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connecticut training &
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Welcome

to


Train the Trainer

DAS Learning Center & Connecticut Training
and Development Network
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DAS Learning Center

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Train the Trainer

Module 6 Presentation Skills

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DAS Learning Center & Connecticut Training and
Development Network 2012

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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



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Learning Objectives



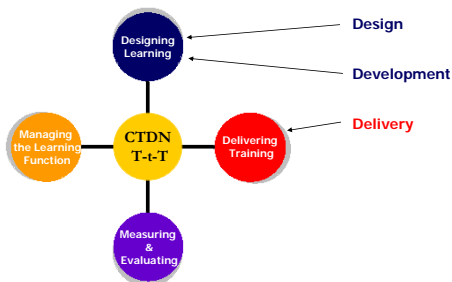
- Gain an understanding of how components of a training program can enhance the training
- Explain how a trainer's preference could affect student learning & retention
- Productively respond to "problem" participants in training sessions
- Deliver training!

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Training/Instruction Methods



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Your Organization & Materials

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Openers and Closers

An Effective Opener...

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

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Openers and 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

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Training Aids

- Flip charts
- PowerPoint
- Handouts
- Etc. etc.



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Using Audio Visuals EFFECTIVELY !

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When & Why

- Flipcharts
- Overhead Transparencies
- PowerPoint
- Handouts



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Visual Aids



- | The visuals must be readable to all
- | Participants must know the relevance of the visual
- | Prepare visuals that are interesting

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Visual Aids

- | *Simple*
- | EASY ON THE EYE
- | **NO MORE THAN 6 LINES PER SLIDE**
- | NO MORE THAN 6 WORDS PER LINE
- | *Font and colour* (don't get crazy!)

Good Bad & Ugly.ppt

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Bullet Points



- | Keep everyone on **track**
- | **Jog** your memory
- | **Summarize**
- | **Emphasize** a point

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That goes for:



- Power Point
- Overhead Transparencies
- Flip Charts

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Have a Backup!



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

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Video Clip into Power Point



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This is the hard part...

Evaluations
What to do with them?

Jeopardy Level 2




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Your Room

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Make the room your own!



- | Size
- | Sound
- | Where is everything?

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Location/amenities

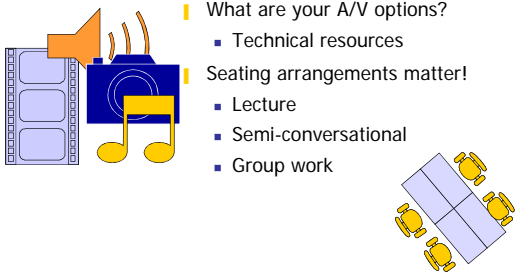


- | Fax
- | Phone
- | Photo copier
- | Bathrooms
- | Messages

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There's more...



- | What are your A/V options?
 - Technical resources
- | Seating arrangements matter!
 - Lecture
 - Semi-conversational
 - Group work

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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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Your Participants

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Introverts and Extroverts



There are *introverts* and *extroverts* . . .

The extroverts will have an *easier time* getting up and speaking

BUT

Skill and *preparation* are what makes a good presentation

Not lack of fear!

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Three Domains of Learning



Cognitive Objectives

- Knowledge

Affective Objectives

- Attitudes

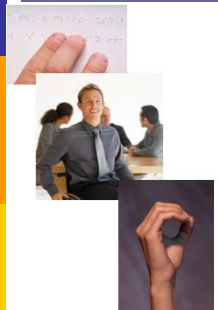
Psychomotor Objectives

- Skills

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Accommodating Disabilities



Accessibility of training room & bathrooms

Speaking techniques

Ask about special needs before class

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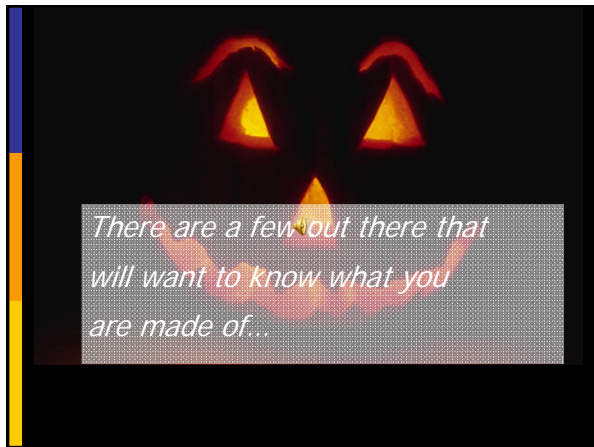
Class Size



- Student to instructor ratio
- When is many okay?

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

Being a trainer have you stressed out?



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Possible Challengers



- Crackberry
- Know-it-all
- Would-be Leader
- Bulldozer
- Inappropriate Self-discloser
- Mule
- Windbag
- Ostrich
- Time Hog
- Heckler
- Moralist
- Saboteur
- Obstructionist

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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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Your Presence


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So who asked me to be the trainer anyway?



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Best Practices



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

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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?

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An Interest Introduction

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

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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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Psychological



- Dress neutral & appropriate
- Get rid of the fidget stuff
- Stick with your patterns

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Supportive Skills

- Establish rapport
- Build trust and confidence
- Establish credibility
- Be accessible



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Active Listening Skills

- Paraphrasing
- Summarizing
- Probing



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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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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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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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Presentation Style Adjustments



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

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Facilitators R Us!

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



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Co-Instructing

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

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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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