

# BEHAVIOURAL trainer

in

**DYNAMIC DELIVERY & DESIGN DECISIONS** 

Now Online! With Optional Certification

Behavioural Intervention By



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*.

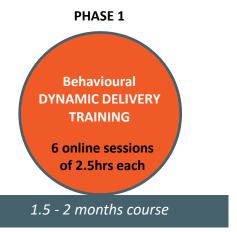
#### TRAINING AND LEARNING METHODOLOGY

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:-





#### THE ROUTE MAP



Behavioural
DESIGN DECISIONS
LEARNING

6 online sessions
of 2.5hrs each

1.5 - 2 months course

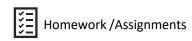
- Gap between sessions is 8-10 working days
- Each module will feature a combination of the engagement modes mentioned:





PHASE 2





# 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, **D**evelop, **D**esign, **I**mplement, **E**valuate) **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**

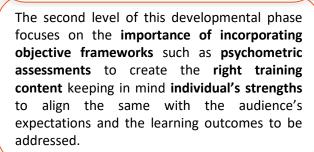
The first phase is the analysis phase which helps the participant to examine and gauge the essential elements of creating training content that can help you address the audience & the environmental needs at a holistic level.



- 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
- Develop lesson plans for performance results

Create "discovery learning" in your activities

How to create and use checklists



- 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.



#### 4 Cs 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 - Keytool 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



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:

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

