



## WHY Are We Doing This?

**We're busy people.**

**In our rush from meeting to meeting and project to project, it's important we keep things straight in our heads.**

**This goes *double* for learners in a training environment.**

**First, they don't want to be there and second, they hate to have their time wasted (hence the not wanting to be there!).**

In order to help our learners keep things organized in their heads, we need to effectively process their learning experiences.

In other words, we need to ensure they know what they are learning, why it's important (benefit to THEM!) and how they're gonna use it.

This is true whether the learning environment takes place via classroom, virtual or on the job training – all the same!

Enter the **5 Steps of Adult Learning**.

It's critical to incorporate an experiential learning model like this into the design and delivery of your training no matter *who* you're training, *what* you're training or *where* you're training.

This model essentially follows the natural thinking process of an adult. Note that there are lots of experiential models out there with numerous steps. We like ours because 5 steps covers it all! Here it is:

1. **Instructor sets up the learning activity** - provide instructions, background information and/or any guidelines or rules for the activity. This is the what, why and how step.

2. **Learners participate in the activity** - let them go experience the activity but observe to ensure they are on track.

3. **Learners share and interpret reactions** - ask questions to get their reaction to what they just did. We just put them through an intervention of some kind so we need to know how they fared:

- *How difficult was this?*
- *What was this similar to?*
- *What did you like best about this activity?*
- *What surprised you?*

4. **Learners identify concepts from their reactions** - notice we are having the learners identify what they learned vs. us telling them! Plan your questions.

5. **Learners apply concepts to their situations** – again, we are asking *them* how they can use this new skill/knowledge back on the job.

Notice that there's a LOT of activity that the learners are involved in. That's because effective learning (one where learning actually sticks and transfers back to the workplace) is NOT passive. Each of these 5 steps MUST take place for the transfer of learning to take place.

As instructors, we usually have a preference for one or more of these five steps and will neglect the rest. Identifying the step(s) we might overplay and those we might skip is useful so we can pay special attention to making sure the learner experiences each step, increasing the likelihood that transfer of learning will take place. It's why we're doing this, after all!

For more information on these **5 Steps of Adult Learning** (and some great processing questions to use at each stage), *Adult Learning Principles* and what preferences you may have, click below on the following resources we have crafted just for you:

***Go Full Throttle! Process Learning Activities for Full Impact!***

Training Essentials Virtual Mini  
Wednesday, January 23, Noon ET/ 9 am PT

***Facilitate Training for Results!***

and

***Take Your Training from Snore to Score!***

One-day public workshops  
DC Metro and So CA areas  
Spring and fall dates available!

So join us and maximize the processing time with *your* learners!

**Cheers!**

**Team M&M**  
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**Managing Partners**



# The Training Clinic

We're all on this journey together!

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