Train the Trainer— Basics

Course Manual

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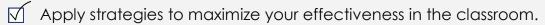
Train the Trainer Basics

COURSE DESCRIPTION

This course is designed for people new to training. It will include practical activities designed to increase the participants' confidence and awareness. It will also discuss classroom management and participant engagement.

LEARNING OBJECTIVES

☑ Apply strategies to maximize your effectiveness in the classroom.

☑ Be aware of your body language and other factors that may influence your effectiveness.

☑ Implement techniques to address the challenges and the needs of adult learners.

ADULT LEARNING PRINCIPLES

1. Adults must feel respected and supported.

2. Adults must be actively engaged in learning, not just listening.

3. Adults prefer to be self-directed.

4. Adults need opportunities for self-reflection.

5. Adults need to develop a personal, relevant need to learn.

6. Adults must be able to connect the material to their lives, especially their current experiences.

7. Adults must be able to transfer what they have learned.

Qualities of a Good Facilitator

Good facilitators:

Poor facilitators:

Overcoming Anxiety

Most facilitators experience some anxiety before conducting a class. Some people believe that a little anxiety can be a good thing. However, there's a difference between an adrenaline rush and overwhelming anxiety. You might not be able to eradicate anxiety completely, but you can reduce it if you create and follow an action plan.

Your Action Plan

TIMELINE	WHAT CAN I DO IT?
WEEK BEFORE	
NIGHT BEFORE	
MORNING OF	
IMMEDIATELY BEFORE	
DURING CLASS	
AFTER CLASS	

My mantra:_____

Be Mindful of Your Body Language

Do:

Face/Eyes:
- Be mindful of facial expressions
- Make eye contact with everyone in the room
- Hold eye contact for no more than 3 seconds

Wingspan:
- Keep everyone in wingspan

Hands:
- Gesture to emphasize
- Start movement at elbow
- Keep palms up with open hands

Posture:
- Stand straight and tall

Feet:
- Heel tucked into arch of foot
- Feet firmly planted about shoulder width apart

Don't:

Face/Eyes:
- Avoid eye contact
- Make eye contact with only a couple of people
- Lock eyes on back of wall

Wingspan:
- Exclude individuals
- Turn back on audience

Hands:
- Too many gestures
- Being a T-Rex
- Point
- Put hands in pockets
- Put hands behind back
- Fold arms in front of you
- Be the Thinker
- Avoid finger steeples
- Fidget

Posture:
- Puff up
- Slouch
- Pop hip out
- Hide behind things

Feet:
- Bounce on toes
- Tap feet
- Shift weight back and forth or rock side-to-side

Time Management—Activity

DIRECTIONS

Read through both of the scenarios and decide, as a group, how you would handle each situation. Take about 5 minutes to come up with your plan.

CASE STUDY 1

You are conducting training and have 4 group activities spread throughout the 6 hour class. To accommodate, you have divided the class into 5 groups of 3. The first activity was scheduled for 10 minutes with a 5 minute feedback afterwards. Four groups finished by the 10 minute mark. However, 1 group needed an additional 5 minutes to complete their work.

You are now facilitating the second activity, which is scheduled for 15 minutes with a 5 minute feedback session. You are 10 minutes in and the same group is lagging behind again.

As a team, decide on a strategy to address the issue of running over allotted time.

CASE STUDY 2

You are conducting a 4 hour training class that runs from 12-4. The timeline set up for the class is somewhat strict, as there is a lot of information to cover in a little amount of time. Here is the class schedule:

12:00 – 12:30	Topic A
12:30 – 1:15	Topic B
1:15 – 1:30	Break
1:30 – 1:45	Activity
1:45 – 2:30	Topic C
2:30 – 3:00	Activity
3:00 – 3:15	Break
3:15 – 4:00	Topic D

It is 2:30 and you find yourself running behind schedule due to an unexpected number of questions regarding a previous topic. You started Topic C at 2:05. As a group, come up with a strategy or strategies that would accommodate the situation and allow you to finish on time.

Handling Conflict in Class

Conflict should never arise between you and a participant; however, conflict may arise between participants. If this happens, don't let it escalate too much. Here are some tips for handling conflict if it should occur in your class.

What You DO	What You SAY
Acknowledge the Situation	"It's clear you two are on opposite sides of this issue…"
Diffuse It	"…and that's okay. Our experiences shape our beliefs. They make us unique and they shape how we view things."
Acknowledge BOTH Sides	"You both have valid points. Let's agree to disagree."
Reframe the Conflict	"Now, let's look at this issue from a different perspective…"
Move On	"Let's move on to the next topic…"

Type of Learners — Behaviors and Counter Strategies

Type of Learner	Displays	May Lack	Counter Strategy
Arrogant Learner		▪ Appreciation for learning	
Unskilled Learner		▪ Prerequisite knowledge	
Unmotivated Learner		▪ Motivation	
Withdrawn Learner		▪ Confidence	

Type of Learners — Behaviors and Counter Strategies

Type of Learner	Displays	May Lack	Counter Strategy
Overachiever		▪ Patience	
Distracted Learner		▪ Focus	
Overly Verbal Learner		▪ Recognition	