TRAIN THE TRAINER

TRAINING NEEDS ANALYSIS   **INDUSTRY EXPERTS**   **LEARNING & DEVELOPMENT**   **ASSESSMENT**   **POTENTIAL**   **RESULTS**   **EVALUATION**

www.oasahk.org

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OASA's Professionalization Training 2023
Master Trainers: Dr. G, Prof. Francis Mok, Prof. Alfred Ho, and Perry Lam

Session Agenda

1. **Self Intro**: Why Train Others? Why Learn to Train? Your Learning Journey. Sharing of Skills.
2. **Today's Protocol**: $20 per message. $100 for being late. Why?
3. **Learning Styles : Training Styles.**
    ◦ Difference between Education, Training, and Skills-Building.
    ◦ Difference between Coaching, Mentoring, Lecturing, Tutoring, and Advising
    ◦ Before Google, After Chat-GPT, and Changing Mindsets in Learning
    ◦ Attention Spans, Gaming Distractions, Warming-up, and the Power of Briefing Notes
4. **How Young Adults Learn. The Kolb Cycle. Johari Windows.**
5. **Exercise and Practice: Develop a 30-min Session.**
    ◦ **Break**
1) **Competencies and Competency Based Objective Setting**
2) **Sharing by Masters: Francis Mok**
3) **Certificate of Completion and Picture Taking**

OASA's Lifetime of developing "systems" leaders...

The mentors and coaches at OASA have centuries of combined leadership development experience. So where are the trainees?

HKU - Diploma in Management Consulting & Change (2000 - 2012)

Poly U - Executive Masters in Innovation Leadership (2016 - 2018)

Invotech - Smart City Series (2019)

Trained, mentored, developed, coached over 500+ executives.

Many are leading companies and giving back to our society.

The OASA Team

Perry Lam, Executive Chairman
Dr G, President and Executive Director
Prof. Quentin Parker, Executive Vice Chairman (Outside HK)
Roy Chan, Executive Vice Chairman (Internal)
Thomas Wong and Tom Chan (Founders of Bling).
Operational Support Team: Cynthia Tsang, Kaye Wong, Raymond Chan, and Many More.

Knowing Me… Knowing You

From sharing to teaching to training to coaching to mentoring to consulting to advising.

19/5/2023

TEACH IT IF YOU WANT TO TRULY UNDERSTAND

Prof. Gilbert Wong

What Excites You So Much that...

◦ You'd rather spend your 3 hours with master trainers?

◦ You've been taught at, lectured at, and told what to do for the most part of your life. What would you have done differently if you were given a chance?

◦ What if your teacher told you that what's been taught was wrong and what you know is wrong? Would you listen to him or her ever again?

THOSE WHO CAN'T DO, TEACH. THOSE WHO CAN'T TEACH, CONSULT." TRUE OR NOT TRUE?

Adapted from George Bernard Shaw

Helping Your Trainees to See What You See

- Lesson One

VUCA
Volatile Uncertain
Complex Ambiguous

LAMO
Linear Anthropocentric
Mechanistic Ordered

VUCA World

The real world is nonlinear.

The real world is agnostic about human endeavors.

The real world is adaptive and organic.

The real world is networked and complex with a sprinkling of randomness...
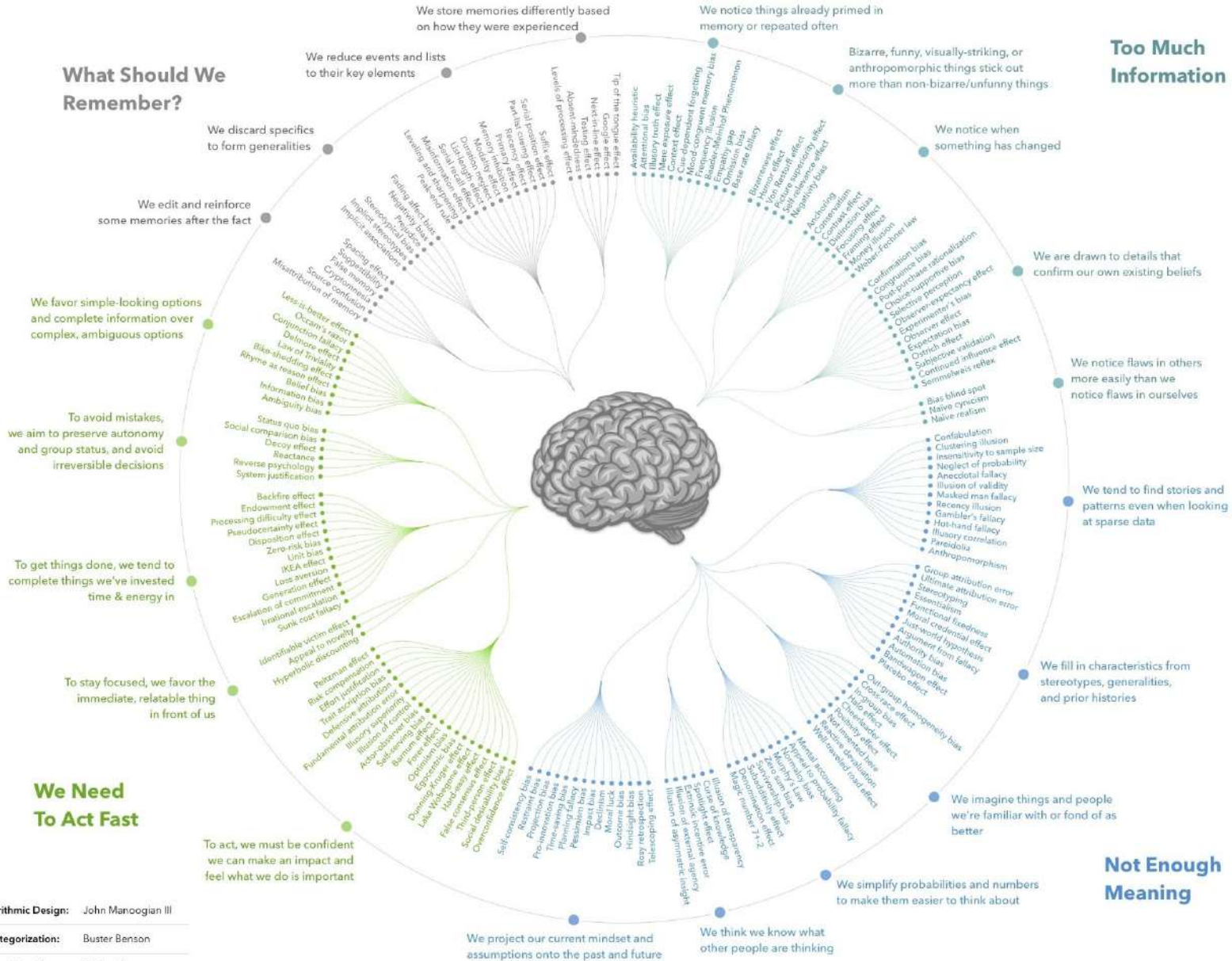
LAMO Thinking

Yet, we think in linear ways...

Yet, we tend to look at things through a human-centered (anthropocentric) lens...

Yet, we tend to think mechanistically...
(e.g., the metaphors we use reference machines; universe is like a clockwork; mind is like a computer).

Yet, we think of things in ordered categories and hierarchies...

Source: Cabrera 2023

COGNITIVE BIAS CODEX

We store memories differently based on how they were experienced

We notice things already primed in memory or repeated often

Too Much Information

We reduce events and lists to their key elements

What Should We Remember?

Bizarre, funny, visually-striking, or anthropomorphic things stick out more than non-bizarre/unfunny things

We discard specifics to form generalities

We notice when something has changed

We edit and reinforce some memories after the fact

We are drawn to details that confirm our own existing beliefs

We favor simple-looking options and complete information over complex, ambiguous options

We notice flaws in others more easily than we notice flaws in ourselves

To avoid mistakes, we aim to preserve autonomy and group status, and avoid irreversible decisions

We tend to find stories and patterns even when looking at sparse data

To get things done, we tend to complete things we've invested time & energy in

We fill in characteristics from stereotypes, generalities, and prior histories

To stay focused, we favor the immediate, relatable thing in front of us

We imagine things and people we're familiar with or fond of as better

We Need To Act Fast

To act, we must be confident we can make an impact and feel what we do is important

We simplify probabilities and numbers to make them easier to think about

Not Enough Meaning

We project our current mindset and assumptions onto the past and future

We think we know what other people are thinking

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SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD.

Steven Covey

Guiding Them to Learn through Trials and Errors.

- **Lesson Two**

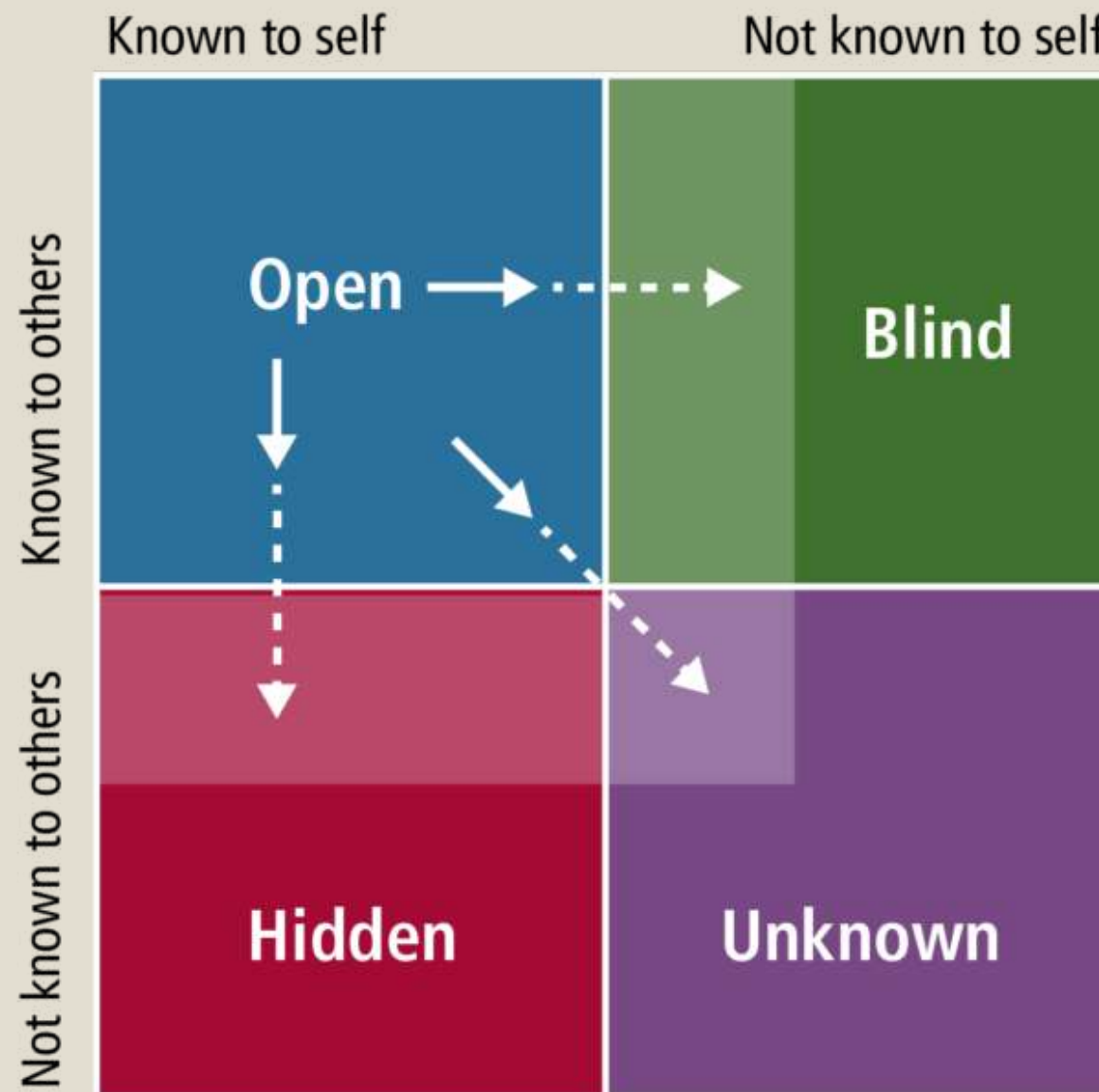**Learning Styles : Training Styles.**

1. What are the Key Differences between Education, Training, and Skills Building?
2. What are the Key Differences between Coaching, Mentoring, Lecturing, Tutoring, and Advising?
3. Where were you before Google? after Chat-GPT?
4. What else affect our preferred ways of learning?
   ◦ Attention Spans,
   ◦ Gaming Distractions,
   ◦ Warming-up, and
   ◦ The Power of Briefing Notes
   ◦ Pre-planning and installations

How Young Adults Learn. Johari Windows and Kolb's Learning Cycle

- ◦ **Lesson Three**

What is this Johari Window Trying to Say?

Johari Window Model

Known to self | Not known to self

Known to others

Open → ⋯⋯→

Blind

Not known to others

Hidden

Unknown

THE JOHARI WINDOW IS A FRAMEWORK FOR UNDERSTANDING CONSCIOUS AND UNCONSCIOUS BIAS THAT CAN HELP INCREASE SELF-AWARENESS AND OUR UNDERSTANDING OF OTHERS. IT DESCRIBES THE VARIOUS STAGES OF AWARENESS DURING COMMUNICATION.

Joseph Luft and Harrington Ingham, 1950's

How to use this? (Making the Open Window Larger that is)

○ By telling restating **some known facts** like your qualifications would extend the Open Window. Open Window is known to me and now known to you.

○ By telling something more **personal** about you the speaker, the Open Window extends into the Hidden Box. You now know more about "me"…thus a bit more trust. The larger the open area is, the more effective the communication is, encouraging deeper and more authentic relationship.

○ By asking you to help "me", so that my blind spot (not known by me the speaker but known by others) is reduced, we further strengthen our mutual trust.

○ By exploring, like going to a new place for lunch that both of us have not been to, further pushes the Open Window to the Unknown Areas. This new experience teach us things about ourselves and others that would not have been known otherwise. A journey like Young Marco Polo.

# What is this Johari Window Trying to Say?

Johari Window Model
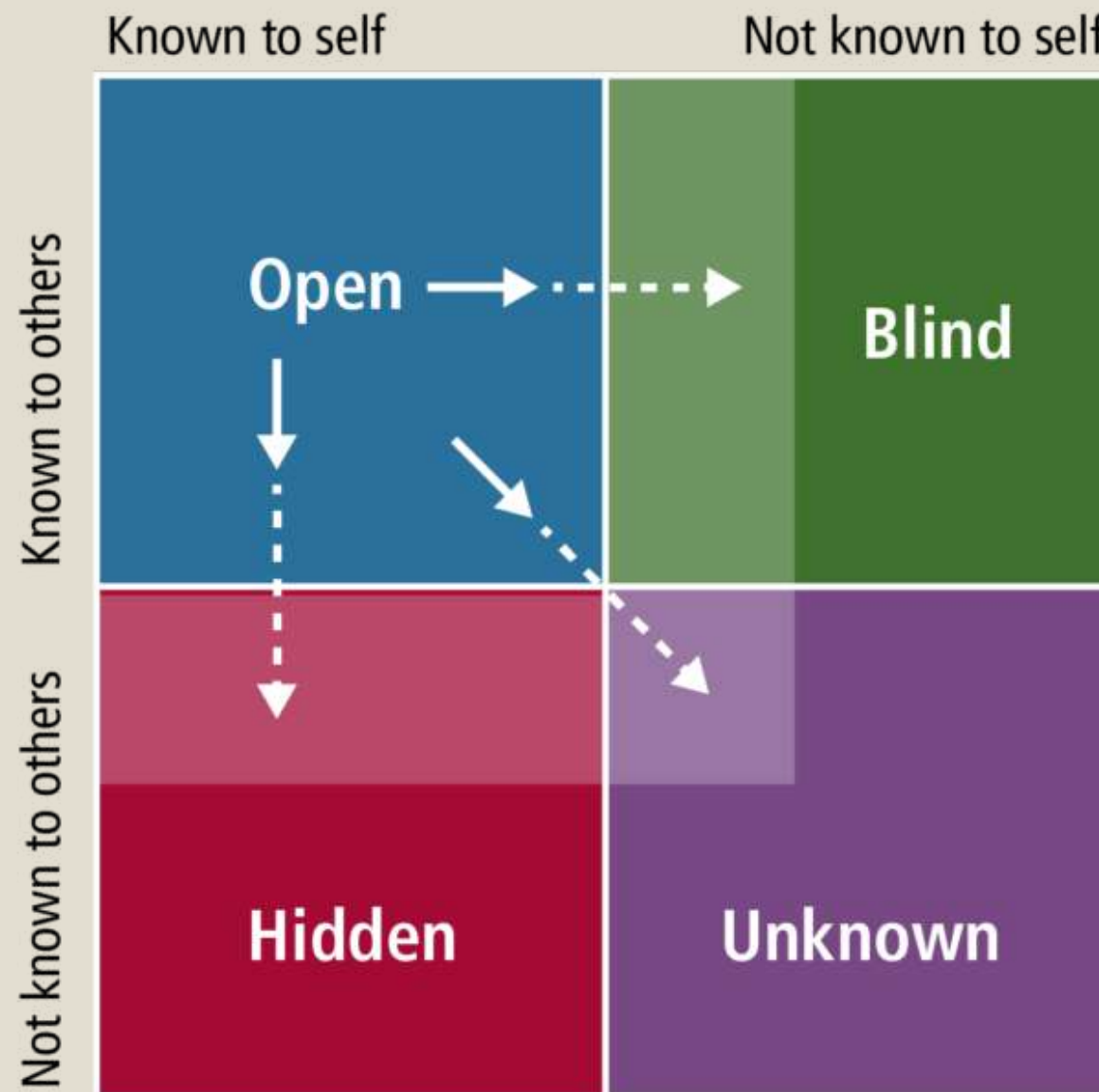
I HEAR AND I FORGET, I SEE AND I REMEMBER; I DO AND I UNDERSTAND

Confucius (Actually Xun Kuang, 荀子one of Confucius's disciples)

Kolb Learning Cycle

Each of us prefer our own style of learning. Various factors influence a person's preferred style. For example, social environment, educational experiences, or the basic cognitive structure of the individual. effective learning only occurs when a learner can execute all four stages of the model.

Source: Simply Psychology 2023.
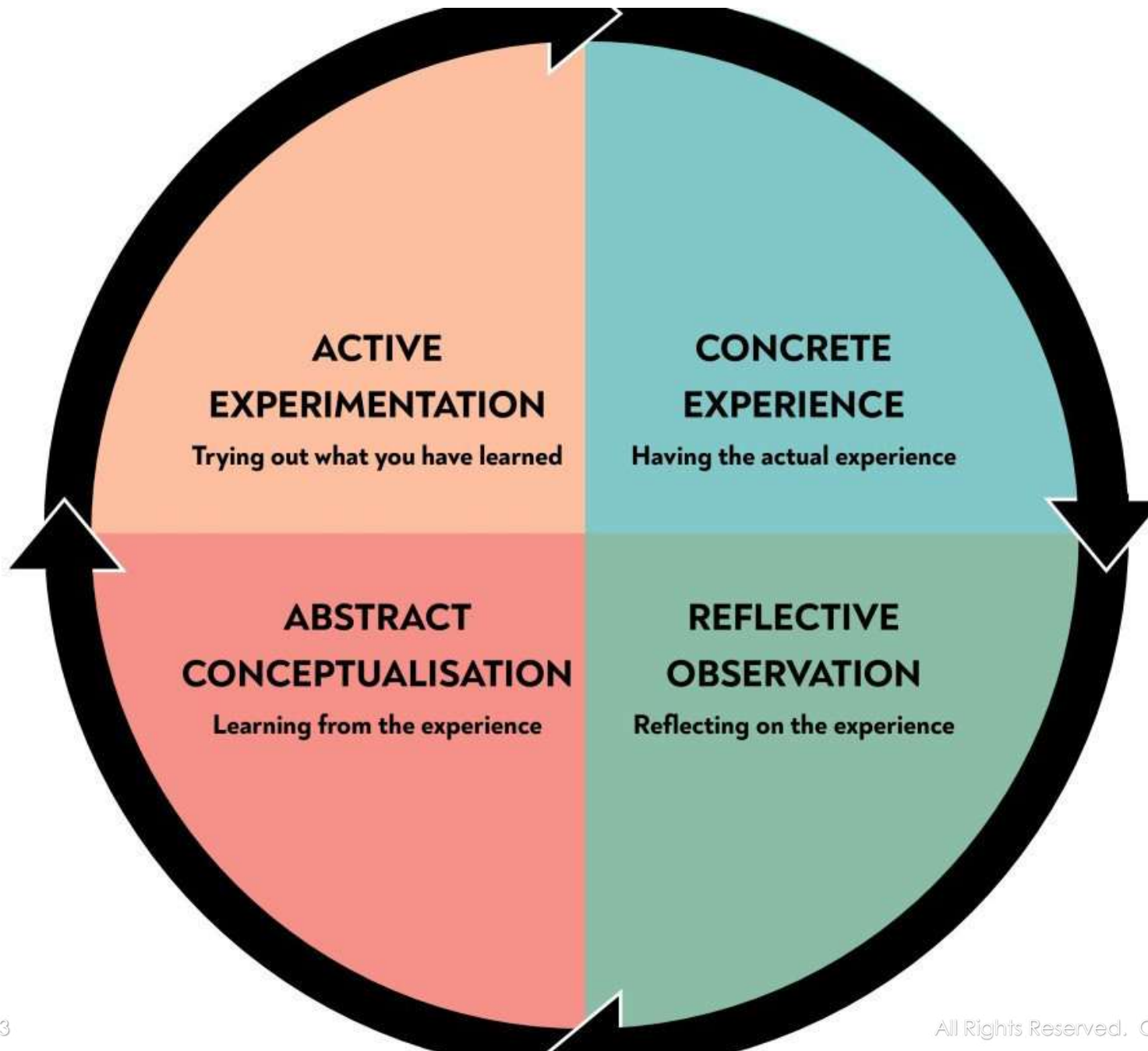
Kolb Experiential Learning Cycle and Deming's PDCA
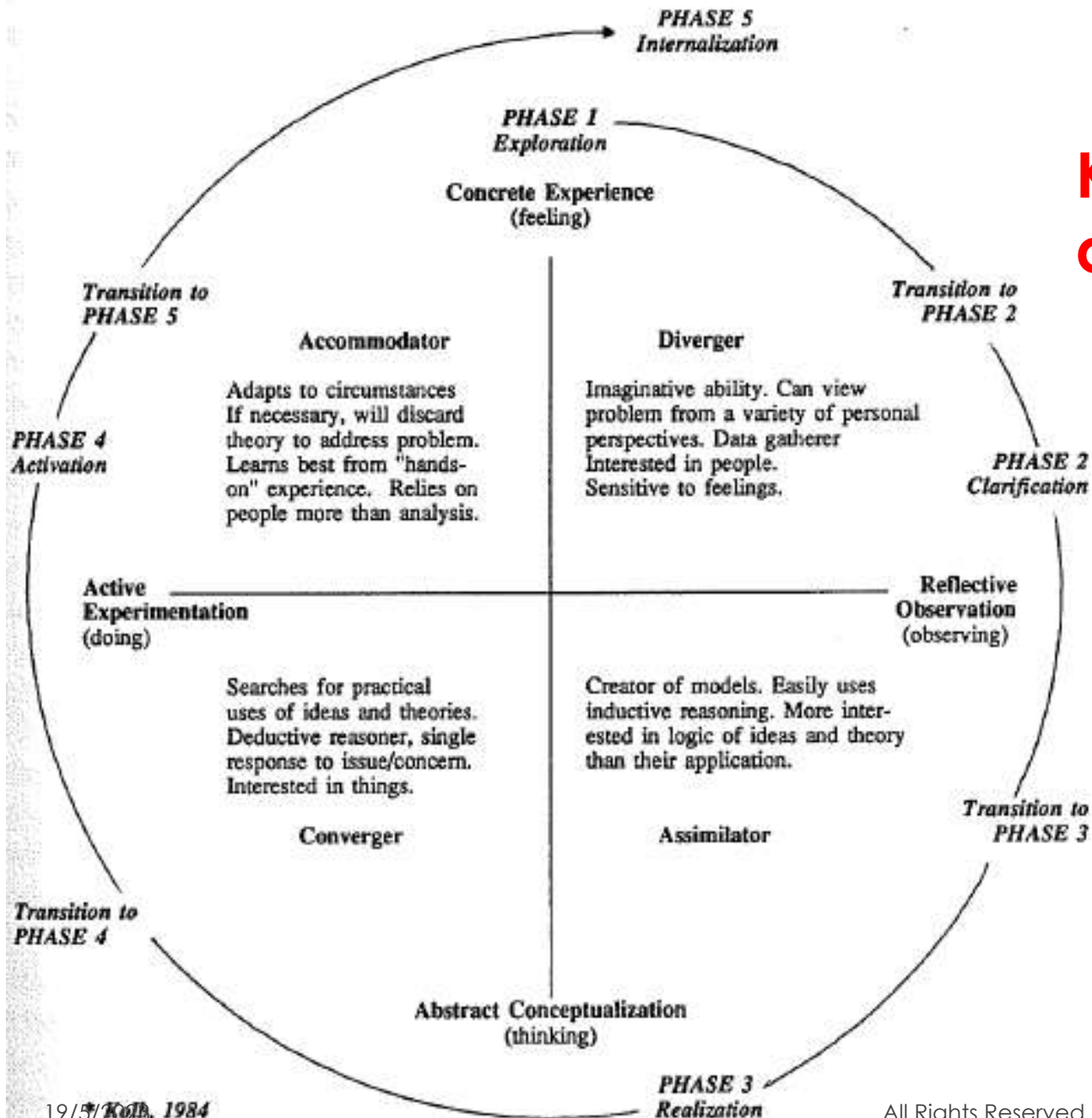
Adults learn best through trials and errors.

Deming's PDCA Cycle, where the participants will plan a project, test the project on a small scale, review the test with his or her coach, then act.

19/5/2023

INSANITY: DOING THE SAME THINGS OVER AND OVER AGAIN, BUT EXPECTING A DIFFERENT OUTCOME
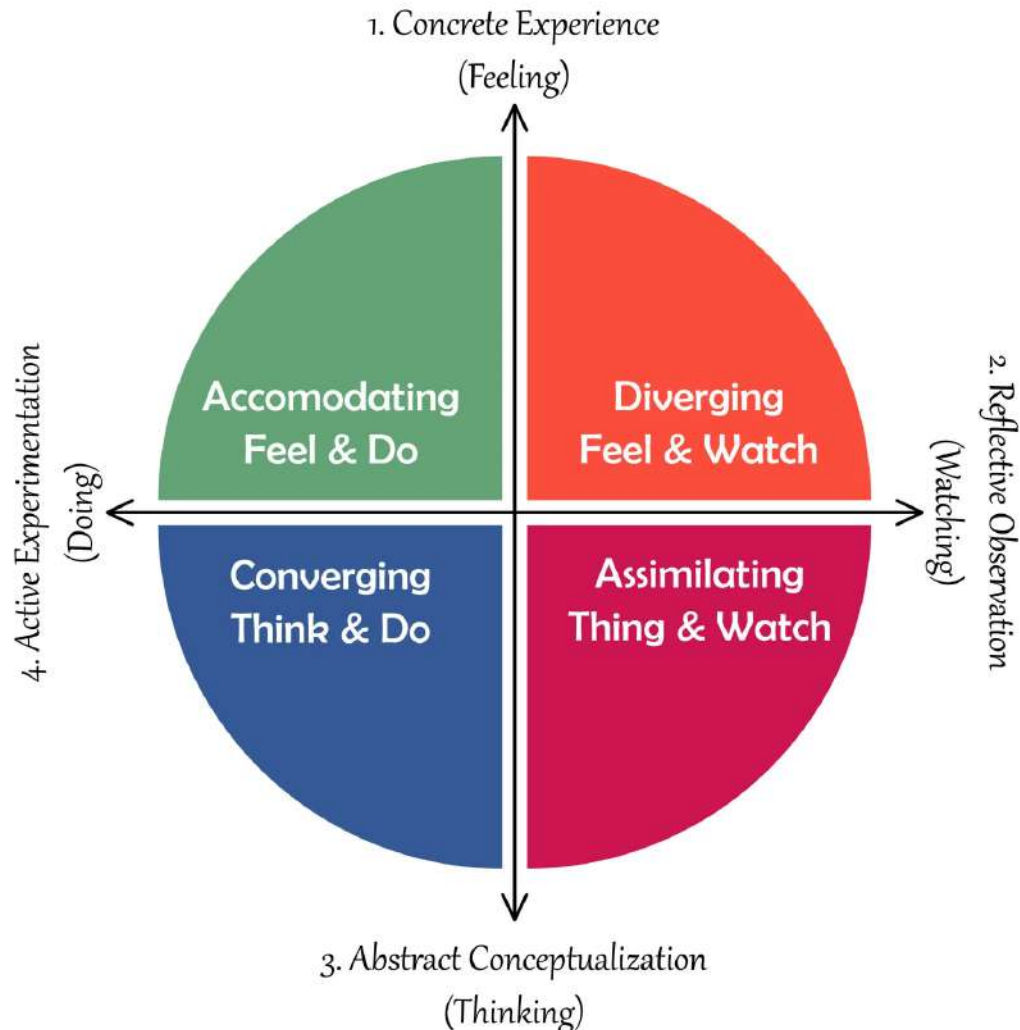
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Learning Effectively

- ***Effective learning*** *is seen when a person progresses through a cycle of four stages:*
  - *of (1) having a concrete experience followed by*
  - *(2) observation of and reflection on that experience which leads to*
  - *(3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then*
  - *(4) used to test a hypothesis in future situations, resulting in new experiences.*
- *However, effective learning only occurs when a learner can execute all four stages of the model. Therefore, no one stage of the cycle is effective as a learning procedure on its own.*
- *The process of going through the cycle results in the formation of increasingly complex and abstract 'mental models' of whatever the learner is learning about.*

Source: Simply Psychology https://www.simplypsychology.org/learning-kolb.html2023.

But…Be Ready to Unlearn.

Personal Learning Style

Diagram of Kolb's learning styles:

- 1. Concrete Experience (Feeling) — top vertical axis
- 2. Reflective Observation (Watching) — right horizontal axis
- 3. Abstract Conceptualization (Thinking) — bottom vertical axis
- 4. Active Experimentation (Doing) — left horizontal axis

Quadrants:
- Accomodating — Feel & Do
- Diverging — Feel & Watch
- Converging — Think & Do
- Assimilating — Thing & Watch

◦ *Kolb's learning theory (1984) sets out four distinct learning styles, which are based on a four-stage learning cycle. Different people naturally prefer a certain single different learning style.*

◦ *Various factors influence a person's preferred style. For example, social environment, educational experiences, or the basic cognitive structure of the individual.*

◦ *Whatever influences the choice of style, the learning style preference itself is actually the product of two pairs of variables, or two separate "choices" that we make, which Kolb presented as lines of an axis, each with "conflicting" modes at either end.*

◦ *A typical presentation of Kolb's two continuums is that the east-west axis is called the Processing Continuum (how we approach a task), and the north-south axis is called the Perception Continuum (our emotional response, or how we think or feel about it).* Kolb believed that we cannot perform both variables on a single axis at the same time (e.g., think and feel). Our learning style is a product of these two choice decisions.

Developing A Session for Young Adults?

◦ **Lesson Four**
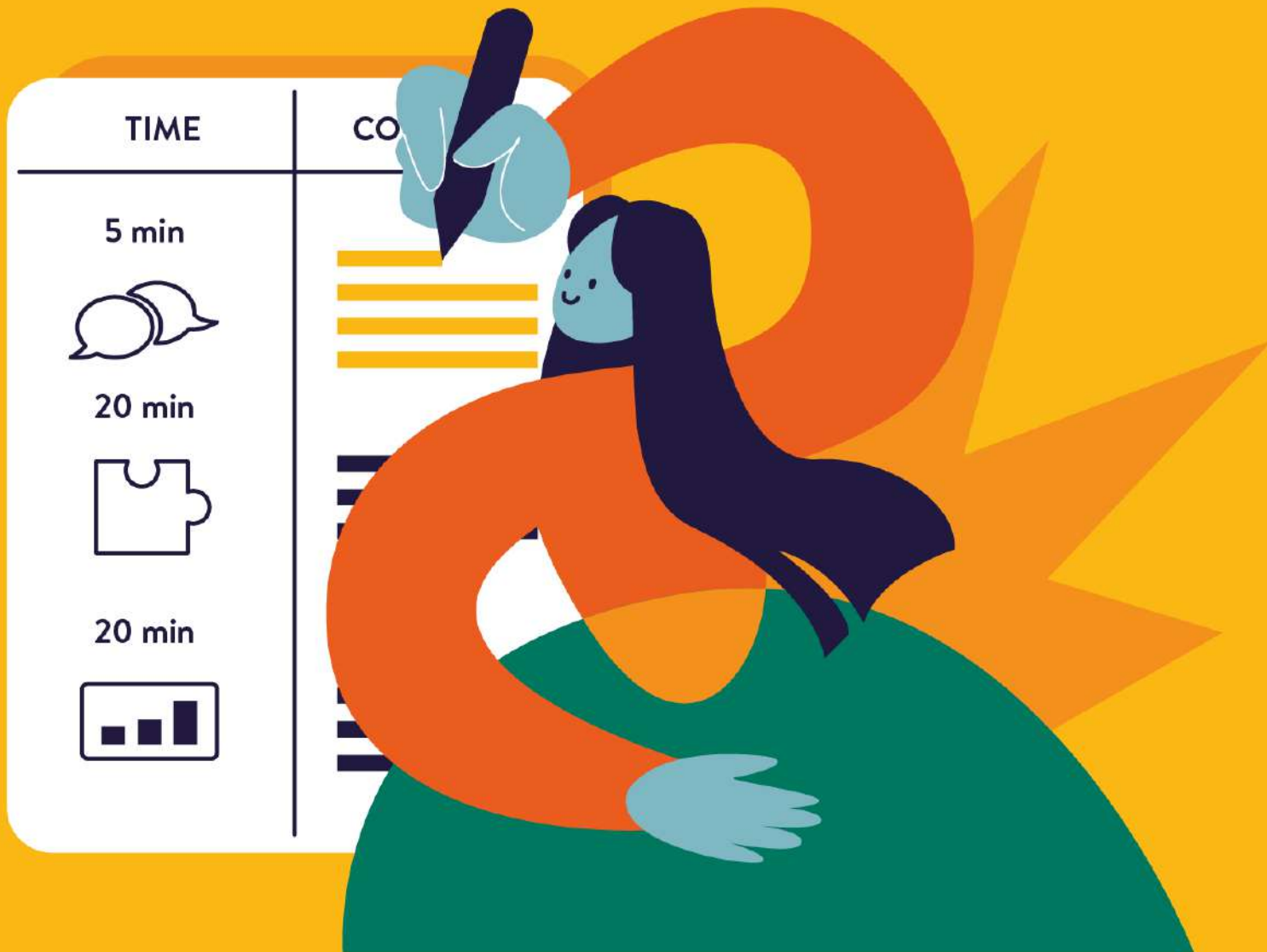
Exercise: Session Development

Identify a training topic you are working on.

1. Set Competency-Based Learning Objectives

2. Set Key Items to Cover

3. Set Key Methods/Activities for Knowledge Transfer

Share Your Kung Fu please…

Reminders for Young Adults as Learners

Teaching and Training

◦ Please don't touch them. And no physical punishments.

◦ Reprimand them away from their peers (after class). But remember, minors cannot be alone in a room.

◦ Respect their individuality. They are growing and changing in front of us.

◦ Listen and listen with empathy. Give them time and attention.

◦ Ask questions, and don't give them an answer too soon. Let them explore and investigate. They have to learn to learn.

Mentoring

◦ The brilliant ones won't just follow directions. They will improvise. Hong Kong's existing education system discriminates creative learners. **These are the ones we need to help.**

◦ IEEE and OASA have a unique program to help identify and nurture young geniuses. Be their guiding angels. (Democratization of education is a vision a OASA).

◦ Speak with their teachers or parents if there are any unusual behaviors but be mindful of their individuality and need to be private.

What are Competencies and How to Apply Them?

◦ **Lesson Five**

What are Competencies?

◦ Sets of **behaviors**

◦ Displayed by those who are **effective** in their jobs

◦ **Distinguishing** the effective from the less effective
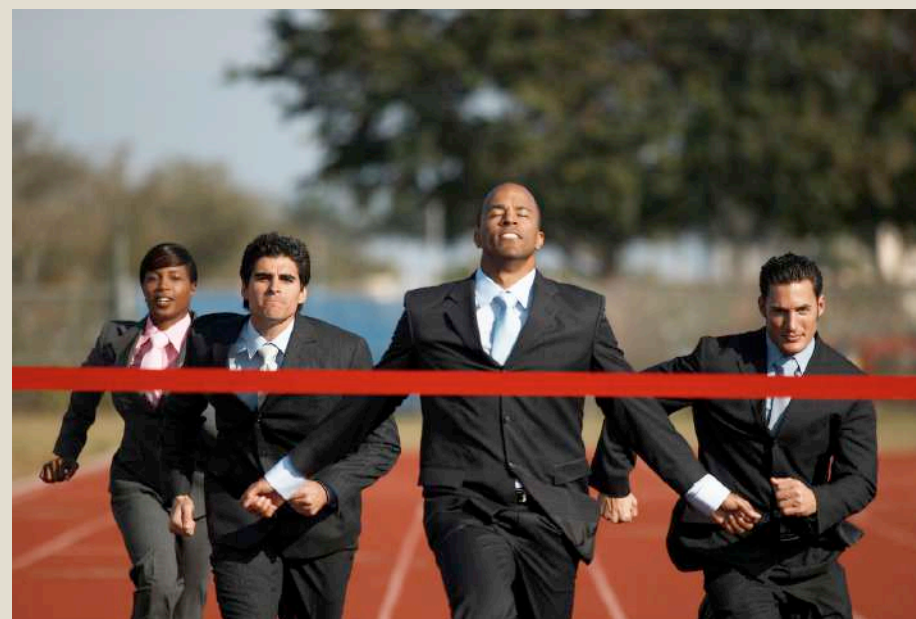
Example 1

Engineering student
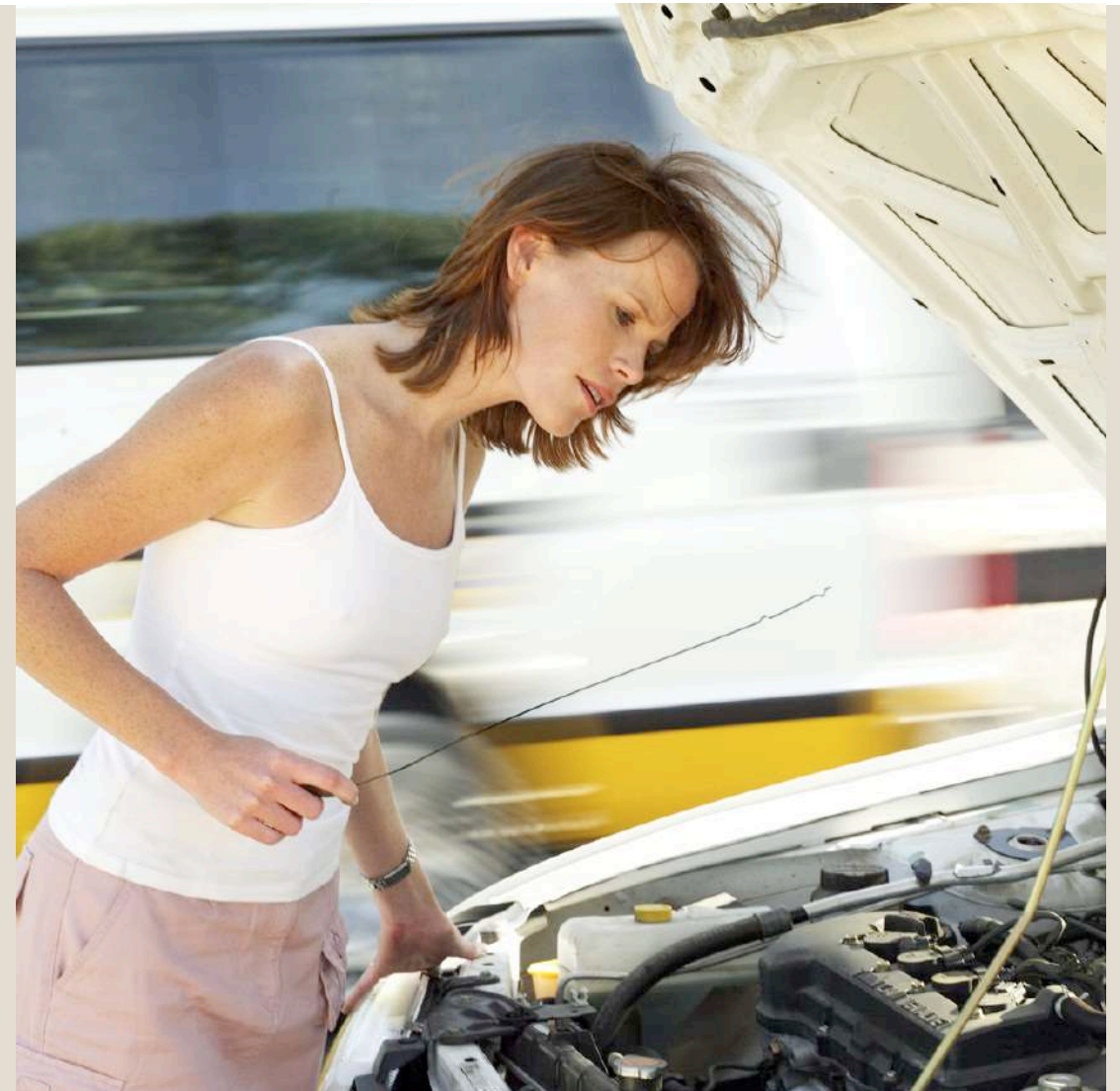
Trying to repair a car

Knowledge   ☑

Skills   ✗

Attitude/Motivation   ☑

Not yet competent

Example 2

Olympic swimmer: in his late 40s, but no longer swims.

Knowledge ✓

Skills ✗

Attitude/Motivation ✓

No Longer Competent Today, so "not-yet" competent

One point to remember

- Not Complicated
- Just need to remember competencies are **behaviors**
- When a person completes a task successfully, the three elements of knowledge, skills and attitude should be present
- **Example: a girl plays a tune on the piano successfully**

Knowledge ☑

Skills ☑

Competent in playing the tune, or tunes with similar difficulty

Attitude/Motivation ☑

Let's Review: EDUCATED OR COMPETENT?

☆ **Knowledge without Understanding => No Change in Behaviour, Productivity, or Effectiveness**

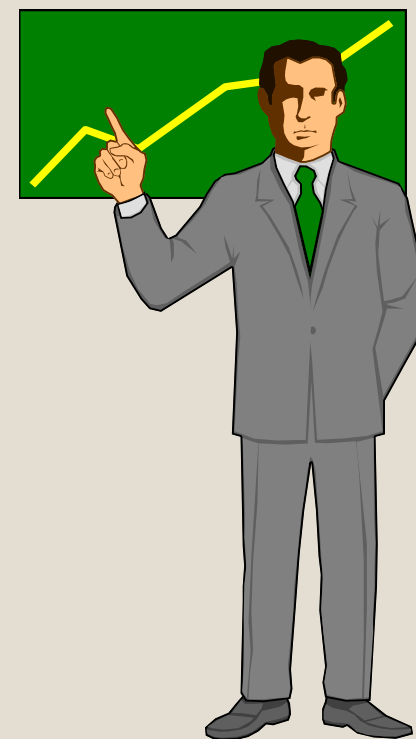☆ **Knowledge + Understanding but No Skill to Apply the Knowledge => No Increased Effectiveness**

In Other Words…
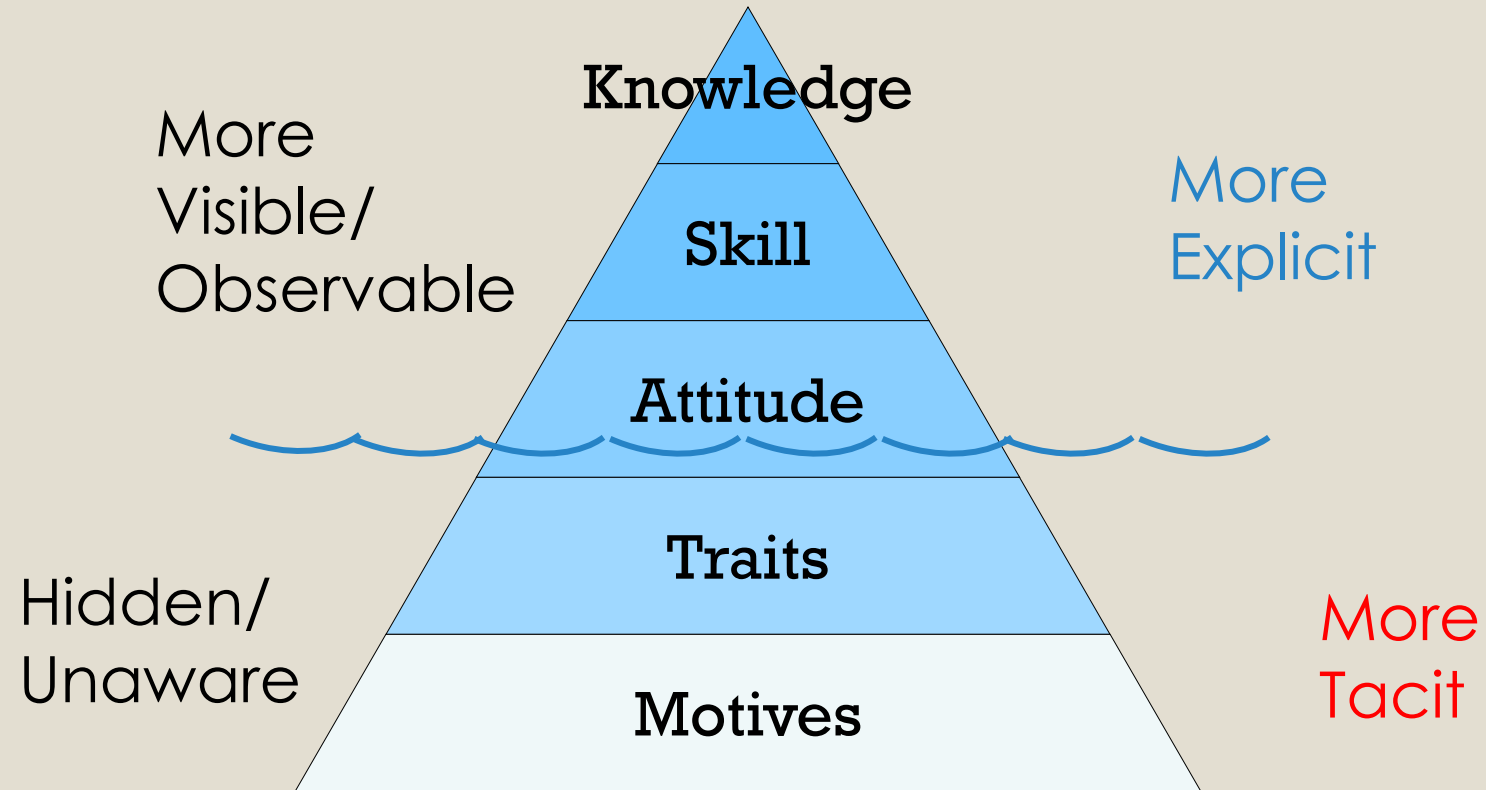
☆ **Knowledge + Understanding + the Skill to Apply the Knowledge => Changed Behaviour and Effectiveness Competencies**

WHAT ARE COMPETENCIES?

The "Behaviours" that distinguish the truly effective professionals from the less effective.

Components of Competency

More
Visible/
Observable

Hidden/
Unaware

Knowledge

Skill

Attitude

Traits

Motives

More
Explicit

More
Tacit

OASA Competency Management Development Worksheet

_____   _____   _____ _____

Name of Staff   Level/Grade   Name of Supervisor   Date
(please print)   (please print)

A. I expect to strengthen further this competency by actively participating in this/these subject areas ① (list no more than three):

1. _____
2. _____
3. _____

Supervisor's Initial

① (Please refer to the course syllabus)

B. Having attended all the courses that are relevant for me to develop this competency, I believe my competency has:

❏ Improved to a level that I am more than competent
❏ not changed.
❏ actually, gotten worse.

Participant's Initial

… because: _____
_____
_____

C. Having learnt the basis for developing the competency, I plan to engage in the following activities in the next three months so that I can apply the competency:

1. _____
2. _____
3. _____
4. _____

Participant's Initial   Supervisor's Initial

Note: these activities could be standalone projects, assignments or daily work that could apply the competency. Periodic review and evaluation of the outcome of the activities should be arranged with the supervisor

Summary: Simple things I can start doing today....

- Learn a new language in a week's time.

- Learn to play a musical instrument. Learn to play jazz.

- Play a team sport (volleyball, basketball, soccer) and learn to improvise with another.

- Cook together or learn to do something where there's a need to improvise quickly without judgment.

- Learn to listen. Seek to understand before you are to be understood.

- Ask your subordinate to explain his or her position. Seek for more clarity before jumping to conclusion.
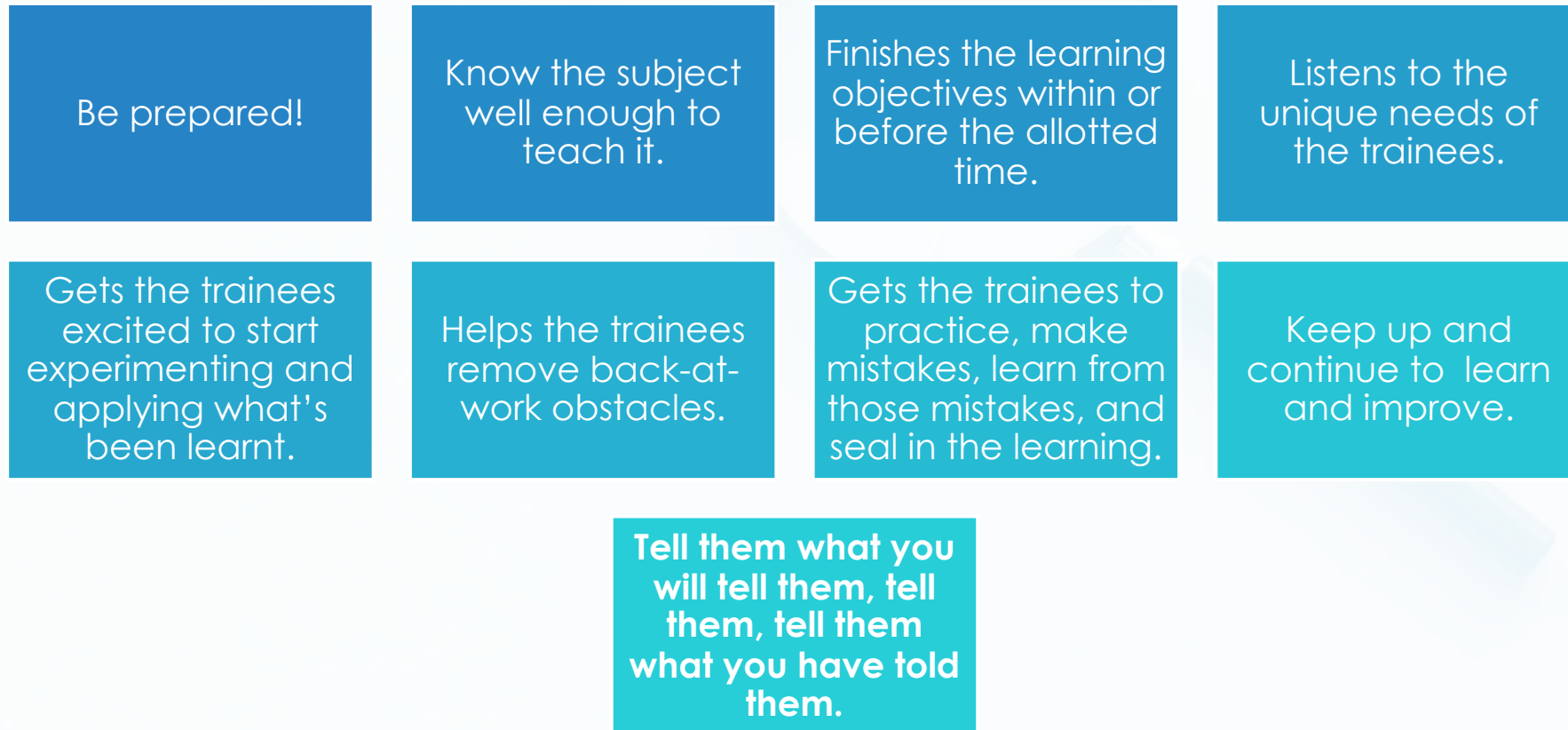
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Exercise: Competencies of a Master Trainer?

List three competencies of a Master Trainer:

1. Let's agree what they are.

2. We will assess others: Not-yet-competent, competent, master.

3. We will also assess ourselves.

Competencies of a Master Trainer

Be prepared!	Know the subject well enough to teach it.	Finishes the learning objectives within or before the allotted time.	Listens to the unique needs of the trainees.
Gets the trainees excited to start experimenting and applying what's been learnt.	Helps the trainees remove back-at-work obstacles.	Gets the trainees to practice, make mistakes, learn from those mistakes, and seal in the learning.	Keep up and continue to learn and improve.

Tell them what you will tell them, tell them, tell them what you have told them.

- Area 1 **Training Approach & Delivery**
    1. Instructional and Presentation techniques
    2. Training methods
    3. Facilitation skills
    4. Consulting skills
    5. Coaching skills
    6. Process skills
    7. Performance observation skills
- Area 2 **Training and Development Knowledge**
    1. Technology for training and development
    2. Assessing training needs
    3. Training evaluation and business impact
    4. Learning theories
    5. Learning psychology and adult learning
- Area 3 **Training and Development in Organizations**
    - 3.1 Program design and development
    - 3.2 Employee development
    - 3.3 Organization development
- Area 4 **Management of Training Functions**
    - 4.1 Training administration
    - 4.2 Knowledge management
    - 4.3 Drawing up training proposals
    - 4.4 Program marketing & promotion
    - 4.5 Training reporting
    - 4.6 Training budgeting

TRANING & DEVELOPMENT COMPETENCIES
(as stipulated by the Institute of Training Professionals, www.itp.org.hk)
Level 4

Sharing by a World-Class Master Trainer (30 Minutes)

◦ **Lesson Six**

Mr. Francis Mok

◦ 30 Years Plus as Consultant, Coach, Global HR Head, and Master Trainer in Leadership Development, Talent Management, HR, Performance Management, Organizational Development.

◦ MTRC, Jebsen and Co, AIA, Urban Renewal Authorities and Hutchison Ports.

◦ A Fellow Member of the HKIHRM, Francis was the President of the HKIHRM from June 2010 to May 2014. Past President of the Asia Pacific Federation of Human Resource Management (APFHRM) 2010 to 2012.

◦ Board Advisor of OASA on HR.

Summary

- Lesson Seven

Summary (Quick Recap)

1. **Self Intro**: Why Train Others? Why Learn to Train. Your Learning Journey. Sharing of Skills.

2. **Today's Protocol**: $20 per message. $100 for being late. Why?

3. **Learning Styles : Training Styles.**
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4. **How Young Adults Learn. The Kolb Cycle. Johari Windows.**

5. **Competencies and Competency Based Objective Setting**

6. **Sharing by Masters: Francis Mok**

7. **Certificate of Completion and Picture Taking**

Concluding Remarks

◦ Paying it forward is a fundamental value at OASA.

◦ There's no better purpose in life than to help others find their purpose. As a teacher and a trainer, you are a special breed. OASA takes cares of our Master Trainers.

◦ The ability to train, teach, and convince others, is an invaluable skill that nearly all good leaders have grounded themselves in.

◦ Mastery requires continual fine-tuning. Don't just practice but learn to practice well.
Good practice makes perfect!

References

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