BEST PRACTICES FOR TRAINERS
Agenda

- Thank You
- Roles and Responsibilities
- Addressing Challenges
- Online Courses

Supplemental Information

- General Training Preparation and Practices
- Training Delivery Tips
- Trainer/Facilitator Checklist
- Trainer/Facilitator Contingency Plan
Roles and Responsibilities
The Lead Instructor should:

- Manage classroom sessions
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- Assist the facilitator with monitoring the class for key signals
- Use effective time-management skills
Class Facilitator Role

The Facilitator will:

- Assist with attendee sign-in and room preparation
- Monitor learners’ needs for one-on-one assistance
- Assist lead instructor
- Assist with Q&A response/notes
- Assist with clean-up after session
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Addressing Challenges
## Awkward Situations

<table>
<thead>
<tr>
<th>Issue</th>
<th>Options</th>
</tr>
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<tbody>
<tr>
<td>Lose track of where you are</td>
<td>▪ Stop and take time to think</td>
</tr>
<tr>
<td>Unable to finish the course in time</td>
<td>▪ Take a break to rethink your planning</td>
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<tr>
<td>The trainees do not follow</td>
<td>▪ Ask (open) questions to find out what is unclear and why</td>
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<tr>
<td></td>
<td>▪ Take one or more steps back</td>
</tr>
<tr>
<td>Arguments between trainees or with instructors</td>
<td>▪ Stay calm and do not get involved in the argument itself</td>
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<tr>
<td></td>
<td>▪ Take time to listen and try to understand what is going on</td>
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<tr>
<td></td>
<td>▪ State that the topic may need to be tabled to stay on track</td>
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<tr>
<td>People dominating the discussion</td>
<td>▪ Ask questions to participants who have not been saying much</td>
</tr>
<tr>
<td></td>
<td>▪ Give non-verbal clues, such as avoiding eye contact and writing on the board</td>
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<td></td>
<td>▪ Speak to challenging participants during the break</td>
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<tr>
<td>Silence</td>
<td>▪ Let the silence last for a little while (not too long) since silence often makes people talk</td>
</tr>
<tr>
<td></td>
<td>▪ Use open questions</td>
</tr>
</tbody>
</table>
Managing the Unknown

- Use a parking lot for questions and topics requiring research
- Have a plan but be prepared to be flexible; unplanned breaks may help with managing the unexpected
- Avoid prolonging delays in class; use impromptu breaks to assess next steps
- User humor carefully
- DO NOT voice frustrations regarding the system, policies, organizational changes, etc.
- Smile and have fun
Questions
Appendix: Training Delivery Tips
We Tend to Remember

Multiple approaches to training delivery will help your employees better retain the key concepts and processes that we want them to learn.
General Presentation Skills

Non-verbal cues:
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- Change positions or walk to various areas of the room
- Don’t move around too much. Do not point with your finger directly at people
Before you begin a class, you must get the attention of the participants

- Introduce yourself
- Agenda review
- Participant introductions
- Class expectations
- Ground rules/housekeeping
- Parking lot
- Fun fact
Guidelines for Using Visuals

Visuals such as flipcharts, PowerPoint, and whiteboards are key delivery mechanisms.

Remember:

- Speak to the participants, not to the visual aid.
- Do not read, but paraphrase instead.
- Ensure that the visual aid assists communications, not hinders it.
Appendix: General Training Practices and Preparation
Covering all the Bases

Know your plan, subject, environment and audience
Know Your Plan:
Course Management / Delivery

In order to be an effective trainer, facilitator, or instructor there are several key elements to keep in mind:

– Have a plan for how to begin your day, how to facilitate the unexpected and how to end your day
– Your presentation skills will assist the class participants in learning and retaining the course content.
– Your delivery style / techniques will set the tone for the class

Insure that you coordinate your plan with your facilitator(s).
Instructors may impact the class by:

- Conveying interest / enthusiasm
- Being organized
- Actively involving the students
- Developing rapport with the class
- Calmly adjusting to the unexpected
Know Your Plan: Pre and Post Class Activities

Pre Class Activities:

Practice and review your materials
Know Your Plan:
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Post Class Activities:
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- Submit student sign-in sheet
Know Your Subject

- Review the PowerPoint material closer to your first class.
- As a refresher, complete exercises a day or two prior to your first class.
- Consider conducting a teach-back session to a small, select group before your first class.
- Review uPerforms.
- Ask the SCEIS team for clarification if needed.
Know Your Environment

Training environment and facilities are a key part of a successful training event.

Participants may not be able to concentrate if items within the environment are faulty.

Check these items prior to the start of class:

- Review Trainer’s Checklist
- Presentation device, like an overhead projector with a screen
- Specific equipment (e.g. computers, printers, video & monitor)
- PowerPoint presentation
- Handouts / Exercises
- Layout of the training room; note any potential challenges and prepare to adjust accordingly
- Room temperature
- Make sure you have a sign-in sheet roster
- Flip charts with markers