Training Team Guidelines (and Checklist)

The following guidelines and checklist are to help training teams understand their duties and responsibilities in the Information Services training plan at College Library.

Lead Trainer is responsible for organizing the training on a given topic.

1. The Lead Trainer is responsible for organizing the training on a given topic. The Lead Trainer does not necessarily need to "perform" the training in a lead capacity; the training team can determine together how best to implement the actual training session(s).

Lead Trainer schedules meeting with team, establishes competencies.

2. The Lead Trainer should call together the training team for an initial assessment of the topic. The scope of the training should be determined and a general plan for designing and implementing the training can be developed. The team should establish a draft set of competencies for the topic. The lead trainer should meet with CK or SF to finalize the competencies.

Lead Trainer coordinates roles for various team members.

3. The full training team does not need to be involved in all aspects of the training development or of the training sessions. Some members of the team may be resources only, or all members of the team may participate equally in developing or providing the training itself. The initial meeting of the team should involve a determination of the respective roles of the team members.

Team develops training session(s) using templates in Training Toolkit and considers various learning styles, spaces, and techniques.

4. The training team should utilize the Training Toolkit as found on the College Library Staff Development web site: http://college.library.wisc.edu/staff/dev/training.htm. The Toolkit is designed to provide a template for establishing competencies, identifying resources for follow-up assistance, and ways to track completion of the training by all staff. The training team should complete the "Training Expectations Handout" for distribution at the training session.

5. The training team is encouraged to be creative about designing a training session. Resources are available, including desk copies of training books that are held in the main office, the handout on Tips for Trainers, and/or consultation with a member of the staff development committee. Training sessions should take into consideration different learning styles.

6. Training sessions should be established in ways that make sense for that individual topic. Not all training sessions need to be full-group sessions. Different locations may (and should) be used to optimize the learning experience. Training topics may be divided into multiple sessions depending on the needs of a particular topic.

7. Hands-on opportunities should be included as often as appropriate. "Homework" can be a part of any given training, either assigned before or after the training.

8. Training outlines can benefit from the input of non-experts, who can help determine if trainings are clear to those who do not have as much background on a given topic. At the same time, most topics are not new information. Trainings should be designed to acknowledge the skills and background of staff members and recognize adult learners' experience and independence. Trainings may therefore need to be held in a variety of ways to meet the varying needs of the staff.

Team identifies supplemental resources and Lead Trainer arranges for materials to be archived.

9. All trainings should identify additional resources and people who can be contacted for further assistance. Handouts and/or other documentation related to the training will be archived on the Staff Development web site. The Lead Trainer should contact Pamela to arrange for these to be put in place.

Lead Trainer coordinates make-up training sessions.

10. The lead trainer is responsible for initiating contact with those who need to make up training. If the trainer does not receive a response from someone who has missed a session, it is then appropriate to email that person's supervisor in an effort to facilitate participation. The half hour before and after staff meetings will be established as a semi-formal time for making up training sessions. If this is not convenient for participants, WiscCal will be used to establish a mutually convenient time.

Overall, the general training plan is intended to be flexible and to accommodate changes as needed. Questions should be referred to CK or SF.

Abbreviated Checklist

- ❑ Lead Trainer is responsible for organizing the training on a given topic.
- ❑ Lead Trainer schedules meeting with team, establishes competencies.
- ❑ Lead Trainer coordinates roles for various team members.
- ❑ Team develops training session(s) using templates in Training Toolkit and considers various learning styles, spaces, and techniques.
- ❑ Team identifies supplemental resources and Lead Trainer arranges for materials to be archived.
- ❑ Lead Trainer coordinates make-up training sessions.