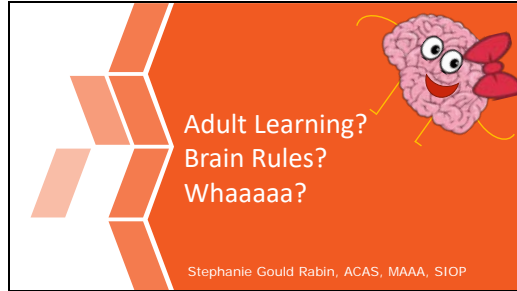


Slide 1



Slide 2



Slide 3



Slide 4



Slide 5

Live Poll

ADULT STUDENTS TEND TO HAVE CERTAIN SIMILARITIES. FOR EXAMPLE, THEY ARE USUALLY INDEPENDENT. WHAT IS **NOT** TYPICALLY TRUE OF ADULT LEARNERS?

- They need to know how learning pertains to real life
- They are confident about being in school
- They are driven by goals
- They have practical experience in one or more fields

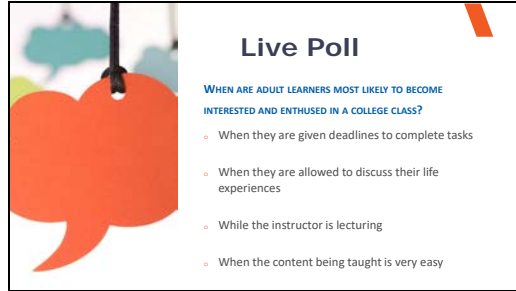
Slide 6

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Slide 7

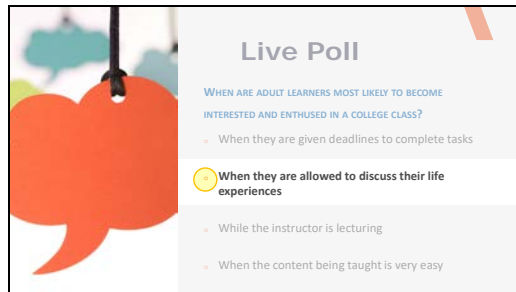


Live Poll

WHEN ARE ADULT LEARNERS MOST LIKELY TO BECOME INTERESTED AND ENTHUSED IN A COLLEGE CLASS?

- When they are given deadlines to complete tasks
- When they are allowed to discuss their life experiences
- While the instructor is lecturing
- When the content being taught is very easy

Slide 8

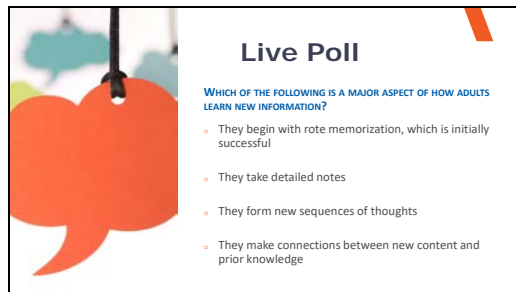


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Slide 9

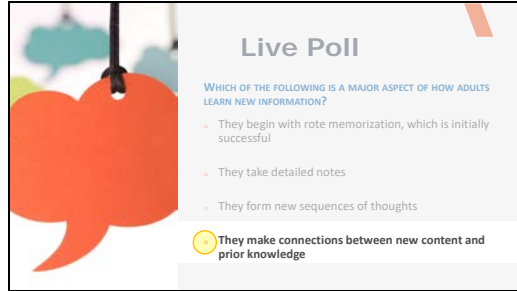


Live Poll

WHICH OF THE FOLLOWING IS A MAJOR ASPECT OF HOW ADULTS LEARN NEW INFORMATION?

- They begin with rote memorization, which is initially successful
- They take detailed notes
- They form new sequences of thoughts
- They make connections between new content and prior knowledge

Slide 10



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Slide 11

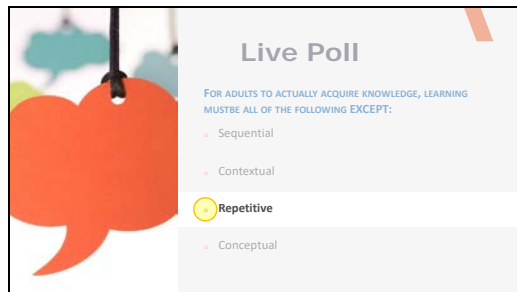


Live Poll

FOR ADULTS TO ACTUALLY ACQUIRE KNOWLEDGE, LEARNING MUST BE ALL OF THE FOLLOWING EXCEPT:

- Sequential
- Contextual
- Repetitive
- Conceptual

Slide 12

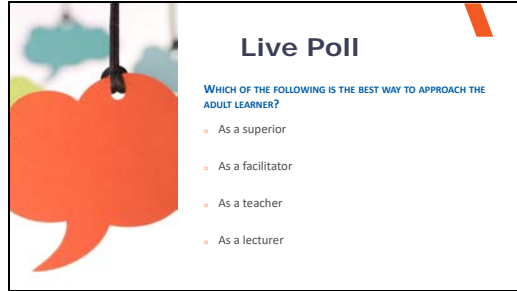


Live Poll

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Slide 13



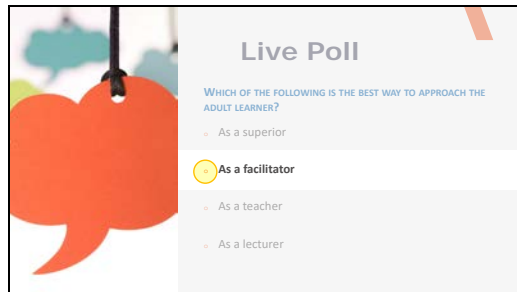
Live Poll

WHICH OF THE FOLLOWING IS THE BEST WAY TO APPROACH THE ADULT LEARNER?

- As a superior
- As a facilitator
- As a teacher
- As a lecturer

The slide features a graphic of two orange speech bubbles on the left and a small orange ribbon in the top right corner.

Slide 14



Live Poll

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The slide features a graphic of two orange speech bubbles on the left and a small orange ribbon in the top right corner. The option "As a facilitator" is selected with a yellow radio button.

Slide 15



Live Poll

ONE WAY AN INSTRUCTOR CAN ENGAGE THE ADULT LEARNER IS BY HAVING THE STUDENTS COLLABORATE BY ACTING OUT REAL-WORLD SITUATIONS. THIS IS CALLED:

- lecture
- case studies
- problem-solving ice breakers
- role-play

The slide features a graphic of two orange speech bubbles on the left and a small orange ribbon in the top right corner. The option "role-play" is selected with a yellow radio button.

Slide 16

Live Poll

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- role-play**

Slide 17

Where does learning come from?

- FORMAL PROGRAMS**
Classes, E-learning, Conferences, Sessions, Webinars, Etc.
- OTHER PEOPLE**
Mentors, Colleagues, Friends, Family, etc., Asking The Right Questions, Asking The Right Person At The Right Time
- EXPERIENCE AND PRACTICE**
Doing It Yourself, Trying Things To See What Works, Refining It

70%

16

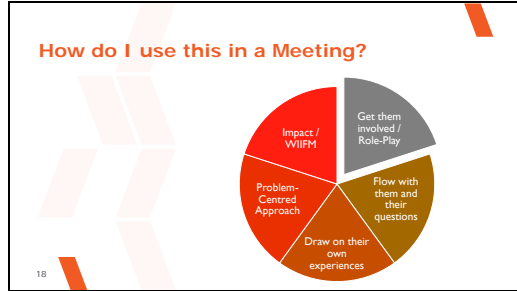
Slide 18

Adult Learning Theory

- Goal-Oriented
- Practical
- Relevant
- Self-Directed
- Experience
- Task-Oriented

17

Slide 19



Slide 20



Slide 21



Slide 22

Obtaining participation

- When: Time is short | People need coaxing
- Combine some of them!

21

Job Aid: Methods for Engaging Participants

Slide 23

Obtaining participation

- For a more Structured Experience...

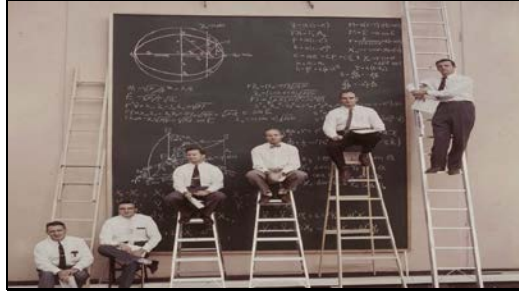
Job Aid: Methods for Engaging Participants

Slide 24

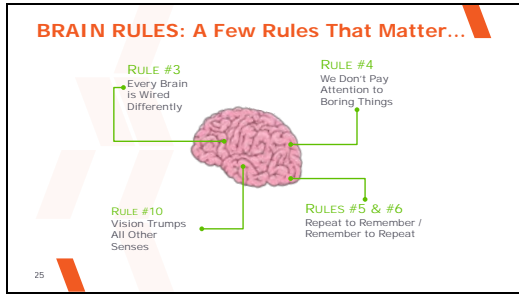
Role / Skill Play - Digging in

Job Aid: Methods for Engaging Participants

Slide 25



Slide 26



Slide 27



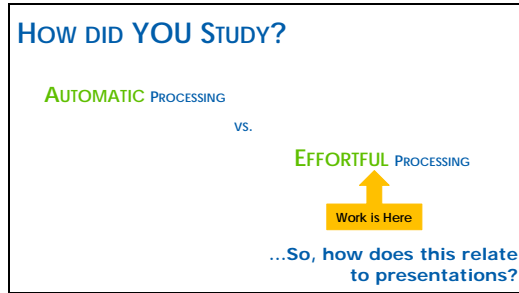
Slide 28

HOW DID YOU STUDY?

AUTOMATIC PROCESSING vs. EFFORTFUL PROCESSING


Work is Here

...So, how does this relate to presentations?



Slide 29

Vision Trumps All Other Senses



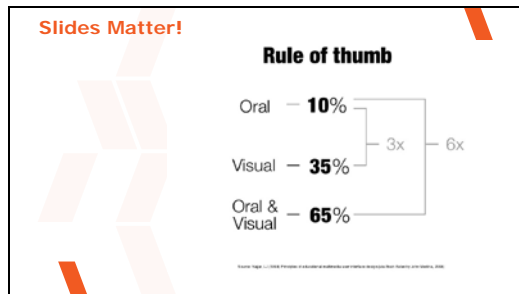
Slide 30

Slides Matter!

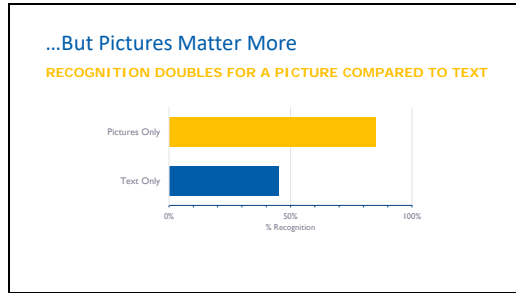
Rule of thumb

Oral	10%	3x	6x
Visual	35%		
Oral & Visual	65%		

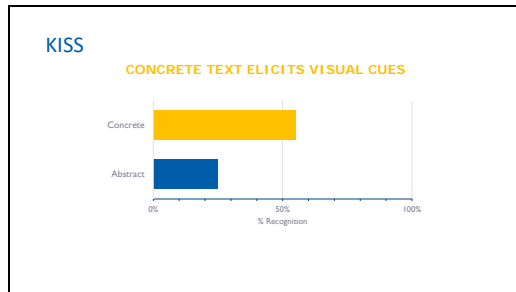
Source: http://www.presentation-ideas.com/2010/01/05/visual-aid-usage-statistics/



Slide 31



Slide 32

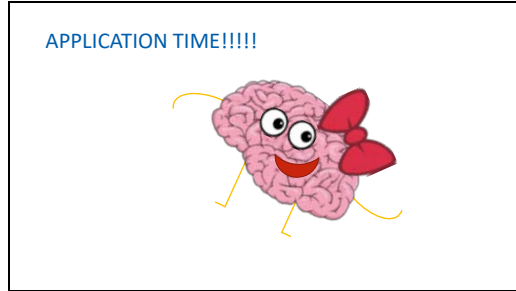


Slide 33

CHEATSHEET: PUT THAT BOW ON!

- Every Brain is Wired Differently**
 - ✓ Know Your Audience
 - ✓ What Three Things
 - ✓ Learner Perspective
- We Don't Pay Attention to Boring Things**
 - ✓ Tell A Story
 - ✓ Big Picture First
 - ✓ Colour Patterns & Animation
 - ✓ 10 Minute Hustle
- Repeat to Remember / Remember to Repeat**
 - ✓ Find a Couple Ways To Show Your Data
 - ✓ Have a Conclusion
 - ✓ Tap Their Emotions
- Vision Trumps All Other Senses**
 - ✓ Vision Is Dominant → Uses Half The Brain's Resources
 - ✓ Cut Back On The Text. Make It Concrete
 - ✓ A Picture Is Worth A Thousand Words
 - ✓ Use SmartArt And Adapt

Slide 34



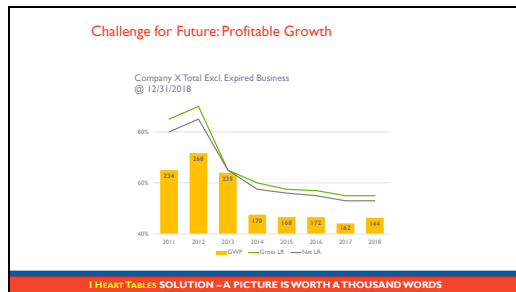
Slide 35

Company X Total Excl. Expired Business					
Year	Plan (\$MM)	Plan vs. 1st \$ Change	Losses Covered Loss B & ALAC	Surplus/Deficit Loss B & ALAC	
2011	200	0%	60%	80%	
2012	220	10%	60%	80%	
2013	250	15%	60%	80%	
2014	260	3%	60%	80%	
2015	270	4%	60%	80%	
2016	280	4%	60%	80%	
2017	290	4%	60%	80%	
2018	300	4%	60%	80%	

- We used to be a much larger company but had profitability issues.
- We had to shrink to profitability (loss ratio below 60%)
- We achieved profitability but continued to shrink.
- Primary challenge in 2019-20: Profitable Growth
- 5% QWP growth planned in 2018
 - Exceeded Plan (\$144M vs Plan of \$140M)
 - \$4M of \$7M growth from the short-called Property line
- 2019 QWP, any March is ahead of Plan because of new CEO
- To paraphrase feedback from multiple agents:
 - "Company X feels almost like a brand new company!"

I HEART TABLES HOW WOULD YOU FIX THIS ONE?

Slide 36



Slide 46

2014 Firearm Deaths: 33,594
Center for Disease Control

Cause	Number	Percent of Total
Unintentional	461	.013
Homicide	11,008	.328
Suicide	21,386	.637
Undetermined	275	.008
"Legal Intervention"	464	.014

So, approximately:

- > Suicides = 64% of firearm deaths
- > "Homicides" = 33%
- > Accidental Discharge = Under 2%
- > Homicides not always "Intentional Acts"
- > Firearm death and injury stats not complete

12 | SIMPLE BUT BUSY HOW WOULD YOU FIX THIS ONE?

Slide 47

Legend:

- Green circle: Suicide (63.7%)
- Grey circle: Homicide (32.8%)
- Orange circle: "Legal Intervention" (1.4%)
- Blue circle: Unintentional (1.4%)
- Yellow circle: Undetermined (0.8%)

- Homicides not always "Intentional Acts"
- Firearm death and injury stats not complete
- Accidental Discharge under 2%

13 | SIMPLE BUT BUSY SOLUTION – IMAGES MATTER
