A Solid Training Skills Foundation Today Ensures Your Relevance Tomorrow
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Training is an exciting profession. Training touches everyone at every age, in every occupation, in all walks of life, throughout the world. Training opens doors to additional opportunities, opens eyes to innovative ideas, and opens minds to fresh concepts.

Training can resolve problems, prepare the unqualified for new jobs, guide those who need direction, and give hope to those who are desperate. Training encourages, excites, enables, enriches, enlightens, and empowers. Being a trainer is the ultimate job if you want to make a difference in the world.

This conference is a wonderful opportunity for you to learn how to make a difference in the world. My assignment: "Deliver a presentation about the role of the trainer and what new trainers need to know." Yikes! There are books about this stuff!! And trainers need to know all of it. How can we focus? What if we:

- Examine the basics that every trainer needs to know.
- Provide guidance about the next level for your development.
- Point you in the direction to find additional information.

To organize all the various facets that are required by those new to the training profession, this session will use a building model to demonstrate key concepts and their relationship to each other. We will begin with a foundation, add a framework, and top it off with every trainer's "triple target".

Foundation
The foundation focuses on four areas: The instructional systems design method—ADDIE, theories, adult learning principles, and your mindset. Mastering these four areas provides you with both the competence and the confidence to move to the next level in your learning and development.

ADDIE. This Instructional Systems Design model has been around since the 1970s to provide steps for the training process.

Why ADDIE is Important: It is the most commonly used model for the training process. Many other models are available, but using ADDIE with some common sense and flexibility will achieve all that you need.

The Least You Need to Know: The training cycle, commonly called an Instructional Systems Design (ISD), is the first thing trainers think about when designing or developing training programs. Developed initially by the U.S. military to effectively create training program, there are about 100 different ISD models. The most widely known model is ADDIE. The acronym ADDIE represents the six steps required to design, deliver, and continue to improve the delivery of training.

- Analyze: Usually using a needs analysis, trainers ensure there is a reason to conduct training or to determine if there is another solution.
- Design: The planning stage includes establishing learning/performance objectives and designing the sequence of the course.
- Develop: Creating participant materials, audiovisuals, job aids. The result should be performance focused, meaningful to learners, use authentic contexts, individualized as much as possible, include spaced practice, and have real-world consequences.
- Implement: Conducting the training, either in a classroom or online as a synchronous or asynchronous session, in a group or individually.
- Evaluate: Creating a plan to evaluate the process.

Picture these steps in a circular model to remind us to continually improve what we've done. Keep Knowles' adult learning principles in mind as you implement the training cycle.

What to Explore Next: Make ADDIE work for you. Be flexible. Work iteratively between the design and development stages. To me they are one. Don't get too far along with making a decision that "officially" falls into the design phase before moving to the development phase and learning that you have too little time or not enough variety in your activities. It does not need to be linear.	**To Learn More:** *10 Steps to Successful Training*, Elaine Biech *Training IS the Answer*, Elaine Biech

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Theories. Every trainer needs to understand the valuable research that has gone before to provide a rationale for why we do what we do.

Why Understanding Theories Important: Examining theories and research helps us understand why we do what we do during design and delivery. Knowledge of history shapes how we understand the present and how we can improve the future.

The Least You Need to Know: A number of researchers have influenced how we deliver training today including these.
- 1880s: Christopher Langdell developed the case method at Harvard Law School.
- 1885: Hermann Ebbinghaus introduced the Forgetting Curve, a first foray into memory and learning.
- 1943: Abraham Maslow published *A Theory of Human Motivation*.
- 1956: Benjamin Bloom published his taxonomy, identifying three learning domains, knowledge, skills, attitude (KSA).
- 1959: Don Kirkpatrick introduced measurement into training using the 4 Levels of Evaluation.
- 1962: Robert Mager organized and presented criterion-referenced measurement concept.
- 1962: Robert Gagne published his Conditions of Learning, the 9 instructional events that must be present for learning to occur.
- 2002: M. David Merrill presents his First Principles of Instruction.

What to Explore Next: Google any of the theories that are unfamiliar. Also learn the difference between neuroscience and cognitive theory (the critical theories that expand your ability to be an effective trainer).	**To Learn More:** *ASTD Handbook: The Definitive Reference for Training & Development* *The Art and Science of Training*, Elaine Biech

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Andragogy. Malcolm Knowles, considered the father of adult learning theory, started to popularize the concept of andragogy in the early 1970s. Knowledge of what motivates adults to learn is basic to all that you do.

Why Andragogy is Important: Whether you design or deliver; whether you conduct classroom or virtual training; whether you are a coach, trainer, or mentor, treating your learners based on Knowles principles ensure your success.

The Least You Need to Know: Knowles took the topic of adult learning from theory to practical with his adult learning principles.
- Adults have a need to know why they should learn something before investing time in a learning event.
- Adults enter any learning situation with an image of themselves as self-directing, responsible gown-ups.
- Adults come to a learning opportunity with a wealth of experience and a great deal to contribute.
- Adults have a strong readiness to learn those things that will help them cope with daily life effectively.
- Adults are willing to devote energy to learning those things that they believe will help them perform a task or solve a problem.
- Adults are more responsive to internal motivators such as increased self-esteem than external motivators such as higher salaries.

What to Explore Next: How you use the adult learning principles for effective design and delivery.	**To Learn More:** *10 Steps to Successful Training*, Elaine Biech *The Adult Learner: a Neglected Species*, Malcolm Knowles

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Mindset. As the trainer/facilitator you have a body of knowledge, but the compiled knowledge of your group far outweighs what you know. You are not the authority.

Why an Appropriate Mindset is Important: You need to find a balance in all that you do especially projecting competence without cockiness. You do not know more than the learners in your training event.

The Least You Need to Know: Many actions, behaviors and attitudes will help you manage your learners' perceptions of you. These tips will help. A professional trainer:
- Practices every time before delivering a training session
- Uses nervous energy appropriately
- Invites participants' questions
- Projects a voice that matches the group
- Varies pitch and pace
- Embraces pauses and silence
- Reduces or eliminates fillers
- Uses gestures to deliver the message
- Reads the learners with eye contact
- Delivers short, interactive presentations
- Is NEVER behind a podium

What to Explore Next: Review the behaviors and attitudes and rate yourself on each. Identify what you can do to improve those that need improvement.	**To Learn More:** *10 Steps to Successful Training*, Elaine Biech *Real World Training Design*, Jenn Labin

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Framework

On a solid foundation you can build a creative, yet practical framework for learning when you know and use the best of the 70:20:10 guidance, evaluation, and appropriate methodologies.

70:20:10. This guideline is making a strong resurgence and as a result of the technology available trainers are expected to increase their roles in delivering on-the-job and social learning.

Why 70:20:10 is Important: Combining what we know from adult learning theory, cognitive science, and the 70-20-10 framework allows us to create the most effective learning experiences for our participants.

The Least You Need to Know: Employees learn how to do their jobs while they are doing their jobs. In the 1980s colleagues who worked at the Center for Creative Leadership (CCL) in North Carolina set out to conduct research about how leaders learned the craft of leadership. The team included Morgan McCall, Jr., Michael Lombardo, and Ann Morrison. Their research concluded that 70% was learned as hands-on experience on the job and directed by the individual's manager; 20% was learned through developmental interactions that some now call social learning; and 10% was learned through formal learning that consisted of classes, workshops, or reading. The research came to be known as the 70:20:10 framework—perhaps one of the most well-known set of numbers in our profession.

The framework continues to serve as a valuable guideline for using a wide variety of developmental options. As talent development professionals we are experts in the 10% category—delivering training or programs—but are still creating a place for ourselves in the other two categories. Michael Lombardo and Robert Eichinger adapted the research that led to the current familiar 70:20:10 framework. Today 70:20:10 is often used as a talent development strategy aimed at improving workplace performance.

- The purpose of 70:20:10 was always meant to serve as a rough guide to help think about how people develop.
- Three essential ingredients to learning must accompany the framework: challenging tasks; support from others that includes feedback; and a supply of new content.
- It is more relevant today than ever before.
- Although only 10% or so, formal learning is a critical to gain new information and learning.
- The best learning strategy is one that draws upon elements of all three categories.

What to Explore Next: Does your organization want you to deliver faster, shorter, and more relevant learning options? Are you prepared for your expanded Talent Development role? Are you successfully influencing supervisors to develop their employees? Technology opens exciting doors for delivering learning and the 70:20:10 model provides guidance for us. You may be an expert at delivering the 10% (formal learning) in classrooms or virtually, but may not be prepared for a role beyond instructor-led training. Identify what you need to do in the other 90%.

To Learn More: *For Your Information,* Michael Lombardo & Robert Eichinger
The Gamification of Learning and Instruction, Karl Kapp
Designing mLearning, Clark Quinn
The Virtual Training Guidebook, Cindy Huggett

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Evaluation. Right at the heart of the model, evaluation is an important for three reasons. First, the evaluation tells you whether or not the objectives were accomplished. Second, information from the evaluation should be content for future to improvements to the training program. Finally, evaluation information serves as the basis for determining needs for future development or other changes an organization may need to make.

Why Evaluation is Important: It is the measure of accomplishment.

The Least You Need to Know: Most trainers subscribe to the model advanced by Dr. Donald Kirkpatrick and his four levels of evaluation of a training program.

- **Level 1, Reaction:** Learner attitudes toward the training opportunity, such as a satisfaction with involvement or what was learned.

- **Level 2, Learning:** Knowledge and skills learned, such as being able to state the best practices or for having new skills for tasks on the job.
- **Level 3, Behavior:** Changes in execution and implementation of skills learned and practiced on the job.
- **Level 4, Results:** Quantifiable results that demonstrate an impact that training has on the organization.

What to Explore Next: Level 1 and 2 are relatively easy to address. Your organization will be more interested in Level 3 and 4. Become proficient using some of these examples from a sales training evaluation. **Level 3, Behavior or on-the-job application** Participants: • Describe to clients how a product meets specific needs. • Establish rapport with customers in their sales calls. • Plan their use of visuals prior to sales calls. • Use more open than closed questions in their sales calls. **Level 4, Business Results** • Increase sales each week over a four-week period. • Increase customer satisfaction with the service. • Increase employee retention. • Customer retention increases over the prior year.	**To Learn More:** *Four Levels of Training Evaluation,* James and Wendy Kirkpatrick
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Methodologies. There are thousands of methodologies and activities. Activities are exciting and fun. But are they really the best way to learn? In her book, Evidence-Based Training Methods, Ruth Clark states that "Active engagement is essential for learning, however, it is psychological engagement rather than behavioral engagement that is most important."

Why Knowing a Variety of Methodologies is Important: Research, all the way back to Knowles, points to the importance of involving participants in the learning to be effective.	

The Least You Need to Know: Why develop activities for your training sessions?   • Activities are energizing. Use games to give people a break, time to stretch (their brains, as well as their bodies), to relieve stress, and to just get energized. Save time by ensuring they are related to the content.   • Activities get people working together. Build rapport among participants to increase the amount of knowledge floating around the room. More learning occurs when everyone is sharing and learning from each other.   • Activities promote learning by doing. Your participants retain the knowledge better if you can engage as many of their senses as possible.   • Activities provide you with a way to reinforce information. It would be pretty boring if you stated the same things over and over in the same way, even though you know that repetition is good. Activities allow participants to experience the same information in another way. Game shows are particularly useful for reviewing content.   • Activities are motivational. Learners respond because they are actively involved. It is a pleasant way to learn.

What to Explore Next: How do you know which methodology to select? Begin with the learning objectives Learning objectives fall into the three types of learning known as KSAs. Knowledge (K) involves the development of intellectual skills, such as understanding the principles of accounting or knowing how to get a book published. Skills (S) refer to physical movement, coordination, communication, use of motor skills, and demonstration of all soft skills such as the ability to use a digital camera. Attitude (A) refers to how we deal with things emotionally,	**To Learn More:** *100 Favorite Games,* Sivasailam "Thiagi" Thiagarajan *101 More Ways to Make Training Active,* Elaine Biech *101 Ways to Make Learning Active Beyond the Classroom,* Elaine Biech *90 World-Class Activities by 90 World-Class Trainers,* Elaine Biech *Design Your Own Games and Activities,* "Thiagi" *Jolts!,* "Thiagi" *Pfeiffer Annuals: Training and Consulting,* 40 years' worth *The Book of Road-Tested Activities,* Elaine Biech

such as feelings, motivation, and enthusiasm. Although attitude is not taught, it affects individuals' performance. ***You can influence attitude.*** Begin by matching learning categories to activities.

Learning Method	Knowledge	Skill	Attitude
Lecturette/Presentation	K		
Debate	K		A
Group discussion		S	A
Panel discussion	K		A
Brainstorming	K		
Case study	K	S	A
Role play		S	A
Demonstration	K		
Demonstration + practice	K	S	
Independent study	K		
Field trip	K		

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Trainers' Triple Target

Trainers are unique in that you must serve three entities. Your triple target includes your organization, you, and your learners.

Your Organization. Training is not something that is just nice to do. It is a critical part of the business. Organizations support training departments so that they can do their part to help the organization reach its business goals and objectives. Like any other aspect of business—research, marketing, sales, manufacturing—training requires an investment. Organizations also expect a return on their investment. When training is the investment, the organization expects a return in terms of improved customer satisfaction, higher sales, improved productivity, an overall increased bottom line, or better regulation compliance.

Why Focus on Your Organization is Important: Your organization is looking to you to lead the development of employees. It is your responsibility to understand training's role in your organization's strategic plan.

The Least You Need to Know: Ensure that training is aligned to organizational requirements when designing, buying, or delivering a training program. Know the business goal that the training supports. Goals typically fall into a few general categories: expense reduction, revenue generation, innovative efforts, or regulation compliance. How can you ensure that the design meets business requirements?

- Ensure that your design incorporates steps prior to the learning experience to better prepare participants for what will happen at the training. This should include a conversation with the employees' supervisors.
- Clarify with management what the participants are expected to do differently or better and how it aligns to the business goal.
- Identify what actions management will take to support changes following the training session (including reinforcement and feedback) and share these actions with participants.
- Design support—both hard copy and online materials that can be used following the training session.
- Ensure that participants know how their efforts will affect business goals.
- Be certain that participants know what is expected of them and how they will be held accountable following the training event.
- Clearly identify your role in support and follow up.
- Be sure participants know how they can find assistance following the training session.

What to Explore Next: Determine what you need to know about how training fits into your organization. Also learn what your organization expects of your department.	To Learn More: *The Six Disciplines of Breakthrough Learning: How to Turn Training and Development Into Business Results,* Cal Wick, et al
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You. Have you ever thought about all the skills in which you need to be proficient? I sometimes get exhausted just thinking about everything I need to do to ensure a successful training session. From needs assessment through evaluation, this is no cookie cutter job. Every day is different. Every design is different, every delivery is different, and every participant group is different. We are so lucky to have these differences because they challenge us to grow and develop. This is what makes the job of trainer so exciting, but it is also what necessitates trainers to be lifelong learners. If you don't ensure your growth and development, who will?

Why Focus on You is Important: The profession is changing rapidly. Staying in touch with your organization's needs and the changing opportunities in the field will make the difference of having a mediocre job or having an exciting profession.

The Least You Need to Know: You must master 4 elements for every training delivery.
- **Content:** You need to develop a solid understanding of the topic to ensure credibility with your learners. If you're not the subject matter expert, you will need to invest time preparing that might include reading background information, conducting interviews with or observing subject matter experts, or observing others who are training the topic.
- **Delivery:** Attend a train-the-trainer if you are new and/or observe others to learn new techniques and styles.
- **Methodology:** Keys to designing or implementing the right methodology begins with matching activities to objectives. Build in variety in type, movement, length, and action orientation.
- **Learner:** Know who your learners are and what their needs are. Practice methods of involving them in the discussions, inviting them to contribute, and determining what they need following the session.

What to Explore Next: Develop your skills and knowledge to maintain your place on the cutting edge and to provide the kind of training your employer and your participants expect and deserve. You owe it to yourself to continue to develop your skills and increase your knowledge. Staying in touch with the changes and the excitement of the profession will keep you enthusiastic and passionate about what you do. Become a lifelong learner, create a professional development plan, and give back to the profession. Learn all you can about micro-training, mLearning, social learning, virtual learning, and other new advances in the field. Read your TD Magazine. Consider obtaining your CPLP from ATD.	To Learn More: *Creative Training,* Becky Pike Pluth *The Art and Science of Training,* Elaine Biech *Active Training Handbook,* Mel Silberman & Elaine Biech *ASTD's Ultimate Train the Trainer,* Elaine Biech
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Your Learners. The learner is your ultimate focus. Perched at the top right where they should be. The focus should always be on your learners. It's all about the Learner. Carl Rogers first introduced us to the concept of "learner-centered learning." Most trainers begin any quest to train by looking at the content. Instead focus on the learners' needs, concerns, desires, fears, frustrations, and

characteristics first. It's all about the learner. It's not about covering content. It's about helping the learner do something better, faster, easier. It's about transformation.

Why Focus on Your Learners is Important: Training's role is to ensure that learners improve performance.

The Least You Need to Know: Your learners must leave every development opportunity with three accomplishments. When evaluating learning and development opportunities we must evaluate the "3 Cs" to ensure we are delivering what our learners require: competence, commitment, and confidence.

The first one is easy and logical. We are supposed to improve our learners' knowledge, skills, and attitude. That's competence. But if we do not also increase learners' commitment to change and confidence that they can change, they will not implement the new skills, performance will not change and everything will remain the same. You must provide enough influence that the participants return to the job site and put into practice the skills and knowledge that were delivered during the learning session.

Create a plan to determine how successful you are with regard to the 3Cs. Identify how you may want to improve.
- **Competence.** Do you deliver content in a way that ensures their competence?
- **Commitment.** Do you inspire commitment to return to the job and implement what was learned?
- **Confidence**. Do you instill confidence in them so they will be successful?

What to Explore Next: Learn more from cognitive science and why you want to implement these strategies for your learners.
- Involve multiple senses
- Ask questions
- Increase involvement
- Improve spacing
- Introduce moderate stress
- Encourage practice
- Make it social
- Create patterns
- Incorporate breaks
- Practice
- Engage emotions
- Plan for follow-up

To Learn More: *Training and Development for Dummies,* Elaine Biech
Telling Ain't Training, Harold Stolovitch & Erica Keeps
Employee Development on a Shoestring, Halelly Azulay
The Art and Science of Training, Elaine Biech

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Your Expanding T&D Role

What Changes Do You Predict?

My Relevancy Blueprint

~What's your personal vision?

~What's the next step to increase your relevancy?

~What do you need to learn?