


**ADULT LEARNING STYLES:
HOW TO COMMUNICATE TO GET
RESULTS**


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When learning a new task or skill, adults prefer life experience examples verses data-supported evidence?

True or False



False



Adults prefer to be given direction and allowed to go on their way verses the opportunity to engage in relevant dialogue regarding the situation.

True or False



False




Motivation carries no weight in adult learning.

True or False




False




OBJECTIVES

- Truths about adults and adult learning
- Things we know about adult learning
- Motivation
- Barriers to motivation
- How to be an effective facilitator
- Differences in gender communication
- How to ask the questions to get the answers



Truths about adult learning



MALCOLM KNOWLES
GRANDFATHER OF ADULT LEARNING


- Adults should...
 - Acquire a mature understanding of themselves
 - Develop an attitude of acceptance, love, and respect toward others
 - Develop a dynamic attitude toward life
 - Learn to react to the causes, not symptoms, of behavior
 - Acquire the skills necessary to achieve the potentials of their personalities
 - Understand the essential values in the capital of human experience
 - Understand their society and should be skillful in directing social change









- What does learning mean...
Learning can be defined formally as the act, process, or experience of gaining knowledge or skills.
- Learning strengthens the brain by building new pathways and increasing connections that we can rely on when we want to learn more.



- Adults are on auto drive and are self-directed.
- Connect life experiences to learning
- Adults are goal-oriented
- Adults must see the relevancy
- Learning must have real-world application
- Adults demand respect



Things we know about adult learning



THINGS WE KNOW ABOUT DESIGNING ADULT LEARNING

- Focus
- Integration
- Conflicts require time
- Conceptual overlap
- Take it slow



- Want to get it right the first time
- They take it personally
- Know your audience
- Address age-centered viewpoints
- "Anchor" concepts



- Self-directed, their pace
- Non-human media
- Application
- No isolation



THINGS WE KNOW ABOUT THE LEARNING ENVIRONMENT

- Comfortable
- Loosing one's self
- Predetermine expectations
- Learn from one another
- Use open-ended questions



- Active participation
- Facilitator must maintain control
- Make connections
- Integration
- Situational leadership/facilitation




THINGS WE KNOW ABOUT MOTIVATING LEARNERS

- Seek experiences with relevance
- More change, more we want
- Relationship to self
- Transitional experiences
- Learning is a journey
- Increases self-esteem




Motivation




SOCIAL RELATIONSHIPS

- Make new friends
- Meet a need
- friendship




EXTERNAL EXPECTATIONS

- Compliance
 - Instructions
 - Formal authority
- Fulfillment
 - Expectations
 - Recommendations




SOCIAL WELFARE

- Improvement
- Service community
- Participation




PERSONAL ADVANCEMENT

- Higher status
 - Job
 - Family
 - Friends
- Security
 - Professional advancement
 - Household
- Competition
 - Job
 - Trends
 - advances




ESCAPE/STIMULATION

- Relieve...
 - Boredom
 - Tension
 - Monotony
- Contrast
 - Newness
 - Curiosity




COGNITIVE INTEREST

- Learn for learning's sake
- Seek knowledge
- Inquiring minds....




Barriers to Motivation




BARRIERS

- Lack of time
- Money
- Confidence
- Interest
- Lack of information
- Scheduling
- Home life
- Perception of "can't teach an old dog new tricks"




BEST WAY TO MOTIVATE ADULT LEARNERS...

Enhance reasons for learning *Decrease barriers*




Differences in Gender Communication



WHAT IS GENDER?

- Gender is characteristics
 - Masculine
 - Feminine
- Sex
 - Male
 - female



GENDER STEREOTYPES

- Masculine male
 - Body builder
 - Man's man
- Feminine male
 - Florist
 - Gay
- Feminine female
 - retail
 - Girlie girl
- Masculine female
 - Athlete
 - lesbian



COMMUNICATION STEREOTYPES

- Masculine/male characteristics
 - Direct questions will get direct answers
 - *How are you today?* Good. Bad. Ok. Fine.
 - Open-ended questions will get a bit longer answer
 - *Tell me about your day...* I had a nice day. Got everything done I wanted to accomplish.
 - Body language
 - Less eye contact
 - Take up more physical space
 - Head nod means agreement



Feminine/female characteristics

- Direct questions will get detailed answers
 - *How are you today?* Wow! Was it a day! At work we had these meetings that lasted forever. Once I got home, laundry had to be done, dishes washed and the little ones had to get to T-ball. Busy, busy day.
- Open-ended questions will get even longer answers
 - *Tell me about your day...* Wow! Was it a day! At work we had these meetings that lasted forever and really never addressed any issues I wanted to talk about. My one co-worker overtook the meeting and made it her very own arena to air her concerns. Once I got home, laundry had to be done, dinner had to be made, dishes washed and the little ones had to get to T-ball. Once home I had to give them a bath. These days never seem to end. Busy, busy day. I could go on and on....
- Body language
 - More eye contact – reassures honesty
 - Take up less physical space, but more animated
 - Head nod means "I hear you", not agreement



WATCH THE BODY LANGUAGE...

*93% of communication
is non-verbal*



How to ask questions
to get answers




OPEN-ENDED QUESTIONS

- Not expecting a particular answer
- Open discussion
- Wide-range of answers




CLOSED QUESTIONS

- o Yes or no questions
- o Limited detail




FACT FINDING QUESTIONS

- o Aimed question
- o Looking for specific answers



FOLLOW UP QUESTIONS

- o Looking for more information/detail to a previous question
- o Elicit an opinion



FEEDBACK QUESTIONS

- o Asking what makes a difference
- o Looking for opinion
- o What was achieved
- o Wrap up time



WHAT WE'VE DISCUSSED...

- o How adults learn
- o What motivates adults to learn
- o How to communicate to adults
- o Best ways to garner information from adults
- o How to ask the right questions

- o Next...how to integrate this information into your daily workings....




LEADING BY EXAMPLE

"You should be spending, at a minimum, 50 hours annually on personal and professional development"

The Leadership Challenge
Kouzes & Posner




- Adults do not learn things immediately
- Need to see relevance to their lives
- Practice, practice, practice




I cannot teach anybody anything, I can only make them think.

Socrates



The art of teaching is the art of assisting discovery.

Mark Van Doren



One must learn by doing the thing; for though you think you know it, you have no certainty, until you try.

Sophocles



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