

THE TRAINER'S POCKETBOOK

11th Edition

By John Townsend

Illustrations by Phil Hailstone

“As always, this new edition of the Trainer’s Pocketbook is a must-have resource for any trainer. The new additions are insightful and complete an already indispensable guide to training practice. I love it!”

Fabio Grassi, Executive Learning Director, IMI, Ireland

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PREPARING TO TRAIN

THE 5 W'S

QUESTIONS TO ASK



The success of a seminar, course or instructional module depends on a great number of variables. Before preparing yourself to train, you must answer five questions specifically – the five **W**'s!

W*HY?*

- Ask why you are training at all. What are the trainees' objectives? What should trainees think or do at the end of the course?

W*HAT?*

- Ask what you can put over in the available time. At what intellectual level will you pitch your teaching? What audio visual aids will you need?

W*HO?*

- Analyse the trainee group: Age? Nationality? Level? Language abilities? Prior experience? Expectations? Mind set?

W*HEN?*

- Ask whether the timing of the course is good for you and for them. Period of year? Weekdays/weekends? Morning? Afternoon? Evening?

W*HERE?*

- Ask about and prepare for environment. Building? Room? Layout? Seating patterns? Interruptions? Temperature? Noise?

PREPARING TO TRAIN

STRUCTURE

HOW TO DESIGN A LEARNING EXPERIENCE



B. GUNAR EDEG R.A.F. (B) *

The Icelandic pilot who joined the Royal Air Force ('B' Squadron)

* This mnemonic device has helped thousands of trainers all over the world to design more memorable and results-orientated training courses. For example, Richard Bradley from the Master Trainer Institute near Geneva, as well as teaching trainers how to use the model, also consults with major multinational organisations to create or re-design world class learning experiences for their employees.



PREPARING TO TRAIN

STRUCTURE

DESIGN: STEP 1



BANG

GAP

UNDERSTAND

NEED

ASK/ANSWER

ROUTE MAP

- Always start with a learning 'hook' or attention-getter
- Establish the gap between participants' present skills/knowledge and those to be acquired during the course
- Check that participants understand the existence and size of skills/knowledge gap
- Establish the need for participants to close the skills/knowledge gap
- Ask and answer questions to check participants' individual needs (encourage those with smaller gap/need to help with 'teaching')
- Outline course coverage, stressing results to be achieved (during and after the course) in closing skills/knowledge gap

PREPARING TO TRAIN



STRUCTURE

DESIGN: STEP 2

E*xplain*

- Explain each new skill/learning in digestible chunks using appropriate **V**isual, **H**earing and **F**eeling support (see page 82)

D*emonstrate*

- Demonstrate skills and/or show how knowledge applies to them; use **VHF** support

E*xercise*

- Allow participants to exercise each new skill or to feedback their understanding of new knowledge

G*uide/correct*

- Show participants how well they have learned and correct any inadequacies

PREPARING TO TRAIN

STRUCTURE

DESIGN: STEP 3



R*ECAP*

- Review all learning points at end of each module (or beginning of next); use **VHF** support

A*CTION PLAN*

- Agree on an action plan for the transfer of new skills or knowledge to real life

F*OLLOW-UP*

- Agree on any follow-up or refresher

B*ANG*

- Always finish with a succinct and provocative encapsulation of the learning experience



PREPARING TO TRAIN

MEMORY TECHNIQUES

NAME CARDS



Unless you are in a formal school setting, make sure that each participant is provided with a ready-made or do-it-yourself 'tent card' for his/her name. Ask for big bold letters so you can read the name from any part of the teaching area.

Tips

With cardboard tent cards, bend over a corner to keep the card from collapsing.

Super tip from master trainer Derek Fox: Get participants to write key learning points onto the inside of their name cards and take them away at the end of the course.



PREPARING TO TRAIN

COURSE TIMING

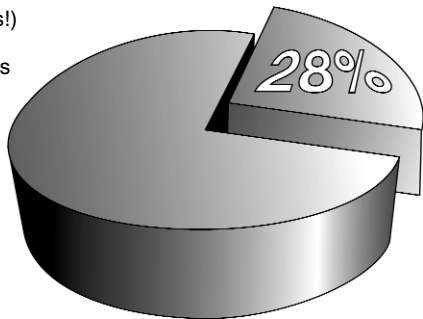
DOWN TIME



In a training day of 9 hours (08.30 – 17.30) always plan for down time as follows:

- Latecomers, settling, housekeeping = 10 mins
- Coffee/Tea breaks = 20 + 20 = 40 mins
(even if you have planned 15 minute breaks!)
- Lunch and 're-settling' after lunch = 75 mins
(even if you have planned 1 hour!)
- Stretch breaks, breaking into syndicates
and other miscellaneous
down time = 25 mins

Total = 2 hrs 30 mins



PREPARING TO TRAIN

COURSE TIMING

TIMING TIPS

- Always keep a clock or watch on your desk – but don't rely on looking at the watch on your wrist. Alternatively use your phone/tablet 'timer' app
- Use a chronometer or good kitchen timer for timing break-out sessions, separate modules, etc (especially if you've banned all phones, including your own)
- Always allow time for discussion – build it in to your course plan



About the Author

John Townsend, BA MA MCIPD

John has built a reputation internationally as a leading trainer of trainers. He is founder of the highly-regarded Master Trainer Institute, a total learning facility located just outside Geneva which draws trainers and facilitators from around the world. He set up the Institute after 30 years' experience in international consulting and human resources management positions in the UK, France, the United States and Switzerland – notably as a European Director of Executive development with GTE in Geneva where he had training responsibility for over 800 managers in 15 countries. During his long career as a trainer of trainers he has not only helped to spread the unique Master Trainer Institute philosophy across the world via his conferences, seminars and bestselling training videos, but also written a number of widely translated management and professional guides.



Many thanks to Richard Bradley of the Master Trainer Institute for helping these tips and techniques come alive in the Management courses for participants from all over the world.

You can contact Richard at: Richard@mastertrainer.ch or www.mt-institute.com