

# Module 2 – Australia Day 15



Chisholm

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#### **Session Outline**

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

#### 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



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#### 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.



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

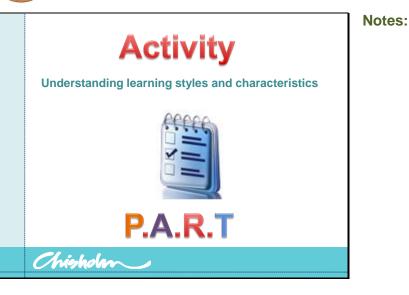


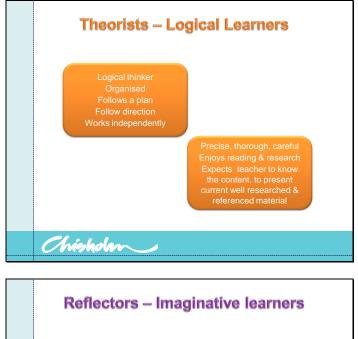
Learning styles and facilitation individuals learn differently present content in a variety of ways use a variety of activities over a session
use a variety of activities over the program
learners engage with the content and the learning activity in different ways acknowledge and value individual differences.
Marter is one reason WHY! Notes:

Notes:









Concrete thinkers

before making decisions Believe in their own experience

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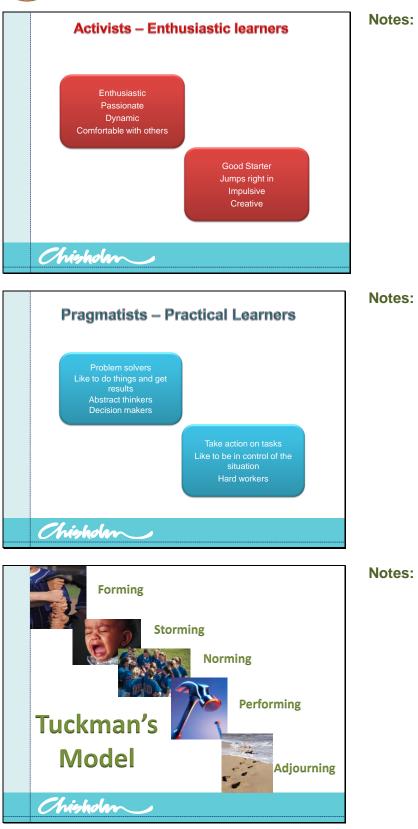
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Notes:

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



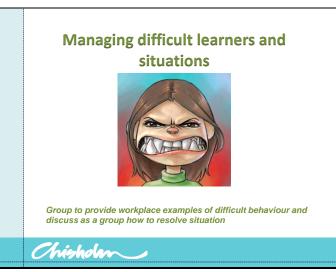








E 1: "FORMING"	STAGE 2: "STORMING"	STAGE 3: "NORMING"	STAGE 4: "PERFORMING"
Individuals are not clear on what they're supposed to do. The mission is to woned by the group Wondering where they are going No trust yet High learning No group history; unfamiliar with members Norms of the team not established People check one another out People are not committed to the team	Roles and responsibilities are articulated     Agends are displayed     Problem solving doesn't work well     People want to modify the team's mission Trying new ideas     Splinter groups form     People set boundaries     Anxiety abounds     People push for position and power     Competition is high     Cliques drive the team Little team spirit     Lots of personal attacks     Level of participation by members is at its highest (for some) and it lowest (for some)	Success occurs     Team has all the resources for doing the job     Appreciation and trust build     Purpose is well defined     Feedback is high, well received and objective     Team conditioned is high     Leader reinforces team behaviour     Members self-reinforce team norms     Hilden agendas become open     Team jains commitment from all members on directions and goals	Team members fielvery motivated Individuals defer to team need No surprises Utile wark: Wer efficient tean operations Team members have objective outlooks Individuals take pleasure in success of the team lig-wins Wer verses " orientation High prints in team High chemess and support High trust in everyone Superior team performance OK to risk confrontation



#### **Resolving conflict**

act quickly

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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:

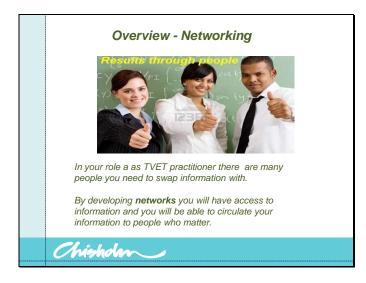
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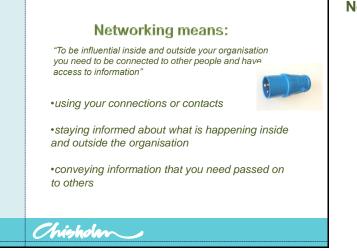




#### **Network Coach Mentor power point notes**







Notes:

Notes:

Notes:

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#### **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

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# Types of Network

#### Professional:

• Business, organisations and •Networks external to your organisatio or personal life





Personal: • Family f riends and acquaintances associated with your personal life

Existing: • External contacts already known to your organisation

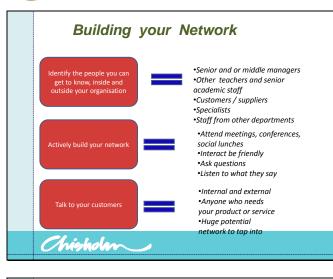
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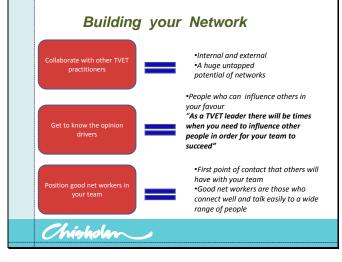
#### Notes:

#### 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?

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#### Notes:

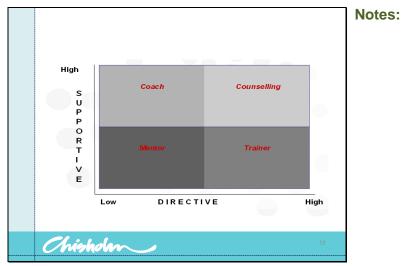
#### Notes:







<ul> <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> <li>Skills development and to develop the person so they car 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>
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#### Notes:

Notes:

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#### Learning styles quiz

Learning styles quiz	
l When assembling a chainsaw or a	B begin to work with it, only checking the plan
generator would you prefer to:	briefly for main instructions, often improvising
A have someone with experience show you the most important stages of	and experimenting C compare the plan to others you have tried and
assembly and give you simple, effective	then consider the merits of each before you
instructions	decide to go ahead
B turn the equipment upside-down in the	D read the plan several times, checking and
workshop and assemble it immediately	preparing all the steps in advance and following
so you can use it as possible	the directions provided in the SOP
-	-
C take as much time as necessary to read the instruction manual, get the	4 When preparing for a holiday you tend to:
necessary tools and talk with colleagues	A find out from friends the best way to travel
about the task	and then make quick decisions on what are the
D carefully read all of the instructions	most practical and useful things to take with you
and arrange all parts in sequential order,	B pack quickly and at the last minute, knowing
ensuring that all parts are there and	whatever you have forgotten can be brought
undamaged before attempting to	when you get there
assemble it	C explore all of your travel options, leaving
2 When you have a month to complete	plenty of time to make decisions and
a project would you prefer to:	arrangements after giving it careful consideration
A follow an existing format or timetable	Consideration
which allows the project to be completed	D study all the travel guides, maps, itineraries
one step at a time	and use a checklist to assist you with the packing
B work in bursts when you feel inspired	and planning
and enthusiastic about the task	5 Do you tend to relate best to information
C more an it with others and weathers have	that is:
C work on it with others and preferably when you feel like it	A practical and useful
-	B interesting and inventive
D carefully plan how you will complete the task and then develop a systematic,	-
ordered approach, probably doing a	C personally relevant
little each day	D factual and logical
3 When someone gives you a new	
lesson or training plan, you would	
<b>prefer to:</b> 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	
,	





#### 6 When arriving home with a new C discuss it with people close to you electronic device would you prefer: considering their needs then make a decision that feels best for you A unpack the device, plug it in, read part of the manual and then experiment with D analyse all your options and prioritise them how it works, checking back to the before thinking about the best decision manual for each new step 9 You are most comfortable with people who: B unpack the device, quickly plug it in A provide practical advice and offer alternative and call your neighbour to help B are people of action, who get out into the C carefully read the instructions and world and do things arrange for a technician or friend to install it so you can watch how it's done C share your values abut the world and take time to reflect on things **D** read the entire manual and any other relevant material before attempting the **D** are intellectually competent installation **10 You feel that trainees would learn much** 7 If you were asked to prepare a report more effectively if the : of your organisation would you prefer to: A trainer provide them with information that was practical and useful in their lives A identify and list the problem areas and note how they could be improved to **B** trainers encouraged creativity and initiative in increase productivity the workplace B develop a flow chart showing how the C trainers spent more time acknowledging organisation interrelates with the feelings and ensuring that information was community and state bodies relevant D trainers made better use of the time available **C** create a map connecting the people involved and how they relate to each by being better organised and providing other accurate, detailed and factual information 11 When working with people who are D prepare an organisational chart showing the organisational structure and distressed you find it most frustrating when: chain of command A they don't allow themselves to stay with the 8 When faced with a decision you problem, they keep putting it aside prefer to: B they don't act on what they must know A consider all your options one by one, instinctively is the best course of action then use a method that you have C they don't allow themselves to be developed in the past and know works emotionally expressive B make a snap decision and see what D they don't just stop and logically think happens, you can always change it if it's through their options not right





12 When you have a large report to write, you would prefer:
A 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
B work on it in short bursts when you feel inspired and enthusiastic
<b>C</b> work on it with other people when you feel like it
D plan how you will complete the report step by step then work out what to do each day

#### SCORECARD

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

	Α	В	С	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
Total				





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

A = Pragmatists	C = Reflectors		
<ul> <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>	<ul> <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>		
3 = Activists	D = Theorists		
<ul> <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>	<ul> <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>		