

# The Big Three



**Train the  
trainer**

**Steinbergs  
Utbildnings AB  
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# About John



- **Author of 48 books and 30 e-books about education, learning, leadership and values**
- **Ph.D. in education, previously university lecturer and school principal**
- **“Practical theoretician”**
- **[www.steinberg.se](http://www.steinberg.se)      [www.facebook.com/johnsteinberg1](https://www.facebook.com/johnsteinberg1)**

# Purpose

**Our purpose: To increase the efficiency of our courses and training by understanding more about the learning process**

**Part 1: The three magical keys to learning and teaching**

**Part 2: Matching correct learning strategies for individuals**

# Interests and keywords

- Learning - how does it work?
- Influencing - the art of positive influencing
- Values - philosophy, view of development
- The future - trends, challenges, needs
- Behavior - of leadership and teaching

# How we will work

- Short lectures
- Buzz groups - often 2o2
- "Coffee shop groups"
- Discussion in full group
- Demonstrations
- Practice

# Learning: three magical words

- **Belief**: desire, need, usefulness, meaning, importance, possibility, "I can"
- **Body**: physical state, concentration, focus, involving the whole body
- **Method**: structure, organisation, knowing what to do, repetition, application

# Learning names

- **Belief** - going all in and believing it will work, positive inner dialog
- **Body** - focus on the objective, stay a little longer than you used to
- **Metod** - greet, repeat name out load, repeat within, repeat several more times, repeat two, then four, then six

# Consequences

- Belief, Body and Method are magical words and work in most every learning situation
- Observe the difference between something you deem easy or hard
- All three are needed



# Consequences

Designing training with all three in mind

- Influencing attitudes
- Influencing physiology
- Teaching a method

# Assumptions, presuppositions about learning

How do we usually arrange learning?

**Typical for me as a trainer?**  
**Typical for us as a organisation?**

# Analyzing assumptions

- Morning alertness?
- “Quiet in the room”?
- Older = Slower
- Digital tools
- Repetition
- Small groups
- Boring = Serious
- Whole to piecemeal or reverse?
- Spot on - the magical lump of sugar



# Metacognition

The fourth magical word

Challenges?!

# Learn from your experience

Something you've learned to do  
reasonably well

- How did you learn this?
- What did you do right?
- Why do you think you succeeded?

# Experience tells us...

- Desire & motivation
- Need-usefulness
- Fun & interesting
- Challenged, pressured
- Show others
- Practice
- Goal oriented or stubborn
- Good structure
- See results
- Encouragement
- Active not passive
- Quick application

# Experience tells us what to do

- A reminder of our magical words
  - Implications for schooling and teaching
  - Use the experience of the participants
  - Trust your own experience
- ★ So, would you like to go to your own course?



# Instruction exercise

# Three questions...

1. When you were the student did you like the order of instruction? Other preferences?
2. Did you recognize your teaching style?
- 3. When you were the instructor, did you start by asking the student how he or she would like you teach the content?**

# Reflection questions

- **Satisfied?**
- **Key words?**
- **Differently?**
- **One thing now?**
- **Feedback?**



# The learning conversation

- Start with a success, something that went well
- Identify the key ingredients of why it went well
- Apply these to a new challenge - what will you do differently?
- Identify a first thing to do

# Your best teacher, trainer, leader

Someone who helped you overcome  
obstacles

- Traits?
- Methods?
- Other reasons you succeeded?

# Difficult participants - some advice

- Be extremely well prepared (knowledge and course structure)
- Be visual. Use lots of documentation
- Recognition and framing
- Connect to their world and give examples
- Be transparent
- Balance; Body language
- Seek them out at breaks
- Use a "third point" to disconnect to you personally

**Conclusion** - the simplest way to improve your teaching and your courses is to utilize your own experience - and the experience of participants

**Knowledge**

**Methodology**



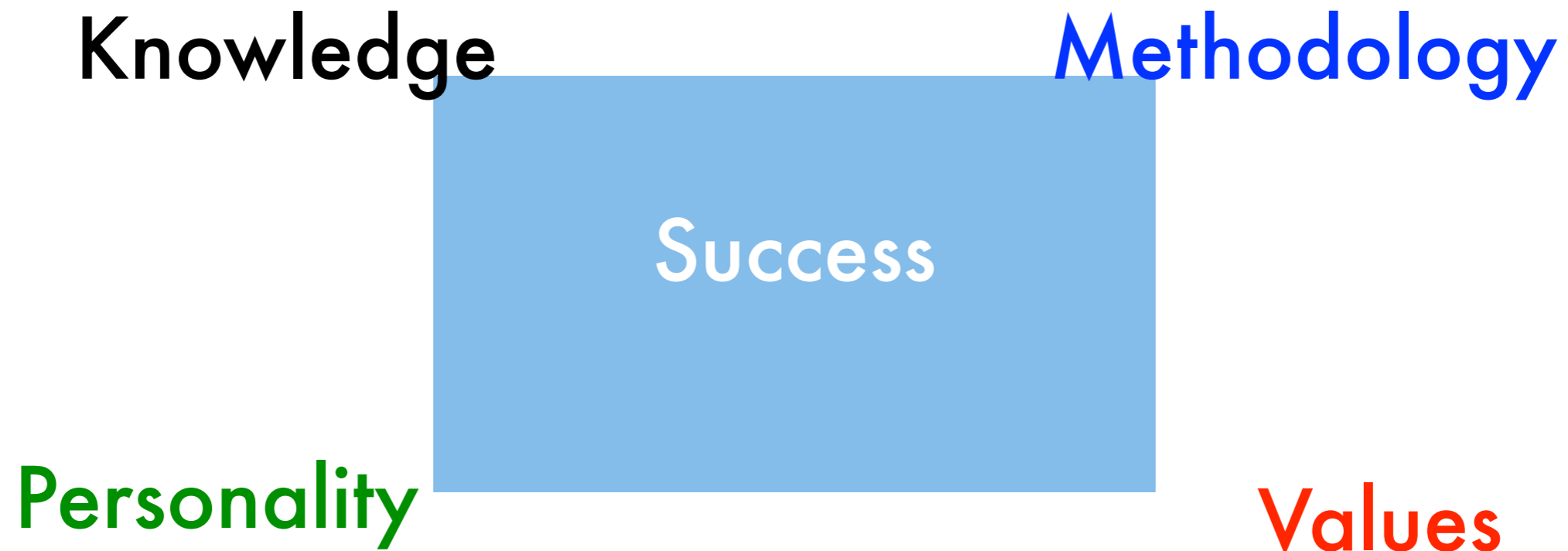
**Success as a trainer  
and leader**

**Personality**

**Values**



Colleagues, Customers-Participants, Finances, Exams  
and certifications, Rules, Atmosphere, Trends, Traditions,  
Technology, Course materials, Administration



Concentrate on what you can influence...  
Your knowledge, methodology, personality and values

# Learning strategy interview

- What have you learned to do well?
- Describe your first meeting with this skill and your decision to learn
- Describe how you learned it?
- How did you learn even more?
- (Compare with something else)
- Summarize the patterns

# The learning conversation

- Describe a successful learning experience
- What did you do that helped you succeed?
- How can you use this when you meet a new learning challenge?

# John as resource

Books

Courses and lectures

Personal mentoring

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