



Training for Trainers:

Designing an Effective Learning Program

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CompassPoint
NONPROFIT SERVICES

CompassPoint intensifies the impact of fellow nonprofit leaders, organizations, and networks as we achieve social equity together.

Remembrances of a training

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?



Objectives

Upon completion, you 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

Introductions

- *In 1 minute or less, please introduce yourself using the following topics as a*
- *Guide: Name, pronouns if you prefer, 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 - summarize in 30 seconds or less!!!!!!)*

Working Agenda

- Introductions
- Objectives, Outcomes, & Agenda Review
 - Learning Intentions
- Instructional Design: ADDIE Model
 - Analysis – Case Statement, Audience, Context
 - Design
 - Gathering Key Information & Main Ideas
 - Writing Learning Objectives

Working Agenda

- Design: Instructional strategies
- Design: Learning Styles and Multicultural Considerations
- Design: Drafting a Learning Agenda
- Determine A Way To Measure The Success Of The Training Design
- Action Steps, Close & Evaluation



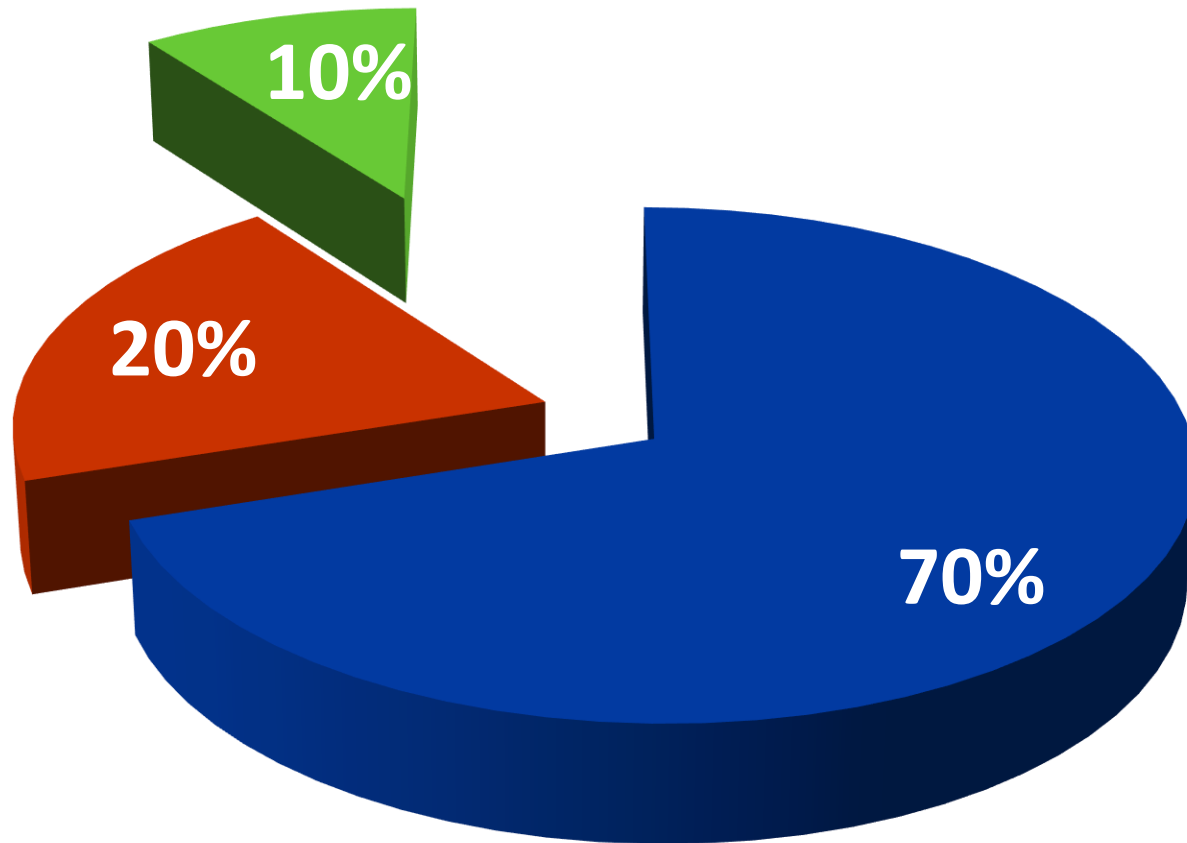
Photo: St. Gallen Symposium, Flickr



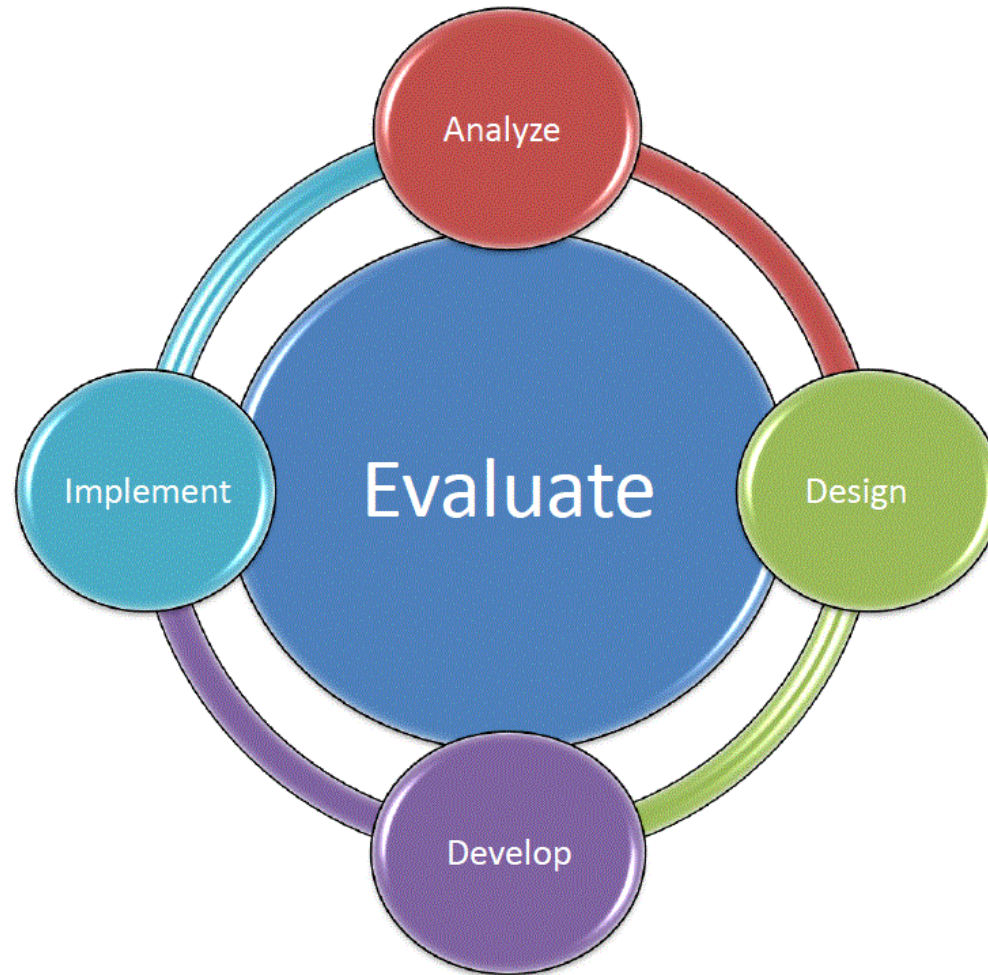


Professional Development

■ On the Job ■ Peer/Mentor ■ Formal



ADDIE – Approach



- ***ANALYSIS***

Training Needs, Performance Goals, Training Goal, Participant Profile/Analysis, Training Context (setting, timing, resources, timeline)

Analysis – Training Need

- Performance goals that need to be met.
- Case statement and training goal.
- 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.

Your Turn – Use the template

- Draft a case statement for your training
- Then right a the overall training goal(s):
- Start the training goal sentence like this:

The goal of this training is . . .

Or

The purpose for this training is . . .

Or

The training will address the following need(s) . . .

Audience Analysis and Assumptions

Demographics
Education
Motivation
Experience
Culture
Language
Specific Issues



Audience Analysis and Assumptions - Using Characters

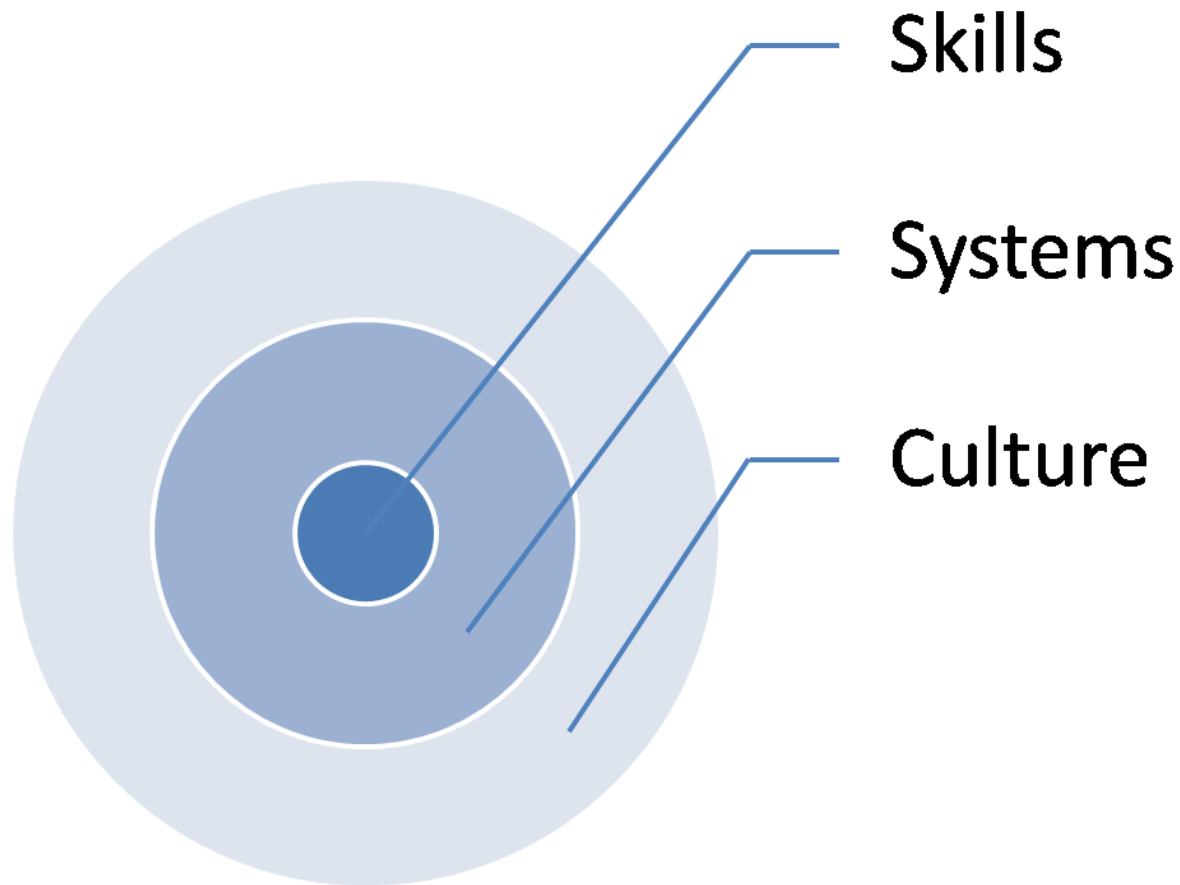
Demographics
Education
Motivation
Experience
Culture
Language
Specific Issues



Analysis – Other constraints & context

- How many?
- Timing?
- Where? Or Platform?
- Resources
- Challenges/Obstacles

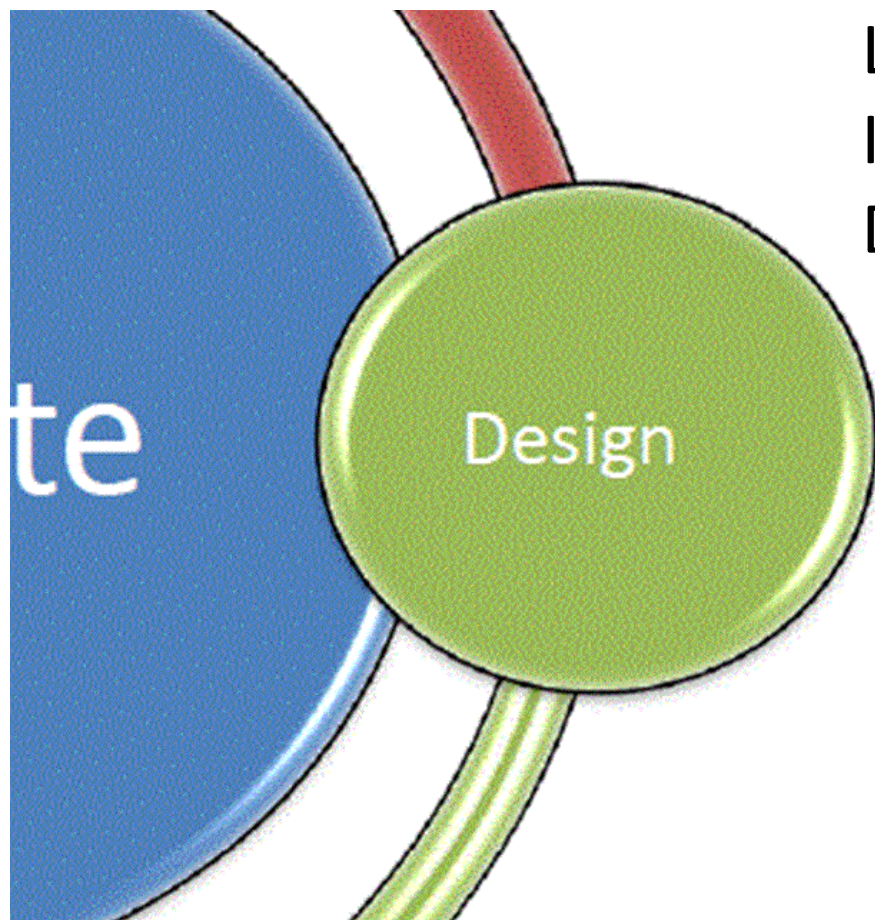
Analysis – Other constraints & context



Analysis – Other constraints & context: Philosophy & Values

- Example:
 - Strengths-based
 - Shared leadership
 - Values based; social equity focused
 - Multicultural perspective





Learning Objectives, Topics,
Instructional Strategies,
Drafting Agendas/Sequence

Design: Gathering Key Information & Main Ideas

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

Design: Gathering Key Information & Main Ideas – Task Analysis

Why would you do a task analysis?

- Breaks down to workable chunks of either complex tasks or “new” approaches.
- Helps confirm what is needed for learner to achieve ultimate performance goal.
- Helps identify what specific topics should be covered (eliminate learning gaps).
- Helps create better learning objectives.

Design: Learning Objectives

Generally seen as

Knowledge/Cognitive: knowing, thinking

Skills: Ability to do, complete

Affect/attitude: how people feel, value

Sometimes separated out is “Action”: what people will do.

Design: Learning Objectives

Knowledge/Cognitive:

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

Skill: What learners will be able to do more effectively

- *Will be able to write 2 expectations framed as specific behaviors or outcomes.*
- *Will be able to form a “non-blaming” statement given a conflict situation.*

Affective: what the learners will feel (attitude)

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

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

- *Will complete the self assessment for board service.*
- *Will sign up to volunteer for the next door-knocking opportunity.*

Didactic vs. Experiential

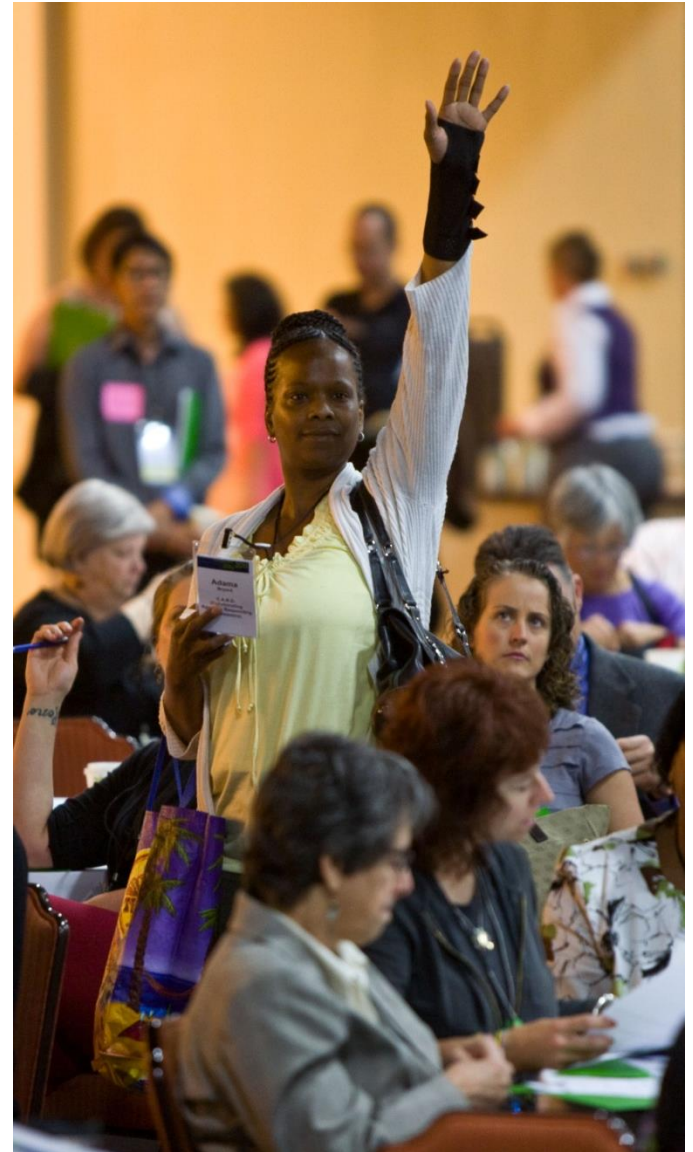
- **Didactic:**
 - Explain
 - Show
 - Practice/Feedback
- **When to use:**
 - Learning Objectives are skill or knowledge
 - More clear cut information vs. opinion, values, emotional
 - Time is limited



Didactic vs. Experiential

Experiential

- Introduce topic
- Reflect/Action
 - o Activity or experience
 - o Self or group reflection
 - o Discussion
- Debrief/Testify



Didactic vs. Experiential

Experiential

- **When to use:**
- Learning objectives are Affect (attitude) or Action
- Knowledge that comes from self-experience (ah-ha)
- Apprehensive learners

Didactic AND Experiential

- Games





Photo: St. Gallen Symposium, Flickr

Learning Styles & Multiculturalism

Visual, Auditory, and Kinesthetic (VAK)

Honey & Mumford (Based on Kolb)

Key Principals of a Multicultural Learning Environment

- Ongoing learning
- Power dynamics
- Trainers have a dual role
- Resources are available

Evaluation

- **Reaction:** "Do trainees like the training?"
 - Things to measure: reactions to the instructor, the program, the place
- **Learning:** "Do trainees learn from the training?"
 - Things to measure: ideas, concepts, skills, performance (by use of pre and post tests,

Evaluation

- **Behavior:** "Do trainees use what they learned on the job?"
 - Things to measure: put ideas, approaches, new skills into practice (through observation)
- **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?

Action Plan

- **BRINGING YOUR KNOWLEDGE BACK HOME**

If you use an idea within 24 hours of hearing it, you are more likely to integrate it permanently. When you get an insight or new idea today, write it down.

1.

2.

Wrap up & Evaluation

- Resources will be emailed after workshop
- Complete your evaluation



Thank you!

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