

# *Ethics: Train the Trainer*

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*The Big Picture*

*July 2009*

# *Keys to Training*



- ◆ *Begin with the end in mind*
- ◆ *Understand adult learning principles*
- ◆ *Embody the right trainer characteristics*
- ◆ *Connect with the participants*

# *Trainer Themes*



- ◆ *Earn the respect of the audience*
- ◆ *The Golden Rule isn't enough*
- ◆ *Be yourself: improve weaknesses but build on your strengths*
- ◆ *Pay attention to preparation, trainer characteristics and process*

# *Begin with the End in Mind*



- ◆ *What is the purpose of the training?*
- ◆ *Who wants it done?*
- ◆ *What do you want the participants to come away with?*
- ◆ *What has to happen in the training?*

# *Understand Adult Learning Principles*

*Adult learners prefer:*

- ◆ *Doing: active over passive learning*
- ◆ *Focusing on real problems and practical solutions*
- ◆ *Using their experience*
- ◆ *Having some variety*
- ◆ *Being in control*



# *Meet with the Sponsors*



*Understand:*

- ◆ *What is wanted (unwritten agenda)?*
- ◆ *Who will be there?*
- ◆ *Participant experience*
- ◆ *Desired outcome*
- ◆ *What are the group's customs and traditions?*

# *Preparation*



- ◆ *Set up an agenda and check with the sponsor*
- ◆ *Create a checklist*

# *Plan for Trouble Spots*

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- ◆ *Breakdown in process*
- ◆ *Everyone talking at once*
- ◆ *No one talking*
- ◆ *Straying off the agenda*
- ◆ *Dominators*
- ◆ *Non-engaged people*
- ◆ *Interruptions*



# *Small Group Exercise*

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- ◆ *Think of an upcoming training you will have to lead*
- ◆ *Look at the previous slides for preparation and rough out a plan for the training*
- ◆ *Explain the plan to your partner*
- ◆ *Partner gives feedback*
- ◆ *Switch roles*

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# *Personality Types*



- ◆ *Introverts and Extraverts*
- ◆ *Sensors and Intuiters*
- ◆ *Thinkers and Feelers*
- ◆ *Judgers and Perceptors*
- ◆ *<http://www.myersbriggs.org/>*

# *Learning Styles*

- ◆ *Visual*
- ◆ *Auditory*
- ◆ *Kinesthetic*



# *Embody the Right Trainer Characteristics*

- ◆ *Prepared*
- ◆ *Credible/Trustworthy*
- ◆ *Authoritative*
- ◆ *Flexible*
- ◆ *Purposeful*
- ◆ *Inclusive*
- ◆ *Tactful*



# *Embody the Right Trainer Characteristics*

- ◆ *Observant*
- ◆ *Patient*
- ◆ *Analytical*
- ◆ *Upbeat*
- ◆ *Focused on students*



# *Embody the Right Trainer Characteristics*

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- ◆ *Add to original list*
- ◆ *Place dots on the two most important characteristics*
- ◆ *Pick your signature characteristic*
- ◆ *Pick your area for improvement*

# *Connect with the Participants*

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- ◆ *Be clear about what you want to accomplish*
- ◆ *Be clear about what you want from them*
- ◆ *Provide real problems for them to work on*
- ◆ *Let them use their knowledge and experience*
- ◆ *Let them create ideas and solutions*
- ◆ *Let them collaborate*



# *Running the Session*



- ◆ *Clear on process*
- ◆ *Let group do the work*
- ◆ *Treat people as equals for ideas*

# *Use of Tools*

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- ◆ *Flip chart, PowerPoint, sticky notes and white board*
- ◆ *Adults need reinforcement and stimulation to learn*
- ◆ *Customer focus (Turcotte's findings)*
- ◆ *Practice so that you're comfortable with the tools*

# *Improving your Training*

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- ◆ *Practice in house*
- ◆ *Use colleague as “silent partner”*
- ◆ *Concentrate on one area of improvement at a time*

# *Points of Emphasis*

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- ◆ *Do's and don'ts*
- ◆ *Get audience to participate*
- ◆ *Having to wing it*
- ◆ *Observe, observe, observe*
- ◆ *Plan, plan, plan*
- ◆ *Practice, practice, practice*

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