A decorative graphic on the left side of the slide features several orange circles of varying sizes, arranged in a vertical, slightly curved line. The largest circle is at the top, with smaller ones below it, and a few tiny dots at the bottom.

TRAIN THE TRAINER

PALERMO

COURSE GOALS

- Develop in depth understanding of the various types of learning and learning styles
- Develop an efficient and effective training regime with the aim to enhance staff competency levels
- Develop the ability to identify participants' needs and structure a training to address these needs
- Handling questions and manage difficult situations during the delivery of a training
- Deliver an interesting training and ensure the engagement and active involvement of the participants



INCLUSION

- In order to have Inclusion, three opportunities must be provided:
 - 1. Each person needs to be able to introduce themselves, not just by stating a name but by offering a short description of his feelings, interests, talents or special qualities.
 - 2. One needs to be able to express his hopes or expectations for what will happen during the group's time together.
 - 3. One needs to be acknowledged by the group as having been heard, appreciated and welcomed.



WHAT IS TRAINING?

- A process by which someone is taught the skills that are needed for an art, profession, job or skill.
- The action of teaching a person or animal a particular skill or type of behaviour.
- Organised activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge



TRAINING METHOD

Coaching

Task orientated, focus on concrete issues

Requires content expert (coach)

Short term = for as long as required

Performance driven – to enhance current skills or learn new ones

Does not require design – but may have Competency assessment tools

Often involves immediate Manager



Mentoring

Relationship Orientated – sharing in a safe environment

Long Term – giving time to establish the relationship and build trust

Development driven. Its purpose is to develop the individual not only for the current job, but also for the future.

Requires a design phase in order to determine the strategic purpose for mentoring, the focus areas of the relationship, the specific mentoring models, and the specific components that will guide the relationship

Indirect involvement of the immediate manager



TRAINING

Led by a presenter. However, a presenter is not always a trainer

The “other side” comes to the occasion prepared or expecting to learn.

One-sided delivery of a pre-arranged speech
Focus on the subject matter

A trainer typically has more knowledge than the audience on the given topic. (For example, someone who teaches an advanced Excel class should have more skill than those who come to class to learn.)



FACILITATION

- The definition of facilitate is "to make easy" or "ease a process." The facilitator is not the same as presenter or trainer.
- To plan, guide and manage a group event to ensure that the group's objectives are effectively met, with clear thinking, good participation and full buy-in from everyone involved.
- Focus on both the subject matter and the process and how it should be taught from a learner-centered perspective
- The facilitator does not necessarily know more than the "other side."

May Lack
Knowledge

Provides
Discussion

Openness for
Learning



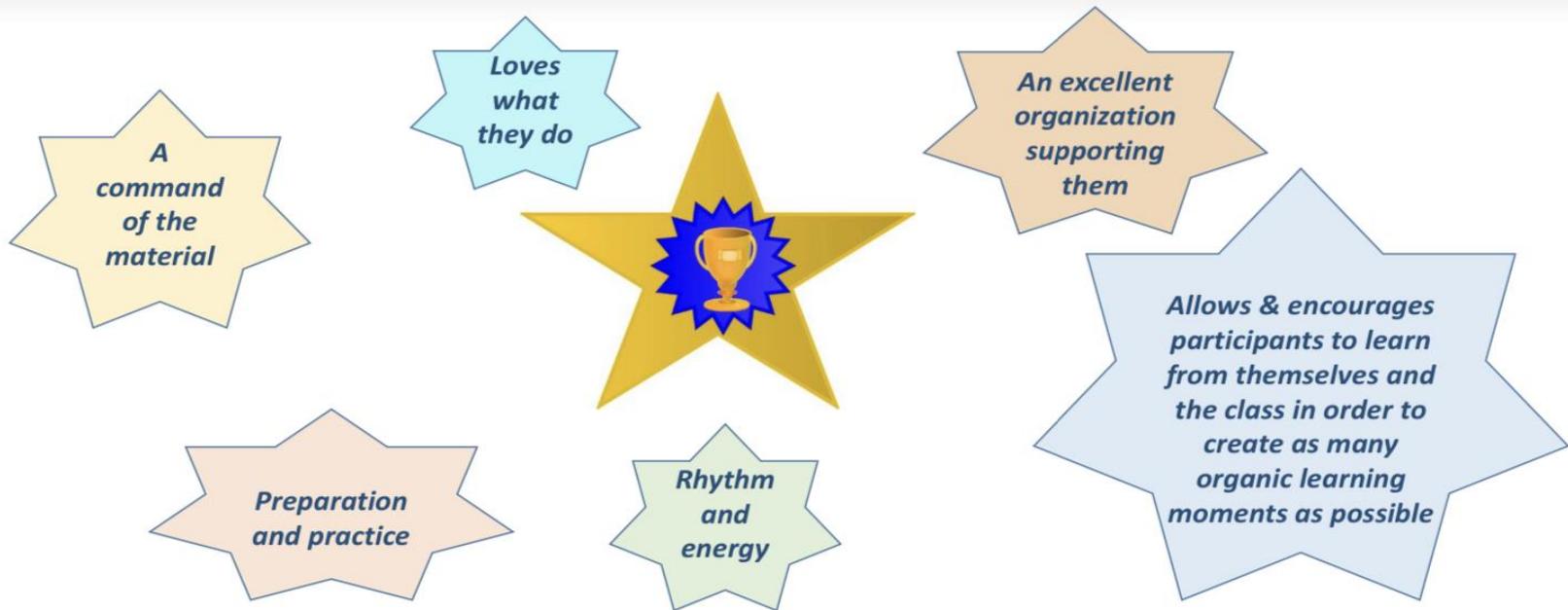
Makes sure
Everyone
Participates

Makes sure
Everyone
understands

Protects
Participants



GOOD TRAINER



SKILLS AND ATTRIBUTES



ADULT LEARNING

Adults share certain characteristics that make training more effective for them (or less effective if you ignore the characteristics)

- They Are self-directed
- Come to training with a lifetime of existing knowledge, experience, and opinions
- Are goal-oriented
- Want training that is relevant
- Want training that is task-oriented
- Learn when they see “what’s in it for them”
- Want to be and feel respected



CONSIDERATIONS



Venue / Environment



KEEP IT INTERESTING

- Kept awake— vary activities between teaching, exercise, experience
- Kept interested - Visuals on slides, Trainer presentation style, content
- Keep the pace constant, moving, but not exhausting
- Allow time and opportunity to reflect on learning
- Keep one or two ‘ gap filler’ exercises available in case groups work more quickly than you anticipated



CONSIDERATIONS



Seat positions and spacing

-(exercises? Group activities? Board room or lecture style?)



Temperature

- Too Hot, too draughty, too cold – each will influence



Lighting

- strong sunlight, projector beam, dark room, flickering lights



Noise

- Are there 'noises off' i.e. telephones, machinery, traffic?



THE ICEBREAKER

- Ice breakers,” serve as vehicles for putting trainees into the right “frame of mind” for the coming session.
- These exercises might vary according to the type of training being conducted, how big the group is, and how well the group members know each other.
- Also keep in mind the Law of Primacy: People remember best what we do first, so choose your openers carefully.
- Try to ensure that the exercise has a clear purpose i.e. A method to form pairs or groups.
- A vehicle to introduction
- An exercise illustrating a learning point



USING ENERGIZERS

- Groups of people periodically experience lower energy, concentration becomes more difficult and boredom and sleepiness can set in.
- The remedy is a quick five minute physical activity to revitalise the group. Energizers engage many of the multiple intelligences primary kinesthetic, rhythmic, interpersonal, visual, spatial.
- Try to link your energisers with a relevant learning point, (i.e. communication, problem solving, leadership etc)



FACILITATING DISCUSSIONS

Group discussion can be a useful part of a training event- although for the Trainer it may present challenges: The end goal of a group discussion is life change



- Stimulates idea sharing
- Supports the forming of Groups
- Challenges ideas
- Demonstrates engagement
- Can fill in 'Gap times'



- Does not work if people do not feel 'safe'
- Can run away with time
- Can re-enforce 'dominance'
- Can lead to going off on 'tangents'

The process of brainstorming sessions and discussions can be very valuable. Learn how to validate everyone's comments while keeping the discussion relevant and productive.

Use the 'Parking Lot' - designate a visual area to hold ideas that need to be considered but are not necessarily relevant to the current discussion.

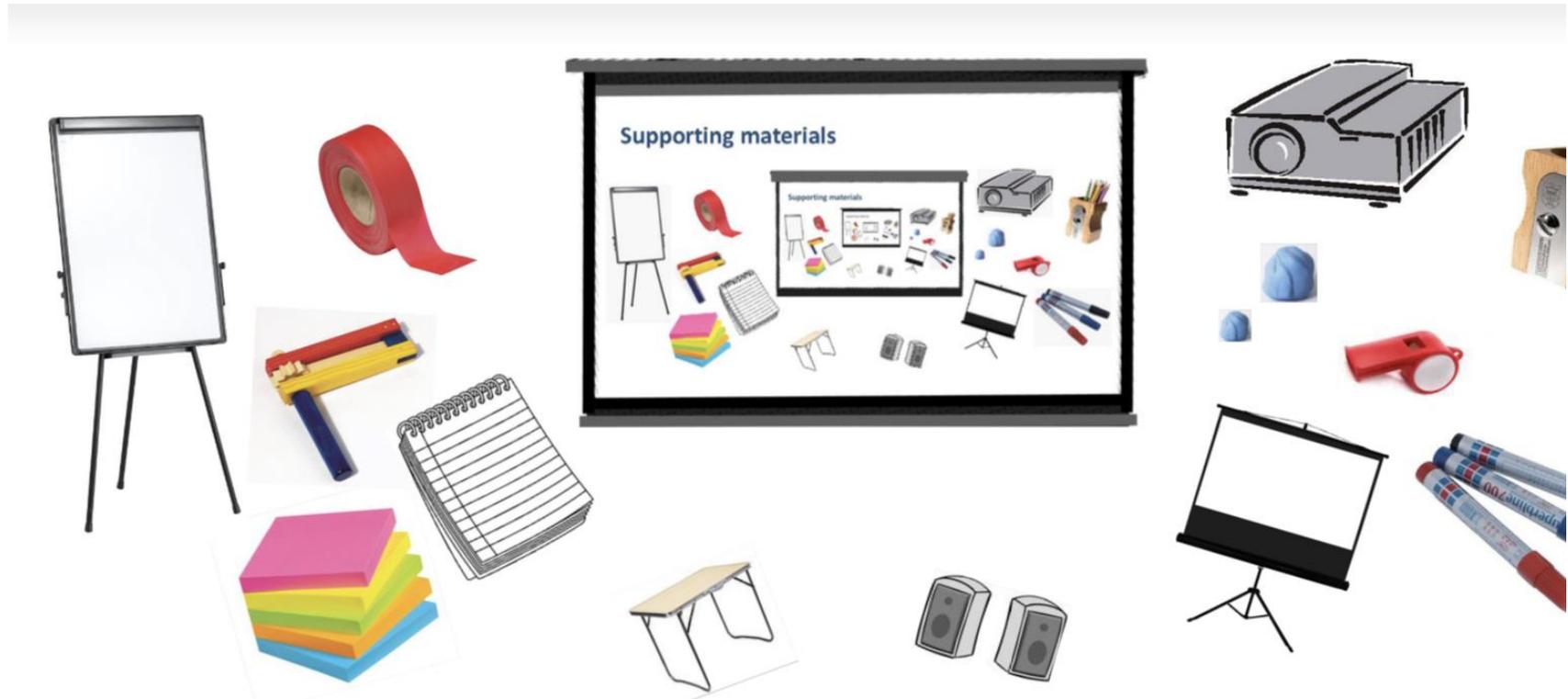
Be sure to allow time for introverts to respond. They typically will not fight for airtime like the extroverts, so notice when they want to provide input and invite them to contribute.

Keep to Time – allow time for discussion, whilst 'one eye on the clock' – be ready to summarise and move on when it has 'run to time'

Don't allow random 'discussions off' – I.e. one or more people talking between themselves whilst somebody else is talking



MATERIALS



AVOIDING DIFFICULT SITUATIONS

Trainers' Guide

Make sure you gave course Ground Rules in Place at the start

'MINDREAD' YOUR GROUP



REMEMBER 'YOU ARE IN CONTROL'

Be prepared to take people out at Break and 'Have a quiet word'

Keep them Busy – Keep a tight structure !!!

If possible research a little about your Participant group prior to training- stay away from 'sensitivities.'

TAKE A BREAK

DIVERT

Use the 'Car Park' to defer 'issues' until later, when you have had time to plan, and there is less audience

INCLUDE TOLERANCE AND SENSITIVITY IN THE GROUND - RULES



MOVEMENT AND GESTURES

General Rule to remember about hands movement and gestures: Any movement that reinforces or amplifies your message is good, and any movement that detracts from your message is not

You should begin in a *neutral* position with hands at your sides (it may feel awkward at first, but it looks fine). That keeps you *open* to your audience, so that influence flows freely in both directions. Gesture sparingly, using *defined* or "clean" hand movements; and make them *strong*.

The most natural position for speaking in front of an audience is with hands by sides. Your arms hanging neutrally. From there, you can bring your hands into play when a gesture is absolutely needed--when you positively can't avoid it any longer. That gesture will look necessary and true to your audience.



TAKING FEEDBACK POSITIVELY

“There is only one way to avoid criticism: Do nothing, say nothing, and be nothing” - Aristotle

Criticism from others can be difficult to take, however, Trainers always get feedback – so ‘Get used to it’ – it’s part of the job.

Try to dispassionately look at what's being said and see if there are clues for your personal growth embedded in the comments.

You can
Please All of
the People
some of the
time, Some of
the People All
of the time,
but not All of
the people All
of the time



KEEP LEARNING

