

# Train the Trainer - Section 3

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## The Training Session “Road Map”

### 1. Develop Learning Objectives

The first step is clearly defining the session's learning objectives. Learning objectives are a list of things the workers must be able to do after the training is completed. A quick tool for you to develop learning objective is applying the **KSA MODEL** of learning. Knowledge, skills, and attitudes are the three things you can try to change in learners. **Knowledge** is simply being aware of something. In training, knowledge is often demonstrated by being able to recite information or concepts. **Skill** is the ability to do something. It requires demonstration beyond reciting facts, though knowledge is usually required to implement a new skill. **Attitude** is how a person feels about something. It's very complex, difficult to measure, and can take a long time to shift. But it's the key to behavior change. No matter how much knowledge and how many skills someone has, if they have a negative attitude about an issue, they won't put their skills to use.

### 2. Second, organize the training content

A person can only absorb so much knowledge in one sitting, so you need to break it down into common themes or blocks of content. Then, add the related key subpoints under each theme. Unfortunately, many trainers try to list everything they need to cover. Your role is to focus on what they must learn and not necessarily on everything in the training. Offer opportunities for them to apply the skills using a variety of exercises and other interactive activities. Organize and structure the training so trainees can effortlessly achieve specific learning objectives.

### 3. Conduct the Training

Now it is time to put all your planning an organization into action. One thing to keep in mind is that a learning management system (LMS) can play a big role in helping you during this step. An LMS, such as Cope University, is a software application used assign, deliver, track, and report on training. A training can take a variety of forms. It may be classroom instruction or on-the-job skills-based training. If your training includes an on-the-job skills-based component, make sure you know exactly what the employees must do to demonstrate competence. Define this in advance, when you're creating your learning objectives, and don't leave it unstated or vague.

### 4. Evaluate the Training

- 1. Employees' reaction to training:** Did the employees like the training? Did they feel like they learned? You can find this out by observing the employees during training, asking their opinions, or conducting surveys.
- 2. Employees' actual learning:** Assessments during the training and after. This might include verbally quizzing the trainee, using hands-on exercises, and using quizzes in Cope University.
- 3. Employee's post-training job behavior:** Are the workers taking the new knowledge/skills/attitudes from training and applying them at work where it counts? Observations of the employees' on-the-job work behavior will determine this. Too often, trainers claim 'training success' when the trainees apply the skills soon after completing the training. Assessing lasting learning-performance is about demonstrating sustainable and consistent employee performance improvement over a period of time.