

THE **SKILLED TRAINER** SERIES

THE ART OF GREAT TRAINING DELIVERY

STRATEGIES, TOOLS,
AND TACTICS

Jean Barbazette

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About This Book

Why is this topic important?

How can trainers make training effective, useful, engaging, and interactive? Often novice trainers or subject-matter experts with training responsibilities confuse talking with training and listening with learning. The result can be a boring experience and a waste of time for the learners, since little new learning is retained. This book is the perfect tool to use to easily go beyond the basics of training adults by using the five-step process described here and used with each sample activity.

What can you achieve with this book?

You can learn how to improve a learning experience and enhance retention for your learners. Learners will also get the most learning out of each training activity when selecting a learning method that best suits the type of objective. For example, if you want to influence a learner's attitudes, select a discussion rather than using a lecture. This book also offers a systematic five-step adult learning process you can use to debrief and extend learning for any training method.

How is this book organized?

Each chapter begins with objectives to help trainers identify what new skills and insights can move their training beyond the basics. The tools and checklists in each chapter are also provided in the accompanying CD so that they can be customized and duplicated.

About Pfeiffer

Pfeiffer serves the professional development and hands-on resource needs of training and human resource practitioners and gives them products to do their jobs better. We deliver proven ideas and solutions from experts in HR development and HR management, and we offer effective and customizable tools to improve workplace performance. From novice to seasoned professional, Pfeiffer is the source you can trust to make yourself and your organization more successful.



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For Edith K Barbazette Galvagna

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INTRODUCTION

Purpose

This book was written to help trainers move their training and facilitation skills to the next level. Beginning and intermediate trainers can learn how to refine their skills when conducting training activities using a variety of methods to get the best learning experience and improve learner retention, learn how to process any learning activity using a five-step adult learning method, and learn to pace learning to improve attention and retention.

Audience

This book is written for the trainer who wants to move beyond basic training skills. Inventories throughout the book help the trainer to assess current skills and preferences and then move training to the next level of skill. Although the main target audience is the “intermediate” trainer, new trainers with little classroom experience can benefit from the tools provided here.

Product Description

Each chapter addresses a training method. Chapter questions are used as section headings to guide the reader through each chapter. A series of assessments is available to sharpen training skills. Tools and checklists are reminders of the skills offered in each chapter. A glossary, bibliography, and index are included.

This book builds on the two previous titles in *The Skilled Trainer Series*. *The Trainer’s Journey to Competence* describes competencies for trainers, instructors, facilitators, coaches, training managers, and training coordinators. *Training Needs Assessment* shows how to assess training needs and create a training plan.

Ideas sourced from others are acknowledged. If an idea, activity, or tool is not sourced, it is the author’s creation.

Facilitate the Best Learning Experiences

Chapter Objectives

- To learn how to select the appropriate training method based on the learning objectives
- To learn how to select appropriate technical training methods
- To process adult learning activities using five steps
- To learn how to sequence and pace training methods

Tools

- Best Learning Experiences
- Technical Training Methods to Promote Recall
- Technical Training Methods to Promote Application
- Select the Best Audiovisual Support
- Methods Variety Scale
- DIF: How Much Practice and Training?

Chapter Questions

- What methods can you use to help adults remember what they learned in training?
- What training method creates the best learning experience?
- What are the most effective training techniques for technical training topics?
- What media work best to deliver training?
- How can adults get the most from any learning experience?
- How are training methods paced to maintain attention and improve retention?
- How much practice is needed to learn and retain a new skill?

What Methods Can You Use to Help Adults Remember What They Learned in Training?

For your training to be effective, consider using a variety of training methods that appeal to different learning styles. Most adults learn best when they are actively involved in their learning experiences. When learners discover concepts, rather than listen to them in a lecture or video, retention improves. When a variety of learning methods are logically sequenced, the learners' attention and retention improve. This chapter addresses these issues using tools and examples you can adapt for your training sessions.

What Training Method Creates the Best Learning Experience?

Selecting the best training method is easy when you first identify the learning objective. Remember, learning objectives are written from the learner's point of view. For example, *by the end of this session, the new sales representatives will identify the features and benefits of our new product.* In order to reach this objective, sales representatives will need to remember product knowledge information. The most common training method to impart knowledge is to give a lecture. However, there are several other options that can also meet this objective, such as a demonstration, video, information search, interview, reading printed materials, and tests.

Tool 1.1 identifies the best technique or learning experience to achieve the learning objective. In the table, the name of the training technique is to the left. The middle column describes the technique from the learner's point of view. The right column tells what type of objective is best reached by using this technique. "K" indicates a knowledge objective, for learning facts, theories, or visual identification. "S" indicates an objective that teaches a mental or physical skill and includes analyzing or applying facts, principles, and concepts or performing a perceptual or motor skill. "A" stands for influencing the learner's attitudes, opinions, and motivations. Some techniques are best used to teach only one type of objective. Other techniques can be used effectively to teach more than one type of objective.



Tool 1.1. Best Learning Experiences*

Technique	Description (Written from the learners' perspective)	Best Use		
		K	S	A
Behavior Modeling	See a model or ideal enactment of desired behavior demonstrated by instructor or video	X		
Case Study or Scenario	Analyze and solve a problem, a case situation, or a scenario, alone and/or in a small group	X	X	X
Demonstration	Hear the instructor verbally explain and see the instructor perform a procedure or process	X		
Discussion	Discuss problems or issues, share ideas and opinions in a group		X	X
Field Trip or Observation	Experience or view actual situations for first-hand observation and study	X		
Film, Video, or Skit	View a one-way organized presentation	X		
Games, Exercises, Structured Experiences	Participate in planned activities, then discuss feelings, reactions, and application to real life	X	X	X
In-Basket Exercises	Review typical paperwork to sort, delay, discard, or act on immediately	X	X	X
Information Search	Search for information in source materials alone or in a group	X		
Inquiry-Oriented Discussion	Participate in a discussion during which the facilitator asks planned questions to encourage discovery learning	X		X
Interview	Question a resource person on behalf of the audience	X	X	
Jigsaw Learning or Teaching Learning Team	Concentrate on different information in study groups, where members re-form in groups to teach each other	X	X	X
Learning Tournament	Review material, then compete against other study groups in self-scoring test	X		

*Special thanks to Melissa Smith, Senior Training Clinic Instructor, who helped create this chart.

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