## Effective Training Techniques  
(Mentor Team Training)

### Session 3 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 3 of 3 sessions on Effective Trainer Techniques.  
- Check in with Mentor Team and see how they are feeling (i.e. stressed, calm, overwhelmed). | 1 minute |
| 2. Expectations for Training Outcomes | - **Expectations Handout** - Review outcomes for Session 3; then briefly summarize outcomes for Session 1 and 2.  
- 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. | 2 minutes |
| 3. Training Practice Debrief | - Last session, you each decided on which sections of the “Serving Customers with Disabilities” training you would facilitate. Your assignment was to practice facilitating your training sections. Let’s start by debriefing how your training practices have gone so far. Ask each Mentor Team member to share thoughts about their practice experiences. Provide encouragement and focus on the positive. Ask how you can support them to success.  
- Today, you will have an opportunity to practice training your section with your co-facilitators.  
- Before we start practicing, it’s important to discuss how to deal with training disruptions.  
- How would you define a training “disruption?” (i.e. commotion, interruption, confusion, disorder, disturbance, distraction, interference)  
- What are common disruptions experienced in a training situation? **Write responses on chart.**  
- Why are these behaviors considered disruptions? **Write responses on chart.** | 6 minutes |

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*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  
Page 1 of 3
## 4. Challenging Participant Behaviors

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<td>• <strong>Session 3 Handout Cover</strong>&lt;br&gt;• <strong>Handout #1</strong> - has a place for you to take notes about these things we have discussed so far. <em>Point to their responses written on the chart. Allow time for them to write down.</em>&lt;br&gt;• When these disruptions occur, how does that make you feel as a fellow <strong>training participant</strong>? (i.e. annoyed; frustrated; disgusted). <strong>As the training facilitator?</strong> (i.e. same feelings; challenged; embarrassed; impatient; incompetent; nervous; angry). <em>Encourage them to write down notes from discussion on Handout #1.</em>&lt;br&gt;• Based on your experience as a facilitator, how do these disruptions affect your training? (i.e. derails the flow; distracts the attention; changes the atmosphere; creates a time crunch; increases stress level).&lt;br&gt;• How might you contribute to the cause of some training disruptions? (i.e. lack of preparation; nervousness; feelings of inadequacy; defensiveness; inexperience as a trainer).&lt;br&gt;• At the bottom of Handout #1, it lists some common things to do to dissolve these training disruptions. <em>Review list.</em>&lt;br&gt;• What are some other strategies that you could do to overcome challenges? (i.e. redirect attention to agenda or topic; decide if it is an emergency or not; offer constructive options; use humor appropriately).</td>
<td>10 minutes</td>
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| 5. Co-Facilitation of Training and Use of Visual Aids | • Now, let's focus on practicing the “Serving Customers with Disabilities” training.  
• First, we need to set up the equipment and room. Then, we will run through the entire training as outlined on the *PowerPoint slides and Facilitator Notes of Serving Customers with Disabilities PowerPoint Slides*. Keep it on time.  
• We will practice using hand signals between the co-facilitators (i.e. two fingers is two minutes left; hand cuffed around ear is talk louder; hand motion in downward fashion is slow down; hand motion in circular fashion is speed up; raised hand is “Can I share something?”  
• I will provide any coaching and constructive feedback, as needed. *Take notes to share with them individually.* | 95 minutes |
| 6. Training Event Checklist | • **Handout #2** is a trainer quick-list to success that’s helpful to use at least 2 weeks prior to the training. *Review it briefly.*  
• For organizing a large conference or workshop, use **Handout #3** that covers every detail of preparation. *Review handout briefly.* | 4 minutes |
| 7. Evaluation | • Before ending our session, let’s review what we have covered. **Expectations Handout** - *Review outcomes for Session 3.*  
• Between now and the date of your scheduled training “Serving Customers with Disabilities”, please feel free to contact me with questions or concerns.  
• **Evaluation** - please complete the evaluation form. Thank you! | 2 minutes |