RAIT LEARNING EVALUATION:

PRE PROGRAM ANALYSIS OF LEARNING ENABLERS:

PROGRAM NAME: LEADERSHIP 101   **FACILITATOR:** DEREK TOP

COMPANY: EYZ PRODUCTS PTY LTD   **DATE:** 3-5 SEPTEMBER 2014

This analysis is designed to ensure the trainer is fully aware of participants 'learning enablers'. In Part A we firstly look at how AGILE the participant brain behaves towards learning modes. In Part B, the alignment between trainer and participants is analysed and brain exercises to stimulate learning identified.

PART A: INDIVIDUAL LEARNING ANALYSIS

A(1) BRAIN AGILITY OF THE LEARNER

Brain AGILITY is defined in terms of number of learning modes deployed. The greater the number of modes the greater the learning agility.

AGILITY/NAMES	Deborah White	Fred Black	Susan Smith	Jim Broad	Jon Champion	TOTAL
1 MODE	██████					1
2 MODES						
3 MODES						
4+ MODES			██████	██████	██████	3

A(2) BEST MODE TO ENGAGE LEARNER

Brain research shows 7 principal MODES that the brain will respond to while acquiring information in preparation for learning.

MODES/NAMES	Deborah	Fred	Susan	Jim	Jon	TOTAL

	White	Black	Smith	Broad	Champion	
Audio Visual	🟩					1
Demonstration						
Discussion						
Lecture			🟩	🟩	🟩	3
Practice by doing						
Reading		🟩				1
Teaching others						

A(3) BEST STYLE TO ENGAGE LEARNER

Our adaptive brain processes information using a number of different styles when it learns. The analysis below identifies the TOP preferred learning style of each of the participants.

LEARNING STYLES Likes to….	Deborah White	Fred Black	Susan Smith	Jim Broad	Jon Champion	TOTAL
Do things their own way	🟩					1
Be shown what to do and how						
Analyse and evaluate						
Focus on a single goal			🟩	🟩	🟩	3
Focus on a hierarchy of goals						
Have several competing goals		🟩				1
Have a wide assortment goals						
See the big picture						
See the detail in everything						
Focus on the task at hand						
Focus on people						
Go beyond existing rules						
Stay within existing rules						

PART B: GROUP LEARNING ANALYSIS

B(1) PARTICIPANTS AND TRAINER ALIGNMENT OF EXPECTATIONS

Participants and trainer(s) were asked to prioritise 30 key learning engagement variables coming into this training. The 2 tables below identify, firstly, those engagement variables that are shared priorities and lead to better learning engagement. The second table shows those variables which are unaligned and if not addressed could lead to a reduction in learning engagement during the program.

Aligned Priorities
I know what is expected of me back at work as a result of this training
Stimulating content
Trainer's knowledge of subject and materials
Quality of training facilities
Time in program to practice learnings
Coming away from the program with new knowledge and understanding
Temperature of training room

Unaligned Priorities
The training being valuable to me*
Feeling involved during the program*
Key learnings being taken in and sticking*
What I have learnt is transferable into my organisation
Trainer's ability to hold my interest
Concepts are able to be communicated by the trainer
Trainer uses active listening/questioning and exploration

* denotes statistically significant gaps

B(1) STEPS TO BETTER LEARNING ENGAGEMENT

In the table below, identify ONE of the significant gaps above and any ideas that will show or demonstrate your focus on that priority during the upcoming program.

TRAINER IDEAS FOR IMPROVED ENGAGEMENT OF LEARNERS

B(2) NEURO EXERCISES TO STIMULATE LEARNING:

Brain science shows that stimulating neurons in certain regions of the brain can and does stimulate certain prescribed BRAIN learning paths.

The exercises below have been identified as stimulating motor neurons in those regions of the brain most closely associated with LEADERSHIP skill acquisition.
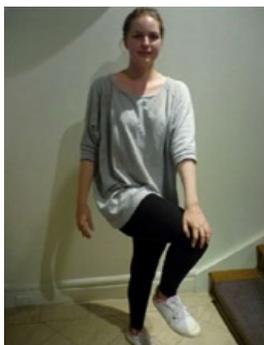
GROUP EXERCISE 1:

Place your hands on your abdomen.

Exhale through your mouth in short little puffs, as if you are keeping a feather in the air, until your lungs feel empty. Now inhale deeply, pulling yourself like a balloon beneath your hand. (By arching your back slightly, you can take in even more air.) then slowly and fully exhale.

Repeat this inhalation and exhalation, establishing a natural rhythm, during the course of three or more breaths.

GROUP EXERCISE 2:

Standing, "march" in place, alternately touching each hand to the opposite knee.

Continue during the course of four to eight complete, relaxed breaths.

A variation of this movement can be done sitting down

GROUP EXERCISE 3:

Stand with your feet about shoulder-width apart. Face a wall across the room and on it picture a large figure 8 on its side. Bend your knees and extend your left arm out in front of you. Tilt your head, touching your left ear to your left shoulder. Lifting from the waist, point the index finger of your extended arm and begin to trace the 8 by moving your hand up the centre of your body and to the left. Breathe deeply as you focus your eyes past your hand (ideally, you will see a double image of your hand.) Continue to trace three or more 8s, then repeat with the right arm extended and the right ear touching your right shoulder.