

Welcome to Section 5, the final section of Train the Trainer. This section covers the LEARNING that happens in the training. It is, of course, your DESTINATION... where you end up.

Let's discuss learning-performance? Learning is grasping a concept of a task or skill. Whereas, performance is the action or process of carrying out that task or skill. If you put them together, you get the term learning-performance. It is a way to assess if a trainee is actually learning the content from the training.

- Companies put a lot of money, time, and hard work into training their employees. The problem is that many of those companies fall short when evaluating whether the training made a difference or actual learning took place. Evaluating learning-performance isn't and shouldn't be an afterthought. Properly assessing learning-performance requires preparation at different times and within different areas of the training process.

First, let's look at **on-going assessment**. For example, during the training, ask the trainee to perform a task or skill that is being taught. Observe them completing the tasks or following the steps in the correct order to see if the learning objective of the training is being met.

Second, **assessing learning-performance at the completion of the training** is also very important. You can do this by having them complete assignments or take quizzes in a Cope University. Cope University is a great place to incorporate those assessments. You can always contact the training department for assistance with creating courses for any of your trainings.

Now, let's talk feedback...- Providing feedback is critical in the training process.

### **Here are 4 rules of effective feedback**

**Rule one, don't go overboard.** When a trainee repeatedly struggles, it's tempting to want to give them praise when they achieve some level of success. But, this can actually do more harm than good. Too much praise can convey a sense of low expectation and result in demotivation

**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 assume that people know exactly what about it was good. This is not always the case. The more detail and specific your feedback, the better the feedback is received. This reinforces that you want the trainee to do more of a certain thing. 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 to their work

Now that we have reached our final destination and completed the Train the Trainer course, let's review, you learned first, that you the Trainer are the Driver of the training process and that you need a vehicle and need to understand the approaches and assumptions that exist in the learning process.

You need a plan or a road map to organize and prepare a training session. You also learned how to engage, motivate, and manage your passengers, your trainees. And then there's the Learning – the final destination. Assessing learning-performance and providing feedback is crucial in the training process.

I hope this course was helpful for you as embark on this new training adventure. Transcript and handouts are available for download in each of the sections of the course. The training department is always willing and available to help with any of your training needs.