Tool 29-2

Frame a Training Session

Greg Owen-Boger and Dale Ludwig

Chapter 29, "Working Effectively With SMEs," *ATD's Handbook for Training and Talent Development*, 3rd ed.

Use this worksheet to prepare to deliver training sessions, individual modules, and activities. You may use this worksheet to develop new content or to frame existing content.

This is a supporting tool for *ATD's Handbook for Training and Talent Development*, 3rd edition. © 2022 ATD. All other rights reserved.

STEP 1: Identify the Training Goal

Finish this sentence:

At the end of the training (or training module),
I want the learners to be able to:

Be specific and try to make the goal actionable. For example:

This:
I want the learners to be able to run a report

Not This:
I want the learners to understand how to run a report

The training goal is similar to learning objectives except that it's a single blanket statement.

For Training Activities
Identify the goal of the activity and what the learners will do.

© 2021 Turpin Communication, used with permission

STEP 2: Assess Your Learners

Who will attend the training?

What degree of knowledge do they already possess?

Is this a homogenous group, or are they coming with a varying degree of knowledge and/or with different backgrounds? What effect will this have on what you talk about and how deep you go?

What do they need to learn from you at this point in time?

Take a step back and think about the learners. It's important to understand who your learners are so that you can tailor content to their specific needs.

For Training Activities
If the learners have differing backgrounds and degrees of existing knowledge, think about the impact that will have on their ability to complete the activity.

Will you be able to rely on some learners to help others out?

© 2021 Turpin Communication, used with permission

STEP 3: Name Their Current Situation

The learners' current situation is:

You have a few options when naming the learners' current situation.

Describe the business need for the training
- *As new employees, you'll need to understand…*
- *As you probably know, there are new regulations…*
- *We've all been frustrated by the existing time tracking software…*

Describe where they are in the training process
- *Here we are in day 3 of your 2-week training program…*
- *Welcome back from lunch; earlier, we discussed…*
- *Building off what Raul mentioned earlier…*

Acknowledge their state of mind
- *Learning this process can be intimidating at first…*
- *This will be a review for some of you but new for others…*
- *I know it's hot in here, and it's the end of the day…*

Use the insight you have about your learners (from step 2) and what you know about where they are in the learning process to describe what's going on with them at the beginning of the training.

Naming the current situation helps you meet the learners where they are and place the training within their context. It also lets them know that you understand what they may be thinking or feeling.

For Training Activities
The current situation when framing activities is usually a reminder of what they just learned.

We just introduced you to the new platform, now let's practice using it.

© 2021 Turpin Communication, used with permission

STEP 4: Organize the Training Agenda

-
-
-
-
-
-
-
-

How Many Agenda Points?
There's no rule for how many agenda items you should have. However, try not to overwhelm the learners. If the agenda seems long to you, find a way to bundle multiple topics into one. For example, "apples, pears, bananas, popcorn, chips, nuts" might be bundled into "fruit" and "snacks."

The agenda is simply a list of topics you'll cover.

If you are creating new content, think about the most logical order to put everything in.

If you are using existing content, the agenda may already exist. If it does not, look through the content to uncover the flow of topics.

For Training Activities
The agenda for activities is a description of what the learners are supposed to do.

Be sure to include:
- How much time they have
- Instructions for working solo or in a group
- How they will report back
- Whether or not they should assign someone to represent the group during the debrief

© 2021 Turpin Communication, used with permission

STEP 5: Identify Benefits to Learner and Organization

What learners will gain:

What the organization will gain:

Naming what learners and the organization gain from the training will help them recognize the importance of participating.

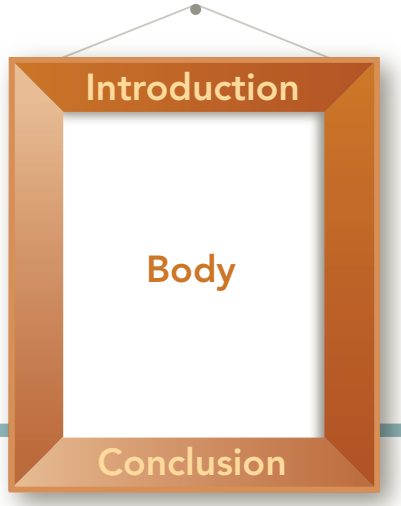
For Training Activities
Activities can sometimes be met with skepticism from adult learners. Therefore, don't skip this step when setting up activities. It's important the learners understand why you are asking them to conduct the activity.

© 2021 Turpin Communication, used with permission

Introduce the Training Session with **Framing Slides**

The introduction should be concise, and it should give your learners a sense of:

- *Direction*
- *Context*
- *Purpose*
- *Reason to participate*



Current Situation

Training Goal

Agenda

Benefits to Learners and Organization

This Tool is Meant to be Flexible

When Creating Slides

You may want to create a single slide for each of the four stickies or you may prefer to combine some elements into one. There is no rule. Do what seems right for the situation you're in and the group of learners you're working with.

When Delivering the Frame

Deliver the frame in any order that feels comfortable to you. Be sure to give each of these elements the attention it deserves while being concise. Most frames can be delivered in under 60 seconds. If you run longer than that, you may be going into too much detail. Consider moving some content into the body of the training.

© 2021 Turpin Communication, used with permission