

**Course Title:** Instructor Development Course

**Trainer(s):** Laurel Alvarez-Da Grace, Mary Wakefield, Sara Dunham, Wayne Landberg, Nat Reed

**Trainer Qualifications:** STC staff

**Date Prepared:** January 2013

**Prepared By:** Laurel Alvarez-Da Grace, Mary Wakefield, Sara Dunham, Wayne Landberg, Nat Reed

**Length of Training:** 20 hours

**Recommended Maximum Number of Trainees:** 24

**Classroom Set-up:** Small groups

**Trainer Materials:** PowerPoint LCD  
Tear sheets Laptop  
Pens Easels  
Tape Handouts  
Squish ball Large print posters  
Writing paper Trainee Workbook  
Post-Its (large and small)  
Tent cards Course Evaluations  
Certificates Book: The Exceptional Presenter  
Class Roster Index cards with book pages  
Extemporaneous speech topics  
Performance Objectives  
Exercise cards

**Testing:** Practical application

**Performance Objectives:**

1. Identify five behaviors trainers should model and five behaviors trainers should avoid.
2. Describe three learning styles.
3. Demonstrate how to write performance objectives.
4. Explain the differences between an outline and a lesson plan.
5. Given a training topic, write a lesson plan.
6. Explain and demonstrate classroom management techniques.
7. Identify and demonstrate stand-up training skills and behaviors of effective trainers.

## Overview of Day 1

<b>Time Begin (24 Hour)</b>	<b>Time End (24 Hour)</b>	<b>Subject or Topic</b>
0800	0915	Warm Welcome and Trainer Introductions Administrative Needs Ground Rules Overview of Performance Objectives Expectations (Course and Trainee) Trainee Introductions
0915	0945	Behaviors Trainers Should Model & Avoid Introduce
0945	0955	Adult Learning Principles
0955	1010	Learning Styles Class Discussion on Process vs. Content Handout – Dale’s Cone of Experience
1010	1145	Performance Objectives
11:45	1300	LUNCH BREAK
1300	1400	Two-Minute Extemporaneous Speech
1400	1415	Assign Group Training Topics: <ul style="list-style-type: none"><li>• classroom logistics</li><li>• difficult trainees</li><li>• use of media</li><li>• incorporating training activities</li></ul>
1415	1445	Outline vs. Lesson Plan
1445	1700	Development of Group Training Including a Lesson Plan Goals and Needs

Time/PP Slide/ Trainers Note/Method	Trainer' Script/Activity/Topic
<p><b>Day 1: 0800 – 0915</b></p> <p><b>(75 minutes)</b></p> <p><b>Lecture &amp; PP #1</b></p> <p><b>Materials: Tent Cards</b></p> <p><b>Trainer #1 trains</b> <b>Trainer #2 records</b></p>	<p><b>Warm Welcome</b> <b>Trainer Intros – Share backgrounds and who STC is.</b></p> <p><b>Course Overview</b> The purpose of this 28-hour STC certified course is to enhance the training skills of both new and experienced core trainers and help core trainers maximize their effectiveness in presenting job-relevant, quality training. This CIDC is designed to address stand-up training and classroom management techniques as well as the development of required tests for core courses. You will learn about learning styles and how to ensure your training is relevant. This course will also explain the difference between an outline and a lesson plan, how to write a performance objective, and a lesson plan.</p> <p><b>Administrative Needs</b> <i>The class will start at 8:00 am and end at 5:00 pm on the first three days, on the final day the class will end at 12:00 pm.</i></p> <p><i>There will be plenty of breaks throughout the day. Lunch will be one hour. Review options. Restrooms are located through those doors, ladies' on the right and men's on the left.</i></p> <p><b>Ground Rules</b> <i>To create a classroom that is conducive to learning we will now develop joint ground rules around behaviors and interactions in the classroom.</i></p> <p><b>I. Write the first targeted response on a tear sheet then ask trainees for the rest::</b></p> <ul style="list-style-type: none"> <li>• <i>Be on time, start on time</i></li> <li>• <i>Turn off cell phone/blackberry</i></li> <li>• <i>No Sidebar conversations</i></li> <li>• <i>Respect each other</i></li> </ul> <p><i>The purpose of this training is to provide a safe environment where trainees can learn and practice training skills.</i></p>

Time/PP Slide/ Trainers Note/Method	Trainer' Script/Activity/Topic
<p><b>Group Activity PP#2 (3 clicks)</b></p>	<p><b>Review Performance Objectives</b>  Review performance objectives located on page two of the workbook. Have trainees underline or highlight the action verb in each performance objective as a volunteer reads it aloud. Stress that these are action verbs and we will be discussing them later today.  (Page 2 of workbook):  <i>Ask for volunteers to read aloud.</i></p> <ol style="list-style-type: none"> <li>1. Identify five behaviors trainers should model and five behaviors trainers should avoid.</li> <li>2. Describe three learning styles.</li> <li>3. Demonstrate how to write performance objectives.</li> <li>4. Explain the differences between an outline and a lesson plan.</li> <li>5. Given a training topic, write a lesson plan.</li> <li>6. Explain and demonstrate classroom management techniques.</li> <li>7. Identify and demonstrate stand-up training skills and behaviors of effective trainers.</li> <li>8. Identify the course outline, a module, and a performance objective in a core course manual.</li> <li>9. Develop required tests for STC core courses.</li> </ol> <p><b>Course Expectations</b>  <u>The expectations for the trainees are:</u></p> <ol style="list-style-type: none"> <li>1. Trainees will participate in a group training. There will be 4 groups of 5 people. Each person will have some face time within the 30 minute training.</li> <li>2. Trainees will present an individual stand-up training session which will be about 30 minutes in length.</li> <li>3. Both of these trainings will require the trainee to write a lesson plan which will be reviewed by the trainers.</li> </ol> <p><b>Trainee Expectations</b>  After introductions, trainees discuss expectations for class:</p> <ol style="list-style-type: none"> <li>1) First, within their groups,</li> <li>2) Narrow to 3, and then</li> <li>3) Round robin report out expectations.</li> </ol>

<b>Time/PP Slide/ Trainers Note/Method</b>	<b>Trainer' Script/Activity/Topic</b>
<b>Trainer #2 Trains Icebreaker PP #3</b>	<b>Trainee Introduction: Paired Visual Introductions</b> <b>Activity:</b> Have each student pick a partner. Using chart paper, have student draw their partner's interests, family, hobbies, special abilities, and anything else they want to convey to the class except information relative to their position at work. Give 12 minutes to prepare the art and one minute to introduce the partner to the class. Give clear instructions that it must be drawn not written. Introduce instructors first.

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<p><b>Day 1: 0915 – 0945</b></p> <p><b>(30 minutes)</b></p> <p><b>Trainer #2 Trains</b>  <b>Materials:</b> writing paper, tear sheets, easels.</p> <p><b>Small Groups</b></p> <p><b>PP #4</b></p> <p><b>PP # 5</b></p>	<p><b>Obj. #1:</b> Identify five behaviors trainers should model and five they should avoid.</p> <p><b>Small Group Activity:</b>  Think about past training experiences.  Respond to the open ended statements:  Trainers should....  Trainers should avoid...</p> <p>Activity instructions on PP #5 (leave this slide up during activity). Individually, silently write 5 responses to each of the following statements:</p> <ul style="list-style-type: none"> <li>• Behaviors trainer's should model ...</li> <li>• Behaviors trainer's should avoid ...</li> </ul> <p><b>Click PP#5 again for second part to show.</b>  In your group, select the top 5 responses to each statement and record them on a tear sheet. Trainees silently write 5 responses to each on binder paper, and then in their groups pick the top 5 responses to each. Trainee's record on tear sheets.</p> <p style="text-align: center;"><b>Targeted Responses</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Trainer Should be:</td> <td style="width: 50%;">Trainer Should <b>not</b> be:</td> </tr> <tr> <td>Flexible</td> <td>Adversarial</td> </tr> <tr> <td>Energetic</td> <td>Rushing through material</td> </tr> <tr> <td>Interactive</td> <td>Stretch out class</td> </tr> <tr> <td>On time</td> <td>Lecture only</td> </tr> <tr> <td>Conscientious</td> <td>Unorganized</td> </tr> <tr> <td>Professional</td> <td></td> </tr> <tr> <td>Set expectations</td> <td></td> </tr> <tr> <td>Interject experiences</td> <td></td> </tr> <tr> <td>Encouraging</td> <td></td> </tr> <tr> <td>Positive</td> <td></td> </tr> </table>	Trainer Should be:	Trainer Should <b>not</b> be:	Flexible	Adversarial	Energetic	Rushing through material	Interactive	Stretch out class	On time	Lecture only	Conscientious	Unorganized	Professional		Set expectations		Interject experiences		Encouraging		Positive	
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