



BEHAVIOURAL train^{the}trainer

in

DYNAMIC DELIVERY & DESIGN DECISIONS

Now Online!
With Optional Certification

Behavioural Intervention By

OMi

OSCAR MURPHY LIFE STRATEGISTS

(W)INTRODUCTION

Effective learning - engagement depends on the quality of a holistic training experience. A well-designed course alone does not define an effective training. An **Inspirational Trainer** is the one who **facilitates learning** with a deep **knowledge of the content**, an **understanding** of how **adults learn**, and create a **repertoire of activities** to optimize learning.

A **holistic approach** such as this **fuels learning transformations** and **creates lasting impressions** that **ensures effective transfer of learning**.



OMi has designed an indigenous **Behavioural Training - Dynamic Delivery & Design Decision Online Process** for Trainers to **identify and bridge the gaps** in their Training **facilitation and design** skills and to enable them to reach new horizons.

This intellectually stimulating practical process intervention puts the latest trends and techniques at the trainer's fingertips and most importantly enables them to **understand their role** as an inspiring trainer. The scientific methodology used will **encourage the trainers** to **boost their confidence and motivate them** in a holistic manner which *results in optimum performance*.

The **practical, dynamic, and interactive** online sessions enable **trainers** to **revolutionize their training styles** by examining their current approach from a holistic perspective. The intensive workshop includes well-researched **content, practical components, high participatory activities** and **group discussions** that reflect various *thought perspectives, competitive group collaboration, and knowledge-retention exercises*.

TRAINING AND LEARNING METHODOLOGY

A mix of delivery styles: We begin with sharing expertise, experiences, tools & frameworks in novel and useful ways as well as facilitating & dealing with issues as & when they arise. The gamut of **high-energy, insightful, methodologies** are:-

Intensive Group Discussions

Participants analyze the current trends and challenges they face within their businesses and markets.

Behavioral Case Studies

The intervention is built on real-life scenarios to bring about desired learning.

Awareness to Action

Better insights into one's strengths, communication styles, knowledge of techniques, and tips for easy implementation of learning.

THE ROUTE MAP

PHASE 1



1.5 - 2 months course

PHASE 2



1.5 - 2 months course

- Gap between sessions is 8-10 working days
- Each module will feature a combination of the engagement modes mentioned:



Audio Visual Content



Pre Session Work



In Session Activity



Homework /Assignments

ROUTE MAP SPECIFICATIONS

Phase 1: Behavioural **DYNAMIC DELIVERY**

Suggested Psychometric Assessment : FITS & PRSE

To Be An Effective Trainer, Knowing The Subject Is Not Enough!

As a trainer, the **crucial element** is not what the trainer posses, instead **how the audience will benefit** from the training programme.

An efficient Trainer **modifies his/her behaviour** to reach out to their audience. The soul intention of training is not to pass information, but make **maximum impact**, so that the **learning is carried** by the audience from **workshop to workplace**.

While experience and command over the subject can make a great deal of improvement to a presentation, a quick reference to the right presentation skills resources can make an enormous difference.

This **Behavioural Training - Delivery**, aims to bring about that impact you always wanted in your presentations and make it a **vibrant, participant-centered, convincing** and an **extraordinary experience** to deliver **Presentations**.

The focus is on how people **receive, deliver, understand** and **use presentations**. It is a combination of **individual analysis**, examination of the role plays in business presentations, **interactive exercises** and **practical presentation work**.

Behavioural DYNAMIC DELIVERY

Training Delivery Vs Training Facilitation

- **Imparting** learning Vs **Engaging** learning
- Facilitation Principles to induce **ownership**
- Facilitating Activities - Adapting an Activity that creates energy
- Establishing and maintaining credibility to **maximize** the **transfer of learning**

Attention vs. Retention

- Adapt to **Group Dynamics** and manage energy
- Resolving **Learner Behaviour Problems**
- How Will I Influence the **change WITHIN?** – Strategies for Knowledge Retention

Strategies for Enhanced Learning

- The Art & Science of **facilitating an intervention**
- The different needs of visual, auditory, and kinesthetic learners - **Multiple Intelligences & learning processes**
- Different **Learning Styles** and **Barriers of Learning**

Techniques to modify the Delivery Approach

- Understand the **different learning styles**/stages of the participants, and incorporate the same
- **Whole Brain Learning Theory**
- The significance of **EQ and IQ** factors to deliver the content according to the audience's need

Creating a Favourable Presentation Environment

- How the **environment** impacts learning
- Elements of a positive, stimulating environment
- Important factors to be considered while setting the training venue
- Establish a **positive learning environment** for enhancing **optimal learning potential**

Understanding Your Audience

- Understanding **who** your learners(audience) are and focusing on learning objectives
- Adapt facilitation to **what** participants know and **how** they learn
- Discover **when** learning facilitation encourages participation
- Understand **where** a variety of facilitation tools and techniques can be infused
- Determine **why** implementation techniques are crucial and how to flex depending upon different audience group

Presenting with Voice & Body Language

- Assessing and strengthening the voice
- Using your voice for maximum impact
- Creating "stage presence"
- Mastering the Power Of Expression

Presentations that create Value

- Techniques to make that **winning impact** on your audience
- Communication effectiveness (verbal, non-verbal, active listening, giving instructions, effective questioning, and feedback)
- Customizing the content- creating impact with the Right "W o r d" & Audio - Visual Aids

Handling "Difficult" participants with ease

- Techniques for effectively dealing with the most common types
- Managing and stimulating Learners
- Keep participants alert, engaged, open and relaxed

Phase 2: Behavioural DESIGN DECISIONS

Suggested Psychometric Assessment : 4Cs & PPC 20

A good Training Design starts with firm content which enables you to weave the appropriate designs that your **audience can connect with**. The traditional **“one size fits all”** approach does not work anymore. To be able to customize your training design to suit the large variety of audiences in front of you is your winning tool.

The five stages of the **ADDIE (Analyse, Develop, Design, Implement, Evaluate) model** encompass the entire training development process; from the time someone first asks, *“What do people need to learn?”* to the point where someone measures, *“Did performance improve?”*

Learning Styles & Practical Guidance on Training Cycle

The first phase is the analysis phase which helps the participant to **examine** and **gauge** the **essential elements** of creating training content that can help you address the **audience & the environmental needs** at a **holistic level**.



- Training plan overview
- Three phases of design
- Assessing Training Needs
- Principles of learning---(relevance, meaningfulness, self- efficacy, time, content, participation)

Planning Sessions through understanding and implementing Psychological Principles

This first level of this phase focuses on the high-level steps that are crucial for training interventions. The rule of the thumb is that closer the medium is to the real work environment, the **better the knowledge transfer**. In many situations, it's a matter of **matching the right quality assurance** steps to the training content.



- Purpose-based on the needs, information acquisition, and skill development
- Create an effective learning environment
- Create “discovery learning” in your activities
- Develop lesson plans for performance results
- How to create and use checklists

The second level of this developmental phase focuses on the **importance of incorporating objective frameworks** such as **psychometric assessments** to create the **right training content** keeping in mind **individual’s strengths** to align the same with the audience’s expectations and the learning outcomes to be addressed.



- Discovering competency strengths to create training content with a powerful impact
- Understanding various learning styles that affect Adult learning and learning how to incorporate the same in the training content
- Design learning methods and experiences

Setting Up A System Of Monitoring And Evaluation

This phase of design and implementation help you understand the **limitations** and **capabilities** of **human performance and human behavior** at the workplace.

This phase encompasses research about facilitating change in individuals, groups, and organizations to improve their effectiveness. This includes theory and techniques used to **design, conduct, and evaluate the training content**.



- To empower the development of human potential using both content and process models.
- Enhance the relationship between the content, the presenter, and the audience perception for enhanced learning.
- **Reaction** - Did the audience like the training, think it was useful, and feel more confident in their abilities?
- **Learning** - Did the audience learn anything new?
- **Behavioral dimensions** – Do audiences behave any differently back on the job?
- **Result** - Did the training create the desired outcomes?

OVERALL BENEFITS

Unlike the routine off-the-shelf training, this intervention aims to enable the **Trainers** to :

- ❑ **PRESENT** information in an *interesting* and *lively manner*
- ❑ **UNDERSTAND** their *audience* and *customize their facilitation skills* accordingly
- ❑ **DELIVER** the content with *flair* and focus on **performance enhancement strategies** of the learners
- ❑ **CREATE** *impact* and *influence* on the learners' performance through *impeccable facilitation skills*
- ❑ **TAKE OWNERSHIP** to nurture self into a *charismatic* and *motivational* Trainer

Insight Into PSYCHOMETRIC ASSESSMENTS

Self-awareness is an important key to effortlessly navigating through professional and personal endeavors

Using scientific psychometric tools will have a **2 fold advantage** in every behavioral intervention. **Omi's powerful psychometric assessments** will help the facilitator understand the participant's **inner strengths and competencies**, **appreciate individual differences**, and the resultant flexibility that is absolutely essential to enhance performance, personal growth, and productivity.

FITS Personality Types – A Comprehensive tool based on **Carl Jung's Personality Types**

Carl Jung, the famous Swiss psychiatrist, and psychoanalyst classified four major personality types in his research on personality. **Personalities** are formed by **hereditary influences**. Each of these influences creates distinctive personality types that constitute unique attributes, strengths, and drawbacks.

The potent **Personality Type Assessment product helps discover** the participant's **inherent personality type** and assists them in developing by using the right steps to enhance their strengths. People benefit most from valuable tips for recognizing the personality types of others. Successful interactions are a result of our personalities and how others perceive us. Every trainer is bound to gain from the language of personalities.

PRSE - Participating, Reflecting, Structuring, and Experimenting based on the research of **David Kolb**

PRSE assesses the approach (Participating, Reflecting, Structuring, and Experimenting) the participant **takes to organize and internalize information**. **The assessments provide an objective analysis to understand the means by which he/she organizes new learning**. Every facilitator would benefit by knowing the learning cycle.

4Cs Factors of Behaviour based on the research of **Dr. William Marston**

William Marston-based 4Cs is a self-awareness profile that indicates the **Controlling, Convincing, Conforming and Consistent** emotional responses of people due to long-standing influences of upbringing from the individuals' environment, to assess various aspects like drive to overcome barriers, ability to persuade, etc.

Success in life while handling people comes from knowing the **motivational drives, emotional responses, and behavior patterns** of individuals and leveraging them to meet the needs of the situation. It throws light on participants as **people-oriented or task-oriented**, reflecting the style by which they will get work done. It helps find out if the participant is an **'Initiator or Responder'** in one's approach to work and life. **This insight helps the facilitators to flex their communication styles to suit the audience.**

People Performance Competency 20 - Key tool in content design

This comprehensive assessment test based on the work of well-recognized psychologists & management specialists like **Richard Boyatzis, Michael John Kirton, and Henry Mintzberg** assesses **5 Meta Performance Competencies** namely; **Managing Change, Planning and Organizing, Interpersonal Dynamics, Result Orientation, and Leadership**, which are further subdivided into 20 core competencies such as Analytical thinking, Decision making, Planning, Quality Focus, Initiative, Risk Taking, Innovation, Flexibility, Authority Presence, Motivating Others, Developing People, Resilience, Achievement Orientation, Customer Focus, Business Awareness, Learning Orientation, Oral Communication, Sensitivity, Relationships, and Teamwork



OMI™

vs. Soft Skills Training

Having the right skills, knowledge and ability is no guarantee of high performance.
 (Just look at 87% of the world who fall in the average and poor performer category - Gallup Studies)

The crucial factor for high performance always comes down to the **willingness to perform**, to make the hard choices, to put in the hours, to put in the extra. Willingness to perform comes from conviction, from buy in – that is the focus of **Behavioral Interventions**. Behavioral interventions brings the attention of the participant to their **attitude, beliefs, values and thought patterns when it comes to work, performance and growth**. It targets the three dimensions that form the key to unlocking any personal transformation:

- Behavior**, caught from the environment, influenced by Attitude, very hard to change
- Attitude**, moulded by environment, reinforced by Thinking, very hard to change
- Thinking**, reinforced by behaviour but can be changed at any time, is the only saviour for growth to change attitude and behavior



INTERVENTION

Soft Skills Training



Focuses on changing thinking and seeks to reinforce thinking through experiential learning and reflection.

Focuses on changing knowledge and skills (behavior) through instruction, which is harder to change.

Driven by **TAW** psychometric tools to bring in objective measures of traits, motives and competency to tailor learnings to the individual.

Takes a one size fits all approach as it does not take into account individual uniqueness when designing the curriculum.

Works on the individual's strengths.

Works on improving individual's weakness (gaps in knowledge, skills).

Emphasizes unlearning (glue like mindsets, die hard habits, concrete wall like attitudes) as a process of learning.

Unlearning ignored because glue like mindsets, die hard habits, concrete wall like attitudes are rarely identified.

Is a Process driven approach.

Seldom uses a process driven approach, limited to 1 - 2 day modules.

Makes Individuals take ownership for their change – Inside Out transformation.

Compulsion to change comes from the outside as instructions and directions - Outside-In transformation.