



TRAIN-THE-TRAINER PROGRAM

Instructional Skills

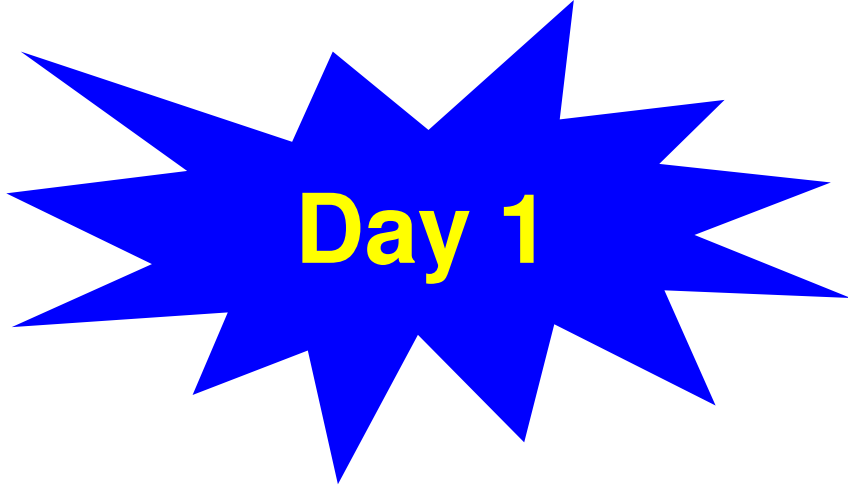
IMPORTANT INFORMATION

- Emergency equipment
- Exits
- Evacuation routes
- Canteen
- Smoking



EXPECTATION OF INSTRUCTIONAL SKILLS

- Prepare lesson plan



Day 1

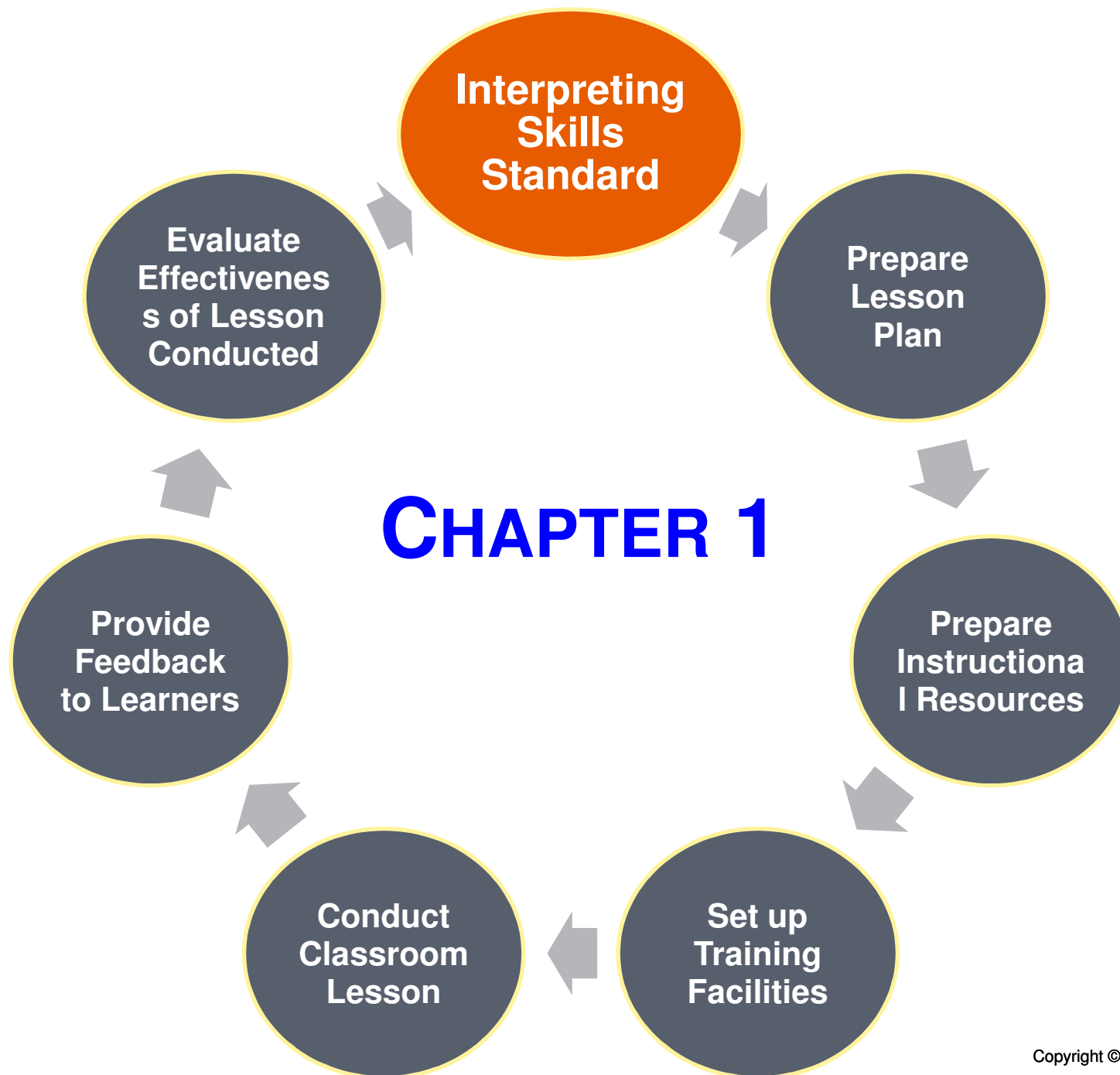
- 8-12 minutes Presentation on any topics



Day 3

CONTENTS & LEARNING OBJECTIVES

- Interpreting skills standard
- Prepare lesson plan
- Prepare instructional resources
- Set up training facilities
- Conduct classroom lesson
- Provide feedback to learners
- Evaluate effectiveness of lesson conducted



COMPETENCY AND ITS DIMENSIONS

- Skills standards
 - Define both the work itself and worker's qualifications, specifically the skills and knowledge required to successfully perform the work
- A competency
 - A measurable set of knowledge, skills and attitudes that a person needs to perform a task effectively

COMPETENCY AND ITS DIMENSIONS

- Competency has 5 dimensions
 - Task skills
 - Task management skills
 - Contingency management skills
 - Job and role management skills
 - Transfer skills

COMPETENCY AND ITS DIMENSIONS

Competency Dimension	Definition	Example
Task skills	Performance of individual tasks to the stipulated standards. The standards may refer to what is described in training programme or what is expected in the workplace	The nurse is able to use the appropriate equipment to draw blood safely from the adult patient
Task management skills	Managing a number of different tasks within the job to complete an entire work activity	The nurse also knows how to dispose the used syringe

COMPETENCY AND ITS DIMENSIONS

Competency Dimension	Definition	Example
Contingency management skills	Ability to respond to problems and irregularities such as breakdowns and changes in routine	If the syringe breaks while the nurse is drawing blood, the nurse knows how to handle the situation
Job and role management skills	Capacity to deal with the responsibilities and expectations of the workplace which include taking work-related responsibility and working with others	In addition to drawing blood, the nurse is able to communicate with fellow colleagues such as alerting them if a patient feels very ill

COMPETENCY AND ITS DIMENSIONS

Competency Dimension	Definition	Example
Transfer skills	ability to transfer knowledge, skills and attitudes to new tasks and to new situations.	The nurse is able to transfer her skills of drawing blood from an adult patient to that of a baby

COMPETENCY STANDARD AND COMPONENTS

Competency Components	Description
Assumed skills and knowledge	State the skills and knowledge that learners ought to have and are assumed to have before they attend the training programme
Competency elements	Describe the specific skills, knowledge and/or attitudes required for the particular competency category
Underpinning knowledge	State the knowledge that learner needs to know and understand as it influences how the task is performed
Performance criteria	Refer to standards of performance or behaviours required in order to demonstrate competency

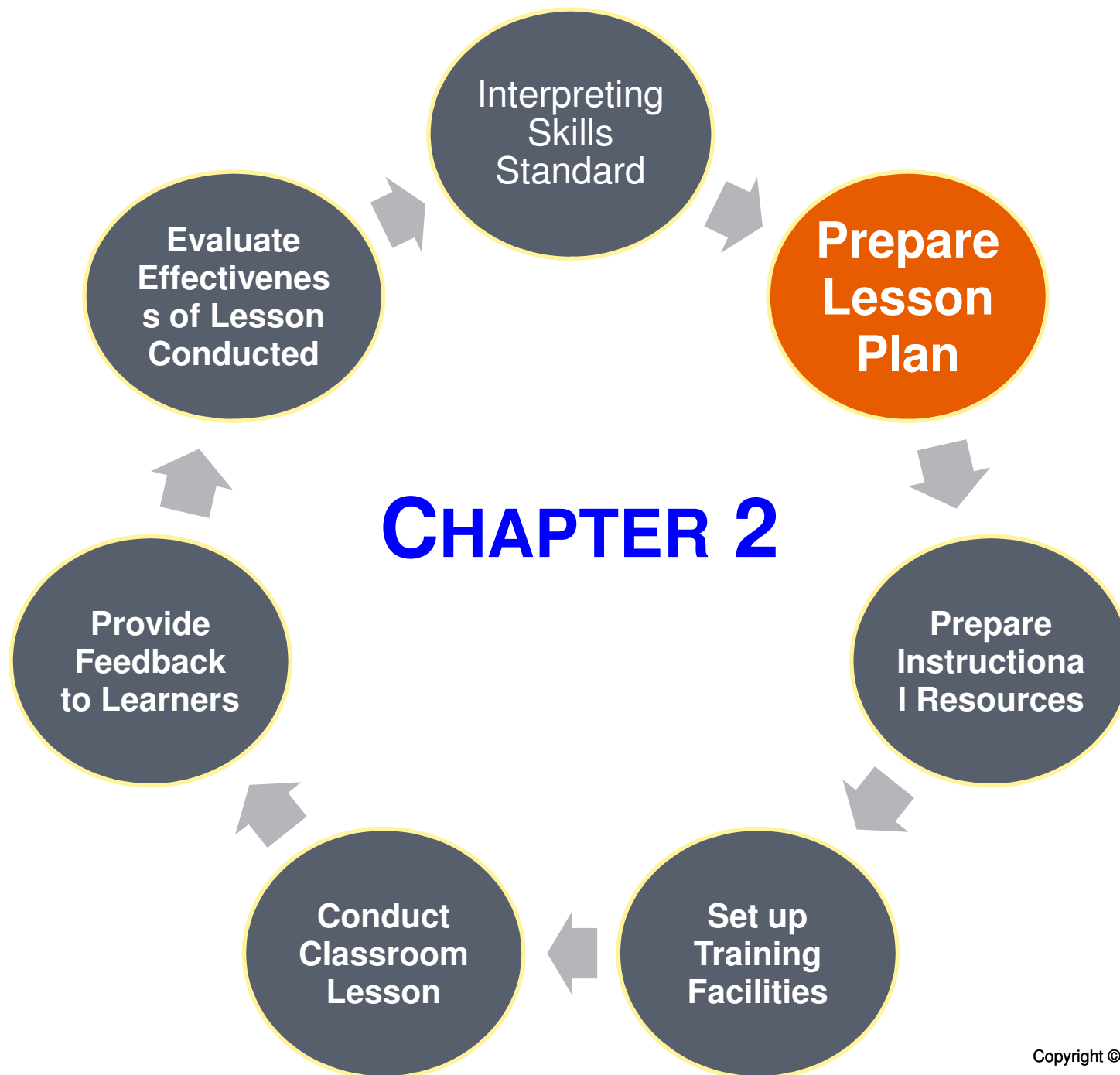
COMPETENCY STANDARD AND COMPONENTS

Competency Components	Description
Range and context	• Provide the type of contexts to which the performance criteria apply • Cover items that are achievable or to be performed across by workers • Eg: types of equipment, products and services and types of customers
Evidence sources	• Gives examples of tasks, observations, documents etc that can be used as evidence for assessing the particular competency element

LEARNING OUTCOME

- Refer to what learners will know or be able to do as a result of the training that they have attended

Knowledge	Learning leads to acquiring information or knowing about something Knowledge
Skills	Learning leads to acquiring the steps, methods and ways to doing something
Attitudes	Learning leads to inculcating values and norms



WHAT IS TRAINING?

Process which trainer helps a person to develop professionally



Discover strengths & weaknesses



Develop beyond current state



Gain new KSA



Knowledge
Skills
Attitudes



Learners Reflect

WHAT IS LESSON PLAN

- A well written document that contains five components
 - Learning objectives
 - Activities duration
 - Content coverage and instructional methods
 - Learning resources
 - Assessment of learning

Refer to
Sample Lesson Plan
On page 18 - 19

Uses of a Lesson Plan

- Provide guidance to another trainer who did not develop the program
- Give trainer and learners a clear direction of program
- Provide a starting point for further planning when the lesson is rolled-out again
- Give a measurement of trainer's performance
- Ensure content and duration of learning activity can meet learning objectives

Learning Objectives are identified

- Learning objectives refer to measurable KSAOs
- They are specific action statements
 - What learners can learn as a result of attending a course
- 4 components of learning objectives/outcomes
 - Audience (who)
 - Behaviour (will do what)
 - Condition (by when or some conditions such as with assistance)
 - Degree (how well, if not 100 percent of the time)

Set SMART Goal

Use SMART Verbs to write Learning Outcome

Analyze	Apply	Create
Compile	Construct	Demonstrate
Develop	Describe	Express
Evaluate	Incorporate	Implement
Name	Organize	Produce
Plan	State	Write

See Page 16

State relevant training resources in Lesson Plan

- Training aids
 - Flipcharts
 - Audio-visual aids
 - Learning activities for learners
- Resource materials
 - Checklists
 - Case studies
 - Templates
 - Activity sheets

Learning Activity – Part 1

Discuss as a Team and present your findings

- What is NOT appropriate about these statements as learning outcomes:
 - Understand importance of using communication
 - Be competent producing learning outcomes
 - Gain knowledge about globalisation and the impact on learning
 - Know how to use the powerpoint package properly for use in training sessions
- How should you re-phase them?



Instructional Methods in Training

- Lectures
- Discussions
- Case studies
- Learning activities
- Written assignment
- Self directed learning
- Project
- Role Play

Instructional Models - Gagne's Nine Events

S/N	Instructional Event	Application
1	Gain attention	Use abrupt stimulus change
2	Inform learners of objectives	Tell learners what they are able to do after the learning
3	Stimulate recall of prior knowledge	Ask for recall of previously learned knowledge or skill
4	Present the content	Display the content with distinctive features
5	Provide learning guidance	Communication between instructor and learner is essential means of guidance
6	Elicit performance	Ask learner to perform
7	Provide feedback	Give feedback for areas of improvements
8	Assess performance	Check learner's performance through test
9	Enhance retention and transfer	Provide varied practice with spaced reviews

Instructional Models – Keller's ARCS Model of Learning

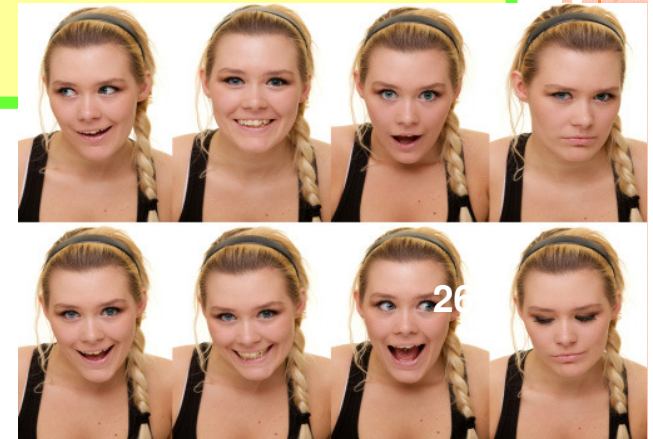
S/N	Model of Learning	Things that can be done
1	Attention	• Drawing learners' attention to the learning
2	Relevance	• Telling and showing how learning will be relevant • Describe topic and main points • Reinforce what learners know
3	Confidence	• Present information with different activities • Check for understanding by asking questions • Present information in small 'chunks' in a logical sequence
4	Satisfaction	• Link lesson with others to follow • Give summary of main points • Provide examples for practical application at workplace • Provide feedback on what was done during lesson

Learning Activity – Part 2

Discuss as a Team and present your findings

Present any one activity that uses Keller's ARCS :

- Ice breaker
- Learning activity
- Lecture



Instructional Models – Bloom's Taxonomy

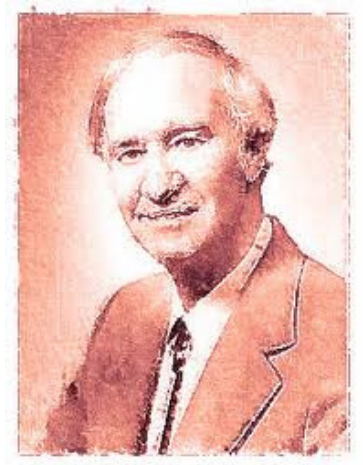
S/N	Competence	Skills Demonstrated
1	Knowledge	Recall factual information
2	Comprehension	Able to understand material that is being referenced
3	Application	Use general concepts or principles to solve problem in a specific situation
4	Analysis	Break down information into smaller parts and understand relationship between these parts
5	Synthesis	Create something new by putting parts of different ideas together to form something new
6	Evaluation	Make judgement about value of using materials and methods, in terms of some identifiable criteria

Instructional Models – Kolb's Experiential Learning

S/N	Learning Styles	Skills Demonstrated
1	Convergers Give knowledge	Learners learn better when given sound logical theories to consider
2	Divergers Give examples	Learners learn better when given practical applications of concepts and theories
3	Assimilators Hands-on activities	Learners learn better when given hands-on activities to work on
4	Accommodators Use Case studies	Learners learn better when given a situation where they can do research and investigation

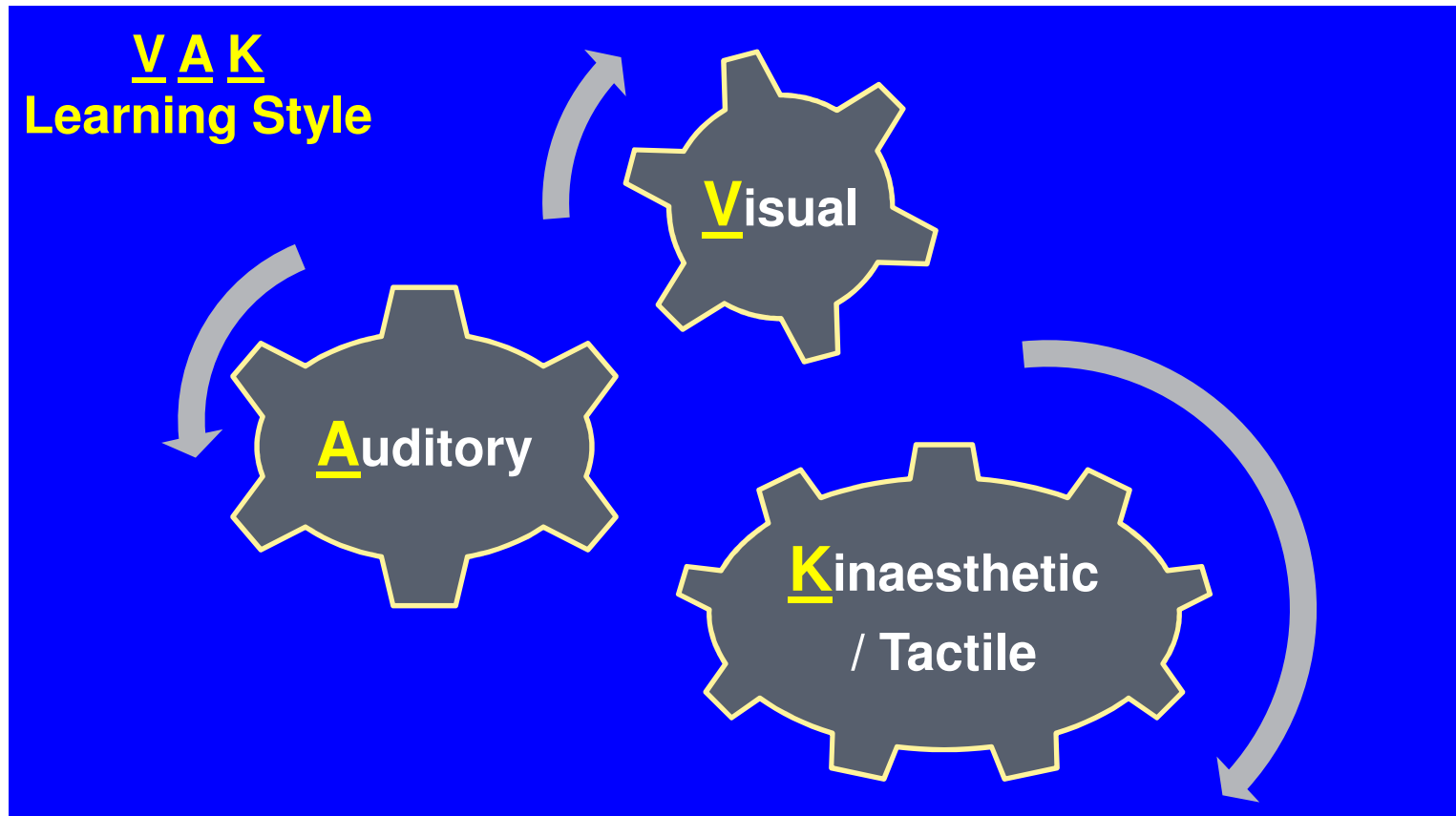
Instructional Methods Appropriate to Learners' Needs and Learning Styles

- Malcolm Knowles – pioneered the field of adult learning
- Characteristics of adult learners
 - Self-concept and self-directed
 - Accumulated life experiences and knowledge
 - Ready to learn
 - Want immediate application of learning knowledge
 - Relevance-oriented



DIFFERENT LEARNER'S STYLES

- An individual's learning style indicates how he or she best retrieves and retains information



Visual Learners

- Learn best through seeing
- Best absorb information by
 - Mind-mapping
 - Colour-coded information
 - Take notes, make lists
 - Watch videos
 - Make outlines of everything



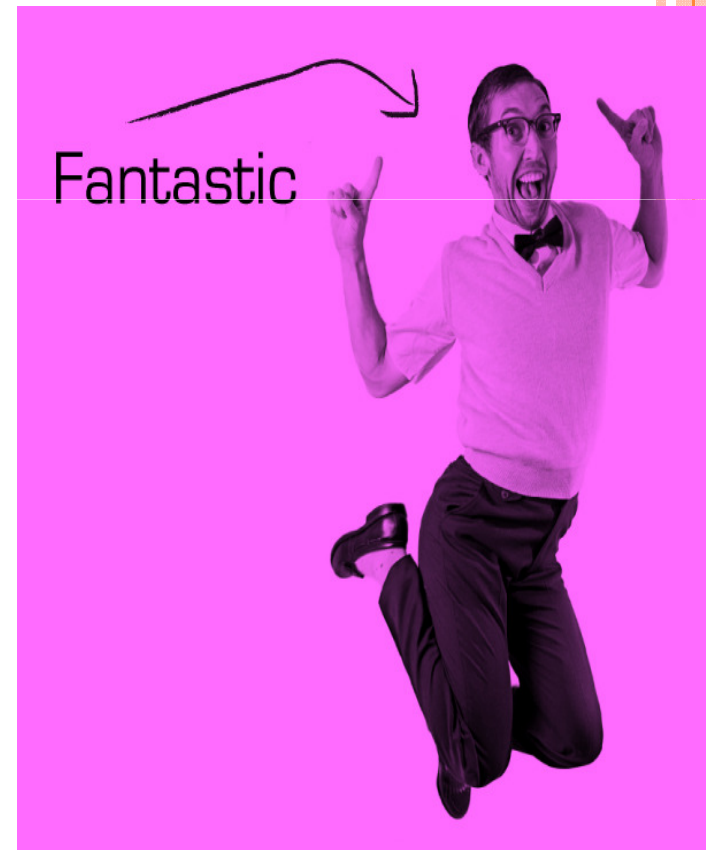
Auditory Learners

- Learn best through hearing
- Best absorb information by
 - Communicate with someone
 - Listen to audiotape
 - Listen to lecture
 - Participate in a presentation / discussion



Kinaesthetic / Tactile Learners

- Learn best through experiencing / doing things
- Best absorb information by
 - Studying in short blocks
 - Role playing
 - Field trips, visit museums
 - Use memory games / flash cards
 - Study with others
 - Learning Activity



LEARNER PROFILES

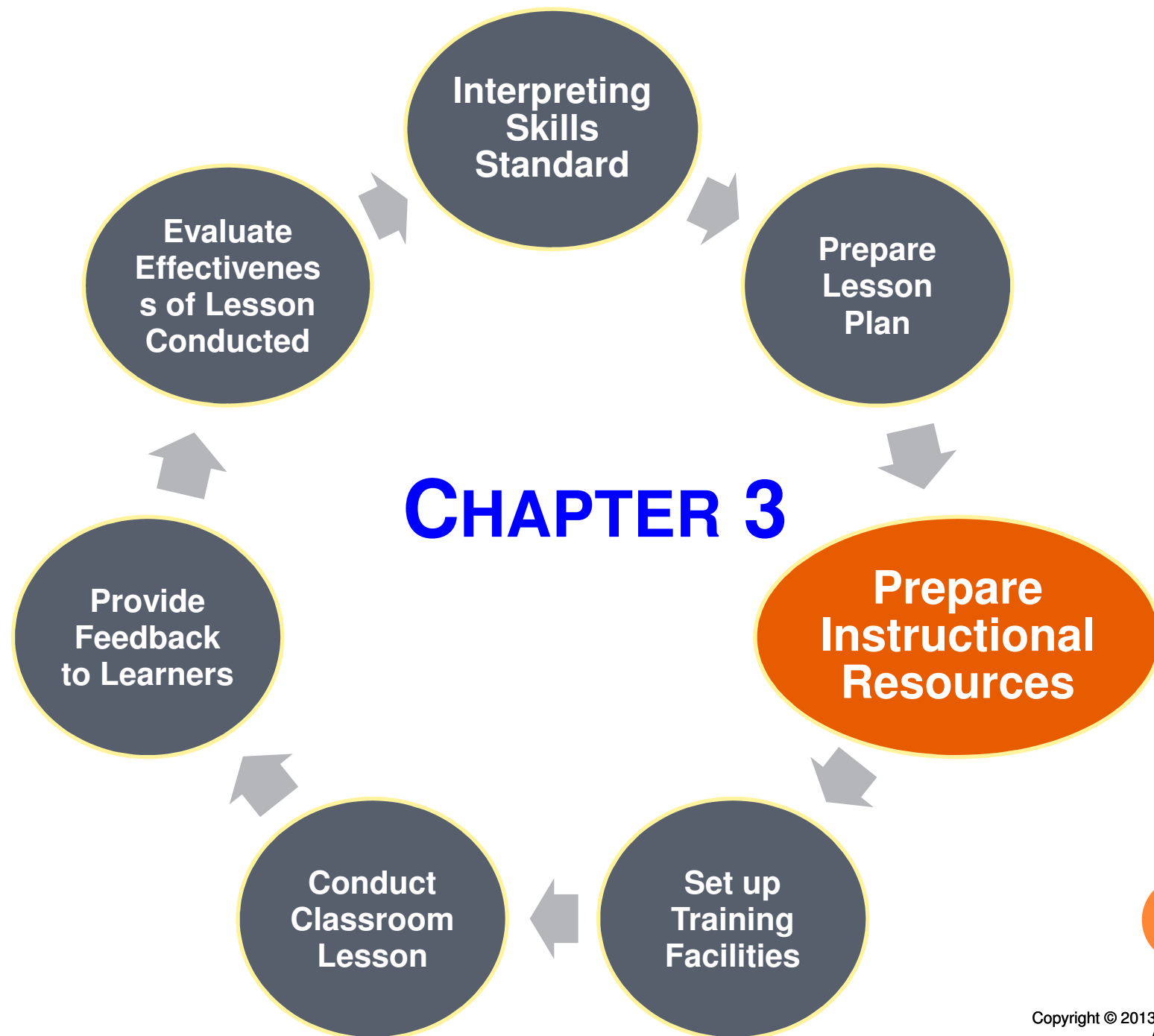
- Background – social and demographic profile
- Relevant experience
- Skill levels
- Attitudes towards learning and interests
- Learning styles
- Expectations of learning
- Emotional and motivational style

Learning Activity – Part 3

Discuss as a Team and Present your findings

- Find out the profiles and learning styles of your team members





Instructional Resources to meet Learning Objectives

- Activity sheets
 - To facilitate learning – to write and think
 - To enhance learners' retention and information flow
- Reading materials
 - Learner guides
 - Handouts
 - Reference guides

Presentation Slides

- Text and Fonts
 - Use bullet points – between 3 – 5 points
 - Large fonts – Arial or Calibri size 32, followed by 24, 20, 18
- Colours
 - Contrast colours
- Layout
 - Formatting
 - Positioning



Presentation Slides

- Graphics and animation
 - Graphics – pictures
 - Animation
- No spelling and grammar mistakes



Include Relevant Organizational and Industry Requirements

- Organizational SOPs (standard operating procedures)
- Industry standards
- Workplace Safety and Health standards
- Security guidelines

Learning Activity – Part 4

Discuss as a Team

- *Continue from Part 3... use same team members' profiles and learning styles*
- Use any ONE instructional model to develop a simple lesson plan on *any ice-breaker*
- Don't forget to include:
 - Duration of learning activity
 - Instructional method
 - Suitable learning styles
 - Instructional resources





Set up Training Facilities

- Purpose
 - Ensure learners can achieve learning outcomes



Set up Training Facilities

- Training environment
 - Book venue in advance
 - Re-organize furniture if necessary
- Training Resources / Checklists
 - Trainer material checklist
 - Equipment checklist
 - Learner material checklist
 - Safety and security checklist
 - Reception and refreshment checklist



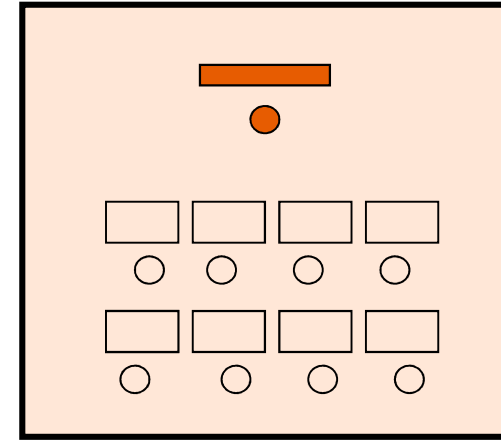
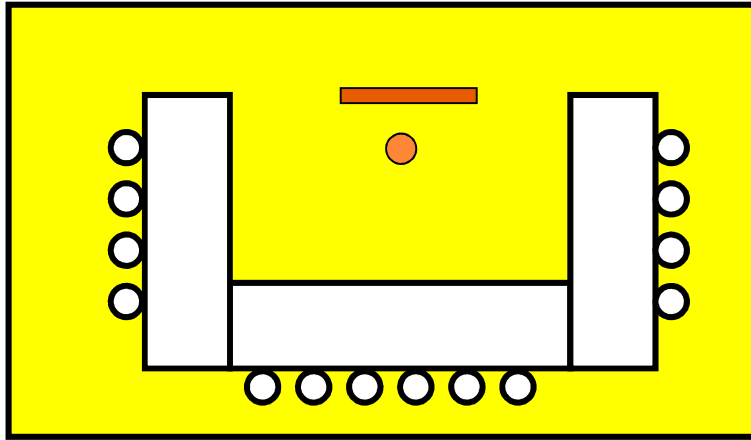
Refer to Pg 49 - 53

Set up Training Facilities – Seating Arrangements

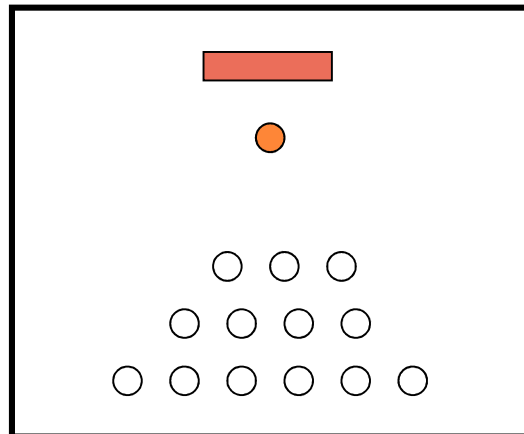
- Purpose
 - To meet learners' needs, type of learning methods and learning activities used
- Types of Seating Arrangements
 - Cluster style
 - Classroom style
 - V-shape style
 - Hollow square style
 - U-shape style
 - Perpendicular style
 - Herringbone style
 - Theatre style

Refer to Pg 55 - 59

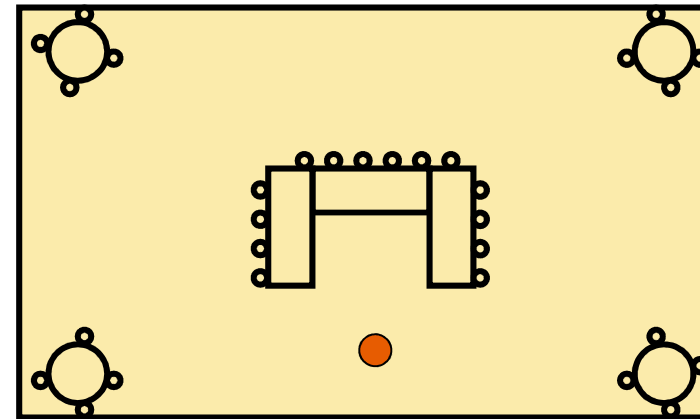
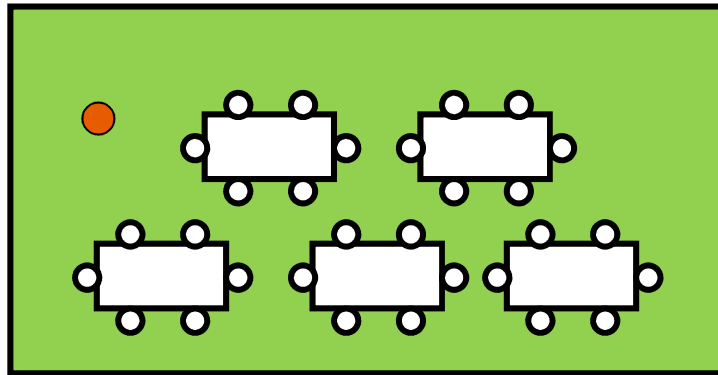
Seating Arrangements for Lectures



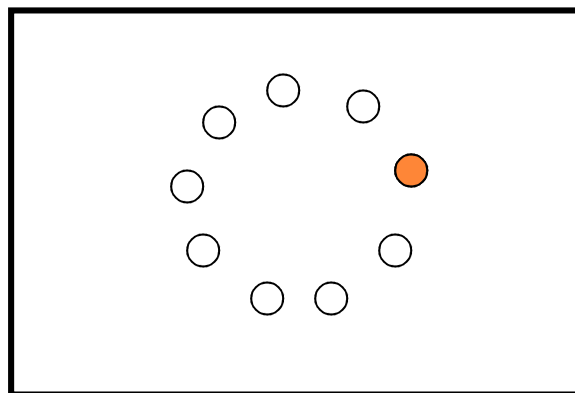
● = Trainer
○ = Participants



Seating Arrangements for Working Groups



- = Trainer
- = Participants



Learning Activity

Based on your earlier Lesson Plan and Training Program

- Draw a list of “must have” and “like to have” criteria for training room/location for your training program
- What types of room setup will you use? Why?



Contingency Plan and Evacuation

- Contingency Plan (Plan B)
 - Provide trainers with alternative course of action if unanticipated event occurs
 - Always be prepared for any event that can happen

Contingency Plan and Evacuation

- Possible Risks in Training Environment
 - Equipment failure
 - Training delays and interruptions
 - Unavailability of trainers
 - Loss, theft or damage of materials



Conduct Classroom Lesson

- Purpose
 - To create a comfortable, non-threatening learning climate
 - Treat people as responsible adults
- Set up conducive physical learning environment
 - Clean, spacious and well-ventilated classroom
 - Before class begins, conduct briefing on emergency equipment, exits and evacuation routes

IMPORTANT INFORMATION

- Emergency equipment
- Exits
- Evacuation routes
- Canteen
- Smoking



Conduct Classroom Lesson

- Factors for Active Learning Climate
 - Create conducive learning environment
 - Create learning groups
 - Instil collaborative learning
 - Encourage reciprocity
 - Promote participation

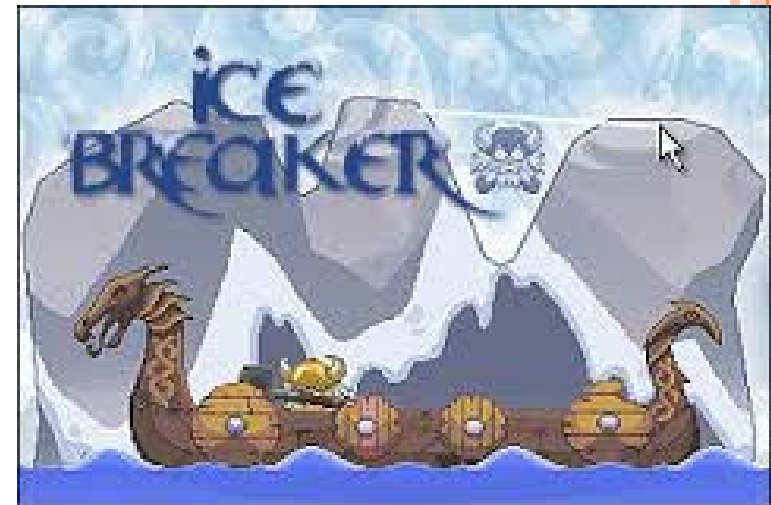


Conduct Classroom Lesson

- Build Rapport with Learners
 - Smile
 - Greetings and handshakes
 - Being approachable
 - Being cultural sensitive
 - Appropriate body language
 - Speak with tact

Conduct Classroom Lesson

- Include Learning Activities for Positive Learning Experience
 - Introductions
 - Ice breaker activities / games
 - Warm up activities / games
 - Learning activities / games
 - Mind games



Learning Activity



Work in Teams

- Prepare, perform and explain any learning activity such as:
 - Perform a magic show
 - Play a game
 - Make a paper crane, plane or boat
 - Say a greeting in foreign language
- Other teams to provide feedback on your team's activity

Appropriate Lesson Methods

- Case Study
 - To solve problems and make decisions
 - Reflections
 - Apply newly learned concepts and principles to real life situations
 - Can use past experience
- Role Play
 - To practise skills in simulated real life situations
 - To develop empathy and interpersonal skills

Appropriate Lesson Methods

- Group Discussions
 - Exchange of facts, feelings and opinions of learners
 - Can brainstorm, solve problems or explore options
 - Need communication, cooperation and collaboration among team members
 - Encourage active learning and participation
 - Beware of domination from some group members

Presentation Skills

- Connect with audience through
 - Stories – use to motivate, persuade and inspire others
 - Anecdotes – very short stories about an idea or event
 - Life experiences – share lesson learned
- Use humours
 - To entertain and create relaxation
 - Raise energy level in class
- Be authentic
- Get involved emotionally
- Paint a vivid picture

Appropriate Questioning Techniques

- Questioning
 - Connect with learners
 - Check understanding
 - Encourage creative thinking
 - Promote discussion
 - Review previous work
 - Capture attention

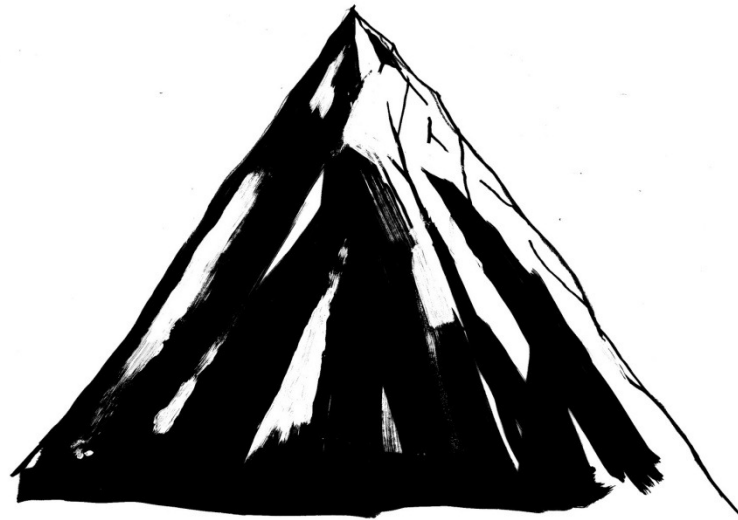


Appropriate Questioning Techniques

- Types of Questions
 - Open questions
 - Close questions
 - Probing questions
 - Leading questions
 - Overhead questions – rhetorical in nature, discussion openers
 - Funnel questions – from general to specific questions

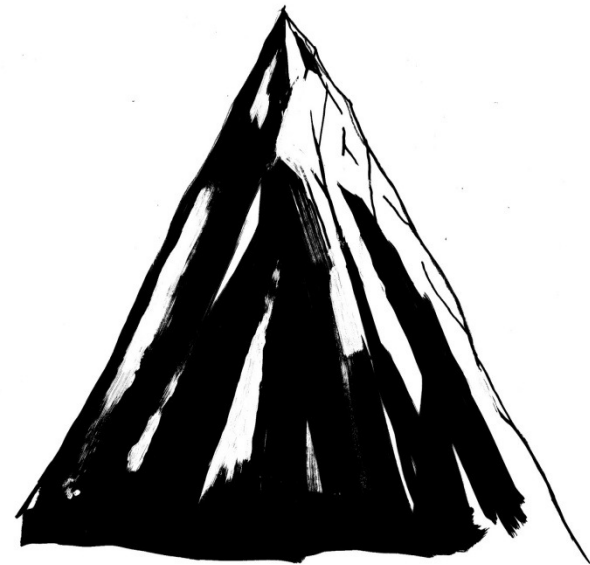
Barriers to Learning

- Barriers to learning are hindrances that stop adult learners from achieving the learning outcomes of training



Barriers to Learning

- Barriers
 - Lack of confidence
 - Fatigue
 - Cultural differences and beliefs
 - Non-conducive environment
 - Personality and attitudinal traits
 - Language abilities



Language Pitch at Learners' Abilities

- Plan and organize what you are going to say
- Use appropriate language
- Speak slowly and clearly
- Modulate and vary your voice
- Check body language
- Make eye contact

Culturally Sensitive Language

- Culture shapes thinking process and defines modes of communication



Culturally Sensitive Language

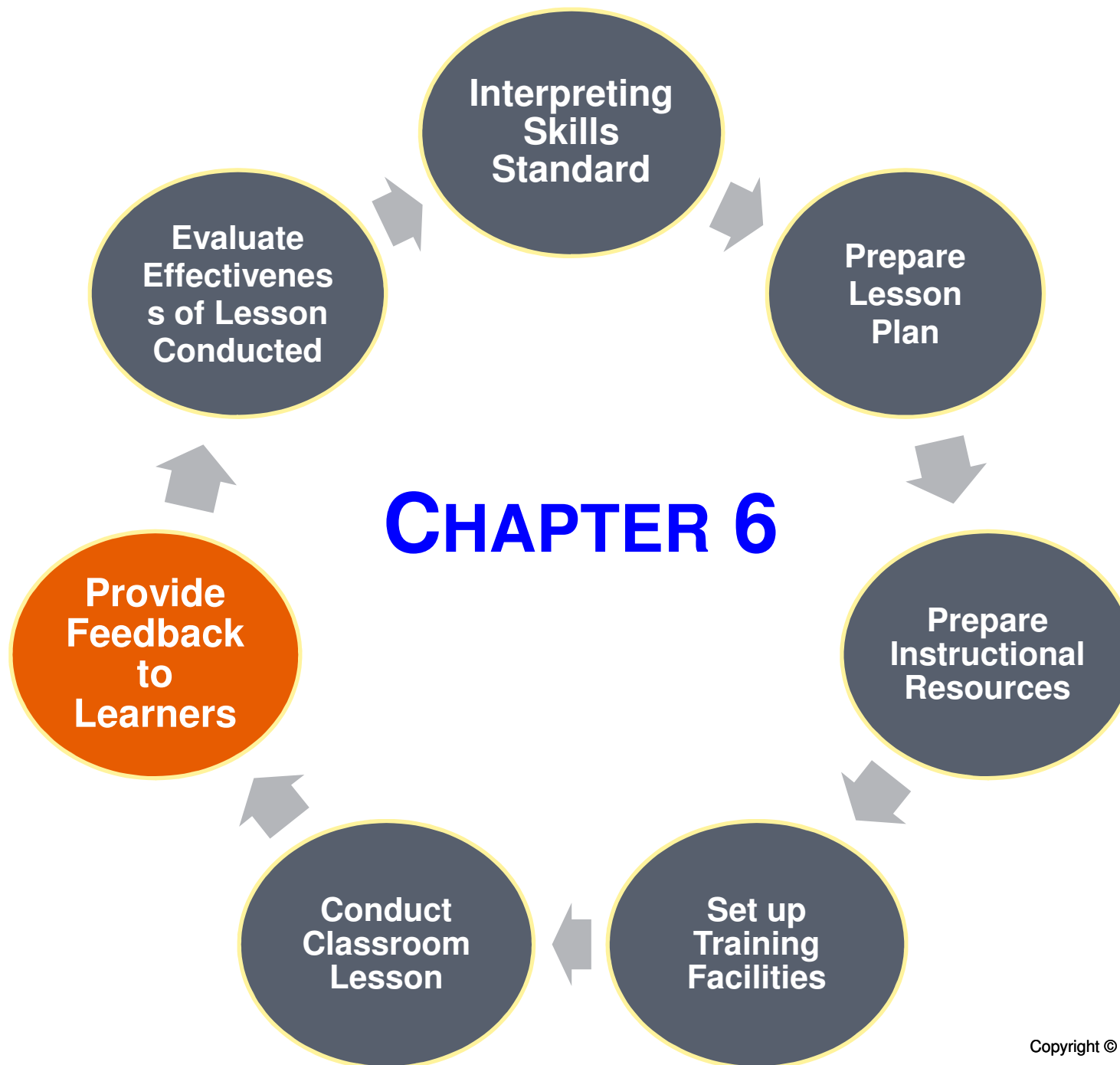
- Factors affecting our values, attitudes and behaviours
 - Literacy
 - Verbal expression
 - Concept of time – be punctual
 - Traditions, religions and social norms
 - Values – fairness
- Overcoming by
 - Be patient
 - Active listening skills
 - Pay attention to non-verbal communication
 - Speak clearly and slowly

Manage Disruptive Learners

- Disruptive behaviors
 - Low motivation to learn
 - Need for attention
- Types of disruptive learners
 - Side conversations
 - Ask unrelated questions
 - Frequent lateness
 - Make aggressive remarks
 - Make inappropriate jokes
 - Dominate class discussion

Always Remember.....

- Debrief after each learning activity/points
- Link them back to learning outcomes
- Optimize retention
- Recap of learning outcomes
- Summarize key points
- Ask questions to confirm learning and understanding
- End with high note
- Make learning fun and enjoyable



FEEDBACK

- Objective message about job done
- Suggestion on how to improve job
- Involves giving and receiving constructive information for improvement
- Constructive feedback given to Assessments
 - Formative
 - Summative
- Timely feedback



HOW TO POSITIVELY REINFORCE LEARNERS

- Reward good performance
- Reward effort
- Provide motivational and instructional feedback
- Reinforce good behaviors
- Time and schedule reinforcers – immediate reinforcement is a good strategy
- Use of negative reinforcement or punishment may backfire

FEEDBACK TECHNIQUES

- Hamburger constructive feedback
- One-on-one
- Event focused, not on person
- Self assessment
 - Ask other learners for feedback
 - Discuss with supervisor
 - Note taking of positive and improvement areas



ADJUSTMENTS TO TRAINING PROGRAM

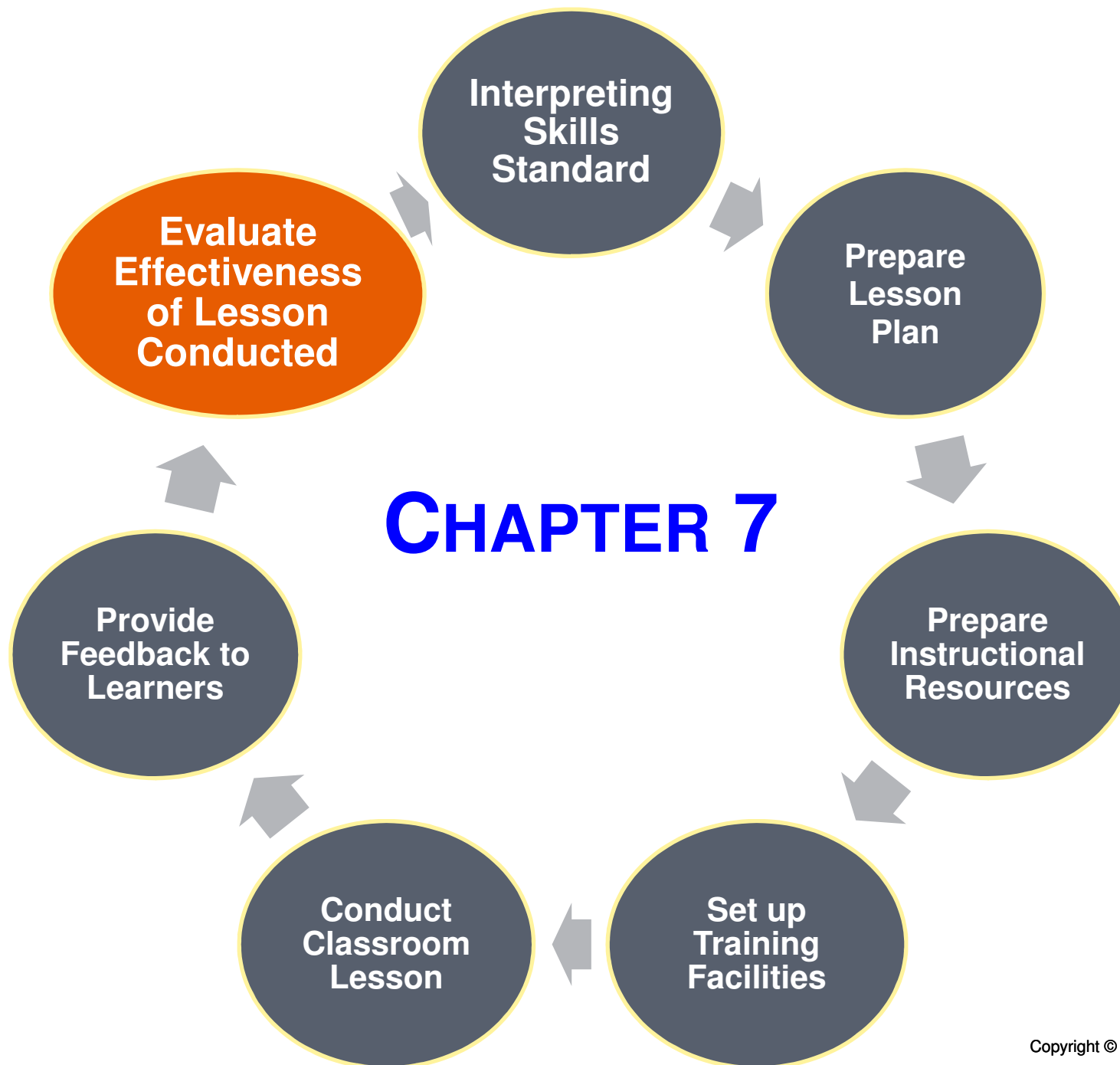
Purpose

- Enhance training effectiveness
- Allow learners to connect easily for proper encoding and recall of information
- Enable learners to transfer knowledge and skills to their workplace
- Create relevancy to learners

ADJUSTMENTS TO TRAINING PROGRAM

Ways to customisation

- Modify training resources
 - Trainer guide
 - Lesson plan
 - Audio visual aids, etc
- Provide supplementary reading materials
- Adapt delivery method



Evaluation of Training Programs

Purpose

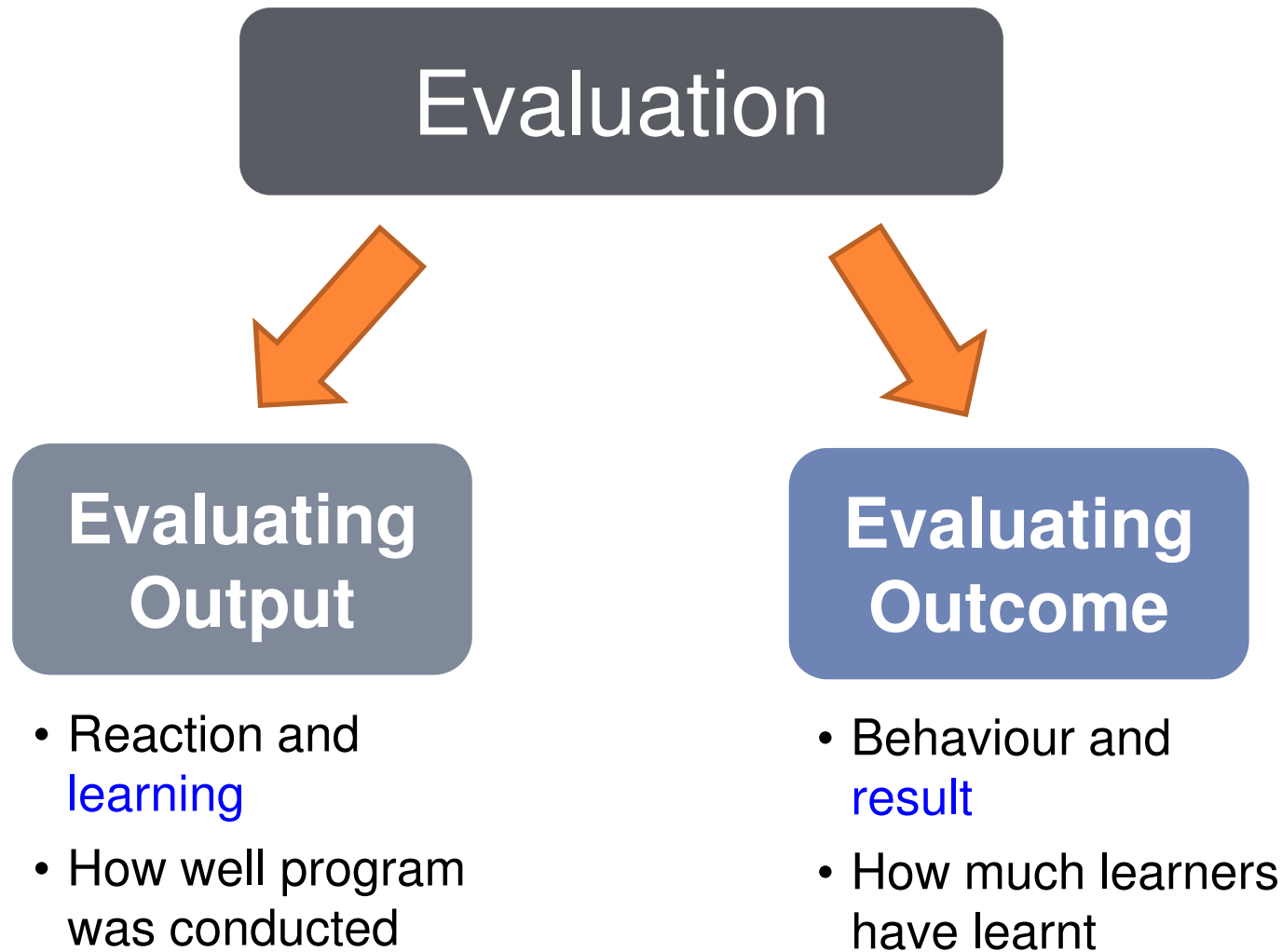
- Assess value of training programs
- Identify areas of improvement
- Determine if the training achieves its outcomes
- Identify the appropriate learning group

Evaluation of Training Programs

Areas of evaluation

- Lesson administration
- Training facilities
- Learning materials
- Effectiveness of instructor / trainer
- Effectiveness of lesson delivery

Evaluation of Training Programs



Collect Information after Training

- Feedback forms (Pg 111 and 112)
- Observations
- Feedback from organisation
- Interviews

Sample Post-Course Evaluation (feedback) Form

Name (Optional) :	Course Title :
Class Code/Organisation:	Duration :
Trainer :	

Please indicate your impressions of the items listed below.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<u>EFFECTIVENESS OF TRAINING PROGRAMME</u>					
1. The course achieved its stated objectives.	☐	☐	☐	☐	☐
2. The course content is current and relevant to the workplace.	☐	☐	☐	☐	☐
3. The course material and handout are well designed and well organized.	☐	☐	☐	☐	☐
4. The content was organized and easy to follow.	☐	☐	☐	☐	☐
5. The duration of course was appropriate.	☐	☐	☐	☐	☐
<u>EFFECTIVENESS OF TRAINERS</u>					
6. The trainer was knowledgeable.	☐	☐	☐	☐	☐
7. The quality of instruction was good.	☐	☐	☐	☐	☐
8. The trainer met the training objectives.	☐	☐	☐	☐	☐
9. Class participation and interaction were encouraged.	☐	☐	☐	☐	☐
10. Adequate time was provided for questions and discussion.	☐	☐	☐	☐	☐

Organizational Goals and Learners' Needs



Some self reflection questions

- What did I do well in terms of students' learning?
- Is the lesson appropriately sequenced?
- How can I improve my knowledge on this subject?

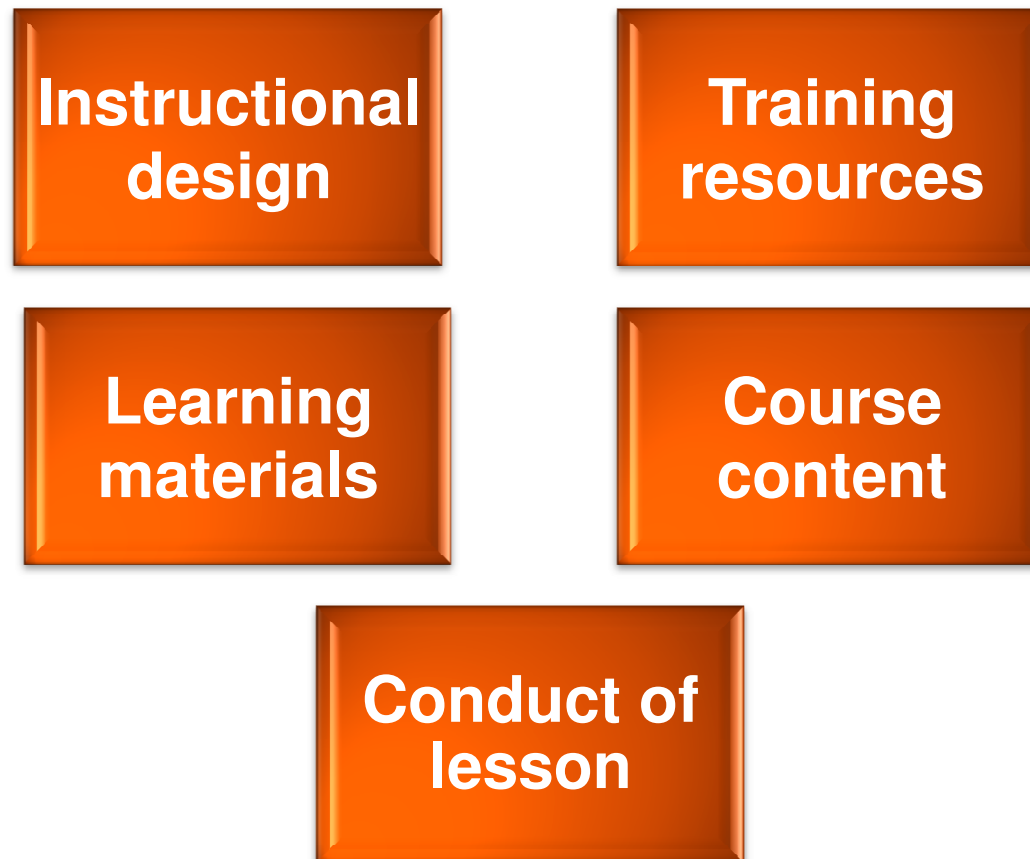
POTENTIAL IMPROVEMENTS THAT RESULT FROM EVALUATION



- Improved learning experience
- Better delivery of lesson
- Better buy-in by learners

POST LESSON EVALUATION

Training programme can be adjusted by making changes



SAMPLE POST LESSON EVALUATION REPORT

- PG 122

1. Summary of key feedback

- Observation
- Questionnaire/Feedback form
- Interview
- Feedback from organisation

2. Review of course aim

- Review of learning
- Review of training impact and learner's needs
- Review of target audiences and learners' profile

3. Review of course contents and instructional materials

- Training syllabus
- Training programme

SAMPLE POST LESSON EVALUATION REPORT

- PG 122

4. Review of instructional design and strategy

- Instructional strategy
- Level of facilitation
- Training methodology
- Learner with special needs
- Class size

5. Review lesson plan

6. Review of course administration and training resources

7. Review of assessment plan

8. Course validation

9. Recommendations

End of Course