

MAX
MaxPotentials
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CUPA 2024

Train the Trainer

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Objectives

By the end of this training, you will be able to:

- Prepare CUPA Conference Presentations
- Expand Positive Impact of Training
- Improve presentation comfort level

Please note your experiences:

1. What the challenges you face in presenting and teaching?

2. What do you want to make sure we cover in this training?

Getting and Keeping Adult-Learners Interested

Training Myth #1: I'm interested. They must be too.

Reality: I can't assume attention; I must create & maintain it.

- We **THINK** at words a minute.
- We **SPEAK** at words a minute.

In a conversation or speech, unless a hearer becomes **personally engaged** and has a reason to **slow their brain down** to the speed at which the other person is talking, the listener will have a tendency to "check out."

How long do speakers have before they are apt to lose their hearers?

- Face to face in a conversation → ____ **Seconds**
- In a public presentation → **About** ____ **Seconds**

How do you get a listener to slow her/his brain down?

- Show them the WIIFM (What's In It For *Me*?)
- Early make your listeners consciously aware of:
 - What's at stake for *them* personally in this topic
 - Why *they* should care

How else can we Create and Maintain Audience Attention?

How do you want to Create and Maintain the Attention of YOUR Audience?

Training Myth #2: The more information I can tell 'em," the better.

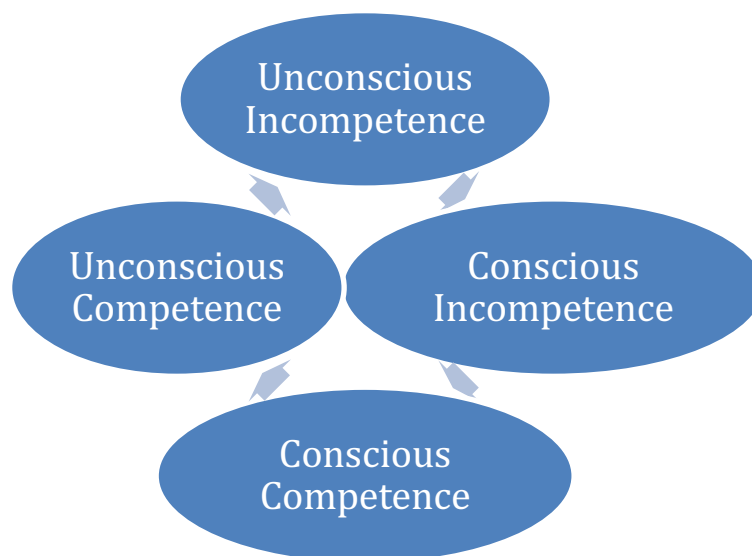
Reality: The Best Training is **Not** Information-Based; It's Performance-Based.

- Telling Ain't Training
- Information is only useful to the extent that it enables a person to do what they need/want to do.
Just providing information/knowledge does not guarantee success.
- Knowing ≠ Doing
- We should focus on what the learner is to be able to **do** as a result of the training.
- Information needs to be incorporated (into one's actual job)

So, Focus on...

- What does the learner need to DO as a result of the training?
- Information needs to be incorporated into the actual work.
- Sit in their chair...

Consider where they are in the Learning Cycle:



Audience Analysis Activity

- What topic are you teaching?
- Who will be in your audience?
- What level in the learning cycle are they?
- What do they need to know?
- What is in it for them?
- What's at stake for them personally in this topic?
- Why should they care?

Making Learning Stick

Fundamental Strategies for Teaching Adults

Adult learner characteristics impact what teaching strategies you may decide to apply. Below are some tips to consider as you plan any educational meeting or function.




Teaching Strategy Fundamentals:

- Use your **adult students as resources** for yourself and for other students.
 - Ask open ended questions to invite participation
 - Encourage sharing of experiences and knowledge
 - Provide opportunities for dialogue among students
 - Allow students to learn from each other
- Take time to **understand student's expectations** of the meeting, course, or event
 - Permit honest and respectful debate or discussion
 - Protect minority opinions
- **Show students respect**
 - Respect questions and comments
 - Acknowledge student contributions
 - Allow students to disagree with you in respectful manners
- **Engage students** in designing the learning process
 - Allow for several teaching mediums
 - Give students some control over pace
- Show how new knowledge or **skills can be directly applied** to current situation
 - Orient the lessons toward direct application
- Use a **variety of teaching materials and methods**

Source: online.rit.edu/faculty/teaching_strategies/adult_learners.cfm

Learning Styles

In addition to Adult Learning characteristics, presenters want to consider Learning Styles as they develop presentations. Learners use all three modalities to receive and learn new information but, most people show a preference to one or two modalities. The chart below provides a quick explanation of each of the Learning Styles in the VAK Learning Modality Theory.

Learning Style		Explanation
	Visual	<p>Visual Linguistic: Those who prefer this style, like to learn through written language. Learn through reading and writing and learn lectures better when they can watch them.</p> <p>Visual Spatial: Those who prefer this style, like to learn through charts, demonstrations, videos, and other visual (non written) material.</p>
	Auditory	<p>These learners may have difficulty with reading and writing tasks as they prefer to learn by listening. When reading, they often move their lips or read out loud.</p>
	Kinesthetic	<p>Kinesthetic - Movement: Learn best with external stimulation, particularly movement. Take notes in lectures for purpose of movement.</p> <p>Kinesthetic - Touch: Learn best with external stimulation, particularly involving touch. Use highlighters when reading for purpose of touch connection, may doodle and draw.</p>

Making Learning Stick

Learning Style Self-Assessment

Read each statement carefully. To the left of each statement, write the number that best describes how each statement applies to you by using the following guide:

1	2	3	4	5
Almost Never Applies	Applies Once in a While	Sometimes Applies	Often Applies	Almost Always Applies



Answer honestly as there are no correct or incorrect answers.

It is best if you do not think about each question too long, as this could lead you to the wrong conclusion.

Once you have completed all 36 statements (12 statements in three sections), total your score in the spaces provided.

Section One - Visual

- ___ 1. I take lots of notes and I like to doodle.
- ___ 2. When talking to someone else I have the hardest time handling those who do not maintain good eye contact with me.
- ___ 3. I make lists and notes because I remember things better if I write them down.
- ___ 4. When reading a novel I pay a lot of attention to passages picturing the clothing, description, scenery, setting, etc.
- ___ 5. I need to write down directions so that I may remember them.
- ___ 6. I need to see the person I am taking to in order in order to keep my attention focused on the subject.
- ___ 7. When meeting a person for the first time I notice the style of dress, visual characteristics, and neatness first.
- ___ 8. When I am at a party, one of the things I love to do is stand back and "people-watch."
- ___ 9. When recalling information I can see it in my mind and remember where I saw it.
- ___ 10. If I had to explain a new procedure or technique, I would prefer to write it out.
- ___ 11. With free time I am most likely to watch television or read.
- ___ 12. If my boss has a message for me, I am most comfortable when she sends a memo.

Total for Visual _____ (note: the minimum is 12 and maximum is 60)

Section Two - Auditory

- ___ 1. When I read, I read out loud or move my lips to hear the words in my head.
- ___ 2. When talking to someone else I have the hardest time handling those who do not talk back with me.
- ___ 3. I do not take a lot of notes but I still remember what was said. Taking notes distracts me from the speaker.
- ___ 4. When reading a novel I pay a lot of attention to passages involving conversations, talking, speaking, dialogues, etc.
- ___ 5. I like to talk to myself when solving a problem or writing.
- ___ 6. I can understand what a speaker says, even if I am not focused on the speaker.
- ___ 7. I remember things easier by repeating them again and again.
- ___ 8. When I am at a party, one of the things I love to do is talk in-depth about a subject that is important to me with a good conversationalist.
- ___ 9. I would rather receive information from the radio, rather than a newspaper.
- ___ 10. If I had to explain a new procedure or technique, I would prefer telling about it.
- ___ 11. With free time I am most likely to listen to music.
- ___ 12. If my boss has a message for me, I am most comfortable when she calls on the phone.

Total for Auditory ___ (note: the minimum is 12 and maximum is 60)

Section Three - Kinesthetic

- ___ 1. I am not good at reading or listening to directions. I would rather just start working on the task or project at hand.
- ___ 2. When talking to someone else I have the hardest time handling those who do not show any kind of emotional support.
- ___ 3. I take notes and doodle but I rarely go back a look at them.
- ___ 4. When reading a novel I pay a lot of attention to passages revealing feelings, moods, action, drama, etc.
- ___ 5. When I am reading, I move my lips.
- ___ 6. I will exchange words and places and use my hands a lot when I can't remember the right thing to say.
- ___ 7. My desk appears disorganized.
- ___ 8. When I am at a party, one of the things I love to do is enjoy the activities such as dancing, games, and totally losing myself in the action.
- ___ 9. I like to move around. I feel trapped when seated at a meeting or a desk.
- ___ 10. If I had to explain a new procedure or technique, I would prefer actually demonstrating it.
- ___ 11. With free time I am most likely to exercise.
- ___ 12. If my boss has a message for me, I am most comfortable when she talks to me in person.

Total for Kinesthetic _____ (note: the minimum is 12 and maximum is 60)

SCORING PROCEDURES

Total each section and place the sum in the blocks below:

VISUAL	AUDITORY	KINESTHETIC
number of points: _____	number of points: _____	number of points: _____

You will best learn by using **ALL** three styles, rather than your preferred learning style.

My preferred learning style is:



Increasing Clarity of Meaning

Challenges to Clear Communication

- Because of the many “filters” that exist in human-to-human communication, there is always some level of distortion. The goal is not perfect exchange of meaning; it is to lower the distortion as much as possible.

Fundamental Elements of Communication

- The best way to lower communication distortion is to be conscious of three fundamental elements of communication:
 - We must create attention rather than assume it (See “Getting and Keeping Adult-Learners Interested” p.1)
 - **Maximize Your Ethos** (Addressed in this section)
 - Be conscious of the role of paralanguage and body language (See “Designing and Delivering Presentations” p. 17-18)

Role of Ethos

- Ethos is how a hearer regards a speaker.
- The two components of effective (i.e. persuasive) ethos are:
 - Credibility
 - Likeability

Tools for Building Ethos

- Creating Credibility
 - Education vs. Experience
 - Analyze what group appreciates
 - Make use of intros → Others and your own
 - Be humble
 - Go deep, but not necessarily frequently
- Creating Likeability
 - Compliment genuinely
- Messages from “How the Person is Dressed”
 - Credible = Dressing more formally or wearing a badge of authority
 - Liking = Dressing similar to one’s hearers
 - Therefore...Evaluate each setting. What is needed more? Credibility or Liking? Dress accordingly.

Designing and Delivering Presentations

Delivering Presentations

Significance of Words, Paralanguage, and Body Language

Albert Mehrabian discovered imaginable units of meaning in a face-to-face exchange are distributed as follows:

Words	%
Paralanguage (Inflection, Volume, Rate)	%
Body Language (Gestures, Eye Contact, Etc.)	%
Total:	100 %

The most effective Delivery is Extemporaneous.

For this delivery style:

- Prepare and organize your presentation, but do not write it out completely.
- Prepare very brief notes—usually single words or brief phrases are enough to remind you what you plan to say. Use less than you think you will need; you will most likely be surprised how little it takes.
- Rehearse the presentation aloud about 6 times to become comfortable with it but not so much for it to become memorized.
- Deliver the presentation as if you were having a conversation with your audience—which is exactly what you are doing.

Designing Presentations

The Classic Design for an Informational Presentation includes:

Introduction

1. **Get my audience's ATTENTION**

A good strategy is to put yourself in your audience's position and ask, "Why should I give my attention to this speaker? What's in it for me?" (WIIFM)

Strategies include

- Relate the topic to my audience's needs or interests
- Raise a question to which the audience does not know the answer
- Begin a story to which the audience does not know the ending

2. **Establish my CREDIBILITY and CONCERN** for my audience

3. **Announce the TOPIC** (if appropriate)

4. Present a **PREVIEW** of how the presentation will be organized (if appropriate)

Body

Present the points you previewed in the introduction in the order you listed them.







Conclusion

1. Provide a **SUMMARY** of my main point(s)

2. End with a **ZINGER or call to action** —make my last sentence reflect the main thrust of what I want my audience to believe and/or do and do so in a way that is as clever, dramatic, and memorable as possible.

Design Options

In addition to the Classic Speech Design, there are additional designs that can be utilized for impact. The following highlights just a few design options for organizing your thoughts:

Option	Description
Sequential	
Causal or Cause and Effect	
Chronological	
Problem Solution	
Spatial	
Categorical	

Managing Presentation Anxiety

- **What's the Big Deal? It's Just a Normal Reaction.**

Stop and mentally analyze **why** my body is physiologically reacting the way it is. It takes the “kick” out of the fear emotion.

- **What's the Big Deal? It's Just a Presentation to Regular People.**

How does this speaking event rate in the larger scheme of things? What impact will it have five years from now?

- **I'm the Boss. I Direct My Energy.**

Burn up excess energy. Stretch muscles before the presentation and/or plan some large muscle movements in the first part of your presentation.

- **I'm the Boss. I Direct My Attention**

Focus intently on the **needs of my audience**. It is difficult, if not impossible, to focus a great deal upon myself when I do this.

	Body	Brain
What's the Big Deal?	It's Just a Normal Reaction (Objectification)	It's Just a Presentation to Regular People
I'm The Boss	I Direct My Energy	I Direct My Attention

Using Visual Aids

Generating Ideas For Visual Aids



- Be creative.
- Begin by brainstorming a list of visual images related to the topic.
- Next, brainstorm possible ways to incorporate a given image into the presentation.



- Finally select one that is best suited to my goal and audience.
- In addition to the commonly used media of charts and slides, consider using the space itself, the audience, and physical objects as visual aids.

Worksheet for Generating Ideas For Visual Aids

(Optional Step – Use if you are starting with an idea or concept that does not immediately bring a visual image to mind.)

1. Brainstorm various aspects or dimensions of the topic. (It's okay to stay at an abstract level at this point.)

2. Select one of the aspects of the topic and generate **visual** images related to it.

(Optional Step – Use if the visual images that you have so far are very general rather than specific and concrete.)

3. Select one of the images (from step 2) and brainstorm **specific, concrete** visual images.

4. Select one of the visual images and brainstorm ways to incorporate it into the presentation.

Using and Creating PowerPoint Slides



PRESENTER FOCUS

Problems

- Presenters have become so accustomed to relying on PowerPoint slides, that they often think of the spoken presentation as mere accompaniment to those aids.
- Sometimes, presenters provide handouts of the slides before the presentation. The audience then *reads* the handout, *sees* the slide, and *hears* the presenter read what is on the slide. This is known as a “triple delivery,” an assault on the audience’s senses.
- Some presenters ramble on talking about subjects that are *not* on the slide. In effect, this jams the audience’s audio and video channels, resulting in confusion and annoyance.

Solutions

- Recognize the **speaker is the focus of the presentation**—not the slides.
- Use the visuals on the **screen to support** what you are saying.
- Except when there is a need to show specific data, as a general rule of thumb, use **no more than one visual for every two minutes** of presentation.

LESS IS MORE

Problems

- Presenters sometimes fail to distinguish between a *document* and a *PowerPoint slide* in a presentation.
- Business documents are often filled with dense text and highly detailed tables, charts, and graphs. This information is necessary and appropriate within contexts like annual reports, strategic plans, meeting notes, etc.
- Too often presenters take the dense text from a document and simply reproduce it, with little or no modification, for their presentation graphics. This is known as the *Presentation-as-Document Syndrome*.
- Some presenters cram in a plethora of details as if to demonstrate legitimacy.

Solutions

- Use photos and pictures, when possible, to communicate the message.
- Follow the 6 X 4 formula: a maximum of six lines down, four words across.
- Use bullets (like headlines in newspaper) rather than complete sentences.
- Minimize Eye Sweeps

PERCEPTION PSYCHOLOGY

- For western audiences (like the U.S., France, Spain, and Germany) where languages are printed left to right and top to bottom, the **reader's eyes are conditioned to move to the upper left corner to start a new passage.**
- Every time a new slide flashes on the screen, **eyes go to the upper left corner.**
- Then, the eyes involuntarily sweep to the right.
- When a new slide comes up on the screen, in an instant, your audience's eyes will make two moves: one to the left to start the slide, and one to the right to take in all the information.

Problems

- If you have designed your slide with excess data, your audience cannot finish in two moves. They are forced to make another trip—perhaps more than one.
- This third trip, along with subsequent trips, will be hard work.
- After the first two moves, you are forcing your audience to work against the grain.

Solution

- Don't make the audience work to understand your ideas.
- **Make it easy** for them by keeping the number of times their eyes must go back and forth across the screen to an absolute minimum.
- Keep your **bullets parallel** (similar in meaning) to minimize eye sweeps.
- Pay attention to the **grammatical form of bullets**. Writing each in a different part of speech forces your audience to reset their mind with each bullet. (See following examples.)

Poor Example:

Product Features

- Memory Has Been Enhanced
- Improved Speed
- More Flexible Than Before
- Extension of Warranty

Good Example:

Product Features

- Enhanced Memory
- Improved Speed
- Greater Flexibility
- Extended Warranty

Using Charts

- If possible, place the screen or flip chart at a **45-degree angle** and slightly to one side of the center of the room.
- Keep **shoulder orientation toward my audience** at all times.
- Do not speak until I have eye contact with my audience. If I must write something on the flip chart or white board, stop talking while I write.
- **Turn a flip chart page when I have finished referring to it.** (If I have prepared flip charts in advance, leave three blank pages between each prepared sheet so my next page won't show until I am ready for it.)

Using Other Visual Aids

- Show or demonstrate an object by revealing it when it is referred to and then covering it up when it is no longer in use. If the object is not covered, most people will continue looking out of curiosity and may miss some of my presentation.
- Avoid passing any object around the audience. Instead, I will walk into the audience and show the object to everyone briefly and, then, make it available at the end of the session.
- Do not distribute handouts unless I want my audience to read them rather than listen to me. Beware that there may be exceptions to this guideline. In some settings there is an expectation that an outline of the presentation will be provided. Failure to meet this expectation can be problematic, especially in making presentations to upper management.

Calendar Link for Coaching: <https://calendly.com/maxpotentials/coachingsessions>