



Train the Trainers

# Aims & Objectives of the Course

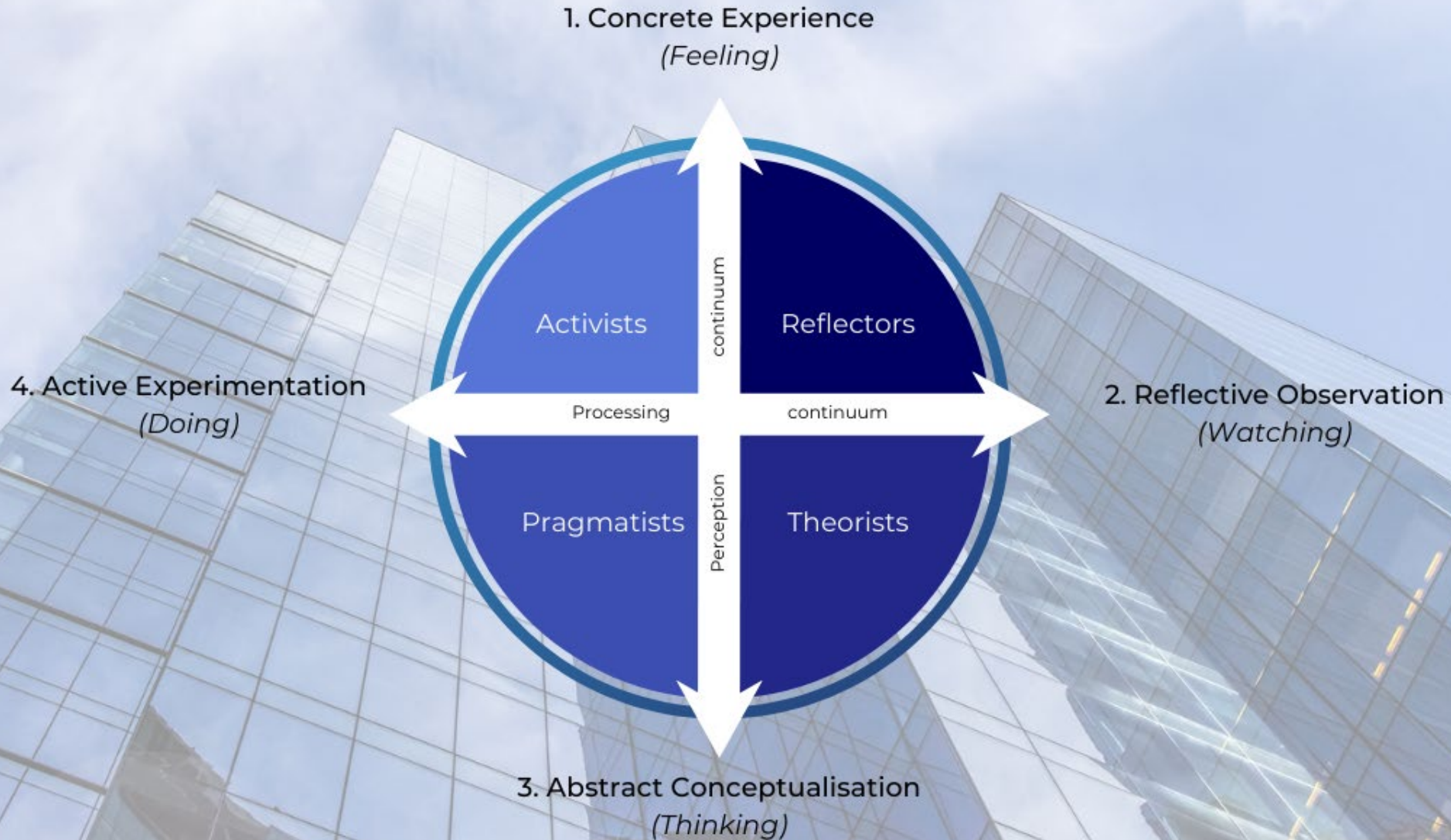
## **By the end of the course participants will be able to:**

- 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

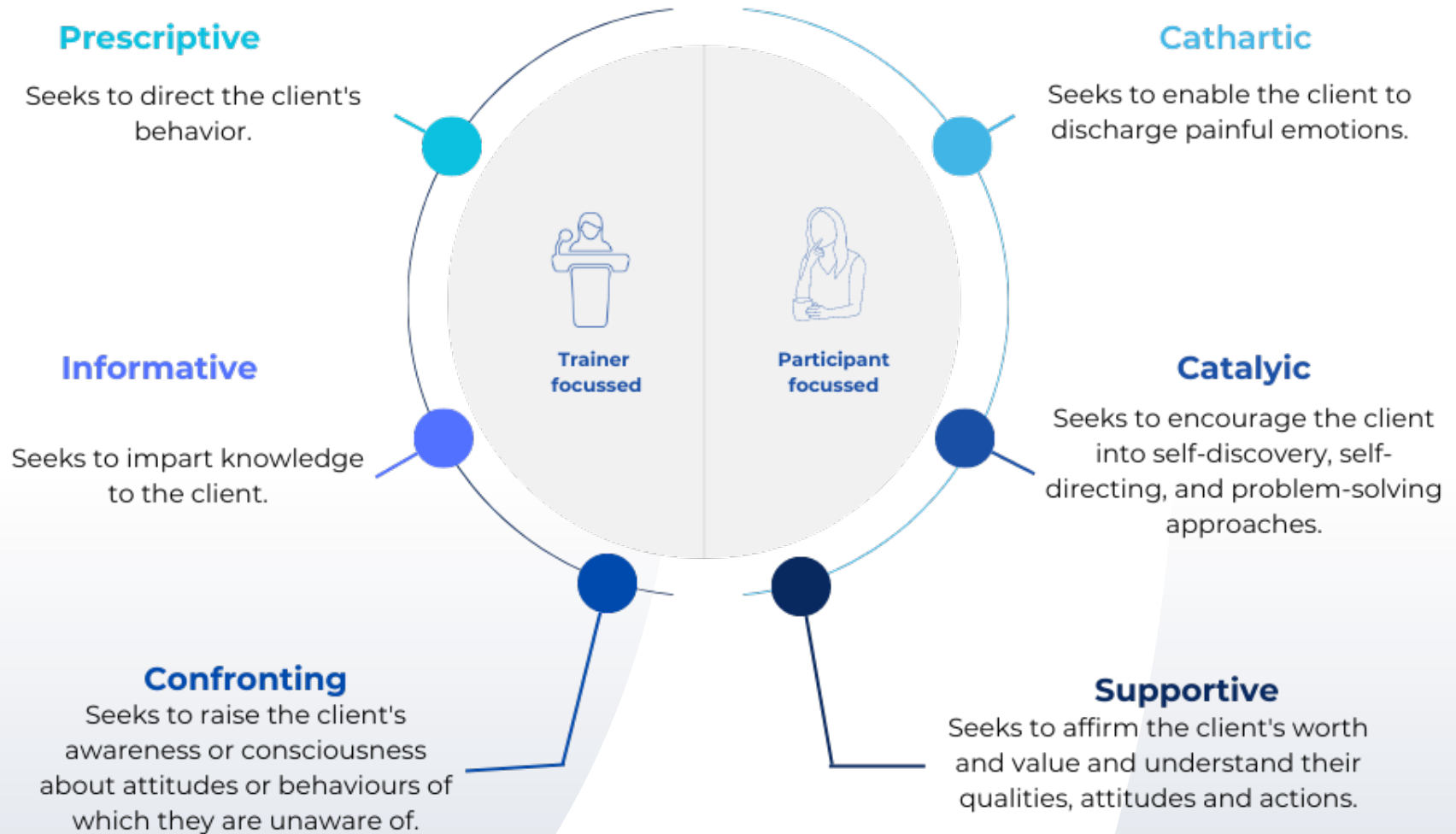


# Presenting vs Facilitating

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

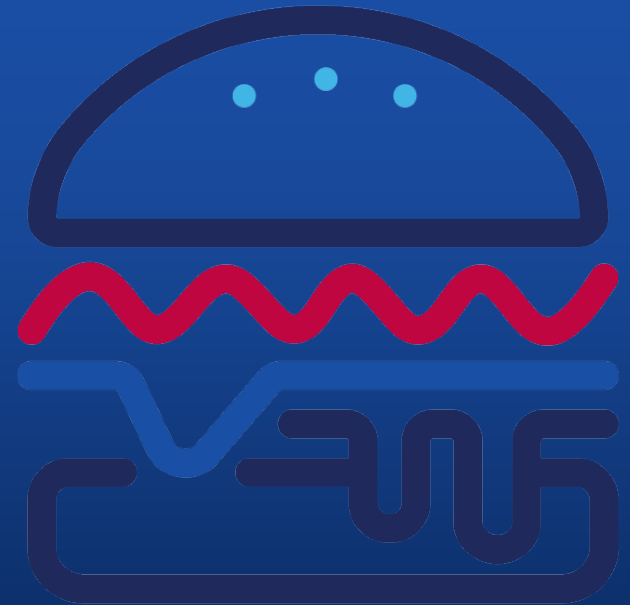
- **Headline** – Specify the topic
- **Playback** – What happened – what didn't work? or did work?
- **Diagnosis** – Why did it not work? Or why did it work?
- **Remedy** – What might work better on another occasion?
- **Example** – How might it be done better on another occasion?

# Approaches to giving feedback

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

# Framework for session

- 1 Bun = Introduction
- 2 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