TRAIN THE TRAINER PROGRAM (BOOT CAMP)

Duration:	7 days
Max. Participants:	30
Fees:	Non member : $4900.00
	AICPT member: $4150.00

About the programme

Studies suggest that retention of information in a typical training can be less than 10%. After 30 days, 80% more is lost if not reviewed. That's less than 2% retention after a month following a training program.

What if learners/employees could retain up to 90% of your training content, with less time and effort?

This program gives the trainer access to practical tools, strategies and techniques that will make his or her training dynamic, engaging and effective. It shows the trainer how to optimize his or her training environment and training programs to achieve outstanding learning results.

Intended for

- Trainers and assessors who deliver or will be delivering and assessing on the job
- Trainers and assessors of on the job trainees
- Training coordinators/Workplace supervisor/Team Leaders involved in training
- University Lecturers
- Polytechnic Lecturers
- Vocational and Education Training (VET) Trainers
- Continuing Education Trainers (CET)
- Corporate Trainers.

Contents

- Understanding how adults really learn
    - Introduction to accelerated learning methodology
    - The instructor-centred versus the participant centred approach to learning
    - How traditional training tends to stifle real training?
- Different learning styles and how to accommodate them
    - The different needs of visual, auditory and kinaesthetic learners
    - Training strategies for each type
    - How to reach all learning modalities when conducting training?
- Engagement strategies for enhanced learning
    - Keeping your participants alert, engaged, open and relaxed
    - Using rapport-building techniques with success

- Using activities and games to reinforce the learning
- Implementing a variety of learning exercises
- Energizing computer-based training

-Inherent problems with computer-based training and what to do with them

-Creative strategies for revitalizing technical training

-How to make computer-based training practical for all learning styles?

-Games and activities that will make the learning process more effective

-Special room set up allowing for a flexible training environment

- Taking on e-learning
  - Advantages and disadvantages with e-learning
  - Synchronous versus Asynchronous e-learning
  - Why blended learning is the ideal solution?
  - The secret pillars of e-learning
- Combining media to make an impact
  - Avoiding 'death by power point'. Use simple methods to create compelling visuals-what to include and what to leave out
  - Do's and don'ts of power-point
  - Using brain-compatible flip chart techniques that increase peripheral learning by up to 80%
  - Creating great flip charts
  - Using music to enhance learning
  - Engaging the image-brain for rapid memorization
- Presenting information for optimum comprehension and recall
  - Why 'data dumping' is severely counter-productive?
  - Various techniques to reinforce memorization and 'lock in' new content
  - How peripherals can significantly increase learning?
- Key presentation strategies
  - How to chuck information for easy assimilation?
  - 'Signal phrases' and how to use them
  - How to revisit content in multiple ways and why it's so important?
  - What to do when there's not enough time to deliver all the material
- Handling difficult participants with ease
  - Techniques for effectively dealing with the most common types
  - Prevention steps to avoid the encounter in the first place
- Listening skills
  - Common myths
  - Levels of listening
  - How to encourage active listening?
  - Tips to becoming a better listener
- How to field questions?
  - Avoid the common mistakes when responding to questions
  - When should you re-direct questions?
  - Tips on fielding questions
  - How to ensure equal 'air-time' for everyone in the room?
- Facilitating activities and giving clear directions
  - Taking off the hat of subject matter expert and donning the hat of facilitator
  - How to give clear, to-the-point directions that get participants immediately engaged and on task?

- Brain compatible training techniques
  - Brain facts
  - Why you need to present information to both sides of the brain
  - Brain energizers
- Presentation skills - voice and body language
  - Assessing your voice
  - Strengthening your voice
  - Using your voice for maximum impact:
    1. The power of the pause
    2. How to achieve an even pace?
    3. How to use tone and inflection to convey your message?
    4. Why varying your volume can make a difference?
    5. How to avoid 'verbal sabotage'?
  - Creating 'stage presence'
    1. Ensuring that your body language is congruent with your message
    2. Avoiding annoying gestures that detract from your message
    3. Learning to move with purpose
    4. Injecting energy and grace into your movements
    5. Including your audience
- The Do's and Don'ts of Presenting
  - How you look
  - How you sound
  - What you say
  - Practical tips
- Opening a training session
  - How to build 'instant' rapport with participants, melt resistance, and get buy-in from the beginning?
  - Overcoming learning barriers
  - Creative ways to open a training session
  - Setting ground rules and why they are important in participative training
- Closing a training session
  - Common mistakes to avoid
  - Allowing reflection on the content to create a sense of 'ownership'
  - Wrap-up techniques and action plans to cement the commitment to continued learning and application
  - If it's worth learning, it's worth celebrating - appropriate, memorable ways to conclude a course
- Managing the classroom/training room
  - The factor affecting learning that most trainers don't know about and how to use it to boost comprehension and retention
  - Directing the group's focus
  - Helping all learners keep up with the pace of classroom instruction
- Physical and mental energizers
  Use physical and mental energizers to:
  - Recharge a group when the energy is waning
  - Increase alertness and attention
  - Transition to a new topic
- How to debrief an activity?
  - Skills to 'draw out' the learning
  - Making the intangible tangible
  - Using a clear-cut model for effective debriefs
  - Questions to use with any group
- How to give feedback/coaching?
  - Making feedback easy
- Deadly mistake trainers should avoid

- Understanding what creates a negative training climate and shuts down learning
- Liven up your training
  - Learning activities and games you can easily replicate that will motivate learners, boost their energy, and make retention soar
- Creating an optimum training environment
  - How the environment impacts learning?
  - Elements of a positive, stimulating training environment
  - Important factors for choosing a room and what to do when you have no choice
- Needs assessments and surveys
  - Gathering reliable data
  - Assessment methods
  - Writing a needs assessment survey
  - Conduct a needs assessment
- Crafting clear training objectives
  - Blooms taxonomy made simple
  - Creating clear behavioural and competency based training objectives
  - Identifying objective statements under each of the three learning domains (cognitive, affective, psycho-motor)
  - Ensuring module objectives and learning activities are aligned with overall course objectives
- Instructional design strategies and tools
  - Accelerated design process - how to plan and develop effective, concise training modules that meet learning objectives
  - The phases of accelerated learning training
  - Content versus process - The focus/diffuse principle
  - How to organise and sequence content in a logical, brain-friendly fashion?
  - Instructional design planning sheets and reference tools
  - Guidelines for developing relevant learning activities and ensuring participants are involved in their learning
  - How to create compelling, interactive handouts/workbooks?
- Assessment/Evaluations of learners
  - How do we know they know? Summative and Formative assessments
  - Developing interim and final evaluations
  - Constructing effective test questions – do's and don'ts
- Evaluating the training
  - Constructing a simple evaluation tool
  - How to incorporate feedback into future training efforts?

Training methodology

Teaching by group participation, case studies, demonstration, games activities and role plays probably describes the training methodology most accurately. Participants will be actively involved in the learning and be assessed on practical techniques during the programme.

Workshop outcome

On completion of the programme, participants should learn how to:

- Build comfortable rapport with participants from the beginning
- Deliver content logically and simple in a brain friendly fashion
- Orchestrate the optimum environment for your training

- Engage the audience in multi-faceted, ingenious ways to facilitate learning
- Use and combine compelling audio and visual aids to utilize more senses
- Choose creative and stimulating delivery formats for 'dry' technical material
- Facilitate partner and group activities applicable to learning goals
- Transfer information from short term to long term memory
- Plan and design a seamless, multi sensory training that will have a lasting impact
- Apply accelerated learning strategies for results boosting, super-charged training.

As with all AICPT training programmes, we strive to effect actual change back at the workplace through effective and practical outcomes based training.

To enrol for this workshop, complete the Continuing Professional Development (CPD) course enrolment form and email to info@aicpt.org.au