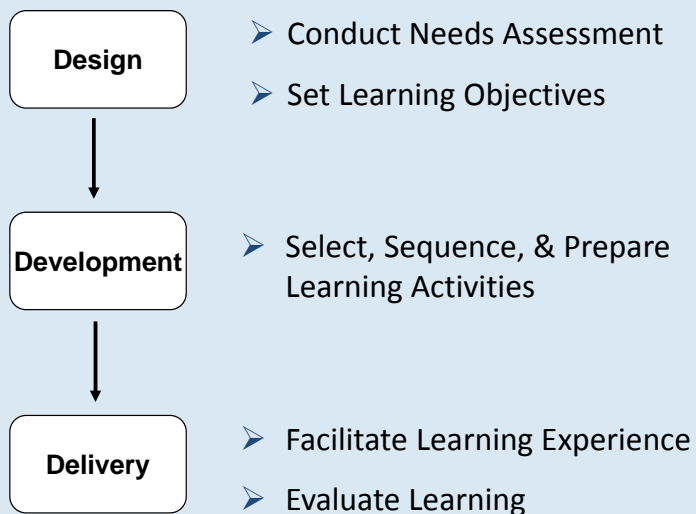UNITED NATIONS
SIAP
Statistical Institute for
Asia and the Pacific

Train-the-Trainer Workshop

Robert Anderson, EdD
March 21-24, 2017

Learning Development Process

Design
➢ Conduct Needs Assessment
➢ Set Learning Objectives

Development
➢ Select, Sequence, & Prepare Learning Activities

Delivery
➢ Facilitate Learning Experience
➢ Evaluate Learning

Workshop Objectives

➢ Explain the elements and stages involved in managing a learning process.

➢ Conduct a needs analysis and target learning interventions effectively.

➢ Identify learning objectives and plan an evaluation approach aligned to organizational needs and capacities.

➢ Describe several learning styles and identify preferred methods of learning for each.

➢ Develop and deliver interactive training content and facilitate active-learning sessions.

Results of Pre-session Survey

Respondents: 13

1. Years of experience as trainer:
No experience: 2
1-2 years: 1
3-4 years 1
5-10 years: 5
10-20 years: 3
25+ years: 1

2. Conduct needs assessment before training?
Yes: 11
No: 2

Examples:
• Pre-training survey (3)
• Bio-data of participants; feedback from previous participants
• Ask participants about expectations
• Suggestions from statistical conferences
• Training needs as identified by government agency
• Ask national statistics office

Results of Pre-session Survey

3. Objectives & Expectations:
- Motivation of participants (5)
- Understand needs & conduct gap analysis; pre-post surveys (5)
- Presentation design & presentation skills (4)
- Design learning activities such as case studies, optimal mix of theory and practice (3)
- Training tools and methods (1)
- How to manage discussions (1)
- Increase self confidence (1)
- Learn best practices (1)

Workshop Agenda

Day 1

AM Introductions
Opening a Training Session
Conducting a Needs
  Assessment

PM Writing Goals & Objectives
Evaluation Strategies

Day 2

AM Kolb Learning Styles
Developing & Sequencing
  Learning Activities

PM Presentation Skills
Effective Visual Aids

Day 3

AM Presentation Practice
Group Critique & Feedback

PM Interaction Skills:
  • Listening to Understand
  • Discussion Skills

Day 4

AM Group Process Skills
  • Managing Resistance
  • Cultural Factors

PM Facilitation Skills
Facilitation Practice & Feedback
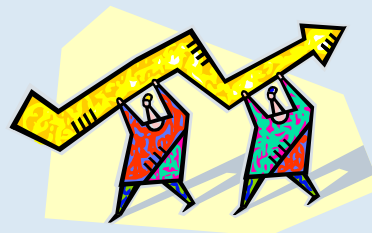Closing a Training Session

Introductions

- Name
- Country/Professional Role
- Experience as a trainer
- Interesting fact about yourself

Your Expectations

- What are your objectives for this workshop?
- What do you hope to gain?

In table groups …
(5 minutes)

Guidelines

- Participate in workshop activities
- Listen for understanding
- Give feedback
- Take some risks
- Confidentiality
- Respect time frames
- Full attention to course activities: Wireless technology (Smart phones, computers, etc.) off or on "vibrate."
- Have fun!!!

Open a Training Session

Using this workshop as an example, what does a trainer need to do in the Opening of a session to:

1. Establish a positive learning climate?
2. Bring focus to the training session?
3. Things to avoid?

Open a Training Session

A clear Opening answers the learners' questions:

Is this workshop worth my time? What exactly will we cover? Where does this material come from? Is the instructor credible? How will we working together?

1. Purpose
2. Goals
3. Method
4. Background
5. Introductions
6. Benefits

Organizational Needs

"Determining your organizational needs will help you to determine what training you need to do. More important, it will help you determine what training you don't need to do, either because the organizational need cannot be addressed by training or because the organization cannot support the training that is needed."

— George M. Piskurich, Rapid Instructional Design

A Request for Training

1. Read the case study on page 9 and make a list of the needs and factors that will be important to consider. How can you make sure that this training targets the needs of all stakeholders?

   (5 min.)

2. Discuss your list with the colleagues at your table.

   (5 min.)

Role of Training

EDUCATION   **VS.**   TRAINING

Role of Training

Do not use training as a first step for:

➤ Poor supervision

➤ Lack of reward for good performance

➤ Inefficient work flow

➤ Unclear objectives

➤ Unrealistic expectations

➤ Lack of consequences for poor performance

➤ Inefficient workplace design

➤ Poor recruitment

Role of Training

Use training to improve individual or organizational performance by developing learners' knowledge, skills, and attitudes to achieve performance standards.

Knowledge	Information that learners must know to perform effectively: facts, concepts, rules, procedures, policies, etc.
Skills	Abilities learners must have to perform effectively: cognitive (analytical), communication skills, psychomotor (manual dexterity), etc.
Attitudes	Values, feelings, beliefs, perceptions, styles, etc. learners should have to perform effectively

➤ What examples can you give where training is the right intervention?

Needs Analysis Steps

➢ Assess current performance level

➢ Assess expected performance level

➢ Identify performance gap

➢ Set goals and objectives

➢ Plan evaluation strategy

Conducting the Needs Analysis

Current Performance
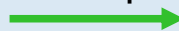
What's the situation now?

Learners' current knowledge, skills, attitudes

Personal factors that affect performance

Organization al factors that affect performance

Factors that affect learners' access to learning

The Gap

Learning Experience
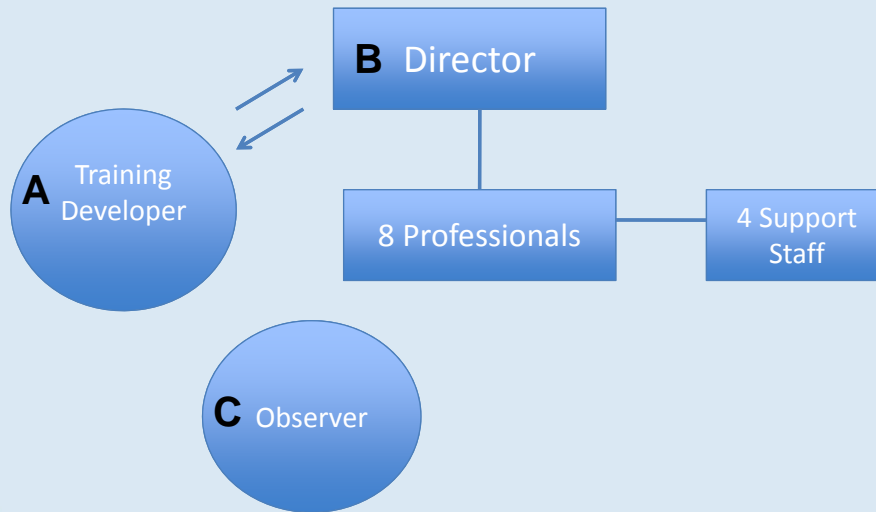
Goals & Objectives

Expected Performance

What performance is desired?

Performance standards

Factors influencing maintenance of the behaviour

National Statistics Office (NSO)
Case Practice

B Director

A Training Developer

8 Professionals

4 Support Staff
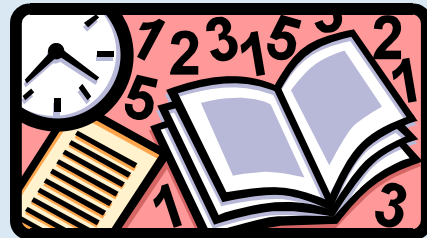
C Observer

Needs Analysis Exercise

Roles
A. Training Developer
B. Training Sponsor
C. Observer

Timing
Prepare: 5 min.
Conduct Interview: 15 min.
Give feedback and discuss: 5 min.

Assessment Methods

- Open-ended Questionnaires

- Close-ended Questionnaires

- Individual or Group Interviews

- Observation

- Analysis of Documents

Assessment Methods

After your meeting with the Director of Agriculture statistics, decide what additional information you will need — and which tool you will use on page 20. (10 min.)

- Open-ended Questionnaires

- Close-ended Questionnaires

- Individual or Group Interviews

- Observation

- Analysis of Documents
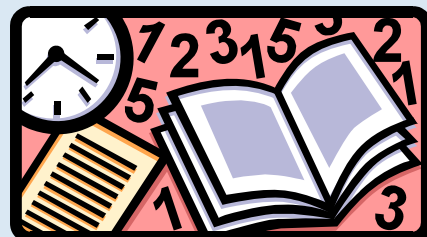
Application Exercise

1. Make some notes on the needs assessment that you will conduct for your own training proposal. Use page 21 in this course workbook or use the templates in the ToT Manual on pp. 6-7.

   (10 min)

2. Discuss your work with a colleague at your table.

   (10 min)

Goals & Objectives

Goal   A broad statement of the learning outcome that you want the learners to achieve.

Example: "Learners will be able conduct a needs assessment."

Objective   A specific learning outcome to be accomplished. Each learning goal will usually have several objectives that when met will indicate accomplishment of the goal.

Example: "Learners will be able to:

- Differentiate between training needs and other needs
- Use assessment tools to identify the need
- Identify the gap between current and expected levels of performance"

Goals & Objectives

1. Read the objectives on page 24, and make a √ next to the ones that are stated in behavioural terms.

   For those not written that way, rewrite them so that they, too, are written in behavioural terms. (5 min.)

2. Compare your work with your colleagues at your table. Reach an agreement on how these goals can be written in behavioral terms. (5 min)

Writing Objectives

Together with your colleagues in your table group, write 2-3 learning objectives for the staff members in the agriculture statistics department.

Make sure that they describe the learning outcomes in behavioural terms: **By the end of the workshop, participants will be able to ...**

(10 min.)
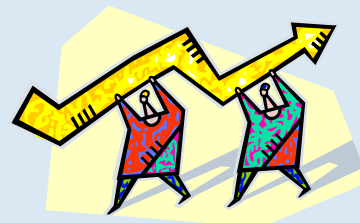
Design
Application Exercise

Write a goal and behavioural objectives for a training programme or module of your own design. Use page 26 of the course workbook or use the template on page 8 of the ToT Manual.

Goal

Objective(s)

Evaluation Strategy
D. Kirkpatrick

Type	Central Question	Method
Reaction	Did they like it?	Questionnaires completed by learners at the end of a workshop
Learning	Did they learn it?	In-class tests, pre- and post-training tests
Behaviour	Are the learners using the skills on the job?	Surveys of learners and their managers, observation
Results	Was it worth it?	Cost analyses, impact on organisation

➢ Answer the questions on page 28 of your workshop manual.

Training Proposal

Purpose. Explain the broad issues the programme addresses. What are the benefits to the organization and to the individuals who will be trained? What will be the impact of the training?

Description of participants. What have you learned from your needs analysis? What is the current level of performance? What is the expected level of performance? What are the organizational factors that affect performance? What systems and rewards will need to be in place in order to sustain the performance?

Programme goals & objectives. Explain how your programme solves the problem(s) you've identified in the needs analysis. List all the objectives so that you can get your sponsor's (and manager's) approval on each one. Explain how you will evaluate the programme.

Programme requirements. Explain the length and format of the programme you expect to produce. Outline the development time, instructor requirements, the budget, conference room and audiovisual requirements, and a time table for delivering the training.

Working with Training Providers

➢ Purpose of Project

➢ Scope of Needs Analysis

➢ Project Time Table

➢ Training Proposal

➢ Development

➢ Other Issues to Consider:

Assignment for Tuesday

Complete the Kolb Learning Style Inventory before class.

Do the following:

1. Get in mind a "peak" learning experience.

1. Complete the 12 questions of the inventory.

1. Score the inventory by counting & recording your responses on page 2 of the answer sheet.

2. Graph your scores on pages 3 & 8 of the inventory.

Characteristics of Adult Learners
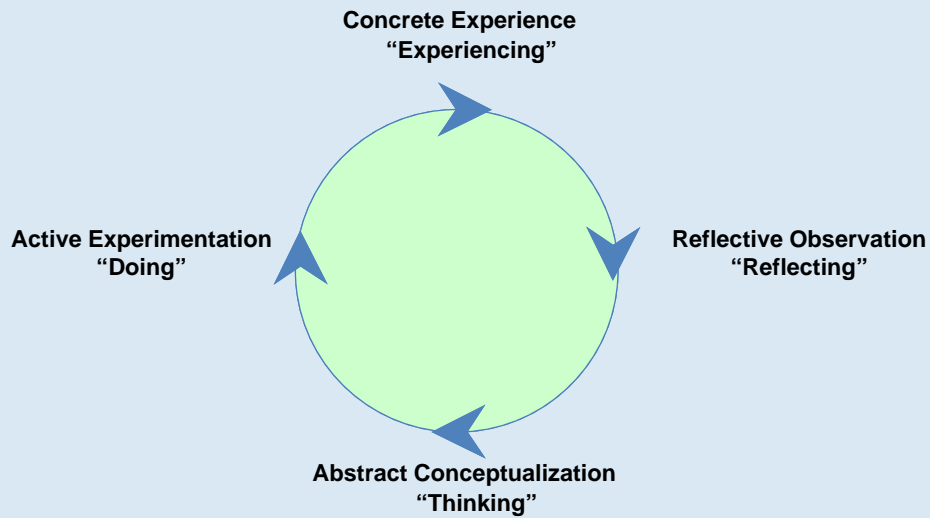
- Adults have a reservoir of personal and work-related experience.

- Adults' attention needs to be gained and sustained.

- Adults are task oriented.

- Adults tend to be cautious, anxious, and easily discouraged in new situations.

- Adults need to be self directing and autonomous.

- Adults expect high-quality learning experiences.
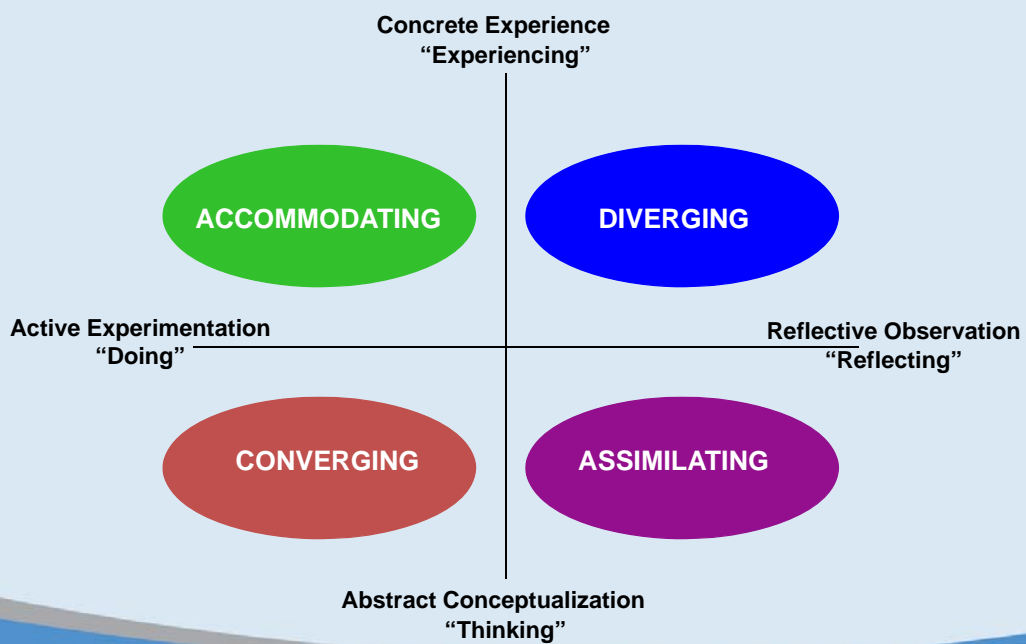

(Page 32)

Kolb Adult Learning Model

Concrete Experience
"Experiencing"

Reflective Observation
"Reflecting"

Active Experimentation
"Doing"

Abstract Conceptualization
"Thinking"

www.haygroup.com/leadershipandtalentondemand/video/details.aspx?id=303

Kolb Learning Style Inventory

Concrete Experience
"Experiencing"

ACCOMMODATING

DIVERGING

Active Experimentation
"Doing"

Reflective Observation
"Reflecting"

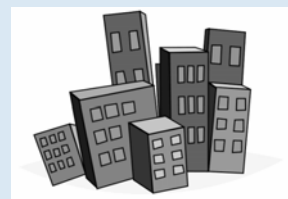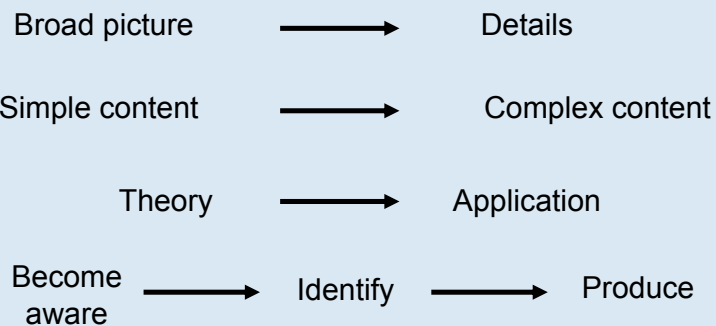CONVERGING

ASSIMILATING

Abstract Conceptualization
"Thinking"

Kolb Learning Style Inventory

In your small groups …

- Give examples of "peak" learning experiences.
- What made them particularly effective for you?
- Be prepared to explain your thoughts to the other groups.
(10 minutes)

Development
Sequencing Learning Activities

Broad picture ⟶ Details

Simple content ⟶ Complex content

Theory ⟶ Application

Become aware ⟶ Identify ⟶ Produce

Development

Learning Activity	Purpose
Application Exercise	Identify steps or actions to use in learners' own environment.
Case Study	Identify concepts and skills in a specific environment; apply knowledge
Demonstration	Observe skills in action, usually by instructor or experienced performer
Discussion	Draw on learner's experience; encourage application; identify challenges and obstacles
Fish Bowl	Observe skills in action; provide feedback
Games & Simulations	Discover learners' habitual tendencies; establish a a need to change; experience and analyze underlying issues; practice skills
Lecturette	Introduce new area of content; convey conceptual, historical or theoretical information
Pen & Paper Exercise	Identify concepts and knowledge; practice and test knowledge
Personal Reflection	Create awareness of concept; encourage learner's emotional involvement
Reading/ Self Study	Introduce new area of content; gain broader background on topic
Role Play	Establish the need to change; practice skills in a work-related context
Visualization	Engage learner's imagination.

Development
Sequencing Learning Activities

1. Sequence the learning activities on page 37 by the placing the letter of the activity in the numbered blank. Make a note about why you chose to place it where you did. (5 min)

2. Discuss your choices with your colleagues. Agree on a consensus list and the reasons for these choices. (10 min)

Development
Sequencing Learning Activities
Application Exercise

Select one of your objectives. Make a list of learning activities to help learners gain mastery of the objective. Use page 38 in the workbook or page 15 in the ToT Manual. Be prepared to explain the rationale for the activities and sequence you have planned. (10 min.)

Objective:

Timing: **Activity:**

Development
Sequencing Learning Activities
Group Exercise

1. In your small group, each person explains the objective and sequence of learning activities. (12 minutes)

2. Choose one example from the four, work on it together. Write it on a large piece of paper, and be prepared to explain it to the large group. (15 minutes)
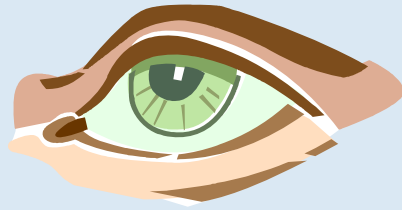
Objective:

Timing: **Activity:**

Presentation Skills

Two channels of Communication:

- What are some of the distractions that affect these channels?
- What can we do as presenters to avoid them?

Organizing Content

Listener Profile	
Opening	**Purpose** **Agenda** **Benefits**
Body	**Development** • Structuring Techniques • Rhetorical Strategies
Close	**Recap of Agenda** **Take Away Message**

Listener Questions

- What are you going to talk about?
- Why important?
- How?
- What's in it for me?

Opening Practice

- Give brief overview of Listener Profile
- Deliver Opening (Purpose, Agenda, Benefits)
- Get feedback on Opening from colleagues
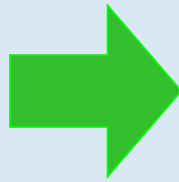
5 minutes X 3 = 15 minutes

Effective Visual Aids

Agenda

- Preparation Steps
- Structuring Techniques
- Rhetorical Strategies
- Delivery Tips

Benefits

How to Prepare for a Presentation

- Think about your audience's needs, concerns and priorities
- Write down in one sentence the main idea that you wish to communicate
- Plan an agenda that explains how you intend to cover the information
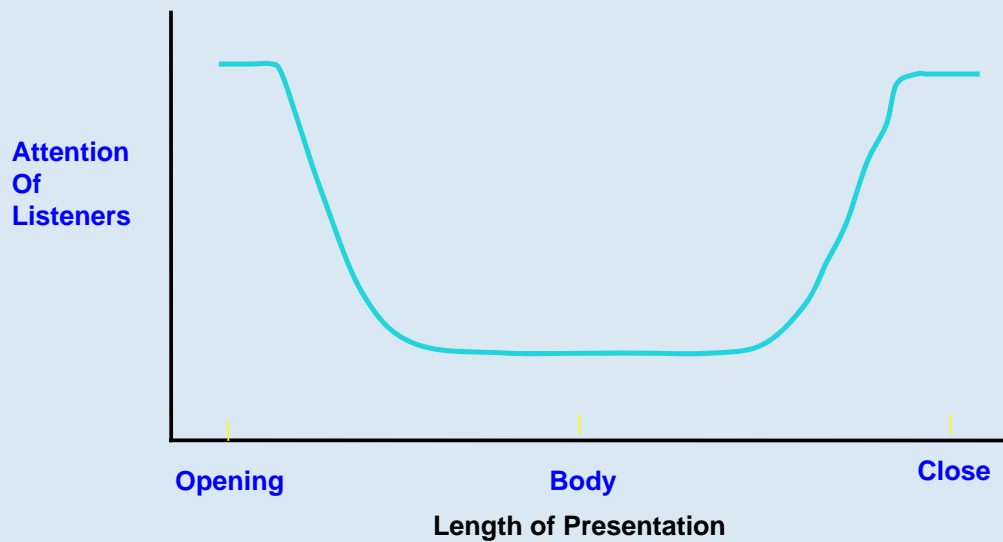- Create visuals aids that bring the information to life

Preparation Steps

- Analyze your audience
- Determine purpose
- Create agenda
- Add visual aids

Preparation Steps

- Analyze your audience
- Determine purpose
- Create agenda
- Add visual aids

Bridging the Attention Gap

Attention Of Listeners

Opening   **Body**   **Close**

Length of Presentation

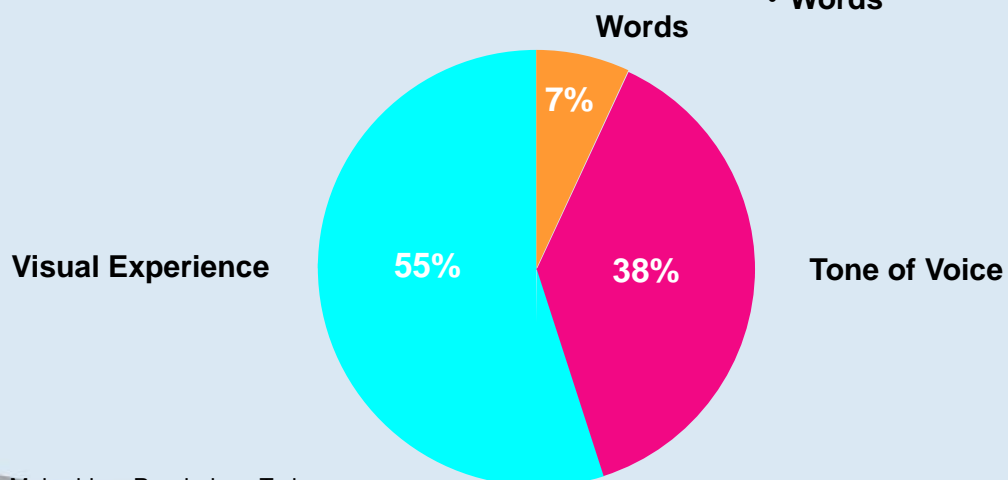*Adapted from David Peoples, <u>Presentation Plus</u>.

Role of Visual Communication

In oral communication, meaning comes from . . .

- **Tone of Voice**
- **Visual Experience**
- **Words**

Words

7%

Visual Experience   **55%**   **38%**   **Tone of Voice**

A. Mehrabian, <u>Psychology Today</u>

Visuals Increase Retention

After 3 hours (green)
After 3 days (blue)

Verbal Only
70%
10%

Visual Only
72%
20%

Verbal & Visual
85%
65%
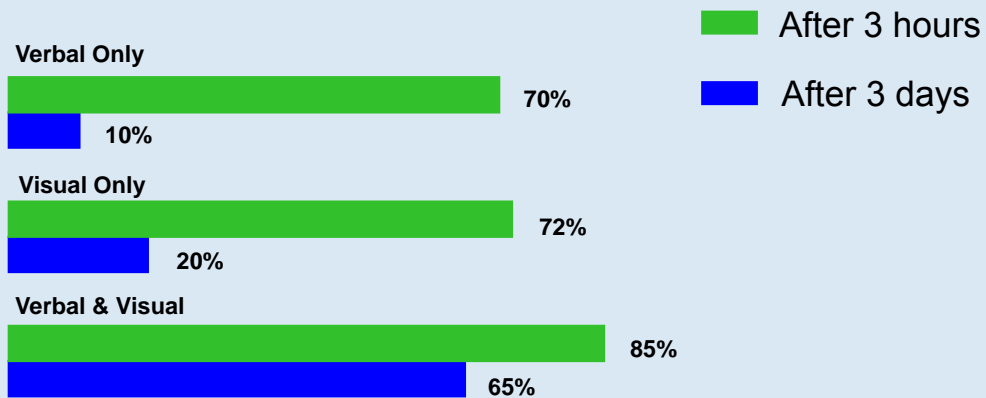
*University of Minnesota Study
Quoted in Cheryl Hamilton, Communicating for Results

Using PowerPoint

+

- High impact
- Easy to create
- Good for standardized messages

-

- Technical difficulties
- Somewhat inflexible
- Transitions can be difficult

Presenting as a Team

Step 1		Step 2		Step 3		Step 4
Plan	→	Prepare	→	Practice	→	Present

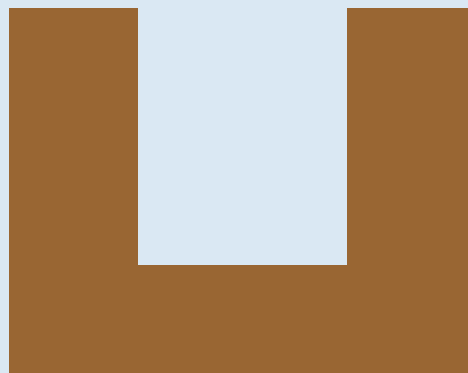# Room Set Up

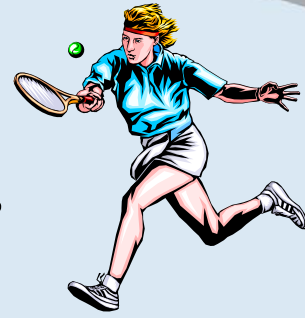Leader   ●   Visual Aid

Rhetorical Strategies

Analogy

- Learning a new delivery skill is little like tennis …

- New procedures are a lot like new shoes …

- A successful training programme is like a … ????

Rhetorical Strategies

Anecdote (story)

- Set the scene

- Set up the tension

- Resolve the tension

- Highlight the truth

Rhetorical Strategies

Example

Competency = skills, knowledge, attitude

Let's take driving as an example. What are the …

- Skills?
- Knowledge?
- Attitudes?

Rhetorical Strategies

Experience

Yours: In my 10 years' experience as a programme officer …

The Idea's: This approach is already successfully in use at the World Bank and UNICEF …

Listeners': You know what it's like when you are getting many requests and no one is setting priorities. In a similar way, the current situation is creating …

Rhetorical Strategies

Experts

- People
- Institutions
- Periodicals
- Research Studies
- Reference Books

Rhetorical Strategies

Facts

Documented numbers, statistics, evidence, and proof from credible sources …

Remember to cite your source.

Delivery Tips

- Rehearse (but don't memorize)
- Glance, turn, talk
- Use transitions
- Interact with the visual aids, but …
- Talk to your listeners

Summary

For an Effective Presentation, Remember …

- Preparation Steps
- Structuring Techniques
- Rhetorical Strategies
- Delivery Tips

Your Presentation

Organisation

Body of Presentation

Organisation

Close

- Summary (Recap of Agenda)
- Take Away Message

Work Session

Steps
1. Develop content for Body of presentation
2. Create slides to support on content (pp. 5-6)
   (15 minutes)

Feedback
- Work in pairs; explain Listener Profile; describe the slides you have drawn
- Get feedback from partner
- Repeat process for second person
  (10 minutes x 2 = 20 minutes)

Assignment for Wednesday

- Come prepared to deliver a 6-minute presentation
- Prepare the presentation on your laptop using effective PowerPoint slides.

Presentation Practice
Steps to Follow

- Give brief background on your audience.
- Deliver your presentation (6 min.)
- Receive feedback from you colleagues.
- View your video and complete the self-rating sheet.
- Return to group and be a listener for the other presenters.

Delivery

Your Expert Knowledge
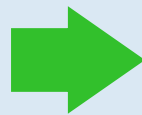
Top Performance

Building Blocks:

Learning Methodology	Presentation Skills	Interaction Skills	Group Process
Adult Learning Theory			
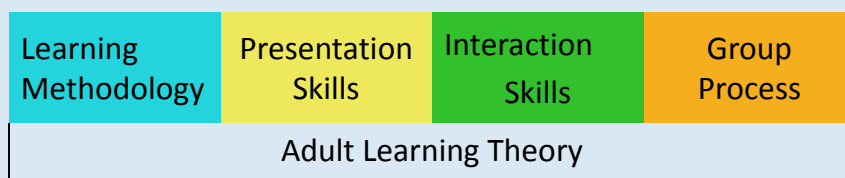
Interaction Skills

- Restatement
- Drawing Out
- Building
- Differing

Communication Process

Communication Channels
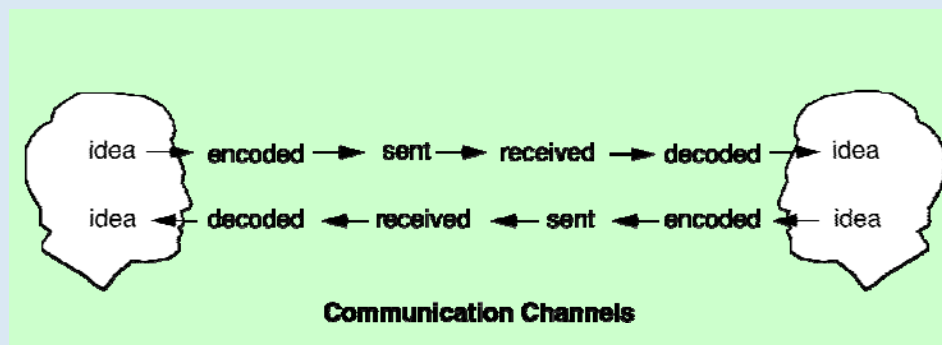
To send a message from one person to another takes six steps and to receive a response, six more — a total of 12!

Average Listening Efficiency

25 %

Ralph Nichols,
Are You Listening?

Active Listening

Restatement

- So what you're saying is …
- If I hear you correctly, your concern is …
  - You think …
  - Your concern is …

Restatement Practice:

Person A: "One thing I learned about presentation skills was …"
Person B: Restates Person's A message in his/her own words to Person A's satisfaction.

Continue around the table until all have practiced restating.

Active Listening

Drawing Out

- What do you mean by _____?
  - Could you give me an example?
- How would you describe the situation?
  - What are the reasons for _____?
    - Tell me more about that …

Restatement

- So what you're saying is …
- If I hear you correctly, your concern is …
  - You think …
  - Your concern is …

Listening to Understand
Exercise

	Person A (Speaker)	Person B (Listener)	
Step 1	Speaker makes "controversial statement"	Listener asks questions & restates to fully understand without judging	3 min.
Step 2		Listener restates what speaker said, explaining what he/she said and why he/she said it	1 min.
Step 3	Speaker gives feedback on: 1. How well listener summarized 2. How effective were listener's questions		2 min.

Interaction Skills

Restatement
- So what you're saying is ...
- If I hear you correctly, your concern is ...
- You think ...
- Your concern is ...

Drawing Out
- What do you mean by _____?
- Could you give me an example?
- How would you describe the situation?
- What are the reasons for _____?
- Tell me more about that ...

Building
- Your idea makes me think of ...
- Just to build on that, we could ...
- Not only that, it will also ...
- Another way we could achieve that goal ...

Interaction Skills

Restatement
- So what you're saying is ...
- If I hear you correctly, your concern is ...
- You think ...
- Your concern is ...

Drawing Out
- What do you mean by _____?
- Could you give me an example?
- How would you describe the situation?
- What are the reasons for _____?
- Tell me more about that ...

Building
- Your idea makes me think of ...
- Just to build on that, we could ...
- Not only that, it will also ...
- Another way we could achieve that goal ...

Differing

For positives
- What I like about your plan ...
- I agree that ... ~~BUT~~

For concerns
- My concern is ...
- I see the following disadvantages ...

Interaction Skills Practice

1. Complete Form A or Form B of the Interaction Skills exercise. (10 minutes)

2. Practice with a colleague:
   - First person reads "Other person says …"
   - Second person reads response.
   - First person identifies response as DO, R, B or DF
   - Both discuss appropriateness of response
   - Continue until all responses have been read.

3. Reverse roles and repeat step 2. (10 minutes)

Interactive Presentations

Example

Speaker   (Asking for a show of hands) How many of you have studied the UN in school? How many of you have visited a UN office? (closed questions)

The UN is a family of organisations. What are some examples of UN organisations? (open-ended question.)

Student   UNESCO

Speaker   That's right. What are some others? (open-ended question)

Student   The Red Cross

Speaker   Well, yes, the Red Cross is an important international organisation; however, it is not part of the UN system (differing). What are some others?

Speaker   (moving on) What do you think are some of the goals of the UN?

Student   Helping the poor countries in the world.

Student   Trying to stop wars.

Speaker   Right. So you see development as a UN priority. (restatement) And, in addition to that, working for peace in the world. (building)

Group Process

"The steps that you and the group take to define, agree on, and move toward achieving learning outputs."

- Clear purpose statement for learning session

- Logical agenda and clear time frames for activities

- Input from learners on issues to be addressed

- Agreement on norms to be followed

- Clear goals and logical plans for conducting learning activities to achieve the greatest impact

- Consultation with learners when a change in course seems necessary

- Trainer's and group's commitment to achieving outputs agreed to

Managing the Process

Intervention	Definition	Example
Get agreement on the purpose, agenda, decision making process, and ground rules	Reviewing and checking for agreement at the beginning of session	"Before we get started, I'd like to review the purpose of the session and the way we will proceed."
Make a procedural suggestion	Suggesting a way for the group to proceed	"I'm not convinced we have the time to deal with that issue right now. What do others in the group think?"
Get agreement on how the group will proceed	Checking for agreement on a process that has been suggested.	"Is everyone in agreement that we should finish analysing the problem before discussing the solution?"
Throw back to group	Returning a question to the person asking or to the group	"So what are the risks? How do you see it? What do others in the group think?"
Maintain/Regain focus	Making sure everyone is focused on one thing at at time	"Wait a minute. These are all important points. Let's take them one at a time."

Managing the Process

Intervention	Definition	Example
Ask /Say what's going on	Naming something that isn't working and getting it out in the open so group can deal with it	"I sense that you are not all in agreement with the way we are making this decision. Let's talk about it."
Enforce procedural agreements	Reminding the group of a previous agreement or ground rule	"We agreed that during brainstorming we will withhold evaluation. Could you hold onto that idea for later?"
Deal with or defer	Deciding with the group if it's appropriate to deal with an idea or defer till later	"I'd like to suggest that we finish looking at all aspects of the problem before discussing the solution."
Use body language	Focusing attention through eye contact and movement	Regain focus by standing up, moving to the center of the room, or increasing energy levels.
Praise	Letting individuals and the group know how pleased you are with their contributions	"That's an important insight." "We've made excellent progress today."
Humour	Making a joke to relieve the tension (but being careful not to do it at someone's expense	"I flunked penmanship in grade school, but I studied remedial flipchart writing in graduate school."

Discussion Techniques
Bulleted List

When   To gain more information about a topic

To identify reasons or examples

To understand the value or benefits of a topic or issue

How   State the reason behind the question you are about to ask.

Ask an open-ended question. Wait.

Restate and post responses on a flipchart or white board.

Summarize responses and relate them back to the reason you asked the question.

Discussion Techniques
Balanced Assessment

|	
When	To decide on which of two actions to take
	To encourage learners to understand several points of view
	To persuade learner of the value of a certain action
How	Ask: "What are the advantages of the idea?
	Ask: "What are the disadvantages?"
	Post response on flipchart labeled (+) and (-)
	Summarize responses and relate them back to the reason you asked the question.

Assignment for Thursday

- Read pages 72-74 in your course workbooks.
- Think of a scenario where you could facilitate a discussion using a "bulleted list" or "balanced assessment" as a trainer.
- Come prepared to conduct a 10-minute facilitation using one of these methods.

Handling Resistance

- What are some forms of resistance that you have experienced in a meeting?
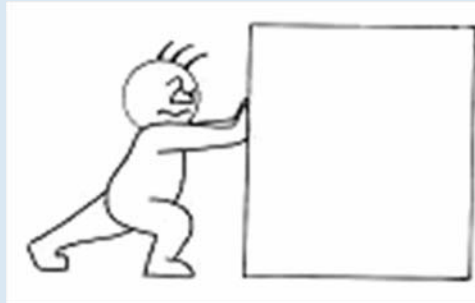
Handling Resistance

Step 1: Pick up the clues

Step 2: Name the resistance. Encourage the person to make a more direct statement about what he/she is experiencing.

Step 3: Be quiet and let the other person respond. Listen actively.

Step 4: Restate other's concern in a positive, or more productive, way.

Step 5: Respond to the other's concern.

Handling Resistance
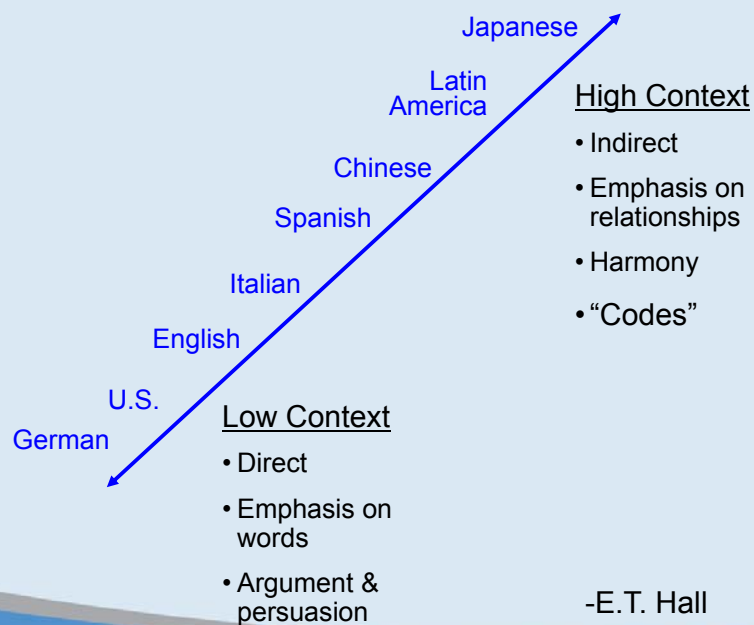
In the examples on page 69 …

Step 4: Restate the other's concern in a positive, or more
         productive, way.

         (5 minutes)

Cultural Factors

Japanese

Latin
America

Chinese

Spanish

Italian

English

U.S.

German

High Context
- Indirect
- Emphasis on relationships
- Harmony
- "Codes"

Low Context
- Direct
- Emphasis on words
- Argument & persuasion

-E.T. Hall

Cultural Factors

Statement: "We would greatly appreciate your department's help on this project."

	Response	Intention	Impact on a Low Context Listener
High Context Speaker Says …	"We would very much like to help. We will talk it over with the group and try to help, but it might be difficult."	Say no	Confusion Frustration Misunder-standing

Cultural Factors

Statement: "We would greatly appreciate your department's help on this project."

	Response	Intention	Impact on a High Context Listener
Low Context Speaker Says …	"It's impossible for us to help at this time. We don't have the manpower, the budget, or the time."	Say no	Judges other as: "Aggressive" "Rude"

Cultural Factors

How might low-context (direct) and high-context (indirect) communication influence participants' behavior in groups?

1. Expectations about meetings
2. Communication style
3. Attitude toward status and hierarchy
4. Attitude toward conflict
5. Decision making style
6. Attitude toward silence

Debriefing a Role Play

1. Start with the learners with most at stake (often, the ones practicing the skills.) Ask: "What went well? What could you have done differently? What might you do differently next time?"

2. Get feedback from the "receivers" of the practice. Ask: "What stood out for you? What was most effective? How could this have been even more effective?"

3. Ask other participants for their feedback.

4. Synthesize the comments by ask the group to summarize what they have learned. Ask them to link their learning back to the work situation.You can do this by asking: "What are some points to remember for the future?" OR "What will be most important for you to follow up on?"

5. Post the participants' comments on a flip chart. This is a good way to "focus" the learning for later recall.

Training Practice

Purpose: Practice training skills and gain feedback on strengths &
opportunities for develop

How: Groups of five. Each person practices for 10 minutes in front
of 3-4 other people.

Timing: Prepare learning activity (page 72-75)   15 minutes

-Person 1 conducts   10 min.
-Feedback on Person 1   5 min.   15 min. x 5 = 75 minutes

-Person 2 conducts
-Feedback on Person 2   Total = 1 hour, 30 minutes
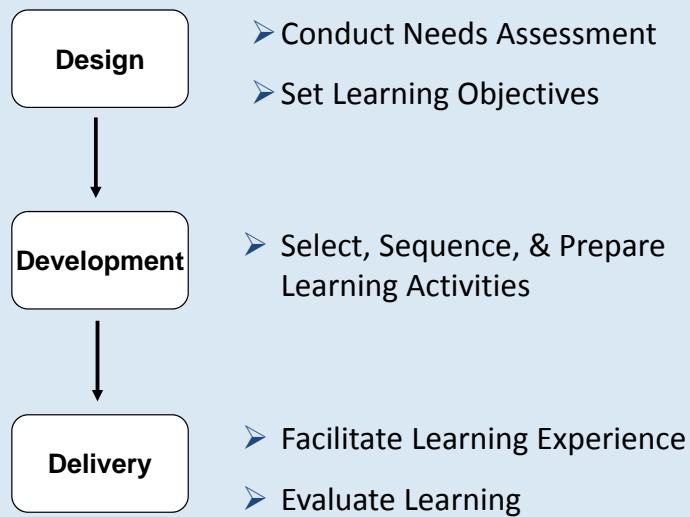 … etc.

Feedback on Training

Step 1: Trainer speaks first: What went well? What did you learn?
What could you have done differently?

Step 2: After listening to trainer's self assessment, participants build on
trainer's comments:

- What went well?

- What would have made the facilitation even more effective?

Training Development Process

Design

➢ Conduct Needs Assessment

➢ Set Learning Objectives

Development

➢ Select, Sequence, & Prepare Learning Activities

Delivery

➢ Facilitate Learning Experience

➢ Evaluate Learning

Learning Integration
Workshop Review

1. Using the topic given to you, your team will prepare a presentation to summarize this topic for the group.

2. Use the Train-the-Trainer manual to help you prepare the presentation. You will have 15 minutes to prepare your flipchart.

3. Deliver a 5-minute presentation to the group.

Workshop Agenda

Day 1
AM Introductions
  Opening a Training Session
  Conducting a Needs
    Assessment
PM Writing Goals & Objectives
  Evaluation Strategies

Day 2
AM Kolb Learning Styles
  Developing & Sequencing
    Learning Activities
PM Presentation Skills
  Effective Visual Aids

Day 3
AM Presentation Practice
  Group Critique & Feedback

PM Interaction Skills:
  • Listening to Understand
  • Discussion Skills

Day 4
AM Group Process Skills
  • Managing Resistance
  • Cultural Factors

PM Facilitation Skills
  Facilitation Practice & Feedback
  Closing a Training Session

Action Plan

Make note of what you have learned about yourself in this workshop and what you intend to make full use of your learning on page 82 of your training workbook.

(10 min)