

# Train the Trainer - Module 5

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## The Destination

### Assessing Learning-Performance

Learning is grasping a concept of a task or skill. Performance is the action or process of carrying out that task or skill. By putting them together, we have the term learning-performance. It is a way to assess if a trainee is learning the content and is able to put that learning into action and perform the tasks required the training

Many companies fall short when evaluating whether the training made a difference and actual learning took place. Evaluating learning-performance isn't and shouldn't be an afterthought. Properly assessing trainee performance requires preparation at different times, and within different areas of the training process.

#### When to assess learning-performance:

**During the Training:** Assessment should be an on-going process when facilitating a training. Ask the trainee to perform the steps in the correct order while you observe. This allows you to assess the learning-performance of that objective.

**Completion of the training:** Use quizzes or exams at the end of the training to assess learning-performance. Cope University is a great place to incorporate those assessments. Use the **KSA model** we discussed in Section 3 of this course, to assess learning-performance. Observe and measure how the trainees' **Knowledge, Skills, and Attitude** changed at the completion of the training.

### Providing Feedback

#### 4 rules of effective feedback

**Rule one**, don't go overboard. When a trainee repeatedly struggles, it's tempting to want to give them a lot of praise when they achieve some level of success, but this can actually do more harm than good. For starters, insincere praise is easy to detect. What's more, too much praise can convey a sense of low expectation and as a result can be demotivating.

**Rule two**, correct quietly. Constructive feedback given in front of others, even if well-intended, can be read as a public attack on them and their ability. This can lead to developing a fear of failure and putting up a front. One way to overcome this is to speak to the individual privately. This limits the attention drawn to the feedback, while getting the message across clearly.

**Rule three**, be specific. When we say something is good, we often assume that people will know exactly what about it was good. This is not always the case. The more detail and specific your feedback, the better. This removes ambiguity and specifically reinforces what you want the trainee to do more of. Rather than say, "Good work," say something like, "You did X in the correct steps very well."

**Rule four**, end with clear action points. Any feedback you provide that doesn't lead to a change in behavior is ineffective. What do you want them to do differently? What are they going to do after the conversation to improve? The more detailed and specific the action points, the better. Feedback is a powerful tool to ensure trainees can apply new skills and knowledge.