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# TRAIN-THE-TRAINER DESIGNING AN EFFECTIVE TRAINING PROGRAMME

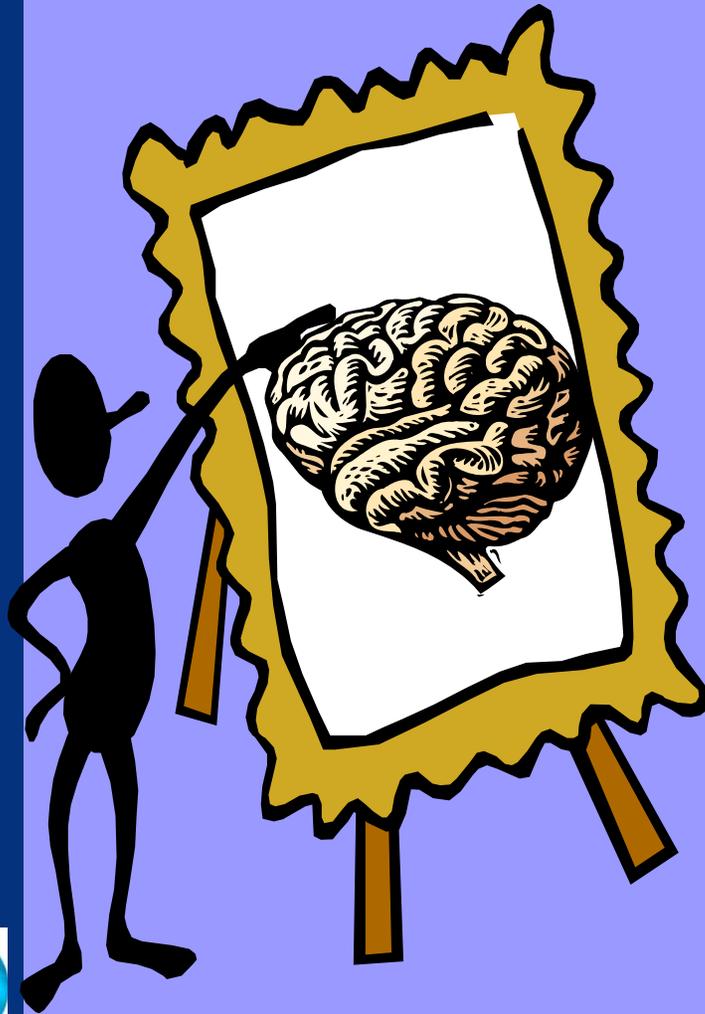


# Workshop Intention

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To help improve the quality and impact of your training design through

- the application of a specific model for preparation
- better understanding of brain friendly methods applied to Adult Learning



# Positive Learning Experience

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**1. Think about a past positive learning experience... (5 minutes)**

**What was it that made this experience so positive?**

**2. Share your reflections with the group and identify any commonalities. (10 minutes)**



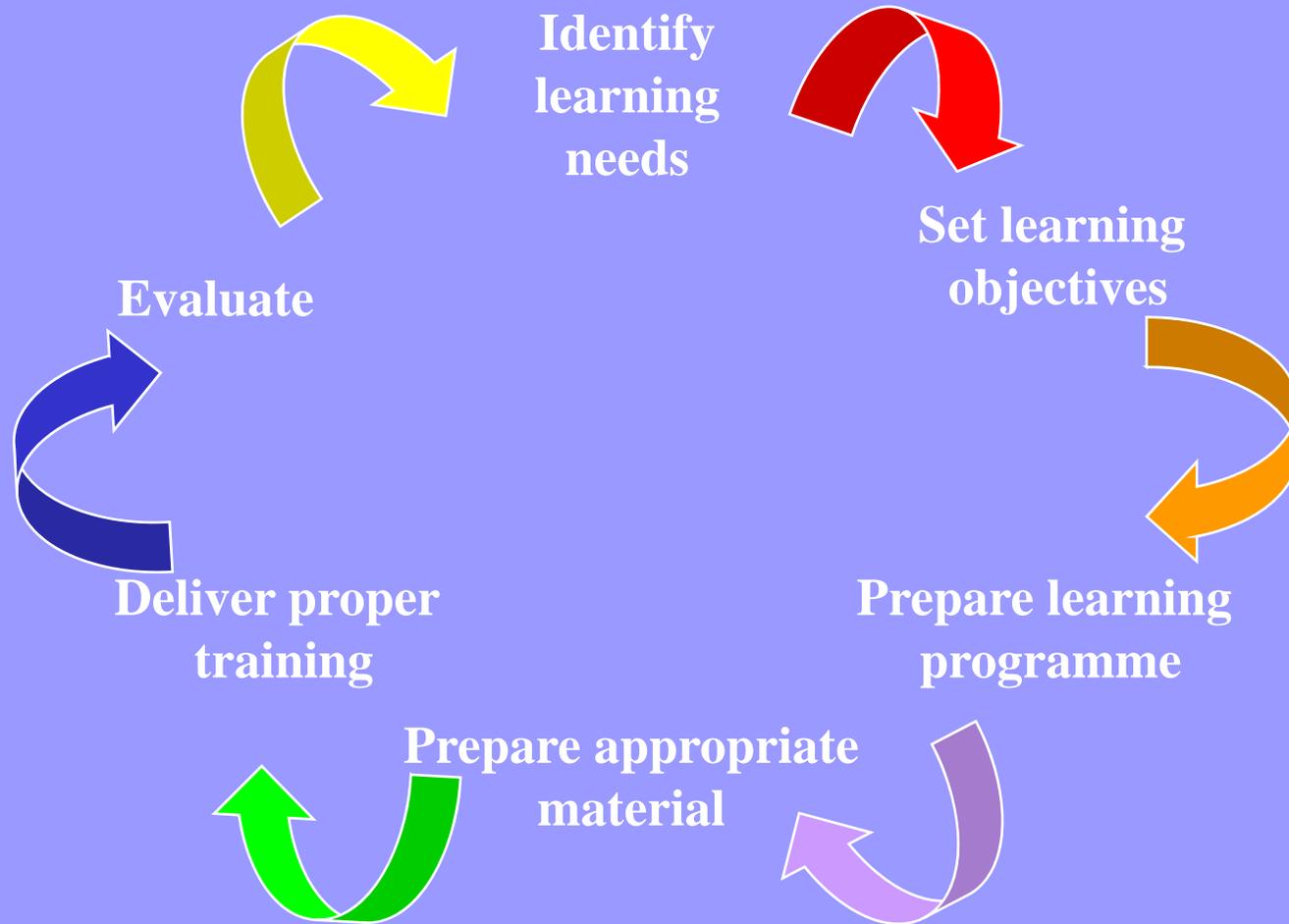


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# Training/Learning Planning Cycle





# Determining Needs Analysis

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■ **Context Analysis** – business or organisational needs about why training is required

■ **User Analysis** – determining potential participants (gap and style) and trainer for the learning

■ **Work Analysis** – job requirements, main duties, tasks, skills, processes etc

■ **Content Analysis** – what knowledge or information is required for the job and therefore in the learning

■ **Training Suitability Analysis** – Determining if training is the best solution to the problem

■ **Cost Benefit Analysis** – determining the return on investment and the added value of the training

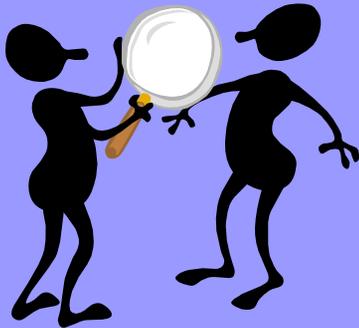


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# Techniques for Needs Analysis



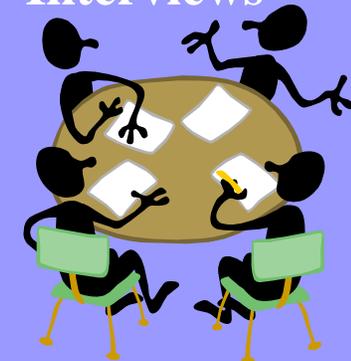
Direct observation  
of person, work  
or process



Questionnaires  
And Tests



Interviews



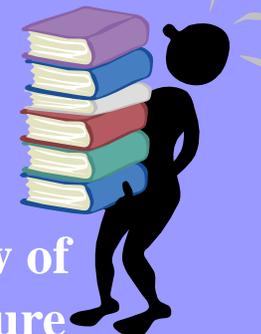
Focus Groups



Consultations  
With staff



Records,  
reports,  
studies



Review of  
literature



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# 6 Pathways to the Brain

We learn by:

What we **SEE**



What we **HEAR**



What we **TASTE**



What we **DO**



What we **TOUCH**



What we **SMELL**

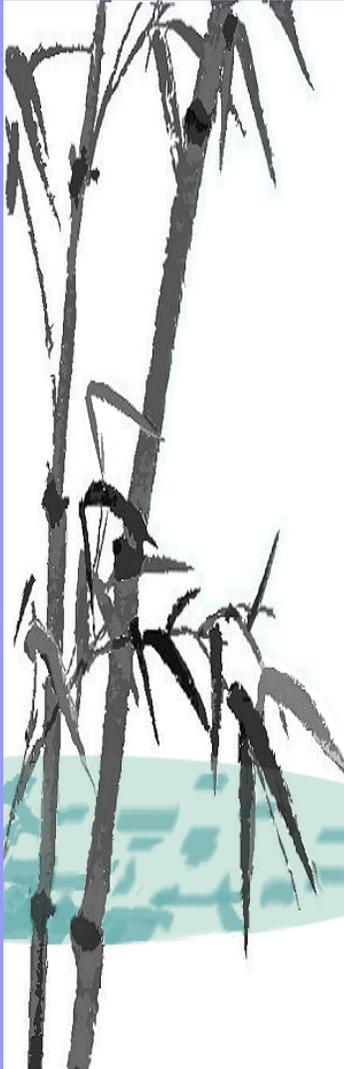




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*Tell me and I hear*  
*Show me and I see*  
*Let me do and I*  
*understand*

*Confucius*  
*Circa 551-479 BC*



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# Accelerated Learning Remembering curve

90% Multi sensory combination

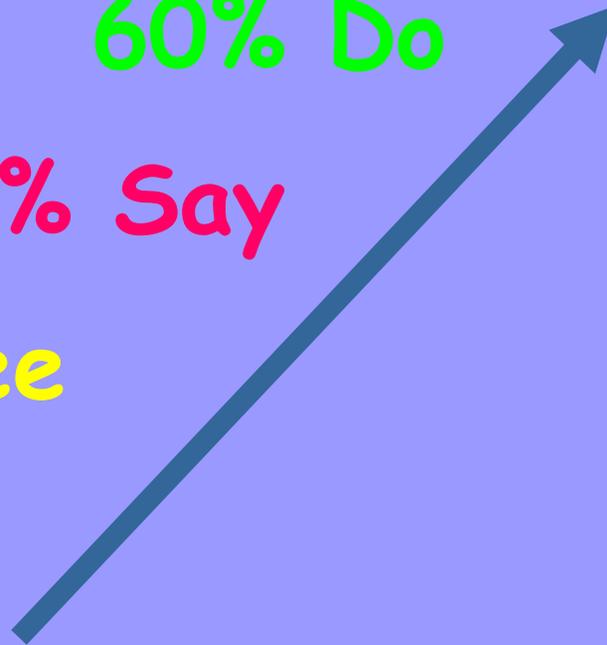
60% Do

50% Say

40% See

30% Hear

20% Read





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# Multi Sensory Learning Objectives



Know



Feel



Do



# EXAMPLE

## Understanding Biosafety and Biosecurity

### Basic objectives

#### Know:

1. What is the main concept of BS&BSec
2. What are the advantages of Implementing BS&BSec
3. How to implement them

#### Feel:

1. Confident that the concept is well understood
2. Satisfied about the advantages of BS&BSec
3. Motivated to implement them

#### Do:

1. Capable of performing BS&BSec in the work place
2. Demonstrate the difference of implementing them
3. Assess and present the advantages



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Plant, dog, ship, table, cat

Humanity, chair, weather, blue

Sky, flower, tree, three, cow,

Street, ski, Bill, Clinton, lion

Green, see, cloud, zebra

Taj, Mahal, television, sea

London, road, cosmopolitan, lady



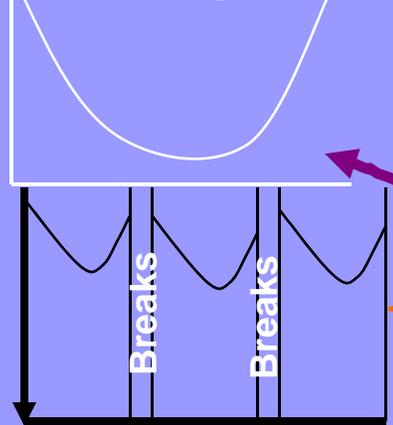
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# Psychology of Memory

Primacy & Recency



Energisers  
Fresh air

Ebbinghaus  
Forgetting curve



41-22-730-49-81

Chunking  
Magic 7 +/- 2



Understanding  
≠  
Remembering



Outstanding



Search for patterns  
And meaning



PLB Consulting Ltd 2007



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The mind is not  
a vessel to be  
filled,  
but a fire to be  
ignited.



Plutarch  
(Mestrius Plutarchus)  
Priest of the Delphic Oracle  
(c. 45-125 A.D.)



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# Learning Styles

**Activist**



**Pragmatist**



**Reflector**



**Theorist**



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# Learning Activities

## Activist

Brainstorming  
Problem solving  
Group discussion  
Puzzles  
Competitions  
Role-play

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## Reflector

One on one  
Self analysis  
Questionnaires  
Down time  
Observation  
Paired discussion  
Small group  
Individual thinking  
before responding

## Theorist

Models  
Statistics  
Stories  
Quotes  
Background info  
Applying theories

## Pragmatist

Thinking about  
applications  
Planning to  
apply learning  
Case studies  
Problem solving  
Discussion

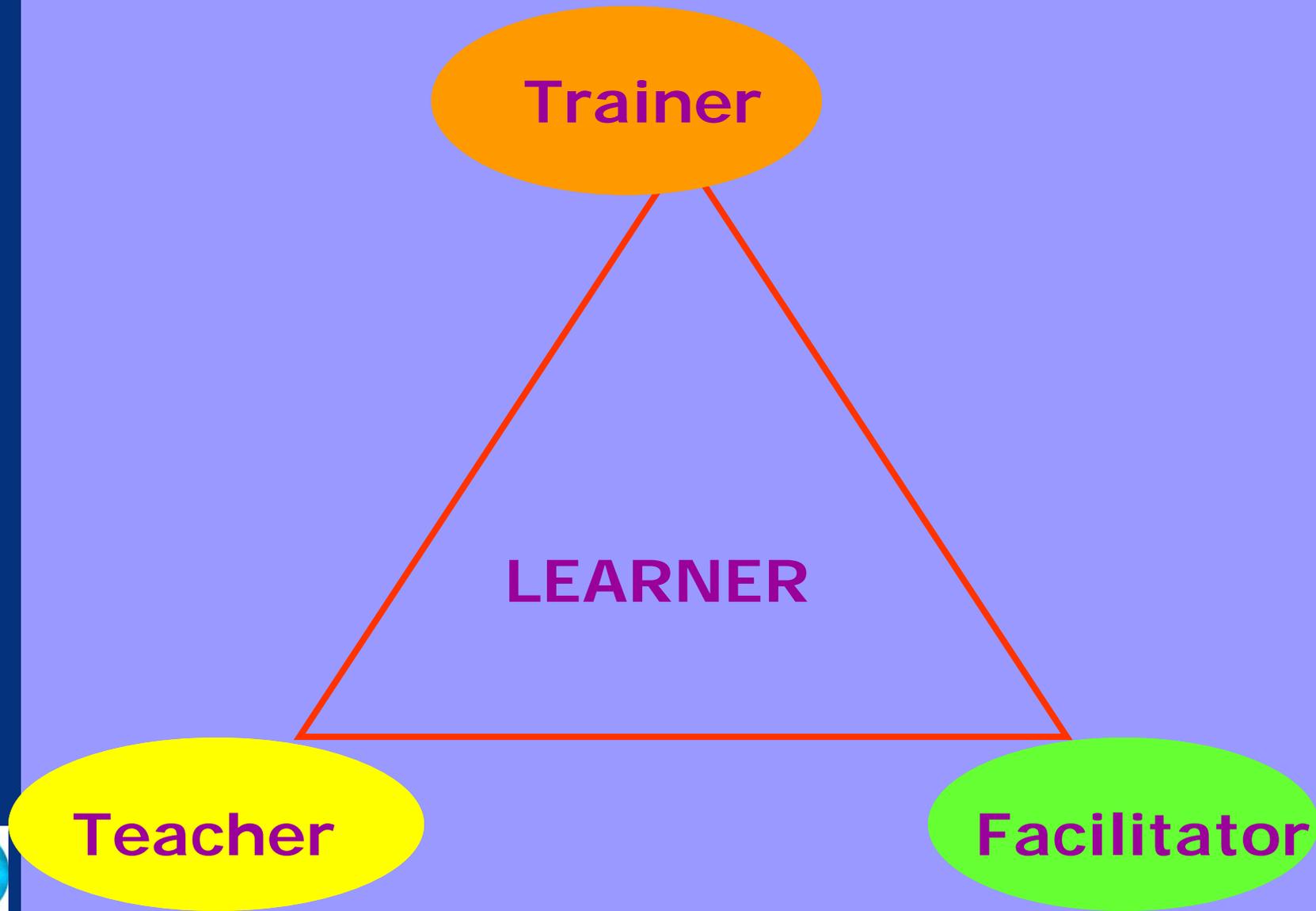


# Teacher-Trainer-Facilitator-Learner

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# How to set your presentation

- Title, As short as possible
- Objective (s)
- Short introduction/background
- Topics to be discussed (main part)
- Cases or examples (important)
- Conclusion
- Summary



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# How to Present the training

1. Avoid one way training, be part of your audience, listen as much as you talk, be among them
2. Always engage participants in your training process, ask for their comment of how to proceed
3. Use body language/metaphor, Eye contact (very important)
4. Ice breaking, physical movement, deep breath
5. Be clear and brief, talk loud but not shout
6. Respect the time, start, duration, end
7. Use, maintain your sense of humor, slides, occasions
8. Always use examples, real stories, practical cases (bad and/or good)
9. Incentives, prize, acknowledge their, attendance, attention and advances in learning,
10. Certificate



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# EXAMPLE

## Personal Protective Equipment (PPE)





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To avoid.....





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## **CERTIFICATE OF ACHIEVEMENT**

**This is to certify that participants in  
Train the Trainers Workshop Have  
Successfully Listened to this  
presentation and May have  
Understood the Basic concept of  
New Training Methodology**



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