

## How learner-focused are you?

Complete our **COSMO** survey to find out just how learner-focused you are...

**1.** You are at a dinner party thrown by a really good friend, and lots of people have been invited that you don't know. Do you:

- a.** Entertain everyone with hilarious stories from your week at work.
- b.** Ask a few people about what they did that week, and then get bored – they're mostly accountants.
- c.** Ask as many people as possible about their week, probing to really get to know your friend's other mates.

**2.** Your friend is organising a surprise birthday party for another friend who you don't know that well, but is having trouble deciding what to do. Do you:

- a.** Tell them that a 70s disco should do the trick – you'd really enjoy that anyway.
- b.** Ask about what sorts of things their friend enjoys, then get bored and tell them a 70s disco would work.
- c.** Keep asking questions to find out more about what their friend enjoys, so it's a roaring success.

**3.** You are designing a course on a tight timetable and have contact details for some potential participants to find out more about their learning needs. Do you:

- a.** Not bother contacting them – time is short and you have information from their bosses already.
- b.** Try calling them but when they fail to get back to you, write it off as unfortunate.
- c.** Persist with calling, follow up with emails and end up speaking to them out of hours to get their input.

**4.** You are reviewing a course designed by a colleague and notice that there is a lot of presentation and little interactivity. Do you:

- a.** Ignore the lack of interactivity – participants need to be told the right answers or the course will overrun.
- b.** Raise a few suggestions to make it interactive, but don't push the points when your colleague disagrees.
- c.** Arrange to meet with your colleague and strongly recommend a design rewrite to make it interactive.

**5.** You are delivering a course and a personal objective from participants is only covered briefly in the course materials. Do you:

- a.** Ignore their request – management have signed off the course objectives and that's that.
- b.** Highlight that it is only covered briefly and suggest ways to achieve their objectives after the course.
- c.** Add a short session to the materials to cover participants' personal learning needs.

**6.** You are delivering a course and a discussion develops on an important area of the course which will cause the session to overrun. Do you:

- a.** Stop the discussion – time won't allow for chatting, they should just accept the points and move on.
- b.** Advise participants that it's a valid discussion, but they'll have to discuss it in their own time.
- c.** Explain the timetable implications of the discussion, so participants can choose whether to continue or not.

**7.** You are delivering a course and realise that participants with a non-finance background are struggling on technical content in an exercise. Do you:

- a.** Leave participants to use their initiative and ask their fellow group members for support.
- b.** Suggest that non-finance participants ask for coaching from the finance members of their group.
- c.** Prepare an extra handout covering the technical content and offer to coach participants if requested.

**8.** You are delivering a two-day course and notice that participants prefer working in small groups than as one group in plenary. Do you:

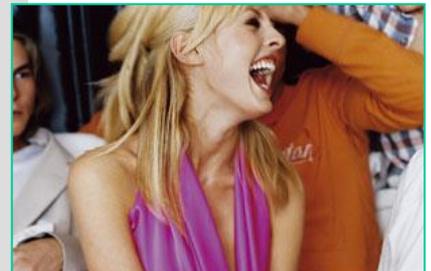
- a.** Continue to deliver sessions in plenary – they need to learn to work in different environments.
- b.** Allow time during plenary sessions for tables to discuss topics then bring discussion back into plenary.
- c.** Review the whole course and adjust sessions to involve more small group activities where possible.

## How learner-focused are you?

### Mostly A

#### Oh dear... we have a serious case of 'it's all about me'!

But it's not too late, you *can* be saved. Your love for life (and yourself) might just take over when you're in a classroom. Even though participants will be thoroughly entertained and have a wicked time, your lack of learner-focus will stop them from learning as much as they could. Be conscious of your potential for low learner-focus and your need to work at developing this key trainer skill. Ask yourself – do you know how the learners are feeling right now? Have you asked them their views? Have you observed their body language and responded to it? Being learner-focused will help your learners and make you be a fantastic trainer... just as amazing as you are at everything else!



### Mostly B

#### All well intended... but where's your stamina?!

Your intentions are good, but you let yourself down when you don't go that extra mile. Don't lose hope when you go down the learner-focus route. Keep at it, and you'll reap the rewards. Ask yourself – can you ask one more question to understand how participants feel right now? Can you probe deeper to fully understand their needs? Have you observed their body language and responded to it? Have you given up on them, or have you given them your all? The seeds are already planted – let yourself grow into the fabulous learner-focused trainer that you want to be!



### Mostly C

#### Wow – tell me when you're next delivering a course... I want to be on it!

You are the ultimate learner-focused trainer. You design courses centred around the learner, making them feel like this is *their* course and that *they* are driving their learning. You flex your delivery style to work for the participants in the room on that day. Participants don't just take away knowledge and skills from your courses, they have a life-changing experience. They leave your courses doing things *differently*. And they take that all the way back into their working and personal life. Use your learner-focused skills to help other trainers develop their learner-focus. Keep developing new ways to be focus on the learner. Champion and promote your learner-focus skills!

