

"CAREFUL PREPARATION WILL HELP PARTICIPANTS DERIVE THE MOST BENEFIT FROM YOUR PROGRAM AND GIVE YOU MORE CONFIDENCE IN YOURSELF AS THE INSTRUCTOR."

YOU AND EFFECTIVE TRAINING: PART 1

BY JOHN S. RANDALL

"You and Effective Training" is a 10-part "train-the-trainer" series developed to aid you in your role as an instructor, to help you do a more effective job, and to assist you in obtaining desired results. Upon completion of the study of this series, you should be able to perform the following tasks:

- *Given an assignment to arrange a training program, you will be able to arrange a meaningful, well-organized program.*
- *Given a subject to present, you will be able to prepare a plan for presenting it.*
- *Given a well-prepared lesson plan or having developed one, you will be able to communicate the subject to others.*
- *Given a subject to present, you will be able to select and develop effective communication aids for it.*
- *Given a subject to present, you will be able to evaluate the effectiveness of your presentation and the response of participants.*
- *Given the assignment to con-*

duct a session, you will be able to select and arrange a facility for the most effective presentation.

ASTD is presently surveying such materials as this series toward preparation of a library of "off-the-shelf" training aids designed to assist members in furthering their own levels of competence. This parallels the ASTD Professional Development Committee's current project of validating a list of role models and core competencies of today's training professional.

If you have text modules for similar courses you may be conducting, we would appreciate hearing about them.

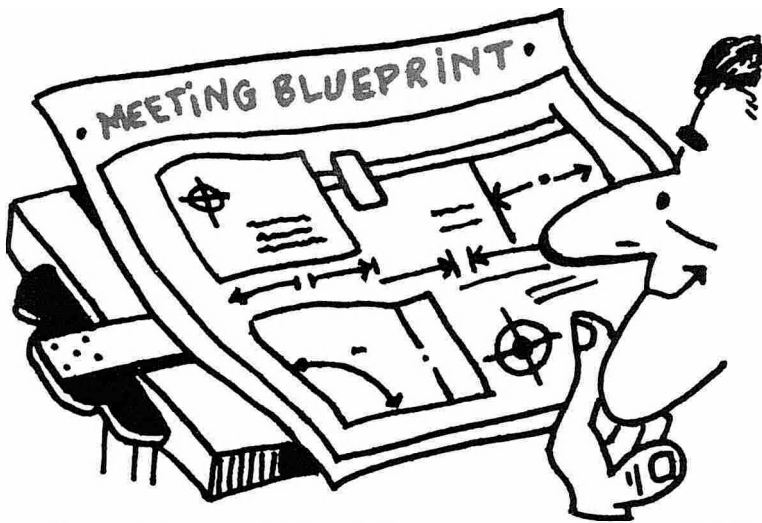


As an instructor, you may be asked to set up a complete training program, including preparation of the subject matter that is to be covered, who will attend, where the sessions will be held, how the subject is to be presented, and many other details.

All of these details combine to make up the program. If they are all executed well, your program should run smoothly and be successful. Planning and preparation are musts; you cannot get along without them! Careful, thorough preparation will 1) help participants derive the most benefit from the sessions, 2) create a feeling that the program is important and worthwhile, and 3) give *you* more confidence in yourself and in your program.

As you think about the program, here are some questions you'll want to consider:

- Why is the program being conducted?
- What are the objectives of the program?
- Who should attend the program?
- What is the background and



experience of those who should attend?

- What information do participants need to receive prior to the program?
- How will they receive the information?
- How will the information be presented to them?
- Where will the program be conducted?
- What facilities are available?
- What arrangements must be made for facilities and equipment?
- What housing or travel arrangements must be made?
- How will participants be informed about all arrangements?

Establishing Objectives

The objective or objectives of the program will determine *what* is done and *how* it is to be done. Objectives are the goals that you must attain. They are clear statements of purpose. You should determine the objectives and keep them in mind throughout the planning and execution of the sessions.

Your objectives should be expressed in terms participants understand so that they will know what they are expected to accomplish. These objectives should be written in terms of developing skills, knowledge, understanding, appreciation and attitudes.

Objectives should be stated as specifically and definitely as possible, leaving no room for misinterpretation. The objectives should indicate the kind of behavior or performance which will be accept-

ed as an indication that the participant has achieved the objective. If you include in your objectives the conditions under which the behavior will be expected to occur and how well the participant must perform, your objectives will be more specific and meaningful.

In writing the objectives, use specific words such as *to write*, *to identify*, *to solve*, *to list*, *to*

compare. These are preferred to words such as *to know*, *to understand*, *to appreciate* which are not explicit or definite. You will have general or overall objectives for the entire program, and objectives for each session of the program.

Your first step in planning a program is to establish objectives. They will be your destination. At the first session, tell the group what the objectives are . . . let them know the destination. This will let them know what you are doing, help them relate the material to their needs, and motivate them. Also, participants will be able to evaluate their progress as the program continues.

Your objectives will also help you prepare a logical presentation. Once you know where you want to go, you can determine your starting point and the steps you need to take to get to your destination. What you're doing is making an analysis of what participants must learn to reach the destination.

It's a good idea to write down



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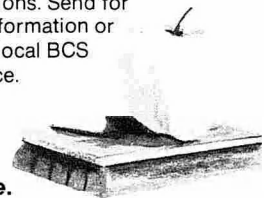
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what participants need to learn or know to attain the objective. As you do this, list the related information. This will help you in arranging individual sessions. You can arrange the content for each session, based on what participants already know, and advance step by step.

Who Should Attend?

You may or may not have an opportunity to determine who will attend the program. Ideally, the group should be made up of individuals with the same education, experience, background and needs. This, of course, is not possible. However, participants should be actively concerned or involved with the subject. They should be individuals who will benefit from the program.

It's a good idea for you, the instructor, to know as much about your group as you can. Answers to the following questions will help you plan and present your material:

- How many persons will attend?
- What are their ages?
- What is their education?
- How much do they know about the subject to be presented?
- How long have they been working for the company?
- Are they attending voluntarily? If they are required to attend, you will need to do more motivating.

The more you can learn about the group, the more meaningful you can make your selection.

Selecting a Facility

Select a location that provides as many of the following benefits as possible:

Look for a room that is adequate in size and is well-ventilated to insure the comfort of your class. Remember that concentration promotes smoking more than usual, and crowded classrooms must be ventilated. Find out whether or not the doors and windows can be left open without outside noise becoming a distraction. Try to make arrangements to have these distractions eliminated during class.

Heating and air conditioning are frequent sources of problems, so

you should check to make sure that you can control them individually. You and you alone should be in charge of regulating the temperature. It's a good idea after arranging the tables and chairs to make sure that no one will be sitting in a draft. If there is a draft, readjust the air vents or have them adjusted accordingly. Do this well before class and make certain that the heat or air conditioning is operating.

The noise level can be a crucial factor in the success of your program. Even the best-prepared instructor has difficulty competing with distracting noises. Avoid folding room dividers whenever possible. If soundproofing is a problem, investigate the possibility of scheduling your class during periods when adjoining rooms will not be in use. If several locations are available, make a few tests before making your selection.

Unless your classroom has been designed for training classes, lighting will most likely be a problem. It is your responsibility to see that all communication aids are well-lighted and can be easily seen. In addition, those in attendance must have adequate lighting to take notes, complete assignments, etc. Whenever projection equipment is being used, it must be possible to darken the room to an acceptable level. Unless the room is equipped with blackout shades, it's a good idea to check the light level before your meeting.

Seating and table arrangements are dependent upon the type of program. Tables and chairs can generally be arranged in a "U" or "V" shape. If you, as the leader, take a position opposite the door, latecomers will be less distracting. Don't spread your group out across the width of a room. This makes it difficult for you to see both sides of the group, and for the group to see your communication aids. If the group is large, it is better to arrange them according to the length of the room. Tables should be of sufficient width to provide adequate space for workbooks, name cards, etc. Obtain the most comfortable chairs possible. Although extremely durable, vinyl-covered

chairs become quite hot and uncomfortable with extended use. Don't let an uncomfortable chair become a distracting influence. To avoid discomfort, incorporate a 10-minute break into each session.

Other provisions for the comfort and convenience of participants should be arranged. Make sure that there is an ashtray at each place, and arrange that they be emptied during a break. If the program runs over two hours, drinking water and glasses should be provided, and replenished with fresh water during breaks.

Carefully check room size and acoustics to determine whether or not you need a sound system. If your program includes group discussion, a two-way sound system may be necessary. If so, make sure you test it to avoid the possibility of feedback. Do this before the session.

You'll also want to be certain there's a place for hats and coats, that everyone knows the location of the room where sessions will be held, and the exact time sessions begin.

Adequate electric outlets should be at convenient locations to avoid the use of long extension cords. If long cords must be used, they should be securely taped to the floor, using two-inch masking tape to reduce the possibility of anyone tripping over them.

Some instructors prefer to work from a podium. If you use a podium, it should be equipped with a small light to enable you to refer to notes when the room is darkened.

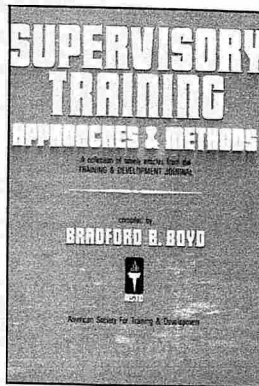
Through careful planning and preparation, your meeting room will establish a professional atmosphere that should be maintained throughout the entire program.

Preparation of Materials

Carefully inspect and test all projectors or recorders. If your program depends upon the use of a projector, be sure you have spare bulbs on hand. Also, familiarize yourself with the method of changing these bulbs. There is nothing more embarrassing than to have lamp failure and to have to start thumbing through an instruction book during a presentation. Have an extension cord handy; you may

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need it. Remember all tape recorders do not operate in the same way. *Before you meet with your group, you should practice using all mechanical aids until you can use them efficiently:*

- Arrange the projection screen so that it is in position ready to be used.

- A pointer can be of great assistance during the presentation of slides or viewgraphs.

- Make sure the blackboard is clean and you have an adequate supply of chalk. Be sure to have an eraser.

- If you want your students to take notes, provide them with pads and sharpened pencils or request that they bring them. It is also wise to have extras on hand.

- You must be certain that you have all the materials assembled for distribution and that you have enough copies for everyone.

- It's a good idea to have a checklist of the items to be used and distributed. Review it before

each session. A sample checklist is shown in Figure 1.

Keeping Records

You should keep attendance records for the program, checking attendance at the beginning of each session. You can check off names, call the roll at the beginning of each session, or you can circulate an attendance sheet at the beginning of the session and let everyone sign it. Then, you can check attendance later. If you use this method, be certain everyone signs the sheet. If examinations are used, you should keep a record of grades. Any comments you have on participants or the program should be part of your records also. Keep a copy of all your plans so that with modification you can use them for other groups.

Acknowledgement

The author would like to give special thanks to the following for their contribution and effort in the preparation of this text for Anheuser-Busch use:

- The staff of Operations Training at Anheuser - Busch: Bob Schloss, Bob Thumser, Iva Roberts and Hyland Stuart.

- The International Correspondence Schools.

Editor's Note: Part 2 of this special train-the-trainer series will focus on "The Learning Process." Watch for it in your June '78 Journal!

John S. Randall is manager of Operations Training at Anheuser-Busch, Inc., St. Louis, Mo.

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Figure 1.

INSTRUCTOR PREPARATION AND PLANNING CHECKLIST

Have you:

1. Publicized the program or activity?
2. Informed everyone about the time, place, location and other meeting arrangements?
3. Arranged all details of the meeting room?
4. Checked the physical requirements for conducting the session?
 - a. Seating arrangement
 - b. Podium
 - c. Ashtrays
 - d. Drinking water
 - e. Coat racks
 - f. Ventilation, heat, light, class comfort
 - g. Projectors, screens
 - h. Blackboard, chart pad, easel
 - i. Chalk, crayon, eraser
 - j. Papers, pencils
5. Secured necessary aids and equipment?
 - a. Charts
 - b. Handouts
 - c. Demonstration materials
 - d. Record-keeping items
 - e. Films
 - f. Slides
6. Checked to be certain equipment is in working order and familiarized yourself with it?
7. Established the objective for the session?
8. Carefully studied the lesson plan?
 - a. Determined important points to be emphasized?
 - b. Considered anticipated responses and group reactions?
 - c. Considered experiences, examples and stories to be used?
9. Developed enthusiasm for the program?