

Train the Trainer - Training Tools - Introduction

A very specific situation....

- I am your trainer
- you are „my“ trainees

thus,

- everything I say, also applies to the actual situation
- every advice I give you – I should follow it the same way!

but –

- I will make mistakes
- knowing what you should do and how you should do it does not automatically make you do it the right way!

Successful training depends on the motivation of the trainees!

Poorly motivated participants will hardly be learning

What influences the motivation of participants?

Exercise:

Think about previous situations in your life where you have been trained / educated!

What did you like – What did you dislike?

Answers from previous trainings

What participants said they liked about training (past experience):

- learning is a good experience when you understand the subject
- it is good to feel that the teacher / trainer likes you
- when my teacher praised me
- when I felt my knowledge was better than the classmate's knowledge
- When I know, why I have to learn something, it is much easier to learn. For example driving a car – the target was clear for me
- when I found, I know something, which others did not know

Answers from previous trainings

What participants said they liked about training (past experience):

- when I found, I know something, which others did not know
- I felt more familiar with my task
- I was afraid of the equipment and after the training, I know how to operate it
- whenever there was a practical exercise
- I like it, when I understand the context
- For me, learning is fun in a group
- being rewarded with good results
- Exams are good to show that you understood the subject

Answers from previous trainings

What participants said they dis-liked about training (past experience):

- there was a lot of pressure
- competition
- when I had to learn something and I did not understand why I should learn it
- I hated exams
- it is a bad feeling when people are angry when you don't know and understand the subject
- just sitting and reading is boring
- it is stressful when your knowledge is „under observation“

Answers from previous trainings

What participants said they dis-liked about training (past experience):

- When it was clear that I did not know the answer and the teacher kept asking in front of the entire class
- It is a very bad situation when you really try to be successful and are not
- when there is nobody to ask for help
- I felt embarrassed when I did not understand the subject
- sometimes I was confused, when there is too much information
- learning when it is not clear why you have to learn is bad
- when you don't understand the context
- In cases, when the level is too low, you may fail: you don't listen because you think you easily understand everything – and then you miss an important part!

Answers from previous trainings

What participants said they dis-liked about training (past experience):

- if there is punishment for not understanding, this is painful
- when I am in a group and the group does not co-operate and communication is not good
- sometimes, you are taught something and the basic information and knowledge is not provided – you cannot build-up knowledge on no ground. Then it is frustrating!
- No breaks and no time to practice!
- I cannot memorize things when they are explained only once – I need to hear things in different contexts
- Theory without examples is very difficult!

Some theory about adult learning

- **Andragogy: The art and science of helping adults learn**
 - **Pedagogy: concerns helping children learn**
- basic ideas from: **M. Knowles**, (1996). Adult Learning.

1. Adults have a need to know why they should learn something.

- Benefits from leaning?
- It is not convincing for adults to be told that learning is necessary (even not if told by their boss!)
 - Base the training on valid needs
 - Inform about reasons for learning
 - Provide all necessary information about the training – schedule, written documentation
 - Base activities on real work experiences or
 - Show clear benefits from learning

2. Adults have a deep need to be self-directing.

- Adults have a self-concept
- are in charge of their own life
- are used to making their own decisions and living with the consequences
 - Trainers should not place back trainees in their childhood – where they have been told when and how to learn. Self-directed not self-paced (self-paced = in charge of deciding WHEN to learn)
 - Incorporate as much "search and discovery" into the training as possible for experienced learners.
 - Present training with as many options for learning as possible.
 - other than children, there is something they may lose when something goes wrong

3. Adults have a greater volume and different quality of experience than youth.

- Adults have much more experience than children
- They can make relationships between „old“ and „new“ knowledge
- Adults are likely to refuse training, if their experience is not „required“ / asked for.
 - Design training activities that reflect the actual work the learners perform.
 - Provide activities that permit learners to compare the theoretical aspects of the training with their experiences.

4. Adults become ready to learn when they experience in their life situations a need to know or be able to do in order to perform more effectively and satisfyingly.

- Adults again must see a need for training before learning will take place.
 - Provide training when required
 - Avoid providing information „for future use“

5. Adults enter into a learning experience with a task-centered (or problemcentered or life-centered) orientation to learning.

- Young people – school-conditioned – learn „subject-centered“ – adult learning is „problem-centered“ or „task-centered“.
 - Design training for learners to solve problems or perform tasks close to what they will encounter during their professional tasks.
 - Focus activities "doing" instead of only „knowing“

6. Adults are motivated to learn by both extrinsic and intrinsic motivators.

- Extrinsic motivators: promotion, bonuses, etc.
- Intrinsic motivators: self-esteem, broadened responsibilities, power, identification with the company
 - Clearly demonstrate the benefit for the job.
 - It should be an intrinsic motivation to produce good quality!

Some more ideas....

- When teaching children, the „trainers“ may assume a very homogeneous level of knowlegde
 - Trainers should always try to know, what their learners know in order to adjust the contents of the training
- When learning, children have nothing to lose – adults (in a group) may fear a loss of reputation etc., when they fail to meet the targets or reveal a lack of understanding.
 - Avoid competition – create an atmosphere of fairness

... to enhance the effectiveness of learning – understand what people can memorise:

