

TRAINING INSTRUCTORS TO TRAIN

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GNYC Adventist Youth Leadership Congress

January 19, 2013

Stamford, CT

Why is Training Important?

- When staff members know what is expected of them they will be less anxious and more competent.
 - Reduce turnover
 - Pathfinders are happy campers when they get the leadership they expect
 - Save money
 - Promotes efficiency
 - High morale
 - Reduce frustration
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Benefits of Training

- Staff are volunteers who want to make a difference.
- Staff want to use their time wisely.
- Training will prepare them and reduce anxiety.
- Help leaders and staff make decisions
- Help leaders and staff to work together
- Invent solutions to problems
- Avoid problems
- Take initiative
- Be accountable for the results

Training empowers!!!

Primary Motivators

- Validation
 - Respect for staff as people
 - Flexibility to meet personal needs
 - Encouragement to learn, grow, and acquire new skills
 - Information
 - Knowing why things are being done
 - Getting inside information about the organization
 - Participation
 - Staff members having control over how they do their work
 - Involvement in decisions that affect them
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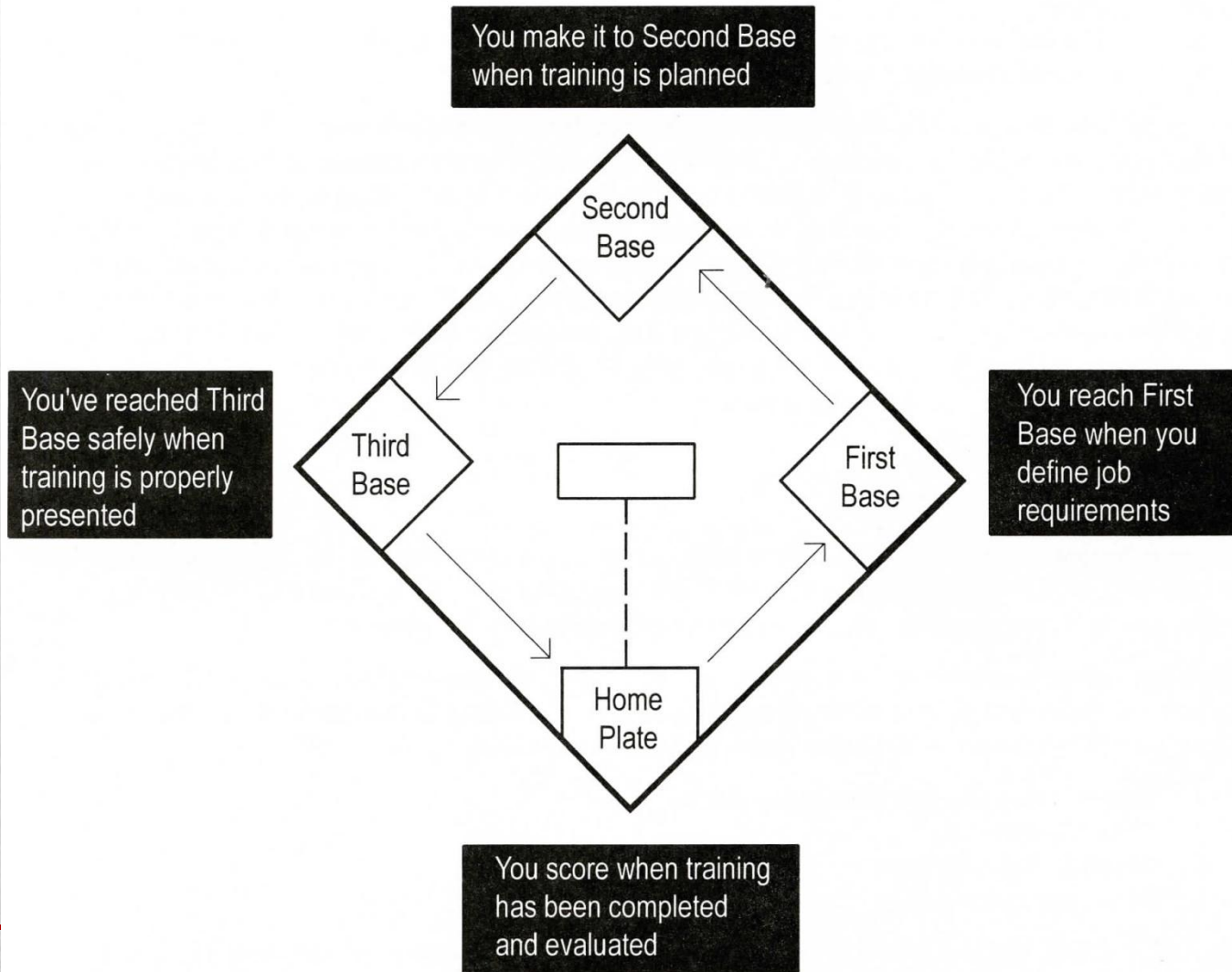
Reasons Why Staff Members Will Do A Good Job

- Treated like grown-ups
 - Needs considered
 - Know why doing things
 - Help to make decisions on the best way to accomplish a task
- All of these things can be accomplished by
TRAINING!!
 - Training empowers staff to get the job done.
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Steps to Successful Training

- Each trainer brings individual personality to training session
 - Styles must be blended for successful outcome
 - Follows four basic steps
 1. Define how the job should be done
 2. Plan the training
 3. Present the training
 4. Evaluate the training
 - These steps can be effective regardless of personality or style
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TRAINING IS LIKE PLAYING BASEBALL



Step 1 – Define How the Job Should Be Done

- This step is often omitted
 - Before the best way can be taught, the trainer must know how the job should be done
 - This requires preparation
 - Four activities are required to develop a **position analysis**
 1. Develop a list of tasks
 2. Define each task
 3. Determine the required quality level for each task
 4. Construct a job description
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Activity 1 - Developing a Task List

- Think about the required tasks to perform a specific job
 - Observe staff members in that job; observe what they do
 - Discuss with staff members the tasks they do and ask their opinions about which are the most important and why
 - Ask other leaders to identify tasks that their staff members perform in similar situations
 - Study any current job descriptions to see how accurately they reflect the objectives of the specific job.
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SAMPLE TASK LIST

Pathfinder Staff Position _____

Tasks required to perform in this position (listed by priority):

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
-

Activity 2 – Define a task

- How should the task be performed?
- How, when, and what or each task and specify any necessary equipment, supplies or procedures

SAMPLE TASK BREAKDOWN

Pathfinder Staff Position _____ Task _____

The procedures required to complete this task include:

| Step | Process | Equipment/Supplies | Time Requirements | Other |
|------|---------|--------------------|-------------------|-------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

Activity 3 – Determine Required Quality Standards

- This activity assures that the task breakdown will yield output that meets or exceeds quality standards.
 - Quality standards must be built into the way
 - The training must stress quality and show each staff members why it is essential
 - Trainers must constantly stress quality as an integral part of each task
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Activity 4 – Design a Job Description

SAMPLE JOB DESCRIPTION

Pathfinder Staff Position _____ Date of Last Revision ____/____/____

1. This position reports to _____
2. This position supervises _____
3. Basic tasks for this position include:
 - A. _____
 - B. _____
 - C. _____
 - D. _____
4. Knowledge of resource materials required includes _____

5. Personal qualifications judged most important for this job are _____

6. Quality standards for this position assure _____

7. Description of other important aspects of this position are _____

8. Etc. _____

* Only the most important tasks should be included in the job description.

* "Personal qualities" are sometimes included in a separate "Job Specifications" sheet. We have combined them here.

Step 2 – Plan The Training

WHY PROPER PLANNING IS REQUIRED

Think about training programs in which you've been involved. Some may currently be used in your organization. Did any of the following occur? (If so, check the box.)

- ☐ 1. The trainer "forgot" that training was to take place.
- ☐ 2. As a trainee, you were uncertain about what you needed to learn.
- ☐ 3. The training was often interrupted because of outside priorities.
- ☐ 4. The quality of training was lowered by the lack of supplies or unavailable equipment.
- ☐ 5. The procedures taught by the trainer were not consistent with:
 - ☐ what was written or audio/visual materials said to do
 - ☐ what others told you to do
- ☐ 6. The training was unorganized (for example, procedures were taught out of sequence).
- ☐ 7. The trainer did not seem to care about training you.
- ☐ 8. The trainer was ineffective because of attitude or a lack of knowledge.
- ☐ 9. There were no written (or other) materials to help you learn.
- ☐ 10. Training was done "only when there was time."

**If you've had first-hand experience with any of the above items,
*you know why training is important!***

Activity 1 – Consider Training Objective

An objective

- states the purpose of the training
- tells what the trainer wants to accomplish

Objectives should be measurable

- At the completion of the training, the trainer and the trainees should know how well the goals were met.
 - The training program will be successful if the objectives are met.
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Activity 2 – Design a Training Plan

- Step-by-step written document for others to follow.
- A training plan focuses on a complete training program and outlines a broad schedule.

TRAINING PLAN

Use the format below to “sketch” a training program you are planning or that your Pathfinder organization conducts. (It may need to be modified to accommodate your specific requirements.)

| Session # | Date | Time | Staff Members Scheduled | Training Objectives | Training Site | Trainer(s) | Equipment/Supplies | Instructional Method |
|-----------|------|------|-------------------------|---------------------|---------------|------------|--------------------|----------------------|
| | | | | | | | | |

Activity 3 – Design a Training Lesson

- What exactly does the trainer do during a training session?
- How much time should be allotted?

A training lesson:

- Provides a content outline for the session
 - Suggests activities/specific instructions that will help facilitate training
 - Defines suggested time to be spent on each segment within the session
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Activity 3 – Design a Training Lesson - continued

TRAINING LESSON

Training topic_____

Training Objective(s)_____

| Content of Session | Suggested Activities | Estimated Time Required |
|--------------------|----------------------|-------------------------|
| | | |

Activity 4 – Select the Trainers and Prepare the Trainees

To prepare trainers:

- Reduce anxieties by telling trainees what the training will involve
 - Emphasize that trainee concerns will be addressed
 - Inform trainees that training will directly relate to the work they signed up to do
 - Indicate that efforts will be made to keep the training experience enjoyable and worthwhile
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Activity 4 – Select the Trainers and Prepare the Trainees

WHO WILL BE A GOOD TRAINER?

Not everyone will be an effective trainer. Which of the following characteristics/factors do you think are important to consider when selecting a trainer? Check (✓) those which you think are important, then compare your beliefs with those below.

- ☐ 1. The best trainers will be found in the Personnel Department.
- ☐ 2. The most experienced employee will automatically be the best trainer.
- ☐ 3. The trainer must have an interest in training.
- ☐ 4. The trainer should have a sense of humor.
- ☐ 5. The trainer must be a good communicator.
- ☐ 6. The trainer must have patience.
- ☐ 7. The trainer must be a manager.
- ☐ 8. The trainer must have the time to train.
- ☐ 9. The trainer must have the respect of colleagues.
- ☐ 10. The trainer must be “higher up” in the organization.
- ☐ 11. The trainer must be enthusiastic.
- ☐ 12. The trainer must be the person who developed the training plan and training lesson.
- ☐ 13. The trainer must personally know how to do every task that is required of someone in the position being trained.

Step 3 – Present the Training

Types of Training Methods:

- **Lectures** – the trainer talks to the trainees.
 - **Role-playing** – trainees act out situations after learning basic principles
 - **Case studies** – trainees read, analyze, and discuss real life situations
 - **Demonstration** – a trainer shows how to do something
 - **Self-study materials** – they can supplement training
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WHICH OF THESE FACTORS ARE TRUE ABOUT GROUP TRAINING?

Check (✓) each of the following statements as either true or false. Compare your answers with those of the author below:

| | True | False |
|---|--------------------------|--------------------------|
| 1. Group training programs do not require a statement of objectives because each trainee will finish training at a different skill level. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The results of group training should be evaluated when the training is completed as well as after when trainees return to the job. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Rehearsals of group training activities are unnecessary. Spontaneous presentations are best. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Training presentations are important; training environment is not. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. If handout materials are used, it is unnecessary for a trainer to provide an oral overview of the program when it begins. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. If training is being conducted to resolve a problem, both the problem and the results of the solution should be discussed beforehand. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Participants in group training are more unlikely to resist change than those given individual training. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. If a trainer is effective, each participant in the group training is likely to react the same way during training. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Good trainers will adapt their style to the needs of the group. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. It is generally unwise to ask questions of trainees unless a trainer is concerned with "filling" time. | <input type="checkbox"/> | <input type="checkbox"/> |

Step 4 – Evaluate The Training

PRINCIPLES OF TRAINING EVALUATION

The list below indicates some important concepts of training evaluation. Check those concepts you use in your training programs. Carefully consider the other concepts; they may help you evaluate more effectively the worth of your training efforts.

- ☐ 1. Evaluation efforts must address the extent to which *measurable* objectives, stated at the beginning of the training, are attained.
- ☐ 2. Evaluation must focus on:
 - ☐ training methods
 - ☐ training content
 - ☐ training environment
- ☐ 3. Trainees can be *asked* about training experiences.
- ☐ 4. Trainees can be *observed* to assess training effectiveness.
- ☐ 5. Trainees can be *tested* to measure knowledge gained. (A *pretest* about subject matter can be given before the training begins; a *post-test* comprised of the same questions is given after training is completed.)
- ☐ 6. Trainers must realize that new techniques should be used if training evaluation consistently identifies problems.
- ☐ 7. Evaluation done before the conclusion of training can help a trainer identify areas where changes in training can be helpful.
- ☐ 8. As training programs are planned, trainers should consistently think about how they will be evaluated.
- ☐ 9. Trainers should use *results* of training evaluation to assess the cost effectiveness of training efforts.

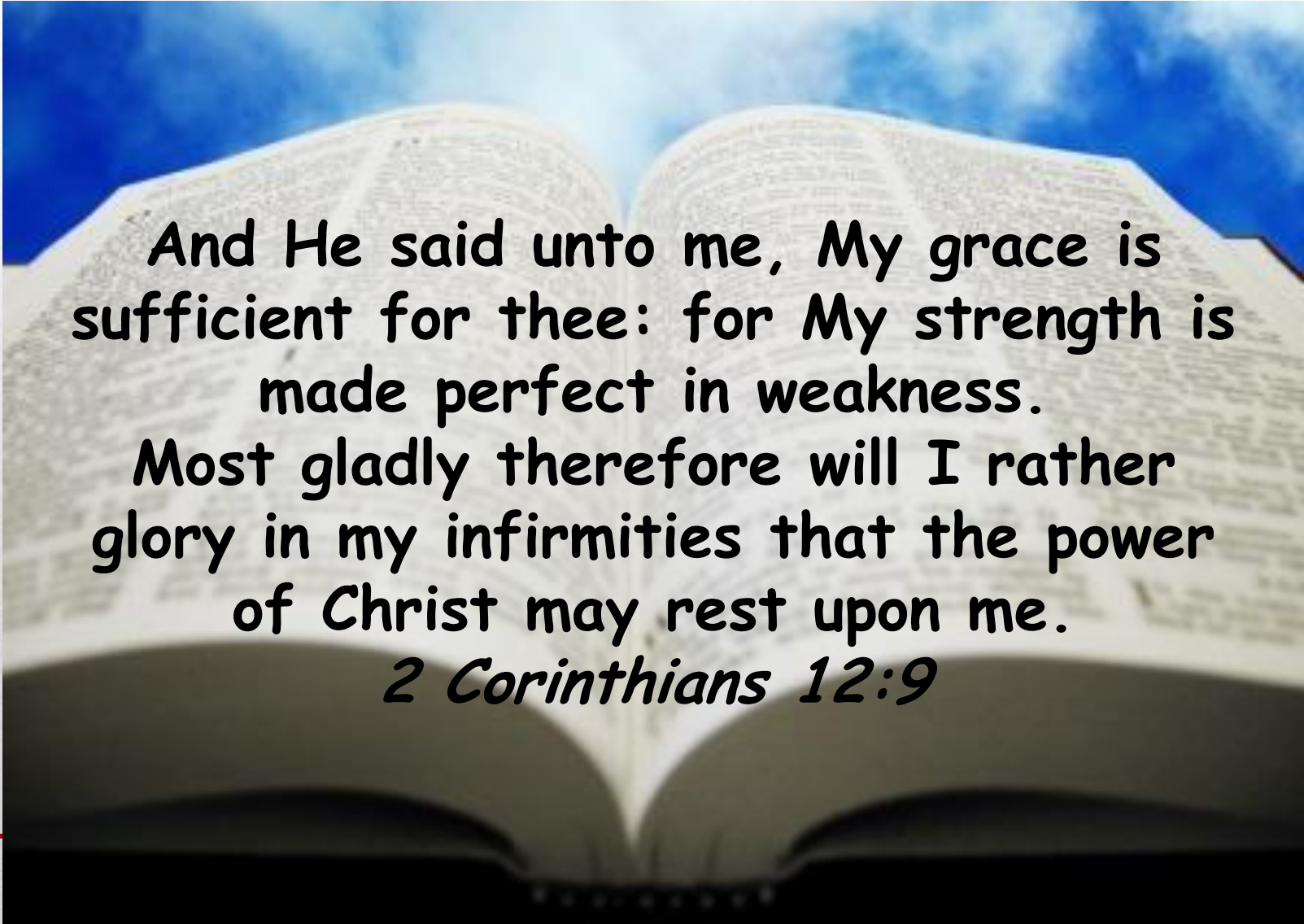
Step 4 – Evaluate The Training

- Training people is a complicated matter.
 - When the evaluation is over coaching begins.
 - Coaching involves:
 - Focusing on special problems that must be resolved
 - Maintaining open and effective communication
 - Providing ongoing opportunities for growth
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COACHING PRINCIPLES

Try to practice the following coaching principles during the training sessions you conduct. Check (✓) the concepts you routinely use, and make a conscious effort to incorporate others into future sessions.

- ☐ 1. Allow Pathfinder staff members to become involved in developing work procedures that they will use.
- ☐ 2. Permit staff members to evaluate their work and make recommendations for improvement.
- ☐ 3. Undertake corrective action interviews in private.
- ☐ 4. Evaluate the work of each staff member by comparing his or her performance against task breakdowns and job descriptions.
- ☐ 5. Focus on the procedures taught during training—and the way the trainee works on the job as the evaluation is done.
- ☐ 6. Establish time frames for corrective action.
- ☐ 7. Have the club director indicate his or her ideas about how work performance can be improved.
- ☐ 8. Establish a schedule for subsequent review of work performance.
- ☐ 9. Allow ample time for “trained” staff members to develop leadership skills.
- ☐ 10. Use open-ended questions to encourage trainees to explain problems which they have encountered.

An open book is shown from a low angle, with its pages fanning out. The background is a bright blue sky with soft, white clouds. The text is overlaid on the book's pages in a bold, black, sans-serif font.

And He said unto me, My grace is
sufficient for thee: for My strength is
made perfect in weakness.

Most gladly therefore will I rather
glory in my infirmities that the power
of Christ may rest upon me.

2 Corinthians 12:9