Objectives

- Establish credibility as an instructor through:
  - Knowledge.
  - Experience.
  - Appearance.
  - Preparation.
- Maintain instructor credibility through:
  - Professionalism
  - Interaction with students.

Establishing Credibility

Subject-Matter Expertise

- **Credibility** means others recognize that
  - you are knowledgeable in a particular area.
  - you gained your knowledge through study of the theories and application in the real world.
Being an expert means more than just having memorized the technical documentation

- It means that you
  - have hands-on experience using the application in the workplace.
- If you lack this experience,
  - you will not be able to address questions that learners have regarding how they can apply this knowledge.
- You need application experience.

How can you be prepared? How can you gain this experience?

- You need to gain experience
  - Do some research on your intended audiences.
  - Discover how they will need to apply the knowledge that they learn in your course.
- Being able to use the information or skills as they will use them helps build your credibility as an instructor.

Also . . .

- Always check out the training facilities before you teach a class
  - so that you do not have any surprises
- But if your do . . .
  - By knowing your subject matter you can work through most problems.
- Ability to solve unforeseen problems increases your credibility . . .
Establishing Credibility

Training Experience

- Many people believe that if you know a subject inside and out, you can teach the subject.
  - But to know something and being able to teach it does not always work out.
- You can develop both experience in your subject and learn to be a successful instructor through study and practice.
  - The more you are involved in both, the better you will get.

If possible, give yourself enough time to prepare properly.

- You can do this by:
  - observing other instructors
  - team teaching with an experienced instructor
  - videotaping and reviewing your session.
- This way you gain the experience to . . .
  - be a confident and knowledgeable instructor.
  - AND you establish your credibility.

Credentials

- Depending on where you instruct, you might be required to hold certain licenses, certifications or degrees.
- Your credibility might be questioned if you have not earned the appropriate degree or license.
- If a certification is available on the topic that you teach, you should obtain it in order to strengthen your credibility.
Course Preparation

- The preparation that you do for each course will significantly impact your credibility.
- Always plan to minimize the surprises during class.
  - Preparation will set your mind at ease, and you will be more relaxed.

Establishing Credibility

Appearance

- Your personal hygiene and the way that you dress can send a powerful message to the students about your attitude towards them and the material.

Personal Hygiene

- Do not neglect the small details of personal hygiene
- Make sure that you are presentable.
- Remember to check the following items:
  - Your breath—What did you have for lunch?
  - Your teeth -- Lunch again . . .
  - Your hair -- Look like you just rolled out of bed?
  - Your fingernails -- Work in the garden or on the car this weekend?
  - Your eyes -- Get enough sleep?
  - Your odor -- Just return from the gym?
Does it matter what you wear?

- Should your dress be different from the group?
  - The answer will depend on the culture at the specific organization, but you can make a few generalizations.

- The goal when choosing your attire is to
  - Make the students feel comfortable and at ease.
  - Dress as the professionals in your trade or organizations dress.

The Course Introduction

"Welcome everyone! I will be your instructor today. Please call me Dr. Smith. If you haven’t heard of me before, I have been using this software application for the last 5 years and have been the primary contributor of suggestions for each new version. I have earned all of the certifications that cover this topic plus a number of others. I have also written numerous articles on the topic. Therefore, you can be assured that what I tell you is correct. I am here today to share my knowledge with you."

- It sounds a little arrogant doesn’t it?

Convey your experience and expertise without appearing arrogant or superior.

**Several options for achieving this goal:**

- Prepare a brief biography stating your credentials and experience, and include this biography with the registration materials or with the training packet.

- Place a slide on the screen with a brief overview of your background that students can read while waiting for class to begin.

- Ask someone else to introduce you.
Maintaining Credibility

An instructor’s mannerisms are almost as important as his or her knowledge and training experience. While the first 15 minutes of the course set the tone, you are always in the spotlight -- your actions and mannerisms are under constant scrutiny by the students. You must monitor your personal conduct throughout the session, because it will have a significant effect on your credibility.

Professionalism

Your attitude and behavior must always be professional. You must require this standard of your learners also. Do not immediately treat the learners as if they are your best friends. Ask them how they would like to be addressed. (Mr., Mrs., Ms., or Doctor, others prefer their first name) If you do not know how to pronounce a name, ask the learner. Treat your learners with the respect and dignity that they deserve.

Another aspect of professionalism

Do not disparage companies, groups, products, or anything by name. Even if your comment is in jest, you never can tell the reaction that people will have to a negative comment.
Workplace-Based Learning

- Projects
- Action-Learning
- Mentoring
- Cooperative Education

Objectives

- Describe the following workplace-based training techniques that utilize on-the-job experiences.
  - Projects
  - Action-Learning
  - Mentoring
  - Cooperative Education
- Explain when to use each of the techniques.

So far . . .

- We have covered the theory and skill sessions, the discussion, and the lecture.
- These are basic techniques that every instructor should be able to use with confidence and skill.
- Until the instructor has a thorough grounding in these basic techniques, he or she should not use more advanced techniques.
The Aim of This Lecture

- Is not to directly develop your skills in using these techniques.
- Rather, it is an overview to guide you in further study.
  - Each of these techniques is based either directly on the day-to-day work experience of the learner or on activities that the trainee is asked to perform as part of the job.
  - In every instance, the trainee is doing productive work for the organization at the same time that learning is occurring.

Projects

- Postcourse Project
- Whole-Course Project

Post-Course Project

- This is the “homework” at the end of a training program we discussed in Lecture 3.
- This type of project, whether it is individual or group based, has two main purposes:
  - It gives learners the opportunity to apply their new skills and knowledge to a real situation.
  - It prevents, or reduces, encapsulation — problems of transferring learning from the training course to the job.
There is an Immediate Benefit

- If properly planned, these projects should generate an immediate benefit for the organization.
  - This will improve the cost-benefit of the course too.
- An example of this type of follow-up project:

  Give a supervisor who has just finished a safety course a three-week project requiring her to identify all hazards in the factory and make recommendations for eliminating the hazards.

Use a post-course project when . . .

- Transfer to learning might be a problem.
- There is a need to show an immediate return-on-training investment.
- Appropriate guidance (supervision) skills are available.

Whole-Course Project

- The type of project provides a learning experience for the learners by asking them to work on a task of organizational importance, usually in an area beyond their present expertise.
- The learners must identify their learning needs in relation to the project, must plan appropriate learning activities, and must apply their learning to the immediate task.
- Truly mature learners may be able to do all this for themselves. In general, however, some form of guidance is required and is provided to ensure that the project actually achieves some organizationally useful outcomes.
Whole-Course Project

- The whole-course project is the total learning experience.
- The learning that occurs is clearly job- or project-related, and so transfer of learning is simply not a question.
- Note, however, that a whole-course project shares with the post-course project the distinct advantage of generating immediate benefits to the organization.

A Whole-Course Safety Project Example

- Instead of sending a supervisor to a safety training course, she is assigned a two-month project to identify all hazards in the factory and to recommend appropriate methods of eliminating the hazards.
- In this case, the learner must first identify the information and skill she needs, then acquire the information/skills, and then apply them to the project.
- The result is a totally different learning experience from the equivalent post-course project.

A Whole-Course Project Takes Longer

- The whole-course project will almost certainly take longer.
- The learner will probably gather less material.
  
  But the learner will have had an invaluable experience of controlling his or her own learning and will have gained the confidence and the competence to apply the same process to future learning opportunities.
Use a whole-course project when . . .

- You are dealing with mature (adult) learners who are willing and able to take responsibility for their own learning.
- A major learning objective is to develop and promote ongoing self-development skills.
- Appropriate guidance (supervision) skills are available.
- The organization is willing to provide the necessary resources (especially time) for the learner to learn.
- There is a need to show a direct return on training investment.

What is Action Learning

- Projects and action learning are similar, however, action learning emphasizes the following:
  - First, there must be a group of learners, one of whom would normally have some knowledge or skill relevant to one of the other learner’s projects.
  - Second, the learners use the group as the prime learning resource.
  - Third, the emphasis is not on finding a solution to a problem, but always on identifying and refining the process used to attack the problem. The process is primary, the solution is secondary.
Knowledge Emerges -- From Action Taken

1. The method stands in contrast with the traditional teaching methods that focus on the presentation of knowledge and skills.
2. Action learning focuses on research into action taken and knowledge emerges as a result that should lead to the improvement of skills and performance.
3. This concept is close to learning-by-doing and teaching through examples and repetitions.

Action learning is done in conjunction with others, in small groups called action learning sets or two-in, two-out team.

4. It is particularly suitable for adults, as it enables each person to reflect on and review the action they have taken and the learning points arising.
5. This should then guide future action and improve performance.

Example

1. In general, an action-learning program includes a group of managers who come together in a learning set.
2. This group becomes "comrades in adversity."
3. Each manager is required to work on a defined and real project and, at the end of a set time period (e.g., a week), is required to report to his peers on the problems encountered and how they were overcome.
4. The emphasis is not on the content of the problem but on the process used or the questions asked to overcome that problem.
Use action learning when

- Sufficient time is available.
- Learners have good group and interaction skills.
- Learners are willing to accept responsibility for their own learning and to contribute to others' learning.
- The trainer has good facilitation skills.
- Learning resources are available.

MENTORING

A Mentor
- Defined as a person who is given the responsibility of planning, organizing, and seeing through to completion a development program for a second individual.
Differences Between Instructing, Coaching and Mentoring

- Instructing deals largely with the dissemination of knowledge. An instructor would typically help out with the job at hand or the work.
- Coaching deals primarily with skill building. A coach would help out with work and career related issues.
- A mentor is one who helps shape the outlook or attitude of the individual. A mentor would focus on issues pertaining to career and life.

Role of the Mentor

- In consultation with the learner, the mentor identifies areas the learning needs to develop.
- From this, learning objectives and action plans are agreed upon.
- At agreed times, the mentor assesses the learner's progress, provides feedback to the learner, and modifies plans.
- The mentor helps to identify appropriate learning activities from the wide range available and structures these activities into a coherent learning plan.
- The mentor arranges for the learner to have access to selected learning activities.
- The mentor may personally conduct some of the learning activities.
- The mentor directs the learner to additional activities as the need arises.
- The mentor attempts to encourage the development within the learner of an integrated perception of the job and the learnings from the activities.
The mentor acts as counselor and sounding board when required.

The mentor manages the relationship with the learner and with the organization.

In everything, the mentor attempts to act as a role model for the learner.

Mentoring -- a Career Development Process

Many aspects of this role closely parallel career-planning activities.

In fact, many organizations appoint mentors to assist with the implementation of career development plans.

But mentoring can also exist in the absence of extensive career planning activities.

Organizational Requirements for Mentoring

As with all training activities, the organization must support the activities of the mentor.

- It must provide adequate time for the mentor to carry out the role effectively and put it in the job description or mentoring will be viewed as an add-on and, hence, optional extras.

- Mentoring activities must be perceived as valid means for achieving organizational goals, so that requests to organizational members to assist the learner are seen as valid requests, rather than impositions or favors.

- The mentoring program must include an assessment and feedback system.
When Should You Use Mentoring

- **In general,** mentoring can be used whenever there is a need to customize a learning program to the individual needs of the learner.

- **In theory,** every supervisor should mentor for her immediate subordinates, and some organizations actually encourage more than just lip service to this goal.

- **In practice,** most organizations use it to develop its management or occasionally an identified star employee.
Co-Op

- Cooperative education is a structured method of combining classroom-based education with practical work experience.
- A cooperative education experience, commonly known as a "co-op", provides academic credit for structured job experience.

Cooperative Education

- Is based on the philosophy that learners learn best through active engagement in meaningful activities. Students are active learners and producers of knowledge.
- It uses such instructional strategies as contextual learning and application of knowledge to real situations.
- It requires schools to establish formal partnerships with outside entities (businesses where students are placed.)
- Plans are included for integrating school experiences with external experiences.

High School Co-Op

- Includes formal Training Agreements between the training sponsor and the high school.
- Requires a Training Plan be prepared and agreed to between the hiring organization and the school.
- Has a trained teacher coordinate the program for the school. This is most often the classroom teacher (called a teacher-coordinator).
- The coordinator visits the work site and speaks to the training sponsor, makes sure the student is progressing on the training plan, and is in a safe environment.
High School Co-Op

- A student is enrolled in a class in the school and is placed in a job that relates to his career objective, if possible.
- The student is released from school early to go to work and is required to work a certain number of hours (about 15 per week) for a total of 150-250 per school year.
- The student receives a Carnegie credit for both the class and the co-op experience.

To make this program work, the teacher-coordinator must:

- Make an effort to integrate classroom instruction with what is learned on the job. Take every opportunity to have student relate his/her experiences from the job.
- Visit regularly, at least once per grading period. Try to be there when the student is working. Talk to the training sponsor.
- Observe and see what is going on in the workplace. Make sure it is a safe environment.

Summary

- Today our content was over:
  - Instructor credibility -- your professionalism.
  - Projects
  - Action-Learning
  - Mentoring
  - Cooperative Education
- The methods we covered are useful for work-based learning. Those of you in business and industry may find the first three useful. Those of you in Marketing Education will be involved in Co-Op.
Don’t Forget

- Your Portfolios are due today . . . In the mail.

Next Week

- We will meet again.
- I’ll go over Final Exam information and how I would approach preparing for it.
- Expect a short class.