



Train the Trainer

Module 6 Presentation Skills

DAS Learning Center & Connecticut Training
and Development Network
February 24th, 2016



Zarin Kapur, Judicial Branch
Alan Hyla, Judicial Branch

No portion of this document may be reproduced without the expressed consent of the CTRN and CT DAS.



Learning Objectives

- Define what training methods are & describe their purposes
- Select appropriate training methods
- Create conducive learning environments
- Design and conduct training to best match participants' learning styles
- Understand differences between presentation and facilitation skills



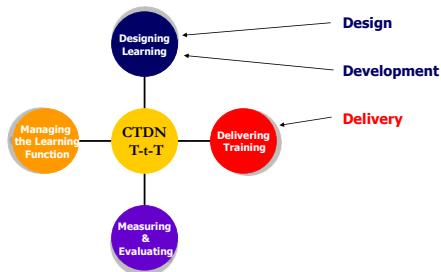
Learning Objectives

- Gain an understanding of how components of a training program can enhance the training
- Explain how a trainer's preference could affect student learning & retention
- Productively respond to "problem" participants in training sessions
- Deliver training!



No portion of this document may be reproduced without the expressed consent of the CTDN and CT-DAS.

Training/Instruction Methods



No portion of this document may be reproduced without the expressed consent of the CTDN and CT-DAS.

7

Your Presence

Your Presence is
Requested

A Special Invitation
Especially for you!

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

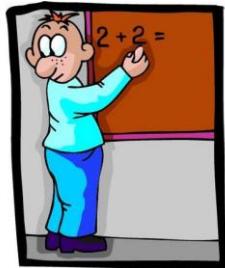
Please draw:

Favorite Hobby	Favorite place for vacation
If you could be an animal, what would you be and why?	What are the most important things in your life?

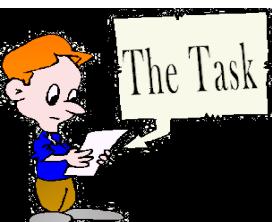
7

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

So who asked me to be the trainer anyway?



8



9

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Transform training sessions into a memorable learning experience

not exactly magic,
but pretty close



- **If you don't arouse the heart, you can't engage the mind.**
- **If you don't offer inspiration, you will waste the information.**
- **People don't care how much you know until they know how much you care.**



10

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Your Organization & Materials

11

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Training Preparation

Creating a learning environment



12

Starting on the Right Foot

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Training Preparation

Creating a learning environment cont'd.



Great Openings and Closings

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

13

Training Preparation

Trainer Checklist

- **Room Setup**
 - Seating charts
 - table arrangements (pods)
 - Breakout for groups
 - Table tents
 - Sign in sheets and parking validation
 - Lunch menus

- **Audio visual aids**
 - PowerPoint
 - Flipcharts markers and masking tape
 - Handouts
 - Scraps of paper
 - DVDs and music CDs
 - Internet access
- **Equipment check**
 - Lavalier/microphone
 - LCD projector
 - Slide advance
 - Laptop
 - Speakers

14

9 P's to overcome speaking anxiety:

I **Prior Proper Preparation**
Prevents Poor Performance
 of the
Person Putting on the Presentation



15

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

An Opener – Your Personal Introduction

- What is a personal introduction?
- How Do I develop the personal introduction?
- When do I deliver the personal introduction?
- How do I deliver my personal introduction?

(Exhibit 1)

16

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.



17

An Interest Introduction

- What is an interest introduction
- How do I develop the interest introduction?
- When do I deliver my interest introduction?

(Exhibit 2)

18

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.



Openers

An Effective Opener...

- Breaks participants' pre-occupations
- Facilitates networking
- Is relevant to the topic at hand
- Is memorable

(Exhibit 3)

20

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Your First steps in Preparation

Physical
Supportive
Psychological



21

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Exercise

What will you need to create a supportive learning environment?

22

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Visual Aids

- Flipcharts, Overhead Transparencies, PowerPoint, Handouts
- Visual Aids (Readable, Relevant, Interesting)
- Bullet Points (Keep on Track, Jog Memory, Emphasize, Summarize)

Have a Backup!

- Projectors fail
- Batteries die
- Markers dry up
- Be prepared!!

Good Bad & Ugly.ppt**(Exhibit 4)**

23

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Flip Charting

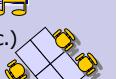
Top Tips for Using a Flip Chart



24

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Make the room your own!

- Size 
- Sound 
- Amenities (Location of Fax, Phone, Copiers, Bathrooms etc.) 
- A/V options, technical resources 
- Seating Options (Lecture, Group work etc.) 

25

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

The Learning Environment

What do we mean by creating a "safe" learning environment?



- Establishing and following ground rules
- Respecting each other's opinions
- Listening when others talk

26

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Accommodating Disabilities



- Accessibility of training room & bathrooms
- Speaking techniques
- Ask about special needs before class

- Student to instructor ratio
- When is many okay?

27

Class Size

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.



Best Practices



- Look at your audience
- Speak clearly & be heard
- Use gestures & animate
- Bring all your energy

(Exhibit 5)

29

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Active Listening Skills

- Encourage
- Question
- Paraphrase
- Reflect
- Summarize
- Validate



No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

30

Effective Training



- Communication skills
- Facilitation and trainer skills
- Positive behavior modeling
- Classroom management skills
- Subject matter/technical expertise
- Knowledge of adult learning theory

31

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Body Language

The Importance of Body Language in Presentations



32

Presentation Style Adjustments



- Do not block visual aids
- Face your audience when speaking and writing

33

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Understanding Yourself and Your Participants



MBTI (Introverts & Extroverts)



Three Domains of Learning



- Cognitive Objectives (Knowledge)
- Affective Objectives (Attitudes)
- Psychomotor Objectives (Skills)

30

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

The Audience



Working with Your Audience and Handling Q&A



No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Training Styles



Learning Outcomes

- Identify your personal training style
- Identify the three primary learning styles
- Adapt your training styles to individual training situations
- Work effectively with a co-instructor

36

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.



Co-Instructing

- Who will teach what?
- Be courteous when interjecting
- Stay in the room
- Attend to any disruptions

(Exhibit 6)

38

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Co-Instructing

<p>Advantages for Facilitators</p> <ol style="list-style-type: none"> 1. opportunity to see a peer in action. 2. Less exhausting. 3. Immediate Feedback and suggestions on your presentation. 	<p>Advantages for Participants:</p> <ol style="list-style-type: none"> 1. keep the group interested. 2. Participants experience more than one style. 3. Provide more personalized instruction for participants
---	--

39

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

8 tips for making co-instructing less challenging and more rewarding.

- 1. Divide the content**
- 2. Stay off stage**
- 3. Pay attention**
- 4. Disagree in private**

40

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

8 tips for making co-facilitation less challenging and more rewarding cont'd.

- 5. Share logistics**
- 6. Build trust**
- 7. Accept and react**
- 8. Check-In**

41

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Exercise

Co-Instructing

42

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Modeling Principles

Learners tend to:

- | Learn by watching and imitating
- | Imitate those who demonstrate sound training skills
- | Respond well to positive reinforcement
- | Be discouraged by negative reinforcement



43

No portion of this document may be reproduced without the expressed consent of the CTPN and CT DAS.

Mental Checklist

- | Do I understand? Do I need to understand?
- | Can I defer this to a specific time in the training or to an individual conversation? Can I structure time to deal with this issue and the person?
- | How might the group react to a response, or no response? What would the impact on their learning be?
- | How am I feeling about addressing this issue? What impact will that have on the group's learning.

44

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.



(Exhibit 7)

Handling Nerves



Overcoming Nerves When Giving a Presentation

(Exhibit 8)

46

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Psychological



- | Pygmalion Effect
- | Audience benefits
- | Be an actor for the day!
- | No one wants you to lose

47

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Trainers R Us!

- Stay on time
- Stay on topic
- Re-direct
- Bridge
- Save for another day



48

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Closers

An Effective Closer...

- | Is not hurried
- | Enables learners to re-visit the content and tie things together
- | Motivates learners to practice what they have learned
- | Is memorable
- | Forms the basis for making action plans and recording ideas
- | Helps learners celebrate what they have learned

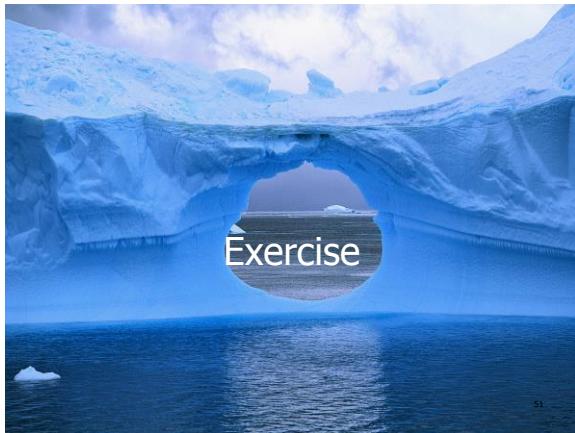
(Exhibit 9)

No portion of this document may be reproduced without the expressed consent of the CTPN and CT PAS.

Differences between Facilitator vs. Trainer

Facilitator	process expert – leads discussions and helps participants learn from their own experiences and shared information	Trainer	content expert – uses lectures, conducts demonstrations, supervises skills practice and corrects learners' mistakes
	Their goal is to equip the learners for self-development and continual learning.		The goal is to transmit information.
Focus is on the learner		Focus is on the trainer	
Control is shared		Trainer in control!	
Credibility is based on ability to create and sustain a supportive learning environment		Credibility is based on content knowledge, expertise, control of content and delivery.	
Focus is on how the discussion progresses		Focus on what (content) is discussed	
Attention is on methods and process, participation of all members and group dynamics		Attention is on content and task, with clear objectives and purpose as well as results and outcomes	
Skilled in group dynamics		Skilled in subject matter	
Competencies include:		Competencies include:	
– Sets a productive climate and begins discussion		– Prepare for instruction	
– Helps group communicate effectively		– Sets a learning environment	
– Supports and encourages participation		– Use learning principles	
– Fosters self-discovery of alternative perspectives		– Conducts lectures, learning activities, demonstrations, skill practice, etc.	
– Manages participants effectively		– Evaluates skill performance and provides feedback	

No portion of this document may be reproduced without the expressed consent of the CTPN and CT PAS.



Your Presentations

Step 6I – Project Guidelines / Templates

- 30 minutes
- 1 Training Aid
- 2 Instructional Strategies
- Opener
- Closer

52

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Let's Review



- Learning outcomes
- Meaningful interaction
- Good classroom management
- Constructive feedback
- Testing for understanding
- Evaluating learning

53

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.



54

It's all yours!!



55

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Thank You

Thank you for attending this training and sharing your thoughts, ideas and insights with us today.

We were all both teachers and learner.



56

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.

Resources

CT Training and Development: www.ct.gov/ctdn

57

No portion of this document may be reproduced without the expressed consent of the CTDN and CT DAS.
