

THE TRAINER'S POCKETBOOK

(formerly the Instructor's Pocketbook)

By John Townsend

Illustrations by Phil Hailstone

“The most creatively practical book on the subject. Even the most experienced trainer will find a handful of ideas.”

Management Centre Europe, Brussels

“The Trainer's Pocketbook is an extremely useful collection of helpful hints, suggestions and reminders for trainers and presenters. It is standard handout material for all instructors we train.”

Richard Franklin, Education Programme Manager, Hewlett-Packard, France

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TRAINING DELIVERY

TRAINING DELIVERY

PREPARING TO TEACH

NAMES AND FACES



When faced with a room full of new trainees you will need to remember their names

- Listen to name
- Spell it in your head
- Repeat name as often as possible during training event
- Look for an outstanding facial feature
- Exaggerate the feature
- Associate

Mrs Hawkes = beaked nose
Mr White = sickness/fear/clown
Mr Metropoulos = big town, city slicker

This will ensure you can address
(and impress) them during coffee
break, lunch, etc.



TRAINING DELIVERY

ICEBREAKERS



Professional trainers always start with an **Icebreaker** or **Inclusion Activity** (see page 110 for some examples).

WHY?

- When trainees arrive in a training room they are usually a loose mix of individuals with different mind sets
- At the beginning of a course, trainees are usually **not** thinking about the trainer or the course content but about their neighbour, coffee time for phoning/messages, the end of the day for errands, sights, sounds and smells in the room, etc
- An inclusion activity will make them feel **included** and, if well designed, help them to relate to the others in the group; it can also provide a bridge into the course itself
- Above all it puts the spotlight on **them** (the most important people in the room) and takes it off **you** and allows you to relax into the course

TRAINING DELIVERY

ICEBREAKERS



WHAT? A good inclusion activity should be:

- F**oolproof: has been tested and works!
- A**musing: trainees should enjoy it
- B**ridged: linked to the course subject (if possible)
- U**nique: trainees should not have done it before
- L**ively: has movement, exchange and chatter
- O**ptimistic: is positive and non-threatening
- U**ncomplicated: is easy to explain and organise
- S**hort: lasts between 5 and 10 minutes

This donkey bridge was developed by Richard Hamilton and the 'Red Team' at the WWF Train the Trainer Course, April 1994.

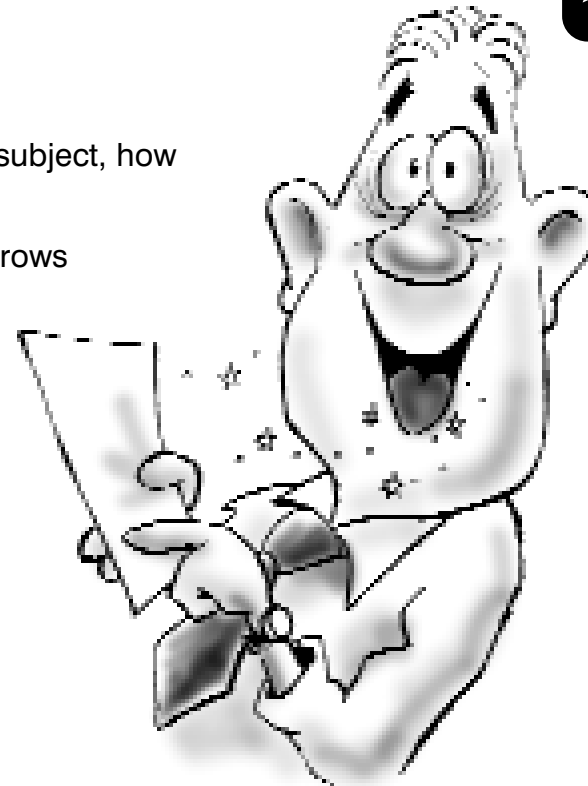


TRAINING DELIVERY

ENTHUSIASM

YOU GOTTA BELIEVE!

- If you're not enthusiastic about your subject, how can you expect the trainees to be!!
- Consciously use your eyes and eyebrows to communicate enthusiasm
- Always keep a sparkle in your voice
- Fight boredom of repetitive sessions by introducing new anecdotes, examples, etc, or by changing lesson structure



TRAINING DELIVERY

NERVES: THE MURPHY MONKEY



As you get up to speak, it's as if a monkey has suddenly jumped onto your shoulders. He claws your neck and weighs you down - making your knees feel weak and shaky. As you start to speak, he pulls at your vocal chords and dries up your saliva. He pushes your eyes to the floor, makes your arms feel 10 metres long and attaches a piece of elastic to your belt - pulling you back to the table or wall behind you!

Experienced speakers know about the Murphy monkey. Within the first 30 seconds they throw him to the audience! When you throw the monkey to one of the participants, suddenly the spotlight is on them and not on you. How ...?

- A question, a show of hands, a short 'icebreaker' (participant introductions, an exercise or quiz, etc) a discussion, a 'volunteer' or simply a reference to one or more of the participants - all these are ways of putting the monkey on **their** backs for a few moments

This takes the pressure off you and gives you time to relax, smile and get ready to communicate your message loud and clear.



TRAINING DELIVERY

USING YOUR VOICE



PROJECTION

Speak louder than usual; throw your voice to back of room

ARTICULATION

Don't swallow words
Beware of verbal 'tics'

MODULATION

Vary tone and pitch; be dramatic, confidential and/or triumphant

PRONUNCIATION

Watch tonic accents; check difficult words; beware of malapropisms

ENUNCIATION

Over emphasise
Accentuate syllables

REPETITION

Repeat key phrases with different vocal emphasis

SPEED

Use delivery speed to manipulate the audience; **fast** delivery to excite and stimulate; **slow** delivery to emphasise, awe, dramatise and control

TRAINING DELIVERY

YOU CAN'T NOT COMMUNICATE



Research has shown that when someone gives a spoken message the listener's understanding and judgement of that message come from:

7% WORDS

- Words are only labels and listeners put their own interpretation on speakers' words

38% PARALINGUISTICS

- The **way** in which something is said (ie: accent, tone, inflection, etc) is very important to a listener's understanding

55% FACIAL EXPRESSIONS

- What a speaker looks like while delivering a message affects the listener's understanding most

- Research source - Albert Mehrabian

TRAINING DELIVERY

MANNERISMS



- Don't be tempted by manual props (pens, pointers, spectacles, etc)
- Don't keep loose change in your pocket
- Be aware of your verbal tics and work on eliminating them (ie: 'OK!' - 'You know' - 'and so forth' - 'Now ...')
- Don't smoke (unless seated in discussion mode)
- Watch out for furniture!
- Avoid 'closed' or tense body positions
- Don't worry about pacing, leaning, etc
- Check your hair/tie/trousers/dress before standing up!

TRAINING DELIVERY

DRESS



- Avoid black and white and other strongly contrasting colours
- Wear comfortable, loose-fitting clothes
- If you can't make up your mind, wear something boring - at least your clothes won't detract from the message!
- Try and dress one step above the audience
- Check zips and buttons before standing up

Tip for Men When in doubt, a blue blazer, grey trousers and black shoes with a white shirt and striped tie are usually acceptable from the board room to the art studio.

TRAINING DELIVERY

LIGHTHOUSE TECHNIQUE



Sweep the audience with your eyes, staying only 2-3 seconds on each person - unless in dialogue.

This will give each participant the impression that you are speaking to him/her personally and ensure attention, in the same way as the lighthouse keeps you awake by its regular sweeping flash of light. Above all, avoid looking at one (friendly-looking) member of the audience or at a fixed (non-threatening) point on the wall or floor.



TRAINING DELIVERY

FACILITATING DISCUSSION

QUESTIONING SKILLS



- Closed Questions**
- 'Who can tell me on which date?'
 - 'Which/what specifically?'

Open Questions

- 'About' - 'How do you feel about ...?'
- Reflective - 'You don't feel comfortable with ...?'
- Hypothetical - 'What do you think would happen if ...?'
- Framing - 'Help me to see how this fits with ...?'
- Silence - '.....?'
- Statements - 'Rosemary, you look as if you wanted to say something'

- Always avoid:**
- Multiple - a string of questions
 - Leading - 'Don't you think it would be better to ...?'

TRAINING DELIVERY

FACILITATING DISCUSSION

LUBRICATORS

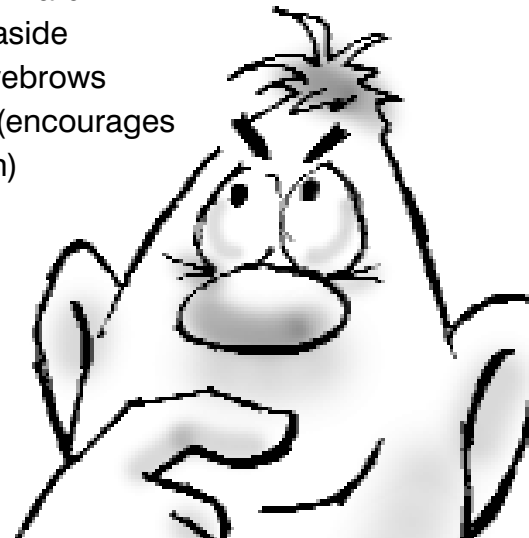


Verbal

- 'I see'
- 'Ah, ah'
- 'That's interesting!'
- 'Really?'
- 'Go on!'
- 'Tell me more about that'

Non-Verbal

- Nodding
- Constant eye contact
- Leaning forward
- Stepping aside
- Raising eyebrows
- Frowning (encourages clarification)



TRAINING DELIVERY

FACILITATING DISCUSSION

REFLECT/DEFLECT



Most participant questions are not questions. They are requests for the spotlight. If it's one of those rare, closed **real** questions - answer it succinctly. If not, first:

- **REFLECT** back to the questioner what you thought was the question ('If I understand correctly, you're asking ...')

Depending on how the questioner 'reformulates' the question, answer it, **OR**

- **DEFLECT** it as follows:
 - **Group** : 'How do the rest of the group feel?'
: 'Has anyone else had a similar problem?'
 - **Ricochet** : (to one participant) 'Bill, you're an expert on this?'
 - **Reverse** : (back to questioner) 'You've obviously done some thinking on this. What's **your** view?'

TRAINING DELIVERY

FACILITATING DISCUSSION

ACTIVE LISTENING



Whenever a participant interrupts or responds emotionally during a course s/he is probably overstating his or her feelings in order to justify the 'outburst'. In **every** such case use Active Listening. Never attempt to counter, argue, defend or take sides.

1. Take the outburst as a positive contribution (smile, encourage, nod, use lubricators)
2. Successively reflect back to the participant (in the form of questions) what feelings you heard being expressed. 'You're upset with ...?' 'You're unhappy about ...?' 'You feel that we should ...?' Active listening has 3 advantages:
 - You show the participant you're interested and not defensive
 - You allow the participant to confirm that what you heard was what s/he meant **or** to correct your interpretation
 - You quickly lead the participant to specify the **exact** problem and to suggest a solution

TRAINING DELIVERY

FACILITATING DISCUSSION

'B'ING



Here are 4 ways to keep a group discussion going:

- **BUILDING** Build on incomplete answers by adding own comments and asking for agreement or disagreement
- **BOOSTING** Support timid participants' contributions, boost their confidence and ask for extra comment
- **BLOCKING** Interrupt dominant/talkative/aggressive participants by asking what others think
- **BANTERING** Establish non-threatening atmosphere by engaging in friendly repartee with outgoing participants

TRAINING DELIVERY

FACILITATING DISCUSSION

BRAINSTORMING



A technique for obtaining ideas from a group. Here's how:

- A***SK* Ask for/provoke ideas; if necessary wait 45 seconds before giving own
- R***ECORD* Write **all** ideas on a flip chart (number them for future reference)
- don't evaluate 'til end
- T***RIGGER* Use 'B'ing discussion techniques to encourage participants to trigger ideas
- S***UMMARISE* Summarise and/or regroup ideas; help group to choose best

TRAINING DELIVERY

FACILITATING DISCUSSION

SOCRATIC DIRECTION

Take a tip from the Ancient Greeks.

If you wish to encourage audience participation to prove a point use **Socratic Direction**.

Know the answers you want

Open questioning technique

Paraphrase participants' answers

Summarise contributions (flip chart?)

Add your own points



TRAINING DELIVERY

FACILITATING DISCUSSION

TEACHING TEMPO



Two factors will govern the tempo of your material coverage and discussion periods:

1. The participants' level of knowledge and general intelligence
 - low = slow
 - high = fast
2. Your own teaching style
 - snappy/authoritarian/directive = fast
 - relaxed, informal, facilitative = slow

How to change tempo

- Slower - Use more cases, examples, anecdotes; speak slower; ask open questions
- Faster - Speak faster; use more directive tone; cut down discussions; ask closed questions

TRAINING DELIVERY

DEALING WITH DIFFICULT PARTICIPANTS



1. The Heckler

- Probably insecure
- Gets satisfaction from needling
- Aggressive and argumentative

What to do:

- Never get upset
- Find merit, express agreement, move on
- Wait for a mis-statement of fact and then throw it out to the group for correction



TRAINING DELIVERY

DEALING WITH DIFFICULT PARTICIPANTS



2. The Talker/Know All

- An 'eager beaver'/chatterbox
- A show-off
- Well-informed and anxious to show it

What to do:

- Wait 'til he/she takes a breath, thank, refocus and move on
- Slow him/her down with a tough question
- Jump in and ask for group to comment



TRAINING DELIVERY

DEALING WITH DIFFICULT PARTICIPANTS



3. The Griper

- Feels 'hard done by'
- Probably has a pet 'peeve'
- Will use you as scapegoat

What to do:

- Get him/her to be specific
- Show that the purpose of your presentation is to be positive and constructive
- Use peer pressure



TRAINING DELIVERY

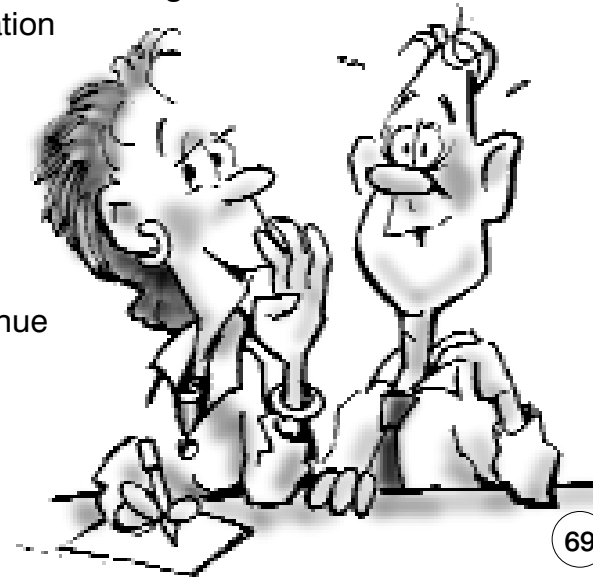
DEALING WITH DIFFICULT PARTICIPANTS



4. **The Whisperers** (There's only one; the other is the 'whisperer'!)
- Don't understand what's going on - clarifying or translating
 - Sharing anecdotes triggered by your presentation
 - Bored, mischievous or hypercritical (unusual)

What to do:

- Stop talking, wait for them to look up and 'non-verbally' ask for their permission to continue
- Use 'lighthouse' technique



TRAINING DELIVERY

DEALING WITH DIFFICULT PARTICIPANTS

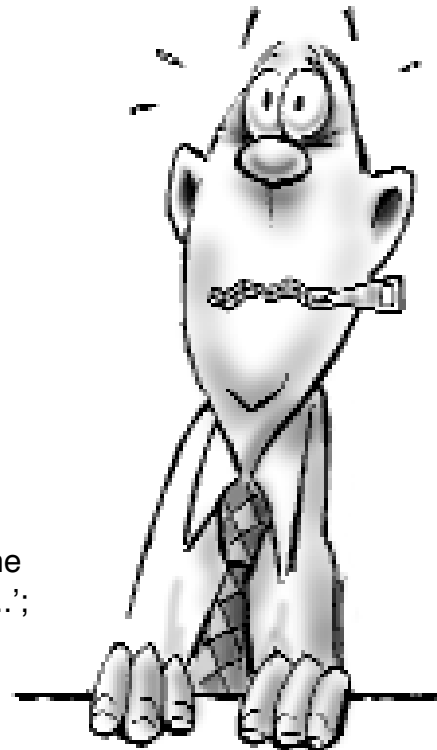


5. The Silent One

- Timid, insecure, shy
- Bored, indifferent

What to do:

- Timid? Ask easy questions; boost his/her ego in discussing answer; refer to by name when giving examples; bolster confidence
- Bored? Ask tough questions; refer to by name as someone who 'surely knows that ...'; use as helper in exercises



TRAINING DELIVERY

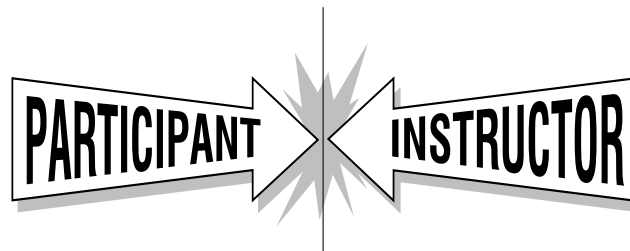
DEALING WITH DIFFICULT PARTICIPANTS

PSYCHOLOGICAL JUDO

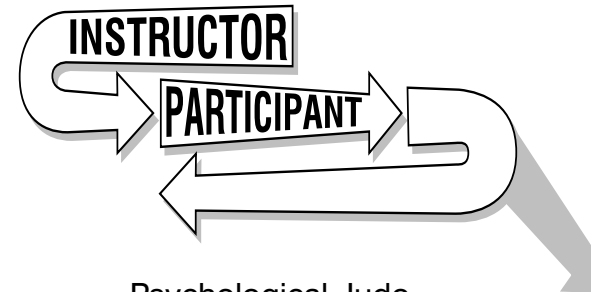
(when classical methods have not worked!)



In physical judo you use the energy of your opponent to cause his downfall by changing your 'push' into 'pull'. In psychological judo you ask the difficult participants to be **even more** difficult. This gives them even more of the spotlight and attention than they wanted and they will use their energy to 'pull back' to avoid ridicule or overkill.



Classical Confrontation



Psychological Judo

* See page 73 for examples

TRAINING DELIVERY

DEALING WITH DIFFICULT PARTICIPANTS

PSYCHOLOGICAL JUDO



Example:

The Pipe Smoker

In order to illustrate Psychological Judo, let's take a difficult participant - the inveterate, pungently obnoxious pipe smoker.

Instead of asking him to refrain from smoking in class you give him a whistle and, having commiserated with him about the intolerance of non-smokers, ask him to blow the whistle hard and loud when he thinks you should stop the class for a smoke break.

It takes a brave smoker to exercise the right! When he blows the whistle he is really saying 'I'm a drug addict'. In fact he'll use his energy to 'prove' he can hold out 'til coffee break!!



TRAINING DELIVERY

DEALING WITH DIFFICULT PARTICIPANTS

PSYCHOLOGICAL JUDO



Examples:

- 1 The Heckler Appoint as class 'devil's advocate'. Insist that s/he criticises **whenever** s/he feels you are leading class astray. Demand negative remarks.
- 2 The Know-All Agree with and amplify 'know-all' contributions. Ask for expert judgement when none is forthcoming. Get him/her up front to teach short module. Refer constantly to their expertise in subject matter taught.
- 3 The Griper Ask for written list of gripes to help class maintain sense of realism. Get him/her to read list at end of day. Add to list whenever possible!
- 4 The Whisperers State that time is short and ask those who don't understand not to interrupt but to ask their neighbour!
- 5 The Silent One State that some people are shy and dare not participate. This does not mean they have not understood. Encourage shy ones not to participate.

TRAINING DELIVERY



TYPES OF BODY LANGUAGE

POSTURES & GESTURES

- How do you use hand gestures?
Sitting position? Stance?

EYE CONTACT

- How's your 'Lighthouse'?

ORIENTATION

- How do you position yourself in class?

PROXIMITY

- How close do you sit/stand to participants?

LOOKS/APPEARANCE

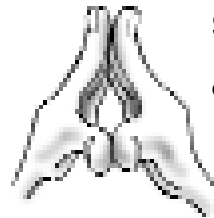
- Are looks/appearance/dress important?

EXPRESSIONS OF EMOTION

- Are you using facial expressions to express emotion?

TRAINING DELIVERY

POSTURES AND GESTURES: HANDS



STEEPLING

- Self Confidence (Intellectual Arrogance)



HAND CLASP

- Anxious, controlled



NOSE TOUCH

- Doubt



'L' CHIN REST

- Critical evaluation



MOUTH BLOCK

- Resisting speech

TRAINING DELIVERY

POSTURES AND GESTURES: SITTING



ARMS UP

- Reserved, defensive



ARM/LEG CROSS

- Closed, unconvinced



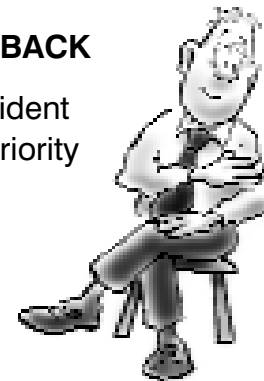
LEAN FORWARD

- Ready!



LEAN BACK

- Confident superiority



LINT-PICKING

- Disapproval

TRAINING DELIVERY

POSTURES AND GESTURES: STANDING



THUMBS OUT

- In charge!
Dominant



FIG LEAF

- Self-control,
tense



ARMS OUT

- Open,
sincere,
conciliatory

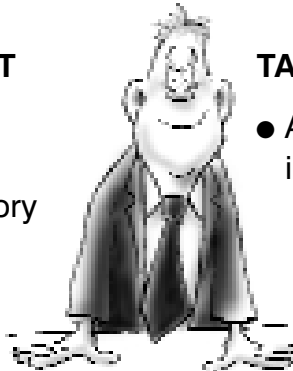


TABLE LEAN

- Authoritative,
involved



LEAN ON

- Unthreatened,
casual
belongingness

TRAINING DELIVERY

TEN TIPS



- Don't keep your eyes on your notes
- Never read anything except quotations
- If you're not nervous there's something wrong
- Exaggerate body movements and verbal emphasis
- **Perform** (don't act); perform = 'fournir' (to supply) and 'per' (for)
- Pause often - silence is much longer for **you** than for the audience
- Use humour; a laugh is worth a thousand frowns!
- Be enthusiastic; if you're not, why should they be?
- Don't try and win the Nobel prize for technical accuracy
- **KISS** - Keep It Simple, Stupid!

About the Author

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John is Managing Director of the Master Trainer Institute. He founded the Institute after 30 years of experience in international consulting and human resource management positions in the UK, France, the United States and Switzerland.

From 1978-1984 he was European Director of Executive Development with GTE in Geneva with training responsibility for over 800 managers in some 15 countries. Mr Townsend has published a number of management and professional guides and regularly contributes articles to leading management and training journals.

In addition to training trainers, he is also a regular speaker at conferences and leadership seminars throughout Europe.



A handwritten signature in black ink that reads "John Townsend". The signature is written in a cursive style with a large, stylized initial 'J'.

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