

## Training the Trainer Workshop

Planning and Running Training Sessions – some practical advice ...

A warm welcome! Here's how to get the most out of this workshop:



- Relax and enjoy
- Participate
- Ask questions

### Aim of the session

To provide some practical advice on how to plan, deliver and evaluate effective training sessions.

### Objectives

By the end of the session you will be able to :

- Identify what we mean by “effective training”
- Appreciate the need for appropriate learning objectives
- Recognise the unique learning needs of individuals
- Highlight the benefits of interactivity for engaging learners
- Develop strategies for robust evaluation of learning

In addition you will receive lots of hints, tips and creative ideas for motivating and inspiring learners which will help to make the learning stick.

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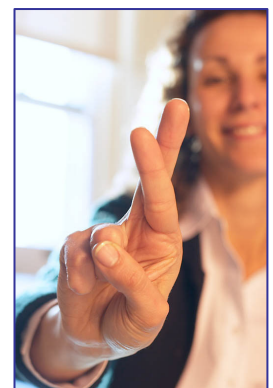
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## Something to think about in advance of the Workshop ...

Do you have any interesting training experiences to share with others - either as a delegate or as a trainer?

What was your best experience, your worst experience, the most embarrassing experience or the most amusing experience?



## The main message of the session ...

### Strategies for success

- Analyse organisational need
- Motivate learners before the start of the training
- Get the training delivery off to a rock solid start
- Engage learners through interactivity and involvement
- Honour preferred learning styles and unique needs of individuals
- Help to make the learning stick through practice, reflection and review
- Round off the training to inspire action and commitment
- Evaluate long-term effectiveness, not just immediate reaction

Kathy Morrison  
Anne Hickey

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## What do we mean by 'effective training'?

Effective training is the process of bringing people to a desired standard of efficiency or behaviour. This is achieved through a combination of instruction and practice. The end results should be action and change. Effective training requires that the content must be relevant, logical, clearly explained and understood. Delivery style should be dynamic, inclusive, engaging and motivating. Learners should be given a chance to practise new skills and explore new ideas. Learners must be given the time and opportunity to learn in their own preferred learning style. Questions must be asked and answered. Individuals must be encouraged to relate new knowledge and skills to their own situations.

## What is the trainer's role?

- To understand organisational need
- To have a clear aim for the training
- To define learning objectives to meet that aim
- To design an appropriate delivery structure
- To develop essential resources, materials, visual aids, activities etc
- To plan and pilot (if possible) the practical exercises
- To determine how and when the achievement of objectives will be assessed
- To rehearse the delivery for flow, timing and pacing
- To get the training session off to a rock-solid start
- To build rapport and empathy with participants
- To ensure delivery takes into account trainees' preferred learning styles
- To motivate, challenge, inspire and support learners
- To facilitate learner enlightenment
- To introduce strategies for making the learning stick
- To bring the learning to an effective close.

## What makes a training session successful?

It will depend upon who you ask – the delegates, their line managers, the trainer, the programme sponsor or the organisation's board of directors! Some, if not all, of the following will normally apply:

- the amount of knowledge acquired by the learners
- the ability they have to think for themselves (in applying the knowledge)
- the measurable performance of individuals
- more success for the organisation

Donald Kirkpatrick's model of evaluation (originally published in 1959 and subsequently updated and re-defined in his book 'Evaluating Training Programs: The Four Levels' – published 1998) is highly regarded as a guide to approaching the process of evaluation. In a very small nutshell, it goes like this ...

- Level 1 – Evaluate Reaction (What did learners think about the training?)
- Level 2 – Evaluate Learning (What did they learn? Tests, exams, questioning etc)
- Level 3 – Evaluate Behaviour (What has changed as a result of their learning?)
- Level 4 – Evaluate Results (What has been the impact of the change?)