



THE
BOB PIKE GROUP *Engineer Curiosity*

22ND ANNUAL
**CREATIVE
TRAINING
TECHNIQUES[®]
CONFERENCE**

SESSION #205



**THE
TRAINER'S
COOK BOOK
Marc Ratcliffe**



PRE-CONFERENCE
SEPT 27-29, 2015
CONFERENCE
SEPT 30-OCT 2, 2015

MINNEAPOLIS, MN

Objectives

- Experience 12 learning engagement techniques that can be applied to any training setting
- Identify learning engagement tools suitable for individuals, small groups and large groups
- Participate in debriefing the engagement techniques and modifying them for personal training situations

Introduction

Have you been overcooking the content and undercooking the experience? Are you looking for the right ingredients to build ongoing learner engagement in your training? *The Trainer's Cook Book* outlines how to create a recipe for learning and teaching success and offers genuine food for thought when structuring the training experience. In addition to this, it provides trainers with 12 dynamic techniques that will make you a master chef of the training room! These techniques can be easily integrated into any learning environment and are targeted at helping the presenter to attract and maintain interest and increase participation.

Techniques include activities for individuals, small groups as well as the whole group.



Plus...

"Pressure Test"

"Take-away Tip"



Appetizers

This relates to the opening of training. This is where the trainer gets to make their first impressions and is also their opportunity to focus the participant to what is coming next, both in terms of content and experience. As such, the appetizer represents a bite-sized taste of what is to follow and is the trainer's chance to whet the student's appetite.



Give them a TASTER:

T_____ them on a journey.

A_____ networking.

S_____ self-esteem.

T_____ their curiosity.

E_____ responses.

R_____ to the subject.



Main Course

The main course is the “meat and potatoes” of the learning – what did they come here for and what do they need to take away? By setting the learner up for success early with interactive openers, they will be engaged and ready for learning.



International Language of Learning

In January 2013, after completing two weeks of training to French Speaking participants in Mali, I was reminded that there are approaches and techniques that are universal to training, regardless of language, literacy, culture, ethnicity or religion. I have categorized these into the “Four Es”:

Energy

Put simply, you get out of it, what you put in. When your audience sees that you are putting in the effort they will be compelled to work hard too. It is like a pendulum and as trainers we want it to swing in our favour.

Enthusiasm

If the trainer is not enthusiastic about their content, how can they expect their participants to be enthused? Far too many trainers are “just going through the motions” and do not invest enough of themselves in their presentations. Enthusiasm can be infectious. Conversely, a lack of enthusiasm can be terminal.

Engagement

Sometimes it is the little things that make the biggest difference when it comes to engagement. Anticipatory items like colourful posters on the walls and tactile items (“fiddles”) on the tables to greet participants tells the audience that this is not like traditional training. Moreover, it highlights that something different and something special is about to happen and this will promote early engagement.



Entertainment

Like it or not, training is part education and part entertainment. But there are some simple things that we can all do with our performance that can assist in attracting and maintaining the attention of the audience and transform our training into edutainment. For instance, music could be used effectively in a variety of ways:

- As an introduction to signpost the beginning of the session;
- As sound effects (e.g. drum roll or cheering) used when participants share responses.
- During get-to-know-you activities to promote positive networking;
- During small group discussions to signal the duration of the activity (i.e. we come back when the music stops)

Further to this, the use of chimes or other musical instruments can be a fun way to identify the conclusion of a discussion activity.

As a side note, it is always wonderful to be involved with international training as I think it pushes us professionally – it asks us to work outside our comfort zone and think outside the squares that often frame our regular training. It pushes us to find new solutions to old problems and encourages us to challenge the status quo that can define our own training performance.



Dessert

In reality, a great dessert can help to complete a successful meal. A bad dessert leaves a sour taste in your mouth that can ruin the whole dining experience. In the context of training, the dessert relates to how we close. We want them to have something to savour from the experience that, like a multi-course meal, brings everything together. It is important to remember that good training closes, bad training ends.

You owe it to your participants to finish the session with impact. And like a great dessert, you want to give them something that has them yearning for more. Next time, deliver your training and finish by putting the “CREAM” on top!



C _____: Participants have invested time, money and energy in attending training. As such, it is important to honour and recognize their contribution and investment in the learning. Celebration can take many forms. It could involve formal recognition through the presentation of certificates and other learning awards at the conclusion of training or the broadcasting of student success via newsletters and other communication formats. It could also be conducted in a less-formal way through a round of applause, high-five or the use of a team chant.

R _____: It is important for the participants to go over the content in an interesting way, one last time prior to the conclusion of the training. This will help them to promote reinforcement.

E _____: The trainer needs to create moments to check for understanding and have participants involved with their own learning. Common concluding activities that elicit responses include quizzes, game show-style questioning and final presentations made by individuals or groups.

A _____: Give the participants some time to reflect upon the important concepts or ideas learned in the session. Essentially, you are giving them the opportunity to provide advice to themselves for future implementation. Therefore, action planning helps the participants to transfer what they have learned in the training to their own situations. By spending some time reflecting and writing, there is a much greater chance that they will both retain and apply the content.



M _____: This may be the simple movement out of a classroom or it could be movement to a collage of ideas or a transition to a different space for new learning. Having bodies in motion will help the participants to stay focused and engaged. However, it is a good idea to consider what you want them to do when they are moving. Do you want them to write a response on a post-it note and add it to a poster? Do you want them to do a physical exercise? Do you want them to review a series of posters and summarize the content? Do you want them to connect with other learners as they move around? The key is to have them move with purpose, rather than move for the sake of moving. Be sure to provide clear instructions of what you need them to do.

Refreshments

The refreshments stage helps the participants to “refresh” or revisit the key material. This helps to promote reinforcement and long term retention of content. It can be seen as the revision of content from a previous day or indeed checking that the learning has transferred to the workplace.



Four Ways to Follow-up Training Transfer!

Ken Blanchard (author of the *One Minute Manager*) argues that we should spend at least as much time on training follow-up as we do on its organisation and delivery. Below are four simple things that trainers can do to support the transfer of learning post training:

1. **Send a Post Card**

Before they complete training, ask the participants to consider one or two key things that they would like to implement after the program, based on what they have learned. Provide each participant with a blank post card and ask them to write the points considered on the back, much like the Post card to a friend activity outlined later in this book. Then post it to them 3-4 weeks after the conclusion of the training.

2. **Ask them to Email you**

Ask participants to email you a brief summary of the two most important points they took away from the training. You could use an incentive such as providing access to a members' section, free subscription to an e-zine or putting them in the draw to win a book, to get them to respond. As an extension, you could collate student responses then mail or email the list to the whole group. This will give you an opportunity to reinforce what was learned a second time.

3. **Send a quiz**

Send out a quiz related to the training's content 4-6 weeks after the session. This will be a great means of testing retention, but also helps to bring the training concepts back to present of mind. Further to this, you could add some wholesome competition through creating a prize for the "best" answers. Finally, use an online survey tool (such as zoomerang or survey monkey or to manage the process).

4. **Share the Success**

A week after the training, reconnect with the participants to determine what they have been able to put into practice. With permission, post the anecdotes in a publically-accessible place or in the "members' section" described previously. This will help participants to make the content real and support the transfer of learning to their workplaces.



Take Away Tips





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