TRAINER'S Pocketbook

11th Edition

A pocketful of tips, techniques and tools for trainers, instructors, teachers and group leaders

John Townsend

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THE TRAINER'S POCKETBOOK

11th Edition

John Townsend

Illustrations by Phil Hailstone

"As always, this new edition of the Trainer's Pocketbook is a must-have resource for any trainer. The new additions are insightful and complete an already indispensable guide to training practice. I love it!"
Fabio Grassi, Executive Learning Director, IMI, Ireland

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AUTHOR'S PREFACE

Here I am again writing a preface to the Trainer's Pocketbook – this time to the 11th edition. On the surface, training may appear to have changed considerably since this book was first written, but the basic principles remain as true as ever.

So here is the new Trainer's Pocketbook. Bang up to date and still unashamedly for you the front-line trainers; who are training people in training rooms large or small, state of the art or frustratingly ill-equipped. Much of training nowadays is done, and done very well, online, but you're still out there in flesh and blood giving hands-on help to real people.

This new edition has been totally revised in light of the advances in training technology, especially in the audio-visual field, but retains all the still-valid classics that have made it a favourite with trainers all over the world for so many years. And in comes lots of fun interactive stuff you can do on the web in front of the class – dreams come true for veteran trainers like me!

I want to give special thanks to fellow pocketbook writer Paul Tizzard and to master trainer Derek Fox for their invaluable help in the updating process. Thanks too, as always, to Phil Hailstone for the new graphics.

Ours is a wonderful profession. We're dedicated to only one thing – helping people grow. Keep on helping!

John Townsend, Mas la Papesse

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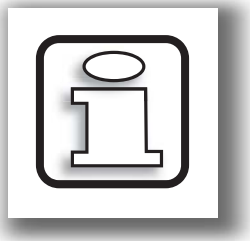

INTRODUCTION

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INTRODUCTION

3 DIMENSIONS TO TRAINING

Training is a valued and rewarding profession because it is dedicated to helping people grow. A Master Trainer's performance can be measured on three dimensions:

Subject matter, knowledge and experience

- Technical competence in subject matter(s)
- Practical 'on the job' experience
- Academic qualifications
- Knowledge of the training function
- Competence in promoting training

Trainer techniques and skills (design and delivery of training courses)

- Training needs analysis
- Applying learning theory to course design
- Keeping trainee recall high
- Making learning fun
- Performing (voice control, eye contact, body language, etc)
- Using audio-visual support
- Leading discussions
- Creating and conducting exercises
- Training evaluation

Concern and availability to facilitate learning

- Empathy
- Listening skills
- Asking and answering questions
- Dealing with 'difficult' trainees
- Facilitating
- Adapting style/content to fit trainees'needs

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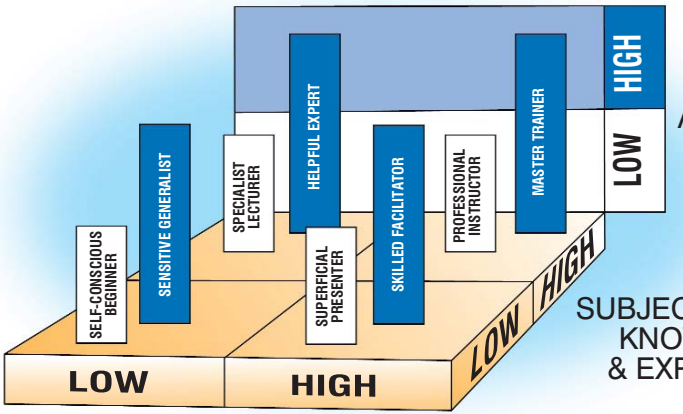
3D TRAINER GRID



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INTRODUCTION

A ‘Has-Been’

A ‘Drip under pressure’

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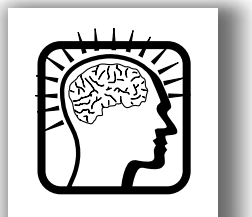

LEARNING THEORY

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LEARNING THEORY

BRAINS

HOW ADULTS LEARN

- If they want and need to
- By linking learning to past, present or future experience
- By practising what they have been taught
- With help and guidance
- In an informal and non-threatening environment

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