Designing and Delivering Training Programs

Participant's Workbook

INSTITUTE OF
child nutrition
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PROJECT COORDINATOR
Patrick Butler, MS

EXECUTIVE DIRECTOR
Aleshia Hall-Campbell, PhD, MPH

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Key Areas: 3 (Administration)
4 (Communications and Marketing)
USDA Professional Standards Codes: 3400 (Human Resources and Staff Training)
4100 (Communications and Marketing)

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Institute of Child Nutrition
The University of Mississippi

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PURPOSE

Improve the operation of child nutrition programs through research, education and training, and information dissemination.

VISION

Lead the nation in providing research, education, and resources to promote excellence in child nutrition programs.

MISSION

Provide relevant research-based information and services that advance the continuous improvement of child nutrition programs.

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Introduction

This face-to-face course, Designing and Delivering Training Programs, is part of an ongoing effort by the Institute of Child Nutrition (ICN) to establish and support a national network of trainers. Therefore, the intended audience for this course is anyone who wishes to become a more effective trainer. The curriculum was designed to assist you, the participant, in acquiring the knowledge and skills needed to design and deliver effective trainings, as well as encourage further professional development. ICN also designed this training to be interactive so you are actively involved in the learning process.

Professional Standards

3400 – Human Resources and Staff Training
Employee will be able to implement human resources management practices through maintenance and familiarity with current personnel policies and procedures and support employees through training and retention strategies.

3430 – Develop employee training plans, including a plan for tracking training.

4100 – Communications and Marketing
Employee will be able to develop plans that include involvement with school and community members, empower school nutrition leaders, and address excelled customer service.

4140 – Develop communications skills.

Key Area Codes:
3 (Administration)
4 (Communications and Marketing)

Training Objectives

By the end of this training, participants will:

- Identify and apply principles to enhance adult learning and knowledge retention.
- Create interactive, learner-focused lessons.
- Plan and deliver effective training programs.

Ground Rules

ICN has developed the following Ground Rules to help this training run smoothly and allow all participants to benefit from the instruction and information.

- **Show up on time and come prepared.** Be prompt in arriving and in returning from breaks. Come with a positive attitude.
- **Stay mentally and physically present.** Be present and stay on task. Listen attentively to others and avoid disruptive side conversations.
- **Let everyone participate.** Be patient when listening to others speak. Treat all participants with the same respect that you would want from them.
- **Listen with an open mind.** Stay open to new ways of doing things and listen for understanding. You can respect another person's point of view without agreeing with them.
- **Think before speaking.** Seek first to understand, then to be understood. Avoid using idioms, three letter acronyms, and phrases that can be misunderstood.
- **Attack the problem, not the person.** Respectfully challenge the idea, not the person. Honest and constructive discussions are necessary to get the best results.

Head, Hands, Heart, Home

Instructions: Next to each word, write one word or phrase (preferably related to your role as an employee or trainer) that is relevant to each of the four *h* words listed. For the purpose of this activity, *head* represents something you are knowledgeable of, *hands* represent something you are good at doing, *heart* represents something you feel passionately about, and home represents where you are from/work.

HEAD: _____

_____

HANDS: _____

_____

HEART: _____

_____

HOME: _____

_____

Lesson 1: How Adults Learn

During this lesson, you will learn about the popular principles of adult learning introduced by Malcolm Knowles, as well as other learning principles you may be less familiar with—the Five Moments of Learning Need, cognitive load, and rules about the brain that are relevant to learning. This information will aid you in ensuring learners receive and retain the knowledge you hope to transfer.

Learning Objectives

After completing this lesson, participants will:

- Apply the Principles of Adult Learning to training design and delivery.
- Identify the Five Moments of Learning Need.
- Describe cognitive overload and how to manage it.
- Apply "brain rules" to enhance adult learning.

Key Terms

- **Chunking** is grouping or breaking information into smaller units, which makes it easier to remember.

- **Cognitive overload** is based on a theory that suggests the brain is limited in the amount of information it can retain at once. So, if we are presented with too much information at one time, it decreases the likelihood of us retaining the information.

Principles of Adult Learning

As trainers, our job is to facilitate learning. In other words, it is our responsibility to do what we can to ensure participants learn what we want to them to know. Here are five evidence-based principles you should keep in mind when training adult learners.

- Adult learners are internally motivated and self-directed. They are typically motivated to learn if they can:

  - Have some degree of independence in the learning process
  - Make decisions about the content and the learning process
  - Contribute to the learning of their peers

- Adults bring life experiences and knowledge to the classroom. They are typically motivated to learn if it:

  - Involves sharing what they know
  - Builds on what they know
  - Validates their expertise

- Adults are relevancy-oriented. They must be able to see the personal benefit of what they are learning, and how it satisfies a need they have. They are motivated to learn if the learning:

  - Solves or avoids a problem for them
  - Provides an opportunity or increased status
  - Leads to professional or personal growth

- Adults are goal oriented. They are typically motivated to learn if:

  - The trainer conveys how the information can help them reach a specific goal
  - They can relate to the overall course goals and objectives
  - The information can help them in some way personally or professionally

- Adults are practical and learn by doing. They learn best when:

  - There is immediate application for the learning
  - They participate actively in the learning process
  - They can practice new skills or test new knowledge before leaving a training

Applying the Principles of Adult Learning

- Present new information in a way that relates to the adult learner's job or personal needs. If the learner does not see any connection, they will probably lose interest.

- Actively involve the learner in the learning process. Adults want to know that what they are learning is relevant to their personal and professional needs. Allow them to share in the responsibility of planning and developing learning goals and objectives.

- Use feedback and summarize the material often. Adult learners need feedback on how they are doing. Positive feedback can serve as reinforcement for learning.

- Adults have different learning styles. Some prefer to learn on their own, while others prefer small group work, lecture, demonstrations, or hands-on opportunities. Incorporate variety as much as possible, without sacrificing the relevance of the activities.

- Learning is a continuous process. Adult learners come with a wide range of previous experiences, knowledge, skills, and self-direction. Relate the training to the knowledge and experience of the learners.

- Follow the concept that people learn by doing. Keep them working through hands on experience whenever possible, especially using activities that parallel the work environment.

- Incorporate reinforcing activities to help learners transfer the knowledge and skills.

- Arrange for the learning to be self-directed and problem-centered.

- Mutual trust is important. Adult learners need the freedom of open expression and to know that expressing a difference will not have adverse consequences.

- Facilitate the learning process through inquiry and self-discovery. Provide learning opportunities for learners to discover the facts on their own.

- Use both extrinsic and intrinsic motivators.

- Allow adequate time for practice.

- Make the learning experience fun. When learning is fun, the learner will be more likely remember what they have learned.

The Five Moments of Learning Need

Use the spaces below to describe circumstances/situations that may warrant training based on each of the moments of learning need.

New: to teach participants information and/or a skill they are learning for the first time

More: to teach participants more information about a particular topic/skill

Apply: to provide participants an opportunity to remember and apply what they have learned

Change: to teach participants about something that has changed

Problem Solving: to provide participants with answers/solutions to challenges on the job

Addressing the Five Moments of Learning Need

Learning Something for the First Time
- Develop lessons and supporting materials that effectively explain new information.
- Provide demonstrations.
- Design a handout that explains a new job-related task.
- Create an infographic or poster that provides step-by-step instruction for completing a new task.
- Facilitate discussion regarding why the new information or skill is relevant.

Expanding What They Already Learned
- Determine current knowledge through activities, surveys, and pre-/post-assessments.
- Provide lists of additional resources that can be used to located more information on a given topic.
- Provide opportunities to learn from each other through group or partner activities.
- Design activities that build on prior knowledge and can be completed at home.

Remembering and Applying Learned Concepts
- Create job aids.
- Provide opportunities to practice new skills.
- Create checklists.
- Suggest mentoring new staff or staff unable to attend training.

When Change Occurs
- Design assessments to ensure participants understand and are up to date with changes that have occurred.
- Facilitate discussions so participants can learn from you and each other.
- Direct participants to where they can acquire the updated information.
- Develop an informational webinar.
- Let participants know how it benefits them.
- Allow someone to provide a testimonial.
- Attach rewards or incentives.

When Things Don't Go According to Plan
- Develop a frequently asked questions handout.
- Develop how-to guides.
- Provide scenarios that require creative thinking and problem solving.
- Refer participants to the ICN help desk.

Four Steps of Chunking Information

Step 1: Start broadly

First, identify the purpose of the training you want to provide. What is the overall goal of your training?

Step 2: Break it down

Break broad amounts of information down into smaller related chunks, and those will become your lessons.

Step 3: Organize content by looking for commonalities

Once you have established the lessons, organize the content so that you are presenting one chunk of related information at a time. You can do this by grouping related information together based on topics, concepts, skills, or learning objectives.

Step 4: Consider retainability

During these steps, here are a couple of questions to ask yourself:

- Is all of the content needed? If the answer is no, get rid of it. Remember, keep it simple.
- Does each chunck of content relate to only one main topic? If the answer is no, take a step back and regroup.
- Will the chunk of content require learners to retain more than five to nine things at once in order to understand it? If the answer is yes, break it down again. The key is bite-sized pieces of information.

Tips for Preventing Cognitive Overload

Below are examples of ways you can manage cognitive load. In the blank spaces, write ways you think you could manage cognitive load as a trainer.

- Keep information as simple as possible.
- Use a variety of instructional techniques (e.g., visual and auditory).
- Adapt training to participant's level of expertise.
- Provide examples, content summaries, checklists, key terms lists, etc.
- Ensure materials are well organized.
- Review materials prior to training to aid in clear, concise training delivery.
- Avoid providing unnecessary information.
- Limit environmental distractors.
- Use mnemonics and songs (e.g., HOMES for the 5 great lakes or the ABC song).
- Apply the Principles of Adult Learning during training design and delivery.
- Provide opportunities to apply knowledge and skills to real-world situations.
- Incorporate activities that allow movement.
- Provide information about additional resources.

The Brain Rules

survival
The human brain evolved, too.

memory
Repeat to remember.

exercise
Exercise boosts brain power.

sensory integration
Stimulate more of the senses.

sleep
Sleep well, think well.

vision
Vision trumps all other senses.

stress
Stressed brains don't learn the same way.

music
Study or listen to boose cognition.

wiring
Every brain is wierd differently.

gender
Male and female brains are different.

attention
We don't pay attention to boring things.

exploration
We are powerful and natural explorers.

Adapted from Medina, J. (2018). *About Brain Rules.* http://www.brainrules.net/about-brain-rules

Lesson 2: Developing Effective Training Techniques

The concept of continuous improvement is the foundation of training. In other words, we see the need for people to grow and improve, and we know training is a way to make that happen. When we provide training to our staff, we are sending the message that we value them and the job they do. Research has demonstrated not only does training increase worker productivity, but it boosts confidence and motivation to perform well. During this lesson, you will learn best practices in education and training that will aid you in developing effective trainings.

Learning Objectives

After completing this lesson, participants will:

- Develop measurable learning objectives.
- Construct a content outline by utilizing the ROPES model.
- Identify a variety of methods for presenting content.
- Plan a variety of exercises to reinforce learning.

A
Attitudes

- This domain focuses on changing how a learner chooses to act.

- The action verbs associated with this domain allow us to measure whether learners do things such as comply, verify, and follow.

S
Skills

- This domain focuses on changing or improving tasks we want the learner to be able to perform.

- The action verbs associated with this domain allow us to measure the learner's ability to complete tasks such as prepare, develop, and calibrate.

K
Knowledge

- This domain focuses on what we want the learner to know.

- The action verbs associated with this domain allow us to measure the learner's knowledge through their ability to do things such as identify, explain, and list.

Sample Action Verbs

The following lists are examples of action verbs that align with each of the three learning categories: attitudes, skills, and knowledge.

Attitudes

Accept	Adopt	Assess
Choose	Collaborate	Comply
Display	Evaluate	Follow
Influence	Initiate	Judge
Modify	Order	Organize
Participate	Propose	Relate
Respond	Share	Verify

Skills

Adjust	Administer	Assemble
Build	Calibrate	Change
Demonstrate	Develop	Design
Execute	Form	Locate
Measure	Operate	Prepare
Produce	Record	Replace
Set	Serve	Tune

Knowledge

Associate	Appraise	Compare
Compile	Cite	Describe
Define	Distinguish	Estimate
Examine	Explain	Identify
Interpret	Label	List
Match	Name	Recite
Specify	State	Write

Writing Learning Objectives

What are learning objectives?

Learning objectives are clear, measurable statements of what learners can do at the end of a training as a result of the activities, teaching, and learning that takes place. The objectives that you write can be based on three learning categories: attitudes, skills, and/or knowledge.

Tips for Writing Objectives (Who, will, and what?)

• Align objectives with participants' education levels, abilities, experiences, and overall learning needs. Your objectives should indicate who will do what.

• To address the who, precede your objectives with a stem similar to the following: "By the end of the training, participants ..." or "Upon completion of this lesson, staff ..."

• Include two other basic components in the statement—the will do (an action verb) and specify the what (attitude, skills, content knowledge you expect the learner to acquire).

   ⬧ The action verb should describe an observable/measurable action or behavior (e.g., will identify).

   ⬧ The *what* generally describes the attitude, skill, or knowledge learners are expected to acquire (e.g., strategies for reducing cognitive overload).

Objective Example: By the end of this training, participants will be able to identify strategies for reducing cognitive overload.

• Use clear and concise words (avoid the use of verbs that are open to many interpretations and refer to the sample lists that are available for each category of learning; many lists are available online).

   ⬧ Words Open to Interpretation
      ▫ To know   ▫ To learn
      ▫ To understand   ▫ To enjoy
      ▫ To appreciate   ▫ To believe

   ⬧ Words Less Open Interpretation
      ▫ To write   ▫ To sort
      ▫ To compare   ▫ To solve
      ▫ To identify

Knowledge Category

Level and Explanation (from least to most complex)	Sample Verbs	Objective Example
Knowledge recall facts and basic concepts taught	define, describe, identify, label, list, match, name, outline, recall, recognize, reproduce, select, state	After completing this training, participants will <u>define</u> the term mise en place.
Comprehension demonstrate an understanding of what was taught	classify, describe, discuss, distinguish, estimate, explain, extend, give examples, identify, indicate, paraphrase, recognize, rewrite, summarize, translate	After completing this training, participants will <u>explain</u> the purpose of honing a knife.
Application use information taught in actual situations	apply, demonstrate, employ, illustrate, interpret, manipulate, modify, operate, produce, relate, show, solve, use, write	After completing this training, participants will <u>demonstrate</u> the proper steps for calibrating a thermometer.
Analysis break down ideas or objects into simpler parts and find evidence to support generalizations	breakdown, calculate, categorize, compare, contrast, differentiate, discriminate, distinguish, examine, select, test	After completing this training, participants will <u>calculate</u> recipe costs.
Synthesis compile component ideas into a new whole or propose alternative solutions	arrange, combine, compose, construct, create, design, formulate, generate, plan, relate, set up, synthesize	After completing this training, participants will <u>compose</u> a measurable learning objective.
Evaluate make and defend judgements based on internal evidence or external criteria	appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, estimate, evaluate, judge, justify, interpret, rate	After completing this training, participants will <u>interpret</u> the current meal pattern requirements.

ROPES

R – Relate and Review

The purpose of this step is to increase learners' readiness to receive the material in the upcoming lesson.

- Why is this important?
- How does this relate to my job?

O – Overview

The purpose of this step is establish our expectations.

- Provide overview
- Develop learning objectives
- How will compliance be measured?

P – Presentation

The purpose of this step is to determine the method we will employ to present the content of our training.

- Videos
- Lecture-discussion
- Small group work

E – Exercise and Evaluate

The purpose of this step is to identify activities for learners to apply what they've learned.

- Skill practice
- Games
- Skits

S – Summary

The purpose of this step is to wrap up the training.

- Lesson recap
- Questions and answers
- Next steps

Sample ROPES Lesson Plan

Lesson Title: Handwashing	
ROPES	Content Outline
R – Relate and Review	**Demonstrate the need for this information/skill, gain interest, and ready the learner.**
"What's in it for me?" Handwashing is one of the best ways to prevent illness from the common cold and flu and by preventing foodborne illness. If we are ill and cannot work, that could mean we lose a day's pay. If we contaminate our food, it may mean many students could become ill or even die. Handwashing is a great way for each of us to stay healthy and prepare and serve safe foods to our students.	
O – Overview	**Summarize key content/give on overview of what will be taught, as well as explain what we expect (i.e., learning objectives).**
"Establishing expectations" Because handwashing is such an important part of our daily job, and affects our personal health and students' health, we are going to discuss information you need to know to ensure you are following proper handwashing procedures. We will be reinforcing this expectation by adding a section on correct hygiene to our employee performance appraisals. We will also be introducing a monthly employee incentive to reward and recognize employee "best practices" for those who promote and comply with our personal hygiene policies. At the end of this training, you will: 1. <u>Adopt</u> thorough and frequent handwashing practices, consistent with posted reminders and facility policies. (attitude) 2. <u>Demonstrate</u> thorough handwashing using the five items at a properly stocked handwashing station. (skill) 3. <u>Describe</u> how hands should be washed. (knowledge)	
P – Presentation	**Ensure all learning objectives are achieved, we need to list and describe the method(s) that will be used to achieve each outcome. Remember, there are many ways we can teach, not just through lecturing.**

1. <u>Adopt</u> thorough and frequent handwashing practices, consistent with posted reminders and facility policies. (attitude)
 	
   Lecture – Trainer will review the posted signage that is in the kitchen, locker rooms, and especially over handwashing sinks. Trainer will explain the new performance appraisal criteria for personal hygiene and how this will be observed and measured throughout the performance year. Trainer will also review the new incentive program for employee "best practices."
 	
2. <u>Demonstrate</u> thorough handwashing using the five items at a properly stocked handwashing station. (skill)
 	
   Demonstration – Participants will be asked to physically demonstrate how hands should be washed.	

3. <u>Describe</u> how hands should be washed. (knowledge) Video – Participants will view a short video called "Wash Your Hands."	
E – Exercise and Evaluate	**Describe action-oriented, hands-on, learner-focused activities for each learning objective. Also, how will we measure success?**

1. <u>Adopt</u> thorough and frequent handwashing practices, consistent with posted reminders and facility policies. (attitude)

    Role playing activity with scenarios (e.g., What would you do?) – Teams will be formed and each will have a different scenario related to poor personal hygiene and handwashing. Teams will explain how peers should respond to co-workers in the scenarios.

    Success measure: During the role-playing activity, the trainer will evaluate the appropriateness of responses and provide confirming or corrective feedback. There will also be ongoing compliance monitoring, yearly performance reviews, and re-training as needed.

2. <u>Demonstrate</u> thorough handwashing using the five items at a properly stocked handwashing station. (skill)

    Teams will participate in a "GloGerm®/Glitterbug®" competition. Each team will select a representative. Representatives apply GloGerm®/Glitterbug® to their hands, then wash their hands using the correct technique. After handwashing, teams use a black light to identify any missed areas on the representatives' hands.

    Success measure: The trainer will observe representatives washing their hands. Afterwards, the trainer will provide confirming and/or corrective feedback regarding the steps each representative took to wash hands.

3. <u>Describe</u> how hands should be washed. (knowledge)

    After watching the "Wash Your Hands" video, participants will complete a video viewing guide about the proper steps and tools needed for thorough handwashing. The trainer will debrief using a question and answer approach.

    Success measure: Each attendee will correctly complete the video viewing guide and provide correct responses during the debrief.

S – Summary	**- Lesson recap** **- Questions and answers** **- Trainer assessment/evaluation**

Trainer will highlight key points covered, answer any questions, and administer a quiz. It will be either a pen/paper quiz, via an online tool (e.g., SurveyMonkey®), or an interactive tool (e.g., Kahoot®). Participants will also evaluate the presentation and the trainer.

ROPES Lesson Plan Template

Lesson Title:	
ROPES Outline	Content Outline
R – Relate and Review	**Demonstrate the need for this information/skill, gain interest, and ready the learner.**
"What's in it for me?"	
O – Overview	**Summarize key content/give on overview of what will be taught, and explain what we expect participants to do (i.e., learning objectives).**
Establishing expectations"	

P – Presentation	Ensure all learning objectives are achieved. We need to list and describe the method(s) that will be used to achieve each outcome. Remember, there are many ways we can teach, not just through lecturing.
E – Exercise and Evaluate	Describe action-oriented, hands-on, learner-focused activities for each learning objective. Also, how will we measure success?
S – Summary	- Lesson recap - Questions and answers - Trainer assessment/evaluation

Additional Notes:

Additional Notes:

Sample Training Methods

Method	Focus	Characteristics
Appraisals/Inventories	Assessment of attitudes, behaviors, interests, needs, and skills	Provides quick overview and opportunity for on the spot assessment
Audiovisuals	Slides, posters, infographics, books, videos, etc.	Can work for multiple intelligences
Brainstorming	Group participation and quick generation of ideas	Requires total involvement
Case Studies	Review and critique true events	Promotes analytical thinking
Computer-Based	Internet-based instruction and/or assignments, discussion boards, chat rooms, etc.	May require training, can work for multiple intelligences
Critical Incidents	Similar to case studies, but without an ending; can be made up	Promotes critical thinking and problem-solving skills
Debates	Explore both sides of an issue	Trainer needs strong facilitation skills and confidence in handling various personalities
Demonstrations	Provide visual examples of performing a task or skill	Good for visual learners and aids in skill development
Fishbowls	Small inner circle discusses topic and outer circle can critique	An alternative for debates
Games	Model after popular board, card, or television game; be creative and make your own	Fun way to review new information and keeps learns engaged
Large Group Discussion	Follow up after or as part of lecture; can be structured or unstructured	Allows learns to share thoughts/ideas and provides an opportunity to assess learning
Lecture	Presenting information	One-way communication and ideal for verbal learners
Problem-Solving	Focuses on dilemmas and issues that may present on the job	Aids in improving problem-solving skills
Role Playing/Skits	Participants acting out scenarios; can be structured or partially structured	Requires volunteers
Skill Practice	Typically serves as a follow-up to reinforce learning	Requires observation and feedback; can work well by paring or grouping learners
Small Group Discussion	Can occur prior to or after lecture as a follow-up	Need to provide clear directions and move around to keep groups focused
Values Clarification	Learners choose sides or rank priorities	Typically situational and helps clarify different issues or dilemmas

Training Factors to Consider

Prior to making decisions about your training, ask yourself these questions:

Why are you developing the training?

- Teach new skills
- Introduce new techniques for old skills
- Provide opportunities to apply knowledge
- Resolve a problem
- Address something that has changed

Think about the Five Moment of Training Need

Who are you training?

- New employees
- Seasoned employees
- Management

Consider education level and baseline knowledge of the topic

What resources and materials do you have available? What will you need?

How much time do you have for the training?

- One time versus ongoing
- Minutes versus hours
- Days versus weeks

How many participants will be present?

Tips for Selecting Methods

- Set learning objectives and choose methods based on the content related to meeting the objectives.

- Gain a clear understanding of learners' baseline knowledge.

- Choose methods appropriate to the audience (e.g., age, culture, preferred learning style).

- Use a variety of methods to meet the needs of diverse groups of learners.

- Methods should align with your own expertise and personality.

- You should not overuse of any one method.

- Be mindful of the audience's expectations.

- If possible, involve participants in the method selection process.

- Sequence methods so that learning is maximized (e.g., present content before expecting participants to do a problem-solving activity or complete a case study).

- Use time wisely. Choose methods that will allow you to successfully meet your learning objectives within the allotted timeframe.

- Ensure you have the budget and/or materials necessary to train using the chosen methods.

- Choose alternative methods in case things do not go as planned.

Training Beats

Movement beats sitting. Any kind of motion increases oxygen to the brain, which boosts brain power and memory. In this class, we have used standing instead of sitting for several activities already. Include short, topic-related activities that get participants out of their chairs and doing something.

Writing beats reading. Writing is multi-sensory, in that it is kinesthetic, visual-spatial, and tactile. Learners cognitively process information a second time when they write it after they hear it. This could include a fill-in-the-blank handout, a case study, and buzz-groups writing on chart paper, as we have done today.

Talking beats listening. When talking, learners process the information three times: first, by listening to it; second, by thinking about it; and third, by restating it using their own words. We have used this in several of our activities when your team provides feedback from your group activities.

Images beat words. We think in pictures, not words. Add images, even simple ones like photos, stories, and metaphors. It is also a good idea to use demonstrations so staff can "see" a process or desired result.

Shorter beats longer. Learners tend to lose interest after 8 minutes of lecture. The human brain learns best when content is divided into smaller "chunks" or segments of information. Break up lecture with other modes of training to keep interest and involvement high.

Different beats same. The brain will eventually ignore anything that is routine, repetitive, predictable, or boring. Break away from predictable, lecture-based presentations and vary the modes of instruction.

Tips for Answering Questions

• Anticipate participants' questions and consider potential responses.

• Inform participants of expectations surrounding questions early in the training.

• Paraphrase and/or repeat questions to ensure understanding.

• Ask for clarification, if needed.

• It is perfectly okay to respond with, "I don't know, but I'll find out."

• Redirect appropriate questions to the group or encourage responses from others.

• If the question isn't relevant put it in a "bike rack" or save it for the break.

• All questions are good questions—treat them as such.

• Avoid showing emotions to argumentative questioners.

• Include the entire audience in your response through body positioning and eye contact.

Questions for Training Evaluations

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

Sample Evaluation Items

Statements – Likert Scale:

- The training objectives were met.

- The content was organized and easy to follow.

- The handouts were helpful.

- The videos for this training are a useful way to reinforce the skills that were taught.

- The training held my attention.

- There were enough opportunities for me to actively participate.

- The time allotted for this training was sufficient/appropriate.

- I will apply the knowledge and skills I gained during this training at my job.

- I would be interested in attending a more advanced version of the training.

- Overall, the training met my expectations.

Open-Ended Questions:

- Are there any additional topics you think should be included in this training?

- Are there any topics that you think should be excluded from this training?

- What did you like most about this training?

- How could we improve this training?

- Please share other comments or expand on previous responses here:

You may also choose to create multiple choice or other questions that are more specific to the topic you covered.

Sample Evaluation

Please rate each statement according to the following scale:

5 – Strongly agree

4 – Agree

3 – Neutral

2 – Disagree

1 – Strongly Disagree

_____ The training met my expectations.

_____ The training was well organized.

_____ The training was presented at a level that met my needs.

_____ The handouts provided will be useful beyond this training.

_____ The activities included were relevant and helped me understand the topic.

_____ The trainer provided clear instructions for completing tasks.

_____ There were enough opportunities for me to ask questions.

Please provide feedback on the following items:

Describe what information or learning experiences that were most valuable to you.

Describe what information or learning experiences that were least valuable to you.

What suggestions do you have for improving this training?

Lesson 3: Planning and Logistics

The saying is indeed true—prior preparation prevents poor performance. So, if you typically get nervous, being prepared will increase your confidence, and in return, that confidence will increase your ability to stand and deliver your trainings effectively. During this lesson, you will learn the actions you should take to ensure your training goes as smoothly as possible.

Learning Objectives

After completing this lesson, participants will:
- Create and act upon a preparation checklist.
- Comprehend the importance of the scoping call.
- Identify contingency plans.
- Explain key aspects of travel logistics related to training.

Items for Preparation Checklist

At the Initial Training Request
- ☐ Set training date(s) and time(s)
- ☐ Identify training topic
- ☐ Determine training location
- ☐ Confirm training contact name (at location)
- ☐ Confirm contact's phone number and email address
- ☐ Confirm training address and directions
- ☐ Confirm number of attendees
- ☐ Discuss audience background and details

Four Weeks Prior to Training
- ☐ Complete continuing education credit applications
- ☐ Make travel arrangements to location
- ☐ Place orders/requests for training materials
- ☐ Make audiovisual equipment requests/reservations
- ☐ Express desired training room set-up (classroom, theater, U-shaped, other)
- ☐ Inquire about training room accommodations (pens, pencils, paper, unique requests)
- ☐ Determine break accommodations (food and beverage)
- ☐ Collect, order, request, and organize all training props and activities
- ☐ Review or develop training content
- ☐ Rehearse delivery and practice demonstrations

One Week Prior to Training
- ☐ Confirm all training details with location contact
- ☐ Confirm early access to the building and training room for set-up
- ☐ Confirm receipt of advanced material orders

Day of Training
- ☐ Check training room set-up
- ☐ Conduct audiovisual equipment operation check
- ☐ Cue-up videos and organize props
- ☐ Arrange or distribute books, manuals, assessments, or handouts
- ☐ Review building layout and emergency exits

Post-Training
- ☐ Training room clean-up
- ☐ Review of class evaluation forms
- ☐ Revision of training content

Importance of the Scoping Call

Talking with the site host will help us:

- Understand who our audience will be in terms of the number of participants, job titles, skill levels, group dynamics, and baseline knowledge on the topic. This will help us tailor the content to the audience's needs and skill levels.

- Identify responsibilities for audio-visual equipment, other technology needs, tools, materials, and supplies. Have a backup plan!

- Determine if someone will be available to assist with cue-up and testing all equipment to make sure it works properly.

- Find the training location, parking location, availability/building entry times, as well as accessible doors. Once we have entered the building in advance of our session, plan time for set up of the training room, materials and audio-visual equipment.

- Plan for required breaks (especially if the group is unionized), and identify time allotments for breaks and lunch time. For example, if food is being catered in, the lunch break may be shorter than when attendees have to go off site for lunch.

Disaster Scenarios

1. The trainer can't find the location/can't enter building to set up.

2. The audiovisual (AV) equipment (e.g., projector, screen, power cords) is not available/ stopped working.

3. The trainer has a hostile, resistant, or non-participatory group.

4. The audience asks questions that the trainer cannot answer or lacks depth of knowledge about.

5. There are twice as many attendees as expected.

6. The training materials, handouts, or workbooks did not arrive, or were lost, damaged, or printed incorrectly.

Lesson 4: Delivering Effective Trainings

Generally speaking, most trainers have devoted many years to working in their respective fields, and most have also spent a considerable amount of time researching information and learning about the topics they teach. So, they are very well informed, but that does not mean they can effectively teach those topics to others. Although content knowledge is the foundation of effective training, there are certain skills that are essential to effectively passing our knowledge on to our learners. Luckily, the primary skills we need to deliver effective trainings are skills that we can learn, practice, and improve upon. Learning and honing these skills will not only decrease the anxiety associated with speaking in front of a group, which many of us have, but also increase the likelihood that the appropriate messages will be received by our audience.

Learning Objectives

After completing this lesson, participants will:
- Describe approaches for effectively opening a training and gaining the audience's attention.
- List common verbal cues and techniques for improved verbal communication.
- List common nonverbal cues and techniques for improved nonverbal communication.
- Describe distracting habits, as well as how to avoid them.

Know the Material: Q&A for the Trainer

How much do you already know about the topic and what do you still need to know?

There may be times when you have to teach a topic that is completely different from your niche; in that case, you need to consider how much you already know and how much you need to learn. Doing so will allow you to be prepared to present with confidence. Also, let's say you have expertise in the topic, you then need to consider exactly what it is you need to be speaking about—don't forget knowing it all doesn't mean speaking it all. Your aim should be to keep your presentation focused on your primary learning objective(s) and getting directly to the point (i.e., need to know versus nice to know).

How long will it take you?

Know the timing. Practice the timing. If you have 5 lessons and exceed the time planned for each lesson by 10 minutes, the training will be 50 minutes longer than you anticipated. Now what? Simply skipping over activities is not a desirable approach; they are meant to reinforce learning through hands-on experience. Keep in mind that talking faster is not the answer either—all this will do is confuse the audience. So, plan ahead and practice! Also, don't attempt to add additional content, stories, or activities at the last minute—remember, you've already practiced your timing.

Are you using visuals? What kind and how do you plan to include them?

Visuals (e.g., handouts, PowerPoint slides, posters, infographics) add volume to your presentation and help you make your point clear. They also prove to be a perfect attention grabber. However, you need to be clear about whether you'll need to include them or not. A 5-minute talk may not require any or as many visuals as a 4-hour training. Either way, ensure you are familiar with the visuals you plan to use and how they align with the messages you want to convey.

Tips for Visuals

Fonts
- Choose a font that is simple and easy to read. Sans serif fonts are generally the most effective.
- Italic fonts should be avoided on slides.
- Fonts smaller than 28-point are usually difficult to read on slides.
- Do not use multiple fonts and styles. Limit choices to two within a slide presentation.

Text
- No more than six lines of text should be used per slide, usually no more than 6 words per line.
- Use slides to convey key points only.
- Avoid capitalization of ALL letters.
- Use high contrast colors for fonts compared to background.
- Avoid long sentences and abbreviations.
- Use color or bolding instead of underlining to emphasize words or key phrases.

Pictures and Graphics
- Use no more than two graphics per slide.
- Ensure quality of graphics.
- Refrain from using too much generic clip art.
- Choose appropriate graphs and diagrams.

Other Tips
- Use sound effects only when necessary.
- Use numbers for sequential lists and bullets to highlight other lists.
- Be consistent. Only use differences to draw attention.
- For transitions, use "appear" and "disappear."
- Keep tables simple with clear headings and labels.

Tips for Setting the Tone

- Always greet participants and strive to make them comfortable with you and the topic
- Consider the setting (e.g., formal versus informal, familiar group versus unfamiliar group)
- Always give an overview of the training
- Try asking the audience their expectations
- Get the audience to laugh
- Avoid inappropriate jokes/humor
    - Gender
    - Politics
    - Death
    - Violence/harm to others
    - Stereotypes
    - Degrading/putting others down
- Don't force the use of humor
- Use relevant stories or tell the audience about current events
    - Decide on a story to use in advance
    - Research current events related to the topic
    - Use examples from the group's own experience with the topic
- Ask questions
    - Plan the questions ahead of time and know the correct responses
    - Ask one question at a time
    - Keep questions focused and at the audiences' level of expertise
- Make a thought provoking statement
- Ask for a show of hands or for participants to stand
- Get the audience moving

Conference Scenario

John recently attended a pre-conference training that was hosted by his state school nutrition association. As he sat and listened to the trainer, he noticed the trainer made very little eye contact with the audience and only stared at one point in the back of the room. John could barely hear the monotonous voice of the speaker because he was seated at a table towards the back of the room, and the speaker remained slumped over notes, at a podium that was situated at the front of the room. To make matters worse, the trainer went over the scheduled time, which meant John did not have an opportunity to ask a question he had and was late finding the next session he wanted to attend.

Tips for Improved Verbal Communication

- Be mindful of word usage, accentuation, pitch, volume, rate, and tone.

- Avoid using slang, colloquialisms, and local or technical jargon.

- Remember to tailor wording to the knowledge and experience level of the intended audience.

- Emphasize important words.

- Practice pausing before or after stating an important word or concept. This will help focus the audience's attention and shows them that what you said/are saying is important.

- Practice stating phrases using different pitch patterns to change the meaning of what you say. For example, by using higher pitch at the end of what is said, we can demonstrate that we are asking a question. Here is an example for you to try— "See what I mean." versus "See what I mean?"

- When speaking naturally, without any amplification, you need to keep in mind the distance to be covered by your voice and adjust your volume accordingly.

- For longer rooms, aim your voice at the back of the room so those sitting farther away can hear. For wide rooms, it is a good idea to turn to both sides while speaking to ensure those sitting on both sides of the room can hear and feel included.

- Ask if the audience can hear and understand you.

- Practice alone and practice in front of an audience.

- Record yourself and listen to yourself.

Fun Facts About Average Speaking Rates
- Presentations: between 100–150 words per minute (wpm)
- Conversations: between 120–150 wpm
- Audiobooks: between 150–160 wpm
- Radio hosts and podcasters: between 150–160 wpm
- Auctioneers: can speak at about 250 wpm
- Commentators: between 250–400 wpm

Tips for Improved Nonverbal Communication

• Practice using good posture and making eye contact, as well as using body movement and facial expression to connect with the audience and get your point across.

• Stand tall and try to avoid slouching.

• Don't turn your back to the audience—face them as much as possible. Avoid staring at a computer screen or notes.

• Establish eye contact with various members of your audience. It will not only help establish trust and make them feel included, but it shows them that you are a confident presenter.

• Effective eye contact doesn't mean you have to stare. Making eye contact should be comfortable for both you and the person you are looking at. Typically, four to five seconds is long enough.

• Avoid remaining anchored to a podium or table. Move around and engage the audience.

• Use your arms and hands to communicate what you are saying. However, don't force unnecessary movements.

• Be mindful of gestures—they can mean different things in different cultures.

• Avoid unnecessary body movements and excessive pacing. This can become distracting.

• Facial expressions are a more universal language. Smile when greeting participants. You want to create a warm, friendly atmosphere where everyone feels welcome and as thought you are happy they are there.

• Be respectful of personal space because different cultures view physical proximity in different ways. If you notice someone appears uncomfortable, create some distance between the two of you.

• Aim to look your best, which includes dressing professionally.

• Take notice of your audience's nonverbal cues also.

Overcoming Distracting Habits

Here are some common distracting habits and ideas for avoiding them.

Nuisance Words
- When ending a thought or sentence, simply close your mouth to avoid the words.
- Practice speaking short points, while focusing on how to transition between the points without using nuisance words.

Fidgeting
- Use arms and hands while talking.
- Keep pockets empty.
- Style hair so that it stays out of your face.

Lack of Eye Contact
- View your audience as individual listeners.
- Practice your presentation so that you don't have to stare at notes.

Pacing
- Stand in one spot until the point being made is complete.
- Take a walk before your training to help release tension and calm your nerves.

Lesson 5: Application and Practice

During this lesson, you will use the ROPES model to plan a 10-minute mini training on a topic of your choice. However, the topic must be related to child nutrition. Using the knowledge gained during our lessons today, you will be responsible for not only designing, but delivering your training to an assigned group. The purpose of this exercise is to provide you with an opportunity to practice delivering a training in a safe environment, amongst a small group.

Learning Objective

After completing this lesson, participants will apply best practices to design and deliver a training.

ROPES Lesson Plan Template

Lesson Title:	
ROPES Outline	Content Outline
R – Relate and Review	**Demonstrate the need for this information/skill, gain interest, and ready the learner.**
"What's in it for me?"	
O – Overview	**Summarize key content/give on overview of what will be taught, as well as explain what we expect participants to be able to do (i.e., learning objectives).**
Establishing expectations"	

P – Presentation	**Ensure all learning objectives are achieved, we need to list and describe the method(s) that will be used to achieve each outcome. Remember, there are many ways we can teach, not just through lecturing.**
E – Exercise and Evaluate	**Describe action-oriented, hands-on, learner-focused activities for each learning objective. Also, how will we measure success?**
S – Summary	**- Lesson recap** **- Questions and answers** **- Trainer assessment/evaluation**

Additional Notes:

Additional Notes:

Tips for Eliminating Presentation Anxiety

- **Avoid caffeine.** Caffeine can increase your heart rate and make you feel more jittery and shaky.

- **Take deep breaths.** Deep breaths will help alleviate tension, as well as muscle tightness.

- **Make eye contact.** Eye contact will help you feel as though you are talking to a person one-on-one, thereby reducing thoughts about the overall number of people in the audience. Also, connecting with individuals via eye contact will help increase your confidence that the what you're saying is being understood.

- **Don't stand still.** Gesturing or moving will aid you in releasing some of the tension you may be feeling. Trainers who stand stiff and erect or anchored to a podium may find movement as a welcome relief..

- **Be organized and prepared.** Have a plan for what you're going to say and do. Make sure you have everything you need before the day of the training as well. This will not only give you more confidence, but it will allow you to focus on connecting with your audience versus worrying about what to do or say next.

- **Engage with your audience.** Asking questions, incorporating activities, and encouraging participation from the audience will help alleviate some of the tension you may feel because you will not be the central focus during the entire training.

- **It is okay to pause.** If you lose track of what you were saying or what you should do next, don't panic. Just take a few deep breaths, gather your thoughts, and move forward. The beauty of the situation is that no one else knows what you had planned to do or say except you. So, don't worry about "messing up" and know there is nothing wrong with taking a moment to look back at your notes.

- **Practice, Practice, Practice.** Remember, nothing will help you be prepared or ease your anxiety more than practice. It is helpful to practice in front of others to receive feedback before the day of your training. If you don't have time to practice in front of anyone, it is a good idea to at least let someone review the lesson you've planned.

- **Stop overthinking.** More than likely you appear much less nervous to your audience than you think. So, you should never apologize or state that you're nervous. Also, don't consume yourself with worrying about what could go wrong, the audience is genuinely interested in what you have to say—so, focus on telling them versus dwelling on things that are unlikely to occur.

Evaluation Rubric

	Excellent	**Good**	**Fair**	**Needs Improvement**
CONTENT				
Clearly written objective(s)				
Effective opening				
Well organized				
Involved participants				
Effective closing				
Effective Q&A				
Comments:				
DELIVERY				
Verbal Skills:				
Appropriate word usage				
Pitch				
Volume				
Rate				
Tone				
Comments:				
Nonverbal Skills:				
Posture				
Eye contact				
Body movement				
Facial expressions				
Comments:				

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Comments:				
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