

Foundations for Training Excellence: Basics



Instructor's Manual

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PURPOSE

Improve the operation of child nutrition programs through research, education and training, and information dissemination

MISSION

Provide relevant research-based information and services that advance the continuous improvement of child nutrition programs

VISION

Lead the nation in providing research, education, and resources that promote excellence in child nutrition programs

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Course-at-a-Glance

240 minutes (4 hours)

Time Allowed	Topic	Task	Materials
30 minutes	Introduction	<ul style="list-style-type: none"> ■ Discuss purpose of training and comfort level ■ Review USDA Professional Standards and Learning Objectives Handout ■ Review Ground Rules ■ Facilitate Pre-Assessment ■ Review Terms and Definitions Handout 	<ul style="list-style-type: none"> ■ Slide presentation ■ Participant's Workbook
Lesson 1: Icebreakers			
Objective: Using the information provided in this training, participants will be able to create a topic-focused icebreaker.			
30 minutes	<ul style="list-style-type: none"> ■ Icebreaker ■ Openers and icebreakers ■ Topic-focused icebreakers 	<ul style="list-style-type: none"> ■ Discuss introduction icebreakers and openers/icebreakers ■ Facilitate Introduction Icebreaker activity ■ Review the goal of an icebreaker ■ Facilitate Topic-focused Icebreaker activity ■ Review Topic-Focused Icebreaker Handout 	<ul style="list-style-type: none"> ■ Slide presentation ■ Participant's Workbook ■ Flip chart ■ Flip chart markers ■ Self-adhesive notes

Course-at-a-Glance, continued

Time Allowed	Topic	Task	Materials
Lesson 2: Skills of a Successful Trainer			
Objective: Using the information provided in this training, participants will identify the importance of recognizing audience sensitivity in a training.			
30 minutes	<ul style="list-style-type: none"> ■ Skills of a successful trainer 	<ul style="list-style-type: none"> ■ Discuss skills of a successful trainer ■ Discuss distracting pitfalls of a successful trainer ■ Review Successful Trainer Tips Handout ■ Discuss open and effective communication ■ Facilitate Effective Listening and Speaking activity ■ Review Communication Skills for Trainers Handout 	<ul style="list-style-type: none"> ■ Slide presentation ■ Participant's Workbook ■ Flip chart ■ Flip chart markers ■ Self-adhesive notes
Lesson 3: Audience Sensitivity			
Objective: Using the information provided in this training, participants will identify the importance of recognizing audience sensitivity in a training.			
15 minutes	<ul style="list-style-type: none"> ■ Audience Sensitivity 	<ul style="list-style-type: none"> ■ Discuss audience sensitivity and recognizing characteristics of the audience ■ Review Audience Characteristics Handout ■ Facilitate Audience Characteristics activity 	<ul style="list-style-type: none"> ■ Slide presentation ■ Participant's Workbook ■ Flip chart ■ Flip chart markers

Course-at-a-Glance, continued

Time Allowed	Topic	Task	Materials
Lesson 3: Audience Sensitivity, continued			
Objective: Using the information provided in this training, participants will identify the importance of recognizing audience sensitivity in a training.			
30 minutes	<ul style="list-style-type: none"> ■ Audience Sensitivity 	<ul style="list-style-type: none"> ■ Discuss generational learning differences ■ Discuss role-play: reaching different generations ■ Facilitate Role-Play: Generation and Characteristics and Learning Methods activity 	<ul style="list-style-type: none"> ■ Slide presentation ■ Participant's Workbook ■ Flip chart ■ Flip chart markers
Lesson 4: Adult Learners and Training			
Objective: Using the information provided in this training, participants will identify the different learning styles and delivery techniques for adult learners.			
15 minutes	<ul style="list-style-type: none"> ■ Adult Learners and Training 	<ul style="list-style-type: none"> ■ Review adult learning needs and applying adult learning principles ■ Review Characteristics of Adult Learner Handout ■ Discuss learning styles ■ Review Interactive Techniques Handout ■ Facilitate Interactive Techniques activity 	<ul style="list-style-type: none"> ■ Slide presentation ■ Participant's Workbook ■ Flip chart ■ Flip chart markers

Course-at-a-Glance, continued

Time Allowed	Topic	Task	Materials
Lesson 5: Facilitative Training			
Objective: Using the information provided in this training, participants will recognize effective facilitation techniques.			
30 minutes	<ul style="list-style-type: none"> ■ Facilitative Training 	<ul style="list-style-type: none"> ■ Discuss facilitative training ■ Facilitate Skills of a Facilitate Trainer ■ Review Skills of a Facilitate Trainer Handout ■ Discuss managing behaviors ■ Review Dealing with Participants' Behavior Handout ■ Facilitate Behavioral Scenarios Worksheet activity ■ Discuss answering questions ■ Facilitate Answering Questions activity 	<ul style="list-style-type: none"> ■ Slide presentation ■ Participant's Workbook ■ Flip chart ■ Flip chart markers
Lesson 6: Visual Aids			
Objective: Using the information provided in this training, participants will identify the characteristics of effective visual aids.			
30 minutes	<ul style="list-style-type: none"> ■ Visual Aids 	<ul style="list-style-type: none"> ■ Discuss handouts and slides, create effective visual aids, slides ■ Facilitate Effective Slides activity 	<ul style="list-style-type: none"> ■ Slide presentation ■ Participant's Workbook ■ Flip chart ■ Flip chart markers

Course-at-a-Glance, continued

Time Allowed	Topic	Task	Materials
Training Summary			
30 minutes	<ul style="list-style-type: none"> ■ Summary 	<ul style="list-style-type: none"> ■ Facilitate Circle Of Reflection Take-Home Messages activity ■ Answer questions ■ Distribute post-assessments, certificates, and evaluations 	<ul style="list-style-type: none"> ■ Participant's Workbook ■ Post-assessment ■ Evaluation Certificate

Preparation Checklist

Instructions: Use the checklist to prepare for the training session.

Task	Person Responsible	Completion Date	Completed Task
Reserve equipment and gather supplies needed for use on the day of the class (6 weeks prior). <ul style="list-style-type: none"> ■ Instructor's Manual ■ Participant sign-in sheet(s) ■ Name tags and table tents (one per participant) ■ Self-adhesive notes/index cards ■ Ground Rules ■ Agenda ■ Pre-/Post-Assessments ■ Participant's Workbooks ■ Training Evaluations ■ Certificates of Completion 			
List of equipment and supplies needed <ul style="list-style-type: none"> ■ Microphone, preferably wireless ■ Computer to present slides ■ Projector, wireless presenter device, and slide advancer ■ Screen ■ Flip chart paper or white board, if available ■ Painter's tape (Do not use masking tape.) ■ Assorted color markers (flip chart or white board) 			

Introduction

SHOW SLIDE: *Foundations for Training Excellence: Basics*

SAY:

The Institute of Child Nutrition (ICN) is a recognized leader in providing training to diverse populations across the nation. *Foundations for Training Excellence: Basics* is part of an ongoing effort by ICN to develop and support a national network of trainers. The ultimate goal of all ICN trainings is the continuous improvement of child nutrition programs.

The intended audience of this training is anyone who wishes to become a more effective trainer. This training will assist participants in assessing their current skill levels and encourage further professional development. It will also give participants training tools and resources to take back to their workplace to use immediately.

On the upper right corner of the slides, you will see a reference to the corresponding lesson in the Participant's Workbook.

DO:

Welcome participants as they enter the room. Determine the makeup of the audience by asking for a show of hands of various positions represented at the training (e.g. school nutrition directors, cafeteria managers, operators of adult and child care facilities, State agency, school administrators). Confirm participants have all the necessary materials for the lesson. Circulate the sign-in sheet, and request each participant sign the sheet.

Instructor's note: *Prior to beginning the session, place the class materials on the tables, post the Ground Rules mini posters, and create a flip chart paper labeled "Bike Rack."*

SAY:

This training will cover a variety of topics, and questions are highly encouraged. Because all your questions are important, please write them on a self-adhesive note and post it to the Bike Rack. Sometimes questions may require research or a longer answer than time allows at that point.

Instructor's note: Make sure to point out the location of the restrooms and water fountain/beverages to the group.

SHOW SLIDE: *Comfort Level*

SAY:

Trainers must be sensitive to participants' cultural beliefs, personal preferences, and physical capabilities. During this training, we encourage you to determine your level of participation based on your individual needs.

SHOW SLIDE: *Purpose of Providing Training*

SAY:

In today's world, staff training is the foundation of a successful operation. The benefits of staff training are endless. To name a few, training

- increases staff knowledge and skills,
- clarifies policies and procedures,
- contributes to positive staff morale,
- impacts employee self-worth, and
- reduces staff turnover.

SHOW SLIDE: *Key Area, Professional Standards and Objectives***SAY:**

The USDA Professional Standards and Learning Objectives serve as a foundation for this training. Let's take a few minutes to locate the **USDA Professional Standards and Learning Objectives Handout** located in the Participant's Workbook for this training.

USDA Professional Standards and Learning Objectives Handout

USDA Professional Standards and Learning Objectives Handout

USDA Professional Standards

Key Area

Administration – 3000

USDA Professional Standard – Human Resources

3400 – Human Resources and Staff Training

Learning Objectives

Using the information provided in this training, participants will

- create a topic-focused icebreaker,
- identify skills of successful trainers,
- describe ways to apply adult learning principles,
- identify the importance of recognizing audience sensitivity in a training,
- identify different learning styles and delivery techniques for adult learners,
- recognize effective facilitation techniques, and
- identify the characteristics of effective visual aids.

SHOW SLIDE: *Ground Rules***SAY:**

One of the trainer's roles is to ensure a positive environment for the ultimate learning experience. A positive training setting is one that provides a safe, relaxed, and fun atmosphere. Ground rules help the class run smoothly and allow all participants to benefit from the course instruction and information.

Instructor's note: Post the *Ground Rules* mini posters before the beginning of the training. Review the ground rules with the participants.

(Activity): Years of Experience**SAY:**

Please complete a table tent with your name on the front. On the backside of the table tent, include your years of experience in child nutrition and the location of your agency or school district.

SHOW SLIDE: *Pre-Assessment***SAY:**

A pre-assessment is a training tool that provides the participants' baseline knowledge of the training topic. Please select a unique identifier, and place it on the top right corner of the page. You will need to remember your identifier for the post assessment.

(Activity): Pre-Assessment**DO:**

Distribute the pre-assessment. Remind participants to not write their name on the pre-/post-assessments. Collect the assessments when the activity is completed.

SHOW SLIDE: *Key Terms***SAY:**

Some of the key terms may not be included in the training but may serve as a reference at another time. Let's take a few minutes to review the **Key Terms Handout** located in the Participant's Workbook.

Key Terms Handout

Instructor's note: *This is the end of the lesson, transition into the next lesson.*

Key Terms Handout

Audience Sensitivity

Audience sensitivity recognizes that individuals have similarities and differences that influence what they believe, how they learn, and how they communicate.

Communication

Communication is the process by which a message goes from a sender, to a receiver, and then back to the sender.

Cultural Sensitivity

Cultural sensitivity is the awareness that cultural differences and similarities exist and that behaviors and actions can have different meanings in different cultures.

Ground Rules

Ground rules help the class run smoothly and allow all participants to benefit from the course instruction and information.

Icebreaker

Effective icebreakers encourage participants to meet, help the trainer identify the audience, and can set the stage for the outcome of the training. A good icebreaker should fit the audience and the training topic. The initial icebreaker should include an introduction of all participants, but it should not take too much time.

Open Communication

Open communication is a clear exchange of information without fear or anxiety of expressing one's thoughts and beliefs.

Pre-Assessment and Post-Assessment

A pre-assessment is a training tool that provides the participants' baseline knowledge of the training topic. At the conclusion of the training, the post-assessment is a tool that can assist in determining the knowledge gained.

Lesson 1: Icebreakers

Objective:

Using the information provided in this training, participants will be able to create a topic-focused icebreaker.

SHOW SLIDE: *Introduction Icebreaker*

SAY:

From the start, it is important to know your audience. Effective icebreakers help participants meet, help the trainer identify the audience, and can set the stage for the outcome of the training. Icebreakers provide an opportunity for the trainer and participants to learn about each other and provide a commonality for conversations. Knowing your audience is key to tailoring the training session for the most effective and beneficial outcome. We are going to do a brief icebreaker, and later we will discuss considerations for including icebreakers in the training.

SHOW SLIDE: *Openers/Icebreakers*

SAY:

As a trainer your knowledge, words, and expressions contribute to memorable impressions in the minds of many. Imagine what an ineffective opener can do to audience participation. Many individuals trust their instincts when formulating a first impression, regardless of the facts. The initial icebreaker should include an introduction of all participants, but it should not take too much time. In trainings where there are multiple topics, icebreakers are a great way to transition from one topic to another.

A good opener or icebreaker

- encourages active participation,
- reduces anxiety and tension in the room, and
- stimulates curiosity of what is yet to come.

(Activity): Introduction Icebreaker

DO:

Write the header “Like to Learn” on a piece of flip chart paper, and then place it on the wall. Ask the participants to state what they would like to learn from the training. Ask participants to circulate the room and meet someone new. Ask participants to introduce themselves and share what they would like to learn from the training. Write the participants’ responses on the flip chart page, or read the self-adhesive note the participants have posted.

***Instructor’s note:** Remember, not all participants may feel comfortable circulating the room, and it is important to find a respectful way to include them in the activities. For large groups, it may be better to ask individuals to write what they would like to learn on a self-adhesive note and post it on the “Like to Learn” flip chart paper.*

SHOW SLIDE: Icebreakers

SAY:

Correlate a topic-focused icebreaker with the training topic. Remember, the goal of the icebreaker is to entice the participants’ anticipation of what is yet to come. Icebreakers must be simple and appropriately tailored to each group, should promote interaction and team building, and should not take too long—or take away from the training content.

In the next activity, using creative skills and what you have learned from this training, practice creating topic-focused icebreakers. Consider the opened-ended questions you can ask individuals who are attending the training.

(Activity): Topic-Focused Icebreakers**Topic-Focused Icebreakers Handout****DO:**

First, divide participants into small groups. Then, provide each group with markers and flip chart paper, and assign one of the following topics to each group:

- Training Icebreakers
- Child Care Training Icebreakers
- Culinary Training Icebreakers
- Financial Management Training Icebreakers
- Food Safety Training Icebreakers
- Human Resources Training Icebreakers
- Meal Pattern Training Icebreakers
- Procurement Training Icebreakers

Ask the groups to create an icebreaker that relates to their assigned topic. Post each group's flip chart paper on the wall. At the end of the activity, refer participants to the **Topic-Focused Icebreakers Handout** located in the Participant's Workbook.

***Instructor's note:** Some topics in the list for this activity may not be appropriate for the participants in the training.*

Topic-Focused Icebreakers Handout

Icebreakers help lay the foundation for group participation and intermingling, which aids in the learning process. A good icebreaker encourages active participation, reduces anxiety and tension in the room, and stimulates curiosity of what is yet to come. The following are examples of possible topic-focused icebreakers.

Training Icebreakers

- What do you believe is the greatest training need in child nutrition programs today?
- What is your training role in your current position?
- Give the title of the most recent training you attended.
- What is your greatest fear in being a trainer?
- Why are you interested in training?
- Whom do you hope to train in the next 12 months?
- What is your greatest training challenge?
- What is your most unusual or unique training experience?
- What do you like about this icebreaker?

Child Care Training Icebreakers

- What do you believe is the greatest training need for child care providers?
- Give the title of the most recent child care training you attended.
- Describe in no more than five words your greatest passion associated with your job.

Culinary Training Icebreakers

- What do you believe is the greatest training need in culinary techniques?
- If you were a cooking utensil, what would you be and why?
- Give the title of the most recent culinary training you attended.
- Describe a memorable experience associated with an event that included food.

Topic-Focused Icebreakers Handout, continued

Food Safety Training Icebreakers

- What do you believe is the greatest training need in food safety applications?
- How many years have you been practicing food safety?
- If you could change one misconception about food safety, what would it be?
- What food safety skills do you bring to this training?

Financial Management Training Icebreakers

- What do you believe is the greatest training need in understanding financial management principles?
- Describe a favorite tool that you use to assist with financial management in your district or operation.
- Give the title of the most recent financial management training you attended.
- What would you like to learn about financial management?

Human Resource Training Icebreakers

- What do you believe is the greatest training need in working with employees?
- Describe the qualities and characteristics of a good supervisor.
- Give the title of the most recent human resource training you attended.
- What would you like to learn during this human resource training?

Meal Pattern Training Icebreakers

- Give the title of the most recent meal pattern training you attended.
- Describe in no more than five words your greatest passion as it relates to child nutrition program.
- Describe in no more than five words your greatest passion associated with your job.

Topic-Focused Icebreakers, continued

Procurement Training Icebreakers

- What do you believe is the greatest training need in understanding the procurement process?
- Give the title of the most recent procurement training you attended.
- What would you like to learn during this procurement training?
- When you hear the word “procurement,” what is the first thought that comes to your mind?

Instructor's note: *This is the end of the lesson, transition into the next lesson.*

Lesson 2: Skills of Successful Trainers

Objective:

Using the information provided in this training, participants will identify skills of successful trainers.

SHOW SLIDE: *A Successful Trainer*

SAY:

All trainers have their own style. Body language, interaction with participants, appearance, attitude, and inclusiveness are just a few parts of a trainer's style.

DO:

Ask participants to identify the skills of a successful trainer. Write their responses on the corresponding flip chart paper.

Instructor's note: *Write the headers "Successful Trainer" and "Pitfalls of a Trainer" on a piece of flip chart paper.*

ASK:

What are some skills of successful trainers?

FEEDBACK:

Possible examples include

- Understands audience and topic
- Defines unfamiliar terms
- Repeats questions
- Prepares for presentation
- Communicates to the participants

- Facilitates training that engages participants, maximizes the potential for knowledge transfer, and encourages open communication

SAY:

While there are many positive attributes a presenter may use, there are also some distracting pitfalls to avoid when facilitating a training. On a self-adhesive note, write one example of a presenter's pitfall.

Successful Trainer Tips Handout

DO:

Ask the participants to identify distracting pitfalls of a trainer. At the conclusion of the activity, refer participants to the **Successful Trainer Tips Handout** located in the Participant's Workbook.

ASK:

What are some distracting pitfalls of trainers?

FEEDBACK:

Possible examples include

- Poor posture, head bowed, showing no confidence when walking around the room
- Standing behind a podium
- Speaking unclearly, whispering, or yelling
- Reading the text word for word
- Wearing distracting jewelry that clangs or rings with movement
- Chewing or popping gum
- Very tight or sloppy clothing, very short skirts
- No flexibility in scheduling

Successful Trainer Tips Handout

- Identify the purpose for the training.
- Identify the topic and intended audience.
- Determine in advance the length of time for content and activities.
- Review the training objectives.
- Research the training environment and the specific needs and beliefs of the audience.
- Determine if the training is formal or informal.
- Learn the training content and avoid reading it directly from a script.
- Communicate the ground rules.
- Determine possible *what if* scenarios and plan for the unexpected.
- Distinguish between the *need to know* versus the *nice to know* information.
- Incorporate adult learning principles.
- Practice audience sensitivity with words and actions.
- Use a variety of audience-engaging techniques.
- Prepare for misinformation communicated by the participants.
- Understand the non-verbal messages communicated through body language (i.e. facial expressions, posture, etc.).
- Learn to manage adverse and challenging situations.
- Create a safe learning environment.
- Provide opportunities for participants to communicate related training topic experiences.
- Demonstrate respect and professionalism at all times.

SHOW SLIDE: *Open Communication***SAY:**

Open communication is a clear exchange of information without fear or anxiety to express one's thoughts and beliefs. The foundation of a climate of open communication is trust. Trainers must build a climate of open communication if they are to communicate effectively with their participants.

SHOW SLIDE: *Skill: Demonstrate Effective Communication***SAY:**

Effective communication involves effective listening and speaking skills and using effective materials. Trainers must illustrate open-minded listening techniques and encourage participants to do the same.

Effective speaking skills include stating your ideas clearly and logically while presenting your feelings non-judgmentally. To demonstrate genuine communication skills, one must stay focused and be attentive to verbal and nonverbal cues.

(Activity): Effective Listening and Speaking Skills**DO:**

Divide participants into a minimum of four (4) small groups. Provide flip chart paper to each group to write their responses. Assign each group one of the following tasks:

- Describe effective listening techniques.
- Describe ineffective listening techniques.
- Describe effective speaking techniques.
- Describe ineffective speaking techniques.

Communications Skills for Trainers Handout

DO:

Ask the groups to describe effective and ineffective listening and communication skills. Ask the participant to share a few of their responses. At the end of the activity, refer participants to the **Communications Skills for Trainers Handout** located in the Participant's Workbook.

Communications Skills for Trainers Handout

Effective Techniques	Ineffective Techniques
Listening	
<ul style="list-style-type: none"> ■ Concentrate on the conversation. ■ Use positive nonverbal actions, such as a smile. ■ Rephrase to ensure clarity. ■ Remain calm and courteous. ■ Listen with an open mind. ■ Express empathy. ■ Maintain direct eye contact. 	<ul style="list-style-type: none"> ■ Interrupting ■ Multi-tasking ■ Checking text messages, answering emails or phone calls ■ Responding without hearing the full message
Speaking	
<ul style="list-style-type: none"> ■ Speak with confidence. ■ Speak with clear knowledge of the subject. ■ Speak clearly, concisely, and with a logical sequence. ■ Practice before presenting. ■ Be generous with praise. ■ Call people by name. ■ Vary your tone, pace, and volume to keep others interested. ■ Maintain direct eye contact. 	<ul style="list-style-type: none"> ■ Reading directly from the slides or script ■ Taking things personally ■ Using slang or acronyms ■ Expressing nonverbal cues of dissatisfaction such as facial expressions

Instructor's note: *This is the end of the lesson, transition into the next lesson.*

Lesson 3: Audience Sensitivity

Objective:

Using the information provided in this training, participants will identify the importance of recognizing audience sensitivity in a training.

SHOW SLIDE: *Audience and Cultural Sensitivity*

SAY:

Audience sensitivity recognizes that individuals have similarities and differences that influence what they believe, how they learn, and how they communicate. Cultural sensitivity is the awareness that cultural differences and similarities exist and that behaviors and actions can have different meanings in different cultures. Remember, you may have individuals in the same training with several personal, cultural, and generational differences.

SHOW SLIDE: *Skill: Recognize Characteristics of the Audience*

SAY:

A skilled trainer will recognize the characteristics of the audience and modify the training and activities to represent those beliefs, learning processes, communication practices, and physical limitations. A key message for a successful trainer is to determine the makeup of the audience in advance and to prepare for potential scenarios. One way to accomplish understanding the makeup of the audience is to 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 three years?”

Knowing your audience is key to tailoring the training session for the most effective and beneficial outcome.

Audience Characteristics Handout

(Activity): Audience Characteristics

DO:

Ask the participants to discuss the **Audience Characteristics Handout** located in the Participant's Workbook. At the conclusion of the activity, ask the participants to share how they will utilize this information in their next training.

Audience Characteristics Handout

Eye Contact

Verbal and nonverbal communication practices may be appropriate with one individual but may not be appropriate to another. For example in some cultures, eye contact indicates you are interested in the conversation and are being proper and polite. However, in other cultures, eye contact is considered flirtatious or a challenge to authority.

Greetings

In the United States, a common greeting is, "Hello," and a handshake. However, in some global regions, greetings are associated with religious or cultural practices and can range from a bow, to a kiss, or kisses on the cheek, to rubbing noses.

Personal Space

Personal space is an individual preference and is different for everyone. An individual's upbringing and cultural beliefs determine the amount of space needed in their comfort zone. Some cultures view standing closely to each other as a positive work environment, but in other cultures this action is an unacceptable practice.

Touching

Like several other characteristics, in some cultures touching is acceptable, while in others it is an unacceptable action. With the exception of handshaking, when appropriate, a good practice is to avoid touching another individual. Another consideration, if culturally acceptable, is to avoid touching anyone's head.

SHOW SLIDE: *Reaching Different Generations***SAY:**

Another fundamental aspect of audience sensitivity is recognizing that different generations have different needs, attitudes, and approaches to professional development. In this training, the focus is on the characteristics of the following generations:

- Traditionalists (1909–1945)
- Baby Boomers (1946–1964)
- Gen X (1965–1979)
- Millennials (1980–1995)
- Gen Z (1996–2010)

Generation Characteristics and Learning Methods Handout**(Activity): Generation Characteristics and Learning Methods****DO:**

Ask participants to review the **Generation Characteristics and Learning Methods Handout**. Discuss the characteristics and learning methods for each of the generations.

Generation Characteristics and Learning Methods Handout

Generation	Characteristics	Learning Methods
<ul style="list-style-type: none"> ■ Traditionalists (1909–1945) 	<ul style="list-style-type: none"> ■ Logical ■ Resist change ■ Focus on quality and not speed ■ Feedback—want as little as possible ■ Seeks approval ■ Loyal 	<ul style="list-style-type: none"> ■ Memorization ■ Lecture ■ Classroom ■ Uncomfortable with technology
<ul style="list-style-type: none"> ■ Baby Boomers (1946–1964) 	<ul style="list-style-type: none"> ■ Quits if too complicated ■ Guarded communication ■ Feedback—want only when needed ■ Questions authority ■ Optimistic 	<ul style="list-style-type: none"> ■ Workshops ■ Facilitated instruction ■ Instructional manuals ■ Unsure about technology ■ PowerPoint
<ul style="list-style-type: none"> ■ Generation X (1965–1979) 	<ul style="list-style-type: none"> ■ Resourceful ■ Self-reliant ■ Feedback—want to receive daily/weekly ■ Skeptical 	<ul style="list-style-type: none"> ■ Can't work without technology ■ Role-playing ■ Lecture and play ■ E-learning ■ Fun and interactive
<ul style="list-style-type: none"> ■ Millennials (Generation Y) (1980–1995) 	<ul style="list-style-type: none"> ■ Feedback—want it on demand ■ Cyber literate ■ Personal safety concern ■ Realistic 	<ul style="list-style-type: none"> ■ Newest technology ■ Mobile ■ Web, blogs, podcasts ■ Activities need to be meaningful
<ul style="list-style-type: none"> ■ Gen Z (1996–2010) (The Silent generation, The Internet generation, Generation Now) 	<ul style="list-style-type: none"> ■ Prefers text/email ■ Feedback—want it immediately ■ Diverse and multicultural ■ Innovative 	<ul style="list-style-type: none"> ■ Newest technology ■ Mobile ■ Web, blogs, podcasts ■ Continuous social networking

Adapted from:

<http://opi.mt.gov/PUB/RTI/EssentialComponents/Leadership/Present/Understanding%20Generational%20Differences.pdf>

SHOW SLIDE: Role-Play: Reaching Different Generations**SAY:**

In this next activity, we are going to utilize the **Generation Characteristics and Learning Methods Handout**. The participants will be divided into small groups and create a skit based on the information in the scenario. Each group will act out their skit for the entire group. You will have about 10 minutes to create and practice your skit. Your skit should not be more than 5 minutes long.

(Activity): Role-Play: Generation Characteristics and Learning Methods**DO:**

Divide participants into small groups. Assign a scenario to each of the groups. Ask the groups to review the scenarios and create a skit for the entire group. After each group has presented the scenario, reinforce the key concepts associated with the specific generation. Remind the groups to utilize the **Generation Characteristics and Learning Methods Handout** when developing their skit.

Scenario: Traditional Generation

The director decided all employees will complete the free ICN online courses. Employees received a detailed training schedule of the specific courses and a timeline for completion. Technical instructions described the login process and technology requirements. The director stated to the employees that ICN online courses are free, interactive, and a great way to meet the professional standards requirements. The director requested employees to submit their certificate electronically at the completion of the course.

Scenario: Boomers

The director is introducing a new computer system that will identify the students' favorite foods and how often they select the items. The director planned a training to acclimate the employees on the new system. During the training, there is a glitch with the computer system. The

computer company did not provide an operational manual. The district's tech department indicated a 30-minute wait time before resolving the problem.

Scenario: Generation X

The director created a new training on marketing nutrition education in the cafeteria. To illustrate the key concepts, each employee must sit through a 45-minute slide presentation on specific nutrition education messages. During the presentation, the slides contained many complete sentences, and the director read each slide with little emotion or conviction. The director instructed employees to provide a copy of their nutrition education concept and indicated a 4–6 week feedback turn-around time.

Scenario: Millennials

The director has determined all staff will learn how to write fresh produce specifications. Many of the employees will never apply this training in their daily routines. The director has photocopied several handouts that support the activities, but the handouts are confusing and contain multiple topics. The participants will need to use the handouts to complete the activities. Some of the activities will include the use of a calculator. The director has provided one calculator for every five employees to share. Several employees will not have any tasks to complete during the activities.

Scenario: Gen Z

In the middle of a training, the staff have several questions that the director cannot answer. The director indicates the information is available on the internet, and the answers will need to wait until next meeting. The director notices an employee taking out their mobile device and sternly tells the employee to put it away.

Instructor's note: *This is the end of the lesson, transition into the next lesson.*

Lesson 4: Adult Learners and Training

Objective:

Using the information provided in this training, participants will identify the different learning styles and delivery techniques for adult learners.

SHOW SLIDE: *Adult Learners' Needs*

SAY:

Adults have specific learning needs. For example, a learner's training need might be to relate the topic to their current job. Think about your learning needs.

ASK:

What are your learning needs when you attend a training?

FEEDBACK:

Possible responses

- The training needs to be worthwhile and not a waste of my time.
- I need to have a safe and welcoming learning environment.

SHOW SLIDE: *Characteristics of Adult Learning*

SAY:

The adult learning principles are

- active involvement,
- accumulation of life experiences and knowledge,
- goal-driven,
- relevancy-oriented, and
- practical approach.

Characteristics of Adult Learners Handout

Characteristics of Adult Learners Handout

To be an effective trainer, it is important to understand how adults learn and to recognize the characteristics of an adult learner.

- Adults are generally autonomous and self-directed. Many people want the freedom to direct themselves and learn at their own pace, although others welcome input and guidance during the learning process.
- Adults have a foundation of life experiences and knowledge they have gained through family, work, and education. The learning process needs to have a connection between the skills they will acquire and the life experiences or knowledge they encounter in their daily activities.
- Adults are goal-driven. There is a purpose behind wanting to learn: to do their jobs better and more efficiently, to get a better job, or to be able to deal with the everyday challenges that occur in their lives.
- Adults want to learn practical information and skills they can use in their jobs. It is important for adults to see the value of each lesson as it relates to their jobs.
- Adults need to see and hear the instructor, as well as team members, during the discussion period.

SHOW SLIDE: *Learning Styles*

SAY:

Adults learn in a variety of ways. Some individuals are visual learners—such as reading or watching videos. Others are auditory learners and prefer lectures or other means of audio communications. And some individuals are kinesthetic learners and prefer hands-on application—such as group activities or putting something together. Many of us have multiple preferred learning styles. Several different training techniques can engage participants and accommodate different learning styles.

Interactive Techniques Handout**(Activity): Interactive Techniques**

DO:

Divide participants into small groups. Assign each group one or more of the techniques from the **Interactive Techniques Handout** located in the Participant's Workbook. Ask the groups to discuss the techniques and share how their learning style reflects one or more of these techniques.

ASK:

How does your learning style reflect one or more of these techniques?

Interactive Techniques Handout

Audience participation – includes contributions of opinions, ideas and discussions, brainstorming, and problem-solving discussions.

Case discussion – provides more perspectives, ideas, and opinions to consolidate and form a consensus on the information in a group discussion. Case discussions involve critical thinking skills based on the individual's analysis and strategy for a specific situation.

Case method or study – allows participants to read and reflect on case studies or specific situations, and engages them in discussion and analysis through guided discovery.

Coaching – provides training through guided discovery methods that allow the instructor to engage the learner in problem-solving techniques while providing support. Mistakes are part of the learning process.

Critical incident process – encourages participants to analyze and organize information that is essential for responses to serious situations. Critical incident process provides an opportunity for participants to develop plans, procedures, and drills to respond to crises.

Debate – allows individuals to participate in a formal discussion or respectful argument of varied perspectives. As a teaching-learning strategy, active listening to various perspectives gives participants an opportunity to formulate their own opinions based on evidence presented.

Demonstrations – offer a performance of activities by *showing* rather than *telling*.

Dramatizations – include skits, plays, poems, and songs to convey a message.

Interactive Techniques Handout, continued

Drills – allow participants to go through the motions of specific steps or processes to practice skills.

Exhibits – illustrate a product, an arrangement, or a collection of materials. Exhibits stimulate interest and provide for practical experience.

Games and simulations – engage participants to test their knowledge and skills by performing tasks and challenges that are incorporated in game-like activities.

Group-centered and experience sharing discussions – allow the sharing of ideas or opinions in an effort to accomplish a common goal. Group-centered discussions may include brainstorming techniques, storytelling of experiences, and reflection. Prior information, which activates prior knowledge of topics, creates enthusiasm and motivation and makes information more relevant to the group.

In-basket exercises – evaluate skills of the participants by placing them in a simulated role or management position. In-basket exercises generally include a competency-based series of tasks.

Lectures – reinforce facts, concepts, principles, processes, or procedures in a direct and organized manner. Lecturers may reinforce presentations with flip charts, software presentations, slide shows, or other media. The presenter may make it more or less interactive by applying participatory activities.

Multimedia – enhances learning through the senses while supplementing verbal explanations. Multimedia is excellent for presenting facts, concepts, procedures, processes, or principles.

Interactive Techniques Handout, continued

Panels – present information by several subject matter experts positioned in front of an audience. Each speaker speaks briefly on a topic, while a moderator solicits comments from the audience.

Project – provides first hand practical experience and build group closeness. The group works cooperatively to investigate or solve a problem.

Readings – provide a good source of facts, opinions, and ideas from newspapers, magazines, books, and occupational or school related literatures or readings. Participants can review and disseminate the useful information and increase their level of knowledge on any given subject.

Role-play – allows participants to act out predetermined roles or behaviors to explore situations, practice skills, and experience what something sounds like or feels like.

Skills practice – provides a hands-on approach to testing and practicing acquired knowledge or skills.

Instructor's note: *This is the end of the lesson, transition into the next lesson.*

Lesson 5: Facilitative Training

Objective:

Using the information provided in this training, participants will recognize effective facilitation techniques.

SHOW SLIDE: *Skill: Facilitative Training*

SAY:

Training is very lively, and with a good facilitator, participants can gain a wealth of knowledge in a fun environment. A trainer is an individual who demonstrates content knowledge, and may use lectures, demonstrations, or observations as part of the delivery techniques. A facilitator focuses on the processes of the discussions and encourages participants to share experiences. Although these two activities have some differences, they also share some commonalities.

Another key component to facilitating the training session is to customize the class to the size of the group. For example, with a large group you may choose to have participants introduce themselves at their table, rather than individual introductions to the whole group. You may decide to allow each participant only one sentence or another specified time limit for group introduction. A skilled facilitator is continually assessing the flow and internally asking such questions as, “Do we need to change the table groups?” or “Do we need to take a break?” It is important to know when to take a break, even if it is not the scheduled time. Let’s take a few minutes and identify the skills of a facilitative trainer.

Skills of a Facilitative Trainer Handout

(Activity): Skills of a Facilitative Trainer

DO:

Divide the participants into small groups. Allow participants to discuss and share the skills of a facilitative trainer. Write the participants' responses on a flip chart paper. At the conclusion of the activity, review the **Skills of Facilitating Trainers Handout** in the Participant's Workbook.

***Instructor's note:** Prior to the beginning of this activity, write the header Skills of Facilitating on a flip chart paper.*

Skills of Facilitating Trainers Handout

- Keep the session moving, and avoid discussions bogging down the progress of class.
- Determine a plan in advance, and modify accordingly to reach the final training outcome.
- Honor the beginning and ending times set forth in the training session.
- Stay neutral. Do not take sides in a discussion, but rather moderate.
- Protect participants against criticism. Do not allow personal attacks.
- Keep a positive energy flow in the room. Discourage statements such as, “We have tried that before, and it didn’t work.”
- Expect and ensure full participation. Do it in a kind way, allowing everyone an opportunity to contribute.
- Provide a safe and comfortable environment.
- Encourage participants to think outside of the box and brainstorm new ideas.
- Remind participants that there are no wrong answers.
- Stay focused, and use the bike rack for an off-topic idea. Do not ignore a problem talker.
- Be an outstanding listener. Listen to what people say, and keep eye contact with the speaker.
- Circulate around the room. Use eye contact, or walk closer to the individual asking a question or making a comment.
- Capture and restate what others say. This goes with being a good listener. Always reconfirm by asking, “Did I capture what you said correctly?”
- Be sensitive to all participants, conscious of their body and facial expressions.
- Be flexible and able to change course. If a topic results in a lively discussion, adjust the timing of the next session. Adapt quickly to meet the 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.

Skills of Facilitating Trainers Handout, continued

- Ask questions to lead participants through a review of the content presented during the training session.
- Provide a review of the major points presented during the training session, and ask 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 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 appropriate times.

SHOW SLIDE: Skill: Managing Behaviors**SAY:**

Another skill of a facilitator is to manage several types of personalities that can enhance or distract from the learning process. It is important to remember to focus on the behavior, not the individual. Some individuals are natural leaders and contribute to the learning process by demonstrating positive energy or asking questions to clarify concepts. However, other individuals may exhibit conflict, distraction, and diversion behaviors that affect the productivity of your meeting by wasting valuable time. How you manage these behaviors requires sensitivity and finesse.

Dealing with Participants' Behavior Handout**(Activity): Behavior Scenarios Worksheet****SAY:**

In the next activity, we are going to review some different types of behaviors that may be present during a training session. First, review the **Dealing with Participants' Behaviors Handout** located in the Participant's Workbook. Then as a large group, we will review the scenarios from the **Behavioral Scenarios Handout** and determine the behavior. Determine how a trainer might handle particular behaviors.

DO:

Ask the participants to review the **Dealing with Participant's Behaviors Handout**.

Direct the participant to the **Dealing with Participants' Behaviors Handout** located in the Participant's Workbook and allow a few minutes for the participants to review the information.

Ask the volunteers to read the scenarios and identify the behaviors. Ask the participants to determine how a trainer might handle this particular behavior.

Instructor's note: *In advance, ask for five volunteers. Assign one of the five behavioral scenarios to each of the volunteers. Ask the volunteers to review the scenario. The scenarios are included in the Participant's Workbook.*

Dealing with Participants' Behavior Handout

Participants have different types of behaviors. Listed below are some behaviors and tips to handle these behaviors.

Aggression – going after ideas in a critical or unkind manner, blaming others, showing hostility and anger, putting down ideas or status

Tips for handling aggressive participants

- Stay calm and keep your cool.
- State: “I see you have strong opinions. Let’s hear what the others think.”
- Respond to the whole group, not to the one person.
- Remain neutral.

Arguing – looking for an opportunity to disagree or pick at an idea, making personal attacks, not letting go of their own idea to hear others

Tips for handling arguing participants

- Acknowledge the positive points of the argument. Change the participant’s focus.
- Get the arguer off the subject at hand by assigning a task such as distributing a handout.
- Ask what the group thinks. Restate the hostile comment or question 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 progress.
- In hostile situations, it may be necessary to eject the participant from class.
- Agree with their ideas. Recognize their feelings and move on.
- Ask the participant to discuss it with you later and continue the training.
- Do not push them because they will only get worse.
- Keep your own sense of self-confidence.

Dealing with Participants' Behavior Handout, continued

Arrogance – highly assertive and outspoken, intends to get things done in the way they know is best, very controlling and self-assured

Tips for handling an arrogant participant

- Know your subject matter. Use questions to get expanded ideas.
- Restate the participant's ideas. Use questions to get expanded ideas.
- Agree with parts of these ideas.
- Present ideas using words like *maybe*, *perhaps*, or *I wonder if*.
- Use the words *we* or *us* instead of *I* or *you*.

Attention Seeking – clowns around and disrupts the team's efforts to come to a conclusion or calls attention to self

Tips for handling attention-seekers

- Shift focus to the task-at-hand. Restate the purpose of the work or discussion.
- Ask how the interruption or behavior relates to the topic or task.
- Call on the person for serious dialogue to show that he can contribute. Ask, "I missed the point of your joke. Could you give me your point straight?"
- Reward the serious side of the person by complimenting desired behavior.

Avoider – stays out of the discussion, hides from confrontation, and stays out of the picture as much as possible

Tips for handling avoider participants

- Let them know their opinion is important and 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.

Dealing with Participants' Behavior Handout, continued

Complaining – finding fault, blaming, complaining that things are unfair, always expressing dissatisfaction with the way things are

Tips for handling complaining participants

- Shift gears for a few minutes and try problem-solving.
- Be patient with the participant.
- Commit to getting the person to focus on solutions.
- Identify the key points of the training (even if you have to interrupt).
- Shift focus to a solution that is agreeable for everyone.

Conflicting behavior – finding a reason to be disruptive, generates negative comments

Tips for handling conflicting behaviors

- Redirect focus back to the topic.
- Maintain eye contact with the distractor.
- Set clear limits to bad behaviors.
- Remain neutral.
- Use subtle approaches. Follow up with a more direct approach when subtlety fails.

Put Downs – discouraging anything new or different with, “It will never work,” or “We tried that once, and it was a failure.”

Tips for handling participants who put down new or different ideas

- Ask how the rest of the group views the idea.
- Ask the person to offer a replacement idea.
- Tell the participant the idea is a possibility, and ask the others their viewpoint.
- Focus on the discussion.

Dealing with Participants' Behavior Handout, continued

Know-It-Alls – may have feelings of inadequacy, so they feel the need to prove something

Tips for handling participants who are know-it-alls

- Recognize their competencies and listen to their ideas and opinions. 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 class.
- Stay patient and try to leverage their strengths by engaging them in some creative problem-solving activities.
- 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, “That’s interesting; are there any other ideas?” or “Let’s hear from someone else.”
- Call on this person last for input to give others a chance to speak.

Whiners – tend to undermine the value and progress of training, disrupt by complaining about their environment, workload, and other complex issues

Tips for handling whiner participants

- Be clear about rules and guidelines you have set in place, emphasizing structure and the ultimate objective 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 your helper.
- Let them know you care, but you have firm objectives to accomplish.
- Respond to whiners by asking them what the purpose or reasoning is behind their comment.
- Schedule a later time to help them identify their problem and brainstorm ideas for solutions.

Dealing with Participants' Behavior, continued

Talker – does not relinquish the floor or monopolizes the conversations

Tips for handling the talkative participant

- Refer to the ground rules of respecting timeliness and listening.
- Use nonverbal signals such as glancing at your watch to indicate your concern with time or using your hands to indicate that it is time to wrap up.
- Speak privately with participant to seek understanding of what the person wants.
- Thank them for their contribution to the discussion, and then ask to hear from other participants.
- 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.

Withdrawn/Shy/Silent/Introvert – acting indifferent or passive, not being involved in the discussion, occupying self by doodling or whispering to others, getting off the subject, lack of self-confidence

Tips for handling shy participants

- Persuade participants to become involved and contribute to the discussion.
- Get ideas in advance for withdrawn participants.
- Have participants share ideas with someone else and then come back to the group.
- Ask the participants open-ended questions.
- Ask questions they can answer, and give a positive reinforcement for any contribution.
- Give them time to prepare for an answer. For instance, ask the group to jot down answers to a question before calling on someone so they have an opportunity to prepare a thoughtful response.
- Let them help set up the materials and equipment before the session.
- Make eye contact with them.
- Thank them for their response, and let them know you appreciate their participation.
Bashful, timid types thrive on positive feedback.

Behavioral Scenarios Worksheet

Instructions: Review the **Dealing with Participants' Behaviors Handout** and the scenarios on this Worksheet. Identify the participant's behavior. Determine how a trainer might handle this particular behavior.

Scenario: Changing the Recipe

The trainer begins presenting and discusses a new procedure for changing the recipes. One participant states aloud, "You have got to be kidding me." The trainer keeps going. A second outburst from a different participant is, "Where is the money going to come from for all of this? This is crazy." At this time, a third participant begins to get frustrated being in the class and takes out their cell phone and begins texting.

What is this type of participant's behavior?

Answer: The Arguer

What are some tips for handling this type of behavior?

Behavioral Scenarios Worksheet, continued

Scenario: Marketing the Nutrition Program

The presenter begins asking participants how they market their nutrition program. One participant provides an example. The second participant interrupts and says how they do it a little better. A third participant is called on, and while they are talking, the second participant interrupts again telling more about how they do that too, but a little better.

What is this type of participant's behavior?

Answer: The Know-it-All

What are some tips for handling this type of behavior?

Scenario: Drinking Water

The trainer facilitates a lively discussion about the pros and cons of having drinking water available in the cafeteria. You notice one person in particular says nothing, while others speak up two or three times.

What is this type of participant's behavior?

Answer: The Withdrawn/Shy/Silent/Introvert

What are some tips for handling this type of behavior?

Behavioral Scenarios Worksheet, continued

Scenario: Nutrition Education

The trainer begins presenting about providing nutrition education in the classroom. Two people in the group continue to carry on a variety of conversations including looking at a book about the local restaurants.

What is this type of participant's behavior?

Answer: The Talker

What are some tips for handling this type of behavior?

Scenario: Staff

The trainer begins presenting about legumes/beans and asks the staff for new menu items suggestions. Staff start to recall recipes they have seen on websites and on food programs. One suggestion is to conduct a recipe contest so students can become part of the solution. One individual has negative responses to their coworkers' suggestions. "It is not going to work, and we are not going to get the students to eat more legumes. The next thing you are going to say is we should add them to the teacher's salad so they can encourage students to eat more beans! I am just saying, all this talk about legumes is just a bunch of beans!"

What is this type of participant's behavior?

Answer: The Put Down

What are some tips for handling this type pf behavior?

SHOW SLIDE: Skill: Answering Questions**SAY:**

Being able to answer questions well is certainly a transferable skill. Questions are a natural part of learning and give trainers valuable opportunities to reinforce or clarify material. We will discuss different techniques for addressing participant questions. These references will help you in training, but also in fielding audience questions after a panel or speech. Let's review.

Answer the question directly

Answering the question directly is a good strategy 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 make sure you have really answered the question by asking, "Does that answer your question?"

Postpone the answer

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

Admit when you do not know the answer to a question

Another option is to admit when you do not know the answer to a question. It is impossible to know every answer. Admitting you do not know does not hurt your credibility. It is perfectly appropriate to say, "I don't know the answer to that, but I will look into it and get back with you."

Answer the question indirectly

Last, 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.

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

- Redirect the question by asking participants for answers or comments. Peers can be a resource for learning.
- Ask probing questions. As other participants answer, follow up with a question about an issue they raised or refer to material previously covered to see if participants believe there is a connection.

Using Questions Effectively Handout

(Activity): Answering Questions

SAY:

In a small group, review the **Using Questions Effectively Handout** located in the Participant's Workbook. Discuss the tips and examples provided on the handout.

DO:

Refer the participants to the **Using Questions Effectively Handout** located in the Participant's Workbook. At the conclusion of the activity, ask participants to share what they learned from this activity.

ASK:

What is one technique for answering questions?

FEEDBACK:

- Answer questions directly.
- Postpone answering.
- Admit when you do not know the answer.
- Answer indirectly.

Using Questions Effectively Handout

A prepared trainer plans questions to ask throughout the presentation. The following techniques can help guide you when asking participants questions.

Tips for Asking Questions

- Use the Ask-Pause-Call technique. Ask a question, pause a few seconds, and then call on someone by name to answer it. Pausing gives participants time to think about their answer.
- If the participant has trouble answering the question, coach for the correct answer. Coaching means helping the participant answer correctly. Give clues and hints, or break the question down into smaller questions. Rephrase the question to make sure it is clear and participants understand what you are asking.
- Make sure all participants have an opportunity to answer questions, and make sure they know they can ask questions. Give participants a chance to respond to questions before you answer.
- Dignify any incorrect answers the participants may give. In other words, help them avoid embarrassment when they tried but did not answer correctly. Remember, it is your responsibility as the trainer to make sure participants receive the correct answer.

Examples of responses to coach for the correct answer

- "That was a good try."
- "Yes, you're getting close."

Ask open questions to encourage participants to think and to find out what they know. Open questions allow the trainer to determine whether the participants have learned or remember the key messages of the training. An open question requires participant to explain an answer or to express an opinion. Such a question cannot be answered *yes* or *no* or with one word.

Examples of open questions

- What are some of the things you have learned today?
- What are some things you could do every day to serve healthy foods to the students in your school district?

Using Questions Effectively Handout, continued

Closed questions generate a one-word answer, *yes* or *no*, or a brief phrase. It is harder to determine if the participants have learned the material. In any training session, the trainer is not the only one who gets to ask questions. Questions from participants show their interest and keep them actively involved.

Tips for Responding to Questions

- Be prepared for different types of questions. Anticipate potential questions that participants may ask.
- Repeat the question to the group. This practice helps to make sure everyone heard the question, and it lets you know that you heard it correctly.
- Answer the question; do not avoid or evade it. If the answer will come later in the training, say so.
- If you do not know the answer, admit it. Offer to respond to the person with the answer later (and then do it).
- Make sure the participants know that the only “bad” question is the one they had, but did not ask. Do not laugh at or make fun of anyone’s questions.
- Setting up a flip chart and easel in the back of the room for a *Bike Rack* is another way for participants to ask questions. A *Bike Rack* is a place where participants can write a question on a self-adhesive note and place it on a board or flip chart. At a certain time during the training, the trainer can read the questions to the participants and answer them.
- Consider asking another participant in the session to answer the question, particularly if it is an opinion question or a question with many correct answers. This keeps all participants involved.
- Use the 25/75 Rule. When answering a question, direct 25% of your eye contact to the person who asked it and 75% to the rest of the participants. This keeps everyone involved in the question and answer process.

SAY:

Now is the time we want to answer any questions you have written down or have not asked concerning what we have discussed today.

Instructor's note: As participants direct questions to you, answer using one of the four techniques. Utilize the techniques that are identified on the **Using Questions Effectively Handout** were used to answer their questions.

ASK:

Does anyone have any questions about answering questions?

Instructor's note: Answer any questions, and then move on to any other questions participants have written down or not yet asked during the seminar.

SAY:

Now that everyone's questions have been asked and answered, let's discuss the types of techniques we used to answer your questions.

ASK:

What did you learn in this section, and how will you utilize that information?

FEEDBACK:

- I learned about different types of behaviors.
- I learned techniques for answering questions.

Instructor's note: This is the end of the lesson, transition into the next lesson.

Lesson 6: Visual Aids

Objective:

Using the information provided in this training, participants will identify the characteristics of effective visual aids.

SHOW SLIDE: *Handouts and Slides*

SAY:

The purpose of visual aids is to enhance the learning process and reinforce key concepts of the presentation. A trainer may incorporate different types of learning visuals in the training such as supporting handouts or a slide presentation. Handouts include the comprehensive take-away messages and can be very detailed, whereas slides support the key messages in a quick, powerful, and effective manner.

SHOW SLIDE: *Skill: Create Effective Visual Aids*

SAY:

When creating visual aids for training, consider the following questions:

- How does the handout or slide support the objectives of the presentation?
- Is the information on the handout or slide a *need to know* or *nice to know* approach?
- What story does the handout or slide tell?
- Does the handout or slide contain too much information or too many graphics that may cause the audience to become distracted or uninterested?

SHOW SLIDE: Slides**SAY:**

Visuals consist of how the presentation looks and they set the stage for the learning experience.

Consider the following when developing a slide presentation:

- **Animations and sounds** – Use animations and sounds sparingly or not at all. Animations and sounds can become a distraction and lose the audience's attention.
- **Backgrounds** – Keep backgrounds clean and crisp. Avoid busy designs such as chevron, stripe, or oval patterns.
- **Fonts** – Use sans serif fonts in slide presentations. These fonts include Arial, Calibri, Candara, and Helvetica.
- **Graphics** – Use subject related graphics in place of words on the slide.
- **White space** – Include as much white space as possible on the slide. White space adds to the clarity of the topic.
- **Words** – Enhance presentation content with short, concise words. Remember, slides are not a document or handout. Avoid placing several concepts on one slide.

(Activity): Effective Slides**SAY:**

We are going to practice examining some slides to determine if they are effective visuals. If it is not an effective slide, identify what makes the slide an unappealing visual.

Instructor's note: Ask participants to identify what they see in each slide. Discuss the corresponding responses for each slide.

SHOW SLIDE: *Effective Visual Aids***SAY:**

- Too many words on the slide
- Slide is hard to read
- Very little white space on the slide

SHOW SLIDE: *Build a Healthy Base***SAY:**

- Slide is too busy and contains too many graphics.
- Graphics provide inconsistent message with text “keep food safe.” Graphic shows cross contamination of raw poultry and fresh vegetables.
- Dairy products graphic does not support text’s message.

SHOW SLIDE: *Principles of Good Procurement***SAY:**

- Font is a serif font (e.g. Bookman Old Style) not a sans serif font (e.g. Arial, Helvetica, Calibri)
- Overuse of font colors
- Different font sizes
- Inconsistency in upper and lower case words

SHOW SLIDE: *Training Method***SAY:**

- Animation is distracting

SHOW SLIDE: *Take-Home Messages***SAY:**

We have covered quite of bit of information in this training. On a self-adhesive note, write one take-home message you have gained from this training.

We are going to take about 5 minutes to create a Circle of Reflection.

(Activity): Circle of Reflection: Take-Home Messages**DO:**

- When participants have completed the reflecting portion of this activity, have them count off by 2's.
- Have all the 1's form a circle in one area of the room. Tell all the 1's to take two steps inward to tighten up the circle.
- Next, have all the 2's form a circle around the outside of the 1's circle.
- Then tell the 1's to begin walking either clockwise or counter-clockwise. Have the 2's walk around the moving inner circle of 1's in the opposite direction.
- Say, "When I ring the bell (or blow a whistle, or clap my hands, etc.), everyone stop and face the person in the circle across from you."
- Participants will share what they have written on their cards with that person.
- When the partners have finished reading, they give each other a high-five.
- Repeat the walk, stop, share, high-five pattern 2–3 more times, or whatever time allows.

(Activity): Take-Home Messages**DO:**

When the **Circle of Reflection** activity is completed, have participants place their self-adhesive note on the flip chart page titled, "Take-Home Messages," and then ask them to return to their seats.

Instructor's note: Create a flip chart page with the header "Take-Home Messages."

SHOW SLIDE: Conclusion**SAY:**

Look at all the take-home messages you can utilize when preparing for future trainings. Topics covered in this training included topic-focused icebreakers, skills of an effective trainer, applying adult learning principles, different delivery techniques, and effective visual aids. In addition, by completing the activities and networking with your peers, you have gained valuable information that will contribute to your effectiveness as a trainer. Remember, successful trainers plan objectives, practice activities, and evaluate the outcomes. This concludes today's training.

SHOW SLIDE: Post-Assessment**(Activity): Post Assessment and Evaluation****SAY:**

A post-assessment is a training tool that assesses the participants' knowledge of the training that they have just finished. Please place the same unique identifier from your pre-assessment on the top right corner of the page.

DO:

Distribute the post-assessment and the evaluation form. Review the assessment answers.

Distribute certificates. Gather all completed ICN evaluations.

References

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- Montana Office of Public Instruction (2009, March 26). *Understanding generational differences*. Retrieved from <http://opi.mt.gov/PUB/RTI/EssentialComponents/Leadership/Present/Understanding%20Generational%20Differences.pdf>
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