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WAYS

TO BE A TOP TRAINER

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About the Author

Glenda May has a highly successful track record as a trainer, coach and consultant. As an organisational psychologist specialising in leadership and interpersonal skills, Glenda has delivered over 3000 days of training in seven countries for leading clients including GE, Motorola, Holden and AXA

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1 PLAN

DON'T TRY AND WING IT!

Abraham Lincoln said "If I have 8 hours to chop down a tree, I would spend 6 hours sharpening my axe."

Training with impact doesn't happen by accident.

The more time you spend planning, the sharper your axe will be.

The rule of thumb is: For every hour of delivery, you need to spend 4 hours on planning and preparing.

IS TRAINING THE SOLUTION?

2

Do a needs analysis

What is the skill level of the learner and where does it need to be?

Is this really a training issue? Might it be something else? Poor job fit? Lack of motivation? A personal problem?

Is a training workshop the best intervention to close the performance gap?



3. WHO IS YOUR AUDIENCE

Find out everything
you can about your
participants.

What is their previous
experience?

What roles do they have?

What is their current skill level?

What are the challenges
they face?

How much do they know about
the topic?

What do they need to know?

What resistance might
they have to your message?

The more answers you have,
the more you'll be able to create
a training program they'll want
to be part of.

IT'S NOT JUST AN EVENT

4

What can you do prior to your workshop so that participants know why they are turning up and why it's important to their job and the organisation?

Make a phone call to each participant to introduce yourself and answer any questions about the course.

Encourage each participant to have a conversation with their manager about expected outcomes (ideally linked into their development plans).

Run a briefing session for all participants; this can also help you as a mini needs analysis.

Send an email from the CEO on why this skill is so critical to the business.

Use technology to post a relevant video clip, podcast or article.

Invite a General Manager to introduce your session.

UNDER STAND HOW ADULTS LEARN

Adults learn best when they

- are actively involved. Provide many opportunities for interaction, discussion and doing.
- feel relaxed and comfortable. The more relaxed we are, the more we get into our 'right brain' which helps us be more creative and open to new ideas.
- can see relevance to their work or lives. Relate the examples to their roles and their personal experiences.
- know why they're learning something. They must believe it will have a personal benefit. They also expect to apply new knowledge and skills immediately.
- are successful. Help them master skills by practice and constructive feedback.

65

MAKE THE LEARNING ACTIVE

I HEAR ... I know
I SEE ... I remember
I DO ... I understand

Confucius 451B.C

Your trainees are not learning if what you are saying is going directly from your notes to their notes without going through the brains of either!

When you keep your learners active, not only will they learn and retain more, but they'll really enjoy your dynamic training.

Games and activities are a means to an end – not an end in itself. It is important to know what outcome you're aiming for – what behavioural change or shift you want – then the selection of activities becomes easy.

7 PEOPLE LEARN IN DIFFERENT WAYS

Vary your methods to suit different learners.

Some are **Visual** – so they need to **see** something to remember it.

Some are **Auditory** - so they need to **hear** something to remember it.

Some are **Kinesthetic** – they need to **do** it to learn it.

Some people need to be shown, some like to read, some prefer to listen. Others need to review and practise over and over.

Use a mix of lecture, small group discussion, written case studies, live case studies, action learning projects, team presentations, video snippets, technology-based learning, and simulations.

Regardless of each participant's learning style, each will find some methods that work well for them.

8 DEFINE

LEARNING OUTCOMES

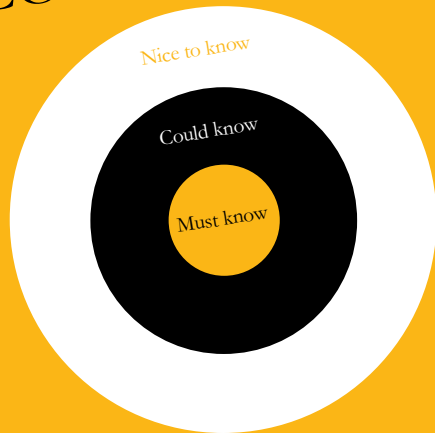
Learning outcomes specify what the learner will know or be able to do as a result of the training.

Write this in positive behaviour-based language. Start with the phrase:

A successful learner from this program will be able to eg...{Use web-creation tools to produce an interactive website suitable for use by primary-school children.}

Effective evaluation doesn't begin when the session ends. A well-written learning outcome will help you evaluate how successful the learning was.

PRIORITISE THE LEARNING OUTCOMES



As you cannot do everything, use these 3 points to decide on how much time and emphasis you will give to the content chunks.

1. What must they know?

2. What could they know?
(if time allows)

3. What is nice to know?

(will only be covered if the participants clearly have a strong working knowledge of the “must -knows”) However this should not arise if you have been briefed well and have done a rigorous needs analysis.

10

CHUNK
AND
LINK
THE
CONTENT

Focus on 2 things:

**What outcome
do I want?**

**And where
do I start
– keeping my
audience in
mind?**

These are your bookends. You then design your program within these two bookends.

Break down the content into bite-sized chunks that the learner can gradually absorb.

If you give too much information, your trainees will be so swamped they will end up overwhelmed and confused.

Sequence your session in logical steps:

Go from the known to the unknown.

- Build each new piece of knowledge or skill on the piece before it.
- Link each topic to the next.



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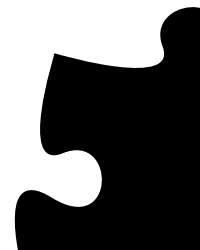
MAKE IT RELEVANT

What trainees learn in the training room is more likely to be applied on the job if the content resembles real-life situations.

Ask yourself continually
“How can I get into their world?”
“How can I connect with them?”

Make sure your examples, terminology, anecdotes, roleplays, and case studies, match closely those of your audience.

Otherwise you will see their eyes glaze over as they decide this is not relevant to them!



THIS
WORKSHOP
IS TOO COOL
FOR SCHOOL

Have coloured paper and pens, scented markers, highlighters, koosh balls, stress balls, bendy toys, slinkies, on the tables before you start.

This helps set the scene that this is not a boring school lecture but will be different.

12

YOU

ARE THE GUIDE ON THE SIDE,
NOT THE SAGE ON THE STAGE

13.

In a training room, there is a wealth of expertise and experience. Set up the room to maximise the opportunities for trainees to interact, not just with you, but with each other.

Rather than a lecture-style, have a U-shape, or small team tables so that the flow of communication goes to and from one another rather than through you as “the expert”.

Remember that you, too, have lots to learn. Invite them to share their knowledge with you and to approach you at the break with feedback, questions or comments.

KEEP
YOUR
COOL
(or warm!)

14.

Check that the temperature of the room is comfortable and know how to control it. Be prepared to adjust the room temp throughout your session. Ask participants now and then if the room is too cold or too stuffy.

Monitor their body language – are they yawning? Adjusting various layers of clothing?

LET THE SUN SHINE IN

Open the blinds and let the light in.

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When you dim the lights, connecting with your group becomes harder. Your audience will find it far more difficult to see your facial expressions.

Similarly, you cannot pick up on your audience's non-verbal feedback cues. You may also help your audience fall asleep when the lights are low, especially if you are training straight after lunch!

Don't worry if there are interesting things happening outside - your captivating message will still get in.

WELCOME 16 MAT

Greet the participants before the program starts.

Smile and welcome them individually. – this is a good time to start to learn their names and build rapport. Resist any temptation to finish your preparation or read the newspaper.

There's plenty to chat about...weather, late trains, flat tyres, the effect of the drought on gardens. Chat to them about their jobs, and what they are hoping to get out of the program.

Write "Welcome" on a flip chart and surround it with each participant's name.

HELP THEM TEST DRIVE IN A SAFE ENVIRONMENT

17

There are no difficult participants...

There are only people you haven't built rapport with.

Don't make people wrong - help them to be right - and comfortable. They don't want to be singled out; they don't want to look foolish in front of their professional colleagues.

Each trainee should feel free to participate in activities without fear of reprimand, embarrassment, mistakes, testing or reporting back to management.

They will then be more willing to try out new concepts and behaviours.

IT'S
NOT
ABOUT
YOU!

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View your participants as the most important people in the room.

Leave your ego at the door. Your role is to facilitate learning, not to show how clever you are or how many activities you know.

If you have something on your mind, your group will notice that you are distracted. You have to leave it outside the training room. It will wait for you!

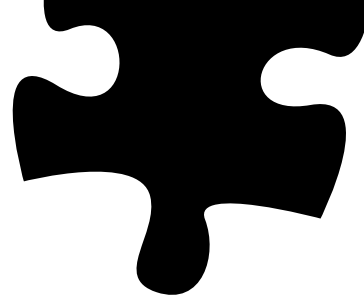
Make a note to yourself of how you plan to deal with it and then focus on your group.

You as the facilitator are secondary to their learning. It's your job to get them connected with the content.

**Remember it
is their course,
not yours!**

START OFF ON THE RIGHT FOOT

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In the first three minutes your audience makes a decision about you and the session.

You may find this unnerving, but you can choose this time to make a lasting impression. A good start will help you relax and get the audience on side, so it's vital to carefully rehearse those first minutes. Maybe even write down and memorise your opening words.

Share something about yourself when introducing yourself.

Explain your relationship to the topic at hand.

Be positive - avoid beginning by apologising – for anything!

20 GRAB

THEIR ATTENTION AT THE START

Get your audience **involved** straight away, by using:

- An anecdote or story
- Shocking facts or statistics
- Humour
- A quotation
- A memorable visual or illustration
- Compliment your audience
- A challenge
- A topical item of news
- Some local knowledge

Icebreakers help to introduce a group so that even the shy participants don't need much courage to participate.

Weave course content into your ice-breakers to make a strong consistent start.

THE POWER OF YOUR PASSION

If you speak passionately, from your heart, and believe what you say, it doesn't matter if you're the first person or 20th to say it.

Your listeners will respond to your subject, but if you project a lack of interest, why should they care about your topic?

You need to believe you have something worthwhile to tell your participants and something you believe in.

Genuine enthusiasm and commitment is contagious.

21

GIVE THEM A CARROT

Be clear at the start what your trainees will get out of being in the training room. They are sitting there thinking;

What's in it for me?

How will it benefit me?

How can I use this information?

Why is this relevant to me?

Offer your audience a solution to a problem, a challenge to how they think or act, or an opportunity to learn something new.

Create your program around that offer (eg *"Today I'm going to give you three tools to eliminate procrastination from your life forever..."*).

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THE LEARNING JOURNEY

Instead of a workbook gathering dust after the program, use instead a Participant Learning Journal.

Not everyone is attending for exactly the same reason. In the course of the day, each individual's insight will be triggered by different points according to what is relevant to them.

This is their journey - and their Learning Journal is their map of this journey. The best notes are the ones that each learner takes for him or herself. Encourage them to mind-map their

ideas, using symbols, colour, pictures, and key words.

Provide times during the day for reflection and capturing these trigger points.

The Learning Journal is not a text book! It is a record that they build themselves of what they want to take out of the course.

Why? The learning will be better embedded for more effective transfer after the course.

BEE FLEXIBLE

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Of course you need to research your group, know their objectives, prepare yourself, the space, and materials.

But don't be so attached to your plan that you let it strangle your spontaneity and your ability to be present with the group. Training sessions are interactions, not lectures.

Constantly check the energy of your audience. Their faces and body language will reflect their level of interest.

Adjust your session plan if you sense the trainees:

- Do not understand you
- Seem to be confused
- Look bored
- Are daydreaming
- Are fidgeting
- Need to take a short break

...or if you sense that the course is pitched at the wrong level for this particular group.

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REVIEW AND REFLECT THROUGHOUT

If you are exposed to an idea once, then 30 days later you will have retained less than 10% Most people need to hear something up to 6 times in order to remember it!

Revisit and review the learning points throughout your session, by using:

Quick whip-arounds, pair and share, board games, crosswords, quick quizzes, true/ false, team competitions (have the trainees create the questions themselves). Encourage participants to teach the new concept to another participant.

'Press conference' where participants write questions and then grill other teams in a simulated press conference.

Individuals write 'yes but...' concerns, or 'what exactly does it mean?' on index cards, which are sorted and responded to by other participants

Give them time on their own to reflect on the key messages and record them in their learning journals.

Small groups can create a flipchart of the key points which they then present to the other groups. Flipcharts can then be posted for reference and review throughout the workshop.

FEEL THE BEAT

Music can be an energy source. It is also mood-changing.

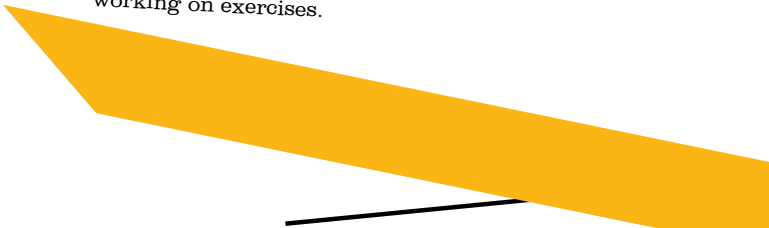
Music playing in the background can help participants relax and settle in.

Play up-beat music while participants are entering, leaving and during breaks.

Play slower, more mellow music (60 - 80 beats per minute) while they are working on exercises.

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After a break, to get their attention and get them moving back to their seats, pick a brief, up-beat song. Every time they hear this tune, they'll know they have 30 seconds left before the session resumes.



NEVER TELL IF YOU CAN

ASK

Socrates, a Greek philosopher and teacher, was renowned for his use of questioning to instruct others.

When tutoring, he would continually question the pupil, to provoke their reasoning and logic beyond the initial stages.

In this way, his pupils would “discover” knowledge, rather than be “told”.

Be a philosopher and use the Socratic method of teaching.

Ask powerful open questions that begin with 5W + H.

What

Why

When

Where

Who

How

“I am always ready to learn, although I do not always like being taught”

Winston Churchill

27

ENCOURAGE QUESTIONS AS YOU GO

Adults, like children, tend to mask how much they don't know about a subject. Do not assume the topic is understood because there are no questions.

Avoid “Do you have any questions?”

Encourage your trainees to interrupt with questions; you can gauge how they are learning- and can adjust your approach accordingly.

Have participants anonymously write questions or “yes, buts...” on index cards.

Ask ‘suppose’ or scenario-based questions.

Tell them “*There is no such thing as a dumb question*”

Compliment them for asking questions. Say “*That’s a good question*” or “*I’m glad you asked me that question*”.

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AND THE ANSWER IS...

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- Try to avoid working on your answer while the person is still speaking – really listen to what is being said.
- Paraphrase the question for everyone to hear and to clarify your understanding.
- Show respect for the question-asker.
- Reverse the question. Before answering, ask the participant what ideas she/he has.
- Involve the whole group in the answer.
- Respond to everyone, not just the questioner. Confirm you have answered the question that was asked.
- Admit when you don't know the answer. Offer to find out the answer and provide it later.
- Use a flipchart as a "Parking lot" for extraneous issues or unanswerable questions you need to research.

MANAGE YOUR TIME

30

When you are running out of time, DROP the nice-to-know's.

Do not simply speed up your rate of talking!

Do not throw extra handouts at them.

And do not fall into the trap of 'telling them' because it is quicker than participative facilitation. Yes it is quicker, but NOT more effective.

Your job is to make sure the must-know's have been clearly understood.

MAKE IT FUN

31

Psychologists tell us that retention increases up to 8 times if humor is used when presenting.

'Happy chemicals' in the brain like serotonin stimulate memory. Serotonin is naturally produced in response to music, laughter and physical activity.

You don't need to be a stand-up comedian. You don't have to tell jokes or plan to be 'funny'. Be natural, use your sense of humour and capture any amusing incidents as they arise.

BUT never at anyone's expense.

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ENGAGE THEM VISUALLY

Can they see what you're saying?

Use Powerpoint to
support your message
– don't rely on it

- Restrict each slide to one point
- Use “parallel” bullets or numbered items (all sentences, all phrases, all begin with verbs, etc.)
- Limit animation to avoid distractions
- Create anchors (a photo or an image) for recall
- Talk to the audience – not to the screen or computer

But use your visuals as aids, not crutches.

The audience wants to interact with you. Remember your most readily-available visual aid – YOU!

DE- BRIEF ACTIVI- TIES

Yes they enjoyed themselves,
but... what did they learn?

When debriefing after an activity use questions that help participants share useful insights and make real-world connections.

Ask...

What happened? Who did what?

Why do you think that happened?

Anything that went particularly well? or not?

How might you behave differently if you did this again?

What did you learn?

Have you seen this before?

Remind you of anything at work?

What if...?

How could you apply this back at work?

MANAGE THE UNEXPECTED

Be **prepared** for the unexpected.

The workbooks haven't arrived. How can you use your presence and expertise to engage them from the start?

Someone challenges the process you're suggesting. How can you acknowledge the resistance in the group and reassure their concerns?

A participant is cynical, angry or withdrawn. How can you see their point of view and work with their resistance?

A straggler arrives late and misses the key concepts. Ask small groups to decide

on the most important points and then have them teach him/her so she/he is up to speed with the rest of you.

Consider everything that happens when you're facilitating as an opportunity.

If possible, capitalise on the unexpected to make a learning point.

IT'S A SNAP

Take **digital photos** while trainees are presenting their group work and working together. (Ask their permission of course)

Make a rotating slideshow to show in breaks and before each session.

Some participants love to have a copy after the program to remind them of their great workshop.

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WAKE THEM UP

Your participants have just returned from a break and their eyes are glazing over. Don't despair — energize them!

Have a collection of energizers that you can use when needed to raise the energy level of the group so they are more attentive and responsive to your fabulous content!

Energizers are short, quick, sometimes physical, often competitive — and always fun!

But keep in mind

you may actually reduce the impact of your session by overusing these activities or by using them at the wrong times.

Make sure they link to the content in some way and are not just randomly thrown in as a pointless “game”.

NERVES ARE

OK

“IT’S OK
TO HAVE
BUTTERFLIES.
BUT WE HAVE
TO TEACH
THEM TO FLY IN
FORMATION”

Katherine Hepburn

Brain theory tells us that the only way to learn is by tickling the thalamus, the part of the brain that is involved in the fear response.

Make your nerves work for you. Re-label your butterflies as ‘nervous energy’ or ‘excitement’. The adrenaline can give you an extra boost.

Tell yourself that this is what will help you come across as enthusiastic rather than apathetic or robotic.

TELL US A STORY

38 Share your own personal experiences that relate to the topic.

This helps the group see you as a human being, rather than an authority figure. As soon as you share something that others can relate to, you gain rapport with the group or even a few good laughs. Most people like to know that others have had the same experience whether it is silly, funny or a disaster.

Stories should grab them in the heart. This will get participants sharing times where they too have experienced the same.

Begin with casual words like,

“Don’t you hate it when...”

“The other day...”

“Has this ever happened to you?”

“I can’t believe this happened...”

“I know a guy who...”

KEEP AN IDEAS JOURNAL

Story opportunities are present at all times.

Keep a journal of everyday life situations - great and poor customer service experiences, family, work, humorous, unbelievable, or strange stories.

Record your everyday experiences to give you a ready supply of real-life examples and anecdotes, illustrations, metaphors, and quotations.

THE TRAVEL BUG

40

Getting there is half the battle.

- Confirm your travel arrangements well in advance.
- Confirm with your contact that all materials have arrived and will be in the room.
- Take a master copy with you in your carry-on luggage (suitcases may not arrive with you).
- Travel in the kind of clothes you intend to wear when conducting the training sessions (in case your luggage does not arrive).
- Arrive the day before the training. Both you and your participants will greatly benefit from your having a good night's rest.
- Get some local news or information. This will help you relate to your group better and can provide useful conversation starters. You can incorporate some into your workshop to make it more personalised for that group.

BE A
LIFE
LONG
LEARNER
YOURSELF

One way to become more empathetic and patient with trainees is to become a learner yourself.

You could learn a foreign language, the guitar, golf, roller-blading or even wind-surfing.

If you are personally experiencing the frustration in trying to become proficient at a new skill, you will have much more understanding of your trainees.

THROW AWAY THE HAPPY 42 SHEET

To achieve a more rigorous evaluation of your program apply Kirkpatrick's 4-level model

1: **Reactions.**

What did they feel about the training program?

Many organisations now assess ROI, the Return On their Investment.

2: **Learning.**

What did they learn during the training program?

After all, your organisation might have spent the equivalent of a new laptop on the training for one staff member.

3: **Behaviour.**

What are they putting into practice on the job?

As professional trainers, we should welcome accountability and be prepared to put a monetary figure on the benefits of our training.

4: **Results.**

How are the results of the training program affecting the organisation's bottom line?

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IT'S A WRAP

When concluding your workshop:

- Restate objectives and confirm their achievement.
- Revisit a problem you mentioned in your opening.
- Group review. Have trainees summarise their key learning points on flipcharts.
- Small groups can create skits, murals or advertisements to present to the others in the group.
- Have participants pair off and share one important learning point that they will apply back on the job or in their lives.
- Prompt action steps. What will they start doing/ stop doing/ or keep doing as a result of being in this workshop.
- Leave them with a memorable idea: a quote, rhetorical question, metaphor or anecdote relating to your topic.
- Remind them to timetable a conversation with their manager about their key learnings and action steps.
- Evaluate by asking for written comments on index cards; positive on one side and an improvement suggestion on the other.
- Thank them for their energy and participation.

44

AFTER THE BALL IS
OVER

Without on-the-job reinforcement, up to 80% of your sensational training will have been lost!

- Encourage each trainee to time table a discussion with their manager of their learnings and planned action steps.
- Within the next week you can email participants with 2 or 3 questions to help the significant points surface.
- You, as the facilitator, can coach everyone individually at interim stages back in the workplace.
- Help facilitate a partnership between the manager and the participant. They need to meet periodically so the trainee can share his/her progress with the manager. This partnership also consists of praise, positive reinforcement, and rewards for learning and applying the training. You can work with the manager to assist this.



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WELCOME FEEDBACK

Specific feedback can be one of the most valuable tools for your own development.

Constantly ask for feedback from both participants and colleagues.

“Ask: “What am I doing well?”

“How could I do even better?””

What are your strengths?

How could you make your training even better?

- Do you need to start with more energy?
- Are the participants clear at the start what benefits they will get out of the training?
- Do the instructions for group activities need to be clearer?
- Is your de-briefing of activities focused and relevant?
- Should you improve your linking of material?
- How could you use powerful questions to be more of a facilitator and less of a teacher?

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BEG
BORROW
OR STEAL

Borrow ideas from other trainers, friends, colleagues, and research.

Brainstorm ideas with colleagues to tap into your creativity when you feel you are becoming stale.

People are usually willing to help – you just have to ask!

However it is courteous – and ethical – to always acknowledge others' ideas.

THE GOOD
THE BAD
AND THE
UGLY

Watch trainers who are excellent and those who could be better.

Analyse their content, their style, their delivery. What is it about those who do it well, that makes their presentations effective and memorable?

And what is it about those who do it badly that makes them particularly memorable in a bad way?

Notice not just what they say, but what they do: how they move, how they use their voices, how they look at the group, how they handle timing and questions.

When you find an excellent role model, model your approach on theirs to enrich your repertoire of skills.

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LOOK 48 TO THE FUTURE

**Traditional
classroom training
is no longer the
only way to learn.**

Complement your training sessions with CDs, email briefings and follow-ups, Podcasts, online learning, chat sessions, subject matter experts.

Place white boards and marker pens near water coolers and cafeteria tables.

Set up a graffiti wall for employee comments.

Establish an online chat room to follow up classroom training.

Hold lunchtime learning sessions.

Conduct formal monthly meetings to facilitate employee sharing of important things they learned accidentally.

KEEP IMPROVING

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Change is always with us. The marketplace keeps shifting. Customers' needs change. Virtual teams spring up in different corners of the globe. Best practices continually transform standard operating procedures. Rules, regulations, and policies keep shifting. Established models and principles can be discredited.

As a follow-up activity to your training, encourage participants to ask

questions about any gaps, contradictions, and confusion in the content. Respond to these questions, frequently seeking help from subject-matter experts. Incorporate these enhancements into revised content.

Post these FAQs with suitable answers online and distribute them as a follow-up document.

Continuous improvement of existing training is not a luxury. It is a necessity.

50 LOOK AFTER YOUR- SELF

Passionate facilitation takes energy.

You need to keep yourself fit and healthy to maintain your stamina and energy.

Make sure you get sufficient sleep.

Avoid over-eating (especially when lunches are catered).

Watch the caffeine – you are probably already hyped up enough with the anticipation.

Be organised with a checklist for every program.

GO GREEN

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Visit www.carbonfootprint.com.au and learn how to reduce your carbon footprint – in the office, at home and when you travel.

Recycle and reuse.

Carry your own refillable water bottle.

Use recycled paper for notes and printing.

Buy office materials in bulk.

Print participant manuals on both sides of the paper.
Print drafts using the grey economode setting to save ink.

Recycle your old mobile phone and used printer cartridges.

After your training session, recycle all your used flipcharts, paper, and empty water bottles.

And even better for the environment, have water jugs and glasses on the tables.



GO HERE WE GO AGAIN

This might be the tenth time you have run this program, but for each participant it is the first time.

Develop the skill that actors use to ensure that each audience member experiences your performance as fresh and exciting to you as well as them.

“For every audience, it is opening night”




Written by Glenda May © 2008

In today's competitive business world, sustaining positive employee morale and lasting job satisfaction is vital to the success of any organisation. Glenda May Consulting can help your business - whatever its specific needs - move forward and exceed expectations.

Call +61 418 580 457 or
visit **www.glendamay.com.au**

Designed by Ben McIntyre from BJM Design
www.bjmdesign.com.au



In this book Glenda May shares the techniques and tools that have led her to being one of the most successful trainers in Australia, sustaining her at the top of her profession for two decades.

These techniques have helped her achieve outcomes for her clients and course participants with consequent strong demand for her training services.

Like her training, this book is practical, grounded in research and reflects best practice. Glenda suggests techniques - some new, some tried and true - for developing your skill as a dynamic and creative trainer.

This book will not only motivate and inspire you to be a more effective trainer, but help you to enjoy your day even more!