While you're waiting...

Learning Trivia

Which famous politician said:

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

(Answer in about 12 minutes)

Time: :00   **Duration: min**

Method:
Have slide up as participants walk in.

Tips for Training and Presentations

Elsbeth von der Burg
Edmonton, 2016

Time: 00:02   **Duration: 4 min**   **WB:**

Method:
- Lecture – Introduce yourself with ABC opening
- Customize the introduction for yourself (include information that establishes your credibility for providing this training and the course).

Speaker Notes:
- Ask the large group – How many of you have ever attended a presentation or training session that was boring, or felt like a waste of time?
  How many of you have ever delivered something like that?
  Ask for show of hands/or stand up if true.
- Right – we all have…which is why it is so important to make our deliveries effective.
- When we deliver boring presentations, we minimize what the people take away from it and use.
- Presentations have to be about the audience, training has to be about the learners, and what they do afterwards to improve performance.
- I'm excited to do this with you; you have lots of experience sitting on that side of the room… So you can relate what we are talking about directly to your experience, and then also immediately integrate it into your upcoming deliveries, when you're standing here!
- I've facilitated and trained for the US Navy, for CCL, for PCL, WP . I've combined key points from various facilitation and TtT sessions I've attended and delivered, that I found to be particularly impactful for this overview.

Objective

- By the end of this session, learners will
  - Be able to prepare and use performance objectives to focus training
  - Start and end presentations in a way that supports participants' learning
  - Recognize and seize opportunities for participant engagement and involvement

  to enhance the impact of their deliveries

Time: 00:06   **Duration: 2 min**   **WB:**

Method:

Present Objectives

Message:

Delivering training to adults means making a shift from doing slide show presentations and information sharing to facilitating learning in a way that helps participants process new information and apply to their own situations. Having performance objectives will help you focus presentations and training accordingly.

Topics

- Writing Objectives
- Opening the Session
- Using PowerPoint
- Activities
- Questions (in hand-out)
- Closing the Session

Time: 00:08   **Duration: 1 min**   **WB:**
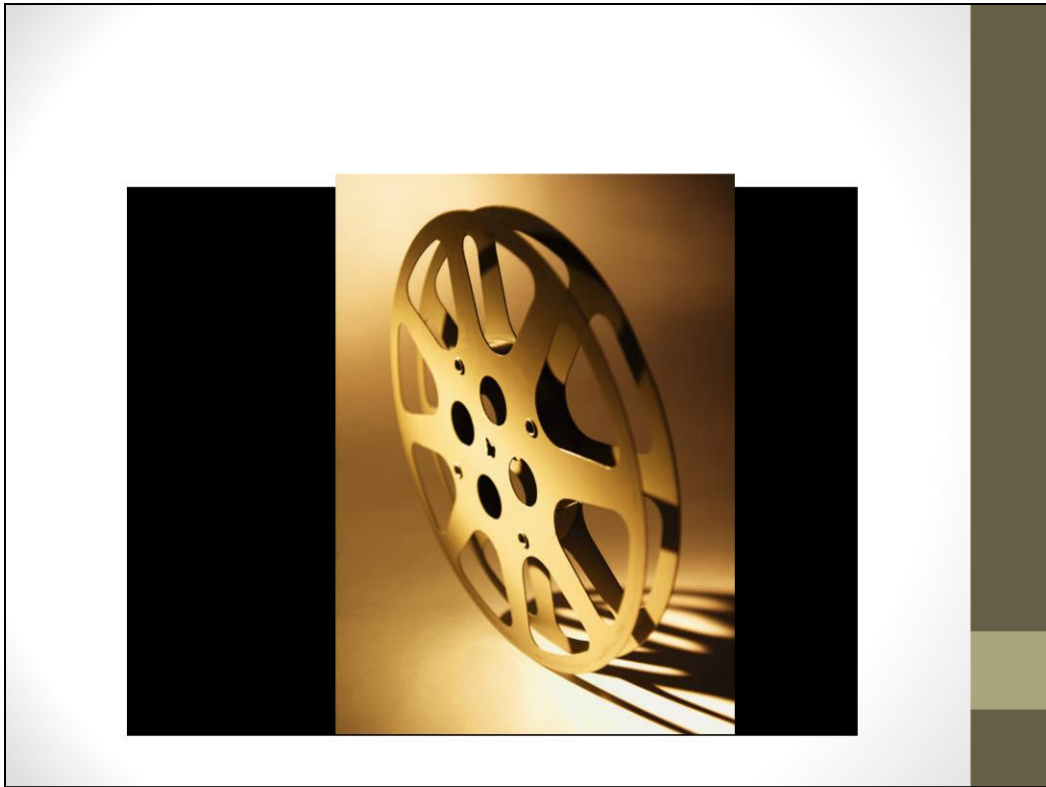
Method:

Present Topics (Agenda)

Message:

As we're going through these topics, pay also attention to how I do it, not only what we're talking about

Time: :09　　　　　　　　　　**Duration: 4 min**　　　　　　　　　　**WB:**

Method:
- Video to make the point of how important it is to involve the participant, presentation or training alike!

Speaker Notes:
http://www.bing.com/videos/search?q=Ferris+Bueller+Teacher+Name&Form=VQFRVP#view=detail&mid=B062203203C19937162CB062203203C19937162C

Set-up video:
To start off I'd like to show you a video, a scene from "Ferris Bueller's day off", a 1986 American coming–of-age comedy film written, produced and directed by John Hughes. It's been all over YouTube. As you're watching it, think about what would make a difference to enhance the learning.

Debrief:
What makes these students turn off?
(short discussion)

If time permits, refer back to clip later re. how to set-up/debrief a video
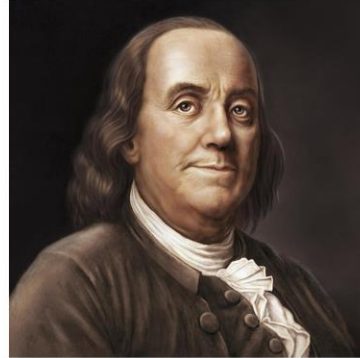
While you're waiting...

Learning Trivia

Which famous politician said:

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

Answer:

Benjamin Franklin

1706-1790

Time: :13   **Duration: 1 min**

Method:
Lecture

Speaker Notes:
When we deliver effective training, we will have a facilitative style. There will be moments of lecture, when we present information, but to really impact behavior after the training, learners need more than that. They need to be involved.

Objectives

- Most important part when planning a learning event
- From the perspective of the learner

Time: :14   **Duration: 1 min**   **WB:**

Method:
• Lecture.

Speaker Notes: The objectives are the most important part of any session. Training objectives are written from the perspective of the learner, in other words it's not about what you, the subject matter expert or trainer want to tell (or teach) but rather about what the learner wants or needs to know as a result of attending the session.

We recommend to create objectives using this four part model

→ *CLICK*

Create Your Objective

Verb	Performance	Measurement	Condition
Use an action word near the beginning of your performance objective	Answer the question "what will the learner know or be able to do"	Describe how well the learner should know or be able to do the performance	Begin with "given" or "when" and describe the conditions that must exist for the learner to perform

SAMPLE #1:
By the end of this course you will be able to **effectively create and use** objectives and a personal introduction to engage participants from the beginning of a session independent of who developed it.

Time: :15   **Duration: 2 min**

Method:
• Brief lecture. Go through the four parts of the model.

Speaker Notes:
Here's an example:
By the end of this course you will be able to effectively create and use objectives and a personal introduction to engage participants from the beginning of a session independent of who developed it.

Objectives are different than goals – they often say similar things but the big difference is that a goal is about the course and the objective is about the learner.

Our objective written as a goal might look a bit like this:
The purpose of this course is to give HR students tips to deliver effective training.

Similar to the objective? Sure, but not really about the participants, more about the course; we want to be always thinking about the participants and what they need from us not what we want to force down their throats.

So, it's not: *the purpose is for me to teach about salary review, change management, succession planning, etc.*, but *for the learner to learn about it, so he/she can use it effectively to put the right employees into the right career path etc.*
→ *Click*: let's read through another sample…

Time: :17   **Duration: 16 min**

Method:
• Individual activity.

Speaker Notes:
Here is another example – let's look at the four parts of this objective:
(read through slide)

We are going to give you some time right now to consider your upcoming delivery, and create a learning objective using the formula.

1. Individually: Remember to incorporate all four parts and write these from the learners perspective.

2. Pair: Share your objectives with someone else from your group.

3. Large Group: Ask…
How did it go/what did you realize?
How different are these objectives from what you're used to?
How did they change now that you're looking at it from the learners perspective?

Opening Your Session

Elevator Opening
A: Attention
Introduce your subject
B: Buy-in
From your audience
C: Credibility
Why they should listen to you

Time: :33   **Duration: 1 min**   **WB:**

Method:
• Lecture.

Speaker Notes:

We now know what we want to achieve. How do we set the tone?

• The key ingredients to a great opening are A: Attention – introduce the subject and get their attention,   B: Buy-In – what's the value for the listener/participant, and C: Credibility – why should they listen to YOU?

• We call it an Elevator Opening as it shouldn't be any longer than a 60 second elevator ride.

• An Elevator Introduction is essentially a sales pitch to hook the listener within 60 seconds.

• Know your opening COLD! If you're going to memorize anything it's this opening.

• We'll talk about each ingredient in a bit more detail.

A: Attention

- Grab their attention!
  - What is the audience already thinking about?
  - What experiences do they share?
  - What self-revelation will help the audience identify with you?

Time: :34   **Duration: 1 min**   **WB:**

Method:
- Read through slide with commentary. (repeat your "A" part of your opening as an example).

Speaker Notes:
- Get their attention!
- Plan your opening by thinking about the following questions:
  1. What topic is the audience already thinking about?
  2. What experiences do all audience members share? At the beginning of this course, I asked you: "How many of you have been in a boring session? How many have delivered boring sessions? – this is tapping into your experiences.
  3. What self-revelation can you make that will help the audience identify with you?
     a. Quotes
     b. Stories
     c. Anecdotes

B: Buy-In

- Get their buy in!
  - What will you offer that
    - will solve their problem,
    - make their life easier,
    - they will be able to immediately apply on the job?

Time: :35   **Duration: 1 min**   **WB:**

Method:
- Read through slide with commentary.

Speaker Notes:
- Repeat your "B" part of your opening as an example:
  "You can relate what we are talking about today directly to your own experience and integrate it in the upcoming deliveries"

C: Credibility

- Establish credibility!
  - Relate your experience and/or education to what they do every day
  - Share previous successes with the content you are providing

Method:
• Read through slide with commentary.

Speaker Notes:
How do you establish credibility?
    1. Share your experience
    2. Education

Repeat your "C" part of your opening as an example :

I've combined key points from various facilitation and TtT sessions I've attended and delivered that I found to be particularly impactful for this overview. I've worked for the US Navy – facilitated sessions with the CCL, delivered training for PCL and WP.

Elevator Opening

Key ingredients:

A: Attention

Introduce your subject

B: Buy-in

From your audience

C: Credibility

Why they should listen to   you

Time: :37   **Duration: 18 min**   **WB:**

Method:
• Activity: Elevator Introductions.

Speaker Notes:
• *Imagine that you are introducing yourself at your session – a presentation to a client, or a training session*
• Ask participants to spend 5 minutes individually putting together a 60 second speech outlining their credentials and credibility why they are the right person to deliver their topic, using the three "ABC" ingredients:
  1. "A" – Introduce your subject
  2. "B" – Demonstrate to the audience that you understand their challenges in relation to this topic. Why should they listen to you?
     What solutions are you going to give them? How will you help solve their problems?
  3. "C" – Convince the group why you are the right person to be delivering the training. What experience do you have with the topic, how many years have you been involved, what innovative ideas have you brought to it, what perception do your peers have of you in relation to this topic, and why should the target audience view you as a credible source of knowledge on the topic, etc.
• In pairs; have participants stand and present their one minute "Elevator Introduction" as if they were introducing themselves to the participants attending their real session. (It is important that all the participants stand as it helps them to start getting accustomed to public speaking.) (60 sec)
• Partners are to give them feedback (2 min). "Take note of feedback received – so you can revise accordingly and practice again on your own later".
• Have partners switch…

Elevator Opening

Key ingredients:

A: Attention

Introduce your subject

B: Buy-in

From your audience

C: Credibility

Why they should listen to you

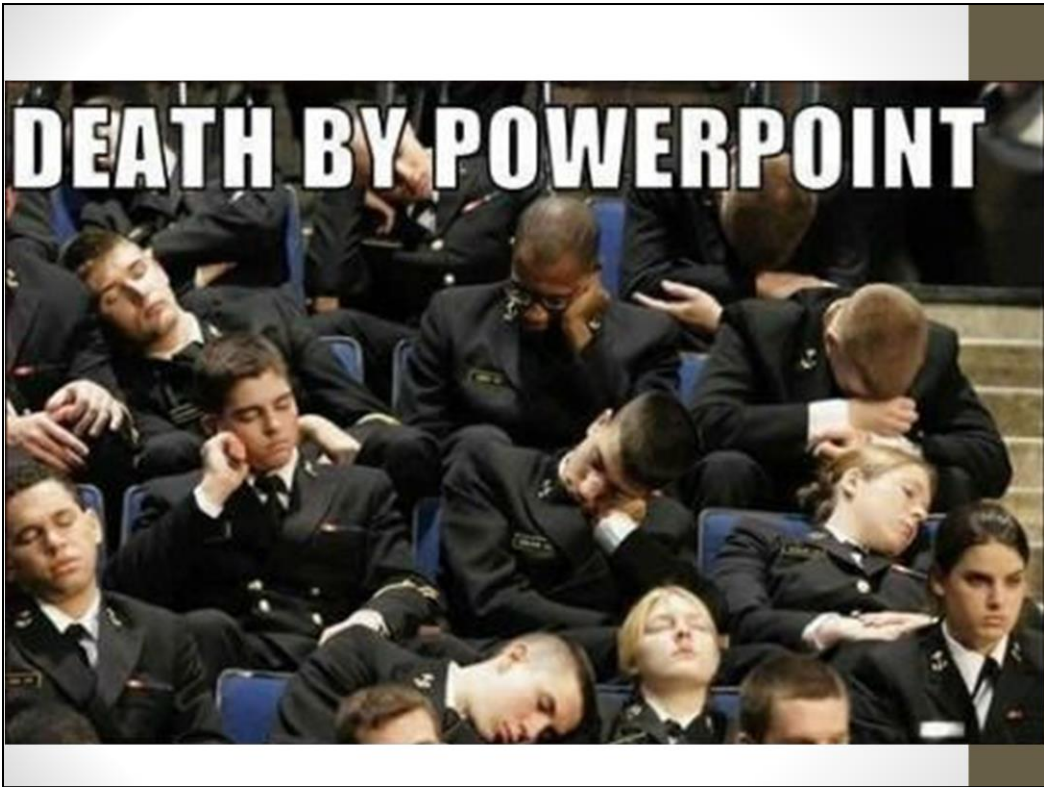**Time: :55**   **Duration: min**   **WB:**

Method:
• Transition slide

Speaker Notes:
You've started the session with lots of energy, now how can we keep the energy up?

Time: :55 **Duration: 1 min** **WB:**

Method:
• Lecture.

Speaker Notes:

Clearly not this way!
http://weknowmemes.com/wp-content/uploads/2012/03/death-by-powerpoint.jpg

PowerPoint as Support Tool

- Create structure
- Support the speaker
- Visually support ideas
- Make key points

Time: :56   **Duration: 1 min**   **WB:**

Method:
- Lecture.

Speaker Notes:

PowerPoint is great when used effectively.

Use PowerPoint to
- create a structure that's easy to follow,
- support you,
- help the audience visualize concepts and ideas, and
- hang their eyes on while listening to you
- make key points.

Text on Slides

- Please don't put everything you are going to say on the slide
- The text will be hard to read by everyone and besides... people read faster than you can talk, so the entire audience will get to the end of the slide before you do
- If you talk freely and don't read what's on the slide people will try to read it themselves while listening to you, ending up getting neither completely.
- So in short... (see next slide)

Time: :57   **Duration: 1 min**   **WB:**

Method:
- Demonstration and Lecture.

Speaker Notes: talk what's below while showing the slide
- Pictures say more than a 1000 words!
- We are able to read much quicker than to talk, so when you are reading a slide, as the learner I'm always way ahead of you.
- When you are not reading the slide, and as a participant I'm trying to read it on my own while you say something else, I miss both.
- So the key: put something relevant on the slide where I can "hang my eyes on" while listening to you.
- And use the notes section of PPT for timing, method (lecture, group activity, individual activity etc.), Details of what you are going to say, questions you'll ask, potential answers from the participants, etc.

Turn off screen and ask: DID YOU GET THAT? – NO?

→ Next slide

Time: :58   **Duration: 4 min**   **WB:**

Method:
• Lecture.

Speaker Notes:
Let's try that again!

Keep slides simple and clear – like any visual!

• One key concept per slide – it should convey the idea better than speech alone.

• Keep text to a minimum, emphasize pictures and graphics.

• Use contrast, color or other graphic techniques to emphasize main points.

• Use font size 24 or larger (size 20 ok as an exception)

→ Click back to previous slide and read it facing the screen.

→ Ask: how does that feel?

• Face the audience – not the aid.

Activities

- Purpose
- Clear Instructions
- Debrief

Time: 1:02   **Duration: 8 min**   **WB:**

Method: Large group activity/lecture

- *Black Screen:* Synchronized Clapping Jolt

Speaker Notes:

This exercise is an example of the gap between understanding and application. Everyone heard and thought they understood that they were supposed to wait until I said the word "clap" before actually clapping their hands together. Yet did you apply this knowledge? The point is: it is not sufficient that learners understand the principles we present in a course. Rather, it is the *application* that determines how successfully we spent our time together.

So, please

- Stand up if you've already thought through and planned an activity in your session?
- Stand up if you think an activity is a game, a form of playing, or doing something active with others?
- Stand up if you would be nervous about incorporating an activity into your session?
- Finally, stand up if you want those that attend your session to leave having learned something?

Would you be shocked if I told you that just simply reflecting on something, talking to a partner, creating your elevator opening were all examples of activities? → Everything I teach has an activity of some sort built in.

People learn best (especially adult learners) if they can experience the information. Activities help them do that.

- There are lots of activities on the web. You can use them as is or modify to suit.
- ALL activities must have a **purpose** that the participants can see or it will be viewed as a time-waster. Ask yourself: how does it re-inforce what I want my learners to walk away with?

- You set the stage, **<u>give clear instructions</u>** and guide them through the process
- Remember – when giving clear instructions – people hear things differently. Verify that they understand/know what's expected of them.
- ALWAYS **<u>debrief</u>** the learning moments from the activity. Ask questions to draw on what they've just experienced.

Time: **Duration: 2 min**   **WB:**

Method:
• Lecture – Read through slide with commentary.

Speaker Notes:
• Asking and answering questions is when the real you shows up.
• Responding effectively and intelligently will make you look professional and establish your credibility.
• Always take questions as you go through your presentation. Even though it may extend your time spent on a topic, it shows your commitment to your audience and improving their understanding.
• If you ask participants to wait until the end to ask questions, they won't. Either they won't remember the questions, or they are no longer interested. You also risk them not understanding most of your presentation due to that one question that didn't get answered.

• On the other hand: Be prepared to ask questions that will help the learners reflect; have possible answers ready in your slide notes so you can respond effectively.

Time: **Duration: 2 min** **WB:**

Method:
• Lecture – Read through slide with commentary.

Speaker Notes:
If you ask:
- Be patient
- Rephrase the question using different words

If they ask:
- Listen carefully
- Restate the question for the group (to make sure they all heard it)
- YOU DON'T' HAVE TO KNOW THE ANSWER!!
- Throw question back and ask for their answers first! Or be honest and find out/get back to them later
- If it doesn't fit – put it on the parking lot or discuss outside of the session

Always thank the participant for the question. Acknowledge answers; rephrase, making them correct if necessary without letting on they were not what you were looking for!

Time: **Duration: 4 min**   **WB:**

Method:
• Lecture – Read through slide with commentary.

Speaker Notes:
When you're asking questions, use them strategically depending on the desired outcome/purpose:

-　　Open-ended questions (What happened after I left? How did you take care of that? Tell me more…) encourage reflection, innovation, interaction. You throw out the fishing line and wait for a bite. Then you have to deal with whatever fish you pulled out. So, they require more time!

-　　Closed questions (which can be answered with one word: yes, no, Jimmy, yesterday…) provide information; they always put the ball right back into your court, so you have to keep talking.

Asking and Answering Questions

- What if their answer is DEAD WRONG?
  - That brings up an interesting point....but what I was getting at was....
  - Tell me how you came to that conclusion
  - What would happen if.....
  - How would that work?
  - I see what you mean....let me state my question more clearly

Time: **Duration: 4 min**   **WB:**

Method: *if there is time*
- Lecture – Read through slide with commentary.

Speaker Notes:
- Illustrate this with a training story. (Andre's "no" and Christine's "thank you"). Make sure the participants understand they have to balance respecting the participant with being positive that everyone KNOWS what the real answer to your question is.
- You want to show that people come to different conclusions based on their experiences and the successes or failures they have seen.

Question Examples

Type of Question	Purpose	Example of Question
Direct Probe	Challenge or Probe	Why is that important? What causes that? How do you mean? Can you give me an example? What else?
Indirect Probe	Probe/Clarify *Additional explanation, especially appropriate for less-confident participants*	Is the reason that's important because….?
Redirection	Get back on track *The point is not relevant to the current discussion*	That's a good point. Can we put that on the issues list?
Playback	Confirm *Give the speaker assurance that you understood the point*	It sounds like what you are saying is…is that right? Is what you are saying is…
Leading Question	Lead to other thoughts *You want to guide the group to other solutions*	Are there solutions in the area of…? What other alternatives are there? Is there a way to achieve this and that too?
Prompt Question	Keep the ideas flowing *The group has temporarily stalled and needs prompting* *Puts more oxygen on the fire*	What else… We have x, y, and Z. What others are there?
Tag Question	Get Acknowledgement *You are warming up the group, or keeping it alert*	That's important, isn't it?
Float an Idea	Give a possible solution *A potentially suitable solution has been overlooked*	What about? What are the benefits?

Time: **Duration: 1 min**   **WB:**

Method:

• Direct participants to handout if supplied

Speaker Notes:

• I included a table in your handouts that provides examples of questions for specific purposes. Please take a look at that later on.

Time: 1:10   **Duration: 2-7 min**

Method:
• Lecture – if time permits: "Top Ten" review in table groups.

Speaker Notes:
• To close a session:

1. Summarize what you just taught.
2. Review the highlights of the presentation. We know that people remember better what was repeated. I usually don't hand out the slides, and certainly not my own notes. But today is about helping you deliver the best sessions possible, so looking at someone else's slide notes might help you.
3. Make a key point/observation you gained during the session.
4. Create a call to action (e.g. I asked you to look through your session and check if you're doing any activities after today.)
5. Create an emotional anchor for them – again, something that they will remember. That can happen in a post-quiz, or by asking people to share their experience with someone else in the classroom… (so combining it with the review)
6. Inform them if they will receive an evaluation request.

Enjoy your next training delivery or presentation!!

Elsbeth von der Burg

Talent Development Consultant

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