



Presenting4Success[®]

Facilitation Skills

“Anyone who stops learning is old, whether at twenty or eighty.” - Henry Ford

Facilitation Skills

iSpeak Inc. prepared this workbook for use in the area of Training and Development for continuing education. It is intended that these materials will be used to assist students in the learning process during a presentation, after the presentation for review, and continued learning as a reference guide.

ACKNOWLEDGMENTS

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Unit One: Foundation of Adult Education

“People need to be reminded more often than they need to be instructed.”

– *Samuel Johnson, English Author, 1750*

Our job as a trainer is to educate students. It is our responsibility as trainers to enhance the skills of every student. Each time we step into the classroom, we are changing lives by improving productivity and boosting the confidence of students, while the organization gains from the improvements in capabilities and efficiencies. The individuals that receive training and development will also feel an additional sense of motivation for their work.

“What if we train our people and they leave?”

“What if you don’t...and they stay?!”

Training for the sake of training will not produce effective results. Training should be delivered with goals, expectations and desired results accurately documented. When adult students understand the objectives for the training and the expectations on their performance after the training, they are more inclined to participate and learn from the course. Training should be based on the formula that *Information* plus *Inspiration* from the class will lead to *Implementation* of the new skills, all of which results in performance *Improvement*.

Unit Objectives

- Effective Training
- Types of Trainers
- Learning Styles
- Principles of Adult Learning

Types of Trainers

“There are always three speeches, for every one you actually gave. The one you practiced, the one you gave, and the one you wish you gave.” - Dale Carnegie

People learn in different ways (it is a very individualized process) depending on how the situation affects their personal needs. A good facilitator relates the learning material to the goals of the students and created the appropriate balance of instructional methods.

Systematic

A systematic instructor is one who is concerned with detail and structure. They tend to write more than talk. They are interested in procedures, a proven routine, and conforming to a training workbook. They value intellect, but do not see relationships as being important for effective training.

A systematic instructor can be described as _____

Directive

A directive instructor is one who demonstrates expertise and power in the subject matter they are teaching. They prefer to do it now as opposed to waiting because they are most concerned with results. They prefer to use their own skill influence and power to get things accomplished and emphasize control of all training related activities while assuming responsibility for learning.

A directive instructor can be described as _____

Facilitative

A facilitative instructor is one who accepts their students as they are. They enjoy long conversations and active listening as a way of connecting with and improving their students. They are not concerned with the use of class time because understanding their students is part of the training process.

A facilitative instructor can be described as _____

Interactive

An interactive instructor is one who is interested in the commitment and motivation of the students. They dislike routine and procedure and emphasize involvement and input from students. They undervalue the need for independent action and provide major input to the students.

An interactive instructor can be described as _____

Exercise: Incorporating Facilitator Styles

Which facilitator types do you imitate the most? How would you rank the types of facilitators based on the material you will deliver? How can you become a more balanced facilitator?

How Students Process Information

“Each person is an individual. Everything should be tailored to meet the uniqueness of the individual needs.” – Milton Erickson

Your students can process information in your class in one of three ways: visual, auditory, and kinesthetic. People process information using all three of these approaches at different times, but tend to rely on one of these approaches more often than the others. When you understand that your students will all learn in various ways, you can focus on the different methods to address each type.

According to the Learning Style Preferences study conducted by the University of Mississippi, School of Pharmacy in 2002, 80% of people rely on visual and kinesthetic, while only 20% rely on the auditory. The study also showed that only 20% of people prefer to learn solely by one method, while 80% prefer multiple styles for learning information.

Process	Description
Visual	Visual people like to memorize and they learn by seeing pictures. They often have difficulty remembering and are bored by long, verbal training classes. They are most interested in how your presentation looks. Words that work with visual students include “see, watch, look, envision, imagine, and picture.”
Auditory	Auditory people are easily distracted by any noises occurring during class and tend to talk to themselves. They learn by listening and memorizing steps, procedures, and sequences. Your vocal tone and vocal quality will be very important with these students. Words that work well with auditory students include “hear, listen, sound, resonate, harmonize, sense, experience, understand, think, motivate, and decide.”
Kinesthetic	Kinesthetic people often speak slowly and are more sensitive about their feelings. They learn by actively doing something and getting the actual feeling of it. They are interested in a training program that “feels right” or gives them a “gut feeling.” Words that are effective with these students include “feel, touch, hand-on, do, grasp, concrete, get hold of, and solid.”

Exercise: Student’s Sensory Modalities

How you can adapt your teaching style to the three types of learning modalities?

Unit Summary

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.” - Albert Einstein

The responsibility of a trainer is to enhance the skills of every student, every time we step into the classroom. The individuals that receive training and development will also feel an additional sense of motivation for their work. Training for the sake of training will not produce effective results. Training should be delivered with goals, expectations and desired results accurately documented. When adult students understand the objectives for the training and the expectations on their performance after the training, they are more inclined to participate and learn from the course.

In this unit we learned the following:

- What it takes to be an effective trainer
- Why adult students attend class
- The role of a trainer
- The four types of trainers
 - Systematic
 - Directive
 - Facilitative
 - Interactive
- How adults process information
 - Visual
 - Auditory
 - Kinesthetic
- Best practices for effectively training adult learners

Unit Two: Starting and Completing Class

“I don't think much of a man who is not wiser today than he was yesterday.” - Abraham Lincoln

Starting class is the toughest part of the day. It is important because your students will be creating perceptions, setting expectations, and deciding if they should accept your message before the first break. How many times have we all been told, *“You only get one chance to make a first impression?”* There is no exception to training, as your first impression begins the very second you start to speak.

Proper preparation is crucial to facilitating a successful class. As Publius Ovidius said in 13 BC, *“Practice is the best of all instructors.”* In February of 2001, Michigan State University scholars conducted research on teacher preparation for the U.S. Department of Education. They found that there was “a positive connection between a teacher’s preparation and their performance and impact in the classroom.”

Another key ingredient in the success of a class is the delivery of your training message. The most common method of transferring information is via lecture. However, the best approach is when the instructor uses a combination of methods, including exercises that are designed to maximize the desired goals for the class. You must give consideration to the audience type, size, and venue for delivery and desired results from the training program. Your class should incorporate the appropriate level of exercises for you to achieve those results, including exercises that build on the four levels of learning exercises, which are Awareness, Comprehension, Skill and Mastery.

Unit Objectives

- Instructor Preparation
- Visual Aids
- Communication Factors
- Instructor Introductions
- Course Evaluations

Student Expectations

“There are three things to aim at in public speaking: first, to get into your subject, then to get your subject into yourself, and lastly, to get your subject into the heart of your audience.” - Alexander Gregg

One of the most important aspects of facilitating is connecting with your students. An audience analysis helps determine how to relate your message to your class. Proper preparation for a classroom presentation includes answering two simple questions:

What do you want? Once you are aware of your goal and objective, you have a target for developing and delivering a powerful training class.

What do they want? By looking at your training class from the eyes of the students, you can determine how best to relate your message to them. Ask yourself, “If I were sitting in the class, what would I want to hear from me?”

Dimensions for Audience Analysis

You can analyze the class and discover what they need and give it to them. Below you will find some general audience analysis categories that you should include in your training preparation.

Analysis	Who are they? How many will be there? How will they be sitting?
Understanding	What is their current knowledge of the subject?
Demographics	What is their experience and work background?
Interest	Why are they there? Who asked them to be there?
Environment	Where will I be teaching? Can they all see & hear me?
Needs	What are their needs? What are your needs as the trainer?
Customized	What specific needs do you need to address?
Expectations	What do they expect to hear from you? Should they be motivated, entertained, enlightened, challenged or all of the above?

Exercise: Student Expectations

Identify the student expectations for upcoming class you will be facilitating.

Classroom Timings

“Learning is a treasure that will follow its owner everywhere.” - Chinese Proverb

When you first start to prepare for class, it may feel overwhelming. One tool that will help alleviate the stress with the structure and flow of class is the Classroom Timing tool. And remember what Captain Barbosa said, “Classroom timings are more what you would call guidelines than actual rules.” This is one of the many tools included in the *Presenting4Success: Train-the-Trainer* course. The following is an example of the instructor’s course timings for a Time Management training program.

Topic	Minutes	Start Time	End Time
***** Day ONE *****			
Welcome and Expectations	25	8:30 AM	8:55 AM
Unit One: Time Management Overview		8:55 AM	8:55 AM
Benefits / Destroyers / Time Audit	20	8:55 AM	9:15 AM
Time Style Assessment	45	9:15 AM	10:00 AM
***** BREAK *****	20	10:00 AM	10:20 AM
Managing Time Exercise	10	10:20 AM	10:30 AM
Unit Summary and Satori	5	10:30 AM	10:35 AM
Unit Two: Managing Your Time		10:35 AM	10:35 AM
Time Mgmt Process / Collecting / Organizing	55	10:35 AM	11:30 AM
***** LUNCH *****	60	11:30 AM	12:30 PM
Managing Email	30	12:30 PM	1:00 PM
People to Call / To-Do / Prioritize / Eisenhower	30	1:00 PM	1:30 PM
Goals / Time Techniques / Lists	30	1:30 PM	2:00 PM
***** BREAK *****	15	2:00 PM	2:15 PM
Jungle Escape Interactive Exercise	40	2:15 PM	2:55 PM
Managing Calendar / Workloads / Exercise	15	2:55 PM	3:10 PM
Unit Summary and Satori	5	3:10 PM	3:15 PM
***** BREAK *****	15	3:15 PM	3:30 PM
Unit Five Stress Management		3:30 PM	3:30 PM
Signs of Stress / Managing Stress	20	3:30 PM	3:50 PM
Motivation / PMA	15	3:50 PM	4:05 PM
Unit Summary and Satori	5	4:05 PM	4:10 PM
Implement to Improve		4:10 PM	4:10 PM
Satori / Commitments / 21 Day Habit	10	4:10 PM	4:20 PM
Evals / Sand Dollar	10	4:20 PM	4:30 PM
***** End of Class *****			

Exercise: Classroom Timings

What are some tips or techniques to remember regarding classroom timings?

- _____
- _____
- _____

Room Logistics

“Anyone who stops learning is old, whether at twenty or eighty.” - Henry Ford

It is important to arrive early at your classroom so you can understand the layout of the room and organize your materials. The arrangement of chairs, the sound system, lighting, and the climate of the room can make a big difference in the way your training is received. As a trainer, you may not think you have control over these items, but you would be surprised how much you can accomplish before class. Do not dismiss anything that is critical to the success of your class as out of your control. The following are a few of the areas to check when you initially arrive.

Room	Description
Seating	Examine the size and shape of the room, the seating arrangement for the students, and your speaking position in relation to the students. Make any necessary adjustments based on the attendance you are expecting.
Lighting	First, find out where light switches are located and make sure they work properly. Then, make sure you understand how the lighting will be projected during your presentation, and if appropriate, how it will be dimmed for an overhead projector.
Climate	If the room climate is uncomfortable, your students will not listen to you. The room should be cooler than you think. The body heat from even 15+ people can increase the temperature of the room by two degrees. As more students arrive, the room temperature will start to heat up.
Equipment	Test your computer, overhead projector, network connection and sound. Be prepared with alternative plans in case any equipment fails to function properly.
Trainer Station	This is the area where you will be teaching. Think of it as your personal workspace. This is where you will be standing and using your instructor guide, flipchart, white board, and overhead. You need to be comfortable with exactly how this area is arranged and how you will maneuver to a board for notes or move among the students.

Assumptions can lead to trouble. If you are not sure if there is an extension cord, water, or a power strip for your laptop – bring one. Do not assume anything when it comes to a critical piece of your training preparation.

Effectively Using Body Language

“I speak two languages, Body and English.” - Mae West

Your body language is the most important communication factor when communicating face-to-face. You can use your stance, posture, facial expressions, hand gestures and other movements to your advantage. If your body and verbal contradict, your students will believe your body language over the words you use. In her 1991 book, *The Visual Dictionary of the Human Body*, Dorling Kindersley found that it takes 72 muscles to frown and only 14 to smile.

Eye Contact and the Silent Nod

Other powerful elements of body language include eye contact and the silent nod. Often, the nod of your head will accompany eye contact. Eye contact also serves as a means of feedback for the speaker. When you look at someone for a few seconds while you are speaking, most people will instinctively nod, signaling they are listening to you and possibly that they agree with you. A nod indicates you have made contact and are getting through to your listeners.

Body Position

Your body position is another critical factor in making a great impression and communicating with students. You can communicate sincerity and attention by using an open stance that is demonstrated by looking up, shoulders straight and feet slightly apart. An open stance is welcoming and conveys trust and acceptance. On the other hand, a closed stance conveys resistance, lack of acceptance and even hostility. The types of body positions you want to avoid include:

- _____
- _____
- _____

Non-verbal Communication	Interpretation
Facial Expressions	
Smile	Friendliness, happiness
Raised eyebrows	Disbelief, amazement
Body Postures	
Hands on hips	Anger, defensiveness
Shrugging shoulders	Indifference
Biting lip, shifting, jingling money	Nervousness
Eye Contact	
Glancing	Lack of interest
Steady	Active listening, interest
Hand/Arm Gestures	
Pointing finger	Authority, displeasure, lecturing
Folded arms	Not open to change, preparing to speak

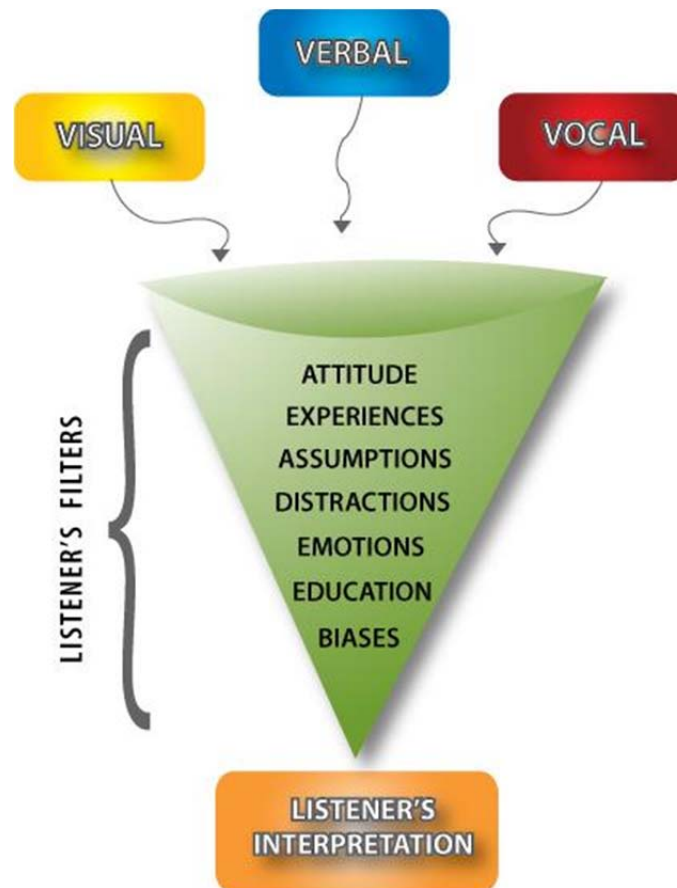
Communication Elements

“There are no facts, only interpretations.” - Friedrich Nietzsche

Communication filters emphasize the skill of listening and how it relates to verbalizing information, feedback, and feeling. While listening may not be the only ingredient in the formula for good communication, it does play a vital role. As we listen to information from students (or when they listen to their trainer), it passes through several filters before the listener’s interpretation is determined. When we understand this funnel, we can rely on it to:

- Find out where we are in a complicated interchange of ideas and opinions
- Evaluate the way others respond to us
- Learn how to handle those responses, even if they are unexpected or unwanted
- Examine alternatives for changes without sacrificing our goal in the interaction

When communicating, it helps to have a picture of what we are doing, where we want to go, and what we must do to get there. The communication funnel answers this need, by helping us design a strategy for our communications with others. A model of the Communication Filters is shown below.



Instructor Introductions

“A good beginning makes a good ending.” - English Proverb

Most trainers will say that the introduction of class is the toughest part of the day. It is important because your students will be creating perceptions, setting expectations, and deciding if they should accept your message in the first 6 to 60 minutes of class.

Start your introduction with a positive note and your students will have a positive attitude about you and your training. There are no ‘mulligans’ when it comes to first impressions, so make your first impression with students count!

Establishing Credibility

Your students are more likely to accept your message after they have established a foundation of trust and respect with you as a trainer. Knowing how to build rapport and credibility with your students is one of the most effective skills you can learn as an instructor.

As Kenneth Burke stated in his 1950 book, *“A Rhetoric of Motives,”* a credible trainer is one that identifies with his students. Participants are more apt to trust and believe a reliable source of information.

One of the best techniques for building rapport and establishing credibility with your students is to try to meet as many people prior to class. Introduce yourself and get to know them. These faces will become your friendly faces in the audience. When you establish rapport with your students, they become your training partners. They will want you to succeed and overlook your nervousness.

- Welcome and thank your students
- Make eye contact and use student’s names
- Use relationship words such as “we”, “our” and “us”
- Relate to the students that you respect them and are aware of their challenges and feelings
- Share something about yourself that relates to the industry, your topic, or the event
- Explain how they will benefit from the training
- Relate the information you teach to their needs and interests
- Establish a climate conducive to learning
- Understand the ‘Halo Effect’ identified by W.H. Cooper in 1981

Exercise: Open my class brainstorm

Brainstorm various instructor introductions, focusing on the Attention component from CABA.

Quote

Question

Story

Statistic or Statement

Exercise: Instructor Recording

Write your classroom introduction incorporating the CABA technique for an upcoming class.

Introduction Recording

“There are always three speeches, for every one you actually gave. The one you practiced, the one you gave, and the one you wish you gave.” - Dale Carnegie

You have taken part in a number of exercises throughout this course. All participants have had the opportunity to understand and experience adult education. This workshop is about building your teaching confidence, and that starts with how you open your class. First impressions are important since they can determine whether you are able to establish relationships with your students. You only have seconds to make a good first impression, so it is important to consider the image you project. You want your participants to view you as a training professional.

The training introduction presentation you will deliver to class will be a 1-4 minutes. It will allow you to receive feedback on your current delivery skills, while giving you feedback on areas to work on for future classes that you teach. You will be evaluated on the following components of your presentation:

- Attention
- Objectives
- Communication Skills
- Use of CABA

At the conclusion of your introduction, each class participant will write positive qualities that you possess. At the end of the course, you can take these comments with you, as a reminder of your strengths, as observed through the eyes of other instructors. Feedback received from fellow students and the instructor will serve as your guide towards improvement throughout the remainder of the workshop and afterwards. At the conclusion of your introduction, you will be asked to document a self-evaluation. It is required that you give three responses for each.

What do you feel were your strengths?

Where do you feel you could improve?

Course Evaluations

“The only thing that separates successful people from the ones who are not is the willingness to work very, very hard.” – Helen Gurley Brown

Evaluating training programs is a complex task and an imperfect science. Course evaluations are sometimes overlooked as simply part of the process, while others view them as irrelevant. They can be extremely useful to get feedback from your students concerning how they benefited from class. However, we need to be prepared for contradiction and conflicting data when measuring the scores.

Types of Evaluations

- Paper
- Online
- Quizzes
- Interviews

Evaluating Class

- At the half-way point of class
- At the end of the course
- Throughout the program
- 3-6 months after class

In 1959, Donald Kirkpatrick published a series of articles in *US Training and Development Journal* that defines a training evaluation model that consists of four levels. Jack J. Phillips is well known for adding the fifth level of ROI evaluations in 1996.

Kirkpatrick’s Levels of Evaluations

Level 1: Reaction _____

Level 2: Learning _____

Level 3: Behavior _____

Level 4: Results _____

Level 5: ROI _____

Train-the-Trainer Mid-Session Evaluation
Facilitated by: Kevin Karschuk, March 25-26, 2008

Please take a minute to give us feedback on the first half of class so that we can make the appropriate adjustments. Thank you!

1. I feel the class is moving (circle one): Too slow Just Right Too Fast

2. What I have enjoyed most so far is:

3. What I have enjoyed least so far is:

4. I feel that the second half of class could be improved by:

iSpeak Course Evaluation



Train-the-Trainer
Facilitated by: Subject Matter Expert
June 29, 2011

We value your input. Please take a minute to give us feedback so that we can continue to provide quality sessions that meet your needs. Please return completed survey to facilitator.

	Strongly Disagree				Strongly Agree
Overall Satisfaction					
1. Overall, this training program was beneficial.	1	2	3	4	5
2. The class was well structured and had good flow.	1	2	3	4	5
3. I would recommend this class to others.	1	2	3	4	5
Courseware					
4. During class, the workbook supported the class activities.	1	2	3	4	5
5. The course materials were well written and easy to follow.	1	2	3	4	5
Job Impact					
6. I will be able to apply the knowledge learned in the class.	1	2	3	4	5
7. The training class will improve my job performance.	1	2	3	4	5
Facilitator					
8. The facilitator was knowledgeable on the subject.	1	2	3	4	5
9. The facilitator communicated effectively.	1	2	3	4	5
10. I would recommend this facilitator to others.	1	2	3	4	5

Please provide us comments about the class, facilitator and materials:

Unit Three: Results Based Facilitation

“It’s what you learn after you know it all that counts.” - Harry S. Truman

Effectively delivering a successful class is a combination of techniques and implementing proven processes that can be used in the classroom to encourage student participation while maintaining control of the class. You can spend a lot of time preparing, developing and delivering your educational program, but if your students don’t get your message, you haven’t trained effectively.

This unit is focused on a training process to make you more effective in the classroom. You will learn methods for creating active participation in your class. “Learning is not a spectator sport,” according to Chickering and Ehrmann in their 1996 paper titled, *“Implementing the Seven Principles: Technology as Lever.”* Students must be able to discuss what they are learning, share personal experiences, and be able to apply the new knowledge to their real world jobs. And your job as the trainer is to make the content come to life by incorporating a variety of techniques.

Unit Objectives

- Elements for Effective Instruction
- Levels of Learning
- Application Strategy and Methods
- Facilitating Questions

Elements for Effective Instruction

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”
- Benjamin Franklin

When you are teaching a class, it is important to use a training methodology to convey information to your students. Once the courseware has been developed using ADDIE (Analysis, Design, Development, Implementation, and Evaluation), the following process should be used for every topic you present. This process is based on the adult learning theories we discussed earlier in class.

Winston Churchill once said of public speaking: “First tell them what you are going to talk about, then tell them, then tell what it was you told.” This was reiterated by Dale Carnegie in his 1936 book, ‘How to Win Friends and Influence People.’

1) Objectives

An objective is the intended goal. Not only are objectives covered for the course at the beginning of class, objectives should be introduced for each lesson. In doing so, the student knows what to expect. You should be able to answer, ‘What should the students be able to do after this subject or chapter?’

2) Benefits

It is important to explain the benefits of your subject to the students. By providing practical examples and explanations, students can buy into the ideas that you are about to present. A key question you should be able to answer for each communicated benefit is ‘Why are we learning about this now?’

3) Explanation

The “Show and Tell” part of training is where you explain the subject or topic. You can use a variety of training methods including lecture, demonstrations, and discussions. Your job as the facilitator is to help bring the information to life, using your own personal stories and examples from others.

4) Application

According to Air University, the Intellectual and Leadership Center of the Air Force, 30 percent of the adult population are auditory learners, 65 percent visual learners, and 5 percent learn best through physical interaction (kinesthetic learners). With that being said, the application of the training content must be designed properly to achieve the desired level of learning for that subject matter.

5) Questions

It is important to review the subject your students have learned. When you review the topics, the most relevant form of review is facilitating and responding to questions. This is your opportunity as the trainer to evaluate their understanding of what was taught. After you are certain your students understand, you can transition to your next topic, showing the relationship between the subjects.

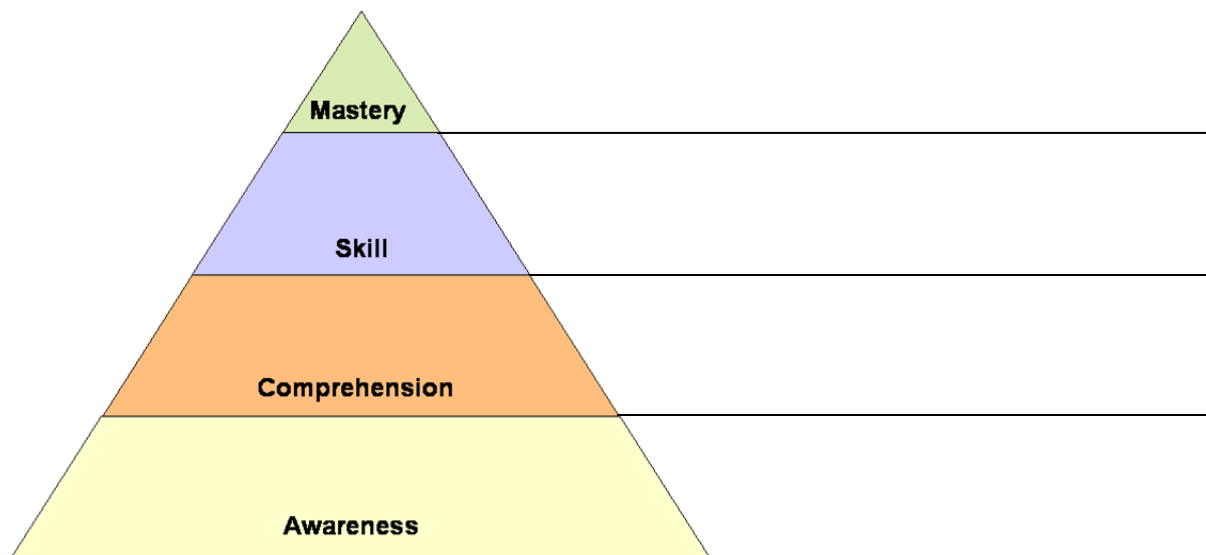
In her 1912 book, “The Question as a Means of Efficiency in Instruction: A Critical Study of Classroom Practice,” Romiett Stevens, a PhD from Columbia University, stated that 80% of an instructor’s day was spent asking questions of students.

Application Strategy

“They know enough who know how to learn.” - Henry Adams

Exercises in training programs must be designed properly to maximize the desired results. The benefits of student participation are widely recognized but not easily attained. Getting students to participate can be a challenge. Your students must feel that they are in a safe environment for participation. This is important to understand. If you DO NOT want to create an active learning environment, lecturing to the participants the entire class will ensure they will not participate or interact with others.

To create an active learning environment, consideration needs to be given to the audience type, size, venue for delivery and desired results from the training program. Your class should incorporate the appropriate level of exercises for you to achieve those results.



Application Methods

There are a variety of choices when it comes to delivering your training message. The most common method of transferring information is via lecture. Some methods are more effective than others, depending on the desired outcome. The best approach is when you use a combination of methods.

- Lecture
- Demonstration
- Exercise
- Teach-back
- Role Play
- Discussion
- Project
- Video
- Game
- Brainstorm
- Case Study
- Practice

Awareness Learning

Awareness is having or showing realization or perception. Enhancing skill sets through education and training cannot effectively begin without the student first being aware of the need to change. Awareness exercises are generally used to introduce new topics and require the student to empathize with others to appreciate the need for new and learned skills. The benefits of this strategy include:

- Lay the foundation for learning new skills with the student
- Effectively establishes the gap between current and desired skills
- Spotlights skill areas that require improvement
- Creates “buy in” from students before delivering comprehension and skill

Format: What application formats could you use for an Awareness learning strategy?

Method: What application methods and exercises could you use for an Awareness learning strategy?

Questions: What questions could you ask to review an Awareness strategy subject?

The verbs you can use to question participants on Awareness include: define, tell, list, describe, relate, identify, locate, write, find, state, and name.

- What is the definition of Situational Leadership?
- How would you describe the difference between a lead and a prospect in sales?
- _____
- _____

Confirming questions can be used during the awareness strategy: “Any questions?”, “Does that make sense?”, “Are you with me?”, and “Was that helpful?”

Exercise: Applying Application Strategies

Individually read each classroom situation, and then discuss the questions with your group.

Classroom Topic 1: Safety Training

You will be delivering a 1-hour training program to employees on safety in the workplace. You will be describing the importance of safety, examples of safety, and pitfalls of safety.

What level of learning can you achieve (Awareness, Comprehension, or Skill)? Why?

What format would you use for this topic (individual, partners, group, or entire class)? Why?

What method would you incorporate to deliver this topic (lecture, demo, role play, game, etc)? Why?

What questions would you ask to review the topic and evaluate their understanding of what was taught?

Classroom Topic 2: Communication Training

You will be delivering a unit on ‘Communication Skills in the Workplace’ to employees. This 7-hour training is part of a 5-day new hire program that all new employees must attend.

What level of learning can you achieve (Awareness, Comprehension, or Skill)? Why?

What format would you use for this topic (individual, partners, group, or entire class)? Why?

What method would you incorporate to deliver this topic (lecture, demo, role play, game, etc)? Why?

What questions would you ask to review the topic and evaluate their understanding of what was taught?

Unit Four: Classroom Situations

“Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results.” - Andrew Carnegie

Situations in the classroom can make or break your day. A situation could be something that starts with you – facilitator anxiety, participant driven – lack on energy or participation, or something that is brought about by the students – disruptive behavior. In any case, as the instructor, you own the classroom, and you must maintain control and keep your credibility. Your objective is to maintain a professional image with your students and deal with the situation at hand.

“You can have brilliant ideas, but if you can’t get them across, your ideas won’t get you anywhere.” - Lee Iacocca

This unit is focused on dealing with situations in the classroom to make you more effective as an instructor. Not all the solutions will fit your training style, classroom environment, or particular type of student. But the sharing of ideas can better equip you for these situations when (not if) they occur.

Unit Objectives

- Motivation
- Classroom Energizers
- Responding to Questions
- Challenging Students
- Classroom Situations

Responding to Questions

“There are no dumb questions—only dumb answers.” - Marshall Loeb

In 1961, Mary Jane Aschner, James Gallagher, and Joyce Perry wrote a book titled, *“A System for Classifying Thought Processes in the Context of Classroom Verbal Interaction.”* In their book, they researched effective questioning techniques and offered the following helpful suggestions for trainers.

- Effective questions must be clearly phrased to reduce the possibility of confusion.
- Trainers should wait at least three to five seconds after asking a question.
- Feedback to students should be specific and discriminating.

Preparation

According to Lee Iococa, “You’ll never know 100% of what you need to know”, but it’s always better to be fully prepared. You cannot prepare for every question, but you can anticipate most of the questions a student might ask. With experience, you will know what types of questions your students will ask – and when. It is important to take note of these questions in your instructor guide to be prepared for future classes.

Exercise: Preparing for Questions

What methods can you use to prepare for questions in your next training class?

- _____
- _____

Process

As a trainer, you must have the ability to answer questions on your subject. This is another way to enhance your student’s understanding of the topic and make the information relevant to them. You will also find that when a student is involved in the class by asking questions, it increases their level of attention and retention. The following process can be used when answering questions in class.

- | | |
|----------------|--|
| 1. Listen | Focus on the student when they ask their question. |
| 2. Acknowledge | Thank your student for their question and their participation. |
| 3. Rephrase | Paraphrase the question back to the student and the class. |
| 4. Answer | Answer the question and keep your answers short. |
| 5. Bridge | When you are finished, ask “Does that answer your question?” or
“Now let’s move on to...” |

Challenging Students

“Nothing gives one person so much advantage over another as to remain always cool and unruffled under all circumstances.” - Thomas Jefferson

It doesn’t happen often, but occasionally you will walk into a class and have issues with one or more of the students. Your key concern is to maintain classroom control and preempt the problems before they begin. You can be prepared for the unique challenges that these students bring to the classroom. When you are prepared, you will recognize the situation and understand how to better handle the circumstance. Below are some of the situations that you may encounter in the classroom.

Exercise: Preventing Student Disruptions

What can you do to prevent disruptions or detain challenging students?

- _____
- _____
- _____

Hesitant

The hesitant student is typically shy, reluctant, or silent much of the time, and is found in almost every class. Hesitant students are easy to overlook since they blend in and are not bothering anyone. Most trainers might not worry about the hesitant student, thinking they will participate when they are ready. However, if we look at a training program as a vehicle to help people grow, and if growth is dependent on one's opportunity to contribute (analyze ideas, present ideas, defend them), then we must figure out ways foster an active communication and participation with the hesitant student.

- Use groups of two or three for discussion, for participation is certain in the very small group.
- Call on the silent student politely – *“I don’t think we’ve heard from Hanna on this issue.”*
- Socialize with the shy participant at the break. It gives them an ego boost and often has an encouraging impact thereafter.
- _____
- _____
- _____

Classroom Situations

“People who work together will win, whether it be against complex football defenses, or the problems of modern society.” - Vince Lombardi

Although planning for class is important – and necessary, sometimes the best laid plans do not work. There are many types of classroom situations that you encounter. The longer you teach the more you’ll experience; everything from technical difficulties, medical emergencies, class schedule changes to degrees of participant experience. The following are the most typical situations you will encounter.

Mix of Experience

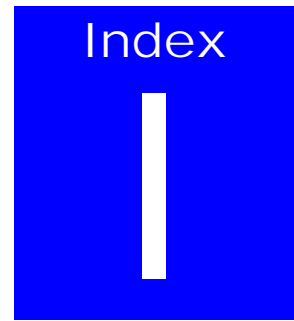
You do not have control over who will be attending your class, but you can adapt to the various levels of experience that your students bring to the classroom. You might have a class where one student is more experienced than the rest of the class or one student is less experienced than the rest of the class.

Students Arrive Late or Leave Early

We all get those students who show up 30 minutes late or even 3 hours late, and they are the same students who need to leave early.

Running Behind Schedule

It happens all too often. You get too many questions, class starts late, students do not understand the information, unexpected interruptions, or students take a long lunch or extend breaks.



Index

*“If you don’t find it in the index, look very carefully through the entire catalogue.”
- Sears, Roebuck, and Co., Consumer’s Guide, 1897*

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