Training Techniques: Plan, Conduct, and Evaluate

Training is a skill with techniques that will make you more effective at helping others to learn. Three essential techniques are planning, conducting, and evaluating a training program.

Plan

Training is most effective when planned and organized in advance.

1. Clarify the learning goals. Why are you taking time to do this training? What will the learner know, or be able to do, when they have learned what they need from the training? Answer those questions clearly and you’ll have your learning goals.

2. Define the specific knowledge, skills, or attitudes (KSA’s) that the learner will need. You are an expert but you need to break things down and take them step-by-step for your learner.

3. Answer why each of these KSA’s are important. Learning is quicker, stronger, and better retained when people know why the KSA’s are important.

4. How will you get each KSA across? Will you talk about it? Show a video? Review and standard operating procedure (SOP)? Or get in there and practice with your hands? Most people learn best when they are active rather than passive. Find ways for your learner to actively try things or have to think about what step might come next rather than passively listening to you talk.

5. Organize the materials you will need to train, you don’t want to be searching for training materials while trying to conduct training. Update and re-print your SOPs or find that link to the video you need to show.

Conduct

Training takes time and money to conduct. Set aside a time and place with minimal interruption so that you can focus on training. Learners focus and learn more when the trainer signals that training is important in this way. Use tell-show-do-review when training on topics such as a work procedure.

1. **Tell** the learner about the procedure and how each step fits together to complete the task. Emphasize steps that are particularly important.

2. **Show** the learner how to do each step by physically demonstrating while the learner watches.

3. **Do.** Give the learner a chance to try doing the procedure. Some people have to get their hands into a procedure before they can understand it.

4. **Review.** After the learner practices the procedure, give feedback on how he did. Give lots of praise to a learner for the steps he did correctly. For the steps that he got wrong, start over again with tell-show-do-review.
Evaluate

“You can’t manage it if you can’t measure it” applies to training too! You started by setting learning goals, now you just need to measure if you and your learner achieved the goals.

Ask. You can evaluate knowledge and attitudes by simply asking a few questions. For example when training on milking procedures you might ask the learner, “why is it important to get teat ends clean?” If you get an acceptable answer then your training was effective. If you get a wrong answer or “I don’t know,” then you need to train again or modify your training. A few questions about important concepts in the training will tell you a lot about how much was learned.

Observe. Much farm work is physical in nature, you can see it being done. Often the best way to evaluate learning is to watch the learner completing the task. Observe each step performed and compare it to how you taught it in training. Use this opportunity to give constructive performance feedback to your learner.

Measure results. Sometimes the results of work are the best way to measure performance. How accurately was the feed mixed? How well were the calves bedded? Were all bearings greased on the machine?

The following pages contain a training plan template, a completed example template, and flowchart showing the tell-show-do-review training technique.

Plan, conduct, and evaluate, all three are essential to leading and continuously improving training programs. Your business must invest time, money, and energy into training employees to be effective. Use these techniques to become more effective now and to keep getting better with practice.
**Training Plan Name:**  

**Date:**  

**Learning Goals** (What should the learner know or do after the training is successful?)  
1.  
2.  
3.  

<table>
<thead>
<tr>
<th><strong>What?</strong> List the important knowledge, skills, and attitudes (KSA’s) here.</th>
<th><strong>Why?</strong> Define why each KSA is important so you can explain it to the learner.</th>
<th><strong>How to teach and learn it?</strong> List any activities you will do or learning aids such as diagrams or videos.</th>
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**Evaluate Learning** (What key questions, observations, or results will measure learning.)  
1.  
2.
**Training Plan Name:** MILKING PROCEDURE  
**Date:** June 5, 2019

**Learning Goals** (What should the learner know or do after the training is successful?)

1. Know where to find the milking SOP and understand why following it is important.
2. Be able to perform each step in the SOP.
3. Be sure to get teat ends clean every time.

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<th><strong>Why?</strong> Define why each KSA is important so you can explain it to the learner.</th>
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<tr>
<td>Follow SOP exactly</td>
<td>Doing anything different messes up routine and can harm cow health.</td>
<td>Talk about what happens when routine is not followed. Show video.</td>
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<tr>
<td>Pre-dip</td>
<td>To begin cleaning and sanitizing teats.</td>
<td>Explain, demonstrate, and practice with actual cows.</td>
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<tr>
<td>Strip</td>
<td>Stimulation leads to good milk let-down, fast milk-out, and better udder health.</td>
<td>Explain, demonstrate, and practice with actual cows.</td>
</tr>
<tr>
<td>Post-dip</td>
<td>Post dipping keeps germs from entering the cow’s teat, prevents mastitis.</td>
<td>Explain, demonstrate, and practice with actual cows.</td>
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**Evaluate Learning** (What key questions, observations, or results will measure learning.)

1. Why is it important to get teat ends clean before attaching the unit?
2. Observe the learner performing the SOP and give feedback.
**Conducting Training**

When conducting a training session, trainers use the Tell-Show-Do-Review process to help learners learn in different ways. Cycle through the steps patiently and repeat until the learner completes all steps in the procedure correctly, then praise for a job well done.

1. **Tell**
   - Describe the procedure, and why each step is important.

2. **Show**
   - Demonstrate the procedure and emphasize key points.

3. **Do**
   - Allow learner to try, and answer any questions.

4. **Review:**
   - Are all steps in the procedure done correctly?
     - Yes: Praise for a job well done!
     - No: Repeat the process.

Praise for the steps done correctly.