TRAINING OF ADULTS.
PRINCIPLES, METHODS AND TECHNIQUES.

GOAL
Familiarization of participants with principles, methods and techniques used in adult training.

OBJECTIVES
- Participants learn adult training methodology;
- Participants understand differences between training of adults and that of children;
- Participants internalize principles of adult training;
- Participants learn about barriers in adult training;
- Participants learn methods and techniques used in adult training

TIME
120 minutes

MATERIALS
- Resource sheets;
- Flipchart, felt pens.

STEPS
1. Discussions (5 min.)
Ask the group as to how they understand adult training. Summarize participants’ opinions and present respective theoretical material. (Resource sheet A)

2. Group activities (40 min.)
Participants break into 4 groups (up to 6 persons each). Facilitator explains small-group-work methodology to participants having at his/her disposal 10 minutes to cover the following elements:
Group 1, 3 – children training elements;
Group 2, 4 – adult training elements;
Answer shall be written down on the flipchart. Groups shall appoint rapporteurs. Parallel with presentation of group deliverables there shall be identified similarities and differences between them. Facilitator shall initiate discussion focusing on the differences and finally present respective theoretical material. (Resource sheets B and E)

3. Brainstorming (20 min.)
Ask the group a question on the methods and techniques used in adult training. Summarize participants’ opinions and present respective theoretical material. (Resource sheets B, C and E)
4. **Brainstorming (15 min.)**
Ask the group a question on the adult training styles and subsequently present D. Kolb’s training styles table. Participants shall be invited to identify their own training style (assimilation). The discussion shall focus on the need to differentiate between the training styles and chose respective training models. (Resource sheet D)
Resource Sheet A

Andragogic Model
Andragogy is the art and science of helping adults to learn, it is a conceptual framework helpful in the organization of adult training modalities. Researcher M. Knowles (1984) has laid the foundation for the most eloquent adult training model, i.e. the andragogic one that is based on the perceptions and impressions, which is contrary to pedagogics.
Knowles insists that andragogic methods (centered on the trainee) are opposite to those used in pedagogics (centered on the trainer) and that adults are used to specific approach-to-training-modality (assimilation of knowledge and experiences). In order to better understand the matter in question, we propose the following comparative table.

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>TRAINEE</th>
<th>CHILD</th>
<th>ADULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic characteristic</td>
<td>Dependent</td>
<td>Independent, authoritative</td>
<td></td>
</tr>
<tr>
<td>Previous experience</td>
<td>Unimportant</td>
<td>Important, serves as a basis for facilitating learning</td>
<td></td>
</tr>
<tr>
<td>Psychological foundation</td>
<td>Bases on physical, mental and social development</td>
<td>Bases on the needs</td>
<td></td>
</tr>
<tr>
<td>Relevance of knowledge</td>
<td>Delayed application</td>
<td>Immediate application</td>
<td></td>
</tr>
<tr>
<td>Learning environment</td>
<td>Competitive, formal, centered on discipline, oriented at authority</td>
<td>Collaborative, informal, adapted to the trainee’s needs, centered on problems, tasks, etc.</td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>Done by the trainer</td>
<td>Done together with the trainer</td>
<td></td>
</tr>
<tr>
<td>Identification of needs</td>
<td>Done by the trainer</td>
<td>Done together with the trainer and through auto-diagnostics</td>
<td></td>
</tr>
<tr>
<td>Training design</td>
<td>Broken into sections depending on the education contents to be delivered</td>
<td>Broken into sections depending on the needs and focused on problems, tasks, etc.</td>
<td></td>
</tr>
<tr>
<td>Basic activity</td>
<td>Information transfer</td>
<td>Experimenting</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Done by the trainer</td>
<td>Done together with the trainer and reciprocally</td>
<td></td>
</tr>
</tbody>
</table>
Resource Sheet B

Organizational principles of adult training activity

Adult training specifics impact to a great extent planning, organization and implementation of training process. In order to ensure success it is necessary for the trainer to bear in mind a number of principles to be integrated in the training program activities:

1. Participants’ experience is important for adult training activity and it should be, respectively, included in the training process;

2. Training activities shall be focused on the development of abilities necessary for the adults. It is important that trainer’s presentations make 1—15% of the total of training; they should be followed by practical exercises, which will contribute to the development of ability to put new knowledge into practice and encourage necessary modifications in the future work of participants.

3. Participants feel that they should be actively involved in the training activity. Participants need activities that would encourage them to confront their previous experiences with the new ones offered by the trainer who would control the process of their unfolding. Trainer should encourage all the participants involved in training bearing in mind specifics of each person and using them to the full.

4. Applied strategies and techniques are important for adults. Proceeding from the fact that participants are learning mostly and best of all through correct application of the training process, it becomes important that the trainer attentively chose strategies and techniques relevant both for the improvement of previous knowledge and experience of participants in order to encourage sharing of ideas and opinions regarding future opportunities to use new information in practice and to achieve goals of activities.

5. As long as there are many training styles, strategies and techniques used are adapted to different styles. It is important to plan and organize training process in such a way that it becomes relevant from the point of view of training styles diversity.

6. Use of visuals is helpful for the correct perception and, respectively, integration of presented information. Involvement of as many information perception channels as possible raises the level of its assimilation;

7. New information and knowledge are consolidated through practical exercises. Otherwise, it is highly probable that this information being important and valuable as it is will be forgotten and remain subsequently unused in professional activities;

8. Training activities clearly show the possibility to use new knowledge and abilities. Anyway, it is not enough simply to involve participants in any kind of practical activities. It is important that trainer plan and carry them out based on their relevance in the context of new knowledge proposed via presentations or hand-out materials.

9. Creation of regardful environment essentially contributes to the adult training success. In order to emphasize the value and experience of each participant, it is important that trainer ensure the atmosphere of mutual respect between them, as well as between himself/herself and every person involved in training activities;

10. Trainer’s task is to facilitate learning but not to impose something. Adult training specifics clearly show what role trainer should play in the training process. If the trainer insists on his/her own point
of view, does not stimulate expression of opinions by the participants, this kind of approach does not contribute to the participants’ learning. It is necessary to mention that modification of trainer’s role from full authority with imposing new knowledge in a prescriptive way to facilitation requires additional professional competences that should be cultivated and continuously developed by the trainer.
Methods and techniques used in adult training

1. **Case study**
   a. *Definition* – presentation, detailed analysis and discussion of a real or invented situation relevant to the group's problems;
   b. *Usefulness in training* – based on the analysis of a real or invented situation group members learn more about:
      - Characteristics of a specific type of situation (if there is presented a conflict situation, participants can see and understand what the characteristics of the conflict situation are);
      - Problem or difficulty they come across;
      - Ways to approach and resolve the given type of situation;
      - Ways to interact within the group in order to generate solutions.

2. **Brainstorming**
   a. *Definition* – generation of as many ideas as possible in relation to the specific aspect by as many group participants as possible.
      Fundamental principles of brainstorming are as follows:
      - *Every person is capable of generating an idea*. In this group work format it is important to encourage all the participants to formulate as many ideas and solutions as possible;
      - *Quantity stimulates quality*. The more ideas are generated by as many participants as possible, the more successful will be the brainstorming session;
   b. *Usefulness in training* – there are generated as many ideas, solutions and ways to internalize the situation as possible in order to:
      - Understand this situation in the best way;
      - Have a big pool of solutions and ideas for addressing the situation;
      - Involve all the group members in this process.

**Brainstorming with changed roles** – bases on the brainstorming principles.

3. **Role game**
   a. *Definition* – putting on by two or more persons of an ‘act’ related to the training topic;
   b. *Usefulness in training* – gives participants an opportunity to understand the aftermaths of their actions for other persons:
      - Gives participants an opportunity to understand how different people feel and react in the same situation;
      - Ensures a safe environment, in which participants can discuss different personal difficulties they consider difficult to address in general;
      - Participants can understand that there exist many ways to address and resolve a situation.
4. **Demonstration**
   a. *Definition* – presentation and step-by-step practicing of some technique or skill that can be used in practice;
   b. *Usefulness in training* – learning of respective skill or technique; gradual practicing of the skill/technique that can be used in practice by participants.

5. **Simulation**
   a. *Definition* – fulfilment of some task correlated with activities within training;
   b. *Usefulness in training* – assistance rendered to participants for them to learn how something can be done ‘in real life’ without worrying as to what mistakes can result in the course of fulfilment; it is an efficient way to apply knowledge, to learn new skills and analyze difficulties of the real life work situations.

6. **Small-Group Work**
   a. *Definition* – type of activity that makes it possible for the participants to share experience and ideas in order to resolve a problem;
   b. *Usefulness in training* – participants have a chance to learn from other group members' experience:
      - Promotes team work;
      - Helps to acquire problem solving abilities;
      - Makes group members more responsible in finding a solution.

7. **Theoretical Presentation**
   a. *Definition* – activity performed by a specialist who presents to the group theoretical information on the respective subject.
   Theoretical presentation of some material involves the group in a different type of work. Thus, there are theoretic presentations, in which the group is just a passive audience receiving information. However, presentation of material can be done in an interactive way, when the group can intervene with questions and is provoked to answer questions.
   b. *Usefulness in training* – informs participants on theoretic aspects of the respective subject; ensures synthesis and transition to the review of theoretic materials.

8. **Individual Work**
   This form of work can be used by facilitator when it is necessary to find out opinion or attitude of every participant in relation to some event, subject or problem. Individual work makes it possible to:
   - Increase involvement of every participant;
   - Encourage participants to share ideas;
   - Listen to different opinions respectfully;
   - Increase participants' self-efficacy and perception of value of their ideas and opinions;
   **Note:** It is not recommended to use this work form very often, as participants can get bored. After individual work, facilitator should use without any fail an interactive work method.

9. **Warming up**
   Warming up exercises are used in order to give participants an opportunity to easily get involved in activities or to recover internal resources after more difficult activities. It is also used to raise attention, otherwise it can complement activities of the starting faze. In professional literature, these exercises are
also called as break-the-ice activities that may be also aimed for raising self-perception level, building up positive psychological climate and feeling mutual support.  
**Note:** It is not recommended to excessively use this type of exercises. They should correspond to the participants’ age and specifics.
Resource Sheet D

Adult Training Styles

Convergent style – abstract conceptualization and active experimenting. Convergent style individuals accumulate knowledge through analysis and subsequently use new ideas/concepts in practice. Ability to use new ideas is their strength. Convergent style persons systematize information through hypothetic-deductive rationalization with specific emphasis on rational and concrete thinking while remaining relatively 'cold-minded'. Instead of ‘wasting’ time with other people, they prefer to meditate and invent something.

Divergent style – specific experience and reflexive observation. Divergent style individuals accumulate knowledge with the help of intuition. People preferring this learning style use to the maximum their imagination and ability to look upon complex situations from different angles thus reaching through synergy significant gestalt (substance or form of complete entity). Divergent style persons also have ability to efficiently integrate information into a single whole. Strong point of this-style persons is their imagination as opposed to those of convergent style. These people are emotional and excel in art and literature.

Assimilation style – conceptualization and reflexive observation. Ability to create theoretical and rational-inductive models is a strong side of assimilation-style persons who learn through analysis, planning and reflection. Assimilation-style persons do not center on practice but focus on development of theories oftentimes ignoring facts if they do not correspond to theory.

Accommodation style – specific experience and active experimenting. In contrast to assimilators, accommodators would ignore theory if facts do not coincide with it. Persons with this learning style excel in situations when it is necessary to apply some well-known theories in specific situations. Their strength is in the ability to implement something and to get involved in new experiences. Accommodators treat problems in an intuitive manner going cut and try and obtaining knowledge rather from other persons than by using their analytical abilities. Accommodators are those who assume risks as opposed to other styles of the mentioned four.

Other disciples of D. Kolb, researchers B. McCarthy and S. Leflar, who know in-depth his original theory, have developed description of the four fundamental types that may still combine between themselves. We propose presentation of the mentioned four ‘pure’ types in the table given below.
Type 4 – ‘What would happen if?’
This type of persons need options and they themselves create them in the process of study. Asking themselves this question in all kinds of situations, they discover something new and share this with others. They interpret information based on the modality, in which they can use it and experiment in order to make it more efficient. Their conclusions are intuitive and, therefore, they themselves cannot sometimes explain how they have come to them. They try to find absolute truth and provide eloquent arguments to demonstrate it.

Type 1 – ‘Why?’
This category of persons first try to establish ‘why’ respective information is important for them. They use intuition and simulation for processing information. People from this category try to associate current information with personal experience. It is important for them that the learning environment be pleasant – noise upsets them. Their learning is more efficient when they see, hear and share ideas. The most useful method for them is group discussion.

Type 3 – ‘How?’
People from this category prefer to do something concrete, some trainees are impatient and want that information be presented to them briefly in the form of theses. Focus is on the ‘how’ type of questions, oftentimes asking, “How does it look (is done) in practice?” They get bored when they do not see immediate usefulness of what they are doing or when it is necessary to read a lot. They do everything very quickly, quickly resolve problems and broil with impatience wishing to know results.

Type 2 – ‘What?’
People from this category think predominantly in the ‘what’ terms. They want to obtain information in the way they process it themselves: logically and orderly. Before coming to the training session, they look through the notes. Not being prepared for the session, they become very atonic. They rarely express themselves (verbally or nonverbally) as to whether they have understood explanation of concepts. Their silence looks resistive, which is wrong, as they simply need to think and to ‘digest’ in their own way what they have learnt.
Barriers in Adult Training. Motivation of Adults to Study.

Barriers in Adult Training.
As opposed to children and adolescents, adults have more responsibilities, which creates many barriers for involving them in the learning process.

Reasons most frequently mentioned by adults:
- **Lack of time.** Regardless of the fact whether those are evening or short-time training courses, they require ‘loss’ of respective time (they call it ‘loss’ while gaining, if fact);
- **Lack of money.** At present there is an insignificant number of institutions providing free training services, therefore, the issue of money is one of the most important in the countries with unstable economy;
- **Family responsibilities.** Care for children, relationships with husband/wife, family responsibilities, etc. ‘steal’ too much of the time intended for study;
- **Time management.** Service duties and family require much time, therefore, study process implies modifications in the time management and sacrifices, etc.;
- **Motivation problems.** Adults have to study because they are forced to do it;
- **Lack of self-confidence.** Low self-esteem, some failure that cannot be forgotten, or some other things that left their trace in the adult’s life may impede overcoming of frustrations and apprehensions.

Motivation of Adults to Study.
Another incommensurably important aspect of adult training is motivation that very much differs from that of children. This is due to the fact that these two age categories have different sources for motivation.

Sources for motivation of adults:
- **Social relationships.** Adults attend career development courses/retraining or other training activities in order to find new friends or to be together with friends/colleagues/relatives;
- **Social expectations.** Adults get engaged in training activities due to the insistence of some authorities, recommendation of the spouse, friend’s suggestion;
- **Social wellbeing.** In order to be ready to serve community interests and to be useful for the society, adults undergo professional basic training courses that are not related to their basic education;
- **Professional advancement.** Adults get involved in the training process in order to gain financial benefits, professional advancement, social prestige, or to be in step with competitors;
- **Escape or stimulation.** In order to get rid of monotony of life including that of domesticities and professional life, adults shelter themselves in training;
- **Cognitive interest.** Major part of adults undergo trainings due to their love of study, looking for new information in order to satisfy curiosity.

Source: 