FOUNDATIONS *for* TRAINING EXCELLENCE

INSTRUCTOR'S GUIDE

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INSTITUTE OF
child nutrition
RESOURCES • TRAINING • RESEARCH

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TRAINING EXCELLENCE

Institute of Child Nutrition
The University of Mississippi

The Institute of Child Nutrition was authorized by Congress in 1989 and established in 1990 at The University of Mississippi in Oxford and is operated in collaboration with The University of Southern Mississippi in Hattiesburg. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

Purpose
The purpose of the Institute of Child Nutrition is to improve the operation of child nutrition programs through research, education and training, and information dissemination

Mission
The mission of the Institute of Child Nutrition is to provide information and services that promote the continuous improvement of child nutrition programs

Vision
The vision of the Institute of Child Nutrition is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs

For more information, please contact helpdesk@theicn.org.

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Instructor's Guide

OVERVIEW

The Foundations for Training Excellence seminar is part of an ongoing effort to develop and support a national network of trainers by the Institute of Child Nutrition (ICN). The ultimate goal of all ICN training is the continuous improvement of child nutrition programs.

A successful trainer is one who is prepared, participant-centered, and can effectively facilitate a training seminar using proven skills and techniques that engage students and maximize the potential for knowledge transfer.

The intended audience of this seminar is anyone who wishes to become a more effective trainer. This seminar is intended to assist participants in assessing the current level of skill they already possess and to encourage further professional development. It will also give the participant training tools and resources they can take back to their workplaces to use immediately.

This Instructor's Guide has been developed to assist in providing a face-to-face seminar. The seminar may be presented in a single eight-hour day, or over a period of time in shorter lessons.

Review the Instructor's Guide, Participant's Workbook, and PowerPoint Slides before the training. Follow the Script in the PowerPoint Slides and in the Instructor's Guide.

SEMINAR OBJECTIVES

SHOW SLIDE: Seminar Objectives

After completing this Foundations for Training Excellence seminar, participants will be able to:

- Identify personal strengths and gaps in training skills.
- Apply the principles of adult learners and types of intelligences to effective training in school nutrition programs.
- Utilize a variety of ICN tools, tips, and resources to improve the effectiveness of training techniques in:
  - Planning training sessions
  - Choosing ice breakers and other activities
  - Delivering instructional materials
  - Managing group interactions

PREPARATION CHECKLIST

Training Date _____   Location _____

Time _____   No. of People Attending _____

Instructions: Use this Preparation Checklist to prepare for the training session. Keep track of your progress by checking off tasks as you complete them.

Task	Person Responsible	Date Completed
Site Concerns		
Equipment		
· Computer, projector, and internet connection or download PowerPoint presentation to hard drive.		
· Screen or other surface for projection (Contact site contact and reserve equipment needed for the day of training six weeks in advance.)		
· Easels for flip charts.		
Training Concerns		
Week Before the Training		
· Make certain that *Foundations Participant's Workbook* is copied and shipped to the training site. (One copy per participant)		
Day Before the Training		
· Check room to ensure set-up is correct and equipment and supplies are in place.		
· Locate and make sure all materials and supplies necessary for all training activities are available onsite.		
· Prepare any necessary flip charts or white board activities.		
· Review all arrangements for AV equipment and catering, as necessary. Practice using equipment.		
· Locate materials at training site.		

PREPARATION CHECKLIST, continued

Morning of the Training		
· Prior to arrival of participants, recheck all equipment, room set-up, and post any necessary flip charts or other information. (e.g., ground rules)		
Materials		
· Flip charts (New with lots of paper – 1 for each table)		
· Flip charts (with one of each of the 6 Principles of Adult Learning listed)		
· Post-It Notes (3 packs)		
· Notepads		
· 3 x 5 Index cards		
· Markers		
· PowerPoint slide presentation		
· Other		
Notify Participant		
· Sample PowerPoint slide presentation from each participant		

SEMINAR-AT-A-GLANCE

Lesson	Activities/Exercises	Duration
Section 1: The Opener	· Introduction of presenters · Review of seminar logistics and agenda · Ground Rules · Ice Breakers · Ice Breaker Activity · Summary	60 minutes
Section 2: Self-Assessment	· Participants will complete a Pre-Training Self-Assessment · Instructor to review Pre-Training Self-Assessment with participants and encourage discussion · Summary	30 minutes
Break		15 minutes
Section 3: Planning for Success	· Preplanning of training and logistics before delivering content · Worse Case Scenario Activity · Sample Preparation Checklist · Planning Challenge Activity · Summary	30 minutes
Section 4: Reaching Adult Learners	· Reaching Adult Learners · Activity (individual and group share) · Principles of Adult Learners · Applying the Principles of Adult Learners Activity	45 minutes
Break		15 minutes

SEMINAR-AT-A-GLANCE, continued

Lesson	Activities/Exercises	Duration
Section 4: Reaching Adult Learners, continued	· Types of Intelligences · New Wheel of Intelligences Activity · Summary	50 minutes
Break	Assignment for lunch: Meet someone new and find out how they are planning to use this training.	
Section 5: Matching Methods to Objectives	· Matching Methods to Objectives · Knowledge Acquisition · Comprehension · Comprehension Activity · Application Activity · Analysis, Synthesis, and Judgment · Summary	60 minutes
Break		15 minutes
Section 6: Using Effective Materials	· Basic Principles of Effective Materials · ICN Tools and Tips as Resources · Guidelines for Effective Slide Presentations · Improving PowerPoint Slides Activity · Summary	75 minutes

SEMINAR-AT-A-GLANCE, continued

Lesson	Activities/Exercises	Duration
Section 7: Management	· Managing a Training · Participant-Centered Training Activity · Facilitative Trainer · Physical Activity · Managing Personalities · Techniques for Answering Questions · Activity · Summary Break If Needed	45 minutes
Section 8: The Closer	· The Closer · Circle of Reflection · Post-Training Self-Assessment · ICN Course Evaluation · Thank You!	40 minutes

SECTION 1: OPENER

SHOW SLIDE: Section 1: Outcomes

- Ask participants to turn to Section 1 in their Participant's Workbook.

OUTCOMES

SHOW SLIDE: Section 1: Outcomes

Participants will:

- Have been introduced to all participants.
- Understand the use of ice breakers and brain energizers in training classes.
- Be able to recognize when and where breaks are needed in the training day.

Welcome and Introduction

- Introduce presenters
- Thanks to ICN

Today we are going to model good training in all of our activities.

We will practice each training technique as we go through the training materials.

Logistics

- Location of restrooms.
- During the day, write your questions on the flip chart because we will use them in an activity at the end of the session.

Ground Rules

SHOW SLIDE: Ground Rules

- Discuss ground rules for the training.

A Successful Trainer

SHOW SLIDE: A Successful Trainer

A successful trainer must:

- Be prepared
- Be participant-centered
- Be able to effectively facilitate training using proven skills and techniques that
  - Engage participants
  - Maximize potential for knowledge transfer

Ice Breaker – Introduction of Participants

SHOW SLIDE: Ice Breakers

Ice Breaker – Introduction of Participants

> ***The initial ice breaker must include an introduction of all participants but should not take too much time. Evaluate the size of the group before choosing an ice breaker.***

Ice Breaker Activity

Each of you will stand, introduce yourself, tell where you are from, and give one fact that validates you as a trainer. You have less than a minute each. (If group is larger than 30, you would ask each table to do this separately.)

Effective Ice Breakers

SHOW SLIDE: Effective Ice Breakers

- Help Participants Meet and Mix.
- Set the Tone of the Meeting.
- Fit the Audience and Training Topic.

Ice Breakers

What are some important things to remember when planning an ice breaker?

> ***Allow time for responses.***

How do you think ice breakers help you as a trainer?

SHOW SLIDE: Guidelines for Ice Breakers

Here are some Guidelines for Ice Breakers:

- Must be appropriate to the particular group – tailor to each group and keep it simple.
- Should not be too long – not take away from the content of the training. Be clear about the limits.
- Be enthusiastic.
- Promote interaction and team building.
- Have you created your own ice breakers?

Other Ice Breaker Tips:

- Have a clear purpose for the ice breaker in mind. What do you want it to do?
- Learn from other ice breakers...adapt them to your own needs.
- Practice it. Work with it until you are confident in your ability to employ it.
- Design it to make a point that relates to some aspect of your presentation.
- Make certain it isn't likely to be embarrassing, offensive, or too silly. Remember, these are adults.
- Use props when appropriate. Sometimes you can get a good idea for an ice breaker from an object: a rubber chicken, school bell, oversized pencil, lunch tray, etc.

SHOW SLIDE: Get to Know an Ice Breaker

Get to Know an Ice Breaker

- Training Questions
- Business Card Introduction
- The "Intro You Deserve"

Ice breakers help lay the foundation for group mixing and participation which aids in learning. Be sure to choose the most effective ice breaker for both participants and you as the trainer.

NOTE: Instruct participants to find the Ice Beakers Examples, Business Card Introduction, and The "Intro" You Deserve handouts in the Participant's Workbook.

Summary

SHOW SLIDE: Section 1: Summary

NOTE: Instruct participants to find the Personal Reflections worksheet in the Participant's Workbook.

We will be using this page at the end of each training section.

1. What did you learn in this section?

2. How are you going to use the tool?

SECTION 2: SELF-ASSESSMENT

SHOW SLIDE: Section 2 Self -Assessment

- Ask participants to turn to Section 2 in their Participant's Workbook.

OUTCOMES

SHOW SLIDE: Section 2: Outcomes

Participants will:

- Complete pre-training self-assessment tool.
- Discuss the results with learning partner.

Pre-Training Self-Assessment Tool

SHOW SLIDE: Importance of Self-Assessment

NOTE: Instruct participants to find the Pre-Training Self-Assessment in the Participant's Workbook.

Completing a self-assessment tool such as the one we have here allows you to consider

1. What your strengths are as a trainer

2. What skills and knowledge you might want to acquire, improve, or fine tune

As trainers, we embrace the concept of continuous improvement. We are trainers because we see the need for people in our industry to grow and improve, and training is a way to make this happen. At the same time, we must understand that we, too, must grow and improve our own skills as teachers or trainers.

A good way to begin any training is to allow the participants to contemplate where they are, right now, in their skill and knowledge of whatever topic you are teaching. A self-assessment tool should be a non-threatening way to dive right into the topic. It should engage the learners and provoke them to consider what might be missing in their knowledge of the topic.

Today, we hope to model good training techniques with this Foundations for Training Excellence course beginning with the self-assessment.

It is the goal of ICN to develop a cadre of trainers who are ready and willing to go into their states or regions to develop the skills of those who work in the child nutrition programs on a variety of topics. ICN wants people like you who are not only well-acquainted with the subject matter but who know how to engage adults in using adult learning techniques.

What we are doing here today is giving you some of the tools you'll need to provide training that will be compelling and informative to the adult learner.

You will have about 10 minutes to complete the self-assessment tool. If you find that you are not an expert in all of the areas, no need to worry! This assessment is meant for your own personal self-discovery and to alert you of areas you would like more information or practice in.

SHOW SLIDE: Self-Assessment

Once you have completed the Pre-Training Self-Assessment, find a learning partner and answer 2 questions:

1. What did you learn from the self-assessment?

2. What is your greatest training challenge?

> *Allow 10 minutes for participants to complete the Pre-Training Self-Assessment. At the end of 10 minutes, remind them that they should now be with their learning partner discussing what they learned from the self-assessment.*

Would anyone like to share what they learned from the self-assessment or what their greatest training challenge is?

Summary

SHOW SLIDE: Section 2: Summary

NOTE: Instruct participants to record their answers on the Personal Reflections worksheet in the Participant's Workbook.

1. What did you learn in this section?

2. How are you going to use the tool?

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SHOW SLIDE: Break

Take 15-minute break, reminding group of restroom and beverage locations.

SECTION 3: PLANNING FOR SUCCESS

SHOW SLIDE: Section 3 Planning for Success

- Ask participants to turn to Section 3 in their Participant's Workbook.

OUTCOMES

SHOW SLIDE: Section 3: Outcomes

Participants will:

- Review the importance of advance planning for any training.

- Understand why preparation checklists are essential to the success of training on any topic.

- Explore the *Tools and Tips for Trainers* resources that are available from ICN.

Planning for Success

We all know that it is virtually impossible to underestimate the importance of planning for any event. The Scout slogan – "Be Prepared" – should be the motto of every effective trainer. Time spent in planning and preparation can make the difference between a training disaster and a "home run."

Most trainers dedicate the time necessary to prepare the content of their sessions, but forget that simple things like room set-up and beverage breaks can make – or break – a workshop. This section of the course will focus on the multiple issues that need to be considered in addition to the actual material that you plan to present.

Let's start with a quick look at the Worst Case Scenario Activity. This very short activity will help you identify, in a humorous way, some situations where lack of planning created a disaster.

SHOW SLIDE: Worst Case Scenario

Worst Case Scenario Activity

We are going to use Learning Partners for this 5 minute activity.

- Stand up and find a partner – someone close to you at another table (preferably someone you do not know or know well). Introduce yourself with your name.

- Each person in the duo gets 2 minutes to briefly describe the worst training scenario that they personally witnessed.

- As you describe this training disaster to each other, also be thinking about how planning could have prevented the disaster.

- After 5 minutes total, everyone returns to his or her seat.

Any good stories to share? (Trainer should pick two people to share)

Now that we have had a little fun with what can go wrong, let's spend the next 25 minutes planning how to make sure everything goes right.

Preparation Checklist

SHOW SLIDE: Preparation Checklist

Let's start by taking a look at a Sample Preparation Checklist in the Participant's Workbook. As we look at this list, keep these important points in mind:

- This is just a general list of items to consider when planning your trainings. Not all of these may apply to the type of training you do – and you may need to add some additional items to cover the necessary planning for the types of training you do.

- Many training courses, like those from ICN, come with a planning or preparation checklist. Start with the checklist that is included in the Participant's Workbook – but personalize with your strategies for getting well organized.

NOTE: Trainer briefly goes over the general categories on the checklist. A sample is located in the Participant's Workbook.

With that Preparation Checklist in mind, we are now going to do an activity to focus in on the range of issues that can make a real difference in training success – everything from room accessibility to food.

SHOW SLIDE: Challenge Activity

Planning Challenge Activity

We will do this 15-minute Planning Challenge Activity by table.

- Imagine that you are doing a 4-hour training on Marketing Healthy School Meals for a medium-size district in the middle of the country with a 50% free/reduced rate.

SHOW SLIDE: Tools and Tips for Trainers

- Each table has 7 minutes to come up with the top three ways they will address one of the following planning challenges (assigned by trainer), using the *Tools and Tips for Trainers* from ICN. The following list of *Tools and Tips for Trainers* are located in the Participant's Workbook. For additional topics visit www. theicn.org.

   1. **Making Meetings Accessible to Everyone**
      · Meeting Accessibility
      · Planning Meetings to Accommodate People with Disabilities and Other Access and Functional Needs
      · Provide Access to Meetings With Advance Planning
      · Checklist for Accommodating People with Disabilities and Other Access and Functional Needs in Meetings

   2. **Serving Healthful Foods and Beverages**
      · Why Healthful Meals and Breaks Should Be On Your Meeting Agenda
      · Healthful Meals and Breaks for Meetings: A Showcase for the *Dietary Guidelines for Americans*
      · Food for Thought: Planning Healthful Meals and Breaks for Meetings
      · Checklist for Planning Healthful Meals and Breaks for Meetings

   3. **Adding Physical Activity to Meetings**
      · Get Moving In Your Meetings
      · Fitness For Meetings: A Showcase for the *Physical Activity Guidelines for Americans*
      · Why Physical Activity Should Be On Your Agenda
      · Checklist for Incorporating Physical Activity Into Meetings
      · Tips for Incorporating Physical Activity Into Training Sessions

4. **Planning Greener Meetings**
   - "Greener" Meetings: Basic Principles
   - Eco-Friendly Meetings
   - Reduce, Reuse, Recycle!
   - Checklist for Planning Greener Meetings and Events

5. **Setting Up the Classroom**
   - Setting Up the Classroom

- Each group will write their top three ways to address their Planning Challenge on a flip chart and choose **one** of those to share with the group.
- After all groups have shared, each individual will reflect on what they learned in this section.

Summary

SHOW SLIDE: Section 3: Summary

NOTE: Instruct participants to record their answers on the Personal Reflections page in the Participant's Workbook.

1. What did you learn in this section?

2. How are you going to use the tool?

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SECTION 4: REACHING ADULT LEARNERS

SHOW SLIDE: Section 4 Reaching Adult Learners

- Ask participants to turn to Section 4 in their Participant's Workbook.

OUTCOMES

SHOW SLIDE: Section 4: Outcomes

Participants will:

- Review six principles for training adult learners.
- Apply principles of adult learning to training staff members.
- Explore the concept of Types of Intelligences for use in reaching adult learners.

Reaching Adult Learners

It's now time to move into a discussion about how to effectively deliver the content of training courses for adults. In this section, we'll explore how best to reach adult learners with any type of content. Whatever the title, content, or specific audience you plan to train, the principles of adult learning must be front-and-center as you decide what activities to use in teaching the material at hand.

Adult learners are much different than children in a classroom setting; however, all too often trainers present material as if they were back in a 4th grade classroom. Sadly, this approach often fails the participants and frustrates the trainer. In fact, most trainers actually know the principles of adult learning, they just haven't taken the time to step back and apply them to a variety of training sessions.

We are going to start with an activity that will showcase how much everyone here already knows about the Principles of Adult Learning – and then apply those principles to our example of a training on Marketing Healthy School Meals.

SHOW SLIDE: Activity

Activity

This activity will involve an individual brainstorm, a little bit of actual physical activity, and a facilitated discussion of the six principles of adult learning. (20 minutes)

- Using one of the small Post-It notes on your table, take two minutes to write down one thing that you know about adult learners from your own experience as a trainer.

- As you will notice, around the room we have six flip chart pages (previously prepared by trainer). On each one, we have written one principle of adult learning as characterized by Malcom Knowles. (Walk around the room and read the principle on each of the flip chart pages.)

Principles of Adult Learners

SHOW SLIDE: Principles of Adult Learners

1. Must be actively involved.

2. Have accumulated a foundation of life experiences and knowledge.

3. Are goal-driven.

4. Are relevancy-oriented.

5. Are practical.

6. Need to be shown respect.

- Please take your Post-It and put it on the principle that it illustrates. Take a minute or two to check out the other entries on the page and then return to your table.

- Let's take a look at what came out of that brainstorm. (Trainer moves to each of the flip chart pages and <u>briefly</u> captures the commonalities of the Post-Its, constantly reinforcing what trainers already know about adult learners.)

If you need a bit more explanation of these principles or a reminder after this course, they are listed on the *Tools and Tips for Trainers* on Adult Learners located in the Participant's Workbook.

Since you are all adult learners, we are going to practice this concept and get you actively involved in applying these principles to a training situation with our next activity.

SHOW SLIDE: Applying the Principles of Adult Learners

Applying the Principles of Adult Learners Activity:

This activity will be a group brainstorm. Notice that we are continually using different types of activities to break up the training day, to appeal to adults with different leaning styles, and to have as much fun as possible.

- Each table has been assigned one principle of adult learning. (Trainer has placed written assignment cards on each table.)

- Using your assigned principle, your table has 10 minutes to discuss and describe a way to utilize this principle effectively in designing our example of training on *Marketing Healthy School Meals*.

- At the end of your discussion, identify one person from your table to summarize your idea for the larger group.

- After all groups have shared, we will take a 10-minute break.

SHOW SLIDE: Switch It Up

PRE-BREAK INSTRUCTIONS:

- When you come back from this break, we are going to mix up the seating arrangement.

- The purpose of doing this is not to confuse you, but rather to allow you to meet and learn from individuals at another table.

- Since so many of you are experienced trainers, we want you to meet as many different people as possible during this course – and have the chance to learn from their expertise.

- The only thing that you need to take with you is your course binder; all other items can be left at your original table, where you will return after we finish section 4.

- Use any easy and effective plan to mix up the tables. One strategy: Count off by number of tables. Everyone switch to their new table.

SHOW SLIDE: Break

Take 10-minute break, reminding group of restroom and beverage locations.

Types of Intelligences

SHOW SLIDE: Types of Intelligences

To continue our discussion of adult learners we are now going to explore the concept of different Types of Intelligences. We'll start with a brief presentation on the Wheel of Intelligences and language cues. Then we'll give you time to meet the folks at your new table and to see how this wheel can help you become a more creative and effective trainer.

For many years, it has been widely accepted that there are three styles of learning including visual, auditory, and kinesthetic. Think for a moment about the adults you typically train. Are they mostly visual, auditory, or kinesthetic learners? For example, would they rather learn about a new culinary technique by reading about it, hearing it described to them, or by a hands-on demonstration?

Newer research suggests that adult learners possess eight different types of intelligence in varying amounts. It also says that we tap into our different intelligences in different ways as we absorb new information. Clearly, this is something to keep in mind as we develop and present training programs.

Let's look together at the eight different types of intelligences on this wheel. The Types of Intelligences wheel is located in the Participant's Workbook.

As we talk through the different types of intelligences and the words associated with them, think about which – and you will possess more than one – resonates with you.

SHOW SLIDE: Linguistic

1. Let's start with **verbal-linguistic intelligence**, a common type of intelligence for many people. This means you possess the ability to use words and language well. In a school nutrition setting, you might tap your linguistic intelligence to describe (on paper or verbally) the menu items offered for breakfast or lunch.

SHOW SLIDE: Spatial

2. Moving up, we see **visual-spatial intelligence**. This means being picture or image "smart." You have the innate ability to visualize relationships between objects or ideas in your mind. If you close your eyes, you can quickly visualize how to portion a pan of lasagna into 36 equal servings.

SHOW SLIDE: Body-Kinesthetic

3. A third type is **body-kinesthetic intelligence** – or body smarts. You learn best by doing hands-on or physical tasks. Acting out something or doing a dance might help you learn a new skill or concept.

SHOW SLIDE: Interpersonal

4. Moving to the right side of the wheel is **interpersonal intelligence**. You are good at person-to-person communications and relationships. This intelligence might help make you a good manager of a school nutrition team or help you teach others who need hands-on instruction or careful coaching through a process.

SHOW SLIDE: Intrapersonal

5. Next is **intrapersonal intelligence** – meaning that you are self-smart. You rely on your instincts to guide you and you often "just know" how to get things done.

SHOW SLIDE: Logical-Mathematical

6. Following that is **logical-mathematical intelligence**. This means you are numbering and/or reasoning smart. You are logical and may be able to easily do recipe conversions or nutritional calculations in your head. You like numbers and learn things better when they are presented in sequence.

SHOW SLIDE: Musical

7. In the lower right corner is **musical intelligence**. You have the ability to recognize audio patterns and sounds, as well as rhythms and beats. You might use your musical intelligence to create a song to teach elementary children about the importance of drinking milk or eating vegetables every day.

SHOW SLIDE: Naturalist

8. And, last but not least, is **naturalist intelligence**. You understand the natural world and the environment around you. Using your skills, you might be drawn to teaching children about nutrition by growing vegetables in a school garden.

Every person you meet will have and use these intelligences in different ways and to varying degrees. So, how do you know which ones to use to design effective training that will work for them? Often learners will provide clues about their intelligences by the words they use, which is why the wheel includes associated words for each of the intelligences.

At this point, would anyone like to share her or his initial reaction to this concept?

Pause for and encourage responses.

SHOW SLIDE: Types of Intelligences

Before we move onto an activity using the Types of Intelligences wheel:

- Let's take 4-5 minutes individually and quietly to scan the eight segments and circle the words that really stand out to you, or that you find yourself using when discussing learning or new experiences.
- Now, turn to the person on your left and each of you take two minutes to share what you learned about your personal intelligences.
- Did you find that you chose more words from a particular segment, or intelligence?
- What do you think that means in terms of your preferences for learning new material?

SHOW SLIDE: Activity

New Wheel of Intelligences Activity:

Our final activity will be a group brainstorm at your "new" table, using the New Wheel of Intelligences found in the Participant's Workbook. (25 minutes)

- Remember that the "imaginary" training we have been working on during the course is about Marketing Healthy School Meals.

- Using the wheel of different Types of Intelligence, brainstorm an activity that would teach some aspect of Marketing Healthy School Meals for each type.

- Each individual can write his or her ideas on the blank wheel.

- On the group flip chart, make a list of all 8 Types of Intelligence and pick one idea from the group for a training activity on Marketing Healthy School Meals.

- Go around the room and share one or two ideas from each group as time allows. Post flip charts on the wall for use during the next section of the course.

Summary

SHOW SLIDE: Section 4: Summary

NOTE: Instruct participants to record their answers on the Personal Reflections page in the Participant's Workbook.

1. What did you learn in this section?

2. How are you going to use the tool?

SHOW SLIDE: Break

Assignment for lunch: Meet someone new and find out how they are planning to use this training.

SECTION 5: MATCHING METHODS TO OBJECTIVES

SHOW SLIDE: Section 5 Matching Methods to Objectives

- Ask participants to turn to Section 5 in their Participant's Workbook.

OUTCOMES

SHOW SLIDE: Section 5: Outcomes

Participants will:

- Identify six training objectives: knowledge transfer, comprehension, application, analysis, synthesis, and judgment.
- Explain the various training methods that work best with each objective.
- Link training objectives to methods of training.

Matching Methods to Objectives

With many teaching methods available today and a variety of learning styles to accommodate, it is important to define the training objective or level of learning you intend to achieve and then match it to the appropriate method of training. This section will teach you how to determine just what method will work best for what you want to teach.

Imagine you are preparing for your next training. Some of the questions you will be asking as you plan will help you determine the appropriate method of training. What might the questions be?

SHOW SLIDE: Questions for Preparing for Your Next Meeting

- Who is my target audience?
- What are the training objectives?
- How formal is your training session going to be?
- How much "in class" time do you have?
- Are there any logistical or physical challenges that would affect the desired outcomes?

Now, think about the methods of training you'll use.

- Will it have a lecture?
- How will the students participate?
- What do I want them to learn and how can I check for comprehension?

What we will do next is look at what we call training objectives and the methods that can be used to achieve your training goals. Descriptions of various methods are in the Participant's Workbook. Let's take a look at just a few methods.

SHOW SLIDE: Training Methods

Training Methods

How will you keep the learner engaged?

- Lecture
- Games
- Case Studies
- Multimedia
- Role Playing
- Dramatization

In this section, we will pull together what you have learned about principles of adult learners, adult learning styles, and various intelligences with training methods so that you can plan your training to fit the course objectives.

We will cover six broad training objectives, or levels of learning, and the associated methods of training that best achieve their goals.

SHOW SLIDE Broad Objectives

Broad Objectives

- Knowledge acquisition
- Comprehension
- Application
- Analysis
- Synthesis
- Judgment

Knowledge Acquisition

SHOW SLIDE: Knowledge Acquisition

Knowledge acquisition can be building on knowledge they already have or learning something totally new.

Of course with any training, we want the learner to acquire knowledge. And in order for this to occur, the learner must be able to remember or recall what they had learned about the topic previously. What's interesting is that little or no interaction is required to acquire knowledge.

So, let's imagine that you have recently attended training on How To Market Healthy School Meals. How might you have acquired knowledge of this topic in the training?

SHOW SLIDE: Knowledge Acquisition Methods

- Lecture
- Watching a movie or video
- Reading
- Listening to a panel discussion
- PowerPoint slides

Ask the participants to refer to the Descriptions of Training Methods handout in the Participant's Workbook.

Are there some methods you have used to transfer knowledge that are not listed?

Identify methods from participants.

All of these methods could include dates, events, places, major ideas, and various other information. We just discussed the methods that bring about the acquisition of knowledge. Now let's see how knowledge is brought to life when an "understanding" of the informational materials is achieved—or it is comprehended.

Comprehension

SHOW SLIDE: Comprehension

Comprehension includes all of these points

- Understanding Information
- Grasp Meaning
- Translate Knowledge into a New Context
- Interpret Facts
- Order or Group
- Predict Consequences

Think about some of the ways you best comprehend or understand knowledge from instruction. What kinds of activities might help you comprehend or understand information? Try to recall an experience where one of the Methods of Training was used that you have felt helped you comprehend information.

What experiences have you had where you had an "aha!" because of one of the training methods?

SHOW SLIDE: Comprehension Aha!

Comprehension Aha!

- Discussion
- Demonstrations
- Skits
- Problem-Solving Activity
- Games
- Case Studies

Comprehension Activity

SHOW SLIDE: Comprehension Activity

At your table, plan an activity using one of these methods that would enhance a participant's comprehension of material.

> *Give each table a different method to use from the Descriptions of Training Methods page in the Participant's Workbook.*

Application

Move on to the **application** training objective. Application gives learners the ability to apply or demonstrate knowledge by performing tasks, drills, or exercises after instruction has been delivered.

Give an example of an application used in training – Calibrating thermometers, Checking cooler temperatures, etc.

What method might you use to teach the concept of application?

Application Activity

SHOW SLIDE: Application Activity

1. Write an objective.

2. Plan two activities using two different methods.

Apply what you have learned about adult learners so far by writing one objective for a training on Marketing Healthy School Meals and two different activities with different learning methods that would help participants apply their knowledge. (Trainers may need to give an example of an objective.)

Analysis, Synthesis, and Judgment

SHOW SLIDE: Analysis

Analysis

There may be times when you want the learners to analyze some data or a situation. Through analysis we are able to break down information to examine the parts and understand the organization of the structure and purpose of those parts and develop conclusions. You can identify the causes, the motives, and the evidence that supports the information.

Analysis skills that can be demonstrated include

- identifying patterns,
- the organization of parts,
- the recognition of hidden meanings, and
- the identification of individual components.

Synthesis

SHOW SLIDE: Synthesis

Synthesis allows us to use prior knowledge and skills to develop new ideas. This can follow analysis where you've pulled a concept or idea apart. Then with synthesis, you put the parts back together or regroup them to develop new ideas.

Synthesis skills that can be demonstrated include:

- using old ideas to create new ones,
- generalizing from given facts,
- relating knowledge from several areas , and
- predicting or drawing conclusions.

Judgement

SHOW SLIDE: Judgement

Judgement allows learners to evaluate the material based on facts and personal opinions. This step logically follows synthesis and/or analysis and you make a judgement based upon the analysis or synthesis.

Judgement skills that can be demonstrated include

- comparing and discriminating between ideas,
- assessing value of theories and presentations,
- making choices based on reasoned argument,
- verifying value of evidence, and
- recognizing subjectivity.

You may want to pull analysis, synthesis, and judgement together to develop new ideas and solutions. Look at the methods you might use for the 3 training objectives from Section 5.

Do you see the method entitled Critical Incident Process? This is a method of training that you probably know but you may not have called it "critical incident process." It allows participants to analyze and organize information that is essential for response to serious situations. I would use this to plan emergency responses, such as what to do if there is a food recall of a food product being served today, etc.

Summary

SHOW SLIDE: Section 5: Summary

NOTE: Instruct participants to record their answers on the Personal Reflections worksheet in the Participant's Workbook.

1. What did you learn in this section?

2. How are you going to use the tool?

SHOW SLIDE: Break

Take 15-minute break, reminding group of restroom and beverage locations.

FOUNDATIONS *for*
TRAINING EXCELLENCE

SECTION 6: USING EFFECTIVE MATERIALS

SHOW SLIDE: Section 6 Using Effective Materials

- Ask participants to turn to Section 6 in their Participant's Workbook.

OUTCOMES

SHOW SLIDE: Section 6: Outcomes

Participants will:

- Review the Formatting Four.
- Apply the Formatting Four to design a flier.
- Apply Guidelines for Developing Effective Slide Presentations.

Basic Principles of Effective Materials

In the previous sections, we have focused on planning training events, principles of adult learning, and using various methods to reach our objectives. It is now time to turn our attention to the materials we use in training child nutrition professionals.

In many cases, you will be given complete materials for teaching a class or session, everything from promotional brochures to evaluations. In some situations, you may want to adapt these materials to better fit your audience, and for some trainings you may be developing all your materials from scratch. Some of you may be lucky enough to work with professional designers.

This next section is designed to get you looking at training materials a little more critically. While detailed instruction in design is beyond the scope of this course, these tips and techniques can help you make better materials.

SHOW SLIDE: Formatting Four

We are going to start with the **Formatting Four – White Space, Headings, Bolding, and Bullet Points** – which are simple techniques that help learners better understand printed materials. The techniques help learners know what is important and help to guide their eyes while they scan through information. Refer to the Formatting Four handout on your Participant's Workbook as we discuss each technique one-by-one.

Let's look at the **Formatting Four** one-by-one.

The first of the four techniques is to increase the amount of **White Space** used in materials. White space helps the brain organize what the eyes are seeing.

SHOW SLIDE: Build a Healthy Base (Version A)

Example of "bad" white space.

What problems do you see with this slide?

Encourage and listen to responses.

SHOW SLIDE: Build a Healthy Base (Version B)

Example of "good" white space.

What differences do you see with this slide?

Encourage and listen to responses.

It is important to note that white space doesn't always have to be white. It just needs to be free of text and graphics. "White" space can actually be black, red, or orange depending on the design you are using.

SHOW SLIDE: Build a Healthy Base (Version C)

Example of "colored" white space.

Does this enhance the slide?

Is it better or worse than the previous slide.

Next, the use of **Headings** provides readers a natural visual break and helps readers group related content together.

Without reading anything but the heading on this next slide, what do you think this content is about?

SHOW SLIDE: Batch-Cooking Scrambled Eggs

Example of "headings" in a slide.

Encourage and listen to responses.

SHOW SLIDE: Fruit Salads

Example of "bolding" text.

The third formatting technique is **Bolding**. To be effective, bolding must be consistent throughout a piece and used to emphasize words or phrases important to the learner. For example, bolded words may need to be defined or memorized. Bolding can also be used with key learning points or learning objectives.

It is important to remember not to overdo the bolding, but to be selective.

Bullet Points or **Enumeration** is the last formatting technique. To achieve a balance between comprehension and efficiency, use bulleted or numbered lists.

SHOW SLIDE: Build a Healthy Base (Version A)

Example of "non-bulleted" text.

What are the problems with reading and understanding the content of this slide?

Encourage and listen to responses.

Now, here is an example of the same content bulleted.

SHOW SLIDE: Build a Healthy Base (Version B)

Example of "bulleted" text.

Can you understand the content faster and more easily now? What helps you understand it?

Encourage and listen to responses.

Guidelines for Effective Slide Presentations

SHOW SLIDE: Guidelines for Effective Slide Presentations

Now that we have looked at what might be a first impression of slides lets dig a little deeper into preparing the content. Again, this part of the training is not designed to be a complete course in designing slides, but rather to get you thinking about some ways you can enhance the effectiveness of your own slides. It may also be useful if you need to make some adaptations in a set of slides created by someone else.

SHOW SLIDE: Three Main Components for Slide Presentations

Most presentations consist of three main components.

- Content
- Visuals
- Delivery

Focusing on each component individually ensures the entire presentation is effective.

SHOW SLIDE: Content

Content is the first component of an effective presentation. Know your material. No matter how great your presentation looks, nothing can make up for poor content. The best way to write good content is to know what you are writing about. And, if you are using slides that someone else has prepared, be sure to review them in depth several times before the presentation.

SHOW SLIDE: Visuals

The second component of an effective presentation is the **visuals**. Visuals consist of how the presentation looks and feels. This includes

- fonts,
- background,
- slide layout,
- transitions,
- animation,
- graphics, and
- sounds.

Refer participants to the following *Tools and Tips for Trainers* handouts in the Participant's Workbook.

- Guidelines for Developing Effective Slide Presentations
- Basic Color Theory
- Basic Font and Font Family Facts

We are going to briefly review some of the key points in the *Tools and Tips for Trainers* Guidelines for Developing Effective Slide Presentations. The other *Tools and Tips for Trainers* in this section are for your future reference.

While these guidelines are stated like "rules," they are just suggestions from experienced presenters. They apply in most situations, but there may also be times when you choose to ignore them. Some of them may be quite familiar, but it may be helpful to be reminded of them again.

Fonts

- Choose a font that is simple and easy to read. Sans serif fonts are generally the most effective.
- Italic fonts should be avoided on slides.

- Fonts smaller than 28 point size are usually difficult to read. Font sizes typically range from 28 to 48 points.
- Do not use multiple fonts and styles. Limit choices to two within a slide presentation.

Text

- No more than six lines of text should be used per slide, usually no more than 6 words per line.
- Use slides to convey only key points.
- Avoid capitalization of ALL letters.
- Use high contrast colors for fonts compared to background.
- Avoid long sentences and abbreviations.
- Use color or bolding instead of underlining to emphasize words or key phrases.

Pictures and Graphics

- Use no more than two graphics per slide.
- Ensure quality of graphics.
- Refrain from using too much generic clip art.
- Choose appropriate graphs and diagrams.

Colors

- Use contrasting colors.
- Use complementary colors.
- Use light on dark.
- Keep the color scheme consistent throughout the presentation.

Other Tips

- Only use sound effects when necessary.
- Use numbers for sequential lists and bullets to highlight other lists.
- Be consistent. Only use differences to draw attention.

- For transitions, use "appear" and "disappear."
- Keep tables simple with clear headings and labels.

We hope that everyone heard at least one tip, or several tips, about developing effective slides that was new. We are going to give you time to share what was new to you – and to critically look at the slides you brought with you in just a minute.

Before we do the final activity in this section, a few words about the third component of a presentation – delivery.

SHOW SLIDE: Delivery

The last component of an effective presentation is the **delivery**. Giving an effective presentation requires practice, practice, and more practice. You can practice by giving a presentation to colleagues, friends, or a group of empty chairs.

During the actual presentation, engage the audience and speak clearly and comfortably. Never memorize your presentation and never read the slides to the audience. Use the slides for emphasis or illustration only. Rely on your ability to speak extemporaneously to deliver the majority of the content.

SHOW SLIDE: Improving PowerPoint Slides Activity

Improving PowerPoint Slides Activity:

The final activity in this section, Improving PowerPoint Slides will be done in groups of three. Throughout the course, we are continuing to use different types of activities: to break up the training day, appeal to adults with different learning styles, and demonstrate as many different activities as possible for your use in future trainings. You will have 30 minutes to complete this activity.

- We will divide into groups of three, by counting off around the room – 1-2-3 and so on. Now that you have your group, move your chairs together so that it will be easy to chat without disturbing other groups.

- Each individual should have brought 4 PowerPoint slides (their own slides or from a training that they have used), printed on two pieces of paper, as per the instructions you received when registering for the class. Raise your hand if you did not bring slides with you; we have a few examples that we can share with you.

- The goal for this activity is to work together on improving all three sets of slides in your group, spending about 10 minutes on each set.

- When it is your turn to improve the slides that you brought, take a minute or two to tell the other two group members about the training and when the slides were used. Then, mention a couple of ways you can see to improve them, based on what you have learned during the course today.

- Once the "owner" of the slides has talked about improving them (about 5 minutes), the other two members of the trio can provide both positive feedback and suggestions for improvement (for another 5 minutes total). The goal of this discussion is coaching rather than critiquing.

- Coaching in this sense is a process that enables learning and development to occur and performance to improve. Notice that each person gets the opportunity to coach and to be coached. As you make your comments and suggestions for improvements consider how you will want to hear feedback about your slides!

- Once the activity is complete – after 30 minutes – we will take a few minutes to have a few share what they learned about improving PowerPoint and about the "coaching" in small groups.

Summary

SHOW SLIDE: Section 6 : Summary

NOTE: Instruct participants to record their answers on the Personal Reflections worksheet in the Participant's Workbook.

1. What did you learn in this section?

2. How are you going to use the tool?

SECTION 7: MANAGEMENT

SHOW SLIDE: Section 7 Management

- Ask participants to turn to Section 7 in their Participant's Workbook.

OUTCOMES

SHOW SLIDES: Section 7: Outcomes and Section 7: Outcomes, continued

Participants will:

- Examine presenter styles and the impact on the learner.
- Be introduced to facilitation and class management skills.
- Be able to describe seven types of personalities and their associated behaviors.
- Review how each personality affects the dynamics of a training session.
- Explore how to respond to various conflicting behaviors.
- Observe and use four techniques to answer questions.

Managing a Training

SHOW SLIDE: Presenter's Style

What did you notice about the presenter's style today?

Encourage participation and listen.

SHOW SLIDE: Essentials of Style

Body language, movement, interaction with participants, appearance, attitude, flexibility, liveliness, warmth, and inclusiveness all are a part of a trainer's style.

Have you ever been distracted by a speaker's appearance or mannerisms?

Allow time for interaction and listening.

SHOW SLIDE: Presenter's Pitfalls

There is a list of Presenter Pitfalls in the Participant's Workbook.

Other examples of speaker pitfalls include:
- Poor posture, head bowed, showing no confidence walking around the room
- Standing behind a podium
- Speaking unclearly, whispering or yelling
- Reading the text
- Wearing distracting jewelry that clangs or rings with movement
- Chewing or cracking gum
- Very tight or sloppy clothing, very short skirts
- No flexibility in scheduling

SHOW SLIDE: Participant-Centered Training Activity

Participant-Centered Training Activity

We are going to use Learning Partners for this activity.

- Expertise
- Empathy
- Enthusiasm
- Clarity

Refer participants to the *Tools and Tips for Trainers* Learning Partners handout and Participant-Centered Trainer Checklist in the Participant's Workbook.

Let's look at the Participant-Centered Trainer Checklist in the Participant's Workbook. You will work with the person across the table from you. First, quickly fill out the checklist using an x for the presenters you saw today. Where did we land on the chart? Then put a star on the chart for where you think you will be rated the next time you train based on material you learned today. Discuss with your partner.

Let's report out now. In the area of expertise, what styles have you seen in this class today that will help you train? Discuss what was most effective?

Facilitative Trainer

Training is very lively with a good facilitator running the training, and it is fun. Let's look at this quote from a facilitative trainer expert.

SHOW SLIDE: Facilitative Trainer

"Has the skills to facilitate learning with responsibility for teaching some particular topic."

Roger M. Schwarz

SHOW SLIDE: Responsibilities of a Facilitative Trainer

Responsibilities of a Facilitative Trainer

- Analyze audience
- Monitor group process
- Regularly inquires whether training is meeting participant needs
- Facilitates the interaction among participants to enhance learning

What are some responsibilities and skills of a facilitative trainer?

Allow time for response and listen.

Let's look at the Responsibilities and Skills of Facilitating Trainers handout in the Participant's Workbook.

- Be the traffic cop, keep the session moving, avoid discussion bogging down.
- Know where you are headed and make sure that you bring all the people along with you to reach the final destination.
- Honor the beginning and ending times set for the training session.
- Be the neutral party, creating a safe haven. Don't take sides in a discussion, but rather moderate.
- Protect participants against criticism. Don't allow personal attacks.
- Keep a positive energy going in the room. You want to discourage "killer statements" such as: "We have tried that before and it didn't work."
- Expect and ensure full participation. Do it in a kind way, but everyone should have an opportunity to contribute. Don't ignore a problem talker. Will address this a little later.
- Make people feel comfortable and find out who your audience is, such as: How many of you consider yourself seasoned trainers?
- Push participants to think outside of the box. Don't settle for mediocrity.

Tell them you expect new ideas.

- Ability to stay focused. Use the "bike rack" for an off topic idea.

- Outstanding listener. Listen to what people say, keeping eye contact with speaker. Don't stand in one place, walk closer to the speaker to show your attention.

- Ability to capture and restate what others say goes with being a good listener. Always reconfirm after you restate. "Did I capture what you said correctly?"

- Sensitive to all participants, conscious of their body and facial expressions.

- Flexible and able to change course. If a topic results in a lively discussion, you may need to adjust the timing of the next session. Adapt quickly to needs of the group.

- Use body language that is open and welcoming for all members of the group.

- Demonstrate the expectation that all participants can learn and actively promote the success of each participant.

- Ask questions to lead the participants through a review of the content presented during the training session.

- Provide a review of the major points presented during the training session, asking questions to allow participants to reinforce their learning.

- Seek to understand the points others make by diplomatically asking *why or how* questions.

- Provide content examples directly related to the work roles of the participants.

- Use a variety of instructional strategies throughout the training session.

- Include appropriate humor in the training session, and demonstrate a willingness to laugh at self.

What are the attributes of a good facilitator?

> ***Allow time for response and listen.***

SHOW SLIDE: Managing Other Factors

Managing Other Factors

- Know your audience
- Managing size of group
- Managing the flow of the training day
- Managing a working lunch

SHOW SLIDE: Physical Activity

Physical Activity Instructions:

Lead a 2 minute physical activity.

SHOW SLIDE: Break

Take 15-minute break, reminding group of restroom and beverage locations.

Know Your Audience

Know your audience. You may get information about their jobs and training experience from their registration materials. You can also ask pertinent questions, such as, "How many of you work in child nutrition programs? How many of you have eaten a school meal in the last 3 years?"

Size of Group

You have to tailor training to the size of the group. For example, in the opening ice breaker if there are a large number of participants, you may decide to introduce at the table level instead of introducing each person to the whole group. Or you may allow each participant only one sentence or 1 minute to introduce to the group.

Managing the Flow of the Training Day

A good trainer is continually assessing the flow. Do we need to change tables? Do we need to have a break? Know when to use a break.

How do you modify the training on the day of training?

Allow time for response and listen.

You may need to do this because you are running behind or you are running ahead of schedule. Ask your participants for their permission to modify the schedule and then explain the changes that are going to occur.

Managing a Working Lunch

How do you have a working lunch? What are some of the activities that you have done in a working lunch?

Listen to responses.

Lunch is a good mental break, but sometimes circumstances dictate working through lunch. If you are altering the agenda, make sure this is the consensus of the group. You will need to allow time for everyone to be served and then you can proceed with tasks. It is very tough for a speaker to hold attention of diners during a meal. A better tactic is to divide into small group work during the meal with a specific task to be accomplished. Be sure to program a break at either the beginning or end of the meal to allow for phone calls, e-mails, etc.

Managing Personalities

SHOW SLIDE: Managing Personalities

- Know-It-All
- Timid or Bashful
- Whiners
- Avoiders
- Talkers
- Arguer

Have you ever facilitated or participated in a meeting that was disrupted by a person with a distracting personality or behavior?

What did you experience?

How did that affect the meeting?

Encourage and listen to responses.

Your Participant's Workbook has a number of *Tools and Tips for Trainers* for managing personalities.

It is important to maintain a positive atmosphere in the room. Conflict, distraction, and diversions affect the productivity of your meeting by wasting valuable time. How you control these distractions or disturbances requires sensitivity and finesse.

What are good responses or actions to take when dealing with a distraction or disturbance?

Allow time for responses.

Important to know that these personalities should <u>NOT</u> be ignored.

Know-It-All

The **know-it-all** can be one of the most challenging types of personalities to manage as they are highly opinionated and sometimes arrogant. They may even try to undermine your authority and direction of your training. These types of people may have some feelings of inadequacy, so they feel they need to prove something. In most cases we would love to avoid this type of person, but the fact is that we need to find ways to communicate with them. While you can draw on their strengths as natural-born leaders, you still need to reserve time for participation from others.

Some actions you can take to manage the know-it-alls are:

- Recognize their competencies and listen to their ideas and opinions. This validation will help them feel like there is less to prove.
- Set well-defined participation guidelines for your training and communicate them at the beginning of your session.
- Stay patient and try to leverage their strengths by engaging them in some creative problem-solving activities.
- To give others a chance to share, allow the know-it-all to document ideas and then share them with the group at a later time.
- When the know-it-all becomes too difficult to manage and the dynamics of the group are threatened, try to alleviate the problem by dismissing them with a *"That's interesting. Do we have any other ideas?"* or *"Let's hear from someone else."*
- Call on this person last for input to give others a chance to speak.

Timid or Bashful

The **timid or bashful** type tends to keep a low profile in meetings. While these types of people are very quiet and try to avoid confrontation, they are fully participating on the inside, taking everything in and processing information. They do have a strong sense of responsibility and duty, but want to avoid conflict or criticism, so they keep ideas and opinions to themselves.

To manage timid personalities during training, try to:

- Ask easy questions to get them involved in the conversation. This will boost a quick sense of confidence by the fact that they can successfully answer a question.

- Pair them up with other participants. The timid types seem to work well in pairs and they are quick to offer help to others.

- Give them time to prepare for an answer to a question. For instance, ask the group to jot down answers to questions before being called upon so that they have an opportunity to prepare a non-embarrassing response.

- Thank them for their responses and let them know they are appreciated for their participation. Bashful, timid types thrive on positive feedback.

Whiners

Nothing draws the energy out of a meeting more than a **whiny** participant who contributes nothing but negativity to your training sessions. These types of behaviors tend to undermine the value and progress of training. Whiners tend to disrupt by complaining about their environment, work load, and complex issues. They respect structure, law, and tradition, but when things don't go as planned or go against the rules, they become uncomfortable and feel powerless and unable to meet goals. So, rather than work toward solutions, they accept defeat. This type of personality can greatly demoralize the attitudes of the group and slow progress. So how can you manage this type of behavior?

When dealing with a whiner try to:

- Be clear about rules and guidelines you have set in place, emphasizing structure.

- Emphasize the ultimate objectives of the group.

- Do not impose any risks upon them.

- Whiners are usually good at remembering facts and details, so rely on them for clarification.

- Give them some responsibility that they can successfully apply.

- Let them be a helper.

- Let them know you care, but that you have firm objectives to accomplish.

- Respond to whiners by asking them what the purpose or reasoning is behind their comments.

- Offer to help them identify their problem and brainstorm ideas for solutions at a later time.

Avoiders

Avoiders try to stay out of the discussion. They hide from confrontation and stay out of the picture as much as possible. Avoiders are very resourceful and willing to help out through actions, but only speak out when called upon. Avoiders cannot commit to responsibility as they are afraid of risking their reputation or being blamed for consequences.

So, how can you get an avoider to start participating?

- Let them know that their contributions matter and works of the group are beneficial and will have practical solutions.

- Let them know that their opinion is important and that there are no wrong answers.

- Let them carefully document their ideas on paper and then discuss them when comfortable.

- Give avoiders praise when they do contribute. Say things like, *"You raise an interesting point!"*

- Be respectful of the avoider's space but let them know how valued their opinions are.

Talkers

The **talkers** are those who love to ramble as if to simply hear themselves speak. They may also be seeking attention from the leader as if to say, "notice me."

The talkers are usually exceptionally well-informed and like to share their knowledge. This is not a bad thing, but it can be disruptive if others are not given an opportunity to express opinions. Talkers can be categorized as teachers' pets, eager beavers, show-offs, or just very chatty.

To manage this type of behavior:

- Thank them for their contribution to the discussion and then ask to hear from another participant.

- Slow them down by asking a complex question.

- If statements are misrepresented or not factual, toss their comments out to the rest of the group for input and clarification. Let the group handle the talker whenever possible.

- Remember that the talkers are always the best participants to initiate group conversations, but reinforce the value of varied opinions and ideas.

Arguer

The last type of personality type we will discuss is that of the **arguer**. These people are very assertive and confident in their beliefs and opinions, but have no tolerance for those who do not meet their expectations. The argumentative participant tends to be annoyed and often disagreeable; quick to answer, "No." This personality also has a tendency toward criticism and judgment over others' opinions and ideas. Oftentimes you may find this type of behavior difficult to control, and tension and intimidation may result within the group.

Try responding by:

- Getting the arguer off the subject by enlisting him/her in a task, such as distributing an exercise handout.

- Restating the hostile comments or questions and committing them to the group for input.

- Validate their feelings by understanding their frustrations and appreciating their ideas and opinions, but emphasize the need for productive diversity and maximization of time and constructive solutions.

- Do not try to argue back, as you may not win the fight and it will only fuel the fire, causing more frustration and degradation of production.

- In hostile situations, it may be necessary to eject the participant from the meeting.

NOTE: Because of these different personality types, small groups are usually 4 to 7 people. Less than 4 allows an outspoken person to dominate. More than 4 intimidates the introverted person.

Refer participants to *Tools and Tips for Trainers* Dealing with Challenging Participants in the Participant's Workbook.

Focusing on the behavior, not the individual is important to remember. What else do we need to remember when dealing with conflicting behaviors?

Allow responses.

Here are some other ideas which were not mentioned:

- redirecting focus back to the topic;
- maintaining eye contact;
- setting limits to the behavior;
- restating ground rules for the meeting;
- remaining neutral;
- using subtle approaches;
- and using a more direct approach when subtlety fails.

SHOW SLIDE: Personality Scenarios

Personality Scenarios Activity:

Let's do an exercise together to see how you would handle these types of personalities.

Let's role-play a few personalities.

For this exercise, each table has been given a slip with a scenario. Plan a short skit using this scenario and how a facilitator might deal with it. We'll also need one volunteer to play the part of the trainer to deliver a presentation using a script.

NOTE: Refer participants to the Personality Scenarios in the Participant's Workbook.

> *Give each table a printed scenario. Allow 5 minutes to plan skit. Have each group present a skit and allow discussion after each.*

What questions do you have about managing personalities? This is one of the most difficult responsibilities.

> *Listen to and answer questions.*

Techniques for Answering Questions

SHOW SLIDE: Techniques for Answering Questions

Questions are a natural part of learning and give trainers valuable opportunities to reinforce and clarify material.

- Answer directly
- Postpone answering
- Admit you don't know the answer
- Answer indirectly

Four Techniques for Answering Questions

1. **Answer questions directly.** This technique is best used when a question involves information that participants are not likely to know or if it requires the instructor's opinion. It is important to keep direct answers brief and to the point.

After answering, check to see if you have really answered the questions by asking, "Does that answer your question?"

When would you directly answer a question?

Encourage and listen to responses.

2. **Postpone answering.** Only postpone answering a question if:
   - the material will be covered later,
   - the question is too complex to answer adequately,
   - you are short on time, or
   - you don't know the answer and you will check on it during break.

Always explain why you are postponing the answer and put it on the bike rack. Remember, you should be answering more questions than postponing.

Encourage and listen to responses.

3. **Admit when you don't know the answer to a question.** It is impossible to know every answer. Admitting that you don't know the answer doesn't hurt your credibility. It is appropriate to say, "I don't know the answer to that, but I will look into it and get back with you."

What are some ways you have handled not knowing the answer and how did your participants react?

Encourage and listen to responses.

4. **Answer indirectly.** This technique encourages other participants to get involved, opens the channels of dialogue, and makes the learning process interactive. Here are some simple steps that will help you do that:

a. Rephrase the question. This ensures everyone can hear the question and allows other participants the opportunity to think about the question.

b. Redirect the question by asking participants for answers or comments. Peers can be a resource for learning.

c. Ask probing questions. As other participants answer, follow up with a question about an issue they raised or refer back to material previously covered to see if participants believe there is a connection.

SHOW SLIDE: Activity

Activity

Let's imagine we are discussing the proper process for marketing school meals. Then I ask, "If you were to develop a plan for marketing healthy meals, what would you do to ensure you communicate information to both your students and your school staff?" How would you as the trainer not directly answer that question but redirect it back to the participants?

Encourage and listen to responses.

The following resources give more help with answering questions. Refer participants to the *Tools and Tips for Trainers* handouts Using Questions Effectively and Responding to Questions in the Participant's Workbook.

Being able to answer questions well is certainly a transferable skill. These references will help you in training, but also in fielding audience questions after a panel or speech.

Let's review. What are the 4 techniques for answering questions?

Allow responses.

1. Answer questions directly.
2. Postpone answering.
3. Admit when you don't know the answer.
4. Answer indirectly.

Which is the easiest technique and why?

> *Listen to responses.*

Which is the most difficult technique and why is it advantageous?

> *Listen to responses.*

What questions do you have about answering questions? We also want to answer the questions you have written down during the training.

Then participants can direct the questions to the trainers who answer them using one of the 4 techniques. Follow this with a discussion about the techniques that were used.

Summary

SHOW SLIDE: Section 7: Summary

NOTE: Instruct participants to record their answers on the Personal Reflections page in the Participant's Workbook.

1. What did you learn in this section?
2. How are you going to use the tool?

SECTION 8: THE CLOSER

SHOW SLIDE: Section 8 The Closer

- Ask participants to turn to Section 8 in their Participant's Workbook.

OUTCOMES

SHOW SLIDE: Section 8: Outcomes

Participants will:

- Identify appropriate closing activities.
- Review the reflection notes made during the workshop.
- Complete the Self -Assessment.
- Complete the Evaluation.

The Closer

During our final section, we will spend time reflecting on what we have learned during this training. You may have learned as a direct result of our training activities but you also could have learned from another participant who offered a fresh new idea or approach.

We provided a number of closer activities in the Participant's Workbook.

Refer participants to the *Tools and Tips for Trainers* handouts Closers and Closer Examples in the Participant's Workbook.

It is important that closing activities are not rushed and provide plenty of time for reflection. Too many times, we trainers rush our closing as we have run out of time. When this happens, we lose the opportunity to reinforce the key concepts and ideas of the day and the evaluation is hurried.

So, the key concept here is schedule time for closing and assure that there is adequate time to do this.

SHOW SLIDE: Circle of Reflection

Circle of Reflection Activity

We are going to create a Circle of Reflection. What we want you to do next is to pull out the notes that you made at the end of each section. In front of you are 3 x 5 note cards. Write one thing you learned or reflected upon on each card. Use as many cards as you need.

> **Give the participants 5 minutes to complete this activity. When participants have completed this, have them count off by "2"s.**

Everyone is to take their cards with them and stand up. Have the "1"s form a circle in an area of the room. Then have them take 2 steps in to tighten up the circle. Have the "2"s form a circle around them – on the outside of the circle of "1"s. Then have the inner circle walk in one direction in a circle while the outer circle walks in the opposite direction. When I ring the bell (or blow a whistle or

clap my hands), everyone stops and faces the person opposite them. Now, share what you have written on one of your cards with the other person. And end by giving them a High Five!

Repeat the walk in the circle 2 or 3 times (depending on the time.)

Return to your tables.

Two other closers ideas are included in the Participant's Workbook.

Post-Training Self-Assessment

SHOW SLIDE: Post-Training Self-Assessment

Please take out the Post-Training Self -Assessment located in the Participant's Workbook. This time fill this out as if it were 6 months from now or a year from now and you have conducted one or more trainings.

Compare it to your Pre-Training Self-Assessment. What have you changed?

> ***Provide time for completing the Post-Training Self-Assessment.***

SHOW SLIDE: Training is an Evolving Process

Training is an Evolving Process

- Always learning from experience.
- Always learning how to improve.

Training is an evolving process – always a work in progress as a trainer – always learning from experience and how to improve.

Summary

SHOW SLIDE: Section 8: Summary

NOTE: Instruct participants to record their answers on the Personal Reflections page in the Participant's Workbook.

1. What did you learn in this section?

2. How are you going to use the tool?

Before we officially close, does anyone want to share a personal reflection on this training?

ICN Course Evaluation

SHOW SLIDE: ICN Course Evaluation

Our last activity of the day is completing the ICN's Course Evaluation form so that we can continue doing what worked but improve on those areas that didn't or could have gone better. Please put your evaluations in the box, and we have your certificate of completion for you as you leave.

SHOW SLIDE: Thank You

Thank You!

ICN Contact: 800-321-3054

www.theicn.org

SHOW SLIDE: Institute of Child Nutrition

Institute of Child Nutrition

The University of Mississippi

Mission and Vision

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