



Delivering Training

Establish and maintain credibility

A skilled trainer inspires learners to learn. By demonstrating expertise in the content area, using strong training skills, and describing clearly how the course goals and learning objectives relate to improving the learners' work performance, the trainer establishes credibility and thus inspires learners.

Tips for Delivering Training

- Review the guidelines for delivering training as you prepare to conduct the course
- Develop one or more checklists of training delivery and presentation skills and use these as self-assessment tools or to observe other trainers and provide feedback on their performance
- Videotape trainer presentations and use these guidelines to evaluate delivery and presentation skills, for self-assessment or for assessment of other trainers
- Use the guidelines to reflect on your own performance as a trainer



In your training delivery role, you should:

- Arrive early for the course every day (but especially on the first day)
- Greet the learners individually and as a group (especially on the first day)
- Learn the names of the learners quickly
- Describe the design of the training course clearly and thoroughly
- Encourage the learners to ask questions
- Refer to your own experience and credentials modestly and in ways that are appropriate for the group
- Model positive behavior and attitudes that support the course goal and learning objectives
- Explain roles, responsibilities, learning objectives, expectations, and group norms clearly
- Provide opportunities for learners to share their expectations
- Respect and build on the knowledge and skills of learners

Conduct training in a responsive and collaborative way

Training is much more than the trainer standing in front of the room, lecturing to a group of learners. Effective training means that the learners are partners in the learning experience and actively engaged in learning new knowledge and skills. To accomplish this partnership, you must be sensitive to cultural and social diversity. You need to balance the training plan with the more immediate interests of the learners (e.g., if they want to talk about other topics or learn different skills).



In your training delivery role, you should:

- Collaborate and build relationships with learners and their supervisors, as well as other trainers



- Adjust your training and communication style to meet the needs of the learners based on your observation of how they work as individuals and in groups
- Exhibit energy by interacting with learners, asking effective questions, presenting with intensity, and using humor appropriately
- Handle problems and challenges effectively and courteously
- Dress consistently with local norms
- Always be on time

Create a learning environment where participants feel comfortable and safe

A safe learning environment is one where learners feel comfortable to try out new ideas, learn from others, explore new viewpoints, and change attitudes and behaviors. A safe learning environment includes all learners, respects everyone's viewpoints, and supports the learners and their needs.

In your training delivery role, you should:



- Respond politely to naive questions
- Use a variety of learning approaches (e.g., role plays, case studies, simulations, competitions) as outlined in the training plan, with content based on the learners' performance needs
- Sustain collaborative relationships among learners, trainers, and supervisors
- Respect answers and viewpoints different from yours, do not belittle learners or other trainers, and offer feedback in ways that are socially appropriate for the ethnic or cultural groups represented in the training
- Encourage learners to try out new behaviors and skills, and provide encouragement and positive feedback when they do
- Manage any negative individual or group behaviors



- Help learners to feel comfortable to fully participate in the training and learn from one another as well as from the trainer
- Provide opportunities for learners to answer questions raised by their peers
- Encourage learners to explain training messages to their peers
- Celebrate “small wins” and positive progress with the whole group
- Create a climate of fun by doing things the learners enjoy and find humorous or engaging
- Help and encourage the learners to look at situations from different perspectives

Provide supportive feedback

In a safe learning environment, there are opportunities for learners to ask questions, make comments, share concerns, and ask for feedback on their performance. The trainer should share observations about the learners’ progress in a way that maintains and preserves their self-esteem. This is especially important when a learner has given an incorrect answer or is not performing well.

The skilled trainer creates opportunities to motivate each learner and to reinforce key messages in the training sessions. Often, the best opportunities for reinforcement occur spontaneously as the group works together. For example, a learner may make an observation that reinforces a key message. At that time, you recognize the learner for contributing, and then repeat the message. You should also seek out opportunities to learn from learners and to encourage new viewpoints.

Whenever possible, allow learners to answer their own questions and those of other learners. This helps learners address their own learning needs, synthesize new knowledge, apply new skills, and help one another learn.



In your training delivery role, you should:



- Provide positive, timely feedback to learners when they have performed well
- Follow the progress of the learners during activities, and provide direct, specific feedback to reinforce accurate responses and correct inaccurate responses
- Validate learners' questions, feedback, and concerns, while preserving their individual dignity and self-esteem
- Listen carefully for learners' feedback about their learning needs and respond accordingly
- Add your own suggestions to feedback from the learners about what should be changed to improve the quality of the training experience and meet training requirements, and how those changes should be made

Use effective communication and presentation skills

Use a variety of communication and presentation skills, even during a single session, to engage learners, keep their energy level high, maintain interest, and avoid a repetitive presentation style. Oral and written communications for the learners should be short and to the point. Check learners' understanding of communications by asking them to rephrase and summarize key messages. Learners will use their own words and cultural concepts. This will help the trainer understand how to make communications more appropriate for the group of learners. The trainer should continually monitor the learners' interest and attention to content and modify the approach as needed.

In your training delivery role, you should:

- Tailor verbal and non-verbal communication to the learners' culture and needs



- Give clear and concise directions
- Use a variety of instructional media (e.g., flipcharts, transparencies, anatomic models, printed materials, and technology-based methods) appropriately to enhance instruction and involvement
- Ask learners to share their viewpoints so that the training can build on their knowledge and backgrounds
- Explain concepts and procedures clearly
- Use memorable or vivid examples to illustrate key points
- Reinforce essential or critical messages
- Use voice, gestures, silence, movement, posture, space, and appropriate equipment, supplies, and other objects to support and enhance learning
- Ask questions and encourage interaction
- Use culturally appropriate anecdotes, illustrations, analogies, and humor to enhance learners' understanding and involvement
- Check learners' understanding by asking questions, assessing responses, conducting informal conversations, and observing practice sessions
- Change the presentation approach in response to cues from learners
- Use techniques such as learning journals, action plans, and peer support to identify ways to apply newly acquired knowledge and skills on the job

Use effective facilitation skills

Effective facilitation skills help to create a safe learning environment. Common facilitation techniques include summarizing, clarifying, paraphrasing, acknowledging, questioning, and directing learners' contributions to other learners and/or the group as a whole. Learning methods requiring facilitation skills include small group activities, case studies, role plays, games, and discussions.



In your training delivery role, you should:



- Use a variety of facilitation techniques
- Help learners to distinguish between fact and opinion during discussions
- Summarize or conclude learning experiences by asking questions about the experience, comparing and contrasting learners' responses, and helping them to draw conclusions about the objectives of these experiences

Provide opportunities for practical application of knowledge and skills

Learners must have opportunities to practice their new knowledge and skills in a realistic setting. This is the only way they will be able to apply (or transfer) their learning to their actual work site.

In your training delivery role, you should:



- Ensure application of knowledge and skills by providing appropriate learning opportunities drawn from real-life experiences, such as simulations, role plays, games, and case studies
- Demonstrate skills using anatomic models, role plays, and commonly available equipment
- Have learners practice these techniques before you give them feedback
- Link conceptual approaches to real-world applications by providing guided practice at clinical sites
- Show in a variety of ways the on-the-job benefits of meeting the learning objectives
- Assist learners with planning how they will apply their new knowledge and skills on the job

Monitor the process of training and make adjustments, as needed

A well-managed course is one where all of the required supplies and equipment are available, the



training room is comfortable, and sessions begin and end on time. In addition to managing the physical environment, continually assess learners' progress to help them achieve the learning objectives. Gather information informally by asking questions during breaks and meals, building in time for comments on the previous day's learning or daily summaries, and conduct exercises reflecting the day's content. When problems arise or changes must be made, adjust the course schedule and proceed accordingly.



In your training delivery role, you should:

- Manage the physical environment to be sure it supports learners in mastering the learning objectives
- Prepare for the use of audiovisual equipment and have a back-up plan in case of problems
- Modify the media used to accommodate the needs of the learners and the realities of the situation
- Manage time well to ensure that all learning objectives are met
- Listen to the learners for evidence of learning and engagement
- Observe individual and group behaviors
- Ask for feedback on content and delivery and encourage learners to share new ideas to improve the learning experience
- Make appropriate adjustments during the current training day, as well as adjustments to the next day's schedule
- Make changes in the original design, based on learners' feedback gathered directly through questions, or through observation of their progress
- Interact with learners during meals and other free time

