

For the training to be successful, the trainer needs to be aware of the basic principles of training and plan to achieve the following:

PRINCIPLES OF TRAINING

- Training must cover the objectives of all delegates
- The training aims to satisfy the needs of the delegates
- The methods of communication must be at a level which actively involves all delegates
- Successful training will satisfy the learning styles of the delegates
- The training should attempt to improve knowledge, attitudes and behaviours
- Successful training is easily followed and builds sequentially
- Training must be easily assimilated into the practical environment of the delegates
- Training must attempt to stimulate, interest, challenge and motivate delegates throughout

MOTIVATIONAL FACTORS

As well as the above factors, the motivation to learn can be enhanced by the following:

- There is a defined benefit to learn
- The subject is relevant to their current role or aids career progression
- There is a commitment from management or others to the outcome
- It could lead to increased status, promotion, pay etc.
- It was a challenge within the capabilities of the trainees
- The trainer was encouraging
- There were sufficient resources and equipment
- The training was very well organised
- There was a good mix of fellow learners
- There is a positive attitude towards learning and development in the organisation

STAGES OF LEARNING

Learning does not come easily for most people. It demands persistence and perseverance. Consider the following model which can help explain the feelings trainees experience during a learning opportunity.

Stage One - Unconscious Incompetence

Stage Two - Conscious Incompetence

Stage Three - Conscious Competence

Stage Four - Unconscious Competence

Stage One - Unconscious Incompetence

This is the stage at which we usually start. We are unconsciously incompetent, unaware of what it is we don't know.

We will use the example of learning to drive to compare these stages of learning. We are at our first driving lesson. We may have sat in the passenger seat and navigated but we don't know the range of skills involved in driving a car.

Stage Two - Conscious Incompetence

We start to learn at the level of Conscious Incompetence. We become suddenly aware for the first time of how poorly we do something and how much we have to learn. This can be a very frustrating period for people and some may quit if they are not really motivated to continue.

During the driving lesson we become suddenly aware as we sit behind the wheel for the first time of how inexperienced we are; how complex driving is and how much we have to learn. We suddenly start to feel very vulnerable and can become nervous.

Taking a trainee from Stage Two through to Stage Three is one of the key tasks of a trainer. It is essential that the training is broken down into manageable sections that allow the trainee to learn at a pace that suits them and allows the trainer to test the competence of the trainee at each stage. Trainers must remember that in the early stages of Stage Two the trainee is at his/her most vulnerable and it is essential that the trainer doesn't show signs of frustration and irritation towards the trainee. The phrase 'Never reprimand a Rookie' is apt at this stage; the trainee will be putting themselves under tremendous pressure to achieve, so a calm, relaxed and motivational manner is needed now.

Stage Three - Conscious Competence

Having practised, we start to move through the stages. With experimentation and practice we start to acquire the knowledge and skills. We know how to do it correctly, but we need to think hard to keep it going well. This stage involves small progressive steps during which our feeling of awkwardness give way to a sense of achievement as we become more skilled.

Remember the feelings we experienced when we made our first successful hill start. We engaged in a number of complex processes; releasing the clutch and at the same time depressing the accelerator; listening for that vital point of engagement when the sound of the engine drops; releasing the handbrake; holding the car steady; checking the mirror before signaling and pulling off. We felt great!!!! Learning and development is one the most effective ways of motivating individuals.

Stage Four - Unconscious Competence

At this stage a new sense has taken over - the kinaesthetic sense of unconscious movement or muscular effort. With frequent application we have arrived at a level of unconscious competence where the whole process seems natural and easy and doesn't require so much concentration.

When we drive today we don't have to consciously concentrate at each hill, traffic-light or junction. We are now experiencing the benefits of unconscious expertise.

THE TRAINER AS LEARNER

This model also helps us to look at the various stages managers will need to go through if they want to become effective trainers. The **first** stage represents many managers who experience training for the first time. They are neither knowledgeable nor skilful; however, their confidence exceeds their ability because they have very little idea of what's involved.

The **next** stage is marked by a drop in confidence as they gain more knowledge of what's involved. They are trying to use the skills but are having difficulty in putting them into practice.

Next comes "**Conscious Competence**". At this stage they are now fully aware of what's required and can demonstrate the ability to carry it out. They do, however, have to concentrate fully and check back to make sure they are progressing to plan.

The **final stage** is reached when they train both automatically and effectively without really thinking. Good training practice has become such an integral part of their style of management that they do it, and do it well, without even thinking about it.

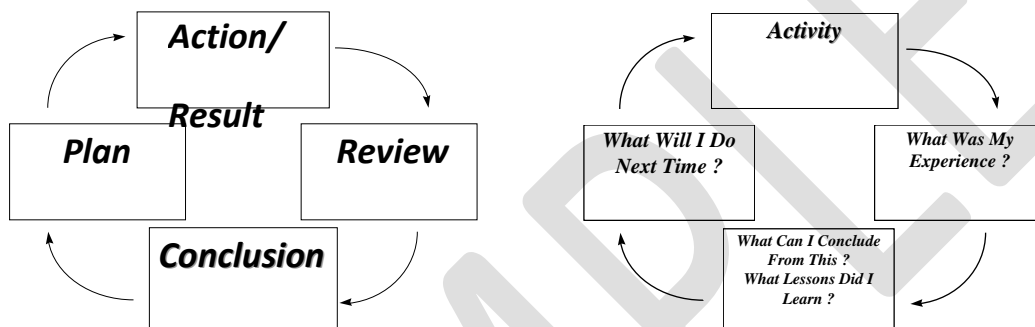
THE LEARNING CYCLE

How do individuals progress through the four learning stages effectively? The answer lies in another model. It is generally accepted that experience is a critical factor in learning. David Kolb, a leading American researcher, put forward the theory that learning takes place in a four-stage cycle.

When you engage in an activity, the cycle starts and you have what Kolb calls a 'concrete experience', this is when the **result** from previous activities has been realised, e.g. the project was a success or the new sales presentation has brought in more customers. You then pass on to a phase of thinking about that experience, which is called 'reflective observation' or the **reviewing** stage. As a result of this second stage you begin to generalise from the experience, making statements of a structured or theoretical nature. This is also the stage when trainers will review the processes used to achieve the result by asking questions, e.g. "What did you do to achieve the result so quickly?" During the third section of the cycle you are **drawing conclusions** from the experience and this is referred to as 'abstract conceptualisation'. It is important to be able to identify what was learnt during the process - this allows you to identify and repeat essential actions. 'What have we learnt from this?' is an important question to ask in any learning experience. In the final part of the cycle, you apply your new understanding by 'active experimentation'. This is the most important stage of learning as you now set out a **plan of action** that allows you to set new objectives for future success.

It might be helpful at this point to present another analogy to clarify the concept and bring it to life. For example, the cycle can be applied to writing a report for management:

- Stage one:** The report is well received. *Concrete experience (Action/Result)*
- Stage two:** You reflect on the success; was it the layout, the style, the content and overall presentation? *Reflective observation (Review)*
- Stage three:** You come to the conclusion that it was a combination of a one-page executive summary at the start, coupled with examples in the main report of how the proposals had worked in similar organisations. *Abstract conceptualisation (Conclusion)*
- Stage four:** You write your next management report based on the previous conclusions and this gains an even better reception than the first and you are back at **Stage one** ready for the next report. *Active experimentation (Plan)*



Effective learning occurs when we are given the opportunity to go completely around the cycle. Classroom learning rarely provides the opportunity for this; so the necessary links between theory, practice and application are difficult to form.

EXERCISE

Think of something that you have been involved in recently at work that went very well (or didn't go quite to plan). Examples could include finishing a new project; learning and implementing a new software application; successfully completing a new marketing initiative etc. Use the learning cycle to review, conclude and plan for improved success. When you have completed this, discuss your results with another delegate.

Describe the experience

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Review what happened

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What conclusions can you draw from the experience?

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What will you do next time to improve/maintain/change the result?

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SAMPLE

Pre-course Session 1

General Pre-Course Preparation

Purpose

For trainers to understand the preparation needed to plan for an appraisal training course and the essential actions they should take. NOTE: These instructions can be adapted to be used for any training course/session and not just for the appraisal skills course.

Section	Purpose	Directions
	<p>TRAINERS MAY NEED TO PREPARE:</p> <p>Pre-course briefing (example on page 7) We recommend that these are issued 10-15 working days prior to a training course. They allow delegates to think through and discuss with their line managers the reasons why they are attending the course and what they are looking to achieve from the training.</p> <p>Pre-course Information and questionnaire (example on pages 5-6) These are similar to the Pre-course briefing sheets but have information about the course and any preparation that needs to be completed prior to attending the course. You may wish to expand on this by assigning a pre-course task, e.g. bringing with them copies of past appraisal forms</p> <p>Post-course briefing (example on page 8) We recommend that these are completed at the end of the course and reviewed with the delegate's line manager at an appropriate time prior to carrying out their appraisals. This allows delegates to discuss with their line managers any further questions they may have and seek solutions before they conduct the appraisal.</p> <p>Training development plan (example on page 9) This is a useful form for delegates to have in their Personal Development Plans (PDP). It outlines the training that an individual needs; what action is to be taken and by when. It should be reviewed regularly with the delegate's line manager and signed off once the appropriate training has been carried out. It also allows those involved in the delegates training to view and review what training has been carried out and how effective it has been.</p> <p>Training course checklist (example on pages 16-17) This is a checklist of essential activities that the trainer needs to ensure that all aspects of the course have been activated.</p>	

	<p>Planning a training event (pages 10-15) This guide gives specific timed plans for running a training event that involves a high degree of project planning and attention to detail. This is a very useful guide for someone that lacks the experience to run this type of event.</p>	
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Pre-course Session 2

Appraisal Skills - Pre-course preparation

<p>Purpose To enable delegates to be fully prepared for the Appraisal Skills course and the exercises that they will have to carry out.</p>

Section	Process	Directions
1	<p>Prior to this course (allow approx. 10-15 working days before the start of the course), issue delegates with full pre-course instructions (<i>‘Pre-course information and questionnaire’</i>). It is essential that you allow delegates time to prepare for the course. (Please amend the forms to suit your course agenda, if different from the ones supplied)</p>	
2	<p>Delegates to return to you any pre-course work that needs analysis or evaluation by you at least 5 working days prior to course start.</p>	

<p>Special instructions</p>
