



Training for Trainers: Designing an Effective Learning Program

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Remembrances of a Successful Training

Remember a successful training (motivational, evoked passion for topic, gained valuable knowledge and skill) you experienced as an adult. Who was the trainer(s), what was it like to be in the classroom, what feelings were evoked, what did the trainer do to facilitate successful learning for you, what were the parts of the training that led to success?

Introductions

In 1 minute or less, please introduce yourself using the following topics as a guide:

- Name
- Organization (if applicable)
- Role in the organization (if applicable)
- What you most remember about a successful training – *what did the trainer do to facilitate successful learning for you; what other features of the training supported your learning* – summarized in 30 seconds or less!

Purpose of the Workshop

By the end of the workshop, participants will understand the elements of designing and implementing a successful training program. Given this understanding, participants will have the basic tools, skills, and knowledge to create a draft training design.

Following this class, participants will:

- Know the different roles a trainer/facilitator plays in a training
- Be able to follow a process in developing training modules
- Be able to develop clear learning objectives
- Recognize the need to address audience multicultural and learning style issues
- Know the difference between Didactic or Experiential learning strategies and how various learning activities are related to those strategies

Add your personal goals coming off this workshop:

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-

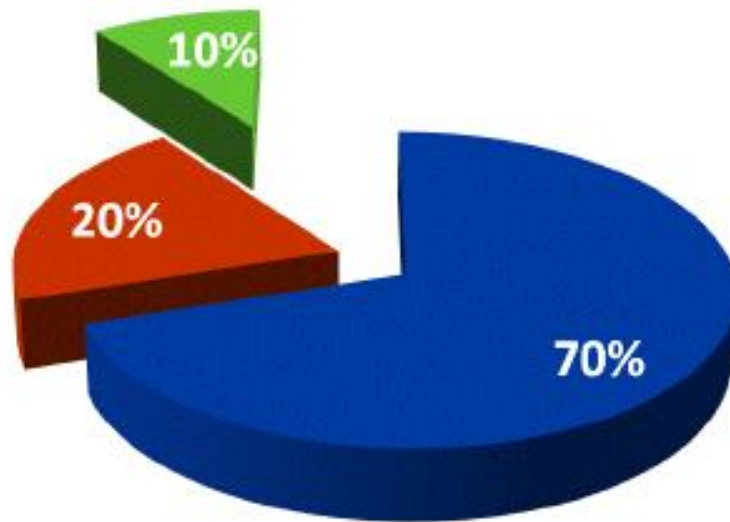
Learning Intentions

- Give it a “try on” and actively participate
- Take care of yourself – physically, mentally, emotionally
- Offer space for others to participate/Accept invitation to participate
- Ask questions!
-
-
-

Professional Development – the 70/20/10 Rule

Professional Development

■ On the Job ■ Peer/Mentor ■ Formal



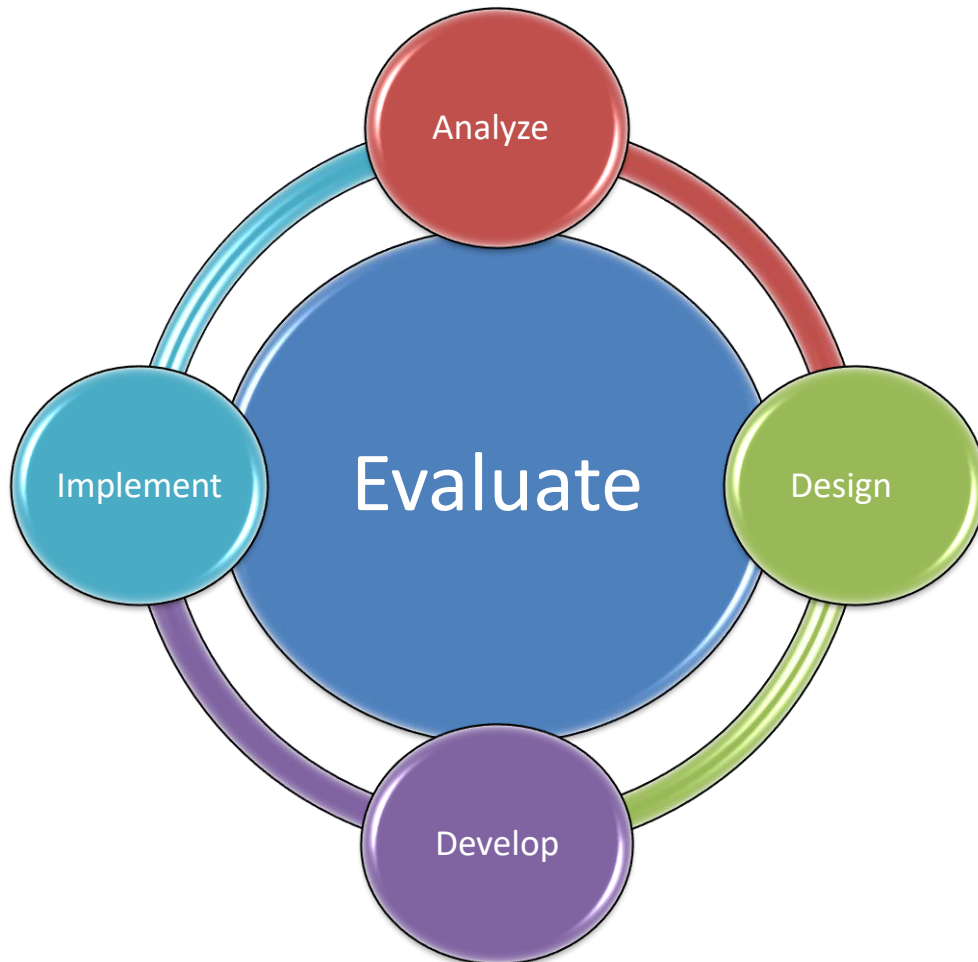
Formal training is a small part of personal/professional development. Training should set up individuals for successfully developing in the other 90%.

ADDIE Model

This workshop is based on the ADDIE Model of instructional design.

A	ANALYSIS Training Needs, Performance Goals, Training Goal, Participant Profile/Analysis, Training Context (setting, timing, resources, timeline)
D	DESIGN Learning Outcomes, Sequence, Topics, Instructional Strategies
D	DEVELOPMENT Writing, develop materials, instructions, setup/practice, test, input
I	IMPLEMENTATION Do the workshop
E	EVALUATION Review evaluations, revise.

The focus of today's workshop is **Analysis**, **Design**, and **Evaluation**.



Analysis – What is the training need?

Write a case statement for the training program

Example 1: Civic Engagement Training – Board Service

Nonprofit board service is a meaningful way for those who work in the for-profit sector to engage in their community. Individuals who have little or no experience in the nonprofit sector are often asked and encouraged to serve on nonprofit boards. This lack of experience can make it challenging for many to even take the first step. This training will address two needs for those individuals:

- 1 – To motivate them towards serving on a nonprofit board and*
- 2 – To provide them with an effective primer to enhance their understanding of nonprofits and board service so they are better positioned to be effective board members.*

Example 2: Door-knocking outreach training for community organizing

Door-knocking is still one of the most effective organizing techniques for community organizing – especially in low income communities. However, based on experts in organizing, it is one of the toughest skills to teach – especially in ways that will motivate potential volunteers to actually go out and door-knock. Conventional door-knocking training techniques have not changed over the years and do not effectively address apprehension of volunteer organizers. A training tool that provides that primarily addresses basic skills and fears that impact the motivation of volunteers to door-knock is needed for organizers.

Example 3: Supervisors Training

The biggest resource and expense of most community based organizations are their staff and volunteers. The ability to work together effectively and lead the work of staff is critical for organizations to succeed in achieving their goals and objectives. Effective supervision can lead to higher levels of performance by staff and volunteers. Effective supervision can help in managing more difficult situations such as poor performance or unacceptable behaviors which are obstacles to an organization's ability to achieve their mission.

Analysis - What is the training need? cont.

Example 4: Conflict Resolution Training for Youth Counselors

Staff counselors encounter conflict on a daily basis primarily in two ways: 1 – conflict between youth; 2 – conflict between youth and staff. Our staff counselors must approach conflict resolution in-line with our organizational values of “Increasing the Peace” by modeling peaceful resolutions to conflict that happen within our program. Counselors must have the foundational skills and knowledge of peaceful conflict resolution.

Your turn! Write a 2-3 sentence case statement for an upcoming training:

Analysis – Audience

Example 1: Civic Engagement Training – Board Service

The primary audience is corporate employees who are new to serving on a nonprofit board, or who are considering board service. A secondary audience is the general public and nonprofit professionals who are relatively new to board service (or have no experience).

This course is based on the following assumptions about the **primary audience**:

Technology Use/Comfort

- Have ready access to computers at the office; many/all have computers at home
- Have ready access to the Internet at the office, through broadband connections. Many have access at home, through either dialup or broadband
- Are comfortable using computers and the Internet for business and recreational activities

Experience Working in Nonprofits

- Few, if any, have held a paid position in a nonprofit
- Some have volunteered at some point in their life for a nonprofit. For many, this was likely a one-time experience
- Few, if any, have served on a nonprofit board of directors

Work Experience

- Many have some managerial experience
- Most have been working for 5 or more years

Learning Culture

- Some have experience taking an online course in either a professional or personal setting
- Many use online resources/learning as an effective way to obtain information
- Many have attended a professional development course, seminar, conference or similar event
- Most will have 2 or more years of college education

Example 2: Door-knocking outreach training for community organizing (simple)

Prospective volunteer door-knocker has never been involved in organizing campaign before. The volunteer has been motivated enough by the issue to step forward to volunteer, but is nervous about outreach to strangers and even friends/neighbors. They are part of the community and know the neighborhood pretty well.

- Are usually fluent in spoken English.
- Some may not be comfortable reading or writing English at higher than a 6th grade level.
- Are ethnically and culturally diverse: African American, Caribbean (Cape Verde), Caucasian, Dominican, Latino, and Puerto Rican.

Example 3: Supervisors Training (with “characters”)

As in many of our courses we will have a wide variety of experience in the room. Identifying our audiences will help us create a course will impact an individual in a variety of ways depending on their personal needs. We will also find some common (or more common) needs among the different audience type. The use of “characters” will be helpful way to “see” our learners and not meant to be all encompassing.

Generally our learners fall into two major categories:

1 – The new supervisor: has little or no formal supervision experience; may have been sent by their supervisor to the training; comes into this role by either being a new hire, newly promoted, or the organization hiring new staff under this person.

2 – The experienced supervisor: has some years of experience formally supervising; may or may not have had any formal training in supervision; some haven’t supervised someone for a while and wants to “brush up”; some have been supervising and feel they could improve with some tips, tools, advice; some are coming with a very specific issue in mind.

Learner 1: Maria, Program Manager at a small/med organization that has never formally supervised anyone before (has either been just recently promoted or had new staff added for her to supervise)

Motivation

- Feels unprepared to supervise staff and was sent by her supervisor to the workshop.

Work environment

- Very flat organization
- Little or no formal procedures or structures in place for supervision
- Dynamic and every changing work environment

She comes in thinking she needs:

- To know what supervision entails – roles/responsibilities
- Structure/Tools to use in her supervision responsibilities
- To feel more comfortable in her role as supervisor

Other issues she could be dealing with

- Supervising someone older and/or more experienced than her
- Supervising a former peer
- Supervising a friend

Learner 2: Kathy, Executive Director at a medium sized organization that has some supervision experience in the past and currently supervises staff.

Motivation

- Thinks she's pretty good at supervising staff, but wants to know how to improve for herself and the organization
- Wants to delegate more effectively
- Wants to improve her staff's performance
- Wants to confirm that she's supervising "correctly"

Work environment

- There are structure/procedures in place, but not consistency in following or applying them
- Dynamic and every changing work environment

She comes in thinking she needs:

- Tips/Advice on specific issues
- New or improved tools to for supervision
- A better way to delegate tasks/responsibilities to free her time
- A good approach to improving staff performance
- Tips/Advice on motivating staff

Other issues she could be dealing with

- Firing or dealing with "problem employee" (might not be her direct report)

Learner 3: John, MSW – Senior Social Worker at a med/large human service organization who has little supervision experience but is incredibly experienced in his area of expertise. He's basically supervising his peers.

Motivation

- Thinks he's a pretty good at communication, but wants to strengthen other aspects of supervision.
- Looking for a "better" or "easier" way to supervise.

- Wants to make sure he's supervising "correctly" since it's his peers that he's supervising and doesn't want to hurt his "professional" relationships.

Work environment

- There are structure/procedures in place – almost bureaucratic.
- Working with highly educated and/or experienced professionals

He comes in thinking he needs:

- Tips/Advice on supervising peers and also people who might be more experienced than him (especially when it comes to performance evaluations)
- A way to balance supervision and his "professional tasks" (time management)
- An approach to dealing with poor performance.

Other issues he could be dealing with

- Supervising people that he doesn't see in person regularly

Learner 4: Tanya, – Volunteer Manager at a small/medium sized organization that has little supervision experience but is incredibly experienced in her area of expertise. She's basically supervising her peers.

Motivation

- Is challenged with supervising "volunteers" vs. staff.
- Looking for a "better" or "easier" way to supervise.
- Wants tools to help with work.

Work environment

- Dynamic and every changing work environment
- Volunteers can range in experience and skill
- High turnover (of volunteers).

Example 4: Conflict Resolution Training for Youth Counselors (Simple)

Youth counselors generally fall into two categories:

1 – Relatively young or new to the workforce (out of college or high school). They likely have not worked or volunteered in a similar program as ours and may have little formal training or experience in conflict resolution.

2 – A former youth client who has “graduated” and we’ve hired as a youth counselor. Has experienced firsthand our approach to conflict resolution as a client and received “youth” training. Might need more formal training as a staff counselor – especially around client/staff interaction. Some of the content might be “refresher”. High school grad or part time college student.

Exercise: Audience Analysis with Characters

Who is your audience?

Race, age, education

background, physical ability,

motivation (why are they at your
training?)



Step 1: Pick 2-3 photos of “characters” who might attend your training. Who are they, and what motivates them to come to your training? Make them different from each other, with different motivations.

Step 2: Explain how the characteristics you listed could impact the training you are designing.

Analysis – Other constraints and context

- A. **How many people** will be in the training?

- B. **Timing** issues? (How much time do you have to prepare for the training? Present the training? Relationship with other events happening in learners' lives?)

- C. **Where** will the training be conducted? Platform (in-person, online, on the job)

- D. Available **resources**? (space, dollars, materials, etc.)

- E. **Anticipated difficulties/obstacles**? Suggested strategies for overcoming difficulties/obstacles: in formulating content of training or anticipated reactions/problems (resistance) with content/training

- F. What **systems and structures** are in place to support the training? What is the **organization culture** that will either support implementation of new skills or hinder the implementation of new skills?

- G. Organizational values or philosophies?

Design – Gathering Key Information & Main Ideas

Before writing learning objectives start gathering the main points of the training (these may look like topics or even draft learning objectives). Some of this information may be found:

- Past training or training modules
- Policy and procedure documents
- Subject Matter Experts (SME)
- Your own expertise and knowledge
- From the learner or representative

Example 1: Civic Engagement Training – Board Service

- *Knowledge of what the nonprofit sector looks like; key differences in nonprofit organizations vs. for-profit;*
- *Board basics: Roles & Responsibilities: This can be found in the Building Successful Boards training*
- *How to think about what type of board service might be best for you?*

Example 2: Door-knocking outreach training for community organizing

- *The volunteer should know why we do door-knocking and how it's effective*
- *We should look at samples of door-knocking in-person training from organizing orgs.*
- *Door-knocking has 8 parts to it and require different skills.*
 - *Getting the Lay of the Land*
 - *Get in the Door*
 - *Break the Ice*
 - *Explain the Org/Campaign*
 - *Determine Interest*
 - *Agitate*
 - *Get a Commitment*
 - *Follow Up*
- *The course should help build confidence and reduce fear of door-knocking.*

Design – Gathering Key Information & Main Ideas cont.

Example 3: Supervisors Training

- *Supervisors should be introduced to the supervision framework to get understand the roles and responsibilities of a supervisor.*
- *The key skill of communicating expectations as behaviors of outcomes is necessary for multiple situations that are required of supervisors including work plans, feedback, evaluations, and delegation.*
- *Strengths-based work shows up more prominently in professional development and delegation in this training. Exercises can be used from previous modules.*

Using a “Task Analysis” Approach

Example 4: Conflict Resolution Class

Task Analysis for Constructive Conflict Resolution

- 1) Lay the Foundation for Constructive Dialogue
 - a) Individual preparation – reflection, perspective
 - b) Create an effective atmosphere
 - i) Reach out
 - ii) Appropriate time/place
- 2) Engage in Dialogue about Needs
 - a) Listen for understanding – active listening; seek needs/feelings
 - b) Express your needs using “non-blaming” language
- 3) Explore root causes, shared goals, and possible outcomes
 - a) Identify gaps intent vs. impact
 - b) Be open for opportunities for forgiveness
 - c) Identify common ground
 - d) Brainstorm solutions
- 4) Plan collaboratively for Action
 - a) Evaluate potential outcomes
 - i) Know and express what you can and can’t agree to
 - ii) Write action steps
 - b) Set accountability/check back
 - c) Decide how to address future issues together

Where will I find key information and main ideas?

Use this space to think of sources for your training, or try a task analysis:

Design – Writing Learning Objectives

Types of Learning Outcomes:

Knowledge/Cognitive: what learners will come to know, understand, think
Learner:

- ♦ *Can identify at least one example of a board's governance role/responsibility in finance and fundraising.* Civic Engagement Training
- ♦ *Can articulate the key elements of a strong door-knocking campaign plan to other staff and leaders.* Door Knocking Outreach Training

Skill: What learners will be able to do more effectively

Learner:

- ♦ *Will be able to write 2 expectations framed as specific behaviors or outcomes.* Supervisor's Training
- ♦ *Will be able to form a "non-blaming" statement given a conflict situation.* Conflict Resolution Training

Affective: what the learners will feel (attitude)

Learner:

- ♦ *Will express more confidence in their ability to do a door-knock then before the course.* Door Knocking Outreach Training
- ♦ *Will write in their own words how conflict can be reframed as an opportunity in their life.* Conflict Resolution Training

Action: What actions learners will take during or after the training

Learner:

- ♦ *Will complete the self-assessment for board service.* Civic Engagement Training
- ♦ *Will sign up to volunteer for the next door-knocking opportunity.* Door Knocking Outreach

Design – Writing Learning Objectives – cont.

Your turn – Write some learning objectives:



Helpful hint! If you feel tempted to write learning objectives that start with “to know” or “to understand” – make it more specific. How will they demonstrate what they know? How can you tell that your audience understands?

-
-
-

Good action verbs:

administer	create	edit	make	scan
apply	correct	explain	measure	score
allocate	decide	extract	monitor	solve
arrange	define	handle	organize	sort
calibrate	describe	hold	practice	select
change	develop	identify	reassemble	take
cite	deliver	interpret	recall	try
count	diagnose	introduce	recognize	use
conduct	draft	list	request	write

Design – Choosing appropriate instructional strategies: Didactic vs. Experiential

Didactic:	Experiential:
<p>General approach:</p> <ul style="list-style-type: none"> • Explain • Show • Practice/Feedback <p>When to use:</p> <ul style="list-style-type: none"> • Learning Objectives are skill or knowledge (sometimes action) • More clear cut information vs. opinion, values, emotional • Time is limited 	<p>General approach:</p> <ul style="list-style-type: none"> • Introduce topic • Reflect/Action <ul style="list-style-type: none"> ○ Activity or experience ○ Self or group reflection ○ Discussion • Debrief/Testify <p>When to use:</p> <ul style="list-style-type: none"> • Learning objectives are Affect (attitude) or Action • Knowledge that comes from self experience (ah-ha) • Apprehensive learners

Strategies can be combined (and are often effective).

Examples:

- Reading (*generally didactic, but can also pose self-reflection*).
- Group Discussion or Pair/Share (*generally experiential*) – Can provide “peer learning” opportunity (*skill and knowledge*)
- Fishbowl or Demonstration – *can be demonstration for didactic learning but also allow “third party” experiential learning.*
- Instructor Presentation/Lecture – (*generally didactic, but strong use of storytelling can provide experiential*)
- Small group work – *can equally reinforce skill/knowledge AND provide application experience*
- Games – *Basic games are generally for skill/knowledge but there are examples of games that provide experiential learning.*
- Role Play

Design – Learning Styles

A number of approaches and theories around learning styles:

Two common ones are:

Visual, Auditory, and Kinesthetic Learning Styles (VAK)

- For Dominant Visual Learners: use of charts; reading material; note-taking; handouts
- For Dominant Auditory Learners: time to debrief or discuss; allow for comments questions; lecture;
- For Dominant Kinesthetic Learners: movement between exercises; physical “activities”; materials/handouts; give enough space in training room.

Honey and Mumford's Learning

- **Reflector** - Prefers to learn from activities that allow them to watch, think, and review (time to think things over) what has happened. Likes to use journals and brainstorming. Lectures are helpful if they provide expert explanations and analysis.
- **Theorist** - Prefer to think problems through in a step-by-step manner. Likes lectures, analogies, systems, case studies, models, and readings. Talking with experts is normally not helpful.
- **Pragmatist** - Prefers to apply new learnings to actual practice to see if they work. Likes laboratories, field work, and observations. Likes feedback, coaching, and obvious links between the task-on-hand and a problem.
- **Activist** - Prefers the challenges of new experiences, involvement with others, assimilation and role-playing. Likes anything new, problem solving, and small group discussions.

Source: Clark, D. R. (2004). *The Art and Science of Leadership*
http://www.nwlink.com/~donclark/hrd/styles/honey_mumford.html

Design: Drafting a Learning Agenda

Start with your Learning Objectives, then:

EXAMPLE “A”

Training Title: Random Training Example				
Timing: 9:00am – 4:30pm 5.5 hours instruction time; 1 hour lunch + 2 breaks Learning Objectives/Key Takeaways (LO) <ol style="list-style-type: none"> 1. <i>Participants can use coaching in a difficult situation</i> 2. <i>Participants will express how they</i> 3. <i>Participants can provide specific feedback to each other.</i> 4. 				
Timing	Topics/Section Title	Activity Description with materials and if necessary identify additional facilitators necessary by initials.	Learning Outcome(s)/ Purpose	NOTES
EXAMPLE: 1:00 – 3:00pm	Coaching a in a difficult situation: conflict; problem-solving; resistance; emotion; power dynamic	<ul style="list-style-type: none"> • <i>Intro to activity. Large group mixer then writing (energizer/warmup to topic) – what are difficult conversations. Write on postcards and tape on wall. 15 min. (NL).</i> • <i>Preso on coaching mindset and problem solving (10min); slides and review graphics</i> • <i>Self-skills building: Preparing for the conversation: - use worksheet. 10min</i> <i>Coaching Practice</i> <ul style="list-style-type: none"> • <i>Group up in preselected groups (supervisors). Groups of 3 (will need additional facilitator to complete a group of three if necessary). Each group. One person presents, one person coaches, 1 person observes and gives feedback. 12 minutes each plus 3 minutes feedback after each coaching plus transition time. Total Time is 45 minute. ADD 15 minutes (60 minutes total)</i> • <i>Debriefing 35 minutes. Use 1-2-4 All. Except with ALL instead of popcorn, have people write on post-it's the answer to the follow question . . .</i> 	#1, #3	<i>Post lunch – so use mixer/networking to get things going. Note: might need to keep space tight for mixer and pair people up</i>

EXAMPLE “B”

Example Simple Training Agenda			
Timing	Topic	Roles, Activities & Materials	Learning Outcomes Supported
9:30 – 9:40am (flex)	○	Screen rotating, quotes; Music.	
1. 9:40am 2. 9:45am 3. 10:00am 4. 10:10am 5. 10:20am 6. 10:40am – 11:35am	1. Call to Order, and Intro 2. Warm Up (review of listening) 3. Training Intentions 4. Learning Outcomes and Agenda Context to Training – Skills/Systems/Culture; Skill-building’s relationship to change. 5. Reviewing themes: to small group exercise. (What are some of your practices that lead to better communication, share stories, share impact. What barriers do you encounter? What’s a “failure” you want to share and what you learned). 6. Feedback review	1. Stop rotating screen; Jamie to do introduction and context setting. 2. (NL) Warm up exercise incorporates skills review (pairs, 4 minutes each: listen to what qualities make a great manager – Screen instructions and 4 levels of listening. Refer to page 12 in manual. 3. Flip chart pre populated 4. Outcomes & Agenda, Comm Competencies (8) Skills/Systems/Culture (9) sections will include skills review. Leads into themes 5. 7x7pair exercises. Need some sample questions (on screen) open ended question. Refer to page 12 – 15. Have them prepopulate more questions if they like. 6. Refer to page 16 – 19. Give examples on screen.	<ul style="list-style-type: none"> - Participants can identify the different levels of listening - Participants will express desire to discuss issues with interpersonal communications with other managers - Participants will use open-ended questions to foster understanding. - Participants will demonstrate the ability to form supportive and developmental feedback.
1. 11:35 2. 11:45 3. 11:55	1. Communication Breakdowns 2. Intro to fixed mindset (focus on assumptions) 3. Wicked Question – How can you learn and use past experience AND be open to other possibilities?	1. Page 22. Need 5 half flipcharts. Dot voting 4 per person. 2. Pygmalion screen/story. 3. Screen with question. 2x2 (use red/white cards). (Jamie to organize pairs and triads by this time).	<ul style="list-style-type: none"> - Participants will express desire to discuss issues with interpersonal communications with other managers - Participants will use open-ended questions to foster understanding. - Participants can identify when they’ve been influenced by fixed mindset
12:15– 12:45	Lunch Break	Think of challenging conversation and/or conflict.	
12:45– 1:00	Energizer – Warm Up		
1. 1:00pm 2. 1:15pm 3. 1:45pm 4. 2:45 Break.	1. Empathy/Self Empathy	1. Preso: Reference page. 2. Demo exercise with Diane in pairs (10x2); clarifications and questions on exercise 3. Practice in triads. 16 minutes each 3 minutes feedback. Pair conversation; third person observes and uses feedback/notes sheet to provide feedback. 4. Go into break. Debrief after break.	<ul style="list-style-type: none"> - Participants can express how empathy can play a role in difficult conversations and conflict.

Evaluate – Measure Your Success

- ◆ Consider the four levels of evaluation
 1. **Reaction:** "Do trainees like the training?"
 - Things to measure: reactions to the instructor, the program, the place
 2. **Learning:** "Do trainees learn from the training?"
 - Things to measure: ideas, concepts, skills, performance (by use of pre and post tests,
 3. **Behavior:** "Do trainees use what they learned on the job?"
 - Things to measure: put ideas, approaches, new skills into practice (through observation)
 4. **Results:** "Does the organization benefit from the newly learned performance?"
 - Things to measure: are problems solved (e.g., safety, turnover, errors, quality, quality etc.) or new goals achieved?
- ◆ Remember there are things that you have control over, and things you do not have control over
- ◆ Learning, behavior, and results are best measured before and after a training (such as pre- and post-test, observation of performance, questionnaires.)
- ◆ Remember to take into consideration learning objectives
- ◆ Good questions to ask yourself after a training:
 - ◆ What did you like about what you did?
 - ◆ If you could do it over again, what would you do differently -- what would you have changed and why?

Evaluate – Measure Your Success cont.

Evaluation ideas and tips

To design a good “reaction” questionnaire:

- ◆ First, decide WHAT you want to find out (e.g. -- Was the room too hot? Did we allow enough time for lunch? Did the trainer exhibit any nervous or irritating mannerisms? etc.)
- ◆ Design a format for finding it out
- ◆ Make it easy to quantify and tabulate
- ◆ Make signatures optional
- ◆ Save room for comments

“I like, I wish, I wonder”

“I know, I can, I need”

To measure “learning”

- ◆ Find out what each person knows or can do before training (e.g. with a pretest, observations, or interviews)
- ◆ Measure to find out what each individual knows/can do at end of training

To measure “behavior” back on the job

- ◆ Do a before and after training analysis/measurement
- ◆ Interview or send questionnaires to: person to be trained; his or her boss; peers; other
- ◆ Measure performance 3 months after training, then 6 months

To measure “results”

- ◆ Measure performance 3 months after training, then 6 months.
- ◆ Have benchmarked standards and compare against.
- ◆ Interview managers/directors on impact.

If you use an idea within 24 hours of hearing it, you are more likely to integrate it permanently. What new ideas that you learned today will you try out? What information will you share with someone else?

Actions I will take/Ideas to share	By when

THANK YOU!

For questions about this or other trainings, email us!

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WE BELIEVE...

...in **gratitude**. This means extending our gratitude to our participants, our clients, our partners, our CompassPoint staff, our caterers, and anyone else who enters our doors.

...in our **values**. We are a deeply values-driven organization. Our values of **racial justice, solidarity, radical imagination, place + community, accountability, learning + rigor, collaboration** and **humor + joy** must show up in everything we do.

...in **deep respect**. This means respecting the collective contribution of all the people who have worked together in different ways to co-create this learning space.

WE ARE COMMITTED...

...to **interrupting oppression** in the spaces we convene. We cannot work to counteract systemic oppression while also allowing interpersonal manifestations of oppression to occur without being acknowledged and interrupted.

...to **equitable treatment of our staff**. This means listening to those who have traditionally been unheard, valuing work that has often been undervalued, and making visible all the work that often goes overlooked.

...to creating a **transformative space**. This means we ask that people who enter our space come with a willingness to address their habits, perspectives, opinions, and stances that may limit the possibility of personal and collective transformation.

WE AFFIRM...

...that we will lead **from a place of love**. When conflict arises in our space, out of love for everyone involved, we must address it and acknowledge when harm is done.

...that decolonization of our learning environment is imperative as we deepen our practice of centering **racial justice** and **equity**.

...that **all are welcome in our learning environments**. We invite you to please join us in upholding the intention of the space we are co-creating.

