



# Improve Your Reliability Teaching Skills

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# Questions







Opportunities



A close-up photograph of several bright green apples resting on a dark, textured wooden surface. The apples are covered in small, glistening water droplets, suggesting they are fresh or have been recently washed. The lighting is soft, highlighting the smooth skin of the apples and the grain of the wood. The word "Explaining" is overlaid in a golden-yellow serif font on the left side of the image.

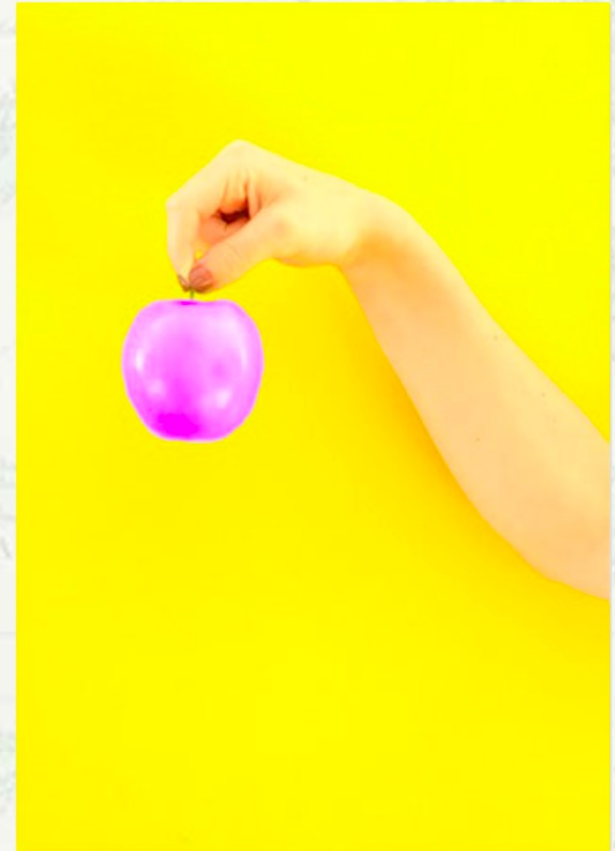
Explaining



Do you want/have a

Learning  
Organization?

# Teachable Moments



One-to-One

Meetings

Presentations



# One-to-One



Teach, do not lecture

Question, push back, confused

Start with what they know

Paper or white board may help

Offer to provide other resources

Check that you answered thier question

Can they take action on what you taught?

# During a Meeting



The meeting may or may not have you on the agenda

If someone asks a question others may have it too.

Answer the question if able to do so quickly – else take off line (follow up!)

White board may be helpful

Demonstrate you answer questions well (encourages others to ask questions)



# Presentations and Reports



Here you have some  
control over what is taught

Here you can prepare and think through the logical way to convey the topic

Difficult to address the range of existing knowledge and backgrounds

Know your audience and aim to help them understand your information – you can't teach to everyone in every report/presentation.

Where and when else

do you find yourself  
teaching?



# Teaching Methods



Guided



Socratic



JIT



Needs



# Guided Discovery





# The Socratic Method



Just-in-time  
Next Steps





Remember  
to focus on  
what your  
audience  
needs





How have you seen

teaching go wrong?

# Consulting Approaches



Pair of Hands   Subject Expert   Trusted Advisor

# Pair of Hands Approach



Show by doing

Best when a demonstration of is visible and can be followed

Show the criterial for each step's success

What the student do the work and provide feedback

Describe your thinking for each step, what do they need to consider



# Subject Expert Approach



You may know too much

You could talk about the topic all day  
DON'T, please don't

Build on what they know

Just saying 'it depends' is not sufficient,  
explain the variables and interactions

You are there to help them make a  
decision or take action – focus on that  
outcome for them

# Trusted Advisor Approach



You know what questions to ask, which steps is after the next one

This means you have earned trust and seen as a subject matter expert

Focus on help them assess what is known, find what they need to know, and how to form a conclusion of their own.

You are teaching when not making the decision for them.

How to pick the  
right approach?



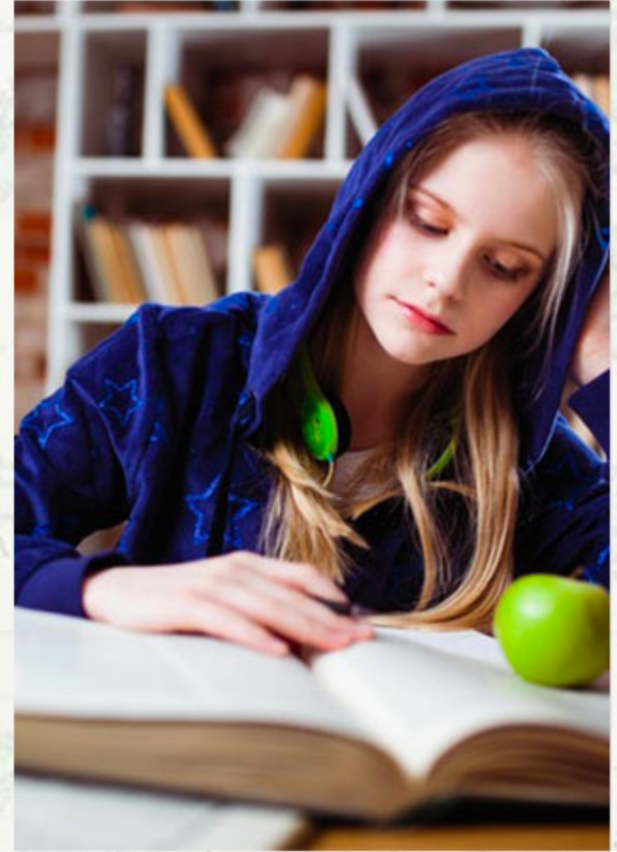
# Learn to Teach



Practice



Read



Courses

# Practice with feedback



10,000 hours

Keep track – how many times this week have you been teaching?

how did it go?

Ask for feedback

Looking for opportunities to teach

Ask for feedback, always, ask for feedback

# Read about Teaching



Articles  
Blogs

Training Magazine

Carmen Simon  
Nancy Duarte  
Robert B. Cialdini

TED talks

Yes ,you can even learn  
from an ebook



# Courses



Any course – and observe what works or doesn't work

Learning How to Learn

<https://www.coursera.org/learn/learning-how-to-learn>

Coursera or edX search for teaching

For a structured approach

How else can you  
get better at  
teaching?

# In Summary

You know something



Some else wants to know what you know



Teachable Moment



Focus on what they need





# More Information

Visit [AccendoReliability.com](https://www.AccendoReliability.com)

Let me know if you have any questions.

Check out the reliability engineering podcast network at [Reliability.FM](https://www.Reliability.FM)

Let's only use useful reliability standards.