TRAIN THE TRAINER FOR MENTORS COURSE SUMMARY

Provided by Stuart Bass, MSOD sbass@kdpworks.org

Morning Session based on Manual

Introductions

Separate into pairs and talk to each other. Then introduce each other to the class

Learning Community Norms

Norms help team members clarify expectations regarding how they will work together to achieve their shared goals

Course Objectives

- Getting familiar with the training or apprenticeship program
- Define good mentoring and what it means to be a mentor
- Understand that there are different styles of learning
- How communication and problem solving are important to mentors
- Application of what was learned

Workplace Diversity

Mentoring

Definition

- Think about your favorite learning experience and teacher

Qualities of a mentor

Training

Giving Instruction

Passive versus Active Learning

Learning Styles

- Optical illusion cartoon of woman
- Scramble exercise

Cone of Learning

Hands-on Training

- POPPER acronym
- Pattern for Effective Practice

Talking about Task exercise

- Separate into pairs and describe shape without visual aids while back is turned
- Factors about training to consider
Five Steps of the Mentoring Process

BREAK

Communication

- “Telling isn’t training”
- Feedback
- Paraphrasing
- Types of Questions
- Communication Made Easy – Guidelines for Communicators and Listeners
- Facts, Opinions, Proposals, and Feelings Statements
- Non-verbal communication
- Techniques to Deal with Difficult Communication
- Exercise for Communication
- Communication Leads to Collaboration and Knowledge Creation

Problem Solving

“Getting to Yes” concepts

Assignment for afternoon session

Think of your job. What part of the job can you teach in 20 minutes? Consider teaching that when you return from lunch. Choose which one of hands-on training steps – POPPER – that you will present.

Afternoon Session – Practice

Group Breakout session

Everyone provides the topic for his or her training and what step of the hands-on training that he or she will provide.

Separate into groups of three – trainer, student, and observer. Trainers teach the student for 20 minutes while the observer takes notes.

After each 20-minute session, each group reports.

1) The student comments on how well the session went
2) The observer provides constructive feedback
3) The trainer comments on the responses and considers how he or she will train differently

Adjourning

Each mentor speaks about what he or she learned and his or her favorite part of the class

Evaluations

Each participant completes an evaluation form