PROSERV
ACADEMY

TOT

Training Of Trainers

Trainer Manual

1. OVERVIEW

THIS TUTOR NOTES HAS BEEN DESIGNED BY DESIGNING & DEVELOPMENT TEAM AS A GUIDE FOR THE TRAINER WHO WILL DELIVER THE SAME SESSION TO THE TRAINEES

Purpose of the training program is to make Trainees know the core competences to be a professional trainer

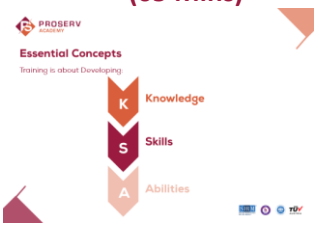
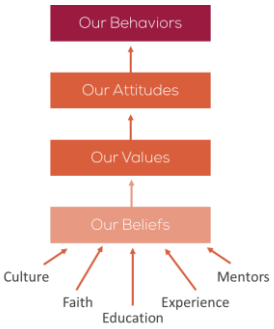
Targeted trainees: High level – middle management

Duration: This training program designed for 08 Days

Style: Workshop

Slide - Time	The Content	Method
15 Mins	Ice Break activity Instructions: • Ask all of the participants to stand in a circle. • Make sure they are not too far apart or too close together. • Give one person a small ball and ask them to throw it to someone else in the circle. • The person who catches it says their name and throws it to another person who does the same. • As the ball moves around the circle, everyone in the group gets to introduce Him/Herself to the group and his background education and experience)	**Activity**
(05 Mins) 	The Expectations • Ask Participants About Their Expectations • Then Tell the Participants the training objectives and the training journey.	**Open Discussion**
(90 Mins) 	Ask each participant to choose a topic and talk about that topic in a demo during (05 Minutes)	-
(05 Mins) 	Essential Concepts • Ask Participants about what they know training and What Trainers Usually Do . • Listen to their insights • Then start to explain	**Open Discussion**

	Training is the process of developing skill, knowledge, habits and aptitudes in employees for the purpose of increasing the effectiveness of employees in their present position as well as preparing employee for future positions. What Trainers Usually Do : • Plan for training • Discovering training gaps • Designing training content • Conducting training sessions	
(05 Mins) 	Ask participant What is the difference between Training and Speech ?! Training: • Small group (25 max) • Two way communication • Commitment to audience comprehension • Could be longer than a speech Speech: • Large group (25+) • One way communication • Nothing guarantees audience comprehension • Should be short, or else it will be boring	**Open Discussion**
(05 Mins) 	On job training • Is given in a normal working situation • Using the actual tools, equipment and materials. • Is usually most effective for vocational work.	**Lecture**

	Off job training • Takes place away from normal work situation • It allows people to totally concentrate on the training. • This is most effective for training concepts and ideas.	
(10 Mins) 	General Objectives of Training **Instructions:** • Distribute the Participant into 3 Groups • Ask Each group to discuss about general objectives of training in 05 mins • Listen the insights of each group • Then start to explain 1. To Increase Productivity of Employees 2. To Remain Competitive in the Market 3. To Change Attitude of the Workers 4. To Enable Workers to Adapt Quickly to Changes 5. To Mitigate the Risk of Accidents 6. To Reduce Wastage of Time and Resources 7. To Make the Management Effective	**Group Discussion**
(05 Mins) 	**KSA** Knowledge: the facts and information acquired through experience or education, the theoretical or practical understanding of a subject. Skills: the ability to use knowledge and experience and personal abilities effectively and readily in execution or performance. Attitude: the feeling or opinion about something or someone, or a way of behaving. 	**Lecture**

(05 Mins) 	What things training can't fix Instructions: • Ask Participant about What things training can't fix • Listen to their insights and write these insight on flipchart • Then start to explain Training is not the solution for everything Training can't fix; • Outdated tools and resources (Old systems, operators) • Incentive issues (salaries and benefits) • lack of resources (Poor resource management) • Unclear standards (Poor organization standards) • Toxic work environment • Unwillingness	**Open Discussion**
15 Mins 	The Difference Between: Trainer – Mentor – Coach – Consultant Instructions: • Distribute the participants into 4 teams • Group 01 should read the part of trainer from trainee manual and should explain this part to the rest of the participants • Group 02 should read the part of Mentor from trainee manual and should explain this part to the rest of the participants • Group 03 should read the part of coach from trainee manual and should explain this part to the rest of the participants • Group 04 should read the part of consultant from trainee manual and explain this part to the rest of the participants • Listen to each team and then make a conclusion.	**Jigsaw**

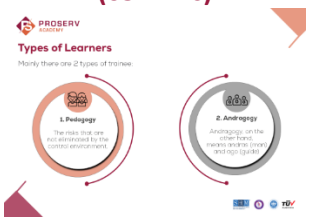
	1. Trainer: A professional who is teaching you a specific skill. The trainer will have pre-prepared materials and more than one person can be trained at once. Pros of taking part in training: • You know what you're getting. It should be clear what you're signing up for, and what the learning outcomes will be. • When you have a specific knowledge gap to fill, you can easily search for it or ask around for recommendations for good courses. • It can be a lower-priced option. Cons of taking part in training • Training doesn't usually have the accountability factor that the other options have. 2. Mentor: Someone has been in a similar situation to you, who can advise on what course of action they took and how it worked out. You learn from their experience. Pros of working with a mentor • You get to learn from someone else's mistakes. • You can earn yourself a valuable ally. Cons of working with a mentor • There's a risk that, if the mentor's suggested approach doesn't work for you, it might feel like it's the fault of your implementation rather than an indication that a different way is needed for you. This is more of a risk on group programmes where it's 'my way or the highway'. 3. Coach: Someone who asks intelligent questions to encourage the coachee to come up with their own solutions wherever possible. Gently enabling them to stretch their boundaries and improve in the agreed area of work. Non-directive coaching: • This is when the coach refrains from giving any specific advice and relies solely on their ability to draw out the solutions from you. • People who go through coaching accreditation are encouraged to be purely non-directive. Or they don’t pass their exams. Directive coaching	

	• Directive coaching is when the coach uses their own experience to advise their client on what their next steps should be. Pros of working with a coach • Increased self-confidence. A good coach will enable you to come up with your own solutions and encourage you to deliver on them. • Therefore you get brilliant accountability and support. Cons of working with a coach • It's very difficult to compare coaches. It's often a leap of faith when you choose to work with one. Pick one that you 'click' with, who shares your values, who you think you'll get along with and who has the right background for your needs. 4. Consultant: Someone with formal qualifications in the topic and/ or direct experience carrying out that work for other companies. The consultant's role is as an advisor and problem solver. Pros of working with a consultant • Having an objective pair of eyes on your business. • Consultants are easier to compare than coaches. • Great for solving specific problems. Cons of working with a consultant • You need to be absolutely certain of what you're bringing in the consultant for, otherwise it could be a costly but pointless exercise. The consultant will need a clear brief.	
(10 Mins) 	Trainer's Ethics Instructions: • Distribute the participants into 3 teams • Ask each team to draw the trainer as they imagine him and write down the ethics that the trainer must have. • Ask each group to display their drawing and then explain	**Activity (draw)**

	Trainer should act in a way that leave impact on the trainees, so the trainer should be in some aspects; - Act with integrity - respect - professional - Fair, Firm& Friendly - Dignity - Truthfulness - Responsible On the other side trainers should not - Train every Trainee the same way Each type of audience get knowledge in a different way - Lose focus Trainer should be attentive to the trainees and the training session - Look at his phone Trainer as a role model should at least silent his phone - Disrespect trainees The authority that the trainer hold is a responsivity to deliver the content to the trainees not to disrespect the trainees, the trainer should be a leader - Yell at the trainees The trainer should be a role model, respecting the attendee's one of the most important aspect to be a trainer - Fulfill personal needs The trainer should not use his position to fulfill his personal needs through the trainees - Be bully The trainer should be in a good manner that makes the trainees respect him - Disconnected Trainer should be in good mood and should be interested with the topic - Misguide the trainees	

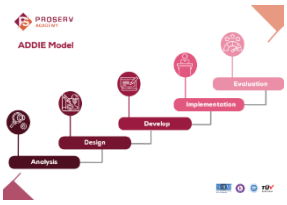
	The trainer should be accurate about the information that he delivers to the trainees	
(05 Mins) 	Learning ethics **Learning Ethics** For effective session the trainer should be aware of some extra steps needed to leave impact in the trainee - Support training with life examples Life examples are very important to co connect the training sessions with the trainee cognitive, that makes it easier in the delivery process - Build learning points from their experience That makes the trainee more engaged and attentive to the training session and more connected to the training objectives - Create opportunities for interactive collaboration and discussion Beneficial discussions make the trainees more connected and engaged into the training session - Use learners' experiences as rich resource of learning The trainer should support the trainee's engagement through using their experience as a resource of examples and learning methods - Employ different learning methods. Using different styles and methods of learning making the learning journey more smooth and delicate - Use more learner's senses (audio, visual) That makes the trainee more engaged, more attentive and connected also helps in memorizing the training objectives - Facilitate acquire knowledge from many resources. Trainer should get his information from many resources and should make sure of his resources to avoid any misguidance to the trainees - Actively engage learners, ask them to solve problems and answer questions	**Lecture**

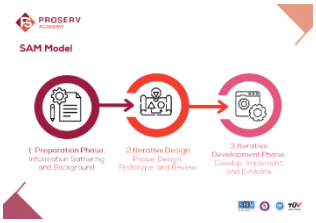
	Professional trainer usually use a lot of tools to enhance the trainees engagement, these tools avoid losing the trainee proactivity during the session - Use humor, if it works for you, or create a climate where students can use it. - Make the material challenging - Encourage them to give their own examples - Allow “white space” for reflection and note taking	
10 Mins 	According to Malcom’s theory, there are some aspects to create more meaningful learning experiences for the adult - They need to know why they should learn something. - They need internal motivation. - They want to know how learning will help them specifically. - They bring prior knowledge and experience that form a foundation for their learning. - They are self-directed and want to take charge of their learning journey. - They find the most relevance from task-oriented learning that aligns with their own realities. Through this process there are some difficulties that may face the trainer - Lack of time: Learners who are adults often have full-time jobs - Self-doubt: It’s common for learners to feel that they are too old to continue their education - Contradiction: Some of the things adult learners will learn in their education may be different than what they thought they knew or learned before - Financial barriers: Younger learners may have parental help when it comes to higher education	**Lecture**

(05 Mins) 	Mainly there are 2 types of trainees 1. Andragogy 2. Pedagogy Pedagogy ▪ Subject-oriented ▪ Future-oriented ▪ Depend on adults for direction ▪ Accepting new info ▪ Train for unclear future ▪ Dependent on others ▪ Time is more available ▪ Bring no experience as a resource for learning ▪ Students are externally motivated Andragogy ▪ Problem-centered ▪ Results-oriented ▪ Self-directed ▪ Skeptical about new info. ▪ Seek relevancy/goal ▪ Accepts responsibility for own learning ▪ Pressed in time ▪ Bring experience and knowledge as rich resources to learning ▪ Adults have extrinsic and intrinsic motivation	**Lecture**
15 Mins 	Edgar Dale's Cone of Experience • Ask each participant to write What's the percentage of information do we retain? Of : • Of what they **READ** • Of what they **HEAR** • Of what they **SEE** • Of what they **SEE and HEAR** • Of what they **SAY and WRITE** • Of what they **DO**	**Q&A**

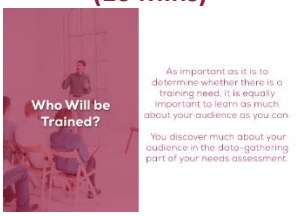
	Listen to their insights and then start to explain. Edgar Dale's elegant recommendations based on the visual metaphor of a cone. Dale anticipated the findings of neuroscience decades before functional magnetic imaging techniques made brain science possible. What's the percentage of information do we retain? This wisdom can be best summarized as that people remember: • 10 percent of what they READ • 20 percent of what they HEAR • 30 percent of what they SEE • 50 percent of what they SEE and HEAR • 70 percent of what they SAY and WRITE • 90 percent of what they DO	
15 Mins 	Fear of Public Speaking Instructions: • Distribute the Participants into 3 groups • Ask Each group to discuss about the fear of public speaking and how we can overcome that fear • Listen to each group • Then start to explain Fear of Public Fear of public speaking is a common form of anxiety. It can range from slight nervousness to paralyzing fear and panic. Many people with this fear avoid public speaking situations altogether, or they suffer through them with shaking hands and a quavering voice. But with preparation and persistence, you can overcome your fear. You can overcome your fear through: • **Know your topic** The better you understand what you're talking about and the more you care about the topic the less likely you'll make a mistake or get off track. And if you do get lost, you'll be able to recover quickly. Take some time to consider what questions the audience may ask and have your responses ready.	**Group Discussion**

	• **Get organized** Ahead of time, carefully plan out the information you want to present, including any props, audio or visual aids. The more organized you are, the less nervous you'll be. Use an outline on a small card to stay on track. If possible, visit the place where you'll be speaking and review available equipment before your presentation. •**Practice** Practice your complete presentation several times. Do it for some people you're comfortable with and ask for feedback. It may also be helpful to practice with a few people with whom you're less familiar. Consider making a video of your presentation so you can watch it and see opportunities for improvement. •**Challenge specific worries** When you're afraid of something, you may overestimate the likelihood of bad things happening. List your specific worries. Then directly challenge them by identifying probable and alternative outcomes and any objective evidence that supports each worry or the likelihood that your feared outcomes will happen. •**Visualize your success** Imagine that your presentation will go well. Positive thoughts can help decrease some of your negativity about your social performance and relieve some anxiety. •**Do some deep breathing** This can be very calming. Take two or more deep, slow breaths before you get up to the podium and during your speech. •**Focus on your material, not on your** audience People mainly pay attention to new information not how it's presented. They may not notice your nervousness. If audience members do notice that you're nervous, they may root for you and want your presentation to be a success. •**Don't fear a moment of silence.** If you lose track of what you're saying or start to feel nervous and your mind goes blank, it may seem like you've been silent for an eternity. In reality, it's probably only a few seconds. Even if it's longer, it's likely your audience won't mind a pause to consider	

	what you've been saying. Just take a few slow, deep breaths. •**Recognize your success** After your speech or presentation, give yourself a pat on the back. It may not have been perfect, but chances are you're far more critical of yourself than your audience is. See if any of your specific worries actually occurred. Everyone makes mistakes. Look at any mistakes you made as an opportunity to improve your skills.	
(10 Mins)  	**ADDIE Model Phases** **Analysis Phase** In the analysis phase, instructional problem is clarified, the instructional goals and objectives are established and the learning environment and learner's existing knowledge and skills are identified **Design Phase** The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, and lesson planning and media selection. The design phase should be systematic and specific. Systematic means a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the project's goals. Specific means each element of the instructional design plan needs to be executed with attention to details. **Development Phase** The step of Development in the ADDIE training model is nothing more than putting all the ideas and the core creative designs you've thoughtfully planned into action. All the decisions you've taken during the Design stage are now going to work as guides for the Development phase. **Implementation Phase** During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures **Evaluation Phase** The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced	**Lecture**

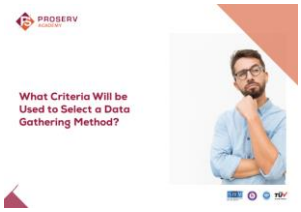
	items and providing opportunities for feedback from the users.	
10 Mins  	**Sam Model** The Successive Approximation Model (SAM) is a simplified version of the ADDIE Model designed specifically to elicit feedback and build working models earlier in the process. Developed by Dr. Michael Allen of Allen Interactions, this model uses a recursive rather than linear process for course development. The simplest SAM model is composed of three parts: Preparation, Iterative Design, and Iterative Development 1. Preparation Phase: Information Gathering and Background 2. Iterative Design Phase: Design, Prototype, and Review 3. Iterative Development Phase: Develop, Implement, and Evaluate **The Preparation** phase begins with gathering all needed information and context for the project; the content and scope of this phase will vary greatly depending on the project or course. The hallmark of the end of the first phase of this model is the “Savvy Start”, which encourages brainstorming, sketching, and prototyping and involve as many interested parties as you can as you develop the material: colleagues, advisors, and, if you’re lucky enough to have them as a resource, students. In the second, **Iterative Design phase**, the goal is to design and prototype the material so that it can be evaluated by the interested parties. The logic here is that it is easier to give feedback and evaluate a product that exists rather than one that is only an idea and allows for more extensive review and testing. In the final **Iterative Development phase**, the finished prototype is fully developed and implemented. Once it has been used, it can be evaluated and run back through development and implementation phases, if necessary.	**Lecture**

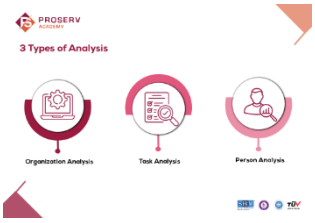
	Pros • Allows for constant reevaluation and assessment of materials • Elicits feedback from all interested parties • Developed rapidly Cons • Can be a time-consuming and clunky process • Can lack cohesion due to the inclusion of so many different voices • Is more concerned with engagement than effective learning	
	Summary Instructions: • Distribute the participants into 3 groups • Each Group should summarize what they learned through the session. • Listen each group and write their insights on flipchart then make a summary	**Lecture**
-	**DAY 02 (The Analyzer)**	-
	Review • Distribute the participants into 3 groups • Each Group should review the important lessons in the last session. • Listen each group and write their insights on flipchart	**Group Discussion**

(10 Mins) 	**Training Need Analysis** Training Needs Analysis (TNA) is the process in which the company identifies training and development needs of its employees so that they can do their job effectively. It involves a complete analysis of training needs required at various levels of the organization. A training needs assessment identifies individuals' current level of competency, skill or knowledge in one or more areas and compares that competency level to the required competency standard established for their positions or other positions within the organization. • Determine whether there is a training requirement • Determine root causes of a poor performance level • Determine desired performance (training results) • Provide baseline data • Identify content and scope of training • Gain participant and organizational support	**Lecture**
(10 Mins)  	**Who will be trained?** As important as it is to determine whether there is a training need, it is equally important to learn as much about your audience as you can. You discover much about your audience in the data-gathering part of your needs assessment. 1. Demographic Profile How many will attend your session? Is their attendance voluntary? Required? Requested? 2. Level of expertise How familiar are they with the subject matter? What do they want to know?	**Lecture**

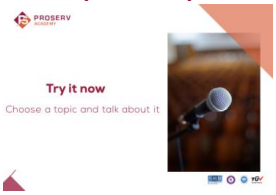
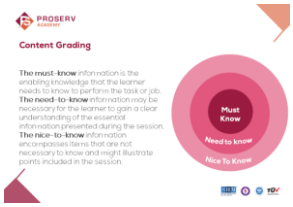
	3. Attitudes Are they interested in the subject? Should they be interested? What successes and issues have they encountered? 4. Design considerations Will they ask many questions? Do you expect them to raise objections? 5. Expected results How can you meet their needs? How does this training benefit the participants?	
(15 Mins) 	**TNA Steps** **Instructions:** • Distribute the participant into 3 groups • Ask each group to discuss what the TNA Steps are. • Listen to each group • Then Start explaining Step 1- Identify the Business Need The person conducting the training needs assessment must clearly understand the overall organization and department goals and priorities, so he or she can properly assess the training options and identify which training opportunities will contribute most to the overall success of employees, the business units and the organization as a whole Step 2- Perform a Gap Analysis Performing a gap analysis involves assessing the current state of a department's or employee's performance or skills and comparing this to the desired level Step 3- Assess Training Options The gap analysis generates a list of training options and needs. Now the list can be assessed based on the goals and priorities of the organization, both currently and in the future. After initiating the gap analysis the trainer should consider some factors to determine if training is a viable option	**Group Discussion**

	-Time - Cost - ROI - Legal compliance Step 4- Report Training Needs and Recommend Training Plans The next step is to report the findings from the training needs assessment, and make recommendations for short- and long-term training plans and budgets, starting with the most critical priorities from the training option list	
20 Mins 	**Data Collection Levels** **Level 01: Business Need** • What current business needs or strategies are being affected or perhaps caused by the assumed problem? • What business problems exist? (Look for such measures as amount of increase or decrease in business indicators, including sales, waste, customer satisfaction, turnover, grievances, productivity, quality, and complaints. If the client doesn't know the actual measures, it is critical to find this information during data collection.) • What is going on in the external environment that is related to this problem (for example, competition, market changes, and government regulations)? **Level 02: Performance Need** • What results should employees be achieving? What is their current level of achievement? • What should people be doing differently? • What should they stop, start, or keep doing? • What does perfect performance look like? What does current performance look like? Role model	**Lecture**

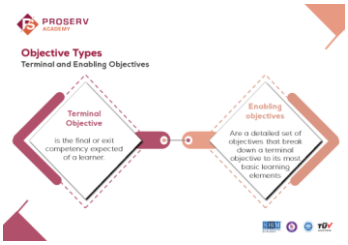
	Level 03: Learning Need • What knowledge, skills and attitudes do you think the • targeted employees need to learn to perform the way they should? • How important is each knowledge item and skill that you have listed? • How well should the targeted employees be performing the skills by the end of the training? **Level 04: Learner Need** • What are the targeted learners' backgrounds and experience in this subject matter? • • What is their job environment like (fast paced, stressful, routine)? • What are the expectations regarding when and how they will attend the training (during work, after hours, paid, unpaid)? • What technology do the learners have access to?	
10 (Mins) 	What Criteria Will be Used to Select a Data Gathering Method? **Instructions:** • Ask the Participants What Criteria Will be Used to Select a Data Gathering Method? • Listen to their insights and write it on the flipchart • Then start explain **The Criteria:** • Time • Cost • Comfort level and trust • Size of the population to be surveyed • Confidentiality required • Reliability and validity needed • Culture of the organization • Location of those to be surveyed	**Open Discussion**

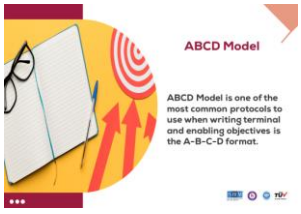
(30 Mins) 	**TNA Tools** Instructions: • Start explain the TNA Tools • Distribute each participants into 3 groups • Ask group (01) to search about pros and cons of HR Record & Interview • Ask group (02) to search about pros and cons of Focus group & observation • Ask group (03) to search about pros and cons of Surveys, questionnaires and self-assessments • Then Listen to each group • **HR records** (job descriptions, job competencies, exit interviews, performance evaluations) • **Individual interviews** (talking with the employees who not only had the accidents but also witnessed the accidents would be advisable) • **Focus groups** (focus groups involves simultaneously questioning a number of individuals) • **Surveys, questionnaires and self-assessments** (surveys generally use a standardized format and can be done in writing or electronically) • **Observations** (supervisor's direct observation and input, on-the-job simulations)	**Activity (Search)**
(15 Mins) 	**3 Types of Analysis** 1. Organization analysis It's a process that you can check I which phase you can apply trainings, according to resources and strategies. That process could be changed for any reason like changes in the main goals for the organization or budgeting or staffing 2. Task analysis This process includes analysis on the tasks for the employees that to know the gaps (KSA) 3. Person analysis This process includes to determine which employee needs the required training, to avoid sending all the employees to the same training, that saving cost and time	**Lecture**

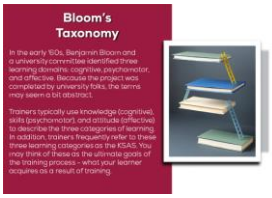
(15 Mins) 	When is Training Not Appropriate? Instructions: • Distribute each participants into 3 groups • Ask each group to discuss about when is Training Not Appropriate? • Listen to each group and write their insights on flipchart • Then explain When is Training Not Appropriate? When there are problems within an organization, the first answer may be to offer training to staff. When staff are bickering and fighting, we may want to offer training in anger management or conflict resolution. When a new process or tool is introduced, we offer skills training. Whether the training focus is knowledge, skills, or attitude (collectively known as KSAs), training may be the best approach. However, there are other factors that can lead to sub-optimal performance on the job. When these issues are present, training is not going to resolve the problem. • Unclear feedback or unclear performance expectations. If people do not understand what they are required to do, how will they meet the objectives? • Lack of resources (tools, materials, equipment) needed to do the job. • A poor match between the employee's skills and the job requirements. • Factors stemming from illness or injury, such as pain, depression, symptoms of stress or decreased ability to cope.	**Group Discussion**

(15 Mins) 	**Process of Research** • Identifying a research problem • Reviewing the literature • Specifying a purpose for research • Collecting data • Analyzing and interpreting the data • Reporting and evaluating research	**Lecture**
-	**Day 03 : The Designer**	-
(90 Mins) 	Ask each participant to choose a topic and talk about that topic in a demo during (05 Minutes)	-
	Review • Distribute the participants into 3 groups • Each Group should review the important lessons through draw a creative drawing	**Activity (Draw)**
10 Mins 	**Content Grading** The must-know information is the enabling knowledge that the learner needs to know to perform the task or job. The need-to-know information may be necessary for the learner to gain a clear understanding of the essential information presented during the session. The nice-to-know information encompasses items that are not necessary to know and might illustrate points included in the session.	**Lecture**

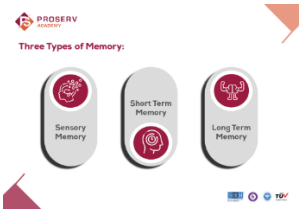
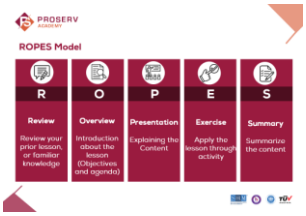
15 Mins 	**Setting Training Objectives** Training objectives are the intended measurable outcome that your learners will achieve once they've finished a course. They should detail the information that will be acquired and what learners will be able to accomplish through learning this information. What is the purpose of training objectives? • Give purpose to the course or program and lead the training design process • Allow employees to understand what they need to do to succeed • Set goals for trainees to achieve in steps toward a larger outcome, such as mastering technical skills • Support business goals through the completion of training objectives • Provide trainers with a clear method of measuring trainees' progress through the program Knowledge Objectives Knowledge objectives relate to facts that a trainee can recall and apply at appropriate times. These would include such things as describing the organizational charts, describing who their direct reports are, and in the case of trainers, who to submit their training proposal to for approval. Skill Objectives These are probably the easiest ones to identify. Skill objectives teach someone how to do something specific, and are either related to a physical task (such as turning on a computer) or a cognitive task (such as calculating the tax on a purchase). Attitude Objectives These objectives relate to awareness that will bring about changes in attitude. These objectives can be difficult to measure since they cannot be tested or demonstrated easily. They may also be difficult to write and take some practice, but they do get easier over time. Attitude objectives are common in new employee orientations (where the history and purpose of an organization are shared with new hires) and when diversity or motivation are the learning topics	**Lecture**

	The Mager model recommended that objectives be specific and measurable, and specified three parts to an objective as follows: 1.It should have a measurable verb (an action verb) 2.It should include a specification of what is given the learner 3.It should contain a specification of criteria for success or competency	
10 Mins  	**Objective Types** **Instructions:** • Explain the Objective Types • Then ask each participant to try to write a terminal and enabling objective Terminal and Enabling Objectives: There are two classifications of behavioral objectives that must be part of any objectives list written for a learning event: terminal and enabling. A terminal objective is the final or exit competency expected of a learner. It is written as a statement of the sum of all the enabling objectives and always precedes the enabling objectives when written. Example: After this session you will be able to create effective learning objectives. Enabling objectives are a detailed set of objectives that break down a terminal objective to its most basic learning elements. These are the building blocks that, in sum, create the final terminal objective. There can be any number of enabling objectives for one terminal objective. Example: After this session you will be able to apply ABCD model to build your objectives.	**Lecture / Activity**

15 Mins 	**Smart Goal** **Instructions:** • Explain the SMART Goal • Distribute the participants into 3 groups • Then Ask group to set a smart goal • Evaluate their goals **Specific** Be specific about what you want to achieve Ask yourself questions about your goals. **Measurable** Make sure that you can measure your success. You'll be able to track your progress **Attainable** Ensure your goal is realistic and achievable. Look at your current situation and make sure you have what you need to achieve **Relevant** Set yourself a goal that's relevant to you Is your goal worthwhile to you? **Time - Bound** Assign a start and end date to your goal to encourage yourself to reach it with a deadline	**Lecture / Activity**
10 Mins 	**ABCD Model** ABCD Model is one of the most common protocols to use when writing terminal and enabling objectives is the A-B-C-D format. **Audience** The end user of a design project is the audience **Behavior** Behaviors are the key focus in the process of designing a course **Condition** Is the foundation for creating an environment for learning **Degree** The degree element in an objective is the evaluative finish line of mastery	**Lecture**

25 Mins 	**Bloom's Taxonomy** In the early '60s, Benjamin Bloom and a university committee identified three learning domains: cognitive, psychomotor, and affective. Because the project was completed by university folks, the terms may seem a bit abstract. Trainers typically use knowledge (cognitive), skills (psychomotor), and attitude (affective) to describe the three categories of learning. In addition, trainers frequently refer to these three learning categories as the KSAS. You may think of these as the ultimate goals of the training process - what your learner acquires as a result of training. There are six levels of learning, These 6 levels can be used to structure the learning objectives, lessons, and assessments of your course • **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory. • **Understanding**: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. • **Applying**: Carrying out or using a procedure for executing, or implementing. • **Analyzing**: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing. • **Evaluating**: Making judgments based on criteria and standards through checking and critiquing. • **Creating**: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.	**Lecture**

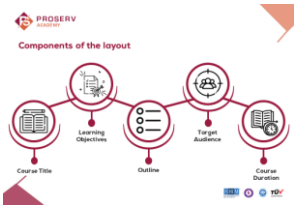
	You can locate Bloom's verb charts that will list verbs at levels different from what we list below; • **Remember:** list, recite, outline, define, name, match, quote, recall, identify, label, recognize. • **Understand:** describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss • **Apply:** calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present. • **Analyze:** classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, and associate. • **Evaluate:** choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate • **Create:** design, formulate, build, invent, create, compose, generate, derive, modify, and develop.	
10 Mins 	**Domains for Behavioral Objectives** **Cognitive Domain** Refers to intellectual learning and problem solving Cognitive levels of learning include: knowledge, comprehension, application, analysis, synthesis, and evaluation **Affective Domain** Refers to the emotions and value system of a person Affective levels of learning include: receiving, responding, valuing, organizing, and characterizing by a value **Psychomotor Domain** Refers to physical movement characteristics and motor skill capabilities that involve behaviors requiring certain levels of physical dexterity and coordination These skills are developed through repetitive practice and measured in terms of speed, precision, distance, procedures, or execution techniques. Psychomotor levels include: perception, set, guided response, mechanism, complex overt response, adaptation, and origination.	**Lecture**

15 Mins 	Three Types of Memory Instructions: • Ask Participant to watch a video • Listen to their opinion • Then Explain 1. Sensory Memory • Duration: 1⁄4 to 1⁄2 second • Capacity: all sensory experience (v. larger capacity) • Encoding: sense specific (e.g. different stores for each sense). 2. Short Term Memory • Duration: 0-18 seconds • Capacity: 7 +/- 2 items • Encoding: mainly auditory 3. Long Term Memory • Duration: Unlimited • Capacity: Unlimited • Encoding: Mainly Semantic (but can be visual and auditory)	**Video / Lecture**
20 Mins 	ROPES Model Instructional designers have constantly sought a model that supports the psychological learning process. The ROPES model of instructional design is one that is easy to understand and use as a way to create a complete learning event. **Review** Review your prior lesson, or familiar knowledge **Overview** Introduction about the lesson (Objectives and agenda	**Lecture**

	Presentation Explaining the Content **Exercise** Apply the lesson through activity **Summary** Summarize the content	
20 Mins 	**VARK Model** Instructions: • Distribute the participants into 4 groups • Ask Group 01 to Read the (V) Type • Ask Group 02 to Read the (A) Type • Ask Group 03 to Read the (R) Type • Ask Group 03 to Read the (K) Type • Then ask each group to explain their part to the rest of the groups Learning styles refer to a range of competing and contested theories that aim to account for differences in individuals' learning. These theories propose that all people can be classified according to their 'style' of learning, although the various theories present differing views on how the styles should be defined and categorized. A common concept is that individuals differ in how they learn. **Visual Learners** These learners prefer information presented visually, such as charts, diagrams, pictures, mind maps, and videos. **Auditory Learners** Auditory learners benefit most from hearing information explained, through lectures, discussions, audiobooks, and group learning. **Read/write Learners** Learners in this category retain information best by reading text, taking notes, making lists, and writing summaries. **Kinesthetic Learners** Kinesthetic learners learn best through hands-on experiences, experiments, simulations, role-playing, and physical activities.	**Jigsaw**

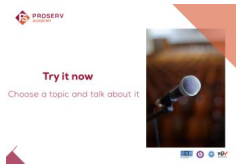
20 Mins 	**Kolb Model** **Instructions:** • Explain the Kolb Model • Then Distribute the Participant into 3 groups • Ask Each Group to Apply Kolb Model on a small part in 3 minutes The Kolb Learning Cycle, developed by David A. Kolb, is a four-stage theory explaining how effective learning happens through continuous experience and reflection. It emphasizes that learners don't simply absorb information but actively process it through a cycle. • Concrete Experience • Reflective Observation • Abstract Conceptualization • Concrete Experience	**Activity**
10 Mins 	**Training Delivery Methods** **1. Instructor-led training** Instructor-led training is the traditional type of employee training that occurs in a classroom, with a teacher presenting the material. **2. E-Learning** ELearning, on the other hand, relies on online videos, tests, and courses to deliver employee training. Employees can do their training right in the palm of their hand with a smartphone or on their company computers. **3. Simulation employee training** Simulation training is most often provided through a computer, augmented, or virtual reality device. Despite the initial costs for producing that software or technology. 4. **Hands-on training** Hands-on training includes any experiential training that's focused on the individual needs of the employee. It's conducted directly on the job. **5. Coaching or mentoring** Coaching or mentoring can share similar qualities to hands-on training, but in this type of employee training, the focus is on the relationship between an employee and a more experienced professional.	**Lecture**

	6. Lecture-style training Important for getting big chunks of information to a large employee population, lecture-style training can be an invaluable resource for communicating required information quickly.	
20 Mins 	**Learning Activities** **Instructions:** • Distribute the Participants into 3 groups • Ask Group 01 the Read the part of Games and Case Studies • Ask Group 02 the Read the part of Role Play and Group Discussion • Ask Group 03 the Read the part of Simulation and Jigsaw • Then each group should explain each learning activity through role play **Games** Games can introduce concepts, reinforce learning, and encourage problem-solving in a fun and interactive way. **Case Studies** Case studies present real-world scenarios or problems related to the learning topic. Learners analyze the situation and recommend solutions. **Role Play** In role-play, learners take on specific roles and act out a scenario related to the learning topic. **Group Discussion** This is a collaborative learning approach where participants discuss a specific topic or issue. **Jigsaw** Participants are given small portion of content that they study and teach back to the rest of participants. **Simulation** Simulations create realistic scenarios or situations related to the training topic.	**Role Play**

	Day 04 (The Developer)	
90 Mins 	Ask each participant to choose a topic and talk about that topic in a demo during (05 Minutes)	
	Review • Distribute the participants into 3 groups • Each Group should review the important lessons in the last session. • Listen each group and write their insights on flipchart	**Group Discussion**
20 Mins 	**Components of the layout** Training should be more interactive with the trainees so the trainer should include more activities to the training for more engagement to cover the gaps Knowledge: the trainer can use • Articles • Lectures • Diagrams • Audiotapes Skill: the trainer can use • Case Studies • Demonstrations • Role Playing • Videos & Practice • Exercises Attitude: the trainer can use • Instruments • Role Plays • Debates • Structured Games • Exercises • Self-Analysis	**Lecture**

60 Mins 	**Power Point** **Instructions:** • Explain the part of PPT and most common mistake in PPT • Ask each Participant to create a 5 slides about any topic • Give each participant a feedback	**Lecture / activity**
20 Mins 	**Trainees Manual** The trainee manual is the reference for the trainees, Trainees can use the manuals for reviewing the subject after training It lets the trainee concentrate on and partake in the training during the training session instead of taking detailed notes. **For effective manual:** • Prepare your handouts to be reminder for the trainee • Don't just print out your slides • Ensure your handout reflects your presentation • Add more information • Include references • Provide white space • Make your handout look professional • Make it easy to read and has easy to follow instructions • Has an attractive design • Uses illustrations to enhance understanding • Can be used for future reference	**Lecture**
20 Mins 	**Trainer Manual** A trainer manual is a comprehensive guide designed to assist trainers in effectively delivering training programs. It serves as a blueprint for the trainer, outlining the entire training process and providing them with the necessary resources to facilitate a successful learning experience for participants. Components 1. Training objectives 2. Training outlines 3. Targeted trainees 4. Training venue 5. Seating style 6. Training scenario	**Lecture**

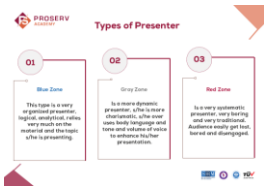
25 Mins 	Contains the full training content with the trainer implementation style 7. Resources 8. Tools needed for implementation 9. Style of delivery 10. All the activities including the clarification for it **Pre & Post Evaluation** **Instructions:** • Explain the Pre & Post Evaluation • Then Distribute the participants into 3 Groups • Ask Each Group to crate a small test include 5 questions Pre and Post evaluation is a method used to assess the effectiveness of a program, intervention, or training session. It involves collecting data before (pre) and after (post) the program to measure any changes or improvements. 1. RELEVANCE OF CONTENT TO OBJECTIVES Does the content clearly address the objectives of the program? If your program focuses on knowledge, then match content as nearly as possibly to the learning objectives If your program aims to change attitudes or norms, do the questions cover the range of attitudes that your program addresses 2. LENGTH The shorter the better, especially if there are open-ended questions.1 Eliminate redundant questions. Pilot test to ensure taking the test would take no more than ½ hour 3. EDUCATIONAL LEVEL Ensure that the reading or vocabulary level is at the right level for the youth participants 4. AVOID LEADING OR BIASED QUESTIONS A leading question may lead the respondent into a pre-determined answer that may not accurately reflect their opinion A biased question will lead the participant to give a socially acceptable response	**Lecture / Activity**

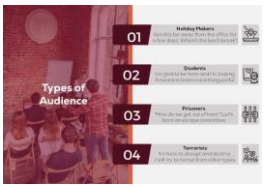
	5. AVOID ASKING TWO QUESTIONS IN ONE For example, "How would you rate your financial knowledge and skills?" should be changed into two separate questions 6. MIX POSITIVE AND NEGATIVE STATEMENTS When measuring attitudes or behavior through statements asking respondents to “agree” or “disagree”. Randomly mix statements that reflect the attitudes promoted by the program versus those that are discouraged.	
	Day 05 (The Facilitator)	
90 Mins 	Ask each participant to choose a topic and talk about that topic in a demo during (05 Minutes)	
	Review Instructions: Distribute the into groups that each group consist of 2 participants only Ask each group to review the important lessons they learned in the last session	**Peer Review**
20 Mins 	BANG Technique Instructions: • Distribute the participant into 3 groups • Ask Each group to create a intro foe any topic the intro should be creative • Then Explain Bang Technique Start Your Session Opening Your Training Session with A BANG! You will want your opening to be informative, yet creative. It should be practical, yet promote excitement. And it should be helpful, as well as enthusiastic. Start your session with a BANG!	**Role Play**

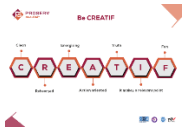
	Build Build interest in the session **Ask** Ask what participant know and what they want to know **Note** Note the ground rules and what to expect **Get** Get them involved	
10Mins 	**Trainer Preparation** • Always carry a checklist of material, equipment to the training site • Arrive at the training site at least one hour before the start of the program to prepare material and equipment • Take at least 15 minutes from this time to prepare yourself: • Physically: centering energy, grooming, posture and breathing • mentally: visualizing the participant group, trying to imagine how they are feeling and asking/answering the question, How can I best help these people to change and grow?! • Consciously manage personal energy levels by avoiding temptations to over-eat, over-drink or under-sleep before or during the program • Keep physically fit with at least one type of exercise per week • The trainer should check the training venue and make sure that it's all in place before the training time	**Lecture**
15 Mins 	**Tips for First Impression** Instructions: • Distribute the participant into 3 groups • Ask Each Group to Discuss about the Importance of the first impression and how we make a good first impression • Listen to each group then explain	**Group Discussion**

	• Be on time • Present yourself appropriately • Be yourself • Have a winning smile • Be open and confident • Use small talk • Be positive • Be courteous and attentive	
05 Mins 	**Dressing** • Avoid black and white and other strongly contrasting colors • Wear comfortable, loose-fitting clothes • Try and dress one step above the audience • Check zips and buttons before standing up	**Lecture**
20 Mins 	**Class room shapes** Instructions: • Distribute the participant into 3 groups • Ask Group 01 to read U Shape and V Shape • Ask Group 02 to read Herring Bone Shape and Bistro Shape • Ask Group 03 to read Circle Shape and Amphitheatre Shape Then Each Group should explain the part to the rest of other participants 1st type. U' shape Advantages • Businesslike • Trainer can walk into 'U' • Generally good participant visibility • Standard, therefore non-threatening Disadvantages • Somewhat formal; needs ice-breaking • Some participants masked by audio visual equipment • Front participants constantly at 60-90° (neck ache) • Rear participants are far from screen/flip chart 2nd type. V' shape Advantages • Best pattern for visibility/neck ache • Optimum trainer/participant contact • Less formal and intimidating than 'U'	**Jigsaw**

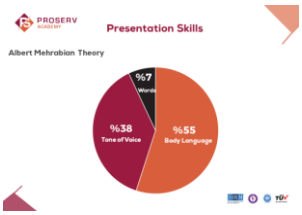
	Disadvantages • Space requirements (only small groups) 3rd type. Herring Bone Advantages • Space effective for large numbers • All participants at good angle to screen/flip chart • Trainer can walk down 'spine' Disadvantages • Several participants 'masked' by others • Reminiscent of school • Encourages dysfunctional groupings • Rear participants far from screen/flip chart, etc • Relatively poor participant/trainer contact 4th type. 'Bistro' Advantages • Ideal for 'teambuilding' sessions and Small group workshops • Informal: encourages maximum trainee Participation/identification • Original: encourages open-mindedness • Trainer can 'circulate' Disadvantages • Some participants have poor visibility or may be constantly at an angle to screen/flip chart • May foster lack of attention and encourage side conversations • Encourages splinter group identification 5th type. Circle Advantages • Ideal for sensitivity training sessions • Encourages maximum participant involvement • Excellent trainer/participant contact • Minimum side conversations no informal group formation Disadvantages • Difficult to find tables which can be set up in a circle • Some participants have poor visibility/neck ache • Without suitable tables participants may feel unnecessarily 'exposed' • Overtones of 'touchy/feely' style encounter groups 6th type. Amphitheatre Advantages • If room is well designed, excellent • visibility and acoustics	

	• Very space-effective • Good for lecture-type presentations Disadvantages • Very poor trainer/participant contact • Difficult to set up unless room is designed • with permanent seating • Back rows must be elevated • Very university-like	
10 Mins 	**1. Blue Zone** This type is a very organized presenter, logical, analytical, relies very much on the material and the topic s/he is presenting. **2. Gray Zone** Is a more dynamic presenter, s/he is more charismatic, s/he over uses body language and tone and volume of voice to enhance his/her presentation. **3. Red Zone** Is a very systematic presenter, very boring and very traditional. Audience easily get lost, bored and disengaged.	**Lecture**
15 Mins 	**Trainer Vs Facilitator** **Instructions:** • Ask the participants what is the difference between the trainer and facilitator • Listen to the insights and write it on flipchart • Then Explain Trainer: • Has the answers, gives knowledge to the participants • Is the expert, knows best • Presents new information from the front of the group • Information flows from the trainer to the participants • Brings extensive knowledge of the subject	**Open Discussion**

	Facilitator: • poses problems and help participants to search for • answers • Helps people to become responsible for their own learning; demonstrates ideas • Uses practical, participatory methods • Information flows in many different directions between the facilitator and individual group dim members • Draws out and builds on the knowledge of the group	
25 Mins  	**Types of Audience** Instructions : • Explain the Types of Audience • Then Distribute the participant into 3 groups • Each group should Discuss about how we can deal with each type of audience Types of Audience **01. Holiday Makers** Good to be away from the office for a few days. When's the lunch break? **02. Students** I'm glad to be here and I'm looking forward to learn something useful **03. Prisoners** "How do we get out of here? Let's form an escape committee **04. Terrorists** I'm here to disrupt and destroy. I will try to recruit from other types **How to Deal With Each Type?** **HOLIDAY-MAKERS & PRISONERS** The Holiday maker has high level of motivation to attend Prisoner has low motivation, you need to address his "What's in it for me?	**Lecture / Group Discussion**

	STUDENTS Getting them to stand up and use their bodies literally gets the blood flowing Getting people to laugh brings energy into the room, and wakes up all the people who tuned out. **TERRORISTS** Thank the audience for being prepared to listen even though some of those present may hold ideas different from yours. Explore common ground	
15 Mins 	**Be CREATIF** Clean As a trainer, your reputation can make or break you. No matter what or who is in your audience, in order to deliver what you have been hired to do, gain respect (and be invited to do more training!), your material needs to be clean. It doesn't matter how much crude or crass language your audience may use, a professional trainer keeps their material clean. Racial jokes, gender bashing, swearing, or demeaning jokes do not enhance the quality of your training, and do not belong in the professional trainer's toolkit. Keep your program clean or your pantry will be lean! Rehearsed Just like other facets of training, humor must be practiced to be delivered effectively. You may be tempted to practice in front of your family or friends, but they may not know how to offer you constructive feedback properly. Don't bother practicing in front of a mirror, because then we tend to focus on how we look more so than the overall effect of our presentation. It's hard to deliver your story when you look in the mirror and realize that one of your eyes is bigger than the other! Practice your entire speech, story, or workshop out loud and standing up as if you are in front of a classroom, or on a podium. That way you will become familiar with the impact of moving and using your body language to make a point. You are also much more able to address issues of timing and movements (or blocking). You can also utilize a	**Lecture**

	coach, join a trainer's group, a good toastmaster's program, or a mastermind group to really supercharge your ability levels. Failure to prepare adequately is an area where plenty of new trainers make mistakes. We can get so focused on bringing great content that we forget to work in time for reflection, laughter, or even bathroom breaks! Energizing A good anecdote or training game can really energize a group. Even if the story is something sad or serious make sure that by the time that you complete the debriefing or wrap up, the group has recovered and is feeling energized by working with you. Some subjects like conflict resolution, managing change, or learning to negotiate, can be pretty heavy going. Make sure that as you wrap up your story or event, you also lift up the energy of the group. Action oriented As trainers, we need to find words and stories that motivate and inspire. Standing at the front of the room listing off a bunch of "don't do this" and "don't do that" is boring for your participants, and akin to reading directly off of PowerPoint slides. Your audience will snore. Instead, craft your stories and anecdotes with a call to action. Think of a phrase or jingle that will stick in their memories and remind them of what they are going to do. Start with a verb and keep it short and musical. Three to five words are very effective, especially if they rhyme. Think of some familiar jingles from the advertising community, and play with the words. Make your training motivating! (There's your call to action.) Truth Many situations in our lives make wonderful training stories if they are told with attention to pacing (the speed at which you deliver the story) and good articulation (so that no one misses a word or the point of your story). We also benefit from practice to work out the best gestures or props. Your story is much stronger when it is based on something real and it relates somehow to the training that you are providing. Don't slip in your favorite story just because it usually gets a laugh. The more work experience you have and training you do, the greater your own collection of stories will become. If you rely on adventures (or mishaps!)	

	that have actually happened to you, your stories will be authentic and real to your audience because you will deliver it with all the emotion and impact that was there for the actual event. It makes a relevant point Adult learners want the content to reflect the objectives of the training. If your favorite story does not fit, save it for another training day and use something that will work. Don't try to work in humor to spice up your training unless it fits nicely with the objectives that you have established. At the same time, recognize that one story can be told from a different angle or with different emphasis so that it can be re-used. Fun When you are preparing your training session, make sure that it is really you talking. Don't try to be someone else that you think is funny, and don't try to copy someone else. If you do, people will recognize that you are trying to be someone you are not, which takes away from your credibility.	
30 Mins 	**Presentation Skills** Body language and body posture: Think about how you use your face and hands 1. Make eye contact and look at all of your participants 2. Use facial expressions that are congruent with your words 3. Maintain good posture, good posture also helps to project the voice better and making you look more confident. 4. Changing your posture or position from time to time 5. Open up your shoulders and arm 6. Face the audience, never have your back to the group	**Lecture**

	Voice, Pitch and pauses Change the volume and pitch of your voice to add emphasis Use pauses to emphasize something important Pauses are also useful to give time to reflect and for you to observe participants **Use of Space in the Training Room** • Move around among participants • Never sit behind a desk • Stand close to the class **Important extras** • Be Concise • Be Careful with Jargon • Practice • Watching Great Presenters • Show Enthusiasm	

	Day 06 (The Facilitator)	
90 Mins 	Ask each participant to choose a topic and talk about that topic in a demo during (05 Minutes)	
	Review • Ask Participant some question about the last session and write their answers on flipchart	**Q&A**
20 Mins 	**Questions Techniques** **Instructions:** • Distribute participants into 3 groups • Group 01 should read Open Question and Closed Questions then they should make a role play about the two techniques • Group 02 should read Rhetorical Questions Leading Questions then they should make a role play about the two techniques • Group 03 should read Probing Questions Funnel Questions and Clarifying Questions then they should make a role play about the three techniques • Evaluate each group then make a conclusion **01. Open question** Open questions are an essential part of questioning techniques, and they deal in the broader discussion, explanations, and elaboration. These are framed in a manner of conversation between two people where questions help to describe the situation. Open questions help in a better understanding of the topic under discussion as it allows endless questions and answers. It is useful in productive talks so that you can delve deep and extract more information. Examples of open questions are: 1. What happened in the class today? 2. What did you do in your office today?	**Role Play**

02. Closed Questions

Closed questions are quick and easy to answer because they deal in short and often one-word answers. These are often yes, or no answers asked for affirmations, agreements, disagreements, and understanding concepts.

These are not part of a conversation as asking a close question can put an end to it. Closed questions are easy to compare during statistical analysis.

Examples of closed questions are:

1. Do you like hard drinks?
2. Do you like soft drinks?

03. Rhetorical questions

Rhetorical questions are used to engage the audiences. It encourages people to think out of the box and come up with innovative ideas. This type of questioning technique is not looking for answers. These are statements that are phrased as questions to engage the other party and draw him into agreeing with you. Rhetorical questions make the conversation exciting and engaging and are used to persuade people to their way of thinking.

Examples of rhetorical questions are:

1. Isn't it nice working in this office?
2. Aren't all the team members cooperative?

04. Leading questions

Leading questions are also known as reflective questions because of their nature. Here an environment is created by leading the respondent towards a specific route. It also encourages people to agree with you and say yes.

This type of questioning technique is useful for closing a deal, building positive rapport, and directing the conversation towards an outcome that you desire.

Examples of Leading questions are:

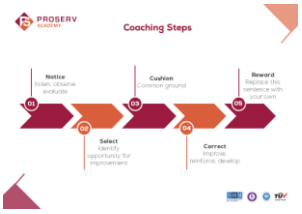
1. Do you have any issues in your workplace?
2. Do you enjoy working with your colleagues?

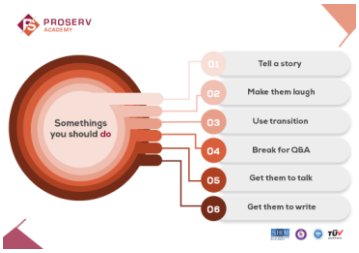
05. Probing questions

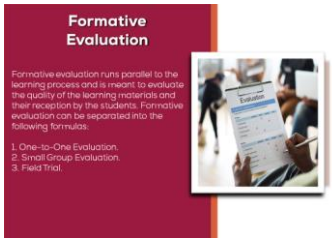
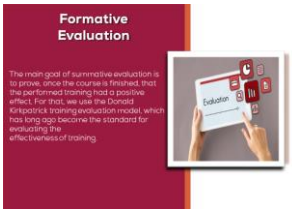
As the name suggests probing questions are used to probe and extract information. It is looking for elaborate answers to clear all the related doubts. This type of questioning technique is most useful for encouraging others to open up and provide more information.

	It involves a series of questions that encourage others to talk and give a full picture for better understanding Examples of probing questions are: 1. When do you need this information? 2. What is this information needed for? **06. Funnel questions** Funnel questions are called by this unique name because of the type of questioning involved. A funnel is full at the mouth and gradually narrows down to the bottom, and so is the concept in this type of questioning techniques. The person starts with lots of general questions about a specific topic and, with time, narrows it down to one point to arrive at the result. The funnel type of questioning techniques is generally used by people interested in research and investigation Examples of funnel questions are: 1. When did you last see him? 2. What was he wearing? **07 Clarifying questions** As the name suggests clarifying questions are used to verify specific information. In this type of questioning techniques, things are finalized at the end to confirm the matter that was under discussion. Examples of clarifying questions are 1. Am I right in believing that you all broke the hostel curfew? 2. Just to confirm that you have asked for an unlimited package for the internet?	
30 Mins 	Communication Skills and Listening Skills **A) Communication Skills:** 1. Volume and clarity Which ensure you're constantly being heard while communicating for each variety of settings 2. Understanding nonverbal cues To interpret when your trainees are engaged with what you're saying and comprehend your instructions 3. Friendliness To foster strong relationships, which may lead to more opportunities	**Lecture**

	4. Giving and receiving feedback This allows you to explain to your trainees how to improve on their skills and learn how to improve your training and sessions based on their feedback 5. Courtesy Courtesy is a staple of professionalism and strong interpersonal communication 6. Outstanding leadership qualities You should lead your trainees during coaching sessions **B) Listening Skills** 1. Pay attention, listen with intent, and don't get distracted Stay quiet and encourage the person to talk. Use non-verbal cues such as nodding, smiling, and maintaining eye contact. 2. Pay attention to what's being said, not what you want to say Set a goal of being able to repeat the last sentence the other person says. This keeps your attention on each statement 3. Ask questions to clarify and convey interest When you do reply, reflect on what you heard and ask for clarification by using open-ended, probing, or other relevant questions 4. Encourage the other person to offer ideas and solutions before you give yours Aim to do 80% of the listening and 20% of the talking. 5. Don't interrupt the speaker Give the speaker time to communicate his or her ideas and thoughts. Don't interrupt or try to finis	

30 Mins 	**Story Telling** **Instructions:** • Ask Particiant to stand in a circle • Choose one of them to start a story in a few words • Then ask the following participant to complete the story in a few words etc.. • Then Explain. The one thing that all great TED speakers have in common is that they are master storytellers Stories are powerful because people are hardwired to listen to stories and they take your audience on a mental journey and they cannot resist a well-told story even if they try. **Elements of Story Telling** • Character • Conflict • Spark • Change in Character • Take away Message	**Activity /Lecture**
10 Mins 	**Coaching Steps** **Notice** listen, observe evaluate **Select** Identify opportunity for improvement **Cushion** Common ground **Correct** Improve, reinforce, develop **Reward** Replace this sentence with your own	**Lecture**

05 Mins 	**How to Encourage** • Evidence • Person Traits • Business Relevance	**Lecture**
05 Mins 	**Visual Aids** • Flipchart / white board / Smart board • Data Show • Video / Audio Equipment • Handouts	**Lecture**
10 Mins 	**Do and Don't** **Do:** • Tell a story • Make them laugh • Use transition • Break for Q&A • Get them to talk • Get them to write **Don't:** • Playing with markers • Touching your head • Crossing your arms • No hands in pockets • Never have your back to the group • Ignoring the audience's needs	**Lecture**

	Day 07 (The Evaluator)	
90 Mins 	Ask each participant to choose a topic and talk about that topic in a demo during (05 Minutes)	
15 Mins	**Review** **Instructions:** • **Distribute the participants into 2 groups** • **Each Group should review all the program (ADDI Phases)**	**Group Discussion**
15 Mins 	**Formative evaluation** Formative evaluation runs parallel to the learning process and is meant to evaluate the quality of the learning materials and their reception by the students. Formative evaluation can be separated into the following formulas: 1. One-to-One Evaluation. 2. Small Group Evaluation. 3. Field Trial. **Four Types of Formative Evaluation** • Pilot Tests • Technical Reviews • Production Reviews • Stakeholder Reviews	**Lecture**
05 Mins 	The main goal of summative evaluation is to prove, once the course is finished, that the performed training had a positive effect. For that, we use the Donald Kirkpatrick training evaluation model, which has long ago become the standard for evaluating the effectiveness of training.	**Lecture**

40 Mins 	**KIRKPATRIK Model** **Instructions:** • **Explain the model** • **Then distribute the participants into 3 groups** • **Each group should search about the phases of the model and what tools we should use to apply each phase** **Level 1: Reaction** The degree to which participants find the training favorable, engaging, and relevant to their jobs What does the learner feel about the training? (Oral/written feed-back, open ended questions/close ended questions) **Level 2: Learning** The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training What facts, knowledge and experiences did the learner gain? (Observation/reviewing data from simulated reports, plans and exercises) **Level 3: Behavior** The degree to which participants apply what they learned during training when they are back on the job What skills did the learner develop and what new information can the learner use on the job? **Level 4: Results** The degree to which targeted outcomes occur as a result of the training and the support and accountability package What results occurred; did the learner apply the new skills to the necessary tasks and what results were achieved? **At this point we need to remember while we are initiating the evaluation** **Be selective** Do not hand out the learner a huge list of questions. Work out what you really want to know and the best way of finding this out.	**Lecture / Activity (Search)**

	Be realistic Form-filling is never fun. So do not expect people to conscientiously work their way through a long and complex evaluation form. **Be creative** Why not evaluating with an activity that is itself engaging and enjoyable, Create evaluative processes that will engage participants and provide you at the same time with a valid feedback. **Be balanced** You may develop a standardized evaluation process in order to monitor results over time. However, by asking the same questions, you are always looking at courses from the same perspective. Try to combine a standardized element that allows you to make comparisons over time, with a random/changing element which shows you a new perspective. **Be holistic** After a course in which people have gained a whole range of experiences, it is not realistic to expect anyone to express their true evaluation of a course on a piece of paper. Paper exercises can be very useful but it should be seen as part of a much wider evaluation process that includes dimensions of learning that are less easy to capture on paper.	
20 Mins 	**ROI** Return on investment (ROI) is a metric used to understand the profitability of an investment. ROI compares how much you paid for an investment to how much you earned to evaluate its efficiency How to Calculate ROI? Benefits gained from training – Training Cost / Training Cost X 100 But ROI Is not Always accurate • ROI is that it does not take into account the holding period of an investment. • Does not adjust for risk and the ROI figures can be exaggerated if all the expected costs are not included in the calculation. • Only emphasizes financial gains when considering the returns on an investment.	**Lecture**

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Thank You

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