



Lioness Training

How to Teach It, So They Get It!



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The Lioness Principle

What is the Lioness Principle?



*"There is no such thing as teaching without learning.
If they haven't learned it, you haven't taught it."*

~ Benna Kallik

How To Do It

1. Getting Started – Clarify Expected Outcomes and Course Objectives

- Clarify Outcomes:
 - a. Illuminating an idea (s)
 - b. Training specific skill sets and/or changing understandings
 - c. Supporting ongoing learning challenges / refining learning

- Establish clear course / learning objectives:
 - As a result of this training, I want my participants to:
 - **Theoretical Objectives:**
 - Understand (___) so well they could teach it to someone else.
 - Feel (_____).
 - Believe (_____).

 - **Skill Set Objectives:**
 - Be able to replicate (_____) skills independent of me.

- For example, in The Lioness Principle:
 - My **Theoretical** Learning Objectives would be for my students to:
 - Know the difference between “Delivery” and “Discovery” (and the benefits of the latter)
 - Believe if your participants are not “getting it” – it’s almost always because of you, not them.
 - Teach for independence and be able to build value for that concept
 - Understand differences between basic learning and teaching styles

- My **Skill Set** Learning Objectives would be for my students to:
 - Lay out a training session using the OMEC Formula
 - Apply CAT / CAR principles to their material
 - “Chunk” their material using the 90/20/8 Rule
 - Appropriately select the following based on the dynamics of the group, material, physical setting, time, and course objectives:
 - Openers / Closers
 - Topic Introductions
 - Participation / Review Exercises
 - Testing Mechanisms
 - Rewards / Giveaways
 - Effectively manage difficult or resistant participants

- Are these reasonable training goals?
 - Do you have enough time?
 - The right participants?
 - The right atmosphere and room dynamics?

- Build flexibility into your agenda
 - Break objectives into:
 1. Need to Know
 2. Nice to Know
 3. Where to Go
 - Ask participants for their main goals and most pressing questions up front
 - Be able / willing to flex to include their burning questions and concerns
 - Help them identify the most important thing they most need to learn to succeed – instead of everything they could learn

2. Laying Out Your Day

- Each objective must be *revisited* somehow at least _____ times.

- This moves the information from **short-term** to **long-term** memory.

OMEC Formula

- Opener, Material Chunks, Energizers, Closer (**OMEC**)

- Must be completed in:
 - No less than one hour
 - No more than four hours (half-day)

- Plan a cerebral morning and a physical afternoon

Openers (“O” MEC)



David Meier, creator of The Accelerated Learning Training Method calls this the Preparation Phase when you “awaken the mind and remove the barriers.”

- Never use traditional introductions!
 - People fear speaking
 - Nobody cares!
- Why use “openers”?
 - This is where you grab their attention!
 - Especially important when participants are strangers
 - Buys time for latecomers before real material begins
 - Sets the tone for a different kind of learning
 - Breaks _____.
- Openers must:
 - ◇ Connect:
 - ◇ People to People
 - ◇ People to Content
 - ◇ Create Safety
 - ◇ Reduce Anxiety
 - ◇ Deepen Learning Hunger
 - ◇ Be Simple
 - ◇ Promote Fun!



“As people act in ways which acknowledges their relatedness, they are given the abundance of (the) community itself.”
~ Parker Palmer, *The Company of Strangers*

Material Chunks (O“M”EC)

- Confucius (451 BC):
 - “What I **hear** I forget; what I **see** I remember; what I **do** I understand.”

1. 90-20-8 Rule (Bob Pike; Tony Buzan, *Use Both Sides of Your Brain*)

- People can listen with attention for _____ minutes but only listen with retention for _____ minutes.
- Every _____ minutes, you must move, speak or act in a way that activates the reticular formation of the brain to maintain attention and facilitate retention.

2. Chunking with C.A.T.

- C _____
- A _____
- T _____

- Passive
 - Personal Reflection

- Connective
 - Pair Share
 - Each One / Teach One

- Active
 - Physical Reviews

*“If you want them to HEAR it – you talk.
If you want them to LEARN it – they talk.”*

~ Sharon Bowman



*It's no wonder that teachers in traditional classrooms end up exhausted.
They are bucking the basic nature of the student.
Students want to question, discuss, argue and share.”*

~ Spencer Kagan, Cooperative Learning

Energizers (OM“E”C)

- Small physical exercises whose sole purpose it to quickly lift the energy in the room and for the participants.
- Extremely important in the afternoon section of an all-day course.

Closers (OME“C”) (Celebrations)

- Average trainers just run out of time.
- Transformational trainers always close on purpose.
- Don't ever skip this important part!
- It's really another “connection” piece (like an opener only looking *forward.*)
- Closers should include:
 - Major and Comprehensive Review of Material
 - Fun and Celebration
 - Action Plan (including timelines and personal accountability)
 - Connection between the learning and benefits of learning



*“We don't receive wisdom;
we must discover it for ourselves after a journey
that no one can take for us or spare us from..”*

~ Marcel Proust



“Adults are babies in big bodies.”

~ Bob Pike

Giveaways and Rewards

- Refer to them as “learning aids”, “training tools”, (or Random Response Devices – RRD’s) vs. “training toys”
- Generously reward involvement and achievement
- Help people access the child within
- People love “stuff” and will “play” much more than you think!
- Drawing / creating / touching all help with retention, break monotony, and provide reticular moments
- When throwing a ball, make the distinction between “tossing to” and “throwing at” someone!
- Great if it is thematic but not imperative
- Invest in a good training bag, box, cart, rolling case



“What we learn with pleasure we never forget.”

~ Louis Mercier

Breaks and Timing

- Never have your meetings or trainings over meals (other than small candy prizes)
- Give frequent, shorter breaks
- Give specific, odd break times
 - Don't say, "10 minute break."
 - Do say, "It's 9:47 by my watch. We'll take an 11 minute break and be back at 9:58 (write on flip chart) for my best training tip of the morning (which is not in your book!) If you are late... you will miss it. I will not be repeating it!"
- Reward people that are back on time.



"Their learning will always be a reflection of our teaching."

~Katherine Eitel
