



**Module 2 – Australia**  
**Day 15**



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## Session Outline

<b>Program Schedule:</b>	<b>Module 2 - Australia</b>		
<b>Day:</b>	<b>15</b>		
<b>Specialists:</b>	Chisholm Lead Facilitator		
<b>Session Topic:</b>	Plan organise group based learning Techniques and methodologies to engage learners		
<b>Session:</b>	<b>Workshop</b>	<b>Field visit</b>	<b>Presentation</b>
<b>Time:</b>	<b>9.00am – 4.30pm</b>		

### Learning outcomes:

Upon completion of this session participants will have:

- Identified a number of ways to engage learners
- Applied learning strategies to meet the requirements of the learning plan and session plans by designing content to suit the learning styles and characteristics of learners
- Identified a variety of techniques to engage, motivate and handle difficult participants in the learning process
- Looked at strategies to develop their network and identify the difference between coach and mentor roles
- Continued working on group and individual assessment A6 and prepared for practicum of facilitated group based learning.

### Content:

The topics covered in this introductory session include:

- Introductory knowledge to different learning styles and how to design the learning process to suit these styles
- How to motivate learners
- How to deal with difficult learners
- Building networks
- Identifying that mentoring and coaching are have different functions and require different skill sets

### Resources:

The following resources have been provided for this session to support your learning:

- Activity materials
- Power point slides
- Handouts :- Reference materials and learning style quiz
- Continue to use group and individual assessment A6 - template



## Activities/Assessment:

- Complete the learning styles quiz
- Continue working in your designated group on group and individual assessment A 6
- Activity 1: Reflect on the content and delivery to date and respond to the question

## ACTIVITY 1

### Details

1: Reflect on the delivery and content that you have experienced this week. Describe the delivery styles and learning methodologies applied? List in order of preference the styles and methodologies that best suited your own learning style. Be prepared to present and discuss your list with the group.



**Notes:**

## Session Planning – strategies for group-based delivery power point notes

**Session Planning strategies for group-based learning**

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Notes:

**What stops adults from learning?**

- What fears do they have?
- What physical issues might they have?
- What previous experience might they have that makes them worried about being in a training situation?
- What beliefs about themselves might prevent them from being able to relax in a training situation?
- What beliefs about the training or the trainer might prevent them from getting involved?

*What can you do to help?*

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Notes:

**Learning styles and facilitation**

- individuals learn **differently**
- present content in a **variety** of ways
- use a **variety** of activities over a session
- use a **variety** of activities over the program
- learners engage with the content and the learning activity in **different** ways
- acknowledge and value **individual differences**.


*And here is one reason WHY!*

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Notes:

## Activity

Understanding learning styles and characteristics



## P.A.R.T




Notes:

### Theorists – Logical Learners

Logical thinker  
 Organised  
 Follows a plan  
 Follow direction  
 Works independently

Precise, thorough, careful  
 Enjoys reading & research  
 Expects teacher to know  
 the content, to present  
 current well researched &  
 referenced material




Notes:

### Reflectors – Imaginative learners

Concrete thinkers  
 Like to take time to reflect  
 Need time to consider  
 before making decisions  
 Believe in their own  
 experience

Are team oriented  
 Are good listeners  
 Think alone first, then with a  
 group  
 Are aware of the emotions in  
 the group and work to create  
 harmony



Notes:

### Activists – Enthusiastic learners

Enthusiastic  
 Passionate  
 Dynamic  
 Comfortable with others

Good Starter  
 Jumps right in  
 Impulsive  
 Creative

Notes:

### Pragmatists – Practical Learners

Problem solvers  
 Like to do things and get results  
 Abstract thinkers  
 Decision makers

Take action on tasks  
 Like to be in control of the situation  
 Hard workers

Notes:

### Tuckman's Model

**Forming**

**Storming**

**Norming**

**Performing**

**Adjourning**

Notes:



### Tuckman's model -explained

STAGE 1: "FORMING"	STAGE 2: "STORMING"	STAGE 3: "NORMING"	STAGE 4: "PERFORMING"
<ul style="list-style-type: none"> <li>Individuals are not clear on what they're supposed to do.</li> <li>The mission isn't owned by the group</li> <li>Wondering where they are going</li> <li>No trust yet</li> <li>High learning</li> <li>No group history; unfamiliar with members</li> <li>Norms of the team not established</li> <li>People check one another out</li> <li>People are not committed to the team</li> </ul>	<ul style="list-style-type: none"> <li>Roles and responsibilities are articulated</li> <li>Agendas are displayed</li> <li>Problem solving doesn't work well</li> <li>People want to modify the team's mission</li> <li>Trying new ideas</li> <li>Splinter groups form</li> <li>People set boundaries</li> <li>Anxiety abounds</li> <li>People push for position and power</li> <li>Competition is high</li> <li>Cliques drive the team</li> <li>Little team spirit</li> <li>Lots of personal attacks</li> <li>Level of participation by members is at its highest (for some) and its lowest (for some)</li> </ul>	<ul style="list-style-type: none"> <li>Success occurs</li> <li>Team has all the resources for doing the job</li> <li>Appreciation and trust build</li> <li>Purpose is well defined</li> <li>Feedback is high, well received and objective</li> <li>Team confidence is high</li> <li>Leader reinforces team behaviour</li> <li>Members self-reinforce team norms</li> <li>Hidden agendas become open</li> <li>Team is active</li> <li>Team gains commitment from all members on directions and goals</li> </ul>	<ul style="list-style-type: none"> <li>Team members feel very motivated</li> <li>Individuals defer to team needs</li> <li>No surprises</li> <li>Little waste. Very efficient team operations</li> <li>Team members have objective outlooks</li> <li>Individuals take pleasure in success of the team -big-wins</li> <li>"We" verses "I" orientation</li> <li>High pride in team</li> <li>High openness and support</li> <li>High empathy</li> <li>High trust in everyone</li> <li>Superior team performance</li> <li>OK to risk confrontation</li> </ul>

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Notes:

### Managing difficult learners and situations

*Group to provide workplace examples of difficult behaviour and discuss as a group how to resolve situation*

Notes:

### Resolving conflict

- act quickly
- stay removed from the conflict
- separate the act from the actor
- listen actively
- identify the needs of those in the conflict
- solutions should come from agreement.

Notes:

## Network Coach Mentor power point notes

**Networking & the difference between Coaching and Mentoring**

The slide features three icons: a blue circle with a white horse head (representing coaching), a group of blue 3D human figures (representing networking), and a blue circle with a white organizational chart (representing mentoring). The Chisholm logo is at the bottom.

Notes:

**Overview - Networking**

*Results through people*

*In your role as a TVET practitioner there are many people you need to swap information with.*

*By developing **networks** you will have access to information and you will be able to circulate your information to people who matter.*

The Chisholm logo is at the bottom.

Notes:

**Networking means:**

*"To be influential inside and outside your organisation you need to be connected to other people and have access to information"*

- *using your connections or contacts*
- *staying informed about what is happening inside and outside the organisation*
- *conveying information that you need passed on to others*

The Chisholm logo is at the bottom.

Notes:

### Influences on Networks

- Real time, e.g. emails, sms, business to business networks
- Online services,
- Technology allows people to work remote
- Corporate vertical structures deconstructing in favour of flexible organisational structure
- Multiple learner markets

For you as a TVET leader it could mean:

- Dependency on more people to get things done
- Less direct authority over them

*“This means you will need to build effective and influential relationships with the most unfamiliar people”*

Notes:

### Network Currencies

**Resources:** Learning materials and plans, equipment

**Assistance:** Help with specific projects, taking on extra work

**Recognition:** Acknowledgement of effort or accomplishment

**Information:** Providing educational and technical knowledge

**Visibility:** Giving others the opportunity to become noticed by superiors

**Advancement:** Providing staff opportunity for professional development

**Understanding:** Listening to others concerns, being a sounding board, or mentor

**Support:** Providing emotional backing, a friendly “ear” being a coach

Notes:

### Types of Network

**Professional:**

- Business, organisations and
- Networks external to your organisation or personal life

**Personal:**

- Family friends and acquaintances associated with your personal life

**Existing:**

- External contacts already known to your organisation

Notes:

## Building your Network

<div style="background-color: #e67e22; color: white; padding: 10px; border-radius: 5px; text-align: center;">             Identify the people you can get to know, inside and outside your organisation         </div>		<ul style="list-style-type: none"> <li>•Senior and or middle managers</li> <li>•Other teachers and senior academic staff</li> <li>•Customers / suppliers</li> <li>•Specialists</li> <li>•Staff from other departments</li> </ul>
<div style="background-color: #e67e22; color: white; padding: 10px; border-radius: 5px; text-align: center;">             Actively build your network         </div>		<ul style="list-style-type: none"> <li>•Attend meetings, conferences, social lunches</li> <li>•Interact be friendly</li> <li>•Ask questions</li> <li>•Listen to what they say</li> </ul>
<div style="background-color: #e67e22; color: white; padding: 10px; border-radius: 5px; text-align: center;">             Talk to your customers         </div>		<ul style="list-style-type: none"> <li>•Internal and external</li> <li>•Anyone who needs your product or service</li> <li>•Huge potential network to tap into</li> </ul>

Notes:

## Building your Network

<div style="background-color: #e67e22; color: white; padding: 10px; border-radius: 5px; text-align: center;">             Collaborate with other TVET practitioners         </div>		<ul style="list-style-type: none"> <li>•Internal and external</li> <li>•A huge untapped potential of networks</li> </ul>
<div style="background-color: #e67e22; color: white; padding: 10px; border-radius: 5px; text-align: center;">             Get to know the opinion drivers         </div>		<ul style="list-style-type: none"> <li>•People who can influence others in your favour</li> <li>“As a TVET leader there will be times when you need to influence other people in order for your team to succeed”</li> </ul>
<div style="background-color: #e67e22; color: white; padding: 10px; border-radius: 5px; text-align: center;">             Position good net workers in your team         </div>		<ul style="list-style-type: none"> <li>•First point of contact that others will have with your team</li> <li>•Good net workers are those who connect well and talk easily to a wide range of people</li> </ul>

Notes:

## Maintaining your Networks

Networks are about creating two-way flow of information being the information that you **collect** for yourself and your team and the information that you **circulate** and provide to others

When collecting or gathering information try to focus on needs for both parties.

**Why** is the information needed?

**What** information is needed?

**When** is the information needed?

**How** will information be conveyed?

Notes:

*“Networking does not need to take you away from your job or your team. You can build your networks while doing your day –to-day job of developing TVET Teacher Skills and Knowledge”*

**How this can be achieved**

- Create internal networks – manage by walking around, observing and asking questions. See what works, find out what people like, what is the mood of the place Network with and get to know your staff
- Encourage team members to attend meetings / seminars that are relevant to the whole team, ask them to report to all when they return
- Help your staff with their communication skills, so that the networks they form add to the whole network
- Know the organisations longer term goals. This helps to focus networks on what is required today and help plan for tomorrow

Notes:

**Difference between Mentoring & Coaching**

Mentor	Coach
<ul style="list-style-type: none"> <li>Advises and helps navigate through situations</li> <li>Needs experience and expertise</li> <li>Walked the road the mentee wants to walk in</li> <li>Will listen and advise</li> <li>May open doors and make introductions</li> <li>No skills/training needed</li> </ul>	<ul style="list-style-type: none"> <li>Skills development and to develop the person so they can work through situations</li> <li>No experience or knowledge is needed e.g. Coachee will be from different business unit</li> <li>Will listen and ask questions</li> <li>Requires request skills to coach</li> </ul>

Notes:

**Supportive vs Directive Matrix**

S U P P O R T I V E	High	Coach	Counselling
	Low	Mentor	Trainer
		Low	High
		D I R E C T I V E	

Notes:



**Tips for good Networking**

*Building and maintaining networks is vital to achieve your goals.*

STRATEGIES TO HELP THIS PROCESS

1: Be prepared		5: Engage in activity
2: Be a good listener		6: Follow up
3: Make notes		7: Choose effective networking events
4: Give first then receive		8: Choose contacts effectively



Notes:

## Learning styles quiz

### 1 When assembling a chainsaw or a generator would you prefer to:

**A** have someone with experience show you the most important stages of assembly and give you simple, effective instructions

**B** turn the equipment upside-down in the workshop and assemble it immediately so you can use it as possible

**C** take as much time as necessary to read the instruction manual, get the necessary tools and talk with colleagues about the task

**D** carefully read all of the instructions and arrange all parts in sequential order, ensuring that all parts are there and undamaged before attempting to assemble it

### 2 When you have a month to complete a project would you prefer to:

**A** follow an existing format or timetable which allows the project to be completed one step at a time

**B** work in bursts when you feel inspired and enthusiastic about the task

**C** work on it with others and preferably when you feel like it

**D** carefully plan how you will complete the task and then develop a systematic, ordered approach, probably doing a little each day

**3 When someone gives you a new lesson or training plan, you would prefer to:** **A** try the plan out and look for ways that it might be made simpler or better along the way. You might also prefer to test it first or have it recommended to you

**B** begin to work with it, only checking the plan briefly for main instructions, often improvising and experimenting

**C** compare the plan to others you have tried and then consider the merits of each before you decide to go ahead

**D** read the plan several times, checking and preparing all the steps in advance and following the directions provided in the SOP

### 4 When preparing for a holiday you tend to:

**A** find out from friends the best way to travel and then make quick decisions on what are the most practical and useful things to take with you

**B** pack quickly and at the last minute, knowing whatever you have forgotten can be brought when you get there

**C** explore all of your travel options, leaving plenty of time to make decisions and arrangements after giving it careful consideration

**D** study all the travel guides, maps, itineraries and use a checklist to assist you with the packing and planning

### 5 Do you tend to relate best to information that is:

**A** practical and useful

**B** interesting and inventive

**C** personally relevant

**D** factual and logical

**6 When arriving home with a new electronic device would you prefer:**

**A** unpack the device, plug it in, read part of the manual and then experiment with how it works, checking back to the manual for each new step

**B** unpack the device, quickly plug it in and call your neighbour to help

**C** carefully read the instructions and arrange for a technician or friend to install it so you can watch how it's done

**D** read the entire manual and any other relevant material before attempting the installation

**7 If you were asked to prepare a report of your organisation would you prefer to:**

**A** identify and list the problem areas and note how they could be improved to increase productivity

**B** develop a flow chart showing how the organisation interrelates with the community and state bodies

**C** create a map connecting the people involved and how they relate to each other

**D** prepare an organisational chart showing the organisational structure and chain of command

**8 When faced with a decision you prefer to:**

**A** consider all your options one by one, then use a method that you have developed in the past and know works

**B** make a snap decision and see what happens, you can always change it if it's not right

**C** discuss it with people close to you considering their needs then make a decision that feels best for you

**D** analyse all your options and prioritise them before thinking about the best decision

**9 You are most comfortable with people who:**

**A** provide practical advice and offer alternative

**B** are people of action, who get out into the world and do things

**C** share your values about the world and take time to reflect on things

**D** are intellectually competent

**10 You feel that trainees would learn much more effectively if the :**

**A** trainer provide them with information that was practical and useful in their lives

**B** trainers encouraged creativity and initiative in the workplace

**C** trainers spent more time acknowledging feelings and ensuring that information was relevant

**D** trainers made better use of the time available by being better organised and providing accurate, detailed and factual information

**11 When working with people who are distressed you find it most frustrating when:**

**A** they don't allow themselves to stay with the problem, they keep putting it aside

**B** they don't act on what they must know instinctively is the best course of action

**C** they don't allow themselves to be emotionally expressive

**D** they don't just stop and logically think through their options





<p><b>12 When you have a large report to write, you would prefer:</b></p> <p><b>A</b> follow an existing format or timetable you have used in the past that will allow the report to be completed one step at a time</p> <p><b>B</b> work on it in short bursts when you feel inspired and enthusiastic</p> <p><b>C</b> work on it with other people when you feel like it</p> <p><b>D</b> plan how you will complete the report step by step then work out what to do each day</p>	
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**SCORECARD**

*Instructions:* Place a mark in the relevant columns (ABCD) for each previous question and then add up the total of each column.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				
<b>7</b>				
<b>8</b>				
<b>9</b>				
<b>10</b>				
<b>11</b>				
<b>12</b>				
<b>Total</b>				

Total up your responses to each column. The column with the highest result indicates your preferred learning style at this point in time.

## What Style of Learning – you prefer

<p><b>A = Pragmatists</b></p> <ul style="list-style-type: none"> <li>• Are keen to try out ideas, theories and techniques to see if they work in practice</li> <li>• Search out new ideas and take the first opportunity to use them</li> <li>• Like to get on with things</li> <li>• Tend to be impatient</li> <li>• Are practical, down-to-earth people who like making practical decisions and solving problems</li> <li>• Respond to problems and opportunities as a challenge</li> <li>• Believe that ‘there is always a better way’ and ‘if it works it’s good’</li> </ul> <p><b>B = Activists</b></p> <ul style="list-style-type: none"> <li>• Involve themselves fully and without bias in new experiences</li> <li>• Are open minded</li> <li>• Are enthusiastic about anything new</li> <li>• Tend to act first and consider consequences afterwards</li> <li>• Fill their days with activities</li> <li>• Like to be in the middle of things</li> <li>• Believe that you should try anything once</li> </ul>	<p><b>C = Reflectors</b></p> <ul style="list-style-type: none"> <li>• Like to stand back and ponder experiences</li> <li>• Like to collect data and analyse it before coming to a conclusion</li> <li>• Tend to postpone reaching a definite conclusion because of data collection</li> <li>• Like to consider all possible angles and implications before making a move</li> <li>• Prefer to watch others, in action, taking a back seat</li> <li>• Act with a view to the wider context</li> <li>• Believe in being cautious</li> </ul> <p><b>D = Theorists</b></p> <ul style="list-style-type: none"> <li>• Adapt and integrate observations into complex but logically sound theories</li> <li>• Think problems through in a step by step logical way</li> <li>• Tend to be perfectionists</li> <li>• Are keen on basic assumptions, principles, theories, models and systems thinking</li> <li>• Tend to be detached, analytical and dedicated to rational objectivity</li> <li>• Prefer to maximise certainty and are uncomfortable with subjective judgement and lateral thinking</li> <li>• Believe in rationality and logic. ‘If its logical it’s good’</li> </ul>
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