## Effective Training Techniques
(Mentor Team Training)

### Session 2 Outline with active URLs to print Handouts

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<th>What:</th>
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| **1. Welcome and Introductions** | • Welcome Mentor Team to Session 2 of 3 sessions on Effective Trainer Techniques.  
• Check in with Mentor Team and see how they are feeling (i.e. stressed, calm, overwhelmed). | **5 minutes** |
| **2. Expectations for Training Outcomes** | • **Expectations Handout** - Review outcomes for Session 2; then briefly summarize outcomes for Session 1 and 3.  
• Remember our 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, Administrative Entity staff and interested community members. | **10 minutes** |
| **3. Positive Aspects of Your Personal Trainer Style** | • First, let’s share the positive aspects of your personal trainer style in relation to these areas: Ask each Mentor Team member to share their answer to each of the five areas in a round-robin style. Write responses on chart.  
1) **Motivation** - what motivates you to be a trainer/facilitator? (i.e. lifelong learning, sharing of knowledge, like people, etc.)  
2) **Personality** - how would you describe your trainer personality? (i.e. cheerleader; easy going; content expert, etc.)  
3) **Trainer Techniques** - which techniques are your favorites? (i.e. adult learning; teaching methods; use of multi-media; learning styles, etc.)  
4) **Preparation** - how do you prefer to prepare for a training or presentation? (i.e. check every detail; wing it, etc.)  
5) **Facilitation Flow** - how do you prefer to keep your place during facilitation? (i.e. outline; charts; cards; other)  
• Now, let’s bring together these trainer styles. | **15 minutes** |

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

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Page 1 of 5
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| 4. Bring Together Different Trainer Styles | • Discuss how the mentor team’s trainer styles when combined in a co-facilitation can:  
1. Enhance the learning experiences of the participants  
2. Provide a complimentary balance of trainer styles  
3. Offer new perspectives on content | 5 minutes |
| 5. Who will Do What | • Now, let’s focus on who will do what for the “Serving Customers with Disabilities” training.  
• Share the results of content preferences received from the mentor team members.  
• Distribute “Notes Page” printout of PowerPoint slides and Facilitator Notes of [Serving Customers with Disabilities PowerPoint Slides](#)  
• Starting with the Slide #1, let’s identify who will be the facilitator; who will run the PowerPoint slides and who will be the timer and holder. Write in mentor team names on Facilitator Notes as agreed upon.  
• In preparation for Session 3, it is your responsibility to practice your agreed upon facilitation parts.  
• In session 3, we will practice the entire training together with a facilitator, PowerPoint person and timer/holder. This will help you accomplish the short-term goal of co-facilitating the “Serving Customers with Disabilities” training.  
• It is important for you to know some essential design elements. This will help you in accomplishing the long-term goal of designing and providing training in the community. The first design element we will discuss is how to do an assessment of your audience.  
• Why do we need to assess the audience? *Wait for response, reinforce correct answers, guide off-base answers to correct answers.* | 20 minutes |
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| **6. Audience Assessment** | - [Session 2 Handout Cover](#)  
- **Handout #1** - identifies reasons why it is important to assess your audience, as well as, what to assess and how to conduct an assessment. *Review information on handout thoroughly and discuss.*  
- “Serving Customers with Disabilities” training is designed to use the last techniques listed on Handout #1 - Beginning of training questioning and participants’ expectations. | 10 minutes |
| **7. Ways to Overcome Nervousness** | - One thing that can cause you problems is nervousness.  
- **Handout #2** shares 10 ways to overcome nervousness.  
- Review each of the 10 ways. Circle at least one way that you deal with nervousness. If your way is not listed, please add it. *Ask each mentor team member to share the ways they overcome nervousness.* | 10 minutes |
| **8. Personal Presentation Guidelines** | - Besides overcoming nervousness, what are some other personal presentation guidelines to consider?  
- *Wait for response. If no response, share some thought-provokers such as:*  
  - clothing  
  - body language  
  - voice  
  - positioning  
  - preparation to be “ready to go”  
- **Handout #3** lists guidelines to consider in preparation for conducting a training or presentation. *Review handout thoroughly.*  
- Which guidelines do you already do? Which ones do you need to work on? | 10 minutes |
| **9. Effective Use of Visual Aids** | - Earlier we discussed the importance of using visual aids effectively.  
- Why are visual aids effective learning tools? *Write responses on chart.*  
- **Handout #4** shares the value of visual aids, use of visual aids, visual aid tools and choice considerations.  
- Now, let’s focus on using charts effectively. | 10 minutes |

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<tr>
<td>In what training situations would you use <strong>large chart paper</strong> or <strong>newsprint</strong> as a visual aide?</td>
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<tr>
<td>In what training situations would you avoid using <strong>large chart paper</strong> or <strong>newsprint</strong>?</td>
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<td>What are some good techniques for writing on <strong>chart paper</strong>? <em>List them as you write on large chart paper.</em></td>
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<tr>
<td><strong>Handout #5</strong> - describes when to consider using large chart paper; when to avoid using it and some important charting tips and techniques.</td>
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<td>As you can see, it’s important to use a sturdy, stable easel or flipchart stand. <em>Demonstrate set up and tear down (if you have time).</em></td>
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<td>Why do you need to make sure that the drilled holes in the chart paper match the easel’s receptors? (Otherwise, the chart paper can fall off)</td>
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<td>Why is it important to use lined or blocked chart paper? (To keep your writing in a straight line)</td>
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<td>Why do you want to stand to the side of the easel when writing on the chart? (So that participants can read what you are writing)</td>
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<td>Why do you want to post important charts on the wall? (To refresh participant’s memory and keep the content on track)</td>
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<td>Why is it important to listen carefully and write exactly what participants say? (To show respect. People don’t argue with their own data)</td>
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<td>Let’s practice using effective charting techniques. For the content, share information about your favorite food. Use 3 of #7 through #12 Charting Tips and Techniques listed on Handout #5. <em>Provide markers and chart paper for each trainer and allow 5 minutes to finish their chart.</em> After 5 minutes, the group looks at each chart and identifies which 3 charting techniques were used.</td>
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| 11. Using Videos Effectively               | • In what training situations would you use a video as a visual aide?  
• In what training situations would you avoid using video?  
• What are some good techniques for writing on video?  
• **Handout #6** - outlines how to use the VCR-TV/Projector equipment effective for future reference.                                        | 5 minutes |
| 12. Using PowerPoint Slides Effectively     | • What are some good techniques for designing effective **PowerPoint slides**?  
• What are some things to avoid when designing **PowerPoint slides**?  
• **Handout #7** - outlines best practices and things to avoid for PowerPoint slide design for future reference.  
• If you don't have access to PowerPoint projector, you may need to use an overhead projector. **Handout #8** details when to use an overhead projector; how to create transparencies and how to use the projector. | 10 minutes |
| 13. Evaluation                             | • Before ending our session, let’s review what we have covered. **Expectations Handout** - Review outcomes for Session 2; then briefly summarize outcomes for Session 3.  
• Now that we have identified who will do what for the training, take some time and practice your section. **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.”  
• **Evaluation** - please complete the evaluation form. Thank you! Session 3 is scheduled for:  
  ___________ | 5 minutes |

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Page 5 of 5