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ABOUT THE AUTHOR

Bob Bates was a senior executive in the civil service for 20 years. During this time, he also worked as a staff trainer and coach and mentor to people with disabilities. He then set up his own management and training consultancy (The Arundel Group), which celebrates its 20th anniversary this year. His work as a management consultant covered a number of local and central government projects, as well as work as a trainer with major UK private sector companies.

In the late 1990s, Bob started a lecturing career, during which time he gained two masters degrees in management and education and a PhD in education. He has taught over 1000 teachers and trainers on graduate and post-graduate programmes at two universities. He currently manages and teaches on the City & Guild Award, Certificate and Diploma courses in a community college.

This is Bob’s third book. His first, The Little Book of BIG Management Theories, written with Jim McGrath, was on WH Smith’s non-fiction bestsellers list for nearly a year, is being translated into 10 languages and was chosen by the Chartered Management Institute as Practical Management Book of the Year for 2014. His second book, The Little Book of BIG Coaching Models was published in February 2015 and acknowledged by Sir Dave Brailsford (Team Sky director) as a ‘great read’.

Bob shares his time these days between writing, working voluntarily for a charity that promotes health and education in the Gambia, researching into offender learning and teaching adult education teachers.

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INTRODUCTION

‘People learn to hate but you can teach them to love.’ (Nelson Mandela)

This book is written for teachers, trainers and managers of any individuals or groups who want to understand more about how people think and learn and, more importantly, how to use this understanding to get the best out of people. I’ve tried not to suggest that any one branch of theory is better than the rest or that any one theorist within a particular branch should be read to the exclusion of others. The decision on this is down to you and the context in which you are working with learners. I don’t claim for one minute that by reading Theory 29, you will know all you need to know about the work of Leon Festinger to be considered an expert on cognitive dissonance. What I do promise you is that you will know how cognitive dissonance works and how to apply it in practice.

This book doesn’t attempt to trivialise great theory by its brevity but it does recognise that teachers, trainers and managers, and the people they are working with, are very busy people and may not have the time to devote to reading Carl Rogers’ On Becoming a Person or Robert Dilts’ Strategies of Genius. Don’t get me wrong, these are great books and if you want detailed academic perspectives on theories such as cognitivism or humanism, then go out and buy them. What I am offering is a basic insight into theories and models and, what’s very often missing in academic works, how you can apply them in practice.
Throughout the book, I refer to:

- the organisation as being any workplace, education or training institution
- learning as being any developmental process being undertaken by the individual (for example, teaching, training, coaching or mentoring)
- learners as being anyone benefiting from the developmental process
- the teacher as being anyone supporting the learner (this could be in their role as a teacher or as a trainer, mentor or coach)
- the classroom as being any environment where learning takes place
- a session as being an event covering a learning experience.

If you see the term teacher and your role is as a trainer, coach or mentor, then I don’t think it’s too great a leap of faith to recognise that the theories and models apply equally to you.
HOW TO USE THIS BOOK

This book will:

- help you to understand how people learn and your role in the process
- develop your skills as a teacher/trainer/coach/mentor
- enable you to be able to apply learning theory to practice
- support you to manage key aspects of programme design, delivery and evaluation.

This book is easy to use but effective. It is written for busy people who are more interested in solutions to problems and the application of a theory rather than a critical analysis of the theory.

The book is divided into three parts:

- **Part 1** covers classical learning theories from the early educational philosophers through to the behaviourists, cognitivists, humanists and neuro-scientists of the twentieth century.
- **Part 2** looks at more contemporary thinking on learning and teaching and covers the work of some of the most cited and respected current educational thinkers on issues related to the personal qualities of teachers and learners.
- **Part 3** looks at the theories and models that underpin planning, delivering and assessing curricula and learning. This part is for teachers/trainers who are involved in developing, delivering and evaluating programmes of study.
Each part is broken down into a number of theories and models from well-known thinkers in that field. Each model or theory will be explained in less than 400 words (many with accompanying diagrams) and, in the How to Use It sections, in less than 500 words, made practical for ease of application with key points for action in the classroom.

I’ve used a number of different approaches in the How to Use It entries:

- **Do it steps** - offering you a simple step-by-step approach, often using acronyms or mnemonics, which you can follow in order to apply the theory or model.
- **Reflection points and challenges** - encouraging reflection on real-life case studies or problems in order to develop your understanding of how to apply the theory or model. There’s even the odd trip to the cinema.
- **Analogies and metaphors** - taking you out of the real world for just a moment and getting you to relate the theory to something which has no obvious bearing on the theory or model, but from which understanding and meaning can be drawn.
- **Tips for the classroom** - three tips from each entry for you to try out in the classroom.
- **Further reading** - books or articles I’ve drawn the source material from.

The one thing that I’ve learned over the years is that everyone has their own idiosyncratic preferences when it comes to learning. What I do hope is that there is something for everyone in the How to Use It entries.
SECTION 2.3: MOTIVATION

Motivation is a complex issue to get to grips with. Definitions will vary from it being an external action (the thing you do to get others to do something) to being an inner force (something that happens inside people that gets them to do something).

If you want to become a good teacher, recognise that people will only be motivated to learn if they:

- accept they have a need to learn
- believe they have the potential to learn
- set learning as a priority.

If there is a blockage at any of the three points, you need to address this, as any further attempts at teaching may be futile.

This section consists of three famous theories on motivation which will help you to ensure your learners have the right level of motivation to want to learn. The principles on which all three are based are that the people you are teaching will be more disposed to learn if you:

- have good classroom facilities and equipment available
- let learners have a say in the design and delivery of the lesson
- are knowledgeable and enthusiastic about the subject
• act in an approachable but professional manner
• set challenging but realistic learning objectives
• give feedback on work in a timely, positive and helpful manner.

Poor motivation may not just affect a learner’s capacity to learn but may also contribute to any disruptive behaviour they display. Generating good motivation therefore may prevent you having to deal with disruptive behaviour.
Carol Dweck is Professor of Psychology at Columbia University. She has developed a well-respected theory of learner motivation based on the learner’s own beliefs about their ability to accomplish tasks, achieve goals and function successfully in life. She suggests that people have two extremes of belief about themselves:

- People who believe their ability is fixed and there is very little they can do to improve it.
- People who believe their ability is enhanced by learning.

She argues that about 20% of learners are in the middle of these extremes and that the rest are equally divided between the two extremes. She categorises the extremes into **fixed mindsets** (intelligence is static) and **growth mindsets** (intelligence can be developed).

Dweck identifies a number of interventions that she feels will motivate learners to develop a growth mindset. These can be summarised as:

- **Intelligence**: demonstrate that this isn’t fixed and can be developed through hard work and the accumulation of knowledge and understanding.
- **Potential**: convince the learner that full potential can only be reached through constant learning.
- **Validation**: show the learner that they can become whoever they wish to be and should never have to try to justify themselves to others.
- **Challenge**: get them to welcome challenge and be willing to take reasonable risks to overcome this and improve.
- **Learning**: get them to value learning for what it will do for them.

Dweck argues growth mindset learners are motivated by an inner desire to improve rather than by external stimuli. In this respect, none of the above interventions will work unless the learner is intrinsically motivated to want them to work.

**How to use it**

As teachers, we often assume that learning will inevitably lead to achievement and is, therefore, worth the effort. According to a number of research reports, nearly half of learners at all levels don’t share this view.

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At a recent international conference on offender learning, one of the delegates was dismissive about her organisation’s efforts in supporting offenders on training programmes. She told the audience that none of the dozen offenders they had been working with had gained a qualification. I told her that if the only measure of success was the achievement of qualifications, then she had every right to be critical of the organisation’s performance. I advised her that what she really needed to be measuring was the journey travelled by each offender in terms of improvements in self-esteem and confidence in their approach to learning.

Here are a few tips if you want to motivate your learners to have a growth mindset:

- Praise effort as much as you praise results.
- Don’t make praise person-centred as this implies it’s a fixed mindset attribute. Sell learners the idea that success comes from hard work.
- Don’t teach learners that failure is down to personal weakness. Teach them to interpret failure in terms of lack of effort.
- Impress on learners that knowledge and skills can be cultivated and that effort is required for learning.
- Make use of analogies, metaphors and role models to demonstrate just what can be achieved through hard work and effort.
- Don’t allow learners to blame you or the assignment you set for failing an assignment. Get them to reflect on the effort they put in or the strategies they adopted to prepare for the assignment.
- Convince your learners that every setback is a challenge and that failure is the ultimate challenge. In this respect, every challenge should be viewed as an opportunity to improve.

**In the classroom**

- Make sure that you praise effort as much as you praise results: use phrases such as ‘you really tried hard there’ rather than ‘you’re naturally good at this’.
- Don’t allow learners who fail to consider themselves to be a failure. Get them to analyse what went wrong and put it right next time.
- Encourage the use of self-assessment and peer assessment.

**For more on Dweck’s ideas, read**


SECTION 2.4: BEHAVIOUR MANAGEMENT

Read through the following scenarios and see which one applies to you the most:

- Scenario A: You feel completely relaxed and comfortable during lessons and able to undertake any form of lesson activity without concern. Class control is not really an issue as you and your learners are working together, enjoying the experiences involved. You are completely in control of the class but may need to exercise some authority at times to maintain a calm and purposeful working atmosphere. This is done in a friendly and relaxed manner and is no more than a gentle reminder to your learners. **You believe that teaching is a great profession.**

- Scenario B: Learners determine what goes on in the lesson. The use of resources is largely ignored by learners. When you write on the board, items are being thrown around. You go into the room hoping they will chat to each other and leave you alone. Sometimes your entry into the room is greeted by derision and abuse. There are so many rules being broken you feel it is difficult to know where to start. You start to turn a blind eye to appalling behaviour because you are afraid that any intervention could lead to confrontation or an escalation of the problem. **You wish you hadn’t gone into teaching.**
If it’s always Scenario A, I guess you can skip this section. If it’s always Scenario B, you may need to do some serious thinking about your future in teaching. The likelihood is that you will flit between these two extremes, depending on how both you and your learners are feeling on a particular day. Now, here’s an interesting suggestion - that your learners’ bad behaviour could be as much a result of your actions as it is of theirs.

In this section I’ve included six lines of thought offering different perspectives on behaviour management, which vary from the suggestion that teacher-learner relationships are based on mutual trust and respect to the belief that all learners are psychopaths.
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Canter argued that the rights and needs of teachers and learners are best met when both teacher and learner clearly communicate their expectations to each other and consistently follow up with appropriate action that never violates the best interests of the other person. He believed that uncertainty over expectations would often lead to passive or aggressive behaviour on the part of the teacher or learner which, in turn, would fail to create an optimum teaching or learning environment.

The consequences of acting passively, aggressively or assertively can be explained as:

Canter’s ideas on the expectations of teachers and learners in respect of classroom discipline can be expressed as follows.

**Teachers have the right to:**

- establish classroom rules and procedures that are in their interests as well as those of their learners
- insist on reasonable levels of behaviour by their learners
- expect support when imposing discipline or sanctions.

**Learners have the right to:**

- have teachers who will help them to limit their inappropriate behaviour
- have teachers who will encourage them to display their appropriate behaviour
- choose how to behave in full knowledge of the consequences of their actions.

Canter argues that compliance to rules has evolved from the authoritarian approach of the twentieth century, in which ground rules were imposed, to a more democratic and cooperative approach, in which ground rules are agreed.
**assertive discipline**

**How to use it**

Let’s be clear about this - you have rights just as much as your learners do. In the same way that learners have an expectation that you will behave in a professional manner, so you should expect that no learner is allowed to prevent you from teaching or keep another learner from learning.

Darren taught IT to a group of 16-18-year-olds. One of his learners, Jacob, a quiet, hardworking member of the class, wore his hoodie during lessons. Darren was constantly asking Jacob to remove the hoodie and, frustrated by his refusal, excluded Jacob from the class. Darren’s line manager explained that excluding Jacob would result in the organisation losing funding and insisted that he be allowed to return to class. Jacob returned and continued to wear his hoodie.

This is a common situation that could equally have been the learner chewing gum or using a mobile phone. Before responding to the situation, you need to know what your organisation’s policies are on discipline and to assess the likely impact that applying sanctions may have on you, the individual or the rest of the class.

Here are some tips for applying assertive discipline in the classroom:

- Discuss with your learners which rules you all feel comfortable with.
- Have a small number of given rules such as non-threatening behaviour and respect for others’ views that you had prepared earlier.
- Be willing to compromise on rules that learners see as unreasonable.
- Agree what are acceptable negative consequences (sanctions) for non-compliance with the rules.
- Agree what are acceptable positive consequences (rewards) for compliance with the rules.
- Write up the rules and give everyone (including your line management) a copy and/or display these in a prominent position.
- If anyone infringes the rules, make them aware that it is their rules they are breaking.
- Don’t forget to catch someone out doing something good!

**In the classroom**

- Involve learners in setting the ground rules.
- Agree what are acceptable consequences for compliance with or infringement of the ground rules.
- Have some ground rules where no tolerance is given but also have some on which there is some compromise.

**For more on Canter’s ideas, read**

Hattie believed that how learners see themselves, and what they perceive as most important in terms of their learning and their desired outcomes, will have a significant effect on their motivation to learn and subsequent behaviour in class. He argued that research on the subject was divided into understanding the structure of self-concept (how we see ourselves) and the processes of self-concept (how we use what we find out about ourselves). He uses the metaphor of the rope to bring the strands together.

In the rope model, Hattie argues that there is no single strand underlying an individual's self-concept but rather many overlapping concepts of self. He categorises these as:

- **Self-efficacy**: this is the confidence, or strength of belief, that learners have in themselves that they can achieve the desired outcomes.
- **Self-handicapping**: this occurs when learners allow self-imposed obstacles to get in the way of their achieving.
- **Self-motivation**: these can be intrinsic or extrinsic factors that drive the learner towards achieving the desired outcomes.
- **Self-goals**: these include mastery goals (achievable through increased effort); performance goals (demonstrating expertise); and social goals (interacting with and relating to peers).
- **Self-dependence**: this occurs when learners become dependent on directions from their teacher and lack the capacity to regulate or evaluate their own performance.
- **Self-discounting and distortion**: this is when learners disregard positive and negative feedback from their teachers as not being worthwhile.
- **Self-perfectionism**: this is when learners set standards for themselves that may be too demanding and see it as failure when these aren't met.

Hattie suggests that the strength of the rope lies not in any single strand but in the combination of many overlapping strands. He claims that when any of the strands become weak, the learner will start to experience such a sense of helplessness that they feel they can't cope with the learning; the result being that they disengage with learning activities and turn to challenging behaviour as a protection measure against being looked on by their peers as the class failure.

**How to use it**

Hattie talks a lot about his work with offenders in prison or under probation orders. The National Offender Management Service (NOMS) views education,
training and employment as being a contributory factor of 25% towards someone not reoffending, and the raising of self-esteem a further 15%.

YSS is a charity based in Worcestershire. It works with young offenders or young people at risk of offending; its ethos is based on the importance of young people having self-belief and it offers support to help them overcome barriers that are imposed by society or self-imposed. One of the young people helped commented that ‘the probation service tell you what to do, YSS support you to do what you need to do’.

The key aspect of YSS’s work, and the reason why their patron is HRH Princess Anne, is that learners are given the freedom to choose which courses of action are important to them. In this respect, as Hattie claims, they impose some sense of order, coherence and predictability on their lives. Hattie’s use of the rope metaphor is a powerful way of emphasising that there are overlapping concepts of self.

Here are some tips to help you spot when one of the strands of self-belief is beginning to weaken. The learner will:

- tend to avoid taking on difficult tasks, have little commitment to achieving goals and see failure as a chance to dwell on personal deficiencies
- have little motivation towards undertaking tasks, choose easy, achievable goals and exaggerate obstacles to success
- not see ability as something that can be developed by increased effort
- only do what the teacher asks them to do
- dismiss feedback from the teacher or their peers as not valuable or worthwhile
- look for signs of weakness in others as a means of enhancing their own poor sense of self-worth.

These are self-concepts that can be worked on with the learner by encouraging them to be more proactive in seeking learning opportunities, to respond positively to feedback, to set themselves challenging goals and to view learning as a positive experience.

In the classroom

- Look for any signs of lack of self-belief in your learners.
- Analyse the cause of the lack of self-belief.
- Work with the learner to improve their self-belief.

For more on Hattie’s ideas, read

For more on YSS, take a look at its website: yss.org.uk