

Train the Trainer Award

MQF Level 5

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Introduction



Activity #1

ICE BREAKER

Planning a Training Session



Learning Objectives



- 1 Devising the learning objectives.
- 2 Understanding the different learning styles.
- 3 Creating an outline of your presentation.
- 4 Understanding the Adult Learning Principles.
- 5 Identify the importance of Time Management.

“An hour of planning can save
you 10 hours of doing”

Dale Carnegie

Planning a Training Session

- ✓ Imagine that you've just led a training session. Unfortunately, it didn't go as well as you'd hoped.
- ✓ First, you forgot to cover some important points in your presentation.
- ✓ Then, you ran out of time to answer questions, because you had to change your session "on the fly" to cover the points you'd missed.
- ✓ All in all, you're not sure that people learned what they needed to know, and you wish you'd had a clearer plan for the session.



What is a Training Session Plan?

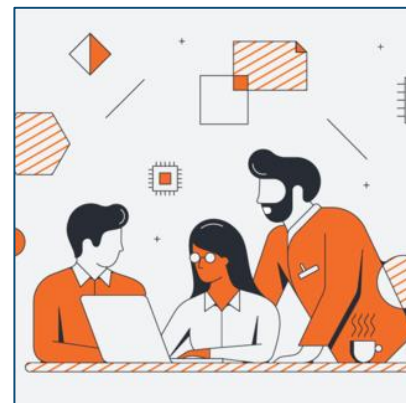
- ✓ A training session plan – also called a learning plan – is an organized description of the activities and resources you'll use to guide a group toward a specific learning objective.
- ✓ It details the subject matter that you'll teach, how long each section should take, the methods of instruction for each topic covered, and the measures you'll use to check that people have learned what you needed them to learn.
- ✓ It can be as simple as a brief outline, or more complex, with scripts, prompts, and lists of questions that you plan to ask.



Why use a Training Session Plan?

- ✓ It takes time to plan a good training session. However, you and your trainees will benefit from this preparation.
- ✓ As you plan, you visualize each step of the class. This helps you ensure that you've thought about everything that you need to say, and that you present information in a logical order.
- ✓ You'll also be able to prepare for points that people might find difficult to understand.
- ✓ After your session, you can use your plan to work out what went well – and what didn't – so that you can adapt it for future lessons.

To plan your session, follow the steps in the next slides:



Step 1: Define Learning Objectives

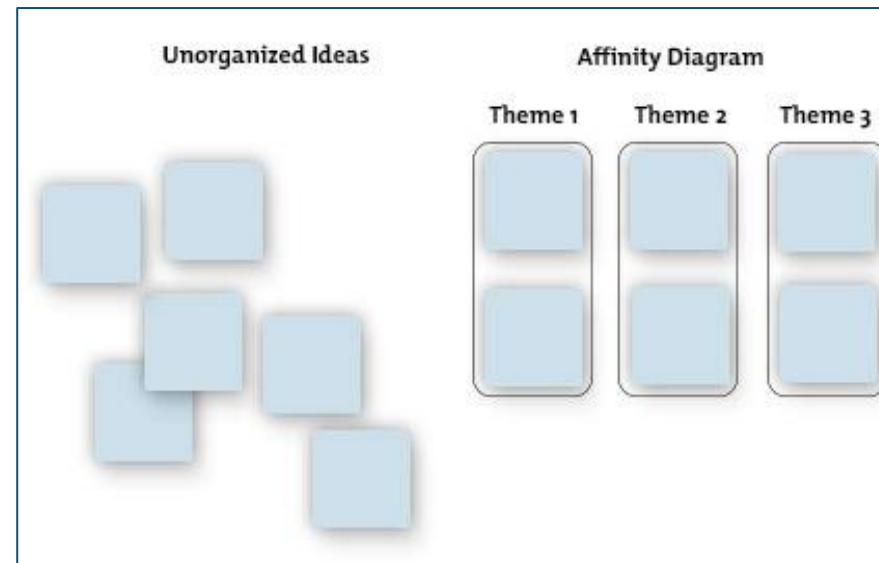


- ✓ Your first step is to specify what you want your trainees to learn, and determine how you will measure this.
- ✓ The “North Star” – all aspects of training should be pointed at.
- ✓ All learning objectives will be covered in the content created.
- ✓ The most important concepts and skills that trainees will master by the end of the class are covered.
- ✓ SMART framework is used to make goals specific, measurable, attainable, relevant and timely.



Step 2: Clarify Key Topics and Related Concepts

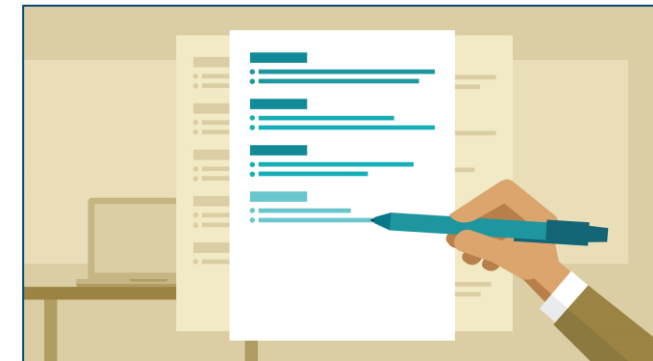
- ✓ Your class will focus on a few central ideas or skills, but you'll need to explain related concepts to reach your learning objectives.
- ✓ List your key topics and their related concepts, and then group them together – for example, using an **Affinity Diagram** – to show how they're connected.



Step 3: Create an Outline



- ✓ Once you have a general idea of what you need to cover, draft a lesson outline. List all of the points that you need to cover, in the order in which you'll cover them.
- ✓ This will save you time in the long run.
- ✓ Plus, you will be sure that your presentation covers everything you need to cover for your idea to be understood.
- ✓ It is not suggested that you include a “presentation outline/agenda” slide in your final presentation but you can briefly tell your audience what you intend to cover to help build anticipation and interest.



Step 4: Plan Presentation Techniques



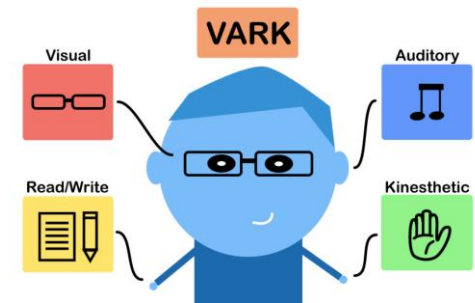
- ✓ Now think about how you will teach this material to your students. It's best to use several different presentation approaches to keep students engaged, and to appeal to people with different learning styles.
- ✓ Consider some of the training methods we discussed in the previous lecture and the different learning styles which will be discussed in the next few slides.



VARK Learning Styles

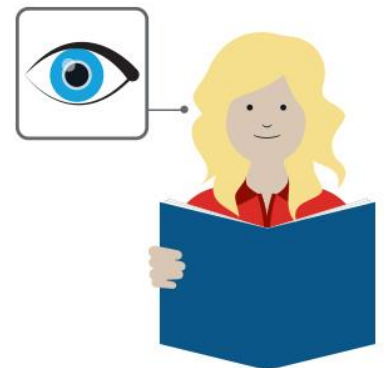
- ✓ Every student is different. It is readily observable that different students have different learning styles, that some students retain information easily when it is presented to them via a format or method that may confound other classmates.
- ✓ The acronym “VARK” is used to describe four modalities of student learning that were described in a 1992 study by Neil D. Fleming and Coleen E. Mills.
- ✓ VARK stands for:

Visual
Auditory
Reading / Writing
Kinesthetic



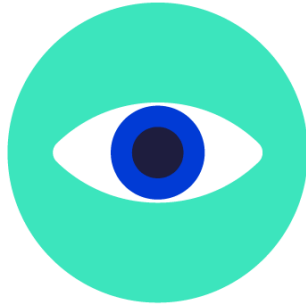
Visual Learners

- ✓ Students who best internalize and synthesize information when it is presented to them in a graphic depiction of meaningful symbols are described as visual learners.
- ✓ They may respond to arrows, charts, diagrams, flow charts, maps, graphs and other visualizations of information.
- ✓ Visual learners tend to be holistic learners and best process information when it is summarized in a chart or diagram rather than sequential slides of information.
- ✓ When a whiteboard is used to draw a diagram with meaningful symbols for the relationship between different things, that will be helpful for those with a Visual preference



Visual Learners

VAR K LEARNING STYLES



Visual



Auditory



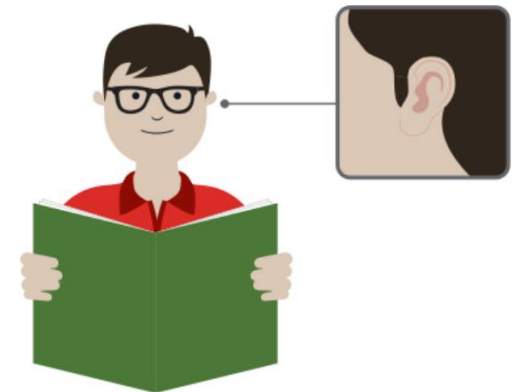
Reading / Writing



Kinesthetic

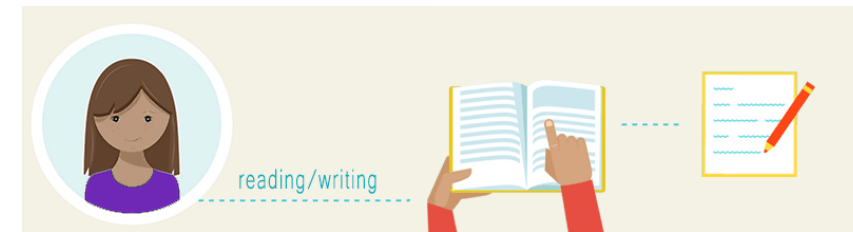
Auditory Learners

- ✓ Auditory learners are most successful when they are given the opportunity to hear information presented to them vocally.
- ✓ Because students with this learning style may sometimes opt not to take notes during class in order to maintain their unbroken auditory attention, educators can erroneously conclude that they are less engaged than their classmates.
- ✓ However, these students may simply have decided that note-taking is a distraction and that their unbroken attention is a more valuable way for them to learn.
- ✓ Students who fall into this modality often find success in group activities where they are asked to discuss course materials vocally with their classmates, and they may benefit from reading their written work aloud to themselves to help them think it through.



Reading / Writing Learners

- ✓ Students who work best in the reading/writing modality demonstrate a strong learning preference for the written word.
- ✓ This includes both written information presented in class in the form of handouts and PowerPoint slide presentations as well as the opportunity to synthesize course content in the completion of written assignments.
- ✓ This modality also lends itself to conducting research online, as many information-rich sources on the internet are relatively text-heavy.
- ✓ Reading/writing-oriented students should be encouraged to take copious notes during classroom lectures to help them both process information and have an easier time recalling it later.



Kinesthetic Learners

- ✓ Kinesthetic learners are hands-on, participatory learners who need to take a physically active role in the learning process in order to achieve their best educational outcomes.
- ✓ Different methods for these learners include demonstrations, simulations, videos and movies of “real” things, as well as case studies, practice and applications.
- ✓ Because of their active nature, kinesthetic learners often have the most difficult time succeeding in conventional classroom settings.



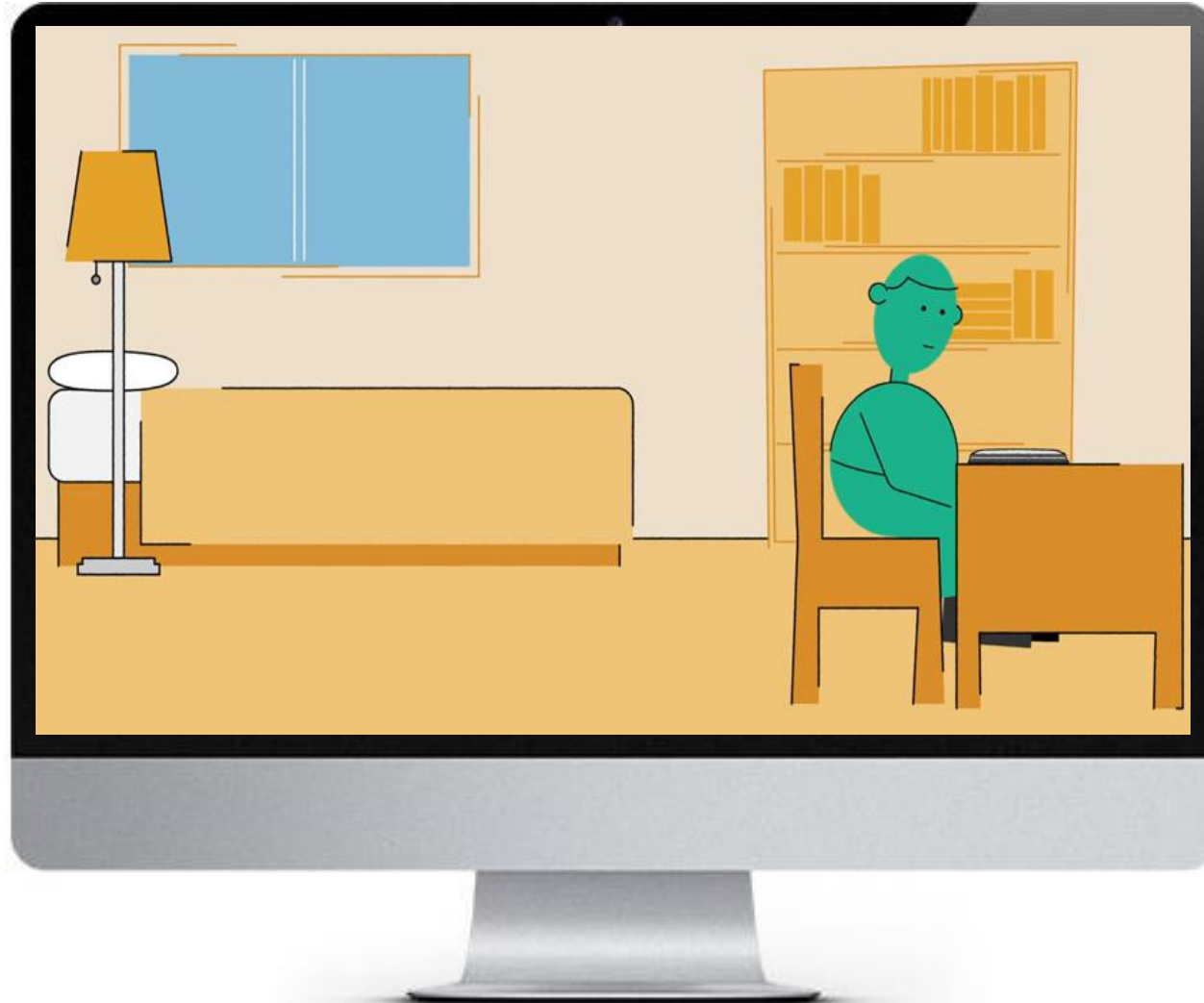
Multimodal Learners

Can One Student Have Several Different Learning Styles?

- ✓ Studies estimate that somewhere between 50 and 70 percent of the population have affinities to several different styles of learning.
- ✓ These people are called “multimodal learners” and tend to succeed in training settings that engage them with multiple learning styles.



VARK Learning Styles



Activity: What is your learning style?

<https://vark-learn.com/the-vark-questionnaire/>

Step 5: Consider the Adult Learning Principles

- ✓ Adults share characteristics that make training more effective for them.
- ✓ They come to training with a lifetime of existing knowledge, experience and opinions.
- ✓ They want training that is relevant and mostly learn when they see “what’s in it for them”.
- ✓ They want training that is task-oriented.
- ✓ Training should recognize and respect these adult learning principles.



The Adult Learning Principles

- 1 Adults have a higher sense of self-direction and motivation.
- 2 Adults use their life experience to facilitate learning.
- 3 Adults are focused on achieving goals.
- 4 Adults need to know how the information is relevant.
- 5 Adults are practical.
- 6 Adults are looking for help and mentorship.
- 7 Adults are ready to learn.
- 8 Adults want to choose how they learn.



Principle 1



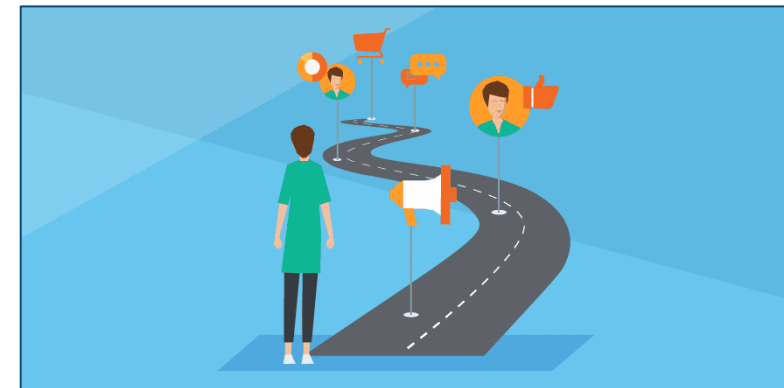
Adults have a higher sense of self-direction and motivation.

- ✓ Adult learners are much more self-directed and motivated than young learners.
- ✓ Adults tend to learn because they want to or they see the direct benefit of learning, rather than because they are told to or are expected to. However, just because adults have a larger reservoir of motivation, it doesn't mean that they will learn just anything.
- ✓ Adults have to see the benefit, value and purpose of learning.
- ✓ Learning programs should clearly demonstrate what the learner gains from their interaction, or learners will be quick to disengage. Use learning outcomes to demonstrate the value and benefits of the learning material.

Principle 2

Adults use their life experience to facilitate learning.

- ✓ Adults, of course, have more experience than children.
- ✓ Adult learners rely heavily on their experiences when they engage in learning, and they benefit from training programmes that understand this.
- ✓ Content that draws from real-world examples, relatable scenarios and builds on direct experience will lead to a more meaningful understanding of the subject.



Principle 3

Adults are focused on achieving goals.

- ✓ Adults enter the learning process focused on results. They need to know how the information will help them achieve their goals, whether personal or professional.
- ✓ In designing learning programmes, instructors need to keep this in mind and make sure that the learner is given plenty of tools and information that will help them reach their goal.
- ✓ Adult learners will be energized and motivated when they see how the content they are engaging with will help them reach their goals. This energy can be harnessed and used to drive the learning process, leading to better results.



Principle 4

Adults need to know how the information is relevant.

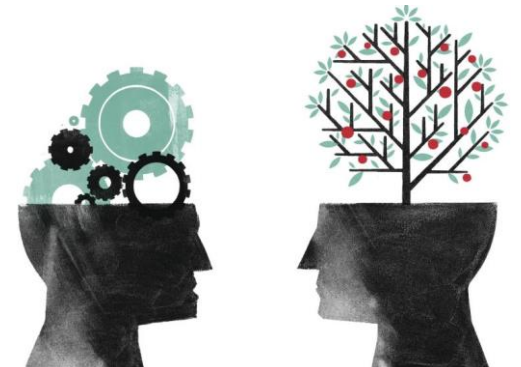
- ✓ To properly engage a learner, the relevancy of the information within the training programme must be highlighted.
- ✓ So, both the immediate, short-term relevancy and the long-term benefits of engaging with the content should be highlighted in such a way that the learner will immediately dedicate themselves to learning.
- ✓ For example, if a training programme is being developed to upskill managers, the short-term relevancy might be that they will better understand core leadership principles. The long-term benefit is that they will become a more skilled leader, and be better able to reach departmental goals.



Principle 5

Adults are practical.

- ✓ When developing a training programme, keep in mind that the knowledge gained should be applied immediately.
- ✓ Adults learn quickly and remember what they learn when they can turn around and apply that knowledge in their role.
- ✓ Learning materials should be constructed with practical examples, using real-world scenarios and problem-solving that requires learners to access their experience and knowledge.



Principle 6

Adults are looking for help and mentorship.

- ✓ Adult learners understand that looking to an experienced role model will help them in their learning journey.
- ✓ As an organization develops its training programme, creating opportunities for mentorship can add a great amount of value for both the mentor and mentee and has the added bonus of developing relationships within and across teams.
- ✓ Learning by example is a powerful way of accessing new knowledge, allowing learners to quickly gain information and simultaneously avoiding common mistakes.



Principle 7

Adults are ready to learn.

- ✓ As adults we are ready to learn when we need to do something in real-life.
- ✓ Our willingness and attention for learning will depend on whether we need it for the task at hand!
- ✓ So as enablers of change, signalling the benefits of what we are about to go through can help people realise the material is going to be useful for them.



Principle 8



Adults want to choose how they learn.

- ✓ Adult learners respond positively to self-directed learning.
- ✓ Being able to control how and when they learn means that they are more likely to be fully engaged with the content, rather than simply going through the motions of learning.
- ✓ Organizations should build their training programmes in such a way that they grant learners an ownership stake in what they are learning. In doing so, they will find that the learners will give more effort into exercises, offer relevant feedback, and will be active learners.
- ✓ The more that the learner is involved, from the planning stages to evaluation to feedback, the more onboard they will be with the entire process.

Step 6: Include Evaluation

- ✓ Now, think about when you'll check that students have understood key points.
- ✓ Build in learning checks and question-and-answer sessions.
- ✓ Also, consider how you will evaluate the session. You may want to use a formal measurement approach aligned with Kirkpatrick's Four-Level Training Evaluation Model , or you may want to create a simple on- or off-line questionnaire that will help you tell if the session has been successful.



Time Management

- ✓ Training plan is drafted for the trainer's reference.
- ✓ The bulk of the time allotted is focused on the core concepts.
- ✓ Concepts and skills that will take more time to master than others are identified.
- ✓ Trainees are allowed extra time to absorb and practise material for these identified skills.
- ✓ Activities and discussions are set within set timings.
- ✓ Extra time for questions is allowed.



Questions?



That's all Folks!