

NAPTA ISC X

Train the Trainer

Dennis Link



Training and Development Systems

September 26, 2019



ADVISORY
SERVICES



LEARNING &
DEVELOPMENT



POLICIES &
PROCEDURES



PROGRAM
MANAGEMENT



“Learning is directly proportional to the amount of **fun** you’re having.”

Bob Pike

Housekeeping

- Restrooms
- Fire Alarm / Building Evacuation
- Cell Phones



Train the Trainer Ground Rules

- Maintain a Safe Environment
- Be Respectful
- Participate
- Share your Ideas, Experience and Expertise
- Have **FUN!**

Train the Trainer Workshops

- Workshop One: Presentation Skills
- Workshop Two: Interactive Lesson Plan
- Workshop Three: Table-Top Learning Session
- Follow-up Activity: Virtual Learning Session

Introductions

- Name
- Work assignment
- Years experience working in petrochemical industry
- Years experience in a college or industry training role
- Expectations of workshop
- **Fun** activity outside of work

Train the Trainer Workshop One Agenda



Time	Topic
10 Minutes	Welcome, Introductions, Expectations and Objectives
20 Minutes	Interactive Instructor/trainer presentation skills
15 Minutes	Communicating Effectively
10 Minutes	Instructional Systems Design (ISD) Methodology
10 Minutes	Bloom's Taxonomy
15 Minutes	Developing Others
5 Minutes	Complete Action Plans
5 Minutes	Debrief Workshop One and Evaluations

Train the Trainer

Workshop Two Agenda



Time	Topic
5 Minutes	Workshop One Highlights
15 Minutes	Learning and Performance Objectives
10 Minutes	Engaging Participants in Interactive Learning Activities
10 Minutes	Creating and Utilizing Interactive Learning Activities
40 Minutes	Developing Interactive Learning Session Lesson Plan
5 Minutes	Complete Action Plans
5 Minutes	Debrief Workshop Two and Evaluations

Train the Trainer

Workshop Three Agenda



Time	Topic
5 Minutes	Workshop Two Highlights
10 Minutes	Evaluate Interactive Learning Sessions
60 Minutes	Table-Top Interactive Learning Sessions
5 Minutes	Virtual Interactive Learning Sessions Follow Up Activity
5 Minutes	Complete Action Plans
5 Minutes	Debrief Workshop Three and Evaluations

Train the Trainer

Overall Outcomes

At the completion of all three workshops, you will be able to:

- Demonstrate various interactive training techniques
- Facilitate interactive Table-Top Learning Session



Workshop One

Learning Objectives

At the completion of this workshop, you will be able to:

- Define critical instructor/trainer competencies
- List interactive instructor/trainer basic presentation skills
- Explain key components of Instructional Systems Design (ISD) Methodology
- Describe impact of Bloom's Taxonomy on learning and performance



Workshop Two

Learning and Performance Objectives

At the completion of this workshop, you will be able to:

- Create learning and performance objectives
- Describe how to engage participants in interactive learning activities
- Create and utilize interactive learning activities
- Develop interactive learning session lesson plan



Workshop Three

Performance Objectives

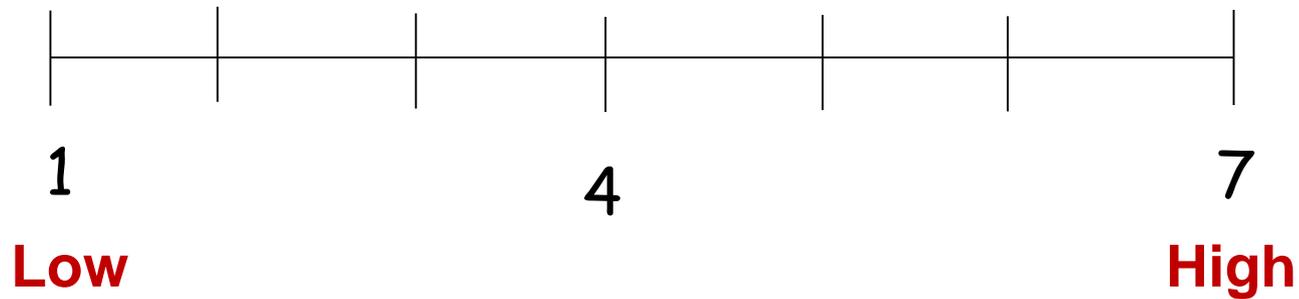
At the completion of this workshop, you will be able to:

- Evaluate interactive learning session
- Demonstrate various interactive training techniques
- Facilitate interactive Table-Top Learning Session



Train the Trainer Workshops

Personal Expectation Ratings



- A. How valuable do you feel these workshops will be to you?
- B. How participative do you plan to be during these workshops?

Workshop One

Expectations

Use your learner journal to:

- Write down at least one thing you'd like to learn during this workshop
- Share what you'd like to learn



Safety Table Exercise

Best Safety Tip

- Discuss the best safety tip you've ever received with your table group.
- How does this tip help you and others work safe at home, work and play?
- Select a spokesperson from each table to share one safety tip.



Power of Attitude

*“**Ability** is what you’re capable of doing,
Motivation determines what you do and
ATTITUDE determines how well you do it.”*

Lou Holtz

Instructor/Trainer Competencies Table Exercise

- List Critical Instructor/Trainer Competencies
- Prioritize your list of Competencies

Trainer Critical Competencies

- Communicating Effectively
- Developing Others
- Providing Performance Feedback

Components of Effective Communication

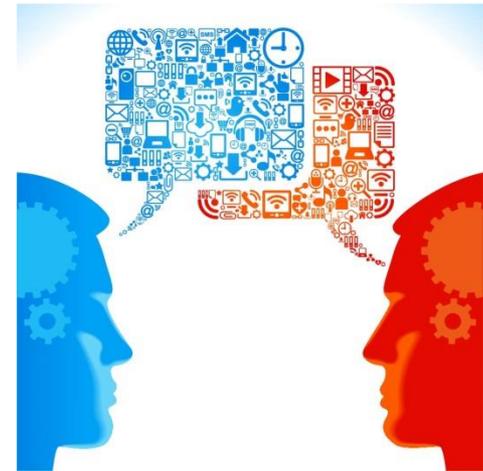
“BELIEVE” Model

- B = Body Language
- E = Eye Contact
- L = Listen
- I = Involve the Receiver
- E = Empathize
- V = Vocal Tone
- E = Explain Clearly and Evaluate

Effective Communication

What makes communication effective?

- Active Listening Traits
- Powerful Use of Questions



Valuable Questioning Techniques

- Why should we use Questions?
- What are Characteristics of a Good Question?
 - ❖ Start with *How or What*
 - ❖ Encourages participation
- Types of Questions to Avoid
 - Yes or No
 - Irrelevant
 - Leading
 - Drilling

Words and Their Meaning

Individual Exercise

- Fill in % of time each word means to you on handout.
- Discuss differences among class.

Developing Others

Group Discussion

- What is the difference between training and performance?
- What is your best tip for training and developing others?
- How do you handle one-on-one training sessions?
- What motivates you to do a good job?

Instructional Systems Design (ISD) Training Methodology



Assess

Beware nice to know!

Need to Know

**Broad
Business
Objectives**

**Previous
Training**

Already Know

Knowledge

**Government
Regulations**

Abilities

**Policies &
Procedures**

ASSESS

Observation

Skills

**Target
Audience**

Competitors

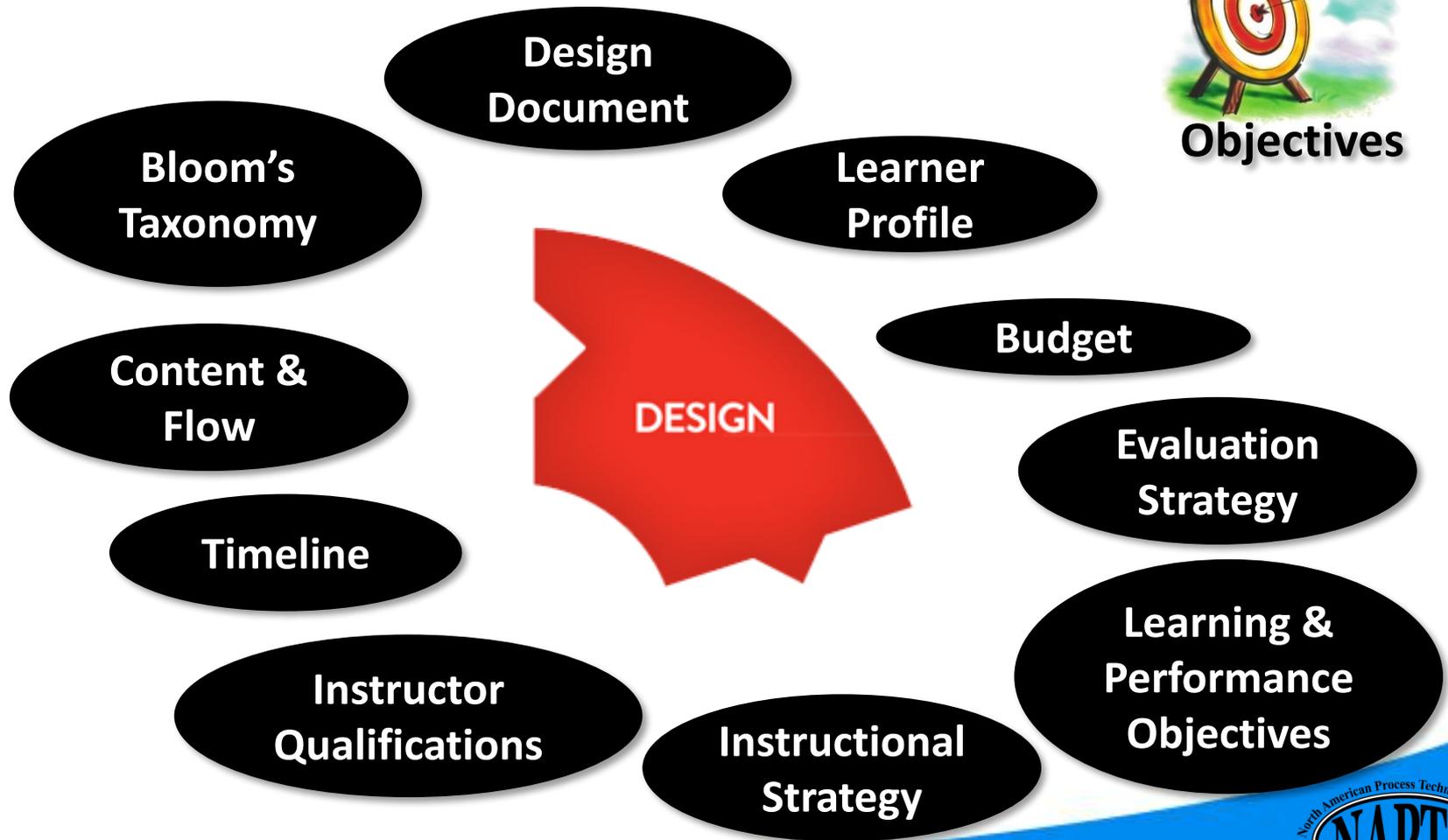
Documents

**Requirements
& Constraints**

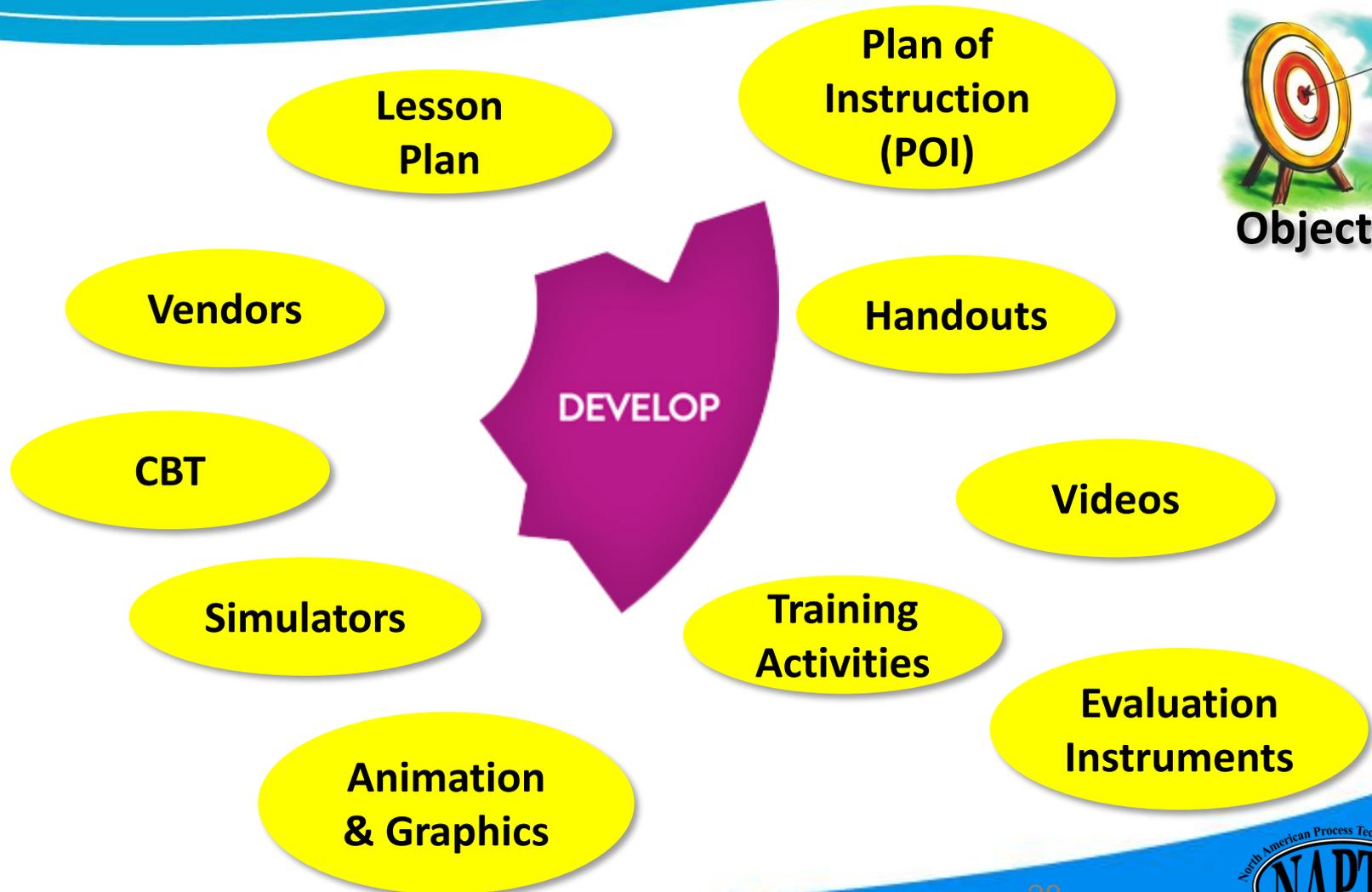
Questionnaires

Interviews

Design



Develop



Objectives

Implement



Adult Learning Theory

Classroom Management

Communicate Rollout

IMPLEMENT

Pilot

Competent Facilitator

OJT

Positive, Interactive Learning Environment

Monitor On-line Programs

Evaluate



**What are you evaluating?
How will you use results?
What are the benefits?**



Kirkpatrick Model

Level 1 - Reaction

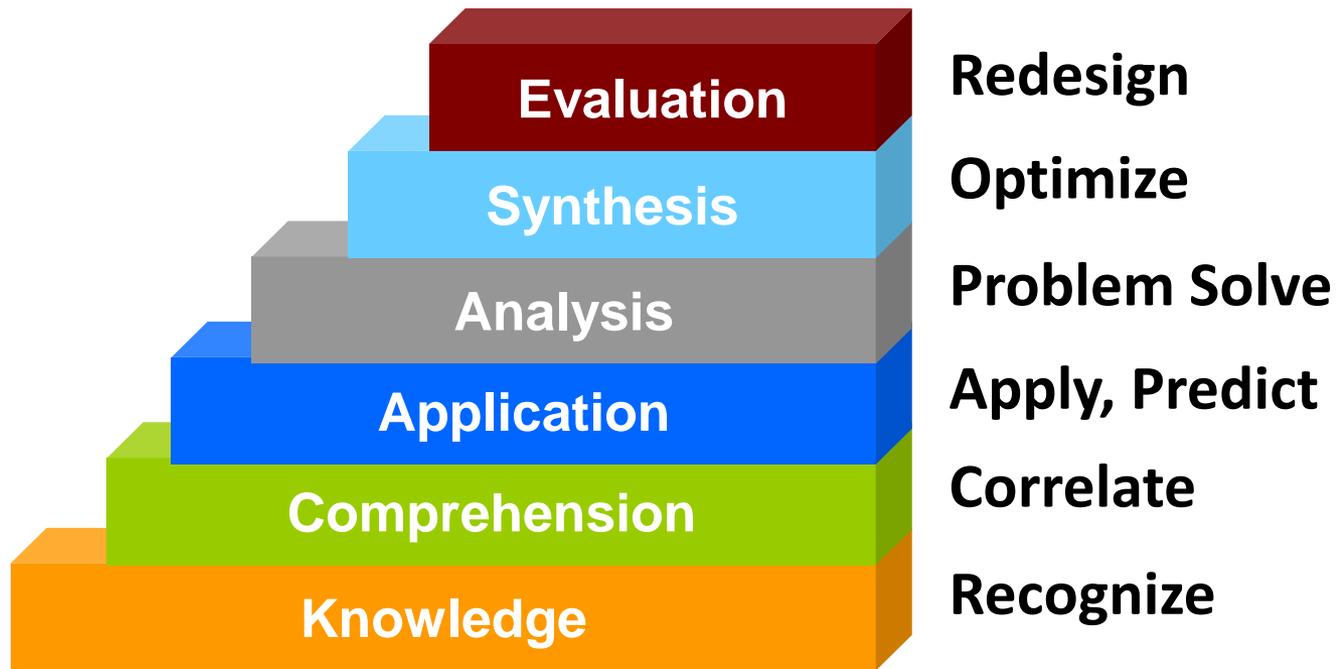
Level 2 - Learning

Level 3 - Behavior

Level 4 - Results

Learning Hierarchy

Bloom's Taxonomy (Cognitive Domain)

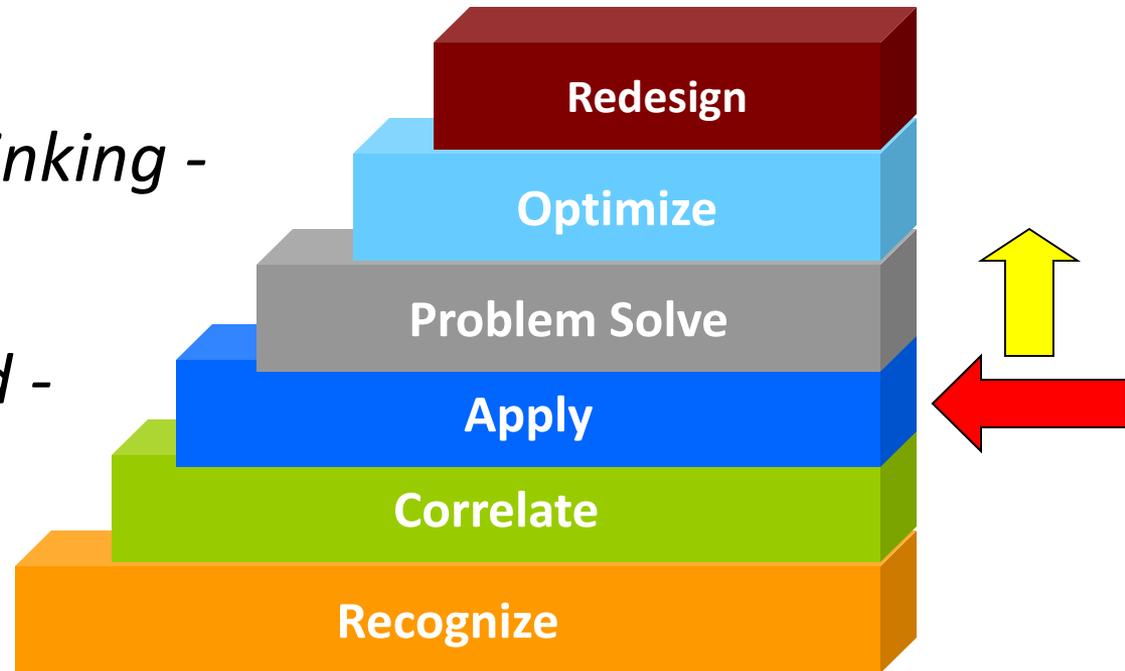


Learning Hierarchy

Performance

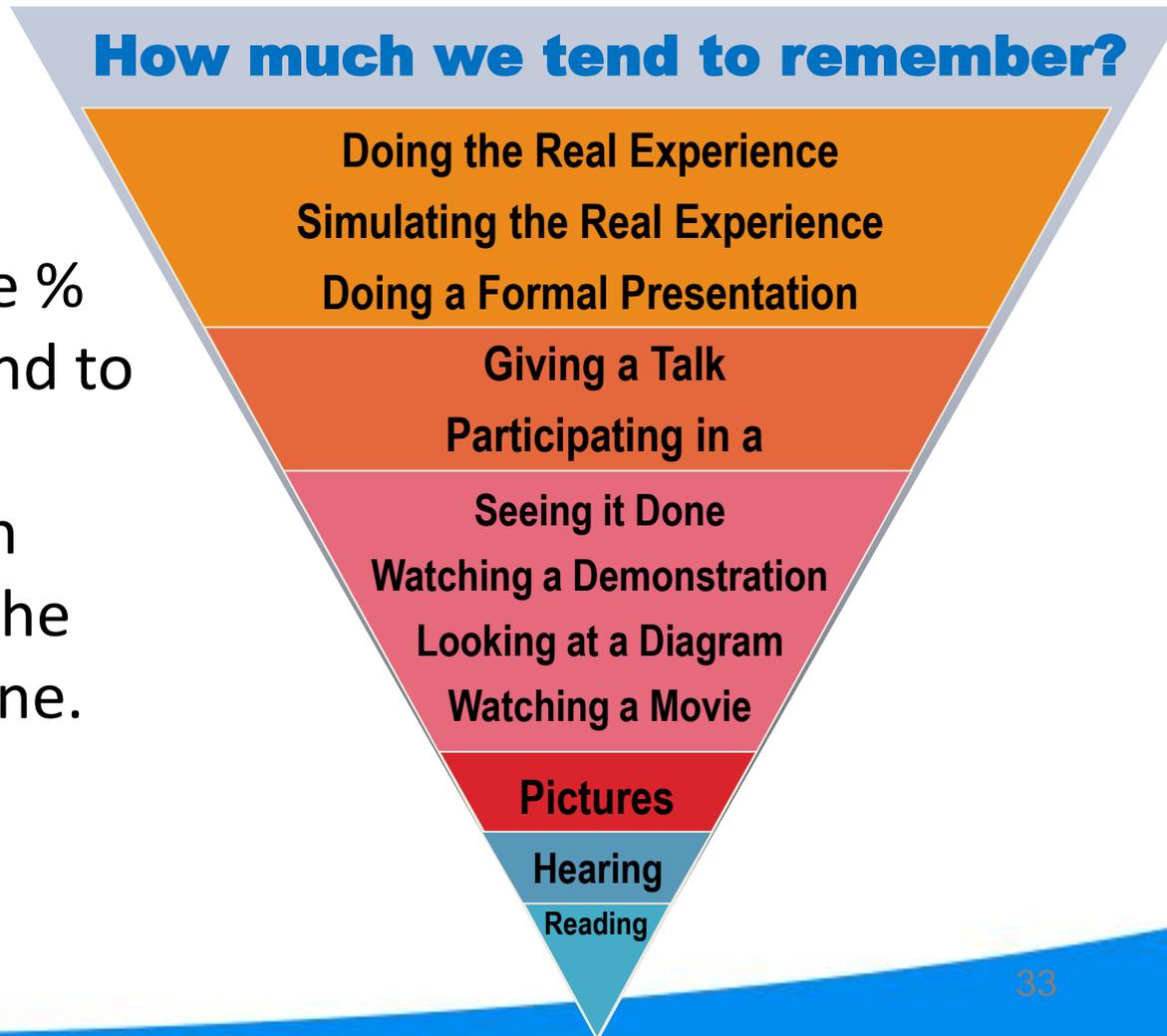
*Critical Thinking -
Proactive*

*Task Based -
Reactive*

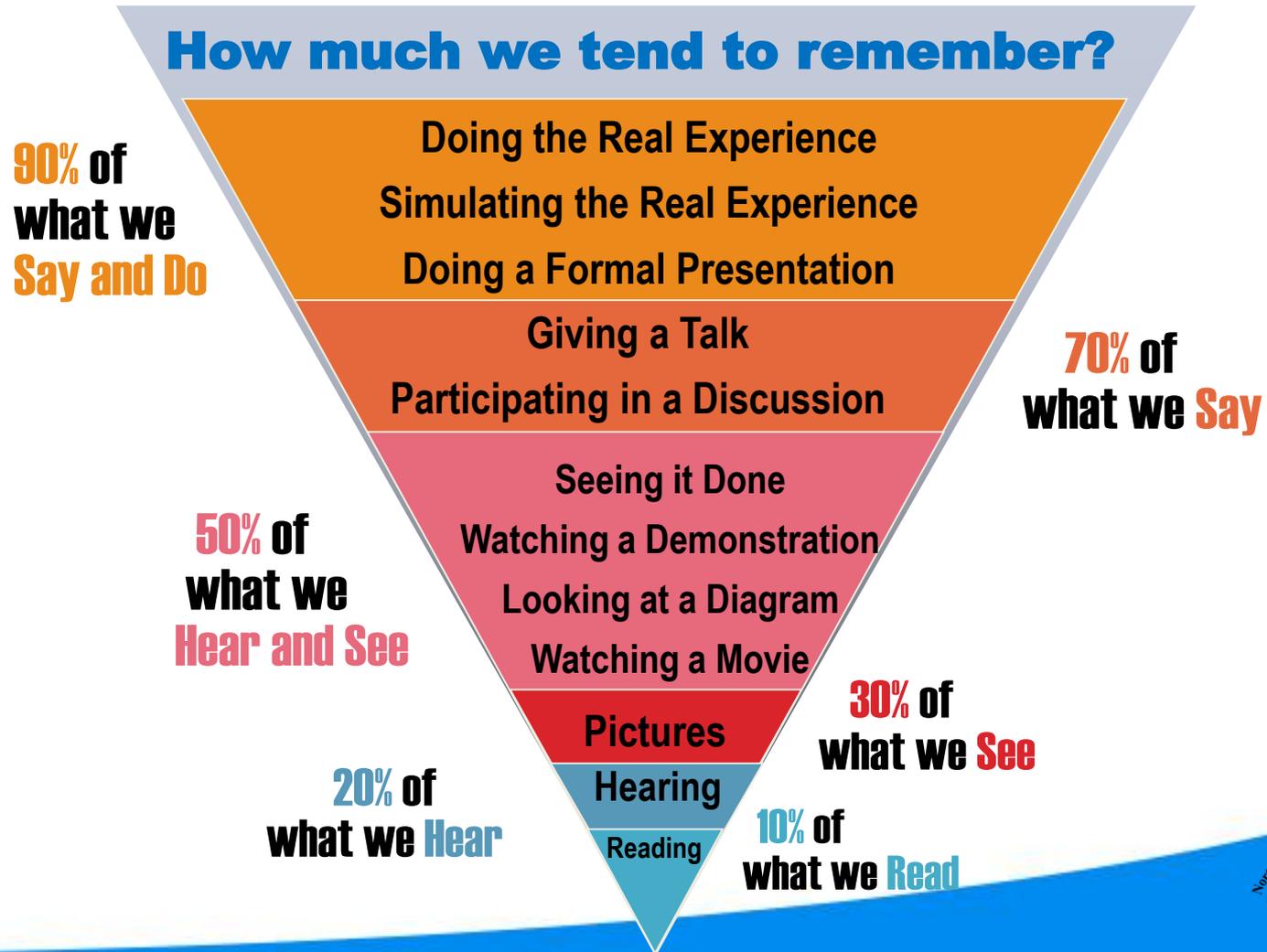


The Learning Cone

Write in the % learners tend to remember beside each section of the learning cone.



The Learning Cone



Workshop One

Learning Objectives

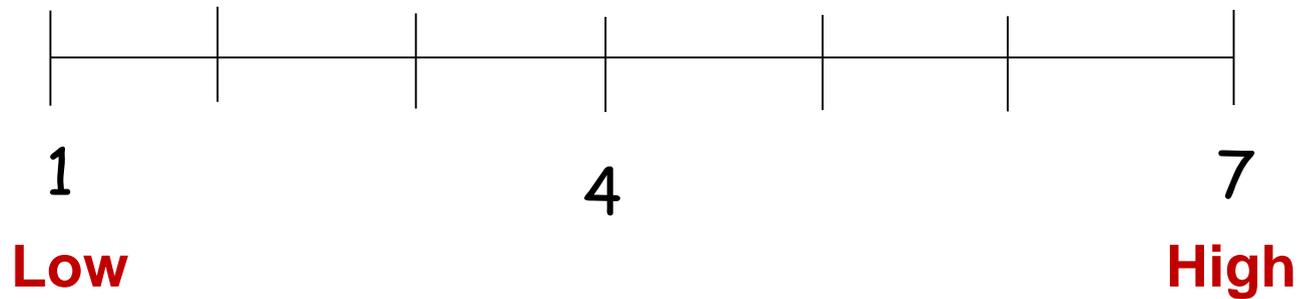
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- Define critical instructor/trainer competencies
- List interactive instructor/trainer basic presentation skills
- Explain key components of Instructional Systems Design (ISD) Methodology
- Describe impact of Bloom's Taxonomy on learning and performance



Workshop One

Personal Ratings



- A. How valuable was this workshop to you?
- B. How participative were you during this workshop?

Workshop One Action Plan

Use your learner journal to:

- Write down the top two things you learned during this workshop
- Write down at least two things you will do differently as a result of participating in this workshop
- Share your action plan



Workshop One Evaluation

- Please complete the workshop evaluation
- List things you liked about the workshop format and activities
- Let us know specific things we can do to improve this workshop



Train the Trainer

Workshop Two Agenda



Time	Topic
5 Minutes	Workshop One Highlights
15 Minutes	Learning and Performance Objectives
10 Minutes	Engaging Participants in Interactive Learning Activities
10 Minutes	Creating and Utilizing Interactive Learning Activities
40 Minutes	Developing Interactive Learning Session Lesson Plan
5 Minutes	Complete Action Plans
5 Minutes	Debrief Workshop Two and Evaluations

Workshop One

Learning Objectives

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Workshop Two

Learning and Performance Objectives

At the completion of this workshop, you will be able to:

- Create learning and performance objectives
- Describe how to engage participants in interactive learning activities
- Create and utilize interactive learning activities
- Develop interactive learning session lesson plan



Workshop Two

Expectations

Use your learner journal to:

- Write down at least one thing you'd like to learn during this workshop
- Share what you'd like to learn



Objective Highlights

- Objective is a statement of what trainees will do to demonstrate competency
- Contains three parts:
 - Performance
 - Condition
 - Criteria
- Three types of objectives
 - Business
 - Learning
 - Performance



What Verb to Use for Objectives



Bloom's Taxonomy . . .what's the verb?

- Knowledge – Define, Identify, List ...
- Comprehension – Describe, Explain, Locate ...
- Application – Complete, Demonstrate, Use ...
- Analysis – Analyze, Contrast, Distinguish ...
- Synthesis – Design, Prepare, Produce ...
- Evaluation – Compare, Evaluate, Select ...

Ask These Questions

- What do I want the trainee to do?
- What kind of conditions or constraints are involved with the performance?
- How well must the trainee perform?



Training to Performance Steps

1. Explain **WHY** it's important to perform task
2. Explain how to perform task
3. Demonstrate how to perform task
4. Have trainee tell you how to perform the task
5. Have trainee demonstrate how to perform task

Creating Objectives Table Exercise

- Work with your table group to create a learning and performance objective for riding a bicycle.
- Select a spokesperson to share your objectives.



Training Best Practices Table Group Discussion

- What is your best tip for transferring knowledge?
- What is the best way for you to learn something new?
- How well must the trainee perform?



The Transfer of Training

What is **WIIFM**?

What's in it For **Me!**



Instructor/Trainer Do's and Don'ts Table Exercise

- Work with your table group to identify your top 5 Instructor/Trainer Do's and top 3 Instructor/Trainer Don'ts.
- Select a spokesperson from each table to share key points of your discussion.

Effective Instructional Delivery

- Step 1: State the Lesson Title
- Step 2: State the Lesson Objectives
- Step 3: Introduce the Lesson
- Step 4: Assign Reading and Interactive Exercises
- Step 5: Present the Lesson
- Step 6: Complete Participative Exercises
- Step 7: Summarize the Lesson

Tell them what you're going to tell them,
tell them,
then **tell them** what you told them.

Teaching Techniques

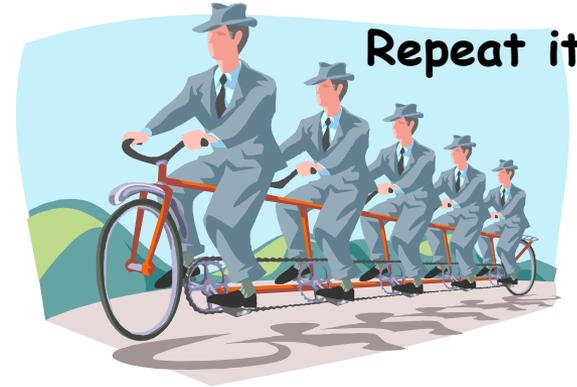
Beginning to End



Show them



Repeat it



Write it Down



Link it



Wow them!!!



Dealing with Defensive and Difficult Trainees

- The Defensive Trainee
- The Monopolizer
- The Non-participant
- The Distractor
- The Prisoner
- CAVE

Lesson Plan Template

Title:

- 1) Develop Business, Learning and Performance Objectives
- 2) “Elevator Speech” – Tell them what you’re going to tell them
- 3) Develop content agenda to support objectives in outline format – What are you going to tell them?
- 4) Identify learning activities to engage participants
- 5) Prepare handouts, visual aids, support materials and classroom
- 6) Practice going over your content and activities
- 7) Summarize key messages – Tell them what you told them
- 8) Review objectives and action plans
- 9) Evaluate effectiveness of learning event

Table-Top Lesson Plan

Title:

- 1) Business Objective:
Learning Objective:
Performance Objective:
- 2) “Elevator Speech”
- 3) Content Agenda / Outline
- 4) Interactive Learning Activities
- 5) Handouts, Training Aids
- 6) Practice
- 7) Summary
- 8) Review objectives and action plans
- 9) Evaluation plan

Developing Lesson Plan Individual Activity

- Develop a simplified Lesson Plan for your 5-10 minute Table-Top Learning Session.
- Choose one of your specific job tasks or hobby for your topic.
- Explain importance of creating Lesson Plan to ensure a successful training event.
- Share key learnings from this activity.

Learning Retention Curve



Types of Knowledge and Performance Exams

“Test Construction”

❖ Why do we test?

❖ What’s the best type of test?

• True-False

• Multiple Choice

• Matching

• Completion

• Identification

• Short Answer

• Essay

• Performance

Workshop Two

Learning and Performance Objectives

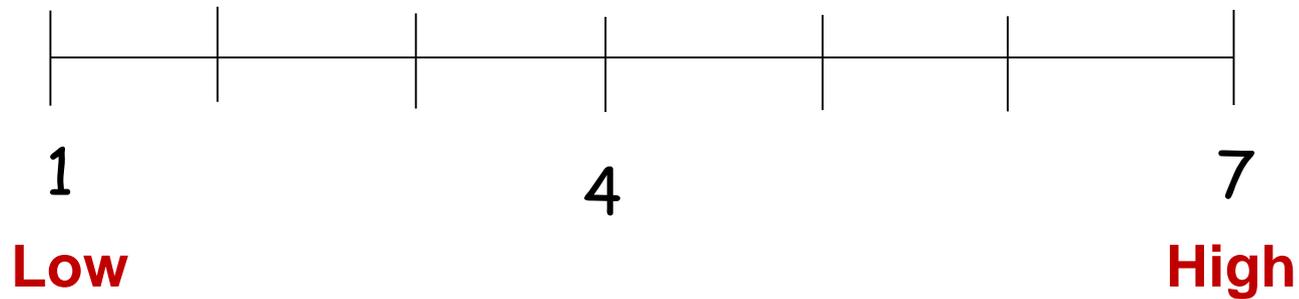
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- Create learning and performance objectives
- Describe how to engage participants in interactive learning activities
- Create and utilize interactive learning activities
- Develop interactive learning session lesson plan



Workshop Two

Personal Ratings



- A. How valuable was this workshop to you?
- B. How participative were you during this workshop?

Workshop Two

Action Plan

Use your learner journal to:

- Write down the top two things you learned during this workshop
- Write down at least two things you will do differently as a result of participating in this workshop
- Share your action plan



Workshop Two Evaluation

- Please complete the workshop evaluation
- List things you liked about the workshop format and activities
- Let us know specific things we can do to improve this workshop



Train the Trainer

Workshop Three Agenda



Time	Topic
5 Minutes	Workshop Two Highlights
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Workshop Two

Learning and Performance Objectives

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Workshop Three

Performance Objectives

At the completion of this workshop, you will be able to:

- Evaluate interactive learning session
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Workshop Three

Expectations

Use your learner journal to:

- Write down at least one thing you'd like to learn during this workshop
- Share what you'd like to learn



Providing Performance Feedback Group Discussion

- Work with your table group to list characteristics of a good evaluator of performance.
- Identify spokesperson to share key points of your discussion.

Good Evaluator Characteristics

1. Objective
2. Patient
3. Respectful
4. Focused
5. Positive
6. Consistent



Evaluation and Objectives

1. Learning Objective = Knowledge
2. Performance Objective = Skills
3. Business Objective = \$
4. Expectations = Desired Behavior
5. Evaluate Performance Based on Objectives and Expectations



Feedback Table Exercise

- Work with your table group to discuss best positive feedback you've received.
- Work with your table group to discuss best constructive feedback you've received.
- Select a spokesperson to share an example of positive and constructive feedback.

Constructive Feedback Steps

1. Use specific examples to describe behavior or actions you wish to change.
2. Acknowledge good behavior along with requested behavior change.
3. Focus on behavior or actions, not the person.
4. Ask for individual's view of situation.
5. Work with individual to craft improvement suggestions you both can support.
6. Schedule follow-up discussion.

Constructive Feedback Skill Practice

- Work with your table group to work through three constructive feedback scenarios.
- Rotate roles of trainer, trainee and observer.
- Select a spokesperson to share key learnings from the skill practice.

Mini Learning Session Skill Practice

- Conduct a 5-10 minute interactive Table-Top Learning Session
- Debrief your learning session with personal feedback.
- Debrief your learning session with feedback from participants.

Train the Trainer Workshops

Key Messages

- Maintain strong safety mindset!
- Use the knowledge, tips and learnings from this workshop.
- Continue to develop your competence and confidence as an instructor/trainer.
- Share your knowledge, experiences and expertise to train and develop others to be the best they can be.
- **Be a change agent difference maker 24/7/52!**

Workshop Three

Action Plan

Use your learning journal to:

- Write down the top two things you learned during this workshop
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Be Proud

Never ever consider what we do here as routine. It is a complex, dangerous business that is vital to the standard of living that humans enjoy today. That makes it a noble profession. You should be proud of that and never let the mundane tasks reduce the mission to a routine, and above all, never fail to be proud of what you do as a college process technology instructor or petrochemical industry trainer.

ATTITUDE

by Chuck Swindoll

"The longer I live, the more I realize the impact of attitude on life. Attitude, to me is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company ... a church... a home. **The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day.** We cannot change the past... we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude.... **I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you.... we are in charge of our attitudes."**

**Wish you continued success in the future
and let us all watch our attitudes....**

They make a difference in what kind of experience we have everyday.

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Workshop Three

Performance Objectives

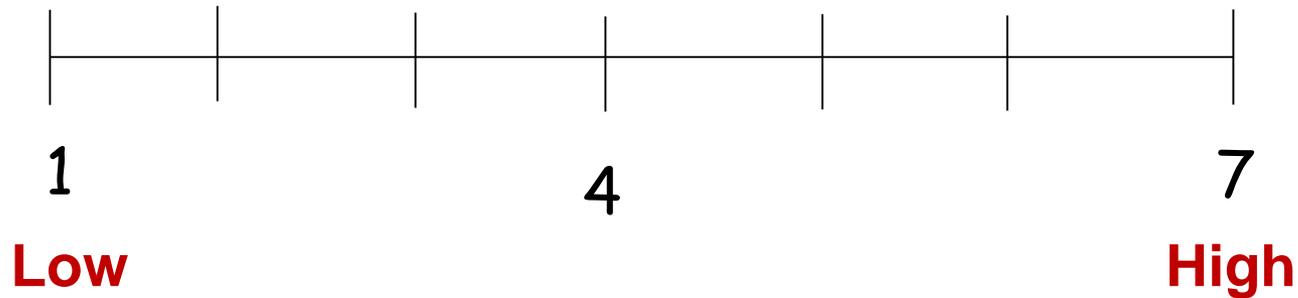
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Train the Trainer Workshops

Final Personal Expectation Ratings



- A. How valuable do you feel these workshops were to you?
- B. How participative were you during these workshops?

Workshop Three

Action Plan

Use your learner journal to:

- Write down the top two things you learned during this workshop
- Write down at least two things you will do differently as a result of participating in this workshop
- Share your action plan



Train the Trainer Certification Follow Up Action Plan

To receive final certification of demonstrated Instructor/Trainer skills, send the following to NAPTA by March 31, 2020:

- Lesson Plan for 2 hour interactive college or industry learning lesson you plan to facilitate
- Virtual “link” to view interactive college or industry learning session you facilitated

Train the Trainer

Final Thoughts

Thank you so much for your participation and creating a **fun**, valuable learning environment. Please use the information and learnings to make a positive difference for you, your college and company.

Train the Trainer Track Three Evaluation

- Please complete the workshop evaluation
- List things you liked about the workshop format and activities
- Let us know specific things we can do to improve this workshop

