• WHY TRAIN?

• More rapid development
• Increased output
• Improved quality of products and services
• Less waste - time, money, materials, people
• Better utilisation of resources
• Fewer accidents
WHEN TRAINING?

ORGANISATION

TECHNOLOGY  TRAINING  POLICY

PEOPLE
DEFINITION OF `TRAINING'

• A planned process
• to modify attitude, knowledge or skill
• through learning experience
• to achieve effective performance
• in an activity or range of activities ….
• to satisfy … needs of organisation'

Glossary of Training Terms
"I like to learn, but hate to be taught"

*Winston Churchill*

"I never teach my pupils. I only attempt to provide the conditions in which they can learn"

*Albert Einstein*
Adult learning

> Androgogy used by Alexander Kapp
> Developed by Malcolm Knowles
> Learning strategies focused on teaching adults
> Methods which acknowledge and respect them
learners

• Adult learning is problem centered rather than content centered
• Interested in learning that have immediate relevance to their job or personal life
• Learn in their own ways
• Preconceptions and abilities
• Learners must see reasons for learning
• Adults are capable of lifelong learning
• Adults want to participate in decision making in learning
• Adults want to know why it is important and how they can use it
faculty

• Setting the initial mood of the group
• Creating an effective climate for learning
• Motivate the trainees to participate in the process
• Be accepting of comments, avoid getting defensive
• Control disruptive trainees
Offer yourself as a resource
Allow for limited debate/challenges of the ideas presented
Make your self available always
Avoid stereotypes
Practice what you preach
Be prepared
• Be sensitive
• Acknowledge the learners
• Be respectful
• Be responsive
• Be flexible
• Allow learners to lead
• Maintain your schedule
• Positive mental attitude
• Be enthusiastic
• Be energetic
• Avoid excessive slang
• Use your sense of humor
• Be your self
• Dress appropriately
• Watch your body language
• Be the best ‘you’ that you can be
Trainer

Trainees
"BEFORE THEY GET UP THEY DO NOT KNOW WHAT THEY ARE GOING TO SAY; WHEN THEY ARE SPEAKING, THEY DO NOT KNOW WHAT THEY ARE SAYING; AND WHEN THEY SIT DOWN THEY DO NOT KNOW WHAT THEY HAVE SAID."

Sir Winston Churchill
AND SO TO SUM UP.....
DECIDING CONTENT

COULD

SHOULD

MUST

OBJECTIVE
ATTENTION SPAN

Period of maximum recall - 20/30 minutes

Level of recall vs Time available for lecture

A and B points indicate the maximum recall period.
STRUCTURING THE CONTENT

BEGINNING

• Where a trainee is prepared for instruction

MIDDLE

• where instruction is carried out and a trainee learns

• where instruction is consolidated and objective achieved.

END
INTRODUCTION

I nterest - arouse the trainee's interest in learning
N eed - explain the need for learning
T itle - state the title, subject, or purpose, or aim
R ange - state how far, how deep, what aids
O bjective - observable, achievable, testable.
C CONTENT
O ORDER
V VISUALS
E EYE CONTACT
R REINFORCE
CONSOLIDATE LEARNING

S - SUMMARY
L - LINK
A - ASK QUESTIONS
T - TEST UNDERSTANDING
E - EXTEND LEARNING
POWER OF THINKING

We can think a lot faster than we can talk.

The average person can speak at about 200 words per minute.

Tests show we can think at 600 words per minute.
POWER OF THE SENSES

- Smell 3%
- Taste 3%
- Touch 6%
- Hearing 13%
- Sight 75%
PURPOSE OF VISUAL AIDS

• To help learning
• To clarify and simplify
• To help maintain interest
• To help emphasize key points

AVOID

• Talking to them
• Reading them word for word
• Waving pointer
• Putting too many words on visual
Lord, make my words at all times sweet and smooth and palatable: for the day may come when I shall have to eat them.