

KNOW

HOW

THE DEFINITIVE BOOK ON  
**SKILL & KNOWLEDGE TRANSFER**  
FOR OCCASIONAL TRAINERS,  
EXPERTS, COACHES & ANYONE  
HELPING OTHERS LEARN

HAROLD D. STOLOVITCH  
ERICA J. KEEPS

# More Praise for *Know-How*

“As a learning and development manager, I make sure everyone else is successful in their work through learning. I often lean on occasional trainers to help me accomplish this huge task. *Know-How* offers guidance to help me reach this audience in an immediate and relevant way. I love how the authors emphasize that human connection is the heart of learning. I plan to use this book to empower our occasional trainers so they feel seen for the enormous value they provide.”

—**Rula Andriessen**, Manager, Personnel Development, KHS&S Contractors

“Whether a manager, mentor, co-worker, or friend, we often find ourselves in positions where we have to pass our knowledge and skills onto others. Having the ability to do it right can be the difference between success and failure. *Know-How* will help you use your knowledge and expertise to help others in an engaging and effective way. Whether you’re an occasional trainer or an expert, *Know-How* will give you the skills to put your know-how to use!”

—**Tim Slade**, Award-Winning Freelance E-Learning Designer

“*Know-How* delivers what it promises. Through vivid examples and dialogues about air conditioners, Apple watches, and corkscrews, Harold Stolovitch and Erica Keeps help occasional trainers discover how to translate their know-how into know-how-to.”

—**Allison Rossett**, Professor Emerita, San Diego State University

“Stolovitch and Keeps never disappoint with the research-based guidance they provide in their writing. *Know-How* is chock full of steps, tips, and tricks on becoming a better occasional trainer. This is critical as we emphasize and embrace the practice of informal and social learning over more formal means of developing performance competence back on-the-job. Following it will also help improve the design and development of formal instruction!”

—**Guy W. Wallace**, Performance Analyst and Instructional Architect, EPPIC Inc.

“*Know-How* is a practical, accessible guide for parents, coaches, experts, and anyone who needs to effectively pass on what they know to others. The empathetic approach supports and centers learners, while the real-world examples guide anyone tasked with training through tricky situations. I used the model and tips to train our young son on how to use a bottle opener safely. It worked perfectly and he was so proud of himself!”

—**Samantha Greenhill**, Communications Specialist

“This fun, educational book is not just for those who find themselves cast into the role of informal, occasional trainer—it has a surprising amount of hard-hitting counsel and wisdom for those of us who have been training professionally for quite a while. Read this book if you want to discover how you can improve your training skills in any environment from a corporate compliance session to helping a friend or relative learn a new skill. The ideas, concepts, and advice will be effective no matter what content you have to convey.”

—**Karl M. Kapp**, EdD, Professor, Instructional Technology,  
Bloomsburg University; Co-Author, *Play to Learn*

“This book is easy to follow and full of tips and effective techniques. I found it applicable not just when teaching my students but also for working with colleagues. Worth a read!”

—**Jennifer Rodriguez**, Third-Grade Teacher, Culver City, CA

“Many new hires at my small but expanding wholesale bakery possess very few English-language skills. Yet, we still have to onboard and train them in an unfamiliar environment on novel tasks, while maintaining safety, cleanliness, and quality standards. *Know-How* has already become a fantastic resource that I immediately put into action! It is easy to read, the examples are clear, and the application is fun and simple. I already see results. I recommend this book to anyone who must train but does not how to get started.”

—**Rolf Bender**, Owner, Sunflour Bakery

“I love the easy, upbeat tone and confidence-building approach this book takes as it offers sound guidance to mentors, coaches, and trainers. It is a relatable guide to sharing one’s own knowledge and empowering others to learn new things while supplying the tools needed for successful learning.”

—**Trudy Blair**, Professional Dog Parent Trainer, Tully’s Training

“If you’ve ever struggled to share what you know with someone, *Know-How* is the book for you! Read it, practice, and become a proficient occasional trainer. As a parent, teacher, and nonprofit volunteer, I’ve experienced first-hand how effective the techniques in *Know-How* are.”

—**Petti Van Rekom**, EdD, Director, Civil Discourse, League of Women Voters  
of Orange Coast

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Director: Sarah Halgas  
Manager: Melissa Jones  
Community Manager, Learning & Development: Eliza Blanchard  
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Text Design: Michelle Jose  
Cover Design: Molly Von Borstel, Faceout Studios

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*To Buttercup—*

*Spending the last year transferring our know-how into your know-how-to (and when-not-to) kept us constantly challenged. Much of what we discovered when working with you was integrated into our discussions and reflections for this book. Thank you! You have made this book so much more meaningful to us and hopefully to our readers. And thus, we gratefully dedicate this book to you.*



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# Preface

Why have we written this book? We have spent more than half a century working with training, learning, and performance improvement professionals. Our research, energy, and efforts are focused on assisting our colleagues as they help people in the workplace learn things they need and value so that, in turn, they can achieve desired outcomes. Desired by whom? Most of all by themselves—they want to improve their impact. Their organizations and others, such as their managers, colleagues, customers, and the communities they serve, will also benefit from their accomplishments. We have also reached out to educators who are just as dedicated to helping children and adults achieve success in their studies. Nevertheless, we have always had the feeling that we were missing something . . . or perhaps it was *someone*. What about those who are facing the everyday challenges of helping people succeed and become independently capable? You know who we mean—the fellow worker, a confused child, strangers asking for directions, a friend struggling to use their new smartphone, a puzzled colleague trying to scan some documents, or even a new salesperson who’s trying to develop a sales proposal.

We felt driven to transform what we have learned about training and learning into useful tools that anyone—not just training and learning professionals—can readily access and apply. This book is for them. It is based upon the sustained success and impact of our previous books,

especially *Telling Ain't Training*, as well as feedback we have received throughout the years. A lot has changed during the last 20 years in the world of formal workplace training. There is so much more emphasis on the use of technology, learning management systems, and multimedia approaches to helping workers at every organizational level advance in their jobs. Interactive, web-based repertoires of courses and modules abound. A recent comprehensive survey from *Training* magazine about how the workplace delivers most of its training hours found that approximately 35 percent was delivered either fully or largely via live instruction.<sup>1</sup> About 25 percent of instructional hours were delivered online or through computer-based delivery systems. Almost 70 percent of training hours came to the learners in a blended fashion through various combinations of delivery modes. In addition, 10 percent of training hours were presented through virtual classrooms and webcasts, and about 2 percent of training hours reached learners and trainees through mobile delivery systems. This is typical of formal instruction in business, industry, the military, governmental agencies, health institutions, and many other workplace organizations.

Outside formal training spheres, a huge amount of informal training is taking place. The common ratio of informal (everyday interactions on the job in which some form of training or learning takes place) compared with formal training is quite surprising: 70-20-10. In this ratio, 70 percent of workplace training takes place as authentic job experiences and challenges, along with discussions, feedback, and interactions with individuals, which accounts for another 20 percent. That leaves 10 percent for formal training sessions delivered live, in blended form, or electronically. While this is not a scientifically derived set of percentages, it was formed through a consensus of professionals in the training field and observations of what goes on in the world of work.

Finally, in the social arena, outside the workplace, a large amount of one-on-one teaching and learning occurs every day: between parent and child, among friends and neighbors, by providing directions or showing someone how to play a new game or acquire a skill.

So much is written and said about the modern innovations that enhance training, improve efficiencies of learning, and save costs while inserting representations of the “real” world to display how things work. Learners get to see, hear, and even touch things in these virtual worlds. With this gain, however, may also come some loss. Teaching and learning principles have not varied much over time. Our environments may change with the arrival of virtual offices, technology advancements, continuous online communication, and social networking. However, when faced with an immediate need to become proficient at something, people typically prefer to have the reassuring comfort of a nearby helper. Do you need to thaw out a car door in deep winter, open a bottle of wine without a corkscrew, or interpret a hazardous materials label on a pallet you have to move? (How? With what? Where to?) There’s nothing better than getting that generous offer of know-how so that you, too, can perform. A special joy of sharing occurs between the giver and the receiver when a transfer of know-how results in a person’s success. No emoji or *bing!* sound quite replaces a human gesture or encouraging voice.

In this book, we have endeavored to produce a fun, effective guide for readers who frequently find themselves in the informal role of trainer, tutor, guide, coach, consultant, or helpful advisor. The book, simply speaking, is for people with any form of know-how that someone else requires—it’s relevant for informal workplace learning and life in general. The writing cuts to the chase, providing what you need *now* to quickly get people learning and up to speed. No fumbling, bumbling, rambling, or messing with their heads.

Technology may be grand, but helpful, personal encouragement, along with an invitation to “call me if you need me,” can be even better. Use all the resources you can find to build knowledge transfer. But never forget that the immediate, on-the-spot transfer of your know-how into another’s know-how-to is incredibly effective if done right.

The tone of this book is light, personal, and direct, speaking to you conversationally as if we were together and chatting. The chapters are sequenced like stepping stones—each carrying you toward the goal of

mastering occasional training. They provide brief explanations, guidance, tools, examples, and relatable, real-world applications. The start of each chapter presents a few bulleted highlights and ends with a short exercise prompting you to recall and apply what you have learned. To avoid too much telling, every chapter includes activities to engage you and reinforce your retention of key points.

The flow of the book is quite simple. The first chapter puts you right into the action and lets you know what the benefits are not only for those you help learn and perform but also for yourself. It includes lots of examples you can relate to and talks a bit about the book title. In chapter 2, you find out what an occasional trainer or OT is. An OT takes on an astonishing variety of roles, and you'll be surprised at how you can, and probably do, naturally assume them in your life. In chapter 3, we hit you with a big problem: We often get in the way of ourselves and others, even when we mean well and are working hard to explain how to. Fortunately, the chapter helps you recognize the traps and guides you out of them quickly. It also lays out the responsibilities of your learners.

Now you are ready to get into high action, and chapter 4 offers a sure-fire model and formula that raise the probability your training efforts will be successful. You get to apply the formula and receive feedback. The next three chapters build from this. Chapter 5 shows how to maximize learning by getting the learner to do most of the work. Chapter 6 brings in a whole new approach to *practice*, demonstrating how you can make it fun as you enhance learning, retention, and competent performance. Chapter 7 is one of our favorites. The title—"Tips, Tricks, Tools, and Tidbits"—says it all. Enjoy!

Chapters 8 and 9 focus on two key aspects of ensuring that what you do sticks to the person with whom you are working. Chapter 8 emphasizes the importance of fostering just the right amount of learner confidence. This is an important and recurring theme—how well you perform often depends on your level of confidence. Chapter 9 lays out a powerful rationale for providing learner support, even when you are no longer present. You already know that, when left alone after being trained, you still may

feel somewhat uncertain. Creating personal support or providing helpful resources decreases these concerns. These chapters integrate the value of creating optimum confidence for the learner to exert the required effort and overcome inner doubts. With sufficient support, the learner is more likely to sustain that effort and succeed.

In chapter 10, you find out about the value of testing, especially in non-threatening ways. Testing is a great method to reassure your learners, and the chapter presents simple techniques and examples to practice. Chapter 11 focuses on you. It includes a self-assessment meant to reinforce what you have learned and sends you off with some final, useful advice.

The concluding chapter provides a repertoire of things you can and should do going forward. Apply these tips and techniques and you will achieve increasing successes and evolve into the most awesome trainer you have ever met.

After reading this book and applying the principles and practices, please share your experiences with us at [hstolovitch@gmail.com](mailto:hstolovitch@gmail.com) or [ekeeps@gmail.com](mailto:ekeeps@gmail.com). Your feedback is important!

# How to Use This Book

This book is designed to ensure your learning experience is easy and fun. Its goal is to help you become an effective occasional trainer, strengthen your occasional trainer skills, and offer a different perspective on what your role can be. It starts out with the basics of what *know-how* is and why it is so important that you share yours effectively with others who need it. You'll get clear guidance on how to transfer your know-how to others, along with concrete, relatable examples and activities for you to engage in. The up-front highlights and end-of-chapter reviews reinforce key points and provide feedback on how you are doing. Use these to prepare for what is to come in each chapter and strengthen what is important to retain at its conclusion.

You'll find the following icons throughout the book:



## **Activity**

Do the activity before you continue reading



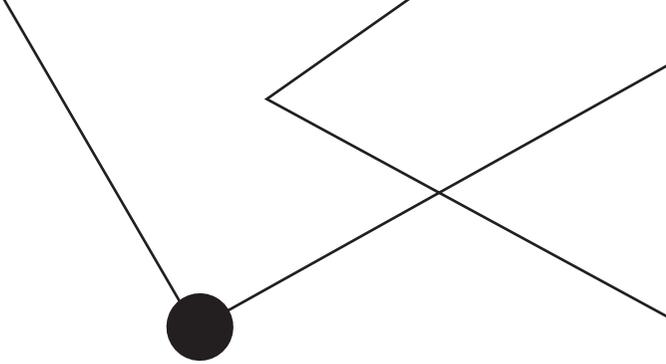
## **Remember This**

These exercises highlight key points to retain.

To gain the most benefit from the book, here are a few suggestions:

- Do all the practice exercises and self-assessments. The more you engage, the more you will learn and retain. Warning: The less you actively engage, the greater your danger of not being able to transform the book's words into actions!

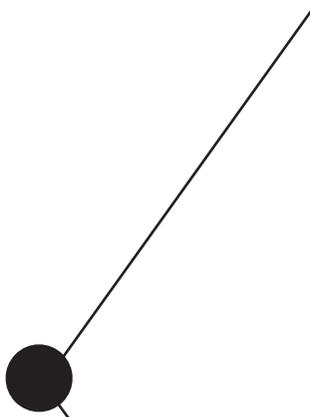
- Set aside enough time to complete each chapter in a single sitting. It shouldn't take you longer than an hour—don't break the continuity. Plan ahead!
- Complete at least one chapter every week. If even a few days go by between chapters, revisit the Remember This review at the end of the previous chapter for a quick refresher to bring it all back.
- Whenever you encounter a scenario or activity, really get into it. Picture what is happening. Imagine that you are actively engaged in the situation.
- Visualization strongly enhances what you get out of what is written. Check out the photo of the two of us on the About the Authors page. Imagine that we're with you, sharing in the experience and chatting about what's going on.
- If you anticipate having to take breaks of more than a week between chapters, use a highlighter to call out important points. Write notes in the margin as you read. Then, whenever you return to the book, you can skim the pages to review your highlights and notes before heading into new territory. This helps to facilitate re-entry.
- Between chapters, try applying the principles and procedures you have just learned in real life. Find a peer or colleague who could benefit from some know-how you possess and use what you've learned to help them acquire it. Monitor how you did. Debrief your learner to discover how well you both performed.
- Read this book a second time. (It's not that long, we promise!) You may have missed some concepts the first time through that will jump out at you later. Or you may find that procedures that appeared awkward before seem easier to visualize and apply.
- Apply what you learn from this book as soon and as often as possible. The best way to hone your new skills is to seize opportunities to practice being an occasional trainer.
- Seek out opportunities to be a learner. Think about how you feel when you're being trained by someone else. Notice what works and what doesn't. Then apply that in your own training.



# 1

## If I Can Do It, So Can You

### CHAPTER HIGHLIGHTS:

- What is know-how?
  - We all possess a lot of know-how.
  - Problem: How do I make my know-how yours?
  - Examples and a set of rules.
- 

Know-how. We all have it in one form or another. Know-how is simply practical knowledge or the skill and ability to do something. Do you have any of these know-hows? Check off all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Assemble furniture            | <input type="checkbox"/> Create a budget spreadsheet |
| <input type="checkbox"/> Run a marathon                | <input type="checkbox"/> Dance a waltz               |
| <input type="checkbox"/> Deactivate an alarm           | <input type="checkbox"/> Arrange a piece of music    |
| <input type="checkbox"/> Program a setting on a device | <input type="checkbox"/> Bake a soufflé              |
| <input type="checkbox"/> Play billiards                | <input type="checkbox"/> Complete a tax return       |
| <input type="checkbox"/> Solve a Sudoku puzzle         | <input type="checkbox"/> Do a mail merge             |
| <input type="checkbox"/> Unjam a photocopier           | <input type="checkbox"/> Play Yahtzee                |
| <input type="checkbox"/> _____                         | <input type="checkbox"/> _____                       |
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| <input type="checkbox"/> _____                         | <input type="checkbox"/> _____                       |
| <input type="checkbox"/> _____                         | <input type="checkbox"/> _____                       |

Now use the extra spaces to jot down a few more know-hows you have that a friend, colleague, or kid might want to gain from you.

From Our Journal

While our own primary skills and knowledge are related to improving workplace learning and performance in ways valued by individuals and their organizations, we each have some interesting, personal know-hows. Harold is a marathon runner and mentor as well as an expert bed-maker. Erica knows how to bake healthy muffins, decorate homes, play Mah Jongg, and manage large-scale home- and work-related projects.

We all possess an almost endless list of know-hows that at some point someone might call on us to share. When that happens, how prepared will you be to meet the challenge of transforming your know-how into *their* ability to perform?

## KEEP IT SHARP

---

- Father:** Son, why are there cuts all over your hands?
- Son:** I tried to slice some bread. The knife kept slipping, and I cut myself a few times.
- Father:** Well, it's probably because the knife is dull. Let me test it. . . . Yup. It desperately needs sharpening. Why don't you do it?
- Son:** I don't know how.
- Father:** You're always on your phone. Go to YouTube and find out.
- Son:** (Short time later.) Dad, I went online. It's frustrating. The first video clip showed me how to sharpen a knife with a whetstone. Do we even have one?
- Father:** No.
- Son:** The second one showed a person sharpening a knife when, suddenly, a piece of the blade flew off and nicked them in the face. You know how to do it. Can't you just teach me?

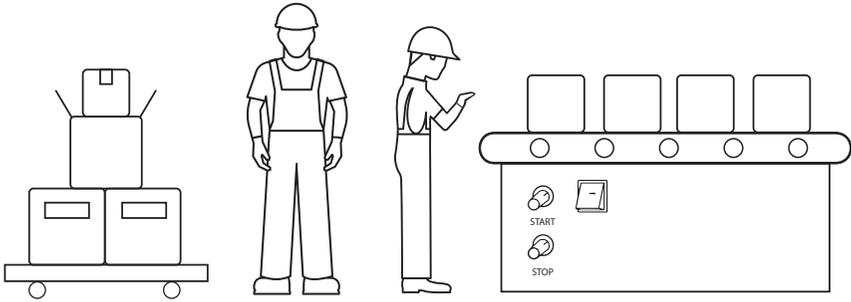
This brief scenario is a real one. The son discovers the knife is dull and asks for dad's help. He sends his son to YouTube for assistance. But it didn't work. So the son turns back to his dad to acquire his knife-sharpening know-how.

While this example might appear simplistic, it is nevertheless common for people to feel helpless when faced with tasks they are not equipped to handle. And, if that task offers little challenge for you to masterfully execute, it should be a no-brainer for you to simply "show them how." Sure, it's intuitively obvious, but our research has consistently demonstrated that what appears to be simple—whether it's a local resident providing directions to an out-of-town visitor or a fellow worker helping to safely lift a heavy object—often goes awry. Stuff happens. Simple becomes confusing. Both giver and receiver end up frustrated: If I know so much, why can't I make people learn?

Let's begin with a few success stories and then figure out what went right. Read each scenario and observe closely to determine what happened.

## MOVING RIGHT ALONG

---



**New Hire:** I've tried to turn on the conveyor belt three times. But it just won't start. I can't figure it out. I checked to make sure the power is on. Why can't I get it going? [*Frustration. Feeling stupid.*]

**You:** What exactly do you want to do?

**New Hire:** Place all the items in this cart onto the conveyor and send them along to sorting and packing. But when I press the START button here, nothing happens.

**You:** Got it. So, if you can get the conveyor belt started, place the items on it, make sure that the items are moving smoothly and en route to the next point, you'll feel good?

**New Hire:** Yeah!!

**You:** OK. Take a close look at the START button. What do you notice just to its right?

**New Hire:** Hmm. Now that you mention it, it looks like a blue switch.

**You:** Good eye. Any idea what it's for? Think.

**New Hire:** Does it have anything to do with the START button?

**You:** Let's find out. Press down on the blue switch with your right hand and while still pushing, press the START button with your left.

**New Hire:** Wow, it started up! [*Excited.*] I guess that this blue switch acts as a safety measure by making sure you're clear when the conveyor starts. Both of my hands had to be clear of the conveyor to press the buttons. Clever!

**You:** You've got it! Now, hit the STOP button. Great! Notice that there's no safety switch. Why not? Think.

**New Hire:** Hmmmm. Maybe because if you have to stop quickly, you shouldn't waste time with another switch.

**You:** Right! OK. Now, start the conveyor again when it's all clear and ready. You should never start if anything is on the belt. Do you know why?

**New Hire:** So that things don't fall off when the belt starts to move?

**You:** Right, again!! It can be a bit jerky when the belt begins to move. Always start clean and clear. Nothing on. No obstructions.

**New Hire:** Got it.

**You:** OK, then . . . start her up. Tell me what you are going to do, then do it. Once it's going, load the items on one at a time. Continue to load as they move through. Stop if anything falls over or off the conveyor or if there's a jam. Go!

**New Hire:** [A bit nervous.] OK. Press down the blue switch and hold it there. Press START at the same time with left hand. Once it's moving, place items on the conveyor one at a time. Watch for wobbles or falls of any kind. Keep an eye open for jams. OK, the last one is through the hatch, so . . . STOP. Thanks, man! [Relieved and jubilant.]

**You:** You did great! Happy to help. Good luck on the job. Keep on using your head. Call on me if you run into any trouble. My call number is #445. Never hesitate to ask for help. [Smiling.]

**New Hire:** I sure will! [Smiling and feeling good about his accomplishments. Ready for the next challenge.]



## PRACTICAL EXERCISE

Now, let's review what happened. Check off each item you noticed that took place.

The New Hire expressed need.

- You asked what the New Hire wished to accomplish.
- The New Hire stated desired outcome.
- You restated desired outcome in specific terms and sought confirmation.
- You engaged the New Hire's attention with leading questions.
- You guided the New Hire to infer next steps and encouraged thinking and acting.
- You congratulated the New Hire for successful accomplishment of desired outcomes.
- You released the New Hire and offered follow-up support.

Who did most of the work?

- You (the trainer)
- New Hire

The New Hire:

- Expressed the need and desired accomplishment.
- Located the blue switch and correctly inferred its purpose.
- Started the conveyor and stopped it.
- Loaded the conveyor and monitored the progress of all items.
- Shut down the conveyor.

While you:

- Confirmed what success would look like.
- Asked leading or guiding questions and recommended actions.
- Reinforced and congratulated the New Hire's success and offered follow-up support.

Through your guidance, the learner did most of the work, achieved the goal, and is now the proud owner of a piece of your know-how. Bravo!

The next scenario tells a more complicated story. You may not get all the details, but you can still read it through and note the similarity of training style. At the end of the training scenario, we'll review what took place, focusing on how the transfer of know-how progressed.

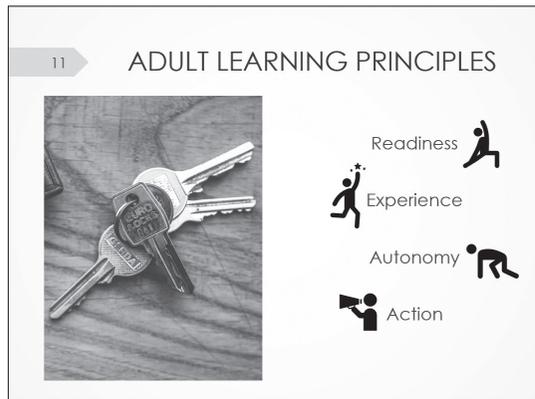
## A DIFFERENT PICTURE

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**Sales Leader:** Jerry suggested you could help me develop a set of PowerPoint slides for a group of salespeople. He gave me a set of his old slides to use as a base and told me to change slides to replace old content with new stuff.

**You:** Show me what you have and explain exactly what you want to accomplish.

**Sales Leader:** Here's one of Jerry's slides:



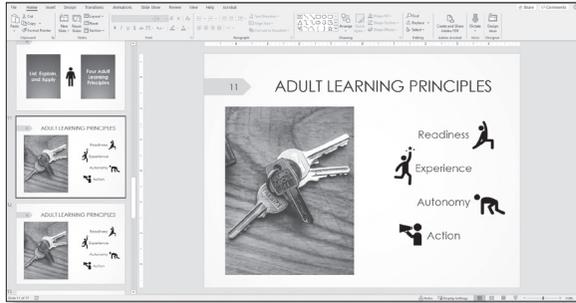
I want to change the left panel title, change the right panel words, and reuse the design and graphics.

**You:** Let's be clear. You want to produce a new slide that looks like Jerry's current one, but has your words and the same graphics correctly lined up.

**Sales Leader:** Exactly!

**You:** Great! Let's get started. You do the work. Notice all the small images to the left. Scroll down to Jerry's slide 11 and click once on it.

**Sales Leader:**

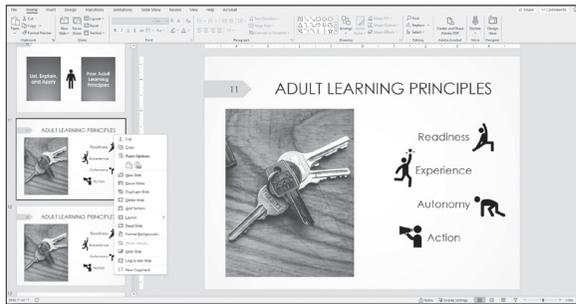


OK. When I place my cursor on the small image that's numbered 11 on the left and click once an orange box appears around it.

**You:**

Yes!! Now place your cursor on the slide with the orange outline and right click. Look at the menu that appears. Since you want to work on a copy of the slide, what should you do?

**Sales Leader:**

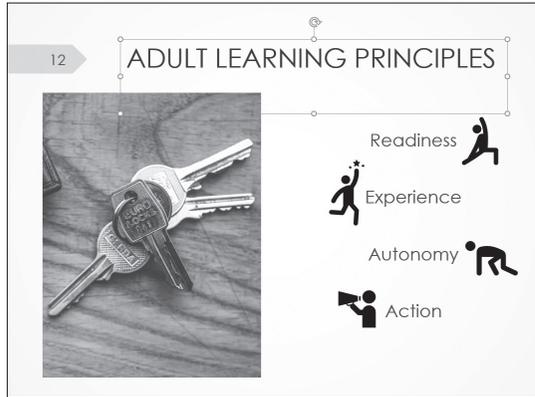


[Puzzled for a moment, then with a bit of hesitation . . . ]  
Select and click on “Duplicate Slide”?

**You:**

Great call! Do it. Notice what has happened. You appear to be on the same slide, but now it's slide 12. Now, move to the bigger slide image on the right. At the top of the slide, it says, “Adult Learning Principles.” Click on that title. What do you see around the title you just clicked on?

**Sales Leader:**

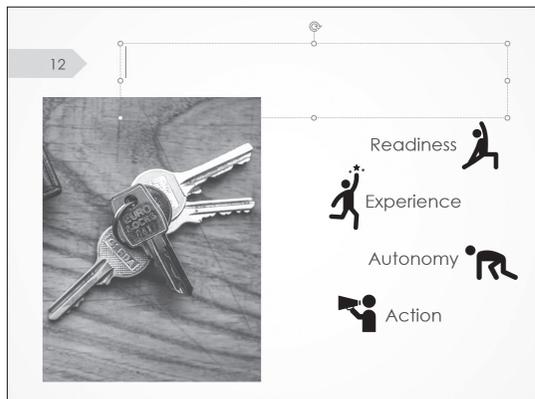


White dots.

**You:**

Yes. Now place your cursor after the word principles and continuously press backspace on your keyboard until you've erased all three words. What do you do next?

**Sales Leader:**



I guess I type in my new title. And I want it in title caps.

**Sales Leader:**

12 Key Steps to a Successful Sales Call



- Readiness 
- Experience 
- Autonomy 
- Action 

**You:** Go for it. Excellent! Now switch to the panel on the right and . . .

**Sales Leader:** I know! I click on any word, backspace to erase, and type in my word. [Excited.]

**You:** Sounds like you're on a winning streak. [Smiling and offering a pat on the back.] You go ahead. I'll monitor. Start with "Readiness" and then. . . .

**Sales Leader:** [Taking charge.] I know. Erase, type, then proceed onward one at a time. Voila! All done. This is great! [Proud and grinning.] The only problem is that some of the graphics are now covering text. How do I clean this up?

12 Key Steps to a Successful Sales Call



- Research Customer 
- Prepare Proposal 
- Set Up Meeting 
- Pitch Proposal 

**You:** Hey, no worries! Click on the top graphic. What do you notice?

**Sales Leader:** A dotted box around it.

**You:** Now click inside the box and as you do, move your cursor. What happens?

**Sales Leader:** The graphic moves around.

**You:** Exactly! Now, move it until you're happy with the placement. Then click on the next graphic and move it into the right place.

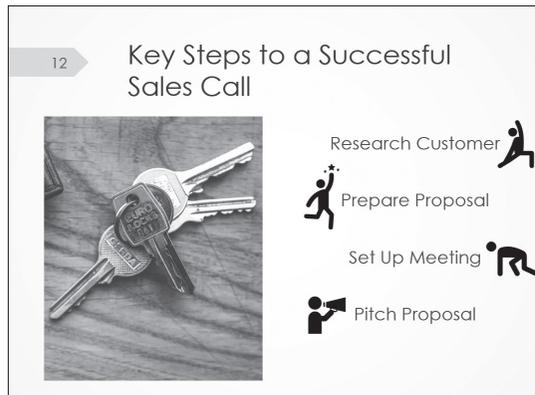
**Sales Leader:** So, I do this for each one?

**You:** Yes. Now try this. When you select the last graphic for "pitch proposal" move your cursor to the top of the screen and look for the selection pane toward the right. Once there, click on the small triangle image with the circular blue arrow and select "flip horizontal" from the menu. Watch what happens.

**Sales Leader:** The bugle graphic flipped to face right.

**You:** What next?

**Sales Leader:** I need to move the graphic to face "pitch proposal."



**You:** Save, and you're done!

**Sales Leader:** Fantastic, and I did it myself! [Feeling proud]

**You:** Right. Now repeat this procedure for each slide you want to change and delete the slides you don't want to keep. The slides will automatically renumber themselves in the proper sequence. I also suggest making a copy of Jerry's original slide set in case you have any problems. Holding on to the old slide set is a good safety measure.

**Sales Leader:** I can't thank you enough. I feel confident that I can proceed on my own. But what if I run into trouble? [Somewhat nervous.]

**You:** Text me at this number for help or more tips, and I'll get right back to you! And . . . well done. I'm glad you figured most of it out for yourself. You're a champ!



## PRACTICAL EXERCISE

Scenario 2 is considerably more complex than the first scenario, and it required many more steps to achieve the desired goal. Nevertheless, if we apply the same checklist as before, we can verify whether the same things occurred.

- The Sales Leader expressed need.
- You asked what the Sales Leader wished to accomplish.
- The Sales Leader stated desired outcome.
- You restated desired outcome in specific terms and sought confirmation.
- You engaged the Sales Leader's attention with leading questions.
- You guided the Sales Leader to infer next steps and encouraged thinking or acting.
- You congratulated the Sales Leader for the successful accomplishment of desired outcomes.
- You released the Sales Leader and offered follow-up support.

Once again, who did most of the work?

- You (the trainer)
- Sales Leader

Sales Leader:

- Expressed the need and desired accomplishment.
- Identified what needed to be done and executed each step.
- Took charge of the tasks to be accomplished, even anticipating some.
- Made decisions and tried out new actions.
- Met the desired goal.

While you:

- Confirmed what success would look like.
- Asked leading or guiding questions and recommended actions.
- Reinforced and congratulated the Sales Leader's success.
- Extended follow-up support.

Notice that in both scenarios, the pattern was the same:

- drawing out the need
- clarifying the valued outcome
- guiding through questions to elicit successful learner responses and actions
- providing opportunities for productive practice with feedback and continuous reinforcement accompanied by encouragement
- letting the learner know support is available after the training session is over.

You can help people learn in a variety of situations—a fellow worker stocking shelves, a cocktail server organizing and balancing drinks on a tray, a bewildered visitor needing clear directions to the museum, or even your grandchild baking a cherry pie as delicious as yours. All it takes is what you witnessed in the two scenarios. It is not that difficult to transform your know-how into know-how-to for others. It just requires some tools and techniques that you can learn and practice to make it work.

## Know-How for All

There is no greater thrill than the sense of accomplishment that comes with being able to shout, “Yes, I can do it!” Pride of achievement and great feelings of self-worth. Sadly, the reverse is also true. The dejection that comes from not being able to do it, even after someone has earnestly tried to explain, perhaps for the third time, can be terrible. There’s often a horrible self-judgment of “something’s wrong with me.” This same sense of defeat also drains the energy from you—despite earnestly giving your all, you find yourself asking, “Why couldn’t I get my charge to succeed?”

The benefits of successfully sharing know-how are numerous: the ability to perform or succeed at something valued, the joy of helping someone take flight, independence, productivity, time and effort savings, goal accomplishment, a sense of self-esteem, and so much more. While the book is called *Know-How*, we could have called it *From My Know-How to Your Know-How-To*. That’s what this book is about—making your know-how someone else’s. All it takes is a clear focus on the result, a productive questioning technique, and letting the learner do the heavy lifting. More on this in the next chapter.



### REMEMBER THIS

Here’s a brief exercise to help you remember a few key points from this chapter. Select the word or phrase option in parentheses that best fits each of the following statements.

1. Know-how is (*knowing what things are/practical knowledge or the ability to do something*).
2. (*Very few possess/Almost everyone possesses*) a broad range of know-how in one form or another.
3. Being able to use a knife sharpener to sharpen a knife that can slice bread easily (*qualifies/does not qualify*) as know-how.
4. The ability to make your know-how someone else’s (*is easy and based on commonsense/is often problematic and confusing*).

5. Whenever possible, you should release the learner (*with a means for obtaining later support/with good wishes for independent success*).
6. When providing your know-how to another (*express and confirm specifically/let them imagine*) what success will look like.
7. The person you help acquire the ability to do something (*can and should/can never and should not*) own the new know-how.
8. The benefits of sharing know-how are (*all for the learner/for you and the learner*).

Now that you have made your choices, let's look at ours, along with our rationale.

1. Know-how is *practical knowledge or the ability to do something*. Knowing what something is is straightforward knowledge. Know-how implies being able to perform in some way. "How" is the key word.
2. *Almost everyone possesses* a broad range of know-how in one form or another. Know-how helps us survive. Even the ability to bring food to your mouth is a form of practical knowledge. (Observe any baby learning to eat.) Everyone has lots of it.
3. Being able to use a knife sharpener to sharpen a knife that can slice bread easily *qualifies* as know-how.
4. The ability to make your know-how someone else's *is often problematic and confusing*. Have you ever asked a local to give you directions when visiting a new town? Are you nervous and confused even when that person categorically assures you that "it's really quite easy" or confidently states, "Well, there are a few ways to get there." Knowing how to do something or get somewhere is a far cry from being able to transfer that know-how to a novice. (Sure, it's easy or there are a few ways to get there—for you.) Any experienced teacher or trainer knows how difficult the process can be. Incidentally, drop the idea of "commonsense"—it is subjective. Never trust it. Research methodology cautions that commonsense is the greatest enemy of science.

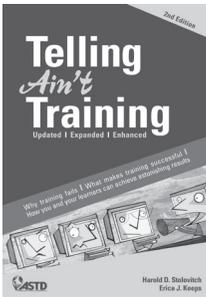
5. Whenever possible, you should release the learner *with a means for obtaining later support*. While good wishes are charming, it is far more helpful to reassure the learner that help is at hand if they run into difficulties. Even what appears to be the simplest task may require follow-up help if they need to recall a step, execute an action properly, or remember a detail. Extend a lifeline and provide a job aid, resource, or phone number to help maintain and strengthen know-how. We'll cover more on this in chapter 9.
6. When providing your know-how to another, *express and confirm specifically* what success will look like. The clearer the end-result—meaningfully communicated to and understood by the learner—the more easily they will “get it.” Eliminate ambiguity and vagueness.
7. The person you help acquire the ability to do something *can and should* own the newly acquired know-how. That is what this book is all about. Instill ownership of the know-how in your learner. It should be shared readily and freely. If you are possessive of your capabilities, do not become a trainer, coach, advisor, or helpful colleague, parent, or friend!
8. The benefits of sharing know-how are *for you and the learner*. The more efficiently and effectively you get the learner to perform well, the greater the satisfaction of accomplishment for both of you.



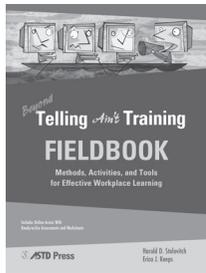
Ready to move on? You have taken the first giant step into what is an important and possibly a new role for you—that of an occasional trainer. So, what exactly does this mean? Read on to find out!

# Learn More

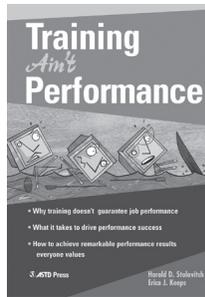
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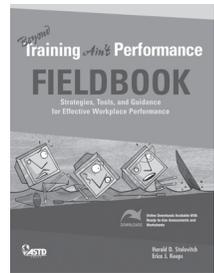
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*Beyond Telling Ain't Training Fieldbook*



*Training Ain't Performance*



*Beyond Training Ain't Performance Fieldbook*

For more about training, learning, and talent development and careers in these fields, contact the Association for Talent Development, which also publishes many books, reports, magazines, and other related materials. ATD also offers numerous workshops, conferences, and other events.

# About the Authors



Known as “the Ain’t book series authors,” **Harold D. Stolovitch**, CPT, and **Erica J. Keeps**, CPT, co-wrote *Telling Ain’t Training*, *Training Ain’t Performance*, and their companion field guides. They were also co-editors for the first two editions of the *Handbook of Performance Technology*, the major reference work in the field. Together they have devoted 90-plus years to making workplace learning more effective and enjoyable.

As the principals of HSA Learning & Performance Solutions, they specialize in the design and development of learning and human performance systems across a wide range of organizations, such as GM, Chrysler, Toyota, BOMI (Building Owners and Managers Institute International), Bank of Montreal, Prudential, Hewlett-Packard, Canadian Pacific Railway, CDW, the Canadian Navy, the USDA, WW (Weight Watchers International), Century 21, Cisco Systems, AT&T, Forcepoint, Chevron, and Sanofi Pasteur, as well as the military and health and governmental agencies. They also conduct workshops internationally on training delivery, instructional design, and performance consulting.

Harold holds a bachelor's degree and certificate of graduate studies from McGill University in Canada, and a PhD in instructional systems technology from Indiana University. He has conducted extensive research in the field, developed countless instructional materials, and authored more than 300 articles, reports, book chapters, and books. Harold has won numerous awards and is a professor emeritus with the Université de Montréal.

Erica holds a bachelor's degree from the University of Michigan and a master's degree in educational psychology from Wayne State University. Her career has included senior-level learning and performance positions with a variety of organizations. She has produced and managed the production of hundreds of instructional materials and performance management systems. Erica has also published extensively in the fields of workplace learning and performance.

This husband and wife team of nearly 40 years currently resides in Los Angeles, California, with their canine companion, Buttercup.



# TURN YOUR KNOW-HOW INTO SOMEONE ELSE'S KNOW-HOW-TO

Everyone—whether subject matter experts, proficient performers, managers, coaches, or co-workers—will need to transfer knowledge to others at some point in their life. And, often, that responsibility falls to an occasional trainer, someone with considerable knowledge and experience on how to perform a task, but little expertise to successfully transfer their know-how to another. What they need is a great resource to round out their repertoire of training skills.

Enter *Know-How*. This easy-to-read book lays out a simple-to-follow path to help the trainers and occasional trainers with whom you work improve their impact. Adding to the sustained influence of their previous books, especially *Telling Ain't Training*, Harold and Erica have written a fun, effective guide on how to make your know-how stick to another's brain.

The 12 chapters each focus on a single theme and are sequenced like stepping-stones to help you understand how to best transfer know-how to those who learn from you. Chapters include brief explanations, guidance, tools, activities, tangible and accessible examples of real-world applications, and a summary exercise to reinforce your retention of key points. Discover what you need now to quickly get people learning and up-to-speed. No fumbling, bumbling, rambling, or messing with people's heads—this book delivers know-how.

## PRAISE FOR THIS BOOK

“This fun book is not just for those who find themselves cast into the role of informal, occasional trainer—it has a surprising amount of hard-hitting counsel and wisdom for those of us who have been training professionally for quite a while. The ideas, concepts, and advice will be effective no matter what content you have to convey.”

—**KARL M. KAPP**, EdD, Professor, Instructional Technology, Bloomsburg University;  
Co-Author, *Play to Learn*

“*Know-How* delivers what it promises. Through vivid examples and dialogues about air conditioners, Apple watches, and corkscrews, the authors help occasional trainers discover how to translate their know-how into know-how-to.”

—**ALLISON ROSSETT**, Professor Emerita, San Diego State University

“Having the ability to pass our knowledge and skills onto others can be the difference between success and failure. Whether you're an occasional trainer or an expert, *Know-How* will give you the skills to put your know-how to use!”

—**TIM SLADE**, Award-Winning Freelance E-Learning Designer

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