



**Learning  
for Living  
Together**  
Project

Co-funded by the  
Erasmus+ Programme  
of the European Union



# **Learning for Living Together Project**

## **Train the Trainer**

# Disclaimer

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# Objectives

- The purpose of this event is to provide basic training skills and tips to non-trainers i.e. people who provide training to adults on an occasional basis
- To gain the skills and materials to prepare and confidently deliver training in your own workplaces and communities

# What is Train the Trainer?

Train-the-Trainer is a model used to describe, training potential instructors or less experienced instructors, on the best ways to deliver training materials to others (mainly adult learners).

You may already be an expert on your subject matter but that does not necessarily mean you can facilitate learning either with learners in a physical classroom, e-learning or blended learning or create a great training experience.

If you are going to deliver training, you need to know not just the “what” but also the “how ” to maximize effectiveness and ensure learning actually takes place.

# The Role of the Trainer

The role of the trainer is to create and maintain a supportive climate that promotes the conditions necessary for learning to take place.

A trainer must have good knowledge of the subject, be confident, able to express themselves, have a cheerful disposition, be patient, be confident and set a good example to learners.

You will also have other roles as a tutor including motivator, time-keeper, resource developer, technician, disciplinarian, assessor, budget holder, record-keeper.

You may also be responsible for health and safety in case of an emergency and you may have to manage a range of abilities within the training room

Trainers also need to be democratic, have a sense of humour, be flexible & resourceful, able to come down to the level of the class, be able to motivate, be unbiased and empathetic.

## **Prime Role**

Whatever other duties are incorporated into our role as a trainer, or main role is to be...

**...a facilitator of learning**

We help trainees to successfully achieve their learning aims and objectives. Our trainees tend to be adult and training often takes place in workplaces, community groups, Churches etc.

# Characteristics of Adult Learners

1. Adults are autonomous and self-directed. Knowing them in the learning process and showing how their learning will help them achieve their personal goals is essential
2. Adults have a wide variety of experience and are quick at grasping things which are relevant to them in their personal lives
3. Adults like to work with clearly defined objectives and goals
4. Adults are practical and often focus on aspects of the training that is relevant to them in their work

# General Principles of Learning

People learn better:

- When they know why they have to learn
- When new ideas are explained in terms of knowledge already learned
- If the result of performance are told – feedback and accreditation
- Understanding the problem leads to better learning
- If task by trainer is done correctly
- When the learning environment is pleasant

# Models of Teaching

- Pedagogy – the art and science of teaching children
- Andragogy – the art and science of helping adults to learn
- Synergogy – the art and science of teaching students themselves

# Comparison of Pedagogy & Androgogy

Pedagogy	Androgogy
Teaching	Helping Adults to Learn
Transmission of knowledge what & why	Knowledge and skill, what, why, how, when, and where what and why
Transmitting what is known and unknown	Discovering what is
Trainer centred	Learner centred
Responsibility of the teacher	Joint responsibility of the learner and trainer
Learner is comparatively passive	Learner is active and participative
Formal assessment by teacher	More of self assessment

# Pedagogy & Andragogy

Pedagogy	Andragogy
Passive	Active
Dependent	Independent
Behave in a few ways	Capable of behaving in many ways
Erratic shallow interests	Deeper and stronger interest
Short term perspective	Long term perspective (past & future)
Subordinate position	Equal or super ordinate position
Lack of awareness of self	Awareness & Control over self

# Why is this important?

**With these adult characteristics in mind, the training programme is process-based rather than the content-based curriculum for children. This process design allows a trainer to act as a facilitator who links numerous resources with the adult learner.**

The elements of the andragogical process include:

- Setting a climate conducive to learning. This includes the physical environment, creating mutual respect and supportiveness.
- Involving adult learners in mutual planning.
- Involving adult learners in diagnosing their own needs for learning.
- Involving adult learners in formulating their learning objectives or goals.
- Involving adult learners in designing learning plans.
- Helping adult learners carry out their learning plans.
- Involving adult learners in evaluating their learning.

# What are Learning Outcomes?

They are statements that describe the significant and essential learning that has been achieved.

We know learning has taken place because of a change in behaviour of the trainees. These changes in behaviour are the 'learning outcomes'. These changes might be:

- Knowledge – learning of facts, figures and experiences
- Skill – Performance of a job or task with a set standard
- Understanding – Gaining insight into the subject
- Context – Trainees perceive new ideas, theories & generalisation
- Activities – Trainees begin to get involved in new activities
- Aptitude – new abilities and talents are generated amongst trainees
- Interest – Trainees acquire new interests, habits, hobbies etc
- Adjustment – Trainees learn to adapt and change to situations

# Importance of Learning Outcomes for Trainers

It informs:

- the content and delivery plan for your course
- the training and learning strategies you will use
- the sorts of learning activities/tasks you set for your learners
- appropriate assessment tasks
- course evaluation

They will help you stay focused on the key content and eliminate anything unnecessary and ensure have the right materials and training methods to ensure your learners actually learn what you set you to train.

# Importance of Learning Outcomes for Trainees

For Trainees:

- They help to decide if the course is useful/ applicable to them
- They provide a solid framework to guide their studies and assist them to prepare for their assessment
- They provide an understanding of the assessment value of the course and the commitment needed to complete it
- Well defined learning outcomes remove the risk wasting time.
- Reduce unnecessary stress on the learners.

# Planning Overview

- **Advance Preparation and Instructional Delivery** - The most effective training courses are not accidental – a trainer spending hours familiarising her/himself with content knowledge, adult learning principles, and instructional materials
- **Take the time** - The recommended preparation time is three hours for every hour of training.
- **Learn the material** – Learn the material, make your own notes, highlight portions that you want to focus on. This will demonstrate that you are a competent trainer. It will also facilitate effective instructional delivery, and will increase your ability to answer questions learners might pose.
- **Use your own words** - The training will be better received and more interesting for adult learners and you will be more confident if you know the important points well enough to be able to express them in your own unique style.
- **Incorporate experiential learning** - Make connections between your own experiences and some of the main points. Remember, for the adult learner life experiences add enrichment to the learning process. And, it will enhance any handouts and/or power point presentations that you use.
- **Reference Lesson Overview and Objectives** - Be sure to incorporate a unit overview and course objectives for each section in your presentation(s) as they establish the framework and context for subject matter (e.g. legislation, definitions and reasons for migration).
- **Model and demonstrate at least two lesson plans from the training pack.**- Be sure to provide enough materials so that adult learners can experience age –appropriate curriculum instruction and delivery (e.g., hands-on learning, discovery learning, directs teaching).

# Before Commencing the Training

Before commencing the training:

1. Know your audience
2. Space Requirement
3. Workshop Material
4. Preparing to Conduct the Training
5. Equipment and Supplies
6. Intimation to Participants
7. Know your point of contact in your venue

# 1. Know Your Audience

- Find out as much as you can about the background and existing knowledge of your trainees – this will help to tailor the training to their needs. **TIP** – You could get them to complete a short questionnaire before the training or have a quick meeting before to understand their motivations and goals
- Understand the group distribution and modify any of your training materials and equipment as necessary – this will help you develop materials that are appropriate for the participants e.g. larger font size
- Make sure there are no more than 20 participants – the bigger the group, the less time you have to engage personally with you and vice versa. This is big enough to ensure a variety, opinions, and attitudes, but still small enough to give space for each trainee to actively participate.

# 2. Space Requirement

Your training room should be booked in advance and should have the following:

- Ideally a U-shaped table arrangement to facilitate discussion with a clear seating and table area for each participant
- An Overhead Projector (Make sure you know how to use it and that it is working before your participants arrive)
- A Flipchart
- A table at the side of the room for learning materials and supplies
- Supply of pens / markers (Take your own...at least you know they work!)

# 3. Training Materials

- Printing course materials: You will have received a pdf file for each unit of the course manual – both outline and power-point slides. Each unit pdf file should be printed double-sided and then combined to be bound together. There should be copies for every learner and it is useful to have a few extra.
- Please note: If you make any changes to the course outline or slides you will need to redo the materials for the units you change.
- Simply place a coloured piece of paper/divider at the end of each unit to distinguish between units (and before the first unit).
- You will also need to print out the evaluation sheets (which are provided in the Appendices at the end of this handbook) and any course certificates.
- There should be two binders if you are delivering the Level 2 Social Inclusion and Diversity Course– a Student Assessment Booklet and a Tutor Handbook.

# Training Materials

- You may also need additional equipment and supplies such as wipe board markers, pens, flip chart paper and it is useful to have name card for each learner – you probably don't know them and they might not know each other or you.
- You should also have course evaluation forms printed and prepared and ready to be completed and returned before the trainees leave.
- You should have all your assessment booklets, sample completed portfolios and awarding body forms ready

## 4. Remember to Arrange for the Following:

- Have a checklist of all the materials you will need
- Have enough Binders with all course materials and resources for all participants (bring extra in case you need it)
- An Overhead Projector (check it is working and you know how to use it)
- Name cards for each participant
- Flip Chart and paper or wipe board
- Markers & Pens (check they are working!)
- Evaluation Questionnaires
- The room is set up the way you want it before the training
- Drinking water is available or nearby

# 5. Preparing to Deliver the Training

- Familiarise yourself with the Teachers Handbook and content
- Review the teachers notes at the beginning of each lesson for any special requirements for that lesson
- Review the course handbook, paying attention any information that has been emphasised
- Consider any additional examples, drawn from your own experience, that you can use to illustrate and clarify any information during your group discussions

# 6. Communication with Participants

An email should be sent to all participants (either by you or the organisation hosting and recruiting trainees) at least two days in advance with details including:

- Location of venue including room number with map if necessary
- Local public transport arrangements / car parking
- Contact details for venue / host point of contact or you
- Brief overview of course
- Start / Finish time for each day/s
- Requirements for lunch e.g. provided or bring your own

# 7. Know your Point of Contact

- Have full name of your point of contact at your venue and your host organisation if they are different people
- Know where they are located within the building
- Have their mobile number
- Do not rely on e.g. a security guard to know details relating to e.g. IT if you have a problem with your pen drive in the overhead projector
- Always arrive early and meet your point of contact before you start setting up your room

# Part 2 - Introductions

- Greeting and Introduction – Always greet the participants as they enter the room. Be enthusiastic – it's infectious!
- Introduce yourself first and if they don't know each other, get them to introduce. Also ask them to write their names on their name cards and place in front of them
- Let them know where toilets, canteen, water, emergency exits etc. are
- Objectives – Outline what will be covered, how it will be covered and how they should expect to benefit from it
- Set Expectations – Let they group know when you would like them to participate e.g. ask questions in the beginning/ as-and-when/ at the end
- Positive Body Language & Tone of Voice – Make first impressions count. Apparently a customer makes up his/her mind in the first 5 seconds and in the last 10 seconds!

# Introductions

- As the trainer, you need to set the tone for the training session – establishing a climate conducive to learning is one of the key principles of adult learning. It is really important to start off well, so a good introduction is essential!
- A person's first impression of the training can shape his or her own experience. This is why it is important to complete setting up before participants arrive, so you can greet them as they enter the room.
- Use name badges and get to know their names – learners are more engaged, relaxed and secure in the knowledge they are welcome when you address them by their name!

# Icebreakers

Ice breakers are short activities that help learners to feel energized and develop a feeling of comfort among each other. They can make you a better teacher because they help your adult students get to know each other better, and when adults are more comfortable in their surroundings, it's easier for them to learn. They are also useful because:

- Participants meet each other for the first time or learn something new about existing colleagues
- It will energise your participants
- Lowers inhibitions and encourages group work
- It is a useful tool for forming groups
- Encourages dialogue

# Icebreaker Tips

- A well-chosen icebreaker game can relax the mood, but a poorly chosen icebreaker can have the opposite effect, making people feel nervous and uncomfortable. When choosing your icebreaker, be conscious of your group dynamic.
- Do not make anyone feel unnecessarily uncomfortable. No one should be forced to reveal extremely personal information or participate in an uncomfortable environment.
- Know your audience. Remember that they are adult learners so make the ice breaker appropriate. Before deciding which activities to use, assess the group for the following: age, familiarity with one another, purpose of the group gathering, and potential considerations for physical abilities.
- Everyone must participate. If a participant is uncomfortable with the exercise, decide on another way she or he can share something with the group. One idea is to ask the trainees to complete the sentence, “My name is.... I am from ..... And my proudest achievement to date is.....’ This is a simple and safe way to introduce oneself.
- You also need to participate enthusiastically!

# Part 3 Your Tutor Handbook

This is your blueprint for planning and delivering your course, meeting the learning objectives – it aligns your teaching with your goals.

- Should contain all the resources you need to deliver your training without relying heavily on more resources
- saves time as everything you need is in one place.
- makes the work regular & organized.
- induces confidence – as you know what to deliver and when.
- promotes learning – as the work is planned and structured.
- improves results -*The clearer the structure of a lesson and the more precise the directions on what is to be accomplished, the higher the achievement rate.*

# Contents of the Teachers/ Tutor's Handbook

Schedule of Training – detailing what you will deliver, the title, date and venue of training	Your Learner Materials – the list and copies of all the materials you will be handing out to your students
The Lesson / Module Objectives – detailing an overview of each lesson and what the learners should know by the end of it	Details of all your Training Aids – the list and copies of all the materials you will need to deliver the course e.g. links to films and web pages
The Estimated Timeframe – detailing how long each lesson will take	List of Equipment and Supplies Needed – a list that you can check off as soon as you are certain you have it, it works and you have a back up plan if it fails.
Your Method of Instruction – details of how you will deliver the lesson	Notes to the Trainer – your detailed notes to allow you to progress through each lesson / module

# Part 4. Managing Your Training

## Ground Rules

When adult learners take a class or engage in a workshop, establishing ground rules for classroom behaviour provides a framework for a positive learning environment. As you begin setting ground rules, consider the demographics of your audience and the content you will deliver.

A short workshop may need a different approach than a semester-long class experience. You should also consider the demographics of your class. A group of seasoned professionals may need less guidance than adult learners returning to the classroom after a long break from school.

# Setting Ground Rules

## **Getting Group Consensus**

The first class is a good time to engage the class in setting their own ground rules. Ask students what they think are the conditions that create an ideal learning environment.

You should also ask them about the negative things they've experienced when training. Use the positive and negative traits as a framework for creating group ground rules. After the class has created a master set of rules, determine the rules you feel are best.

Post the rules at the front of the class and review them throughout the semester to ensure they're effective and applicable to the learning environment.

# Responsibilities of Learners

- Adult learners may feel grounded in past classroom experiences. Take the initiative to help them think about what they can do to maximize the learning experience.
- During the first class, ask students what they hope to gain from the class, how they'll ensure goals are accomplished and what they'll do with the material they learn. Ask them to identify potential roadblocks to the learning process and how they'll overcome these obstacles.
- Let them know that they must take responsibility for seeking clarification or further explanation about concepts that are hard to understand.

# Safe Environment

Building an inclusive classroom environment requires trust and respect among students. If you're teaching sensitive course that challenges values and personal ideals, establishing special ground rules will help students safely share their thoughts and feelings.

For example, ground rules that allow students the right to opt out of a conversation may actually encourage greater participation. You'll also find a richer discussion if you let students know that supporting opposing views is a norm for the classroom.

Put-downs and negative reactions should be prohibited to maximize a safe environment for class discussion

# Engaged Lectures

Ground rules help minimize distractions and maximize collaborative learning. Ground rules for lectures should be established by you, as the tutor.

For example, many adult students may feel tied to their mobile phones or computers. Ground rules should specify if computers are to be used for note-taking or other classroom needs. Similarly, mobile phone use during class -- even texting -- can be distracting to other students. Consider prohibiting phone use during class and offering a break for students to check their phones, in case of calls from family.

If you're trying to encourage an active learning environment, let students know they should ask clarifying questions throughout the lecture.

Conversely, if you prefer questions asked only at the end of the lecture, let them know that as well.

# Part 4 Questioning

Questioning is an invaluable technique of instruction and involving participation.

## **Types of questions:**

- Feedback Questions – Used to determine whether or not knowledge has been acquired and understood
- Teaching Questions – Enables a lesson to be built up whilst involving the full attention of participants through maximum activity
- Activity Question – To regain the lost attention of a trainee, a question is pointed at them

# Questions to Ask

It is your responsibility to pose stimulating and intriguing questions or topics for discussion. Discussion is a teaching strategy that helps learners to think deeply about information, to make answer queries, and to assimilate information into already existing knowledge. Below are some tips for asking questions that yield powerful responses.

- Use open-ended questions that encourage answers beyond yes or no. Close-ended question: Do you like the training manuals? Open-ended question: Which of the training manuals is the most useful?
- Use “think back” questions. Ask the trainees to remember their previous experiences/past instead of imagining a hypothetical situation.
- Ask clear and concise questions. Make sure your questions only cover one topic or issue at a time.
- Responding to Incorrect answers. Do not shut down a person who gave an incorrect answer. This may freeze the discussion. To reduce the possibility of embarrassment, acknowledge the effort and then redirect the question to the whole group. For example, you might respond, “Interesting. I can see how you might come up with that idea.”

# Questions to Avoid

- The 50/50 question – the answer to which could be yes and /or no
- Question testing power of expression: Describe how liquid flows through a water pump. This could be best explained by drawing on a board
- Vague questions – if due consideration is not given to a given to a question before asking it, it will be left unanswered by the audience. You must know the answer before asking it!
- Tricky questions – questions like ‘what does a kilo of cotton weigh?’ should be avoided especially when training adults

# Answering Questions

As a trainer, one of the most common questions you will ask of adult learners is, “Does anyone have any questions?” If you think the group can answer, redirect them to the group to encourage active learning for as we know one of the key principles of andragogy (adult learning) is that adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning.

- You’re asked a question that you can’t answer. Don’t be defensive or fake it, just say you don’t know, but ask if others in the group might have an answer. If no one does, simply say you’ll research it and get back to them later.
- You’re asked a difficult question. Break the question down into manageable parts and keep your answer precise without omitting key details.
- You’re asked a question you don’t want to answer. Be honest and say so. Offer to meet with the person after the session to provide your response.
- You’re asked an irrelevant question. If it indicates a thirst for more information, it could be answered there or later. If not, you should point out the irrelevance to the learner.

# How to deal with questions from trainees

These could be categorised as:

**Relevant:** If the question is based on something already covered then it should be passed to the group, otherwise should be answered

**Irrelevant:** This depends on genuineness. If it indicates thirst for more knowledge it could be covered there or later. If not, the irrelevance to the learner should be pointed out

**Answer not know:** Accept that you don't know the answer, create a parking lot and come back with an answer later

# Engaging your Trainees

- Ask questions - Questions can open a learning conversation or shut it down completely.
- Review statements - By rephrasing what you have heard, you clarify your own understanding and encourage the adult learner to hear what it is she or he has stated.
- Foster discussion - Discussion extends learning and introduces other perspectives. It allows for reciprocity between learner and learner, and learner and trainer.
- Listen reflectively - This provides an opportunity to process information introduced by the future trainer. Active listening skills are essential for effective discussion facilitation. It builds understanding and consensus in a group. Active listening skills include: encouraging, paraphrasing, clarifying, reflecting, summarizing, and validating.

# Facilitating Discussion

Actively engaged participants are more likely to retain, recall, and remember information. The likelihood of the information being transferred outside the training session is great. And, this is the ultimate goal/outcome of the Train-the-Trainer sessions.

The key to facilitating effectively is to remember that your roles are to lead the discussion, not direct it. As a leader, you should focus on drawing ideas out of the trainees, rather than dominating with your ideas and experiences.

# Things to keep in mind

There are various types of discussion types the trainer should keep in mind

- **Discussion dominators.** If someone is doing most of the talking it may prevent others from contributing their thought. Although it may seem intimidating, it can be very easy to reduce the amount of sharing coming from one participant.

Wait for a pause in her speaking, respectfully acknowledge her contributions, and thank her. You can say something like, “I appreciate your comments and ideas.” Then make direct contact with other participants and ask something like, “I know someone else has good ideas too, I’m very interested in hearing how other people are feeling about this issue” or “It’s very interesting to get a variety of perspectives especially since we are from different regions, I would think we can all benefit from the variety in this room.”

- **No Response.** Many group facilitators have stood before a group that simply stares. Groups vary in responses. Even questions that stimulated the most interesting discussions with one can fall completely flat with another. It could be that people are tired of talking about the topics, or they might be bored with the questions and need more stimulating activities to help them think.
- **Interpersonal Conflict.** If two or more people begin arguing you must confront the situation before it spirals out of control. You can try to defuse it with humour, or give the participants an easy way out by reframing what they are saying and move on.

# Tips to Facilitate Discussion

The following are tips to help you remember to facilitate rather than direct:

- Be respectful of the participants
- Be enthusiastic about the topic and the training program
- Ask and encourage questions and idea sharing.
- Be clear and direct.
- Keep your own contributions during group discussions brief. Use “Wait Time” - time to think about an answer or response to a question before providing answers. Count to 10. If you fail to get responses, rephrase the question.
- Invitation – encourage the participation of those who have been quiet. State the participant’s name and ask an open-ended question. For example, “What do you think about the materials?”

# Difficult Trainees

A *difficult trainee* is someone who disrupts the training session resulting in hindering the smooth flow of the session which leads to a degraded learning experience for the rest of the trainees.

## **Disruptive Behaviour**

- A difficult participant may do one or more of the following disruptive actions during a training session:
- Verbally attack a fellow participant.
- Challenge the knowledge presented by the trainer in an attempt to show superiority over the trainer.
- Try to grab the attention of other participants by trying to be funny at inappropriate times.
- Try to compete with the trainer in terms of knowledge and classroom control (such as attempting to make the trainer lose control of the classroom by various means).

## **Root Causes**

The difficult participant's desire to show off knowledge and superiority in front of others may stem from the following root causes:

- An unsatisfied need for recognition by others.
- An unsatisfied need for appreciation from others.

# Difficult Trainees

In order to deal with difficult participants a competent trainer must try to prevent any symptoms of disruptive behaviour to take place during the training in the first place.

If despite of the trainer's best efforts one or more participants show signs of disruptive behaviour then and only then should the trainer intervene by attempting to control such unwanted behaviour.

A competent trainer will often never need to control a difficult participant due to being highly successful in preventing any such disruptive behaviour in the first place.

# Dealing with Difficult Trainees

**Negative Thinker:** -This person is a pessimistic person who feels he cannot improve. He should be asked to solve and overcome the problem raised, explaining to him what is going on and quoting examples.

**Power Seeker:** A dominating person! Give them extra duties that arise like distribution / collection of papers, writing on flip chart etc. Remember you are in control of the training session!

**Liker of his own voice:** This person always wants to be heard and disturbs others. He can be tackled by picking up on a point made by him and asking the others to answer. After the comment is over, thank him for his contribution and let him know that others need the chance to contribute.

**Non-Thinker:** A bland person who is unconcerned about what is going on around them. Ask them specific questions and advise him to look at specific examples and case studies.

# Dealing with Difficult Trainees

**Digressing person:** This person tries to divert attention to issues not relevant to the topic. Tell them you can discuss the issue separately as time is constrained.

**Not in Touch:** This person has no idea of the topic and seems uninterested in the training. Give them some reference material, ask them to follow up and report back the next day to the group.

**The Silent Spectator:** This person may be shy or lack concentration. Involve him by asking questions relating to the topic and encouraging him to ask and answer questions.

**Talking to the Side:** This person is talking to those next to him whilst the training is being conducted. Ask them to raise any questions directly to you and the group. Keep them involved and focused by asking questions to him throughout the session.

# If all else fails....

If, despite of your best efforts to prevent any difficult participant from exhibiting disruptive behaviour, you still face a participant exhibiting such harmful actions then you may do any of the following to stop, isolate or hinder such behaviour:

- Leave other participants to exercise peer pressure over the difficult participant hindering his or her disruptive behaviour.
- Ask participants for a vote to show the difficult participant that his behaviour is rejected by the rest of the participants.
- Completely ignore the difficult participant rendering his actions ineffective.
- Speak to the difficult participant in private during the break and if necessary speak to him aside even outside the time of a formal break.
- If all else fails, you may kick the annoying participant out in a sharp and snappy yet decisive and polite manner.

# Why things go wrong in training

- Not being prepared
- Inadequate content
- Not delivering the goods
- Constantly boring the trainees
- Information overload
- Misleading the group
- Poor pacing
- Omission of practice
- Odd or distracting visuals
- Poor handling of questions

# More reasons why things go wrong in training

- Offensive or inappropriate materials
- Over/ under dressing (distracting)
- Running over time
- Running late to start
- Lack of eye contact with trainees
- Turning your back to the trainees
- Under utilising the resources available
- Lack of enthusiasm
- Total lack of conclusion

# Training Myths

- Lots of Trainers do not have to practice
- I am so nervous they can tell
- Excellent Trainers are born, not made
- Super Trainers never get nervous

# Maintaining Your Credibility

There are 7 steps you can take to ensure your adult students view you as a credible trainer.

- Always be honest. If you do not know the answer to a question, don't make up one. Make a note of it and find the answer at the break and respond as quickly as possible.
- Make your presentation balanced and as free from bias as possible. Deliver the facts, the information as printed in the training pack.
- Raise questions about the information. For example, is the information cross-cultural? Does it apply to your culture, the culture of your trainees?
- Support the information with your own facts and experiences, tell them relevant stories of your own. Be sure to utilise your adult learners as a resource – ask them if they have had any similar or relevant experiences; it will help to facilitate the process of learning and keep them engaged.
- Cite authorities that are accepted by your audience, the adult learner. Be sure to cite well-respected theorists and organisations e.g. Eurostat for migration figures and not a newspaper article.
- Invite and encourage questions and discussion from the audience.

# Dealing with Nerves

If you are afraid of public speaking or speaking in a group, you are not alone. Public speaking is often one of the worst fears of many people. The following tips can help you overcome your stage fright.

- **Remember, you know the materials.** Remind yourself that you are well prepared, that you are familiar with the training materials. Read through the materials, discuss with other trainers, and try some of the suggested activities if you are unfamiliar with them.
- **Release the tension.** Take deep breaths. Breathe from your diaphragm and remember to exhale all the way. It also helps to exercise regularly, as unused energy may come out as anxiety.
- **Rehearse.** Practice, practice, practice some of the lesson, until you feel comfortable.
- **Know the training room and your equipment.** Test your audio and visual equipment in advance. Make sure that instructional aides such as paper, pencils, flip charts, tape, etc. are on hand and sufficient in number.

# Dealing with Nerves

- **Know the participants.** Check the region(s) trainees are from, their native language, and learn key words and phrases. Greet and talk with them as they arrive for the session(s).
- **Reassure yourself.** The trainees are not there to see you perform; they are there to learn the material. Trainees are not there to scrutinize you or waiting for you to make a mistake. Most likely, they want you to succeed because that means an interesting training for them, and as adult learners they will receive information that is applicable.
- Don't apologize for your nervousness or mistakes; just keep moving through the material. Apologizing can call the audience's attention to something they didn't even notice.

# Dealing with Nerves

- **Re-frame.** Harness your nervous energy and turn it into enthusiasm.
- **Resist imitating another's style.** Be natural and relaxed. Use your own style.
- **Know your first line and the transition to the main point.** Memorizing the introduction to the training manuals can lower anxiety and help you begin with confidence.
- **Concentrate on the message, not yourself.** Focus on what you are there to do. Engage the learners in the material, not on you.
- **Rest up and eat well.** Being on your feet for several hours can be mentally and emotionally exhausting, so you will need to get plenty of rest. You will need to eat well so that you are physically and psychologically alert.

And Finally.....

**YOU WILL BE A  
GREAT TRAINER!**

# Questions and Feedback