

## TRAIN-THE-TRAINER

<b>Unit Standard</b>	<b>117870</b>
<b>NQF</b>	<b>Level 4</b>
<b>Credits</b>	<b>10</b>
<b>Duration</b>	<b>3 Days</b>
<b>Organisational Development Area</b>	<b>HR, Staff moving into Training, Managers of the Training Process</b>

### SYNOPSIS

Few children decide they want to grow up to be trainers. Even fewer know what a trainer is. And most people who call themselves trainers today probably didn't start out to be trainers. It probably happened more like this:

- A supervisor is asked to share his/her knowledge with others - a trainer is born.
- A teacher gets tired of math or science and wants something different - a trainer is born.
- A manager is asked to work with junior staff on management skills - a trainer is born.
- An HR specialist does some reading on human behaviour and motivation and decides its something worth pursuing - a trainer is born.

Trainers evolve. They are usually recruits from other professions or positions, like teaching, writing, researching, or managing. One thing is clear: more and more people are becoming trainers, either by choice or because their other job demands it. Often they are thrust into a difficult situation without much understanding of what training is or how to do it well.

### COURSE OUTLINE

#### DAY ONE:

- Defining a successful training program;
- Principles of adult learning;
- The four basic steps in the learning process;
- Your approach to learning as a trainer (the learning style inventory);
- Your learning style;
- Your training style (the trainer type inventory);
- The learning cycle and the training process;
- When is training necessary;
- Planning training;

#### DAY TWO:

- Types of trainers;
- Setting the climate;
- Common errors in training;
- The four step plan;
- Training methodologies;
- Characteristics of an effective trainer;
- Dealing with difficult trainees;

- Visual aids;
- Presentations (mock training);
- About evaluations.

### **DAY THREE:**

- An independent assessor will be assessing each individual delegate in terms of their training style, using a formal presentation as the required training methodology. This assessment along with the delegate's portfolio of evidence will make up the total score for the course.

### **COURSE OUTCOMES**

Upon successful completion of this course learners will have the ability to:

- Recognise the importance of considering the participants and their training needs, including the different learning styles and adult learning principles;
- Know how to write objectives and evaluate whether these objectives have been met at the end of a training session;
- Develop an effective training style, using the training aids and techniques that are appropriate;
- Understand the importance of an instruction guide to help a trainer prepare and deliver effectively and consistently;
- Conduct a short group training session that incorporates these training concepts.