

Train the Trainer Award

MQF Level 5

Janice Ellul

April 2021

Changes in Time Table

Previous Date	New Date
Thursday 22 nd April	<u>Friday 23rd April</u>

Updated Time Table

Lesson	Date
1	Monday 12 th April
2	Thursday 15 th April
3	Monday 19 th April
4	Friday 23 rd April
5	Tuesday 27 th April
6	Thursday 29 th April
7	Tuesday 4 th May
8	Thursday 6 th May
9	Tuesday 11 th May
10	Thursday 13 th May

Introduction



Activity #1

Activity: Ice Breaker



Pin your location!

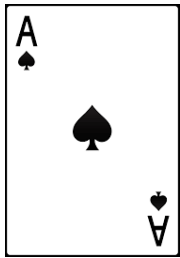




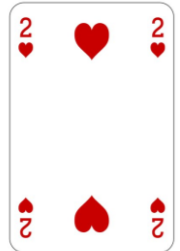
Activity #2

Activity: Ice Breaker

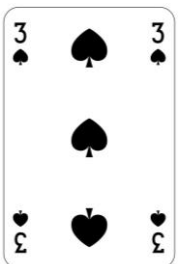
Playing Card Connections



What is one thing you still want to learn?



Name your 2 favourite holidays.

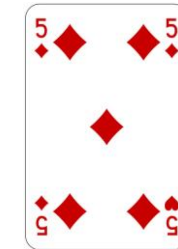


Name 3 things you are missing and cannot do due to Covid19.

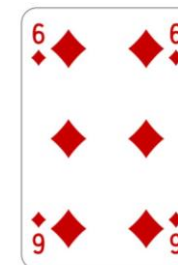
PickerWheel



Name 4 of your favourite movies.



What are 5 of your favourite foods?



Name 6 bands / singers that you like.

Course Outline



1 Becoming a Trainer

2 Establishing Learning Needs

3 Different types of training methods

4 Planning a Training Session

5 Developing Training Materials

6 Effective Communication

7 Confidence Building and Public Speaking Techniques

8 Delivering a Training Session

9 Evaluating a Training Session

10 Practical Assessment

Becoming a Trainer



Learning Objectives

- 1 Understand the definition of learning
- 2 The power of a Learning Organisation
- 3 Discuss the importance of training
- 4 Recognize the do's and don'ts of what makes a good trainer
- 5 List the typical duties of a professional trainer
- 6 How to avoid barriers to learning

'In learning you will teach,
and in teaching you will learn.'

- Phil Collins (*Son of Man*)

Defining “learning”

- 1 How would you define “learning”?
- 2 “We define learning as the transformative process of taking in information that—when internalized and mixed with what we have experienced—changes what we know and builds on what we do. It’s based on input, process, and reflection. It is what changes us.”

– *From The New Social Learning by Tony Bingham and Marcia Conner*



Learning Organizations

- ✓ A learning organization is one whose design actively seeks to acquire knowledge and change behaviour as a result of the newly acquired knowledge.
- ✓ In learning organizations, experimenting, learning new things, and reflecting on new knowledge are the norms. At the same time, there are many procedures and systems in place that facilitate learning at all organization levels.
- ✓ In learning organizations, experimentation and testing potentially better operational methods are encouraged. This is true not only in response to environmental threats but also as a way of identifying future opportunities.



Learning Organizations

- ✓ Learning organizations are also good at learning from experience—their own or a competitor's.
- ✓ To learn from past mistakes, companies conduct a thorough analysis of them. Some companies choose to conduct formal retrospective meetings to analyze the challenges encountered and areas for improvement.
- ✓ To learn from others, these companies vigorously study competitors, market leaders in different industries, clients, and customers. By benchmarking against industry best practices, they constantly look for ways of improving their own operations.
- ✓ Learning organizations are also good at studying customer habits to generate ideas.



MENTIMETER

Why is training so important?

The Importance of Training



There are several reasons it is important for employers to initiate training programs for their employees, such as:



**Improves
employee performance**



**Increases
engagement**



**Improves employee
retention and growth**



**Addresses
internal weaknesses**



**Delivers
happier customers**



**Tracks
employee skills**

Why T&D Matters



Janice Ellul

Some Statistics

Forbes

Inadequate training and disengagement can lead to an annual loss of approximately \$550 billion.

Gallup

Companies that invest in employee training
gain 21% more profit.

LinkedIn

94% of employees agree to stay longer at a company if it invests in their training.

MENTIMETER

In your opinion, what makes a good trainer?

Qualities of a Trainer

Let's take a closer look at what it takes to be a good trainer:

- ✓ Be a good (and patient) listener
- ✓ Approach training strategically
- ✓ Encourage engagement
- ✓ Be Organized and Flexible
- ✓ Prize life-long learning
- ✓ Self-Evaluators
- ✓ Practise Effective Communication



Duties of a Professional Trainer

Typical duties in a professional training setting may include:

- ✓ Speaking publicly in front of audiences of all sizes
- ✓ Serving as a mentor for members of the workforce
- ✓ Organizing and running a variety of workshops
- ✓ Carrying out observational tasks such as engagement-monitoring
- ✓ Developing the highest-quality training materials
- ✓ Liaising with managers and senior stakeholders on performance issues
- ✓ Collecting feedback to optimise future sessions



Barriers to Learning

- ✓ A barrier to learning is anything that prevents learners from fully engaging in learning. During training, most learners have to face several different barriers to learning.
- ✓ Think, for example, a student who has left their textbooks at home or an employee who hasn't received the preparation notes for a training workshop. Or, a learner who cannot complete their final online assessment because of a distraction-filled workplace.
- ✓ All these can be considered barriers to learning. When learners cannot fully participate in a learning activity, they cannot be truly engaged in learning.
- ✓ In an adult learning environment, the barriers to learning can be many and quite unpredictable.

Here are some of the most common cases of barriers to learning and how to overcome them:

Lack of Focus



Every learner has been there. Most workdays are flooded with numerous forms of digital, verbal and written communication. Phones ring, email notifications pile up, and meetings run back to back. That often leaves learners distracted and unfocused. They read notes without absorbing their essence, and they watch videos without actually paying attention to the lessons.

In the modern workplace, the distractions of digital technology and the demands for multitasking in most jobs leave little opportunity for learners to fully focus on learning.



Solution: Lack of focus can be overcome with a few simple tactics. Recommend setting aside a “focus hour” where learners can ignore their phones, log out of their email, and reserve time in their calendars to concentrate on learning.



Negative Past Experience



Bad teachers, sloppy online courses and a history of boring schooling are all factors that can foster one of the trickiest barriers to learning: poor past experience.

Many adults have had experiences that gave them a distaste for learning. Some experiences even leave adults doubting their ability to learn new skills.



Solution: Create an environment where learners can regularly and safely voice their concerns both before and during the course. That can be done with a survey at the beginning of the course that asks learners what they value in learning, and what they would prefer to avoid in their learning experiences.

Align their personal development goals with the outcomes of the course, so that they understand the true benefits of learning engagement.



Personal Mindsets

- ✓ Whether it is due to negative past experience or low self-esteem, many adult learners simply believe that they are too old to learn new tricks. Sometimes they are just resistant to online learning and new technology. These individuals can be disengaged learners from the very start of the course. On top of that, their own negativity can even foster disengagement among their co-learners.
- ✓ **Solution:** As with addressing past experiences, make sure that the learning environment offers learners the room to discuss concerns in a constructive manner. If the resources are available, offer live support for both technical and content concerns, so that learners are not delayed by technical glitches or content queries.



Lack of Sense of Community



Social engagement in learning is impossible to achieve without a sense of connection among learners. In the workplace, a sense of community also translates into a stronger sense of connection to the organization and its goals. This is especially important when training adult learners because sharing experiences, learnings, and observations with others is known to motivate them.



Solution: Make the most of the onboarding period by actively showing learners how they fit into the company's bigger picture and allowing their peers to participate in the process.

Also, take advantage of the learners' personal experiences and their desire to share by building active online learning communities into the courses.

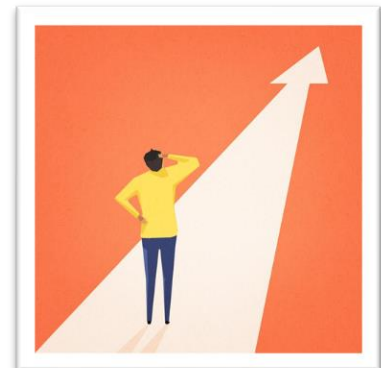
If entire departments are undergoing the same training, encourage learners to share their experiences from the course in their meetings.

Use ice breakers and team exercises.

Lack of Purpose

- ✓ As far as workplace challenges go, a lack of purpose can prove to be the most harmful of all. Without being aware of a good reason to learn new things and develop, adult learners simply cannot engage in the learning experience.
- ✓ **Solution:** Address a potential lack of purpose by making the goals of any learning experience clear upfront. Provide learning outcomes that are connected to specific workplace goals instead.

For example, in sales training, use the opening material of a sales course to explain to learners how mastering the principles of negotiation will help them improve their sales numbers and commission by 10-15%.



Distracting Office Environment

- ✓ Open plan offices, loud colleagues, construction on a nearby building, visitors on site — all those factors are potential barriers to learning. They distract learners not only from their work, but also from learning.
- ✓ **Solution:** When possible, remove distracting factors from the workplace and promote the importance of engaged learning across the organization. Explain to employees and management how critical it is for learners to be focused in order to engage with learning. That way, you foster a culture of respect for the needs of others.

Consider creating a separate space, free from noise and disruption, for learners to complete their training. Combine this with the “focus hour” recommended earlier, so learners can engage in learning without distractions.



Can you think of more examples of
barriers to learning?

Activity:
Barriers to Learning

Questions?



That's all Folks!