

Training Essentials

A green starburst graphic with a dark blue outline, containing text.

**Some quick tips
trainers should
know before
they design and
deliver training.**

What you should know and do!

A qualified trainer should be able to:

- Describe the difference between training and learning
- Explain the basic principles of how adults learn
- Apply planning and sequencing techniques when you design your sessions
- Use strategies to engage your learners

And, most importantly

- Include activities to guarantee that learning has occurred before people complete the session/s.




Consider this

Many people who end up delivering training are experts in their subject.

A training course **MUST** have measurable results.

A trainer has the responsibility to ensure learning is checked inside the session.

A teal-colored circle with a thin dark blue border. Inside the circle, the words 'WHY' and 'you train' are written in white, sans-serif font. 'WHY' is on the top line and 'you train' is on the bottom line.

WHY you train

Basically, any workplace requiring staff members to learn new things or improve what they know or do is so the staff members will behave in the required manner, doing and saying the right things, and understand why they have to.



Training is not presenting a set of PowerPoint slides.

Training is not talking.

Good training has only occurred if learning has been properly checked.

WHO you train

Every learner is different.

Your job is to use a flexible style using proven methods to meet the needs of all learners.

Trainers often use the style that meets their own needs!

LEARNING PROCESSES

Learners process the information in different ways. Your training has to accommodate the differences.

LEARNING STYLES

Learners have different preferences for receiving information. If you don't appeal to their style you make learning harder than it needs to be!

Research shows that after three days we remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we say
- **90%** of what we say and do

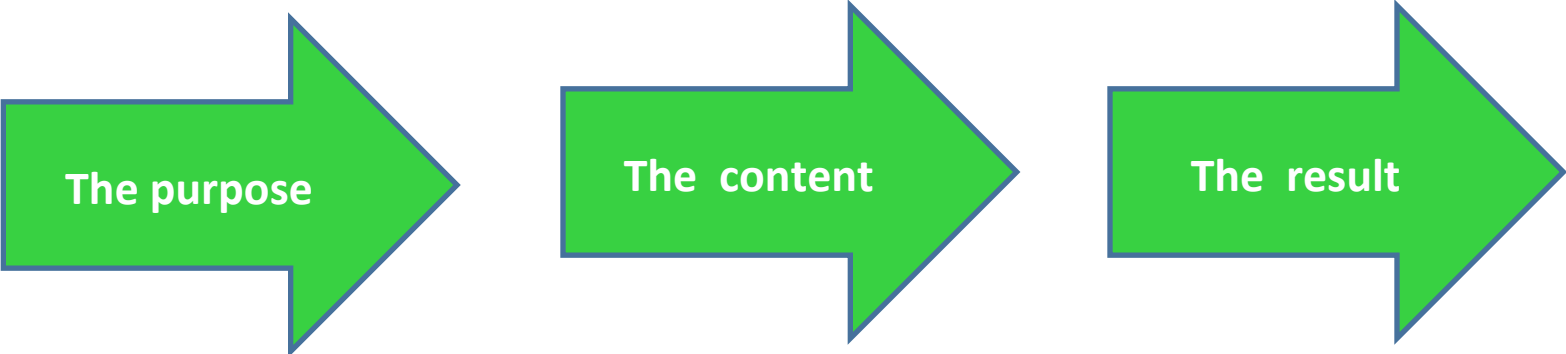


LEARNING
METHODS

Therefore the traditional PowerPoint presentation marginalises the learning for most learners (*but it's used a lot because it is often quick and extremely easy for the trainer to prepare*).



WHAT you cover is important.



Warning... WHAT you cover is not everything you know but everything the learner needs to know and do to meet the required performance requirements at work.



WHAT
do they need
to know?

HOW WELL
do they need
to know it?

E.G. By the end of this module you will be able to ***correctly describe the steps and accountabilities in the XXX process.***

WHAT
do they need
to do?

HOW WELL
do they need
to do it?

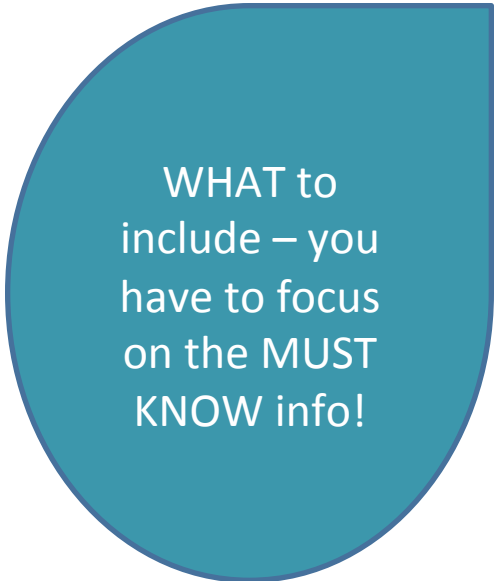
E.g. By the end of this module you will be able to ***follow the correct steps in the XXX process to provide effective information to your client.***



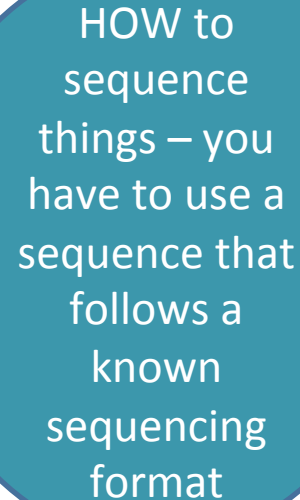
The content

With the purpose of your session clear and measuring learning objectives designed you can now design your session.

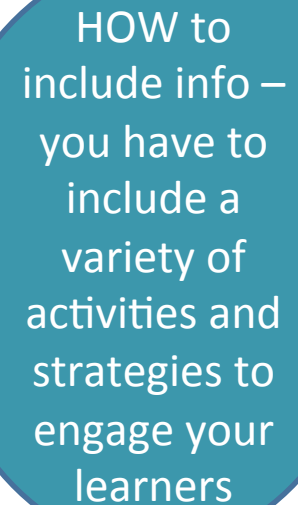
Key things to consider are:



WHAT to include – you have to focus on the **MUST KNOW** info!



HOW to sequence things – you have to use a sequence that follows a known sequencing format



HOW to include info – you have to include a variety of activities and strategies to engage your learners



The result

If you designed clear and measurable learning objectives the outcome will be that the learners

KNOW and DO what they need to know and do to the standard they are taught.

The learning objectives will have been met!

The most important part

Anyone can deliver training but not everyone knows how to make sure learning occurs.

Warning...the training has not finished unless full and complete learning has been checked.



Make sure you create powerful, measurable sessions in which you prove learning has occurred.

Check that learning occurred

Every single person who attends a training session needs to complete some sort of activity so you know your training has worked. Some ideas to consider follow but be careful you don't just include activities that allow people to guess. You need to know they KNOW what they need to KNOW and they can DO what they need to DO.

A few ideas to measure knowledge

- Test questions -written answers, true-false, multiple choice
- Drag and drop, mix and match activities
- Case studies with questions or discussion where notes are taken

A few ideas to measure skill

- Role plays where every person gets a chance to demonstrate
- Practical demonstrations done by each person
- Simulations of realistic situations

Training Essentials

Learning occurs when the needs of the learner are considered and their learning has been reliably measured.