

**Optional
Activity
3**

Learning Styles

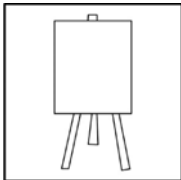
Time it takes: 45–60 minutes

What it is about: Understanding the four main learning styles and how to plan for and manage time, group dynamics, participation, and content coverage to appeal to the various learning styles

What you will need:

- A copy of the *Learning Styles-Real Situations* handout found on pages 107-108 for each participant.
- Flipchart #5

How to do it:



1. Introduce the topic by sharing that although there are several categories and sub-categories of learning styles, there are four main learning styles. Refer to the flipchart (example below) and review the four styles.

Learning Styles Flipchart example:

Learning Style		Learn by...
Visual Learners	→	Seeing
Auditory Learners	→	Hearing
Kinesthetic Learners	→	Doing
Conceptual Learners	→	Thinking

- a. **Visual learners – those people who learn best by seeing and visualizing.**
- b. **Auditory learners – those people who learn best by hearing.**
- c. **Kinesthetic learners – those people who learn best by doing.**
- d. **Conceptual learners – those people who learn best by thinking.**



2. Ask for volunteers to share examples of how a facilitator can appeal to each of the learning styles.

Expected Responses:

For visual learners – show video, use flipcharts, use written instruction, and show demonstrations.

For auditory learners – give verbal direction, repeat instructions, and summarize points verbally.

For kinesthetic learners – use experiential activities (role plays, simulations, worksheets) and allow them to get up and move around.

For conceptual learners – share research, provide connections between material and each activity, and use lots of examples.

3. Review the *Learning Styles* handout reviewing each column and asking for reactions and questions.

4. Ask the group to work in pairs to answer the questions on the *Learning Styles – Real Situations* handout. Allow ten minutes for individual work and debrief by asking for volunteers to share their answers.

5. Conclude the activity by sharing how the Workshop materials provided (facilitator guide, video, exercises, case studies, etc.) are designed to help appeal to the various learning styles. You may consider going around the room and asking each person to share one “aha” they now have about learning styles and to share at least one thing they will now do as a result of this discussion.

Preview

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Learning Styles – Real Situations

Working in pairs, review each situation and answer the questions below.

1. You have just finished sharing a key content point and are about to introduce a skills practice exercise. The participants will be working in groups of three and there are several steps to the exercise.
 - a. What will you do to make sure the visual learner understands the directions?
 - b. What will you do to make sure the auditory learner understands the directions?
 - c. What might you expect the kinesthetic learner to do during the first five minutes of the skills practice exercise?
 - d. What questions do you expect the conceptual learner has and what will you do in anticipation of these questions?

2. You are conducting a training session that is a total of four hours in length. As part of the workshop, there is a 22-minute video that can either be used in its entirety or can start and stop at different points for discussion.

a. What do you think the visual learner will prefer? Why?

b. What do you think the auditory learner will prefer? Why?

c. What do you think the kinesthetic learner will prefer? Why?

d. What do you think the conceptual learner will prefer? Why?

e. What factors will you take into consideration when making your decision?

Optional
Activity

4

Roles and Responsibilities

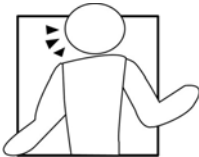
Time it takes: 30 minutes (approximately)

What it is about: Understanding who is responsible for what before, during, and after training

What you will need:

Prepared flipchart as shown below (without the expected responses filled in)

How to do it:



1. Introduce the topic by sharing comments such as:

- **In order for training to be highly effective, there are several things that must be done before, during, and after training.**
- **The facilitator is only one of many people who impact the training experience.**
- **The participants, their immediate supervisors, and the HR department all play important roles.**
- **Senior leadership in an organization also plays a key role.**
- **Let's discuss the responsibilities of each of these important players so we can get a full picture of what will really make training effective.**

2. Facilitate a discussion by asking volunteers to share what types of things each of the roles are responsible for. It is best to conduct this exercise one column at a time (instead of one row at a time). Example: As you begin this discussion, ask the group what types of things the facilitator is responsible for before the training. After receiving several responses, ask what types of things the participant is responsible for before the training. Continue filling in the first column. Expected responses are filled in for your reference.

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Flipchart:

	Before Training	During Training	After Training
Learner (participant)	<i>Completing any pre-work; arrange office coverage; right mindset; get plenty of sleep night before</i>	<i>Engage; participate; ask questions</i>	<i>Try out new skills; talk to supervisor about what was learned; apply concepts learned</i>
Fearless Facilitator (trainer)	<i>Know the material; prepare the room; have plenty of handouts, pens, markers, etc.; get a list of participants</i>	<i>Manage the environment; optimize participation; stay on time; answer questions; be flexible within reason; appeal to different learning styles</i>	<i>Follow up on evaluations; adjust material for next session based on learnings; be available as a resource to trainees</i>
Manager (trainee's direct supervisor)	<i>Encourage participation in training; share why the training is important; take an interest</i>	<i>Provide coverage back on the job; don't interrupt training; support the training to others</i>	<i>Be available as a resource; talk about the training experience; encourage application of new skills</i>
HR Department	<i>Make sure the right training is taking place; organize logistics of training; if using internal people, train the trainers; communicate & offer training schedule</i>	<i>Be available to the trainer for questions/emergencies; don't interrupt training; support the training to others</i>	<i>Review evaluations; talk with trainer on how to make the training even more effective; review non-training related issues that may have come up during training</i>
Executive Management/Senior Leadership	<i>Set the vision and communicate that training is important; communicate why it's important; share how they will support training; go through training</i>	<i>Kick off training session (live or via video); support training to others</i>	<i>Follow up with HR on how training is going; review feedback on organizational issues that may have come up during training; expect an encourage managers to support training and its application</i>

3. Conclude the activity by summarizing, or asking a volunteer to summarize, how important it is for everyone to be involved in the training experience. You may want to ask each person to share one action item they will immediately do as a result of this discussion.