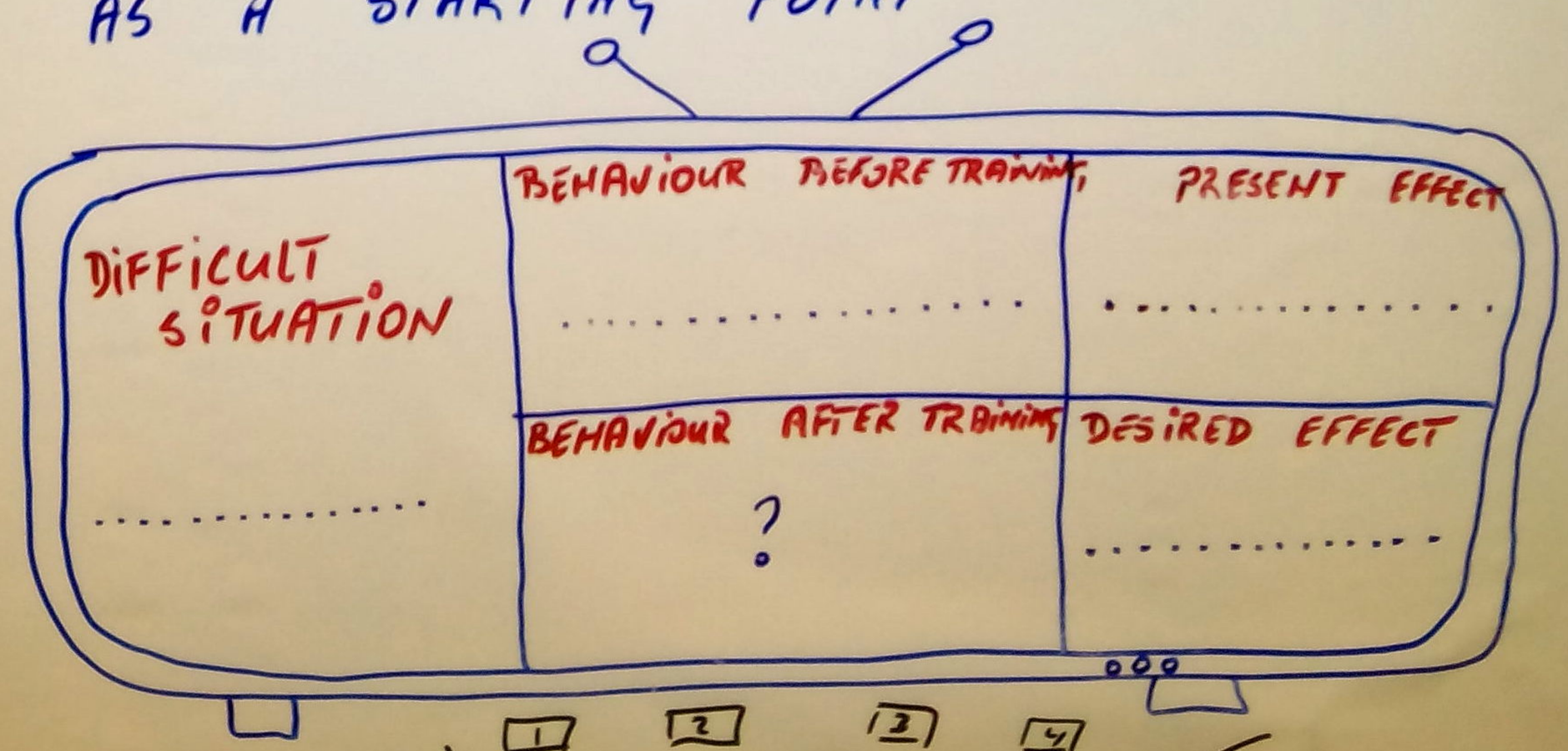
DIFFICULT SITUATION	BEHAVIOUR BEFORE TRAINING	PRESENT EFFECT
MAKE AN ASSESSMENT OF TRAINING NEEDS: ~~LACK OF~~ * SUBJECTIVE BECAUSE 1 * DETERMINATE TARGET GROUP " * ANSWERS TO QUESTIONNAIRE * LEVEL OF KNOWLEDGE ~~HOW TO FIND OUT~~ * WHAT IS SITUATION IN PRACTICE OF PARTICIPANTS * 1 PERSON DOES ALL	* PREVIOUS EXPERIENCES TRAINERS * OTHER EXPERTS * QUESTIONNAIRE * DISCUSS COLLEAGUES * WHAT ARE YOUR PROBLEMS * VISIT PARTICIPANTS & INTERVIEW	
	BEHAVIOUR AFTER TRAINING	DESIRED EFFECT

TRAINING NEEDS ASSESSMENT

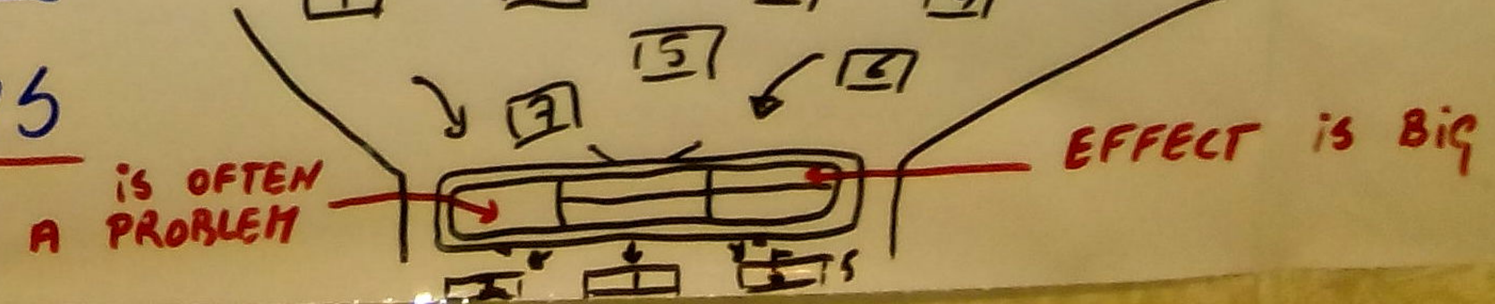
"SLIDE":
- INTERVIEW OTHER PARTICIPANT
- ASK 3 QUESTIONS:
  1. WHAT MAKES TNA HARD/DIFFICULT?
  2. HOW DO YOU DO IT NOW?
  3. WHAT IS EFFECT/RESULT?

WHY:
- PARTICIPANTS WANT TO LEARN NEW KNOWLEDGE AND SKILLS AND APPLY IN THEIR WORK
- THE TRAINER/EXPERT KNOWLEDGE > THE NEEDS

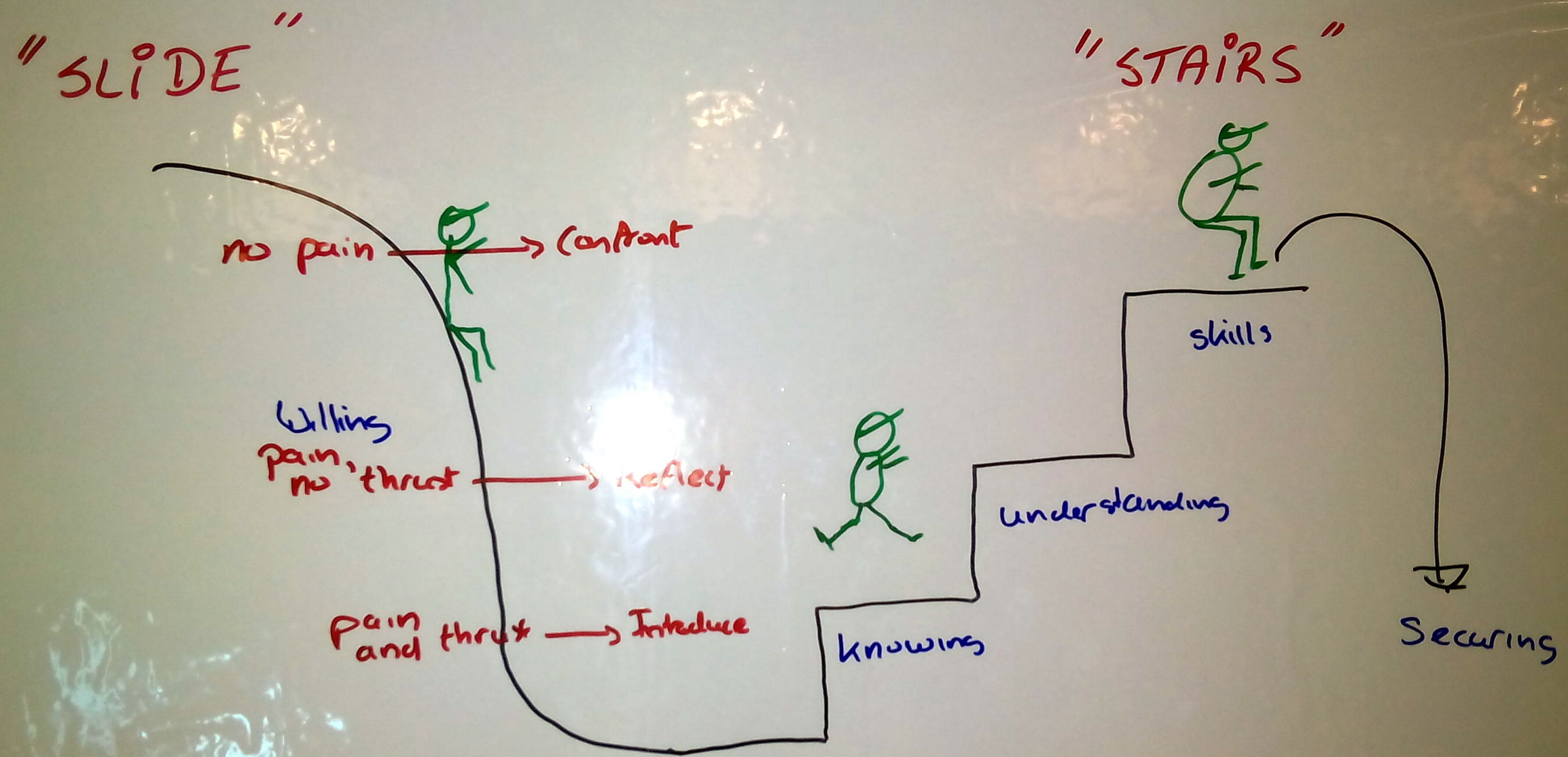
HOW:
1. TAKE THE PRACTICE OF THE GROUP AS A STARTING POINT



2. FOCUS



WILLINGNESS TO LEARN



WILLINGNESS TO LEARN

(2)

PSYCHOLOGICAL ORDER IN PROGRAMME

WHY: PARTICIPANTS ARE MOTIVATED WHEN THEY START WITH THE TRAINING NEEDS WITH BIGGEST "PAIN"

- ⇝ NO IMPATIENCE
- ⇝ NO WHATTS APP

HOW:

1. MAKE A LIST OF TRAINING NEEDS
2. ORDER THEM IN PRIORITY OF PAIN
3. DESIGN SEQUENCE OF TRAINING-PROGRAMME WITH HIGHEST PAIN FIRST

↳ THIS IS NOT ALWAYS THE MOST LOGICAL ORDER!

GIVE PARTICIPANTS GRIP

→ PARTICIPANTS ARE INTERESTED (SLIDE)

→ CONCENTRATION IS LIMITED TO 20'

⇒ STRUCTURE TRAINING:

1. **WHY:** RELEVANCE TO PRACTICE AND DESIRED EFFECT
2. **HOW:**
   - USE A PRACTICAL CHECKLIST WITH THE NEW BEHAVIOUR
   - MAXIMUM 7 STEPS

WILLINGNESS TO LEARN (3)

TRAINER SKILLS & ATTITUDE

* MAKES NEEDS > HIS KNOWLEDGE
* IS ENTHUSIASTIC
* HAS INVOLVEMENT
* LISTENS WITH ATTENTION (LSA)
* IS CREATIVE AND FLEXIBLE
* HAS EXPERTISE
* IS NOT SHY

⇒ ENERGY "IN" = ENERGY "OUT"