

# Facilitator Guide

Group # 4

Title: Supervisor Training “How Adults Learn”

Audience for this Module:	Supervisors and supervisors-in-training.
Goal of this Module:	<ul style="list-style-type: none"> <li>• Identify each of the 4 learning styles</li> <li>• Formulate training/feedback that is appropriate to each of the different learning styles.</li> <li>• Formulate training/feedback that impacts the adult learner.</li> </ul>
Logistics: Materials, Room type/setup, Time needed, etc.)	<p style="text-align: center;"><b>You will need:</b></p> <ul style="list-style-type: none"> <li>• The CD that contains the PowerPoint presentation</li> <li>• Computers/monitors and/or Laptop and/or LCD projector to display PowerPoint presentation</li> </ul> <p>Recommended for Exercises:</p> <ul style="list-style-type: none"> <li>• Print out copies of hand-outs</li> <li>• Interview tapes from Communication styles module</li> <li>• Note-cards</li> </ul> <p style="text-align: center;"><b>Room Set-up:</b></p> <ul style="list-style-type: none"> <li>• White Board/Dry-Erase Board, chalk board, or flip chart</li> </ul> <p style="text-align: center;"><b>Time needed:</b> About 1 hour 40 minutes for the PowerPoint Training; exercise time may vary.</p>
How to make the most of this Module	The presentation is customizable to meet with your company’s standard procedures and protocols, as long as it does not substantively change the content or nature of the training modules.
How to assess learning	Along with questions and answers during the PowerPoint training, the post-PowerPoint activities will allow you to assess learning while reinforcing the material from the module.

**Group IV:  
“How Adults Learn”**

**Facilitator Guide**

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# How Adults Learn

## Overview

Just as people have varying communication styles, people also have different ways in which they learn. In order to improve current performance and train interviewers on new skills, supervisors must be able to impact their team members in the ways that they learn. This portion of the Supervisor Training program focuses on:

- Adult learning methods
- Strategies for impacting the adult learner
- The supervisor's role in adult learning

## Objectives

By the end of this training presentation the participants should be able to successfully:

- Identify each of the 4 learning styles
  - **V**isual
  - **A**uditory
  - **R**ead & Write
  - **K**inesthetic
- Formulate training/feedback that is appropriate to each of the different learning styles.
- Formulate training/feedback that impacts the adult learner.

## Points of Focus

On a wipe off board or easel pad display the letters that represent the four learning styles. Do not record the rest of the words. As you progress through this training module you will complete the words.

- **V**isual
- **A**uditory
- **R**ead & Write
- **K**inesthetic

Introduce this presentation by connecting it to the presentation on communication styles. Remind participants of the 4 communication styles from the previous module (listed below). Just as their team members communicate in different styles and require different styles of interactions to communicate successfully; the supervisor will need to recognize that the training and support provided to their team members needs to adapt to the style of learner they are.

*Communication Styles:*  
▪ *Driver*

- *Collaborator*
- *Contributor*
- *Investigator*

Continue to introduce this module by asking the participants to describe how they feel they learn best. Have them give examples to support their feelings. Refer to the board with the letters VARK and ask the participants what they feel the letters represent. What learning style does each letter stand for?

- Review the objectives of this training module.

### **Slides 1 - 4**

Review slides, then break and complete the “How Do I Learn Best Questionnaire” handout. See the “Activities & Suggestions” section for an explanation of this activity.

### **Slide 14**

Here is a good point to stop and discuss what motivates an Adult Learner.

- Social Relationships: to make new friends, to meet a need for associations and friendships.
- External expectations: to comply with instructions from someone else, to fulfill the expectations or recommendations of someone with authority.
- Social welfare: to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.
- Personal advancement: to achieve higher status in a job, secure professional advancement, and stay abreast of competitors.
- Escape/Stimulation: to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.
- Cognitive interest: to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.

### **Slide 23**

Here is a good stopping point to discuss different types of questioning and presentation models. In an open forum, have the group provide different training, support, feedback scenarios.

Divide participants into groups of 3 or 4 members per group. Assign each group a scenario. Have participants give examples of feedback and training ideas that could be applicable to each. Have the groups record some their ideas on an easel pad for reference later in the presentation. Have the groups present their ideas to the class and discuss how they are impacting each of the learning styles, using each of the questioning and presentation methods.

### **Slide 33**

Stop here and build on the examples brought out from the previous group activity.

### **Slides 34 - 36**

Discuss, as a group, who the Generation X and Y people are in their teams. What is their profile? What kind of people are they?

**Generation X** referred to the generation that was coming into an awareness of its existence as a separate group but feeling dwarfed and overshadowed by the Boomer generation of which it was ostensibly a part. Generation X was born between 1961 and 1981 and is usually viewed as the generation whose teen years were touched by the 1980s, although this excludes the oldest and youngest X'ers covered by the other definitions

**Generation Y** is the group of people born immediately after "Generation X", though the term is itself controversial and is synonymous with several alternative terms including The MTV Generation. Generation Y was born between 1977 and 1986.

### **Slides 37 - 41**

Closing to the presentation.

**\*\* Please note that an exam is also provided with the Facilitator Guide to assess learning from the course. \*\***

## **Activities & Suggestions**

### **"How I Learn Best" Questionnaire**

- This is a tool to use in identifying the type of learning style you have. In addition to being used during the training presentation, supervisors can give this to their team members to aid them in adapting their style to each team member.
- Participants read each of 13 situations and choose the answer that best describes the action they would take. They should choose only one answer, the one that best fits them. Once completed, the participants complete the "Scoring Chart" and add up their answers. The letter with the highest score indicates their learning style.
- Create note-cards with various supervisor-interviewer interaction situations. Create note-cards with the letters V, A, R, K on them. One letter per card. Have groups pick situation and learning style cards and write the script for the feedback/training that is applicable to the learning style. Discuss how to apply the other learning styles to the situation before moving to the next group.
- Use the tapes from the "Communication Styles" Module presentation along with the learning style cards. Assign groups to provide feedback/support that is applicable to the learning style they have been

assigned. Discuss how to apply the other learning styles to the situation before moving on to the next group.

- Provide the participants a reference list with books, articles, websites that can be helpful to them in developing their skills in adult learning.

### Adult Learning Principles

- This is the take-away document for this presentation.

## **“How Do I Learn Best” Questionnaire** (in-class activity)

### Instructions:

Choose the answer which best explains your preference and circle the letter next to it. Please circle more than one, if a single answer does not match your perception.

1.	You are about to give directions to a person who is standing with you. She is staying in a hotel in town and wants to visit your house later. She has a rental car. You would:	
	a. draw a map on paper.	
	b. tell her the directions.	
	c. write down the directions (without a map).	
	d. collect her from the hotel in your car.	

2.	You are not sure whether a word should be spelled “dependent” or “dependant”. You would:	
	a. look it up in the dictionary.	
	b. see the word in my mind and choose by the way it looks.	
	c. sound it out in my mind.	
	d. write both versions down on paper and choose one.	

3.	You have just received a copy of your itinerary for a world trip. This is of interest to a friend. You would:	
	a. phone her immediately and tell her about it.	
	b. send her a copy of the printed itinerary.	
	c. show her on a map of the world.	
	d. share what you plan to do at each place that you visit.	

4.	You are going to cook a dish as a special treat for your family. You would:	
	a. cook something familiar without the need for instructions.	
	b. thumb through a cookbook looking for ideas from the pictures.	
	c. refer to a specific cookbook where there is a good recipe.	
	d. watch a cooking show and follow along to cook the dish.	

5.	A group of tourists has been assigned to you to find out about wildlife	
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	reserves or parks. You would:	
a.	drive them to a wildlife reserve or park.	
b.	show them slides and photographs.	
c.	give them pamphlets or a book on wildlife reserves or parks.	
d.	give them a talk on wildlife reserves or parks.	

6.	You are about to purchase a new stereo. Other than price, what would most influence your decision?	
a.	the salesperson telling you what you want to know.	
b.	reading the details about it.	
c.	playing with the controls and listening to it.	
d.	Seeing whether it looks fashionable.	

7.	Recall a time in your life when you learned how to do something like playing a new board game. Try to avoid choosing a very physical skill (e.g. riding a bike). You learnt best by:	
a.	visual clues – pictures, diagrams, charts.	
b.	written instructions.	
c.	listening to somebody explaining it.	
d.	doing it or trying it.	

8.	You have an eye problem. You would prefer the doctor to:	
a.	tell you what is wrong.	
b.	show you a diagram of what is wrong.	
c.	use a model to show you what is wrong.	
d.	give you an informational packet to read about what is wrong.	

9.	You are about to learn to use a new program on the computer. You would:	
a.	sit down at the keyboard and begin to experiment with the program's features.	
b.	read the manual which comes with the program.	
c.	telephone a friend and ask questions about it.	
d.	watch a video that explains the program's features.	

10.	You are staying in a hotel and have a rental car. You would like to visit friends whose address/location you do not know. You would like them to:	
a.	draw a map on paper.	
b.	speak the directions.	
c.	write down the directions (without a map).	
d.	pick you up from the hotel in their car.	

11.	Apart from the price, what would most influence your decision to buy a particular book?	
a.	you have read a copy of it before.	
b.	a friend talked about it.	
c.	quickly reading parts of it.	

d.	whether it looks appealing.
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12.	A new movie has arrived in town. What would most influence your decision to go (or not to go)?
a.	you heard a radio review about it.
b.	you read a review about it.
c.	you saw a preview of it.
d.	you watched a television show that rates movies.

13.	Do you prefer a lecturer or a teacher who likes to use:
a.	a textbook, handouts, reading assignments.
b.	diagrams, flow charts, or graphs.
c.	field trips, labs, and practical lessons.
d.	discussions and guest speakers.

### Scoring

Use the following scoring chart to find the learning style category that your answers correspond to.

For example: If you chose answer b for question 3, circle R in the question 3 row.

Question #	answer "a"	answer "b"	answer "c"	answer "d"
3	A	R	V	K

### Scoring Chart

Question #	answer "a"	answer "b"	answer "c"	answer "d"
1	V	A	R	K
2	R	V	A	K
3	A	R	V	K
4	K	V	R	A
5	K	V	R	A
6	A	R	K	V
7	V	R	A	K
8	A	V	K	R
9	K	R	A	V
10	V	A	R	K
11	K	A	R	V
12	A	R	V	K
13	R	V	K	A

## Calculating Your Score

Count the number of each of VARK letter you have circled to determine your learning style.

Total number of V's  
circled =

Total number of A's  
circled =

Total number of R's  
circled =

Total number of K's  
circled =

V = Visual learner

A = Aural Learner

R= Read/Write Learner

K = Kinesthetic Learner

# Adult Learning Principles

(take-away hand-out)

## Adults:

- ❖ See themselves as capable of self-direction.
- ❖ Are motivated when they see how training and feedback will help them.
- ❖ Need reinforcement even if self-directed.
- ❖ Learn best when learning/training is linked to knowledge and skills already learned.
- ❖ Have preferred learning methods.

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## Interesting Facts - Adults Learn and Retain

10% of what they read                      20% of what they hear  
30% of what they see                      50% of what they see & hear  
70% of what they say themselves  
&  
90% of what they say & do themselves

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## Strategies Based on Adult Learning

1. Gain attention:  
Present a problem from the survey.
2. Describe a goal:  
How is this learning relevant?
3. Stimulate prior knowledge:  
What can interviewers build on to learn the new skill?
4. Present the future:  
Structure feedback/training in the form of task and what to do going forward.
5. Involve the adult:  
Let them direct the application of the new knowledge.
6. Throughout the feedback:  
Have all interviewers exchange ideas and share results/experiences.