



**Training 101:
Learn How to Train**
Rhonda Bracey

Rhonda Bracey: Background

- 18 years secondary school teaching
- 6 years with software companies (help desk, training, installations, documentation, web).
- Delivered 100+ software training courses to adult users.
- Nearly 3 years in own business (tech writing, editing, training)

Assumptions

- Preliminaries completed:
 - Training Needs Analysis (TNA)
 - Audience Analysis
 - Objectives/Outcomes
 - Course Materials
 - Participants contacted
- Travel arrangements made
- Very familiar with content

Preparation: Overview

- 'Be Prepared'
- Be early
- Checklists, checklists, checklists...
- Check and recheck everything

Preparation: Spelling etc.

- All communications with participants (letters, e-mails, web pages)
- Course materials
 - Training manuals
 - Presentation slides
 - Feedback sheets
- Name tags

Preparation: Contacts

- Venue coordinator (+ map?)
- Client contact
- Maintenance/security staff
- Hotel (+ map?)
- Airline
- Own office technician

Preparation: Training Room

- Available 1 hour before/after
- Suitable size for people, materials, and equipment
- Visibility of screens, whiteboards, flipcharts
- Disability access?
- Lighting, temperature, ventilation
- Noise?

Preparation: Furniture

- Discussion: square, circular, U-shape
- Chairs/tables ergonomically suitable
- Sufficient space to write
- You can move around easily

Preparation: Venue - Other

- Location of external facilities
 - Restrooms
 - Beverages
 - Public phones
- Emergency exits
- Safety and security issues

Preparation: Equipment (1)

- Cords and cables
- Projector(s), spare lamp
- Login IDs and passwords
- Software installed and working
- Desktop icons and files on projection computer
- Extra copies and backup CD of all materials

Preparation: Equipment (2)

- Screens, whiteboards, flipcharts
- Markers and eraser
- Size and style of writing
- Batteries charged
 - Laptop
 - Cell phone
- Other bits and pieces... and toys!

Preparation: You

- Food/drink supplies
- Water pitcher and glass
- Wheeled luggage and carry-ons
- Be aware of nervous symptoms

Preparation: Practice

- Out loud, mirror, friends
- Timing and pace (know what can be skipped/skimmed)
- Ask to be told about habits and quirks – be prepared to be surprised!

The Day: Meet and greet

- Name and course title on whiteboard
- Wear name tag
- Find out about participants
- Meet and greet – use names
- First impressions DO count...

The Day: First Impressions

- Dress

- Professional, comfortable, suitable for group
- Avoid anything too tight (belts, shoes, underwear, clothes), or too loose (underwear!)
- Watch for excessive jewelry
- Clean, matching shoes

- Attitude

- Upbeat, positive

The Day: First Minutes

- Start ON TIME!
- Turn off cell phones (yours too)
- Briefly introduce yourself and course
- Housekeeping details
 - Restrooms, beverage facilities, public phones
 - Breaks (synch. watches), meal arrangements
 - Safety and ergonomic issues
 - Rules of the room

The Day: Introductions

- Establish your credibility
- Individual introductions (~30 seconds)
 - Who, why, what
 - Maintain eye contact
 - Thank them
- Preview the day
 - Course outline
 - Activities
 - Question time

The Day: During the Training (1)

- Smile - and have fun!
- Short anecdotes
- Eye contact – but don't stare
- Use names
- Move around the room
 - Check progress
 - Help where needed

The Day: During the Training (2)

- Vary activities and instructional styles
- Ask questions to ascertain learning
- Remember, you know more than they do about the content!
- Focus on the audience, not the visuals
- Provide a mid-afternoon snack

The Day: Voice and Tone

- Natural style
- Not overbearing
- Speak slowly (esp. if you have an accent)
- Slow down/pause at important points
- Avoid monotones
- Speak loudly enough to be heard
- Don't read the course materials!

The Day: Breaks

- Time is money... stick to the schedule
- 10-15 min break every 60-90 minutes
- Give actual start time (Not: 'Be back in 10 minutes')
- First break reminder: locations of restrooms, beverage facilities, phones
- Start on time after a break (switch off cell phones)

The Day: Dealing with People

- Be aware of why they may be there – and that they bring baggage!
- Difficult types (non-participants, hecklers, challengers, sleepers/drifters/dozers, monopolizers/know-it-alls, class clowns, talkers/chatterers)
- It's OK to say "I don't know" – don't bluff; follow up later

The Day: Delivery Methods (1)

- Main Types:
 - Lecture
 - Exercises and Activities (60%+ of time)
 - Discussion (you have facilitator role ONLY)
- Others:
 - Demonstration
 - Drill
 - Role play
 - Simulation

The Day: Delivery Methods (2)

- Why, what, how, when, where, who
- Recap/reinforce
- Use graphics
- Use metaphors/analogies
- Use as many senses as possible
- Encourage self-learning (e.g. online help)

The End: Feedback

- Important for you and participant
- Formal (evaluation sheets)
- Informal (questions, body language)
- You can't please everybody all the time, so don't take criticism to heart

The End: Wrap-up

- Allow 15 minutes for wrap-up
 - Review outcomes achieved
 - Invite questions (specific then general; remain behind to answer other questions)
 - Give contact details
 - Collect feedback sheets, name tag holders
 - Thank participants for attending
 - Clean up the room
 - Return all borrowed items, security passes

The End! Really!

- With good preparation, you don't need 'good luck'!
- Contact:
Rhonda Bracey
rhonda.bracey@cybertext.com.au
<http://www.cybertext.com.au>