Work Certified®
LEADING YOU IN THE RIGHT DIRECTION

Training Toolkit

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Congratulations!

As a Certified Instructor for the Work Certified™ Program, you have already accomplished a huge milestone in changing the lives of your community job seekers and employers! Moreover, you have already taken another step in your own professional development, and the road doesn't turn to sand here!
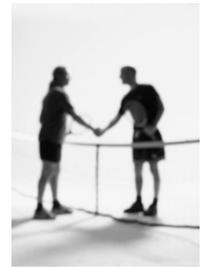
As an instructor, you will need to integrate education in your training program by helping members think, discover their creativity, develop career plans, work smarter, get that job, assist in recognizing the key to retaining their job, and help them on gaining the edge for consideration of promotions!

Most people do not like workshops or training programs, they find them to be a waste of time! But if they are planned well they can be incredibly valuable to the participants and the instructor! You will find this program useful to you and the members who attend! The key to this program is getting a group of members to <u>DO</u> something together, rather than just talk about what they have done! Examples included in this program are participating in the role-playing activities such as Business Communications, Employment Expectations, and Customer Service.

Some case study competencies add required value to the learning experience by placing a semblance of reality to the classroom, along with decision making and problem solving that will need to consider other opinions. In spite of the increasing importance placed upon communications, verbal and written, you will discover that this is an area where some members will continue to struggle with expressing themselves and their thoughts. It is crucial that you create an environment where this obstacle can be overcome, as it is a required skill sought by employers.

So, where do you begin in preparing for a training program that will not only be appropriate and valuable, but outstanding as well?

You will require, along with the understanding and support of your Program Administrator, ample time to develop your workshop. It requires between 40-60 hours after this workshop to effective plan your first program. Where will it be held? Who will be attending? How many people can your serve in the classroom? Additional supplies and materials? What is your goal in strengthening the opportunities for your community employers as far as qualified, job-ready applicants?

An Instructor checklist follows for review and discussion with your Program Administrator. It will assist you in ensuring your program is ready to go! There is no final checklist to ensure your program is flawless, that is when your organization will place its unique "stamp" on the development of the course.

> A great training program is one that was perfect yesterday and even better today!
>
> ---Susan Utt Waller

Eight Steps to Effective Training

1 Facilitate learning!

2 Focus on performance!

3 Focus on learning!

4 Be prepared!

5 Deliver effectively!

6 Get learners involved!

7 Get feedback!

8 Improve continuously!

"The First-Time Trainer"---Tom W. Goad

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Instructor Guidelines

☐ **1. <u>Orientation</u>**

Schedule your Orientation at least two weeks in advance so you can recruit potential candidates for your class. This will also allow your co-workers time to notify any clients they may wish to refer to the program. Make sure that you indicate in your notice that the length of the orientation program can be from 1.5 to 2 hours to allow for an overview of the program and time for the completion of the three pre-assessments. We recommend that you hold at least two orientations to allow for flexibility for morning and afternoon. Also, advanced orientations allow job-seekers to coordinate transportation and child care if necessary.

☐ **2. <u>Notice of Program Details</u>**

Once you have identified those clients to attend the course, provide them with a handout of the location, dates, and times for the class. Include your name, phone, and e-mail to ensure that they can communicate with you. Including a calendar of the three-week program and the module topics will also inspire interest and excitement as to the program details.

☐ **3. <u>Program Materials/Member Workbooks</u>**

Take time to make sure that you have enough textbooks for your class. Printing your member handbooks for the modules, at least the first three, will eliminate any rushing around in preparing for the first week. Make sure the room computers are running and ready for the first morning, since the clients will need to register in the Work Certified database system. Check to make sure your calculators haven't walked away!

☐ **4. <u>The First Day</u>**

Get things flowing- Make sure everyone introduces themselves, including you! Try an icebreaker to warm things up!

Set the scene- Offer an overview of the objectives and daily agenda.

Set the ground rules- This is crucial! What rules should be followed in the class? How will people interact? How will you ensure respect? These are competencies that must be achieved in order to complete the program. Discourage side conversations, encourage the freedom of comment or discussion.   Review the Universal competencies now and ensure that there is clarity on how they will be evaluated. Discuss breaks, lunch, and restroom location.   Remind the clients that the class operates in the structure of a business/work environment!

Listen, engage, and include- As an instructor you must take a neutral stance and must stay alert, actively listen, and remain engaged. You will serve as an example for others!

☐ 5. __The Modules__

It is imperative that you remain on topic and schedule as you have a great deal of information to share and the clients will have to complete the competencies and exercises. Be consistent in allowing time to talk, group discussions. Remember, communication maybe a target behavior that will require modification.

Keep everyone engaged! Make sure to develop ways to include everyone and that there are no "daydreamers". Use your best judgment, don't embarrass anyone. If you need to, take a break, and have a private discussion with that client. Look for group behavior, both verbal and non-verbal...engage your clients!

Timing is everything!

☐ 6. __Module Quizzes__

All modules with quizzes are completed online. Ensure compliance by monitoring the computers and clients for appropriate use!

☐ 7. __Final Certification Exam__

Let the eligible clients for the final exam know that a Proctor will be administering exam and will be providing the materials allowed for the exam. Questions regarding test questions will not be answered, unless it has to do with the computer functions as deemed necessary to support the exam.

☐ 8. __Certification__

The client will know after completing their exam and submitting it to the computer as to whether they have attained certification. Discuss with your Proctor how you wish to handle those clients who do not pass the exam.

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Instructor Checklist

Work Certified™ Program

☐Schedule/calendar of monthly program (at least publish I month in advance)

☐Scheduled and posted Orientation dates/times/location for program

☐Remediation dates after completion of program

Facilities/Equipment

☐Classroom set-up for participants

☐Computers with Internet access/Word Processing/Spreadsheet programs

☐Printer

☐Fax Machine/Scanner/Phone

☐White board/markers

☐Flip Pad/markers

☐Overhead Projector

☐TV/VCR or DVD Players

☐Coffee/Water

☐Restrooms

☐Other

Materials

☐Trainer Curriculum and textbooks/CD

☐Student Workbooks for Modules and additional handouts

☐Calculators

☐Pens/Scrap Paper

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Training Techniques

Training Technique	Description	Best to Use
Lecture	One person conveys information to a group of learners by talking to them, with or without visual aids. There is no participation by the learners and little feedback to the lecturer.	In large groups where discussion is not practical. When an expert is relaying new information to learners who have no relevant personal experience.
Demonstration	A person or team of persons show learners how they would carry out a task by actually performing the task while explaining it. Usually followed up by practicing the task.	Especially helpful for teaching a skill. Need to have a small instructor to learner ratio.
Discussion	A planned conversation (exchange of ideas or viewpoints) on a selected topic, guided by a trained discussion leader.	Where the ideas and experiences of the group will help them discover the point they are learning. There needs to be an experienced leader to keep things on track.
Case Study	A realistic situation or a series of actual events is presented to the learners, either orally or by a handout, for their analysis.	Where real-life situations get the point across most effectively. Where multiple points of view will help learners to better understand the concepts.
Role-Playing	Leaders or learners act out roles presented in a particular situation. Participants must supply their own dialog within the context of the role and the situation.	Where high learner participation is desired, and when the subject involves person to person communication.
Brainstorming	Group members suggest possible solutions to a problem in rapid-fire order, either orally or on cards to be posted. All ideas are considered; criticism and editorializing are not allowed.	When the things to be learned involve pulling together the ideas of the whole group.
Question and Answer	An opportunity for an expert to impart specific knowledge about a topic in direct response to the desires of the group of learners.	Near the end of a training session. When an expert is available--one whose knowledge is either superior or whose authority makes his/her answers correct.

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Icebreakers

The first day of the program is essential to the success of your students in the course. It is important to start the course on a positive note by making sure all of the participants feel comfortable and get to know each other as soon as possible.

The activities the trainer or facilitator uses at the beginning of a course to help the participants get to know each other are known as icebreakers or introductions.
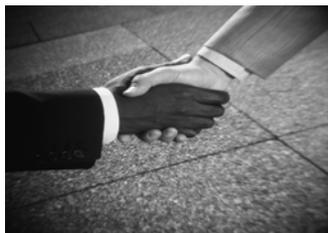
These exercises are also ground work for ensuring getting your learners involved, which is a key element of effective training. Additionally, you are acquainting the students, since they will be together for three weeks and setting the tone for the program.

Icebreaker topics vary from introduction "Get-to-know-you" to communications, motivation, team dynamics, leadership, problem-solving, and learning. The common thread throughout these activities is the opportunity to discover diversity and similarities, both elements to establish a comfortable environment for success!

Some Common Icebreaker Activities

Reality Check:

Each person states three things about themselves. Two of them should be true, the other false, but all three should be presented as if they were all true! The rest of the group will then guess which is false! It is fun and the person presenting their three "facts" usually has fun with keeping a sincere face!

Unique Characteristics:

Divide your group into pairs and give participants a few minutes to interview each other. Then, each participant should introduce their partners by name and to share at least two unique characteristics about them.

Favorites:

Divide the group into pairs and ask participants to tell each other their favorite food or name the animal they feel best describes them and why. This information is shared with the group when participants introduce their partners.

Some Common Icebreaker Activities (continued)

Nametags:

The trainer prepares a nametag for each participant and places the nametags in a box. Each participant picks a nametag from the box. Participants locate the person whose nametag they drew and introduce themselves. Best with a group of 8 or more!

Nonsense Name Game:

Introduce yourself to the group with a sentence based upon the first letter of your name.

Examples:

> *"I'm sassy Sandra. I like sipping soda."*

Participants introduce themselves to the group with their sentences.

> *"I'm happy Harry. I like having hamburgers."*

Sweet Speak:

Pass around a bag of candy. Tell the participants to take as many as they want. Once all the participants have candy, tell them that for each candy they took they have to say one thing about themselves. For instance, if a participant took 10 candies, they would have to say 10 things about themselves.

Have fun!

Overcoming Nervousness

Feel the fear, and do it anyway! –Susan Jeffers
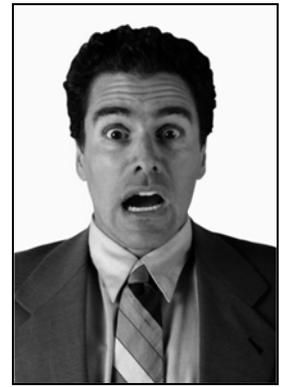
So, you are a little nervous, huh? That's a good thing, that means that you are ready and excited about your presentation of the program.

Some of the best known stars, who do a similar job as yours, have "stage-fright". Lawrence Olivier, Barbra Streisand, and even Elvis!

See, you are in good company!

Most of the symptoms of nervousness, butterflies, sweaty palms, shaky hands, faster heart beat, etc., never show to your audience. The first step in overcoming nervousness is realizing it is acceptable and expected, the key is to manage it!

The following are recommendations to overcome your nervousness:

1) **Arrive** early to your classroom. Chat with your students and test any equipment that you will be using. Be prepared with your materials and equipment!

2) **Breathe**, when we get nervous, we tend to take shallow breaths. This takes oxygen from our brain and can create a "fog" that interrupts our thoughts. Take a few deep breaths and pause if your need to!

3) **Look** for a friendly face in your audience, make eye-contact with a few friendly faces in the audience. If you smile, chances are they will probably smile back. It will put you both at ease.

4) **Never**, ever, speak word for word, unless you are reading and reinforcing the understanding of a policy or legal document or mandated announcement. Make notes! If you want to lull your students into a restful sleep, read to them....

5) Also damaging, can be memorizing your topics...**Don't become robotic**! Allow for a natural flow to your lectures, this will allow your students to engage in the discussion with you and learn more. Additionally, you will reveal your interest and enthusiasm about your subject which will energize your students, too!

Dealing with Difficult Behavior

There will always be at least one person who will be the renegade in the group. In the classroom setting, it is difficult to ignore this person, usually because they will ensure you cannot! Interruptions to the flow of your program can derail accomplishing key points and messages for the group. While some co-learners, or co-workers in your environment, will not tolerate this because it is uncomfortable for them, it will ultimately be your responsibility to manage your classroom.

There are three primary rules to practice in these situations:

1. Never embarrass or put someone down! Be firm, but polite in response!

2. There has to be a reason for their actions. Try to understand, don't judge!

3. Always treat people with dignity and respect!

Most instructors will encounter one of more of these folks:

It's All About ME:

These folks like to talk, and usually present themselves as knowing a lot about not much! Sometimes, they know what they want to say or ask, but have difficulty accomplishing that!

Respond to these students by recognizing first that they are participating, but may need to be "reeled in" (A Florida term). Thank them for their input, but move the conversation or discussion along by calling on another to present their perspective. You may ask that people raise their hand to be recognized, somewhat elementary, but a consistent practice to manage the discussion properly!

Shhhhhh, I Am Not Here:

These folks are in constant fear of having to speak or talk out loud. Well, they must be planning to get a job by osmosis...

Remind them that in interviews, talking is a plus!

Respond to these students by reminding them that the competencies for Work Certified require that participants answer and speak in class and in front of the class. Call on these students to answer or even lead, but be cautious to not stifle their involvement.

Dealing with Difficult Behavior (continued)

<u>Oh, Have You Heard About...</u>:

These students want to discuss any and everything but the topic at hand....

Respond by thanking them for their information or story and that you will be glad to discuss it at another time, perhaps on break or after class, but for now, remain on target. Or that their point of view is interesting, but you will need time to research the information.

<u>And then... Oh and then...</u>:

The blabbermouth, on and on and on...or worse, the side-bar conversationalist who does not have the awareness of the volume or the interruption of their conversation or comments!

Respond, by stopping your discussion or asking the speaker to cease speaking until the culprit(s) stop talking. Remind them of the expected courtesy of respecting not only you as their instructor, but their colleagues in the classroom as well.

<u>There Is A Disturbance in the Force...</u>:

These people generally have a desire to be noticed. It is their motive to pose a question for everything said or topic presented, to the point of being perceived as being antagonistic . These people probably do not even want to be in the session, maybe they are grumpy and disruptive by personality. For any reason, this can be a challenge.

Keeping in mind the three rules above, and despite the fact you want to put them in their place for being rude and inappropriate, do not allow them to "press the button" to react. Request they hold their questions or comments until the break or end of class, reminding them of the tight schedule in which the course must be completed. If necessary, in private, share with the student your perception and responsibility to providing the subject matter. Remember, you are a representative of your organization that promotes customer service and respect. Refer them to your manager if needed, but prepare him or her that the person is coming!

Humor

Humor is a necessity! It is a necessary part of today's workplace and in training! It is often associated with training in that people will remember what they enjoy! We encourage humor!

It must be acceptable and offered in good sport to not offend or cause discomfort. When humor is intertwined into the program, it allows the training to become fun, at least more bearable for the learners and you!

The modules and competencies of the Work Certified™ program are vital to their success and survival in the workplace, especially today! It helps to ease stress and often is a catalyst for teamwork. Encourage laughter and fun, it will help with the anxieties that the students may be facing due to unemployment, fears of interviewing, test-taking, and even discovering their occupational industry or career.

Set the tone immediately in the classroom by sharing a funny story or scenario to help lead into the first agenda item, which maybe an icebreaker!

Remember:

Keep it clean!

No curse words, sex, or gender/preference topics, no political, religious, and ethnic references!

"Recently, I was asked if I was going to fire an employee who made a mistake that cost the company $600,000. No, I replied, I just spent $600,000 training him. Why would I want somebody to hire his experience?"

-Thomas J. Watson

"Unless we just come apart and rest a while, we may just come apart!"

-Vance Havner

Diversity

"A variety of something such as opinion, color, or style; of ethnic variety, as well as socioeconomic and gender variety, in a group, society, or institution"

Diversity issues can be related to race, gender, age, disabilities, religion, physical appearance, sexual orientation, nationality, competency, education, experience, and personal habits...As instructors of a workplace preparedness program, we will encounter all of the above differences at some time or another in our classroom. It is our responsibility to ensure that each of these characteristics are valued and respected.

When we limit ourselves in acknowledging diversity, we may find that we have eliminated an opportunity for learning. Acknowledgement does not mean acceptance, but respect for diversity does indicate strength!

Managing Diversity in Your Training Program

Understand diversity, what it is, and, what it means
Keep biases to yourself: eliminate any preconceived notions by keeping them out of the classroom
Keep your focus on the ability, not the disability
Treat people as individuals; they will let you know if that is not working for them
Ensure the required facility accommodations; additional needs may require additional preparation and resources
Train your very best program, regardless of age, gender, race, religion, etc.

Post Course Evaluations

"Evaluation is systematic determination of merit, worth, and significance of something or someone using criteria against a set of standards."

Evaluation is a extremely important part of Work Certified™. We utilize the results offered from you, instructors, trainers, and students to gain perspective on the program content and success.

We want to be able to assist you in:

- monitor what you are doing

- measure what you have done

- find out what was effective and what was not

It is there to help you:

- learn from your mistakes

- pass on the benefits of your experience to others

- account for the money and resources you have used

Evaluation is about asking the right questions at the right time and evaluation is at its best when it is fully integrated into all of the program stages. The decision about the program effectiveness might be from several different viewpoints.

Evaluation, in general, is the process of finding out how effective or useful the competencies, activities, and exercises are in support of obtaining the certification!

Your students will have an opportunity to compete an optional survey at the end of each module online. These results come to us at the national office and a copy is also sent to you, the instructor for review.

Additionally, a program evaluation is completed by each student, prior to their final certification exam that is provided by the proctor. It is a paper/pen evaluation that is collected by the proctor and turned in to the designated person, either the Program Administrator or the instructor. A copy of this form is included in the curriculum in Chapter 2.

Notes