



Adult Trainer Certification (ATC)

Participant Guide

Course #10023708

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Employee Development & Diversity
Professional & Skills Development



Adult Trainer Certification (ATC)

Participant Guide

Employee Development & Diversity
Professional & Skills Development
475 L'Enfant Plaza SW
Washington, DC 20260-4215

Use of Training Materials

These training course materials are intended to be used for training purposes only. They have been prepared in conformance with existing Company X policies and standards and do not represent the establishment of new regulations or policies.

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A Commitment to Diversity

The Company X is committed to fostering and achieving a work and learning environment that respects and values a diverse workforce. Valuing and managing diversity in the Company X means that we will build an inclusive environment that respects the uniqueness of every individual and encourages the contributions, experiences, and perspectives of all people.

It is essential that our work and learning environments be free from discrimination and harassment on any basis.

In our classrooms, on the workroom floor, in casual conversation and in formal meetings, employees and faculty are asked to encourage an open learning environment that is supportive of everyone.

Course materials and lectures, classroom debates and casual conversation should always reflect the commitment to safety and freedom from discrimination, sexual harassment, and harassment on any prohibited basis. Instructors and class participants are expected to support this commitment.

If you find course material that is presented in the classroom or in self-instructional format that does not follow these guidelines, please let an instructor know immediately.

If classroom discussions do not support these principles, please point that out to the instructor as well.

Diversity is a source of strength for our organization. Diversity promotes innovation, creativity, productivity, and growth, and enables a broadening of existing concepts.

The Company X's policy is to value the diversity of our employees, customers, and suppliers, and to do what is right for our employees and the communities we serve, thereby ensuring a competitive advantage in the global marketplace.

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Overview of Adult Trainer Certification

Objective:

At the end of this course the learner will be able to demonstrate the skills necessary to facilitate the Facilitator Skills Certification (FSC). Successful participants will become certified Field Trainers by achieving an overall score of 80% using the standard scoring instrument.

Time Allocated for Module:

60 Minutes

Instructional Methods:

- Activities
- Group Discussions

Summary:

- Welcome
- Establish Open Communications with Learners
- Course Objectives
- Course Structure and Timeline

Participant Material Used:

- Participant Guide
- Job Aid: Facilitator Competency Wheel

Media Required:

- Rip charts and Markers

ATC Timeline

Day 1

Overview Module

Module 1: Using Adult Learning Principles

Module 2: Facilitating FSC

Form Demonstration Teams

Prepare for Demonstrations

Demonstration of Overview Module

Demonstration of Module 1

Day 2

Demonstration of Modules 2-4

Form Co-Facilitation Teams

Prepare for Assessed Co-Facilitations

Day 3

Co-Facilitate Modules 5-8 (Assessed & Video Recorded)

Assign Individual Facilitation Modules

Provide Feedback of the Assessed Co-Facilitations

Prepare for Assessed Individual Facilitation

Day 4

Module 3: Completing FSC Assessment

Prepare for the Assessed Individual Facilitations

Individual Facilitations (Assessed, Video Recorded and Peer Assessment)

Provide Feedback of the Assessed Individual Facilitations

Review all FSC Modules

ATC Assessment Form

Using the following scale, please rate the quality of the observable behaviors for each competency: 1 = No Demonstration 2 = Poor 3 = Fair 4 = Good 5 = Strong		
COMPETENCY/SKILL	1ST	2ND
Using Effective Communication Skills		
Uses the 3 Vs <ul style="list-style-type: none"> • Visual communication • Vocal communication • Verbal communication 	1 2 3 4 5	1 2 3 4 5
Using Training Aids		
Uses Training Aids Appropriately <ul style="list-style-type: none"> • Pictures, printed material, rip charts, white boards • Real objects, job aids • Computers, online tools, projected media 	1 2 3 4 5	1 2 3 4 5
Managing the Learning Session		
Maintains Classroom Control <ul style="list-style-type: none"> • Utilizes non-threatening techniques to encourage participation • Appropriately responds to indifferent, uncooperative or disruptive participants • Appropriately responds to critical comments or comments on non-essential information 	1 2 3 4 5	1 2 3 4 5
Works with Adult Learners <ul style="list-style-type: none"> • Maintains authority and control • Keeps a friendly atmosphere • Communicates at an appropriate level 	1 2 3 4 5	1 2 3 4 5
Manages Class Time Effectively <ul style="list-style-type: none"> • Uses parking lot appropriately • Monitors time needed for activities • Follows through on time constraints for activities • Uses verbal and visual cues to manage time 	1 2 3 4 5	1 2 3 4 5
Using Appropriate Facilitation Methods		
Appropriately Uses Facilitation Methods (check applicable methods) <input type="checkbox"/> Lecture <input type="checkbox"/> Demonstration <input type="checkbox"/> Case Study <input type="checkbox"/> Group Discussion <input type="checkbox"/> Practice <input type="checkbox"/> Guided Study <input type="checkbox"/> Questioning <input type="checkbox"/> Role Play	1 2 3 4 5	1 2 3 4 5
Utilizes Appropriate Questioning Techniques <ul style="list-style-type: none"> • Allows sufficient response time • Encourages all learners to participate • Utilizes open-ended and close-ended questions • Avoids use of embarrassing/self-incriminating questions 	1 2 3 4 5	1 2 3 4 5
Demonstrating ATC Skills		
<ul style="list-style-type: none"> • Refers learners to the PAKs • Refers learners to the Job Aids • Facilitates group discussions appropriately • Facilitates exercises appropriately • Manages time 	1 2 3 4 5	1 2 3 4 5
SUBTOTALS		
TOTAL (Minimum Score = 64 points)		

ATC Peer Assessment Form

Please place a check mark next to the behaviors you see demonstrated and be sure to provide written feedback in the Comments column.										
COMPETENCY/SKILL	COMMENTS									
Using Effective Communication Skills										
Uses the 3 Vs <ul style="list-style-type: none"> • Visual communication • Vocal communication • Verbal communication 										
Using Training Aids										
Uses Training Aids Appropriately <ul style="list-style-type: none"> • Pictures, printed material, rip charts, whiteboards • Real objects, job aids • Computers, online tools, projected media 										
Managing the Learning Session										
Maintains Classroom Control <ul style="list-style-type: none"> • Utilizes non-threatening techniques to encourage participation • Appropriately responds to indifferent, uncooperative or disruptive participants • Appropriately responds to critical comments or comments on non-essential information 										
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Manages Class Time Effectively <ul style="list-style-type: none"> • Uses parking lot appropriately • Monitors time needed for activities • Follows through on time constraints for activities • Uses verbal and visual cues to manage time 										
Using Appropriate Facilitation Methods										
Appropriately Uses Facilitation Methods (check applicable methods) <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Discussion</td> <td><input type="checkbox"/> Demonstration</td> <td><input type="checkbox"/> Role Play</td> </tr> <tr> <td><input type="checkbox"/> Practice</td> <td><input type="checkbox"/> Guided Study</td> <td><input type="checkbox"/> Case Study</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td></td> <td></td> </tr> </table>	<input type="checkbox"/> Discussion	<input type="checkbox"/> Demonstration	<input type="checkbox"/> Role Play	<input type="checkbox"/> Practice	<input type="checkbox"/> Guided Study	<input type="checkbox"/> Case Study	<input type="checkbox"/> Lecture			
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<ul style="list-style-type: none"> • Refers learners to the PAKs • Refers learners to the Job Aids • Facilitates group discussions appropriately • Facilitates exercises appropriately • Manages time 										

Module 1: Using Adult Learning Principles

Objective:

The learner will be able to identify and apply adult learning principles.

Time Allocated for Module:

60 Minutes

Instructional Methods:

- Activities
- Group discussions

Summary:

- What is Learning?
- Leveraging the Self-Concept of Adult Learners
- Building on Adult Motivation
- Being Sensitive to Adult Emotions
- Using Reinforcement
- Building on Previous Learning
- Moving from Passive to Active Learning

Participant Material Used:

- Participant guide
- Job Aid: Facilitator Competency Wheel

Media Required:

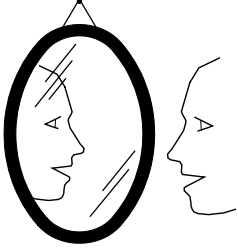
- Rip charts and markers

What is Learning?

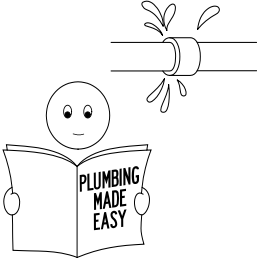
Learning is an enduring change in behavior, or in the capacity to behave in each fashion, which results from practice or other forms of experience. (Shuell, 1986).

Using Adult Learning Principles

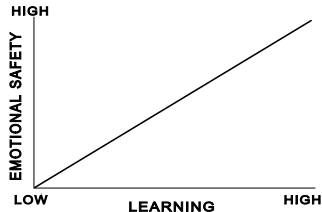
Leveraging the Self-Concept of Adult Learners

Adult Learning Principles	Training Considerations
<p>Adult learners see themselves as capable of self-direction and desire others to see them in the same way.</p> 	<ul style="list-style-type: none"> • Provide participants with opportunities to: <ul style="list-style-type: none"> – Identify what they want and need to learn – Plan and carry out their own learning activities – Evaluate their own progress toward self-selected goals • Assume the role of “learning resource” rather than the traditional role of teacher. • Allow adult learners to direct their own learning. Do not structure training too rigidly. • Treat adults as adults. Avoid activities that will embarrass them or make them feel like children.

Building on Adult Motivation

Adult Learning Principles	Training Considerations
<p>Adult learners are motivated to learn when they have a need to do so.</p> <p>Adult learners want to know how the training will help them immediately.</p> 	<ul style="list-style-type: none"> • Begin the training by providing participants with an opportunity to explore why they need to learn the knowledge and skills to be presented. • Discuss the benefits to be derived from the training. • Allow participants to try out new learning quickly. Instructors may motivate adults by convincing them of the potential benefits of learning. However, to stay motivated, adults need a chance to experience the benefits for themselves.

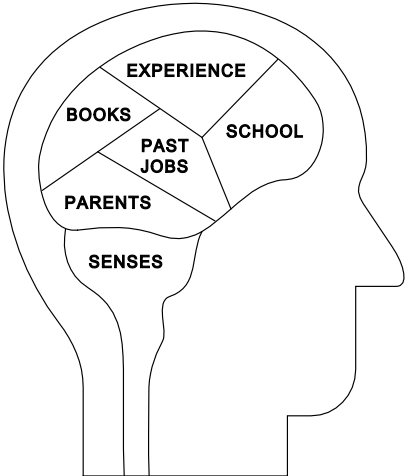
Being Sensitive to Adult Emotions

Adult Learning Principles	Training Considerations
<p>Adults have established emotional frameworks consisting of values, attitudes, and tendencies.</p> <p>Learning involves changing behaviors, and possibly, changing parts of this emotional framework.</p> <p>All change can be disorienting and can provoke anxiety. An adult's ability to change (and, therefore, learn) is directly proportional to the degree of emotional safety he or she feels.</p> 	<ul style="list-style-type: none"> • Design training to create a learning environment that is non-threatening. • Do not require participants to change too many behaviors all at once. Have participants learn one new behavior and master it before attempting to learn another behavior. • Allow adult participants to hang on to established values, attitudes, and tendencies, UNLESS they get in the way of learning.

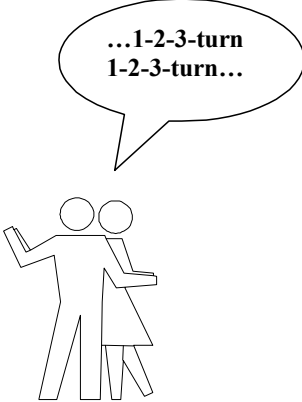
Using Reinforcement

Adult Learning Principles	Training Considerations
<p>Adult learners respond to reinforcements. Although adult learners are usually self-directed, they do need to receive recognition.</p> <div data-bbox="678 632 933 751" style="text-align: center;"> <p>"GOOD JOB!"</p> </div>	<ul style="list-style-type: none"> • Design your training to allow for a sense of accomplishment. Long units or exercises may make the participants feel that they are not progressing. Break your training into smaller segments. • Provide opportunities for peer feedback and reinforcement. • Encourage reinforcement from other adult learners. It can be as powerful as the recognition provided by the instructor.

Building on Previous Learning

Adult Learning Principles	Training Considerations
<p>Adult learners possess a large bank of previous learning. This previous learning can be both an asset and a deficit.</p> <p>Adults learn best when they can link new knowledge and skills to those they learned previously. This linkage allows adult learners to use existing knowledge and skills and decreases anxiety about learning in new areas.</p> <p>Existing knowledge and skills can also be a hindrance to learning. If the new knowledge and skills to be acquired are contradictory to the learner’s existing knowledge and skills, then the learner may:</p> <ul style="list-style-type: none"> • Stick with what they already know and can do. • Experience interference from existing knowledge and skills. They may need to “unlearn” previous learning that has become well-formed habits. <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> • Help the participants build bridges between existing learning and new learning by: <ul style="list-style-type: none"> – Using analogies and common examples. – Allowing participants to explore what they already know about an area before providing new instruction. – Giving participants credit for what they know or can do. – Telling participants explicitly what has changed and the reasons for the change. – Demonstrating and comparing old and new procedures. • Provide job aids or assist participants to develop their own job aids to help them “unlearn” previous learning that is interfering with new learning.

Moving from Passive to Active Learning

Adult Learning Principles	Training Considerations
<p>Studies show that over a three-day period, the retention of learning is as follows:</p> <ul style="list-style-type: none"> - 10% of what we read - 20% of what we hear - 30% of what we see - 50% of what we see and hear - 70% of what we say - 90% of what we say as we do (stating the reasoning or the steps as they are performed) <p>Adults can learn by reading, listening, and watching, but they will learn more if they are actively involved in the learning process.</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> • Minimize passive learning (lectures and reading assignments) and maximize “learning by doing.” • Pair information presented in lectures or reading assignments with such activities as discussions, exercises, role plays, and job simulations. • Make sure that you have something active for participants to do every 30 to 60 minutes. Get participants to change seating assignments or do something that requires physical movement at least once during the morning and afternoon. • Provide breaks. If possible, instruct for 50 minutes and provide a 10-minute break. Shorter, more frequent breaks enhance learning. As a rule, the more passive the learning the more frequent breaks should be. • Allow participants to summarize what they have learned by asking them to state the major principles or steps.

Module 2: Facilitating FSC

Objective:

The learner will be able to use the Administrator and Facilitator Preparation section of the FSC to successfully prepare to facilitate the Facilitator Skills Certification (FSC).

Time Allocated for Module:

60 Minutes

Instructional Methods:

- Activities
- Group discussions

Summary:

- Using the Facilitator Competency Wheel
- Identifying the Strategic Role of a Certified Facilitator
- Following the Administrator and Facilitator Preparation in the FSC Facilitator Guide
- Using the FSC Facilitator and Participant Guides
- Conducting Exercises and Debriefs
- Providing Feedback

Participant Material Used:

- ATC Participant Guide
- FSC Facilitator Guide
- Job Aid: Facilitator Competency Wheel
- Video: Speaking Effectively....One to One Thousand
- YOUR Training Style Instrument

Media Required:

- Rip charts and markers
- PC with LCD display and screen
- Video Recording Equipment

Using the Facilitator Competency Wheel

Review the wall chart.

Using the FSC Facilitator Guide and Participant Guide

Review your FSC Facilitator and Participant Guides. Familiarize yourself with:

- Facilitator Notes
- Module Overview Pages
- Paks
- Job Aids
- Exercises
- The Assessment at the end of Module 8

Conducting Exercises and Debriefs

The FSC is designed around exercises aimed at getting learners familiar with their course materials for the course they will most likely be teaching. Therefore, you must feel comfortable directing learners to their course materials.

Lecture should be limited and the use of other facilitation methods like guided study and group discussion should be maximized.

During debriefs, encourage class participation, and highlight key points.

Module 3: Completing FSC Assessment

Objective:

The learner will be able to demonstrate the skills necessary to successfully complete the Facilitator Skills Certification (FSC) assessment.

Time Allocated for Module:

90 Minutes

Instructional Methods:

- Activities
- Group discussions

Summary:

- Preparing participants for FSC Assessment Sessions
- Completing the FSC Assessment Form
- Completing the FSC Peer Assessment Form
- Guidelines for Making Ratings

Participant Material Used:

- Participant guide
- Job Aid: Facilitator Competency Wheel

Media Required:

- Rip charts and markers

Preparing Participants for FSC Assessment Session

Review the notes in the FSC Facilitator Guide at the end of Module 8. Remember it is important to:

- Be sensitive to the nervousness of the participants.
- Be especially open to questions/concerns learners raise or seem to have through their body language.

Completing the FSC Assessment Form

Review the FSC Assessment Form in the FSC Facilitator and Participant Guides.

Guidelines for Making Ratings

Review the 2 goals of giving ratings:

1. To certify that participants, have the skills to deliver postal materials.
2. Provide developmental feedback to participants.

Evaluation of the presentation is an integral part of the FSC course and is the mechanism by which individuals receive their FSC certification. It is with these evaluations we certify individuals, but also provide feedback related to the developmental needs to the learner.

It is important that learners are not “pushed” through the program with high ratings just because staffing for certain courses is needed. The result will be trainers who are not ready to assume the greater responsibilities of being a facilitator.

FSC Evaluation Fast Facts

- One Rated Presentation – Many FSC participants are nervous about presenting in front of a group, any group. Conducting a presentation in the safe, supportive environment of the class will help alleviate nervousness and the fear of speaking in front of a group.
- Two Raters – Because different raters will naturally notice different things, particularly in terms of their comments, having two raters provides some natural balance to the process and enables a more comprehensive feedback process.
- 28 Points – In order to be FSC certified a learner must obtain a total of 28 points during the presentation. This represents 80% of the possible points and indicates the learner has met the minimum standard.

Common Errors in Ratings

Angels (Halo Effect) and Outlaws (Black Hat Effect)

The Halo Error is perhaps the most common error made by raters. Halo errors are broad generalizations based on an overall impression of a person, rather than by specific performance. We refer to this as an ANGEL effect, because if the person is likeable, he/she may get high ratings based on likeability rather than a demonstration of ability. In addition to basing a rating on overall impression, there may also be a tendency to let a rating in one area boost a rating in another area. For example, in FSC an individual who is highly engaging and captures audience attention might not be penalized for deviating from the standardized course material he/she should be presenting.

This tendency also occurs in reverse, and this is known as the OUTLAW effect. In this case, negative impressions of individuals color their ratings in a negative manner. As facilitators, we need to be conscious of our own biases and how they may impact our ratings. It should be noted we all have biases – some are illegal and impact individuals of protected status (e.g., race, religion, gender) – but many are not. It is these biases which can have an adverse effect on the rating process.

Ice Skates Effect

Many of us have watched the judging at sporting competitions such as ice skating or gymnastics, and during the commentary may have heard comments like “The marks could have been higher, but the judge is leaving room at the top for a better performance.” In our setting, some raters tend to “lowball” the first observation to show improvement after the second observation. This tendency is detrimental because it does not give the learner a true picture of his/her performance.

Good Cop/Bad Cop (Leniency and Severity Errors)

Leniency and severity errors are very much like playing “good cop/bad cop”. In this type of rating error, a rater has the tendency to give all high ratings or all lower ratings. Those who give high ratings just for the sake of being nice give learners a mistaken impression of their abilities, and if the tendency is noted by others, high ratings lose their meaning. On the opposite end of the spectrum is the “bad cop” who always gives low marks. These rates tend to focus on the negative and take pride in their tough grading. In a manner like the leniency error, those who consistently give low ratings do not give learners an accurate reflection of their performance capabilities.

Middle of the Road (Central Tendency Error)

Sometimes to avoid being too lenient or too severe, raters will give across the board average ratings, hovering in the “middle of the road”. This too prevents learners from understanding their areas of strength and those which need developmental opportunity.

Completing the FSC Assessment Process

Before participants are released:

Give the class a 15-minute break and confer with your co-facilitator. Review and compare point totals for all participants.

- If all participants are certified, then make a general announcement to the class that all of them are certified.
- If all participants are not certified, meet with each participant individually to let them know if they are certified or not.

Give Peer Assessment Forms and videotapes to each participant. You will have 14 days to give the final FSC Assessment Forms to the participants. Document the certification of each successful participant as soon as possible after the course.

Course surveys:

Course surveys are completed in the Learning Management System (LMS). Review the course evaluations. Pay special attention to comments regarding facilitative skills and methods. You may want to make notes about what you should do differently the next time you facilitate the course.