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| Introduction |  | What is the script and examples that will be used | Resources needed |
| I | Create **interest** | It is important that you follow specifically the structure for the introduction that you want delegates to use as best practice  **Ice breaker - Ask delegates –**  Share a memory of a learning experience you have benefitted from.  Explain why it was an effective learning experience and what it was about the experience that enabled you to learn in a way that worked for you:- e.g   * Lesson at school or college * Learning to drive or other practical skill * Attending a training course   **Characteristics you might expect as answers:-**   * The qualities of the teacher/ trainer/ mentor/ coach – empathy, patience, professionalism, passion for the subject, good use of humour and examples that bring the learning to life * Excellent product or subject knowledge - credible * Was relevant and helped improve how they did something within their job * Supported personal growth * OK to get it wrong and felt in safe space – allowed to learn from mistakes , encourage them to work out the answers, broke things down into logical bits size chunks or building blocks * Learning environment was comfortable, and they felt engaged in a way they could relate to * Constructive coaching and feedback and relevant and proportionate praise * Polite and courteous – respectful at all times * Fair and inclusive * Variety within the experience to cater for a range of learning styles | Question of the slide 2 - post its can be used on flip charts  Or Log answers on flip chart  Note :  The answers from the conversations logged on a flip chart and displayed in the room as you will be able to use them as a point of reference throughout the day to illustrate those that are most relevant to the specific part of the day. This will feed into the section looking at the role of the trainer - the learning cycle |
| N | Highlight the **need**/ benefit | Ask delegates to articulate what they want from today and why it’s going to be relevant to them.  Benefits to be drawn out include:-  How some of the techniques they will learn will help in non-training contexts , enhance their presentation skills , link with coaching and giving feedback, managing performance  Delivering high quality CPD that is meaningful & leads to better performance/ changes in practice  **Explain**  Ensuring that we can effectively support the learning and development of Careers Leaders and Enterprise Advisers and our wider stakeholder networks thorough high quality, meaningful CPD sessions is pivotal to our role as EC’s. Enhancing our facilitation skills, an essential skill for our role will be a key aspect of the programme **( link the skills they will develop on the programme to their role )** | Question on the slide 3  Log the expectations on a flip chart and revisit these throughout and at the end of the day |
| T | Articulate the **title** | **Delivering Effective Group Training** | Slide 1 |
| R | Explain the **range** of engagement  The programme timings / logistics | Share the outline of the programme and explain there will be   * Practical application of the theory using examples * Interactive group and paired activity * Peer to peer feedback * Role play ( for the sessions on facilitation skills) | Slides 4 - 7 outline the content for each part of the session and the programme timings ( adapt these as relevant) |
| O | Clarify the **Objectives** using Smart Principles | **By the end of the session you will**   * Identify the structural elements involved in creating a training session or programme for groups of delegates and apply this learning to your chosen topic * Complete a knowledge analysis and objective setting for your chosen topic and begin to develop the content for your session * Understand and apply the techniques for engaging delegates and managing delegate participation. * Understand and apply the principle techniques for effective facilitation. | Slide 8 |

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| **Topic area / Content** | **Method** | **Resources** |
| The Learning Cycle | **Explain**  Firstly, we will look at the role of the trainer in the steering the learning process – the learning process provides the framework for the structure of all group training sessions and is the basis will use across the network to develop a consistent approach to cascading learning  Explain the steps in the learning process  5 steps in the process :-   1. **Learners are motivated** – Trainer creates interest, set limits, defines the objectives , provides the reasons for learning 2. **Learners acquire information** - Trainer explains logically and uses visual aids . Uses learner’s previous knowledge to build upon 3. **Learners assimilate information** - Trainer encourages thought process, using planned questions to help reasoning , group work and exercises 4. **Learners develop understanding** - Trainer stages the session and uses questions to develop understanding 5. Learners given the opportunity to consolidate learning- Trainer gives no new information consolidates by testing questions and exercises   **Step 5 is often the most overlooked part of the process often because we are pressured for time, but it is essential for changing practice and behaviours**  **The steps will relate to the points identified by delegates in the ice breaker**  **The role of the trainer is facilitating the learning within each of the 5 steps – well-structured content that’s relevant and logical , learners are supported to reason out the answers for themselves to develop understanding, interaction is engaging and offers challenge.**  The structure and organisation of the content is critical for achieving learning – structure is your foundation and will define how effectively you achieve the learning outcomes we will now look at how to structure a group training session | Graphic on slide 9 and a handout for each delegate to make notes and follow |
| Structure of the group training session | . The structure to any session has 3 key elements – it is not complex   1. Setting the context for the learning through a structured introduction 2. Developing the learning through the relevant content and methods to enable learners to achieve the objectives 3. Consolidation of the learning to check understanding versus information download and knowledge dissemination   We will look at each phase in more detail and with each step you will start to put the theory learning into practice on by working on a topic. | Slide 10 - 11 |
| Introduction  **Creating interest**  **Setting the learning objectives/ outcomes** | **Explain**  There are 5 parts to the introduction – the trainer’s role is to set the scene for the learning , ensure learners are motivated and see the benefit of engaging with the content – always think about what’s in it for them when creating your introduction  **Interest , Need, Title Range and Objectives**   * Create interest and set the tone for the session ( ice breakers, anecdotes’, pictures and short activities )   **Need**   * Identify the need for the group a reason/ benefit at an individual level for them   **Title**   * Title - simply describes the sense of the session , keep it short if possible   **Range**   * Explain the range of activity and engagement – manage expectations learners don’t like surprises , they want to know what will be happening , when they will get breaks etc and how they will be involved.   **Objectives**   * Clarify the learning outcomes or objectives – use S.M.A.R.T principles   Creating the interest and identifying the need for the learning are closely linked to the learning objectives and learner selection – consider who you learners are and their specific needs  You need to achieve learner buy in early in the session. Your credibility is on the line at this point and setting the tone and clear purpose of the session is critical. Ice breakers, short activities, pictures and anecdotes are useful tools to do this .  To demonstrate how this might be achieved :- a training session based on teamwork might start with a short ice breaker on working in collaboration to achieve a task such as pairs blowing up balloons, each person using only one hand each , the activity creates energy and engages people to work together to achieve a goal – this would be followed by a brief discussion with the group and what skills did they use during the activity and how is that relevant to working in a team .  Shaping the content to ensure the objectives are achieved is the key to success of your learning intervention  Learners who sense there is something beneficial in then engaging with the learning are morel likely to pay attention  **Activity**  Ask delegates to create an introduction for the content that you have either provided or they have chosen ( 10 minutes )  Ask delegates to share some of their ideas and get others to provide feedback on how these might resonate with potential CL’s or EA’s as a likely audience.  Often the most difficult part of getting started with planning your content  **Ask** delegates how they identify the learning needs for their team, or the CL’s and EA’s they work with  **Explain**  Identified training needs may come via a range of sources: -   * Performance management, * Personal development or coaching and mentoring sessions, Problem that arise in the business, * On boarding of new staff members, * Launching new products or systems * Changes in the operating models for the organisation   If there is a lack of clarity about the learning outcomes or the change that you want to happen as a result of the learning the effectiveness of nay learning is compromised – always start with clear learning outcomes – what is the need? This will really help focus the development of the content and support you to achieve a logical flow to the structure of your session.  **Explain**  Irrespective of the training need the objectives should be developed using SMART principles: -  **Specific**- To increase specificity when writing objectives use verbs which are action-orientated to describe those actions which need to be taken to fulfil objectives.  Action verbs include analyse , apply, change, create, determine, differentiate, identify, perform  Avoid jargon, words and phrases which are (or can be construed as) misleading or ambiguous such as: be aware of, have an awareness of, be prepared for a variety of  **Measurable** - Measurement is hugely important and will enable you to know that the objective has been achieved – you will need to build in the relevant activity test or consolidation question to check you have achieved the objective  **Achievable/ Attainable** - Objectives need to be achievable. They can be stretching but not unachievable, consider the time and context you have available to deliver a session or programme  **Realistic/ Relevant –** the point about the relevance in the context of our work is the most important element of shaping the programme objectives and content , Is it possible to achieve this objective? Do they have the necessary skills to do the task well**?**  **Time bounded /Timely –** the sessions provides the confines for the time frame, but you may have topics where a post session timeframe is relevant  Use an exemplar objective for this programme to illustrate SMART in action  .  Objective : Identify the structural elements involved in creating a training session or programme for groups of delegates and apply this learning to your chosen topic  Explain its Specific and measurable in that you will be able to state the key stages and what’s included , put into practice by developing your session throughout the day ( measurable and achievable, you can see if they put it into practice in the session ) time bounded – by the end of the programme you will be able to identifies the timeframe  In developing objectives consider the starting point for your learners, time available, what will they do differently as a result of the training and how will that be tested .  **Ask** delegates to create an objective for the chosen topic – feedback to the group and share examples , group help to refine objectives  It is important that delegates practice the theory you are introducing during the session as this reasoning helps develop understanding | Slide 11  Introduction template provided so delegates can work in pairs or individually to develop an introduction for the session they are working on  Slide 13 |
| **Middle**  **Knowledge Analysis** | **Explain**  This is known as the Development phase where the bulk of the learning takes place- where learners reason out the answer . acquire new information , practically apply the learning and develop confidence with the learning  Factors toconsider are :   * Knowledge analysis to achieve the objectives – deciding what knowledge and content to include to achieve the objectives * Organising the knowledge into logical order and flow that is sequential and progressive, builds on existing knowledge * Bitesize bundles – aligned to achieving the objectives – building blocks for themes * Methods/ activities you will use to develop the learning ( you will explore this later in the session or next module if being delivered in two phases.   **Explain**  Knowledge Analysis / Mind Mapping or using a spider gram are common ways to map the content for the session and   * Helps to organise the content that is relevant for the session * Breaks the content into bitesize chunks * Checks the flow of the learning is logical * It helps you make decision about which content is directly relevant to the objectives and will ensure you keep the session focussed   The mind map helps you to see the inter relationships between the different elements of the content and how they are linked – this will help in planning the order of the content and avoid you missing important aspects.  Keep testing what you are including by asking if it is relevant to the objectives  **Activity**  the delegates to work in pairs complete a knowledge analysis using and everyday topic such as planning a holiday or starting a new team member / or EA or use a chosen subject .  Delegates feedback what’s included on their knowledge analysis. | Slide 14  Slide 15 – Knowledge Analysis handout for all delegates. |
| **Consolidation** | **Explain**  Consolidation is where you revisit the objectives and **c**heck the learners have achieved theses.  Use a range of testing questions or activities / exercises that demonstrate understanding and completion of the objectives  e.g you might ask questions to test the knowledge you have introduced during the session – or complete a practical activity that shows learners have understood and can demonstrate that understanding through doing  Reiterate this is often the most overlooked part of the session often because we are pressured for time, but it is essential for changing practice and behaviours and measuring our effectiveness in the dissemination knowledge and developmental learning.  **Activity**  Ask delegates to develop either the testing questions or an activity to test understanding linked to the topic you are using for the session  Delegates feedback to the group to share examples. | Slide 16 |
| **Role of the trainer** | **Ask** delegates what they feel the role of the trainer is – how does this differ from teaching or presenting. Its helpful to understand delegates perceptions of the differences.  What are the differences?  Training is about enabling learners to gain understanding not simply imparting knowledge / information the trainer   * Helps to facilitate the learning * Creates a desire for learning * Removes the obstacles to learning * Enables learners with reasoning and assimilation of learning * Teaching is about sharing and growing knowledge sometimes technical or academic although vocational teaching has practical elements as well * Presenting is about imparting information   **Explain**  Now going to move into the next key part of the programme looking at facilitation and strategies to enable learning – facilitation is the difference between a good trainer and a great trainer and requires practice and careful preparation | Slide 17 -18 |

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| **Topic/ Area of Content** | **Method** | **Resources** |
| Facilitation  Creating the Learning Environment | **Explain**  The trainer helps to facilitate learning as opposed to teaching . The role of the trainer is to create the desire to learn, stimulate interest, remove obstacles to learning  **Activity**  Delegates work in two teams:-  Team A - To identify the logistical factors to consider in planning the session  Team B - To identify factors to consider when creating materials for the session  **Logistical factors to consider**   * Frequent breaks with refreshments and ideally access to fresh air if the session is an all-day session * Temperature control is really important for learners’ comfort. * Seating is arranged to fit with the group dynamic and types of interaction in the session – group make up and seating plans are helpful for managing group interaction and where you may have learners with different abilities, knowledge and motivations. * Sufficient space for the learning interventions and activities planned * Learners are not facing distractions such as looking out of windows ( windowless rooms for training are however unpleasant learning environments). * Minimising distractions and external noise. * Ensuring all the learners have visibility of the trainer and material at all times . Think carefully about where you stand. * Travel arrangements will have an impact of a learner’s readiness to engage if they have travelled far or have difficult journeys this effects mindset and attention levels * Its more personal and enhances your effectiveness and handling the group if you can address learners by their names especially when working with smaller groups – use place cards or ensure learners introduce themselves and you create a table plan of who is seated where with relevant names.     **Materials things to consider**  The material should be :-   * Logical and relevant- consider the quantity * At a level appropriate for the audience and arranged to accommodate different learning styles * Visual aids should be used whenever possible. These should be professionally presented , no spelling mistakes and with not too much content. ( Never read from the slides- it suggest you don’t know your subject matter and impact your credibility ) * Visual aids do not necessarily mean power point slides. Trainer should not read from slides but use these as prompts to keep the structure and flow of the session on track. Visual aids covers use of flip charts interactive white board , films, handouts and best practice exemplars * Visual aids should be used at the right juncture in the session and not used for the sake of it. All content should be relevant to the achievement of the learning objectives * A variety of materials and techniques for engaging learners should be built into the session. ( films, publications or articles, quotes, exemplars, photographs) * Problems with individual learners should be anticipated – think about visually impaired or learners with hearing conditions or learning difficulties e.g. dyslexia, colour blindness * Learners should not be given too much information at one time – as wea re often pressured for time there is a tendency to cram as much into a session as possible and this has the potential to undermine the objectives for the session – less is often more. | Slide 20  Handout for each delegates – Role of the trainer  Flipchart to record answers |
| Characteristics of an effective trainer | We have thought about some of the practical considerations to creating the environment that best supports the learning and considerations to be mindful of when developing resources to support the learning , now going to think about some of the techniques you use as the trainer to facilitate learning.  **Activity**  Ask group to reflect back to start of morning and positive learning experiences – As individuals identify your top 3 characteristics of an effective trainer Get individuals to share their top three and add to the list as you collect the feedback . Use the slide to ensure you don’t miss any of the answers .  Answers might include :-   * Enthusiastic and confident but within professional boundaries – there needs to a professional distance between yourself and learners. * An interesting speaker – able to adapt style and tone to meet the needs of different learnings cohorts. Speak with sincerity and integrity on the subject matter and be able to use examples from their experience to bring the learning to life. * Able to use humour if appropriate * Able to adjust language and keep it simple and concise- relevant to the audience * Be passionate and committed to the subject * Able to manage the group dynamics * Provide constructive and targeted feedback * Support the reasoning process to help learners build understanding * Give timely and relevant praise * Can manage the distribution and level of engagement from all learners – strong sense of fairness in the approach to learners * Be inclusive of all learners in the group – learners are turned off by being talked to or at for too long * Can interpret nonverbal cues from the learners and respond and adjust pace and style accordingly * Respond to relevant learning opportunities that arise in the room – be an active listener with strong powers of observation. * High standards of personal presentation appropriate for the learning setting and audience    A great trainer is able to do all these things and treats their role as a responsibility . This is designed to be a more discursive part of the session where you as the trainer can explore with the group what some of the answers mean in greater detail by using questions to enable them to reason out the answers  e.g  **Can interpret nonverbal cues from the learners and respond and adjust pace and style accordingly**   * What non-verbal cues might you be looking for ? or What types of non-verbal cues indicate learners are not engaging?   Lack of eye contact, fidgeting, doodling, taking comfort breaks , yawning, having separate conversations , gazing into space out of the window , on their phone.   * How might you as the trainer respond ?   Include the person whom you feel is not engaging – ask a question , move to an individual based activity and target them for the first answer- praise them for sharing their idea or answer and build on their contribution   * What can you do the change the pace of the session?   Introduce an energiser activity to include movement or physical activity  Delegates can explore things that they have seen or have worked in other contexts to build on their knowledge. It’s helpful for delegates to develop their own sense of what they would be comfortable to challenge whilst remaining professional and inclusive in their role as the trainer.  Now going to look at some of the strategies you will use for managing the interaction with your group. | Slide 21 – show this slide after the activity |
| **Question Technique**  **Types of Questions**  **Framing your questions**  **Posing your questions**  **Handling Answers**  **Learner engagement**  **Top tips / consolidation questions** | **Explain**  Question Technique is one of the key tools in the trainer’s kit bag and when delivering learning interventions with groups it is the most powerful of all techniques. The greater the degree of involvement by the learners the greater their commitment to the learning will be -using your question technique effectively increases learner engagement.  **It is important that during this part of the session you as the facilitator use question technique effectively – frame your questions using the , What, When, Where, Who, Why & How and use the pose pause pounce technique**  **Ask the delegates**  **Why do we use questions – How does asking questions help to you achieve as a trainer ?**   * To establish existing knowledge of the learners * To recap on previous sessions * To gain interest in the subject * To maintain interest and keep group members alert * To get maximum involvement of learners , particularly the more shy and quieter members of the group * To encourage learners to reason things out for themselves * To check understanding at the end of the session   **Explain**  **T**here are two main types of Types of questions  **Testing Questions** which test the learner’s knowledge   * During the introduction these are used to create interest or refer back to previous sessions * During the development phase they can be used recap if necessary- check learners are keeping up with the learning * During the consolidation phase these are used to test whether all the new information has been understood and can be accurately recalled   **Teaching questions**  These are questions on points that have not yet been taught, but must be reasoned out by the learners, providing answers based on their experience, observation and the information already established during the training session.  **Teaching questions are your most powerful tools to develop learning in the consciousness of the learner . What learners have thought out for themselves they are less likely to forget. Teaching questions are used predominantly during in the development phase of the session.**  **Explain**  It’s helpful to start by knowing the answer you require to your questions i.e the information you want to transfer to the learners  Questions should start with - **Who, What, When, Where, How, and Why.**  If you do not get the response that you are looking for then you may need to reframe the question or ask a follow up question  Funnelling or spiders web approach is a useful technique ask a broad question and follow up with question to achieve the learning required. This is an approach similar to that which is used in selection interviews  **Activity**  Working individually delegates take 10 minutes to create examples of questions they would ask during the development phase of the session they are working on.  Feedback some examples questions from the group.  Posing Questions  The pose, pause pounce approach helps manage learner engagement   * Pose - the question to the group * Pause - So that the whole group can be thinking about the answer and * Pounce - on the person you would like to answer the question   Use this technique to encourage quieter members of the group to be involved and control the more dominant members of the group who always want to answer.  Questions should be evenly distributed across the group of learners so that everyone has a chance to contribute equally.  **Explain**  The more challenging aspect of question technique is handling the answers, you will need to develop your own set of language for how you approach this  Developing your own phrases, you feel comfortable with  That’s’ not quite the answer I was looking for, but you raise a relevant point – can anyone else help with the answer  Be careful using appropriate comments to praise learners – don’t risk being patronising with your praise or overly exaggerated only use excellent when it is the case and a learner has worked hard or done well to reason out the answer  **Correct Answers**  Thank learners for their contribution and confirm that it is correct .  Depending on how challenging the nature of the question then praise the learners for reasoning out the more difficult answers . Take care not to appear to be patronising - be sincere with praise. Choose the words you use carefully – only say ‘excellent’ when that is truly the case.    **Incorrect answers**  That’s not quite the answer I am looking for – rephrase the question to help the learner reason through the answer .  If the learner still doesn’t arrive at a correct answer, then ask members of the group if they can help with the answer    **Partially correct**  Identify and thank learners for the partially correct bit of the answer and rephrase the question to identify the rest of the answer.    **No answer**  Check that the question has not been misunderstood and prompt the group , rephrase or recap.    **Handling Learners questions**  Always allow learners the opportunity to ask questions after each part of the session. If you don’t know the answer say that you don’t have the answer but will find out and come back to them – always be sure to follow through when you have made this commitment. Failing to do so will impact on your credibility as a trainer.  **Ask sufficient questions to teach and test all the main parts of your session.**  **Explain**  Learners will all learn in different ways,  Three main preferred learning styles – visual, auditory and kinesthetic (learn by doing) often learners have a predominant or preferred style but learn through a combination of these styles, it’s important to build different levels of interactivity into your session plan. That meets the needs of different learning styles.  Some topics will lend themselves more naturally to interactions of a more practical nature whereas other which are more knowledge based it will be harder to find creative interactions that engage the learners  **Activity**  Brainstorm the different types of activities that you can build into your session   * Quiz * Simulations * Practical demonstrations * Case studies and Scenario based group work which can lend themselves to competitive challenges * Role play * Written tests * Ice breakers and energizers- games and puzzles     Share examples of activities that have worked for the delegates in sessions they may have delivered before .  **Use the objectives to frame your consolidation questions**  **By the end of the session you will**   * Identify the structural elements involved in creating a training session or programme for groups of delegates and apply this learning to your chosen topic * What are the key structural components to a group training session ?   Why is it important to know your audience and their learning needs?  How does completing the knowledge analysis help ensure your learning interventions is effective ?  What the key elements of an effective learning objective  What types of questions are mainly used in the development phase of your training session ? and Why are these powerful tools?   * How will you ensure effective learner engagement throughout your learning intervention? * What are the key strategies for effective facilitation?   Use the top facilitation techniques to summarise following the consolidation  Thank delegates for their participation and agree next steps | Slide 23  Question Technique Handout for each delegate  Slide 24  Slide 25  Slide 26  Slide 27  Slide 28  Slide 29  Slide 30 |