Article

EFFECTIVE TRAINING

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Inspiration for developing and improving your own trainer practice

Introduction

Do you know the feeling of participating in training where you have been sitting all day just listening and looking at countless PowerPoint slides? Where the time between the breaks has been far too long? Where the involvement of the participants has been limited to a couple of questions from plenum at the end of lengthy presentations? Where the purpose of the teaching was not clear and where you were unable to see the relevance and applicability of the training in your everyday work? Where you have returned home without knowing where and how to bring the new tools into play? If you have experienced just some of the above, you are not the only one! Fortunately, training forms and methods are continuously being developed, and it is rarely quite as bad as the mentioned description. However, there is still room for improvement and development of the training discipline.

This article is about bringing the training discipline into focus and aims to provide you with inspiration for developing and improving your own trainer practice. The first step is to become explicit about your own practice as a trainer and to realise that the choices you make in the design phase and during the training must be conscious choices that support the purpose of the training and what is to take place after the actual training. The article will introduce you to basic adult learning and provide you with applicable tools for understanding the trainer's role and for designing learning processes

In Implement Consulting Group, we use the terms training, trainer's role and training design rather than teaching. In training, there is an element of something active, and the word denotes that the participant's learning is in focus. In addition, the term teaching is traditionally associated with the classroom form whereas training also includes on-the-job and in practice. Teaching is a wide concept and comprises learning forms in the elementary school and upper secondary school as well as the lecture form of the universities. We especially seek to differentiate ourselves from the lecture form of the institutions of higher education – thus the term training.

with effect. Recent research shows that the effect and learning from traditional courses are insignificant if the learning is merely based on a single course or isolated modules, and if the learning is not designed as a process with focus on before, during and after. The article, therefore, offers a number of specific suggestions for how to design effective learning processes.

The article is targeted at instructors, internal and external consultants whose work includes elements of training and design of training, e.g. in connection with change projects, workshops, processes and specific training tasks – and the article is one of three articles dealing with the three consultant roles: adviser, trainer and facilitator.

The article is structured in three parts: the trainer's role and basic adult learning, design with focus on learning and effect, design of the actual training situation.

The trainer's role and basic adult learning

The trainer's role – specialist expertise and process-related strength

The role as a trainer is characterised by focusing both on specialist and process-related competences (see figure 1). Specialist expertise implies special knowledge about the relevant subject which exactly you possess. At the same time, process-related competences are just as important in the training situation, i.e. handling the dynamics among the participants, the conflicts that arise as well as to master questioning techniques and methods for creating a comfortable environment, reflection, atmosphere and energy among the participants. As a trainer, you will, therefore, need to be able to provide "expert answers", stimulate reflection and handle what happens in the room.

The trainer's role, thus, has common traits with both the role as an advisor and a facilitator. The role as an adviser to a larger extent focuses on expert knowledge and providing answers and to a lesser extent on the process-related aspect of the training. The role as a facilitator, on the other hand, primarily focuses on the process-related aspect and only to a small extent on providing answers (part of the process-related toolbox is the same for the facilitator and the trainer).

As a trainer, your mission is to train people in either new knowledge, attitudes and/ or new or changed behaviour. We consider the three elements separate, but interdependent. More or new knowledge neither ensures increased learning nor changed behaviour. Consequently, we practise all three elements and do not just add knowledge, but regard knowledge as part of being able to change behaviour or attitudes. When, for instance, training in change management, we will present

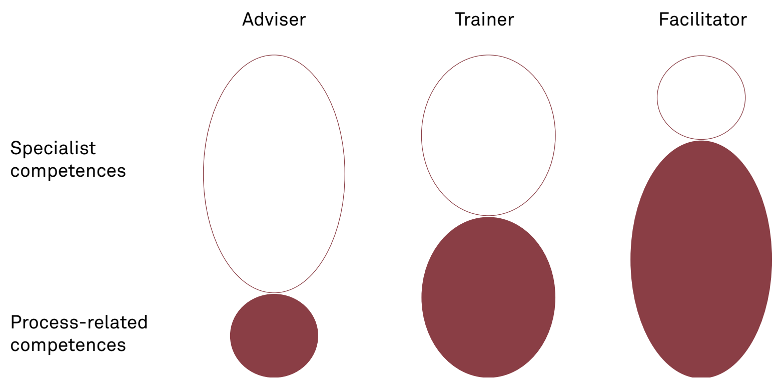


Figure 1. Specialist and process-related consultant competences

different approaches and theories in the field (knowledge), and the participants will get the opportunity to reflect on their own practice in terms of using the approaches (attitude). Finally, there will be practical exercises in relation to the participants' own cases to ensure that the participants both know how to apply and are able to apply the tools in situations from their own work life (behaviour), e.g. training in questioning technique, drawing up a milestone plan for the participant's own project, design of his/her own meeting or workshop.

Know the principles of basic adult learning

When training adults, five principles would be advantageous to know. If you incorporate these principles into your design and on the actual training days, you are well on your way to creating a favourable learning environment for your participants.

1. Adults learn if they wish to and perceive a need to learn

2. Adults learn by linking the learning to previous, current or future experiences

3. Adults learn by practising what they have learned

4. Adults learn through help and support

5. Adults learn in an informal and safe environment

Knud Illeris: Læring (learning) (1999) and Læring i arbejdslivet (learning at the workplace) (2004)

Below, the five principles will be elaborated with examples of strategies to be used for complying with them.

1. Adults learn if they wish to and perceive a need to learn

It is a well-known fact that adults only participate in competence development if it contributes to their professional or personal development, career or other life situation and thus has a clear purpose or meaning for the individual. The ideal situation is, of course, when the participants at your course show up fully engaged and cannot wait to use the tools. However, this is not always the case, but much can be done by the trainer to generate an urge and need for learning. You may, for instance, work with the participants' expectations before, during and after your training:

Ideas for creating an urge and need before the training:

Send out inspiring welcome emails to the participants, letters, links to videos, a small comic strip or a postcard describing a clear purpose and learning objectives (i.e. what are the participants supposed to know and master at the end of the programme) and posing questions for reflection, e.g.: "What would you like to learn from the training?", "What are you looking especially forward to?", "What makes you wonder?" etc.

A colleague who was to facilitate a change management training programme sent out a tube of toothpaste together with a welcome letter to the participants and asked them to use it. At the introduction to the training, only very few participants had used the toothpaste. The letter had indicated no clear purpose, and the participants saw no meaning of why to use it. It was a new brand, and the taste was different from the usual toothpaste. The learning included that the participants were to be exposed to change themselves. Thus, the toothpaste served as a teaser for the training.

Another good idea is to arrange a common kickoff for the participants and their managers where the purpose and the elements of the training are presented as a whole. Here, the participants get the opportunity to share their expectations, influence the content and get to know you and the other participants. If you orchestrate your kickoff in the right manner, you have already succeeded in creating interest and ownership with both the participants and their managers, which is crucial if you are to ensure transfer between the training and the participants' everyday work.

Ideas for creating an urge and need during the training:

After welcoming the participants and presenting the purpose and agenda, ask them to reflect on their thoughts concerning the application and relevance of the training in their everyday work (this also relates to principle 2 about linking learning to previous, current or future experiences). Even though you have done your preliminary work thoroughly, there may still be participants who pose the question: "How is this training relevant to me in my job?". Or: "How can I apply this learning?". It may feel uncomfortable to be asked questions like these, and, therefore, it is important not to be on the defensive, but actually to "go with the current" as a colleague puts it. This is where to unfold your process-related competences as a trainer. You must welcome questions like these as you can be absolutely certain that there is more than one among the participants who has the same question, but has not worked up the courage to ask you. Thus, appreciate questions and go with the current. To go with the current entails being curious and asking second-order questions, e.g. by saying: "Elaborate on your thoughts – in relation to what specifically do you have difficulties seeing the purpose?". "If this was to be more meaningful to you, what should the content be?". Often your curiosity in relation to the participant will lead to a constructive dialogue. A good idea is to sum up your conversation during a break where you can talk to the person in question one-to-one. Situations may arise where the participant should not have been selected to participate in the training, and it is your responsibility to handle this together with the person. By handling such questions and situations, you will also provide a breeding ground for an informal and safe learning environment, cf. principle 5.

Furthermore, you can use the room for creating an atmosphere that supports the purpose of the training (this will be elaborated on later in the article). Last but not least, let your own enthusiasm and commitment shine through. When the participants see your enthusiasm in relation to the subject matter, the participants' learning and the training days, it will affect their desire to learn.

2. Adults learn by linking the learning to previous, current or future experiences

This entails that you must be sensitive in relation to adapting your content and process to the participants' situation, levels of experience and specialist competences and give the participants the opportunity to reflect on how the content and the tools relate to their own experiences. It is also important to use the participants' own cases and examples from their everyday work, which enables you to increase transfer, i.e. the transferability to the participants' practice. Bjarne Wahlgren, Director of the National Research Centre of Competence Development at the Danish School of Education and researcher in transfer between education and work, states:

"IT IS ABOUT INCORPORATING PRACTICE INTO THE TRAINING AND TRAINING THE LEARNINGS IN RELATION TO DIFFERENT SITUATIONS OF APPLICATION. THE MORE THE TRAINING INCORPORATES ELEMENTS FROM THE SITUATION OF APPLICATION, THE MORE TRANSFER. AND THE MORE VARIED EXAMPLES WE INCORPORATE, THE WIDER THE TRANSFER."

Eva Frydensberg Holm: Transfer kræver træning (transfer requires training), Asterisk, November 2009

3. Adults learn by practising what they have learned

This entails that you must always include an element of training or exercise in relation to what you present. Research shows that we remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 60% of what we reflect
- 80% of what we say
- 90% of what we say and do

Therefore, if your aim is learning, replace the long lectures and presentations with short, precise presentations and exercises in relation to the subject presented. For several years, ASTD (American Society for Training and Development) has carried out a training programme for trainers called Telling ain't Training illustrating the point that if we want to carry out training, it is not sufficient to give a presentation.

4. Adults learn through help and support

During the training, you must be available to the participants when they e.g. are out training in groups or solving exercises at the tables. The participants do not always approach the trainer if they need help for an exercise, but if you make sure to approach the participants while working, it is absolutely certain that they will have some questions for you. At the same time, you can provide the participants with specific, caring and constructive feedback and ensure that they are on the right track in solving their exercises.

In case more than one trainer is assigned to the programme, it is an advantage to split the groups between you, allowing you to form a special relation to some groups and gain knowledge of their work. A good idea is also to encourage the participants to help and support each other during the programme, thus creating cooperation and team spirit. A possibility is also to let experienced participants take on the role as resource persons whom the other participants can turn to for help.

5. Adults learn in an informal and safe environment

Creating a safe environment is your responsibility as a trainer. It is possible to learn under circumstances which are not perceived as safe, and it appears that we learn and remember extremely well what takes place under circumstances in which we have felt uncomfortable, afraid or in some other way have been beyond our comfort zone. However, this is not the type of learning we want to foster at training programmes as learning under such circumstances will always be associated with negative feelings. An example is people who have had some bad teaching experiences from when they went to school and who, thus, show resistance as soon as they enter a setting reminding them of their childhood classroom as it is associated with negative feelings.

In the Danish book Kompetenceudvik-ling og videnmedarbejdere i staten (2006) (competence development and knowledge workers in the public sector), Professor Henrik Holt Larsen describes three zones in which employees may be when developing competences: the comfort zone, the stretch zone and the stress zone. The comfort zone is the zone in which you draw on known methods, your experience and routine. The stretch zone is the zone where you, based on own experience, break new ground, i.e. test new methods in line with already known methods. The stress zone occurs when you are in so deep that you find yourself struggling to survive. Your training and the participants' learning must take place in the stretch zone. This entails that you must challenge the participants in such a way that they step out of their comfort zone, but without bringing them into the stress zone.

We often work with the phrase an appropriate disturbance – a concept stemming from the Chilean biologist Humberto Maturana. An appropriate disturbance challenges the participants in such a manner that they learn without being too disturbed.

Before the training days, you may already perform some activities to establish contact to the participants and create an atmosphere, e.g. sending out welcome emails/letters written in an informal language. Emphasise that it is OK to make mistakes as the setting is indeed training and thus learning. If possible, use metaphors such as: For some, the training programme can be compared to when you learn how to drive a car. You always start out in a closed area on a test track where you can make as many mistakes as it takes before actually getting out in the traffic – always accompanied by a trainer. Remember to use suitable metaphors which do not patronise the participants.

If you have spent some time on increasing your knowledge of the participants before the programme, e.g. through visits, interviews, kickoff etc., you will have an idea of which type of metaphor would suit the situation. A good idea is also to prepare small check-in exercises shortly after you have welcomed the participants where they talk in pairs or in small groups or icebreakers for the entire team in order to obtain knowledge of each other. You can also create a safe environment by being curious and sensitive in relation to the participants and by creating space for wonder and questions.

Design with focus on learning and effect

The design task – learning as a process rather than an event

As with the role as a facilitator, the role as a trainer comprises two main tasks: the design task and the actual training task. The design task takes place before the training is conducted. Here, the entire training programme is designed from beginning to end, both at an overall level, including activities before, during and after, and down to the specific days, hours and exercises – also referred to as the script. We will be returning to the script later in this article.

Recent research in learning theory indicates that training must be designed as a complete learning process which relates to the participants' practice and where the individual modules (training days) and implementation activities are interlinked and form a whole. Here, we are inspired by the American professor and learning researcher Robert O. Brinkerhoff from Michigan University who has

Before the training	During the training	After the training	! ! ! ! ! ! ! ! !
Create motivation, focus and alignment: • Purpose and objectives of the training are clear to everyone – manager as well as employee • Agenda, prepare a case, reflection assignment, read article, interview colleague/customer • Mobilise managers and include them through learning contracts with employees	Training with quality and simple tools: • Incorporate adult teaching methods in the design of the training • Focus on building skills • Enable feedback • Apply case-specific training and exercises • Design training to enable transfer	Support improvements and implementation: • Follow-up and home assignments, participate in a colleague's meeting, supervision and feedback, establish learning groups, create systems to capture and share learning • Continue and resume dialogues on learning contract between manager and employee	The trainer should consider him-/herself a conductor controlling the entire process before, during and after the training and making all stakeholders interact in perfect harmony

Results

Figure 2. Brinkerhoff: Design learning as a process rather than an event

conducted a number of thought-provoking studies of the connection between learning obtained through courses and the effect achieved for the organisation. Brinkerhoff documents that the effect of traditional training programmes is as follows: After the programme, 15% of the participants do not even attempt to apply what they learned. 70% attempt to apply the learning, but experience problems and soon return to old methods. And merely 15% apply the new learning and actually experience an effect from the training. Brinkerhoff's point is that learning must be seen as a process in which focus must be placed on activities before, during and after which support the training and ensure learning. His research should be an eye-opener to everyone working with training processes. Just consider how much time and how many development funds are wasted when merely 15% of the participants ever apply what they learned. The effect and learning from courses and training are, thus, insignificant if the learning process is only based on a single course or isolated modules and if the learning is not designed as a process including activities before, during and after (Robert O. Brinkerhoff and Tim Mooney: Courageous Training (2008)).

Figure 2 illustrates how learning is designed as a process inspired by Brinkerhoff. Our experience is that we typically end up with a distribution of approx. 20% before the actual training, 20% on the training day(s) and 60% after the training (implementation) since a prerequisite for achieving effect and learning is to have created readiness in the organisation – the 20% before – but it is in the participants' daily work (the time after the actual training) that the learning is to live, and the effect is to be realised. Consequently, we place greater emphasis on after than before.

Prepare the organisation for the participants to apply their learning

Many good reasons exist why course participants do not apply what they have learned when they return to their daily work. Bent Gringer, Chief Advisor at Centre for Development of Human Resources (Statens Center for Kompetenceudvikling) and PhD, points out that as a participant you may be highly motivated for applying learned skills, but workplace conditions may hamper the application. Maybe you have been trained to become a project manager, but your organisation runs no projects. Or the possibility of practising some of the acquired tools drowns in time pressure and fire fighting. Stop blocks of a more organisational nature may also be encountered. Gringer states:

"A COMPANY'S COMPETENCES TO A LARGER EXTENT LIVE IN THE RELATIONS BETWEEN PEOPLE AND IN THE ORGANISATIONAL CONTEXT THAN IN THE MIND OF THE INDIVIDUAL EMPLOYEE. THIS MEANS THAT YOU DO NOT NECESSARILY INCREASE THE ORGANISATION'S TOTAL COMPETENCES BY OFFERING COMPETENCE DEVELOPMENT TO INDIVIDUALS. MAYBE ADJUSTMENTS ARE REQUIRED TO THE MANAGEMENT STYLE, ORGANISATIONAL CONDITIONS, DIRECTIONS FOR EXECUTING SPECIFIC WORK – OR TO THE ENVIRONMENT AMONG COLLEAGUES – IN ORDER FOR THE ORGANISATION AS A WHOLE TO BECOME MORE COMPETENT."

Eva Frydensberg Holm: Transfer kræver træning (transfer requires training), Asterisk, November 2009.

These views are supported by Brinkerhoff's main message, i.e. that too many organisations get too little value out of their massive training efforts which are often decoupled from the overall strategic focus of the organisation and lack involvement of relevant stakeholders. His findings are supported by a survey performed by ASTD in 2006, the results of which indicate

	Preparation and readiness	The actual training	Environment of application
Reason for unsuccessful training	• Programme not relevant to participant(s) • Unclear purpose of participation • Lack of preparation • and focus • Does not need it or applies it already • Management is not involved at all levels	• Is not capable of learning • Wants to learn but lacks guidance and support • Poor training design or training material • Incompetent trainer	• Lack of management support • Has not had the opportunity to apply tools • Lack of support from colleagues • Lack of feedback and coaching
Distribution in percentages	**20%**	**10%**	**70%**

Figure 3. What is the reason for lack of effect?
Source: Robert O. Brinkerhoff. Handouts from workshop at ASTD, 2009: Yes! You Can Guarantee Business Impact from Training

three reasons why training does not have an effect:

1. The participants, their managers and the organisation's preparation and readiness (20%)

2. The actual training situation (10%)

3. The participants' application (or possibilities of application) in practice (70%)

The above distribution in percentages clearly indicates that preparation, possibilities of application as well as transferability are what need to be worked on. Here, 90% of the reason why training does not have an effect is to be found. A surprising result is that merely 10% can be ascribed to the training itself, which is typically where we spend most of our energy. It seems that we need to invest far more efforts in strengthening preparation and readiness in the organisation as well as the participants' possibilities of application.Considering learning research within this field, this is not new knowledge. Lave and Wenger's concepts about situated learning and communities of practice indicate that learning is always context-dependent and linked to the communities of which we form part at our workplace, in our private life and in our spare time (Lave and Wenger: Situated learning: Legitimate peripheral participation (1991)).

Figure 3 describes how and why organisations do not achieve the desired effect.

Wahlgren and Gringer point out some additional influencing factors in connection with ensuring transfer and application of learning from training programmes:

1. The employee him-/herself (motivation and meaning)

2. The training (training in applying the learning in different contexts, discussion about various situations, perspectives, own cases and work challenges, coupling to practice, just-in-time, preparation of action plans, how to apply your learnings when you return back home etc.)

3. Workplace conditions (organisational conditions, social relations, management style, culture, distribution of work tasks)

4. The trainer him-/herself (confidence in the trainer and possibility of discussing application)

Eva Frydensberg Holm: Transfer kræver træning (transfer requires training), Asterisk, November 2009

In an ideal world, training programmes are not decoupled from the organisation's strategic goals. However, this is unfortunately sometimes the case, and here it is even more essential to be in a close dialogue with the managers of the participants to ensure coupling to the organisation's existing strategy and to design a training programme that provides an optimal effect for participants and organisation. The participants' managers are crucial in creating importance and supporting the participants in their learning process, asking questions and helping the participants in applying their learning in practice. Involvement of both managers and participants can be achieved by inviting to a dialogue at a common kickoff for the participants and their managers where they jointly define learning objectives and link to strategy and direction. A tool for this dialogue is the learning contract (see learning contract in the appendix).

Figure 4 illustrates an example of a training programme designed as a process with activities before, during and after.

Not only satisfaction should be evaluated

In the dialogue with managers and HR about the design of the programme, it should be discussed what kind of evaluation the organisation wants to use. The most widely used form is the quantitative satisfaction measurement at the conclusion of the training day(s) where the participants score their satisfaction with the training, the trainer and the location. Considering the fact that (according to the ASTD survey) merely 10% of the reason why learning is not applied can be ascribed to the actual training, it is paradoxical that this method is often used as the only one. The reason may be that the method is easy and inexpensive and, not least, harmless to the organisation, which, at the most, engages a new trainer and finds a new course location or make minor adjustments to the course content. However, this common satisfaction measurement does not provide much information on the participants' learning or subsequent application. It is, thus, important that these questions are asked both quantitatively and qualitatively.

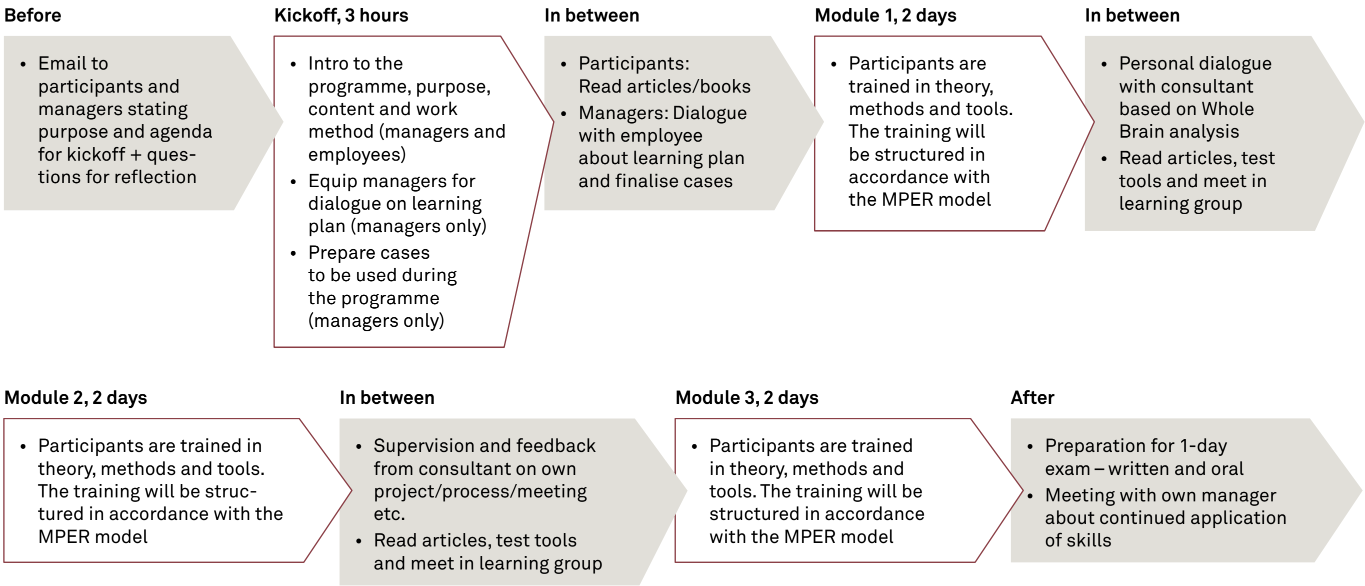


Figure 4. Training process and activities

To initiate this dialogue and emphasise its importance, we have good experience with presenting Brinkerhoff's results, but also the results of another American learning researcher, namely Professor at University of Wisconsin Donald Kirkpatrick's levels of evaluation (see figure 5), which were first published in 1959. Since then, he has published a number of books about the levels and their implementation. In recent years, his thinking has enjoyed a revival as the focus on ROI and the justification of HR and training departments were brought up for discussion as a consequence of the financial crisis. (Read more about Kirkpatrick's levels of evaluation in his books Evaluating Training Programs (2006) and Implementing the Four Levels (2007)).

We apply Kirkpatrick's levels of evaluation in two ways: When, in cooperation with the customer, we are to design the training programme from beginning to end, we start at level 4 and move downwards in the hierarchy. In this manner, we address the overall purpose and overall effect before moving downwards to determine how to ensure learning, application and satisfaction. When, after a training programme, we are to measure the effect of the programme, we start at level 1 and move upwards in the hierarchy. Thus, at an early stage, we will be able to establish whether dissatisfaction with the training or insufficient learning may be the reason for lacking application or ROI.

An ASTD survey conducted in 2008 among 1,500 organisations shows that level 1 is used by the majority of organisations (91%) while level 4 is used by merely 9%:

- Level 1: 91% of the companies perform evaluation by means of level 1
- Level 2: 37% use level 2
- Level 3: 16% use level 3
- Level 4: 9% use level 4

In many organisations, there is, thus, a tradition of evaluating only at the lowest levels as evaluation at level 4 makes increased demands on the organisation and the trainer.

In Implement, we have developed an effect concept comprising a number of tools designed to ensure learning and effect.

In case of minor training programmes for a small part of the organisation, it is often difficult to demonstrate a direct ROI for the organisation that can be ascribed to the training programme alone. This, however, does not mean that this level can or should not be used. We believe that, in the design phase, it is only natural to have a dialogue with the organisation about which results are desired from the programme and to follow up on these after the programme.

In the appendix, you will find a course evaluation template. Below, we provide an overview of the process for measuring the effect of training (see figure 6).

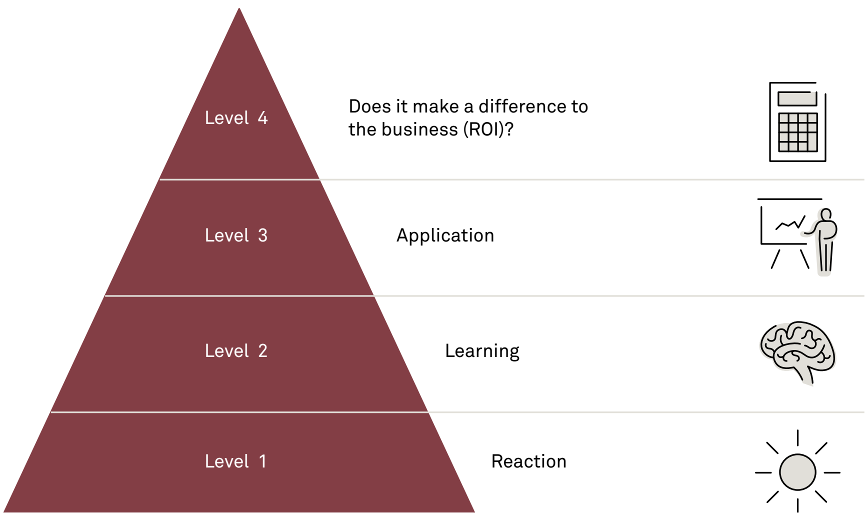


Figure 5. Donald Kirkpatrick's four levels of evaluation

How we measure

Planning and balancing of expectations

- First suggestions for learning objectives are formulated
- Personal feedback, e.g. incl. 360° interview
- In cooperation with the customer, Implement designs the measurement process ensuring that it matches the purpose of the training

Before and during the training

- The participants qualify their own learning objectives by filling in an "impact map"
- During the training, Implement follows up on the impact map

The last day of the training

- The participants evaluate on satisfaction and relevance in relation to the impact map (participant and organisation)
- The participants make an action plan

Participants are to set aside time for dialogue with buddy

After three months

- The participants fill in a questionnaire, "follow-up on effect", which evaluates own application of the training and personal learning based on the content of the training and serves as inspiration for further development
- The participant's immediate manager fills in the questionnaire "follow-up on effect", including organisational effect achieved

What we measure

Identification of desired organisational effect

- Behaviour (management processes, relations and cooperation, work processes and work practice, knowledge and competences, culture, values and norms)
- Performance (effectiveness – internal and external – adaptation to external demands)

Impact map

- What are your learning objectives?
- Where/when would you apply the new learning?
- How will you know that you succeeded?

Measurement on satisfaction

- Satisfaction with the training
- The relevance of the training in relation to the stipulated learning objectives and the impact map

Follow-up on effect, incl. measurement of learning and application concerning:

- Tools/methods
- Behaviour
- Cooperation processes
- Work efficiency
- Degree of self-awareness
- Multiple choice or examination, if relevant

Measurement of organisational effect achieved

- Behaviour (management processes, relations and cooperation, work processes and work practice, knowledge and competences, culture, values and norms)
- Performance (effectiveness – internal and external – adaptation to external demands)

Figure 6. Process for measuring the effect from training

Design of the actual training situation

Make a script that works

We will now focus on the specific training days, hours and exercises – what we call the script. The script is made based on the overall design of the training and the agenda sent out to the participants prior to the training. The script is the detailed design of the training and all of the aspects in play to realise the purpose and execution of the programme.

The purpose of making a script is for you as a trainer to consider how to realise your desired purpose, the content of the presentations, the processes in relation to exercises, the length and number of breaks, the atmosphere and the course material you wish to use as well as responsibilities and time. Thus, with the script at hand, you ensure to cover all aspects of your training and that it will vary in its form. It is a time-consuming process, but a really good investment because when you are "on stage", you have already thoroughly considered purpose, meaning and processes. Thus, it will be easier for you to improvise and know when your time-table may slip if you switch round a couple of exercises or adjust the duration of the plenum discussion (see figure 7 for an example of a script).

As illustrated in the below figure, the script also contains descriptions of activities to be performed before, during and after the training.

Time	Agenda item	How and who is responsible?	Course material
Before			
Send out preparation email		Agenda, impact map, facilitation article and reflection questions	
Prepare the room		Agenda on brown paper, name signs on the tables Round tables	Brown paper, music, coloured cards etc.
During			
08.00-09.00	Prepare the room Purpose: Experience of staging the room	Hang coloured cards on the door, music and preparing the room	Coloured cards, marker pens, course material on the tables, music
09.00-10.00	• Welcome, purpose, agenda and work form • Purpose: To create a safe learning environment, and that the participants learn about the role as a facilitator	• Agenda and purpose of the days • Introduction exercise: name, work area, my expectations for the training, something about yourself we would not know (interview in pairs and subsequent presentation) • Introduction to the different consultant roles, including the difference between training and facilitation – possibly the consultant matrix (the dance metaphor, e.g. including film) (20 minutes) • Large triangle on the floor (trainer adviser, facilitator) – where are they now, and what do they dream of doing more of? (20 minutes)	Agenda on brown paper, masking tape

Figure 7. Script example

The script provides a schedule for your training with exact hours and the content of the processes. If the script is described sufficiently in detail, it will also be possible for a co-trainer to gain an insight into your script or to substitute you, if necessary. If you are to conduct the programme together with a co-trainer, we always work with a joint script which, most optimally, is prepared jointly so that all exercises and purposes are debated, and both trainers are familiar with the content of the entire programme and not just their own part. In this manner, you can most optimally help each other and the participants in their learning. Furthermore, a joint script provides a good foundation for giving feedback to a co-trainer as well as developing and improving your common practice for the next time you are conducting a programme together.

In the script, all your activities are described in detail. The script also takes into account how to create variation and training addressing different learning style preferences in order to accommodate the varying needs of the participants, i.e. whether they learn in a visual, auditory, tactile or kinesthetic manner (further elaborated under ”Create learning with the MPER model”).

It is a good idea to be realistic about how long it takes to design your training. Therefore, unless you are one of those who prefer going into the field without any preparation and deliver training accordingly, then expect almost double the time of the actual training for preparing the design and script. Often, we are contacted by customers who want half a day of training. Here, we always emphasise that we will need to spend one day for preparation, inclusive of a meeting with the customer with a typical duration of two hours where we discuss their needs.

Scripts come in many different forms. In the appendix, you will find an example of a standard template, but, depending on own preferences, it may also take the form of a mind map or be more visually oriented with e.g. drawings or pictures.

Create learning with the MPER model

In the following, we will present a model for how to structure the individual training sessions, i.e. what is to take place between breaks. We refer to it as the MPER model (see figure 8). The model comprises four steps which are essential to incorporate in your training sessions to create the most optimal learning conditions for the participants. Thus, the model is in agreement with educational and didactic research on adult learning (see the five principles under ”Know the principles of basic adult learning”). The model can be used after the introductory exercises on the day of the training and when you have made the participants feel safe about you, the content of the day and each other (cf. Illeris' five principles). It can also be used if you are merely engaged to give a 2-hour presentation. Here, the participants will guaranteed obtain more learning from your presentation if you use the MPER model.

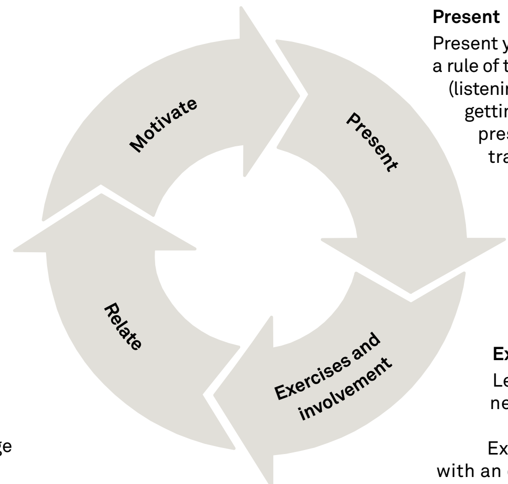
Motivate: The first step is to motivate, which involves opening the participants' mindset towards what is to be learned, e.g. the first theoretical presentation. This can be done in many different ways, and only your own imagination sets the limit as well as what you find suitable for the situation, the participants and the culture of their organisation. Here, it is a good idea to consider what might be an appropriate disturbance for the participants, i.e. something that is not too radical for their culture, but at the same time something that ”stimulates” or creates wonder. For example you can show a short video clip illustrating the point you would like to emphasise. You can read from a text, show a picture, start with a small reflection exercise, a mindfulness exercise or other activities which may help set the stage in relation to purpose, atmosphere and points. Managing one's points is a key element in the role as a trainer, and if you already in the motivation phase can plant your points and then return to them later, you are well on your way to ensure that you deliver the right messages.

Motivate
Open the participants' mindset towards what is to be learned and set the stage.

Examples: Read a story, tell a story, make a short exercise illustrating the subject of the session, talk with the person next to you about the subject.

Present
Present your subject in digestible quantities. As a rule of thumb, we are capable of being attentive (listening and watching) for 20 minutes without getting involved. Involve the participants in your presentation through questions (inductive training).

Examples: Present the subject by means of flips, brown paper, PowerPoint presentations, films etc.



Relate
Give the participants the opportunity to relate the new knowledge/tools to their everyday situation and to reflect on where and how to use the new learning.

Examples: How could you use the new knowledge in your work/organisation?

Exercises and involvement
Let the participants practise the new knowledge/tools and give feedback.

Examples: Practise tools in groups of three with an observer giving feedback.

NB: The model is not static – it is intended as guidance. This means that you can present your subject, ask the participants to relate to it and then ask them to make an exercise. The important thing is that you take all elements into consideration and do NOT go directly to presenting or only present and forget about motivating, relating and exercises and involvement – then it becomes a lecture and not training!

Figure 8. Structure of a lesson – the MPER model

Present: The second step in the model is to present. This is where you present the subject matter content and what the participants need to know (before they are to train/practise). As a rule of thumb, we are only capable of being attentive for 20 minutes without getting involved. Then our brain begins to shut down and our thoughts to set out on a long journey, and we start speculating on which groceries to buy on our way home. Thus, it is essential that you are conscious of how much time you spend on this part. Even though you have prepared a script and planned "only" to speak for 20 minutes, you can easily become seduced by the sound of your own voice and become preoccupied by sharing your extensive knowledge. Here, the model's restriction of 20 minutes of speech can help you prioritise your content according to what is most important.

When the 20 minutes are up, it is time for another activity, e.g. start an exercise, interact with the participants, demonstrate a model. You may also shift from e.g. using PowerPoint slides to flipovers or move the presentation to the end wall or make the presentation with the participants standing around you (NB: Only do this for a maximum of 15 minutes – otherwise the participants' legs will get tired, and they will lose focus).

Process

- A brief presentation (20 minutes)
- Split a long presentation into two parts
- The constructive push: What did you find useful in the presentation?
- Silent reflection with notes
- Mini-dialogue: Conversation in pairs
- Pick out the best in plenum – to inspire the participants
- Subsequently questions and comments
- Trainer's table: Make it easy to get hold of the trainer during breaks
- Takeaway: What are your learnings from today?
- Participant action: Our first step tomorrow

Ib Ravn: "Det lærende møde for kursusarrangører". From the Danish website "Facilitering af videnprocesser": http://fac-vid.squarespace.com/faciliteret-undervisning//

The most important thing is that the participants get the opportunity to train. They do not learn much if you just show and tell. No, the only one who is learning anything is you! You both say and do, and, thus, you learn 90% while your participants as a maximum get 10% out of what you so eagerly present (and maybe less if they do not have an auditory learning style). That is why it is essential that the presentation does not turn into a primary element in your training and that the presentation you do make is spot-on.

The MPER model is particularly suitable for the actual training and considers all elements of a training session from beginning to end. PhD and Consortium Director at DPU, Ib Ravn, has a number of good techniques for managing presentations and subsequent dialogue. In their form, the techniques have many similarities to the MPER model. Ravn's principles can provide further inspiration to the elements of "Present".

Exercises and involvement: The third step is exercises and involvement. This is where the participants learn the most – up to 90% – if they both say and do. Here, the participants are to train or practise what they have learned so that they know how to put it into practice. Examples of exercises are groups of 2-3 people who are to solve an assignment based on questions. It may be exercises in using a model, e.g. make a milestone plan for your project or "role plays" in groups with an observer. Here, it is a good idea to make the exercises as realistic as possible, i.e. take a starting point in the participants' own cases or problems, and address different learning styles. Research indicates that if we have the opportunity to learn in our preferred learning style, we learn faster and more easily. We are inspired by Rita and Kenneth Dunn's research within the area who operate with four perceptual learning styles: The visual learning style: Visual learners are those who learn and remember best by seeing figures, pictures, demonstrations and text. The auditory learning style: Auditory learners are those who learn and remember best by hearing things and are comfortable with music or other background noises when e.g. reading or solving an assignment. The tactile learning style: Tactile learners are those who learn and remember best if they can draw or write while listening or seeing. The kinesthetic learning style: Kinesthetic learners are those who learn and remember best by using their body to absorb information/experiencing (read more about learning styles in Artikelsamling om læringsstile (article collection on learning styles) by Rita Dunn or Fokus på Læring (focus on learning) by Ole Lauridsen). The most optimal scenario is, thus, to make it possible for the participants to learn in all four types of learning styles.

Relate: The fourth step is to relate. Here, the participants reflect on how to use their new skills in their everyday work. Questions in this connection may be: "How are you going to use xx in your everyday work?", "How does xx make sense in your everyday life?". You can choose to let the participants reflect alone, in pairs or in small groups in a walk-and-talk exercise or in plenum.

The model is not static – it is intended as guidance. This means that you can present your subject, ask the participants to relate to it and then ask them to make an exercise. The important thing is that you take all elements into consideration and do NOT go directly to presenting or only present and forget about motivating, relating and exercises and involvement – then it becomes a lecture and not training!

Use the room for creating an atmosphere supporting your purpose

Imagine that you enter a room at a typical course location and are to participate in the first module of a training programme. Nothing about the room indicates that a training session is to take place in 20 minutes, and there is no trainer. Each seat is equipped with anonymous pads and ball pens, and you begin to doubt whether you are in the right room. This is far too often the case. You must see everything concerning your training programme as means to support your purpose, messages and the atmosphere you want to create. Therefore: Use the room actively. Now, imagine that you show up in the same room. Next to the door, there is a flipover welcoming you and the other participants to the training. On the door, there are name signs for all of the participants,

Use your flips creatively

- Hang a flip on the door with the word "welcome"
- Use the key flips for decorating the room
- Use them for the participants' points, ideas, questions and wonder

Use music

- Use music for creating your desired atmosphere, e.g. for supporting energy and reflection
- Use music during breaks and for managing time

Make the room come alive

- Decorate the room, e.g. with a large agenda on brown paper on the wall
- Use your flips for decorating the room
- Bring some soft balls for the kinesthetic participants to rub between their fingers instead of their ballpoint pens
- Get the participants to decorate their name signs, e.g. with expectations for the training written on the back, questions or small symbols

Make sure that the physical needs are fulfilled

- Water, tea and coffee must always be available in the room
- Make sure that it is possible to get some fruit or snacks during breaks
- Check the temperature with the participants – make sure that the room is neither too hot or too cold
- Ventilate the room during breaks

Prepare a "resource table"

- Bring along and display relevant books, articles and other relevant material

Adjust seating layout

- Arrange the room to fit to your training (see figure 10 on seating layouts)

Figure 9. Tips for decorating the room

and you can hear music coming out of the room. The minute you step in the door, you are welcomed by one of the trainers who shakes your hand and presents him-/herself. You can see that the room is decorated with posters illustrating some models probably relating to the content of the training. It looks exciting, and you begin to work up an appetite for the day. On the tables, each seat is equipped with a small book, an agenda for the day and some writing utensils.

You are definitely in the right place!

Using your room is perhaps one of the easiest methods for creating beginning motivation with the participants. As a rule of thumb, we are always present in the room one hour before we start on the first day to prepare the room and welcome participants showing up in good time. A well-prepared room also signals that you as a trainer take the participants and the content seriously and that you have made an effort and staged the room to fit to the atmosphere you want to create. The figures 9 and 10 provide more tips on how to stage the room and arrange tables and chairs.

In Implement, we work with a number of guiding principles for training programmes, which you can take inspiration from:

Training rather than teaching
We plan programmes as training where the participants practise and try out methods and tools and subsequently receive feedback.

Link between training and strategy
We believe in a close connection between the training and the individual organisation's strategy and goals.

Learning as a process rather than an event
We believe that learning at courses has the greatest effect when it takes place before, during and after the training.

The participants' reality
We believe that training is to be based on the participants' reality, and we believe in "learning by doing".

We take a starting point in the participants' own cases, assignments and challenges.

Conscious design
We believe in conscious design of the actual training.

We plan the training based on purpose, deliverables, success criteria, subject, target group and trainers as well as the interaction between these.

Variation
We believe that diversified training addressing different learning styles optimises the learning outcome for the individual.

We give the participants the opportunity to learn based on their learning style preferences and vary between visual, auditory

	Advantages	Disadvantages
Horseshoe	Good visibility for most of the participants, the trainer has easy access to everybody, formal, recognisable to the participants = safety	May be too formal, participants sitting in the back row are far away
V-shaped	Good visibility for all the participants, optimal contact between trainer and participants, less formal than the horseshoe	Requires a large room
Herringbone	Suitable for many participants in small rooms, the trainer can walk down the "spine"	The participants block each other's view, reminds of the classroom, participants sitting in the back row are far away = poor contact between trainer and participants
Round/bistro	Ideal for teambuilding sessions and workshops, informal, encourages participant involvement, easy for the trainer to move around	Poor visibility for some participants, lack of concentration and a lot of chatter at the tables, formation of sub-groups
Conference	The classic conference table for many participants	Very formal, the large table creates physical (and mental) distance, participants sitting on the same side of the table cannot see each other

Figure 10. Seating layouts

and kinesthetic approaches, individual assignments, assignments in pairs or groups.

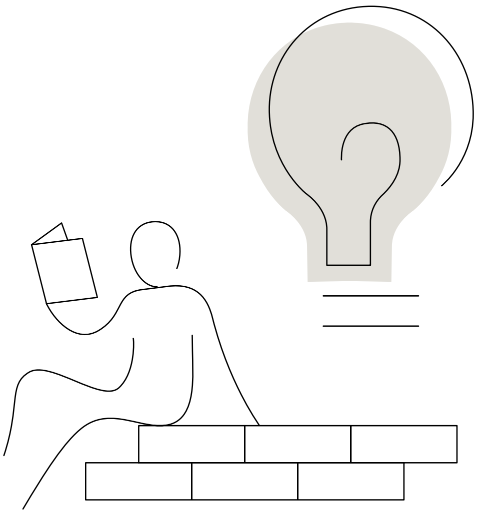
An appropriate disturbance

We believe that learning is to be an appropriate disturbance.

We also believe that the learning must ”stimulate” and challenge attitudes, knowledge and behaviour.

Summing up

Are you conscious of your own role where deep subject matter knowledge and procedural strength are the most important elements? Do you apply the five principles of basic adult learning? Do you design learning as a process rather than an event? Do you focus on the effect of your training, and do you prepare the organisation for using the learning? Do you evaluate on other aspects than satisfaction? Do you prepare a script and use the MPER model when designing your training sessions from break to break, and do you stage the room where the training is to take place? If yes, you are well on your way to becoming an excellent trainer!



Inspiration and literature

For further inspiration

www.td.org

www.businessballs.com
(choose e.g. teambuilding/games)

www.wilderdom.com

www.braingym.org

www.skillsconverged.com/FreeTraining-Materials/tabid/258/Default.aspx

www.krealab.aau.dk/

www.dialoogle.dk/

http://fac-vid.squarespace.com/

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Appendix

Evaluation form, learning contract, script template.

Appendix – evaluation form

Name ____________________

Email ____________________

Company ____________________

Course ____________________

Course instructor ____________________ Date ____________________

Key learning

1. What has been your key learning from the course?

____

Relevance and overall assessment

2. How do you evaluate the relevance of the course in relation to your learning objectives and needs?

Reason:

____

Relevant 5	4	Average 3	2	Irrelevant 1
☐	☐	☐	☐	☐

3. How do you, all things considered, evaluate the course?

Reason:

____

Relevant 5	4	Average 3	2	Irrelevant 1
☐	☐	☐	☐	☐

Your motivation and possibilities of application

4. Your motivation for continuing to work with the content of the course:

5. Your possibilities of applying the learning in practice:

	Relevant 5	4	Average 3	2	Irrelevant 1
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐

The execution of the course and the course instructor

6. The course instructor's ability to communicate and create learning:

Relevant 5	4	Average 3	2	Irrelevant 1
☐	☐	☐	☐	☐

7. The best thing about the execution of the course and the course instructor:

____

8. If you were to give some good advice on what to improve on or do differently in relation to the course, what would it be:

____

____

Appendix – learning contract

Impact map

From knowledge to value

Use of impact map
The purpose of working with the impact map before the training is to create focus and clear objectives for the learning you wish to achieve as part of your participation in the training. This will help you achieve a better overview of how you can apply the learning from the training in your work and will help you increase your focus. In order to create clear focus and objectives for the learning you wish to achieve, it is important that you consider the following points and take notes before we meet:

- What specifically do you want to achieve by participating in the training? Which specific competences in relation to your job do you want to improve?
- And what do you need to do yourself to reach these objectives? How are you going to apply the learning from the training in your job? In which situations?
- Subsequently, discuss the above with your manager and together write down 2-3 competences and/or skills and knowledge that you wish to develop through the training (e.g. tools/methods, cooperation processes, work efficiency and degree of self-awareness)
- Moreover, together discuss which specific behaviour you want the content of the module to support and write this down. Which specific areas do you want to improve, and how will you know that you have succeeded?
- Ask your manager how this training supports organisational goals (e.g. department goals or the organisation's strategy).

Impact map

Name ______________________________

Training ______________________________

What are my learning objectives? What are the most important competences, knowledge or skills that I am to achieve by means of this training (e.g. within tools/methods, cooperation processes, work efficiency and degree of self-awareness)?	**How am I going to apply the learning?** How am I going to apply the learning from the training in my job? In which way? In which situations?	**How will I know that I have succeeded?** What have I done differently? What results have I achieved?	**What is the organisational effect?** In which way will the fulfilment of my learning objectives, in my opinion, create a positive effect in the organisation (e.g. on department goals or the organisation's strategy)?

Which support is required from my manager in order to succeed?

____

Appendix – Script template

Script template

Time	Agenda item	How and who is responsible?	Material and…?
Remember:	Purpose – why are we going to do this specific item? It is important to carefully consider why you choose to spend time on each individual item!	How is the agenda item to be facilitated + detailed time schedule	It is important that you consider what is required for each agenda item (and what is to be produced, if relevant)
Before:			
During:			
After:			

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