

Training for Trainers:

Leadership Development

*Adapted from the National Academy of Corrections,
National Institute of Corrections*

Leadership Training: Developing into Trainers

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An important part of a leader's role is teaching people how to do their jobs. Even the best technically trained employees need to learn how to fit their skills into the specific climate of the organization for which they work. As missions change and the organization evolves, the leader must prepare employees to meet these changes. Furthermore, the leader is always looking to expand the scope and productivity of the employees by introducing new knowledge, developing additional skills, and improving old abilities. Finally, a good leader is watchful for employees who are ready to take that step into their own leadership roles. Grooming new leaders requires more than encouragement, it also requires training.

The following outline sets new leaders into the role of trainers. Learning how to train others may be one of the most important skills a leader can develop. While this outline provides a structured, formal classroom approach to training, it can be modified for informally teaching employees in the worksite what they need to know (often without them knowing that they are being trained). The same goes the leader. Training is an on-going process. Seek it out, formally and informally, whenever possible.

Conducting Training

I. Preparation Phase:

- A. *Know what is expected from training*
 - a. Be familiar with the knowledge, skills, and/or abilities (KSA's) included in the training.
 - b. Understand how these KSA's will be used in the organization.
 - c. How do the KSA's contribute to the accomplishment of the mission?
- B. *Know the audience*
 - a. Who are being trained.
 - b. Why are they being trained.
 - c. What do they expect from you.
 - d. What do you expect from them.
- C. *Establish Objectives*
 - a. Develop learning outcomes to fit the expectations of training
 - b. Create performance objectives
 - c. Evaluation criteria
- D. *Logistics*
 - a. Where will the training be conducted?
 - b. Under what conditions?
 - c. What resources will be available? (not available?)
 - d. Time limitations?
 - e. Back-up plans
- E. *Choose the training format*
 - a. Select a presentation style suitable for the audience and the KSA's to be learned
 - 1. Lecture
 - 2. Demonstration
 - 3. Discussion
 - 4. Problem Solving
 - 5. Case Study
 - 6. Critical Incident
 - 7. Role Play
 - b. Integrate more than one format into training whenever possible

- F. *Develop the training*
 - a. Prepare a Lesson Plan
 - 1. Introduction
 - 2. Presentation
 - 3. Application
 - 4. Summary
 - 5. Evaluation
 - b. Expand the lesson plan into a workable presentation
 - c. Assess how well training formats work together within the presentation
- G. *Rehearse the training presentation*
 - a. Practice, Practice, Practice
 - b. Practice some more

II. *Training Phase:*

- A. *Setting up*
 - a. Identify ‘surprises’
 - b. Greet the audience
- B. *Initiate the training*
 - a. Set the lesson plan into motion
 - b. Monitor the audience
 - i. Attention & motivation
 - ii. Seek feedback about understanding level
 - iii. Adjust to fit understanding level
 - c. Monitor the time
- C. *Evaluate the understanding of the KSA’s presented*
 - a. Questions & Answers
 - b. Evaluation measure
 - c. Audience feedback

III. *After Training Phase:*

- A. Review audience feedback and evaluations
- B. Assess your own performance
- C. Identify modifications that will improve the training