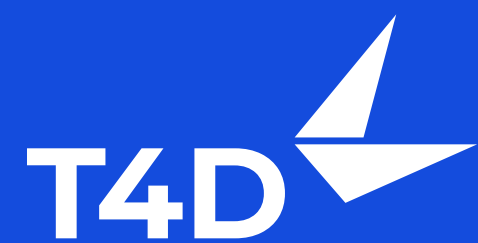# Training for trainers, or how to prepare and conduct an effective training session

T4D

Adult Learning

According to experts in andragogy (the teaching of adults), we should take into account the following issues in training sessions:

01. Learning need

Employees are more willing to learn when they know they will have the opportunity to apply the knowledge or skills in their work.

02. Safe learning atmosphere

The trainer should create an atmosphere where participants feel comfortable asking questions, experimenting, and are not afraid to make mistakes.

03. Training goals / results

Adults like to know why they should make an effort and actively participate in training, understanding how this will impact their job.

04. Participants' prior experiences

Adults have previous experiences and want to share and verify them, checking if their previous ways of working were effective.

05. The participants' internal motivation

Internal motivation is necessary to actively participate in training and to implement the acquired skills. The trainer can influence the participants' motivation by presenting the benefits of the training at the beginning of the workshop.

06. Practice / time

It is crucial for participants to have the opportunity to practice their skills during workshops, essentially "click through" a transaction or process and receive feedback from the trainer. Another important indicator is time. The learning process requires a commitment of time for both learning and implementing acquired skills.

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2. Training process

Understanding that training should not be an isolated event but rather a process is crucial in designing a valuable program.
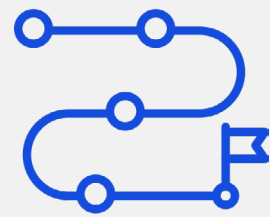
Stage 1 - Diagnosing business and training needs
Stage 2 - Setting goals and outcomes
Stage 3 - Developing the training program
Stage 4 - Conducting the training
Stage 5 - Evaluating the effectiveness of the training

NEEDS DIAGNOSIS

Diagnosing business needs helps identify which business indicators are at an unsatisfactory level. Examples of indicators include: performance, time, costs, quality, complaints, absenteeism, etc. These could also be key performance indicators (KPIs) in the organization. After analyzing business indicators, it is valuable to review the results in the job positions that potential participants of our training hold. The next step is to analyze the knowledge, skills, and attitudes of the training participants.

Methods that can be used during needs diagnosis are:
· Interviews
· Surveys
· Observations
· Tests

Additionally, valuable sources of information are often available within the organization, such as audit results, engagement survey results, or performance evaluations.

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3. Training objectives

The results of training can be assessed after participants have implemented the training outcomes. When preparing a training program, it is essential to define teaching-related objectives. Silberman suggests dividing these objectives into three types:

01 **Cognitive objectives - relating to knowledge, understanding of phenomena, definitions.**
Examples: after completing the training, the participant will define process X; after the training, the participant will list the stages of learning.

02 **Behavioral objectives - focusing on skills, and behaviors we want to change.**
Examples: after completing the training, the participant will be able to conduct a conversation with a customer according to a script; after the training, the participant will be able to fill out a complaint form following the applicable procedure.

03 **Emotional objectives - encompassing issues related to appropriate attitudes, awareness, or motivation.**
Examples: after completing the training, the participant will be aware of the risks of non-compliance with personal data protection regulations; after the training, the participant will be aware of the benefits of formal performance evaluation.

In training programs, all objectives are usually pursued. Achieving emotional objectives is the most challenging, but it is worth starting with them. What is the point of teaching managers how to conduct annual reviews if they are not convinced of the entire process, meaning they will not apply the acquired skills in the workplace.

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Depending on the objectives we aim to achieve in training, we select appropriate methods to be applied. The table below provides examples of training methods with the main objective (+) that we accomplish.

METHOD	COGNITIVE OBJECTIVES	BEHAVIORAL OBJECTIVES	EMOTIONAL OBJECTIVES
Presentation	+	-	-
Discussion	-	-	+
Case study	-	-	+
Practical exercise	-	+	-
Simulation game	+	+	+
Quiz	+	-	-
Role-playing	-	+	-
On-the-job training / process instruction	-	+	-

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