TRAIN THE "TRAINER"

DAY 3 & 4
30 SEPT. & 1 OCT

PLAN TRAINING

BUILDING BLOCKS OF TRAINING

QUESTIONS & ANSWERS

LESSON PREP TECHNIQUES

FOCUS ON TASKS

NOTES

Capt "Gabe"

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Capt "Gabe"

TRAIN THE TRAINER

PLAN YOUR TRAINING

TRAINING WORKSHOP
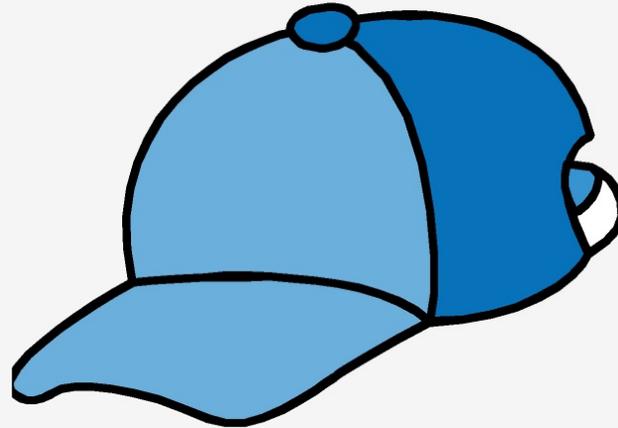
| Day 3	
09:00	How to Plan Your Training
10:30	Break
11:00	Staying on Schedule, Lesson Preparation Techniques
12:30	Question Period
Day 4	
09:00	Building Blocks for Teaching
10:30	Break
11:00	Focus on Tasks – To learn, To work.
12:30	Question Period

Education may be thought of as the presentation of general information that may or may not be used by the learner.

- "Ed-u-cer-e" (ey-doo-ker-ey) Latin…that which leads out of ignorance

- Anything that affects our knowledge, skills, and attitudes (SKA's)
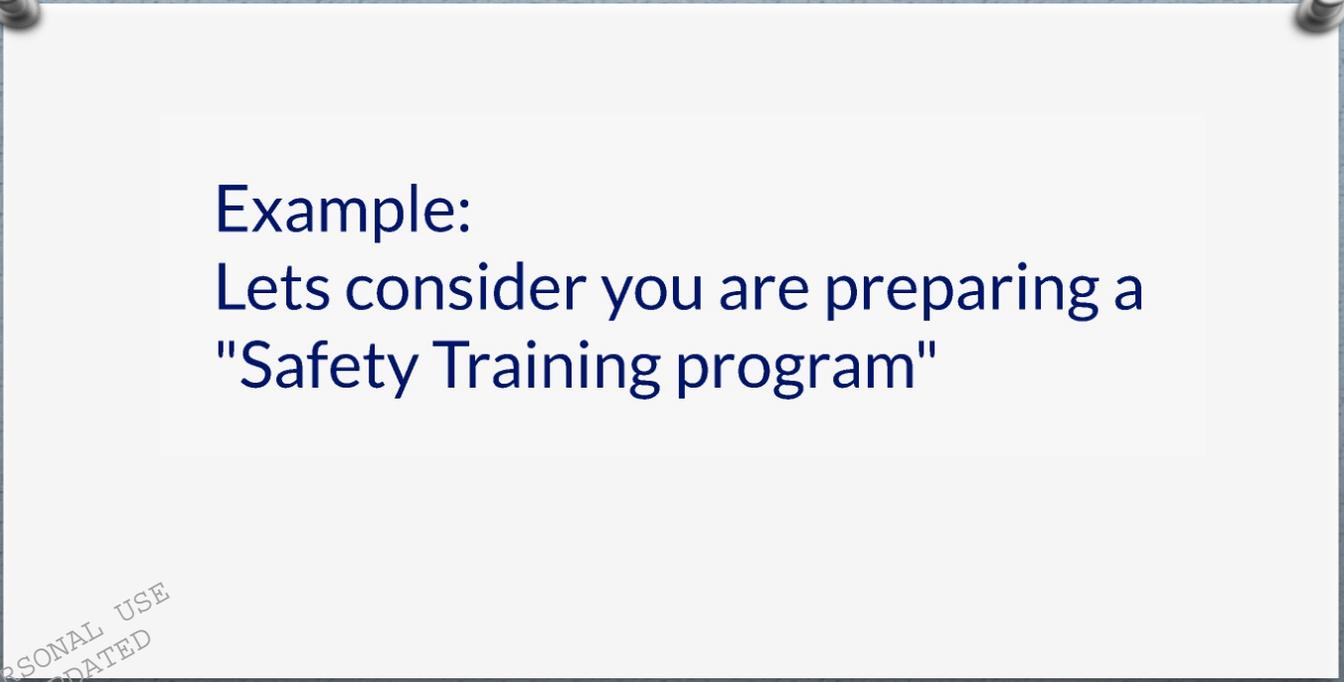
Example:
Lets consider you are preparing a
"Safety Training program"
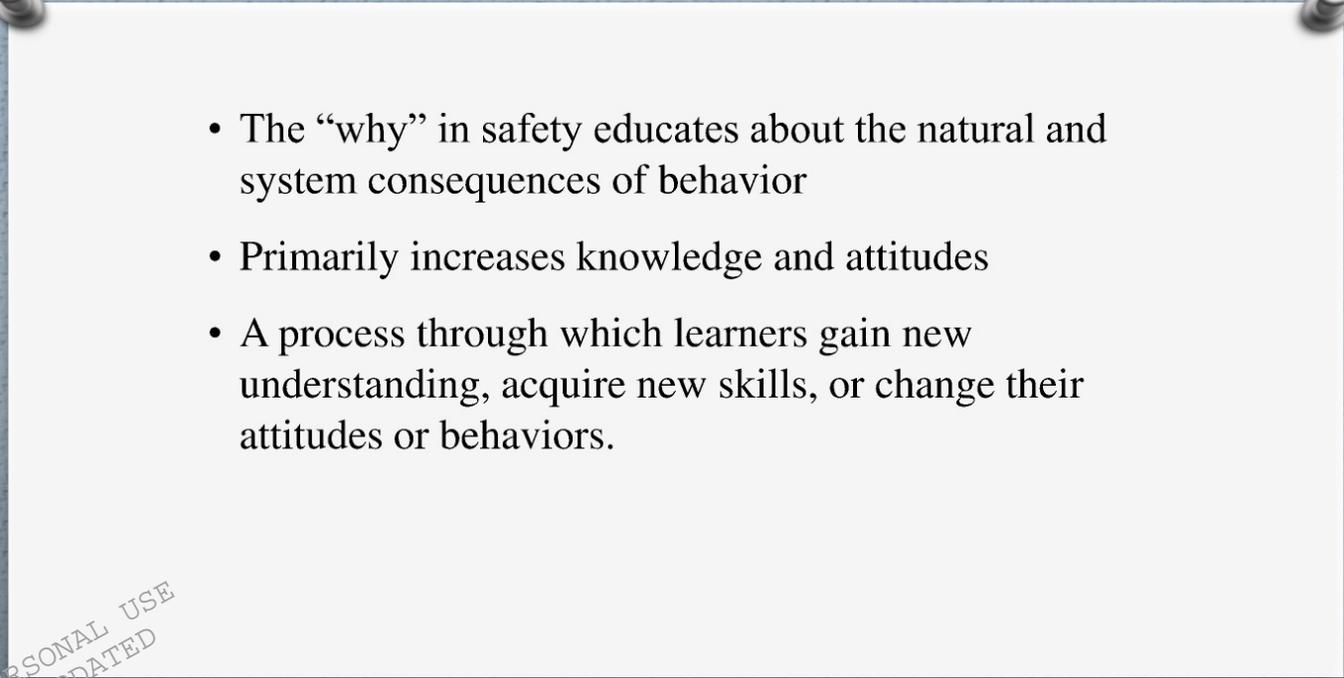
- The "why" in safety educates about the natural and system consequences of behavior

- Primarily increases knowledge and attitudes

- A process through which learners gain new understanding, acquire new skills, or change their attitudes or behaviors.

Training on the other hand, is the development and delivery of information that people will actually use.

- One method of education

- The "how" in safety

- Primarily increases knowledge and skills

- A specialized form of education that focuses on developing or improving skills - the focus is on performance.
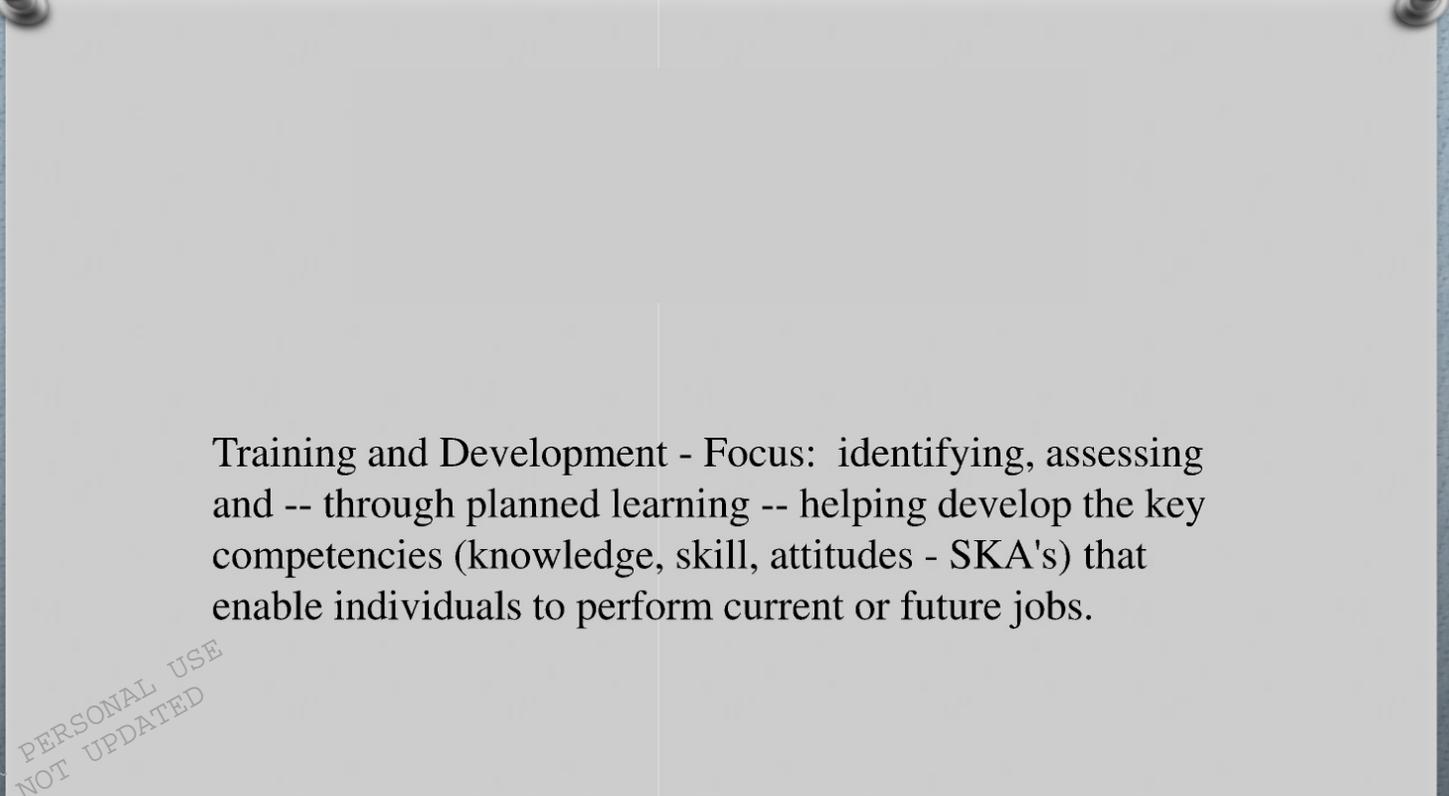
Training and Development - Focus: identifying, assessing and -- through planned learning -- helping develop the key competencies (knowledge, skill, attitudes - SKA's) that enable individuals to perform current or future jobs.

Skills   Knowledge   Attitude

Education   Training
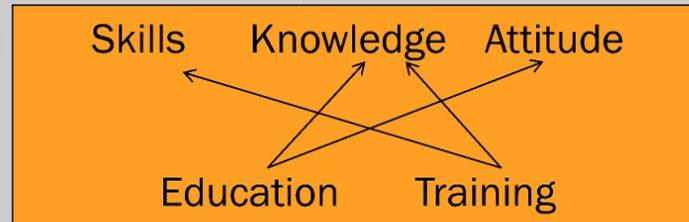
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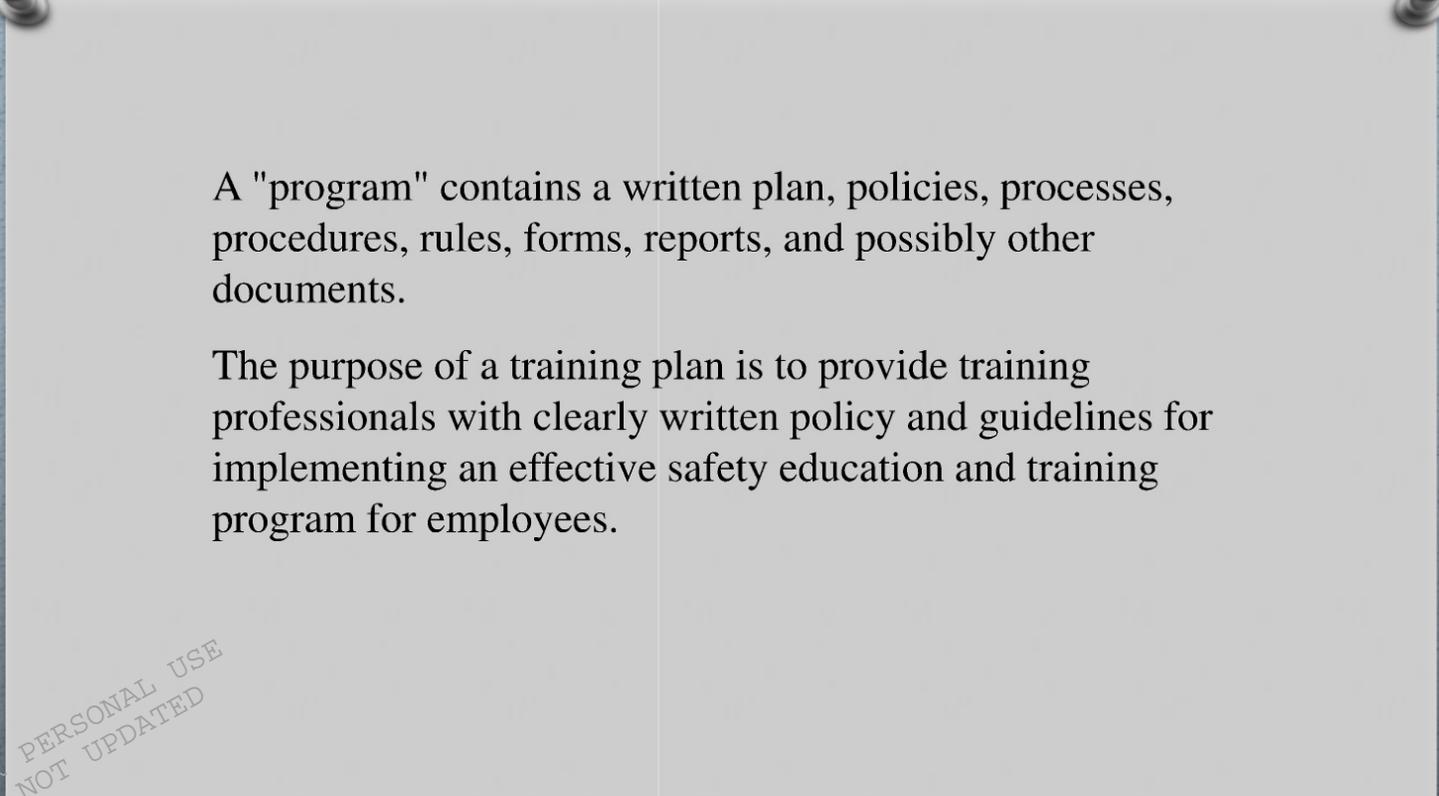
A "program" contains a written plan, policies, processes, procedures, rules, forms, reports, and possibly other documents.

The purpose of a training plan is to provide training professionals with clearly written policy and guidelines for implementing an effective safety education and training program for employees.

The plan should contain elements that are <u>informative</u> and <u>directive</u>.

•It should inform everyone about the safety training mission, policies, procedures

•It should also clearly state who is responsible for carrying out the mission, policies and procedures

At a minimum a training program should include a plan that includes information and directives on the following:

- ✓ a needs assessment

- ✓ learning objectives that reflect the different levels of training

- ✓ description of course content and format

- ✓ necessary resource materials

- ✓ the criteria for course completion

- ✓ processes that ensure delivery by competent trainers in a suitable training environment

- ✓ a continual improvement evaluation process

- ✓ adequate training documentation and recordkeeping

- ✓ assignment of responsibilities

- ✓ how the various training elements will be accomplished

What am I…?

What am I…?

- ✓ Leader. Everyone is always both a teacher and learner.

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- ✓ Evaluator. Identifying the extent of the impact of a safety training program.

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What am I…?

- ✓ Leader. Everyone is always both a teacher and learner.

- ✓ Evaluator. Identifying the extent of the impact of a safety training program.

- ✓ Group Facilitator. Managing group discussion and group process.

- ✓ Individual Development Counselor. Helping an employee assess personal safety competencies, values, and goals.

✓ Instructional Writer. Preparing written learning and instructional materials.

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- ✓ Instructor. Presenting safety information and directing structured learning experiences.

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- ✓ Manager of Training and Development. Planning, organizing, staffing, controlling safety training and development operations/projects.

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- ✓ Instructor. Presenting safety information and directing structured learning experiences.

- ✓ Manager of Training and Development. Planning, organizing, staffing, controlling safety training and development operations/projects.

- ✓ Media Specialist. Producing audio-visual materials for safety training.

✓ Needs Analyst. Defining gaps between ideal and actual safety performance and specifying the cause of the gaps.

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- ✓ Program Administrator. Ensuring that the facilities, equipment, materials, participants are present and that program logistics run smoothly.

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- ✓ Program Administrator. Ensuring that the facilities, equipment, materials, participants are present and that program logistics run smoothly.

- ✓ Program Designer. Preparing objectives, defining content, and selecting and sequencing activities for a specific safety training.

Instructor Qualifications

Trainer criteria summary of subject matter expertise and training delivery skills:

- ✓ Trainers should be able to demonstrate an appropriate level of technical knowledge, skills, or abilities in the subjects they teach.

- ✓ Trainers should be able to demonstrate adequate competency in delivery techniques and methods appropriate to adult learning.

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Instructor Qualifications

- ✓ Trainers should maintain competency by participating in continuing education, development programs, or experience related to their subject matter.

- ✓ The trainer should be able to apply adult learning principles as appropriate to their target audience.

- ✓ Adult learning principles should also be reflected in the learning objectives.

Guidelines for Instructor Competency

Instructors are "Competent" which means possessing the skills, knowledge, experience, and judgment to perform assigned tasks or activities satisfactorily as determined by Your Training Department.

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Guidelines for Instructor Competency

Instructors should be deemed competent on the basis of previous documented experience in their area of instruction, the successful completion of a "train-the-trainer" program specific to the topics they will teach, and an evaluation of instructional competence by a qualified person in conjunction with the Director/Head of Training.

Instructors should be required to maintain professional competency by participating in continuing education or professional development programs or by completing successfully an annual refresher course and having an annual review by the Director/Head of Training.

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The annual review noted above should include observation of an instructor's delivery, a review of those observations with the trainer, and an analysis of any instructor or class evaluations completed by the students during the previous year.

DETERMINING COURSE CONTENT

DETERMINING COURSE CONTENT

The content is everything the learner will have to learn in order to achieve a learning objective.

Selecting content for a training program is a decision-making process. That is, trainers must decide what and how much about a particular area of study they want trainees to learn or know. In essence, content is the subject matter of the lesson.

DETERMINING COURSE CONTENT

If the objective is to teach someone to safely drive a forklift, then the course content may be learning to start, load, accelerate, shift, steer, stop, and inspect the forklift.

It is the step-by-step process of what the trainee must learn if the objective is to be attained.

Two important criteria

Two important criteria for deciding on content are usefulness and appropriateness in relation to the stated objectives.

1. **It must be useful.** The content should be important to the employee. The content should be perceived as relevant, useful to the employee.

Two important criteria

2. **It must be appropriate.** Ideally, each particular topic within the training session should directly support one or more objectives. If it does not, then that part of the content may be perceived as inappropriate, unclear or not well thought out.
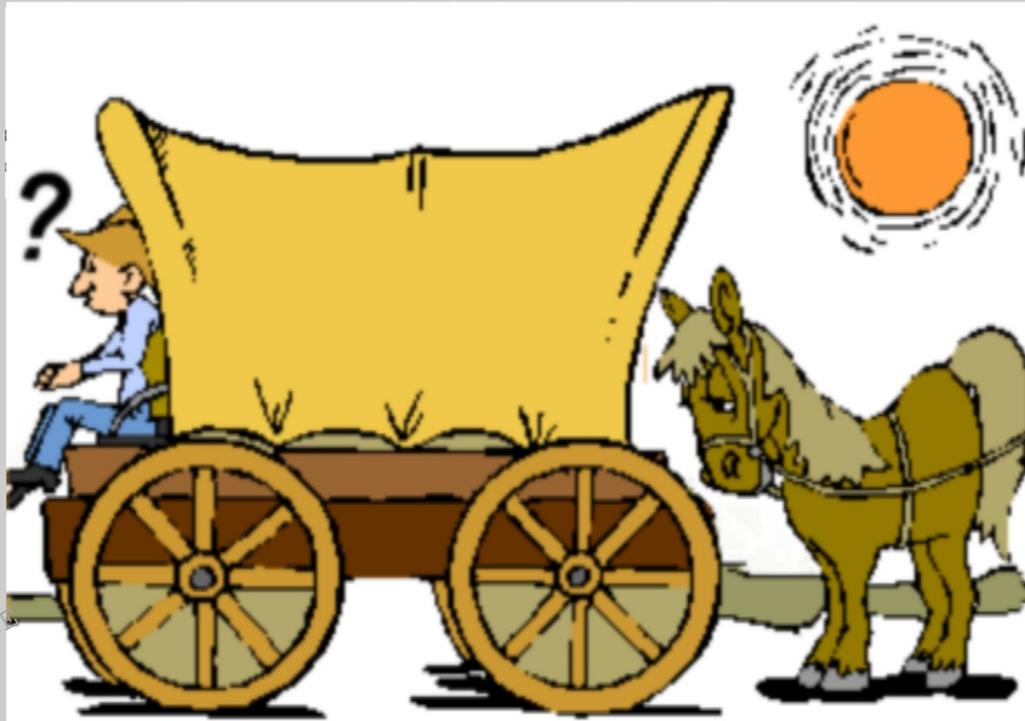
Basic "strategies" to consider in sequencing safety training:

1. Information should flow from the general to the specific - Move gradually to the many and varied specific on-the-job applications of the concepts discussed.

2. Information should develop from the simple to the complex - The design should begin with a fairly simple conceptual overview of the subject to be learned.

Basic "strategies" to consider in sequencing safety training:

3. Training concepts should move from theory to practical application.

4. Training may transition from known to unknown concepts, ideas, or processes.

5. For On-the-Job Training (OJT), sequence the content so that it corresponds to the order in which the tasks are performed on the job.

Questions?

either you ask or I ask…

TRAIN THE TRAINER

PLAN YOUR TRAINING

TRAINING WORKSHOP

Train the Trainer Workshop - Day 2

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Planning and Preparation

☑**Facilities**

- –Location

- –Accommodations

- –Speakers

- –Food and beverage for breaks

☑**Set-up _and_ test all equipment before the start of the session**

- –Arrange student seating if necessary

1
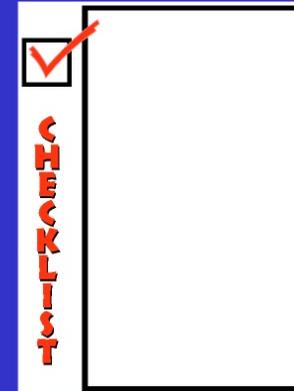
Planning and Preparation

☑️**Learning Environment**

– Room - suitable classroom space for training

- Size

- Setup
  - tables and chairs for all attendees
  - plus two extra tables at the rear the trainers)

– Temperature

CHECKLIST

2
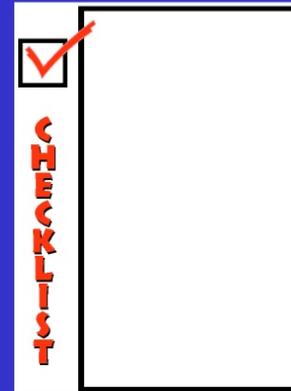
Planning and Preparation

☑ Arrive at the training location early

• Become familiar with the facility:

– Security

– Exits

– Restrooms

– Emergency procedures

– Contact person

– Rules

3
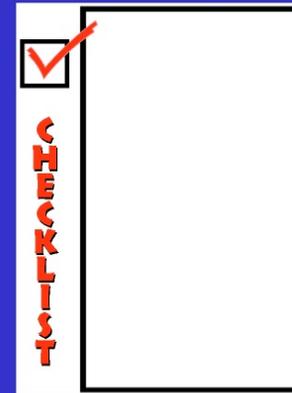
Planning and Preparation

☑Administrative

– Related paper work

- Sign in forms/registration forms

- Schedule

- Evaluations

- Etc.

CHECKLIST

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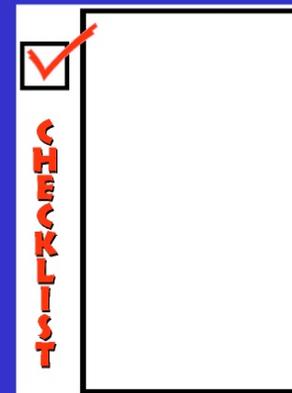
Planning and Preparation

☑ Equipment and Supplies

   – Audiovisual equipment

     • Hotel

     • Rented

     • Personal

☑ Extra batteries and lamps

☑ Power strip(s)

☑ Extension cord(s)

CHECKLIST

34
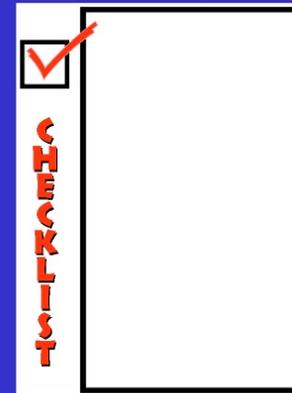
Planning and Preparation

☑ Audiovisual and equipment that includes

- Computer

- LCD projector

- VCR/TV

- Microphone (if needed for the size room secu...

- Overhead transparency projector

- Whiteboard & markers

- Flipcharts & markers

- 35mm slide projector

- Projection screen

CHECKLIST

35
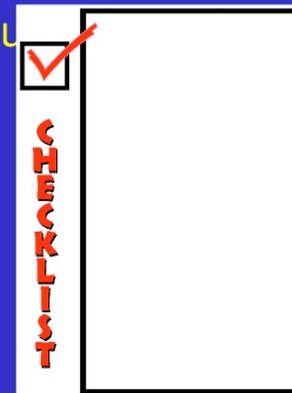
Planning and Preparation

☑ Equipment and supplies

– Transparencies

– Markers

– Flip charts

– Paper

– Pens and pencils

– Handouts

CHECKLIST

36
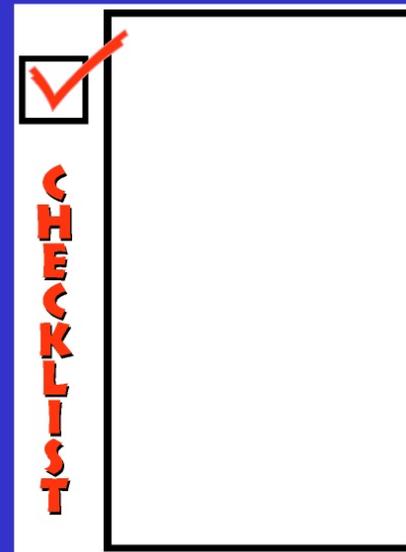
Preparation Skills

- Know your audience

- Communicate the session objectives at the outset of your presentation

- Be familiar enough with your materials so as to *avoid reading directly from slides*

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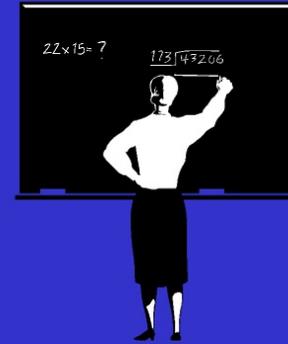
Preparation Skills

- Supplement the information that will be on the slides with real world examples, court decisions, news articles, drawings etc..

- Expect to be nervous

- Do an extensive review of your material so you are thoroughly familiar with the topic you are going to present

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Preparation Skills

- The better you know your subject the more confidence you will have

- The more you practice the better you will be

- Try your presentation out on family or co-workers

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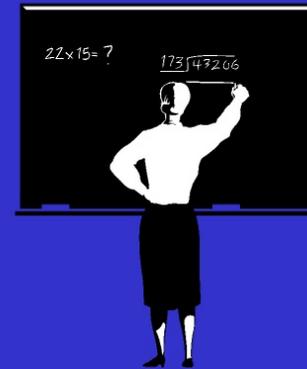
Delivery Skills

- Make sure you speak so that students in the back have no trouble hearing you

- Enunciate your words clearly

- Avoid saying uhm…..

- Avoid distracting mannerisms such as jingling change or playing with your hair

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Delivery Skills

- Involve the participants by encouraging and asking questions

- Start on time; make sure that established breaks, lunch and ending times are adhered to

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Delivery Skills

- Pace your delivery according to the allotted time and the material to be covered

- If working from a syllabus, make sure you cover everything that is on it, or explain changes

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Delivery Skills

- Keep close tabs on the climate of the class

- Recognize your strengths and weaknesses

- Work to maximize your strengths and minimize your weakness

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Delivery Skills

- Don't pretend to know all the answers

- If you don't know something:

  – Discuss the question with the class

  – Let the student know you will get the answer, but be sure to remember to follow up

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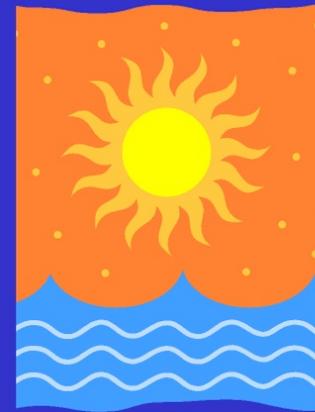
Fatal Mistakes

- Poor first impression

- No objectives

- Dull, dry and boring

- Frozen in one spot

- Weak eye contact

- Poor visual aids

45
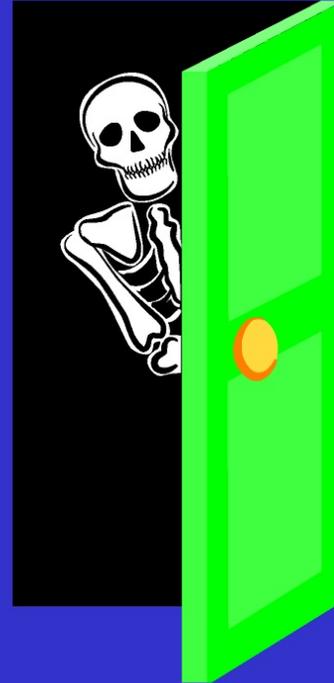
Fatal Mistakes

- Weak close

- No humor

- Poor preparation

- No audience involvement

- No enthusiasm or conviction

- Poor facial expression

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Don'ts

- Don't be too formal
- Don't be a know it all
- Don't be unprepared
- Do not talk down to learners
- Do not use profanity
- Don't be distracting

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Don'ts

- Don't loose control

- Don't catch people unprepared

- Don't be afraid to say you do not know

- Don't avoid eye contact

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Answering Questions

- Repeat the question
  - Answer now/later
  - Redirect
  - Discussion
- Don't bluff
  - You know
  - You don't know

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Summary

- Training is a System

- Strive to Improve

- Characteristics of Adult Learners

- The Trainer's Role

- Teaching Adults

- Learning Styles

- Instructional Strategies

- Instructional Media

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Summary

- Do's

- Planning and Preparation

- Preparation Skills

- Delivery Skills

- Facilitator Responsibilities

- Fatal Mistakes

- Dont's

- Answering Questions

- Difficult Questions and Learners

52

Summary

- The instructor does not know everything.

- Remember – you are leading a group.

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References

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Handley, W. (1977). <u>Industrial Safety handbook.</u>   (2nd ed.). London: McGraw-Hill Book Company (UK) Limited.

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TRAIN THE TRAINER

Consensus Questioning
Dynamics Design Group
Organising
Planning Listening
Facilitation
Management Skills
Agenda Process
Communication Flexibility Empathy

PLAN YOUR TRAINING

TRAINING WORKSHOP

TO LEARN - TO WORK

TITLE

TITLE

PLANNING

PLANNING
IF YOUR VISION IS ONE YEAR, PLANT CROPS

PLANNING

IF YOUR VISION IS ONE YEAR, PLANT CROPS

IF YOUR VISION IS TEN YEARS, PLANT TREES

PLANNING

IF YOUR VISION IS ONE YEAR, PLANT CROPS

IF YOUR VISION IS TEN YEARS, PLANT TREES

IF YOUR VISION IS ONE HUNDRED YEARS, TEACH PEOPLE

Nine
Events of
Instruction

Nine Events of Instruction

- Gain Attention
- Inform Learner of Objectives

Nine Events of Instruction

- Gain Attention
- Inform Learner of Objectives
- Prior Learning
- Present Content

Nine Events of Instruction

Gain Attention

Inform Learner of Objectives

Prior Learning

Present Content

Provide Guidance

Practice
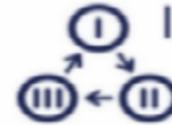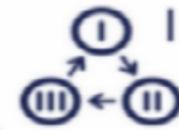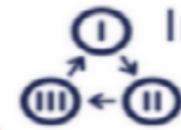
Gain Attention

Inform Learner of Objectives

Nine Events of Instruction

Prior Learning

Present Content

Provide Guidance

Practice

Provide Feedback

Nine Events of Instruction

- Gain Attention
- Inform Learner of Objectives
- Prior Learning
- Present Content
- Provide Guidance
- Practice
- Provide Feedback
- Assess Performance

Nine Events of Instruction

Gain Attention

Inform Learner of Objectives

Prior Learning

Present Content

Provide Guidance

Practice

Provide Feedback

Assess Performance
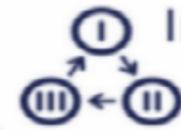
Enhance Retention and Transfer to the Job
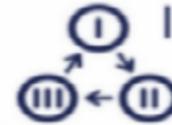
LESSON PLANNING: AN OVERVIEW

The lesson plan(s) you create will set out what you are going to teach and how you are going to teach it.

It's important to develop complete lesson plans that best fit the needs of your students, the teaching environment and your own teaching style.

LESSON PLANS

Warm-up

Introduction

Presentation

Practice

Evaluation

LESSON PLANS

Warm-up

Introduction

Presentation

Practice

Evaluation

WARM-UP and REVIEW
Review previous lesson

CTIVE

EVALUATION

LESSON PLANS

Warm-up

Introduction

Presentation

Practice

Evaluation

WARM-UP and REVIEW
Review previous lesson

EVALUATION

CTIVE
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INTRODUCTION
Focus on the lesson
objective.

PRESENTATION
Present new
information.

EVALUATION

LESSON PLANS

Warm-up

Introduction

Presentation

Practice

Evaluation

LESSON PLANS

Warm-up

Introduction

Presentation

Practice

Evaluation

Figure 1. Planning Wheel

EVALUATION

EVALUATION

APPLICATION
Apply new knowledge in a new situation.

WARM-UP and REVIEW
Review previous lesson

OBJECTIVE
Write a measurable objective
"Students will be be able to..."

Backward Design

SUMMATIVE EVALUATION
Evaluate attainment of lesson objective.
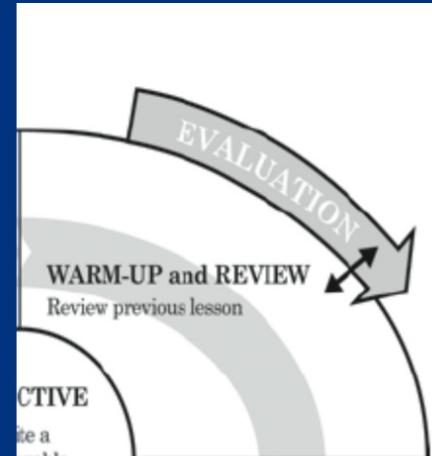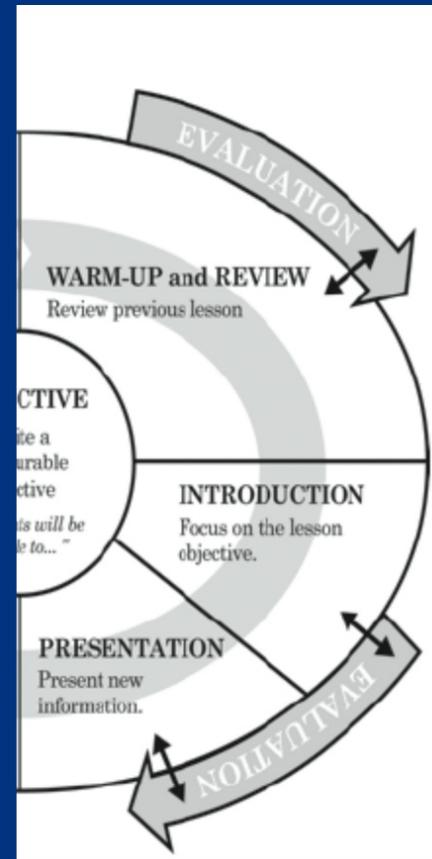
INTRODUCTION
Focus on the lesson objective.

PRACTICE
Students practice the new knowledge.

PRESENTATION
Present new information.

EVALUATION

EVALUATION
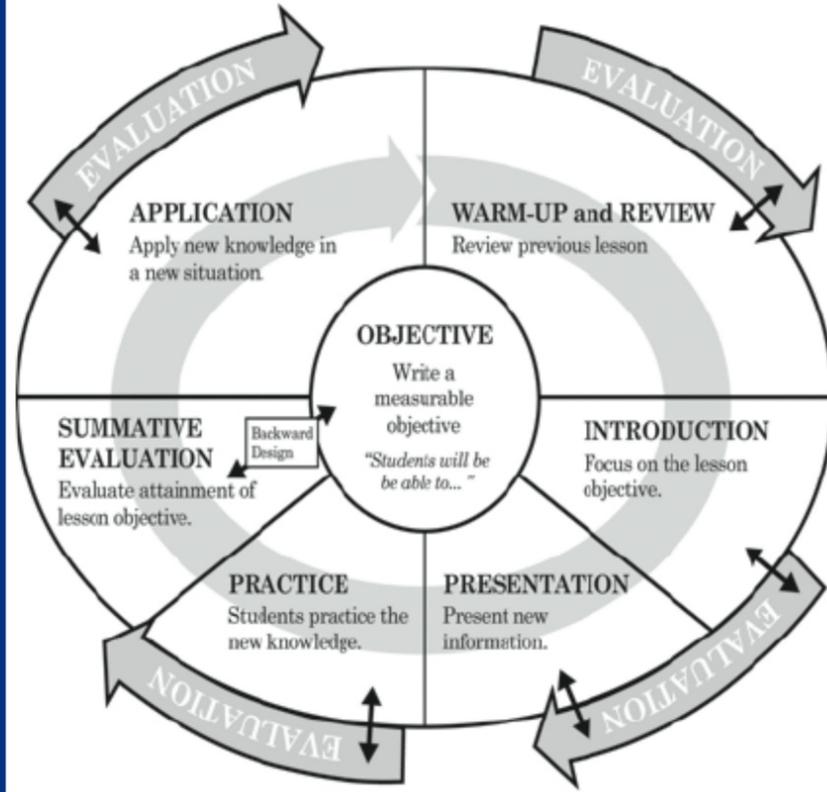
STEP ONE: INTRO - THE SET

Effective lessons are those that engage learners from the very beginning.

The instructor's first words or actions can have significant impact on adult motivation.

People walk into a classroom with all sorts of ideas crowding their brains.

A set is an introduction that helps the learner focus on the lesson and prepare mentally for new material.

It is a motivational instructional tool and should invite learners to actively participate in the learning process.

The instructional methods you choose for a set should be ones that actively involve the learners.

2. OBJECTIVE

All lessons must have an aim, purpose or objective.

The instructor must be clear about the objective to get a successful learning outcome

3. PRE-ASSESSMENT

This component of the lesson plan determines the appropriateness of a specific primary objective.

It involves evaluation of the level of skill and knowledge called for and determination of the difficulty of the lesson:
        too easy, too hard, or just right.

4. MOTIVATION

Motivation is a psychological state within each person of wanting to learn what the instructor wants to teach.

As such, motivation should not be a mere gimmick at the lesson's start;
- it must be an attitude sustained throughout the lesson.

5. TECHNIQUES AND SEQUENCING

Specific planning is needed to determine what teaching techniques will the instructor use for the lesson.

Sequencing of lecture and activities is another important consideration that is best made before instruction begins.

Also part of the lesson planning is the gathering of materials for instructional use, before the lesson is taught.

6. APPLICATION, EVALUATION, FOLLOW-UP

These concluding parts of the lesson plan speak to the matters of utility, effectiveness, and the place of the lesson in the learning sequence.

The instructor must, in planning, know the place of each lesson with regard to one or another application.

Evaluation of a lesson provides information as to its effectiveness, the degree to which it has achieved its primary and additional learning aims.

TITLE

TITLE

Overview of Workshop

A train-the-trainer model will be used to assist participants to develop and/or expand their skills to conduct effective trainings.

● **Workshop Objective:**

This workshop objective is to build a pool of competent, qualified trainers.

● **Workshop Outcomes:**

Participants who successfully complete this workshop will have the tools and skills to conduct training in their respective field.

Section 2: Conducting Trainings Based on Adult Learning Principles

Section Objective:

After participating in this session, participants will be able to:

- Describe why the train-the-trainer process used today is important in assisting them to become a more effective trainer;

- Describe key principles to follow when conducting training session for adults;

- Describe the training-related strengths and resources they already have; and

- Target their personal training goals.

8 Principles for Conducting Sessions for Adult Participants

- Focus on "real world" problems.

- Emphasize how the learning can be applied.

- Relate the learning to the goals of the participant.

- Relate the materials to the past experiences of the participant.

8 Principles for Conducting Sessions
for Adult Participants

- Allow debate and challenge of ideas.

- Listen to and respect the opinions of participants.

- Encourage participants to be resources to the trainers and to one another.

- Treat participants like adults.

**Section 3: Conducting Trainings
That Utilize Basic Facilitation Skills**

Section Objective:

After participating in this session, participants will be able to:

● Adequately attend to others in order to make accurate observations and corresponding inferences;

● Demonstrate effective listening skills through active listening behaviors; and

● Utilize appropriate questioning techniques.

4 Types of Facilitation Skills

1) Attending Skills

4 Attending Behaviors

1) Facing the participants.

2) Maintaining appropriate eye contact.

3) Moving toward the participants.

4) Avoiding behaviors that distract the participants.

4 Types of Facilitation Skills

1) Attending Skills

Guidelines in Using Attending Skills

DO	DON'T
Position your body so that you face all the participants.	Talk to visual aids or rely too heavily on notes.
Continually scan the group with your eyes.	Stare at individuals or avoid making eye contact.
Walk towards the participants.	Ignore portions of the group by scanning too quickly.
Maintain pleasant facial expressions.	Put too much distance between you and the group.
Nod affirmatively.	Shuffle papers or notes.
Circle the room during activities to assess participants' progress and to be readily available for questions.	Stand in the same position or move around the room too quickly.
	Check your watch or fidget with items.
Use an appropriate speaking voice and tone, along with natural gestures, in talking with participants.	Turn your back for any length of time to a part of the group.

4 Types of Facilitation Skills

2) Observing Skills

3 Steps in Using Observation Skills

1) Look at the person's face, body position, and body movements.

2) Try to determine the person's feelings, based on what you observed.

3) Take appropriate action based on the inferences made.

4 Types of Facilitation Skills

2) Observing Skills

Participants' Non-Verbal Behaviors & Potential Inferences

Non-Verbal Behaviors	Potential Inferences
- Smiling - Nodding - Leaning forward - Making eye contact	- Interested/Enthusiastic/ Understanding
- Yawning - Vacant stare - Shuffling feet - Leaning back in chair - Looking at watch or clock	- Bored/Tired/Frustrated
- Frowning - Scratching head - Pursing lips - Vacant stare - Avoiding eye contact	- Confused/Disagreeing/ Frustrated

4 Types of Facilitation Skills

3) Listening Skills

Step 1: *Listening to the words being expressed*

Step 2: *Paraphrasing what was said to demonstrate understanding*

○ **Effective trainers use the following active listening behaviors when paraphrasing:**

Summarizing or recounting a comment related to the topic;

Testing for Understanding by confirming a comment or asking a question to clarify understanding of a comment related to the topic; and/or

Reflecting upon the emotion of the participant by commenting on an observed behavior or comment related to the topic.

4 Types of Facilitation Skills

4) Questioning Skills

Questioning Skill 1: Asking Questions

Types of Questions

Type of Question	Description	Example
Open	○ Requires more than a "yes", "no", or one-word answer. ○ Stimulates thinking. ○ Invites discussion. ○ Usually begins with words like "what", "how", "when", "why".	"What ideas do you have for explaining why this person may have been discriminated against?"
Closed	○ Only requires a one-word answer. ○ Closes off opportunities for discussion. ○ Usually begins with words like "is", "can", "how many", "does".	"Does everyone understand the reasons that we have discussed?"

4) Questioning Skills
Questioning Skill 2:   Handling Answers to Questions

If The Participant's Response Is:		
Correct	**Incorrect**	**Partially Correct**
Use positive reinforcement.	Acknowledge the effort.	Reinforce the correct portion of the response **THEN** Redirect the question either to the same participant, to another participant, or answer it yourself.
EXAMPLES: "Yes." "Good point." "That's right."	**EXAMPLES:** "I can see how you might come up with that answer. Let's see if anyone else can come up with a different answer." "That's not exactly what I was looking for period. Perhaps I should have phrased the question differently. What I was looking for was _____."	**EXAMPLES:** "You are on the right track. What other ideas do you have?" "That's close, Joe. Who else wants to take a stab at this question?"

4) Questioning Skills
Questioning Skill 3:   Responding to Questions

Choose the Following Response:	When…
Provide the answer yourself.	● You are reasonably sure that you are the only person who can and/or should provide the answer.
Redirect the question back to the same participant or to another participant.	● There is a high probability that the person will be able to come up with the correct answer.
Defer the question.	● The question does not fit within the purpose of the session and/or the session's objective(s). ● The question is beyond the intent or scope of the training session. ● The question cannot be handled in the session's allotted timeframe. ● The answer will be provided by material covered later in the training session. ● You need time to get the correct answer and get back to the participant.

Section 4: Handling Problematic Situations

Section Objective:

After participating in this session, participants will be able to:

- Utilize effective strategies, such as interactive behavior skills, for resolving common problematic situations during training sessions.

Considerations and Results When Handling Problem Situations

Consideration	Corresponding Result
1. Eliminate or minimize the problem behavior(s)	1. The problem is resolved to the extent necessary so that learning can resume or continue in an unhindered manner.
2. Protect the self-esteem of the participant	2. The problem is addressed in such a way that the self-esteem of the participant(s) exhibiting the problem behavior(s) is not compromised.
3. Avoid further disruptions to the learning process	3. An environment that is relaxed, comfortable, and conducive to learning is preserved.

Section 5: Practice Training

Section Objective:

After participating in this session, participants will be able to:

- Conduct training for other adults by using the training you have received and by applying the effective training skills presented today.

Techniques Used By Effective Trainers

1. Rehearse until you feel comfortable with the material to be presented.

2. Memorize the words that you will be saying during the first few minutes of your training session.

3. Check your training materials and practice using all equipment in advance of the session.

4. Anticipate potential problems and prepare for how you will resolve them, should they occur.

5. Get sufficient rest the night before a training session.

Techniques Used By Effective Trainers

6. Wear clothing that is both appropriate and comfortable.

7. Put yourself in your participants' shoes. Don't forget that they may be anxious about participating.

8. Just before beginning the session, take a couple of slow, deep breaths and think positive thoughts, for example, *This is going to be a good session*.

9. Turn your nervousness into positive energy that helps keep you on your toes and performing at your best.

10. Rely on your most powerful training tool – your own unique style, experiences, and abilities as a person.

TO LEARN - TO WORK

TITLE

TITLE

TRAIN THE "TRAINER"

PLAN TRAINING

BUILDING BLOCKS
OF TRAINING

QUESTIONS & ANSWERS

LESSON PREP
TECHNIQUES

FOCUS ON TASKS

NOTES

Capt "Gabe"

TOOLS OF TRAINING

ROLE OF THE TRAINER

TRAINING
&
TRAINER

○ To Learn, To work

Train the Trainer

Evaluation

For a process that is so important, evaluation brings both promise and threat. The promise lies in what worked and what didn't, which allows us to continuously improve.

The threat of evaluation flows from the fear that performance data will be misused for blaming and not for fixing and improving.

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58

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Employee Training
&
Development

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Employee Training

○ A process whereby people acquire skills and knowledge to aid in the achievement of organizational goals.

- Hard and soft skills

- Increasing human capital

○ Poorly trained employees may not perform to their potential

- Non-maximum performance

- Costly mistakes.

Types of Training

A Guide to Creating an
Employee Training and Development Program

1. Recognize goals.
2. Identify competencies.
3. Do a gap analysis.
4. Interview employees.
5. Offer formal training.
6. Add coaching/mentoring.
7. Allow self-directed learning.

Types of Training

Training

Types of Training

Required and Regular
- Safety compliance
- Driving provisions
- Wage and hour rules
- Employee orientation
- Benefits enrollment
- Sexual harassment prevention

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Job and Technical
- Customer service
- Equipment operations
- Record-keeping needs
- Telecommunications
- IT systems
- Product details

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Training

Developmental and Career
- Business trends
- Strategic thinking
- Leadership
- Change management
- Career planning
- Performance management

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Training

Interpersonal and Problem Solving
- Communications
- Writing skills
- Team relationships
- Coaching skills
- Problem analyses
- Conflict resolution

Developmental and Career
- Business trends
- Strategic thinking
- Leadership
- Change management
- Career planning
- Performance management

Legal Issues and Training

Training Design and Delivery

- Criteria and practices used to select individuals
- Accommodation of individuals with disabilities
- Requiring signing of training contracts
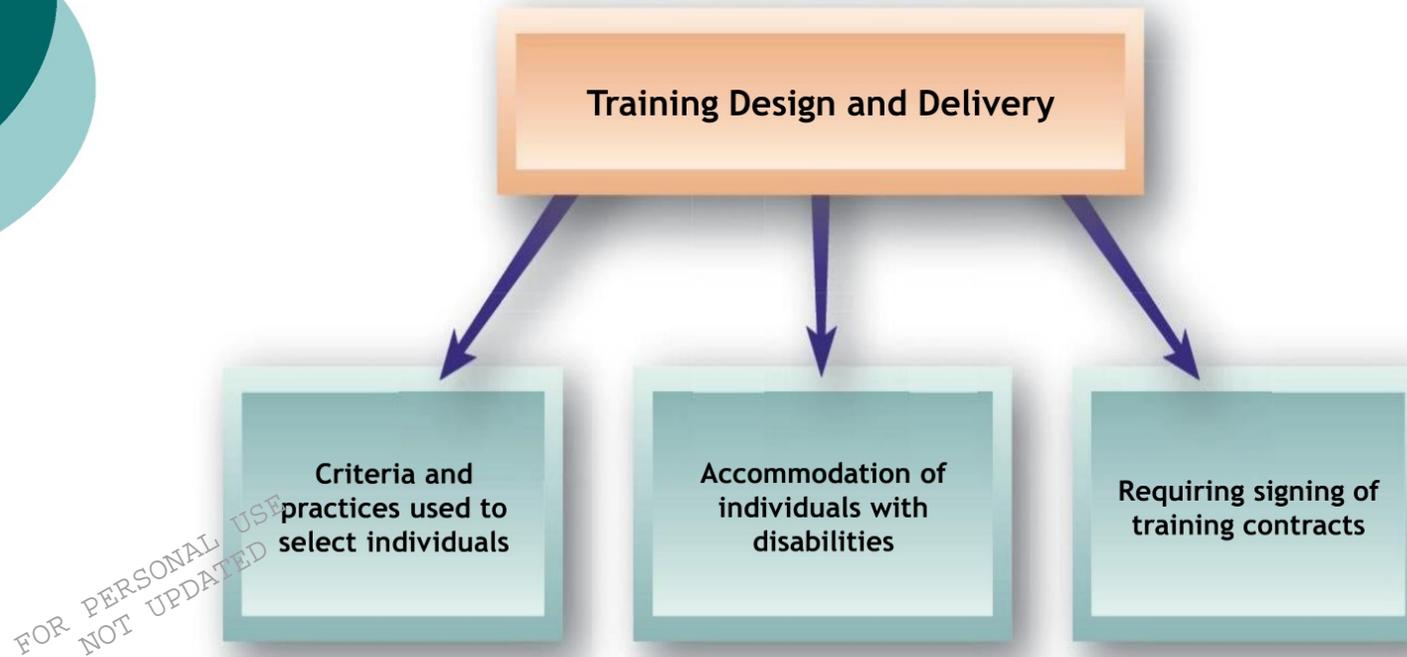
Training and Organizational Strategy

Benefits of Strategic Training

- *Trainers partner with operating managers to solve problems, and to make contributions to organizational results.*

- *Managers are less likely to think that training alone can solve performance problems.*

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Linking Organizational Strategies and Training

Organizational Strategies → **Possible Outcomes Needed to Accomplish Strategies**
- Develop new employee skills
- Encourage change
- Promote continuous learning
- Create/share new knowledge
- Facilitate communication
- Improve retention of key employees

← **Training Activities**

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Intercultural Competence Training

Component	Possible Training

Intercultural Competence Training

Component	Possible Training
Cognitive	◆ Culture-specific training (traditions, history, cultural customs, etc.) ◆ Language course

Intercultural Competence Training

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Intercultural Competence Training

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Behavioral	◆ Culture Assimilator ◆ International projects ◆ Social skills training foucusing on intercultural situations

Developing Strategic Training Plans

○ **<u>Effective training efforts consider:</u>**

- Is there really a need for training?

- Who needs training?

- Who should do the training?

- What form will the training take?

- How will knowledge be transferred to the job?

- How will the training be evaluated?

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Systematic Training Process

Training Needs Assessment

- ◆ Analyze training needs
- ◆ Identify training objectives and criteria

Training Design

- ◆ Pretest trainees
- ◆ Select training methods
- ◆ Plan training content

Training Delivery

- ◆ Schedule training
- ◆ Conduct training
- ◆ Monitor training

Evaluation

- ◆ Measure training outcomes
- ◆ Compare outcome to objectives and criteria

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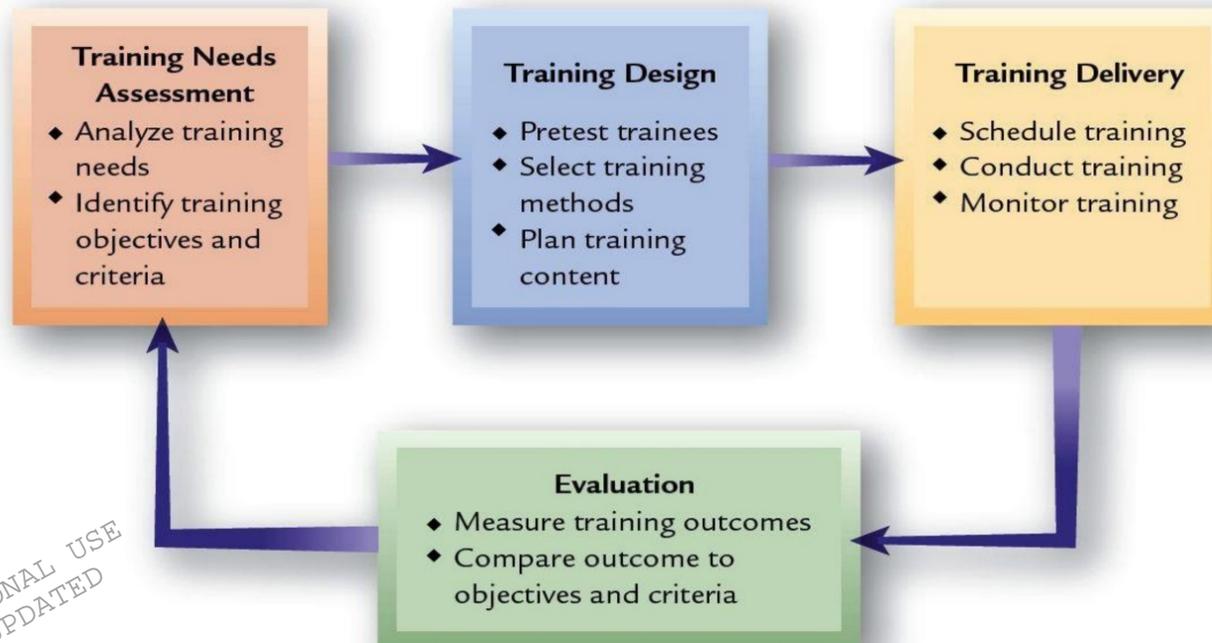
Sources of Information Used in Training Needs Assessment

Safety Management System

Organization-wide Sources

- Grievances
- Accidents
- Waste/scrap
- Training observations
- Observations
- Complaints
- Exit interviews
- Equipment use

Job/Task Sources

- Employee KSAs
- Job specifications

Individual Employee Sources

- Tests
- Records
- Assessment centers
- Questionnaires
- Surveys
- Job knowledge tools
- Performance appraisals

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Establishing Training Objectives and Priorities

○ **<u>Gap Analysis</u>**

- *The distance between where an organization is with its employee capabilities and where it needs to be.*

Types of Training Objectives

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Establishing Training Objectives and Priorities

○ **Gap Analysis**

- The distance between where an organization is with its employee capabilities and where it needs to be.

Types of Training Objectives

Attitude

73

Establishing Training Objectives and Priorities

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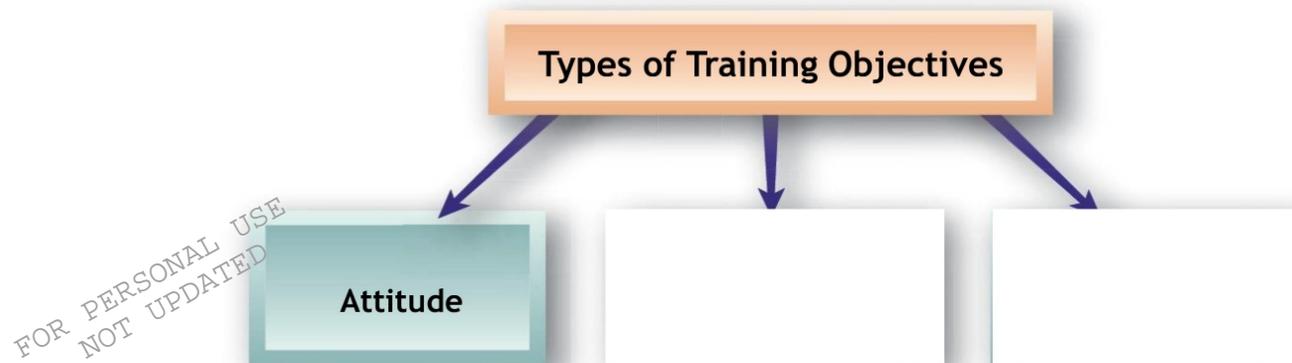
Types of Training Objectives

Attitude	Skill	

73

Establishing Training Objectives and Priorities

○ **<u>Gap Analysis</u>**
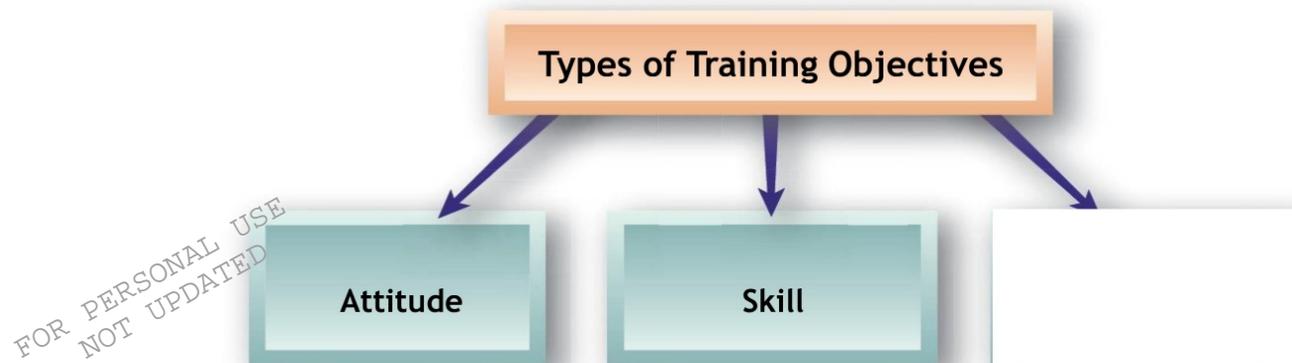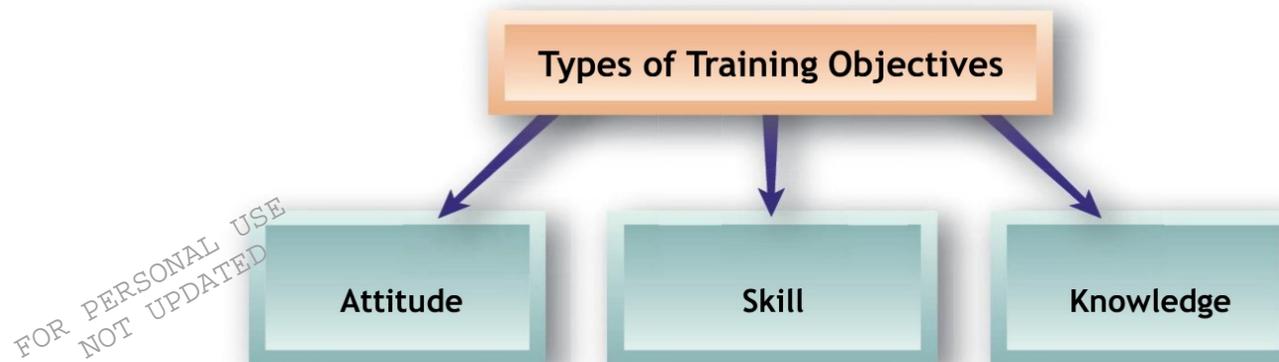
- *The distance between where an organization is with its employee capabilities and where it needs to be.*
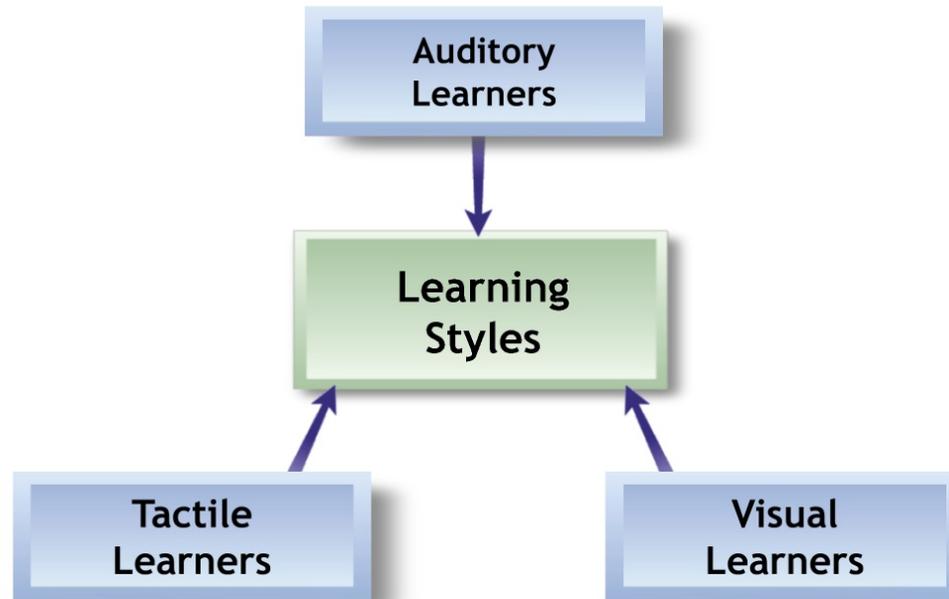
Types of Training Objectives

Attitude	Skill	Knowledge

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Training Design

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More Training Design

Ability to Learn

Learner Readiness

Self-Efficacy

Motivation to Learn

More Training Design

Have need to know why they are learning something.

Have need to be self-directed.

Bring more work-related experiences into the process.

Employ a problem-solving approach to learning.

Are motivated by both extrinsic and intrinsic factors.

Adult Learning Principles

More Training Design

○ **<u>Behavior Modeling</u>**

- *Copying someone else's behavior by observing how another person deals with a problem.*

○ **<u>Reinforcement</u>**

- *Law of effect states that people tend to repeat behaviors that are rewarded and avoid behaviors that are punished.*

○ **<u>Immediate Confirmation</u>**

- *Reinforcement and feedback are most effective when given as soon as possible after training.*

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More Training Design

○ **Transfer of Training**

- *When trainees actually <u>use</u> on the job what they learned and <u>maintain use</u> of the learned material over time.*

○ **Increasing the Transfer of training**

- *Offering trainees an overview of training content and process.*

- *Ensuring that the training mirrors the job context.*
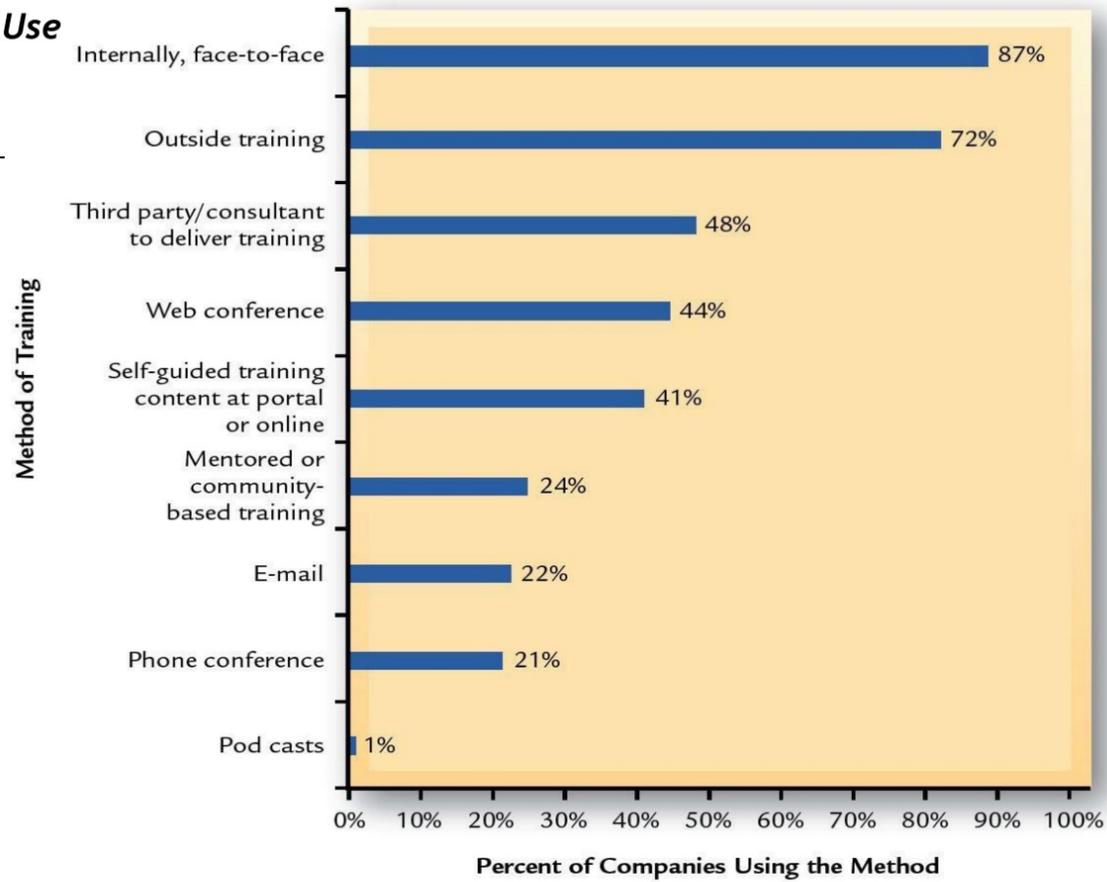
- *Opportunities for practice*

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Training Delivery: Factors

- *Nature of training*
- *Subject matter*
- *Number of trainees*
- *Individual vs. team*
- *Self-paced vs. guided*
- *Training resources/costs*
- *E-learning vs. traditional*
- *Geographic locations*
- *Time allotted*
- *Completion timeline*

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Methods Companies Use to Deliver Training

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169.

Internal Training

○ **Informal Training**

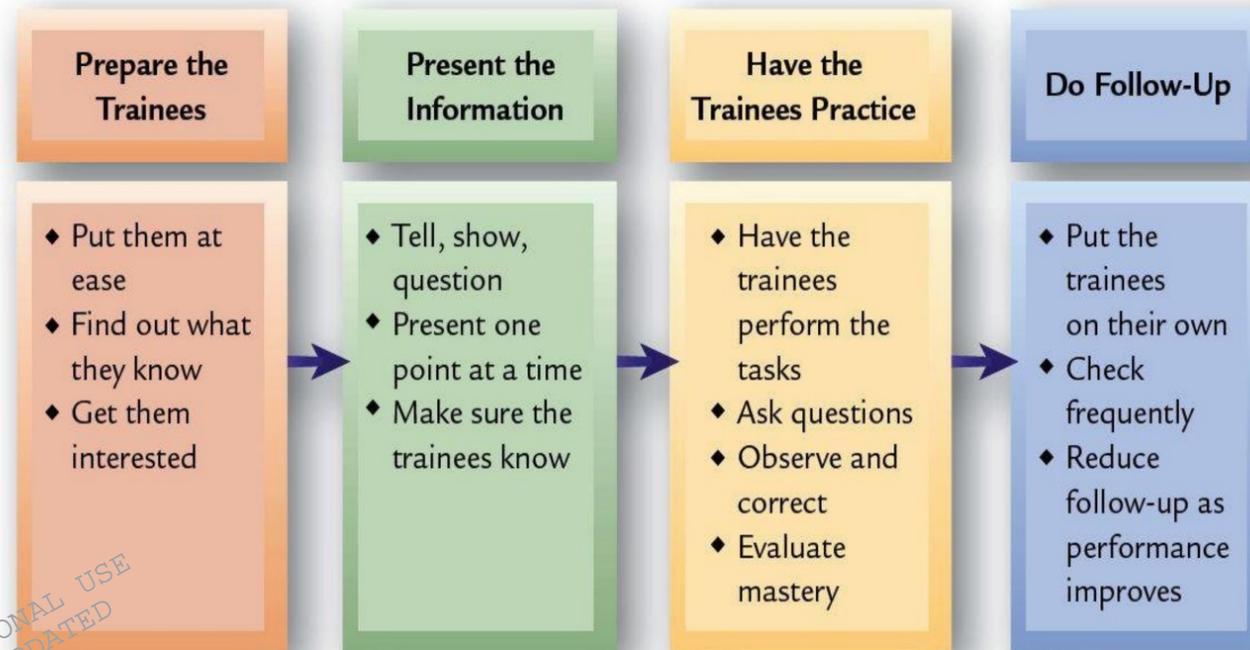- Training that occurs through interactions and feedback among employees.

○ **On-the-Job Training (OJT)**

- *Shadowing*

- *Problems with OJT*

  ○ Poorly-qualified or indifferent trainers

  ○ Disruption of regular work

  ○ Bad or incorrect habits passed on

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Stages for On-the-Job Training (OJT)

Prepare the Trainees	Present the Information	Have the Trainees Practice	Do Follow-Up
• Put them at ease • Find out what they know • Get them interested	• Tell, show, question • Present one point at a time • Make sure the trainees know	• Have the trainees perform the tasks • Ask questions • Observe and correct • Evaluate mastery	• Put the trainees on their own • Check frequently • Reduce follow-up as performance improves

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Internal Training

○ **Cross-Training**

- Training people to do more than one job.

- Increases flexibility and development

○ **Challenges of Cross-Training**

- Threatens unions with loss of job jurisdiction and broadening of jobs

- Requires different scheduling during training
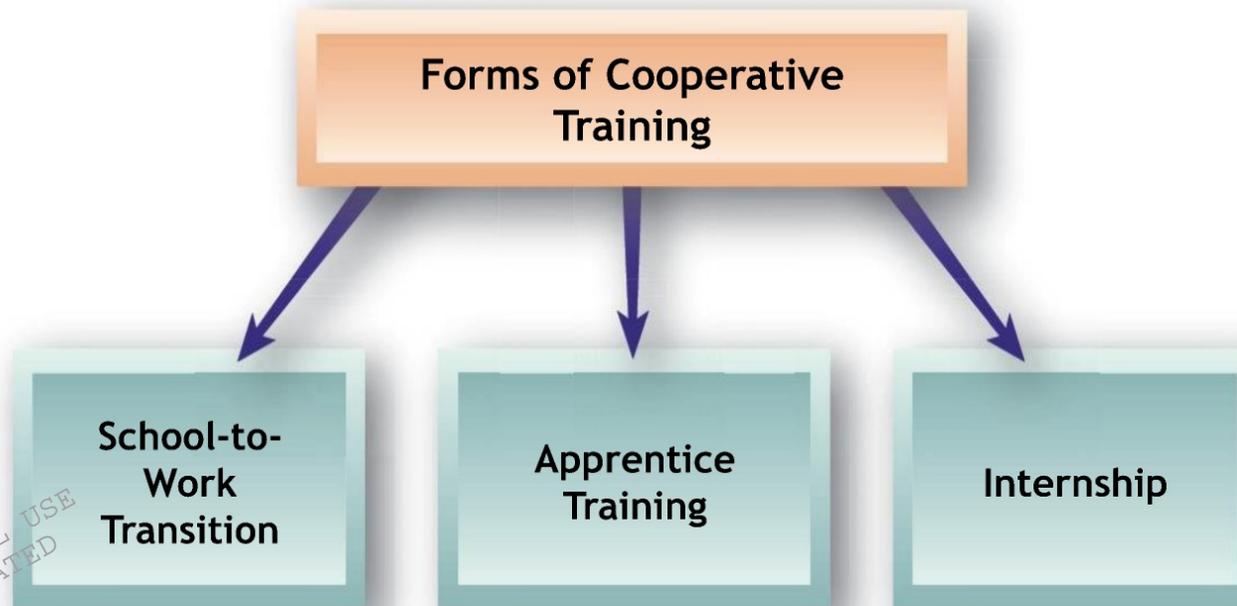
- Causes loss of productivity as people learn

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Why External Training?

- ○ **Cost effective to outsource**
- ○ **Insufficient time to develop training**
- ○ **Lack of expertise**
  internally

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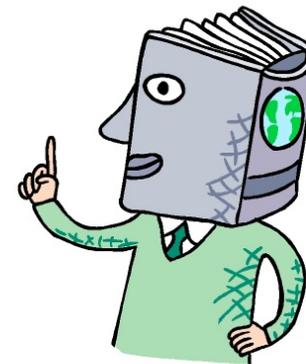
Combination Training Approaches

Forms of Cooperative Training

- School-to-Work Transition
- Apprentice Training
- Internship

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Most Common Apprenticeship Occupations

- Electrician (construction)
- Carpenter
- Plumber
- Pipe fitter
- Sheet metal worker
- Structural-steel worker

- Elevator constructor
- Roofer
- Sprinkler fitter
- Bricklayer
- Construction craft laborer
- Painter

Orientation: Bringing New Employees On Board

Establishes favorable employee impression of the organization

Provides organization and job information.

Bring more work-related experiences into the process

Accelerates socialization and integration of new employees

Ensures employee performance and productivity begins quickly

Achievements of Effective Orientation

Effective New Employee Orientation

```
                    ┌──────────────┐
                    │ Prepare for  │
                    │     new      │
                    │  employees   │
                    └──────────────┘
  ┌──────────────┐                      ┌──────────────┐
  │ Evaluate and │                      │     Use      │
  │  follow up   │                      │   mentors    │
  └──────────────┘                      └──────────────┘
                    ┌──────────────┐
                    │Making Employee│
  ┌──────────────┐  │ Orientation  │   ┌──────────────────┐
  │    Avoid     │  │More Effective │   │Use an orientation│
  │ information  │  └──────────────┘   │    checklist     │
  │   overload   │                     └──────────────────┘
  └──────────────┘
       ┌──────────────┐      ┌──────────────┐
       │Cover Handbook│      │  Document    │
       └──────────────┘      └──────────────┘
```

Prepare for new employees

Evaluate and follow up

Use mentors

Making Employee Orientation More Effective

Avoid information overload

Use an orientation checklist

Cover Handbook

Document

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E-Learning: On-Line Training

○ **Internet or organizational intranet to conduct training on-line.**

```
                    ┌─────────────────────┐
                    │  E-Learning Methods │
                    └─────────────────────┘
              ↓               ↓                ↓
   ┌──────────────┐  ┌──────────────┐  ┌──────────────┐
   │Distance      │  │ Simulations  │  │   Blended    │
   │Training/     │  │ and Training │  │   Learning   │
   │Learning      │  │              │  │              │
   └──────────────┘  └──────────────┘  └──────────────┘
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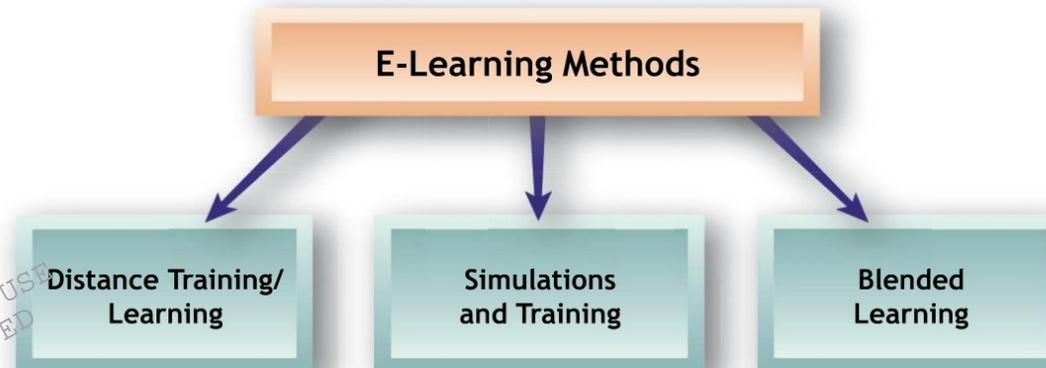
Advantages and Disadvantages of E-Learning

Advantages	Disadvantages
• Is self-paced; trainees can proceed on their own time • Is interactive, tapping multiple trainee senses • Enables scoring of exercises/assessments and the appropriate feedback • Incorporates built-in guidance and help for trainees to use when needed • Allows trainers to update content relatively easily • Can be used to enhance instructor-led training • Is good for presenting simple facts and concepts	• May cause trainee anxiety • Some trainees may not be interested in it • Requires easy and uninterrupted access to computers • Is not appropriate for some training (leadership, cultural change, etc.) • Requires significant up-front investment • Requires significant support from top management to be successful

Why E-Learning?

- Top management support and available funding

- Embracing decentralized and individualized training.

- Current training methods not meeting training needs.

- Trainees are computer literate and have access to the Internet.

- Travel time and costs for geographically-dispersed trainees

- Trainees are self-motivated and can direct their own learning.

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Balancing Costs and Benefits of Training

Typical Costs
- Trainer's salary and time
- Trainees' salaries and time
- Materials for training
- Expenses for trainer and trainees
- Cost of facilities and equipment
- Lost productivity (opportunity cost)

Typical Benefits
- Increase in production
- Reduction in errors and accidents
- Reduction in turnover
- Less supervision necessary
- Ability to use new capabilities
- Attitude changes

VISON
WESTERN

97
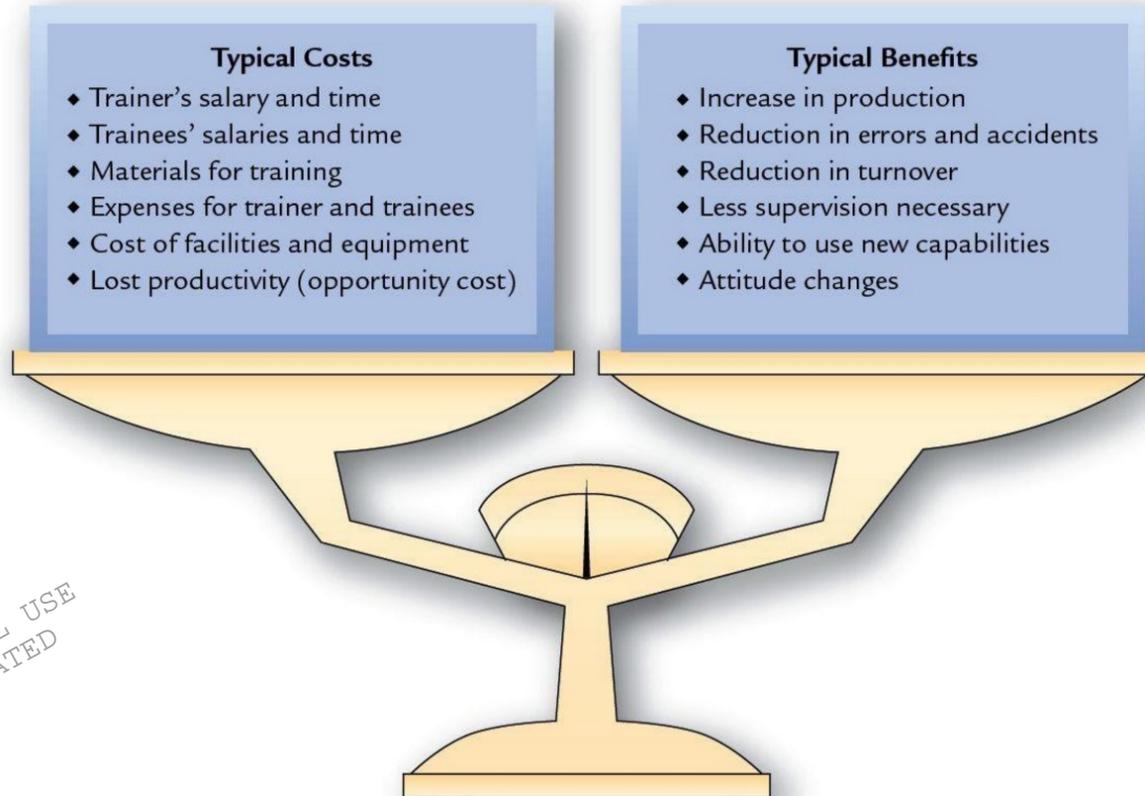
Internal Validity: Did training cause the change?

TOOLS OF TRAINING

ROLE OF THE TRAINER

TRAINING
&
TRAINER

TRAINING DEPARTMENTS REQUIREMENTS

FOCUS ON TRAINING TASKS

BUILDING BLOCKS FOR TRAINING

Training
methodology
presentation

Training Methodology

- Training Concepts
- Defining the Training Purpose
- Planning the Training
- Visual Aid Decisions
- Presentation Skills
- Evaluating Training's Effectiveness

Our Objectives

◆**The participant should be able to:**
- **Define the importance of training**
- **List several training techniques**
- **Understand the principles of learning**
- **Design a training program and deliver the key points**
- **Select visual aid designs that will work in their work situation**

Effective On-The-Job Trainers Must:

1. Make training a priority
2. Develop organizational skills
3. Receive top management commitment
4. Convey the importance of training
5. Show how training will help

Training Is Not Just Something I Might Do Today - It Is...

- 85% of your work will be done before you see the trainees

- 15% involves the actual training

What Training Isn't:

- Only new employees benefit from training
- Training should be done when time permits
- Training techniques for problem resolution is different than teaching a new employee skills

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Two Principles to Always Remember

- Never treat adults like children

- Always protect the adult's self image

When Training Will Work

Employee Attitude Good —————— Poor

1	**2**
3	**4**

Low ————————————————High

Job Knowledge

What Characteristics Do Good Trainers Have?

What Characteristics Do Good Trainers Have?

- Organized

What Characteristics Do Good Trainers Have?

- Organized
- Enthusiastic

What Characteristics Do Good Trainers Have?

- Organized
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- Interested in training

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What Characteristics Do Good Trainers Have?

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- Respect of colleagues

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What Characteristics Do Good Trainers Have?

- Organized
- Enthusiastic
- Interested in training
- Flexible
- Respect of colleagues

- Time to prepare
- Good communicator
- Active listener

Define How the Job Should Be Done

- Address all tasks

- Teach the correct procedures

- Determine the required quality levels

Define the Training Requirement

1. Clarify goals

2. Define how the training should be done

3. Conduct a job analysis:

   - Develop a list of topics
   - Define how each topic should be done
   - Determine required quality level
   - List skills needed to meet the objectives
   - Develop a thorough job analysis
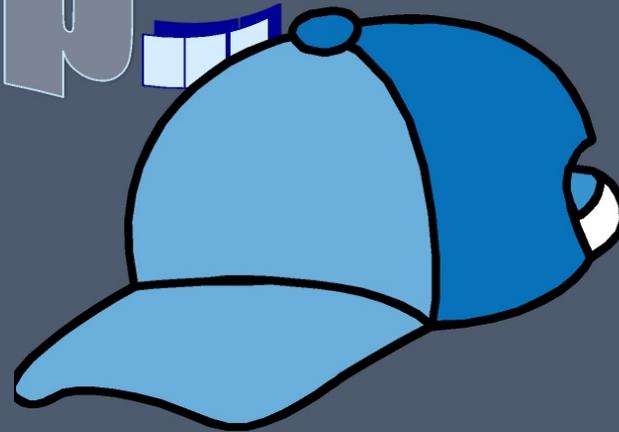
How Do We Plan the Training Session?

- Use questioning techniques
- Establish goals and objectives
- Understand that adults have egos
- Design a lesson plan
- Balance the many parts of learning
- Develop a learning environment

What Are Objectives?

- State the purpose of the training
- Show what the trainer wants to accomplish

"Competency-based objectives indicate to the trainee what they are expected to know or do after the training is complete"

Develop Objectives or Goals

- Main ideas
- List secondary ideas
- Obtainable
- Measurable
- Determine if reached
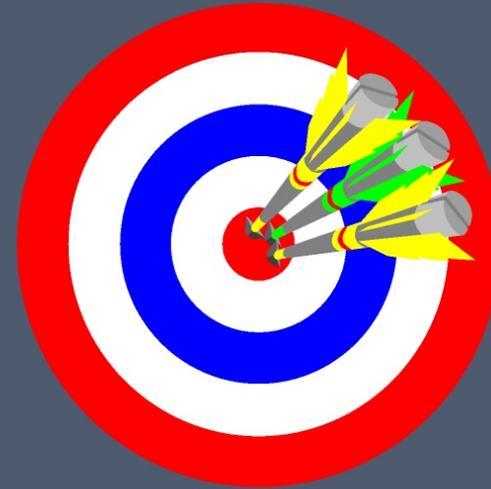
Why is it important to understand learning styles

We are all different?

Desired behavior

Involvement

Feedback

Feeling of accomplishment

Recognition support ~

Let's Not DISCOURAGE..…

Let's ENCOURAGE

- Directly involve experienced employees
- Talk one-on-one with negative trainees
- Incorporate multiple, varied, and specific opportunities for resistant trainees to apply the material to their jobs
- Re-state the objectives

The Building Blocks of On The Job Training

Success

Demonstration

Follow-up

Preparation

Practice

Presentation

Follow-up

Demonstration

Presentation

Preparation

Practice

OJT

Small Group

Large Group

Success
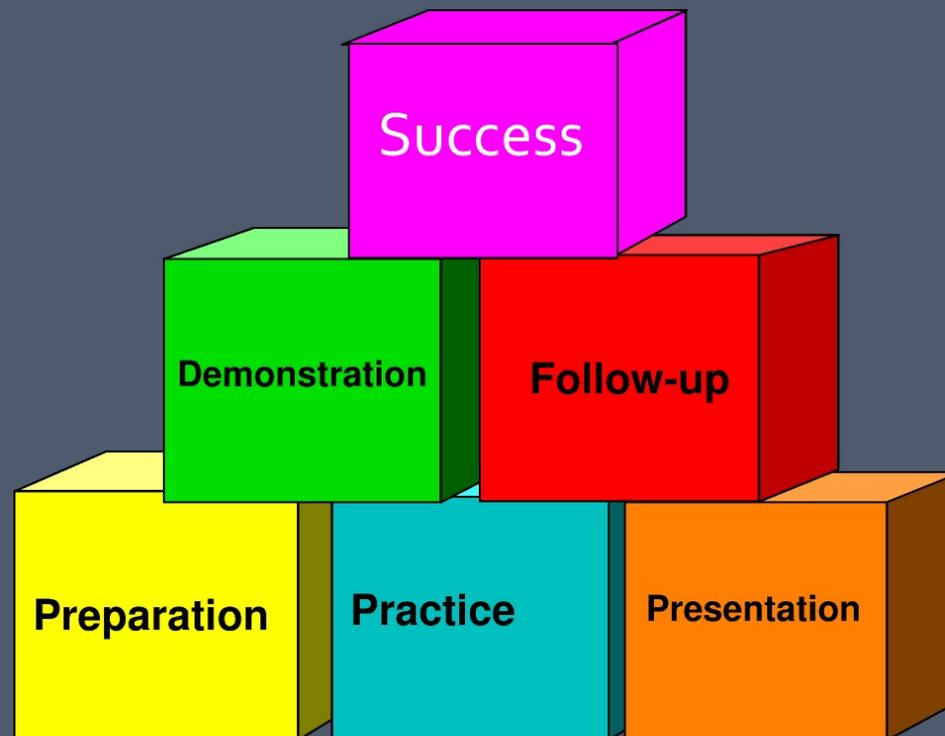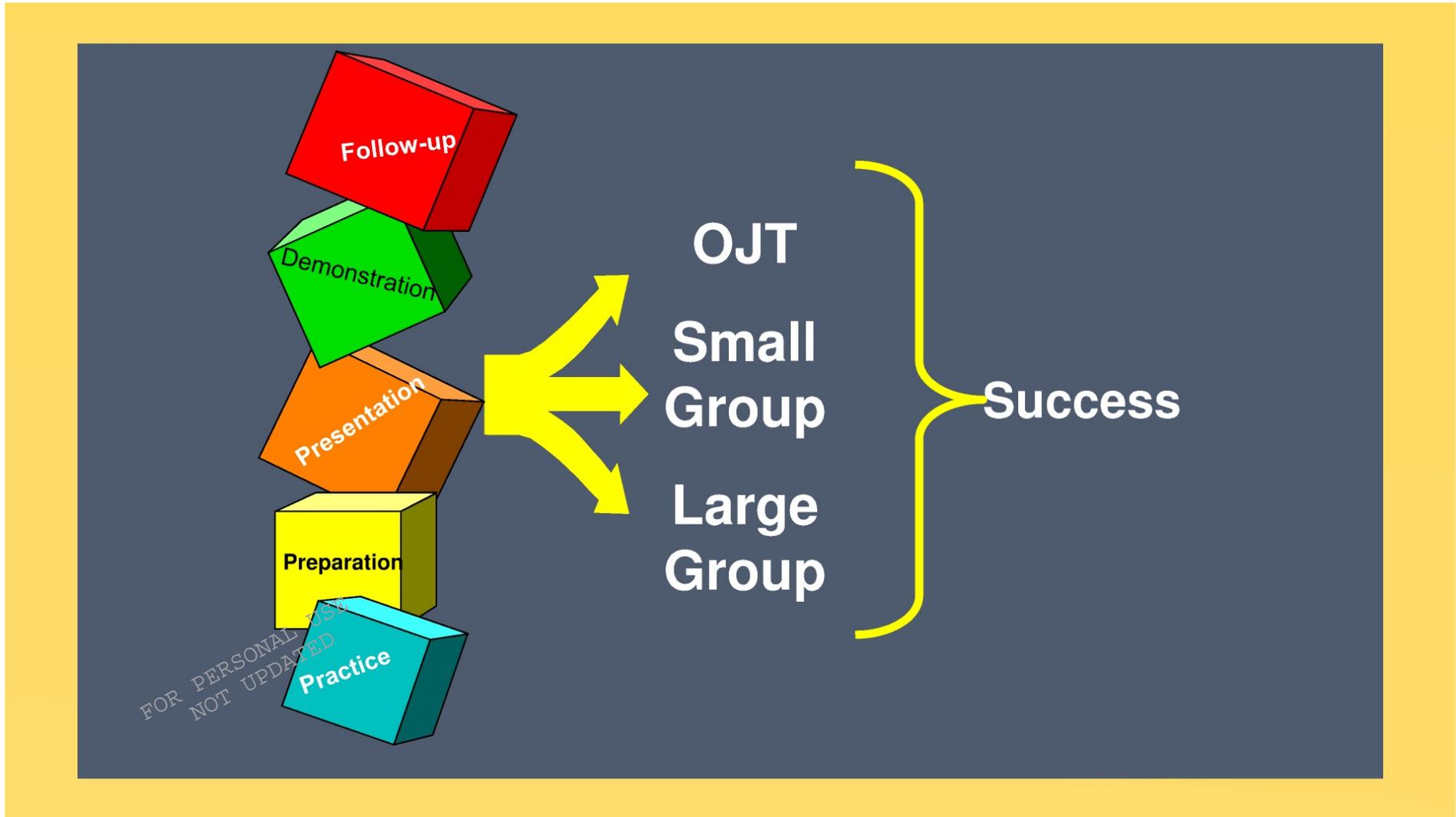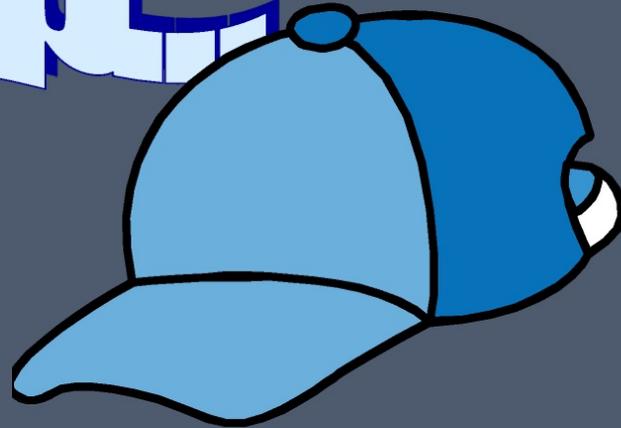
Summary

T ask defined

R eview information

A ssess training methodology

I mplement training techniques

N ow evaluate

What's next?

TRAINING DEPARTMENTS REQUIREMENTS

FOCUS ON TRAINING TASKS

ASSESSMENT

ASSESSMENT ACTIVITY
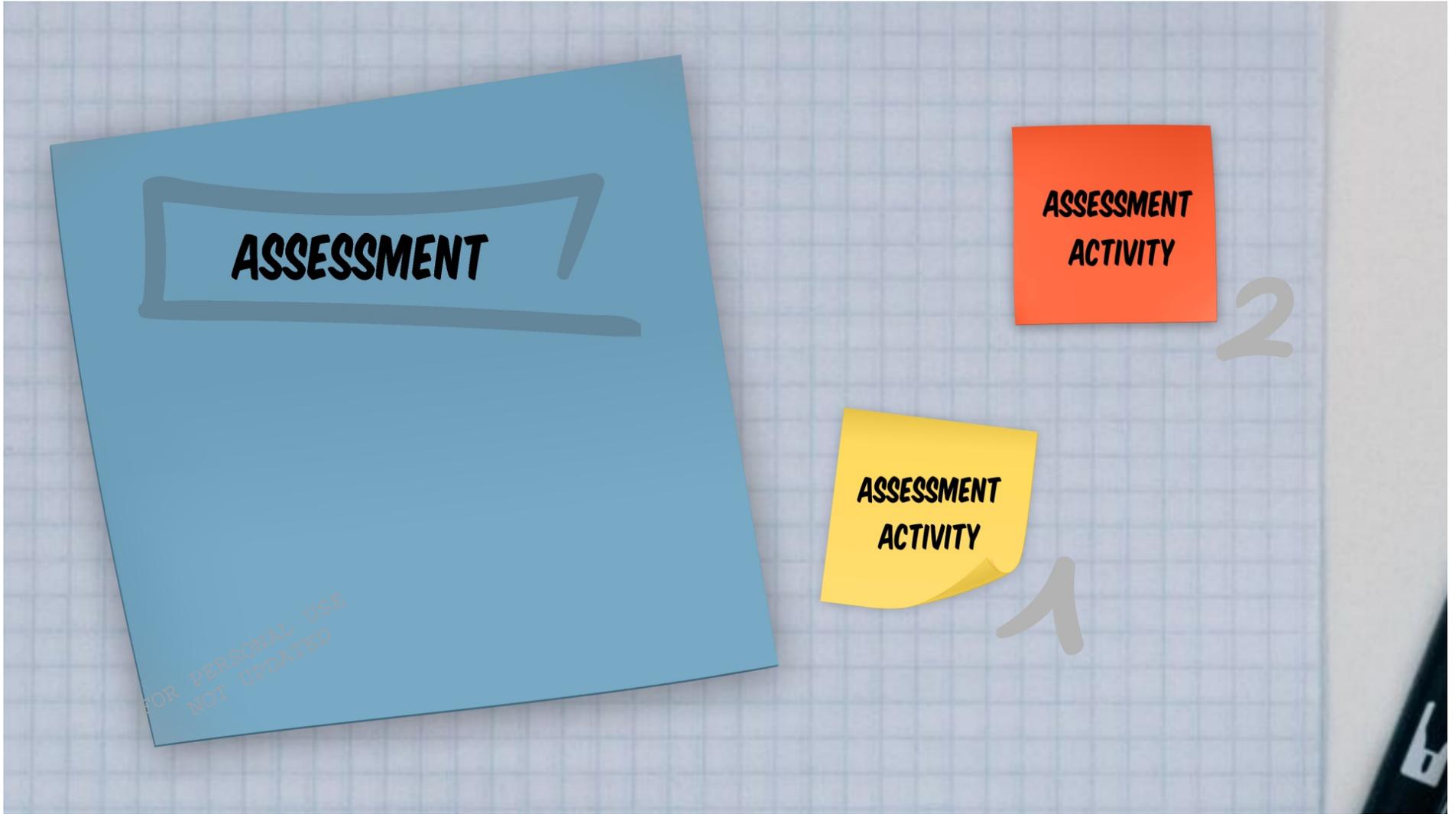
2

ASSESSMENT ACTIVITY

1

ASSESSMENT ACTIVITY 1

1   **2**   **3**

ASSESSMENT ACTIVITY 2

① ② ③

TRAIN THE "TRAINER"

DAY 3 & 4
30 SEPT. & 1 OCT

PLAN TRAINING

BUILDING BLOCKS
OF TRAINING

QUESTIONS & ANSWERS

LESSON PREP
TECHNIQUES

FOCUS ON TASKS

NOTES

Capt "Gabe"

NOTES