



Train the Trainers

Aims & Objectives of the Course

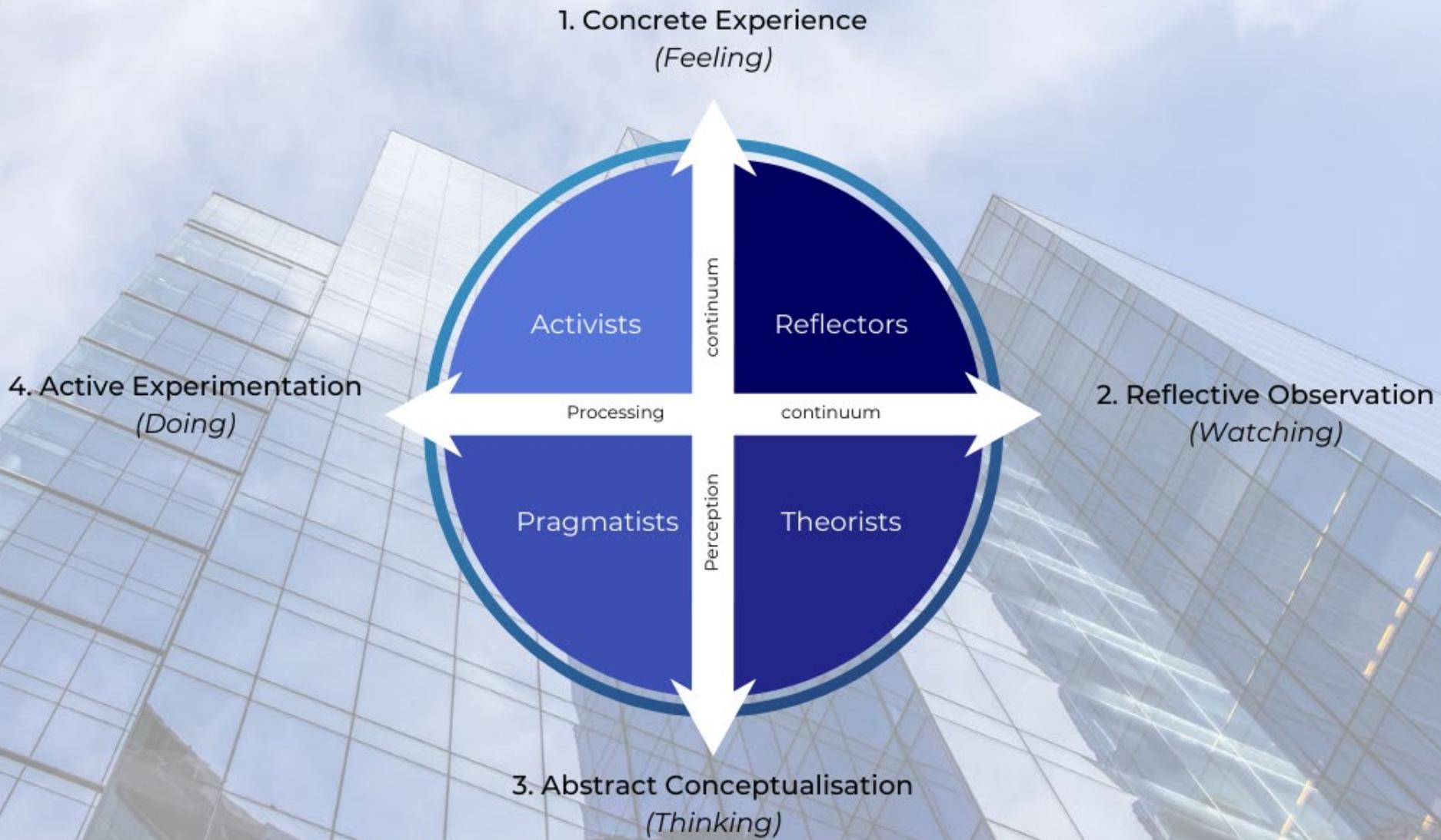
By the end of the course participants will be able to:

- Recognise the needs of adult learners
- Differentiate and learn about learning styles
- Distinguish the skills and approaches of presenting and facilitating
- Present a topic so as to engage an audience and convey information / ideas
- Facilitate discussion and learning using a range of intervention styles
- Use techniques for providing coaching and feedback to learners
- Handle challenging and unexpected situations in a training context

Working Together

- Mobile phones and presence
- Time (breaks)
- Confidentiality
- Open and active participation
(be willing to learn)

Honey & Mumford Learning styles

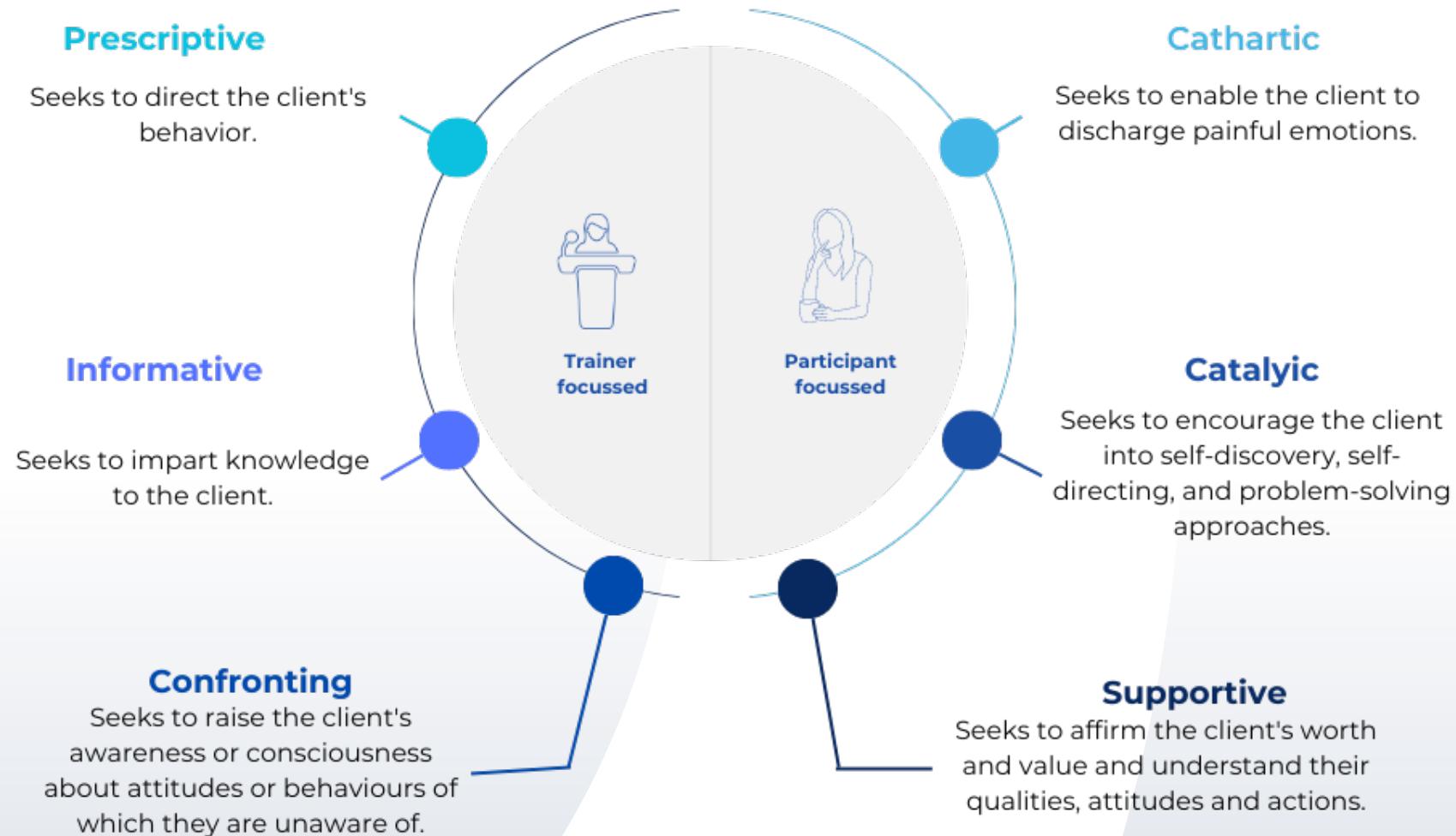


Presenting vs Facilitating

	PRESENTING	FACILITATING
Trainer's Objective	To provide information	To enable learning through engaging group in activity
Airtime % of Group Voice	Low	High
Focus	Trainer-centred	Learner-centred
Group's Expectations	To gain information	To participate, discover, decide
Responsibility for Outputs	Trainer	Group, individuals
Style	Structured	Flexible

Intervention Styles

Heron's Six Categories of Intervention



Practice 1 - What does a competent mediator look like?



Practice 2 - What does a competent mediator look like?



Feedback Guidelines

- Be specific - give examples
- Be balanced – highlight things that went well and things that were less than competent and could be improved
- Don't overwhelm – 3 to 6 main points
- Use “I” statements
- Avoid interpreting – stick to what you saw/heard
- Be respectful and separate the behaviour from the person
- Provide honest, constructive criticism - don't 'over-protect or 'destroy'.

Structuring effective feedback

- **Headline** – Specify the topic
- **Playback** – What happened – what didn't work? or did work?
- **Diagnosis** – Why did it not work? Or why did it work?
- **Remedy** – What might work better on another occasion?
- **Example** – How might it be done better on another occasion?

Approaches to giving feedback

		PARTICIPANT VIEW	
		Performed badly	Performed Well
TRAINER VIEW	Performed Well	The insecure overachiever When trainer thinks the participant has done well but they think they have performed badly	Unconscious Competence You both know they have performed well
	Performed Badly	More work needed They know and you know they did badly	Defensive justifier They think they have done well but you believe they have not achieved competence

Framework for session

1

Bun = Introduction

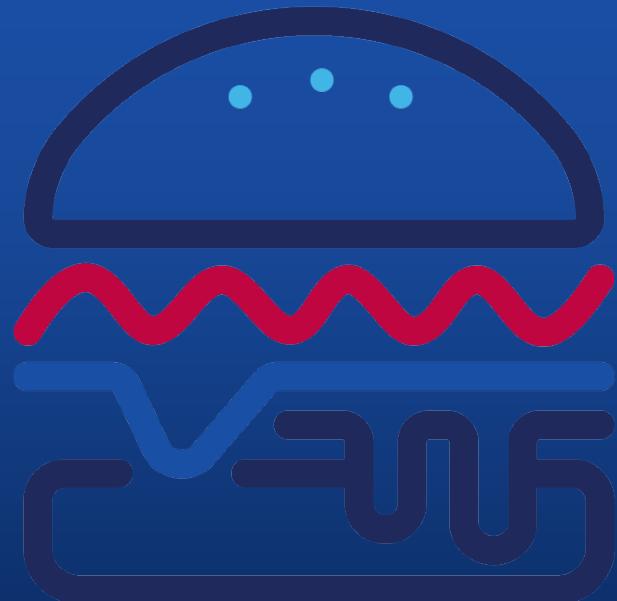
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Filling = Method

- Input
- Exercise
- Activity

3

Bun = Summary/Debrief



Handling challenging situations

Some tips and tricks

Choose whether to work in the group or privately and use:

- A range of intervention styles
- Active listening skills
- The physical space
- Silence / pauses / non-verbal skills
- 'Facilitators jujitsu' – never push back, go with them

Aims & Objectives of the Course

By the end of the course participants will be able to:

- Recognise the needs of adult learners
- Differentiate and learn about learning styles
- Distinguish the skills and approaches of presenting and facilitating
- Develop training objectives tailored to learners' needs
- Design an interactive learning session
- Present a topic so as to engage an audience and convey information / ideas
- Facilitate discussion and learning using a range of intervention styles
- Understand techniques for providing coaching and feedback to learners
- Handle challenging and unexpected situations in a training context



Thank you