What Makes a Great Trainer?

Amy Jackson
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Training Elements

- The Trainer
- The Learner
- The Transfer of Knowledge
The Trainer

- Roles
- Qualities
- Preconceptions of learner
The Facilitator

- believes that the learning relationship is one of facilitator and participant as equal partners
- believes that the learners have all the resources within them
- are centered on the learners and providing support
- create rapport with the learners
- see themselves as learners
- focus on the learning process
- encourage learners to participate
- are flexible, ask lots of questions,
- coach and support the group and individuals
- seek consensus solutions
- work within a loose framework
- encourage lots of feedback on the training material, learning processes, group processes and the trainer
The Assertive Trainer

- knows what they want to achieve
- are aware of their own feelings
- are sensitive to others
- respect themselves
- says what they think and how they feel
- gives others opportunities to say how they think or feel
- feels comfortable giving constructive feedback
Expectations of the trainer

- knowledgeable
- show concern for student learning
- present material clearly
- motivate the students
- emphasize the relevance of class materials
- are enthusiastic
The Learner

“Adults expect learner-centered settings where they can set their own goals and organize their own learning around their present life needs” (Donaldson, Flannery, Ross-Gordon, 1993).
Learners retain:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they talk over with others
- 80% of what they use and do in real life
- 95% of what they teach someone else to do
Learning Styles

- Pragmatists
- Activists
- Reflectors
- Theorists
The Training Cycle

1. Performing a Training Needs Assessment
2. Preparing a Training Program
3. Managing Logistics For Training
4. Evaluating and Following up the Training Program
The Transfer of Knowledge

- Analyze the task to be learned
- Set the climate for learning
- Tell the learners how to do the task
- Show the learners how to do the task
- Let the learners do the task themselves
- Review the work
Great Trainers Acknowledge

- Themselves
- The Learners
- The Transfer of Knowledge
“More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is given.”

-- Bertrand Russell
Works consulted

