



### **„Effective Skills Training“**

#### **A three half-days, one whole day workshop**

- You are a teacher or trainer at a school, college or training center and are already experienced in training people or have just started to work.
- You are a workshop owner and constantly confronted with the fact that you have to train newly hired staff since they lack the skills required.
- You are part of the human resource department of a company and responsible for the dual training system, DTS, and/or other in-house training activities.
- You are a supervisor at a company and responsible for finding the right people for the right job which often means to train them before they can actually start working.

In short,

- you are one of the people concerned with professional and technical vocational skills training and would like to improve your training skills.

During the workshop „Effective Skills Training“ you will take a closer look at the importance of training, its meaning and what is required of a good trainer. You will examine the relevance of training goals and how they are helpful for evaluation and quality control. You will learn to identify different training methods and understand how you can best make use of them. The seminar, therefore, is focussed around three major areas:

Who – The human factor  
What – The training goals  
How – The training methods

The inputs consist of general information and basic aspects of learning theory relevant for training. They are given in form of lectures, teacher-student discussions and group work.

The main emphasis of the seminar, however, lies on developing the communication skills of each participant with regard to skills training since these are crucial for any successful training. To achieve the latter, a series of exercises is incorporated into the workshop with some parts being videotaped. Combined together, these exercises lead to one of the most effective skills training methods, the Four-step-method.

By the end of the seminar each participant will be able to deliver a presentation out of his/her field of expertise applying this method. It is hoped that this „hands-on“ approach will also enhance the transfer of what has been learned during the workshop to the various actual training sites.

Number of participants: 8 to 10 (maximum)



# Seminar schedule

Effective Skills Training



## Day 1

	Welcome	Introduction of facilitator & participants
Unit 1:	Who – The human factor	Lecture and discussion
Task 1:	Explaining	Preparing a mini-presentation  Presenting the presentations (presentations will be videotaped)  Feedback

## Day 2

	Repetition	Main results of previous day's inputs
Unit 2:	What – The training goals	Lecture, discussion and group work
Task 2:	Evaluating	Preparing for evaluation of work piece  Role play "Evaluating trainee's work"  Feedback

## Day 3

	Repetition	Main results of previous day's inputs
Unit 3:	How – The training methods	Lecture and discussion
	The 4-step-method	Watching the video-tapings  Demonstration
	Summary	Handing out of handouts
Task 3:	Training	Preparing a model training session applying the Four-step-method



# Seminar schedule

Effective Skills Training



## Day 4 (whole day)

Task 3:	Presentations/role play “Model training session” (presentations will be videotaped)
	Feedback
Evaluation	Assessment of seminar
Closing	Handing over of certificates

## Schedule of the days

### Day 1 to day 3

Start	8.00 am
Break	according to progress of sessions
End	1.00 pm

### Day 4

Start	8.00 am
Breaks and lunch	according to progress of sessions
End	5.00 pm

## Tasks

- Task 1: Prepare a mini-presentation. Choose out of given topics. Work in pairs.  
Duration of presentation: 5 – 8 minutes
- Task 2: Prepare an evaluation of trainee’s work piece. Work pieces will be provided.  
Work in pairs (trainer – trainee).
- Task 3: Prepare a model training session applying the 4-step-method.  
Choose topic from your field of expertise.  
Duration of presentation inclusive Step 3 (student activity): 20 minutes

## Effective Skills Training, Day 1

No.	Title	Content/Activity	Material	Time
1	Introduction	<p>Registration, putting on name tags</p> <p>Welcome - Introduction facilitator</p> <p>Introduction of pax (drawing of own portrayal inclusive likings/dislikes w/regard to senses, name/position, expectations for seminar; presentation to group)</p> <p>Outline of seminar/leveling of expectations</p>	<p>Stickers, markers, registration form</p> <p>Sample cartolina, self-portrayal</p> <p>Cartolina, markers</p> <p>Flipchart, handouts</p>	8.00 – 8.45
2	<p>Lecture/Discussion</p> <p>“Who – The Human Factor”</p>	<p>Input on:</p> <ul style="list-style-type: none"> <li>- General considerations</li> <li>- The supervisor</li> </ul> <p>Group activity:</p> <ul style="list-style-type: none"> <li>- Collecting ideas about activities involved in training</li> </ul> <p>Input on:</p> <ul style="list-style-type: none"> <li>- The trainer</li> </ul> <p>Group activity:</p> <ul style="list-style-type: none"> <li>- Collecting experiences about characteristics of different trainees in general and with regard to age</li> </ul> <p>Input on:</p> <ul style="list-style-type: none"> <li>- The trainee</li> <li>- The trainer – trainee relationship</li> </ul> <p>Group activity:</p> <ul style="list-style-type: none"> <li>- Collecting advantages of well trained staff for company/business</li> </ul> <p>Input on:</p> <ul style="list-style-type: none"> <li>- The human factor as the big difference</li> </ul>	<p>Transparencies</p> <p>Manila paper, meta-cards, markers</p> <p>Manila paper, meta-cards, markers</p> <p>Manila paper, meta-cards, markers</p>	8.45 – 9.45

	Break	Working break		10.00 – 10.15
--	-------	---------------	--	---------------

3	<b>Exercise 1 –</b>	Grouping participants into pairs (criteria: at least 1 fluent English speaker per pair)	Strings	9.45 – 10.00
	Introduction	Introducing task: choose one tool out of display & prepare presentation covering: <ul style="list-style-type: none"> <li>- use</li> <li>- handling</li> <li>- safety</li> <li>- maintenance</li> </ul> Both pax are actively involved in presentation	Flipchart Display of various tools related to expertise of pax	
	Preparation	Preparation time: 30 minutes Presentation time: 5 – 10 minutes (min/max)		10.00 – 10.40
	Presentations	Introduction of feedback rules kiss-kick-kiss Drawing of lots for sequence of presentations Distribution of feedback sticks	Feedback sticks Lots	
		Presentations Feedback round (2 presenters – 2 observers – facilitator)	Video cam, tripod, tape	10.40 – 12.00 (3 x 25 min)

	Lunch break			12.00 – 13.00
--	-------------	--	--	---------------

3	Exercise 1 – Presentations	Energizer Continuation of presentations  Summary of presentations		13.00 – 13.15 13.15 – 14.05 (2 x 25 min) 14.05 – 14.15
4	Summary	Each pax draws envelope & tries to answer statement  Opportunity to clarify questions related to morning's input	Colored envelopes with prepared statements	14.15 – 14.45
	Break			14.45 – 15.00
5	Lecture/Discussion  “What – The training goals”	Input on: - The meaning of learning - The areas of learning Group work or plenary: - Collecting ideas what a trainee needs to learn in a particular field of expertise (plenary or small groups w/related expertise) - Presentation of results Input on: - The importance of learning objectives - Formulating learning objectives - Classifying learning objectives Group work or plenary: - group results according to three domains - put them into sequence - additional: formulate objectives - Presentation of results	Transparencies  Manila paper, meta-cards, markers  Laminated meta-cards “cashier”  Meta-cards, markers	15.00 – 16.30
6	Summary/Feedback	Summary on input Oral feedback round on first day	Ball	16.30 – 17.00



	Break			10.00 – 10.15
3	Exercise 2 – Presentations	Continuation of presentations		10.15 – 11.15 (3 x 20 min)
		Summary of criteria/procedure of feedback		11.15 – 11.30
4	Lecture/Discussion “How – The training methods”	Input on: - The three steps of learning - Different ways of learning - The meaning of training method	Transparencies	11.30 – 12.00
	Lunch break			12.00 – 13.00
4	Lecture/Discussion “How – The training methods”	Energizer		13.00 – 13.15
		Group activity: - Collecting methods used in training - Grouping methods into 4 categories - Analyzing roles of trainer – trainee for each category	Manila paper, meta-cards, markers	13.15 – 14.00
		Watching video with day 1 presentations Summary of video presentations	Transparencies TV, video cam, tape	14.00 – 15.00
	Break	Working break		14.45 – 15.00



4	<p>Lecture/Discussion</p> <p>“How – The training methods”</p>	<p>Input on:</p> <ul style="list-style-type: none"> <li>- The Four-step-method</li> </ul> <p>Demonstration workshop area:</p> <ul style="list-style-type: none"> <li>- Volunteer is asked to shorten wooden profile 2 cm</li> <li>- Analysis of observed demonstration</li> <li>- Analysis of actions involved</li> <li>- Repetition of demonstration according to action-analysis</li> </ul> <p>Input on:</p> <ul style="list-style-type: none"> <li>- Final conclusions</li> </ul>	<p>Transparencies</p> <p>Bench vise, wooden profile, saw, dry square, measuring tape, pencil;</p> <p>Posters sequence-of-actions-analysis</p>	15.00 – 16.00
5	<p><b>Exercise 3 –</b></p> <p>Introduction</p> <p>Preparation</p>	<p>Introducing task:</p> <ul style="list-style-type: none"> <li>- Choose skill</li> <li>- Carry out action analysis</li> <li>- Prepare instruction for model presentation using 4-step-method.</li> </ul> <p>Presentation time: 15 – 20 minutes (min/max)</p> <p>Handing out of seminar handouts</p>	<p>Work sheets “Action analysis”</p> <p>Seminar handouts</p>	16.00 – 16.50
6	<p>Outlook/Feedback</p>	<p>Outlook on day 3 of seminar</p> <p>Feedback on seminar day 2 by pax setting points</p>	<p>Barometer for content, methods, atmosphere</p> <p>Points</p>	16.50 – 17.00

## Effective Skills Training, Day 3

No.	Title	Content/Activity	Material	Time
1	Introduction	Establish sequence of presentations Assign trainee for role-play Present feedback sequence (trainer – trainee – observers – facilitator) & rules (kiss – kick – kiss)	Lots for sequence Feedback sticks	8.00 – 8.15
2	Presentations “Model training session 4-step method”	Training session presentation Feedback round  Duration presentation: 15 – 20 minutes Feedback round: 20 minutes max	Choice of pax  Video cam, tripod, tapes	8.15 – 10.20  8.15 – 8.55 8.55 – 9.35 9.35 – 10.15
	Break			10.15 – 10.30
2	Presentations “Model training session 4-step method”	Continuation of presentations	Choice of pax  Video cam, tripod, tapes	10.30 – 12.00  10.30 – 11.10 11.10 – 11.50
	Lunch break			12.00 – 13.00

2	Presentations	Energizer		13.00 – 13.15
	“Model training session 4-step method”	Continuation of presentations	Choice of pax	13.15 – 15.15
			Video cam, tripod, tapes	13.15 – 13.55
				13.55 – 14.35
14.35 – 15.15				

	Break			15.15 – 15.30
--	-------	--	--	---------------

2	Presentations	Continuation of presentations	Choice of pax	15.30 – 16.50
	“Model training session 4-step method”		Video cam, tripod, tapes	15.30 – 16.10
				16.10 – 16.50
3	Evaluation	Summary of training Oral feedback round Written evaluation	Ball Feedback sheets	16.50 – 17.15
	Graduation	Handing over of certificates/closing of seminar	Certificates	17.15 – 17.30

## Effective Skills Training, Day 1

No.	Title	Content/Activity	Material	Time
1	Introduction	<p>Registration, putting on name tags</p> <p>Welcome - Introduction facilitator</p> <p>Introduction of pax (drawing of own portrayal inclusive likings/dislikes w/regard to senses, name/position, expectations for seminar; presentation to group)</p> <p>Outline of seminar/leveling of expectations</p>	<p>Stickers, markers, registration form</p> <p>Sample cartolina, self-portrayal</p> <p>Cartolina, markers</p> <p>Flipchart, handouts</p>	8.00 – 8.45
2	Lecture/Discussion  “Who – The Human Factor”	<p>Input on:</p> <ul style="list-style-type: none"> <li>- General considerations</li> <li>- The supervisor</li> </ul> <p>Group activity:</p> <ul style="list-style-type: none"> <li>- Collecting ideas about activities involved in training</li> </ul> <p>Input on:</p> <ul style="list-style-type: none"> <li>- The trainer</li> </ul> <p>Group activity:</p> <ul style="list-style-type: none"> <li>- Collecting experiences about characteristics of different trainees in general and with regard to age</li> </ul> <p>Input on:</p> <ul style="list-style-type: none"> <li>- The trainee</li> <li>- The trainer – trainee relationship</li> </ul> <p>Group activity:</p> <ul style="list-style-type: none"> <li>- Collecting advantages of well trained staff for company/business</li> </ul> <p>Input on:</p> <ul style="list-style-type: none"> <li>- The human factor as the big difference</li> </ul>	<p>Transparencies</p> <p>Manila paper, meta-cards, markers</p> <p>Manila paper, meta-cards, markers</p> <p>Manila paper, meta-cards, markers</p>	8.45 – 9.45

	Break	Working break		10.00 – 10.15
3	Exercise 1 – Introduction	Grouping participants into pairs (criteria: at least 1 fluent English speaker per pair)  Introducing task: choose one tool out of display & prepare presentation covering: <ul style="list-style-type: none"> <li>- use</li> <li>- handling</li> <li>- safety</li> <li>- maintenance</li> </ul> Both pax are actively involved in presentation	Strings  Flipchart Display of various tools related to expertise of pax	9.45 – 10.00
	Preparation	Preparation time: 30 minutes Presentation time: 5 – 10 minutes (min/max)		10.00 – 10.40
	Presentations	Introduction of feedback rules kiss-kick-kiss Drawing of lots for sequence of presentations Distribution of feedback sticks  Presentations Feedback round (2 presenters – 2 observers – facilitator)	Feedback sticks Lots  Video cam, tripod, tape	10.40 – 12.45  (5 x 25 min)
4	Summary/Feedback	Summary on input/presentations Oral feedback round on first day	Ball	12.45 – 13.00

## Effective Skills Training, Day 2

No.	Title	Content/Activity	Material	Time
1	Review	<p>Each pax draws envelope &amp; tries to answer statement</p> <p>Opportunity to clarify questions related to previous day's input</p>	Colored envelopes with prepared statements	8.00 – 8.30
2	<p>Lecture/Discussion</p> <p>“What – The training goals”</p>	<p>Input on:</p> <ul style="list-style-type: none"> <li>- The meaning of learning</li> <li>- The areas of learning</li> </ul> <p>Group work or plenary:</p> <ul style="list-style-type: none"> <li>- Collecting ideas what a trainee needs to learn in a particular field of expertise (plenary or small groups w/related expertise)</li> <li>- Presentation of results</li> </ul> <p>Input on:</p> <ul style="list-style-type: none"> <li>- The importance of learning objectives</li> <li>- Formulating learning objectives</li> <li>- Classifying learning objectives</li> </ul> <p>Group work or plenary:</p> <ul style="list-style-type: none"> <li>- group results according to three domains</li> <li>- put them into sequence</li> <li>- additional: formulate objectives</li> <li>- Presentation of results</li> </ul>	<p>Transparencies</p> <p>Manila paper, meta-cards, markers</p> <p>Laminated meta-cards “cashier”</p> <p>Meta-cards, markers</p>	8.30 – 10.00
	Break			10.00 – 10.15



## Effective Skills Training, Day 3

No.	Title	Content/Activity	Material	Time
1	Review	<p>Each pax draws one strip and explains why s/he agrees or disagrees with statement</p> <p>Opportunity to clarify questions related to previous day's input</p>	Strips with prepared statements	8.00 – 8.30
2	Lecture/Discussion  “How – The training methods”	<p>Input on:</p> <ul style="list-style-type: none"> <li>- The three steps of learning</li> <li>- Different ways of learning</li> </ul> <p>Partner work:</p> <ul style="list-style-type: none"> <li>- Find example for each way of learning</li> </ul> <p>Input on:</p> <ul style="list-style-type: none"> <li>- The meaning of training method</li> </ul> <p>Group activity:</p> <ul style="list-style-type: none"> <li>- Collecting methods used in training</li> <li>- Grouping methods into 4 categories</li> <li>- Analyzing roles of trainer – trainee for each category</li> </ul> <p>Watching video with day 1 presentations</p>	<p>Transparencies</p> <p>Cut postcards, work sheet</p> <p>Manila paper, meta-cards, markers</p> <p>Transparencies</p> <p>Tv, video cam, tape</p>	<p>8.30 – 9.45</p> <p>9.45 – 10.45</p>
	Break	Working break		10.00 – 10.15



2	<p>Lecture/Discussion</p> <p>“How – The training methods”</p>	<p>Summary of video presentations</p> <p>Input on:</p> <ul style="list-style-type: none"> <li>- The Four-step-method</li> </ul> <p>Demonstration workshop area:</p> <ul style="list-style-type: none"> <li>- Volunteer is asked to shorten wooden profile 2 cm</li> <li>- Analysis of observed demonstration</li> <li>- Analysis of actions involved</li> <li>- Repetition of demonstration according to action-analysis</li> </ul> <p>Input on:</p> <ul style="list-style-type: none"> <li>- Final conclusions</li> </ul>	<p>Transparencies</p> <p>Bench vise, wooden profile, saw, dry square, measuring tape, pencil;</p> <p>Posters sequence-of-actions-analysis</p>	10.45 – 12.00
3	<p><b>Exercise 3 –</b></p> <p>Introduction</p> <p>Preparation</p>	<p>Introducing task:</p> <ul style="list-style-type: none"> <li>- Choose skill</li> <li>- Carry out action analysis</li> <li>- Prepare instruction for model presentation using 4-step-method.</li> </ul> <p>Presentation time: 15 – 20 minutes (min/max)</p> <p>Handing out of seminar handouts</p>	<p>Work sheets “Action analysis”</p> <p>Seminar handouts</p>	12.00 – 12.50
4	<p>Summary/Feedback</p>	<p>Summary on input/presentation</p> <p>Feedback on seminar day 3</p>	<p>Feedback sheet sun rays</p>	12.50 – 13.00

## Effective Skills Training, Day 4

No.	Title	Content/Activity	Material	Time
1	Introduction	Establish sequence of presentations Assign trainee for role-play Present feedback sequence (trainer – trainee – observers – facilitator) & rules (kiss – kick – kiss)	Lots for sequence Feedback sticks	8.00 – 8.15
2	Presentations “Model training session 4-step method”	Training session presentation Feedback round  Duration presentation: 15 – 20 minutes Feedback round: 20 minutes max	Choice of pax  Video cam, tripod, tapes	8.15 – 10.20  8.15 – 8.55 8.55 – 9.35 9.35 – 10.15
	Break			10.15 – 10.30
2	Presentations “Model training session 4-step method”	Continuation of presentations	Choice of pax  Video cam, tripod, tapes	10.30 – 12.00  10.30 – 11.10 11.10 – 11.50
	Lunch break			12.00 – 13.00

2	Presentations	Energizer		13.00 – 13.15
	“Model training session 4-step method”	Continuation of presentations	Choice of pax  Video cam, tripod, tapes	13.15 – 15.15  13.15 – 13.55 13.55 – 14.35 14.35 – 15.15

	Break			15.15 – 15.30
--	-------	--	--	---------------

2	Presentations	Continuation of presentations	Choice of pax	15.30 – 16.50
	“Model training session 4-step method”		Video cam, tripod, tapes	15.30 – 16.10 16.10 – 16.50
3	Evaluation	Summary of training Oral feedback round Written evaluation	Ball Feedback sheets	16.50 – 17.15
	Graduation	Handing over of certificates/closing of seminar	Certificates	17.15 – 17.30

## Participant Reaction Evaluation Form

Use the scale 1 to 5 to express your reactions to the course based on the following statement: (Please circle only one choice for each statement.)

<b>Strongly DISAGREE</b> 1	<b>Disagree</b> 2	<b>Neither</b> 3	<b>Agree</b> 4	<b>Strongly AGREE</b> 5
-----------------------------------	----------------------	---------------------	-------------------	--------------------------------

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| Overall, I was satisfied with this seminar.                       | 1 | 2 | 3 | 4 | 5 |
| My knowledge and skills increased as a result of this seminar.    | 1 | 2 | 3 | 4 | 5 |
| I can apply what I learned in this seminar to my work.            | 1 | 2 | 3 | 4 | 5 |
| It was easy for me to understand the seminar content.             | 1 | 2 | 3 | 4 | 5 |
| The methods used to deliver the seminar content were effective.   | 1 | 2 | 3 | 4 | 5 |
| I enjoyed the parts with active involvement of the participants.  | 1 | 2 | 3 | 4 | 5 |
| Material for the participants was adequate.                       | 1 | 2 | 3 | 4 | 5 |
| The instructor explained the subject clearly.                     | 1 | 2 | 3 | 4 | 5 |
| The instructor answered my questions clearly.                     | 1 | 2 | 3 | 4 | 5 |
| The instructor was supportive and helpful.                        | 1 | 2 | 3 | 4 | 5 |
| I got good advice from other participants throughout the seminar. | 1 | 2 | 3 | 4 | 5 |
| I would recommend this seminar to my colleagues.                  | 1 | 2 | 3 | 4 | 5 |

What new things/changes can you apply to your job – immediately and after some time?

---

---

---

What parts of the seminar did you enjoy most? Why?

---

---

---

What parts of the seminar did you not enjoy? Why?

---

---

---

Further recommendation/comments not covered by this evaluation form:

---

---

---