

Training to Train for Occasional Trainers

Course Objectives

- To understand the training process
- To show participants how people learn
- To build the link between theory and anti-fraud training you will deliver



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Definition of Training



“Helping people to learn”

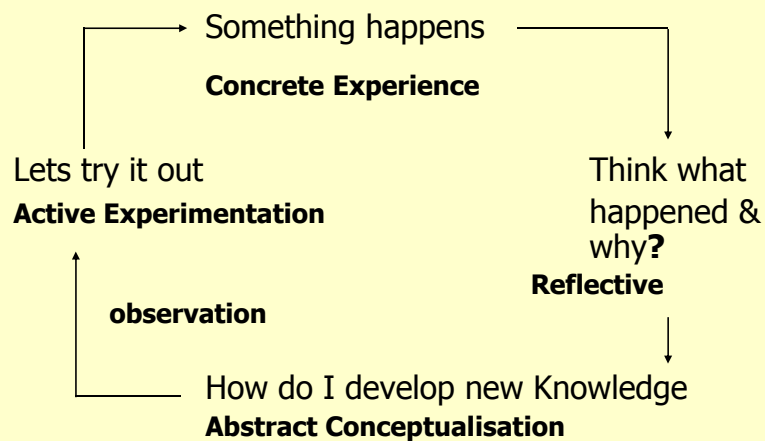
“The process of bringing a person to an agreed standard of proficiency, by practice and instruction.”

Oxford English Dictionary

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Learning Abilities



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People learn by.....

- **Effect**- Message is positioned to affect them directly
- **Forward Association** - Sequenced in the way information will be used
- **Belonging** - People relate better to things they have prior knowledge of
- **Repetition** - Explain in more than one way

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Retention Levels

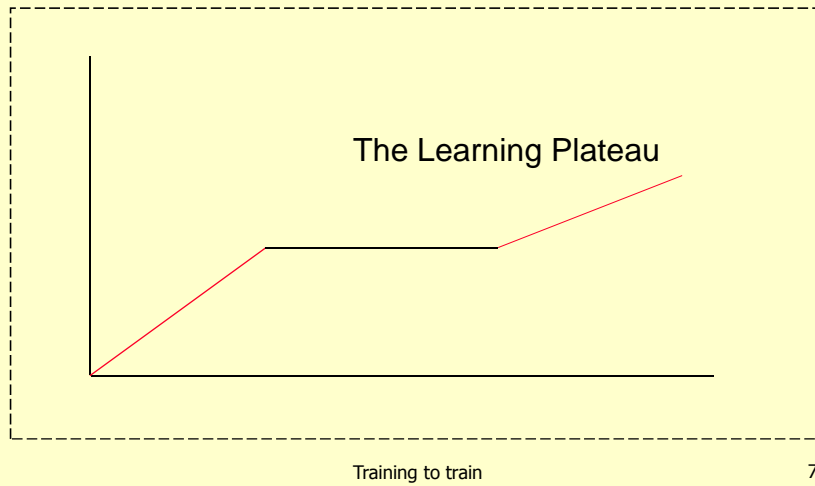
- | | |
|--------------------------------|-----|
| • Hearing | 12% |
| • Hearing and seeing | 23% |
| • Hearing, seeing and touching | 65% |



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The Learning Curve



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Learning styles

- Theorist
- Reflector
- Pragmatist
- Activist

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Training should therefore

- Motivate people to learn using effect and belonging
- Use all the senses
- Have an explanation
- Have an activity to confirm the learning process
- Have a summary

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Setting a training objective

What is the minimum the participants must be able to do as a result of the training?

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Training structure

- Main heading
- Detail
- Example
- Interaction
- Summary
- Q & A

For every section you need to follow this structure

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VISUALS



- Explain complex data.
- Show stages in a process.
- Provide background evidence.
- Reinforce the spoken word.
- Introduce a subject.
- Maintain attention.
- Aid the memory.

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Over-head Questions

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Questions after each main point

- Acknowledge question
- Clarify understanding
- Give answer keep it brief
- Check you have answered it

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Use of Case Studies

Advantages

- Mutual learning
- Takes pressure off individuals
- Communication is better
- Can cover a variety of tasks
- Shy people may contribute
- Support to less skilled
- Ownership of learning

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Use of Case studies

Disadvantages

- Trainer intensive
- Time taken in preparing
- Time taken in the group
- Difficult to assess the process
- Can be dominated
- group irrelevance
- Clash of personalities

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Running the Case Study

1. Brief everyone on the learning objectives
2. Read through the case with the participants
3. Set the questions you want the group to consider
4. Divide the group into smaller groups
5. Set the time frame
6. Run the case study, observing and listening to each group. Only give guidance when absolutely necessary.
7. Run the feedback session. Question each group and list the findings.
8. Run the debrief session. Summarise the key learning points.

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Opening the training session

- Welcome participants
- Ask group to introduce themselves
- Outline course objectives
- What you will cover
- What you will not cover
- How it will be done
- How questions will be handled
- A concise encapsulation of any admin points
- Handouts and notes

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Delivering the training session

- Introduce the subject
- Give the main points
- Support with secondary information
- Then add examples, analogies etc
- Do practical exercise
- Summarise
- Ask for questions

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Closing the training session

- Summarise learning points
- Get each individual to discuss their learning against their original objectives
- Get each individual to confirm action points for their job function
- Get each participant to fill out an evaluation form
- Close the course

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Vocal impact



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Vocal impact: the 5 Ps

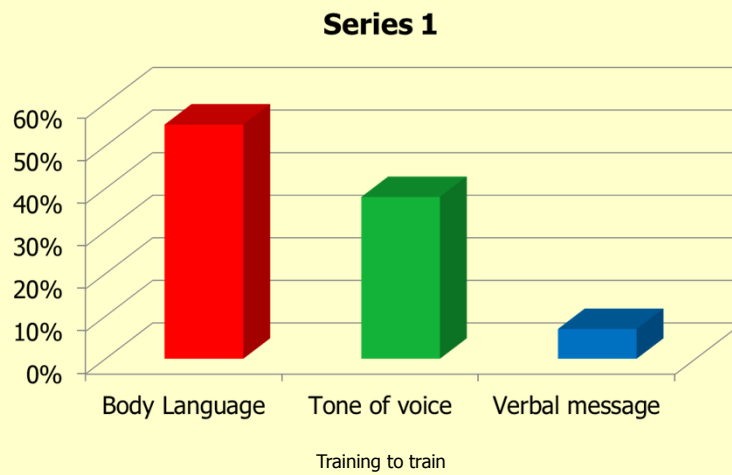
- Project
- Pitch
- Pace
- Pronounce
- Pause



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Silent messages



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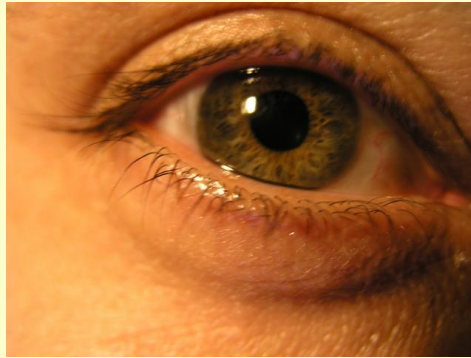
It's not just what you say...



Words

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Visual impact



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Body language: stance



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- Head and shoulders straight
- Arms/body open to the audience
- Balanced on both feet
- Body straight but not rigid
- Stable – no swaying, no dancing!

Movement

DON'T



- grow roots
- pace back and forth
- back away
- “slide” or stalk
- circle or wander in a small space

DO



- map your anchor points beforehand
- walk tall!
- move with purpose
- check and eliminate repetitive gestures

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Hand gestures

- Use them to:
 - **Describe**
 - **Emphasise**
 - **Count**
 - **Show attitude**
- When not using them, keep open or loosely clasped



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Make eye contact



- Have one-to-one conversations
- Select at random; include all areas of the room
- ! Eye contact = credibility in most cultures

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“Now I lay me back to sleep
The speakers dull, the subject deep
If he should stop before I wake,
Give me a nudge for goodness’ sake”

Anon

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