


Transferring knowledge goes beyond conveying information. It goes to the heart of the matter: Understanding. E<sup>2</sup>M/Polytron's training philosophy and methodology are designed to help people understand their job so that they will accept responsibility for the successful and effective performance of it. To that end we offer the following:

Service	<h2>Technology Transfer &amp; Training (Delivery)</h2> 
Components	<p><b>Technology Transfer &amp; Training Delivery</b> provides the client with a certified instructor with expertise to ensure:</p> <ul style="list-style-type: none"> <li>• consistency in training and training events.</li> <li>• appropriate instructional competencies are practiced in the classroom.</li> <li>• that instructional competencies and a learning model are combined to provide a solid learning environment.</li> <li>• thorough planning for holding an effective training event, includes:             <ul style="list-style-type: none"> <li>○ study and preparation for the training event.</li> <li>○ creation and use of learning objectives in the classroom.</li> <li>○ effective transfer knowledge.</li> <li>○ Confirmation of the knowledge transfer using effective questioning skills.</li> <li>○ engaging students through the use of topic-specific exercises and learning activities.</li> </ul> </li> </ul> <p>Each E<sup>2</sup>M/Polytron instructor is ICP certified and practices E<sup>2</sup>M/Polytron Learning Model adult learning theories and methods.</p>
Discovery	<p>Were you able to perform your job better?          Do your employees normally experience empowerment during and after training sessions?          Do you think your employees would be more effective at their jobs if the training were approached in a manner that inspired self-confidence?          How comfortable are your trainers with transferring knowledge to others?          Do they know how to create and use learning objectives that support your business goals and empower your employees?</p>
Value Add	<p><b>Effective in-house training</b>          Subject matter experts may have great knowledge, but they are not always the best individuals to convey that knowledge to others. Certified instructors:</p> <ul style="list-style-type: none"> <li>• have the desire and know-how to effectively transfer knowledge and verify the transfer takes place.</li> <li>• bring consistency to any in-house training by ensuring targeted content is transferred each and every session.</li> <li>• have experience in administering pre and post assessments.</li> </ul> <p><b>Return On Investment (ROI)</b>          Monies spent on vendor training could be lost if the knowledge gained leaves when the trained employee leaves. Certified Instructors help guarantee the return on investment stays a return on investment. When knowledge is effectively transferred, the ROI is multiplied.</p> <p><u><b>Complementary Services Offered</b></u>  <b>Instructional Design Program</b>  <b>Instructional Certification Program</b></p>

Technology Transfer & Training (Delivery)

# E<sup>2</sup>M/Polytron Training

*Transferring Knowledge, Transferring The Ability To Transfer Knowledge*

<b>Tasks</b>	<ul style="list-style-type: none"> <li>• Determine training content. (E<sup>2</sup>M/Polytron &amp; Client)</li> <li>• Develop learning objectives. (E<sup>2</sup>M/Polytron)</li> <li>• Schedule training class. (E<sup>2</sup>M/Polytron &amp; Client)</li> <li>• Study materials and prepare presentation. (E<sup>2</sup>M/Polytron)</li> <li>• Arrive on-site to prepare for training event. (E<sup>2</sup>M/Polytron)</li> <li>• Hold training. (E<sup>2</sup>M/Polytron)</li> <li>• Provide follow-up support. (E<sup>2</sup>M/Polytron)</li> </ul>
<b>Scheduling</b>	<p>It is best to determine the training delivery schedule near the start of a project. The training event is most effective when delivered one to two weeks prior to the actual time the students will need/apply the knowledge gained. This time frame provides for assessment administration, as well.</p>
<b>Timelines</b>	<p><i>Week 1</i> – Determine content &amp; develop learning objectives.  <i>Week 2</i> – Study material and prepare presentation.  <i>Week 3</i> – Travel and prepare classroom for training event.  <i>Week 4</i> – Provide follow-up support and reporting.</p>
<b>Common Questions</b>	<p><b>It's just training. What is so difficult about having a successful training event?</b>          Preparation is 90% of a training event's success. The key to successful training is preparing the instructor, the classroom, and the students. Many organizations call employees into a room, provide a handout, discuss, and dismiss; then they wonder why no-one remembers or uses the information. Successful training involves planning the event, developing learning objectives, creating questions and exercises to help the students understand and apply the knowledge, and following up after the training to make sure the students can apply the knowledge learned.</p> <p><b>We already have people who train. Why do we need certified trainers?</b>          One of the goals of any organization involved in training is to provide motivational learning that is responsive to the needs of the learner, in an environment conducive to learning. That can be difficult if the various individuals involved in the instructional process are not consistent in their instructional style and presentations. Certified instructors bring to the table more than just presentation skills. They bring instructional methods and consistency to training and these improve the quality and quantity of the knowledge transferred.</p> <p><b>So what makes your certified trainers so special? Why not someone else?</b>          Training in the packaging industry is unique, so E<sup>2</sup>M/Polytron instructors have to be unique. All E<sup>2</sup>M/Polytron instructors must pass our Instructional Certification Program (ICP). Our ICP is somewhat distinctive in that we combine adult learning methodologies with effective instructional competencies and apply them to your specific industry. Our instructors understand how adults learn, how to use effective questioning skills to help the adult learners retain information, and how to apply that knowledge to presenting industry-specific information. They also understand how to study and prepare for training, effective use of learning objectives to set class goals, and how to administer assessments that confirm that the students new knowledge can be applied on the job.</p> <p><b>So what is the difference between an <i>Instructor</i> and a <i>Trainer</i>?</b>          Some might say it is only different words for the same function. Simply speaking, <i>trainers</i> teach task or process performance. <i>Instructors</i> provide task or process performance but they also provide the motivation behind the performance, answering the <i>whys</i> and <i>hows</i> so that when the students return to the job they not only perform what is required of them, but they can use the knowledge they have gained and begin to improve their performance. <i>Trainer</i> and <i>Instructor</i>: two words with a seemingly minor difference, but that difference can mean a gap of between 30% and 70% knowledge retention for the students.</p>