

# **Train-the-Trainer Presentation**

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## OVERVIEW OF hr TEAM

- A training and development consultancy, established in the UK in 1989
- Part of the hr TEAM group, with offices in Germany, France, Italy, and across Eastern Europe



# THE AREAS WE WORK IN

## Personal Development



## Leadership & Management



## Sales & Negotiation



## Team Development

## OUR APPROACH TO A PROJECT

- Work on a in-house basis only
- Long term relationships with clients
- Link development programmes to the clients business, environment and culture
- Creative approach in design and development
- Establish evaluation mechanisms

# OUR TRAINING CONSULTANTS APPROACH

Our consultants are all experienced facilitators, who have their own individual style. However, one of the reasons why they join us is that they agree with our philosophy on how to deliver effective training & development.

Our overall approach is activity based, which means that our consultants training style is facilitative, not prescriptive. They adopt the following structure:

## **1. INFORM**

Our consultant provides a short, focused input session to introduce a new skill, concept or an idea.

## **2. ACTIVITY**

Participants complete some form of activity to practically apply the skills from the inform.

## **3. REVIEW**

The results are reviewed, and the consultant facilitates a discussion on the key learning points and agreement is made on plans to transfer the learning into the workplace. "Back to work" messages are reinforced.

Our consultants create a dynamic learning environment, by placing emphasis on **learning by doing**. Their constant reinforcement of skill input and application practice aids participant understanding and therefore implementation.

We believe it is vital to create a fun, challenging, but non-threatening learning environment, where individuals are encouraged to actively participate. This enables participants to take **responsibility** and **ownership** for their personal development and creates a team-working ethic through active involvement in syndicate activities and discussion groups.

# OUR TRAINING CONSULTANTS APPROACH

One of the key attributes we are looking for is significant business experience in their field, not just academic qualifications. This is vital in our opinion, as it enables them to be able to relate well to participants and build good rapport. They can empathise with the participants and share a wealth of knowledge and skills, based on their real life experiences.

Also what follows is a list of some of the important skills that we expect from our consultants:

- The ability to manage different learning styles. Different people learn in different ways.
- Questioning skills, to check understanding, agreement and if learning has been achieved.
- Listening skills, to understand the views, concerns and questions of the participants.
- Being able to establish rapport, trust, to create a positive learning environment.
- Being empathetic, to understand how participants feel, to acknowledge their views.
- The ability to manage different knowledge/skill levels.
- Flexibility, to be able to respond to concerns and needs of individuals in the group.
- Assertiveness, to handle conflicts and to "manage" non negotiable points.
- Controlling abilities, to manage time, the agenda and discussions.
- Influencing skills to overcome blocks and to reach agreements.



# TRAIN-THE-TRAINER / COACHING PROJECTS

Examples of clients we have worked with...



- Heineken
- NHS
- Cable & Wireless
- Reed Elsevier
- Unisys
- General Motors
- Lafarge (Blue Circle)

# TRAIN-THE-TRAINER EXAMPLE CONTENT

- The following detail is based on a generic programme
- We are not assuming that this would necessarily be appropriate for you
- It shows a typical content

# TRAIN-THE-TRAINER; COURSE OUTLINE

## Brief Description

The workshop covers all aspects of the trainer's role from training needs analysis (TNA) through to delivery and evaluation. The first part deals with key principles, identification of needs, programme design and evaluation tools.

The second stage focuses on delivery styles, engaging and managing the group.

## Outcomes

- (1) Have a thorough understanding of the learning process and the different tools and mechanisms available
- (2) Be able to interpret training & development needs and design a focused, relevant learning programme
- (3) Have experienced training and facilitation styles and select the most appropriate
- (4) Understand the importance of implementation and evaluation in creating value
- (5) Have received guidelines on and practiced on-foot trainer/facilitator skills
- (6) Have had the opportunity to design / develop a programme

## Topics Covered

- The training cycle based on a 5 point plan
- The role and responsibilities of a trainer
- Identifying training needs at an organisational and individual level
- Conducting a Business Needs Analysis (BNA) before a TNA
- Making training an integral part of business strategy
- Training vs Facilitation
- Selecting the most appropriate learning mechanisms
- Programme design
- Evaluation using a 5 levels model
- Planning and preparation checklists
- Understanding learning styles
- Opening up a workshop, creating a learning environment
- Skills in providing input, encouraging participation and giving feedback
- Handling and "car parking" issues
- Managing implementation

# CASE STUDY: TRAIN-THE-TRAINER IN THE NHS

We designed and delivered a “Train-the-Trainer” programme for the core trainer team within an organisation who is part of the NHS.

The target audience included about 50 trainers, who were delivering training in soft skills and in a production / technical environment.



## The overall aims of the programme were;

- Develop the confidence of the participants in training and coaching people.
- Provide a set of guidelines that can be applied in planning for, and delivering training.
- Give input on and provide practice/application time on the behavioural skills required for effective training.
- Establish the key principles of effective training and coaching.

## Topics covered include;

- Introduction to the training cycle
- Distinctions between training and coaching
- Logical levels – Identity/ Beliefs and values / Capabilities / Behaviour / Environment
- Competency models
- Essential coaching skills
- Training outcomes
- How to Design successful training in the workplace
- Rapport
- Giving feedback
- Learning styles
- Effective assessment and evaluation

## OUR COACHING INITIATIVE

Coaching, a key factor in transmitting knowledge and developing skills, is a focus area for us. We have recently launched “Everyone is a Coach” - see next page...



In our team we have coaching specialists, including those with ICF (International Coach Federation) accreditation

# EVERYONE IS A COACH

**Everyone is a Coach, which originates from a joint venture between hr TEAM UK and Unisys, has been designed to enable you to realise the coaching capabilities inherent in your business...**

**Designed by our training consultant and ICF qualified professional coach Jeremy Cassell, it comprises of 4 in-company practical training workshops;**

- (1) Introduction to Coaching - 1 day**
- (2) Advanced Coaching - 2 days**
- (3) On-the-Job Coaching - 2 days**
- (4) The Sales Manager as Coach - 2 days**

**See next page for example outlines...**

# INTRODUCTION TO COACHING

## Brief Description

This workshop seeks to answer some core questions: What exactly is coaching? How does it differ from mentoring or counselling? How is it being used in business? How does coaching take place? What are the benefits of coaching? What skills are required to coach effectively? How does coaching fit with other development interventions?

The emphasis in this introduction to coaching workshop is on producing action, delivering results, improving performance, delivering more fulfilment, more balance and a more effective process for professional growth. The workshop will include 4 coaching sessions giving participants maximum opportunity to improve their coaching skills.

## Outcomes

Participants will...

- (1) Identify the distinctions between coaching and other learning interventions
- (2) Identify the distinctions between directive and non-directive coaching
- (3) Know the benefits of coaching for an individual and the organisation
- (4) Appreciate how to plan and structure a coaching session
- (5) Learn the core skills that underpin a successful coach
- (6) Improve their confidence and competence by practising the core skills during the course
- (7) Identify coaching opportunities back in the business

## Topics Covered

- What is coaching and what makes coaching distinctive?
- The roots of coaching
- The coaching philosophy and the 4 pillars of coaching
- The benefits of coaching in supporting on-going development
- Planning and structuring a coaching session
- The core skills - rapport, questioning, listening, sensory acuity and providing balanced feedback
- How to use coaching to improve performance
- Identifying and practising different coaching styles
- Measuring and evaluating progress

# ADVANCED COACHING

## Brief Description

This workshop will enable participants to get to the next level in their coaching skills. It is advanced because it incorporates some of the key NLP (Neuro-linguistic Programming) concepts that are applicable to coaching.

If you really want to know the difference between good and outstanding coaching - this workshop is for you! Because NLP involves the study of human excellence, this advanced coaching course is the result of studying and modelling the most effective forms of coaching available.

## Outcomes

Participants will...

- (1) Identify the presuppositions that underpin outstanding coaches
- (2) Distinguish between how, as individuals, we take in information (using representational systems)
- (3) Know how to create compelling and well-formed outcomes to coaching
- (4) Be able to access the most resourceful state in which to coach
- (5) Identify specific techniques to facilitate change in the coachee

## Topics Covered

- Key NLP principles
- Well-formed outcomes
- Accountability
- How and when to ask really powerful questions that will generate a change in thinking
- Modelling an outstanding coach - discover how Tim Gallwey (author of The Inner Game books) coaches
- Accessing the most resourceful state to coach
- The use of metaprogrammes in coaching
- Forwarding the action
- Telephone coaching - key distinctions and benefits
- How to coach a remote or virtual team
- How to challenge your coachee when he/she is stuck

# ON-THE-JOB COACHING

## Brief Description

Faced with the pressures to ensure knowledge is shared and managed in a business, there is often neither the time nor the resources to develop specific courses to meet demand. A much more rapid response and one based on internal expertise is On-the-Job Coaching.

This workshop is experiential, and will ensure that the participants have maximum opportunity to practise skills which will improve their competence in influencing and coaching colleagues.

## Outcomes

- (1) Identify the skills and attitude required to be a successful work coach
- (2) Identify the process for on the job coaching and the specific steps required
- (3) Be able to prepare effectively for an on the job coaching session
- (4) Know how to document a coaching intervention and evaluate success
- (5) Know how to give and receive feedback
- (6) Be able to identify your own learning style
- (7) Be able to identify your preferred thinking style
- (8) Know how to support the coaching with effective rapport building techniques
- (9) Have practised and applied the core principles

## Topics Covered

- Definitions of coaching
- Characteristics of a successful coach
- The Mehrabian communication model
- The 3 key stages of on the job coaching - tell, show, do.
- Planning and preparing requirements
- How to structure a coaching session
- Setting outcomes and giving the big picture
- How to demonstrate and ensure compliance
- Building and maintaining rapport
- The importance of providing and receiving balanced feedback - and how to do it!
- How to coach colleagues with different learning styles and preferences

# THE SALES MANAGER AS COACH

## Brief Description

To be a great manager, you have to be a great communicator. To the sales team below the manager, communication must be a two way street. It is critical that the salesperson hears and understands what the manager is saying. If the communication between a sales manager and a member of his team is poor it can impact an individual's motivation and have potentially unfortunate consequences - loss of a sale, loss of a customer, loss of control of a sales cycle, or even possibly loss of a territory or job.

The benefits of a successful relationship can of course be increased sales, improved team working and career progression. Nowadays, it is not enough just to manage effectively; the top sales manager must master the art of coaching to truly make a difference. But, what is coaching? How can coaching make a difference? How can you manage and coach? What are the skills required to be a great sales coach? These questions are answered in this sales manager as coach workshop.

## Outcomes

- (1) Identify how coaching fits with management
- (2) Identify key principles and distinctions in coaching
- (3) Know how to give balanced feedback
- (4) Identify the key characteristics of a successful coach
- (5) Know how to plan for and structure a successful coaching session
- (6) Identify how to motivate each member of a sales team
- (7) Give participants the opportunity to practise the skills in a structured and safe environment

## Topics Covered

- What is coaching? What makes it distinctive?
- Introduction to the 4 pillars of coaching
- Key characteristics of an effective sales coach
- Combining the role of manager and coach
- How people are motivated -, the learn and grow challenge, motivation using metaprogrammes
- Basics of learning, including different learning styles
- The coaching sales call - what are the rules and guidelines?
- The kerb side conference - and how to wrap up a day
- Coaching as a remote manager
- How to give Feedback - the sandwich, praise, reward and recognition
- Some key skills - including Listening, Questioning, building and maintaining rapport, setting targets and goals
- The importance of demonstration. The joint sales call

# CASE STUDY - Coaching at UNISYS

The overall objective of the coaching development programme is to;

*" Be a catalyst for and support the development of a coaching culture in the client. A culture where coaching is offered to peers, colleagues and seniors. A culture where coaching is a natural extension of how people in the organisation interact and communicate "*



There are several aspects to the programme. For example it involves:

- exploring what mentoring and coaching are
- introducing a coaching model
- looking at the benefits of coaching for the individuals and the business
- discussing and practising the communication, influencing and behavioural skills required for effective coaching
- developing a strategy to encourage and implement a coaching culture

The development programme is divided into different elements, using a range of learning mechanisms. For example some self study is required by participants prior to attending an initial 2 day practical workshop. Following this, approximately 6 weeks later will be a series of 1:1 review sessions to evaluate the success of the coaching programme and provide further development where needed.

## OUR WORK IN EVALUATION

- We recognised some time ago that training groups would be under increasing pressure to measure the value of training
- We invested in an extensive research project to identify best practice
- From theoretical models we have developed practical mechanisms - our “Evaluation Matrix” - see next page
- In training trainers in programme development, evaluation processes are part of the in-built design

# EVALUATION MATRIX

Our **Evaluation Matrix** has 10 fields or stages, from setting the Learning/Development objectives through to assessing the outputs.;

1. **Learning / Development objectives**
2. **Desired outputs business value**
3. **Needs - solutions matrix**
4. **Minimum evaluation level**
5. **Checklist of evaluation actions**
6. **Agreed evaluation actions**
7. **Costs**
8. **Actual output in development terms**
9. **Actual outputs - business value**
10. **Return on investment**

The Matrix includes an explanation of the 10 stages, a guide on the questions to be asking at each stage and useful checklists e.g. on available methods & tools.

Some of the fields may contain pre-defined data, whilst others will require input by the sponsoring manager.

# EXAMPLES OF CREATIVITY IN DEVELOPING PROGRAMMES

We focus on development programmes rather than “training courses”. In developing trainers skills in programme design, we utilise our experience to include a number of mechanisms, for example...

- E-learning
- Blended Solutions
- Pre-workshop Study
- Work based projects
- Practical workshops
- Modular courses
- Personal Development Diaries
- Follow-on coaching - face-to-face and telephone based

## EXAMPLE CLIENTS

- Axa Sunlife
- BMW
- Bank of Ireland
- Cable & Wireless
- DHL
- IBM
- Kurt Salmon Associates
- Merck
- Ingersoll Rand
- Oracle
- Parker Hannifin
- Punch Retail
- Reed Elsevier
- RMC Group
- Sun Microsystems
- Worldspan