

LEADING WAYS NEWSLETTER



LW72 Don't train, educate your team

MEMORABLE PRESENTERS REMEMBER :: A.I.D.A – And that it all starts with Attracting Attention.

In traditional copywriting, you use the heading to get attention. In a presentation, the first words out of your mouth should get your audience's attention.

Will, “Hi, I’m Denis, and I’d like to start by telling you a little bit about our company” do it?

No!

Instead, say, or do something to get attention. Ask the audience a challenging question. “How many of you sometimes feel like a gerbil in an exercise wheel?”

Most of us can relate to that kind of open-ended question

MEMORABLE PRESENTERS fully remember, and apply all of A.I.D.A.

- **A**ttention arousal
- **I**nterest attraction
- **D**esire building
- **A**ction demanded, as a result of your presentation

and now on to Leading Ways.....

Don't train, educate your team

An educated person is one who has learned that information almost always turns out to be at best incomplete and very often false, misleading, fictitious, mendacious - just dead wrong

- Russell Baker

Although many people use training and education interchangeably, the words don't mean the same thing.

Think of *training* as conditioning or indoctrination—telling people '*What to do,*' but not why.

The emphasis is on memorizing and obeying rules. That approach is so typical of the Command and Control style of management.

Education, on the other hand, emphasizes the '*Why*' as much as the what, and this leads to insight, understanding and reasoning.

Compared to education, training produces little lasting value.

Training is a depreciating asset. Recollection of training instructions begins to fade the minute the class ends. The need for regular "refresher" training reflects the reality that the results of training are temporary.

Education, on the other hand, causes students to continue thinking about the subject long after the class ends.

Education is partly the process of learning how to learn. An educated person's knowledge and insight becomes progressively greater over time. Education institutions fail unless they teach us "How to Learn."

Often the knowledge we gain is obsolete two to three years later, but if we have **learned how to learn** we are constantly asking the "Why" as we take on board new information.

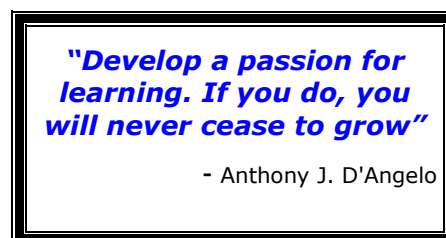
True education is about more than just facts. Done properly, education produces the ability to use the lessons constructively, and adapt to changing conditions or circumstances.

Training has its foundation in the industrial revolution. Education requires prior education or schooling. High school, for example, requires primary schooling first.

With workers lacking the knowledge base for education, training wasn't just the best option—it was the only option.

But times and society have changed. We want people not only to think about what they are doing, but offer suggestions for improvement --- continuous improvement.

Not surprisingly, the traditional training model isn't working anymore.



A New Paradigm

In many ways, the original training model was fine. The downside however was that too much time was spent finding and fixing defects or engaging in rework, rather than a focus on quality assurance and preventing defects in the first place.

The following principles should be at the heart of any education program.

- Provide the template for success in the form of a step-by-step recipe.
- Then we teach. As stated, there will be no lasting value unless we educate and don't just train. Learning by doing, and asking the "Why" questions in relation to what they are doing.
- But often there will be defects, or the need for rework. Defects and rework result from failure to follow the recipe, or the recipe being incomplete. The same defects will occur over and over until the work process is changed to conform to the recipe, or the recipe is changed.
- It is important for those trained to *understand what was done*, and relating that to what should have been done. A thinking, proactive workforce.
- Language precision counts. Poorly chosen terms create barriers to problem-solving. In most countries workers with ESOL make up a large percentage of the workforce. Your communication should provide clarity for those workers.
- Use problems as an opportunity for problem solving. I use **eGROWe** as a communication model for effective problem-solving.
 - **e** – engage the person or team in general conversation, before embarking on the topic around improving the way in which the job gets done. Use this ice-breaking technique to relax the person.
 - **G** – Have a clear idea in mind of the Goal of the conversation. As a result of the conversation what is it you want to have happen when the meeting is over?
 - **R** – Exploring their Realities, and looking for similarities / differences in our views of the situation. We do this by ::
 - **O** – Options. Exploring *'their'* options by exploring the advantages/disadvantages of each in order to get to the ::
 - **W** – Workable Solution. That is the solutions which offers the most advantages, and because the person thought of it, they will make their solution work.
 - **e** - Evaluate how it went for the person. Continuous improvement is a cycle of Plan, Implement, Review & Improve.

The learning success rate with this approach is huge. The amount of needless mistakes and rework declines sharply.

The investment in education (fees and employee time in the classroom) is usually recovered in a matter of weeks, primarily because of efficiencies gained as a result of the new knowledge of students.

Unlike training, that education replaced, the need for less “re-education” is also another cost-saving.

***For enhanced results, start today
by better educating those you work with.***

***“Data is not information,
information is not knowledge,
knowledge is not understanding,
understanding is not wisdom”***

- Clifford Stoll

Have an educating month with your staff !

Best wishes

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For a list of typical presentations go to www.leader-success.com
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