



WELCOME delegates and **INTRODUCE** yourself with some background.

INTRODUCE course by explaining:

- Today is about **learning new techniques** and **improving existing skills**. They may make mistakes along the way but this is part of the learning process. We can learn from each other
- An over-riding aim for today is for trainees to think through how they will deliver training on areas such as work procedures, use of equipment, health and safety information etc., what it means for the trainee in terms of their motivations and blockages to learning and to talk about practical pointers in how to deliver an effective, enjoyable training session

INTRODUCE the Knowledge/ Skill Checklist from the delegate manual (page 3). **EXPLAIN** why it is used (i.e. further evaluation of the course; useful aid for delegates to work with their line managers on an action plan of improvement) and how to complete.

ASK delegates to complete 1st column. **ENCOURAGE** honesty. It's not how they'd like to be but how they actually are.

EXPLAIN that we will revisit the Knowledge/ Skill Checklist at the end of the day, to re-score. At that point, if they wish, they can revise any of their original scores up or down.

REFER delegates to page 33 in delegate manual: Personal Pledge Form as a tool to capture their action planning both during and after the course.

ROLE OF TRAINER



SHOW above slide and introduce the section.

EXPLAIN that we will take a look at exactly what the trainer is there to do and review the key skills required of the effective trainer.

Role of Trainer

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



QUIZ delegates as to the role of the Trainer.

SHOW above slide to clarify and **REFER** delegates to page 9 in delegate manual: Role of Trainer.

EMPHASISE that:

- The standards required are the quality standards of the job e.g. Zero errors; task being completed in the right order; no steps missed out or shortcuts taken; the look and feel of the final product/ output is up to the company guidelines
- This includes operating in a safe manner (especially with regard to machinery)
- These standards may not include **speed of operation**, as this is something that can be gained with experience (after the training), and not necessarily during the training

Learning is.....

- The process of changing **behaviour**
- Behaviour is what you see people **saying** or **doing**



Q. What is learning?

A. **REVEAL** slide.

Q. What is behaviour?

A. What you see people doing, or saying.

Q. What are the issues or difficulties about changing trainee's behaviour?

A. People sometimes don't want to do it or they don't see the need to change. They need a reason.



SHOW slide and **REFER** to page 18 in delegate manual: How People Learn.

EXPLAIN that:

- People can **visualise** the sun beating down: the waves; the people playing beach ball
- However, some people imagine the **hearing (auditory)** – the ‘sounds’: they hear the waves crashing; the clink of ice in cold drinks; the excited laughter from children; the noise of seagulls overhead
- Others imagine their **‘feelings/ doings’ (Kinesthetic)** in their thoughts: the warm feeling of the sun on their brow; the feeling of the grains of sand through their toes; the smell of the sea air; the taste of that cold drink

ASK delegates to transfer the elements of what they were thinking in the exercise onto page 18 in the delegate manual.

REVIEW their feedback, asking for any patterns or preferences towards any of the 3 styles.

EMPHASISE:

- We all think in different ways but we therefore learn in different ways
- All your audiences will be different but try to involve learning processes that cater for all the types to cast your learning net as wide as possible
- This aspect may come in handy as we consider the next exercise

Task Analysis

- A **job** is a collection of **tasks**
- A **task** is a major element of work that can be broken down into:
 - What needs to be known to do the task - the **knowledge**
 - The ability (how) to do the job - the **skill** required
- **Task Analysis** is essential to building a training session that covers everything, in the right order

DISCUSS task analysis with reference to the above slide.

ILLUSTRATE by considering the task of changing gears in a car.

HEAD up the flipchart with 3 columns – **Knowledge**, **Skill** and **Key Quality Points** and **ASK** delegates what are the key elements under these 3 headings.

BUILD UP the flipchart with the delegates regarding changing gears. Remember to assume that the trainee you would be training in this topic has never encountered the concept before (even not understanding the concept of an accelerator and gears!).

Responses you would expect include:

Knowledge

- What are gears?
- Why have them?
- What do gears do?
- Number of gears?
- Relative positions of gears?
- What is an accelerator?
- Where is it located?
- What is a clutch?
- Why do you have a clutch?
- Where is the clutch located?
- What is the relationship between the clutch and the accelerator?

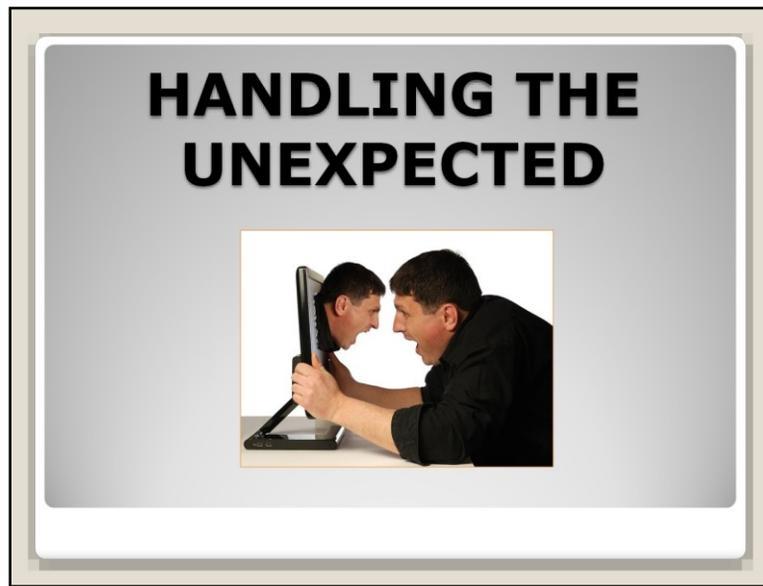
Ending the Session

- Ensure the training has worked
- Check for final questions
- Agree any action plans
- Gain feedback from trainee



SHOW slide, referring delegates to page 27 in delegate manual: Introduction and Ending, emphasising:

- Trainees should, as a result of the training, be able to complete the task or process (or repeat the body of knowledge trained in), **unaided**. They may not be as fast as you would like (this will come with practice) however you would not expect any errors, or for the trainee to have questions about what they have been trained in
- You will have been encouraging questions throughout the training however this is the trainee's last chance. It may be appropriate to pass over your contact details for any further help the trainee requires
- Agree any action plans. This may include a review date of when you will finally assess the trainee for speed, or check for consistency of standards. Alternatively this training may be followed by additional training on other parts of the system or perhaps to train in the 'what ifs'
- It is good practice to ask for feedback from the trainee about the training so that we can learn about what we do well or what we could improve on



SHOW above slide and **INTRODUCE** section.

REFER participants to page 32 in delegate manual: Handling the Unexpected exercise.

SPLIT delegates into small groups to produce approaches to the situations.

SUMMARISE:

Generally:

- Try not to take it personally with anything that happens unexpectedly. If you've prepared well, then it's not your fault
- Give people the benefit of the doubt when it appears that they are being difficult. 'Getting your own back' on people may make you feel better, but it is rarely the behaviour of a professional trainer

SEE suggested answers on pages 34-35 of the delegate manual: Handling the Unexpected exercise- Some Approaches.

Summary



- Review your trainer skill set and work on any development areas
- Trainees need a hunger for training – your role
- Analyse the topic – build your training process road map
- Put yourself in their shoes

REVIEW above slide, referring to delegates 'objectives' flip chart created at the start of the day, to establish the extent that they have satisfied personal goals.

EXPLAIN:

- The 'How good a trainer are you?' questionnaire is a good starting point to review and develop your trainer skills and qualities
- The trainer plays a big part in setting the conditions where trainees want to learn
- Break down your training topic into its component knowledge, skill and key quality points. Then build the training structure that has variety, adds interest and (wherever possible, involves the trainee – the best training is where it is being done **with** them **not to** them)
- Always picture the roles reversed. Get into their shoes to understand the disposition of the trainee. This can regulate how, and at what pace, we deliver the training

Action Planning

ASK delegates to revisit the Knowledge/ Skill Checklist on page 3 of the delegate manual and complete. **REMIND** that their pre-course scores can be revised if warranted.

ASK delegates to think about what is it that they will change about their behaviour as a result of today. **REVISIT** the main themes of the day to give suggestions for personal pledges.

REVIEW by **ASKING** delegates to tell us **one** objective from their action plan.