



How to Be a Dynamic Trainer

*Welcome:
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National Seminars Group

A Division of Rockhurst University Continuing Education Center, Inc.



- **WIIFM – *What’s in it for me?***
- **WSIDI – *Why should I do it?***
- **WIBF – *Will it be fun?***





“For learning to take place with any kind of efficiency students must be motivated. To be motivated, they must become interested. And they become interested when they are actively working on projects [tasks] which they can relate to their values and goals in life.”

— Gus Tuberville, President,
William Penn College





Vision

Long Term Goal

Objectives Objectives

STG- STG-STG-STG





*“Personally, I am always ready to learn,
although I do not always like being taught.”*

— Winston Churchill





*“I never teach my pupils;
I only attempt to provide
the conditions in which
they can learn.”*

— Albert Einstein





Adult learners are not just kids that
have gotten bigger





“The biggest enemy to learning is the talking teacher.”

– John Holt





“Never let the fear of striking out get in your way.”

— Babe Ruth





“Humor is a rubber sword – it allows you to make your point without drawing blood.”

– Mary Hirsh





Storytelling

- **Understand storytelling takes time to develop.**
- **Read.**
- **Listen.**
- **Look at time-tested stories.**
- **Rehearse.**
- **Be a student of storytelling.**





Create a Flow Chart

- **Menu slide, branch to one main point, return to menu slide and review, continue to next main point...**





Consider Using Colors That Coincide With Each Point

Match color with perceptions to
increase retention:

- Green - Money
- Red - Love or strong emotions
- Dark blue - Seriousness or formality
- Neon colors - Informality





Consider Using Animation That Coincides With Each Point

- **Good transition effects mimic eye movement.**

Examples:

- **Use “blinds down” to introduce material, “blinds up” to remove it.**
- **Use “wipe right” to introduce, and “wipe left” to remove.**





“Before you become too entranced with gorgeous gadgets and mesmerizing video displays, let me remind you that information is not knowledge, knowledge is not wisdom, and wisdom is not foresight. Each grows out of the other, and we need them all.”

— Arthur C. Clarke





Visualize yourself achieving the outcome you're after, building mental muscles, increasing your endurance, flexibility and effectiveness. This decreases your likelihood of being distracted by negative emotions or energy under pressure.





Icebreakers allow trainees to share an experience or a challenge, while creating a sense of accomplishment





“Retention is best when the learner is involved.”

— Edward Scannell, Director,
University Conference Bureau, Arizona





Other Questioning Tips

- Develop questions in advance and review these questions before training starts.
- Ask questions at specific intervals throughout training.
- Use questioning as a means of summary at the end of a module or session.
- Rather than provide information, present it as a question.
- Provide questions in a list form for specific cases and exercises.





The **cohesiveness** of a group refers to the ability of the members to get along; *their loyalty, pride and commitment to the group.*





“Constant kindness can accomplish much. As the sun makes ice melt, kindness causes misunderstanding, mistrust and hostility to evaporate.”

— Albert Schweitzer





“There are two ways of meeting difficulties: you alter the difficulties or you alter yourself to meet them.”

— Phyllis Bottome





Learning is just one factor in a set of factors that influence the outcomes of effective training.





Tips for Needs Assessment

- Focus on problems that training can solve.
- Focus on what is and what should be; measure how wide the gap is between current skills and desired skills.
- Focus on how to improve performance: how training can close that gap.
- Focus on simplicity.





*“Nothing is more terrible than activity
without insight.”*

— Thomas Cayle





Setting Clear Objectives

- Write all objectives so that the learner knows what to do.
- Write each objective so that it can be taught and learned in about 15 minutes.
- Be certain that your message for the objective has a clear business purpose.





“Education is what survives when what has been learned has been forgotten.”

— B. F. Skinner





Think through the motivation the participants will have to learn and where that motivation originates.





Remember

- **While information about satisfaction may provide useful feedback on facilities, schedules, attitudes, and materials, measures of satisfaction do not correlate with levels of learning.**
- **Superior trainers are in the job to facilitate learning – not just satisfy the participant.**

