Train the Trainer

Learn how to design and deliver participative, ‘high impact’ training events

- Acquire a ten step design process
- Learn how to get ‘buy in’ to your programmes
- Conduct workshops confidently and professionally
Train the Trainer

Overview

This two-day programme provides practical help to enable participants to grasp the mindset of an expert trainer, and appreciate the 'inner game' of beliefs and values as they apply to designing and running a training programme. The course also covers six skills sets that are essential to facilitating dynamic and powerful training events.

Who should attend the programme?

People who are already capable of giving a formal presentation and who wish to develop their understanding of how to design and run training courses, workshops and seminars. Due to the fact that many of the exercises use the participant's actual courses (or possible courses) as their base, the training is suitable for people involved in all types of training from sales, to management, to technical issues.

Learning objectives

By attending this highly interactive two-day course you will:

- Gain an insight into the ‘golden rules’ for running inspirational training events
- Discover how to conduct a Training Needs Analysis so that your workshops precisely target business needs
- Acquire strategies for embedding the training into participants daily work routines
- Learn how to control a training session and cope with challenging behaviour
- Develop techniques for making your training messages memorable and informative
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Pre-work

The course is based on applying design concepts to either a live training project, or a recently completed one. It is therefore important that participants bring with them information and data about a ‘real life’ workshop they are working on because this forms the basis of the case study material.

The inner game of training

The phrase the ‘inner game’ is a term borrowed from sports psychology. It is a reference to the fact that what is going on inside a person’s head (their state of mind) is crucial to good performance. Here we consider the role perception and beliefs of expert trainers.

- Examining your current beliefs
- Reviewing expert beliefs
- Making changes that you feel are appropriate for you

Exercise: applying the ‘affirmation’ technique

Key concepts in training

Looking at the concepts that underpin the training theory.

- Training Needs Analysis
- Creating the climate for success

Group exercise: identifying clients
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Ten step course design process

Having identified the need and ensured that the climate will be conducive to participants making use of the training once back at work, the next stage in the process is to design the course itself. This involves working through a ten step process as outlined below.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Title</td>
<td>A short, descriptive label for the course</td>
</tr>
<tr>
<td>2 Description</td>
<td>One sentence outlining the main purpose of the course</td>
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<tr>
<td>3 Duration</td>
<td>Agreeing the length of the training</td>
</tr>
<tr>
<td>4 Audience profile</td>
<td>Identifying the target population for the training</td>
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<tr>
<td>5 Learning goals</td>
<td>Stating 3-5 specific learning objectives</td>
</tr>
<tr>
<td>6 Course content</td>
<td>Deciding the detail of what material needs to be covered</td>
</tr>
<tr>
<td>7 Timetable &amp; exercises</td>
<td>Specifying the timing of each session and the learning methods to be used</td>
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<tr>
<td>8 Documentation &amp; facilities</td>
<td>Creating manuals, visual aids and specifying equipment etc</td>
</tr>
<tr>
<td>9 Speaker’s guides</td>
<td>Developing notes for lecturers and guest speakers</td>
</tr>
<tr>
<td>10 Evaluation</td>
<td>Considering how the impact of the training will be measured</td>
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Rehearsal

To ensure that the actual lectures on the course go smoothly the trainer should know their material to the point where they can deliver the lectures and exercises without the use of notes.

Pairs exercise: applying the ‘Future Pacing’ technique

Establish your authority

When a training course starts the trainer must control the flow of the session. He/she must make sure that the agenda for the module in question is kept to and that any particular individual does not dominate the discussions. The trainer must also ensure that ground is only covered once and that points are not repeated as a circular argument develops. On a personal level he/she must guide the discussion without becoming authoritarian or overbearing and must strike the balance between keeping strict control and allowing the delegates to develop the points of interest to them. The techniques involved in doing this include:

- Centering
- Dynamic self-introduction
- Connecting with the work environment
- Creating the habit of obedience

Group exercise: applying the tools to an actual course
Train the Trainer

**Create the learning state**

The learning state is a frame of mind in which people are open minded, curious, relaxed, humorous, playful and ready to learn new things. This can be created by:

- Direct explanation
- Metaphor or analogy
- Startling statistics

**Group exercise: applying the tools to an actual course**

**Set clear exercises**

If the participants are given clear and explicit guidance for each activity they are asked to do, they will (a) do it well and (b) consequently get the maximum amount of learning available to them from it.

- Definite instructions
- Utilisation
- Structured feedback

**Group exercise: applying the tools to an actual course**

**Modus operandi**

The modus operandi, or ways of working, is about five key behaviours that the expert trainer will use during the course to make the training experience interesting and informative for the delegates. The techniques are:

- Metaphors
- Permissive language
- Positional anchors
- Sensory-based language
- Embedded commands

**Group exercise: applying the tools to an actual course**
Train the Trainer

Controlling a training session or seminar

As a training session proceeds the trainer must ensure that the focus stays on the topic under consideration and that the group does not digress on to another subject or personal observations. He/she must also take care that all those present have an opportunity to present their views, without the session developing into either personal argument, or self-aggrandisement. Some of the techniques for controlling training sessions to achieve these ends are:

- Relevancy challenge
- Time challenge
- Monitor non-verbal communication
- The 3 step assertive technique

Group exercise: applying the tools to an actual course
Course structure
There is an option of following the workshop with a three month long Action Learning project to link the lessons from the training back into the workplace. If this option is selected there is a closure workshop at the end of the project phase where delegates present how they have applied the techniques learned on the course into their daily work routines.

Contact
Further information is available by contacting Boulden Management Consultants at:
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- website: www.Boulden.net

Feedback
Feedback is based upon peer review using a BMC assessment checklist. Completing the BMC assessment checklist is not only valuable to the people involved in a given case study, it also helps those completing them to gain an in-depth understanding of the building blocks that make up an outstanding trainer.

Customisation
All our programmes are run on an in-house basis and (where appropriate) we conduct interviews and facilitate focus groups to gather information with which to write bespoke case studies that precisely reflect the culture and work environment of the participants.

The Boulden programme philosophy
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