1GFMAS Project
“How To Be A Good Trainer”
AGENDA

- Objectives of Presentation
- Understanding Your Role and Audience
- Effective Presentation Skills
- How to Prepare for a Session
- How to Maintain Control of Session
- How to Deal with Potential Difficulties
- Q & A Session
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Objectives of Presentation

At the end of this session, you will:

1. Understand a training audience’s needs.
2. Know how to deliver an effective training.
3. Be able to effectively prepare for a training course.
4. Understand how to control a training course.
5. Be able to handle difficult training situations effectively.
Words of Wisdom ...

Tell me, and I hear.
Show me, and I see.
Involve me, and I learn.

- Confucius
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Effective Training


• Subject knowledge is important: If you don’t know it, you can’t train it.
• If you don’t know how to train effectively, you can’t help participants learn effectively.

Effective Training Doesn’t Have One Without The Other
Role of a Trainer

The Trainer Plays a Very Important Role:

• Acts as an advocate for new tools and processes
• Prepares participants to use new tools and processes
• Helps ease concerns about the change
• Motivates participants
• Identifies and communicates any potential issues or training problems
Understanding Your Audience

4 characteristics of Adult Learner:

- Experienced
- Self-directed
- Problem-solving
- Now-oriented
Our Audience Is Experienced

Therefore:

• KNOW the content in the presentations and Trainer’s Notes

• Draw upon and acknowledge the participants’ experience

• Understand that the participants may or may not agree with the change
Self-directed Audience

Participants need to be motivated to learn:

• Show Participants “What’s in it for me?”

• Give Participants praise liberally

• Use the act of learning as a motivator

• Make objectives clear when setting expectations
Our Audience is Now-Oriented

They want to know how the material will help them on the job:

• Use on-the-job scenarios
• Give the “big picture”
• Show relative importance of sections
• Show “need-to-know” vs. “nice-to-know”
Adults are focused on Problem-Solving

This means that you must keep the following in mind as you instruct the class:

- Don’t just tell
- Give Participants problems to solve
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Key Components of Effective Communication

- **50%** Body Gestures
- **40%** Voice Expression
- **10%** Words
Gestures Help You To Communicate

- Use gestures to draw attention to your visuals and to emphasize a point
- Make gestures comfortable and natural
- Gesture above your waist, so everyone can see
- Use your arms as well as both hands
- Stand upright and do not pace too much
**Eye Contact**

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>DON’T</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Maintain steady eye contact with audience</td>
<td>• Glance around the room</td>
</tr>
<tr>
<td>• Avoid distractions by being focused on one person at a time</td>
<td>• Look over people’s heads</td>
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<tr>
<td>• “Speak to” various Participants</td>
<td>• Look out the window</td>
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<td></td>
<td>• Look at objects, rather than people</td>
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<tr>
<td></td>
<td>• Read straight from Trainer’s Notes</td>
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Voice Projection

Your voice communicates more about your message than the words you use.

Remember the following ‘5 Ps’ when speaking to the class:

1. Project (volume)
2. Pronunciation
3. Pace
4. Pause
5. Pitch
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Importance of Preparation

• Your preparation can affect how you appear to your audience:
  ✓ Confident, instead of hesitant
  ✓ Qualified, instead of unknowledgeable

• You can use the following tools:
  ✓ Trainer’s Notes in presentations
  ✓ Notes you have taken during Train-the-Trainer sessions
  ✓ Guidance notes made during practice

The best way to combat nervousness and make sure you are prepared for training is PRACTICE
Preparing Trainer’s Notes

- Use a copy of the training materials
- Use colored pens to draw attention to particular points
- Use key words to jog your memory
- Write down the time allowed for each topic
- Include additional details, transition sentences and questions to ask the participants
On The Day of Training

✓ Arrive early

✓ Turn on PCs and check if they are working

✓ Organise your materials (flip chart, logins and passwords, attendance sheet)

✓ Place participant materials at each PC

✓ Greet participants as they enter the classroom

✓ Check that all participants can see slides being displayed
Support Person/Facilitator

A Support Person/Facilitator is a helpful person to have in the classroom.

The Support Person/Facilitator can:

• Search for answers to "Now" questions that you are not able to answer immediately

• Investigate any system problems - freeing the Trainer to progress until the system is functioning normally again
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Importance of Time Management

• If a Trainer does not control timing, Participants may be forced to skip some needed material.

• If you spend too long on a topic, you may lose Participants’ interest.
How to Control Timing

• Stay on track by organizing your training materials ahead of time

• Start the session on time

• Establish time priorities at the start of session

• Avoid explaining “too much” - keep explanations and definitions as clear as possible

• Anticipate questions and problems

• Start the session with, and maintain, a lively pace
Words of Wisdom ...

If you can’t explain it **simply**, you don’t understand it well enough.

– Albert Einstein
Simulations for the System Demonstrations and Exercises

There are three ways of running the simulations:

‘Show Me’

The Trainer walks the participants through the exercise, with guidance and steps shown in the software.

‘Try Me’

The Participants perform the exercise on their own, with guidance and steps shown in the software.

‘Test Me’

The Participants perform the exercise on their own, with no guidance or steps shown in the software.
Why Are Exercises Important?

- Help to predict the new task or system
- Most learning happens by ‘doing’
- Opportunity to practice
- Help to reduce fear of the new change
What Must the Trainer Do While Monitoring the Activity?

- Ensure Participants are completing it correctly
- Answer any questions Participants might have
- Circulate amongst the Participants
- Give Participants feedback on their performance
- Ensure Participants are aware of timing
Answering Questions

Three categories of questions:

- **Now?**
- **Soon?**
- **Later?**
How to Answer Questions

The way you answer questions heavily influences the Participants:

- Use appropriate honesty
- Provide support
- Be clear
- Be open to challenge
- Use participant knowledge
What Do You Do If You Don’t Know the Answer?

• Admit that you do not know the answer, and tell them you will find out

• If it is a NOW question, you can:
  ➢ Redirect it to someone else in the class
  ➢ Ask your Support Person/Facilitator to research it as you continue with the class
  ➢ Write question on a flip chart ‘Parking Lot’ and call a knowledgeable resource during a break
Managing Questions

- Questions you don’t have the answers to
- Off-topic questions
- Action Items – Get answers and send to Participants after session
- Questions you know will be covered later in the session
- Issues to be recorded and forwarded to project team
Closing Remarks

A successful closing incorporates several factors:

- Review of objectives and major content points
- Reinforce future support and how to access materials
- Thanks everyone for attending and participating
- Collect evaluation forms
- Stay around after session to answer questions
Session Evaluations

Evaluation forms give trainers and course developers feedback on the effectiveness of the course.

Evaluations provide information on:

- Content of the course
- Organization of the course
- What is effective and what is not

This information will be used to improve the course.
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Categories of Difficult Participants

There are four broad categories of difficult participants:

- Withdrawers
- Arguers
- Monopolizers
- Supertalkers
Withdrawers appear quiet and withdrawn. They may be bored or shy. You need to get them involved.

- Move closer to the person
- Maintain more eye contact with him/her
- Use his/her name in an example
- Pair the person with a supertalker or active participant
Arguers

Arguers like to prove that they know more than the trainer. They are uncooperative, difficult or domineering.

- Break eye contact
- Avoid arguing
- Meet with the person at a break
Supertalkers

Supertalkers engage in side conversations, or monopolize the trainer's time. This is distracting to other class members.

- Move closer to the person and continue the lecture from that point
- Use the person's name in an example
- Separate supertalkers; pair them with withdrawers
- Ask a direct question
Monopolizers constantly try to provide all of the answers. They need to give others an opportunity to participate in the discussion.

Break eye contact with the Participant so that you do not appear to be encouraging the person to answer.

Say "Those are good points. Who else has a question or comment?"

Ask other Participants direct questions in order to involve them in the discussion.
What If the System Goes Down (During Training)?

- Contact the system administrator to determine if it is temporary, or if it will last for a while.
- Tell the class how it was supposed to work out, and that it normally does work out that way.
- Progress through as much of the information offline as possible.
- If the system is coming up again shortly, you can take a short break and carry on when the system is available.
- If the system will be down for a long while, determine when and how Participants should return at some later time to perform the online activities.
Review of Objectives

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Q & A Session
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