



# BEHAVIOURAL train<sup>the</sup>trainer

in  
DYNAMIC DELIVERY & DESIGN DECISIONS

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 Process** for Trainers to **identify and bridge the gaps** in their Training **facilitation and design** skills and to enable them reach new horizons.

This intellectually stimulating practical process intervention puts the latest trends and techniques at the trainer's fingertips, and most importantly enable them **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 **3+3 day practical, dynamic, and interactive** intervention enables **trainers to revolutionize their training styles** by examining their current approach through 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 style:** 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 :-

### Experiential Activities

Thought provoking behavioural activities that bring out specific work - related challenges of the participants.

### Intensive Group Discussions

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

### Behavioral Case Studies

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

### Simulated Role Plays

Sets active simulated environments to facilitate learning where the participants observe their own behaviours.

### Awareness to Action

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

## THE ROUTE MAP



## ROUTE MAP SPECIFICATIONS

### Phase 1: Behavioural DYNAMIC DELIVERY

Suggested Psychometric Assessment : FITS based on the research of Carl G Jung & PRSE (David Kolb)

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

As a trainer, the **crucial element** is not what the trainer possesses, 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**, spanning over 3 days 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 & 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 transfer of learning**

### Attention & 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 incorporating the same
- **Whole Brain Learning Theory**
- The significance of **EQ and IQ** factors to deliver the content according to the audience 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 focus 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 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' (Dr William M Marston) & PPC 20 (Richard Boyatzis & David McClelland)

A good Training Design starts with a 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?"* all the way to the point where someone actually measures, *"Did performance actually improve?"*

### Learning Styles & Practical Guidance on Training Cycle

The first phase is the analysis phase which helps the participant to **examine** and **gauge** into 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 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 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 helps you understand **limitations** and **capabilities of human performance and human behaviour** at 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 development of human potential using both content and process models.
- Enhance relationship between the content, the presenter and the audience perception for enhanced learnings.
- **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?
- **Behavioural 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 *customise their facilitation skills* accordingly
- ❑ **DELIVER** the content with *flair* and focus on **performance enhancement strategies**
- ❑ **CREATE** *impact* and *influence* on people's 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 navigate through professional and personal endeavors*

Using scientific psychometric tools will have a **2 fold advantage** at the **individual level**. **OMI's powerful psychometric assessments** will help individuals understand their **inner strengths and competencies**, **appreciate individual differences** and the resultant flexibility that is absolutely essential for individuals to enhance performance, personal growth and productivity.



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

Successful interpersonal relations, is a result of our personalities and how others perceive us. **Carl Jung, the famous Swiss psychiatrist and psychoanalyst classified four major personality types** in his research on personality. **Personalities** are formed by **environmental** and **hereditary influences**. Each of these influences creates distinctive personality types that constitute unique attributes, strengths and drawbacks.

The potent **Personality Style Assessment product helps discover** the individual's **inherent personality style** and assists them in developing team by using the right steps to enhance their strengths. In addition, valuable tips for recognizing personality types of others are given.



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

**PRSE assesses the approach (Participating, Reflecting, Structuring and Experimenting) an individual takes to organize and internalize information. The individual's scores provide an objective analysis to understand the means by which he/she organizes new learning.**



### **4Cs Factors of Behaviour as research by Dr William M Marston**

Success at work while handling people comes from knowing the **motivational drives, emotional responses and behaviour patterns** of individuals and leveraging on them to meet the needs of the situation.

**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, in order to assess various aspects like drive to overcome barriers, ability to persuade etc. It throws light on individuals as **people oriented or task oriented**, reflecting the style by which how they approach the customers. It also helps find out if an individual is **'Active or Passive'** in their approach to work and life. **This insight helps the participants to flex their communication styles to suit the customers.**



### **People Performance Competency 20 (Richard Boyatzis & David McClelland)**

This comprehensive assessment test based on the work of well recognized psychologists & management specialists like **Richard Boyatzis, Michael John Kirton, 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

**INVESTMENT DETAILS**

**Date and Venue** : 21-23 November 2019  
**Bangalore**

Particulars		Investment in INR (Excluding G.S.T)	Investment in INR (Including G.S.T)
Behavioural Training – <b>DELIVERY</b> (3 Days)	<b>Facilitation Fee</b>	12,000/- + 18% G.S.T For 3 Days	<b>14,160/-</b>
	<b>Psychometric Assessments</b>		
	<b>Participant Handout</b>		
Behavioural Training - <b>DESIGN</b> (3 Days)	<b>Facilitation Fee</b>	13,000/- +18% G.S.T For 3 Days	<b>15,340/-</b>
	<b>Psychometric Assessments</b>		
	<b>Participant Handout</b>		

**Payment -By CHEQUE / NEFT in favour of  
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