

Training For Trainers



Overview:

This active training program will provide you with knowledge and skills that can improve your training programs. Emphasis will be placed on the acquisition and application of the skills needed by trainers to produce and deliver quality professional training. The training program will cover the development of a needs assessment and task analysis. You will also learn and practice the development of performance objectives. Methods for selecting the development of performance objectives and for selecting instructional strategies relating to performance objectives will be covered in depth. You will also learn to produce and use original training resources that will make your training both interesting and professional.

The "task oriented" approach of this program focuses on the five major areas of concern in team building: goal setting and prioritizing, role analysis and clarification, management of group processes, examination of relationships among employees doing the work, and interfacing with the rest of the organization. After analyzing the concepts of team building and outlining the roles of team members, we give participants the opportunity to practice a variety of team development techniques.

Learn:

The entire program emphasizes the adult learner and a variety of delivery strategies aimed at this audience. In light of increasing legal pressure, testing of performance objectives has become a very important portion of any training. This program will give you the opportunity to design and test items in a variety of formats that measure performance appropriately.

Objectives:

- ❖ Complete a training style self-assessment and understand the different approaches.
- ❖ Learn the role of the trainer as a helper and a leader.
- ❖ Understand the adult learner and his/her specific challenges and strengths.
- ❖ Acquire the skills to manage different personalities and problem students in the classroom.
- ❖ Discover the methods of writing realistic performance objectives for training sessions.
- ❖ Learn how to prepare for training sessions with proper research and materials.
- ❖ See how to make your sessions fun and interesting through better communication skills.
- ❖ Acquire skills to involve participants in the training with good rapport and flexibility.
- ❖ Learn to elicit, accept, and analyze participant feedback.
- ❖ Translate what you learn into action.

AESCHWARTZ & ASSOCIATES

P.O. Box 79228 • Waverley, MA 02479-0228

EMAIL: aes@aeschwartz.com

TEL: 617-926-9111

www.aeschwartz.com

www.aespeaks.com

www.schoolformanagers.com

Outline:

Assessing Your Training Style

- A. Key Questions To Ask Yourself Concerning Training Methods
- B. Your Approach (Humanist, Functionalist, Structuralist, And Behaviorist)
- C. The Trainer As A Helper And A Leader
 - 1. Skill and sensitivity in human relations
 - 2. Self-awareness -- needs and motivation
 - 3. Understanding group dynamics
- D. Understanding The Adult Learner And Learning Styles
 - 1. Getting in touch with your student
 - a. characteristics of adult learners (experience, self-directed, and goals)
 - b. measuring the student's ability to accomplish learning objectives
 - c. what blocks learning and techniques to unblock these obstacles?
 - d. dealing with "class personalities" and the "problem" student
 - e. methods to reward participation and learning
 - f. styles of learning (appliers, observers, experimenters, and thinkers)

The How To's Of Delivering Your Training Program

- A. Planing Your Training Session -- Inspect What You Expect
 - 1. Writing Realistic Performance Objectives
 - a. deciding the results you require
 - b. needs assessment and task analysis
 - c. determining the complexity of your subject matter
 - d. analyzing the audience (cultural background, values, and education)
 - e. selecting a learning source which will bring the best result
 - 2. Organizing your training -- always travel with a road map
 - a. do your homework -- know course content -- use relevant examples
 - b. the "After Lunch Dead Zone", timing, and breaks
 - c. how and why to create a course book (instructor and participant)
 - i. marketing and educational value
 - ii. examples and suggestions for making a practical course book
- B. Making Your Training Session Interesting And Fun
 - 1. Key tips for communicating more effectively
 - a. the uses of humor -- icebreakers
 - b. using personal experiences to capture attention
 - c. the use of metaphors, anecdotes, and stories
 - 2. How to motivate, get feedback, and involve each participant
 - a. establishing rapport-- (mobility, chit-chat, touch, jokes, and greetings)
 - b. planning with flexibility (assessments, cases, and discussions)
 - c. developing open questioning techniques, active listening, empathy
 - d. using audiovisuals, handouts, and transparencies to your advantage

Evaluating The Success of Your Training Program

- A. Who Should Evaluate Your Training Program And Why
- B. What Types Of Evaluations Are Available And When To Use Them
 - 1. The advantages and disadvantages of different types
- C. Positive And Negative Feedback
 - 1. How can you improve your program -- what changes need to be made
 - 2. Assessing your goals and test if they measured up
 - 3. Following-up after the session and the developed action plan

Action Plans And Summary