



International Scout Volunteer Group (ISVG)

Online course

Learning and Development in Scouting



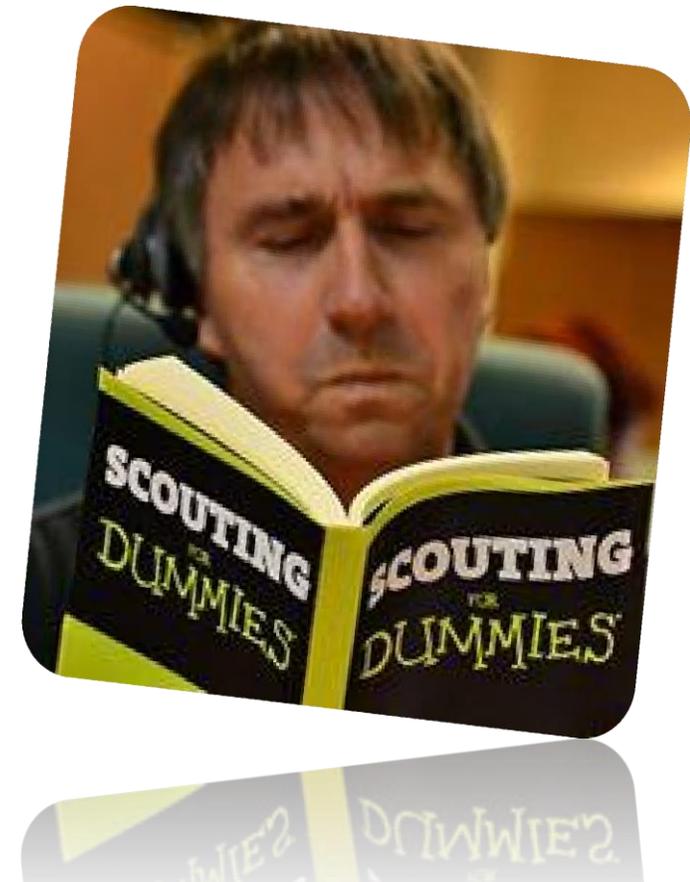
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This course aims to...

Provide you with an opportunity to:

- 1) learn about learning styles
- 2) people's motivations
- 3) why growth is important
- 4) how to encourage people to stretch and grow through coaching style conversations.





Learning Styles

VERBAL

Words are your strongpoint!
You prefer to use words both
in speech and in writing!

VISUAL

You prefer to use pictures,
diagrams, images and spatial
understanding to help you
learn

MUSICAL / AUDITORY

You prefer using sounds or
music or even rhythms to
help you learn.

PHYSICAL / KINAESTHETIC

You use your hands, body
and sense of touch to help
you learn. You might 'act
things out'.

WHAT'S YOUR LEARNING STYLE?

LOGICAL / MATHEMATICAL

Learning is easier for you if
you use logic, reasoning,
systems and sequences.

SOCIAL

You like to learn new things
as a part of a group.
Explaining your
understanding to a group
helps you to learn.

SOLITARY

You like to work alone. You
use self-study and prefer your
own company when
learning.

COMBINATION

Your learning style is a
combination of two or more
of these styles.



- When you understand what your preferred style is:
- [Free learning styles inventory \(test, quiz or questionnaire\) \(learning-styles-online.com\)](http://learning-styles-online.com)

- How to Help Other People to Learn
- Becoming more aware of your own strengths and preferences helps you to appreciate and cater for the diverse ways in which others learn, too.
- For example, when you're giving a presentation, chairing a meeting, or leading a training session, avoid leaning too heavily on the approach that you would enjoy yourself.
- Remember that some learners will benefit from visual aids, while others will rely on listening to what you say, or on watching your body language. Back up abstract theories with real-life examples. Spend time discussing small details as well as outlining large-scale ideas.
- You can't always cater for everyone, but you can better engage your audience by allowing for different approaches to learning. If nothing else, your varied approach will keep people energized and alert!



Motivations



Motivations

- We are all motivated by different things –
- The need to gain knowledge and be the best that we can be – this is known as intrinsic or internal motivation
- We are also sometimes motivated by things such as money or prizes and awards – these are known as external or extrinsic motivation



- According to self-determination theory, people need to feel the following in order to achieve psychological growth:
- **Autonomy:** People need to feel in control of their own behaviors and goals. This sense of being able to take direct action that will result in real change plays a major part in helping people feel self-determined.
- **Competence:** People need to gain mastery of tasks and learn different skills. When people feel that they have the skills needed for success, they are more likely to take actions that will help them achieve their goals.
- **Connection or relatedness:** People need to experience a sense of belonging and attachment to other people.



Emotional Intelligence and Resilience



Emotional Intelligence



<https://www.verywellmind.com/how-emotionally-intelligent-are-you-2796099>

- **Self-Awareness** – People with high emotional intelligence are usually very self-aware . They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control.
- They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence.
- **Self-Regulation** – This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity , and the ability to say no.
- **Motivation** – People with a high degree of emotional intelligence are usually motivated . They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.
- **Empathy** – This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships , listening , and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.
- **Social Skills** – It's usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.



Emotional Resilience

- After a stressful situation what do you do??:

- A)



- B)



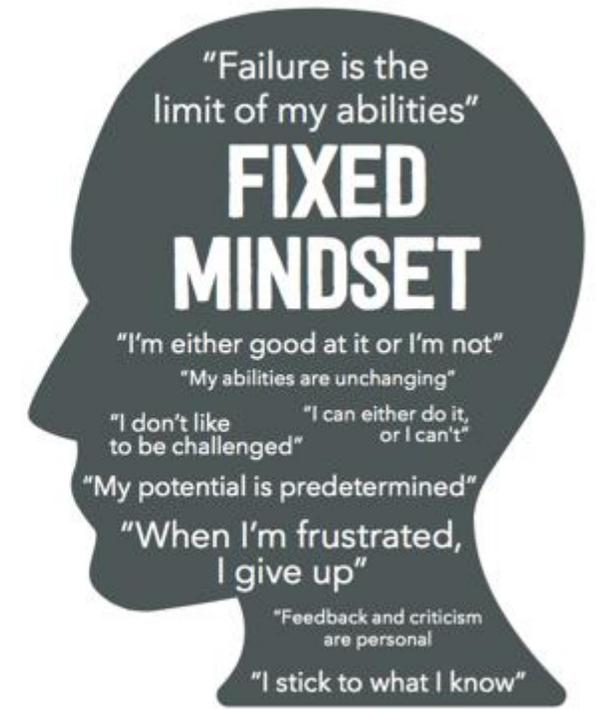
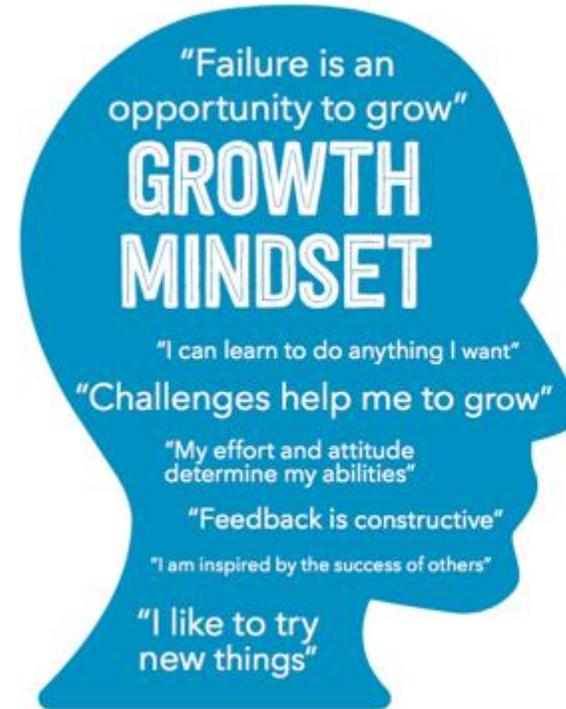


Growth



What is growth?

- Learning new knowledge, development and skills
- Building resilience
- Developing mindset
- Adapting behaviours
- Becoming more emotionally intelligent





Who wants growth?

- Everyone may want growth – but in different ways
- People create their own paths and ladders
- Claims about different generations wanting to learn more than others can be misleading – people within “Gen X/Gen Y/Gen Z/Baby Boomers” will all have differing outlooks



Why is growth important?

What the research says...

- Quality work benefits people, societies, business and the economy, and a key element of good work is that it gives opportunities to develop and for a sense of fulfilment (CIPD Good Work Index, 2021).
- The people who will thrive in the 21st century will be those who embrace lifelong learning and continually increase their knowledge, skills, and competencies. (McKinsey, 2019)
- People with a “growth mindset” (Dweck) may achieve more of their potential than someone with a fixed mind-set (McKinsey, 2019)
- Learning links to improved wellbeing; Continued learning through life enhances self-esteem and encourages social interaction and a more active life (NHS Five ways to wellbeing/Mind).
- job satisfaction is a top factor people identify as being most important when thinking about their career or working life is - yet a third (33%) of employees say their career progression to date has failed to meet or exceed their expectations; one of the top two that employees blame for failing to meet their career expectations is ending up in a career which does not allow them to show their strengths (CIPD Employee Focus, 2016)



Fostering a growth mindset

Developing own mindset	Encouraging others
I can't do this <i>yet</i>	This was a challenging area, I can tell you really worked hard to achieve this
What else can I try?	What will you do to solve this problem?
What can I learn from others?	What did you learn from this?
This is a struggle – but it means I'm learning	What strategies can you use to overcome setbacks?
I'm still developing my skills in this area	It may take time, but you can get there
I'll keep working at this	I really appreciate your commitment and efforts
I'll grow my learning step-by-step	What can you do next time you are in this situation?
I learn by trying new things	It's ok not to have all the answers
I can see where I can improve on this	I believe you can master this
I can try again	I like the way you tried different things



Mentoring, Coaching and giving feedback



G: goals and aspirations

R: current situation, internal and external obstacles

O: possibilities, strengths and resources

W: actions and accountability





G	Goals	The <i>goal</i> is the end point, where the person wants to be. The goal has to be defined in such a way that it is very clear when they have achieved it.
	Reality	The current <i>reality</i> is where they are now. What are the issues, the challenges, how far are they away from their goal?
O	Obstacles	There will be <i>obstacles</i> stopping them getting from where they are now to where they want to go. If there were no obstacles they would already have reached their goal.
	Options	Once obstacles have been identified, they need to find ways of dealing with them if they are to make progress. These are the <i>options</i> .
W	Way Forward	The options then need to be converted into action steps which will take them to their goal. These are the <i>way forward</i> .
	Will	How likely is the person to do what they say they <i>will</i> ? How can the likelihood of this be increased



Open Questions

Goal

What do you want?

Reality

Where are you now?

Options

What could you do?

Will

What will you do?



Coaching vs Mentoring

COACHING	MENTORING
IS TASK-ORIENTATED	FOCUSES ON PROGRESS
IS SHORT-TERM AND MUST HAVE A DEFINED TIMEFRAME	IS LONG-TERM
INVOLVES INTUITIVE FEEDBACK	INVOLVES EXPLICIT, DIRECTIVE FEEDBACK
DEVELOPS A SENSE OF PURPOSE AND DIRECTION, HELPING YOU TO UNDERSTAND YOURSELF	DEVELOPS YOUR CAPABILITIES
IS DRIVEN BY YOU	IS A TWO-WAY PROCESS DRIVEN BY YOU AND YOUR MENTOR
HELPS YOU WORK IT OUT FOR YOURSELF	SHOWS YOU WHERE YOU WENT WRONG AND ARE GOING RIGHT



Coaching Benefits

- Improvement in performance
- Increased openness to personal development
- Increased ability to identify solutions
- Greater ownership & responsibility
- Improvement of specific skills or behaviours



Coaching Principles

Individual is resourceful

Coach helps individual 'release' their own resourcefulness

Coaching is about action and change

A relationship of equals

Individual sets the agenda

An atmosphere of mutual support and challenge

Group synergy

Avoid giving advice

Use active listening

ASK – LISTEN – OBSERVE – FOLLOW THEIR INTEREST



Coaching Questions to develop our people

- Understanding the organisation –
 - 1) How can you learn more about other functions within the organisation (how would that benefit you; what are you going to do as a first step)
 - 2) What would help you to understand the complexities of the organisation more fully? (A mind map, an organogram, a flow chart)
 - 3) What do you need to know more about within the organisation, to fulfil your role more effectively? (How can you get that information; who will help)
- Building capability –
 - 1) What do you need to do to build your capability – today; this week, this month? (What do you need to do to build the capability of others)
 - 2) Who in your team is hiding their light? (is it you; what gets in the way)
 - 3) Who do you most need to speak to, to help them learn and develop? (what will you say)



- Collaborating

- 1) What can you do, personally, to develop a more collaborative culture?
- 2) Who doesn't have a "voice", and how can you encourage them to speak out?
- 3) How often do you involve others in your work challenges?

- Developing self and others

- 1) How do you currently contribute to the team's development?
- 2) What can you do to take more responsibility for your own development?
- 3) What can you do right now to create better development opportunities for yourself and others?



- Caring –

- 1) Who do you appreciate? (How do they know; What do you do to demonstrate this?)
- 2) What would be the benefits of demonstrating a caring attitude? (For yourself, for others)
- 3) What are the consequences of not “caring”? (Who does his compromise what you want to achieve)

- Communicating effectively –

- 1) What would make your communication more compelling?
- 2) How important is it to you to be seen to be right? (What would it take for you to let go of the need to be right)
- 3) How do you rate your listening skills? (What would others say; What’s the cost of not listening)



- Influencing –

- 1) How can you engage more effectively with those around you?

- 2) Who do you need to influence right now? (How can you persuade them)

- 3) What workplace relationships do you need to improve? (What would be the benefits of this)



Giving Feedback

The <i>Wrong</i> Reasons to Give Feedback	The <i>Right</i> Reasons to Give Feedback
<ul style="list-style-type: none">- Defend/excuse your own behavior- To demoralize/condemn- You're in a bad mood- To appease a third party- To make yourself seem superior/powerful	<ul style="list-style-type: none">- Commitment/concern for another- Sense of responsibility- To guide/mentor- To support/enhance

- Top Tips for giving feedback

- Start with the Positive. If you need to give negative feedback, such as on a piece of work, then you should initially start with what the person has done well.
- Be Specific. It's important that your feedback is direct if you are to make it beneficial. Avoid making generalized evaluations about something and asking vague questions.
- Be Objective. You should always focus on fact-based information and justify your feedback, especially if it's negative.
- Give Actionable Advice. Giving actionable advice is incredibly important if you are going to give negative feedback. ...
- Make Feedback Frequent. You should always aim to give feedback frequently
- Communicate face-to-face. Provide feedback face-to-face where possible, rather than on messaging systems or over email. ...