Leveraging Adult Learning Principles To build your business
A. Rater
B. Builder
C. Program administrator
D. Other

http://cahillhomes.com/questions-to-ask-your-home-builder/
Recall a time when you successfully met a goal.
Where you involved in the planning?

Was prior experience built upon to meet this goal?

Was there immediate relevance to you job or personal life.

Was meeting the goal a response to a problem that needed solving?
Learning Objectives

1. Identify the adult learning principle that resonates with you the most

2. Apply adult learning principles to collaboratively set a goal
1. Identify the adult learning principle that resonates with you the most
Applied Adult Learning Principles

<table>
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<td>Motivation</td>
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<td>Information</td>
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<td>Resources</td>
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<td>Process</td>
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Knowles Learning Principles

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for the learning activities.
3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
4. Adult learning is problem-centered rather than content-oriented (Keersley, 2010)
Activity #1: Goal Setting

What is a current challenge or situation you’d like to improve?
Activity #1: Personal Goal

What is currently happening now highlighting the need for change or what is the current state of things?
What is the future state you will create?
What’s a measurable goal and time sensitive goal that can be set to meet this future state?
SMART Goals

Specific
Measurable
Agreed Upon
Realistic
Time Bound
Activity #1 Personal Goal

What’s the value or benefit that you envision if this happens?

What are some barriers to achieving the goal?

What experience do you have that will support you in reaching this goal? What lessons learned can you apply?
Activity 1: Personal Goal

What is ideal tactic to reach this goal?

1. Increase motivation
2. Utilize information or resources
3. An improved process
4. Coaching
5. Training
Emergency Preparedness:

FIRE SAFETY

**TYPES OF FIRES & EXTINGUISHERS:** Fires & fire extinguishers are classified by the type of fuel being consumed:

<table>
<thead>
<tr>
<th>Classes of Fire</th>
<th>Picture Symbol</th>
<th>Types of Fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>![A Symbol]</td>
<td>Wood, paper, cloth, trash and other ordinary materials</td>
</tr>
<tr>
<td>B</td>
<td>![B Symbol]</td>
<td>Gasoline, oil, paint &amp; other flammable liquids</td>
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<tr>
<td>C</td>
<td>![C Symbol]</td>
<td>May be used on fires involving live electrical equipment without danger to the operator</td>
</tr>
<tr>
<td>D</td>
<td>![D Symbol]</td>
<td>Combustible metals and combustible metal alloys</td>
</tr>
<tr>
<td>K</td>
<td>![K Symbol]</td>
<td>Cooking media (Vegetable or animal oils and fats)</td>
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On average, fire kills 8 people each week in Canada.

[Source: Fire Brazil Canada]

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5 Things Your Fire Safety Plan Should Do:

- **PASS**
  - The Key to Using Fire Extinguishers
  - According to Fire Prevention Canada, the key to correctly using a fire extinguisher is the mnemonic device "PASS".
  - Pull the pin. Some units require the releasing of a lock latch, pressing a puncture lever, inversion or other motion.
  - Aim the extinguisher nozzle at the base of the fire.
  - Squeeze or press the handle.
  - Sweep the extinguisher from side-to-side at the base of the fire & discharge the contents of the extinguisher.

4 FIRE SAFETY LESSONS:

1. Have a fire safety plan that complies with the OHS laws.
2. Have procedures in place to address the needs of any worker who is disabled and may need special assistance in an emergency.
3. Ensure the workplace has appropriate fire suppression and protective equipment, such as fire and smoke alarms, fire extinguishers, and sprinkler systems—where they’re working properly and easily accessible.
4. Make sure that your emergency exits & fire doors aren’t blocked.

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**TYPES OF FIRE SUPPRESSANTS**

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<tr>
<th>№</th>
<th>Type</th>
<th>Use on these fires</th>
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<tbody>
<tr>
<td>01</td>
<td>Water</td>
<td>Class A &amp; B Fires</td>
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<tr>
<td>02</td>
<td>Multipurpose Dry Chemical</td>
<td>Class A, B &amp; C Fires</td>
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<tr>
<td>03</td>
<td>Chemical Foam</td>
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Compliance Tip:

- To ensure that your workplace is adequately prepared for fires and other emergencies, go to the OHS Insider’s Emergency Preparedness & Response Compliance Centre, which includes:
  - Information on what the OHS laws require for fire preparedness & response
  - Fire safety audit form
  - Fire extinguisher inspection checklist
  - Fire safety assessment form
  - Fire safety audit for hazardous workplaces
  - Fire safety audit for offices

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WHEN AND HOW TO USE A FIRE EXTINGUISHER

1- FIGHT OR FLEE
Your safety is the most important consideration. Do not fight the fire if:
- There is considerable heat
- There is significant smoke or flames
- There is any possibility that you will be trapped by the fire

2- CALL THE FIRE DEPARTMENT
You or someone else should call the fire department or the fire emergency number provided to you before fighting the fire.

3- CHOOSE THE CORRECT EXTINGUISHER
Extinguishers may handle more than one type of fire. Check the instructions on the extinguisher for the appropriate classification or symbol.

4- USING THE EXTINGUISHER
- Pull the pin
- Aim low
- Squeeze the trigger
- Sweep side-to-side

5- AFTER THE FIRE
Fires frequently re-ignite. Have the fire department or your company fire brigade check the fire. If available, get a modern fire extinguisher to the site. Fire extinguishers are discharged very rapidly. You may not be able to deal with a re-ignition unless you have an unused extinguisher.

This poster is only a reminder of how to deal with small fires. It does not replace training and hands-on experience.

https://s-media-cache-ak0.pinimg.com/originals/23/30/61/233061656eb189ef185bec3de492537b.jpg
13 things your flight attendant wont tell you say hello
How will your results be measured?
Participant Guide

Applied Adult Learning Principles

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Assumptions

1. Self-concept
2. Adult Learner Experience
3. Readiness to Learn
4. Orientation to Learning
5. Motivation to Learn
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- **SMART Goal**
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-bound

- Benefits of reaching goal
- Barriers to reaching goal
- Experience assisting you in reaching goal

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Activity 2: Professional Goal Collaboration

1. Pair up!
2. Your goal is to create goals together
3. Choose who will create a goal first
4. Work with your partner to set a professional goal using the questions as a guide.
5. Record your answers in the template

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**Applied Adult Learning Principles**

1. What is a current challenge or situation you’d like to improve?
2. What is currently happening now highlighting the need for change or what is the current state of things? (optional: Use the five why’s approach)
3. What is your ideal future state?
4. What is a goal that will get you there? (Is it specific, measurable, agreed upon, reachable and time bound?)
5. How would accomplishing this (the goal) benefit you?
6. What are the barriers in reaching this goal?
7. What current experience can you leverage to assist in meeting this goal? Any lessons learned from similar projects?
8. Which of these potential solutions do you think would be most effective?
   8.1 Increasing motivation
   8.2 Utilizing new information or resources
   8.3 Updating or creating a process
   8.4 Coaching
   8.5 Training
9. How and when will results be measured?
What is one thing you can do to work toward meeting your goal in the next 24 hours?

Who can you partner with to meet your collaborative goals?
Bill Taylor  
Senior Trainer  
btaylor@advancedenergy.org

Dan Wildenhaus  
Sr. Building Science Specialist  
Dan.Wildenhaus@clearesult.com

BetterBuilt NW

advanced energy  
CLEAResult®