



Train the Trainer Module 6 Presentation Skills

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



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Learning Objectives

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



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Learning Objectives

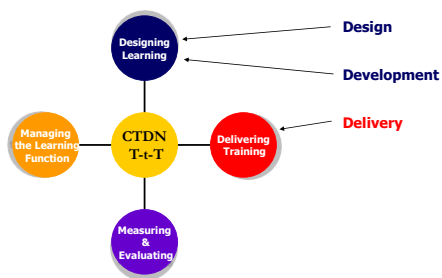


- Gain an understanding of how components of a training program can enhance the training
- Explain how a trainer's preference could affect student learning & retention
- Productively respond to "problem" participants in training sessions
- Deliver training!

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Training/Instruction Methods



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Your Presence



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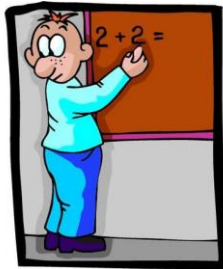
Please draw:

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?

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So who asked me to be the trainer anyway?



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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.**



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Your Organization & Materials

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Training Preparation

Creating a learning environment



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Starting on the Right Foot

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Training Preparation

Creating a learning environment cont'd.



Great Openings and Closings

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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**
 - Lavaliere/microphone
 - LCD projector
 - Slide advancer
 - Laptop
 - Speakers

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9 P's to overcome speaking anxiety:

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



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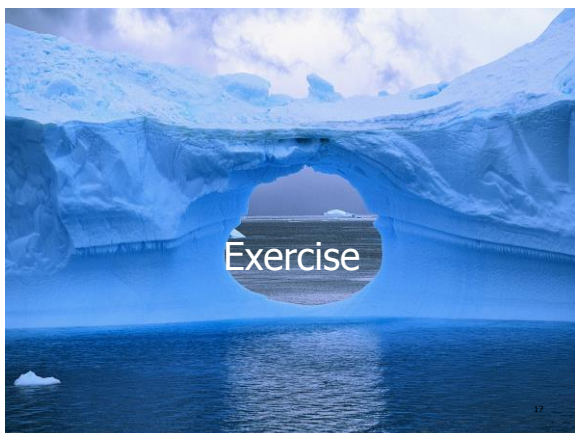
An Opener – Your Personal Introduction

- 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)

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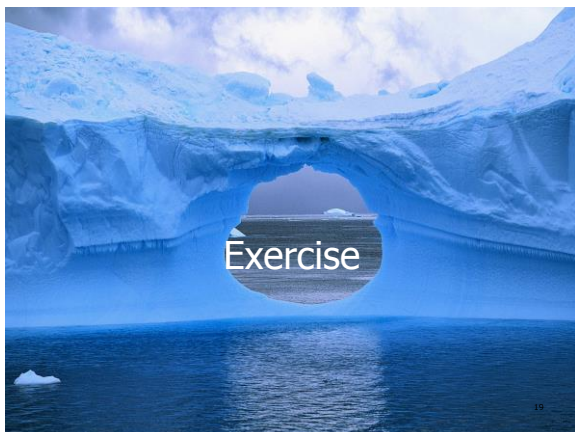
An Interest Introduction

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

(Exhibit 2)

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Openers

An Effective Opener...

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

(Exhibit 3)

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Your First steps in Preparation

Physical
Supportive
Psychological



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Exercise

What will you need to create a supportive learning environment?

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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)

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Flip Charting

Top Tips for Using a Flip Chart

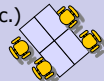


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Make the room your own!

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



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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

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Accommodating Disabilities



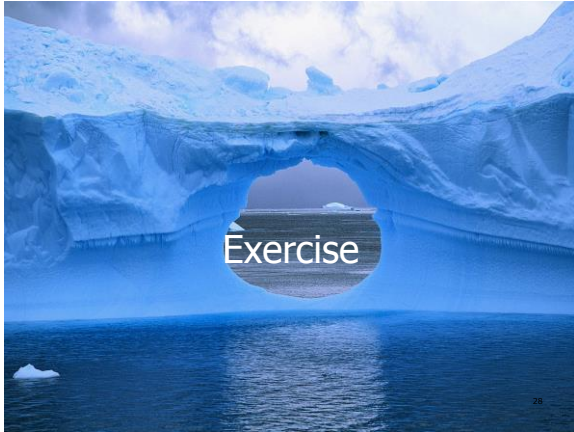
- Accessibility of training room & bathrooms
- Speaking techniques
- Ask about special needs before class

Class Size

- Student to instructor ratio
- When is many okay?

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Best Practices



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

(Exhibit 3)

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Active Listening Skills

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



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Effective Training



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

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Body Language

The Importance of Body Language in Presentations



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Presentation Style Adjustments



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

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Understanding Yourself and Your Participants



MBTI (Introverts & Extroverts)



Three Domains of Learning

Cognitive Objectives (Knowledge)

Affective Objectives (Attitudes)

Psychomotor Objectives (Skills)



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The Audience

Working with Your Audience and Handling Q&A



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Training Styles

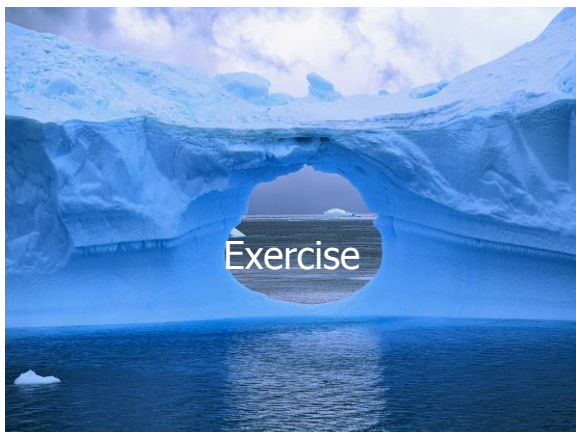


Learning Outcomes

- 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

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Co-Instructing

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

(Exhibit 6)

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Co-Instructing

Advantages for Facilitators

1. opportunity to see a peer in action.
2. Less exhausting.
3. Immediate Feedback and suggestions on your presentation.

Advantages for Participants:

1. keep the group interested.
2. Participants experience more than one style.
3. Provide more personalized instruction for participants

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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

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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

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Exercise

Co-Instructing

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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



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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.

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*There are a few out there that
will want to know what you
are made of...*

(Exhibit 7)

Handling Nerves

Overcoming Nerves When Giving a Presentation



(Exhibit 8)

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Psychological



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

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Trainers R Us!

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



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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)

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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 outcome centered
Skilled in group dynamics	Skilled in subject matter
Competencies include: – Sets a productive climate and begins discussion – Helps group communicate effectively – Supports and encourages participation – Fosters self-discovery of alternative perspectives – Manages participants effectively	Competencies include: – Prepare for instruction – Sets a learning environment – Uses adult learning principles – Conducts lectures, learning activities, demonstrations, skill practice, etc. – Evaluates skill performance and provides feedback

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Your Presentations

Step 6I – Project Guidelines / Templates

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

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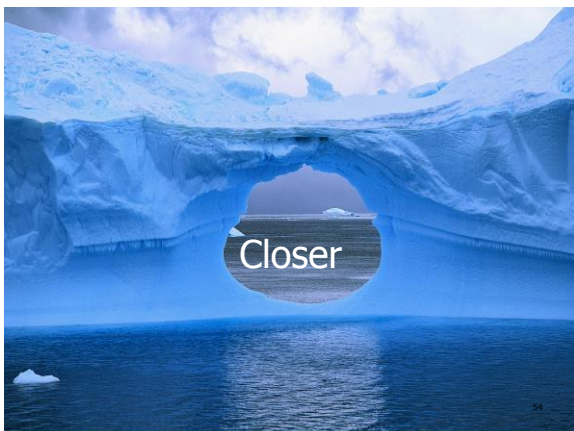
Let's Review



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

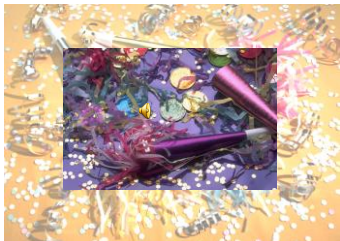
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It's all yours!!



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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.



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Resources

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

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