

Optional
Activity

4

Roles and Responsibilities

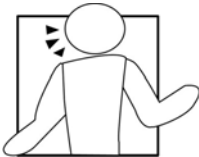
Time it takes: 30 minutes (approximately)

What it is about: Understanding who is responsible for what before, during, and after training

What you will need:

Prepared flipchart as shown below (without the expected responses filled in)

How to do it:



1. Introduce the topic by sharing comments such as:

- **In order for training to be highly effective, there are several things that must be done before, during, and after training.**
- **The facilitator is only one of many people who impact the training experience.**
- **The participants, their immediate supervisors, and the HR department all play important roles.**
- **Senior leadership in an organization also plays a key role.**
- **Let's discuss the responsibilities of each of these important players so we can get a full picture of what will really make training effective.**

2. Facilitate a discussion by asking volunteers to share what types of things each of the roles are responsible for. It is best to conduct this exercise one column at a time (instead of one row at a time). Example: As you begin this discussion, ask the group what types of things the facilitator is responsible for before the training. After receiving several responses, ask what types of things the participant is responsible for before the training. Continue filling in the first column. Expected responses are filled in for your reference.

Preview copy only

Flipchart:

	Before Training	During Training	After Training
Learner (participant)	<i>Completing any pre-work; arrange office coverage; right mindset; get plenty of sleep night before</i>	<i>Engage; participate; ask questions</i>	<i>Try out new skills; talk to supervisor about what was learned; apply concepts learned</i>
Fearless Facilitator (trainer)	<i>Know the material; prepare the room; have plenty of handouts, pens, markers, etc.; get a list of participants</i>	<i>Manage the environment; optimize participation; stay on time; answer questions; be flexible within reason; appeal to different learning styles</i>	<i>Follow up on evaluations; adjust material for next session based on learnings; be available as a resource to trainees</i>
Manager (trainee's direct supervisor)	<i>Encourage participation in training; share why the training is important; take an interest</i>	<i>Provide coverage back on the job; don't interrupt training; support the training to others</i>	<i>Be available as a resource; talk about the training experience; encourage application of new skills</i>
HR Department	<i>Make sure the right training is taking place; organize logistics of training; if using internal people, train the trainers; communicate & offer training schedule</i>	<i>Be available to the trainer for questions/emergencies; don't interrupt training; support the training to others</i>	<i>Review evaluations; talk with trainer on how to make the training even more effective; review non-training related issues that may have come up during training</i>
Executive Management/Senior Leadership	<i>Set the vision and communicate that training is important; communicate why it's important; share how they will support training; go through training</i>	<i>Kick off training session (live or via video); support training to others</i>	<i>Follow up with HR on how training is going; review feedback on organizational issues that may have come up during training; expect an encourage managers to support training and its application</i>

3. Conclude the activity by summarizing, or asking a volunteer to summarize, how important it is for everyone to be involved in the training experience. You may want to ask each person to share one action item they will immediately do as a result of this discussion.