
INSTRUCTOR GUIDE

ERP Train-the-Trainer
Helping Adults Learn



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Introduction

Lesson Objectives

After completing this lesson you will be able to:

- Describe the characteristics of adult learners
- List the types of information instructors should know about their audience
- Describe methods for gaining participants' attention
- Describe methods for keeping training relevant
- Explain the importance of linking new information to prior knowledge
- Describe the communication process
- List three barriers to effective communication



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Welcome to Train-the-Trainer!

This portion of the course is designed to provide you with the fundamental skills necessary for classroom instructors. You'll learn about a variety of instructional strategies—lecture, group exercises, presentation practice, and self-assessment. In this first Lesson, you will learn about helping adults learn. You will also learn about communication.

The ability to communicate effectively is essential to being a good instructor. Communicating is more than speaking. It involves your entire presence. How you present yourself has a great deal of impact on your participants' interests and desires to learn. As an instructor, you must be able to clearly communicate your knowledge, skills, and experiences in order to facilitate the learning process. How you communicate often has more impact than the content of your message. The skills and techniques covered in this course will assist you to strengthen your ability to communicate effectively.

Lesson Objectives


Listen as your instructor describes the objectives for this Lesson. Objectives are important because they tell you which topics will be covered in this Lesson. They serve as a road map of what's ahead.

Your classroom presentation skills will improve with time and practice. This course provides you with an abundant amount of time for discovering, assessing, and practicing your skills. Here you have a safe environment, and, along with other instructors, you'll be able to discover and/or sharpen your presentation skills.

Adult Learners

Adult Learners

- **They are interested in problem-solving**
 - They want to learn how to solve problems and complete tasks in their jobs.
 - They don't want information that they can't use.
- **They want to apply what they learn**
- **They respect an expert**
- **Skill range will vary**
 - Allow for differences when developing and presenting training



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No two participants will be exactly alike, though your adult learners share certain characteristics worth noting.

Interested in Problem Solving

They are adults. This means that they are usually intellectually, physically, and emotionally mature. It also means they won't have the desire to learn merely because they've been sent to training. They typically are not in your class to learn just for learning's sake. They have a serious purpose (their job) and once motivated, they will try to get the most from their training. Adult participants are problem centered rather than information centered. This means that they want to learn how to solve problems and complete tasks in their jobs. They don't want information that they can't use.

Want to Apply What They Learn

Adult learners are generally practical people. They want to apply the theory and knowledge you supply and relate it to their environment. They want to know the "why" and "how" of what they are asked to do in a learning situation.

Respect an Expert

They quickly appreciate instructors who know their subject and who present that subject effectively.


Skill Range will Vary

Your participants will vary greatly in intelligence, education, experience, emotional stability, and the desire to achieve. Although most participants are capable of mastering the essentials, you must be aware of participant differences and allow for them when developing and presenting your training.

Know Your Audience

Know Your Audience

- Who is going to hear this presentation?
- Are members of leadership in the audience?
- What characteristics do your audience members share?



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Who is Going to Hear This Presentation?

Your presentation must always address the needs and interests of the audience. They will influence your choice of words, the details you choose, and the sophistication of your approach. Gain as much knowledge about the audience as possible before class.

Are Members of Leadership in the Audience?

Get the names and titles of all company officials scheduled to attend. Use their experience as a teaching tool during class.

Identify key players, top producers, and fun-loving motivators in the organization and those who are well liked by the people in the audience.

What Characteristics Do Your Audience Members Share?

Determine the following characteristics of your audience:

- ☐ Expertise, length of service with the organization
- ☐ Special Interests, hidden agendas
- ☐ Culture

INSTRUCTOR NOTES

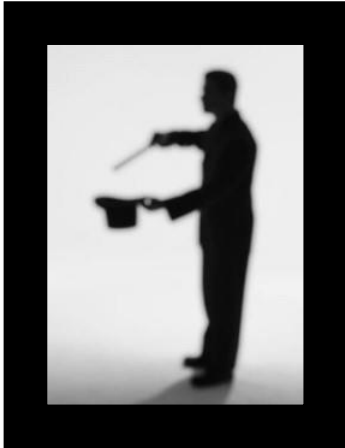
Describe how participants can begin to understand their audience.

Ask for volunteers to give more examples of characteristics that an instructor might want to know before teaching a course.

Gain Their Interest

Gain Their Interest

- **Start with something participants wouldn't expect**
 - Participants must be interested in the content
 - Participants must be interested in learning
- **Show interest in the material**
 - Participants focus their attention and energy on the things that interest them
 - They quickly tune you out if you appear to be disinterested, low energy and dull, or seem tired, bored, or negative



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Participants must be interested in both the content and in learning in order for learning to take place.

Start with Something Participants Wouldn't Expect

Try this. Without first introducing yourself, tell a story, use an anecdote, or ask a question. Or, instead of handling all the administrative material and then participant introductions, start with an interactive exercise. Participants will not expect this kind of opener. The difference in expectation will usually wake them up to listen. This approach gets participants involved quickly, covers the introduction dilemma, and starts your class with participant interest high.

Show Interest in the Material

Don't assume the participants are interested in learning just because they're in the class. They will focus their attention and energy on the things that interest them, be it the material you're presenting, the new ornamental garden they're planting, or tomorrow's client meeting they have to prepare for. Whatever they're thinking about, your job is to captivate their attention then capitalize on it to facilitate learning.

To keep their interest, you must be interested in the material you're presenting and in the participants to whom you're presenting the material. They will quickly tune you out if you appear to be disinterested, low energy and dull, or seem tired, bored, or negative.

Activity

Activity

Brainstorm what you can do to gain participants' interest



Listen as your instructor asks you to volunteer ways to gain participants' interest.

Discuss the pros and cons of each way.

INSTRUCTOR NOTES

If no one volunteers, at first, use these suggestions:

- Dollar bill on fire
- Startling Fact
- An experience you had of an instructor gaining your attention