

Train^{the} Trainer

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This book belongs to:

Name _____

Department _____

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Introduction Letter

Welcome to the Micro-Coax Train-the-Trainer Program!

We are excited to have you join this important initiative aimed at building a strong, knowledgeable, and empowered workforce. As a trainer, you play a key role in shaping the learning culture at Micro-Coax. Your insight and experience help ensure our teams are equipped with the skills and confidence they need to succeed.

Whether you're facilitating technical sessions, supporting onboarding, or offering valuable insights, your efforts help drive innovation, strengthen our commitment to excellence, and support ongoing growth.

Thank you for your dedication to learning and development. We look forward to the positive impact you'll make as a trainer at Micro-Coax.

With appreciation,
The Micro-Coax Leadership Team



Program Overview

This program is designed to help you grow as a confident and capable workplace trainer by giving you practical tools and strategies to guide others through hands-on learning.

Through this experience, you'll build your communication and coaching skills, learn how adults learn best, and practice techniques like DiSC to adapt your style for different trainees. You'll also strengthen your ability to give clear instructions, demonstrate effectively, and provide feedback that builds confidence and independence.

By investing in your growth as a trainer, you're helping create a stronger, more consistent training culture that benefits both you and the entire Micro-Coax team.

Workshop Objectives

- 1** Develop and apply effective training techniques rooted in adult learning principles.
- 2** Communicate clearly, provide constructive feedback, and assess trainee progress with confidence.
- 3** Adapt training approaches to meet different learning styles, personalities, and confidence levels.
- 4** Lead with accountability, support, and a growth-oriented mindset throughout the training process.

Requirements

You're stepping into a meaningful journey of career development and team support.

To participate and active in the Train-the-Trainer Program, please review the following expectations:

Pre-Requisites to Start:

- At least 6 months of verified experience in role.
- Strong interest in training and helping others.
- Acts as a culture carrier by modeling a positive attitude, creating an encouraging environment where others feel supported and motivated to do their best.
- Dependable and accountable team member.
Must have less than 6 attendance points
- Must be in good standing - no Final Code of Conduct Notices issued.

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Session Overview

In this workshop, we will explore essential concepts and practical strategies that support your success as a trainer. The program is structured around five key learning modules: DiSC, Adult Learning Methodologies, Effective Training, Job Role Training Plans, and Scaffolding. Below is a brief overview of what you can expect from each section of the workbook:

1 People Reading and Building Rapport

This module introduces key concepts to reading others' personality traits and working to build rapport with your trainees. You'll also get an insight into the DiSC personality framework, a tool for understanding behavior and communication preferences. The content and activities will help you learn how to recognize different styles in yourself and others, and how to apply this knowledge to enhance communication, strengthen teamwork, and build trust with your trainees.

2 Adult Learners

Here we'll cover the principles of how adults learn best — including relevance, experience, self-direction, and readiness to learn. You'll discover how to apply these principles in your training sessions to ensure your approach aligns with how your trainees absorb and apply information in real-world settings.

3 Scaffolding

In this module we'll explore the concept of scaffolding— gradually building up a trainee's skills and confidence by breaking tasks into manageable steps. You'll learn how to offer support at the right moments, reduce overwhelm, and help your trainees achieve competence with independence.

4 Effective Training Communication

In this section, we'll dive into best practices for providing clear instructions and constructive feedback. You'll explore ways to check for understanding and evaluate a trainee's comprehension level. With these skills we will practice with real-world scenarios that enable you to see the impact from your decisions as a trainer.

5 Effective Training Structure

finally, we'll review the importance of structure in your training approach. You'll learn how to set up trainees for success by preparing engaging demonstrations and hands-on learning environments that drive retention and skill-building. You'll build on the skills you've gained over the course of the workshop to enhance your training plans.





Adult Learners

Session Objectives

- Understand what motivates adult learners and how to tap into it.
- Apply strategies that support how adults process and retain information.
- Create psychological safety by encouraging questions and normalizing mistakes.
- Use key frameworks (Behaviorism, Cognitivism, Self-Directed Learning, Scaffolding) to guide effective training.

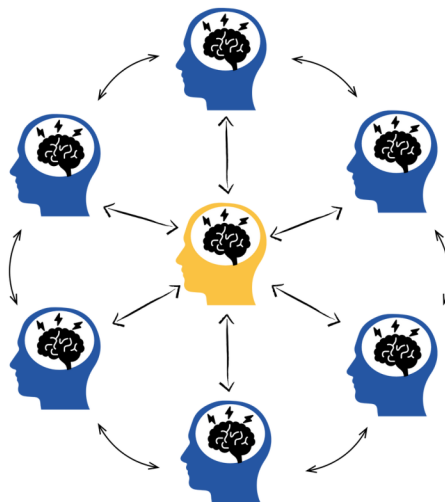
Who are Adult Learners?

Adult learners often come with experience, business knowledge and their own goals. Working and training with adults looks different from traditional education settings.

Andragogy is the art and science of helping adults learn. Many theories for adult-learners are characterized by:

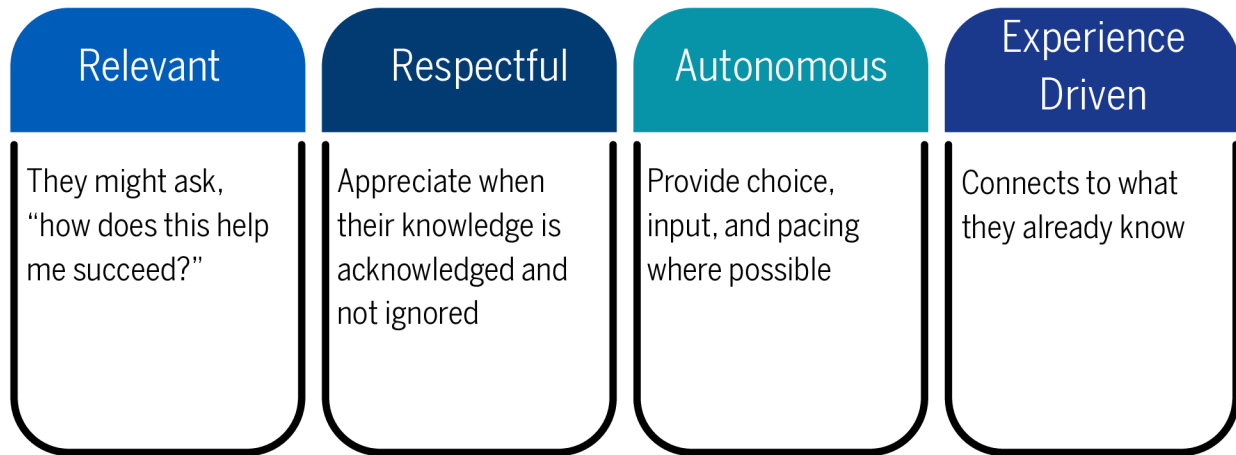
- Self-Paced Learning
- Problem-Solving
- Real-World Applications

Because adults come with experience, and the learning focus is goal-centered and applicable to real-world scenarios, the trainer's role is different from that of a schoolteacher. The trainer is a coach or facilitator that teaches in a flexible environment for self-directed learning.



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In this model, information and knowledge transfer between learners and facilitators more fluidly. It is also important to note that in this structure the facilitator is often learning from the students.
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What Motivates Adults?



Why Adults ask Why

Adults don't want to be told what to do. They have intrinsic motivation to learn something new. To fully acquire new information, they often ask "why". This also helps to troubleshoot when someone is faced with a new problem.

They want to understand:

- Why this matters
- How it fits into the bigger picture
- What good performance looks like
- How they'll be supported.

This reduces resistance and anxiety.

Foundational Learning Frameworks

Behaviorism

Learning is observable improvements in performance.

What this means for trainers:

- Break tasks into clear, step-by-step instructions
- Use demonstration → practice → feedback cycles
- Provide immediate feedback to reinforce correct behavior
- Use positive reinforcement (praise, recognition, “you nailed that step”)
- Use measurable goals so trainees know what “good” looks like

Behaviorism supports clarity, confidence, and consistency.

Cognitivism

Learning is how the brain organizes information.

What this means for trainers:

- Chunk information into smaller, meaningful parts
- Link new tasks to the trainee’s existing experience
- Reduce cognitive overload (too many steps = confusion)
- Provide guided practice to correct misconceptions
- Use repeat exposure to strengthen memory

Cognitivism supports retention and understanding.

Self-Directed Learning

Adults want ownership

What this means in training:

- Give trainees opportunities to set small goals
- Allow them to reflect (“What felt easy? What felt difficult?”)
- Encourage them to ask for help and signal when they are ready
- Offer choices (method, pace, task order when possible)
- Support their autonomy instead of controlling every step

Self-directed learning builds motivation and confidence.

Scaffolding

Learning thrive when support is gradually scaled.

What this looks like:

- Start with high support (demos, walkthroughs, verbal guidance)
- Provide guided practice with coaching
- Gradually reduce support
- Allow independent practice when they're ready
- Step back in only when needed

Scaffolding creates independence, not dependence.

Psychological Safety

Adults learn best when they feel:

- Safe
- Respected
- Supported
- Not embarrassed for not knowing something

Trainers must create the environment that makes questions easy.

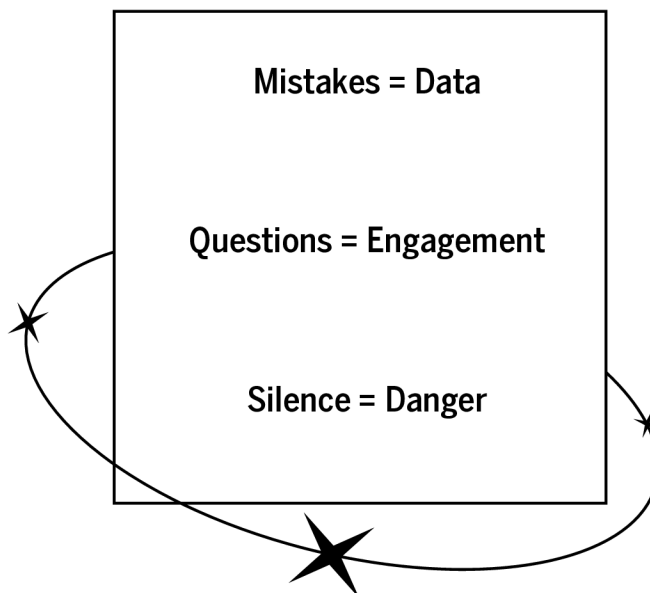


Handling Mistakes

Mistakes are normal and they are going to happen. Learners need to hear:

- “Mistakes are part of learning.”
- “I expect you to ask questions.”
- “I’m here to support not judge.”

Trainers must create the environment that makes questions easy.





Session Objectives

- Apply scaffolding strategies to training plans based on trainee's knowledge and comprehension.
- Plan the support for new trainees to bridge existing knowledge to new skills.
- Adjust instructions and support as the trainee gains competence on the job.

What is Scaffolding?

Scaffolding in training means providing the right amount of support to help a trainee move from needing guidance to working independently. As a trainer, you gradually reduce your assistance as the trainee builds confidence and competence.

- Support that gradually fades as skills grow.
- Meeting trainees where they are and build up.
- Breaking tasks into manageable steps.
- Adjusting support based on trainee's background and progress.
- Focusing on long-term independence and success.



Why Scaffolding Matters

Without Scaffolding:

- Too much support → dependence
- Too little support → frustration

With Scaffolding:

- Confidence increases
- Skill retention improves
- Independence develops over time

*The goal is not speed - it's
capability.*

Chunking Skills & Sequencing Training

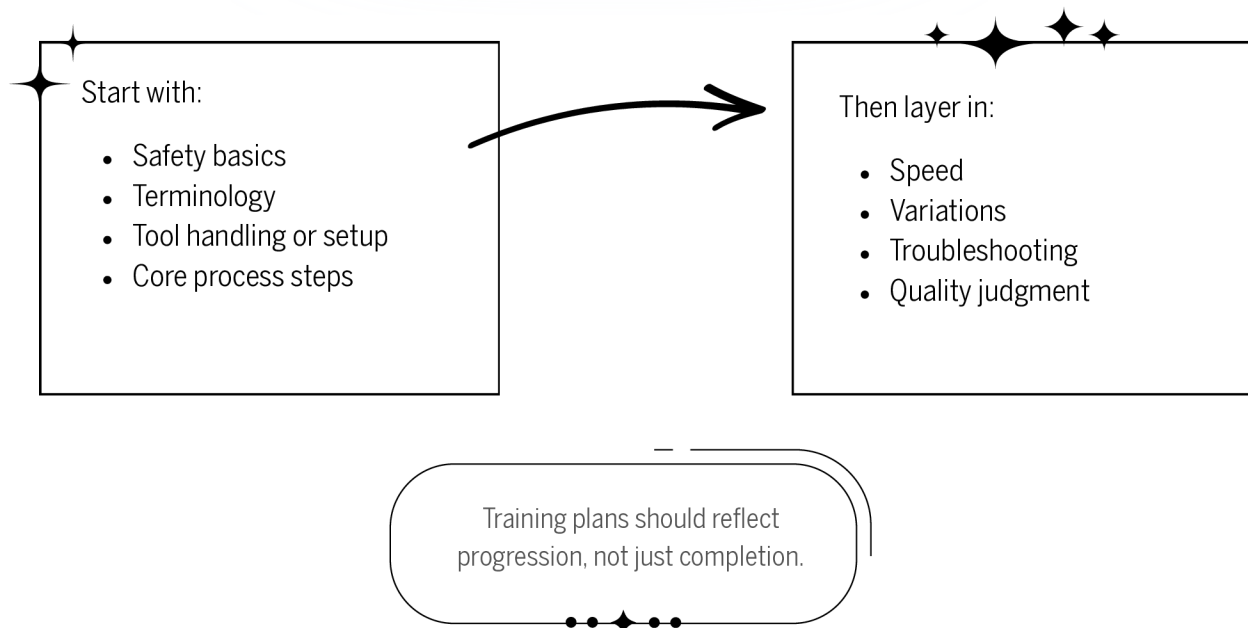
Complex tasks are easier to learn when they are:

- Broken into logical, teachable steps
- Taught in a clear progression
- Built from foundational skills to advanced variations

Chunking reduces overload and increases success.

Remember, with Cognitivism it is better for the brain to build schema connections by building knowledge and working towards proficiency with hands-on practice.

Foundations Before Complexity



Not All Steps Need the Same Support

Some tasks need:

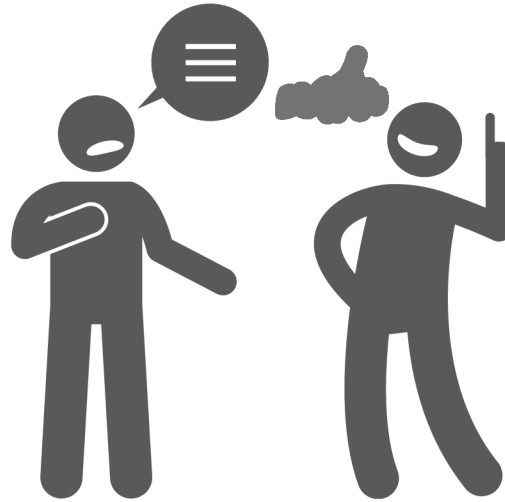
- Demonstration and repetition

Others need:

- Light coaching or observation

Support should match:

- Task complexity
- Trainee experience
- Risk level



Levels of Support Over Time

Support should change as skills grow.

1. Assess
2. Model
3. Guide
4. Release
5. Independent

Scaffolding fades — independence grows.



Assess Prior Knowledge

Ask diagnostic questions to determine what the trainee already knows. They might be able to skip the basics.

- This is also a good time to build rapport with them.
- Don't just take their word for it though, ask them some prompting questions as a follow-up.

Modeling

Demonstrate tasks while verbalizing your thought process. Think out loud and explain what you are doing.

- Pulling up the work instructions or a PCD (Process Control Document) is a great way to add to your verbal instruction. Point to where this information is coming from.

Provide the “why” behind actions in addition to demonstrating tasks.

- This is especially helpful in giving them the groundwork to troubleshoot down the road.

Guide and Prompt

Use open-ended questions or cues rather than direct answers (e.g. “What do you think comes next?”).

- This allows you to question their ability and determine the necessary supports and recall information solidifying new learning pathways in their brain.

Gradually reduce guidance as confidence and competence grows.

- You can also explain this is what you are doing. As they grow you can say “Great job! The next job that we setup, I'll have you start on your own.”

End Goal: Release and Let Them be Independent

When you no longer need to intervene, you can begin to pull away more of your support and allow the trainee space to grow into their own professional ability.

- At this point you have a proficient team member that helps the team achieve their goals.

What Support Looks Like in Practice

Early Training:

- Clear demos
- Step-by-step guidance
- Frequent check-ins



Later Training:

- Observation
- Questions instead of answers
- Space to problem-solve



Mistakes Are Learning Signals

Mistakes tell us:

- Where more practice is needed
- Which step needs reinforcement
- When support should increase or decrease

Mistakes are data — not failure.

