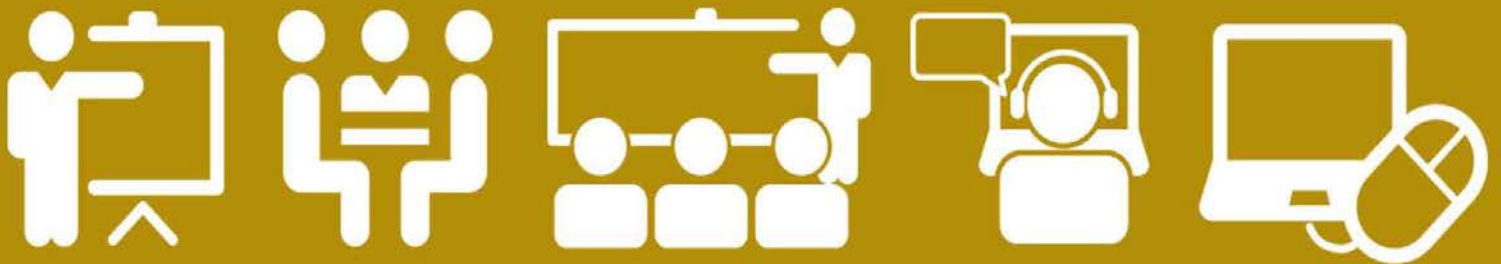


**IMPACTFUL SKILL DEVELOPMENT AND
VOCATIONAL TRAINING**

Training Effectiveness Toolkit



Introduction

Is your training effective? How do you know that the process you are following is the right one? Do you get the desired results from your training session? Are the trainees / learners happy about what they learnt? Do they find it useful and will it help them in the workplace? Questions such as these are very critical to answer for assessing the impact of training.

One of the ways to making training impactful is to plan the training session in such a way that you organise your class by asking proactive questions. When you ask yourself these questions, you will also attempt to answer them and come up with action points.

We have created a simple toolkit that can help you organise your training session around the **Nine Events of Instruction**, introduced by **Robert Gagne**. These are based on the cognitive factors of learning a new skill or acquiring new knowledge. This toolkit comprises some practical tips for you to engage your trainees by understanding them better throughout the training program.

1. Break the ice and gain attention of the trainees

Gain their attention by presenting a suitable stimulus and motivate your trainees to learn and participate in activities.

Try this...

- ✓ Use an element of surprise, shock, new idea, humour etc in your sessions to get their attention
- ✓ Pose thought-provoking questions to arouse trainees and encourage them to raise questions which would be answered by their peers.

Questions	Your action points
What are you teaching today? How can you make it interesting and engaging?	
What do you do to break the ice before starting a class?	
What do you do if you notice your trainees to be disinterested?	

2. Inform the trainees about the learning objective

Keep your trainees informed of what will be taught in the training session. Tell them about the objectives and goals so to help them set their expectations before instruction begins.

Try this...

- ✓ Spell out your expectations and set goals along with the underlying criteria for it.
- ✓ Encourage the trainees to set the expectations and ask questions.

Questions	Your action points
What do you do if trainees don't really know what they are here for?	
How do you ensure that your trainees understand the agenda and goals of this training program?	

3. Stimulate recall of prior learning

Adult trainees come with a rich previous experience; help them make sense of the new information taught by you by connecting it with their prior knowledge and experience.

Try this...

- ✓ Be interested in your trainees' past experience and ask them to share it.
- ✓ Encourage them to explain their understanding of a topic.
- ✓ Remind your trainees of the prerequisite knowledge, which if they are already in the know might want to share with their peers.

Questions	Your action points
How do you start your conversations to find what your trainees already know about the subject being taught?	
How do you tell them about the connection between what they are learning and the job prospects or workplace requirements?	

4. Present the learning content

Considering the genre of your learners, use instructional strategies to present learning content to be engaging yet thought-provoking.

Try this...

- ✓ Chunk the content in a logical way from simple concepts to complex explanations.
- ✓ Make it interactive with demonstrations and provide supporting examples.
- ✓ Present the content in multiple formats or styles such as videos, podcasts, videos, lectures, debates, group work etc. to suit different learning preferences.

Questions	Your action points
If your trainees are a mix of fresher's and experienced professionals, how do you usually deal with their varying interests and learning styles?	
How do you present your lesson for maximum retention?	
How can you incorporate videos and digital content into your regular training session?	

5. Provide learning guidance

Guide your trainees in learning and understanding the content and help them make use of available resources.

Try this...

- ✓ Include an interactive instructional support such as role plays and group discussions to give them a sense of best practices from the world of work.
- ✓ Provide case studies of real world applications, analogies for knowledge construction, visual images and metaphors to enhance learning.

Questions	Your action points
How do you communicate what to and more importantly, of non-examples i.e. what not to do?	
How do you guide your trainees to understand the bigger picture and connect the dots?	

6. Elicit performance (practice)

Encourage trainees to practise their newly acquired skills to internalize their understanding of the concepts.

Try this...

- ✓ Pose deep learning questions to allow trainees to reflect and revisit what they have learnt there by enabling them to practise effectively.
- ✓ Facilitate group discussions and encourage trainees to elaborate their responses so that they can collect their thoughts completely.
- ✓ Provide highly contextual learning content with real-world case studies and examples – this helps them integrate new knowledge and understand when and where to apply it.

Questions	Your action points
During a discussion in the class, how do you handle conflicts and promote team collaboration?	
How do you encourage the trainees to elaborate their thoughts on a certain topic?	

7. Provide feedback

Based on their practise work, you can provide immediate feedback, which helps them correct their mistakes and fill the knowledge gaps as well.

Try this...

- ✓ Be straightforward and inform them what went right and wrong.
- ✓ Guide them to find the right direction without correcting them at granular level.
- ✓ Provide recommendations, suggestions to enhance their performance.

Questions	Your action points
While giving feedback to senior trainees, how do you remain assertive yet friendly for ex. without hurting their egos?	
How do you follow up with your trainees after feedback?	

8. Assess performance

At this pre-final stage, you would evaluate if the trainees' performance meets the training goals. A sure shot way to confirm if this has been achieved is to test the knowledge and skills of trainees.

Try this...

- ✓ Administer a pre-test and post-test to assess the difference in knowledge acquired before and after the training.
- ✓ Embed quiz questions in your training sessions so that you can occasionally assess them on the fly.

Questions	Your action points
On a regular basis, how do you assess if your trainees are gaining the desired knowledge?	
Remember that they are busy professionals with little time for formal tests, how do you develop assessments that are truly meaningful and indicative of their performance?	

9. Enhance retention and transfer to the job

After testing trainees' performance, it becomes important for you to strive for their knowledge retention so that they can carefully apply what they have learnt in real-world jobs.

Try this...

- ✓ Provide job aids like check lists, templates, reference sheets, flow charts that can help them refresh their knowledge
- ✓ Share meaningful examples and case studies that can in turn help them remember the concepts better.

Questions	Your action points
While creating job aids like checklists, templates etc; what sort of information would you provide on these sheets?	
How do you promote retention and retrieval?	
What are the ways you can use digital communication tools like mobile phones to be connected with the trainees?	

We hope you found this toolkit useful in planning and preparing for your training session. Tell us more about how you used it and what the subject you teach is and your domain expertise in the industry sector. We would be happy to hear from you.

Share your feedback

We would be happy to receive your feedback and suggestions in improving the contents of the handbook. Write to us at nsnindia16@gmail.com.

References

- ✓ **Conditions of Learning** by Robert Gagne, published in 1965.

About the author



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An Educator at heart, Videhi constantly strives for the fusion of design, technology and pedagogy in her solutions. She brings in a host of skills including UX, Research, Strategy, Marketing, Analytics, Learning Design and is an aspiring Learning Product Manager with a strong footing in Mobile Learning arena. She has studied Master's in Educational Technologies at the University of Oxford. She loves photography, sketching, books, coffee and often volunteers at NGOs.

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