Mr. Jean-Claude PIERI   M.Sc., MGP, PMP

SETYM International

- **SPECIALIST in:** training of trainers, procurement, contract management, monitoring of disbursements and operational planning of projects.

- **Over 30 years of experience** as a facilitator and project manager.

- **Design of public procurement certification programs (MSPM) and training of trainers (MSFP) :** staff and managers for projects funded by international donors Bangladesh, Benin, Burkina Faso, Cameroon, Canada, Côte d'Ivoire, Tanzania, Malaisia, Democratic Republic of Congo, Éthiopie, Ghana, Kenya, Lesotho, Mali, Morocco, Nigéria, Senegal, Uganda, United States and Zambia

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Past experience in training trainers related to the professionalization of public procurement

- Morocco (Ministry of l'Intérieur and MoF-2016)
- Senegal (ARMP-2017)
- Benin (ARMP-2019)
- Burkina Faso (ARCOP-2021)
- Tunisie (HAICOP-2021)

Lessons learnt:

Old recipes still in use. No time for practice. No evaluation and additional guidance. Terms of reference must include immediate implementation (allowances)

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Some Data...

Huge amounts of money are invested in training $$$
(164G$/year American companies)

However, only 10 to 15% of learning is retained and used at work

Source: Cronwell and Kolb, 2004, Lim and Morris, 2006

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The Path to Competence

Competence

70:20:10

70% Experience « at work »

20% Informal/coaching

10%
Formal Training

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1- What do you know about learning? What models of learning do you refer to?

2- How do adults learn and what are the best practices to help them learn?

3- What do you know about instructional design? What process do you use?

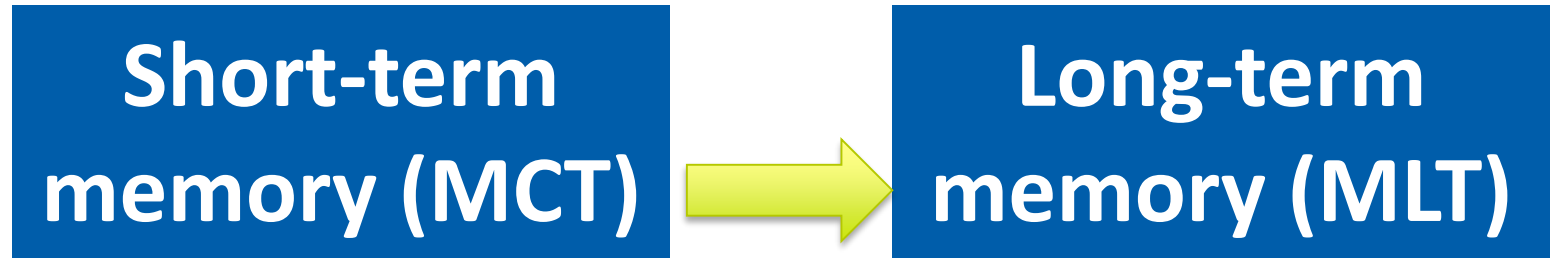4- How can we maximize the transfer of learning from the training room to the workplace?

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SECTION 1

What is learning?

DEFINITION: what is LEARNING?

The process by which a biological or automated system acquires knowledge or skills that it can use to improve its performance.

Memory: a very, very simplified model

Short-term memory (MCT) → **Long-term memory (MLT)**

Learning through feedback (feedback)

Cognitive (knowledge)	Psychomotor (skills)	Affective (soft skills)

Nature of the feedback

- effects
- encouragements
- support
- coaching
- modelling

perceive

adjust

act
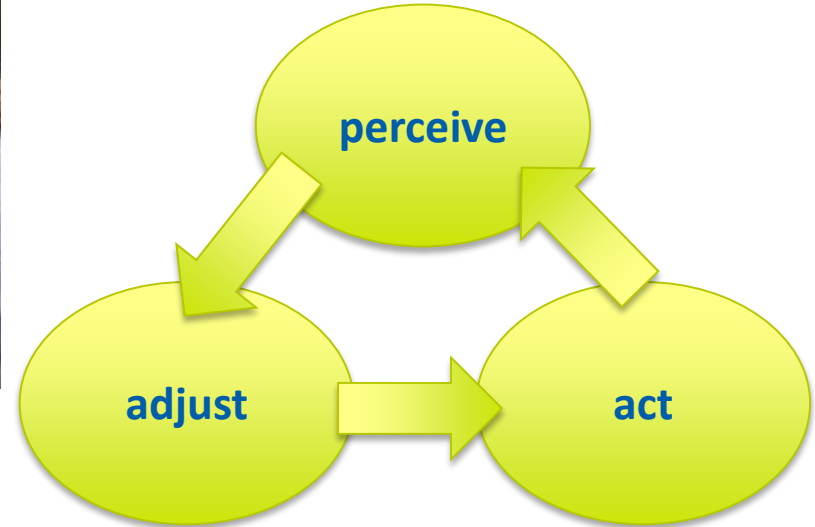
What processes should we support as trainers?

Nature du feedback
- effets
- encouragements
- soutien
- coaching
- modelage

perceive → adjust → act → perceive (cycle)

Metacognition

Knowledge Shield

Reflection

Attention

MCT

Objectives

Mental models (patterns)
MLT
- Episodic
- Declarative
- Procedural

Motivation-emotion

Matching (pattern matching)

26:35 to 33:00

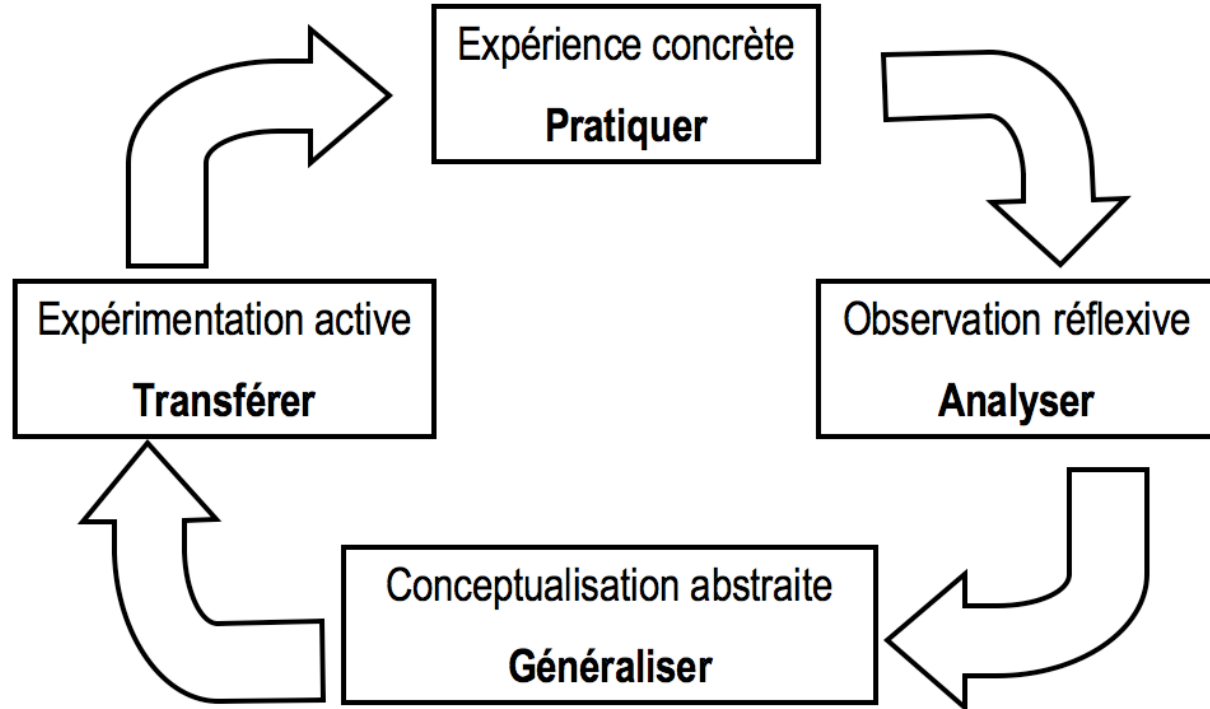SETYM
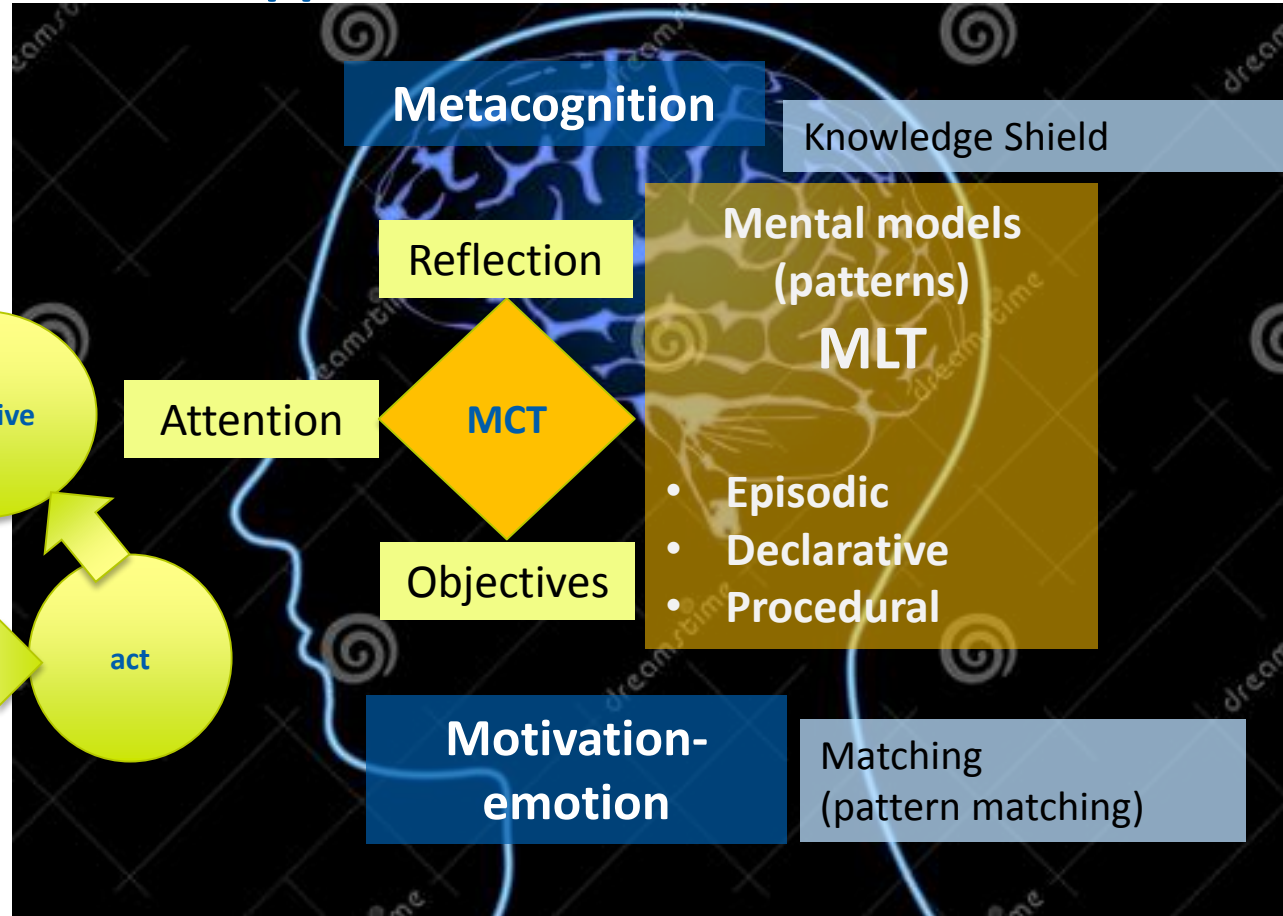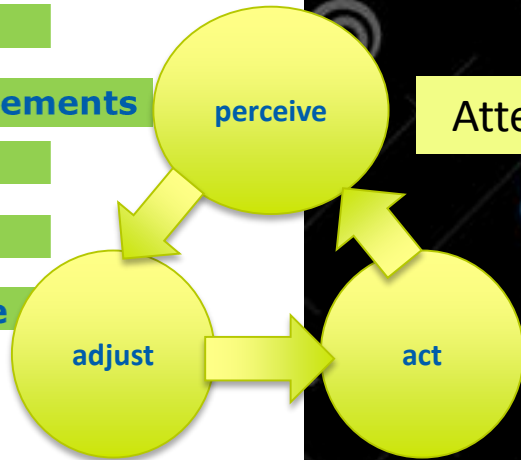
1- THE KOLB MODEL (1984)

AN EXPERIENTIAL APPROACH

« Knowledge results from the combination of grasping experience and its transformation »

THE KOLB MODEL
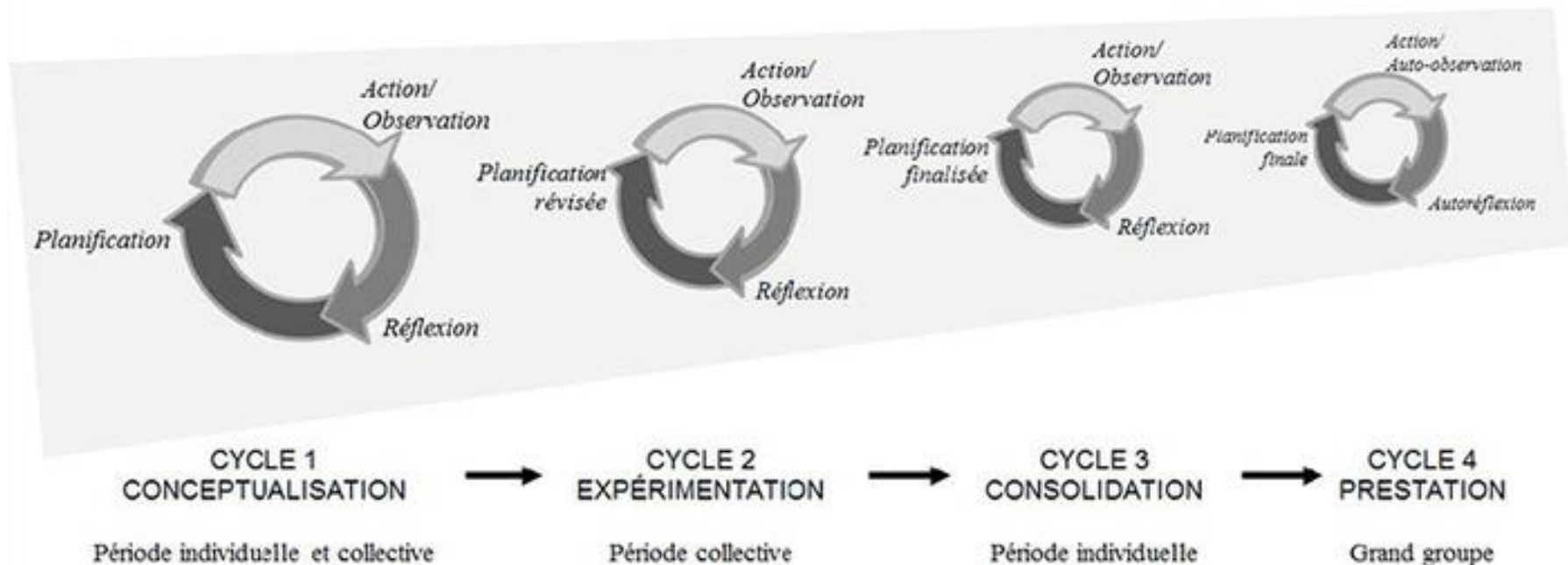

Kolb (1984)

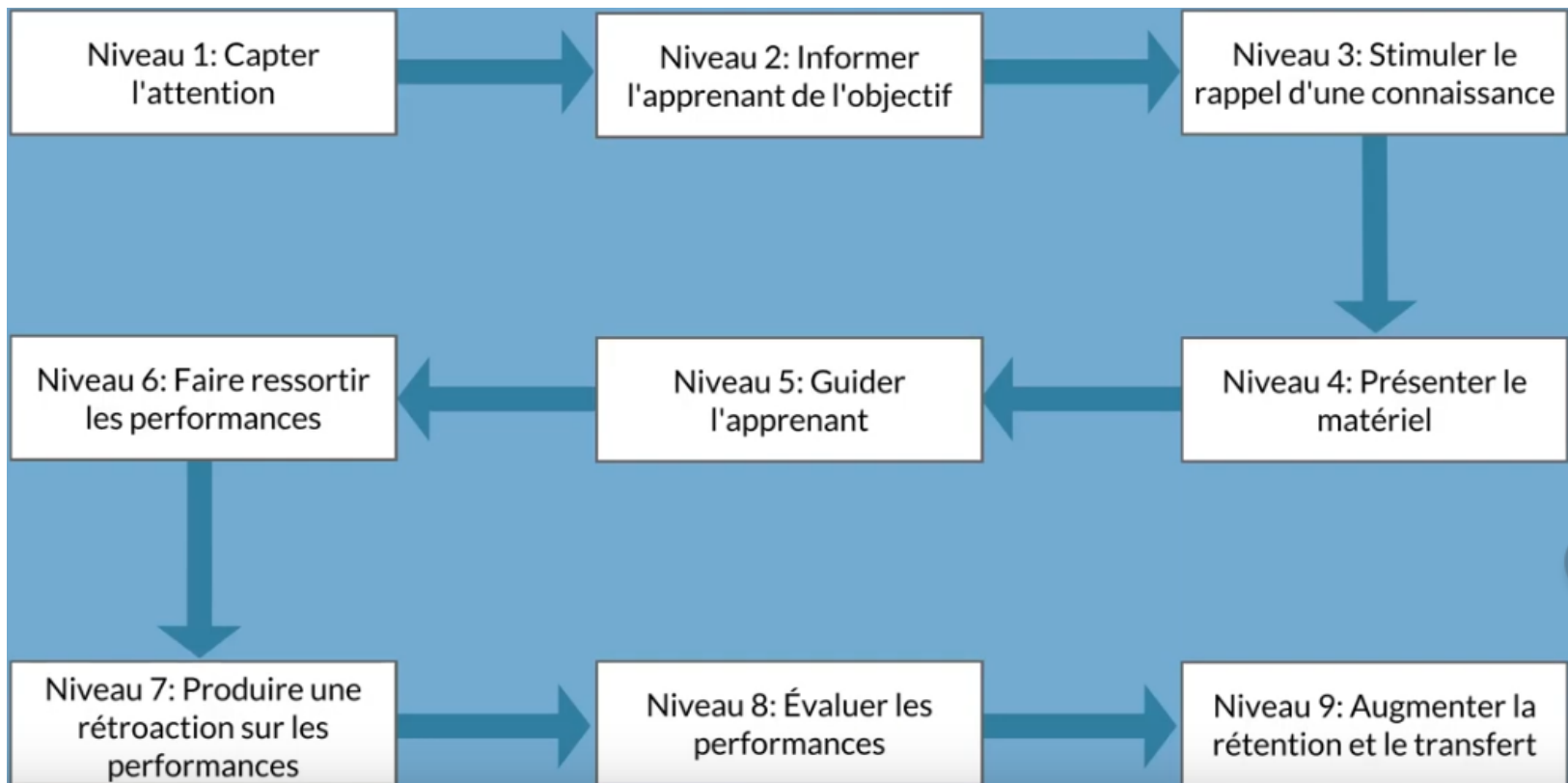« Knowledge results from the combination of grasping experience and its transformation » (Kolb, 1984, p. 41).

KOLB

2- MODEL OF GAGNÉ

Niveau 1: Capter l'attention	→	Niveau 2: Informer l'apprenant de l'objectif	→	Niveau 3: Stimuler le rappel d'une connaissance

Niveau 3 → Niveau 4: Présenter le matériel

Niveau 6: Faire ressortir les performances	←	Niveau 5: Guider l'apprenant	←	Niveau 4: Présenter le matériel

Niveau 6 → Niveau 7

Niveau 7: Produire une rétroaction sur les performances	→	Niveau 8: Évaluer les performances	→	Niveau 9: Augmenter la rétention et le transfert

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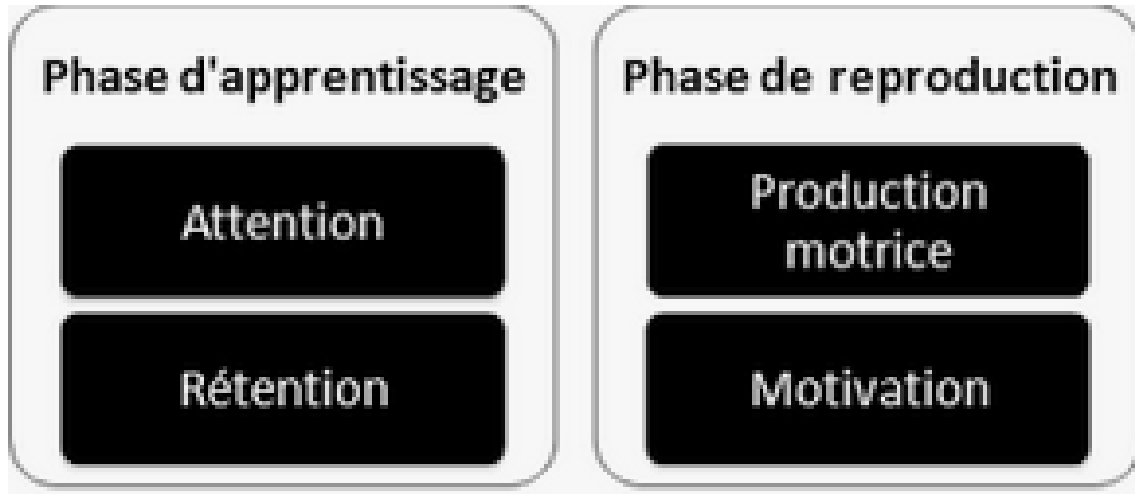
3- SOCIAL LEARNING MODEL (BANDURA)

A theory that states that we learn to imitate others by observing their behavior and that we learn to behave in certain ways by watching others do what they do.

Phase d'apprentissage	Phase de reproduction
Attention	Production motrice
Rétention	Motivation

SOCIAL MODELING IS A CONSEQUENCE OF SOCIAL LEARNING

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SECTION 2

HOW DO ADULTS LEARN AND WHAT ARE THE BEST PRACTICES?

ADULT LEARNING IS MOST EFFECTIVE WHEN...

- They are shaped by individual preferences as well as by disabilities (learning styles...?)

- **The teaching method is adapted to what is being taught**

- Feedback is provided to learners

- **They are active and committed**

- Training is linked to their work

- **They accept the results and objectives of the training**

- They feel part of the group

- **The trainer is a good coach**

Source: Courau, 1993

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The Learning Barometer

10% of what he **reads**

20% of what he **hears**

The adult learner memorizes…

30% of what he **sees**

50% of what he **sees and hears**

80% of what he **sees, hears and says**

90% of what he **sees, hears, says and does**

Translated and adapted from Mucchielli (1988)

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4 teaching methods

Méthode affirmative expositive

| FORMATEUR | matière → | APPRENANTS |

parle, agit, expose, présente — écoutent, regardent, reçoivent
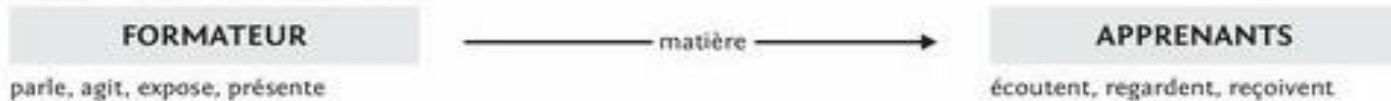
Méthode affirmative démonstrative

| FORMATEUR | matière — 1 → / ← 2 — matière | APPRENANTS |

montre, explique, exécute — écoutent, regardent, exécutent, montrent ce qu'ils savent faire

Méthode interrogative

| FORMATEUR | stimulation interrogation 1 → / ← 2 — matière / matière corrigée reconditionnée 3 → | APPRENANTS |

pose des questions ouvertes — cherchent, répondent, redécouvrent

Méthode active

| MATIÈRE | ← situation vécue — | APPRENANTS |

discutent, participent, dégagent eux-mêmes des solutions

donne son apport conceptuel — encourage, clarifie, guide

FORMATEUR

coopère avec le groupe, aide les apprenants, oriente les efforts du groupe
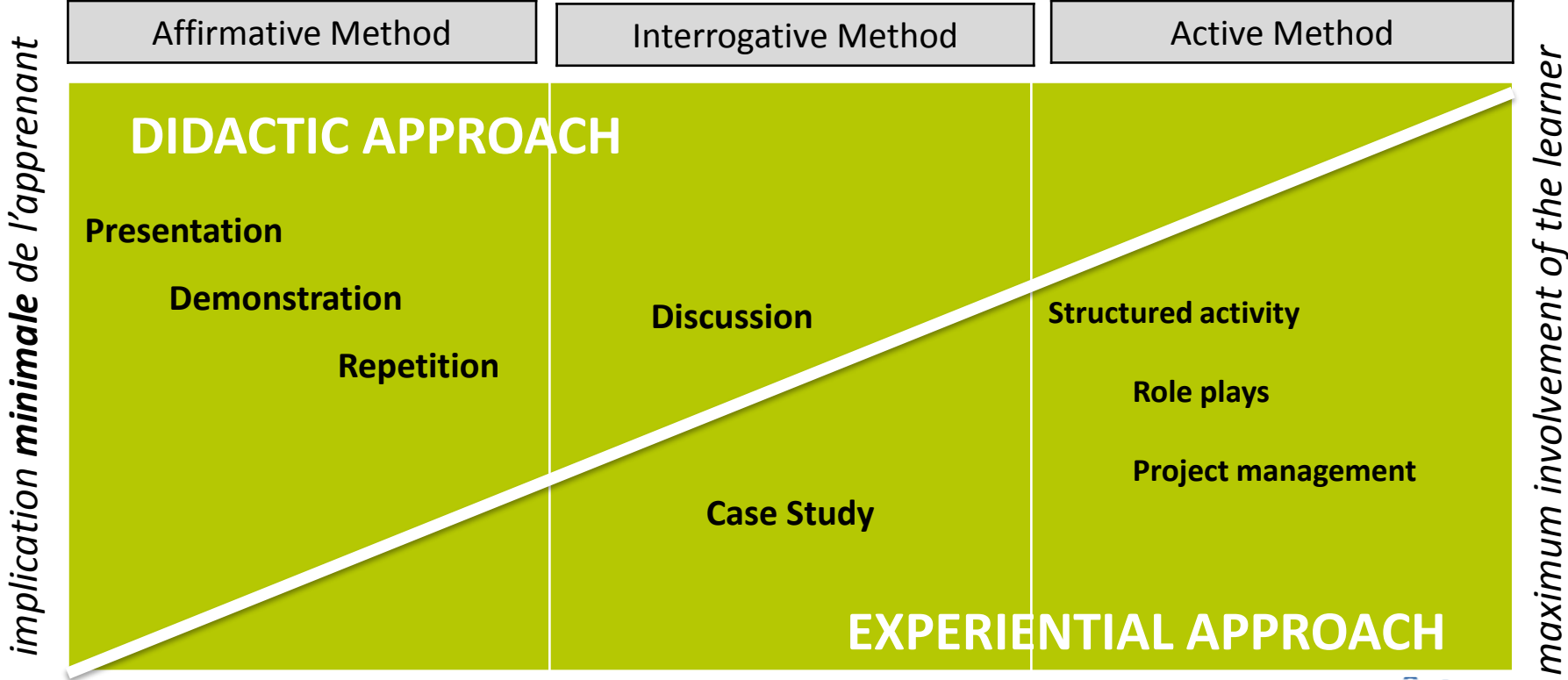
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LEVEL OF LEARNER INVOLVEMENT ACCORDING TO TEACHING METHODS AND TECHNIQUES

ADULT EDUCATION?

PEDAGOGY (EDUCATION)	ANDRAGOGY (ADULT EDUCATION)
The field of study primarily concerned with the principles and methods of teaching or learning, especially in formal education.	The art and science of helping adults learn and the study of the theory, processes, and technology of adult education to that end.
Learning without knowing the result	Determine and validate the why
The learner's experience is not taken into account	Adults come with their own experience
The learning is based on a logic of content of this theme	Experiential methods and exchange activities
Extrinsic motivation mainly	Mainly intrinsic motivation (if the adults are extrinsically motivated it requires more effort from the trainer)

SECTION 3

WHAT IS INSTRUCTIONAL DESIGN?

Instructional Design

The practice of systematically designing, developing, and delivering educational products and experiences, both digital and physical, in a consistent and reliable manner toward an effective, engaging, and inspiring knowledge acquisition approach.

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1- Backwards Design

The process of designing a lesson, unit or course in :

1. Determine what the end results are (see Bloom's taxonomy)

2. Plan devaluation strategies

3. Determine teaching methods and learning activities

allows instructors to plan lessons and courses with a focus on student learning.

Wiggins and McTighe (2005, p. 18)

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BLOOM'S REVISED TAXONOMY

Anderson, L., Krathwohl, D., & Bloom, B. (2001).
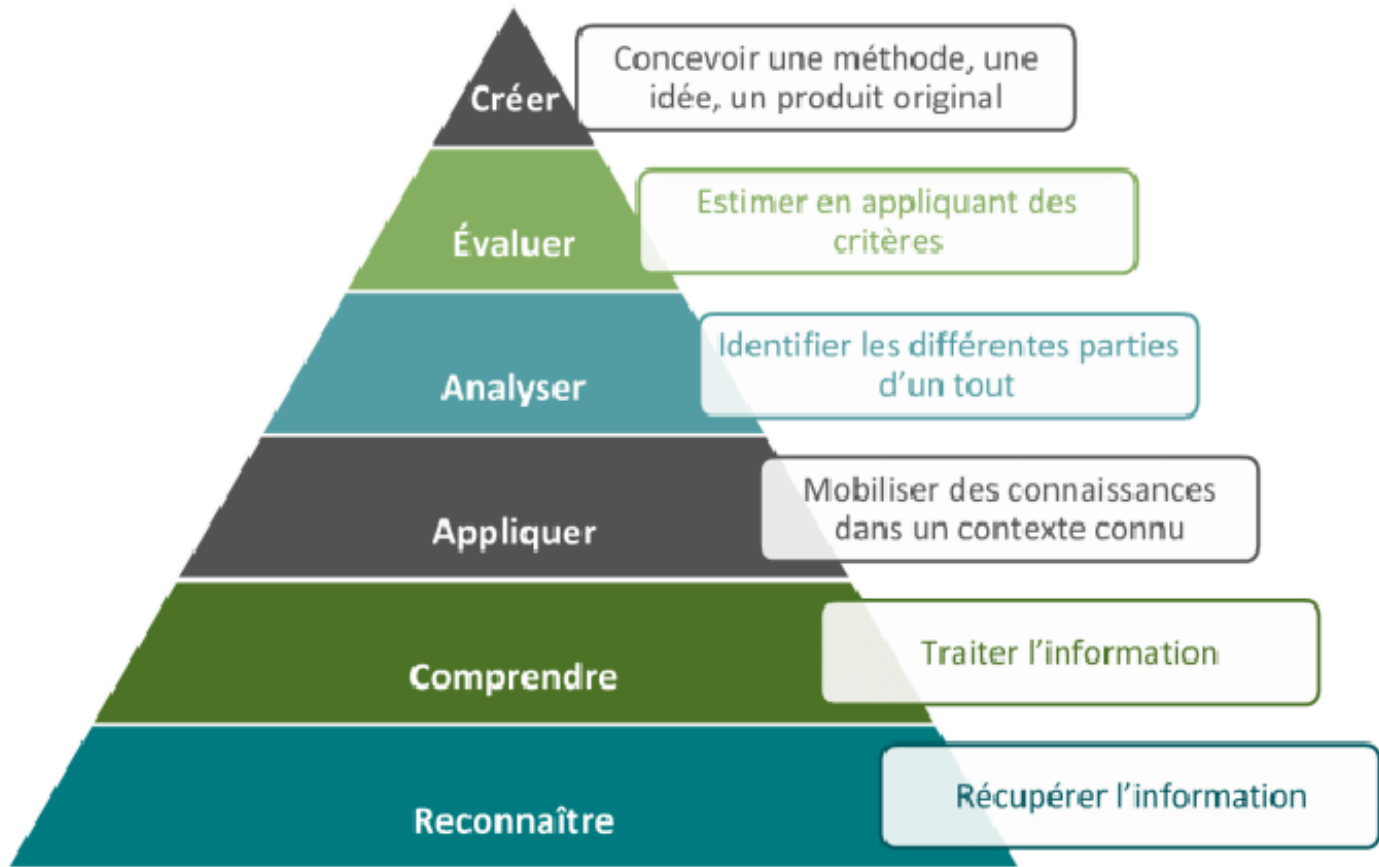
2- The ADDIE Process

- ADDIE's main goal is **to provide a structured method of creating training programs.**

- **A powerful process for improving the way in which future iterations are created.**

- Getting feedback on every aspect of the courses is really important so that you can improve and revise the content.

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ADDIE Model of Training Design
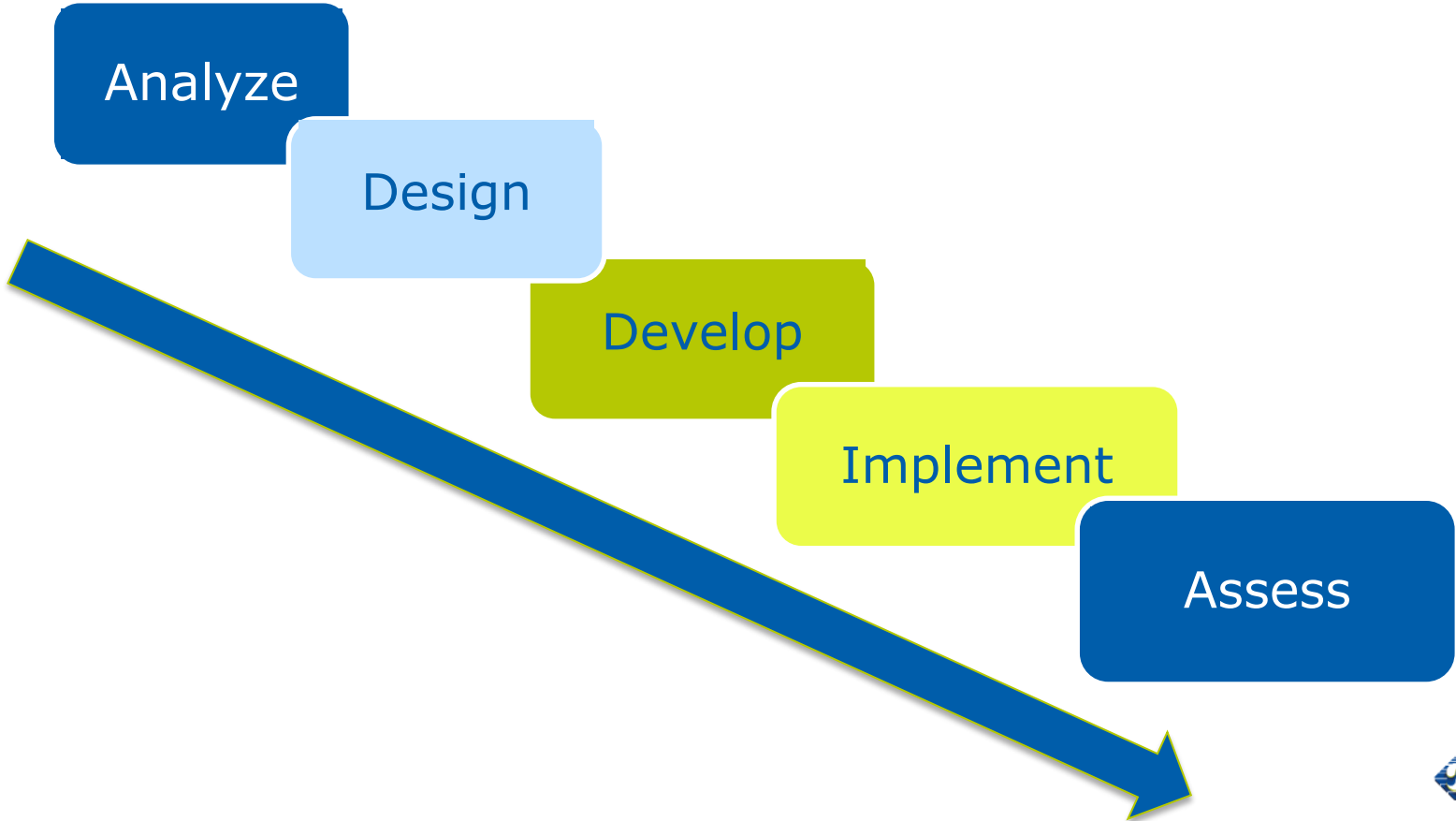
WHAT ABOUT SKILL MASTERY?

HOW CAN WE ENSURE THAT WE ARE DOING MORE THAN INSTRUCTION?

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Learning Design

Description of the teaching-learning process that takes place in a learning unit (a course, lesson, or other designed learning event)"

Two Different Design Approaches

Main differences

Instructional Design	Learning Design
• Instruction • Focused on content • Formal • Emphasis on knowledge • Acquisition	• Experience • Learner-centered • Formal, informal, experiential • Emphasis on practice

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WHAT SHOULD THE TRAINER'S SKILLS BE?

The 7 skills of the trainer

- **Good coach**

- **Good planner** and follow-up planning

- **Good communicator** (questioning, active listening, feedback)

- **Specialist in cognitive science**

- **Use of information technologies** (LMS, zoom or teams, kahoot..)

- **Motivator** (individuals and group)

- **Adaptable** (may change technique or approach as needed)

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SECTION 4

HOW TO MAXIMIZE THE TRANSFER OF LEARNING FROM THE CLASSROOM TO THE WORKPLACE?

WHAT IS LEARNING TRANSFER?

Transfer of learning gives learners the opportunity to apply what is learned in a training environment to a new work situation.

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Continuum between acquisition and generalization

Source: Holton and Baldwin, 2003, p. 11.

1	2	3	4	5	6
Acquisition of declarative knowledge (knowledge)	Acquisition of procedural knowledge (know-how)	Development of skills through practice	Application of new knowledge and skills at work	Reproduction and retention of learning at work	Generalization of new learning (distal transfer)

Training context of knowledge to reproduction

Work context of reproduction to performance

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Maximize the transfer of learning within the organization

Which tactics?

TRAINING PROGRAM	WORKING ENVIRONMENT	PARTICIPANTS
BEFORE TRAINING	BEFORE TRAINING	BEFORE TRAINING
DURING TRAINING	DURING TRAINING	DURING TRAINING
AFTER TRAINING	AFTER TRAINING	AFTER TRAINING

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Maximize the transfer of learning

Interventions that can be used before the training

Individuals targeted by the training

- Consult with participants during the needs analysis

- Inform participants in advance of the objectives, content and methodology of the training

- Communicate a description of the expected key competencies

- Provide individual pre-training preparation activity

- Demonstrate management commitment and communicate training issues

Work environment

- Involve as many people as possible in the training to create a ripple effect

- Train immediate and line managers

- Identify individuals who will play a role in supporting the transfer of learning

- Create learning support groups

Training program

- Ensure that the training matches the organization's objectives and the needs of the individuals concerned

- Identify the criteria and indicators that will be used to evaluate the training

- Identify ways to promote the transfer of learning

- Coordinate training and ensure consistency with other management actions

- Involve members of the organization in program delivery

- Ensure that the trainer is familiar with the reality of the organization

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Maximize the transfer of learning

Interventions that can be used before the training

Individuals targeted by the training	Work environment	Training program
• Recall the training objectives and the challenges for the organization • Encourage immediate application • Encourage the creation of support and self-help groups during training • Have an individual or group action plan developed at the end of the training (follow-up with the immediate supervisor or support group to be set up) • Openly discuss the usefulness of learning and anticipated barriers to transfer • Provide specific and individual feedback	• Encourage the establishment of agreements between the individuals concerned and their immediate supervisor concerning the application of learning • Relieve the individuals concerned of some of their usual obligations so that they can concentrate on learning	• To give priority to practice over theory • Take into consideration the previous experiences and knowledge of the participants • Use examples that resemble the participants' work context • Use a variety of teaching techniques and select them according to the training objectives • Regularly confront the topics discussed with the reality of the learners and question the means to apply them • Involve individuals who have successfully applied the learnings in the training of new employees

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Maximize the transfer of learning

Interventions that can be used before the training

Individuals targeted by the training	Work environment	Training program
• Encourage experimentation and allow for the right to make mistakes • Recognize individual efforts • Assess the level of learning transfer and identify blockages	• Ensure that some people can lead by example in implementing new ways of doing things • Provide tools and resources to enable the application of learning • Accepting a temporary drop in productivity • Create continuous improvement groups • Propose management actions to promote the deployment of new learning • Ensure that incentive and reward systems are consistent with the skills to be implemented • Make the immediate superiors of the individuals concerned responsible for the application of the learning • Putting in place material and symbolic conditions to promote the transfer	• Provide a reminder to participants (e.g., a laminated card) that summarizes the main elements of the training • Provide individualized coaching to support learners in putting their learning into practice • Organize a post-training follow-up session to review the difficulties encountered and the solutions to be adopted • Provide learners with relevant documents and tools to continue their reflection and learning on the training theme • Establish a buddy system • Assign a group of learners to carry out a project within the organization that will allow them to put their learning into practice • .

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LESSONS LEARNT

WHAT DID YOU LEARN FROM THIS WEBINAR THAT YOU WILL PUT INTO PRACTICE?

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Questions ?

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