

Train the Trainer Section 3

In this video, we will discuss the actual TRAINING SESSION, in other words, your ROAD MAP or the path you'll take

Now, let's switch gears and talk about how to prepare a training session. Training isn't just about standing in front of a group of people and sharing what you know. Effective trainers plan sessions in advance to create productive learning experiences. A training plan, or your road map, organize the activities and resources you'll use to guide trainees toward a specific learning objective. When creating a training plan consider the following four things.

First, Develop Learning Objectives

The first step is clearly defining the session's learning objectives. Learning objectives are things the trainee must be able to do at the end of the training.

- Let's pretend that we want to go on a trip. We jump in the car and we start driving. As time passes you turn to me and ask, "Where are we going today?" It's nice to say we're off on a trip, but if we don't have a destination, what's the purpose? This is what it's like when you don't have learning objectives.

A quick tool for you to develop a learning objective is applying the KSA model of learning. Knowledge, Skills, and Attitudes are the three things you can try to change in learners. So what are we talking about here? Let's break it down.

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 is the practical application of that knowledge. Anyone can take a course on let's say...Microsoft Excel and gain knowledge, but actually using Excel and getting that experience, adds skills,

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. For example, when conducting a safety training on using heavy equipment, it is just as important to have the right attitude regarding the safety procedures as it is to have the knowledge and skills to operate that equipment. Trainers cannot change attitudes, but through the training process, have the opportunity to influence a trainee's attitude.

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 hands-on activities. Organize and structure the training so trainees can effortlessly achieve specific learning objectives. Like the old saying goes, if you fail to plan, then plan to fail. So, plan to set you and your trainees up for success.

Third, Conduct the Training

Now it is time to put all your planning and 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 to assign, deliver, track, and report on training. Training, as we are learning in this course, 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.

Fourth, Evaluate the Training

This involves evaluating the effectiveness of your training at three different levels.

First, the employees' reaction to training: Did the employees like the training? Did they feel like they learned something? You can find this out by observing the employees during training, asking their opinions, or conducting surveys at the end of the training.

Second, employees' actual learning: Using assessments during the training and after is critical. This might include verbally quizzing the trainee, using hands-on exercises, or assignments and quizzes in Cope University.

Third, the employee's post-training job performance: 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. But, assessing lasting learning-performance is about demonstrating sustainable and consistent employee performance improvement over a period of time.

Effective training is more than delivering content. It's about how well employees continue to perform the skills they receive from the training.

I hope you enjoyed this section of Train the Trainer Make sure you read the attached handout for this section. It is now time to take a short quiz regarding the information covered in this section. Click Next module to begin the quiz.