

Train the Trainer



Duration: 2 Days

Tel: 0800-458-3246

Delegate Numbers: Up to 10

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Introduction

Your staff may be about to deliver in house training. That's great - they are likely to have good knowledge of the training topic, the organisation's priorities and people's expectations and needs.

However, your staff may need to develop their training skills so that they can deliver a really effective training programme.

This lively and interactive course will help delegates develop and hone their skills so they are able to deliver effective training. We will show delegates how to plan, prepare and deliver training, encourage enthusiasm and gain commitment from their trainees.

We will provide delegates with proven methods for dealing with common 'problems', such as negative or unresponsive trainees. We will also help them to train in a way that appeals to *all* their trainees, and show them how to measure the effectiveness of their training.

The course is suitable for those who are new to training, those with a little experience of training and people who have been training for years, but may not have had any formal train the trainer training.

Pre Course Meeting

For all UK based courses we will meet with you at your premises before the course to discuss your training objectives and which topics are most important to you.

This discussion will help us tailor our course to produce a training program that fits your needs, the needs of the delegates and the needs of your organisation.

If there are things you would like us to cover during the course that are not mentioned in this brochure we are happy to discuss this at the meeting.

ILM Approval

This two day course is approved and monitored by the Institute of Leadership and Management. The ILM are the largest UK provider of management awards and qualifications and are part of the City and Guilds group.

On attending the course delegates can receive an ILM Certificate and a six month trial 'studying' membership to the ILM. There is a small additional fee per delegate for this option.



Train the Trainer

Course Structure

We run this course as an interactive session with plenty of opportunity for delegates to discuss, learn and practise how to handle a range of training challenges.

Delegates will also be able to plan a training session and practise their skills in delivering training. Each session includes practice activities as described in the below course schedule.

What we provide

Before the course:

- We meet with you to discuss your training objectives
- We provide pre course questionnaires for all delegates
- We are happy to look through delegates' current course material, so we can offer feedback during the course

At the course - All delegates receive their own:

- Full colour copy of slides
- Workbook of course exercises
- Handout of reference materials

After the course

- Around two weeks after the course we send out a 'compendium' of flip chart notes to serve as a reminder of the issues discussed
- We also provide six months' email / telephone post course support for all delegates

Course Schedule

Day 1

Session 1 - Preparing for a Course

We help delegates focus on *why* the training is needed, and what the results of training need to be, for the individual, his or her team and the organisation as a whole.

Topics include:

- An introduction to Bloom's Taxonomy and how to use it
- "SMART" course objectives
- 'Knowing what you want to achieve'
- Getting the training mix right - Knowledge, Skills and Attitude
- Pre-course questionnaires

Train the Trainer

Exercise:

We will help delegates create clear and measurable objectives for their training, using Bloom's Taxonomy and SMART objectives

Session 2 - Designing and Delivering a Course

We introduce the different learning styles. These are in two groups - sensory and psychological.

Studies of sensory styles show some of us have a natural preference to learn visually (e.g. by viewing graphs or watching a DVD) others learn by actively doing (a 'hands-on' approach), and others learn by listening (e.g. to a lecture or discussion).

Psychological styles (such as whether a person is more theoretical or pragmatic) are more subtle but just as important.

The course covers these styles in depth. Tests in the course will allow delegates to understand their own individual learning styles. Trainers often naturally train in a way that suits their own style; We show our delegates how to train in a way that suits *their* delegates' styles.

Topics include :

- Sensory Learning Styles (Visual, Auditory, Read/Write, Kinaesthetic)
- Psychological Learning Styles - Activist, Reflector, Theorist, Pragmatist
- Matching training methods to Learning Styles
- Attention span
- Training resources - visual aids, venue and the trainer's time
- Providing variety in training
- Material for delegates - what to include
- Providing clear instructions

Exercises:

- Delegates will develop a training plan for part or all of a course they might deliver in their workplace.
- During this session delegates will also plan, prepare and deliver a mini training session on a topic of their choice, and receive feedback from the course trainer.
- Delegates will also practise providing information in an innovative way

Train the Trainer

Day 2

Session 3 - On the day - Managing interaction on the course

We will help delegates to discover and develop their own effective individual training style. Training can be quite nerve-wracking - surveys have shown that standing up in front of a group of people is one of the most stressful work place activities. We show our delegates that by concentrating on their delegates and not themselves, this fear can be reduced.

This module will also look at trainer - trainee interaction and dealing with questions from trainees - We show delegates how to avoid panic and maintain control and composure even they do not know the answer to the question.

We will also look at techniques for building rapport with delegates and managing any challenging or 'difficult' behaviour.

Topics include:

- Setting the scene
- Getting 'Buy - in' from learners
- Managing behaviour - Trainers' and trainees'
- Handling challenging behaviour

Exercises:

- Using what they have learnt about setting the scene and getting 'buy-in' , delegates will design and rehearse an introduction to training
- We will also help delegates plan how to handle objections from trainees

Session 4 - Ending a course

It is important that any training finishes on a high note. This is good for the trainer and the delegates!

Throughout the course we will have shown delegates how to assess that delegates are *really* learning. To ensure that the course has been successful trainers also need to know that their trainees are clear on *what* they have learned and *how* they will apply it. This module helps them ensure that this is the case.

Train the Trainer

Topics include:

- Summarising what has been learnt
- Applying what has been learnt
- Gaining constructive feedback
- Recording what has been learned
- Action plans for trainees to follow after the course
- Supporting continued learning after the course

*"Friendly, well paced, attentive, informative and flexible to suit our needs - an **expert** and **well designed** course"*

Train the Trainer on site course Delegate

*"This is one of the **best courses I have ever attended**. The content was great - It covered everything I needed to know, and was delivered in a manner that kept me involved throughout"* Train the Trainer Public course delegate

*"Excellent delivery - The course content **exceeded all expectations**. I now feel more confident to go forward in my new career"* Train the Trainer Public course delegate