**Effective Training Techniques**  
*(Mentor Team Training)*  

**Session 1 Outline** with active URLs to print Handouts

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| 1. Welcome and Introductions | • Welcome Mentor Team to Session 1 of 3  
|                       | • Welcome Mentor Team to Session 1 of 3 sessions on Effective Trainer Techniques  
|                       | • Explain role of Mentor Team  
|                       | • Share your trainer experience (i.e. sharing information with a group and identify your strengths and needs | 10 minutes |
| 2. Expectations for Training Outcomes | • **Expectations Handout** - Review outcomes for Session 1; then briefly summarize outcomes for Session 2 and 3  
|                       | • The short-term goal is that the Mentor Team is prepared to facilitate the “Serving One-Stop Customers with Disabilities” presentation  
|                       | • The long-term goal is to prepare the Mentor Team to develop, deliver and evaluate workshops offered within their region to other One-Stop staff, board members, AE staff and interested community members | 10 minutes |
| 3. Assess the Audience / Learn Best | • First, let's discover how we each learn best so that I can best meet your learning needs in these three sessions.  
|                       | • **Session 1 Handout Cover**  
|                       | • **Handout #1** - addresses elements of when we learn best. Take a moment and review the 5 questions and circle the answer that best describes when you learn best. You may have more than one answer | 10 minutes |
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| 3. Assess the Audience / Learn Best (continued) | - Ask each Mentor Team member to share their answer to each of the five questions in a round-robin style.  
- Write down their responses.  
- Discuss ways to accommodate the sessions to best meet their learning needs (i.e. time of day for Session 2 and 3; location of sessions, etc.) | 10 minutes (continued) |

| 4. Retention Compared to Training Methods | - As trainers, it’s important to understand that training methods direct impact the amount of information that participants remember or retain after the training  
- **Handout #2** - In the right column is listed 7 different training methods which are described. In the left column, is a space to write in the % of retention of information from that training method based on research. Use the % numbers listed at the bottom of the page. *Start with Lecture and ask the group what % of retention is from the use of lecture*  
- Discuss that the “Serving Customers with Disabilities” training is already designed using the discussion group, practice, audio-visual and coaching  
- *Since the Mentor Team will be using coaching when they facilitate the “Serving Customers with Disabilities” training, they will retention 95% of the information. They should put you at ease for future trainings* | 10 minutes |

**Answers:**  
Lecture - 5%  
Demonstration - 30%  
Discussion Group - 50%  
Reading - 10%  
Practice - 75%  
Audio-Visual - 20%  
Coaching - 95%
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| **5. Benefits and Challenges of Co-Facilitation** | • There are benefits and challenges to co-facilitation  
• **Handout #3** - As a group, let's discuss. What are some **benefits**? *See answers and share as needed*  
• **Answers: (Benefits)** (i.e. bounce ideas off each other; different points of view; stimulating and energizing for participants; more audience participation; rest break for trainers)  
• **Handout #3** - As a group, let's now discuss **challenges** of co-facilitation?  
• **Answers: (Challenges)** (i.e. not knowing the other co-facilitator's style; time management - a co-facilitator hogging the time; too many chefs - trainers explaining the same topic; co-trainers get in an argument in front of participants) | 10 minutes |
| **6. Ways to Resolve Co-Facilitation Challenges** | • Let's discuss ways to resolve these challenges of co-facilitation.  
• **Handout #4** lists ways to resolve these challenges. *Looking at what the mentor team identified as challenges, take each challenge and ask the mentor team - of the things listed on Handout #4, what would help resolve this challenge*  

**Answers:**  
• listen actively - arguments; styles; chefs  
• provide support - styles  
• respect other's preferences - styles; time management; chefs; argument  
• discuss concerns - arguments; styles; chefs  
• plan ahead of time - arguments; time; chefs  
• establish signals - time; chef | 10 minutes |
| **7. Typical Problems Encountered During Co-Facilitation** | • **Handout #5** - lists other typical problems that can occur during co-facilitation with ways to specific resolve each  
• *Review each problem, give an example and discuss how it is resolved effectively* | 10 minutes |

*Developed by Barbara Ibáñez, University of New Mexico (2005)*

Supporting Diverse Customers to Employment Success Project, Community Support Alliance at the Center for Development and Disability, University of New Mexico. Funded by the Employment and Training Administration of the US Department of Labor

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| 8. Establishing Comfort and Safety                                   | • **Handout #6** - describes way to ensure that you feel comfortable and safe with each other as co-facilitators  
  • Review one at a time and ask each mentor team member to share their responses. NOTE: For “Discussion and agreement on content and values” - that is relevant for future trainings  
  • **NOTE:** For “Planning the Presentation” - the mentor team will do this at Session 2 for the “Serving Customers with Disabilities” training; but they would do it before all workshops they do in the future.  
  • Write down responses for use in future sessions              | 10 minutes                             |
| 9. Debrief the Co-Facilitation                                      | • An important part of becoming an effective Mentor Team is debriefing after each training or workshop.  
  • **Handout #7** - is a template of debrief questions that you can use after the training is ended to discuss your effectiveness and areas for refinement.  
  • Review each question                                           | 5 minutes                               |
| 10. Evaluation                                                      | • Before Session 2, please review the **Serving Customers with Disabilities PowerPoint Slides** and put an * by the slides that you feel comfortable facilitating - this is to identify your content preferences. You do not need to develop materials or an outline for these content areas. **NOTE:** The Facilitator Notes for this training are written in the “Notes” section of each PowerPoint slide. To view or print, be sure to select “Notes Page.”  
  • Fax your completed PowerPoint Slide Preferences to _________, FAX # - _________ by (deadline - 1 week before Session 2). **Answer any questions.**  
  • **Evaluation** - please complete the evaluation form. Thank you! | 10 minutes                             |