

# TRAIN THE TRAINER

**SCOTT WARRICK, JD, MLHR, CEQC, SCP**

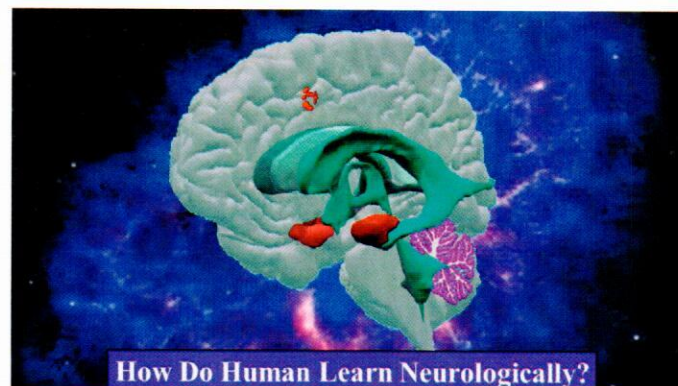
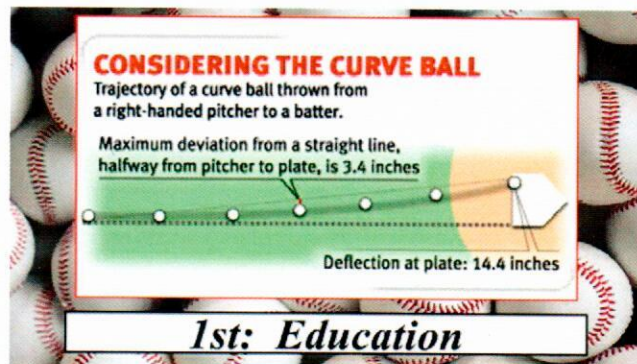
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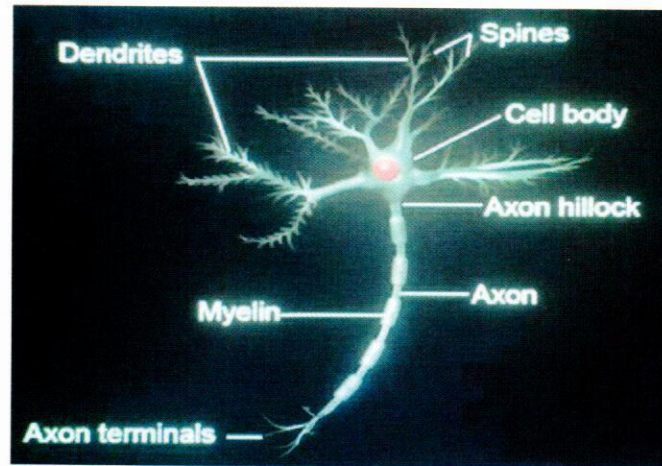
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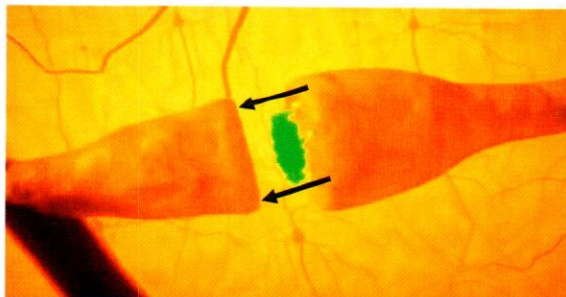
# HOW DO HUMANS NEUROLOGICALLY LEARN & BUILD SKILLS?

## NEUROPLASTY: NEURONS, DENDRITES & SYNAPSES

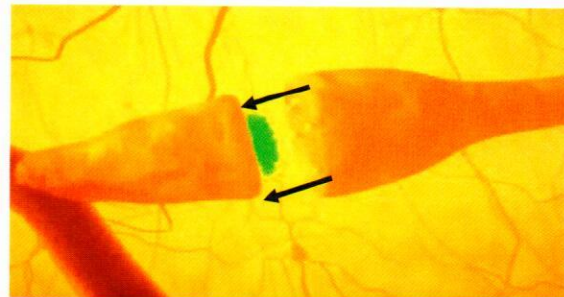
In our brains, we have “neurons.” Our neurons are the actual cells that grow and form our brains, as well as our entire “automatic nervous system,” or ANS, which runs throughout our entire body. The “dendrites” or “spines” in our brains are what connect our neurons to one another.



NEURON



Axon (right) Fires The Neurotransmitter Across The Synapse To The Dendrite



The Dendrite (left) Absorbs The Neurotransmitter

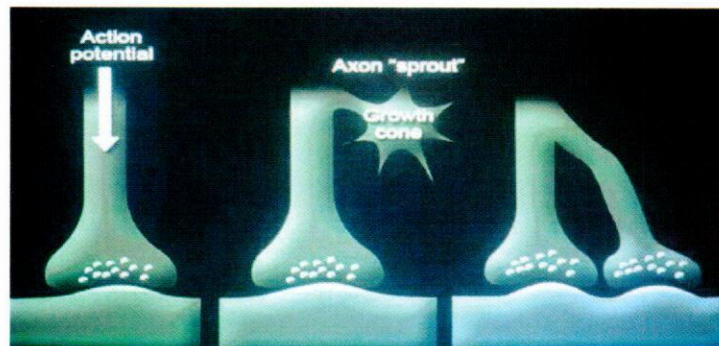


## UNDERSTANDING NEUROPLASTY



1

### NEUROPLASTY: THREE DIFFERENT SHAPES OF DENDRITES “NEUROGENESIS”



**3rd: Make Part of Everyday Culture**

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<sup>1</sup> "The Life of the Human Brain," PBS

## ***WHY DOES MOST TRAINING FAIL?***



**#1 Reason:  
NO GUTS!**

**RULE #1:  
NEVER UPSET ANYONE!**

**RULE #2:  
AVOID ALL FORMS OF CONFLICT**

**RULE #3:  
NEVER ADDRESS AN ISSUE. IGNORE IT...IT WILL GO AWAY.**

Of course, as anyone knows, if you follow these Rules of Leadership, you will surely fail. However, time after time, we fall victim to these rules.

**RULE #1: NEVER UPSET ANYONE!**

Think about it: If you gave away a \$1,000.00 bonus to every one of your employees, wouldn't 5% complain that they had to drive all the way in to get it? (These types of people are who we refer to as the "5 Percenters.") And we worry about upsetting these people ...**WHY?**

But think about it: How many times have you been in a meeting and someone comes up with a half-way decent idea ... only to have someone else in the room say, "Oh, but someone would get upset."

That is when we fall victim to the #1 Rule of Leadership.

**RULE #2: AVOID ALL FORMS OF CONFLICT**

This is ridiculous. Isn't conflict how we resolve issues? Isn't honest and respectful conflict how we improve our decisions?

Chances are that something was going wrong in the first place, which is why we needed the training session in the first place. If we do not address the issue, then the problem will never be solved.



**RULE #3: NEVER ADDRESS AN ISSUE. IGNORE IT...IT WILL GO AWAY.**

Following these three Rules of Leadership turns us into “enablers.” When we are so afraid of upsetting anyone, which are usually the 5% who complain about everything, when we avoid all forms of conflict, and then ignore issues hoping they will magically disappear, our silence gives “tacit approval” to the “problem people” to continue what they are doing.



*“Would the reasonable person in the community be offended by this?”*

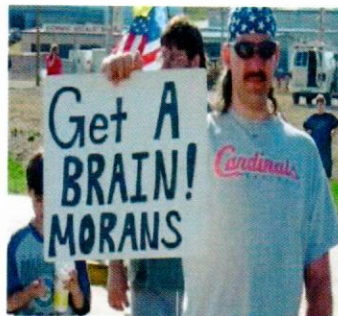
Asking yourself, “Would the reasonable person in the community be upset by this” is how we determine if a harassment complaint is legitimate in the workplace. If the “reasonable person,” which means “most people” in the world, would *not* be offended by this ... then the issue most likely lies with you. You are outside of the norm, so the issue is yours. (“Hyper” means “outside the norm.”) In essence, this means you need to re-examine your own level of Emotional Intelligence. This means you are the one who needs to “grow up.”

In other words, if this was on the front page of *USA Today*, what would most people think?





## What Would **MOST** People Think?



**#2 Reason:**  
**TRAINING DOES**  
**NOT FIX**  
**“STUPID” OR GIVE**  
**“PERSONALITY-**  
**ECTOMIES”**

**Develop Your Tops**  
**Forget The Flops!**



In a study conducted by Dr. John Sullivan from the University of San Francisco, Dr. Sullivan theorized that training and working with low performers was a total waste of time. In Dr. Sullivan's study, he went back two years and identified 1019 people in a large retail organization that had received average ratings of a “2” on their last two performance reviews. Receiving an overall score of a “2” on this organization's review meant the person “needed improvement.”

The company then calculated the money spent on trying to improve these employees' performance, which included expenses relating to training, coaching, management time, etc. In this intense program, the average cost per employee equated to **\$13,090** per person. With 1019 employees going through this training and mentoring program, the total dollar cost to the company came to **\$13,338,710**.



After these employees were given this additional training and mentoring, Dr. Sullivan looked to see how many of these “lower performing” employees were later ranked as being a “top performer,” which meant these employees received reviews that were in the top 20% of the company. After such intense training and mentoring, and after spending more than 13 million dollars and working with these people for months, you would think the company could expect *some* decent ROI.

However, in the end, **NOT ONE EMPLOYEE ROSE TO THE LEVEL OF A TOP PERFORMER...EVEN AFTER RECEIVING INTENSE TRAINING AND MENTORING.**



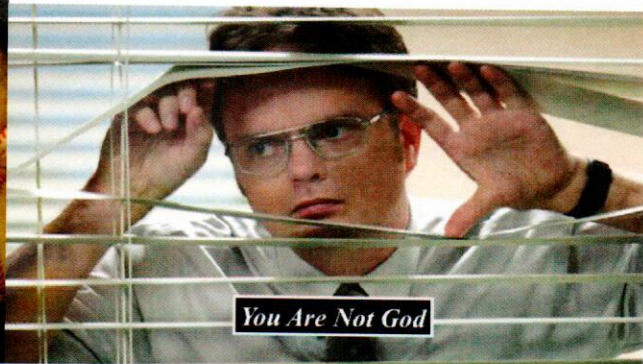
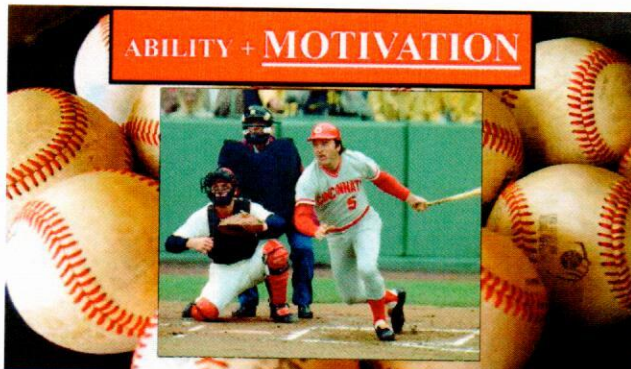
**1019 Employees**  
**X**  
**\$13,090/EE**  
**\$13,338,710**



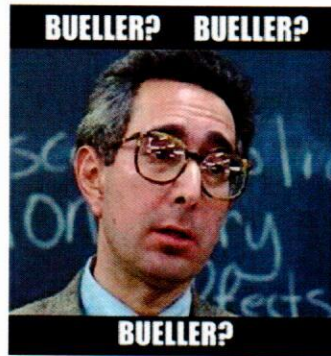
How many of these 1,019  
“average” employees  
became a top 20%  
performer?

**0**

It would have been  
cheaper to hire new people ...  
qualified people.



## WHY DOES MOST TRAINING FAIL?



### #3 Reason: LOUSY TRAINERS

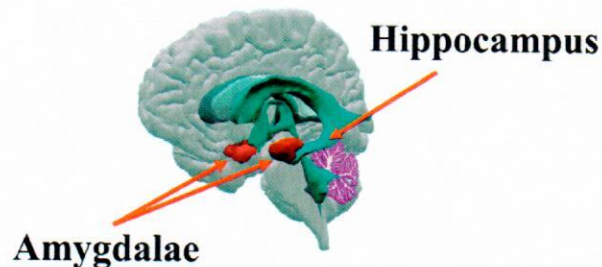
First, good trainers understand how people actually form memories ... neurologically speaking.

Have you ever wondered why more people remember what Bill Cosby says than the President of the United States...even though what the President is saying is more important to all of us than what Bill Cosby is saying? (Yes...I agree...that point is highly debatable.)

Also, have you ever wondered why most people can sit through a two to three hour movie but sitting through a one hour training program is just too much for them to handle?

In order to understand how memories are formed and how people learn new information, trainers have to understand how the human brain is constructed.

### How Do We Retain Information?



The **amygdalae**, which resembles two almonds resting on either side of the brain right behind our eyes. All of our emotions come from our amygdalae. It is the body's emotional center. Laughter, joy, anger, avoidance, ego and defensiveness are all emotions that are activated by the amygdalae. The amygdalae therefore acts as the brain's "**Emotional Tripwire.**"

The **hippocampus** is located on either side of the thalamus ... right behind the amygdalae. The hippocampus is primarily involved in storing factual-based memories, which is our short term working memory, and for transferring new information into our long term memory system.

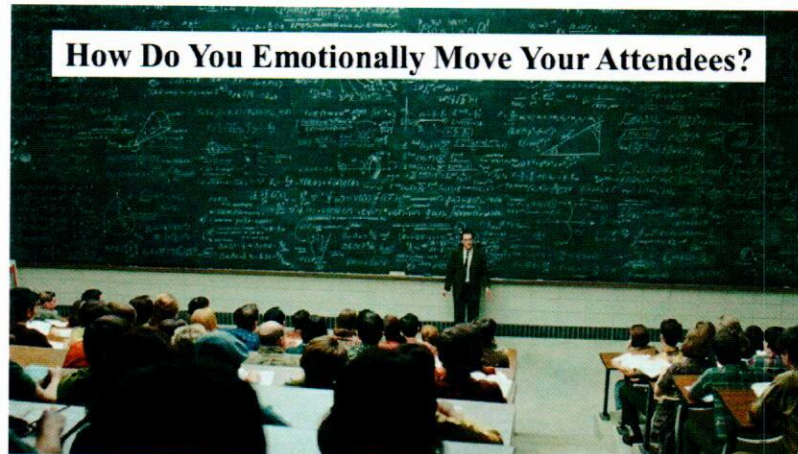


As most everyone knows, emotions and memory are **very** closely related. This is because the amygdalae is located right in front of the hippocampus.

Actually, the way we humans form memories is pretty straight forward. You experience something that stirs your emotions, which means you have just stimulated your amygdalae. This stimulation of the amygdalae results in a little shot of adrenaline and cortisol being secreted across the hippocampus, which literally burns the event into our brain as a “memory.” The more pronounced the emotion ... the more cortisol and adrenaline the brain will produce, which will result in the memory becoming much more vivid. This is why most people will always remember where they were when they heard about the attack on 9-11, when JFK was assassinated, and so on.

That is why trainers absolutely must understand and use “Adult Learning Principles.”

Malcolm Knowles has researched the principles of Adult Learning Theory in detail and has drawn some definite conclusions companies should be aware of as they strive to educate their managers and employees. Knowles concluded that there some very basic principles of adult learning that should be followed **whenever** educating adults in order to boost comprehension and retention of the material, which greatly helps in the transference of learning from the classroom to the workplace.



### PRINCIPLES OF ADULT LEARNING

#### 1. The Greater Number of Senses Used, The Better

The **greater number of senses** that are used by students throughout the instruction, the greater their retention will be. In short, the more actively involved the attendees are in the training, the more they will understand and retain.

## PRINCIPLES OF ADULT LEARNING

### #1

#### **The Greater Number of Senses Used ... The Better**

**VISUAL ... VISUAL ... VISUAL**

Over 60% of the human brain is dedicated to visualizing what we experience. Therefore, the old saying is absolutely true:

**A Picture Is Truly Worth A Thousand Words.**



Therefore, trainers should work as many pertinent visuals into their programs as possible.

## PRINCIPLES OF ADULT LEARNING

### #1

#### **The Greater Number of Senses Used ... The Better**

## **Humor**

One way to increase the students' retention of the material during lecture is to use **humor**. When people find the material entertaining as well as informative, retention skyrockets. Again, more people remember what Bill Cosby says than the President of the United States for this reason.

Bill Cosby's audiences are **actively involved** in his presentation because they are entertained. They laugh, which not only burns the learning point into the person's



memory, but it also stimulates the endorphins in their bodies. As a result, their brains are energized...they are **VERY** actively listening to what he is saying and they are hanging on his every word in anticipation of what he is going to say next. As a result, people retain what Bill Cosby says for **years**. This is also why we are barely able to remember 1% of what the President says in his State of the Union Address...even though I would hope the State of the Union address is infinitely more important to us than Mr. Cosby's childhood stories.

**ALWAYS**

**Look  
For  
Ideas!**

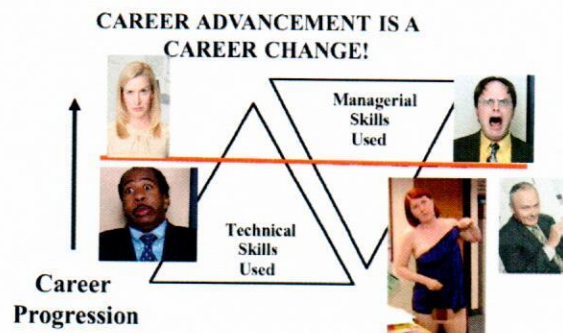


## PRINCIPLES OF ADULT LEARNING

**#1**

**The Greater Number of Senses Used ...  
The Better**

## **GRAPHS & DIAGRAMS**



## PRINCIPLES OF ADULT LEARNING

### #1

**The Greater Number of Senses Used ...  
The Better**

## **Communicating Data**

### **Fixed Salary For Fluctuating Work Hours Agreement**

**\$600 per week salary**

**Works 50 hours in one week**

Since the employee has already received straight-time compensation on a salary basis for all hours worked, only **additional half-time pay is due.**

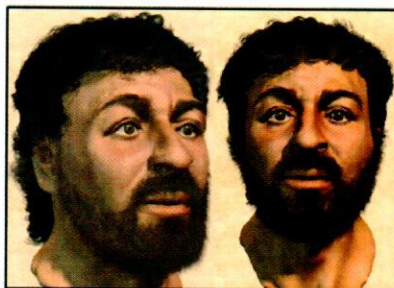
**$\$600.00 \div 50 \text{ Hours} = \$12.00/\text{hr. wage}$**

**$\$12.00/\text{hr. wage} \div 1/2 \text{ time overtime rate} = \$6.00/\text{hr.}$**

**$\$6.00/\text{hr.} \times 10 \text{ hours of overtime} = \$60.00 \text{ overtime earnings}$**

**TOTAL WEEKLY WAGE = \$660.00**

## PRINCIPLES OF ADULT LEARNING

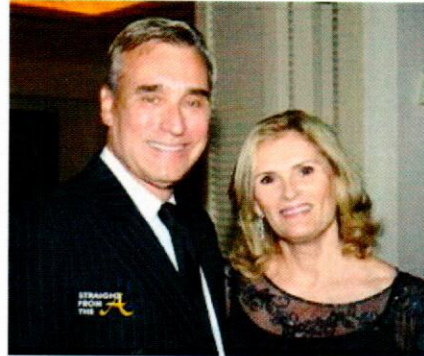


### #2

**Adults Want To Use  
Their Own Prior  
Experiences As A  
Foundation Of  
Knowledge**

## **LEARNING POINTS & PARABLES**





**Patrick Snay was awarded an \$80,000.00 for settling an age discrimination and retaliation involving his daughter in a subsequent lawsuit against Gulliver Preparatory School.**

**The settlement contained a “Confidentiality Clause.”**

**Dana Snay posted this on Facebook:**

**“Mama and Papa Snay won the case against Gulliver.  
Gulliver is now officially paying for my vacation to Europe  
this summer. SUCK IT.”**

**Dana violated the “Confidentiality Clause,” so the award was rescinded.**

### PRINCIPLES OF ADULT LEARNING



**#3**  
**Adults Must Test**  
**New Theories**  
**or**  
**Concepts They**  
**Have Just**  
**Learned**

It is important to give attendees who have just learned a new theory or principle the opportunity to actually implement it and/or practice it. Therefore, trainers should use instructional techniques that allow their employees who are receiving the instruction the opportunity to apply what they have learned in the class room setting for immediate “practice.” (i.e., case studies to apply the principles in small groups, role plays, etc.)

When this is done, retention skyrockets!

**Application...Application...Application!!!**

### PRINCIPLES OF ADULT LEARNING



**#4**  
**Adults Learn At**  
**Different Rates Because**  
**Of Differences In**  
**Interest, Motivation,**  
**Occupation & Education**

**Trainers should take into account the individual differences of the employees being instructed** to help ensure that the material is being taught at an appropriate speed and at a proper level of difficulty. Targeting the speed and difficulty of the material to those employees receiving it helps to increase understanding, application, and retention of the topic.



## PRINCIPLES OF ADULT LEARNING

### #5

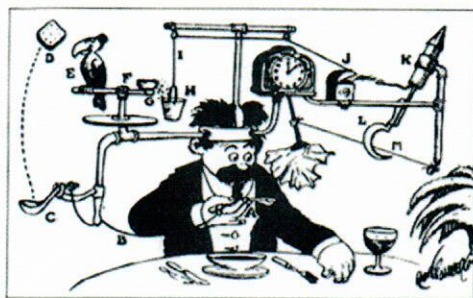


### Adults Must See The Relevance Of The Information

Trainers should make it clear to those employees receiving the instruction at the very beginning of the session **why this information is important** to their current and/or future duties. In other words, a “**need**” must be established to create a desire to learn. This “need” must be presented in a practical “rubber hits the road” manner. Again, concrete

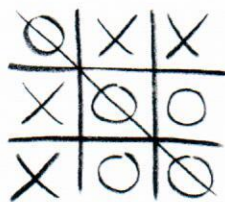
## WHY DOES MOST TRAINING FAIL?

Self-Operating Napkin



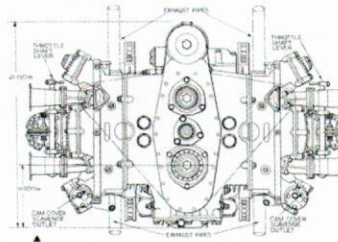
### #4 Reason: POOR PROGRAM DESIGN

1. **The Content Of The Instructional Material Must Be Organized In The Most Effective Manner Possible For Learning**



**Whole  
Learning**

VS.



**Part  
Learning**

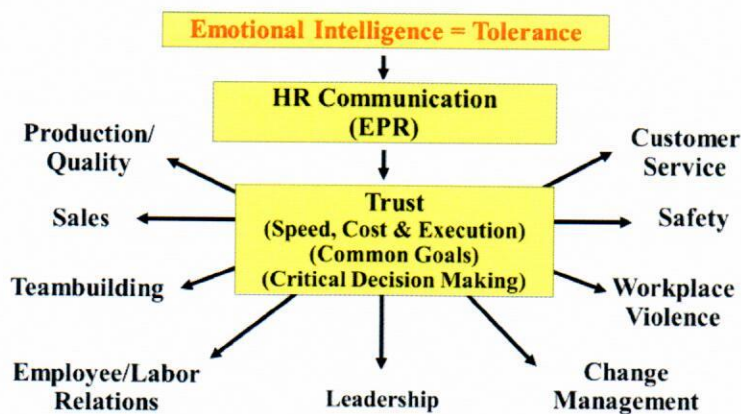
Whoever is designing the training program's content must also bear in mind that the information covered in the session must be arranged in such a way that it is most easily understood and communicated for the attendees.

If the information being taught is simple and easy to understand, then the entire subject can be presented all at once, which is referred to as **“Whole Learning,”** or **Gestalt learning**. Otherwise, a simple topic can easily become boring and unchallenging, which diminishes interest.

Most topics, however, are more complicated. For those topics that are more difficult to understand, the information should be broken down into smaller subsets and then presented in sequential order, which is referred to as “part learning.” If a difficult topic is presented all at once in its entirety, the students receiving the instruction can easily become overwhelmed by the material, which frustrates their learning.

Therefore, when the learning points could be complicated, the learning points that are to be addressed in the program should be broken down into simple, small portions. They should then be arranged in a logical sequence, most often going from the simplest learning point to the most complicated. In other words, these learning principles “build” on each other to complete the program.

This approach is often referred to as **“Building”** or **“Diagramming”** the program.



As these learning points “build on” each other throughout the program, the designer should be able to draw upon or “diagram back” each of the learning points to the previous learning points that have already been covered. Actually, if you were to list each of these learning points horizontally across a sheet of paper, the designer should be able to draw arrows back to the previous learning points and identify how these points all build on each other. How these learning points fit together should then be recapped and summarized frequently for the attendees throughout the session, which, if you remember, supports the Adult Learning Principle of providing a logical progression for the attendees, much like the order and logical sequence of a timeline.



Further, for each learning point, the designer should have an example to go with it. In following Adult Learning Principles, adults learn best when they draw upon their past experiences. In applying this principle, the Jesus “Parable” method should be used, as previously discussed. These “stories” or analogies that relate to the attendees’ personal experiences should also be included with the training program’s diagram. These relevant examples should be strategically placed throughout the session.

Do not confuse this method of “part learning” with giving the attendees an overview or a “map” of the course materials at the beginning of the session. It is a good idea in many instances to give attendees an overview, but trainers should not give too much detail at this point. Too much detail at the start can be confusing. This overview should be very quick and should be just enough to give the attendees a good feel for where you are going.

Trainers should also realize that “**distributed learning,**” which is educational material **spaced out over time**, should be used whenever possible to obtain more permanent retention of the material being taught. The value of “distributed learning” is that it allows for attendees to not only “digest” what they have learned in the session, but it gives them time to practice the various learning points between sessions.

## 2. **Bad Information**

“Bad information” falls under several categories:

- **Wrong Information**

Unfortunately, believe it or not ... not all experts out there are quite as “expert” as they profess. Sometimes, the information taught to employees is not just misleading, it is sometimes flat **wrong**.

I have even had general practitioner attorney’s tell my clients that it is legal to withhold employees’ paychecks until they return certain equipment, that exempt salaried employees can be made to clock in and out to make sure they are working at least 50 hours a week, and so on.

**ALL** of this information is **wrong!**

Unfortunately, trainers who are supposed to be experts in their field are sometimes wrong in the material they teach. Beware!

- **The Information Being Conveyed Does Not Fit With The Organization's Culture**

Other times, the information disseminated in the training program is not necessarily wrong...but it might not fit with the culture of the organization. Every training class the organization conducts for its employees should reinforce its culture.

Organizations have a great deal of "lee-way" under the law in determining how they will operate. For instance, some organizations will terminate employees for their off-duty conduct, such as Scott's Miracle Grow. If you work for Scott's Lawn and decide to smoke, even on your own time, you are fired. Other organizations feel what employees do on their own time is none of their business. Some organizations are extremely anti-union...while others actually support and welcome the union.

Trainers should make sure what they are saying in class actually supports the organization's culture. No "mixed messages" should be sent to employees.

- **"Ivory Tower" Material: The Information Being Conveyed Is Not Realistic**

"Bad Information" also falls under the category of "Ivory Tower" information. What is "Ivory Tower" information? This occurs when the trainer has no idea how things really work in the real world.

For instance, I once used the example of Jerry Springer's Show for inappropriate conduct for the workplace. In other words, I would never want this show to be on in an employer's lunchroom. I thought the example was obvious.

However, I had one university professor in the audience actually tell me that if something was on television, then it was appropriate for the workplace. If the FCC says it is OK, then it is "reasonable" for most people to see.

I actually could not believe my ears. This was pure Ivory Tower theory that had no place in the real world.



## WHY DOES MOST TRAINING FAIL?



**#5 Reason:**  
**NO**  
**PROPER**  
**TRANSFERENCE**

## PROPER TRANSFERENCE TO THE WORKPLACE

In their best-selling book “Influencer,” Kerry Patterson, Joseph Grenny, David Maxfield, Ron McMillan and Al Switzer analyzed why some people are able to effectively implement change while others are not. In answering this question, the authors examined the tactics used by those who were able to create and sustain great changes in their own organizations, in society and the world.

What the authors discovered was those people who were able to effectuate real and lasting change were able to integrate their environments with at least four of six different sources of influence. The authors illustrated these six source of influence by using the following diagram:

### SIX SOURCES OF INFLUENCE

	Motivation	Ability
Personal	1 Make the Undesirable Desirable	2 Surpass Your Limits
Social	3 Harness Peer Pressure	4 Find Strength in Numbers
Structural	5 Design Rewards and Demand Accountability	6 Change the Environment

## **SIX SOURCES OF INFLUENCE**

**#1: MAKE THE UNDESIREABLE DESIREABLE**

**Personal Motivation**

**#2: SURPASS YOUR LIMITS** **Personal Ability (Plan)**

**#3: HARNESS PEER PRESSURE** **Social Motivation**

**#4: FIND STRENGTH IN NUMBERS** **Social Ability/Expertise**

**#5: DESIGN REWARDS & DEMAND ACCOUNTABILITY**

**Structural Motivation/Measurement**

**#6: CHANGE THE ENVIRONMENT** **Structural Ability**





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*Business First's 20 People To Know In HR*

*CEO Magazine's 2008 Human Resources "Superstar"*

*Nationally Certified Emotional Intelligence Instructor*

**2012, 2008, 2007, 2006 and 2003 SHRM National Diversity Conference Presenter**

Scott Warrick combines the areas of law and human resources to assist organizations in **"Solving Employee Problems BEFORE They Happen."** Scott uses his unique background of **LAW** and **HUMAN RESOURCES** to help organizations get where they want to go, which includes coaching and training managers and employees in his own unique, practical, entertaining and humorous style.

**Scott Trains Managers and Employees ON-SITE in over 50 topics**

Scott's book,

**"The Human Resource Professional's  
Complete Guide To Federal Employment And Labor Law,"**

is a favorite among HR professionals and students.

**Scott's academic background and awards include:**

Capital University College of Law (Class Valedictorian (1st out of 233))

Master of Labor & Human Resources and B.A. in Organizational Communication:  
The Ohio State University

The Human Resource Association of Central Ohio's Linda Kerns Award for Outstanding Creativity in the Field of Human Resource Management and the Ohio State Human Resource Council's David Prize for Creativity in Human Resource Management

For more information on Scott, just go to [www.scottwarrick.com](http://www.scottwarrick.com)

## PERFORMANCE APPRAISAL FORM

Employee's Name: Jackie Smith

Date: 10-16-01

Return to Human Resources by: 10-1-01

1. The employee demonstrates a high degree of aptitude in performing his/her job.

No Opinion	Strongly Agree	(Agree)	Disagree	Strongly Disagree
	A	(B)	C	D

Comments: Jackie does a pretty good job. She screws up the inventory sheets every so often.

2. The employee consistently exhibits a very positive attitude at work.

No Opinion	Strongly Agree	(Agree)	Disagree	Strongly Disagree
	A	(B)	C	D

Comments: Jackie can be a pain when she wants to be. Betty, and many others, think you are a bitch. You need to work on that.

3. The employee consistently produces a high quantity of work.

No Opinion	Strongly Agree	(Agree)	Disagree	Strongly Disagree
	A	(B)	C	D

Comments: Jackie needs to turn out a lot more work.

4. The employee is a team player and assists his/her co-workers with whatever they need whenever he/she can.

No Opinion	Strongly Agree	(Agree)	Disagree	Strongly Disagree
	A	(B)	C	D

Comments: Jackie keeps pretty much to herself. She likes to watch the new girl, Lori, struggle.



**5. The employee is consistently responsive to client needs.**

No Opinion	Strongly Agree	(Agree)	Disagree	Strongly Disagree
	A	(B)	C	D

Comments: Jackie has stopped swearing at clients. Jackie still needs to get back to clients faster and spend less time in the bathroom.

**6. The employee is consistently polite and courteous to clients.**

No Opinion	Strongly Agree	(Agree)	Disagree	Strongly Disagree
	A	(B)	C	D

Comments: OK.

**7. The employee is consistently trying to learn more to improve his/her abilities.**

No Opinion	Strongly Agree	(Agree)	Disagree	Strongly Disagree
	A	(B)	C	D

Comments: Jackie never does this.

**COMMENTS:**

Jackie has done a good job in improving her “trailer park” work ethic. She has a ways to go ... but she is doing better. It is hard to teach an old dog new tricks.

***COACHING, DOCUMENTING, WARNING  
&  
EFFECTIVELY TERMINATING EMPLOYEES***

*by*

***Scott Warrick, JD, MLHR, CEQC, SCP  
Human Resource Consulting & Training Services***

**Mighty Mouse and Mickey Mouse Exercise**

Mickey Mouse is chemist working for ABC Company. However, Mickey is the worst chemist in the place. His reports are late, they are wrong, he fills the beakers with some disgusting-looking liquid no one is quite sure about and he is generally a pain in the neck. No one likes him because he is incompetent and mean.

Mickey's supervisor, Mighty Mouse, has finally had enough. He has not addressed these issues specifically with Mickey, but Mickey "should know he is screwing up and that no one likes him." Mickey's co-workers are short and rude with him and they have ostracized Mickey from their various cliques. Mickey should have gotten the hint by now that he does not fit in with the others because he is rude and does not do a good job. Mighty Mouse has not wanted to say anything too directly since he did not want to unnecessarily upset Mickey.

Mighty Mouse now wants to fire Mickey.

When Mighty Mouse told Mickey that he was fired, Mickey blew a gasket.

"You are just doing this because I am a Mouse," screamed Mickey.

"That's ridiculous," Mighty Mouse replied. "What do you think I am?"

"That doesn't matter! You are also trying to fire me because I am an atheist! You fired Charlie Brown because he was an atheist too!" Mickey retorted.

"Charlie Brown! That loser? He was an idiot! He was fired because he was incompetent ... just like you. Now get out of here before I have Magilla Gorilla throw your worthless butt out into the snow."

Mickey is now suing ABC Company for race (Mouse) discrimination and religious discrimination and harassment. Does Mickey have a case? If so, why? If no, why not? Mighty Mouse claims Mickey was employed "at-will." Does that help?