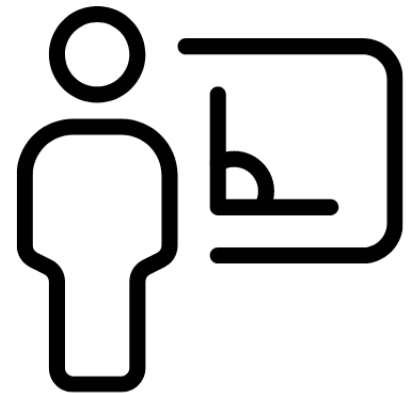


Instructors Guide



On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor for each lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.



*What I hear, I forget.
What I see, I remember.
What I do, I understand.
Confucius*

Module Two: Kolb's Learning Styles



In order to train individuals effectively, the trainer must understand that there are four ways that an individual can learn. Although each individual has a preferred style, all four elements must be included for learning to be effective. This module will look at David Kolb's four stage learning process and the four related styles of learning.

The Four-Stage Process

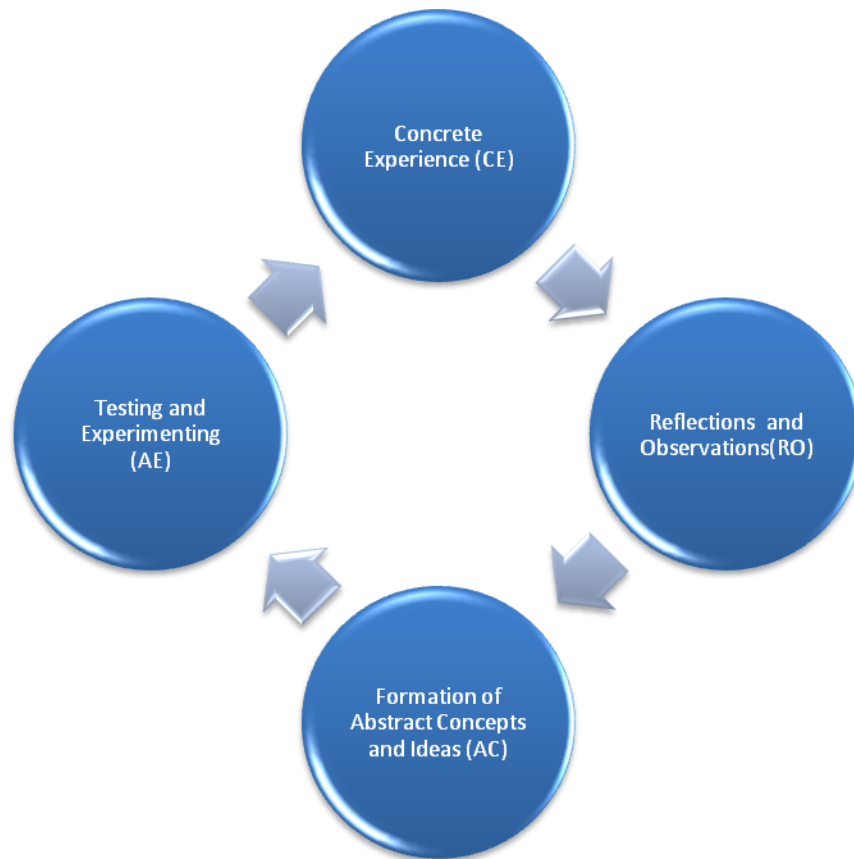


A learner's experience begins with Concrete Experience – things that happen to that individual. The individual then observes the situation, making Reflections and Observations. Next, the individual thinks about what has happened and develops Abstract Concepts. Finally, the individual Actively Experiments with those new ideas, leading to new Concrete Experiences – and the cycle begins all over again.

It is important to remember that this cycle occurs any time learning is required, whether it is learning how to use a new dishwasher at home, learning a new computer program, or trying to train your dog.

Now let's look at Kolb's four learning styles and see how they fit in with the learning cycle.

Kolb's learning cycle looks like this:

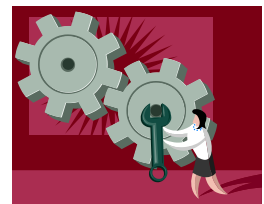


Estimated Time	15 minutes
Topic Objective	To understand Kolb's learning cycle.
Topic Summary	A learner's experience begins with Concrete Experience – things that happen to that individual. The individual then observes the situation, making Reflections and Observations. Next, the individual thinks about what has happened and develops Abstract Concepts. Finally, the individual Actively Experiments with those new ideas, leading to new Concrete Experiences – and the cycle begins all over again.
Materials Required	Cycle on flip chart or PowerPoint
Recommended Activity	Review the cycle with participants. Then, have them suggest a learning scenario and walk through each stage of the learning process. Example: Learning a new word processing program.

	<ul style="list-style-type: none"> • Concrete Experience: Student views a demonstration of the new program. • Reflections and Observations: Student observes that it is similar to a spreadsheet program that they use. • Formation of Abstract Concepts and Ideas: Student begins relating the new program to what he already knows. • Testing and Experimenting: Student applies this knowledge to the program.
Stories to Share	Kolb has developed a Learning Style Inventory that can be taken to determine what type of learning an individual prefers.
Delivery Tips	<p>Here are some learning scenarios:</p> <ul style="list-style-type: none"> • Learning how to operate a new machine • Learning how to sew • Learning how to read
Review Questions	List the four stages of Kolb's learning cycle.

Accommodators

Accommodators are best at concrete experience and active experimentation. These are the people that are often the first to take risks, try new things, and carry out plans. This style of learning is often found in action-oriented, problem-solving jobs, like marketing, sales, and business.



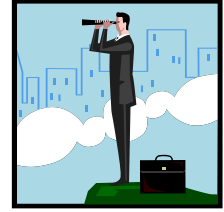
Accommodators:

- Are good with people
- Can be seen as impatient and demanding because they are so eager to solve the problem
- Adapt well to new situations
- Use trial and error, intuition, and people resources rather than logic
- Do not become attached to a particular plan and will change when required

Estimated Time	15 minutes
Topic Objective	To understand what an accommodative learning style looks like.
Topic Summary	Accommodators are best at concrete experience and active experimentation.
Recommended Activity	<p>Review the following scenario with participants.</p> <p>A time management workshop is currently taking place. Participants have been divided into groups of six. They have been asked to review several time management tools and decide which tools seem the most promising. (Some of these tools are well-proven; others are new to the workshop.) They will then take these tools back to the workplace and test them out for a week.</p> <p>How might an Accommodator behave?</p>
Stories to Share	This group is named Accommodators because they can accommodate themselves to almost any situation.
Delivery Tips	<p>Possible answers:</p> <ul style="list-style-type: none"> • May take charge • May prefer the newer tools • Will ask others if they have used the tools and what their experiences have been • Will form opinions at the beginning of the exercise but will adapt based on input obtained
Review Questions	<p>What areas are Accommodators best at?</p> <p>(Answer: Concrete experience and active experimentation)</p>

Divergers

Divergers are best at concrete experience and reflective observation. These are the people that can view all sides of the problem and bring all information together into a cohesive picture. Divergers are often found in the arts, cultural pursuits, and humanitarian efforts.



Divergers:

- Are good at generating ideas and are useful in brainstorming sessions
- Are typically creative, imaginative, and emotional
- Are interested in people
- Are organized and logical (although not necessarily in a linear way)

Estimated Time	15 minutes
Topic Objective	To understand what a divergent learning style looks like.
Topic Summary	Divergers are best at concrete experience and reflective observation.
Recommended Activity	<p>Review the following scenario with participants.</p> <p>A time management workshop is currently taking place. Participants have been divided into groups of six. They have been asked to review several time management tools and decide which tools seem the most promising. (Some of these tools are well-proven; others are new to the workshop.) They will then take these tools back to the workplace and test them out for a week.</p> <p>How might a Diverger behave?</p>
Stories to Share	This group is named Divergers because they can diversify themselves and think from various perspectives, or conversely, bring various perspectives together.
Delivery Tips	<p>Possible answers:</p> <ul style="list-style-type: none"> • Will solicit input from all group members • Will encourage others to brainstorm • Will coalesce ideas into a meaningful whole

	<ul style="list-style-type: none"> • May help the group come up with new tools
Review Questions	<p>What areas are Divergers best at?</p> <p>(Answer: Concrete experience and reflective observation)</p>

Convergers

Convergers are best at abstract conceptualization and active experimentation. This group is best at applying practical ideas. They work best in situations where there is a single correct answer to a question or situation. Convergers are often found in the physical sciences, such as engineering or biology.



Convergers:

- Organize knowledge into hypotheses to identify specific problems, and then use deductive reasoning to arrive at an answer for those problems
- Are relatively unemotional
- Prefer to deal with people rather than things
- Have narrow interests
- Do not like to move outside their comfort zone

Estimated Time	10 minutes
Topic Objective	To understand what a convergent learning style looks like.
Topic Summary	Convergers are best at abstract conceptualization and active experimentation.
Recommended Activity	<p>Review the following scenario with participants.</p> <p>A time management workshop is currently taking place. Participants have been divided into groups of six. They have been asked to review several time management tools and decide which tools seem the most promising. (Some of these tools are well-proven; others are new to the workshop.) They will then take these tools back to the workplace and test them out for a week.</p> <p>How might a Converger behave?</p>

Delivery Tips	<p>Possible answers:</p> <ul style="list-style-type: none"> • Will find this situation hard to deal with since there is more than one answer • Will identify a single problem to address and a single tool to help resolve the situation
Review Questions	<p>What areas are Convergers best at?</p> <p>(Answer: Abstract conceptualization and active experimentation)</p>

Assimilators

Assimilators are best at abstract conceptualization and reflective observation. This style of learning is often found in basic mathematical and scientific disciplines.



Assimilators tend to be:

- Less concerned with people
- Good at building straw models
- Good at inductive reasoning (bringing various observations into a single explanation)
- Interested in abstract concepts more than people
- More concerned with the theory being logical than its practical uses

Estimated Time	5 minutes
Topic Objective	To understand what an assimilative learning style looks like.
Topic Summary	Assimilators are best at abstract conceptualization and reflective observation.
Recommended Activity	<p>Review the following scenario with participants.</p> <p>A time management workshop is currently taking place. Participants have been divided into groups of six. They have been asked to review several time management tools and decide which tools seem the most promising. (Some of these tools are well-proven; others are new to the workshop.) They will then take these tools back to the workplace and test them out for a week.</p>

	How might an Assimilator behave?
Delivery Tips	<p>Possible answers:</p> <ul style="list-style-type: none"> • Will think about the reasons behind time management issues • Will try to find common causes and a single explanation for those causes, and a tool to address that explanation • May focus on developing a theoretical guideline for using that tool
Review Questions	<p>What areas are Assimilators best at?</p> <p>(Answer: Concrete experience and reflective observation)</p>

Practical Illustration



Peter ran around in circles, trying to figure out how to help each of his trainees. Peter couldn't make heads or tails of how to choose just one style of teaching. Everyone had a different learning style. Peter felt like he constantly had to change hats. First, he wore one hat, then, he wore another. No two people in the room were benefiting from the same teaching method. Peter needed a break. He'd run for miles in less than one hour already.

Nick pitched in to help. He pulled Peter aside, offering a wealth of advice to get Peter through the rest of the meeting unscathed. Nick's advice set off a round of fireworks. Peter had a revelation. Nick's solution solved Peter's problems in a flash.

Module Two: Review Questions

1.) What does a learner's experience begin with?

- a) Testing and Experimenting
- b) Formation of Abstract Concepts and Ideas
- c) Concrete Experience
- d) Reflections and Observations

A learner's experience begins with Concrete Experience – things that happen to that individual

2.) When an individual actively experiments with new ideas, what happens next?

- a) This leads to new reflections and observations and the cycle begins again
- b) This leads to testing and experimenting and the cycle ends
- c) This leads to formation of abstract concepts and ideas and the cycle ends
- d) This leads to new concrete experience and the cycle begins again

Finally, the individual Actively Experiments with those new ideas, leading to new Concrete Experiences – and the cycle begins all over again.

3.) What are accommodators best at?

- a) Concrete experience and active experimentation
- b) Abstract conceptualization and reflective observation
- c) Abstract conceptualization and active experimentation
- d) Concrete experience and reflective observation

Accommodators are best at concrete experience and active experimentation

4.) Which of these is a trait of an accommodator?

- a) Are good at generating ideas and are useful in brainstorming sessions
- b) Interested in abstract concepts more than people
- c) Use trial and error, intuition, and people resources rather than logic
- d) Good at inductive reasoning

Accommodators: Use trial and error, intuition, and people resources rather than logic

5.) Which of these statements is true of divergers?

- a) Divergers are the people that can view all sides of the problem and bring all information together into a cohesive picture
- b) Divergers are often found in the physical sciences, such as engineering or biology
- c) Divergers are best at abstract conceptualization and active experimentation
- d) Divergers are the people that are often the first to take risks, try new things, and carry out plans

These are the people that can view all sides of the problem and bring all information together into a cohesive picture

6.) Which of these is **not** a trait of a diverger?

- a) Are organized and logical
- b) Less concerned with people
- c) Are typically creative, imaginative, and emotional
- d) Are good at generating ideas and are useful in brainstorming sessions

Divergers:

Are good at **generating ideas** and are useful in brainstorming sessions

Are **typically creative**, imaginative, and emotional

Are **interested** in people

Are **organized and logical** (although not necessarily in a linear way)

7.) What are convergers, as a group, best at?

- a) Seeing things compassionately
- b) Viewing all sides of the problem
- c) Trying new things and carrying out plans
- d) Applying practical ideas

Convergers are best at abstract conceptualization and active experimentation. This group is best at applying practical ideas.

8.) Which of these is a trait of a converger?

- a) Interested in abstract concepts more than people
- b) Prefer to deal with people rather than things**
- c) Are typically creative, imaginative, and emotional
- d) Adapt well to new situations

Convergers:

Organize knowledge into hypotheses to identify specific problems, and then use deductive reasoning to arrive at an answer for those problems

Are relatively unemotional

Prefer to deal with people rather than things

Have narrow interests

Do not like to move outside their comfort zone

9.) Where is an assimilator's style of learning often found?

- a) The physical sciences, such as engineering or biology
- b) Basic mathematical and scientific disciplines**
- c) The arts, cultural pursuits, and humanitarian efforts
- d) Marketing, sales, and business

This style of learning is often found in basic mathematical and scientific disciplines.

10.) Which of these is a trait of an assimilator?

- a) Good at building straw models**
- b) Are interested in people
- c) Are good at generating ideas and are useful in brainstorming sessions
- d) Use trial and error, intuition, and people resources rather than logic

Assimilators tend to be:

Less concerned with people

Good at building straw models

Good at inductive reasoning (bringing various observations into a single explanation)

Interested in abstract concepts more than people

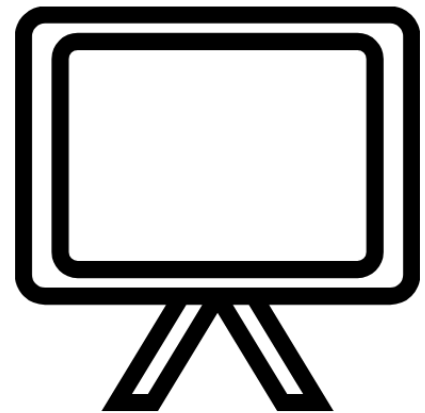
More concerned with the theory being logical than its practical uses

PowerPoint Slides



Below you will find the PowerPoint sample. The slides are based on and created from the Instructor Guide.

PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.





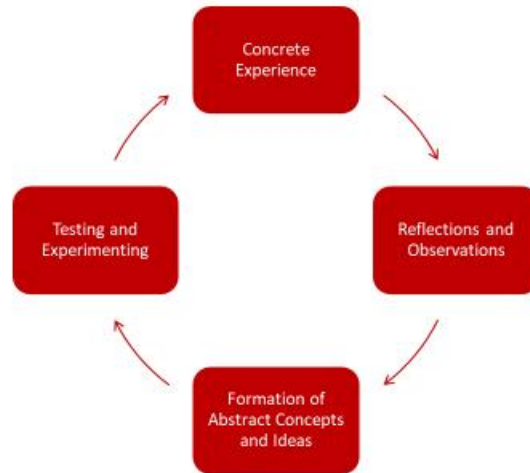
MODULE TWO

Kolb's Learning Styles

Although each individual has a preferred style, all four elements must be included for learning to be effective.



The Four-Stage Process



Accommodators

- Are good with people
- Can be seen as impatient and demanding because they are so eager to solve the problem





Divergers

Creative,
imaginative,
and emotional

Interested in
people

Organized and
logical

Convergers

- Prefer to deal with people rather than things
- Have narrow interests
- Do not like to move outside their comfort zone





Assimilators

- Less concerned with people
- Good at building straw models
- Good at inductive reasoning

Practical Illustration



- The Four-Stage Process
- Accommodators
- Divergers
- Convergers
- Assimilators

Module Two: Review Questions

1. What does a learner's experience begin with?

A. Testing and Experimenting

B. Formation of Abstract Concepts
and Ideas

C. Concrete Experience

D. Reflections and Observations

Quick Reference Sheets



Below is an example of our Quick Reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date. They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.



Measuring Results from Training

Quick Reference Sheet



Accommodators

Accommodators are best at concrete experience and active experimentation. These are the people that are often the first to take risks, try new things, and carry out plans. This style of learning is often found in action-oriented, problem-solving jobs, like marketing, sales, and business.

- Are good with people
- Can be seen as impatient and demanding because they are so eager to solve the problem
- Adapt well to new situations
- Use trial and error, intuition, and people resources rather than logic
- Do not become attached to a particular plan and will change when required



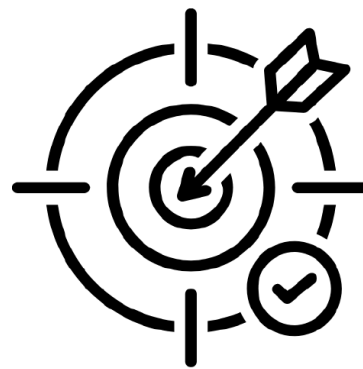
Creating Learning Objectives

Objectives typically fall into one of three categories:

- Knowledge: Facts that a trainee should learn and be able to recall.
- Skills: A task that a trainee should be able to perform.
- Abilities: A combination of knowledge and skills that results in a desired behavior.

Here is an example of each type from our word processing course:

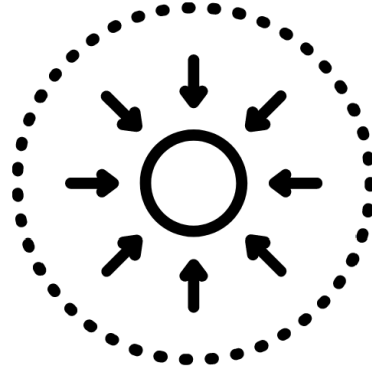
- Knowledge: What page formatting commands are available?
- Skills: Know how to perform various page formatting commands.
- Abilities: Format a page to various specifications.



Drilling Down into Content

Once you have high-level objectives written, you can write more specific objectives based on your trainees' needs. You will probably not want to write a detailed objective for every topic in your course, but rather create several detailed objectives about the most important evaluation items.

For example, in a word processing course, you might cover several different aspects of page formatting. The detailed objective might be, "Understand how to properly format a page in landscape orientation according to the Smith Computers style guide."



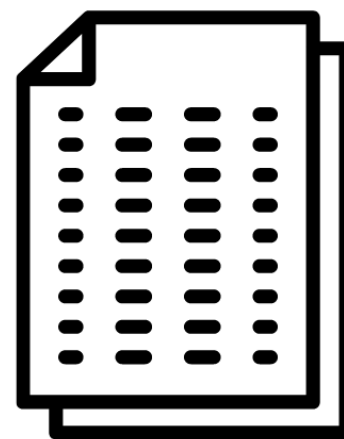
Handouts



Each course is provided with a wide range of worksheets.

Worksheets help check your participants' understanding. If a lesson calls for a worksheet, it will be listed in the Lesson Plan box under Materials Required. All worksheets are customizable and can be found in the Appendix of the Instructor Guide and the Training Manual.

As a trainer, icebreakers give your participants the opportunity to get to know each other better or simply begin the training session on a positive note. Icebreakers promote collaboration, increase engagement, and make your training more light-hearted and fun. Below is an example from the Icebreakers folder.



Icebreaker: The Big Question

Goal: To get participants to reveal something about themselves – to the group, and possibly to themselves as well.

Materials Required: Some squares of card with questions written on them (moral, material and personal – these should be thought-provoking but not excessively controversial), name cards for each participant.

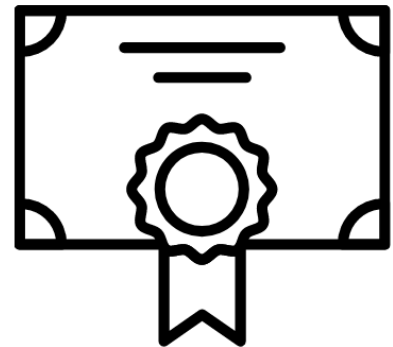
Preparation: Get participants to sit in a semi-circle and place the stack of cards on a table at the front.

Activity: Explain to participants that the cards each contain a question that requires some thought to answer. Ask the first participant to come up and take a square of card and then stand at the front of the class. The participant should introduce themselves by name (and any other information they consider relevant, and then read out the question. They should then answer the question to the best of their ability, explaining their reasoning. If time and numbers allow, there can be follow-up questions from the floor. Repeat this process until everyone has had a turn – or two if the numbers allow.

Certificate of Completion



Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.



CERTIFICATE OF COMPLETION

[Name]

*Has mastered the course
Measuring Results from Training*

Awarded this _____ day of _____, 20____

Presenter Name and Title
