



Train-the-Trainer Course

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1 - Introduction

Every training event aims to teach the attendees something. What is taught could range from driving a forklift, using a new computer system, a refresher course on safety, dealing with stress, etc. The objective is that the attendee, regardless of the discipline involved, will function better in the work place after the training has taken place. This immediately gives us the primary requirement for giving a successful training event: **it must be practical and relate to the attendee's current job.**

At work, this can only be done if account is taken of the fact that employees attend a training event so that they have the opportunity to try things out by practising them; they can then apply what has been learned in the practical situation after the training. Training can also be used to prepare people for future jobs but this is more properly known as development. Knowledge, skills and a good professional attitude are important to an organisation. Well-trained people can perform a wider range of activities and can do so more independently.

This training course is designed to give trainers and potential trainers a broad overview of the training process and to allow them some practice in delivering training. By the end of the course, each person will be able to:

- Determine the training needs of individuals and groups through task and skill analysis.
- Write training objectives.
- Specify and design training to achieve these objectives.
- Deliver basic training sessions.
- Validate training in the short and long term.

Successful training proceeds in a number of stages:

- Needs analysis to determine what training is required.
- Writing training objectives.
- Design and delivery.
- Validation of training to determine its success.

This course will describe each of these stages and give practical and theoretical insights to each.



2 - Needs Analysis

The first stage of the training process is an analysis of the training need. This involves answering a number of key questions:

- **Who are the trainees?**
What sort of people are they - age, sex, status, etc.?
What attitudes are they likely to bring to the training event?
What problems and challenges are they likely to present?
- **Why do they need training?**
A new product or process?
Poor work performance?
- **How much do they know?**
What experience do they have?
What is their present level?
What qualifications do they have?
- **What do they need to know or to be able to do?**

This last question is the key to designing training events: it enables the trainer to create an event which closely matches the needs of the trainees and of the organisation. The answer to this question leads to the development of training (or learning) objectives.



3 - Training Objectives

Training is achieved by learning. It is difficult to say what learning is but it is possible to observe when it has taken place. If, after instruction, a trainee can be seen to be able to do something he or she could not do before, then learning has occurred.

Training objectives provide trainees with a route plan and final destination giving them a clear outline of the scope of a session, rather than leading them on a mystery tour. Training objectives provide the same service for the trainer!

A training objective should be as short as possible and should specify:

- Performance -** What the trainee will be able to do if the training is successful.
- Criteria -** A statement indicating the quality of performance which will be accepted as evidence of learning; how well the task is performed.
- Conditions -** Where applicable the statement will show:
 - (a) When the trainees will be able to perform the task.
 - (b) What aids or tools etc. will be provided to help the trainee perform the task.

A good objective will always tell your trainee what he or she will be able to do after the training period, and how well he or she is expected to do it. A clear and concise statement will help the trainee "tune in" to the specific area(s) to be covered in the session and make it easier for both the trainees and the trainer to reach the objective.



4 - Validation

The first step is to define the objectives, as above. It is equally important to decide how these objectives will be validated; how the trainer and the trainees will know whether the objectives have been reached. Planning the validation may sometimes result in altering the objective.

Types of validation:

Oral - A quick and easy method, but in a group only some will be tested on some of the subject matter. It does have the advantage of appearing less formal.

Written - Requires more time but every trainee will be tested in greater detail. Papers must be marked promptly and trainees told the results. To add variety and interest, differing types may be used e.g. completion, recall, matching, true or false, multiple choice, short answer, essay.

Exercise - The only effective method of proving that learning has taken place.

A training session without validation fails to test either the trainee or the trainer. Ideally validation would include assessment of the 'before' and 'after' performance of each trainee. The timescale for validation is set in the following terms:-

Immediate validation- On completion of a course the basic tool for ensuring that objectives have been met.

Intermediate validation- Weeks or months after the training. Tests whether the trainees have managed to develop their skills as a result of the training and how well they have managed to incorporate the training into their jobs.

Ultimate validation- When all the effects of the training have been incorporated into the person's job. This may not occur for years and is almost impossible to measure. How can we know which aspects of performance are due to the training and which are due to other influences like maturation, work experience etc?



5 - Training Method

There are many methods of training and choosing the right one(s) involves considering the trainees, the objectives, available resources, etc. The most useful methods include:-

Lesson

Ideal for training of facts and skills. Maximum trainee involvement; activity is generated through questions and confirmation. Ideal group size should be less than 12. Hard work for the trainer and time consuming, but can be enjoyable and effective.

Lecture

Considerable subject matter can be offered to a group in a limited and controllable amount of time. Essentially a one way process, there is no group participation or immediate validation. Group size doesn't matter and a lecture may be the only practical method for very large groups.

Discussion

Suitable for the clarification and evaluation of opinions and ideas. It can consolidate facts already known rather than impart new material. Can be lively and enjoyable but it is almost impossible to meet any set training objective.

Demonstration

A very straightforward and practical way for the trainer to show ' how the job is done'.

Exercise

A moment of truth. The trainees show the trainer what they have learnt.

A good trainer will vary the methods used, but will always employ the one that is most effective. This involves understanding how people learn.



6 - Learning

Learning is a process of changing or extending our behaviour patterns. With new work, behaviour is not just a question of knowing what you have to do. It is also important that employees know how it has to be done so that they can conduct themselves differently. But above all people will have to want to conduct themselves differently. These **know**, **can** and **want** areas are the three most important areas to which learning can be applied. We call these areas knowledge, skills and attitude.

It is important that you watch these three areas carefully during all your instruction and counselling activities. If you want people to behave differently at work, a simple explanation, or an action purely at the knowledge level, is not enough. You will also have to provide real opportunities for practice. What is even more important is that you have to teach people to work with the right attitude. An attitude will not change because of a single explanation or a bit of practice. Your own example as an instructor or manager is also very important in changing attitudes. People may also change their attitudes because of experience they have gained. It is conceivable that someone who is quite negative and critical of the unemployed will change his attitude if he becomes unemployed himself.

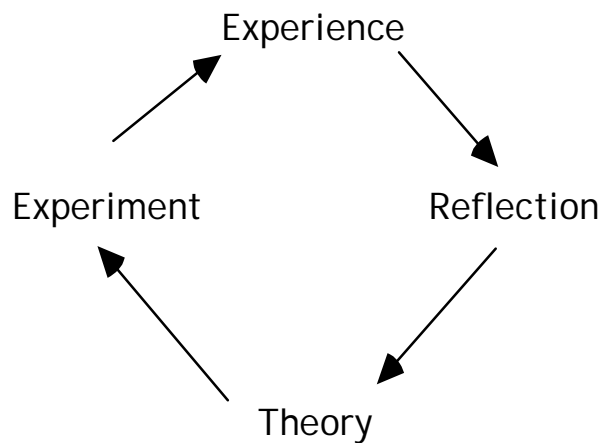
Here we have another important aspect of learning, namely the fact that learning goes hand in hand with experience. This does not mean that 'learning' and 'experience' are equal; it does mean that, under certain circumstances, experience can lead to learning. The effects of learning can appear if we do something with our experience - if we put it into action.

The next step, after experiencing something, is to stop and contemplate what we experienced. We call this consideration or reflection. We allow what we have just experienced to penetrate properly. We look at it from all sides and ask ourselves what it could mean to us. If this step is missed, much can be experienced but the real learning effects will not appear. Reflection or consideration however, are still not enough; we also have to draw conclusions from our reflected experiences.

One of the most difficult steps in this process is often the third: the conclusions. You can think of situations in which it is difficult or impossible to draw the required conclusions yourself; they will then have to be put forward in the form of an applicable theory.



These four steps are based on the teaching theory of D. Kolb. We can illustrate them as follows:



Experimentation itself is an experience that can lead to consideration and conclusion. Learning in accordance with the Kolb model is therefore a continuous process which, as it progresses, lifts learning to a higher plane. It is important to take this into account when working with adults who have already gained a lot of (absorbed) experience in their lives which they want both the company and themselves to profit from.

This cycle also points to the fact that people have different strengths and preferences on the four steps. This leads us to describe four different types of people:

- **Theorists**
- **Pragmatists**
- **Activists**
- **Reflectors**

In reality, we all have a mixture of all 4 learning aptitudes. For the trainer, this implies that different training methods must be used to appeal to each of the 4 types.

The **theorists** will find models, theories and other abstractions useful. The **pragmatists** will be interested in trying it out and will be helped by demonstrations and role-plays. The **activists** will just want to get out and do something and may be impatient with too much talk. The **reflectors**, on the other hand, may be very hesitant about moving from thinking about it to doing.



How Do Adults Learn?

Adults generally have more experience of life than younger people. The adult learning process is different from that of young people in a number of respects. Younger people are often more open minded but adults want to know the significance of what they learn and how it can be used.

The characteristics below are important in the adult learning process.

- Adults remember new information better if it can be associated with existing knowledge.
- Adults like 'how to...' instruction. This is why your assignments should be practically oriented and focused on applying what has been learned.
- Adults have a treasure chest of work and experience. They will gladly talk about this and are also curious about the experiences of others.
- Adults do not enjoy making mistakes, since these can negatively affect their self image. Make sure, therefore, that you have a safe 'learning climate', which means that the trainer must ensure that the group atmosphere is such that people are not afraid of making mistakes and are willing to learn from each other's mistakes.
- Adults are pragmatic and efficiency oriented. They want to know the cheapest, quickest and easiest way to do something.



7 - Skill and Task Analysis

Before skill instruction to meet a stated objective can be prepared, all the elements which go to make up the skill must be clearly identified. Analysing any skill that is to be taught ensures nothing important is left out and no unnecessary detail added.

Initially, this will involve dividing the task where natural or logical breaks occur. These stages will each form one or more training items, depending on their size and the capacity of trainees to absorb this information. Next, each stage is analysed to identify the activities involved in carrying it out.

Finally, the thought processes involved in performing the task are identified. These thoughts may be categorised under:

Safety	Are there any specific hazards? Will danger arise from incorrect methods?
Quality	Identify the factors concerned with each possible fault.
Resources	Right tools / method for the job.
Conditions	Will actual conditions affect the task? Day/Night working left/right handed etc.
Knacks	Are there any special methods which will make the job easier to perform?

Instruction based on careful analysis will help the trainees learn quickly and retain knowledge. The trainee will be taught the right way the first time because all the elements of the task/subject have been carefully considered.



8 - Structure the Training Session

Every training session, and every section of a training session, has a coherent structure. This consists of three parts:

Beginning

Middle

End

Beginning

The first few moments of any training session determine to a large extent how successful the training and the trainer are going to be. This is when the trainees' interest is aroused and the benefits they will derive from the training are established. The introduction to a training session is a simple device which, if used correctly, sets the scene for the ensuing teaching part of the session. It has three parts:

Interest getter

Any device (e.g. questions, visuals or a story) used to capture the trainees' initial interest.

Establishing the Need

This is the part where the trainee has to be convinced why the training is important to him/her. It covers two different aspects.

(a) Why there is a need for the subject.

(b) Why the trainee needs to know the subject.

In this part the trainer can gather a lot of information about the trainee's level of knowledge and attitude towards the subject.

The Objective -

If the 'needs' are established the trainee's interest will have been aroused to such a degree that (s)he wants to hear the objective, which is the third element of an introduction.

The beginning should also include some introduction of the trainer and a justification of why the trainees should take any notice. Other items which could be included at this stage are ice breakers, trainee introductions, contracting sessions and logistical details. The timescale for the beginning of a session is difficult to assess, but generally it only lasts for a few minutes. However, these few minutes are very important.



The Middle

Contains must, should and could know items.

Facts Development Session

This is where all the prior preparation which has been carried out by the trainer bears fruit.

- The session proceeds in a logical sequence (for the trainees).
- Questions are used to generate participation and also...
- To test the trainees' progress and understanding.

The logical sequence of presenting the information is determined by what the trainer feels to be the logical way to 'learn' the subject. However, it must make sense and appear logical to the trainees.

Skills Development Session

- This is where the trainer's analysis of the task showing the stages, the detail etc. will ensure that the trainees are going to receive all the information required to achieve the objective.
- The lesson proceeds in a logical sequence of stages (for doing the skill)
- The techniques and knacks are explained, but at the same time...
- Trainees must see the skill performed by the trainer.
- Questions are used to elicit the reasoning from the trainee, and also...
- To test (Do-a-bit, check-a-bit) the trainees' progress.

The End

- Any Questions
- Before formally testing the trainees or letting them practise, check for any remaining doubts.
- The Test (for facts sessions). Test the trainees on the whole session to establish if the objective has been achieved.
- Initiate and Practise (for skills sessions). The trainee performs the skill under close supervision. The trainer can ask the trainee questions during this stage to test his/her reasoning.



- 50%-60% of the total training time should be devoted to allowing the trainee to practise the skills and to work up speed and gain confidence. The trainer should still be in a position to assist, if necessary - supervise from a distance!
- Summary - Summarise the session. A mirror image of the introduction.
- Look Forward - Give the trainees something to do which will enable them to arrive at the next training session already interested.



9 - Visual Aids

There are many visual aids to a training session. These include:- board, flip chart, overhead projector, slides, product samples, computer images. When choosing and designing visual aids the principles are that they should be:

- **Big**
- **Clear**
- **Add value for the trainees**

75% of learning takes place through our eyes, only 13% through our ears. Learning by the other three senses is 6% touch, 3% smell, and 3% taste. The powerful medium of vision should be used to **AID** the learning process but if it is misused it will distract and hinder learning.

Selection of Aids

The Trainer must decide whether the aid is:-

- | | |
|------------------|--|
| Necessary | Will it help the Trainee to learn? Will it help the Trainer to explain? Or is it just an opportunity to show off another artistic creation? |
| Simple | Only include the essential information. Don't fog the message so that the Trainees can't see the wood for the trees. |
| Suitable | Can it be used in the given situation? (e.g. mains electricity available?) Can it be seen? (No lettering should be smaller than 1 inch when viewed from 20 feet.) Is it clear? (e.g. contrasting colour choice etc.) |



Use of aids

There is a sequence which must be followed:

- Rehearse** Thorough rehearsal with any aid is essential. It is dangerous practice to 'rehearse' with your Trainees.
- Display** Aids should be kept out of sight until they are required. When they are displayed, ensure that all the Trainees can see the aid.
- Describe** It may be necessary to quickly describe an 'aid' as it is revealed for teaching. It will be familiar to the Trainer, but perhaps not the Trainees.
- Instruct** It may have taken hours to construct - now is the time the aid proves its worth.
- Dispose** Once the aid has served its purpose, it must be covered or removed. This is particularly so with any 'projected' aid, as the light and picture will soon become a distraction.

Remember

An aid only serves its purpose if it is carefully selected and then used correctly during the training to help the trainees learn more easily.



10 - Trainer's Notes

All Trainers should use notes in one form or another when conducting their training. Notes are the only means of ensuring that all the preparation and planning, which has preceded the training session, is actually utilised.

The format and style to follow when preparing these notes is entirely the individual's own preference. They can take the form of cards, pages on a clip board, or in a ring binder, etc. It is worth keeping in mind that loose cards or pages can bring disaster! Some general guidelines to follow are:

Layout

- Size of Writing** Should be large enough to see/read when you are moving about. Hand written notes, visible when being written at a desk, or type-written (this size) notes, will be too small.
- Content** A word-for-word script of the session is not necessary, but beware of being too brief or using one word headings only. Make them YOUR ideas for YOUR session.
- Colour** Using coloured or high-light pens can be a great help, i.e. to pick out questions, the 'Musts' etc. But beware of the 'rainbow' effect.
- Content** Some items it is wise to include are:
- Shopping List** A check list of the equipment and paperwork etc. required for use during the session.
- M S C** Identify the 'Must, Should, Could Knows'
- Objective** Should be written in full
- Important Q's** Should also be written in full. Same for Test Q's.
- Any Aids** Indicate when you intend using an aid.



Remember

Your notes, if carefully prepared, will ensure that the session follows the pattern that YOU have decided is the best way to present the information to YOUR Trainees.

Notes are your greatest aid in the battle to overcome nerves. They are always there if you need them to check on the progress of the session - or get back on the right track if you've been diverted!



11 - Trainee's Notes

A good Trainer will use every possible means to help the trainee retain the knowledge and skills which are being taught. A record of the material covered during the session can help the trainee consolidate the learning.

Own notes

If Trainees are compelled to take notes to record the details of a session, they may miss some important 'must know' whilst noting some point of trivia. Trainees not used to attending courses will be at a disadvantage as taking notes is a skill and needs practice to develop the right approach.

Dictated and/or copied notes are time-consuming, when time is valuable, and are invariably unreadable shortly after the session.

However, many people find making their own notes helps the information to 'sink in' - so a good Trainer will give Trainees the option.

Hand-outs

These can be presented in many different ways, some of which are:-

- As a full manual - building up to become a book of reference.
- As pages to add to a loose leaf folder.
- In card form to fit pocket etc.
- Plastic covered to act as a prompt at place of work.

Layout

Since the purpose of any Hand-out is to be an 'aide-memoire', it must be presented in a manner that looks easy to read and use. Therefore:

- Keep the sentences and paragraphs reasonably short.
- Ensure there is enough 'white space' even if it means an extra page.
- Make the headings clear and easy to find
- Leave space for Trainees to add their own notes.



Content

Any hand-out should contain a precis of the important points of the session; therefore, writing a handout is easier if done after you have completed your own session notes.

- Make sure hand-outs contain the 'Must' and a few 'Could Knows'.
- Flow-Charts and diagrams can often save pages of written information.
- Can contain further information on the subject and be an extension of the session. Beware of the dangers of doing this.

NOTE: Hand-out notes are a reference source for Trainees. But information and procedures change, and the contents may (quickly) go out of date.

Remember

Let Trainees **KNOW** if there are going to be Handouts - or not! The timing of issuing Hand-outs is important. Allow them time to read the notes before the end of the training period - and answer any questions they may have about the contents.



12 - Rehearsal & Timing

You have completed the design of your training session. However, it is important to check that it works and to find out how long each section will last. This is best done through rehearsal. Initially, this rehearsal should be word for word, aloud; but as you become more confident in your ability as a trainer, rehearsal can be conducted in your head.

Rehearsal enables you to check that the sequence of items for the session to form a logical progression. It also makes sure that you know how you are going to link each point or idea.

Estimating timing is very difficult but it will take a lot longer than rehearsal - particularly silent rehearsal. Always maintain a safety factor by having more material than you think you can cover; it is much easier to skip some of the detail than it is to add some.

Voice

The voice is an important element of communication and, if used correctly, it is a great asset to a trainer, to any training situation, and, therefore, to the trainees. The biggest disadvantage of the voice is that sound is "Instant". Once said, the word can not be erased and the impression and 'atmosphere' of the speaker's voice will remain. To allow the voice to have fullest impact, consideration must be given to:

Speed	Remember this may be the first time the trainees have met the subject matter ... and perhaps the first time they have met the trainer.
Volume	The size of both the room and the group will necessitate adjustment to the volume of the voice.
Rhythm	The flow of the voice should remain reasonably steady. Long pauses, especially if filled with 'ers and 'ums' will suggest that the Trainer doesn't know his subject.



Tone	Through the tone of his or her voice, the Trainer can show enthusiasm for the subject.
Accents	Can be attractive or irritating, but they do not matter providing the speech is clearly understood and easy to follow. Beware of colloquialisms.
Simplicity	Understanding will not be complete if the learner is confused by jargon, slang, new technical terms, long words or abbreviations.
Mannerisms	Everyone has mannerisms and trainers are no exception. In the natural course of things they are nothing to worry about, but, if they are not controlled, they become very effective in distracting the Trainees' concentration.



13 - Encouraging Involvement

How much students learn depends on **how** they learn! They learn least permanently through their ears; using hearing alone they only retain a very small proportion of the total intake. Seeing helps them to retain a little more, but if seeing and hearing are combined, retention is considerably increased.

Involving students in the learning process helps them to retain ideas more effectively than by just being told or shown. The active learning process is even more effective.

The trainer should make full use of teaching-type questions to lead the trainees - by their own reasoning and thinking - step by step, from the simple to the complex, from the known to the unknown. The trainees will also be kept thinking by the trainer's use of 'testing' questions, and by being actively involved in any demonstration and exercise.

This will result in a fuller understanding of the subject matter, and learning becomes a two-way exchange of ideas where the trainees are kept active and alert. An atmosphere of 'doing something together' is promoted.



14 - Questions - Handling and Answering

A few guidelines to follow when asking questions:

- Establish a common level of understanding
- Make your intention really clear
- Lead from the known to the unknown
- Use the 'why' probe to check understanding
- Stimulate thought - do not make the questions too simple!
- Do not encourage 'guessing'! If reasoning could not lead to the next step then GIVE the information.

Always reward success!

Summary

If trainees discuss and reproduce the learning received through their ears and eyes, and the process involves imitation and practice - then retention will be at its highest.

Questioning techniques

Although it is perhaps one of the more difficult training skills to master, a good Questioning Technique is an essential requirement for any Trainer. It is the basis for generating participation and maintaining interest during the training session. It also shows the trainees that they are going to be allowed to 'take part' in the session and not just be 'talked to'. There are a number of types of questions and each has its place in a training situation.

- (1) The two types of questions which can be used, especially when the Trainer is seeking to generate participation, which force the Trainee who answers to enlarge and expand on his/her personal opinion, are:

Open Questions - e.g. "Why do you think a good relationship between a trainer and his trainees is beneficial in the training situation?"

Hypothetical Questions - e.g. "If you found your relationship with a trainee was deteriorating, what would you do?"



(2) Other common types of questions which should normally be avoided because they suggest the answer the Trainer wants (i.e. Yes/No as the case may be) are:

Leading and Closed Questions - e.g. "Would you agree that it is beneficial to develop a good trainer/trainee relationship?"

(3) The type of questions which force the recipient to make a choice and give a brief answer, are:-

Limiting or Alternative Questions - e.g. "Do you think a good trainer/trainee relationship is a good idea, or a bad idea?"

Remember

The success of any question depends on the trainee having sufficient knowledge to be able to give a logical answer, rather than having to make a guess. Consideration must be given to the phrasing of a question. You only get the answer you deserve...

"CAN YOU TELL ME THE TIME?"....!

If questions are to be used to maintain interest and to check that trainees are keeping pace with the subject matter, then consideration has to be given to the method of posing and handling the answers.

Posing the Question

Put the question to the group - pause while they all consider the problem - then nominate the person YOU want to answer. You control the situation.

Pose - Pause- Pounce!

Handling the Answer

Correct answers always need acknowledging. If a trainee cannot answer, or can only give a partially correct answer, you may have to re-phrase the question or give more information to that Trainee.

If the wrong answer is given, you can ask another trainee to comment on the answer. Be careful of the 'teacher's pet' syndrome.



Questions From Trainees - fall into three categories

Relevant Questions

- (a) If the question is about subject matter already taught in the session, turn the question back to another trainee.
- (b) If the question relates to subject matter not yet taught, the trainer must decide whether to give the answer at the moment, or to explain to the trainee that the question will be answered by the teaching later in the session, or course. Remember who asked and pick the point up at the right moment.
- (c) If the question discloses a deficiency in subject matter, the trainer must give the answer and plan to include the facts when giving the session next time.

Irrelevant Questions

- (a) A question from a genuinely interested Trainee should be given a brief answer. Do not ignore or brush it aside.
- (b) Some questions may be deliberately intended to direct the Trainer away from the subject matter. Remember the session objective.

Answer not known by the Trainer

There is really only one way of dealing with this type of question. If the Trainer does not know the answer he must admit this. He must find out the answer and give it to the whole group.

Remember

A good question technique encourages maximum mental activity from each member of the group, and will result in full understanding of the subject matter.

Learning becomes a two-way exchange of ideas, trainees are kept alert and interested, and an atmosphere of 'doing it together' is promoted.

