Training Business Educators in Training Skills

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Analysis of the needs for Training of the Trainers

The normal training design.
A classroom. The activities are instruction led. The trainers have a very detailed and highly structured script they have to follow. There are some practicals in it: go out and practice in reality; role plays; simulations on call handling, some video taped. The trainings are content oriented. The aim is to learn the right way of handling. Most trainers (75%) have more then 5 years experience in working for the company.

Improvements needed.
Some remarks of the training managers in the improvements of trainers.
- "They must talk less. Hold back their answers. They want to much to show they are good, they know. They must learn the participants to find out themselves."
- "The trainers must act more independent. To search for information on changes. More thinking on what they do."
- "Of course the trainer must be sure the knowledge that has to be transferred, is transferred. May be they can do more. Strengthen their capability of self learning. The trainers must help the participants to take responsibility to search for themselves.
- "The trainers must transform from lecturers to facilitators"
- "They must stimulate discussions"
- "They must change their mindset. They must feel confident to change the course depending on the participants"
- "With a PPP they just read what is on it"
- "They must show customisation to participants. They must know and handle the group of participants"
- "Handle the rigid designs a trainer knows good by certification and registration in a more spontaneous way"

A summary. **The needed improvements:**
- asking the right questions
- facilitate role-play
- more asking questions then prescribing the right unwires
- lead discussion to the learning points
- attitude and skill change from instructor to facilitator.

All to get a better result after a training. The content: knowledge and practices must be in the head and heart of the participants. The actions incorporated in the body of the participants.

Will trainers recognise these improvements? They will say: " We need facilitation skills. We need to know how to handle new technology. We want more excitement." They will recognise what we told them:"more telling, more asking questions; more facilitating" . Some will recognise and get the point. Other will have a hard time.

Some conditions for success of a training intervention:
a. Responsibility for the improvement result taken by Training Manager and participant:
   a. The training manager and each individual trainer have an detailed improvement agreement before a Training for Trainers. Improvement targets that fit the criteria of SMART (specific; measurable; accepted; realistic achievable;time controlled).

b. The training manager monitors close the improvement actions of the trainer. Give direct and immediate positive feedback on the desired improvements
    c. The training managers coaches the trainer in overcoming barriers and blockades.
    d. The participants writes his own improvement plan before the meeting with the manager. He adjust his plan every learning activity. He has a improvement logbook.
    e. The trainer is willing to try out new behaviour and let go old behaviour.
b. Responsibilities for the improvement taken by the Head of the Training Managers:
    a. Sets improvement goals for all training activities. How will she measure the improvements?
    b. Guarantees improvement budget and time of the training managers and the participants
    c. Follows the improvements by having the training as a regular reporting point on the agenda of the meetings with the training managers.
    d. Give direct feedback to the Training managers on her judgements.
c. Responsibilities of the Trainers.
    a. Design and implement a trajectory that is rooted in the normal work of the Training Department. Fully accepted by Management and trainers.
    b. Hand management and Training Managers all material and guidance to realise their conditions.
    c. Design and Execute the training with trainers in a way the committed results are realised in the performance of the trainers.
d. Practical conditions:
    a. Have the training groups to be shifted in: young and old? Or is mixing better?
    b. Optimal is: more then one training session. At least two sessions with a time difference of one month. In the second session special attention will be given to failed learning trial practice. Opportunity to go into more depth to find and remove the blocking factors.

A composition of a trajectory:

Statements:
- 20% lecturing; 80% practice
- individual goals are the steering wheel of participants

An overall outline.

1. A trajectory that might end in psychological contract to realise needed improvements in trainers behaviour. We are now in this trajectory.
2. When agreement on the trajectory:
   a. a Kick off meeting of the Departmental Managers with all training managers and trainers. She lines out her expectations and she lines out the learning trajectory. She explains how she will give support and measure the results.
   b. The departmental manager has a commitment meeting with all Training Managers to agree on the targets. And to specify the support and report on the way.
   c. Individual Personal Improvement Goal setting talk of a training manager and each participant. The training manager and the participant also agree on report and support.
   f. Module one
   g. Practice in reality; support of and report to management; monitoring overall. Learning feedback on module one. Reflection reports of the trainers (the participants)
   h. Module two
3. After three month: measuring results in the training practices. Evaluation and further learning.

A detailed outline of the modules.

Each module is 5 days on a row. (monday till friday)
- the first two days is on training skills by themselves
- the third day they prepare the presentations and actions they are showing in the next two days
- On day four and five each present two trainings they really execute coming month. They present in detail how they are going to practice the new learned skills. After the presentation they perform the exercises with the group.

Module one:
Basic Soft-skills. Implementing Regular Courses.
Goals:

      basic soft skills in personal practice;

      implementing in two regular courses

Day one. **Soft Skills**
- Welcome. Introducing trainers. Training rules. Participants introduce themselves
- The goals of this training. The structure of the training. The expectations. What are we going to do in this module?
- Why personal learning goals? How to work with? The personal learning notebook. For now and in the training.
- Soft skills: How are your soft-skills?
  - difference between observation and interpretation
  - reflection and feedback
  - giving and receiving feedback
- Training of Soft Skills:
  - lecture on "habit formation and habit change"
  - practice: recognising habits; change of habits
  - other basic trainer skills: opening up;
- The "worst case". Present and work on. Drama play.
- Recognising and handling tension

Day two. **Trainers Skills**
- Summary of yesterday and new questions.
- Training is different from lecturing. Lecture. Building behavioural repertoire of a trainer.
- "Experiential learning"; the method and the practice now.
- Active listening. Asking questions. summarising.
- Leading by questioning, not by giving answers
- Active learning: leading a role play to a learning experience
- Leading The group discussion: before and after an exercise
- Attention to switching roles between lecturer and trainer: specific exercises.
- What preparations for the coming two days.
- Day three, four and five

Day three. **Preparations and individual coaching**
Participants prepare in detail for two trainings they will do coming month and implement new training activities..

Each has half an hour individual coaching of the Trainers.

Day four. **Exercises and Feedback**

Experiences of yesterday. New learning points?

Practicing   (5 or 6)

a. Each participants has one hour to:

      - present what he/she added in the "normal" course

      - practice two exercises with the group

b. The whole group acts a a normal "class"

c. Each participant gets feedback and improvement suggestions of the Trainers and of peers.

Special focus on "what needs more attention". The common difficult issues in special exercises

Day five. **Exercises and Feedback**

Summarising the learning points of yesterday.

Practicing (5 or 6).

a. Each participants has one hour to:

      - present what he/she added in the "normal" course

      - practice two exercises with the group

b. The whole group acts a a normal "class"

c. Each participant gets feedback and improvement suggestions of the Trainers and of peers.

Working through on the common most difficult practice

Presentation of the individual practice commitments coming month.

Peer support

Reflection report before next module

Module two: **Steering the group dynamics. Using the Drama Role-play. Implementing in regular Courses**

Goal: knowing the content and the skills for steering the learning process. Special on group-dynamics and drama role-play

Day one: **Group dynamics**

Personal Report on what was a success and what did not work out. Trainers comments. New Goals. How to work on this module?
What happens in every group underneath the formal content and the formal procedures?

- Lecture on group processes. Topics and Sequence of Phases
- Recognising in classroom groups. Recognising in this group
- Conditions that facilitate the group learning process
- How to create these conditions?
- What to do in 'difficult situations"? Practice.
    - a fight for dominance
    - challenging the leader
    - repetition of a problem
    - each participant can have an own difficult situation.

Day two: **Drama Role-play**

Summary of learning points of yesterday.
To improve the use of role play:

- Lecture on Guided Action Learning
- The standardised role play improvement:
    - focus on one learning point
    - direct the process of giving feedback
    - individual learning improvements
- Building a unique drama play on a specific problem. The steps and the practice
    - example
    - practice

Preparation program for day three. Preparation for day four and five.

Day three: **Preparations and coaching**

Each participant prepares two activities:

- How he will implement certain conditions for the development of a favourable learning process. Second how he will act in a specific difficult situation.
- Improvement of a standardised role play

Each participant gets half an hour personal coaching.

Day four: **Exercises and feedback**

      5 or six participants show in 45 minutes their two activities:
          - implementing conditions and handling difficult situations
          - improvements on a standardised role play.
      The group acts as class.
      Each participant gets feedback from the trainers and from the peers.
      Each participant formulates his new learning goals

Day five: **Exercises and Feedback**

      Other participants show their two activities:
          - implementing conditions and handling difficult situations
          - improvements on a standardised role play.
      Trainers give special attention on common improvements
      Sharing to the group of the personal practice agreements coming month
      Ideas on how to go on improving and learning
      Closing.

Trainers.

Participants will work often in small groups and need a lot of individual feedback. To realise the needed behavioural changes the participants need a lot of detailed attention. The individual coaching on the third day of each module is only possible with two trainers.

Ongoing monitoring and support

From the beginning of the trajectory all is done in full open cooperation with department management en training managers. Ongoing in the track this favourable condition will be supported.
Trainers of Trainers will report regularly. Participants will evaluate the execution of the modules. Trainers report to training managers. Training managers support (also with feedback) the Trainers. The giving and receiving feedback will be open all the time.

Evaluation after three month.

Each training managers visits a training of his trainers. He knows the improvement goals for this trainer. She/he observe the improvements and evaluates with the trainer the progress and the ongoing learning.
In an overall evaluation the state of the results is weighted in a look at future developments.
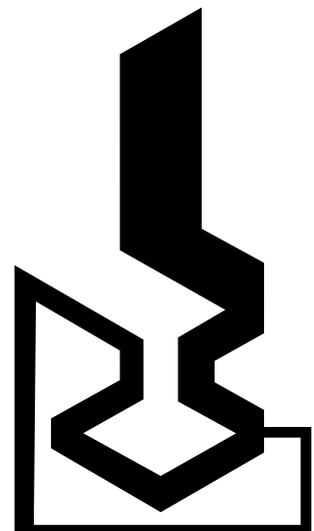
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