

Developing In-house Training Team

solutions for organizations



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“Learning is the new form of labor. It's no longer a separate activity that occurs either before one enters the workplace or in remote classroom settings. Learning is the heart of productive activity.” - Tom Peters

An Introduction

If any organization wants to compete on a global level and provide services as per international standards, it is imperative that it nurtures competencies as per strategy, acquires and retains a workforce which is cohesive, committed and delivers high performance.

Any company, which keeps pace with the changing business environment, has to provide training to its employees on core competencies and soft skills using traditional methods of on-the-job and training workshops.

Today, organizations are increasingly paying attention to the concept of organizational learning in order to increase competitive advantage, innovation, and effectiveness. Learning occurs due to the influence of various factors such as structure, strategy, environment, technology, and culture.

A "Learning Organization" is one in which people at all levels, individually and collectively, are continually increasing their capacity to produce results they really care about.

Organizations must continually advance their knowledge base and competencies. We must learn faster and better than the competition and stay ahead of the industry and the market. If we don't progress, we regress.

Hence it becomes critical that you must inculcate learning into the daily curriculum; being then having your own pool of training expertise becomes the essential ingredient of the platter for the future.

So it's imperative to achieve Lasting Results. With your very own in-house trainers, you can extend learning and practice far beyond the classroom. They are an indispensable resource as an internal coach and leaders in your organization.

Develop In-house Training Team

Many organizations choose to conduct their own training utilizing in-house trainers, managers, supervisors and team leaders. The advantage of *conducting your own* in-house training is the incorporation of your organizations vision, mission and values being delivered consistently to ensure **greater ownership** by the management and staff as a whole.

Cost Effective. Since training takes place at your location and with your own trainers, there is no travel, no professional fees, no days away, no unrelated expenses. Staff can be trained at an extremely low per person cost.

Flexibility. Roll out the training around your organization's timetables and resources with options like two-hour segments, half-day lessons, or full two-day workshop.

Special Focus. Every business organization has strengths and weaknesses, threats and opportunities. Public training course must be, by definition, generic. In-house trainers are able to know how to focus on the issues critical to your business and industry. Your time will not be wasted on topics that have no relevance to your business. The focus is on you and your organization.

Participant Interaction. Having only your own people on the course will create focus and discussion on the issues that are important to your organization. Everyone must agree on the issues and what is needed to solve them. Getting a good start on this agreement is important to provide the momentum needed to implement strategy for change. This momentum can only be provided if a large percentage of your employees share the training experience.

Impact. By having more people attend the training together, its impact throughout your organization will be immediate. It enhances leadership and teamwork amongst your management and staff.

Benefits. The in-house trainers having to deliver the training content will feel even more compelled to walk the talk. The in-house trainers will evidently have the opportunity to practice, improve and acquire public speaking and presentations skills. These are invaluable skills required by any organization today.

Empowerment. In-House training is a solid investment in the development of your managers, staff and organization. You will have the ability to address specific staff issues, needs or challenges in a non-threatening setting. Most trainers developed a sense of ownership and be well respected by the other subordinates.

Seeking suitable candidates as in-house trainers

Line manager who has the potential to be an effective trainer generally exhibits:

- Self-confidence.
- Awareness of environment.
- Ability to build bridges—relate old to new.
- Organizational skills.
- Desire to learn and share.
- Ability to listen.
- Pride and honor in his/her work
- Sense of humor.
- Good communication skills.
- Flexibility.
- Patience.
- Cool headedness & warm hearted.

A line manager is not fit to be a trainer if he:

- Has a superiority complex or ego issue.
- Poor knowledge of the subject.
- Shows lack of enthusiasm.
- Is not interested in knowledge sharing.
- Is impatient with the group.
- Uses ineffective teaching methods.

What Makes Training Work?

Results of several studies have shown no direct link between training, knowledge and practice, unless the training is relevant to what trainees do in their everyday jobs, and is supported by management.

Competencies for Trainers

Adapted from ASTD, Institute for Human Services, and OSP-HRD

To develop your pool of trainers, it is vital that you provide your team with the core competencies. Core competencies identified: Training, accountability, adaptability, communication, inclusiveness, customer focus, occupational knowledge, technology orientation

Management responsibility:

Management is responsible for ensuring that:

1. The trainer understands the role and functions of training as a management strategy to help the organization achieve its mission, and knows how competency-based training can promote "best practice" throughout the service system.
2. The trainer has skills sufficient to communicate effectively with staff that will comprise the trainer's audience.
3. The trainer understands his/her role as a member of the training development and delivery team, and knows how and when to collaborate with training managers and managers-in-charge to assure that training addresses identified needs.
4. The trainer can differentiate between training needs and other types of employee performance problems, and knows the training system's proper role in addressing performance problems.
5. The trainer actively pursues self-development activities including professional reading, training events, and active involvement in professional training organizations
6. The trainer seeks to develop and utilize skill in serving as performance consultant rather than simply deliverer of training

Competency-Based in-house Trainers

1. The trainer understands the role and functions of in-house training as a management strategy to help the organization achieve its mission, and knows how competency-based training can promote "best practice" throughout the service system.
2. The trainer knows the components of a competency-based in-house training system and the proper sequence of steps in the system's development.
3. The trainer understands how the Universe of Competencies is developed, and how it is used as the criteria for individual training needs assessment, trainer assessment and selection, and curriculum development.
4. The trainer understands his/her role as a member of the training development and delivery team, and knows how and when to collaborate with training managers and managers-in-charge to assure that training addresses identified needs.
5. The trainer can differentiate between training needs and other types of employee performance problems, and knows the training system's proper role in addressing performance problems
6. Competencies are satisfactorily demonstrated in the course of the training program and in the development and delivery of the candidate's sample training program.

The Trainer Skills Development

A. Adult Learning

1. The trainer understands and can apply principles of adult learning to training development and delivery. This includes engaging learners to identify their own learning needs; helping trainees set personal learning objectives; drawing on and incorporating trainees' past experiences and expertise; using experiential and interactive training techniques; helping trainees apply training content to their jobs; and creating practice opportunities during the training session.
2. The trainer can create and orient trainees to a comfortable physical learning environment, including preparing the training room, greeting and engaging trainees, and attending to the social, emotional and comfort needs of the learners.
3. The trainer knows the conceptual frameworks for describing learning styles; can recognize differences in trainee learning preferences and styles; understands how individual development and cultural background can impact learning preferences; and can develop and use training strategies that address a variety of learning styles and preferences.
4. The trainer understands the typical stages in the development and mastery of new knowledge and skills; understands the adult learning paradigms that represent these steps (i.e. levels of learning, conscious/unconscious competence) and can develop training materials that promote sequential development.

B. Training Delivery Skills

1. The trainer recognizes the impact of the physical training environment in facilitating or impeding learning; can arrange the training room to promote comfort, interaction, and group development; and can assure that training facilities are easily accessible to persons with disabilities.
2. The trainer can use a variety of self-management strategies to reduce personal stress and stage fright associated with public speaking.
3. The trainer understands the impact of personal appearance and dress, physical positioning in relation to trainees, hand and body movements, positioning of a podium or tables, and tone of voice, on both the quality of the presentation, and receptivity by trainees.
4. The trainer demonstrates the use of name tags/name tents, "ice-breaker" exercises, introductions, and other activities at the beginning of a session to create a positive group climate and begin the engagement process.

5. The trainer demonstrates the ability to speak clearly at an appropriate volume; can vary volume, pace, tone, and inflection to maintain trainee's attention; and can avoid unnecessary and distracting vocalizations ("uh," "ummm," "you know," "like," "I mean.")
6. The trainer can adjust his/her presentation methods, use of language, and group management style to achieve the optimal level of formality for the group, and/or to match learners' level of expertise.
7. The trainer understands the potential impact of learners having been mandated to attend training, and can use supportive engagement strategies to help trainees identify personal learning objectives and develop an investment in the training.
8. The trainer demonstrates the use of reflective listening and feedback to encourage group involvement, to clarify and expand upon trainee contributions, to guide the direction of the discussion, and to enhance trainees' understanding of the content and concepts.
9. The trainer can use verbal enhancers that more fully communicate and explain essential concepts and information, including examples and illustrations, creative phrasing, analogies, quotations, rhetorical questions, and comparing and contrasting concepts.
10. The trainer can use summarization, bridging, and segue to help preserve continuity when moving between segments of the training.
11. The trainer knows strategies to keep the group focused, on task, and within established time frames, while remaining responsive to group needs and concerns.
12. The trainer knows strategies to engage and involve trainees who display resistance or a lack of involvement, or who exhibit disruptive behaviors that interfere with the development of constructive group process.
13. The trainer can use information from written participant evaluations, evaluation summaries, and feedback from trainees and appropriate manager-in-charge to identify opportunities for improving the training.

C. Experiential Learning

1. The trainer appropriately uses experiential exercises to increase awareness, modify attitudes, challenge misconceptions, and facilitate learning and mastery of both knowledge and skills.
2. The trainer demonstrates understanding of the detrimental outcomes of using experiential exercises inappropriately, or placing them improperly in the curriculum sequence.

3. The trainer designs and develops a variety of individual, small group, and large group experiential exercises and activities that enhance learning and application.
4. The trainer facilitates experiential activities by clearly and concisely explaining instructions; providing ongoing direction and feedback to trainees; helping process and draw conclusions about the exercise; and engaging in problem solving when the activity is not progressing or accomplishing learning objectives.
5. The trainer elicits information to evaluate the effectiveness of experiential activities in achieving objectives, and can make needed modifications.

D. Group Facilitation and Management

1. Advanced: The trainer helps the group members clarify, negotiate, reach consensus, and adhere to norms or ground rules for the training session; and can enter into a verbal contract that establishes the trainer's role in supporting and enforcing these norms.
2. Basic: The trainer clearly and accurately communicates the goals and objectives of the training; can help trainees identify unrealistic expectations for the training; and can negotiate to achieve consensus about the desired outcomes for a training session.
3. Advanced: The trainer uses group facilitation strategies that promote the development of a safe, learner-centered environment, group cohesion, comfort with risk taking, and commitment to common learning objectives.
4. Basic: The trainer chooses the training strategy best suited to meet a particular learning objective; and knows integrates a variety of strategies to address different learning styles and to keep the training from becoming repetitious or boring.
5. Basic: The trainer can recognize non-verbal cues from trainees; can use active listening and reflection to determine their meaning; and can elicit feedback to clarify points and to determine the level of understanding or agreement.
6. Basic: The trainer demonstrates understanding of the factors that can create resistance and dissension within training groups, including a lack of pre-training preparation; forced attendance at training; pre-existing interpersonal conflict among group members; problems in the work environment; and personal, social, and emotional factors of trainees.
7. Basic: The trainer utilizes a variety of group management strategies, and intervenes to manage problematic behaviors without alienating either the individual or group.

8. Advanced: The trainer provides timely, sensitive and relevant feedback to the group, and can challenge ideas in a manner that stimulates creative thinking and promotes growth, while maintaining trainees' self-esteem.
9. Advanced: The trainer recognizes, processes, and understands trainees' emotional responses to training content or exercises; can acknowledge and normalize feelings; can help the group identify constructive ways to deal with feelings; and can intervene to help individual trainees deal with acute emotional distress.
10. Basic: The trainer effectively handles confrontation and conflict with and between trainees; and uses a series of verbal and non-verbal interventions to de-escalate the conflict, explore and clarify the issues, and facilitate resolution, while discouraging disruptive behavior and preventing emotional withdrawal.

E. Transfer of Learning

1. The trainer understands the concept of learning as a "process rather than an event" and identifies opportunities and activities to promote transfer before, during, and after the training event.
2. The trainer understands the roles of line managers, supervisors, training managers, trainers, and learners in promoting transfer; knows the importance of supervisory intervention with learners both before and after training; understands how organizational barriers can prevent transfer; and can work collaboratively with others to design and implement effective transfer of learning activities.
3. The trainer understands the impact of individual learning preferences and culturally based learning styles, and can design a variety of teaching and transfer strategies that address different styles.
4. The trainer gives relevant examples and encourages critical assessment of how new learning can be applied to trainees' jobs; elicits examples of practice dilemmas and successes; and can help trainees identify and resolve barriers to application of new learning in the work place.
5. The trainer demonstrates understanding of the sequence and stages in acquiring and mastering new knowledge and skills; and knows how and when to use mentoring, coaching, and other on-the-job training activities to promote continued trainee development.
6. The trainer demonstrates understanding of the importance of collaborating with supervisors, managers, and team leaders to promote transfer of learning, and can design post-training on-the-job learning activities that promote continued skill development by trainees.
7. The trainer helps to assess and provide feedback regarding trainees' acquisition of knowledge and skill at the completion of training; and can

recommend additional self-development or training activities to promote skill development.

8. The trainer employs a variety of assessment methods to be used before, during, and after training to measure the impact of training; and can collaborate with training managers to implement comprehensive evaluations of training effectiveness.
9. The trainer incorporates a variety of classroom activities that support transfer, such as idea catchers, action planning, supervised practice, and rehearsal.

F. Developing and Using Audio Visual Media and Materials

1. The trainer designs, develops and incorporates a variety of audio-visual materials including flip charts, posters, overhead transparencies, computer generated visuals, handouts, slides, videos, and audio tapes, to enhance the training and reinforce learning.
2. The trainer selects and incorporates audiovisual materials that best support the content being presented.
3. The trainer designs, produces and distributes handouts in a logical and organized manner.
4. The trainer can operate, disassemble and make emergency repairs to audiovisual equipment, including flip chart stand, overhead projector, TV/VCR, video recording equipment, cassette/CD player, LCD projector and computer.
5. The trainer can use a contingency plan with alternative instructional methods in the event of equipment failure or unexpected emergency, or to accommodate trainees with visual or auditory disabilities.

G. Computer and Distance Learning Technology

1. The trainer integrates computerized training aids to enhance training, and can design and develop presentations and demonstrations using software such as Power Point.
2. The trainer demonstrates understanding of the range and types of knowledge and skills that are most effectively acquired using self-directed, computerized learning (e-learning), and knows how to integrate interpersonal and trainer-directed strategies that support and augment computer-based and self-directed learning activities.
3. The trainer demonstrates understanding of use of computer-based communication strategies such as group e-mail, chat rooms, and list serves, to promote dialogue and interaction among learners.

4. The trainer knows how to use computer applications and communication strategies to promote transfer of learning and skill building by preparing trainees to attend training, and by providing regular opportunities for follow-up and coaching after training.
5. The trainer articulates the strengths, benefits, and limitations of distance learning technologies such as videoconferencing and virtual classrooms.
6. For program trainers: The trainer demonstrates understanding of use of computer hardware, and software applications that are relevant to the content area the trainer is teaching.

H. Professionalism and Ethics

1. The trainer maintains a professional demeanor in the training environment, including maintaining standards for dress, adhering to pre-set time frames for the training, and being well organized and fully prepared for the training.
2. The trainer demonstrates understanding, and incorporates into practice, the values, ethics and standards of the professions and the practice fields in which trainees work; and can address and reinforce these in all training activities.
3. The trainer models standards for adult learning and professional development, including: respect for trainees; supporting trainees' self-determination; and maintaining appropriate confidentiality, privacy, and self-disclosure.

I. Culture and Diversity

1. The trainer understands how his/her own cultural background can impact communication style, choice of words, body language, and mannerisms, and how these may affect trainees from different cultural backgrounds.
2. The trainer understands how his/her own cultural background affects values, attitudes, and beliefs, and recognizes ways in which an "ethnocentric" perspective may affect his/her ability to train and relate to trainees from different cultural groups.
3. The trainer can model an approach to cross-cultural encounters characterized by an open mind, a willingness to learn from each other, mutual respect, objectivity, and rational critique; and can create a training environment that values and encourages the expression of cross-cultural content, and constructive dialogue about it.

The Training Content

Resources Training is a complex activity and must be carefully planned. Too often when technical experts or in-house trainers are identified to conduct a workshop or a training session little thought is given to careful planning and design of the instruction. Design and preparation of a training course usually consumes more time than delivery of the material.

Training Objectives

Now that you have selected a group of enthusiastic in-house trainers, you will need to get them started on the training objectives and content.

Clear training objectives provide a sound basis for:

- Organizing the trainer's work
- Informing trainees of the learning expected
- Selecting the training materials and methods
- Delivering an effective training program
- Evaluating the success of the training course

Well-defined training objectives will keep all involved on the right track throughout the training. They provide an important link between the needs assessment and the design and preparation of the training materials. The trainer can assess if the objectives were met, indicating whether the training was successful in meeting the needs of the trainees. The training objectives therefore provide the basis of evaluation.

Objectives for training may involve:

- Improving Skills
- Increasing Knowledge
- Changing Attitude

Preparing and Organizing the Training Content

The most important aspect of a training session is the training content. Developing training content is one of the most difficult tasks and is a very time consuming activity for the in house trainers.

- The training content and flow of information should maintain the interest of the audience
- The training content can be organized in outline form
- Training content must be attractive to captivate the audience
- Each step in the outline should contain a distinct message that may be presented in introduction, body and conclusion form

Questions that should be addressed when organizing a training course include:

- How will the topics be introduced?
- Would a question be a good way to start?
- Which training methods will strengthen the message?
- What questions are the trainees likely to ask?
- What questions should the trainer ask the trainees?
- When should breaks be planned in the session?

Select Training Methods

Once the training content has been outlined and the messages have been identified, training methods can be selected. A training method is a strategy or tactic that a trainer uses to deliver the message so that the trainees achieve the objectives of the program (Wentling, 1993). One or more training methods can be used in the presentation of a message. It is good to use a variety of training methods throughout a training course to maintain the interest of the trainees.

Factors to consider when selecting a training method include:

- **Size of audience:** larger audiences often require more formal training methods with less audience participation
- **Maintaining attention through interaction:** methods which involve the trainees in the instruction have the advantage of maintaining attention and involving all participants
- **Variety:** selection of different types of methods often maintains the interest of trainees
- **Available resources/infrastructure:** where resources are limited, the opportunity to use resource intensive techniques like field visits and demonstrations may also be limited
- **Duration of the training session and amount of information to be covered in it:** methods that involve discussion and casework take longer than more lecture-oriented methods
- **Experience of the trainer:** the trainer must be comfortable using the chosen method
- **Training aids** required to support each method and the time and resources to prepare and use them

"Learning often occurs best through play..."
- Peter Senge, MIT Sloan School of Management

Know your Audience

This is based on the audience analysis. The trainer must know the interest level of the audience in the subject. He should also know about the response to any such program being conducted in the past to plan the content. If the trainees are forced into a program by compulsion, then it is difficult to hold their interest for a long time.

In order to conduct a training program, the trainer must collect all the material that address the goals of the session and read whatever material is available. The trainer must know the kind of resistance he will get from the trainees. He should empathize with the trainee and anticipate his/her problems so that he/she can be ready with all the necessary answers.

Choosing the Correct Training Aids

The content of the training course should link directly with problem areas identified in the needs assessment and the training objectives. The training content can be organized in outline form to help prioritize and sequence the material (Swanson et al., 1997). The end result should be that the training content is presented at the correct level to meet the objectives of the trainees.

Organize the Training Course

The trainer should envision the flow of the training course before it begins. The more the trainer can visualize the format of the training course, the more prepared he/she is for any questions or problems that may arise. A prepared trainer is a relaxed and more effective trainer.

Outlining the training content will help identify the key messages to be presented. Presentation of a message is usually organized into three main parts:

- **Introduction** – should include key points such as the purpose of the session, an outline of the information to be covered, how the information will be presented, how it will achieve the purpose of the session and the personal benefit to the trainees.
- **Body**- the main message presented as a few well-developed points flowing in a logical manner
- **Conclusion** – summary of the main points. May include specific action that should be taken following this course

Core Competencies for Curriculum Development

1. The trainer understands the unique attributes of a training curriculum for use in an in-house training system.
2. The trainer understands basic principles of human cognition and learning, and can apply these principles to the development of training curricula.
3. The trainer can identify the structural elements of a training curriculum, and knows the principles in the development of each element.
4. The trainer can formulate specific learning and application objectives for each section of a curriculum, and can demonstrate how these objectives together achieve the competencies the curriculum is to address.
5. The trainer knows how to research and validate curriculum content to address the particular competencies the curriculum is being designed to teach.
6. The trainer knows the principles of curriculum sequencing and organization, and knows how to sequence content and design activities to achieve a coherent and integrated curriculum.
7. The trainer is able to identify and incorporate the most appropriate training methods to achieve the learning objectives of a particular section of the curriculum.
8. The trainer can design and include a variety of strategies, to be implemented before, during and after the training, that promotes application of new learning back on the job.
9. Trainees will be able to assess written curriculum resources and determine their adherence to principles of learning and curriculum organization.

Conclusion

To have an outstanding in-house training team and program, you need to focus in 2 main areas;

- Relevant professionally prepared content
- Trainer's Skill Sets and Competencies

Off the Shelf Content

This is a new way for managers and educators to deliver high quality training faster... cheaper... and better. In the past, trainers had to either find the time to develop their own workshop materials or purchase expensive, inflexible books and workbooks. The time required to research, assemble, organize and develop quality training programs can be quite extensive.

With PrioritySky Trainers' Kit, all the work is done for you... and you can print-on-demand as many courses as you need... when you need them. We supply you the content, while your trainers can work towards contextualizing it for your specific industry, business concerns, and organizational development.

The Trainers Kit Modules are well researched and designed to deliver quality content and information. With each module, you will receive in a CD format:

1. Course Outline
2. Presentation slides (in power point)
3. Trainers' Guide
4. Participants' Manuals,
5. Recommended Reading List.

Enjoy unlimited reprinting rights and the unlimited rights to customize and edit the content to suit your organization's specific training needs.

Customized Learning Solutions to fit your organization.

Every organization has a different learning need. We believe training is a tool to facilitate change and ensure our clients achieve their business objectives. We are experts at crafting the training solutions our clients need to accomplish these business objectives by improving learner performance. PrioritySky has a proven record of success in all facets of training development.

Our expertise includes needs analysis and assessment, course and curricula design, content development, current and future skills evaluation, multiple testing strategies, and trainers training.

Custom made the training content to meet pressing needs by using your insight into the organization's internal challenges and strategies.

Our Content Consultants will work together with you to develop learning materials that specifically:

- Align with your organizational goals, vision, mission and culture.
- Incorporate the context of your specific business situation
- Develop case studies and role plays that addresses your industry
- Meet your training objectives and needs of your staff's skill sets

Trainer Competency Training

To ensure high quality delivery of the contents, the in-house trainers are required to undergo comprehensive trainings to develop their core skills competencies and be certified to run the workshops effectively.

Even if the in-house trainer is the subject matter expertise, he/she still needs to develop their skills to share knowledge, facilitate learning activities, make their training session palatable and resonates with the trainees' beliefs, values and outcome.

All licensed trainers will be trained to use participative training methods such as, group discussions, role play, practical case studies, exercises, information giving sessions, videos, good practice examples, etc. They will learn how to spruce up their presentation skills with gestures, voice intonation and visual aids. The trainers will learn to appreciate the different perspectives that participants may have and how to manage and handle difficult participants.

The Train the Trainer programs enable organizations to keep the ideas, standards and ethics of professional trainers alive long after our master trainers have left.

PrioritySky helps you achieve even more

The in-house trainers should focus on how the training can help you and your organization achieves the outcome that drives your business profits.

- PrioritySky save you time, money and help increase your productivity by offering you a library of high quality, customizable training materials that you can easily incorporate into your organization.
- Your in-house Trainers will increase and build their competency by attending Train-the-Trainer and NLP Basic Practitioner Certification to equip them for a successful training experience for the trainer and trainee.



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