

# **Training your employee for the Greenlife Industry**



## Introduction

**When you hear the word “Learning” what is the first thing you think of?**

**The dictionary defines learning as** the acquisition of knowledge or skills through study, experience, or being taught.

**An old proverb says:**

Teaching is more than telling; learning is more than listening.



## What is learning?

**Learning** is the process of acquiring new understanding, knowledge, behaviours, skills, values, attitudes, and preferences. (You can't learn anything for anyone.)

**Training** is the concerted sharing of knowledge and experience

A **trainer** inspires, motivates, encourages and educates learners.



## Aim of this PowerPoint

The aim of this course is to provide you with the background knowledge to be confident in training your employees (learners) on content that you know like the back of your hand.

You are already a successful horticulturalist but are you a good trainer?

Through this PowerPoint we run through various attributes to being a good trainer and how to successfully impart all the knowledge required for your learners



## Learning styles

**Tell me, and I hear. Show me, and I see. Involve me, and I learn.**  
**- Confucius**

### **Visual learners – “Show me.”**

They will rely on pictures, graphs, diagrams and illustrations and would like handouts or writing on a white board or flipchart

### **Auditory learners – “Tell me.”**

They will listen attentively to your voice and actively participate in discussions. They will respond to clear instructions and questions

### **Tactile learners – “Let me do it.”**

They need to do something physically to really understand it.



# Training styles

There are many training styles you can incorporate into your training sessions such as

**The Authority method**, also known as **the lecture style**

**The Demonstrator method**, widely known as **the coaching style**

**The Facilitator style** recognized also as **the activity or action method**, tries to encourage self-learning through peer-to-teacher learning

**The Delegator style**, or **group method**, is used for school subjects that require group work, lab-based learning, or peer feedback

Last, but not least, **the Hybrid method**, also known as **blended learning**, an integrated teaching style that incorporates personal preferences, individual personalities, and specific interests into their teaching



# Training styles

**You can't reach every student with a single training style.**

You must pay attention to what your learners need and adjust as necessary

The Hybrid method is essentially a 'master style' that lets you pull in the best parts of all the other training styles as necessary.

**Which training style should you use? All of them**

Define yourself as a trainer who's masterfully in-tune with the needs of your learners, and adjust your style to match those needs.

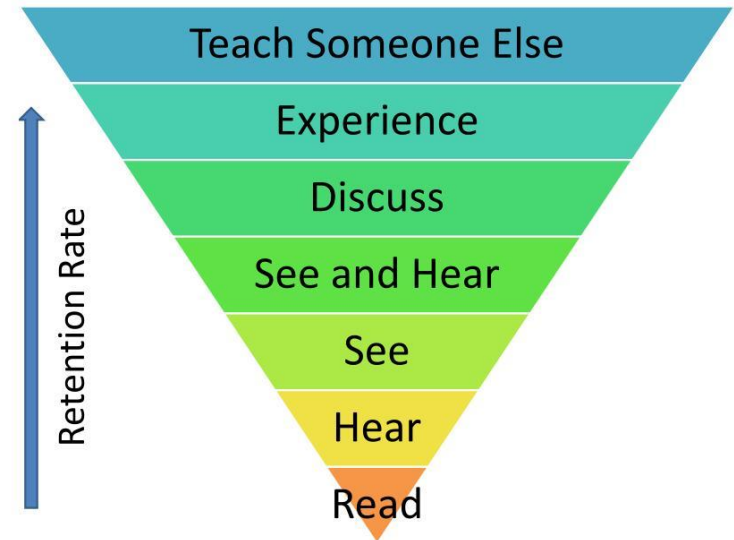


## Training a practical skill

Set up practical activities by using methods that involve our senses

Research suggests people retain

- 🌿 10% of what they read
- 🌿 20% of what they hear
- 🌿 30% of what they see
- 🌿 50% of what they see and hear
- 🌿 70% of what they hear and tell back and,
- 🌿 90% of what they hear, tell back and demonstrate



Learning retention increases as direct involvement increases.



# Applying your practical training skills

Training practical skills requires using very precise instructions to enable the learner to follow the process and to repeat the skill.

## Step 1

Demonstration of the skill at normal speed, with little or no explanation

## Step 2

Repetition of the skills at a slower pace with full explanation, encouraging the employee to ask questions



# Applying your practical teaching skills

## Step 3

The trainer performs the skill for a third time, with the learner providing the explanation of each step and being questioned on key issues. The trainer provides necessary corrections. This step may need to be repeated several times until the trainer is satisfied that their employee fully understands the skill.

## Step 4

The learner now carries out the skill under close supervision describing each step before it is taken



# Ensuring effective feedback

Feedback is crucial to effective learning in the following ways

- ✔ Feedback identifies the present state of learning
- ✔ Feedback highlights what needs to be learned and suggests how to proceed with such learning
- ✔ Feedback monitors progress in learning, helping to diagnose problems quickly and find effective solutions
- ✔ Feedback provides positive reinforcement for learning achievements



## Key tips on giving feedback

### Give feedback, sooner rather than later

It is most useful to provide feedback as soon as possible or even during practical training. This enables your learner to make necessary changes to their technique and more likely to see the importance of technique.

### Incorporate the positive (where possible)

Sometimes feedback we give to learners is not positive.

For instance if they have clearly misunderstood a key step in process, then what we have to say to them will naturally contain negative points.

However, we should be able to offer our learners something positive through our feedback to turn a negative into a positive

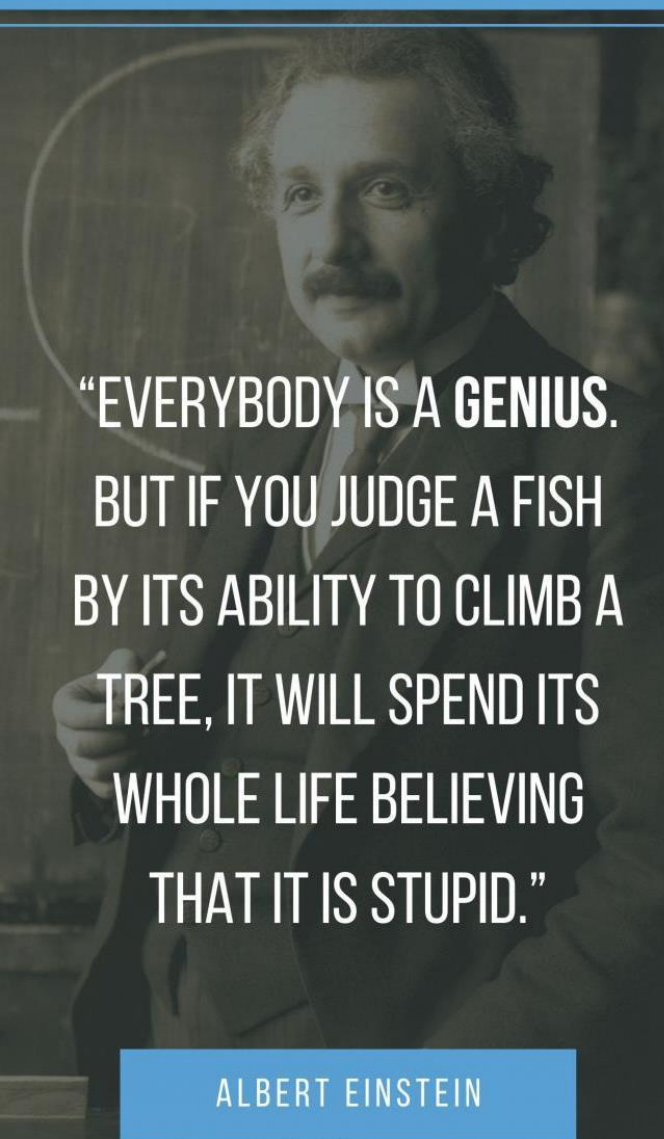


## Key tips on giving feedback

Use feedback as a two way process

Encourage learners to articulate any concerns they may have.

The more you understand the difficulties they are encountering in learning specific techniques, the greater the chance you will be able to effectively train the correct techniques and providing the right feedback in the best manner



**“EVERYBODY IS A GENIUS.  
BUT IF YOU JUDGE A FISH  
BY ITS ABILITY TO CLIMB A  
TREE, IT WILL SPEND ITS  
WHOLE LIFE BELIEVING  
THAT IT IS STUPID.”**

ALBERT EINSTEIN

## Training adults





# Understanding adult learners

## Hands on

Most people who choose to work in Greenlife Industries are practical people who will learn more from hands-on experience and real life examples they can relate to. Ensure sufficient time is spent 'doing' than complex theoretical learning, where possible.

## Make it fun

As well as energising your learners and making everyone more relaxed, a laugh will often help to recall information from that session. Build in ice-breakers to 'wake people up'.

## Collaboration

If you consider adult learners as collaborators, they will be more engaged and productive.



# Understanding adult learners

## **Broad knowledge and experience**

Adult learners often have **broad knowledge and experience** from other careers, travelled extensively or just had a long life. Consider and acknowledge this in a session – they usually have additional information to share.

## **Respect**

Adult learners respond well to trainers who acknowledge their contributions

## **Adults are focused on Problem Solving**





# Principles of adult learning

Adults prefer situations which:

- ✔ are practical and problem centred
- ✔ promote their positive self esteem
- ✔ integrate new ideas with existing knowledge
- ✔ maintain respect for the learner
- ✔ capitalise on their experience
- ✔ allow choice and self direction



# Principles of adult learning

Adult learning occurs best when it:

## **Is self-directed**

Adults can share responsibility for their own learning because they know their own needs.

## **Fills an immediate need**

Motivation to learn is highest when it meets the immediate needs of the learner

## **Is participative**

Participation in the learning process is active, not passive

## **Is experiential**

The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners.



# Principles of adult learning

## **Is reflective**

learning from a particular experience occurs when a person takes the time to reflect, draw conclusions and derive principles for application to similar experiences in the future

## **Provides feedback**

Effective learning requires feedback that is corrective but supportive

## **Shows respect for the learner**

Mutual respect and trust between trainer and learner help the learning process

## **Provides a safe atmosphere**

A cheerful, relaxed person learns more easily

## **Occurs in a comfortable environment**

A person who is hungry, tired, cold, ill, or otherwise physically uncomfortable cannot learn with maximum effectiveness.



## Project or problem based learning

This is an approach that best suits adult learners and especially people who are working.

It allows learners to:

- ✔ Make decisions about the project or problem they want to work on, including how they work and what they want as an outcome
- ✔ Work for an extended period to investigate and find solutions to a complex question or problem
- ✔ Work in teams, collaborate and learn from others in the team
- ✔ Select the level of challenge
- ✔ Apply principles of project management and systematic approaches



## Stimulated learning

The greater the combination of our senses that are stimulated in learning, the more successful learning is likely to be

If we learn through the sense of sight, sound and touch what do trainers need to do?

- Use lots of visuals and interactive practical applications



## Training young adults

Training of young adults differs from that of others.

They are used to:

- ✔ constant stimulation
- ✔ short bits of information (Twitter or Instagram style)
- ✔ instant feedback (& praise)
- ✔ interactive learning
- ✔ experimenting
- ✔ attractive 'packaging' of information and;
- ✔ Freedom of choice.



## Training young adults

Young adults are 'digital natives', always connected and open to peer group influence.

Training for them requires:

- ✔ Flexibility in approaches and timing
- ✔ A range of methods and media including e.g. creative e-learning, virtual training hubs, experiential learning
- ✔ Personal engagement and coaching

Young adults easily reject what they do not like and disengage.





# Preparation for your training





## Prepare yourself

You will enjoy the training and gain respect from learners if you observe these principles:

### **Show passion and enthusiasm**

If you show genuine interest and enthusiasm for your topic, apart from knowledge you will inspire your learners

### **Be patient**

Not everyone grasps new information and instructions at the same pace. Your training may have people with a wide variety of ages, experience, skills and education. Patience, tolerance and understanding will encourage all

### **Be professional and respectful**

Make sure you have all the up-to-date information on your topic. Respect the knowledge and context of your learners.



# Prepare yourself

## **Involve learners**

Remember most have some knowledge and want to be acknowledged, find out what they know and what they want to get out of the training (even an introduction to a new, 'hands-on' job is training)

## **Communicate well**

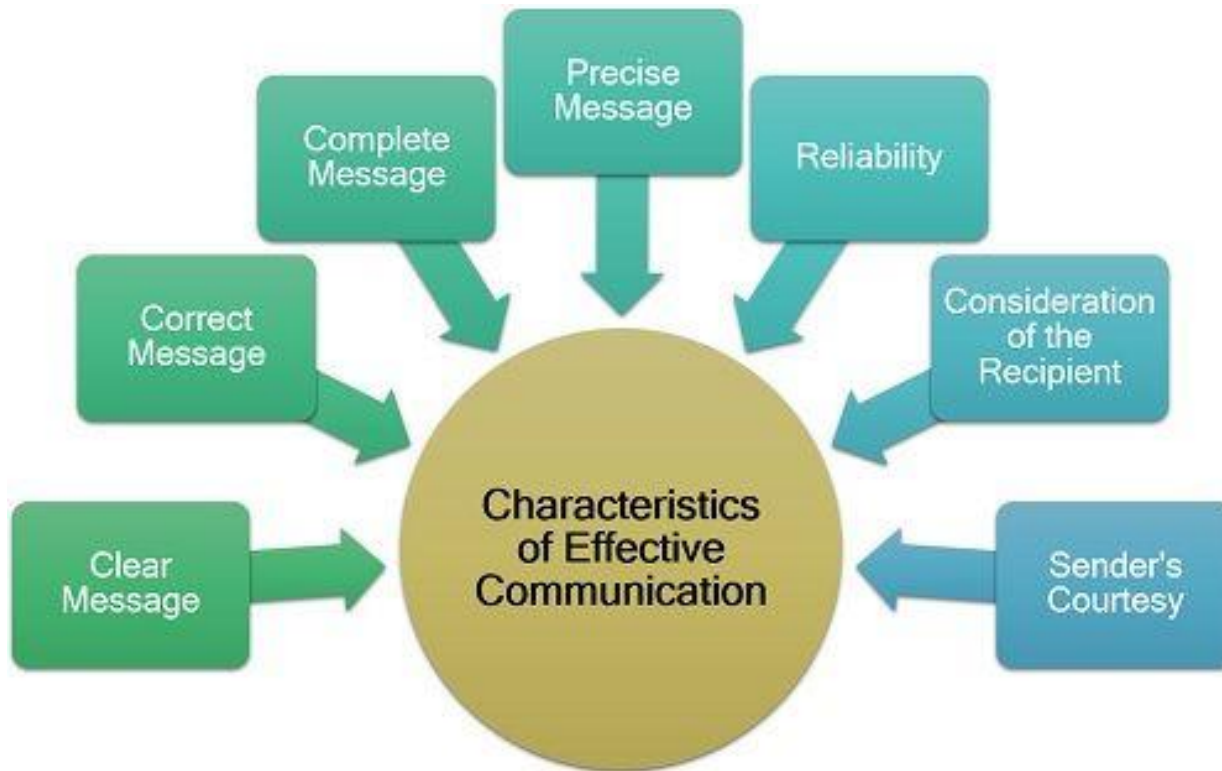
Be relaxed, smile, be sincere, have good eye contact, acknowledge everyone

## **Be Clear and Be Concise**

Convey your message using as few words as possible. If you are excessive with your words, the listener will either lose focus or just be unsure as to what it is that you want



# Effective communication is a key element of good training



# Plan Your Training



## Ideal learning objectives

- ✔ Create
- ✔ Evaluate
- ✔ Analyse
- ✔ Apply
- ✔ Understand – Describe, Explain back
- ✔ Knowledge – Remember



## Aspects of training to identify

- ✔ Identify learning objectives ( e.g. knowledge or skill )
- ✔ Identify training methods / resources / activities
- ✔ Identify learning evaluation strategies
- ✔ Provide a description of the expected performance
- ✔ Describe how well the performance must be demonstrated
- ✔ Provide the outcome required from the learner
- ✔ Develop a training outline for the session



## Plan your training

Many effective training programs will incorporate multiple approaches

This will work best when the goals of training are clearly articulated

### For Instance:

- ✔ What is the goal to understand propagating?
- ✔ What information needs to be imparted?
- ✔ What practical approaches need to be used?
- ✔ What tools are required for training?





## Setting the training scene

Setting training norms is a great start to establishing what is expected of a learner such as:

- ❖ Outline start and finish times
- ❖ Reminding to turn your phone to silent
- ❖ Your expectations of training behaviour
- ❖ Being respectful of others and their contributions
- ❖ Saving questions for later and not interrupting





## Facilitating training

### **Deliver training that is applicable/relevant and beneficial**

If not, the learner will lose interest and consider the time wasted.

### **Set realistic timeframes**

Don't try to pack too much in or not have enough to do in the session. Allow for discussion and feedback

### **Set clear and realistic goals**

state what will be learned in each session and don't make the training too hard or too easy as the learners will lose motivation and/or concentration.



## Facilitating training

### Present information in different ways

use various means of imparting knowledge, web, online tools, books, handouts, whiteboards, PowerPoint presentations, YouTube, discussion

### Engage learners

build in interaction with learners, don't 'stand and deliver' classroom style lectures



# Training your employees

## **Demonstrate**

Interactive sessions are most effective. Talk for five or so minutes and then encourage discussion, do experiments or field work, view displays, watch YouTube videos or DVDs or listen to a guest speaker.

## **Practice**

Most learners will retain more knowledge from hands-on experience so allow opportunities for this wherever possible.

## **Revise and debrief**

Include revisions and debrief discussions; don't assume that if you have said something once that it has been understood and is remembered.



# Training your employees

## **Check for understanding**

Ask helpful questions that start with 'what' or 'why', use quizzes or observe learners working on tasks, help those who struggle

## **Give constructive feedback**

Learners like to know if they are on the right track to reach the objective

## **Ensure individual can feel they succeeded**

at least in most aspects of the training



## Dealing with disruptive behaviour

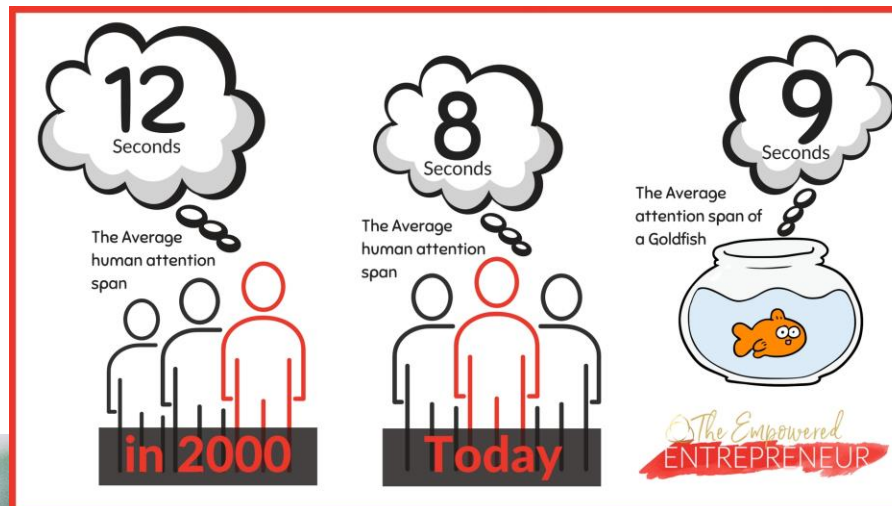
- ✔ Remain focused and calm; organize thoughts
- ✔ Identifying the catalyst for disruption can help you address the situation
- ✔ Address the disruption individually, directly and immediately
- ✔ Be specific about the behaviour that is disruptive and set limits
- ✔ Set clear rules and reiterate them
- ✔ Explain why and how the behaviour impacts the class schedule
- ✔ Provide learners with dignified ways to terminate off-task behaviours
- ✔ Lastly, remove the learner from the session if the learner does not comply with your actions

# Don't abuse the attention span

Attention plays a crucial role in learning.

Without good attention, learning is likely to be partial and ineffective

Of course, our ability to maintain attention is greater if we are engaged and motivated



# Creating a supportive learning environment

A **supportive learning environment** is less about the physical **classroom** and resources (though these are important) than it is about values and relationships.

In a genuinely **supportive learning environment**, every learner feels valued, included and empowered.

**Supportive learning environments** can validate the presence of individuals and encourage participation and involvement.

No one likes to fail, and unfortunately it is often the students who most need help who are afraid to ask for it.

The earlier you identify problem areas, the more likely it is that you and your learner will be successful in resolving them.





## Some things to remember

### Politeness

crucial for gaining respect and, therefore having their undivided attention

### Positive

Always keep a **positive** tone in your voice

### Be enthusiastic

Be **enthusiastic** about the information you are imparting so they will want to listen to what you have to say

### Reflection

**Reflect** on the important issues of the session where learners can share their concerns, challenges, compliments and 'wow' moments





## Some things to remember

### **Be energetic**

Learners will be energised if you are enthusiastic about the information you are imparting.

### **Activities**

Adults learn when they are actively involved in participation

### **Listen**

Listen to what they find easy or difficult to understand and think about how that sign / process / direction might be improved so that it's easier to understand.

### **Share experiences**

Your own personal experiences or anecdotes will interest them and sharing their own stories, when appropriate, will enrich their learning experience.



## Some things to remember

### Encourage

Gentle persuasion and encouragement should be used for those who are reticent about voicing opinions or answering questions.

### Support

Let your learners know where they can find the information again (handouts or signs on walls) or who they can ask if they forget or need more help – someone other than yourself experienced in the workplace who can provide positive responses (incase you aren't around)

### Be flexible

Sometimes the best intentions may go awry – the activity didn't work; the discussion took twice as long, or the practical fell flat. Don't panic – if you kept on topic in some form, the session was still a success!

**Have fun** - Learning shouldn't be boring!



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# Thank You

Enjoy your next training session

