

DSC SPEED READS

MANAGEMENT

Training Skills

Grainne Ridge

DSC



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DIRECTORY OF SOCIAL CHANGE

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Introduction

Who will this book help?

This book will help anyone who has an element of training in their role. Perhaps you are seen as an expert in your field and therefore are called upon to train others. You may be a manager and have team training responsibility. You enjoy the challenge but would love some help to structure your training sessions.

What will it give you?

This book will equip you to design engaging training sessions that deliver immediate and lasting results. You will learn to enjoy training and, in doing so, develop valuable life skills.

The book is designed so that you can dip into individual chapters, if you know where you need help, or you can treat it as a short course in designing and delivering training. In either case, there is nothing like practice to make your learning stick. The best use of the book will be in using it to design a real training session.

Chapter 1

How people learn

This chapter gives you insights into the learning methods of adult learners and the tools to use this information.

There is much debate over whether the various models of learning styles are true and relevant. Your best chance of engaging most participants is to plan to use a range of techniques and, on the day, be sensitive to what is working best. Your greatest resource is your flexibility: being prepared and able to change things if they are not working for each individual group.

However, we do know that adult learners have particular needs. Specifically, they need to:

- see the relevance and application of the new skills or information to their situation
- have a degree of control over how, when and where they learn
- feel safe, in that they are not going to be criticised, embarrassed or laughed at
- be actively involved in the learning process.

Critically, all of these factors must be built into any training that you do for it to be successful.

One well-accepted model of learning for engaging training is the multiple intelligences framework. The principle is that we all have a variety of ways in which we learn and some that are 'preferred'. Do you recognise the scenario in the case study?

Case study



Some friends get together to play a new board game. One person reads out the instructions. Someone pipes up: 'I need to see what it says for myself.' Another arranges the board pieces. A third drums his fingers. A fourth calculates how she could win. A fifth starts doing something else. One person is listening.

Top tip



To appeal to most learners, include written instructions for exercises and key points on flipcharts, posters and handouts as well as delivering them verbally.

All of the players are trying to process the instructions in their preferred way – and some are simply distracted. Could this happen in your training? Yes, if you don't take account of how different people prefer to take in new information.

The multiple intelligences framework

While there are at least seven recognised intelligences, three of these are the most common: visual, auditory and kinaesthetic preferences. (For our purposes, 'intelligences' and 'preferences' are interchangeable.) These three preferences will provide you with a wealth of useful information when designing your training.

How to appeal to the three key learning preferences

Visual	Auditory	Kinaesthetic
<ul style="list-style-type: none"> ■ Pictures, posters and flipcharts ■ Handouts ■ DVDs ■ Graphs and diagrams ■ Demonstrations ■ Brainstorming (with visual records of ideas) 	<ul style="list-style-type: none"> ■ Lectures ■ Discussions ■ CD versions of learning material ■ Steps, procedures and sequences ■ Stories and jokes 	<ul style="list-style-type: none"> ■ Role-play ■ Games and physical exercises or puzzles ■ 'Walk through' processes ■ Simulations ■ Constructing models

Where next?



See www.learning-styles-online.com to access a free test to identify your dominant preference.

You rarely have the luxury of knowing in advance how your learners prefer to learn, therefore you must plan to satisfy all three to some degree. On the day, as you pick up clues, you can adapt your training to meet your learners' preferences more closely.

Learning versus training

It is easy to make the assumption that because you are training, the other people in the room must be learning. The key is to put the learners' needs before the trainer's preferences.

DSC Speed Reads

Aimed at people who are short on time and need to absorb information quickly, these indispensable guides are:

- **Accessible** – practical guidance on a wide range of subjects
- **Condensed** – distilling experience and expertise in just 32 pages
- **Clearly signposted** – Top Tips, Case Studies and Where Next ideas

Covering a wide range of topics and building into an invaluable library, Speed Reads are an essential addition to any bookshelf.

Training Skills

This book will teach you to create engaging training sessions that deliver immediate and lasting results. Whether you are experienced and wishing to develop your skills or are entirely new to training others, this book is designed to be both a comprehensive short course and a resource to dip into. Training Skills is an indispensable guide to designing effective training sessions of any size or sort.

Grainne Ridge is a highly regarded trainer, coach, NLP facilitator and learning designer. She delivers workshops and programmes in the areas of sales and customer service skills, personal effectiveness and impact, and team dynamics.



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