



# Train The Trainer(SAMPLE PAGES) Delegate Manual



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## COURSE OUTLINE

- 9.00 Welcome and Setting the Scene  
Overview of the Day  
Knowledge/Skill Checklist  
Introductions exercise
- ‘It Wouldn’t Happen Around Here, Would It?’ Exercise  
Review of Exercise
- Role of Trainer  
What Makes a Good Trainer? Questionnaire  
Review of Questionnaire
- Communication Overview  
Why Communication Goes Wrong between People
- 11.00 BREAK**
- 11.15 What is Learning?  
Motivations and Barriers to Learning Syndicate Exercise
- Tropical Beach exercise  
Understanding How People Learn - V.A.K.
- Adding Variety / Maintaining Interest Exercise  
Role of Guided Discovery in Training
- 12.45 LUNCH**
- 1.30 Task Analysis: Changing Gears on a Car  
Own Training Task Analysis Exercise  
Exercise Review
- Structured Process to Instruction  
**Skill Practice:** Preparation, Delivery & Feedback
- 3.00 BREAK**
- 3.15 **Skill Practice:** Preparation, Delivery & Feedback (continued)
- Handling The Unexpected Exercise
- Summary  
Knowledge/Skill Checklist  
Thoughts on Action Planning
- 5.00 CLOSE**



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## ROLE OF TRAINER

- To impart new knowledge and skills in a professional manner
- To ensure that delegates are able to apply new-found skills to the standards required in a safe manner

"If people knew how hard I worked to get my mastery, it wouldn't seem so wonderful after all."  
**MICHELANGELO**

## WHAT MAKES A GOOD TRAINER?

Rate your colleague's training skills against the skills/ qualities below, on a scale of 1-6 (1 = Poor to 6 = Excellent):

	Rating
Communication skills	
Rapport building	
Patience	
Influential/Persuasive	
Analytical	
Planning and organising	
Listening skills	
Questioning skills	
Positiveness (a 'salesperson' for the training message)	
Interesting voice (e.g. varied pitch, with enthusiasm)	
Creative	
Displaying positive body language	
Technical subject matter knowledge	
Training delivery skills	
Presentation skills	
Empathy	
Sensitivity (to needs of/ reaction from Learners)	
Confident	
Flexibility	
Sense of humour	
<b>Additional Skills / Qualities?</b>	

## COMMUNICATION

Communication is:



**Communication is a two way street!**

### Benefits of Good Communication Skills

- Problems are solved in a timely manner- leading to greater efficiency
- People understand each other's attitudes, feelings and opinions, improving team working and productivity
- Avoids procrastination. Issues are tackled quickly so that misinterpretations and assumptions are avoided
- Decision-making is influenced. People feel part of the process, leading to higher self-esteem and morale

"I know that you understand what you think I said, but I am not sure you realize that what you heard is not what I meant."

**RICHARD NIXON**

## MOTIVATION TO LEARN

Things that motivate people to learn include Achievement and Recognition. What can we do/say in our training to help satisfy these motivations?

**Your thoughts:**

"Don't be afraid to take a big step if one is indicated. You can't cross a chasm in two small jumps."

**DAVID LLOYD GEORGE**

## GUIDED DISCOVERY

Consider this example:

### Learning how to use part of a software package

We could:

- **Tell** them, step by step: you do this first, then this, follow me etc  
or
- **Ask** them to create a piece of work using the software, to allow them to experiment – trial and error. Follow it up with:
  - Careful checking that they have picked up the learning that we needed them to
  - Emphasising the points that may affect quality
  - Pointing out any 'what if' scenarios and how to resolve, if they did not crop up in the guided discovery

Clearly, we need to be careful of the risk of it going wrong. Consider any consequences.

This second method is known as **guided discovery** - leading the trainee to the answers, but not telling. It allows trainees to use their reasoning ability to work out answers for themselves. Guided discovery makes good use of questioning techniques to draw the answers from trainees.

Guided Discovery:

- Leads but does not tell
- Involves the Trainee a lot more - they feel much more part of the experience
- It gains commitment
- Trainees feel a higher sense of achievement and satisfaction

"You cannot teach people anything. You can only help them discover it within themselves"

**GALILEO**

## TASK ANALYSIS

- A **job** is a collection of tasks that constitute the work of one person
- A **task** is a major element of work intended to achieve a specific result
- The relationship between job and task is analogous to a jigsaw. The jigsaw is only complete when the pieces are placed in the jigsaw, in the correct order. You can't put a piece down in isolation, without it interlocking with others
- Trainees need to understand the part they play (the task/job) in the whole process - what the 'big picture' is e.g. what the organisation makes/does and where their contribution fits in. (Some people start a jigsaw by doing the border first therefore setting the 'big picture')

**Task analysis** is the process of breaking down the task into the **knowledge** and **skills** required to perform the job to a certain standard, stating any **Key Quality Points**. These may affect the quality of the job, or have risks attached. If it is not performed correctly it could mean we lose money; waste time; affect customer relations etc.

The knowledge is the factual input required to do the job: the what, when, where etc. The skill is the 'how' - putting knowledge into practice.

### **Learning to Drive A Car.**

**Knowledge:** Sequence required to start the car; what a clutch pedal does; what an accelerator does; indicators and their purpose; gears – what they are, when you change gears, road signs and their meanings etc.

**Skill:** Applying the above. For example, you can only change gears in a car when you actually experience it – sensing the revs on the car necessitates a gear change; working the accelerator and clutch pedals together in harmony etc.

**Key Quality Points:** Beware you don't change down from 5<sup>th</sup> to 1<sup>st</sup>; beware of crunching the gears etc.

**You can't learn to drive a car solely by reading a manual!**

A job description can be a good starting point for task analysis i.e. a list of the key accountabilities for the jobholder.

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## QUESTIONING IN TRAINING

- Use **open** questions (those that require more than a yes or no answer) wherever possible
- Open questions start with **What, Why, Who, When, Where** and **How**
- Open questions also start with **Tell, Explain, Describe** (T.E.D.). For example:
  - **T**ell me about how you create a table in Word
  - **E**xplain his reaction when you brought up the subject
  - **D**escribe what would happen if you pressed that button
- When getting answers:
  - If the answer is correct, say so. Rephrase it and use it to reinforce the main point
  - If the answer is wrong, assertively ensure the Trainee knows it is wrong. For example: *“I can see your point, however it’s not what I’m looking for here. George, what do you think?”*; *“Thanks for that, however I had something different in my mind. What else could it be, do you think?”*
  - If the question could have been read as ambiguous, you may want to rephrase and offer out again

“Failing to plan is planning to fail.”

**ANON**

## PRE-COURSE WORK:

### TRAIN THE TRAINER WORKSHOP

<<Insert date and location>>

9.00am - 5.00pm

#### Pre Course Work

Hope you're looking forward to the workshop! In preparation for the event, please find below some pre-course work for you to spend some time on.

In the afternoon, and to help consolidate the theory we will have discussed, there will be an exercise in which you will train a fellow participant, on a one-to-one basis, to perform a particular work or non-work related activity.

This training session should take **up to 15 minutes duration** to complete, so try not to be over-ambitious in what you choose. Think again if you have designs on how to change the wheel of a J.C.B. digger, or constructing a life sized replica of the Millennium Wheel using Meccano! Non-work activities that have worked well in the past have included:

- Wiring a 3 pin plug
- Knot tying
- Making a cigarette
- Administering emergency first aid
- Performing a magic trick
- Flower arranging
- Paper folding
- Wrapping a present
- Making a gift bow
- Napkin folding

Of course, if there is a work-related training topic that is easily transferable into the training room, then you could select that topic.

**You will need to bring all materials necessary with you.** You may also have to perform the exercise a couple of times, so please bring along sufficient materials.

If you have any queries, don't hesitate to contact me. See you at the workshop!

<<Insert trainer name and contact details>>