

Learning and Development Office

Intent-to-Design

Module Title: *Training For Excellence!*

Designer: Karen E. Share

Describe the purpose of this module (include the target audience, identified area(s) of need, desired performance changes, etc.):

Target audience: newly hired trainers who have little experience teaching in a classroom setting.

Identified areas of need:

1. Creating a positive learning environment
2. Managing difficult participants
3. Effectively leading discussions
4. Using a facilitator's guide
5. Understanding group dynamics
6. Transitioning activities

Desired performance changes: Improved group facilitation and classroom management techniques as measured by the evaluation and assessment tools described below.

What are the learning goals and objectives?

After this training, participants will be able to:

1. Create a positive learning environment
2. Manage difficult participants
3. Effectively leading discussions
4. Use a facilitator's guide
5. Understand group dynamics
6. Utilize effective transitioning activities

Discuss the learning strategy and format (delivery format, materials, job aids, activities, design tools, and proposed length of module):

Delivery format: Instructor-led classroom training, 15 to 20 students in small groups.

Materials:

- Trainers' guide
- PowerPoint slides
- Handouts, Level I evaluations, certificates
- Laptop, projector, markers, paper, whiteboards or flip charts, name tents, etc.

Job aids: Handout: Managing Difficult Participants (Lists difficult types and strategies to overcome them.)

Activities: Icebreaker, brainstorm, small group discussions, role play

Design tools: Word, PowerPoint, Photoshop, etc.

Proposed length of module: 4 hours

What types of evaluation and assessment will be utilized?

Formative evaluations: Throughout the analysis, design, development, and implementation process the project will be evaluated by other team members, subject matter experts, and the project sponsor to ensure that the customer receives the desired outcomes.

Summative evaluations:

Level I: Reaction. Post-training “smile sheets” will be distributed for participants’ feedback, and how well they believe the learning objectives were met.

Level II: Learning. Pre and post tests will be done to measure the participants’ knowledge before and after training.

Level III: Behavior/performance. “Smile sheets” from participants’ classes will be evaluated before (if available) and after this training. Average ratings will be analyzed for changes in instructors’ performance. The Level I sheets will cover this course’s learning objectives.

Other comments/information provided:

Resources used:

Big Dog & Little Dog’s Performance Juxtaposition:

<http://www.nwlink.com/~donclark/index.html>

Engaging Learners: Techniques To Make Training Stick by Fred E. Fanning

http://www.asse.org/professionalsafety/pastissues/056/08/042_048_F1Fanning_0811Z.pdf

Essential Trainer Skills by Department of Children & Families Professional Development & Training

Knock Their Socks Off! Facilitation/Presentation Skills by Tippy Amick

Training for Dummies by Elaine Biech