



Craft of the Miller Network

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Training Template & Guidance Notes

Training Workshop
17th February 2022

Craft of the Miller Training Template

INTRODUCTION

Welcome to our practical workshop designed to help **you** design and run training sessions for people who work with mills (now or in the future) – volunteers, trainees and millers. **The aim of this session is to help you learn a process to create training sessions.**

The workshop has been designed to offer you practical skills and techniques which you can take and apply to situations in your own mill when you need to:

- Train people to learn to follow a process (for example, managing visitors in the mill)
- Help people learn a complex activity (for example using a set of horizontal millstones)
- Be able to identify risks or dependencies (other activities which could impact what you are about to do)

In this pack, you will find a template we will use as part of the training workshop, but also for you to use to plan the training you run at your own mill.

You will also find some helpful tips to consider when you are training / working with people at your mill.

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Step 1: Creating your Learning Objectives for the Session

AIM

- To define the Learning Objectives for the Session – what the participant will KNOW once they have completed the training and what they will be able to DO:

Instructions

- Think about what your trainees will KNOW when they have completed the training – then write it down
- Describe in summary form what they will be able to DO when they have completed the training
- ACTIVITY = the skill you are to train

EXAMPLE: For our Session, the Objectives are:

- Know how to plan a training session
- Be able to follow a process to translate an activity into a set of steps you can train someone to follow
- Know how to identify the risks and dependencies (the things that link to the training activity) that the trainee must understand and be aware of in order to carry out the activity
- Know how to introduce the use of the Senses (sight, touch, smell, sound) where relevant

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Step 2: Define KNOW, SENSE, DO

AIM

- Now we breakdown the ACTIVITY into the elements you are going to need to train: What the trainee will need to KNOW, how they will SENSE and what they will DO

Instructions: KNOW

- Identify all the things the trainee will need to know which relate to the ACTIVITY or could be impacted by the ACTIVITY. Break these down into:
 - DEPENDENCIES (The things that relate to the ACTIVITY)
 - RISKS (Risk associated with the ACTIVITY)
- Identify when in the process (see Step 3) they apply

DEPENDENCIES

- What activities / tasks are linked to the ACTIVITY you are training? What checks must be completed before attempting the ACTIVITY? When in the process do the dependencies apply?

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Step 2: Define KNOW, SENSE, DO

RISKS

- What risks (safety, food hygiene, health) relate to the ACTIVITY that the trainee needs to understand? How will these risks be managed – what actions should be taken?

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Step 2: Define KNOW, SENSE, DO

AIM - SENSE

- Now we explore how the trainee will use their SENSES in the ACTIVITY

Instructions

- Work through the step –SENSE
- SENSE: Identify if & how the ACTIVITY will involve use of the senses – sight, touch, smell, taste or hearing. If so – which senses are involved and how will you ensure the trainee experiences this – learns to recognise, assess, understand and work with their senses?

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Step 2: Define KNOW, SENSE, DO

AIM - DO

- Now we breakdown the ACTIVITY into the elements the trainee will DO = process steps

Instructions

- Work through the step – DO
- Now break down the ACTIVITY into a set of process steps and draw them in the order in which they occur.
- You will demonstrate the process using these steps when the training takes place.
- When you've completed the process steps, identify where the DEPENDENCIES, RISKS and SENSES "fit":

Your Process Map (example):



Step 2: Define KNOW, SENSE, DO

Your Process Map (cont):

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Step 3: Prepare & Delivery your Training – Top Tips

AIM

- You are now ready to plan the delivery of your training. Use these tips to help you:

Make Notes for your Trainees

Some people prefer to read or refer to notes which describe the ACTIVITY you are training both before and during the training session. If your trainees would like a training guide, use your record above to create one!

Remember other people, just like to have a go, so be ready to ask your group what they would prefer!

Deliver your Training

1. Begin by introducing the ACTIVITY
2. Explain what the trainee needs to KNOW – the DEPENDENCIES and RISKS
3. Demonstrate the ACTIVITY – go through the steps you created!
4. Then invite the trainees to have a go, following your clear, calm instructions. Repeat the ACTIVITY a number of times, monitoring the needs of the trainees each time – what do they need from you? Instructions? Reassurance? Support? Or to get out of the way when they become able to do the ACTIVITY themselves?
5. Help them become familiar with the use of their SENSES (as required).
6. Ask questions to establish that the trainees understand WHY they are doing what they are doing and can clearly explain back to you the DEPENDENCIES, RISKS and SENSE inputs
7. Continue to monitor from a distance to ensure the trainee is following the agreed process and is demonstrating the required level of competence.
8. Record the fact that the training has taken place, and, ideally, the hours / time the trainee practices the ACTIVITY for their training record if that record is part of a qualification (for example the Guild of Volunteer Millers qualification in the Netherlands). See the example on page 11 below.

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Top Tips (continued)

ADAPT YOUR APPROACH TO MEET THE NEEDS OF YOUR TRAINEES

When we learn a new activity we go through 4 distinct stages and for each stage, the support we need from our trainer changes:

- **DIRECTING** – We're enthusiastic, but know nothing – so we need step by step instructions
- **COACHING** – Our enthusiasm has changed to concern as we realise how complex the activity is – so along with clear instructions we need reassurance and encouragement!
- **SUPPORTING** – We have now mastered the activity, but still need to concentrate hard – so the trainer needs to dial-down the instruction and offer reminders and top tips
- **DELEGATING** – Now we are fully competent and can do the activity with ease – so we want to be left alone to get on with the job!



