



FET 9 – Face to Face Training Day

Face to Face Training Day Information:

Date:

Location:

Facilitated by:

My Training Coach is:



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Exercise: 4 Corners Activity

What type of activity just occurred?

What is the difference between an 'icebreaker' and 'opener'?

Why do an icebreaker or opener?

| Advantages to 4 Corners | Cautions to Consider |
|-------------------------|----------------------|
| | |

Exercise: Pair and Share

| Advantages to Pair and Share | Cautions to Consider |
|------------------------------|----------------------|
| | |

Writing a training plan is critical because:

1. It serves as a _____ for the trainer.
2. It shows _____ for the learner.
3. It increases the chances that the training _____ will be met.
4. Keeps trainer _____ on the training content.
5. It guides the _____ for each workshop segment.



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7 Steps to developing a Training Plan:

1. Who?
2. Why?
3. When?
4. Where?
5. What For?
6. What?
7. How?

The Training Plan Form

A framework for intentional **Planning** of all three components

- a. _____ Component
- b. _____ Component
- c. _____ Component

PACES™

Preview: Agenda, Outcomes (WO/TOs), WIIFM/K

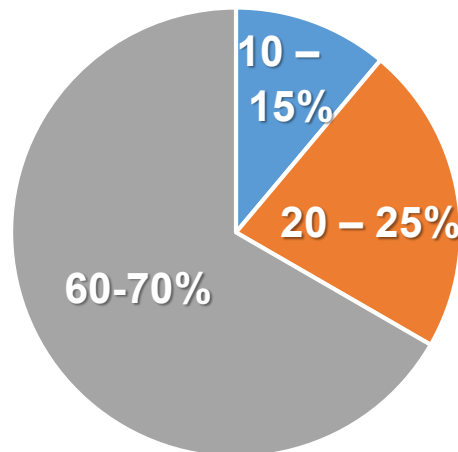
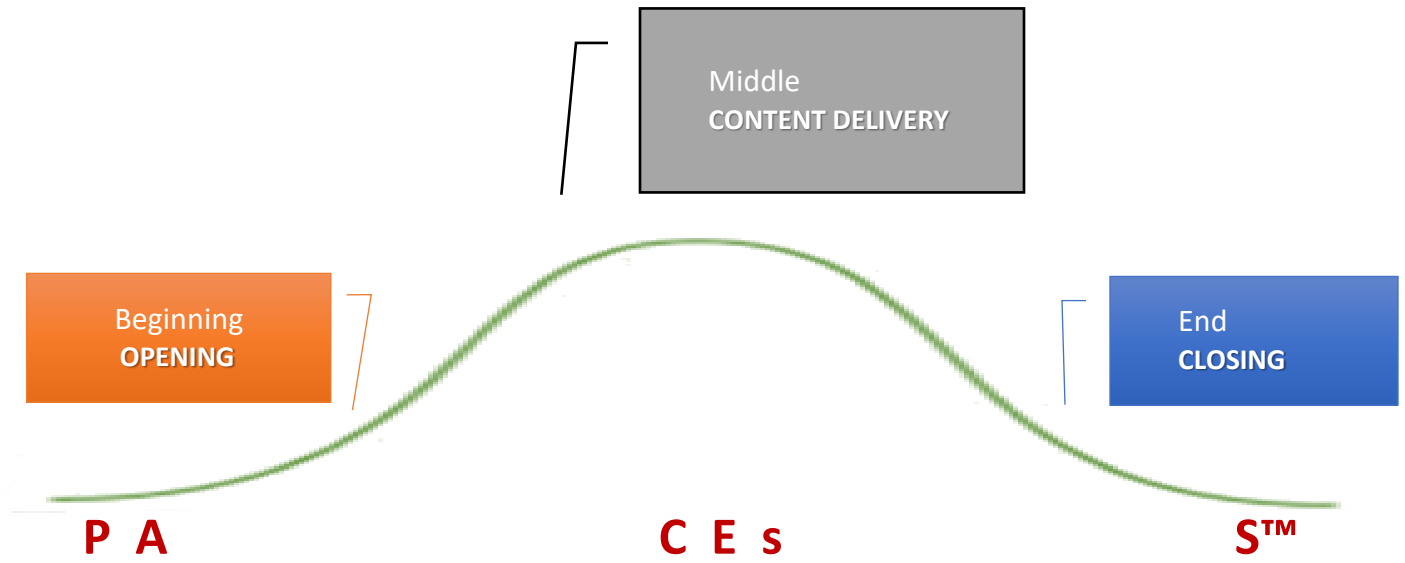
Activate Prior Knowledge: Opening Activity

Content: Presentation of Knowledge & Skills

Exercise: Practice skill(s) related to the content

Summary: Brief review, application activity, Q&A, Evaluations, Implementation Plan, Follow-Up

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■ Opening ■ Closing ■ Content Delivery

Content Delivery Sequence:

CEs Examples:

- Content, Exercise (1-2 hr. training)
- Content, Content, Exercise (2 hr. training)
- Content, Content, Content, Exercise, Summary (3 hr. tr.)
- Content, Content, Content, Exercise, summary, Content, Content, Content, Exercise, Summary (more than 3 hrs.)



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Trainer's Responsibility

Keep the training **focused**.

Adhere to the requested time frame.

Follow specific range of time percentages

SMART Outcomes:

Specific – target a specific area for improvement

Measurable – [suggests] a guide of progress

Attainable – manageable for individual

Relevant – why should it be done

Timed – when the result(s) can be achieved

| Workplace Outcome | Training Outcome |
|--|--|
| Describes what the participant will do when they RETURN to the program. | Describes what the participant will do DURING the training. |



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Exercise: Game (In the Trainer's Doghouse)

| Advantages Using a Game | Cautions to Consider |
|-------------------------|----------------------|
| | |

Exercise: Debate

| Advantages to Debate | Cautions to Consider |
|----------------------|----------------------|
| | |

Organizational Strategies

My Top 5 Strategies:

- 1.
- 2.
- 3.
- 4.
- 5.



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Levels of Evaluation

Examples

| | | |
|----------|-----------------------------|--|
| 1 | Participant Reaction | |
| 2 | Participant Learning | |
| 3 | Behavior Change | |
| 4 | Results and Impact | |



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