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Train the Trainer

***The process of training preparation, implement and evaluate
the training program***

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for it@coops***

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it@coops

About it@coops - Information Technology for Southeast Asian Cooperatives

The programme it@coops - Information Technology for South East Asian cooperatives - provides poverty-oriented cooperatives in Southeast Asia with IT skills and stimulates virtual cooperation. The programme was initiated jointly by the Asian Women in Cooperative Development Forum (AWCF) and InWent - Capacity Building International, Germany and is implemented jointly with the Credit Union League of Thailand (CULT), Thailand, the Forum for Indonesian Cooperatives Movement (FORMASI Indonesia), Indonesia and the National Confederation of Cooperatives (NATCCO), Philippines. The initial phase from 2004 to 2007 was financially supported by the German Federal Ministry for Economic Cooperation and Development (BMZ).

For further information please visit the following websites: - <http://www.coopwomen.org> (regional)
<http://it-coops.natcco.coop> - <http://www.it-coops.cultthai.coop> - <http://it-coopsindonesia.com> (national)

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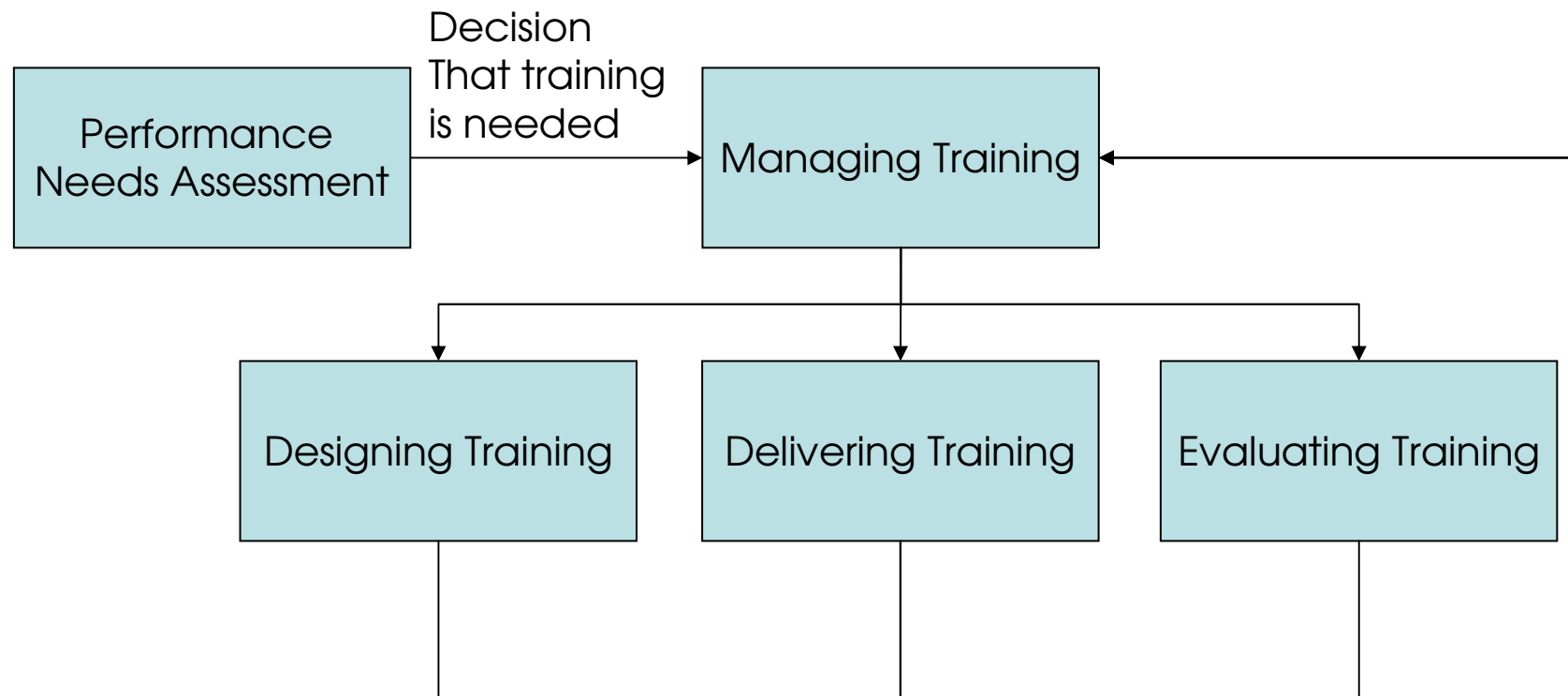
Train The Trainer

Instructor: **Kruewan Boonrin**

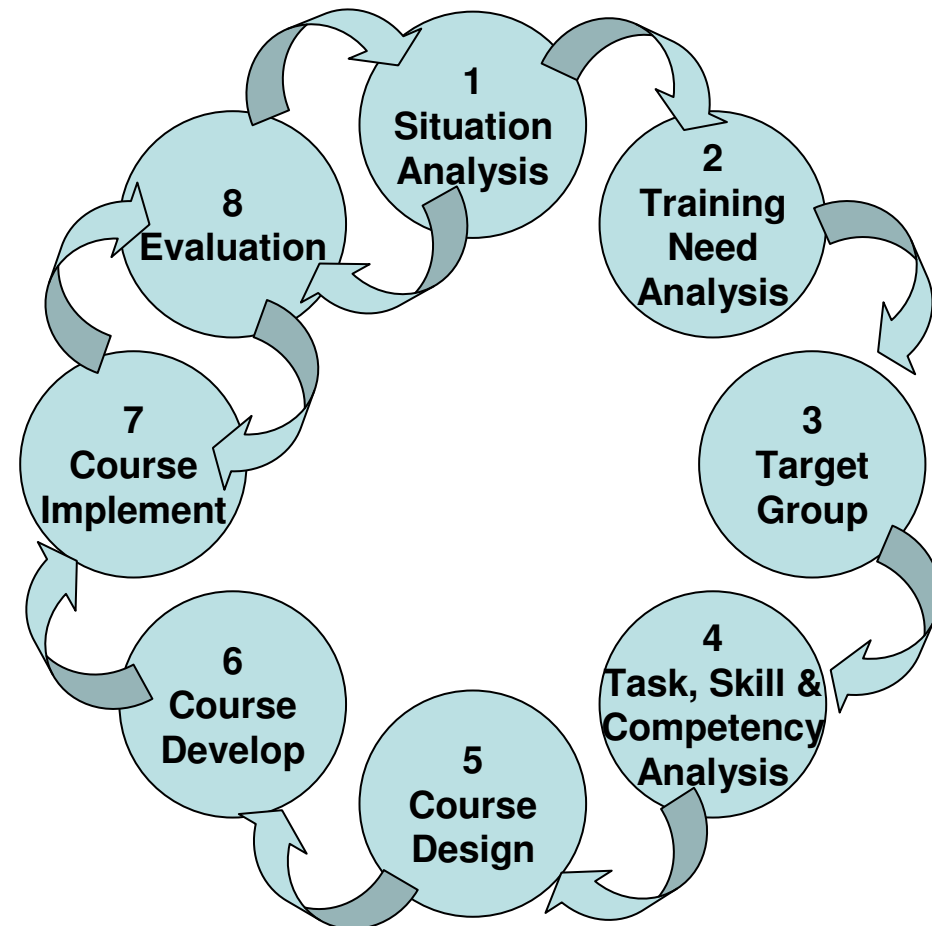
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Managing Training

Stages of Training



Process Flow Diagram



1 Situation Analysis

- Identify of gaps between the current performance requirements.
 - A directive from management.
 - Indicators that “something is not quite right”.
 - An innovation idea.

2

Training Need Analysis

- Training Need Assessment
- Philosophy of Training
- Need for Employee Training and Development
- Areas of Training

Training Need Assessment

- Issues of Employee Training
- Task or Role Analysis
- Manpower Analysis
- Organizational Analysis

Training Need Assessment

- Analysis of Objective
- Resource Utilization Analysis
- Environmental Scanning
- Organization Climate Analysis

Start of Training Need Analysis

- Determining if training is needed.
- Identifying relative criteria

Tools

- Questionnaires
 - Obtain information by means of a purposeful, structured set of questions. They are usually used to obtain written views of a large number of respondents.

Tools

- Brainstorming
 - Uses the knowledge and creativity of a number of people to help solve a problem. It is a technique to be utilized within a short space of time.

Tools

- Observation

- Allows a person literally to observe how a task is executed. It incorporates looking, listening and reporting on what has been observed.

(Situation Analysis Results)-(Training Needs Analysis Results)
= PERFORMANCE GAP

3

Target Group Analysis

- Assesses information about the person or group of people for whom the course is to be designed.

Target Group Characteristics

- Nature of the group
 - Size
 - Norms and dynamics
 - Geography
 - Education background

Target Group Characteristics

- Qualifications
 - Training
 - Work experience
- Learning styles
- Motivation levels

4

Task, Skill, and Applied Competency Analysis

- To determine exactly what the worker does or is supposed to do in order to perform the task successfully.

Task, Skill, and Applied Competency Analysis **Techniques**

- Basic data collection
- Job task data collection
- Data analysis

Basic Data Collection

- Interview
- Questionnaires
- Observation

Job Task Data Collection

- Job task data collection technique determine **WHAT** the trainee must do, i.e.
- It is important to determine **HOW** the task must be perform.

Job Task Data Collection **Technique**

- **WHAT** technique
 - Interview
 - Task-Matrix
 - Job-Function
 - Risk-Evaluation

Job Task Data Collection **Technique**

- **HOW** technique
 - Basic Task-Analysis
 - Process and Chart
 - Operation Chart
 - Flow Chart
 - Picture
 - Decision Making

Knowledge

What the worker must know to be able to execute the task successfully.

Skill

What the worker must do to execute the task successfully.

Attitudes

The attitude of the worker towards the execution of the task.

Data Analysis

- This data will form the framework needed to design and develop the course.

5

Course Design

- Determines when, where, and how the training takes place.

Course Design

- Determines the optimum training strategy for each learning task.

Course Design

- Ensures the overall efficiency and effectiveness of the total training program.

Course Design

- Takes into account all resource requirements as derived from the situation analysis.

Course Design Establishes

- How, When, and Where environmental training will be conducted.

Course Design Establishes

- Training structure
 - Courses
 - Steps
 - Practical lessons
 - Hands-on demonstrations
 - Video
 - etc.

6

Course Development

- The course design output is expanded and developed into learner manuals and learner study guides to be used in the environmental education event.

Sequence for Course Development

- Write the training materiel
 - Lesson plans, learning event plan.
- Validate or approve the training materiel/curriculum, including tests
- Produce training media
- Prepare material for reproduction
- Acquire training resources
- Prepare facilities and equipment

7 Implementation

- Conduct a Pilot Test in which representatives from all stakeholder groups participate.

Activities in the Implementation step

- Schedule the training program
- Distribute the training material
- Train the target group

Activities in the Implementation step

- Administer the test and exercises
 - Assess the target group's performance before, during, and after the learning process
 - Offer remedial activities where necessary
 - Establish appeal procedures in the event of poor performance

Activities in the Implementation step

- Counsel or mentor where necessary
- Review the training (evaluate)

Activities in the Implementation step

- Maintain course administration
 - Keep a student/trainee record database
 - Student profile
 - Portfolio of evidence
 - Issue certificates of satisfactory course completion

7

Evaluation

- Diagnostic Assessment
- Formative Assessment
- Final Assessment

Diagnostic Assessment

- This type of assessment is applied **before the learning** experience process commences to determine the present performance of a prospective learner.

Formative Assessment

- This type of assessment takes place **during the learning** experience process.

Final Assessment

- This type of assessment takes place at the **end of a learning** experiences process.

Evaluation

- Determines if the objectives of the training have been met.
- It is also a form of quality control since it judges the value and effectiveness of the learning program.