

TRAINING TECHNIQUES FEAFFA/EARA WORKSHOP

**“The Aim of education is to
convert the mind into a living
fountain, not a reservoir” John
Mason**

INTRODUCTIONS

- Welcome

Learning is a change of behavior occurring from the process of internalizing knowledge, skills, or attitudes.



Goal

- **To provide participants with the skills to deliver courses in a professional manner.**

Course Objectives

- To understand and apply knowledge and techniques on:
 - Learning styles
 - How adults learn
 - Presentation skills
 - Evaluation and feedback



Adult Learning styles

- Adult learners learn in different ways and have preference in learning styles



- Doing: Concrete Examples
- Trying: Active Experimentation
- Thinking: Abstract Conceptualization
- Watching: Reflective Observation

Characteristics of Adult Learners

- **Prior knowledge & experience**
- **Self-directed learners**
- **Critical thinkers**
- **Experiential learners**

Learning is a change of behavior occurring from the process of internalizing knowledge, skills, or attitudes.

Adult Learning Principles

– Adult Learners

- Need to be involved/consulted
- Want content to be relevant
- Enjoy being asked questions
- Like to be treated as equals
- Appreciate feedback on how they are doing



Adult Learning Principles

– Adult Learners

- Learn at different rates
- May need to unlearn old ideas and habits
- Want practical solutions
- Need an informal and non-threatening environment



Adult Learning Principles

– Adult Learners remember concepts

- Learned most recently
- Heard about more than once
- Were able to practice
- Could implement right away
- Understand are important to know
- Are encouraged or rewarded for using them



Adult Learning Principles

Motivation : What's In It For Me

- Job requirement
- Personal interest in subject
- Professional enrichment
- Advancement potential



Adult learning Fundamentals

- Cause desire to learn
- Cause a need to learn
- Learn by doing
- Realistic training
- Student's previous experience
- Provide a relaxed and comfortable learning environment

Adult learning Fundamentals

- Vary your teaching methods
- Guidance and help vs. Criticism and orders

Training Principles

- Relate the known to the unknown
- Progress from simple to complex
- Break a whole skill into its components
- Move at the participants pace
- Stress practice
- Other training opportunities

The Three Primary Sensory Learning Channels

- How you give and receive information
 - Auditory – Hearing
 - Visual – Seeing
 - Kinesthetic – Touching / feeling
- “I hear and I forget,
I see and I remember,
I do and I understand”

Adult learner fears

- Inability to “keep up”
- Change
- Moving away from comfort level
- New concepts

Individual Learning Styles

- Information is stored in **Very High Frequency**
- **Visual** - pictures, scenes, images, logos, graphs, photos, charts
- **Hearing**- words, music, sound, conversation
- **Feeling**- emotions, smells, tastes, pain/ comfort
- Each person has a preferred channel- use all three

Learning Environments

Direct

- **Comfort/Temperature**
- **Lighting/Sound**
- **Seating arrangement**
- **Climate controlled**
- **Refreshments**



Indirect

- **Respectful**
- **Non-intimidating**
- **Non-judgmental**
- **Informal**
- **Open atmosphere**

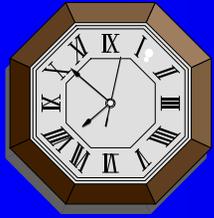


Planning a Training Session

- Determine a goal: Where do you want to end up?
- State objectives: How do you plan to get there?
- Create an outline: Determine flow of information.
- Design audio/ visual aids
- Develop interactive activities

Preparing to Train

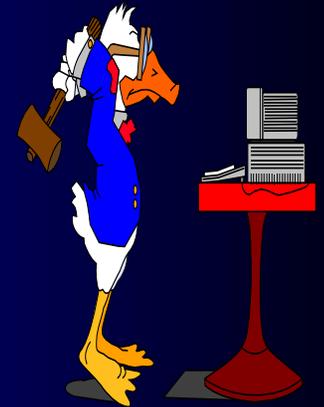
- To succeed answer 5 questions
 - WHY - why are you training at all. What are trainees' needs, what should trainees do at the end of the course?
 - WHAT - At what intellectual level will you pitch your teaching, what audio-visual aids will you need?
 - WHO- analyze the trainee group- age, nationality, level, language, experience, expectations, mind set?



Preparing to Train

- To succeed answer 5 questions
 - WHEN-Ask whether the timing is good for you, and for them
 - WHERE- Ask about the environment- building, room, layout, seating pattern, interruptions, temperatures, noise. Do not side too much with the trainees or you may loose control of the class

Conducting Training



- Structure your presentation
 - Bang - always start with a “learning hook” or attention-getter (Monkey)
 - Gap - establish between the participants present skills / knowledge and those to be acquired during the course
 - Understand - Check that the participants understand the existence of the gap
 - Need - Establish the need to close the gap
 - Ask/Answer - Ask and answer questions to check participants’ individual needs

Conducting Training



- Structure your presentation
 - Route map - Outline course coverage, stressing results
 - Explain- Explain each new skill/ learning in digestible chunks
 - Demonstrate - Demonstrate skills or show how knowledge applies to them
 - Exercise - Allow participants to exercise each new skill or to feedback their understanding of new knowledge

Conducting Training

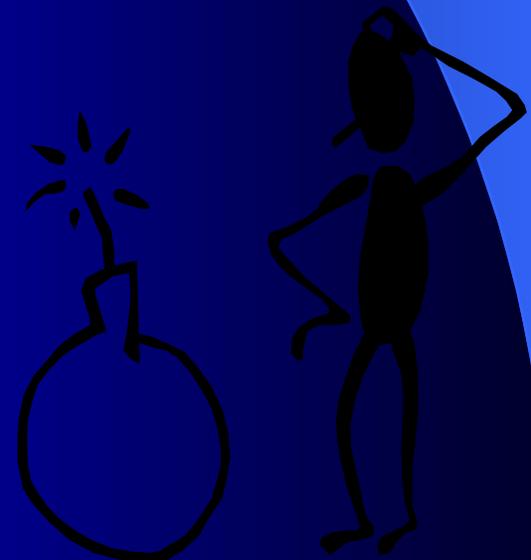
- Prior to the training session
 - Know your trainees
 - know the environment
 - Prepare prepare prepare
 - practice practice practice

Conducting Training Session

- Day of Session
 - Get to the training room early
 - Re-check the equipment
 - Make sure everyone can see visual aids
 - Make sure refreshments are available
 - Meet any early arrival cordially
 - Get comfortable before start

Conducting Training Session

- At the start
 - Beware and be aware- anything could go wrong
 - Tell the participants what you expect and what they expect



Conducting Training Session

- At the start / Remind them that
 - They are responsible for their own learning(indicate the benefits of learning)
 - They let you know if their needs are not being met(find out informally during health breaks)
 - You will start and finish on time
 - Explain the house keeping items(these are communicated in the first session)
 - Fire exit location
 - Telephone availability
 - Location of restrooms



Conducting Training

- Structure your presentation
 - Guide /Correct - Show participants how well they have learned and correct any inadequacies
 - Recap- Review all learning points at end of each module or beginning of next
 - Action plan - Agree on an action plan for transfer of new skills or knowledge
 - Follow -up - Agree on any follow- up or refresher
 - Bang - always finish with a bang

Conducting Training Session

- During the session
 - Start at agreed time
 - Note restarting time on the flipchart
 - If session is not going according to plan, don't raise awareness (trainees may stop contributing)
 - Encourage participation
 - Deal with one subject at a time
 - Move from simple to complex
 - Start from the known and progress to new



Conducting Training Session

- During the session
 - Don't admit that you don't have an answer
 - Ask other participants
 - Diagrams should be culturally neutral
 - Repeat or rephrase participants question for clarity
 - Pay attention to participants body language
 - Energy levels are low after lunch



Conducting Training Session

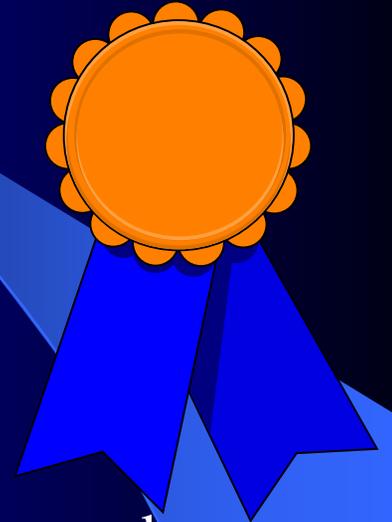
- Questions and their Significance
 - Cause thought
 - Stimulate discussions
 - Arouse curiosity
 - Evaluate learning
 - Focus attention

Conducting Training Session

- Problems associated with Questions
 - Getting off topic
 - Endless “what if?” questions
 - “Sharpshooters”
 - Arguments between students and instructors

Conducting Training Session

- Conclusion of Training/ End of Session
 - Answer questions
 - Administer tests if needed
 - Summarize the material covered
 - End with a challenge- use of what has been learned, commitment to changing what is on the ground.
 - Conclude training
 - Answer additional questions
 - Announce start time of next class/ housekeeping



Classroom Environment



- Suitability

- Comfortable and supportive- lighting, seating, and physical space
- Explain “constructive feedback” versus “destructive criticism”
- Praise good responses
- In adult learning participants learn from the trainer as well as other participants

Classroom Environment

- Diversity

- Ethnic diversity
- Cultural diversity
- Gender ratio
- Age distribution
- Physical capabilities
- Experience, knowledge and skills levels



Classroom Environment

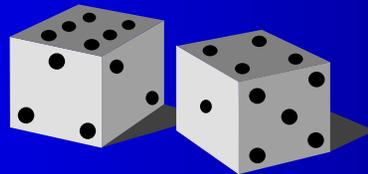


- Diversity

- Avoid using examples that not everyone will understand
- Racist and sexist remarks are inappropriate
- Help people who are having difficulties with the lesson
- Be aware of physical exercises that may challenge or embarrass some participants.

Classroom Environment

- Classroom Materials (handouts)
 - Contain an idea per page
 - Are written in simple, clear language
 - Have lots of space to take notes
 - Remember that it is an ideal situation



Classroom Environment

- Using Overheads
 - Keep them short and to the point
 - Use one idea per slide
 - Use pictures whenever possible
 - Make sure letters are large, bold and legible



Classroom Environment

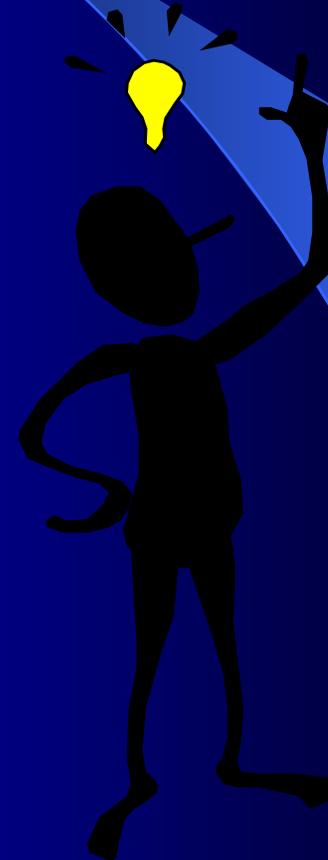
Seating Patterns -

- “U” Shape
- “V” Shape
- Herring/fish Bone
- “Bistro”
- Circle
- Amphitheater
- Use of colour- invites interest, curiosity and appeal to emotions
- Music- reduce stress, make the room live , relaxing



Training Methods

- Effectiveness of training methods depends on the training goals
- The methods include:
 - Case study
 - Workshop
 - Lecture/seminar
 - Games
 - Films
 - Programmed instructions
 - Role playing



Training Methods

- Demonstration
- Hands on
- Exhibits
- Verbal/ written materials

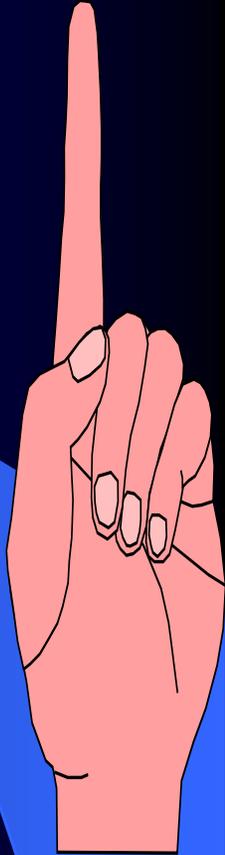


Training Aids

- Marker boards
- Charts/ posters
- Overhead Project(transparencies)
- LCD Projector
- Videos
- Props (“dummy”)

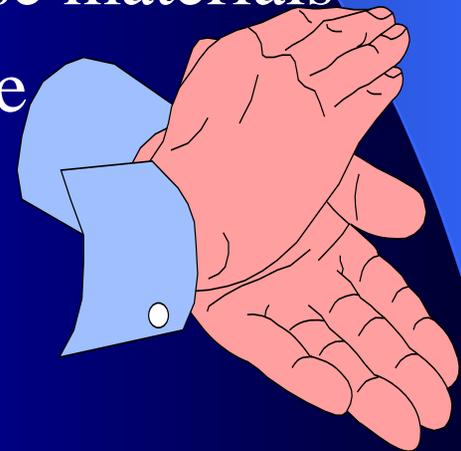
Training Evaluation

- Reaction to the training - immediate/ measure trainee's feedback
- Understanding - post-course test/ measures the effectiveness of the course/ 2-3 months after
- Behaviour change - 360 degree feedback/ observable application of the skills on the job/ 6 months after
- Results- measures quantifiable outcomes of the training e.g fewer errors, faster production time/ 3-12 months after



Training Evaluation

- Participants Evaluate
 - Knowledge and delivery capability of the trainer
 - Quality and usefulness of course materials
 - Overall usefulness of the course
 - Relevance of the course
 - Facility, location and comfort



Presentation techniques

- **My name**
- **What I do in my Organisation**
- **What kind of training I deliver if any.....**
- **Something personal about me....**

Contracting with participants

- **Set ground rules**
- **Set enforcement measures**
- **Everything must be confidential**
- **We are all equal before ground rules**

Ground rules fields

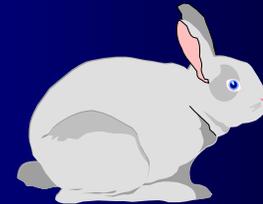
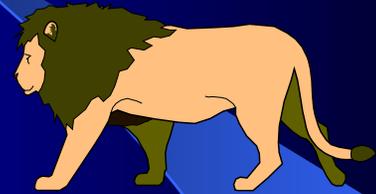
- **Time**
- **Telephones**
- **Absenteeism**
- **Mini-meetings**

Enforcement/ sanctions

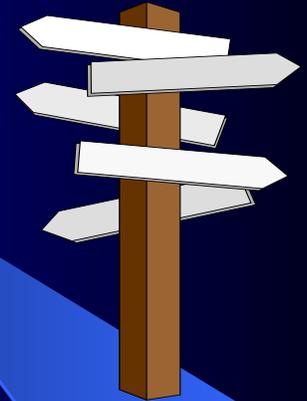
- Failure to attain certificate
- Fines from the clearing firm
- Singing depending on the course
- etc

Presentation Technique

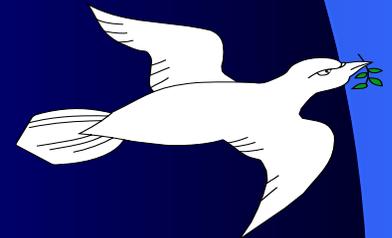
- Relax
- Show confidence and approachability



Presentation Technique

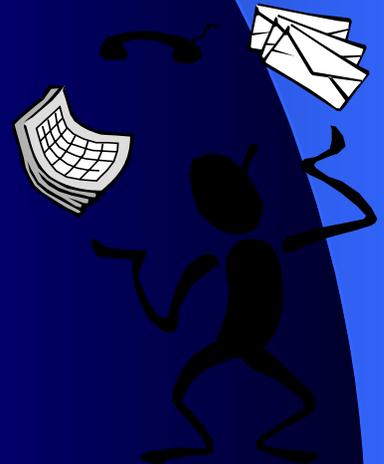


- Project positive body language
 - it conveys your confidence
 - stand erect and tall
 - Avoid putting hands on one or both hips - arrogance
 - Avoid prolonged eye blink -show you don't want to be there



Presentation Technique

- Exhibit a high energy level
 - trainees match your energy level
 - model what you want from them in a way of attention and excitement



Presentation Technique

- Keep the presentation to the point
 - Don't dwell too much on what trainees already know
 - Focus on new information
- Challenge your participants
 - Ask questions
 - Let them answer by show of hands



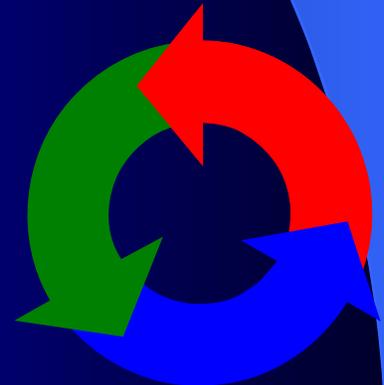
Presentation Technique

- Do not read word by word
 - Give people chance to read
 - Provide a bridging comment between each slide
- Scan the participants 3 to 5 seconds
- Don't read off the screen or turn your back to participants



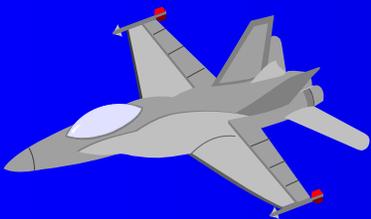
Presentation Technique

- Body movement
 - Move around the room, getting closer to the audience when they ask questions,
 - Movement is important to demonstrate a point or change topics or points of view
 - Use large, smooth, not nervous or overwhelming body movements



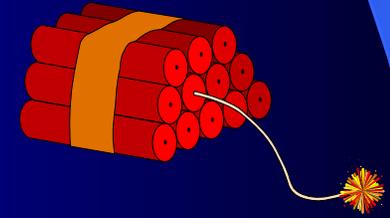
Presentation Technique

- Keep people's attention by
 - Changing the pace of presentation
 - Doing activities at least every seven minutes-questions , group work
 - Animating your facial expressions and gestures



Presentation Technique

- Grab attention
 - Challenge the participants by starting off with one of the five W's and an H
 - Who , what when, where, why, and how
 - Quote shocking information, statistics or news
 - Take a controversial stance
 - Involve your participants



Presentation Technique

- Gestures

- Open your arms to the audience
- Keep your arms at your sides when you are not using them
- Keep your arm gestures between your waist and shoulders
- Avoid quick and jerky gestures - nervousness
- Vary your gestures to suit your message
- Don't overuse gestures



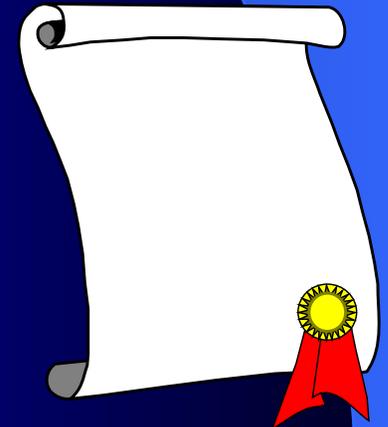
Presentation Technique

- Using the voice
 - Change your voice modulation
 - Speak a little louder than you normally do
 - Pause before or after a key thought
 - pause briefly to collect your thoughts
- You can use your voice to
 - carry the meaning
 - create excitement, suspense, calmness, quiet or intensity



Training Technique

- Do's and Don'ts
 - Do know your topic
 - Do be yourself
 - Training Technique Do be actively alert
 - Do experiment

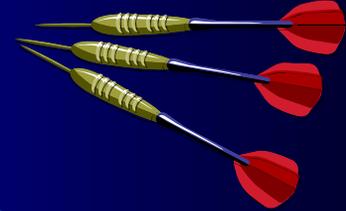


Training Technique



- Do's and Don'ts
 - Don't be afraid to overcome your limitations
 - Don't try to assume a stance that is not your own
 - Don't be afraid to learn from participants
 - Don't be afraid if you do not have an answer

Trainer's Tips



- **Plan, Prepare & Practice**
- **Know your audience (experience level, comfort level, # of attendees)**
- **Involve learners (partner & team activities)**
- **Encourage comprehension over content**
- **Relate instruction to participant's job needs**
- **Solicit feedback during class & final evaluation**
- **Training is a process not an event that has measures & can be improved**

Trainer's Tips Cont.

- Checklist, include materials needed (handouts, staff resources, supplies, equipment, cars, etc.)
- Get enough sleep & watch what you eat
- Realize your limitations
- Have reliable directions
- Learn from others
- Use good visuals
- Use time wisely & according to agenda



Participants Presentations

- Confidence of presenter
- Use of adult learning techniques
- Use of voice
- Use of body movement and gestures
- Eye contact



Welcome back to the World

- **Develop an Action Plan**

