

Keeping Long-term Training Programs Alive

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What is “long-term”?

Who has (or has had) long-term clients?

How long have you had this client?

How long did it take to get bored?

How long did it take until your “bag-of-tricks” ran out?

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Workshop Goals



Key factors for long-term client relationships

Building a technique toolbox

Looking at fresh ideas

Moving outside your comfort zone

Your commitment

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Proven Factors for Long-term Success



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Technique Toolbox

Feedback

- on the spot
-
-
-
-

Approach

- PPP
-
-
-
-

Source Material

- realia
-
-
-
-

Activity

- pair work
-
-
-
-

Media

- audio
-
-
-
-

Focus

- intonation
-
-
-
-

Skill

- telephoning
-
-
-
-

Other

-
-
-
-
-

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Concrete Techniques



Example 1

Description of the training idea: trainer uses a video camera and films the participant. The participant creates “instructional videos” which show him/her performing concrete work task. The videos are planned to be able to be used to “educate” new employees to carry out the task.

Once the filming is complete, the videos can be used as is and incorporated into training materials for other classes. Alternatively, the original participant can work with the trainer to create better scripts to explain what is happening in the videos as a way of expanding and improving vocabulary. These can then be dubbed back into the video.

The videos can be used with other participants for various exercises, e.g. watch the muted video and then explain what was happening, watch the video with sound and then answer questions.... the options are endless.

Advantages: work related training for the original participant; very much focused on their real job and simulating a real work experience. Creation of job/company-specific source material to use with other groups.

Example 2

Description of the training idea: think outside the training room! If participants need to improve in their ability to telephone, conference call or conduct on-line meetings (e.g. Microsoft Live Meeting) then look for opportunities to conduct the training via these modes of communication.

A group could sit at their own desks and conduct a (role-play) telephone conference or on-line meeting with the trainer shadowing. Or, the trainer can simply use the technology as the medium for delivery training which would normally be carried out in the classroom (virtual classroom).

The same approach could be used with a 1-to-1 participant by either delivering training or conducting a role-play over the phone or via computer.

Advantages: In the case of shadowing, this is a “safe” environment and is often easier for participants to accept than to have the trainer shadow their “real” teleconferences. This is also much closer to the “real world” than a simulated teleconference in the training room so transfer will be aided.

Example 3

Description of the training idea: use real materials and put something concrete in the participants hands e.g. Lego – there is so much potential for use with all kinds of classes, even if you might think it would only work with kids or engineers.

One suggestion would be to divide the group into two. Use a pin board to make sure that they can't see what each other is doing. Each group builds something. Then Team A describes to team B how to make their structure. Team B has to follow instructions and ask questions until they are happy they have the same structure. They then compare and discuss the outcome. Then they reverse roles.

Advantages: They have a real problem and a real need to communicate clearly. The activity is fun and provides a high level of challenge. It also changes expectations about what can happen in the training room.

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Example 4

Description of the training idea: get participants or groups of participants to lead a session.

Be clear in your instructions as to what you want and then sit back and watch them do the research and preparation in English so that they are ready to deliver the next session. From a trainer point of view it can be really difficult to let go and not interfere.

Advantages: Input from you is minimal, you let them decide what is important for them, and give them an opportunity to put together a presentation and practice activities. You find out what they really like doing and you will usually be surprised as to what they can do.

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Your example

Description of the training idea:

Advantages:

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Your Commitment



What is one thing that you will do differently with your own groups?