This College Africa Group course will enhance the user's skills on the subject and teaches fundamentals as well as strategies in an easy to follow, easy to understand format and includes practical exercises which will assist in developing your skills in the workplace.

COURSE OUTLINE - Developing and Presenting Successful Training for Non- Training Professionals

Course Specifications

Course Number: ELK88–478
Course Length: 1.0 day(s)

Course Description

You may have spent years honing your skills and developing expertise in a subject area. Your colleagues recognize the depth of your knowledge and your keen ability to zero in on problems and elegantly resolve them. But now you've been thrust into a training role— you are not only required to exercise your skills, but communicate your knowledge to others. For many who assume a training role, that transition is not easy. Training involves a specific set of skills that an expert in a particular field may not possess. In this course, you will learn how to develop and present successful training.
Course Objective: You will develop and present successful training.

Target Student: Anyone expected to provide training to an audience, especially those who may not have previous training experience.

Prerequisites: To profit the most from this course, you should be familiar with common word processing and presentation software packages. In addition, you should consider completing the following Element K business skills courses: Emotional Intelligence, Presentation Skills, and Basics of Effective Communication.

Delivery Method: Instructor led, group-paced, classroom-delivery learning model with structured hands-on activities.

Hardware Requirements

- Pentium 90 MHz or higher processor, or Macintosh PowerPC.
- Screen resolution of 800 x 600 set to 256 colors.
- CD-ROM drive.

Software Requirements

- Windows® 95, Windows 98, Windows 2000, Windows ME, Windows NT 4.0, Windows XP Home Edition, or Windows XP Professional.
- Microsoft® Internet Explorer® 5.0x, 5.5, 6.0; or Netscape Navigator (excluding 6.0 and 6.1).
- Microsoft® Office Word.
- Adobe® Acrobat® Reader® 6.0 or higher; Apple® QuickTime® 5.0 or higher; Macromedia® Flash® Player 6.0.79 or higher; or Macromedia® Shockwave® 7.0.2, 8.0, 8.5, 8.5.1 or higher.
- Turn off pop-up blocking (Windows XP with Service Pack 2 Internet Explorer users only).

Performance-Based Objectives

- Upon successful completion of this course, students will be able to:
- Identify the training needs of your audience and the business requirements of your sponsor.
- Develop your training.
- Present your training.

Course Content

Lesson 1: Identifying the Training Needs
Topic 1A: Establish the Training Charter
Topic 1B: Perform a Needs Analysis

Lesson 2: Creating Content
Topic 2A: Develop Classroom Content
Topic 2B: Write Engaging Instructional Material
Topic 2C: Develop Activities
Topic 2D: Develop Assessments
Topic 2E: Develop Visuals

Lesson 3: Presenting Your Training
Topic 3A: Assess Your Strengths as a Trainer
Topic 3B: Present Your Classroom Training
Topic 3C: Manage Your Classroom Training
Topic 3D: Present Your Remote Training
Topic 3E: Improve Your Training

Appendix A: Activity: Establishing Your Training Charter
Appendix B: Needs Analysis Report Template
Appendix C: Sample Training Outline
Appendix D: Activity: Writing Engaging Instructional Material
Appendix E: Activity: Developing Activities
Appendix F: Activity: Presenting Your Training
Appendix G: Activity: Presenting Your Remote Training

ABOUT US

Established as EasyExcel, the company has been re-branded as College Africa Group. College Africa Group has been in operation since 2003 and has trained many corporate and professionals throughout Southern Africa. (For more info click here.) (http://www.collegeafricagroup.com)

ACCREDITATION

College Africa Group is MICT SETA accredited and a Microsoft Partner. College Africa Group has more than 30 years' experience in Financial, Sales, Operations, Marketing and Administration Directorship and understands the problems and deadlines you face.

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