

Preparing to Train



Module Objective

- **At the end of this module, you will be able to identify the requirements to present training**

Discussion Question

- **Why is preparation important?**



Prepare the Logistics

Refer To:

Workbook 4.1



- **Training Facilities**
 - Layout
 - Power
 - Safety and Security
- **Materials, Supplies, and Equipment**
- **Logistical Support**
 - Transportation
 - Food and Lodging



Source: DS/T/ATA

Setting Up Training Equipment

- **Test all equipment**
- **Have a backup plan**
- **Preview all media fully**
- **Become proficient in new technology before using it**



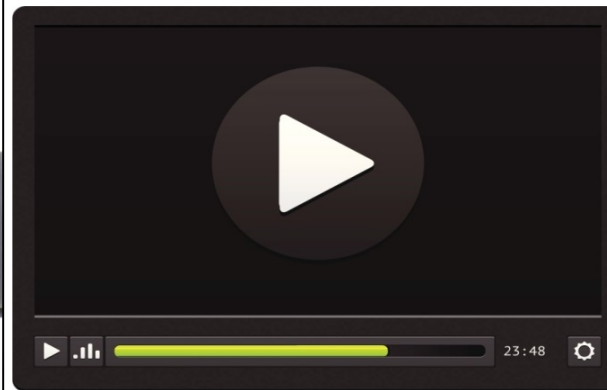
Source: Getty

Goal = No Surprises

Using Classroom Equipment

Refer To:

Workbook 4.2



Specific Advice and Direction

- **Course Facilities and Equipment**
 - Review of requirements
 - Specific steps and timeline for setting up facilities and equipment for the course
- **Tips**
 - Advice on setting up the equipment and facilities
 - Common problems encountered and solutions
 - Demonstration of selected techniques

Setting Up Facilities and Equipment Activity

Refer To:

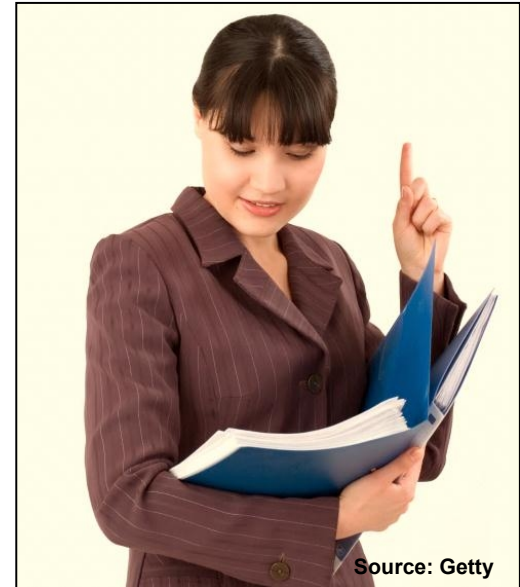
Workbook 4.3



- **Purpose: to practice setting up training facilities and equipment**
 - **Duration: 20 minutes (10-preparation; 10- debrief)**
 - Group: Small group**
 - **Debrief: Large group discussion**

Prepare the Content: Overview

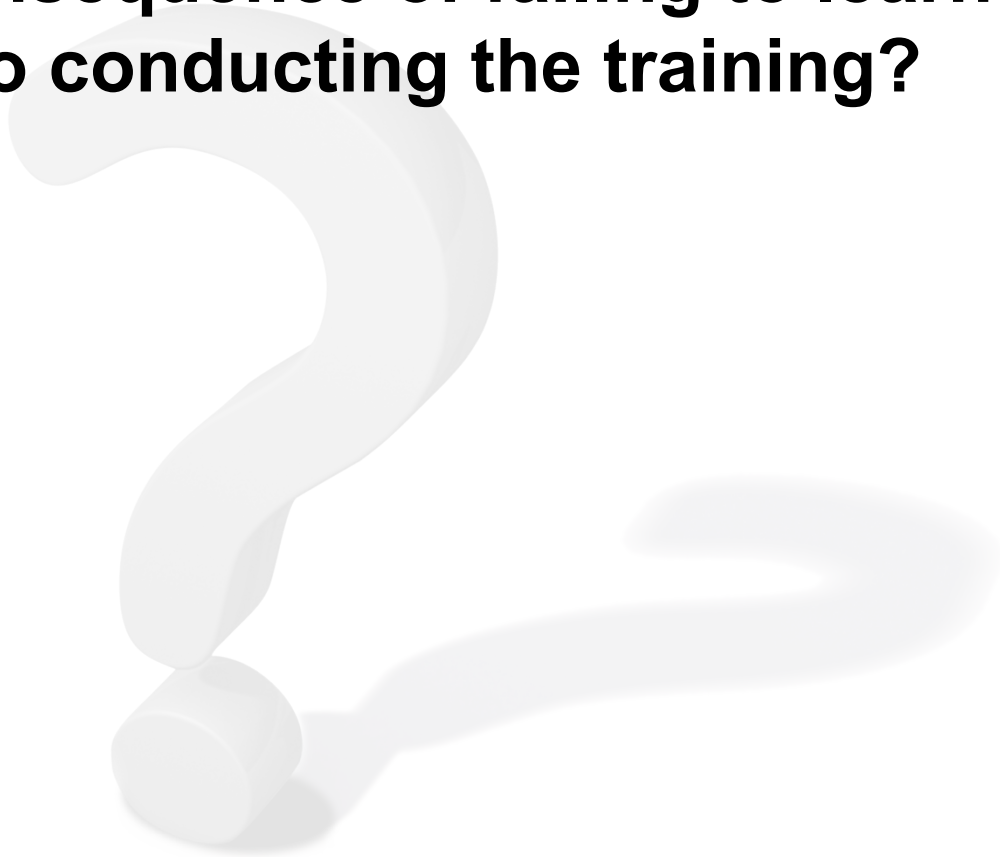
- **Learning the Content**
- **Using Course Materials**
- **Customizing Content**
 - **Developing Notes**
 - **Anticipating Needs and Interests**
- **Preparing Activities**



Source: Getty

Discussion Question

- **What is the consequence of failing to learn the content prior to conducting the training?**



Learning the Content

Step 1 – The Outcomes

- Identify importance of objectives and content



Step 2 – The Big Picture

- Scan the entire module



Step 3 – The Details

- Read and make your own notes



Step 4 – The Test

- Close the module and list the major topics

Step 1 – The Outcomes
• Identify importance of objectives and content



Step 2 – The Big Picture
• Scan the entire module



Step 3 – The Details
• Read and make your own notes



Step 4 – The Test
• Close the module and list the major topics

Using the Materials

▪ Do

- Use the notes to prepare
- Summarize the key points from the slides

▪ Do not

- Use the notes as a script
- Read from the notes while teaching
- Read the slides verbatim to the class

Customizing the Content

- **Note recent examples**
- **Identify relevant personal experiences**
- **Prepare descriptions of how the training applies to the job**



Ensuring the proper fit

Developing Facilitator Notes



- **Provides**
 - Roadmap for preparing a training session
 - Plan for achieving the learning objectives
- **Includes**
 - Key content
 - Examples
 - Discussion questions
 - Sample answers

Anticipate Interests and Needs



Source: Getty

Being prepared

- **Highlight topics of special interest**
- **Note areas that require detailed instruction**
- **List potential participant questions and answers**

Preparing Learning Activities

- Practice providing instructions and completing the activity
- Anticipate logistical, safety, and security needs



Having a game plan

Preparing to Present a Module Activity

Refer To:

Workbook 4.4



Handout 3.1



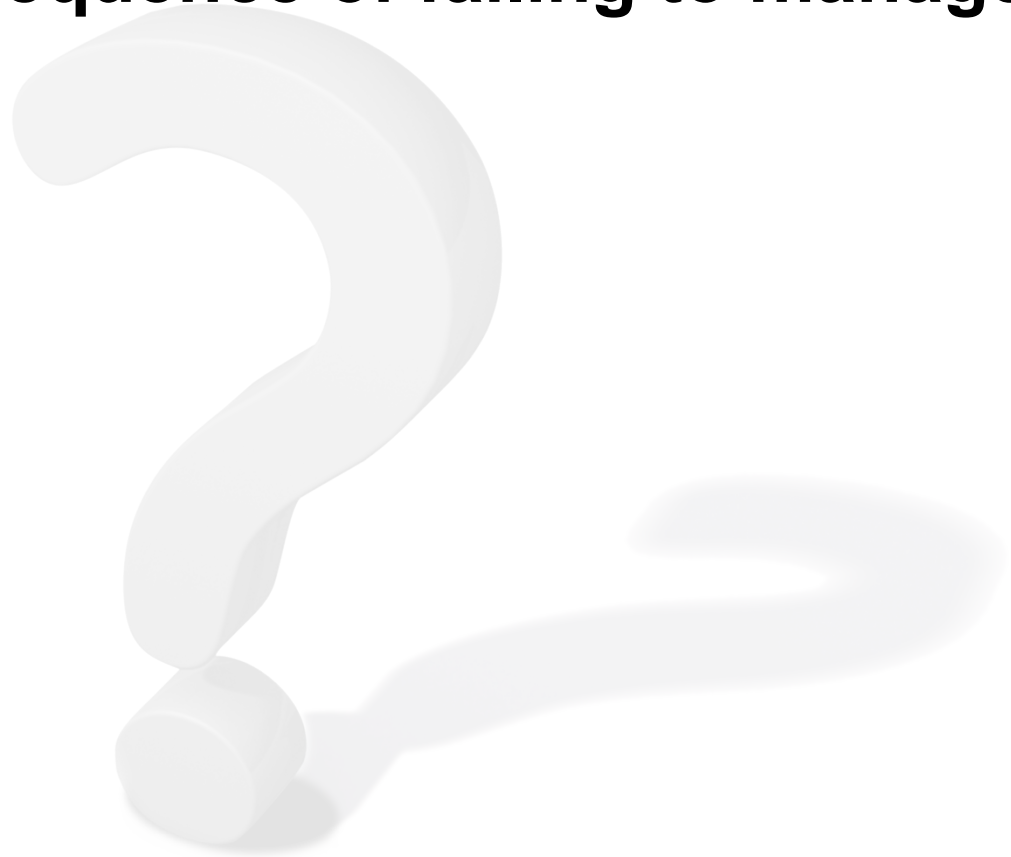
- **Purpose: to prepare to present a specific module**
 - **Duration: 50 minutes (30-preparation; 20-discussion)**
 - **Group: Participant pairs**
 - **Debrief: Large group discussion**

Prepare for Classroom Management

- **Beginning Each Day**
- **Managing Time**
- **Managing Breaks**
- **Managing Challenging Participants**
- **Assessing Learning**

Discussion Question

- **What is a consequence of failing to manage the classroom?**



Beginning Training Each Day

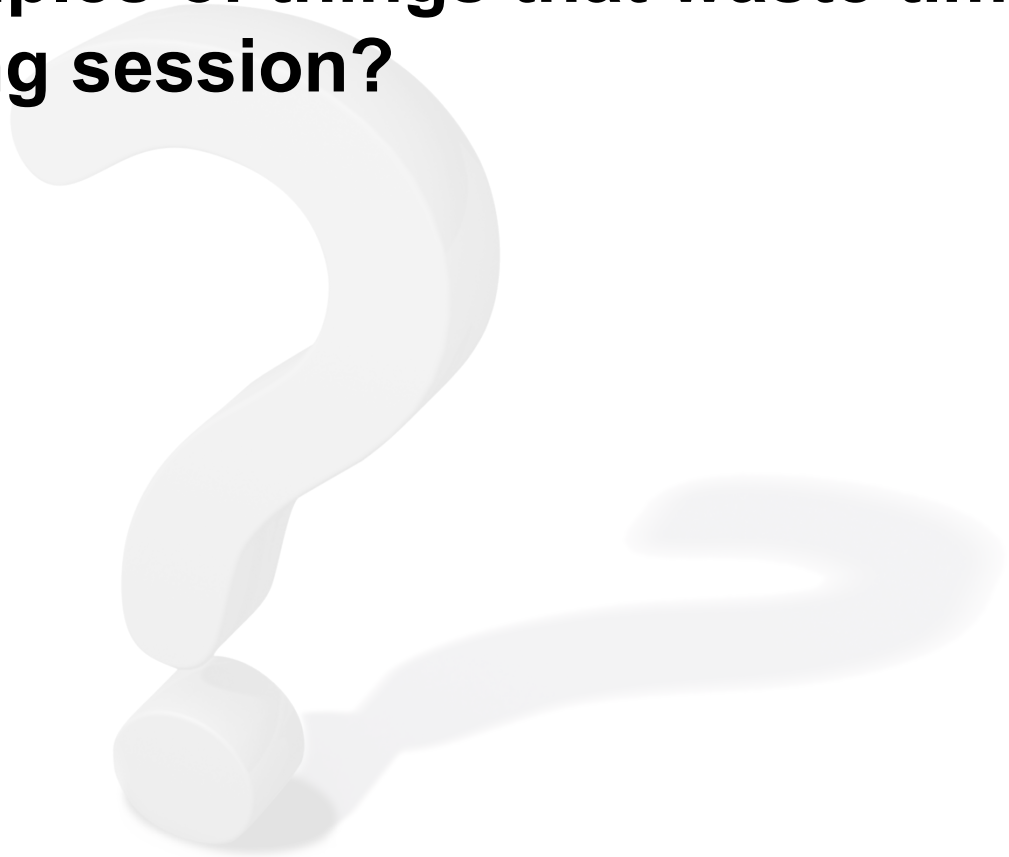
- **Arrive early to**
 - Prepare the classroom
 - Check equipment
 - Prepare charts and displays
 - Distribute materials
- **Be ready to greet participants**



Source: Getty

Discussion Questions

- **What are examples of things that waste time within a training session?**



Managing Training Time

- **Develop a detailed time plan**
- **Track actual time used**
- **Use a clock to monitor time**
- **Deal with disruptive events and participants**
- **Organize the classroom**
- **Manage breaks**



Discussion Question

- How do you know when it is time to take a break?



Managing Breaks

- **Use breaks to**
 - Re-energize participants
 - Gather your thoughts
 - Transition from one topic to the next
- **Enforce break time limits**
- **Model being prompt**



Source: Getty

Managing Challenging Participants

- **Prevent problems by establishing relationships**
- **Take action before others get frustrated by**
 - **Determining the potential reasons for the behaviors**
 - **Talking to the individual privately**
 - **Taking actions that are fair**

Managing Challenging Participants Activity

Refer To:

Workbook 4.5



- **Purpose: to identify strategies for managing challenging participants**
 - **Duration: 15 minutes (5-preparation; 10-discussion)**
 - **Group: Individual**
 - **Debrief: Large group discussion**

Assessing Learning



**Observe
Participant
Reactions**



**Review
Exercise
Results**



**Ask
Questions**



**Have
Participants
Teach Back**



**Observe
Participant
Reactions**



**Review
Exercise
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**Ask
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**Have
Participants
Teach Back**

Making Midcourse Assessments

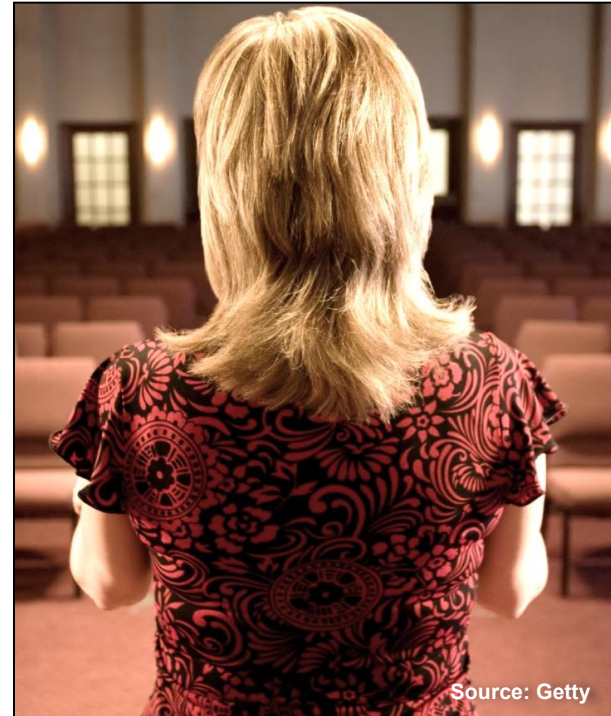
- **Collect continuous feedback**
- **Check that corrections will allow participants to achieve all objectives**

Using Evaluation Results

- **Training Goals:** What did we set out to do?
- **Training Outcomes:** What actually happened?
- **Improvements:** What are we going to do better next time?
- **Follow-Up Actions:** What follow-up actions are needed?

Key to Preparation: Practice

- **Knowing your subject builds confidence**
- **Practicing enables you to communicate that knowledge**



Source: Getty

Module Summary

- **Prepare the logistics**
- **Prepare the content**
- **Prepare for classroom management**