

Sarah Cirone: Hi everyone and welcome to today's webinar: ***Learning Preferences and Teaching Across Cultures and Generations***, hosted by HRDQU and presented by Bob Pike.

Sarah Cirone: My name is Sarah and I will moderate today's webinar. The webinar will last around one hour. If you have any questions, please type them into the question area on your GoToWebinar control panel and we'll answer them as we can or after the session by email.

Sarah Cirone: Our presenter today is Bob Pike. He is known globally as the "Trainers Trainer". He has written more than 30 books and created a dozen video systems on designing and delivering training. His Master Trainers Handbook is the bestselling trainer book ever published with more than 333,000 copies in print and four additions. He has designED more than 600 training programs of one day or longer since 1969. He has presented at every ATD International Conference and expositions since 1977 and is a regular keynoter at global training and performance conferences. He has worked in more than 25 countries during his career and his works have been translated into Korean, Chinese, Japanese, and Spanish. It's an honor to have you speaking with us today, Bob.

Bob Pike: Well, thank you and welcome to everybody that's online right now and that will watch this in the future, and let's get started. So I'm going to go to the slide that says reading your mind a card trick. So we're going to start with some involvement. And so, right now what I want you to do is I want you to look at what you see in the next slide. Unfortunately, my wife is not home right now, so I don't have the ability to have somebody else answer that. So what I'm going to do is I'm just going to totally hang up and hopefully nobody will call in the next 45 minutes.

Bob Pike: So look at the screen and I want you to choose a card, pick a card, any card, concentrate on that card because it takes your mental power. All right, so does everybody have a card? All right.

Bob Pike: Now, this is the important card. Remember the card you selected? Let's cover on the next slide, concentrate on it, need your mental power to make this work. And now what I'm doing is your card is going to disappear. So let's check the next slide. I removed your card from the pile. So if that's true, if your card is missing, type yes in the chat box

right now. Yes, my card is missing. So Sarah, what kind of responses are we getting?

Sarah Cirone: Everyone says yes, yes, yes. It does look like we've got a couple who have guessed to what your magic has done. Not a single person says no.

Bob Pike: Okay, well you always have a few spoilers in a magician show. Actually, if you remember to ask at the end, I'll actually send you this just part of the slide deck so that you can perform your own magic. But one of the things that we've just modeled for you is engagement. So regardless of wearing preference, which we're going to talk about today, and regardless of generation or culture, engagement is always a key. So let's look at the solution. We'll go to the next slide.

Bob Pike: Here are the two groups of cards that were copied from the slide decks. The cards were completely different, but the thing is because you were concentrating on your cards, you weren't trying to remember all the cards. So as some of you guessed, no matter what card you choose, it will not appear on the last slide. Now, if you wanted to use this in your own training, you would not do this part, you never want to reveal the trick. I'm only revealing it to you because this might be something that you'd like to use and something that I'd like to help you use.

Bob Pike: So let's go to the next slide, paradigm paralysis. And I've got a few questions to ask you and you can just type your answer in the chat box. And we're going to go pretty quickly on this. So why can't a man living in Winston-Salem, North Carolina be buried west of the Mississippi? I'm going to give you five seconds to type in your answer. You're going to have to think quickly on these.

Sarah Cirone: Oh, we've got answers. Do you want me to share them?

Bob Pike: Well, here's the thing. What I really want you to understand is that the right question can help everybody to get the right answer. And so, the question I would ask to help everybody get the right answer is, where would you bury a man who is still alive? The answer would be nowhere because he's alive. All right. But the thing is that sometimes I ask a question and people, "I'm just not good at this kind of thing." But if we ask the right question, we can help everybody get the right answer. So let's try another one.

Bob Pike: You have only one match. Enter a room and a kerosene lamp, an oil heater, and a candle. Which would you light first? Now again, a lot of can get the answer, but the question is, what's the question you could ask that would help everybody get the answer? So many of you are typing in the answers, but the question that you could ask is, what do

you need to light before you can light anything else? Then the answer would be the match.

Bob Pike: So, again-

Sarah Cirone: It seems like this, the answers we're getting Bob.

Bob Pike: Yup. And so, but I want you to think beyond just getting the answer because we have 150, 60, 80, 90 people online. And so let's say that half of you got it. But if you and I are doing a training program, we want everybody to be able to get it. So we want to ask ourselves, what's the question I could ask? So when I show you this next one, I don't want you to type in the answer because anybody can get that. I want you to type in what's the question you would ask to help all of your participants get the right answer?

Bob Pike: Okay. So here's the next one. Some months have 30 days, some have 31, how many months have 28 days? Now what I want you to type in is not the answer, but what's the question you would ask? Okay. So Sarah, some of those questions come up, you might read those.

Sarah Cirone: Yeah. We have here, what is the one month with 28 days? What is special about February? How many months contain at least 28 days? That seems like a common answer.

Bob Pike: Okay. And bingo, that's the right one, because all months have 28 days, not just February in leap year. All months have 28 days. So the question we do ask is, is how many months have at least 28 days? And then suddenly light bulb would go on and everybody would get the right answer.

Bob Pike: Okay. So let's try a couple of more. Your doctor gives you three pills, tells you to take one every half hour. How long will the pills last? Now again, we don't want the answer. We want the question that will help everybody to get the answer, which is a little harder.

Sarah Cirone: Let's see.

Bob Pike: Okay. So Sarah, as you see some of the questions, you might read those out loud.

Sarah Cirone: Let's see here. When did you start taking the pills? Is one of them. Is a question, seems to be coming in.

Sarah Cirone: Here's another. There we go. If you take pills every half hour and take the first one now when will you take the last one?

Bob Pike: That's probably closest to the answer that works. So the whole idea is when you take the pill right now, how much time has lapsed? None. In 30 minutes. You take the second pill, how much time has lapsed? And the answer would be 30 minutes. In another 30 minutes, I take the last pill. How much time has lapsed? And the answer would be one hour. So again, what we want to ask ourselves is what's the question I can ask that helps everybody to get the right answer.

Bob Pike: Okay. A person builds a house, we'll go to the next one. A person builds a house with four sides. The house is rectangular. Each side has a southern exposure, a big bear wanders by. What color is it? And again, what question would you ask that would help everybody to get the right answer?

Sarah Cirone: Let's see here. What color is a polar bear? Where is the house? That's a good question. What color is the bear that wanders by the house.

Bob Pike: Okay. So here's the question I would ask. If I'm in a house and every way that I look is south, where would I have to be? The answer would be the only place on Earth where that would be true is I'd have to be standing right dead on the North Pole. So if I were right dead on the North Pole and a bear wandered by, what color would it be? And obviously, yes, it would be a polar bear and so it would be white. But the question that we want to ask was the question about the house, the right question helps everybody get the right answer.

Bob Pike: Okay, so then the last one, and some of you are probably saying, "Thank goodness," and some of you are going, "No, bring it on. Bring it on." How far can a dog run into the woods? Now again, the answer isn't the answer to the question. The answer is what question could you ask in order for everybody to get the right answer?

Sarah Cirone: How many miles is the woods, is a question we got. How long before you start running out of the woods? How far do the woods go? How far can a dog run into the woods before it begins to run out? Yeah, that seems like a common answer is how far is the woods?

Bob Pike: Okay. So the question I would ask is, let's assume that the woods are a mile. How far does the dog run in before it starts running out? Assuming it's running in a straight line. And the answer would be, let's reveal it, halfway, because then it's running out. So again, the right question, get to the right answers. So what we want to do is think beyond what we're just teaching. Because if you just did the first part, you'd be doing what we did in all kinds of traditional schoolwork. And that's that we memorize the answer. And now if you ever saw this again, ah, I know

the answer to that. But do you know the thinking process that helps you to get the right answer?

Bob Pike: Okay, so let's look at learning preferences. So let's go to the next slide. So over the years, I have profiled probably 75,000 people in 25 countries on their learning preferences. And these were people across all generations, male and female, all educational backgrounds, et cetera. And these are the three things that we looked at. And so what I'd like you to do is, is I'm going to explain each of these and what you're going to do is just give your best guess. So we don't have time to get all of you a learning instrument to take or anything like that. If you are in one of my seminars, you'd actually do that. But, just give your best guess. So the first learning preference we look at is do people like specific structure or general structure?

Bob Pike: And what I mean by that is when somebody likes specific structure, they like all the I's dotted, they like all the T's crossed. What do you want me to learn? How do you want me to learn it? What resources do I have available? How will I know that I've learned? So the closer you are to the number one, the more you like specific structure. Whereas over on the other side, general structure, I like choices, not assignments. And so tell me what you want me to learn and then give me options for how I can learn that. They don't care that much about all of the details, they'll figure that out as part of their learning.

Bob Pike: So what you need to do is just give yourself a number from one to seven. And what I'd like you to do is avoid the number four. Don't say, "Well I'm right in the middle. I can be balanced. I can go anyway." No, no, no, no. Give yourself either a one, two, three or a five, six, seven, one of those numbers and put that in the chat box right now. And as they're coming in Sarah, if you would just to kind of read those out loud.

Sarah Cirone: Yeah. Let me just give a couple of minutes for them to trickle in. So we have some sixes, some ones, fives, threes, two. We're pretty all over the board here. Looks like we have a pretty even split between all of the numbers.

Bob Pike: Okay, well see, here's the interesting thing. Having profiled 75,000 people in 25 countries, it would be absolutely the same that it almost comes down to 50/50 that, that 50% of the people like specific structure, 50% like general structure. So then the question is how do you design and deliver training so that you appeal to everybody, both specific and structure? And here's the key word for you. Choices. Give people choices.

Bob Pike: So for example, today we're going to do a case study. So specifically,

okay, case study. Good. Here's how you're going to work the case. Specific voters say, "Great. I know exactly how I need to do it. I know the amount of time that I have." But then I say, "Now there are three cases." So read through the three cases and then choose the one that you'd like to work on. And so now suddenly the general people structure like that goes, "Oh, it's no longer an assignment. I get a choice of how I do it." So again, when I'm creating activities, I will not just create a single activity. I will actually create multiple similar activities. The structure is the same. The process is the same, but the difference is now people have a choice on what they're going to do.

Bob Pike: Okay. So the next is practical versus informative. Now, I'm an informative learner. I'm probably informative off the charts. I'm probably like an 11, even though seven is as high as you can go. Why? Because I love information. If you were to look at the books that I have in my library and right now I'll read you a few of them. Running the Gauntlet: The Success Codes, Sing With Freedom, The Power of an Hour, Visual Meetings: Divine Direction, Outrageous Multi-Step Marketing Campaign, Outsource Smart: How to Write and Sell Information Products for Fun and Profit, Christ Based Leadership.

Bob Pike: So it seems like, whoa. I mean that is how huge variety. I love information. I love learning. I love reading. So I'm an informative off the chart. However, my wife is a very practical learner. So I start sharing something with her and she would say, "Well, why are you telling me that?" And practical learners when they're at the extreme that are over at that number one are basically saying, "Look, if I'm here to learn, I want to be able to use what I've learned. So cut out the fluff, cut out the filler, give me the stuff that I need to do my job."

Bob Pike: And to give you a quick example, that's why in my training I teach trainers never to use an icebreaker. And, yet I know a lot of trainers when I observe their training, they start with an icebreaker. And so you come into class and you've got a card, you've got salt, and in a few minutes the trainer says, "Okay, go find the person who has the cards that, that's a match." So you're running around the room going, "What on earth matches salt?" So then you find out that salt matches pepper. Big matches little. Large matches small.

Bob Pike: And now the informative learning loves us. Now we're in a course on customer service, but the unaffordable, hey now this is kind of fun. The practical learner saying, "What does salt and pepper big and little have to do with customer service?" And the trainer says, "Well. Nothing. I just thought we ought to get acquainted." The practical learner says, "Okay. So we just wasted 20 minutes on something that has nothing to do with helping me be better at customer service." Okay. So you see that in how

we design and deliver training, we have a challenge. So choose one, two, three, five, six or seven. Are you more of a practical learner or are you more of an informative?

Sarah Cirone: Let's see here. We have three, two, one, six. We have some more threes coming in. Yeah. And it again, seems to be more split.

Bob Pike: Okay. All right. And again, with the 75,000 people that I have actually done a validated profile on it's about 50/50. So when I'm designing and delivering, what do I do with that? I'll give you an example. I'm doing the course in February on a results-based creative learning strategies, designing and delivering training. And, so it's about designing activities that we can use that help us get results from our training and 80% of what we do. So, I have 103-page manual. We only do 49 pages of it during the three days because it's all very practical information. It's all very practical information. But the other 50 pages are resources that we draw on. Why? Because it helps people go deeper if they want to, which is the whole point, it helps people go deeper if they want to. All right. And, so that's how I use that in my design.

Bob Pike: So let's look at the third one. Participated versus reflective. A participated learner basically says, "I like learning with other people. I like the social interaction." Whereas a reflective learner says, "I really learned better by myself."

Bob Pike: Let me pause this for just a second because it's noise. I'll be right back.

Bob Pike: My wife was volunteering at church and she forgot that I was doing a little webinar. If didn't answer that, she would've just kept calling.

Sarah Cirone: Oh yeah. I'm sure she wanted to make sure you were safe.

Bob Pike: Oh yeah. So, anyway, we continue. Again, think about yourself. Do you learn better with other people or do you learn better upon your own? So would you just again, one, two, three or five, six, seven?

Sarah Cirone: Okay. So I'm seeing some sevens, some threes coming through, a couple of ones, some fives. Again, Bob, it seems like we have a pretty a even split here.

Bob Pike: Okay. So with the 75,000 people that I have profiled, over 70% profiled as participative learners. Now it really doesn't make a difference because that still means that I have 30% reflective learners. So how do I make that work? When I've got a class, say of the 20 people and 30% are reflective? I designed so that I hardly ever have an activity that requires one person to come to the front of the room.

Bob Pike: My core model is that my class is going to be divided into groups of average size of about five. And then I'm going to do things that people work individually, then they're going to have a learning partner. So they're going to work with just one other person. They're going to work in a triad, so there are just three people and so it creates a comfort zone for the reflective learners, but it still gives that participation. But the reflective learners don't get out of their comfort zone by having to participate in front of everybody. If that makes sense.

Bob Pike: So I think right now let me just take a minute and if you've got any questions about this part of the presentation, now would be a good time to ask a question.

Sarah Cirone: Okay. Let's just give those a couple of minutes to roll in.

Bob Pike: Okay.

Bob Pike: (silence)

Sarah Cirone: Let's see. Here's a question we have here. How can you make self-paced learning okay for both reflective and participative learners?

Bob Pike: Okay. Well, the challenge that you have with self-paced, so I'm assuming that you're talking about online learning, e-learning, that kind of thing where people are working on their own. So, one thing I tell people is that the closer you can make any type of learning online, virtual, face-to-face mimic the classroom, the better off you're going to be. So even with self-paced, I would suggest get a learning partner. So yes, you're going through this on your own, but is there somebody that you can buddy up with so that you can study together, ask questions of one another, et cetera?

Bob Pike: Can you put together an online cohort so that if I've got a question, I can post a question on the page and other people can respond to me? So that so that they have interaction and they realize that, "Okay, I'm taking this by myself, but I'm not alone." And that becomes a real key. So good question.

Sarah Cirone: That was a really great question. And I guess, Bob, how can you maybe for a more reflective learner, is there ways that you can encourage them to be more of a participative learner?

Bob Pike: Okay. So again, let's go back to my model that my basic group, that a class is five people. So let's say that we're doing an activity, well, let's say we're doing this activity. If I had a group of five, or let's say a group

of 20, I'd say, "Okay, right now in your small groups, you need a group leader. The group leader is going to be the person who hasn't been the group leader yet."

Bob Pike: And so again, if somebody's shy, the group might look and say, "Well, Sarah, you hadn't been group leader yet." And I say, "Okay, now take two minutes as a group and come up with a question you'd like to ask me about anything we've touched on so far." Now the group is brainstorming that reflective learner is simply leading that activity. And then all they're going to have to do is read aloud the question the group decided on. So I'm getting them involved, but it's in a very safe way because it's with their small groups. So that'd be one quick example of how I could do that.

Sarah Cirone: Oh, wow, that's great. That's really interesting.

Bob Pike: Okay. So now I hope everybody downloaded the handout. Let's look at teaching across generations and cultures, and I've given you some strategies for that. And so let's take a look at that. And, so, the first one is give choices. So I already touched on this earlier, but is there is no culture that likes assignments. There's no culture that likes choices. There's an age group that likes an assignment. We always want to give choices. So even when I'm having people do group discussions, I might give them seven questions and I say, "Start with number one and go to seven or start with seven and go back to number one." So even in group discussion, I'm giving them a choice, so that would be number one.

Bob Pike: Strategy number two is use variety. There are a lot of times when we discover a new technique and then what happens is we overuse it. So brainstorm. Okay, take two minutes right now, brainstorm three ways you could do this. And then 15 minutes later, all right, let's brainstorm. What are five problems that you see? And then 12 minutes after that, let's brainstorm. People going, "If he says brainstorm one more time, I'm going to throw up."

Bob Pike: No, brainstorming is a great strategy to get involvement, but not if you overuse it. If I have people brainstorm and then later on I ask them to create a chart and then a little bit later I say, "We said there are three tests on effective opener, 30 seconds in your small group. What are the three tests?" Then maybe a little bit later I brainstorm again. Well, now, because we're mixing it up, that doesn't seem very repetitive. Why? Because we've used other methods along the way. Matter of fact, in my results based a creative learning strategies class, we actually teach people 61 ways to put variety in their training.

Bob Pike: Okay. So let's go to number three, be optimistic. I think probably many

of us on this webinar remember Bette Midler's Wind Beneath My Wings and the whole thing is about you're my hero. You lifted me up. Well, that's what we're supposed to be as trainers. We're supposed to be lifting our classes up. They're not supposed to be lifting us up. They're not supposed to be carrying us. We're supposed to be inspiring, equipping, empowering. And so don't expect your participants to be more optimistic than you are. So be optimistic. Be positive. There's no generation or culture that likes someone who's negative, who's a downer all the time.

Bob Pike: I mean, how'd you like to be in a classroom? All right. Now I know some of you think this is boring. Frankly, it is boring. There's nothing I can do about it. We're stuck with this together. So let's just pull together for the next three hours and then we can all get out of here. I guarantee you there's not going to be a lot of learning going on there and you're not going to have somebody jump up and go, "No, it's not going to be boring. It's going to be exciting. I'm happy to be here." Forget it. That is just not going to happen. And frankly I believe this, there's no boring learning. There's boring ways of delivering it because if it's worth learning, then we can find an interesting way to help deliver that.

Bob Pike: So let's go to number four. Rotate group leaders. So again, remember that in my small groups I've got 20 people, four groups of five. I'm always rotating group leaders. I don't want anybody to get the idea that I own this group. This group is mine and I have a variety of ways of choosing group leaders. So maybe it's this time it's the person that traveled the furthest distance, you're the group leader. Then the next time I say, "Okay, last group leader, choose the next group leader." And then the next time I say, "Point a finger in the air. When I count three points, the person you want to be your leader. Person with the most fingers pointed at the leads. One, two, three" people point, there's all kinds of laughter. You have a leader.

Bob Pike: And then a little while later I say, "Okay, we're going to use the point plus system for choosing group leader." And so I say, "Point a finger in the air." Bah, I know what this is. And then they point and then they laugh because they stuck this person what being a group leader. And I say, "Okay, group leaders give me a high sign. And they raise their hand. And I said, okay, that was so only the point system. Here's the plus. Group leaders, you have the power. So you can either remain group leader or you can look around and figure out who was most delighted that you got stuck with this and you can make them lead. So you can either keep it or give it away." And again, there's a lot of laughter and then we have a group leader.

Bob Pike: And here's the interesting thing. I never tell jokes in my training, but we

have a lot of laughter because I use natural humor. And frankly, if nobody laughed in choosing a group leader would make a difference because the primary goal was getting a leader. The secondary would be if there's laughter, great because that releases endorphins and it creates a more optimistic atmosphere, if you will.

Bob Pike: All right. So let's go to number five, provide practical experiences. I always want to give people a chance to apply what they've learned. So for example, in one of my courses, I teach people window painting. It's seven ways to remember anything. And so if you visualize nine panes of glass in a window, I might use seven of those to teach, for example, the seven steps to creating projects and case studies. And so, once I've done that, I might say, "Now, I want you to use what you've learned about window paintings. So there's always a keyword. There's always an icon. Now I want you to take a separate piece of paper and create a window pane for something you teach. So it could be seven steps, it could be nine things to remember et cetera." And so I'm always providing a practical experience.

Bob Pike: And number six, encourage participation. So again, this is why I'm using small groups. This is why I'm giving people a reflection time. Actually right now, here's what I'd like you to do. Would you just take a minute to reflect on everything that we've covered and write down two ideas that you're going to use? Write down two ideas that you're going to use. And once you've written those two down, I'd like you to type one idea in the chat box. Okay. Type one idea in the chat box. I'll give you about two minutes to do that. You can go.

Bob Pike: (silence)

Sarah Cirone: Oh, we have a response here. Variety.

Bob Pike: Okay, great.

Sarah Cirone: Another response providing variety of means to choose group leaders during a training. Look up different varieties of teaching. Choices. You have some great responses coming in here. Offer multiple case studies to choose from.

Bob Pike: Perfect.

Sarah Cirone: All right. We have two more that we can talk about too. Someone said rotating group leaders and another one about giving choices and encourage participation.

Bob Pike: Okay. So notice what I did. I have a number of things to give you and

instead of just going through all of them, I stopped about halfway through and gave you some reflection time over everything that we have done so far in this session. And that helped you to revisit the content, but it also energized you because when you're doing virtual training, a lot of times it's real easy for the instructor to just be one way, dump content, show your slides. And I want to engage people even when we're doing a virtual session. So again, this is how I encourage participation even when it's virtual.

Bob Pike: So let's go to number seven, provide feedback offline. Now what I mean by that is there are some people that love positive feedback in front of the group and there are a lot of people that find it embarrassing and there are some cultures where it would be embarrassing. And so I find that it's always a good idea that if somebody is doing a great job, I'll notice it offline. Sarah did a great job of helping your group develop questions and thank you for taking the lead on that as group leader.

Bob Pike: So if I do that offline, Sarah can appreciate that she can enjoy that. But if I point her out in front of everybody, Sarah might be saying, "Okay, I love that." But Sarah might equally be saying, "I wish he hadn't said that. Now everybody's going to think that I'm teacher's pet" or whatever. So provide feedback offline. We all know that if there's negative feedback that we want to do that in private, but consider even positive feedback that when you're teaching multiple generations, multiple cultures it could be a very good idea to provide feedback offline.

Bob Pike: And number eight, hold people accountable. Hold people accountable. And one way, I do this is I use time. So, just a minute ago, I said, "Take two minutes, write down two things you can use, then type one in the chat box." And we held to that two minutes. And so hold people accountable.

Bob Pike: Then nine create networking opportunities. People like to interact with other people in their class and so give them some breathing room so that they can network and get to know the people in their class. Because a lot of times the time that you and I have available to any particular group we're working with is limited. But if you help connect them to one another in the group, you're helping them to build a support group that can go beyond the time that there is available.

Bob Pike: Then number 10, give individual work. Allow reflection time, allow people to create action ideas. So that we're making sure that they're getting a chance to think through how am I going to use what they've learned?

Bob Pike: And then finally encourage personal responsibility. Then the final

analysis you and I can't really teach anybody anything. We can only create a climate or an environment where people choose to learn. We can only create a climate or an environment where people choose to learn. And, to me, that's critical. We want people to learn, we want them to connect with one another, and we want them to be able to continue to grow, to be better people, to be better employees because they were in our training.

Bob Pike: So let me offer you something, if you will send me an email to book@cttnewsletters.com. Now, we're showing you a slide that gives you all kinds of ways to connect with me. So if you look at the last one, it says book@cttnewsletters.com. if you just use book instead of Bob and in the subject line, put a HRDQU webinar. What I will do is I will send you a copy of my book Unlocked Learning and Unleashed Performance, and it'll go beyond what we've had time for in this presentation. So again, it's book@cttnewsletters.com, and I'd be happy to give you a copy of that book and it's a way that you and I can stay connected.

Bob Pike: So with that, I try to start on time and on time, respect your time, and Sarah, thank you for having me. So, good luck and God bless.

Sarah Cirone: Thanks Bob. It was an honor to have you speak with us today. We appreciate you looking to HRDQ for your training needs. We publish research to base experiential learning project products that you can deliver in your organization. Check out our online print self-assessments, our up out of your seat games, our reproducible workshops you can customize or more either at our website or give our customer service team a call. If you need help learning a training program or want one of our expert trainers to deliver it for you, we also provide those services. We look forward to being your soft skills training resource.

Sarah Cirone: This is all the time we have for today. Thank you, Bob, and thank you for participating in today's webinar. Happy training.