

## Motivated Learners Want to Learn

You cannot motivate others. People do things for their own reasons, not for yours. People need to have a reason to learn and to know they will benefit from the learning.

The trainer or facilitator can create an environment in which a learner will be self-motivated. Here are some tips for creating a motivational climate:

1. At the beginning of training, ask people to write what they expect to get from the training. Have flip chart pages entitled “Expectations” posted around the room. Ask participants to put their expectations on post-it notes, initial, and place them on the flip chart pages. Review the expectations and as you proceed through the training, show how the learning experiences are achieving the outcomes people want.
2. Link training to the benefits it will bring the employee. For example, freedom from accidents on the job, less stress, more fun on the job, building skills for promotion and advancement, satisfied consumers, etc.
3. Schedule training so there is adequate time to learn and practice new skills. When you try to cram too many concepts into too short a time, the learner becomes tired, frustrated, and de-motivated. Spaced training, with time to practice new skills between training sessions, is far more effective.
4. Develop a positive relationship with the learners. Be the first one to arrive at a training session and the last one to leave. Be available during lunch and breaks for people who might have questions or comments. This shows your commitment to participants and to their learning.
5. Keep the training active and change the pace frequently. Intersperse lectures, activities, group discussion, overheads, videos, and skill practices throughout the session. The change of pace will keep the learners energized and interested. Remember, nothing is deadlier than the overuse of video tapes, especially after lunch.
6. Encourage questions and let the group discuss possible answers. Your job is to help people build confidence in their ability to handle the information and their job duties, not to show how much you know. Give people practice in finding answers for themselves (like a scavenger hunt of the Policy and Procedure Manual).
7. Emphasize practical, skill-based learning. Tie any theoretical or conceptual parts of the training to its application on the job. Invite seasoned staff members to sit in on your training as a relevance “check up” to make sure what you are teaching will be used on the job.
8. Give learners recognition, encouragement, and approval. For example, build on questions and comments made by group members. “Joe brought up a very good point.”