

"Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do.

Excellence, then, is not an act but a habit."

- Aristotle, Philosopher

The Maine Center for Career Preparation is a private, non-profit committed to improving the economic prospects of Maine citizens.

Improving the linkages between education and workforce development is our goal.

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Education Works!

Teaching Adults What They Already Know

By Tom Broussard

Paradox of Adult Education

Adult education is a paradox.

Most adults know what they need to know already.

Don't get me wrong.

Plenty of adults go to school to learn more things, things that they know they *don't* know.

But the essence of effective adult learning lies in creating an environment where they *want* to learn and where it is safe to both ask questions and attempt to answer them. Adults need to answer the questions: *Why* am I doing this? *Why* is it important to me? The paradox turns on *how* those questions are answered. Learning environments must recognize this need in adults to be both teacher and learner. Adult learners don't need the answers as much as they need an environment that recognizes the conditions under which effective learning occurs.



High Performance

Everything one reads, hears and sees these days relates to high performance...high performance at work in particular. Of course, it is people that do the performing. To truly understand high performance in the global economy is to understand the rapidity with which things change. High performance is not achieved by mastering one task and performing it for long periods of time.

High performance in the global economy means mastering the task of *mastering tasks*. The tasks to be mastered then change very, very quickly. So quickly, in fact, that the essence of any effort to improve

employee performance must focus on their capacity to learn, not just their capacity to learn *one particular thing*. Because *that* thing will change before the class is even over.

Learning How To Learn

In today's global economy, high performance rests on the difference between knowing something and *wanting* to know something. So what do you emphasize with employees—things to learn, or how to learn things?