



**BECOMING AN EFFECTIVE
TRAINER: EVEN WHEN IT'S NOT
TECHNICALLY YOUR JOB!**

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GET STARTED!!!



What's the best training you ever attended?

What made it the best?

What's the WORST training you ever attended?

What made it the worst?

Jot your answers on the paper in the center of your table

WHAT YOU WILL LEARN TODAY

- Ask the right questions to assess training needs
- Understand the importance of effective training
- Understand and apply adult learning theory and learning styles
- Create effective training programs that will keep your audience engaged
- Evaluate the effectiveness of your training programs

WHY EFFECTIVE TRAINING IS CRUCIAL

- Job retention
- Growing your talent
- Performance excellence
- Develops proficiency
- Less “hand holding”
- Investment in your employees growth
- Less cost to the organization

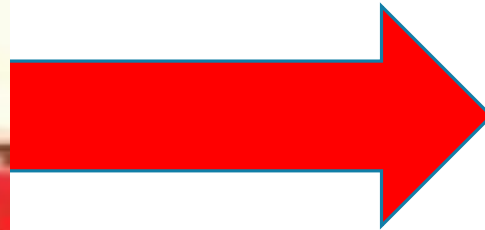
If you fail to plan, you plan to fail...training cannot come together haphazardly!

You must plan and develop training!

GETTING OVER THE HURDLE



Mundane
Boring
Blah-blah-blah
Dry



Activity
Fun
Excitement
Movement
Doing
Engagement

NIGHTMARE TRAINING



1. Meet the needs of your audience
2. Invest development time up front
3. Design and develop the “experience”
4. Evaluate effectiveness

~~in~~effective

MEET THE NEEDS: ANALYZE/ASSESS ASK THE RIGHT QUESTIONS

- Analyze the current situation

Where are you now versus where you want to be?

- What will participants be able to do after training that they can't currently do?



Who, What, When, Where, Why, How?

The instructional problem is clarified, goals and objectives are established and the learning environment and learner's existing knowledge and skills are identified

INVEST DEVELOPMENT TIME!

How long does it take to create a one hour traditional training???

Type of Training (per 1 hour)	2017 Average
Traditional	38
Live, Instructor-Led (Virtual)	28
E-Learning/Level of Interaction	
Level 1: Passive	42
Level 2: Limited	71
Level 3: Complex	132
Level 4: Real-time	142

DESIGN & DEVELOP THE “EXPERIENCE”

Adults cannot simply act as passive receptacles of others’ expertise as children often do. To fully comprehend and use new information in the future, they must have a different level of engagement than what is required by youth.

Adults:

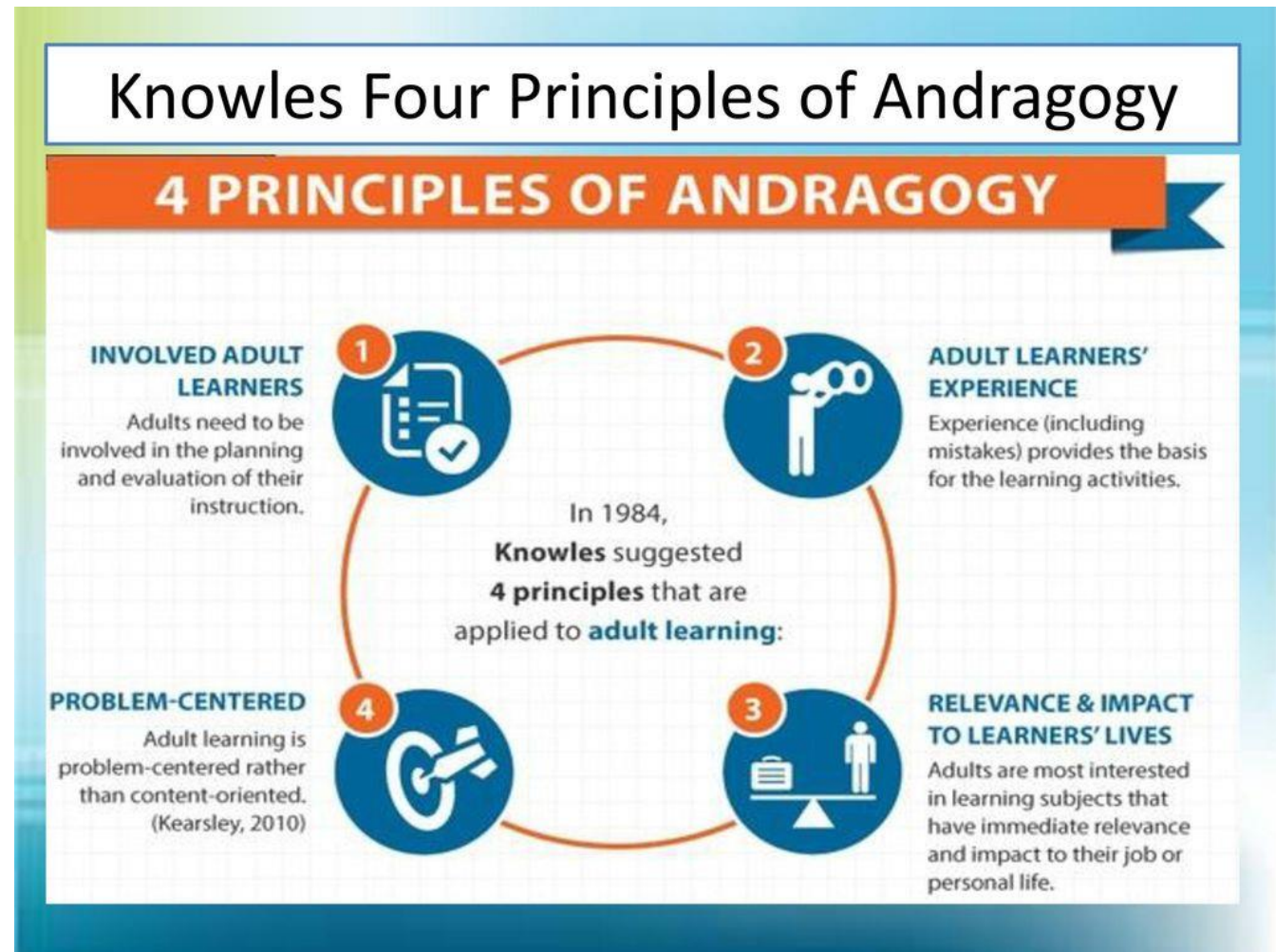
Desire explanations of why specific concepts are being taught in the first place;

Respond best to learning that is centered around performing common tasks;

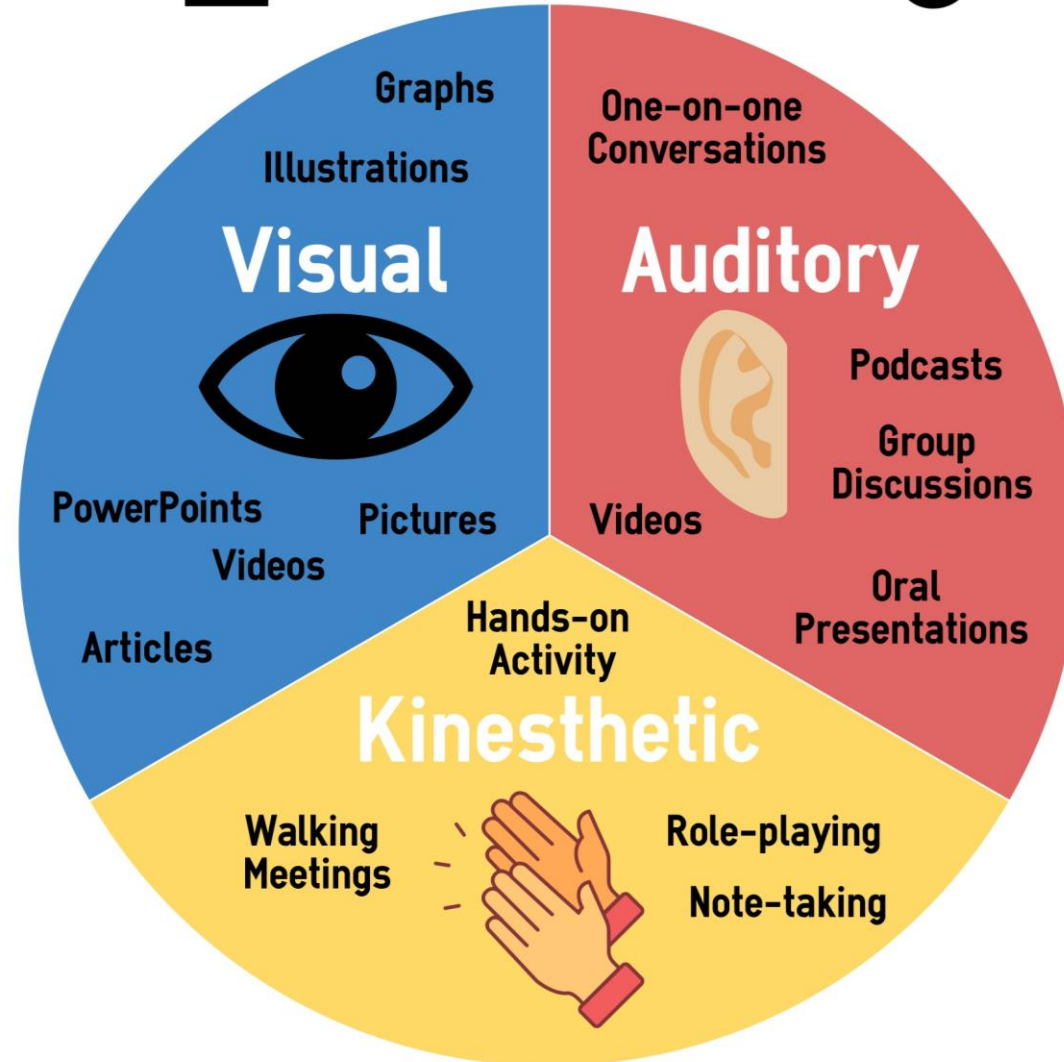
Materials should take into account different levels of prior experience;

Prefer a self-directed approach that allows for discovery on their own.

Source Atd.org



LEARNING STYLES



DESIGN

Learning objectives

Assessment instruments

Exercises

Content

Includes a strategy, delivery methods, structure, duration, assessment, and feedback.

HOW WILL YOU DELIVER?

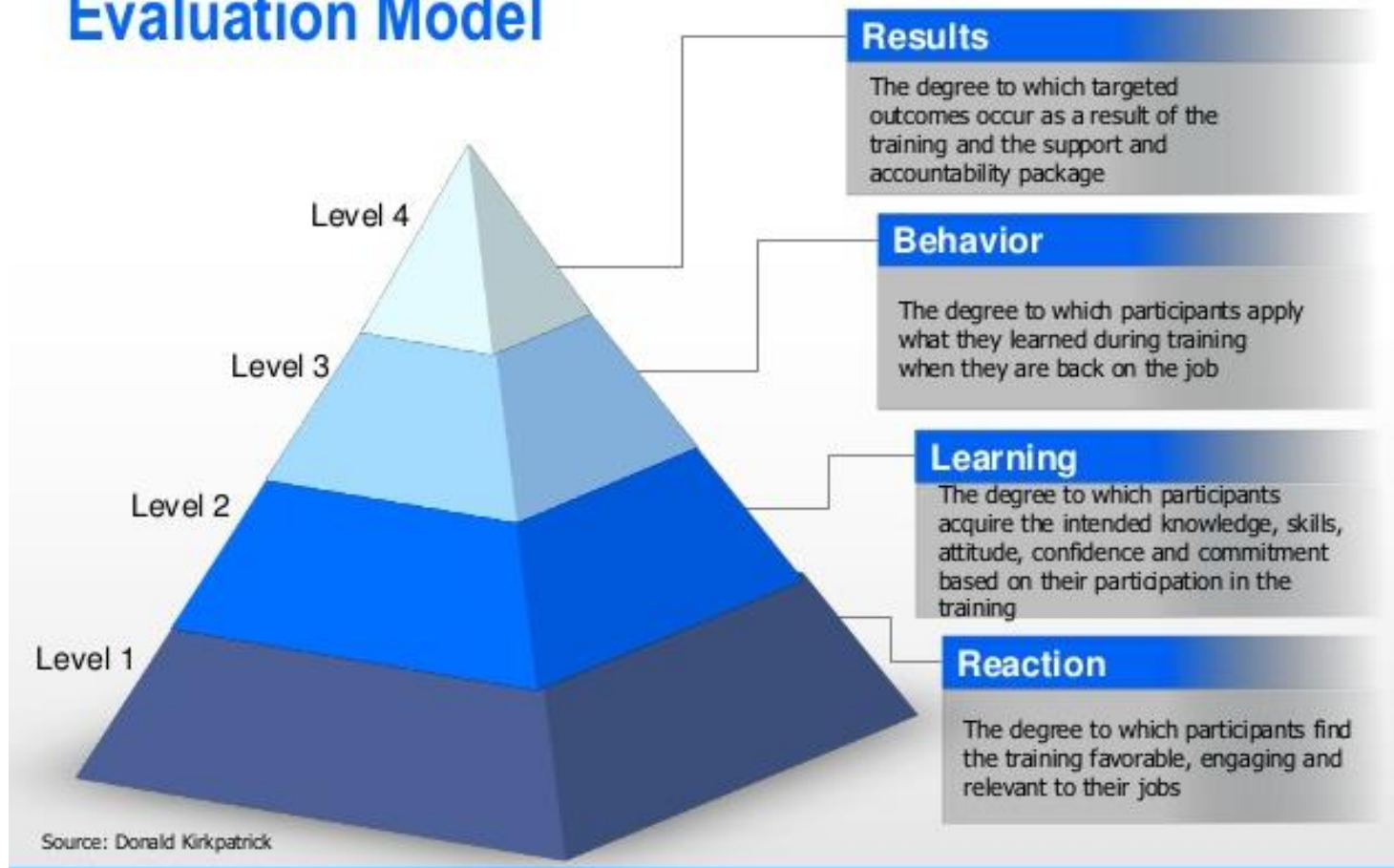
LEARNING PYRAMID



Source: National Training Laboratories, Bethel, Maine

EVALUATION

Overview of Kirkpatrick's Four-Level Training Evaluation Model



THE EMAIL!!!

SO YOU'VE BEEN CALLED TO TRAIN

You receive the following email from your boss on Monday morning:

I have come across an issue with the [xxxx] department. The department needs training on [your group decides the topic]. We need a 90-minute training on the topic and the training needs to take place by August 1. Please make sure the training is designed, developed and implemented by the suspense date. I need YOU to present the training.

Thank you,

Your Boss



ACTIVITY!

DEVELOP YOUR EFFECTIVE TRAINING PROGRAM

DECIDE ON YOUR TOPIC & DETERMINE HOW YOU WILL IMPLEMENT!

MEET THE NEEDS OF YOUR AUDIENCE

Who is the audience, what are their needs, what do they need to be able to do AFTER the training that they can't do now?

INVEST DEVELOPMENT TIME UP FRONT

Will the course be face to face, traditional, etc.?

How much time will you need to develop the course?

DESIGN AND DEVELOP THE “EXPERIENCE”

What activities will you incorporate?

Find one thing on your person, or in the room, that you can utilize in your activity. (Keep in mind adult learning theory and learning styles)

EVALUATE EFFECTIVENESS

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