

# Train the Trainer

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**CARR**  
COMMUNICATIONS



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**OPTIMAI**

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# Introduction and Objectives

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# What is the purpose of this training module?

- › In this module, you will learn how to:
  - › Understand the **role** and identify the **skills** of an **effective trainer**;
  - › Develop the skills to **create training objectives, activities and materials** for planned training activities;
  - › Identify **tools, techniques and approaches** for the **assessment of learning**;
  - › Demonstrate the **skills required** for the **effective delivery** of training programmes.
- › This material aims to be a **flexible** resource. You can use parts of it to support ongoing training activities or plan specific courses depending on local and individual needs.
- › The material is **easy to follow** and lays out concepts in **clear language** using relevant **examples** and supporting **imagery**.

## Who is this module aimed at?

- › **Primary audiences** include OPTIMAI team / project leaders responsible for facilitating and delivering technical and non-technical training in the end-user organisations:

- › KLEEMANN
- › TELEVES
- › MICROCHIP



Televes®



- › **Secondary audiences** include team / project leaders responsible for facilitating and delivering technical and non-technical training in other organisations or projects; anyone else in the private, public or community sector looking to improve their facilitation skills and to train others.



# The OPTIMAI training cycle



## BEFORE

Training needs analysis  
Design

## DURING

Delivery  
Evaluation

## AFTER

Transfer  
Impact  
Revision

# Before starting: Tailor the training to your group

- › What is your group of learners like?



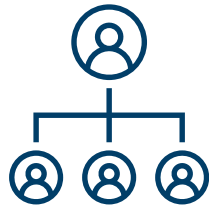
*Factory floor operators*



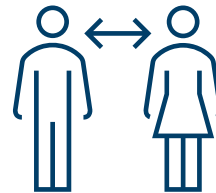
*Technicians / Installers*



*Others*



*Managers*



*HR personnel*

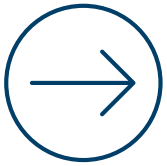


*Mixed group?*

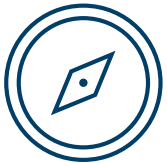
- › The nature and dynamics of the group will have an impact on the optimal training style.

# Before starting: Tailor the training to your group

What **facilitation style** suits your end-user group best?



**Directing:** The facilitator directs the content of the event as well as suggesting methods of working and making process interventions. This style is best suited to immature groups who need direction to achieve their goals, for example a newly formed team or a meeting of people who do not know each other well.



**Guiding:** The facilitator intervenes as required to provide guidance during the meeting as well as suggesting methods of working and intervening to help the group process. This style is best used with semi-mature groups who have worked together for a little time but who do not yet consider themselves a high-performance team.



**Enabling:** The facilitator's intervention is centered entirely around group processes; the facilitator does not suggest methods of working unless asked. This style is best suited to mature and high-performing teams.



# Before starting: Tailor the training to your group

- › **Learning styles:** How does your group learn best? Through:



*Hearing*



*Saying*



*Doing?*

- › Select relevant **learning objectives:**



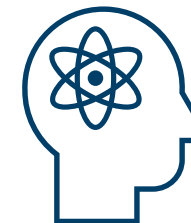
*Knowledge*



*Skills*



*Competencies*



*Behaviours*

# Before starting: Tailor the training to your group

› Select relevant **methodologies**:



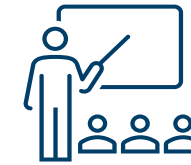
*Autonomous learning*



*Group learning (project work)*



*Remote tutoring (phone/mail/electronic)*



*Classroom learning*

› Select relevant **techniques**:



*Workbooks*



*Handouts*



*Flipchart*



*Visual aids*



*Tell, show, do*



*Feedback*

# The Role of the Trainer

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## The role of a trainer

*“The function of a trainer is to bring about behaviour change”*

Donal Cronin  
Director of Training  
Carr Communications



# Skills of the facilitator

## CREATING EMPATHY AND TRUST

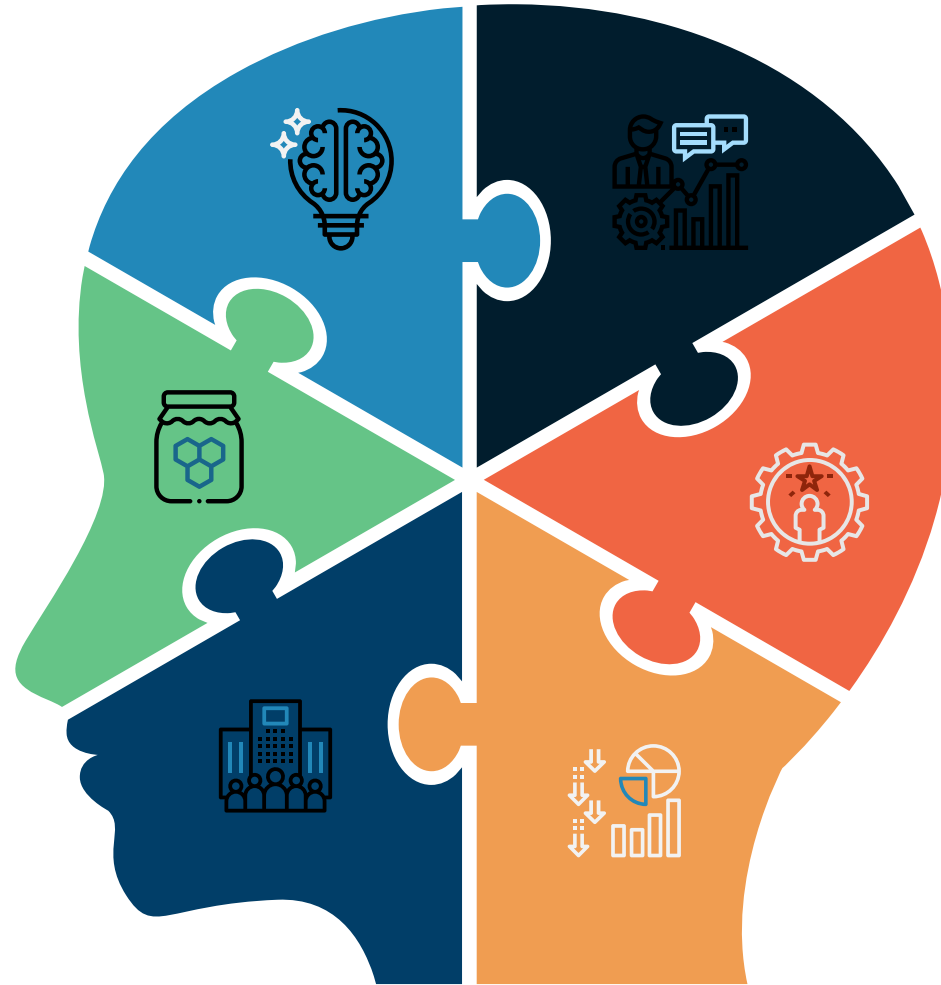
Create rapport with the participants so that they relate to you and trust you.

## INTERVENTION SKILLS

Intervene in the group in order to move things forward when needed.

## OBSERVATION

Pick up what individuals are saying or doing (or not saying or doing); tune in to team dynamics.



## NEUTRALITY

Be impartial, avoid becoming involved in the content of the discussion.

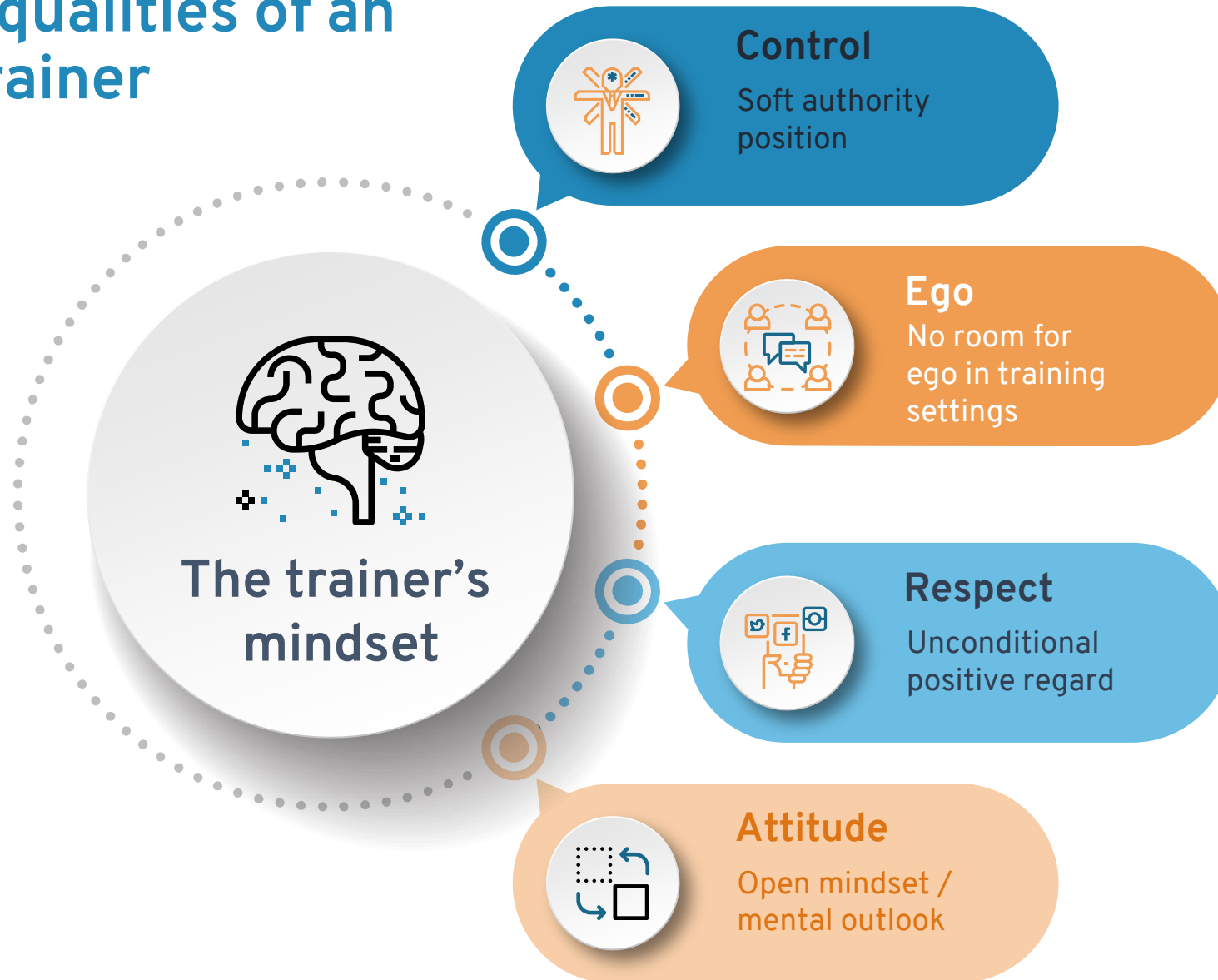
## LISTENING AND SUMMARISING

Listen and interpret underlying messages and feelings in the group.

## QUESTIONING

Ask questions which get to the nub of an issue: what, where, when, how, why.

# Additional qualities of an effective trainer



# The trainer's steps

## Assess

- 1 Identify the skills or knowledge lacking
- 2 Determine the current skills & skills needed
- 3 Analyse the training options
- 4 Report on training needs & make recommendations

## Create

- 1 Set learning objectives
- 2 Choose the content format
- 3 Break training into segments or learning tracks
- 4 Design the outline and materials
- 5 Review and edit

## Conduct

- 1 Focus on the adult learning principles
- 2 Employ a range of activities for interactive learning
- 3 Debrief and assess learning activities

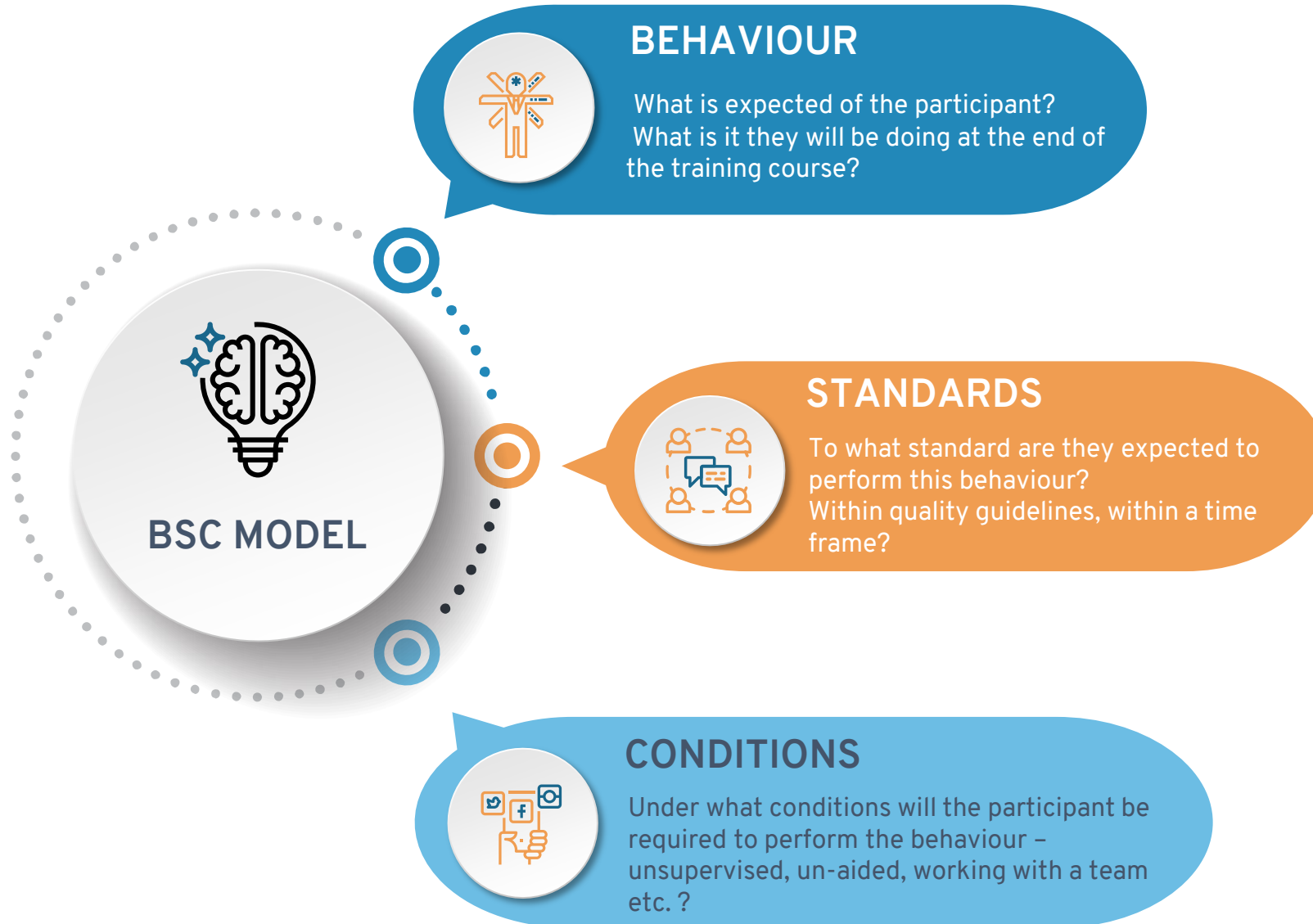


# Learning Objectives

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# Agreeing objectives and outcomes



# Setting learning objectives

Objective	Behaviour	Standard	Condition
1			
2			
3			

# The four stages of learning

- › Regardless of what new skill we want to learn, there are **four learning stages** each of us goes through.
- › Being aware of these four stages helps us better accept that learning can be a slow and sometimes challenging process.
- › We will now have a look at these four stages.



# The four stages of learning

**Unconscious Incompetence**



The learner isn't aware that a skill or knowledge gap exists.

**Conscious Incompetence**



The learner is aware of a skill or knowledge gap and understands the importance of acquiring the new skill. It's in this stage that learning can begin.

**Conscious Competence**



The learner knows how to use the skill or perform the task, but doing so requires practice, conscious thought and hard work.

**Unconscious Competence**



The person has enough experience with the skill that he or she can perform it so easily they do it unconsciously.

# Understanding the Learner

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# Learning styles and their impact on design and delivery



## ACTIVISTS

- New Experiences
- Challenges
- Short, 'Here and Now' Tasks
- Change and Variety
- Opportunities to 'have a go'



## REFLECTORS

- Encouraged to watch, think
- Time to assimilate information
- Time to review learning
- Structured and safe learning environment



## THEORISTS

- Context and purpose
- Structured, unambiguous activities
- In-depth exploration of topics
- Methodically sound subject matter



## PRAGMATISTS

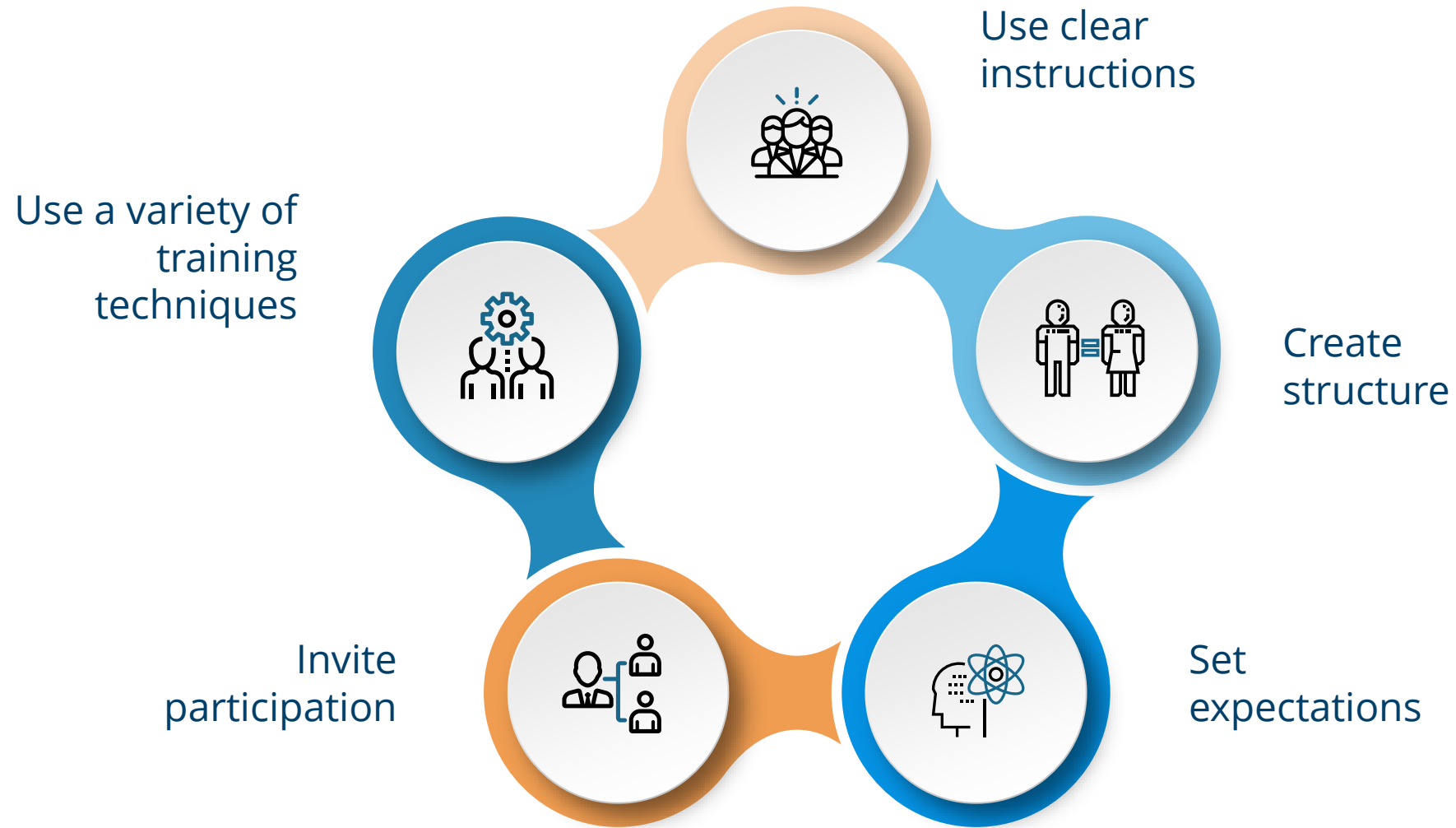
- Learning is related to a need
- Clear guidelines
- Discussions are to the point
- There are no obstacles to implementing learning

# Course Design

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# Effective training design



# Designing a structured course outline



## Objectives

- Participants identify gaps in their skills/knowledge
- Encourage desire to learn
- Demonstrate how you will close the gap(s).



## Teaching / learning

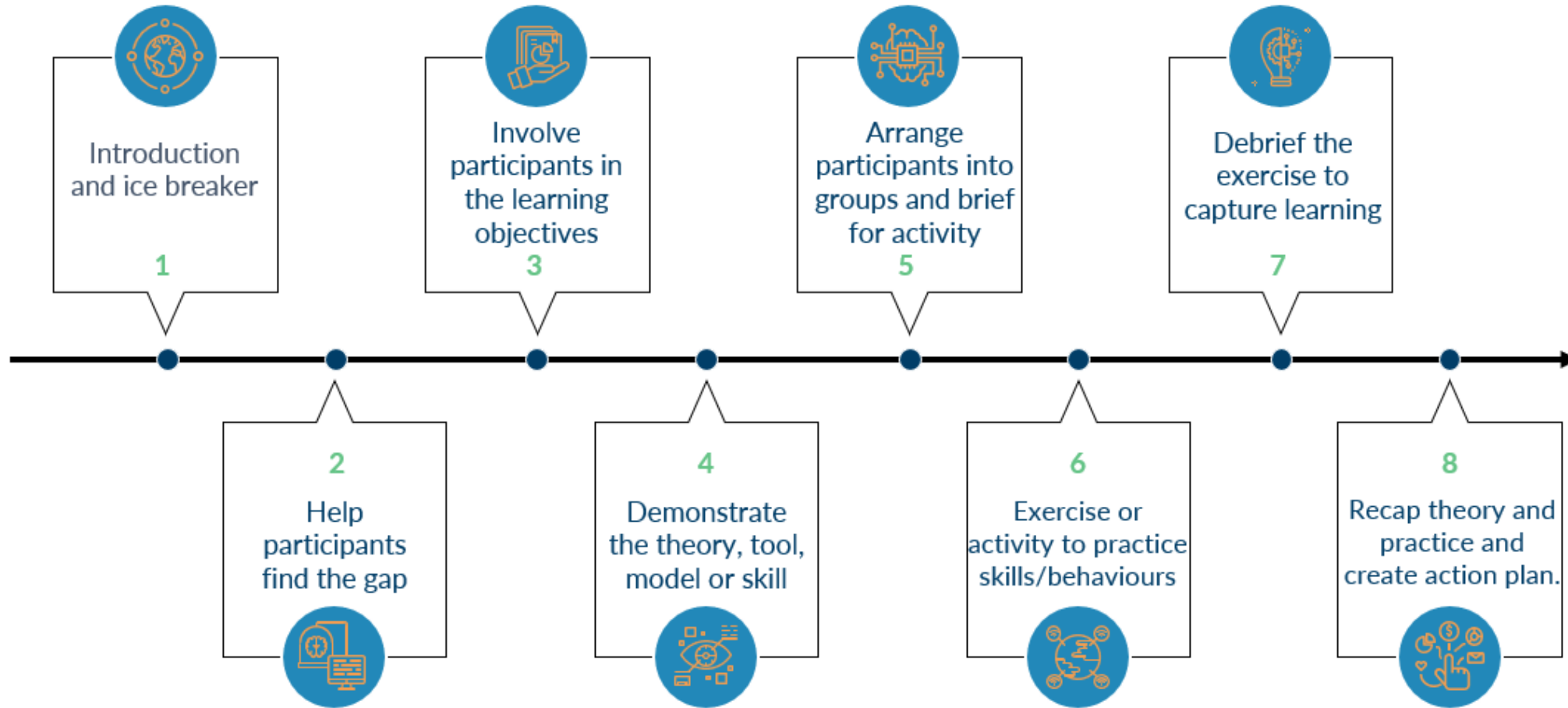
- Learning you want to impart
- Various techniques
- Practice and participation



## Recap

- Summarise learning achieved
- Quiz, test, application exercise
- Action planning
- Follow up

# Classic training structure





# Communication, Delivery and Facilitation

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# Why will people listen to you?



## INTEREST

Your message is interesting



## BENEFIT

Your message may benefit the listener



## AFFECT

Your message may affect the listener

# The purpose of your communication

**Think**  
What does the learner think **before** the course?

**Say**  
What does the learner say **before** the course?

**Do**  
What does the learner do **before** the course?



**Think**  
What do you want the learner to think **after** the course?

**Say**  
What do you want the learner to say **after** the course?

**Do**  
What do you want the learner to do **after** the course?

# Making sure your audience understands



- › Use 2–3 key points



- › Avoid jargon



- › Explain and use analogies or examples



- › Check understanding by engaging participants

# Stimulate interest and curiosity

Participants will only discuss and decide if they are motivated to do so.

This means that a good facilitator will:



Phrase discussion and focus questions that are inviting



Supply attractive processes with which to analyse and solve problems





# Unconditional positive regard

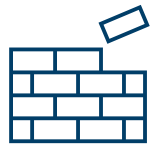
In all participant-led facilitation sessions a key skill is to make the attendees all feel valued.

To accomplish this, the facilitator must adopt '**unconditional positive regard**' for all participants – it's their session after all.

Boost quieter individuals' confidence by:



Encouraging their contributions

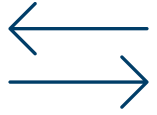


Build on people's suggestions



Banter with extroverts

## Distinguishing between essential and non-essential contributions



Constantly relate contributions to session objectives



Monitor participants' body language for significant reactions to contributions and to people



What do they seem to think is essential? Whom do they seem to take most seriously during discussions?



Monitor group behaviour for clues to organisational pressure on decisions



What do they seem to think is important for the organisation? Whom do they listen to/agree with most.



# Provoking useful controversy

Useful controversy means looking at both sides of a problem before deciding what to do.



Pose challenging questions.



Supply 'reframing' and/or creative problem-solving techniques.



To manage the inevitable conflict which controversy brings.



Reassert agreed ground rules on interpersonal behaviour.



Help the group 'be tough on the problem but not on the people'.

## Recognising commonalities, themes and trends

The whole idea of facilitation is to build on common ground, to build consensus, to build decisions.

A key skill for this is to recognise what is common ground. Experience is the best teacher here so, when in doubt as to whether there is commonality:



Explore people's intentions and key concerns by asking for clarification to help your growing hypotheses



Listen for frequently used words and phrases from different people which imply that consensus is building (or not!)



# Seeking consensus

Consensus is not when everyone agrees but when they agree to agree.

In order to help a group reach consensus:



Identify points of agreement;



Reformulate contributions to highlight common ideas



Explore people's objectives



Encourage people to build on others' ideas



Test false consensus due to conformity (is agreement real?)



Test consensus for underlying motivation (is agreement biased in any way?).



Test consensus for relevance to objective



# Training Evaluation

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# Purpose of feedback and evaluation

The feedback of participants is very important to the future development of the OPTIMAI training material



Ask participants to fill in a feedback form to ensure relevant, high-quality training for OPTIMAI end users and other interested parties.



Highlight that participants' personal data will be processed and stored in strictest confidence in line with the OPTIMAI Data management process and the General Data Protection Regulation (GDPR).

# Example feedback form

Thank you for taking part in this OPTIMAI Training. Please take a few moments to respond to the following questions:

- › Training module:
- › Date:
- › Participant name, title/role and organisation:
- › Please indicate your level of agreement with the statements listed below (Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree):
  - a) The training was relevant to my needs
  - b) The training was presented in a meaningful way
  - c) The training met my learning objectives
  - d) I can apply the skills/knowledge that I learned
  - e) The duration/length of the training was appropriate
  - f) The training format was suitable
  - g) I would recommend this training to others
- › What was/were the most useful part(s) of the training for you?
- › What aspect(s) of the training programme could be improved?
- › Please provide any suggestions or additional comments below.





# OPTIMAI

## Thank you!

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