercise at the end.

Second, we know that learning is radically more effective when learners have a desired end-goal in mind and appreciate how the learning will help them attain it.

Again, how else can this be achieved unless you first question each person about their desired end-goals?

Trainers will also need to use questions to check whether, as the session goes on, learners do in fact see the connection between the training and that goal.

Third, whether you ask or tell, learners need to wrestle with the new material to fit it into their mental structures. But by asking appropriate questions, you can help this to happen.

For example, ask learners in a project-management course what they'd do if several team members quit; what would be the implications for the project, and what can be done? They now have a problem to solve and need to wrestle with the material to find a solution.

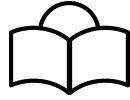
Questions, then, are a key tool for maximising learning. They enable us to probe learners' minds to discover their desired end-goals, prior knowledge and understanding; and let us pose problems that require them to challenge the new material.

However, it is not true that any question will do. Trainers need to really understand the learning process—and I believe constructivism is the best theory—to develop their skill with questions.'

Questions enable us to probe learners' minds to discover their end-goals, prior knowledge and understanding.

John Salt is IT training manager for UK law firm DLA.

Source: *ITTraining*, April 2003, p46, 1p



Article: Introduction to Learning Styles

Marcia L. Conner

You may realise that people learn and process information in different ways, but can you describe what those differences are or improve the unique ways that you learn? For decades, education researchers designed models that differentiate how people learn, yet the results are often harder to understand than the people they describe.

This introduction puts learning styles information into easy-to-understand language.

Overview of learning styles

Learning styles classify different ways people learn and how they approach information.

If you feel like you can't learn something important - even after you use a method a friend, a parent, a colleague, or a teacher suggested - you might have a different learning style than that person and their approach might not be the best approach for you. You learn and processes information in your own special way, though we all share some learning patterns, preferences, and approaches. Knowing your own style can also help you realize that other people may approach the same situation in a way that's different from your own.

I meet learners of all ages who think they're dim, dumb, lazy, or crazy because they can't understand materials the way the others do. When these learners can match the way they approach information with the way they learn, they see dramatic improvements in understanding, meaning making, self-image, and for students — grades.

Perceptual Modalities

The learning styles assessments I find most helpful examine how you take in information through your senses. Researchers call these sorts of assessments "perceptual modality assessments." They look at how you see, hear, feel, and move through the world. Those perceptions deeply affect your ability to learn. Whether you tend to rely more or less on one sense than another has a tremendous influence on how you interpret new experiences and succeed in whatever you work with each day.

Multiple Intelligences

Howard Gardner asserts there are at least seven modalities (referred to as intelligences) that can be used to describe your individual style. His work encourages everyone to think about learning in new and creative ways.

This work suggests people can be:

1. Verbal-linguistic: sensitive to the meaning and order of words
2. Musical: sensitive to pitch, melody, rhythm and tone

3. Logical-mathematical: Able to handle chains of reasoning and recognise patterns and order
4. Spatial: perceive the world accurately and try to re-create or transform aspects of that world
5. Bodily-kinesthetic: able to use the body skillfully and handle objects adroitly
6. Interpersonal: understand people and relationships
7. Intrapersonal: possess access to one's emotional life as a means to understand oneself and others.

Mind Styles

According to Anthony Gregorc, there are four basic learning styles. Gregorc's Mind Styles model categorises learners as Concrete Sequential (CS), Abstract Sequential (AS), Abstract Random (AR) and Concrete Random (CR).

1. **Concrete Sequential (CS)** learners are hardworking, conventional, accurate, stable, dependable, consistent, factual and organized.
2. **Abstract Sequential (AS)** learners are analytic, objective, knowledgeable, thorough, structured, logical, deliberate and systematic.
3. **Abstract Random (AR)** learners are sensitive, compassionate, perceptive, imaginative, idealistic, sentimental, spontaneous and flexible.
4. **Concrete Random (CR)** learners are quick, intuitive, curious, realistic, creative, innovative, instinctive, adventurous.

Learning Styles Indicator

David Kolb's Learning Style Model classifies learners as having a preference for 1) concrete experience or abstract conceptualisation (how they take information in), and 2) active experimentation or reflective observation (how they internalize information).

Type 1 (concrete, reflective). A characteristic question of this learning type is "Why?" Type 1 learners respond well to explanations of how course material relates to their experience, their interests and their future careers. To be effective with Type 1 students, the instructor should function as a motivator.

Type 2 (abstract, reflective). A characteristic question of this learning type is "What?" Type 2 learners respond to information presented in an organised, logical fashion and benefit if they have time for reflection. To be effective, the instructor should function as an expert.

Type 3 (abstract, active). A characteristic question of this learning type is "How?" Type 3 learners respond to having opportunities to work actively on well-defined tasks and to learn by trial-and-error in an environment that allows them to fail safely. To be effective, the instructor should function as a coach, providing guided practice and feedback.

Type 4 (concrete, active). A characteristic question of this learning type is "What if?" Type 4 learners like applying course material in new situations to solve real problems. To be effective, the instructor should stay out of the way, maximising opportunities for the students to discover things for themselves.

Myers-Briggs

The Myers-Briggs Type Indicator, based on the work of Carl Jung identifies 16 personality styles based on:

How you relate to the world (Extravert or Introvert)

- Extraverts try things out, focus on the world around
- Introverts think things through, focus on the inner world of ideas.

How you take in information (Sensing or iNtuiting)

- Sensors (practical, detail-oriented, focus on facts and procedures)
- Intuitors (imaginative, concept-oriented, focus on meanings and possibilities)

How you make decisions (Thinking or Feeling)

- Thinkers are skeptical, tend to make decisions based on logic and rules
- Feelers are appreciative, tend to make decisions based on personal and humanistic considerations

How you manage your life (Judging or Perceiving).

- Judges set and follow agendas, seek closure even with incomplete data
- Perceivers adapt to changing circumstances, resist closure to obtain more data.

For example, one learner may be an ESTJ (extravert, sensor, thinker, perceiver) and another may be an INFJ (introvert, intuitor, feeler, judge).

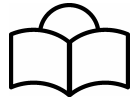
Others

There are other ways to organise learning style models. These fall into general categories such as information processing, personality patterns and social interaction.

Information processing distinguishes between the way you sense, think, solve problems and remember information. You have a preferred, consistent, distinct way of perceiving, organizing and retaining information. Kolb's Learning Styles inventory, Gregorc's Mind Styles Model, and Keefe's Human Information Processing Model.

Personality patterns focus on attention, emotion and values. Understanding these differences allows you to predict the way you'll react and feel about different situations. The Myers-Briggs Type Indicator and the Keirsey Temperament Sorter are two of the most well-known personality pattern assessments. A lesser known assessment is Dellinger's Psycho-Geometrics.

Social interaction looks at likely attitudes, habits and strategies learners will take towards their work and how they engage with their peers when they learn. Some learners are independent, dependent, collaborative, competitive, participian, and avoidant. Reichmann and Grasha as well as Baxter Magolda have developed assessments.



Article: How Adults Learn

Learning can be defined formally as the act, process, or experience of gaining knowledge or skills. In contrast, memory can define the capacity of storing, retrieving and acting on that knowledge. Learning helps us move from novices to experts and allows us to gain new knowledge and abilities.

Learning strengthens the brain by building new pathways and increasing connections that we can rely on when we want to learn more. Definitions that are more complex add words such as comprehension and mastery through experience or study.

Physiologically, learning is the formation of cell assemblies and phase sequences. Children learn by building these assemblies and sequences. Adults spend more time making new arrangements than forming new sequences. Our experience and background allow us to learn new concepts.

At the neurological level, any established knowledge (from experience and background) appears to be made up of exceedingly intricate arrangements of cell materials, electrical charges and chemical elements. Learning requires energy; re-learning and un-learning requires even more. We must access higher brain functions to generate the much-needed energy and unbind the old.

Our discussion here assumes learning, from the most fundamental to complex, to be 1) any increase in knowledge, 2) memorizing information, 3) acquiring knowledge for practical use, 4) abstracting meaning from what we do, and 5) a process that allows us to understand.

Remarkably, people can learn from the moment of birth. Learning can and should be a lifelong process. Learning shouldn't be defined by what happened early in life, only at school. We constantly make sense of our experiences and consistently search for meaning. In essence, we continue to learn.

Though humans like the familiar and are often uncomfortable with change, the brain searches for and responds to novelty. "Ah-ha!" you may think. "That's why I hated freshman English. No novelty!"

Rote learning frustrates us because the brain resists meaningless stimuli. When we invoke the brain's natural capacity to integrate information, however, we can assimilate boundless amounts.

Another "Ah-ha!"? This may explain why sometimes a tough class, one you never thought you would get through, was one of your all-time favorites.

Western society once believed adults didn't learn. Even today, if you ask a group why adults cannot learn, it may surprise you how many begin answering the question without challenging the premise. Unfortunately, many adults deny themselves what should be one of the most enriching parts of life because they assume they can't learn.

We can learn from everything the mind perceives (at any age). Our brains build and strengthen neural pathways no matter where we are, no matter what the subject or the context.

In today's business environment, finding better ways to learn will propel organisations forward. Strong minds fuel strong organisations. We must capitalise on our natural styles and then build systems to satisfy needs. Only through an individual learning process can we re-create our environments and ourselves.

Workshop Leader

Wali Zahid

Wali is an international consultant, speaker, trainer and executive coach. He has spoken to audiences in South Asia, Southeast Asia, Middle East, East Africa, Western Europe, England and the United States.

Wali has trained thousands of managers and business leaders in the past 15 years from most Fortune-500 companies. His leadership and Training of Trainers workshops have been a crowd puller. His branded workshops include 'Leadership for CEOs', 'Women in Leadership', 'Leadership Readiness' and 'Leadership Derailments'.

A lifelong learner, Wali has received training and education in America, Canada, UK, Germany, Austria and Singapore. He is an accredited leadership trainer from Team Management Systems, Australia. He has also taught pioneering courses at MBA level in Pakistan's premier business schools like IBA Karachi and Szabist.

He is member of UK's Institute of Directors, Chartered Management Institute, Chartered Institute of Personnel & Development, Chartered Institute of Marketing and American Management Association.

Currently, Wali is working as Director of Management Development Services at British Council, Pakistan and can be reached at wali.zahid@gmail.com.