



TBT PROGRAMME
OVERCOMING TECHNICAL BARRIERS TO TRADE



ACP-EU TBT Programme

Train the Trainer

Trinidad & Tobago

5- January, 2017



TBT PROGRAMME
OVERCOMING TECHNICAL BARRIERS TO TRADE



Learning Outcomes

- Know the role of the trainer / instructor.
- Apply the basic psychological principles which relate to adult learning.
- Apply appropriate / relevant methods, techniques and strategies when instructing.
- Learn how to do instructional planning for effective training and learning.
- Demonstrate the use of media in training.

Outline

- The Role of the Trainer
- Principles of Adult learning
- Learning Styles
- Writing Instructional Objectives
- Instructional Methods
- Using Media in Training
- Evaluation of Training

EXPECTATIONS



?

The Role of the Trainer

Write down one word
that best describes the
role of a trainer in an
organisation.

The Role of The Trainer

Every trainer must possess most, if not all, of the following characteristics in order to be effective:

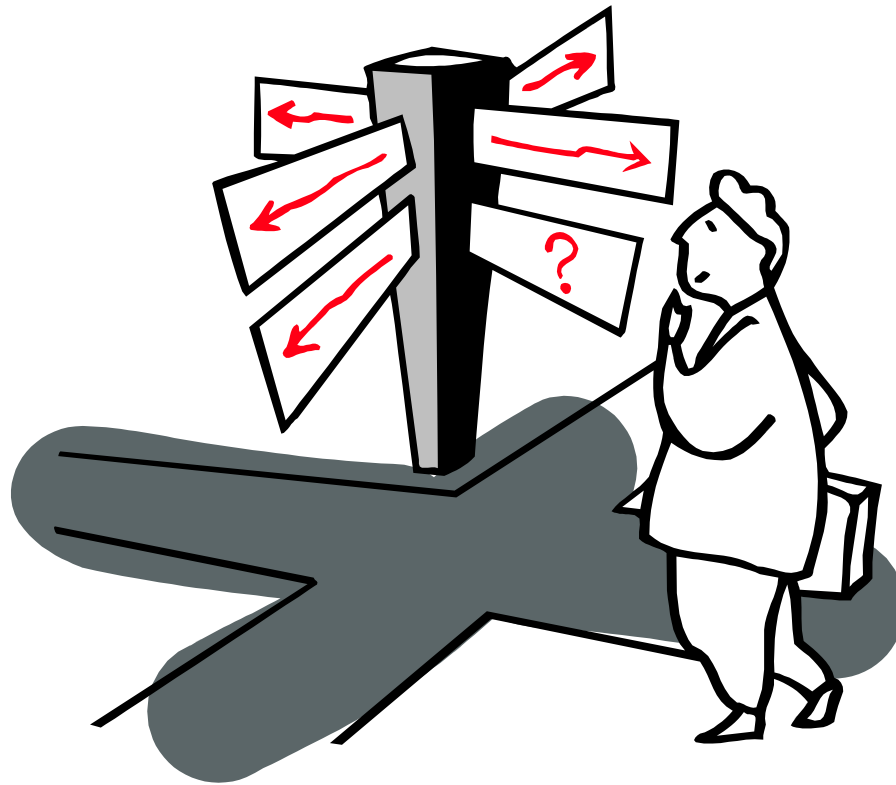
- Certified, Competent and Experienced in the Occupational Area.
- Trained as a Trainer
- Good Communication skills
- People oriented
- Good listener

The Role of The Trainer

Every trainer must possess most, if not all, of the following characteristics in order to be effective:

- Willing to learn
- Flexible :friend , counselor coach, autocrat
- Facilitator
- Analyst
- Good planner
- Role model

If you don't know where you want to go, any road will get you there.



Discussion Point



If the trainee has not learnt, the trainer has not taught.

Communication

The Lifeblood of Training

Communication Training

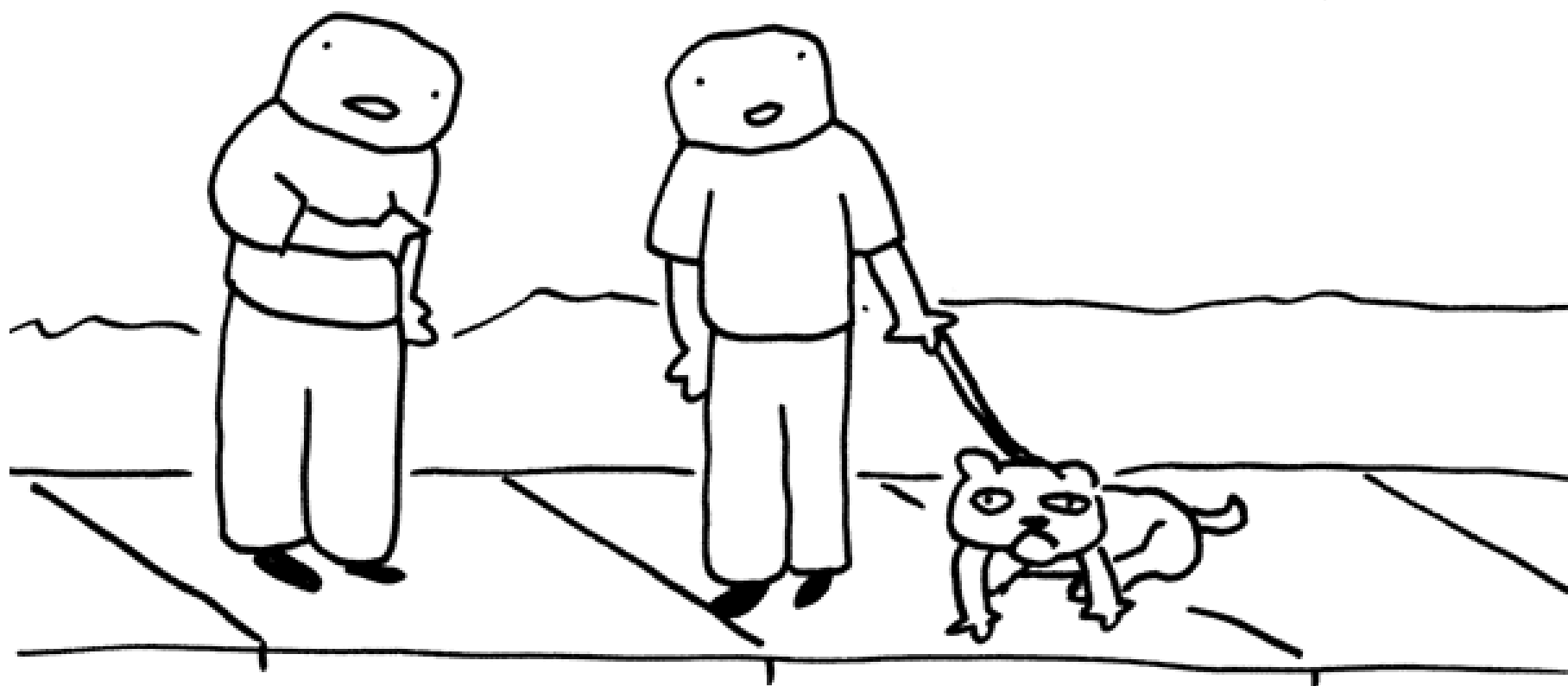


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nice dog, man...
you pick up a lot
of girls with him?

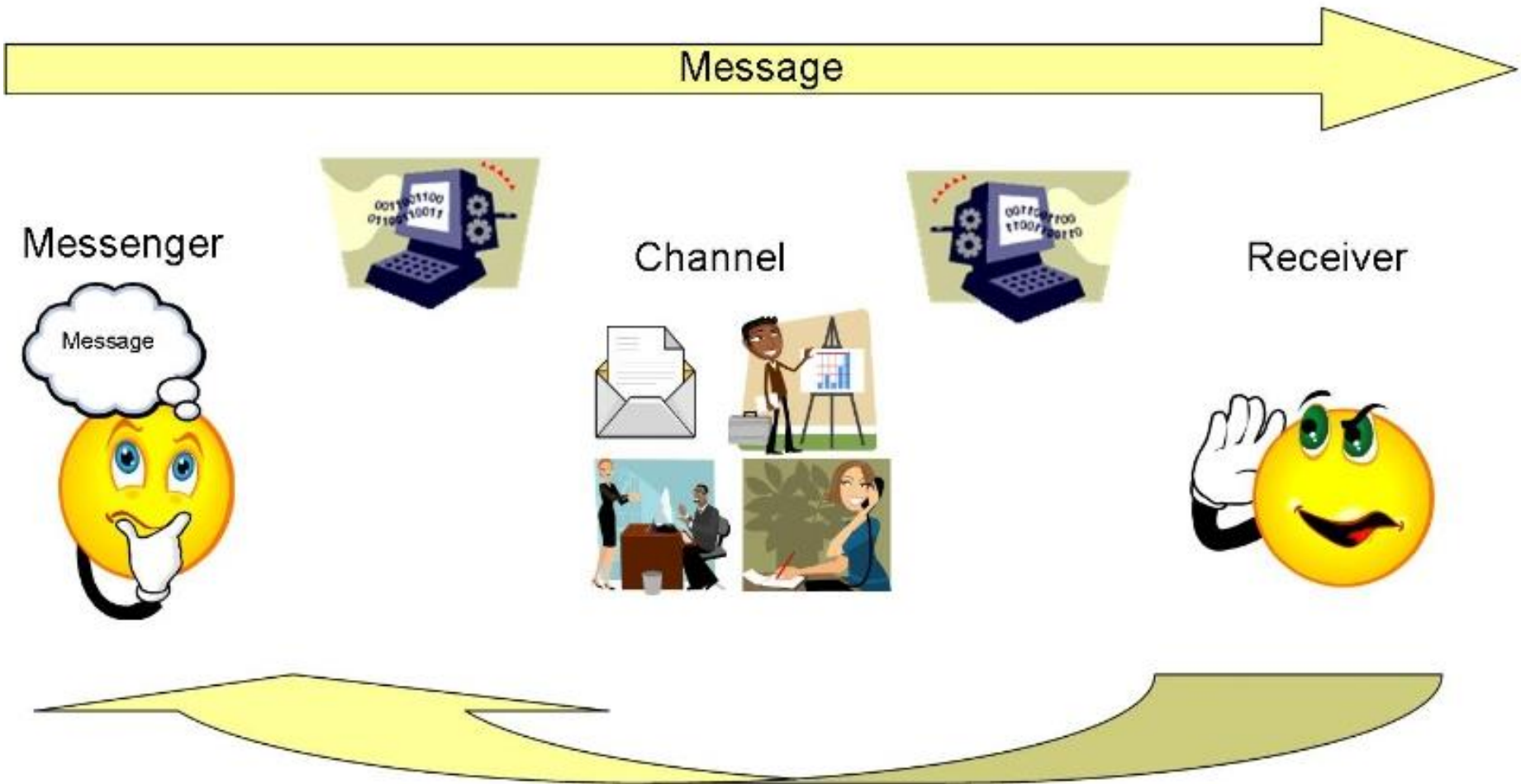
nah, he can only
lift a few pounds



Elements of the Communication Process

- **A message**: what need to be communicated
- **A messenger**: the person who has something to communicate
- **A receiver**: the person who will receive the message
- **Encoding**: verbal and non-verbal convention of communication
- **Decoding**: reading by the receiver of the encoding done by the messenger
- **Channel**: the means of communication

COMMUNICATION MODEL



Technical Communication



C's of Technical Communication

Correctness

Conciseness

Clarity

Concreteness

Coherence

Context

C's of Technical Communication

- **Clarity**: To be clear so that understanding is easy.
- **Conciseness**: To be brief or to the point without losing the intent of your message.
- **Concreteness**: To be definite, not abstract, real, complete.
- **Coherence**: To be easily understood, consistent.
- **Context**: To consider your scope and your audience, and the effect of your message on your readers.

Adult Learning Principles



**People generally
remember...
(learning activities)**

10% of what they read

20% of what they hear

30% of what they see

50% of what
they see and
hear

70% of what they
say and write

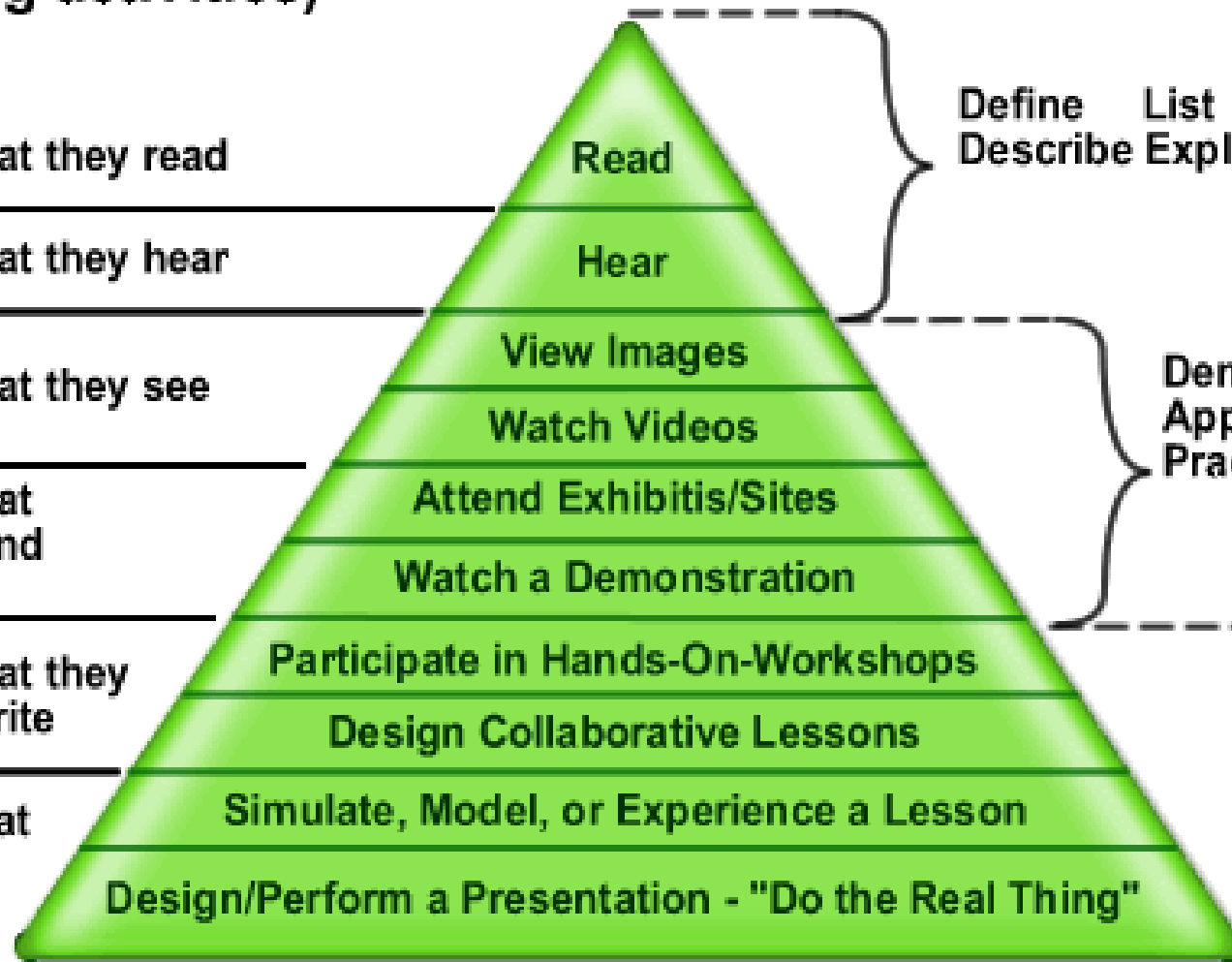
90% of what
they do.

**People are able to...
(learning outcomes)**

Define List
Describe Explain

Demonstrate
Apply
Practice

Analyze
Define
Create
Evaluate



Principles of Adult Learning

Adults learn best when:

- The learning relates to a problem they are experiencing or a goal they wish to achieve.
- They see the relevance and value of what they are learning.
- They have some control over how the learning will take place.
- They are involved voluntarily.

Principles of Adult Learning

Adults learn best when:

- They and their experience are valued.
- They can express themselves without fear of censure.
- They can make mistakes without being judged or punished.
- They are actively involved with others in the learning process.

Barriers to Adult Learning

- Pride
- Self-image
- Lack of confidence
- Lack of interest
- Lack of motivation
- Previous experience of education

Learning Styles

Learning Styles



Audio



Visual



Kinaesthetic

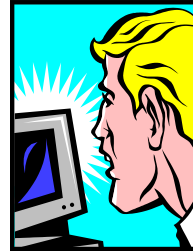
Learning Styles

What is your learning style?

What is the learning style of your trainees?

Learning Styles

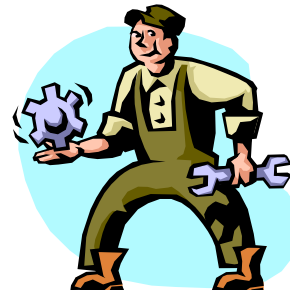
- Visual



- Auditory



- Kinesthetic



Visual	Kinesthetic	Auditory
Picture	Gestures	Listening
Drawings	Touching	Sounds Patterns
Shape	Body Movements	Rhythms
Sculpture	Object Manipulation	Tone
Paintings	Positioning	Chants

Writing Instructional and Learning Objectives

Instructional Design Model



Bloom's Taxonomy (Cognitive Domain)

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Training Objectives

- Drawing up training objectives in the right way can help ensure that a training programme is relevant to participants.

Key Elements for Objectives

- *What should a training objective look like?*
- *What should it contain?*
- Objectives should be expressed so that they describe the **precise behaviour** expected of the participants after the training process –
- ... what they **should be able to do** at the end of training that they could not do before.

Training objective should express:

- The precise *behaviour...*
- Expected of *participants...*
- That is *observable* and *measurable...*
- At the end of the *training...*

Write Training Objectives

- Determine what you want to teach.
- Write two lower level and two higher level learning objectives.
- Safety in the workplace
- Safety at home
- Effective Selling
- Cooking with Confidence

Lesson Planning

Blank 2-Week Planner

Math Plans for the Weeks of _____ and _____

WK 1	MONDAY,	TUESDAY,	WEDNESDAY,	THURSDAY,	FRIDAY,
Number Corner (15–20 min.)					
Bridges Sessions (60 min.)					

Lesson
Planning

Lesson Planning

- Keep presentation short
- Break it up with...practice sessions, questions, other participatory interactions
- Determine level of learners.
- Involve trainees as much as possible.
- Use a variety of techniques (3-5 each session).

Lesson Planning

- Use frequent, relevant examples when appropriate, use visual aids e.g. Flip charts, chalk/white board, video, slides, transparencies, models, etc.
- Provide frequent opportunities for success.
- Model appropriate behaviors and learning tasks and skills.
- Provide for maximum time on task.
- Prepare thoroughly.

Planning for Instruction
Sample Lesson Plan Format #2

Program:

Course:

Lesson:

Tools and Equipment:

Materials:

Teaching Aids:

References:

COURSE COMPETENCIES:

Preparation	Presentation	Application	Evaluation

Instructional Methods

Instructional methods

- Lectures
- Leading a Discussion
- Demonstration
- Research Exercise
- Video / DVD and Feedback
- Peer Instruction
- Field Trips
- Simulations
- Question and Answer



Four Stage Method of Instruction

Stage 1- Prepare and Motivate

- Prepare the workplace
- Prepare yourself
- Motivate the learner
- Describe the objective
- Explain why the task is necessary

Stage 2- Demonstrate the task

- Place the learner in a correct viewing position
- Demonstrate the activity to be learned
- Explain individual movements
- Emphasize key points
- Repeat parts of the demonstration as necessary

Stage 3 - Practice

- Have the learner carry out the task
- Observe and guide the learner
- Correct any errors immediately
- Keep the learner alert – ask questions
- Have the learner practice the skill trying out his insight into reality

Stage 4- Evaluation

- Have the learner consider the result of the activity
- Ensure that the learner consolidate what has been learnt through practice
- Evaluate what the learner has learnt
- Transfer in reality – put the learner on his own

Training Media

What is a Medium?

- The intervening substance through which sensory impressions are conveyed or physical forces are transmitted.

What is Audio Visual media

- Conveying information through media,
- ...such as audio and visual recordings, that are perceivable by both hearing and sight.

Selecting Media

Media
transports the
learning content
to the learners



Communication with Audio Visuals

When properly used, audio visuals contribute to one or more of the following

- Helps to convey meaning clearly.
- Helps to supplement.
- Helps to present subject in condensed form.
- Helps to present subject in understandable form.
- Helps to impress ideas better.

Communication with Audio Visuals

When properly used, audio visuals contribute to one or more of the following

- Helps to make teaching realistic.
- Helps to attract the attention of the audience.
- Helps to sustain interest.
- Helps to clarify ideas.
- Helps to motivate people.
- Helps to change the attitude of people.

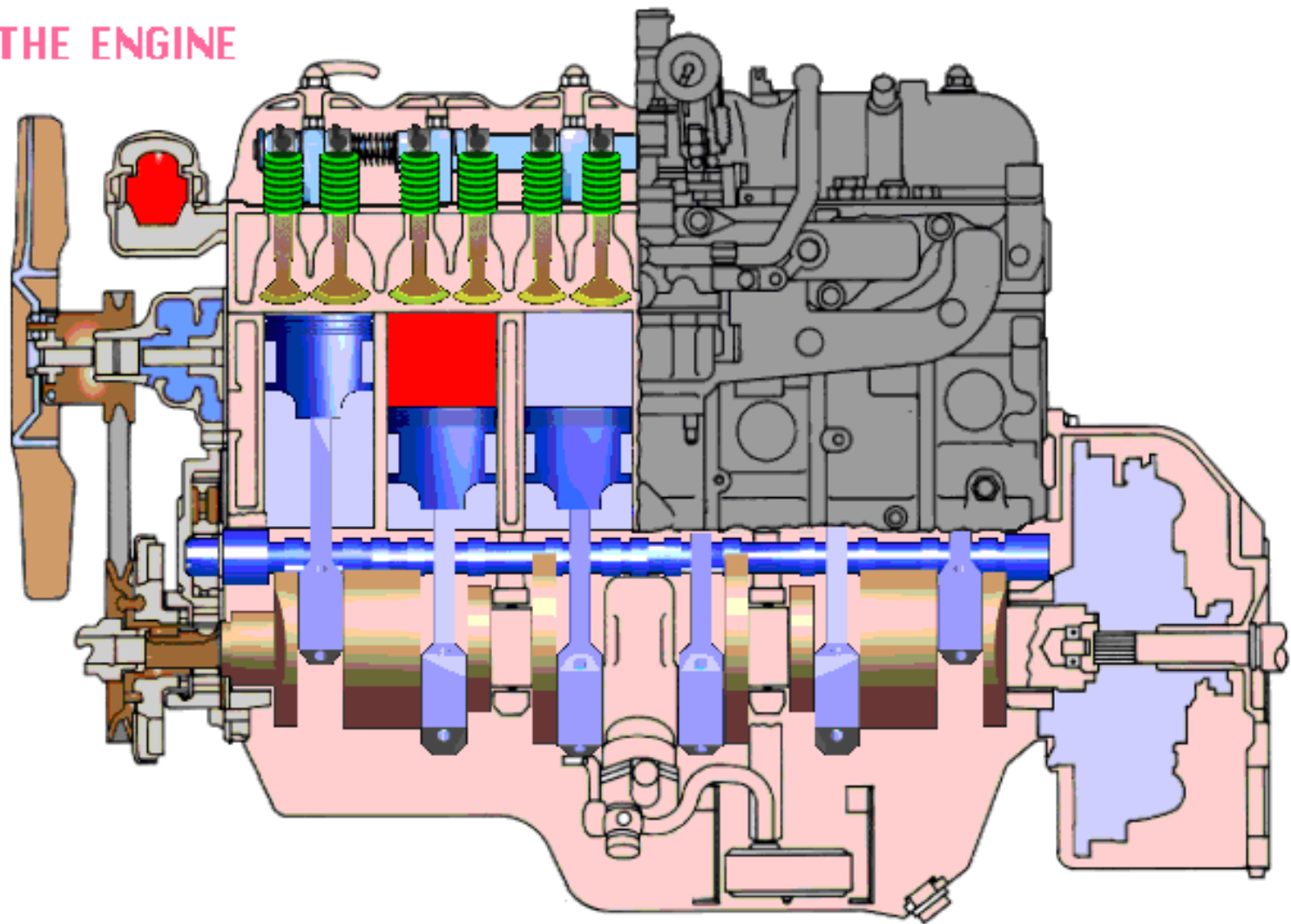
Media

- Flip Chart and markers
- White Board / Black Board
- Bristol Board
- Charts
- Overhead projector
- Slide Projector
- Multimedia Projector

Media

- VCR / Television / DVD's
- Audio tapes / CD's
- Models
- Pictures
- Books / Magazines
- Skits / Plays

THE ENGINE



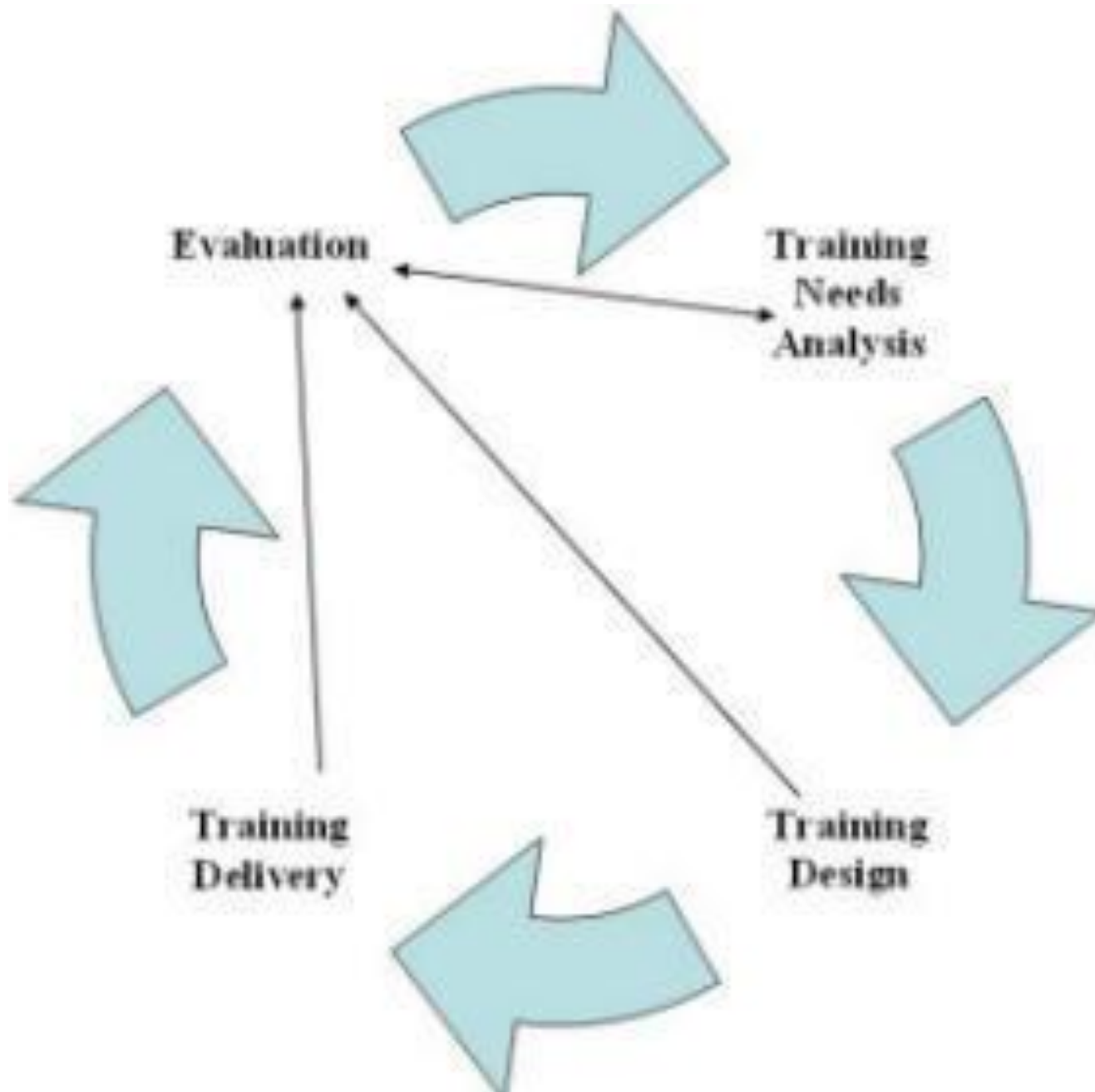
Evaluation of Training

What is Evaluation

- Evaluation includes getting ongoing feedback,
 - from the learner,
 - from the trainer and
 - from the learner's supervisor,
- ... to improve the quality of the training and identify if the learner achieved the goals of the training.
- Typically, evaluators look for validity, accuracy and reliability in their evaluations

Perspective on Evaluating Training

- Evaluation is often looked at from four different levels (the "Kirkpatrick levels").
- Note that the farther down the list, the more valid the evaluation.
- Evaluating effectiveness often involves the use of key performance measures –
 - measures you can see, e.g., faster and more reliable output from the machine after the operator has been trained

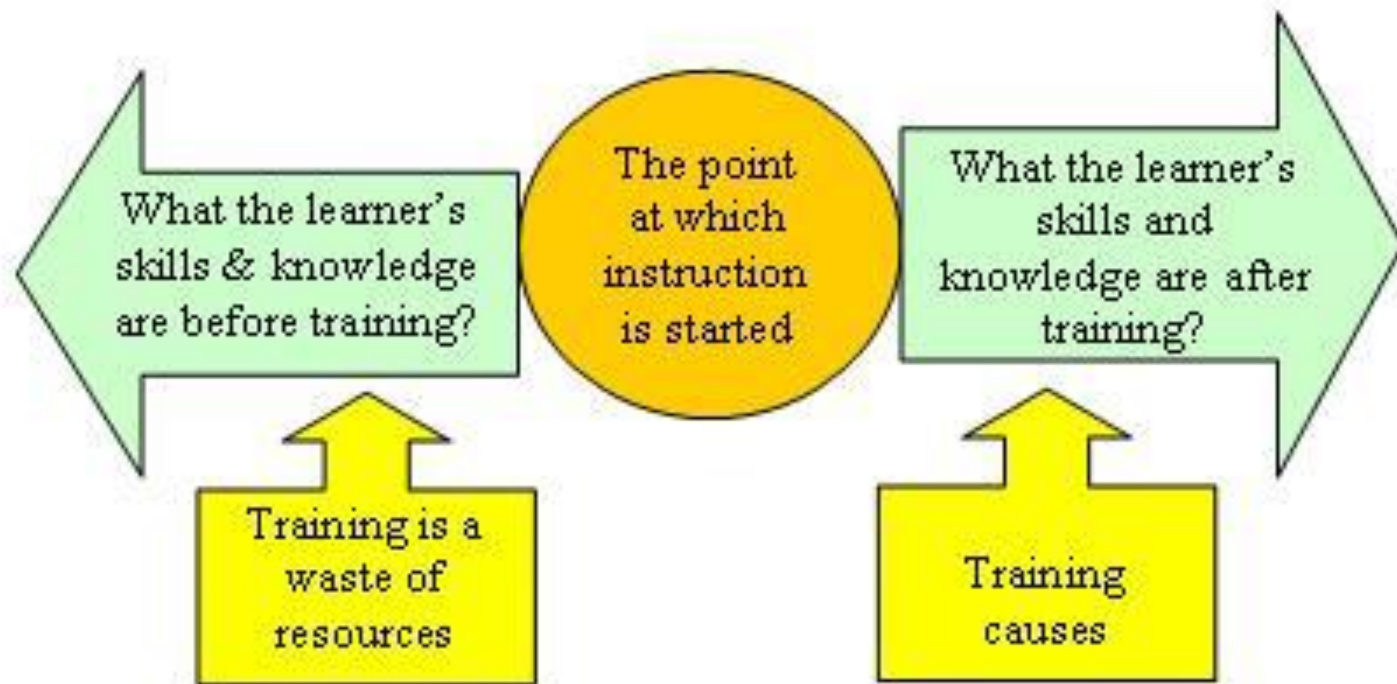


For effective training and learning evaluation,
the principal questions should be:

- To what extent were the identified training needs objectives achieved by the programme?
- To what extent were the learners' objectives achieved?
- What specifically did the learners learn or be usefully reminded of?
- What commitment have the learners made about the learning they are going to implement on their return to work?

And back at work

- How successful were the trainees in implementing their action plans?
- To what extent were they supported in this by their line managers?
- To what extent has the action listed above achieved a Return on Investment ([ROI](#)) for the organization, either in terms of identified objectives satisfaction or, where possible, a monetary assessment.



The Kirkpatrick Model

- The most well-known and used model for measuring the effectiveness of training programs was developed by Donald Kirkpatrick in the late 1950s.
- It has since been adapted and modified by a number of writers, however, the basic structure has well stood the test of time

**Level 4 -
Results**

What organizational benefits resulted from the training?

**Level 3 -
Behavior**

To what extent did participants change their behavior back in the workplace as a result of the training?

**Level 2 -
Learning**

To what extent did participants improve knowledge and skills and change attitudes as a result of the training?

**Level 1 -
Reaction**

How did participants react to the program?

The Four Levels of Evaluation

- Level I: **Evaluate Reaction**
- Level II: **Evaluate Learning**
- Level III: **Evaluate Behavior**
- Level IV: **Evaluate Results**
- Fifth level was recently “added” for return on investment (“ROI”) but this was not in Kirkpatrick’s original model



USING THE KIRKPATRICK MODEL

Level 1 (Reaction)

- completed participant feedback questionnaire
- informal comments from participants
- focus group sessions with participants

Level 2 (Learning)

- pre- and post-test scores
- on-the-job assessments
- supervisor reports

Level 3 (Behavior)

- completed self-assessment questionnaire
- on-the-job observation
- reports from customers, peers and participant's manager

Level 4 (Results)

- financial reports
- quality inspections
- interview with sales manager

**What will you be doing
differently?**



Thank You