

A Learning and Development resource by Andrew Gibbons

Much more at www.andrewgibbons.co.uk

Two simple learning models

E xplanation
D emonstration
P ractice

M emorise
U nderstand
D o

Three dimensions of reality within a learning event

Content reality
Process reality
Environmental reality

Don Binstead

Three issues underpinning learning

Much of what we do as humans is habitual and unexamined.
Even though we may have years of experience, few of us have developed an effective practice of learning from that experience.
When we discover a successful way of doing something, we tend to hang on to it, even, or perhaps especially, when things have changed around us.

Bowerman and Collins

Three 'A's for learning

Acquisition - what have I learned?
Application - how will this be used?
Attribution - do I recognise it's source?

Andrew Gibbons

Three issues around delegation

Allocation Giving out work tasks
Abdication Giving others work that should be done by the manager
Delegation Planning given work deliberately in order to optimise learning value

Three parts to the facilitation spectrum

- Supporting - doing nothing, questioning to clarify and silence
- Persuading - questioning to prompt change, sharing ideas,
questioning to move things on, suggesting actions,
choices or paths
- Directing - guiding, making choices and decisions

Trevor Bentley

Three key variables for successful learning and development

- Desire - the degree of 'want' required
- Opportunity - the time and support needed
- Competence - the capability to deliver

Andrew Gibbons

Reg Revan's action learning formula

$$L = P + Q$$

- Where: L is learning
- P is programmed knowledge
- Q is questioning insight

Reg Revans

Four blocks to development

- Unrewarding organisations
- Preventive line managers
- Passive participants
- Trainers who are not developers

Andrew Gibbons

Four critical elements of learning

- Motivation
- Reinforcement
- Retention
- Transference

Stephen Lieb

Four essentials for transfer of learning

Association	Linking new learning with what is already known
Similarity	Reinforcing a known, logical framework or pattern
Degree of original learning	High impact of the new learning
Critical attributes	Learning content has material extremely beneficial to the job

Stephen Lieb

Four learning styles

Activist
Reflector
Theorist
Pragmatist

Honey and Mumford

Four levels of evaluation

Reaction
Learning
Job behaviour change
Organisation Development

Donald Kirkpatrick

Four levels of learning

Unconscious incompetence	We don't know what we don't know
Conscious incompetence	We know what we don't know
Conscious competence	We know what we know
Unconscious competence	We don't know what we know

Four questions around the training cycle

How best can and development needs be identified?
What needs to be taken into account when designing learning events to meet those needs?
What must be considered when decided on the best means to implement a solution to the design?
What questions must be answered in terms of the evaluation of the outcomes of the event/s?

Andrew Gibbons

Four parts to the Investors in People Standard

Commitment
Planning
Action
Evaluation

Four Parts to the classic development model

Identify learning needs
Design the learning event
Implement the event
Evaluate value of applied learning

Four stages to the learning cycle

Having an experience
Reviewing
Concluding
Planning application of the learning

Honey and Mumford

Kolb's four learning styles

Active experimentation
Reflective observation
Concrete experience
Abstract conceptualisation

David Kolb

Four early stages to starting a consultancy assignment

Establish rapport
Question to understand the client's needs
Demonstrate an ability to deliver
Obtain commitment to get started

John Burdett

Four options to prompt learning

Appeasement
Accommodation
Challenge
Confrontation

Andrew Gibbons

Four tough evaluation questions

Has the training led to the relevant learning?
Has the learning been transferred to the job?
Have new skills and knowledge become an integrated and permanent part of the learner's job performance?
Has the training been cost effective?

Marguerite Foxon

Four principles of learner-centred design

Learners are responsible for their own learning
Training is the process of helping people to learn, but not necessarily meeting their conditioned responses to learning
The learning opportunities should provide the greatest amount of choice and freedom in how learners learn
The learning opportunity should be fun-filled and free from fear and embarrassment

Trevor Bentley

Five reasons to evaluate

Proving	Convincing stakeholders that training is making a necessary contribution
Improving	To highlight how training activities can be improved
Ritual	Going through the motions - not meaningful
Controlling	Ensuring standards and quality are maintained throughout a training activity
Learning	Determining what individuals have learned

Mark Easterby-Smith

Five early stages in getting development right

Agree desired changes in organisational effectiveness
Set criteria against which to measure progress towards the desired state
Define the skills and other resources necessary
Assess the existing skills and resources
Implement the development intervention

Peter Bramley

Five rules when coaching high performers

Quickly get their attention
Demand commitment
Connect via a common language
Hit hard enough to hurt
Engage curiosity and competitive instincts

Ludenes and Erlandson

The virtuous learning cycle

A focus on effectiveness leading to...
Strong perception of relevance, leading to...
Immediate application of learning, leading to...
Rewards from that application and use, leading to...
Enthusiasm for further learning

Alan Mumford

Six methods to move adults to mature learners

From dependency to autonomy
From ignorance to insight
From using shallow abilities to deep abilities
From selfishness to altruism
From a need for certainty to a tolerance of ambiguity

Malcolm Knowles

Six principles of adult learning

Adults are autonomous and self-directed
Adults need to connect new learning with previous life experiences and knowledge
Adults are goal-oriented - and will look for this
Adults are relevancy-oriented
Adults are practical - seeking application of learning
Adults need respect and recognition for what they can contribute

Malcolm Knowles

Six threads for learning

Ambition, which when properly focused, is an asset
Adaptability, the ability to work with others and respond to different challenges
Resourcefulness, the ability to use good judgement in different situations
Faith, both in yourself, and your team
Fight - the ability to pick yourself up and try again
Patience, reliability, integrity, honesty and sincerity

Kaye and Kleiner

Six keys to value added development

Everything is driven by business needs
All activities help achieve organisational goals
Providing people with skills and knowledge needed to improve personal performance
Assessing the readiness of the workplace to support learning skills
Achieve management acceptance of responsibility for a supportive workplace that encourages the application of learning
Measurable results that can be tracked

Robinson and Robinson

Six big problems with training and development

A failure to identify the specific needs of learners and for learners to own their own development needs
Objectives set by trainers, rather than the learners
Little acceptance by learners of the need to take responsibility for their own development
Constraints of time for preparation and participation in learning events
A failure to follow through learning beyond an event or course
Failing to achieve high value via transfer of the learning

Jeff Gold

Six barriers to learning

Perceptual
Cultural
Emotional-motivational
Intellectual
Expressive
Environmental

Temporal and Boydell

Six questions on self directed learning

Do people really want to be self directing?
Is everyone capable of being a self directed learner?
Is self directed learning the best option always?
Does top management, with its emphasis on personal accountability for results, really buy into it?
Are trainers capable of learning to be facilitators of self directed learners?
Are learning contracts an essential ingredient of self directed learning?

Brian Knowles

Six musts for a coach

Trust
Mutual respect
A sense of common purpose
Integrity
Openness
Honesty

John Burdett

Seven coaching competencies

Framing questions that make learners think deeply
Being a resource - removing barriers to learning
Holding back, not providing all the answers
Creating and promoting a learning environment
Using analogies, scenarios and examples
Engaging others to support the learning application
Providing feedback constructively

Ellinger and Bostrum

Seven important coaching skills

Attending
Giving and receiving feedback
Drawing out
Silence
Suspending judgement
Recognising and expressing feelings
Paraphrasing

David Megginson

Seven principles when helping people to learn

People know more than they think they know
Everyone has resources for improving performance
Useful questions are worth more than commands
Each person is responsible for their own contribution to the organisation
Every setback provides a learning opportunity
Experiments precede learning
Challenging but achievable goals bring out the best in people

King and Eaton

Seven levels of interest in your own development

I have development needs, but I'm not interested in working on them
I have development needs, but I don't know what they are
I have development needs, I know what they are, but refuse to do anything about them
I have development needs, I know what they are, but I need a push to do anything about them
I know about my development needs, I'm motivated to do something, but I don't know how to go about it
I know about my development needs, I'm motivated to do something, and I'm doing so
I have no development needs

Leslie Rae

The STRETCH model of coaching

S et the context
T ransfer issues to the learner - ensure ownership
R evisit what outstanding performance looks like
E stablish what's in it for the learner
T ake time to agree what specifically must change
C atch them doing something right - praise and reward
H ave time set aside to celebrate success

John Burdett

Seven ways to manage a consultant

Check the consultant's credentials
Clearly specify your needs
Ensure a positive organisational fit
Clarify evaluation arrangements and outcomes
Monitor closely - especially new consultants
Give clear feedback to the consultant throughout
Be prepared to ask awkward questions

Phil Lewis

Coaching - seven sport and organisational analogies

Emphasis on excellence
Putting high value on persistence
Stressing self-reliance
Embracing competition
Encouraging comradeship
Massive motivation to win - to be the best
Huge satisfaction for winners

David Megginson

Eight behaviours of the best coaches

They can:

Listen fully and with real interest and concern for the learner
Communicate a genuine empathy and understanding
Adjust to another environment, terminology and work habits
Set challenging yet realistically high expectations
Diagnose accurately 'what is going on' and see ways forward
Develop a shared interest in the learner and their issues
Experiment and explore, suspending judgements
Find patterns in information and processes

Paul Pohlman

Eight learning skills - Skilled learners:

Anticipate and prepare for a learning experience
Recognise and fully exploit a learning experience
Seek out new learning - they don't wait passively for this
Take risks and innovate - within parameters
Look for, and appropriately accept help and feedback
Are constructively self analytical and critical
Filter new learning, making associations and connections
Overcome barriers and obstacles to their learning

Andrew Gibbons

Eight roles for interventionist developers

Diagnosing	Helping to diagnose & specify the need
Translating	Determining your specific contribution
Designing	Designing learning strategies & methods
Resourcing	Developing & organising development resources
Implementing	Creating the acquisition of learning
Enabling	Assisting the application of the learning
Catalysing	Organising and maximising value of support
Evaluating	Evaluating organisational results & outcomes

J Jones

Eight things coaches do well

Create rapport and give undivided attention
Help set clear goals to ensure positive outcomes
Ensure learners drive the process - never 'over-helping'
Clarify objectives and deadlines
Praise skilfully and genuinely, reinforcing positive effort
Give feedback well, both observation and interpretation
Provide appropriate structure that supports learning
Intuitively seeing when to change a plan or direction

Daniel Robin

Nine problems with 'conventional' training

Practice does not make perfect
Tenure does not guaranty competence
Experience can be a poor teacher
Learning by mistakes is a waste of time
Trial and error learning is inefficient
Systems can't change people
Bosses are often poor models
Self study isn't enough
Training alone will not produce behaviour change

William Byham

Ten characteristics of an excellent training function

A clear vision of the goal and mission of training
Activities tightly linked to organisational objectives
Line management commitment and involvement
Excellent management practice within the training function
An emphasis on reality and practicality
Use of multiple sources to assist them
Consistency of delivery
A strong sense of urgency
The achievement of critical mass - real impact
Thorough evaluation of results and attribution of outcomes

John Zenger

A great definition of training:

“Training is concerned with providing an individual with the opportunity to learn what s/he needs to in order to do their job more effectively”

Megginson and Pedler