THE TRAINER'S Cook BOOK

Recipes for Learning Engagement Success

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Thanks…

To Jodie, Broderick and Aspen who inspire me every day.
Without your continued love and support
this journey in life would be empty.

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Foreword

Marc Ratcliffe

In 2012, I returned from the HR Summit in Bangalore, India where I gave the opening keynote address around the topic of Learning and Development Strategies for Human Resources Effectiveness. There were more than 450 delegates in attendance and they all had one thing in common – they were looking to advance the standing of their profession and the opportunities of their organizations.

I explained that they were the custodians of the future success of their organizations and they had to take their learning and development roles seriously. Rather than simply being a support function, their role was the engine room for growth. More importantly, I said, when we stop investing in our people, both personally and professionally, we stop investing in long term viability and competitiveness.

We need to remember that we have living, breathing human beings driving our organizations, not just numbers. Whilst, I recognize that business is inherently a "numbers game", once we lose sight of the people factor, we also tend to forget that our customers are people too. Soon we will quite literally be "running on empty", as consumers look to businesses with heart and personnel move to employers of choice who value their input and show them a pathway where they can think and grow.

The same can be said of the training room. The moment we forget that we are working with human beings with complex learning needs, we will lose the engagement battle. The ongoing test for teachers, trainers and facilitators is to find those activities that both engage and inspire learning.

The race for talent is back on and the organizations that consider learning and development as the centerpiece of their people management will prevail. The challenge will be in arresting the steering wheel from management teams that seem satisfied in using 19th century practices to solve 21st century problems. The Trainer's Cook Book was born out of this frustration and is focused on providing both content and activities to support 21st century trainers in creating meaningful learning experiences that are fun and engaging.

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? This book may be the answer for you! *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 dozens of 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.

Selecting the Menu

For this book, I considered the act of preparing for a dinner party an apt analogy for creating a great structure for learning. Perhaps it is the plethora of cooking shows that now grace our screens that was weighing on my mind, but I still feel there is a nice parallel between preparing for a meal and preparing for training. As such, the key sections of this book relate to the order found commonly in restaurant service: Appetizer, Main Meal, Dessert and Refreshments. Each section provides ideas, tips and considerations for trainers when structuring the learning experience and will conclude with a series of training games that can be used to support the engagement themes that run throughout this book.

The first section however, looks at some basic planning functions that every trainer should adopt when preparing for training – a recipe for success as it were. So dig into the *The Trainer's Cook Book*. Bon appétit!

Recipe for Success

I continue to be amazed at how little preparation seems to go into presentations. Outside of our training and assessment space, I do get an opportunity to see a range of presentations via conferences and workshops and whilst the presenters tend to have good subject matter knowledge they seem to lack an ability to plan for an effective transfer of this. Therefore, I thought it was timely to share my seven easy steps for success when session planning in this book.

1. **Objective**

   You should be starting with the end in mind - visualizing the prize as it were! The objective is what you want your participants to be able to know or do by the end of the session. Without an objective, you can't predict the destination of the journey, nor can you check if your participants got there!

   As a suggestion, the objective should be written in action-ended terms. The best way to do this is to use a verb in the description. e.g. *demonstrate, prepare, describe, state, name, cut or load.* Next, you should identify the conditions that should be met by the participants. For example, *"Demonstrate how to fold a piece of paper into squares, using a ruler"*. Finally, you should include a timeframe for the conditions to be completed within. e.g. *"Demonstrate how to fold a piece of paper into squares, using a ruler within 30 seconds"*.

   It is important to remember that the objective underpins the whole session and as such should be the driver of the content and delivery and not the other way around.

2. **Content**

   This is what you have to cover to bring about the objective. For convenience it should be divided into "need to know" and "nice to know". The "need to know" is the essential information that must be covered in order to fulfill the objective. The "nice to know" is related to the subject and is often used to make the session more interesting, but ultimately is not essential. As such, this material can be removed on the fly, should the session be in danger of running overtime. Conversely, additional "nice to know" content could be imported should the session be under time. It is always nice to have a range of examples, anecdotes, stories or clips, which could be taken out of the trainer's kit bag to pad out the session when necessary!

3. **Sequence**

   Put simply, this is the order of the content – what comes first and what follows. As a general structure, we often break the sequence into “Introduction”, “Body” and “Conclusion”. The role of the introduction is to orient the group and provide details on the purpose and direction of the session. The body is where the new content is covered and should be done so in a logical progression. The conclusion should wrap it all up.

4. **Method of Delivery**

   This refers to how the content is put across to the audience and can include a combination of methods such as lecture, demonstration, group discussion and role play. The challenge is finding the balance between the best way to teach it versus the best way to learn it and these are not mutually inclusive. i.e. It could be a great way to teach it, but not suitable for the audience or it could be a great way to learn it, but the trainer is not capable in bringing it about.

5. **Time**

   There are two implications for time. Firstly, there is the duration (how long it takes) and secondly there is “timing”, which is when content and activities are actually undertaken. You should consider things like time of the day, mix of activities and the attention span of the audience. As a general rule, the focus should change around every 20 minutes and there shouldn’t be more than 90 minutes of delivery before a break.

6. **Resources**

   The resources are what you need to deliver the content. This could include student materials, whiteboard, flipchart, pens or specialist equipment needed to support the subject matter. When selecting resources you should ensure that they are fit for the purpose, rather than simply trying to make them fit! Remember, a resource is not a substitute for good teaching; it is a complement to the teaching.

7. **Assessment**

   If we look at the objective as “the destination”, then the assessment is the proof that the participants got to this destination. It is important to capture evidence that either confirms that the objective was met or supports a gap-analysis, post training. Further to this, the assessment tools selected should be appropriate for gathering the proof. For example, if it is a knowledge-based outcome it would be appropriate to use a written or oral test. However, if it was a skills-based outcome, it would be more appropriate to capture the evidence using an observation checklist.

   Whilst there is no single right way to plan a session, these seven steps will give you the best chance of success.

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 – Take them on the journey. Participants come to training and learning events with all kinds of distractions. Successful trainers recognize this and look to take them on a new journey, by breaking pre-occupation. Pre-occupation relates to all those things that keep participants from fully-focusing on the training and includes worries about work, family and other personal issues. The key to breaking pre-occupation is involvement. So involve your participants early and often to lead them to the learning destination you need to be at.

A - Allow networking. Adults usually come to learning events with some experience in the topic. A good presenter will want to tap into that experience throughout the presentation. To accommodate this, they will get the participants acquainted and comfortable with each other. Then throughout the session, he/she will have them share ideas and experiences with each other, thus enhancing the learning for all.

S – Support Self-esteem. Participants come into a learning environment wondering if they are capable of completing the training successfully. In a mixed group, they will often compare themselves to other candidates rather than comparing their capabilities to the requirements of the course. This can lead to them second-guessing their abilities and choice in undertaking the training. Therefore, the trainer must provide the participants with opportunities to have success at the beginning of the training in order to build their confidence and encourage them to take risks later in the learning process. The faster they become comfortable with each other, the content and their place in the group, the faster they will open up to learning. Self-esteem can be built using activities where there are no-wrong answers. For example: small group discussions, brainstorming or poster creation. Additionally, the use of word searches, simple puzzles and collaborative crosswords can help participants to enjoy the early success needed to motivate them to continue with confidence.

T – Tickle their curiosity. If the trainer provides some kind of anticipatory device at the beginning of the training, this will help them to attract and maintain interest in their session. This could be done with puzzles, cartoons, music, short video clips, magic tricks, creative posters or tactile items on the tables.

E- Engage responses. By involving the audience early, the trainer sets the scene for interactivity. It also helps them to identify the students' present level of knowledge. As such, this provides valuable information that the trainer can use to modify their presentation, so it is pitched at the right level.

Remember, the participants will retain more of the content that they are actively involved with. So use pair-shares, triads, table groups and whole group discussion to create regular interaction between both participant and trainer as well as between participants.

R - Relate to the subject. The million dollar question in training is "what's in it for me"! Most participants want something practical that they can take-away and use in their own situations. Therefore, to deliver on this expectation, great trainers use opening activities that relate to content and context. Poor presenters often open with a random activity that has little to do with the content or the workplace requirements. Make sure that your opener has a connection to the topic at hand and this will help to draw your audience in.

There are so many great teachable moments in the introduction of training. However, many trainers fill these with 'house-keeping' or long-winded introductions of themselves. Do yourself and your participants a favor and look to commence the training with something memorable, impactful and engaging. This will set the scene, draw them in and inspire them to get their teeth into the later content.

Food Passport

Objective: Encourage self-reflection and interaction.

Time: All day

Materials: Food Passport Templates, Stampers, Pens

Description:

Like a travel passport, the food passport collects information about the individual and identifies when they have reached certain (learning) destinations. This activity combines a number of different roles including an orienting tool, get-to-know you activity, energizer and closing exercise.

1. The trainer should hand out the Food Passports on the first day of training and explain to the participants that they will be used throughout the whole course.

2. Ask participants to fill out their name and draw a head shot for themselves in the spaces provided. Next ask them to reflect on 2 problems/issues they hope this training will help solve. In effect these will act as their goals for the program.

3. Once these are complete, issue every student with a colored stamper and ask them to stamp their passport (on the right page) as a reward for completing this task.

4. Explain that every time they work with someone new they can get another stamp. The first person to fill their passport will be the winner and will receive a prize. (This could be a box of chocolates, a bottle of wine, a book or similar)

5. Give them their second stamp opportunity by asking them move around to meet 2-3 other people to share their two goals for the session

6. Continue to provide passport stamp opportunities throughout the session.

7. At the end of the session ask the participants to reflect on their two goals as part of a closing activity.

People's sense of competition will drive them on in this quest. However, even those who are not normally competitive will tend to understand that the spirit of this activity is collaboration, rather than competition.

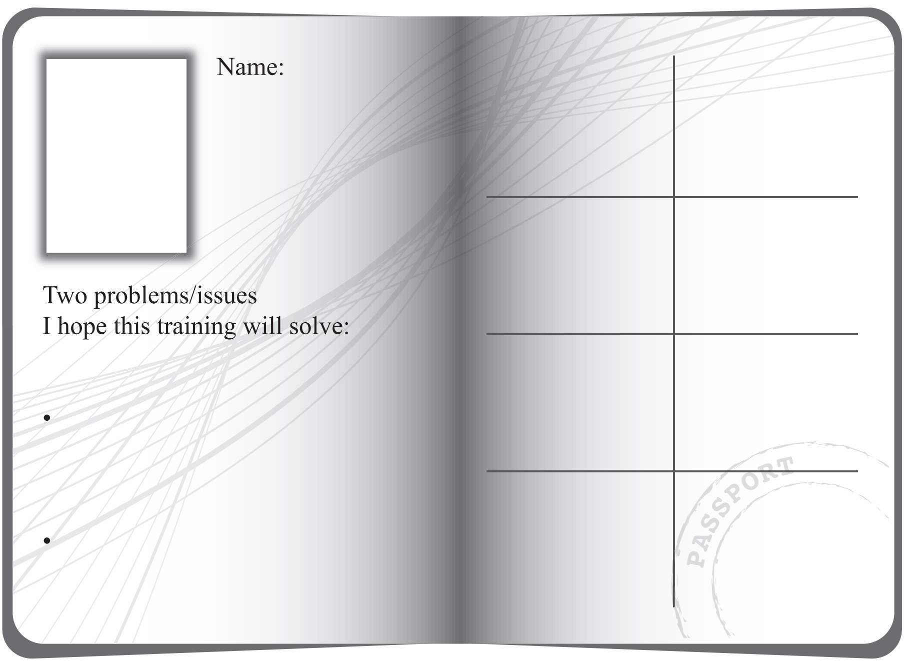
To spice things up provide "bonus stamp opportunities" where participants can get a stamp from the trainer by doing something for them such as becoming a scribe, clearing the board, or collecting books.

Debrief: No Debrief

Variations:

As a variation, the participants could come up with 3-4 specific goals for the session and only have their passport stamped once they complete their goals. Additionally, the trainer could give the participants some extra goals to be met during the session and stamp their passport once these are fulfilled.

Food Passport Template



Make a Meal

Objective: Encourage the group to think creative and make new connections.

Time: 5-10 minutes

Materials: Ingredient cards (see template on following page)

Description:

This activity involves participants receiving random ingredients on a card and forming groups to 'Make a Meal'. The trainer should explain that these meals could be sweet or savory and that there are no maximum or minimum group sizes to make these virtual meals.

Once the participants have formed groups to make their first meals, the trainer should ask each group to explain their meal. Once each group shares their culinary creation, the trainer should encourage them to form new groups and make another meal. This could then be repeated to ensure that a sufficient mix of participants has been achieved.

For smaller groups, the trainer could provide some additional ingredient cards on a table called 'the pantry'. Participants could then select additional ingredients from this table to make their meals.

This is a fun opening activity, which gets bodies in motion and enables participants to connect with many of their peers.

Debrief:

The trainer should explain that the purpose of the activity was for the participants to think creatively and make new connections. They could also reinforce the importance of collaboration and the virtue of looking at things from multiple perspectives. (i.e. just like the ingredients could be used to make very different meals, their content from the day could be used in many ways.)

Variations:

There are a number of variations for *Make a Meal*. Essentially, anything that has a structure to it could be used as the basis for the activity. For instance, when teaching languages, the trainer could provide a variety of words and ask the participants to "make a sentence". Similarly, if the subject was 'session planning', the trainer could provide session plan variables such as; topic, venue, audience characteristics, group size and timeframe and ask the participants to create a session based on these variables.

‘Make a Meal’ Ingredients

Lettuce	Tomato
Onion	Apple
Pumpkin	Rice
Bread	Cheese
Chicken	Spaghetti
Salt	Pepper
Eggs	Cream
Pineapple	Spinach

Capsicum	Lemon
Potato	Mince
Carrot	Olive Oil
Plum	Bacon
Prawns	Broccoli
Beetroot	Ham
Celery	Flour
Sugar	Sultanas

Culinary Tour

Objective: Create movement and a closer inspection of key content messages

Time: 10-15 minutes

Materials: Posters and other visual stimulus

Description:

Culinary Tour encourages participants to move away from their tables to view strategically placed posters and other visual stimuli arranged around the training room. This could include diagrams, flowcharts, quotes, visual metaphors, photographs and key take-away messages.

To begin, the trainer should ask the participants to select one of the posters/visual items to stand in front of to commence their tour and encourage an even spread of people in front of each item. The trainer should then explain that the participants should move around in a clockwise direction and take a closer, deeper look at each poster/visual item. Finally, the trainer should challenge them to see if they can work out the significance of each item to the session content.

Where appropriate, the trainer could place some 'touring music' to help facilitate the journey around the room.

Debrief:

The trainer should take a selection of responses from the audience about the possible significance of different posters/visual items. Additionally, they may choose to explain that each of these items will become more obvious as the session unfolds and could be used to promote reinforcement of later content. Further to this, the trainer could select one or two of the posters for special attention and link these to the first topic of the session.

Variations:

Certainly the naming of the activity is the most obvious variation. Depending on the subject matter, the trainer could select a more appropriate name for the activity. For example, a course on public administration may prefer to call this "a walk through the government halls", a sports science course may call it "a stadium tour" and a first aid course could call it "the walk of life".

Bite-Sized Chunks

Objective: Enable the participants to break down content into more manageable pieces.

Time: 10-20 minutes initially and then on-going.

Materials: Source material (e.g. books, journals, magazines, articles etc.)

Description:

As an opening activity, *Bite-sized chunks* enables participants to be active in breaking down dry, complex or comprehensive content.

The trainer should divide the participants into equal-sized groups and provide each group with different parts of a source document. For example, each group may be given 2-4 pages each from a chapter book.

Explain that the content for the session has been shared amongst the groups and that each group is now responsible for being champions of their content.

The first step is for them to review their source material to break it down further into key points or questions. As an extension, the trainer could have them add these points to a poster.

The trainer will then explain that at different times during the session, they will defer to their content champions to share perspectives on the topic.

Bite-sized chunks allows the participants to break down the session content into manageable pieces and involves them in both making and sharing meaning. The collaborative approach will support a more collegial atmosphere and the variety of involvement will help to bring boring content alive.

Debrief:

An on-going debrief could be completed during the session after each content champion has contributed. As necessary, the trainer can add additional points, perspectives, anecdotes and examples to advance and deepen the learning.

Variations:

Rather than an opener, this activity could be modified into a closing or revisiting activity. Instead of breaking up new content, participants could be provided with key topics or segments of the session and asked to prepare a summary of the key points.

Home Base

Objectives:
- Write key personal goals to achieve from the training.
- Create a mechanism to reflect upon personal goals.

Time: Initially, 10-15 minutes, then ongoing reflection throughout.

Materials: Poster paper, pens

Description:

Home base is both a goal-setting and reflection exercise which helps to focus participants to the personal outcomes desired for the training. It is a document that they return to many times during the training and could be used at both the start of the day to orient the participants and at the end of the day to reflect upon the journey. In this way, they will always return to their "home base" to check to see if they got what they needed from the training and to devise plans to move closer to their goals if they have not achieved them thus far.

To begin, the trainer should issue participants with the Home Base Template (see example on following page). Explain to them that they are going to participate in a personal goal setting exercise and that these goals relate to what they want to achieve as a result of the training. The goals are broken up into three sections:

- Core Goals: These are the not-negotiable things that they want to be able to achieve by the end of the training. These should be written in the smaller circle in the middle of the sheet.
- Extended Goals: These are extra things that are considered as 'nice to have' by the end of training. These should be written in the medium-circle.
- BHAGs: Researcher and Author Jim Collins talks about BHAGs or Big Hairy Audacious Goals. Challenge the participants to come up with a few amazing goals that could be achieved with some work as a result of the training. Whilst they may seem crazy, it is important to dream big. Ultimately, these may not be achieved during the training, but could provide the impetus to create some further development post-training. These goals should be written in the outer or largest circle.

Once complete, the participants should write their name at the top of their home base template and either post on the wall or some other prominent position nearby the training. If training is being conducted mainly on-the-job, the home base sheet could be posted at their workstation.

Debrief:

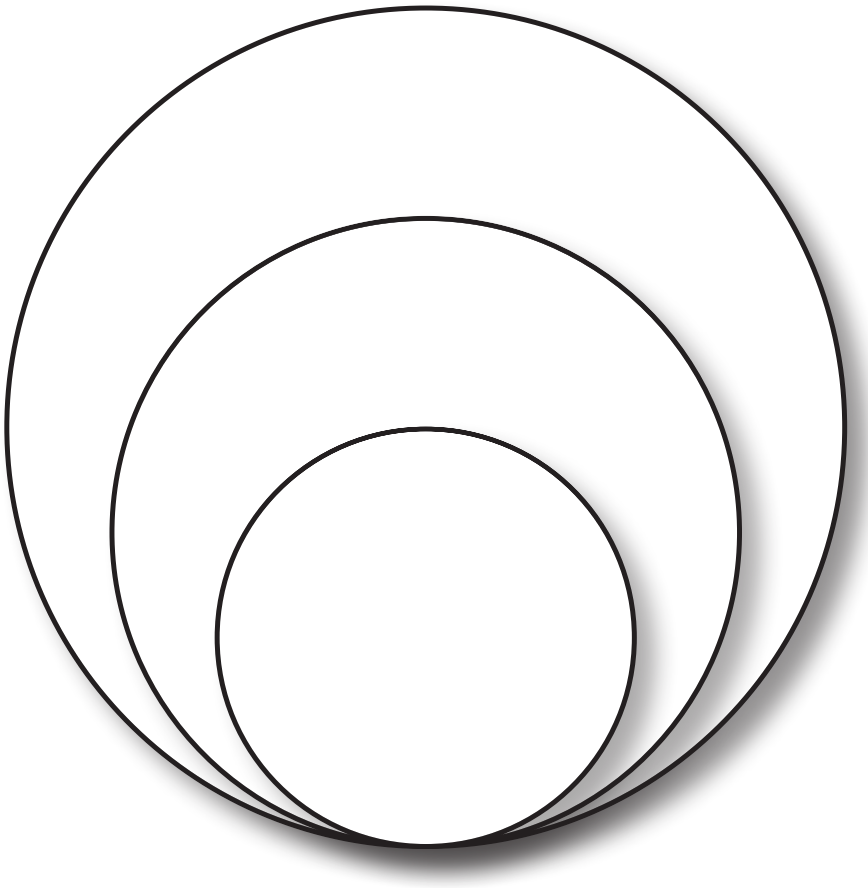
At different stages during the session, participants should be encouraged to return to their "home-base" and reflect upon their progress. They should highlight or check off any that have been achieved or add additional ones based on exposure to new content.

Variations:

Where there is more than one participant, "home base" can be transformed into a group goal-setting exercise. This would be particularly useful if there was a specific organizational need that was common to each participant.

Home Base

Name: ______________________________



Reorganization

Objective: To get people moving early and to reinforce the concept that some content is obvious and other content requires a deeper consideration.

Time: 10 minutes

Materials: None

Description:

Reorganization is a regrouping exercise where participants have to quickly regroup based on different categories provided by the trainer. Some categories will be visually obvious (e.g. "group by hair color"). Whereas other categories will require additional discussion and negotiation (e.g. group by experience level).

Explain to the participants that they have to form groups based on categories the trainer provides. Begin with a visual category such as eye color, hair color, clothing type and have them form their first groups. Next regroup them by giving a new category. Below are some examples:

- By home location or geographic origin
- By birthday
- By work role
- By recreational pursuits

Continue the regrouping process until the participants have been sufficiently mixed up around the room.

Debrief:

Discuss how they formulated groups and ask them to share whether some categories were easier than others. Relate this to the content at hand by explaining that some learning/content/workplace tasks appear obvious, whilst others require a deeper review and collaboration with others to get a full understanding.

Explore any variations in the categories by individual groups. For example, when grouping by birthday some groups may connect based on birth month, others by birth year and some by season. Discuss the implications for the organization when people look at the same things in different ways.

Variations:

As an extension, this activity could be used to determine learning preferences that can assist the trainer in customizing their training to the participants. For example, the trainer could ask the participants to regroup into those who would prefer "reading a book", "writing a letter" or "playing Sudoku" as a leisure activity. Based on their responses, the trainer could gain some insight on their language, literacy and numeracy preferences.

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.

In this section, we discuss the meat and potatoes for trainers in terms of 5 things:

- The International language of learning
- Dealing with difficult participants
- Getting the participants back on time
- Understanding why people don't ask questions in training
- Encouraging continuous professional development for practitioners.

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" below:

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 favor.

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 colorful 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.

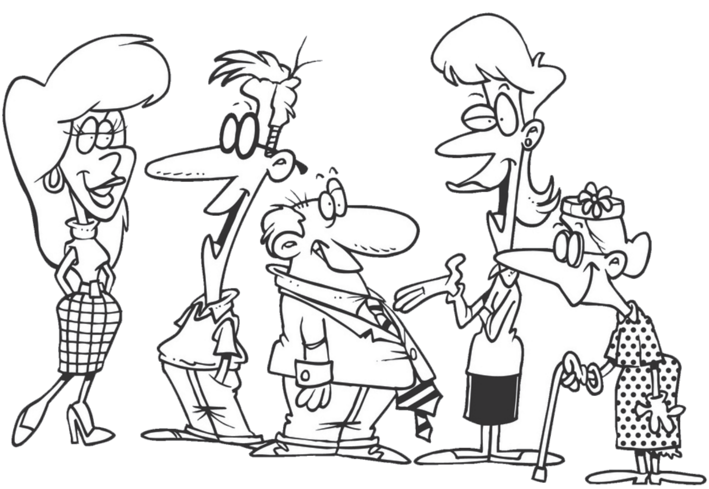
Dealing with difficult participants

Managing difficult behaviors in training can sometimes be more challenging than learning the subject matter or getting the timing right. Often classroom management is not covered in trainer preparation courses (or undergraduate teaching degrees for that matter) and as such we are often ill prepared to deal effectively with distracting, negative or counter-productive behavior. Below are six techniques to assist trainers in getting that control back:

Regroup

Regrouping helps to build energy, break pre-occupation, facilitate networking and keep bodies in motion. However, from the classroom management perspective, regular regrouping assists the trainer to stay in control of the group and ensures that the difficult personalities are shared around the room. There are many ways to regroup an audience. However some of the simplest methods are as follows:

- Using playing cards and having participants form new groups by suit.
- Using different colored handouts and having participants from new groups by color.
- Counting off around the tables and having everyone with the same number form a new group. This could be equally effective with letters, particularly if the letters have meaning to the content. For example, in a course on facilitation techniques the participants could be regrouped by M, C and T. (Mentoring, Coaching or Tutoring).
- Using preference posters to engage the formation of new groups. (e.g. Go to the poster which represents your highest preference between these options: "Tea", "Coffee", "Hot Chocolate", "Water".)



Redirect

Sometimes as trainers we have to act like traffic police and redirect where the contributions are coming from. You may choose to move from group to group or from one side of the room to the other. This will manage the dominators and will enable others to have a voice. This redirection could be dressed up as part of a game show or quiz where there are rules about how and when teams provide answers. This variation provides an element of fun, whilst still providing the trainer with the necessary control over the session.

Give them a Job

Often we can defuse difficult participants by giving them an important role to play in the class. Sometimes they feel like prisoners sentenced to training for their indiscretions back on the job and as such feel undervalued by their organizations. By giving them a job, the trainer can raise their self-esteem and honor their participation in the training. Jobs could include: scribe, time-keeper, observer, photographer and resource champion.

Deflect

When faced with the 'constant questioner' or that participant that asks sophisticated questions, not to get an answer, but to test the trainer, the deflection method can provide a welcome breather. There are a number of effective ways to deflect, whilst still honoring the contribution and maintaining the integrity of the session. Here are four suggestions:

- ***Ask the audience*** – (e.g. "Awesome question, what does the rest of the group think?") This will share the burden of a difficult question and give the trainer time to formulate a considered response.
- ***Check the facts -*** (e.g. "That's an interesting question, I want to give you the best answer so I will have to check the latest information/data/research on this and get back to you soon.) To keep you honest and to demonstrate that you take the question seriously, you may want to jot the question down on the board in an "Action Plan Section".)
- ***Empower the participant -*** (e.g. "Good question. Although I think we will answer that later when we cover some other content. However, make sure you ask the question again if it's still not clear".)
- ***Move to a break*** – (e.g. "That sounds like something unique to your situation – let's take this offline and have a chat during the next break. If anyone else is interested, feel free to join us".) This approach will minimize the content hogs and enable the trainer to focus on information that is of relevance to the majority of their audience. However, it also ensures that those with unique needs can be supported as well.

When deflecting it is important to follow the Affirmation-Deflection-Appreciation model. Affirm the question. (e.g. "That's a great question"). Deflect to a more appropriate time or way of engaging (e.g. "However, let's park that for now, as we will be discussing this in a later section".) Appreciate their contribution. (e.g. "Thanks so much for the question though!")

Keep them busy

If participants finish a task early or are less-interested in one project over another, they can start to switch off and become distracting to other learners. The trainer can keep them engaged by having a range of other options available to keep them involved and motivated. This may include extension work in the form of content-specific articles to read, fault-finding exercises, word puzzles or action planning tasks. The busier they are, the more focused they will be and as a result, the less likely they are to have a negative effect on their peers.

Divide and Conquer

Sometimes the distractions are so great that it is difficult for the trainer to manage them when in front of the whole group. As such, it may be easier to work with a smaller group at a time to work through the counter-productive behavior. Whilst the other groups are focused on a task, the trainer can support a difficult group or simply use proximity control to keep them on task.

In conclusion, the trainer will often face challenging behaviors in the classroom, but with some gentle tweaking on the run, using the techniques described, they will have a better chance of restoring balance.

Getting the participants back on time!

One of the most common challenges for trainers is getting the group to refocus and return to their seats after an activity. This is particularly true if it is a noisy activity or one which ends in much laughter. Similarly, a lot of time can be lost to the trainer when their group does not return in a timely fashion after a break. Unless the trainer is keen on going hoarse by repeatedly calling them back, they need some other weapons in the armory to facilitate success.

Here are seven ways to get participants back on time:

Tune them in

To get their attention and get them moving back to their seats, pick a brief, up-beat song. Explain to the participants that every time they hear this tune, they will have 30 seconds left before the session resumes. In this way, the music acts as a transition between activities or is used to denote the conclusion of a break. You will be surprised at how effective this.

As an extension, you can build this song selection into the program, as part of an opening activity. Simply encourage participants to select a 'theme song' for themselves, their group or their table as part of a get-to-know-you exercise. In the context of the opener, it could be used to say something about themselves or how they are feeling. For instance, someone may be pumped up for the day and selects "Eye of the Tiger" from Survivor or "Roar" from Katy Perry. The trainer can then give instructions around actions to be taken when they hear their theme song during the training.

Where it is not appropriate to use commercial music, the theme song could be selected by genre from a sample of royalty free music.

Set a timer

Set a timer so the participants know exactly how much time they have. There are a variety of free countdown timers available on the web. Amongst the best is **www.online-stopwatch.com** which is suitable for both Mac and PC environments. As an extension, the trainer could give out playing cards for the people that make it back on time. At the end of the day, the person with a winning hand (either, the best poker hand, highest sum, best card, etc.) wins a prize. People are suckers for free stuff. The better the prize, the more likely they are to be on time!

Set odd times

Rather than setting a break time of 20 minutes, set odd times for breaks like 13 minutes or 17 minutes. This will create a certain "stickiness" that helps participants to remember how long the break is. This also works for staff meetings - Instead of Monday meetings at 9am, try setting the meeting time for 9:07!

Alternatively, you could use a random selection for break times using dice, playing cards or bingo balls. The variety in break durations will be more memorable because they are different. As a result, participants are more likely to honor them.

Make them responsible

Get someone else in the group to be responsible for coming back on time. Peer pressure can be used in a wholesome way to manage the late comers, without the trainer having to intervene. In a longer program the trainer can share the coveted role of 'timekeeper' across the group to further develop the idea of shared responsibility.

In this way, the timekeeper role is very transparent. However, as an alternative, you can give one of your slightly tardy participants a secret challenge (where they only win if no one knows that they have the role to get people back and everyone is back on time). This variation will have the effect of managing their late-coming behavior, without impacting adversely on the rest of the group.

Share the magic

Inspire the group by scheduling a magic trick immediately after a break. People can be intrigued by magic and a good, yet simple trick will give them an incentive to come back on time. You could build it up if you like, promising a truly mind-bending activity after the break. (However, you will need to deliver upon the hype and have a well-rehearsed and visually stimulating trick!) A variation on the magic trick is to do the trick before the break and tell them you'll give them the instructions (or the secrets) after the break. Again there is some incentive to return on time.

Text them

In between classes you can remind participants of key activities to be completed, resources to bring and the suggested commencement time of sessions. This will be particularly useful when training Generation Y candidates or busy professionals on the run. There are a plethora of web-based, mass text message applications available which could be used to support this activity.

Reward them

When all else fails, bribe them with chocolates, coffee, bags, books or other prizes for returning on time. This may include resources that you were already planning to give away. However, by using it as an incentive, you have a chance to modify the group's behavior. Over time, the participants will get into the routine of coming back when they should and you can wean them off the material prizes.

Final thoughts...

Ultimately, nothing beats creating training relationships built on mutual respect and trust and there is no magic bullet to compel participants to come back on time. However, these simple, yet effective techniques will allow you to win time back more often than not and will give you the best chance of starting on time.

Reasons why people don't ask questions in training

Most participants' brains seem to stop functioning when you invite them to ask questions. It's like at the mere mention of the phrase "are there any questions" a chain-reaction of nuclear proportions engulfs the participants' brains and they all become suddenly quiet as the fallout spreads through their bodies and renders them incapable of even making eye contact!

Possible causes:

1. Fear – fear of what their peers may think of them, fear of what the trainer may say to them and fear of asking a foolish question (or appearing to be the only confused person in the room). As trainers we need to allay fears by creating a safe and supportive environment where contributions are not only encouraged, but rewarded. Remember, they are not just stakeholders, they are shareholders in the process and as such they should have some say in what they are going to learn and input on what they would like to know.
2. Feeling rushed – feeling that their question isn't really all that important after all, especially if there is a break immediately following the "question time". However, if the trainer is transparent about the time allocated for questions and continues to model good question asking practice, then they are more likely to get a higher frequency of questions. Moreover, if the trainer has strategies in place for recording questions that may require additional time for research, consideration or follow-up, they have a greater chance of receiving a better quality of question. One common strategy to support this, is for the trainer to have a "car park" or "action plan" on the board. This provides a visual focus point for questions and keeps the trainer honest by ensuring they deliver upon the answers.
3. Not wanting to interrupt – many training sessions follow the "master and apprentice" pattern of development. This is where the trainer is the subject matter expert and they do most of the talking and the participants' role is to wait for the pearls of wisdom to flow. Invariably, there are few obvious points for the participants to ask a question and they may lack the confidence to disrupt the status quo. Therefore, their silent questions go unanswered and their engagement with the content diminishes. Perhaps one of the simplest strategies to overcome this, is for the trainer to affirm that it is okay to interrupt.
4. The trainer knows best – if something is important the trainer will mention it. The trainer has probably delivered the same session hundreds of times and can sometimes miss the nuances of learning it the first time. Be upfront with the participants and remind them that if they use the collective knowledge and experience of the group, rather than simply that of the trainer, they will have more to draw from.

5. Not being asked by the trainer if they have any questions – it is common for trainers not to ask participants for areas of clarification. And if they do, it is done as an afterthought, rather than as an integrated part of the learning or as a function of their checking for understanding activities. If you are worried that people won't ask questions when prompted, you can always ask yourself a question. e.g. "A lot of people ask me this…."

   Another solution may be to have anonymous questions:

   - Give everyone an index card.
   - Ask participants to write down their questions during the day.
   - At the end of the day ask participants to turn the card over and pass it to someone else.
   - Next, ask the participants to continue passing the cards around the room until you ask them to stop (after about 15 seconds).
   - Make sure everyone has a card.
   - Now select a participant at random and ask them to read the question on the card.
   - Suggest that the participant may pretend to read the card - but actually ask his or her own question.

   In summary, the trainer can increase questions and comments from participants by establishing an atmosphere that values it. If they enthusiastically seek questions, enable sufficient time to consider points for clarification and acknowledge contributions when they are made, everyone will be in a better place.

Activities to support Continuing Professional Development

Continuing Professional Development (CPD) is used across many industries all over the world and is considered the primary means by which professionals maintain and enhance their knowledge and skills. With the ever-changing face of training, on-going CPD is essential to support practitioners in their current roles and assist them in maintaining a pathway of career progression. CPD is all about remaining effective and compliant through the upgrading of knowledge, skills and capabilities. However, whilst the mind is willing, time is often the enemy, as the modern training practitioner juggles the competing priorities of instruction, assessment, administration and other day-to-day operational activities.

The key to success is to have a systematic process in place to both initiate and record the CPD activities undertaken. The reality is, trainers and assessors are likely to be already participating in learning activities which contribute towards the continuing professional development without realising it. Below are four simple actions that trainers and their organizations can take to achieve their CPD goals:

1. **Log Books** – this tracks the acquisition of job-related knowledge and skills development over time. Its key advantage is that it is maintained by the trainer on an on-going basis and thus the accountability of CPD is shared between them and their organization. It is also a benefit for practitioners due to its portability, which facilitates easier, regular completion and when the trainer concludes employment in one organisation, the log book can leave with them. Examples of activities that can be recorded in the log book include:
   - The names, dates and times of relevant workshops attended (both internal and external).
   - Verified release time back to industry.
   - Moderation or assessment validation activities.
   - Industry engagement activities.
   - Participation in mentoring or peer assessment.

   To provide greater authenticity it is important that the log book contains the name and signature of the workshop facilitator, industry liaison, lead assessor, mentor or the like.

2. **Subscription to relevant industry newsletters, magazines and other publications** - most of these are available in an electronic format and can be pushed to mobile communications devices via email. Simply create folders in your Email client (e.g. Outlook or Gmail) and keep copies of the updates as proof of maintaining industry currency.

3. **E-portfolios** – these are collections of electronic evidence assembled and managed by a user.

   There are a number of free options online (e.g. www.mahara.org, www.foliofor.me and www.foliospaces.org). An e-portfolio is a great way to maintain records of industry currency and could include:

   - Statements of Attendance from industry workshops, conferences and other training events.
   - Samples of work completed in the development of courseware or assessment materials.
   - Photographs of work in industry (either industry release or industry engagement).
   - Testimonials from supervisors, colleagues and clients.
   - Copies of any relevant industry or training awards and recognition.

4. **Podcasts** – these days there is so much content available via podcasts, both industry-specific and training-related. They are particularly useful for busy training professionals stuck on the long commute to and from work.

   Again, it is important for organisations to have a system in place to provide evidence of trainers' engagement with the podcasts. This could be as simple as creating a dedicated bookmark on their web-browser or a folder on their listening device (e.g. within the "Podcasts" App on the iphone or "Beyond Pod" on android devices.

Living Glossary

Objective: To identify the meaning of acronyms, ambiguous terms and otherwise difficult words used during the training.

Time: On-going

Materials: Pens, sufficient paper (or access to word processing options) to support the writing of terms with their definitions.

Description:

Rather than having a static glossary in the back of the book that no one reads, *Living Glossary* provides an ongoing reinforcement tool and enables revisiting of key terms covered within training.

At the beginning of the training, introduce the concept of the *Living Glossary*. Explain that during the session there may be unfamiliar terms, jargon or acronyms used by the instructor or contained in the course materials. However, the trainer should assure participants that it is appropriate to clarify these 'on the run' using the "Living Glossary" section of the books/e-resources.

When an ambiguous term is identified by a participant, the trainer should direct them to the *"Living Glossary"* section of their resources and provide a suitable definition. Where time permits, the trainer could provide an official definition and then ask the participant/s to restructure them into their own words. This will promote additional reinforcement of the term or concept.

Debrief:

Whilst debriefing is happening on an on-going basis, the trainer could revisit the *Living Glossary* at the end of the day to extend further understanding. Additionally, the trainer could collect all the new glossary entries and create a quiz where participants need to match terms with their correct definitions. This could easily be done face-to-face or online.

Variations:

As an extension, the trainer could challenge the participants to catch them using unexplained terms or jargon for which they would win a reward (candy, points for their team, dots for a prize auction or similar). When challenged, the trainer should then provide a definition on the spot and have the participants transcribe this in their *"Living Glossary"*.

Focus Group

Objective: Bring creativity to traditionally dry, technical content. Encourage collaboration to promote reinforcement of content.

Time: 45 minutes

Materials: Poster Paper, pens, other creative items to support presentations

Description:

This is an activity that could be modified for any subject area. Essentially, the trainer provides the participants with a list of suggested topics to discuss, selected from the subject matter of the session and they will present this bite-sized content back to the group in a creative fashion.

The Focus Group promotes interactivity, helps to reinforce information and engages the group as it gives them ownership over the material. Further to this, it changes the focus from the trainer to the participant and in turn, the diversity of vocal and presentation styles makes for a more interesting session. It works well after a break, as it gets the group focused, but in a relaxing and fun way.

The trainer should divide the participants into smaller groups of between 3 and 5 persons and provide them with a list of topics relevant to the day's session. The participants should then be asked to select one of the topics for their exclusive discussion and focus. Each group will then work with their selected topic for about 20-25 minutes and come up with a summary response to present back to the rest of the class. The trainer should encourage a creative presentation of the topics which could include, but is not limited to: posters, music/rhymes, role plays, Power Point presentations, and for those who are most daring, an interpretive dance! The trainer could choose to provide a prize to the most creative group to engage some wholesome competition.

Debrief:

The trainer should celebrate the successes of the participants' creativity and summarize their pertinent points. As necessary the trainer could extend upon points from the presentation.

Variations:

This activity could be easily transformed for online learning where individual participants could be charged with a small part of content that they have to share with a group of other online learners. These participants could be given the choice of web-based or app-based software to create their focused presentation. Once completed these presentations could be made available online for the ongoing resource of all present and future participants in the relevant program.

Meat and Potatoes

Objective: Identify the key takeaways from training

Time: 10 minutes

Materials: Meat and Potatoes Template, pens

Description:

'Meat and potatoes', is a common colloquial phrase used to describe the key elements of something. As such, this activity is designed to support students in distinguishing the key elements of their learning from a particular session. To begin, the trainer should ask the audience to reflect upon the session, considering the key topics covered and/or activities experienced. Then using the *Meat and Potatoes Template*, participants should list their primary takeaways in the "Meat" column and then the nice to have information in the "Potatoes" column.

Debrief:

Once both columns are completed, the participants should be asked to move around the room and share one or two of their points from each column with different learners. At the conclusion, a selection of responses should be taken from the group as a whole.

Variations:

- As an extension, Meat and Potatoes could be used as a form of program evaluation whereby participants are encouraged to nominate the content that should have been included ("The Meat") and the material that could have been pushed to the side ("The Potatoes"). The same template could be used to complete this task.
- Another variation is to use this as an opening activity. Instead of requesting participants to nominate takeaways, they could identify aspirational goals for the session. i.e. What 'meaty' items are you looking to obtain from the session and what side dish would you like as a companion to this?
- Finally, this activity could be completed by the whole group on a single poster.

Meat	Potato

Pay the Bill

Objective: Identify the areas of greatest value from a training session.

Time: 10 minutes

Materials: Pens and paper

Description:

This activity works on the premise that the participants should be looking to find some value in the training. Essentially, the participants and their organizations have spent time and money to be there, so the trainer should challenge them to identify the areas that provide the most value. This is a return on investment question – what can they directly attribute from the training that will cover the expense of attending (or "pay the bill").

To focus the participants, the trainer could pose a series of questions that qualify the value proposition. For example:

- Which content will have the most effect on your professional practice?
- Which processes, if implemented, will have the greatest impact back on the job?
- What changes would have the biggest buy in from your colleagues?

Put simply, we are asking the participants to nominate the things that were 'worth the price of admission'. *Pay the Bill* will help to focus their action planning and assist the trainer in ascertaining the hot topics. This can in turn support resource development and marketing efforts.

Once the participants have written their Pay the Bill responses, the trainer should ask for volunteers to reveal their answers.

Debrief:

There are many ways that the participant responses can be recorded and reported. It could be shared at table groups first, before taking it to the larger group. It could be written on post-it notes and displayed as a collage on the wall. It could even be emailed back to the trainer post-course, once the participants have had sufficient time to reflect on the most valuable items for them. Additionally, for online learners, responses could be posted on forums or discussion boards.

Variations:

Rather than an activity for participants, *Pay the Bill* could be used with the supervisors of attendees to quantify the return on investment. Similarly, employers could be used to see whether participant predictions on value come true.

Shake and Bake

Objective: Identify concepts that require new perspective and development

Time: 15-20 minutes

Materials: notepads and pens

Description:

Sometimes our content is tired and uninspiring. As such, *Shake and Bake* provides the impetus for participants to re-evaluate and consider the content from a different view. Quite literally, the aim of the activity is to 'shake up' the content and pose new ideas and considerations for development. (This is the 'Bake' part)

Initially, the trainer should outline a topic and provide the content which outlines the conventional wisdom on this topic. Next, they should divide participants into groups of five or six and ask them to consider this conventional wisdom to see if there are some opposing views, new implications or emerging innovations.

Where practicable, the trainer can allow for participants to search for additional resources online to support their perspectives.

Finally, each group reports back to the class on which concepts they think need shaking and which they recommend baking.

Debrief:

To conclude the activity, remind the participants that some of the best new ideas come outside the realms of conventional wisdom and as a learner it is important to seek new and different ways to solve contemporary problems. Additionally, through shaking and baking content they can also develop a deeper appreciation for the current body of knowledge on a topic. This in turn can provide affirmation for the suitability of current systems. In this way, they don't just have to take the trainer's word for it; they have been actively involved in researching, investigating and discussing the topic.

Variations:

Shake and Bake lends itself to being extended to online learners. Rather than class discussions, they can post ideas on forums, blogs or wikis.

Menu Selection

Objective: Summarize the key points from a session.

Time: 15-20 minutes

Materials: Content for participants to work with

Description:

Menu Selection is a teach-back activity where participants act as the waiter explaining the 'specials' on the menu. The idea is the participants are charged with quickly summarizing the key points from the session. Firstly they should be broken into small groups. Next, they should be given a different part of the content to reflect upon and asked to provide a succinct statement which explains the key points in a similar time as it would take a waiter to explain the specials.

In a training context, *Menu Selection* could be used to engage participants in content that is potentially boring. For instance, participants could be provided with some reading material and then asked to summarize the key points in 30-60 seconds. This could be a fun way to navigate a content-heavy section of the course or a useful tool in getting participants to put a jargon-laden text into their own words.

Debrief:

Once each group has shared their menu selections, thank them for their contributions and explain that these points can help to provide their recipe for success.

Variations:

As an extension, the participants could be encouraged to add why these points are important or which points complement other content. This would be similar to the waiter making suggestions on side dishes and wine selections.

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 savor from the experience that, like a multi-course meal, brings everything together. For many years, I have preached about the virtues of a powerful close through my trainer training programs. 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 – Celebrate: Participants have invested time, money and energy in attending training. As such, it is important to honor 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 – Revisit: 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 – Elicit Responses: 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 – Action Plan: 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 – Movement: 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 want you need them to do.

The closing of a training session is just as important as the opening, as it helps to tie things together. A session shouldn't end simply because the time is up. Moreover, it should be a considered and controlled process which maximizes the impact from all the learning. It is the trainer's final opportunity to remind the participants of the key messages of the training event and should provide time for both reflection and forward thinking.

Gingerbread Man

Objective: Create a visual representation of strengths and weaknesses.

Time: 10 minutes

Materials: Blank Gingerbread Man Template (see example on following page), different coloured pens.

Description:

This activity is a deeply reflective one which encourages participants to identify their strengths and weaknesses on sheets of paper which have an image that loosely looks like a gingerbread man. This should be completed at the end of the first day of a multi-day program. They will reflect on different parts of the Gingerbread Man and will ultimately create a representation of themselves using this non-threatening picture. By acknowledging where they are now, as well as where they want to be, participants can begin to take steps to develop themselves to fulfil their goals. It also means the trainer has a visual clue of where the each participant feels they are at and where opportunities for growth may exist.

Provide each participant with a copy of the Blank Gingerbread Man Template. Explain that they are going to build a picture of themselves using the image on the sheet. Firstly, they are going to identify their strengths. Cognitive or knowledge-based strengths could be linked to the head, Psychomotor or tactile strengths could be linked to their hands or legs and affective of emotional strengths could be linked to the main body. Once the strengths are completed, ask the participants to identify weaknesses in much the same way. However, this time they should use a different color, so it is easier to distinguish between strengths and weaknesses. Where necessary provide them with an example to support their own development. (A completed template example is available in this book after the blank template.)

This is a useful closer as it establishes a literal picture of where they are at the end of the training and highlights what additional gaps they have. This will provide important insights for both the trainer and participants alike. Further to this, participants are often more likely to provide an honest assessment of themselves when transferring to an inanimate object, (like a gingerbread man), rather than the speaking about themselves in front of others.

Debrief:

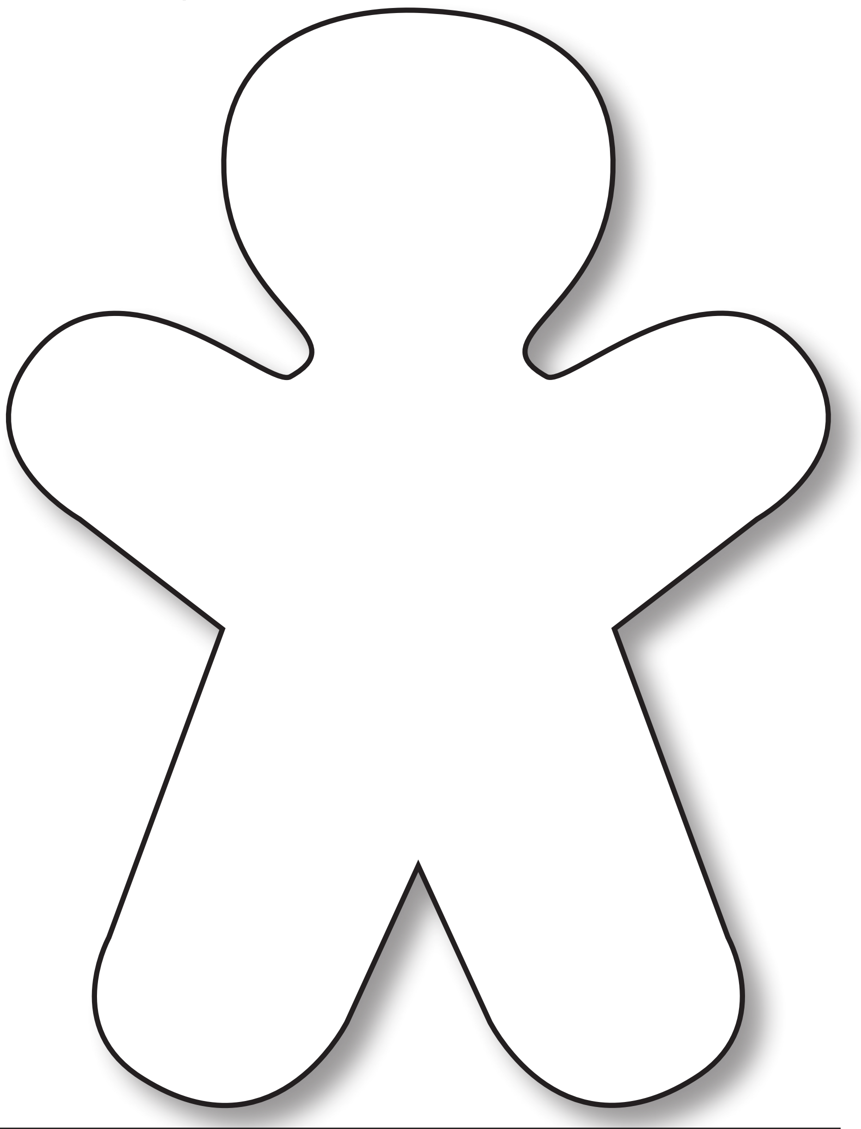
Given the personal nature of the activity, it is important for the trainer to be sensitive to the participant responses. Thank them for their contributions and explain that there are no wrong answers and that this activity will help them to identify gaps in their knowledge and skill that future training will address.

As new knowledge and skills are acquired through the training, participants should be encouraged to return to their Gingerbread Man to add or remove items as necessary. This can be a very motivating action towards the conclusion of their learning process.

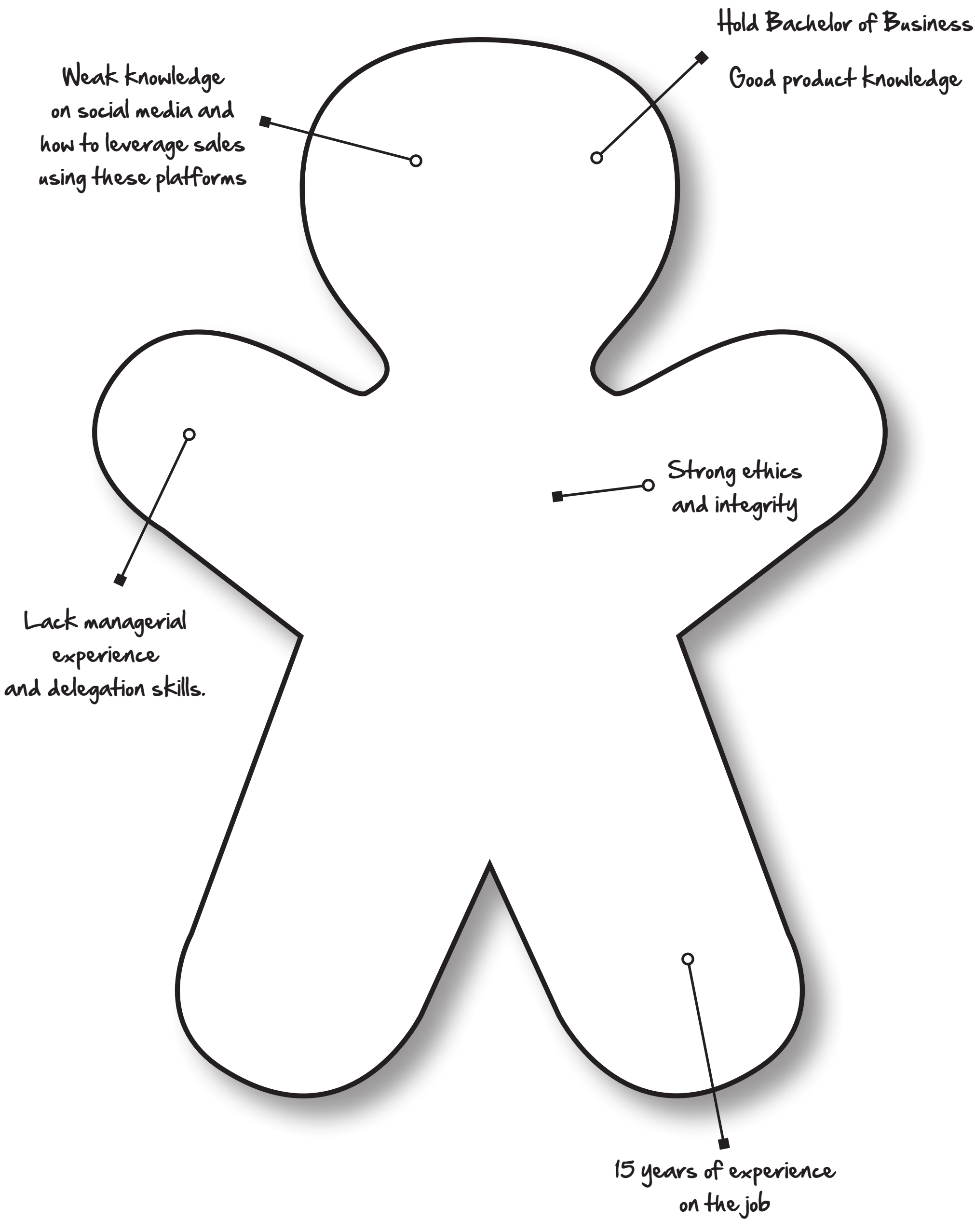
Variations:

- For the artistically inclined, physical features, color and clothing could be added to the picture to add vibrancy.
- As an extension, the trainer could ask the participants to do a before and after version of their gingerbread man using two different templates. The "before" shot would represent where are now and the "after" shot, where they hope to be by the end of the training.

Gingerbread template



Gingerbread Man – Completed Example



Centerpiece

Objective: Represent key content in a creative way.
Time: 20 minutes
Materials: Colored match sticks or pipe cleaners
Description:

In my book, *The Trainer's Tool (2011) Kit* there is an activity called House of Sticks. It is a conceptualization activity, where participants are asked to represent a key topic or idea from the training by using only a collection of brightly colored sticks. The activity draws on their creative and artistic sides, but stills acts as a reinforcement and affirmation tool, as they have to present the same content in a different way. A conceptualization activity is often better than a poster presentation back to group, as the participants can't just regurgitate the information from their books. Moreover, as they have to explain their final concept using their own words, there is a greater chance of content retention. Centerpiece takes it one step further, as it asks the participants to represent a concept that is central to their learning. They will also have to explain both the concept and why it is central to their learning in the final presentation.

How it works:

The trainer places a number of containers filled with colored sticks or flexible pipe cleaners around the room. The participants are then asked to form groups of 3-5 around these containers. Once they have their group, they are instructed to think of a key concept central to the learning from the session. The trainer then explains the idea of a conceptualization and tells them that they have to create a representation of their concept using only the colored sticks or pipe cleaners provided. At first the participants may look puzzled, but usually someone in each group gets an idea and the process starts to develop organically from there. To support the development, the trainer should model the process and show examples of what they could do.

This is a great closing activity as it requires the participants to go over a range of topics in their heads before deciding on the one they will focus on. Therefore, they do a quick revisit of content, but in a creative way prior to the conclusion of the session.

Debrief:

Each group should give a presentation to the rest of the class that explains the concept and why it is central to their learning. Once complete, the trainer should lead a chorus of applause and celebration.

Variations:

The colored sticks and pipe cleaners could be replaced with other items such as straws, bottle caps or fabric samples.

Make a word

Objective: Focus participants to session theme and sharpen cognitive skills.

Time: 5 minutes

Materials: Pens and paper.

Description:

Make a word is a mental energizer that has participants creating a list of words using a finite selection of letters. There is also a message they have to un-jumble using all of the letters. Doing brain stimulating activities that involve variety and complexity can help build the cognitive reserve of participants and set them up for success in their application of learning.

Process:

1. Provide participants with the following letters either on the board or on a handout:

A C G G H I I K N O O S T W

2. Explain that they will have five (5) minutes to create a list of words of 3 letters or more using only the letters above. Unlike similar word games, there are no restrictions on the type of words that could be listed. As such, "proper nouns" and plurals are acceptable.
3. At the end of the three minutes, ask the participants to tally up their list.
4. Advise them that 10-15 is good, 16-20 is very good and 21 or more is excellent.
5. If there is more than one participant, award prizes for the participant/s with the longest list of qualifying words.

   Words could include:

   ASK, AKIN, AGING, CAN, CAT, CATS, CAW, COW, COWS, CAST, COOKING, GAG, GAS, GIG, GHOST, HAG, HAST, HACK, HOST, HOIST, ITS, INK, KNOW, KNOT, KNOTS KNIT, KING, KINGS, OWN, OWNS, SOW, STAG, SOOK, SCAN, SING, TAG, TOO, TICK, THIS, THANK, THING, WAG, WIG, WACK, WICK, WITH, WING
6. Finally, provide the participants with an additional minute to see if they can find the hidden message in the letters. There are three words, one of seven letters, one with four letters and one of three letters. (Answer = COOKING WITH GAS)

Debrief:

Explain that this was a useful brain warm-up designed to strengthen their cognitive reserve. Also, it is important to highlight the importance of structure and reorganization. For example, as individual letters they lacked meaning, however when combined and reorganized many meaningful solutions were created. Furthermore, this thinking could be applied to a variety of training and business situations.

Variations:

Rather than using COOKING WITH GAS for the make-up of the letters, the trainer could use a message that was more relevant to their subject matter. This activity could then be turned into an opener, as the hidden message then becomes a focusing device for the session.

Safari Wall

Objective: Create a visual representation of learning and facilitate reflection of key concepts by participants.

Materials: Poster paper, post-it notes and coloured pens

Time: On-going (Although about 20 minutes for revisiting at the end)

Description:

"Safari" is the Swahili word for "journey". This activity creates a structured way of recording key experiences of a learning journey for use at the end of training as a revisiting tool. In many ways it acts like a time-line for participants to visually identify where they have been, what they have covered and what they have learned along the way.

The trainer would set-up the activity beforehand by creating their own Safari wall using poster paper. They would write headings for key topics/experiences from left to right on the wall using colored pens. They should leave sufficient space for participants to add their own responses using post-it notes or similar.

The trainer would then introduce the concept of the Safari wall to the participants during the opening of their session, including the link to it being the Swahili word for "journey". At different times during the session, the trainer should direct participants to add items to the safari wall. These could take the form of:

- Lists of items;
- Answers to questions or problems;
- Examples for implementation;
- Reflections on techniques; or
- Observations of best practice.

At the end of the session, the trainer would ask the participants to join them at the Safari wall to have one last look at their shared journey.

Debrief:

The trainer should ask the participants to consider what the most important information is for their situation and challenge them to remember the context of some of the lists. Further to this, the trainer should encourage participants to add anything additional based on reflection and direct them to write down in their own books, anything they think is noteworthy, as part of a final action planning activity.

Variations:

- This activity can be easily transformed into an online version using a series of virtual noticeboards and asking participants to review the combined findings at the end of their training.
- As an extension, the trainer could photograph the Safari wall and provide an electronic copy to participants or create a compilation from every group and have a Safari Wall Year Book.
- The Safari Wall could be turned into an info-graphic to support the learning of future groups or added to a social book-marking site to share with other learners, external to the organization.

Choose or Lose

Objective: Identify specific action items for participants to focus on post-training.

Materials: index cards, pens

Time: 10-15 minutes

Description:

This is a reflective closing activity that will provide some action after the training has concluded. The idea is to 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 (this is the “choose” part of the activity), as well as one or two things they would like to stop doing in their normal practice (this is the “lose” part).

Provide each participant with a blank index card and ask them to write “choose” on one side and “lose” on the other side. Next, encourage participants to add one or two points under each heading. Once all participants have completed their cards, the trainer should organize them into teams of 3 to 6 and ask them to share what was written on their index cards amongst their teams.

Debrief:

The trainer should remind the participants that the transfer of concepts to their workplaces rests with them and if they have the courage to try something new as well as to discontinue unproductive or inefficient practices they are one step closer to improved performance. This “choose or lose” card is therefore the first step in creating the changes needed.

Variations:

- Provide the audience with envelopes and ask them to self-address them. Finally, collect each of the index cards, attach stamps and post them on the participants’ behalf about 3 weeks after the training. In this way, the card acts as both a closer to content as well as a reminder of the content post-training. There will be greater impact for the participants as they are essentially creating advice for themselves, from themselves. The arrival of the envelope could also kick-start the implementation process, if it hadn’t already started.
- Replace the index card with two different coloured post-it notes and then present the “choose” or “lose” findings on the wall in a prominent location. This would be particularly useful for a longer program to support the on-going reflection of content.

CHOOSE

LOSE

CHOOSE

LOSE

CHOOSE

LOSE

Showdown

Objective:
- Bring creativity to traditionally dry, technical content.
- Encourage collaboration to promote reinforcement of content.

Time: 25 minutes

Materials: Poster paper, pens

Description:

Showdown is a fun summary that involves the participants revisiting some of the key points of the day using wholesome competition. It is an interactive "checking for understanding" activity, which promotes dynamism late in the day and creates an element of choice which will enable the trainer to hold the attention of the group. It can be used with any content, but is best suited to material that has a series of lists.

The trainer sets up the activity by writing six key topics or topic statements from the session on the board (or screen). Next, they divide the class into two smaller groups. The trainer then begins the game by inviting the one of the groups to select one of the listed topics. This group then nominates how many answers to that topic they think can name. (e.g. In a business leadership class, one of the topics could be "Leadership Theorists" and the group may nominate "six".) The group receives points for every correct answer they provide. Once completed, the other group can earn points from the same topic by nominating additional correct answers. They would then select a new topic from the board. This process continues until there are no remaining topics on the board. The trainer tallies the points and awards a winner.

Debrief:

The trainer should recognize the participants' participation and raise any additional points as necessary.

Variations:

As an extension, Showdown could be used as a self-evaluation tool where participants are asked to internalize the questions and come up with an appropriate amount of responses for each one. For example, statements could include: "Things I will immediately apply…", "Ideas I will challenge", or "Topics I will research".

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.

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) 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.

Post card to a friend

Objective: Identify key items to put into practice post-training.

Time: 10 minutes

Materials: Postcards, pens.

Description:

This is a closing activity that will have influence well after the training has been completed. The idea is to 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. This may include something they should start doing, or perhaps something they should stop doing. They then mail this to an 'accountable' friend who will hold them to their goals.

Provide each participant with a blank post card and ask them to write one or two things they would like to implement post-training. These points should be written on the back of the post card. Next, ask each participant to address the card to a friend (or self-address the post card if they prefer). Finally, collect each post card, attach stamps and post them on the participants' behalf about 3 weeks after the training.

Debrief:

Postcard to a friend acts as both a closer to content as well as a reminder of the content post-training. There will be greater impact for the participants as they are essentially creating advice for themselves, from themselves, with the twist being a friend will hold them accountable. The arrival of the post card could also kick-start the implementation process, if it hadn't already started. Encourage the participants to contact their friends after a month to discuss the information on the card.

Variations:

The trainer could take a photo of the participant earlier in the program and create an actual post card using their photo. This will make the feedback all the more personal and will encourage the recipient to keep the post card for ongoing review and reflection.

If there is the one participant, you could have them send post cards to each other. In this way, they could be the "accountable people" for each other. This variation would be particularly useful, if the trainer was using a learning partner or study buddy throughout the training process.

Buyers and Sellers

Objective: Identify key content to put into practice post-training.

Time: 10-15 minutes

Audience: Any

Group Size: Any size

Materials: pens, paper

Description:

This is a revisiting activity where participants have to reflect upon the session to determine the most important content for them and why. In sharing with others, they will have to persuasively explain and substantiate their position. They will also have the opportunity to be persuaded by others and will ultimately be able to add to their own list, based on the responses from other participants.

Provide each participant with a sheet of paper and ask them to fold it in half. Instruct them to write "Buy" on one side and "Sell" on the other side. Next, encourage participants to consider all the content covered in the session to identify the most important points/topics for them. Try to limit this to 2-3 items. This should be written in the "Sell" section. Explain that they will have to justify their reasons why, during a later sharing with others in the group. At this stage, ask them to leave the "Buy" section blank until further notice.

Once the participants have completed their "Sell" section, the trainer should explain that they are about to enter an "Ideas Market", where they can buy and sell the best ideas from the day. They will use the points listed in their "Sell" section to share with others and should add anything they like from their peers in the "Buy" section.

Debrief:

Once the time has concluded bring the group back together and take a selection of the best ideas captured. Explain that people will not always buy into our ideas and we have to be persuasive to bring them around. Additionally, it will be important to point out that some of the best ideas can come from others, thus extolling the virtues of collaboration.

Variations:

As an extension, buyers and sellers could be concluded on the job, where participants have to return to their workplaces to try to "sell" the ideas from the session, as well as bring back or "buy" new ideas not covered in class.

S.M.A.S.H and Grab

Objective: Identify actions to be taken by participants post-training.

Time: 5-10 minutes

Materials: Notepad and pens

Description:

This closing activity goes further than simply asking participants to reflect upon their "takeaways" for the day. Moreover, it delves deeper by posing 5 questions for them to ponder, which use the first letter of each question to spell "SMASH".

Ask the participants to reflect upon their learning by responding to the following questions on their notepads. As a result of the training, what will you:

- **S**tart Doing?
- **M**odify?
- **A**ct Upon?
- **S**top Doing?
- **H**elp someone with?

Alternatively, the trainer could have pre-prepared cards with the letters "**S**", "**M**", "**A**", "**S**" and "**H**" printed downwards on the left hand side of the card, leaving enough room for a response next to each letter. Once the participants have reflected on each of the items, ask them to share with others in the room. This is the "grab" part of the activity.

Debrief:

In the debrief, the trainer could ask the following:

1. Why would we want to you consider more than just "takeaways"?
2. Why would we have you consider things to **start** and **stop** doing?
3. What is the importance of considering modifications and things to help others with?

Variations:

- This activity could be done collaboratively as a small group where they discuss the five options and negotiate combined answers for each. This could then be shared verbally group by group or presented graphically via a poster.
- It could be setup as an ongoing activity with "S.M.A.S.H" posters arranged around the training room. Participants would be asked to place relevant responses to the propositions whenever they had something to add. The trainer could encourage the participants to review each of the posters as a final closer and "grab" any new ideas that they would like to implement.

S

M

A

S

H

Challenge Test

Objective: Have the participants explain content using conceptualizations.

Time: 10-15 minutes

Materials: Secret ingredient for the Challenge Test (e.g. rubber duck)

Description:

This activity pays homage to those cooking shows that require all competitors to participate in the challenge of cooking a dish using the same secret ingredient as the basis of the meal. However, rather than cooking something, this *Challenge Test* requires participants to come up with a concept based on the content of the day, using a secret ingredient. For example, if the ingredient was a rubber duck and the content was 'business planning' the participants might respond with "we have to get our ducks in a row when planning and do it in an organized and sequential way".

This activity is best completed in small groups, but could be done individually if necessary.

Debrief:

After each group has shared their response, the trainer should lead a celebration of their contribution.

Variations:

- Rather than a physical object as the secret ingredient, the trainer could provide a visual stimulus for the concept development. This variation would make it easier for online learners to contribute.
- If training trainers, you could ask them to come up with a new game using this secret ingredient. e.g. every group has to design a new training game using the rubber duck.

Take-Away Tip

Objective: Identify quick tips to take action on.

Time: 10-15 minutes

Materials: Empty, unused pizza boxes, index cards and pens

Description:

This activity requires the trainer to source and arrange empty, un-used pizza boxes around the training room as hubs to collect quick tips throughout the session. Explain to the group that there are many sound bites of content received during the session and they should use the index cards provided to record their favorites. At different intervals, the trainer should ask the participants to place their completed index cards into one of the pizza boxes.

Debrief:

At the end of the session, divide the participants into smaller groups and have them select a box to review. Once they have looked at each tip, they should share a selection of the tips with the whole group. As an extra motivation (and as appropriate), the trainer could serve actual pizza at the end of the session as part of the celebration.

Variations:

- If pizza boxes are not available, any takeaway box could be used. Although pizza boxes will be more visible in the room.
- As an alternative to the boxes, the trainer could simply ask participants to write down their favorite tips to takeaway and then share them with people from different tables.
- The "take-away" analogy could be removed and participants could be encouraged to nominate the drive thru tips; the quick bites of content they intend to act upon.

Chocolate Box

Objective: Identify why it is hard to change preferences.

Time: 5-10 minutes

Materials: Boxes of assorted chocolate

Description:

When choosing from a chocolate box, everyone has their preferred selection. Some like dark chocolate, some like soft centers and others like fruit and nut. In essence, people like what they like and it's very hard to convince them otherwise.

In this activity, the trainer asks participants to select their favorite chocolates and pair-share the reasons why. Next, they are asked to nominate their least favorite and their reasons why. Following this, the participants should discuss how these preferences affect the way they look at chocolate in general.

Finally, the trainer should ask them to consider how a bias like this may impact on their ability to take on board new content covered in the session.

Debrief:

Analogies can be made that chocolates are like learners, customers and colleagues; they all have different preferences and the more we understand them, the easier it is for us to connect with them. Similarly, the trainer could explain that there was a lot of content covered in the session and some will be easier to take away than others. However, the more we know about how it will be used, the more likely we are to digest it.

Variations:

Rather than asking participants which chocolate would they choose, ask them to consider which one is most like them or which one relates most to the content?

Cook Book

Objective: Identify participants' own recipes for success

Time: On-going

Materials: Notepads and pens

Description:

As this book has used the cookbook analogy, you could have your participants identify their own recipes for success. Provide them with a dedicated notepad at the beginning of the session and ask them to break it up into the following sessions:

- Appetizer
- Main Course
- Dessert
- Refreshments

As the session unfolds direct them to write down key ideas, steps and processes that will bring about their successful transfer to their own situations.

Prompt them to consider:

- What will give them best taster for the experience? (Appetizer)
- What will help them to dig into the content? (Main Course)
- What will allow them to put the cream on top of their performance? (Dessert)
- How will they be able to refresh the key steps back on the job? (Refreshments)

Debrief:

At different times throughout the session have the participants share their recipes for success. This should be conducted in a variety of configurations; pairs, small groups, whole groups.

Variations:

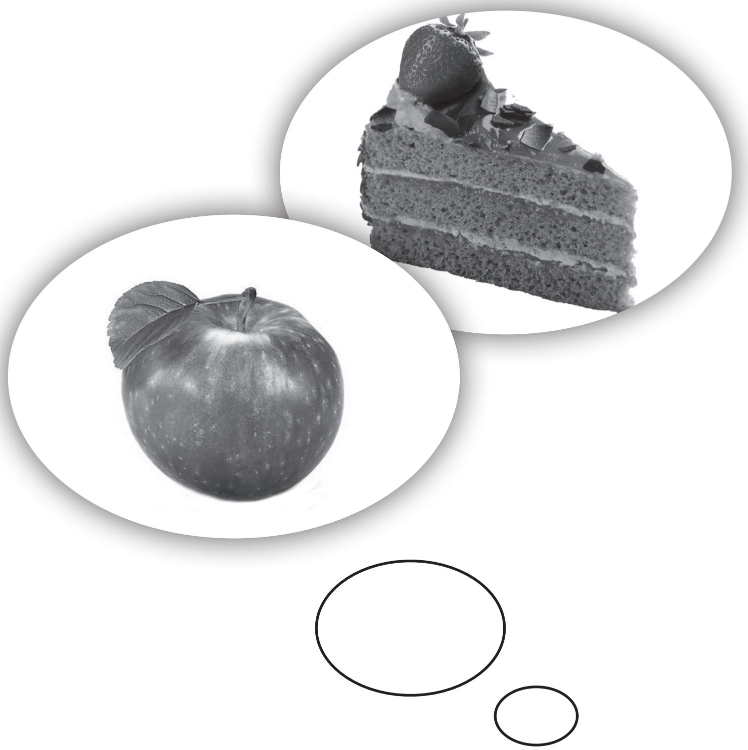
- As an extension, participants could be encouraged to take photos during the session and this could be combined into an e-book version.
- Alternatively, the trainer could provide a cook book with a lot of the key ideas, steps and processes contained inside with blank pages for additional contributions from the participants. In this way, it would act as both a resource book and a work book.

Food for Thought

In this book, there is certainly a lot to digest. I have provided a structure to support the engagement of the audience and games that will enliven the experience. In this final section, I pose some contemporary issues facing trainers and educators at large aimed at inspiring practitioners to greater success:

- Are teachers redundant?
- Mediocre is the new black
- Attitude vs technique
- Top tops for inspiring teachers/trainers

As educators we have a profound responsibility to improve and extend the capacities, capabilities and competencies of our learners. What we do matters. I urge you not to pick the low hanging fruit but to push yourselves to make every moment memorable. We all have it in us to be exceptional. Aspire to be exceptional. Our students deserve it and you will enjoy the job more. Good luck in being the master chef in your training room.



Are teachers redundant?

Yes and no. In a sense the traditional concept of "teacher" is one which has diminishing impact. The notion of what a teacher is and does is changing and being increasingly replaced and extended by the role of guide and mentor. More than "redundant", teachers are at risk of becoming irrelevant. No longer are teachers the bastions of knowledge and harbingers of a single, right way of doing things. Moreover, learners are not looking for that structured, linear style of learning either. In a Post-Google world, learners are wired to use networks and search engines to find answers quickly. If they want to know something, they will look it up immediately, rather than waiting until the teacher plans for it. And with one in two candidates owning Smart Phones, they are doing it in increasing volumes than ever before.

Textbooks, centralized-curricula, and even the educational system itself are the products of a mechanistic past. The empirical reality is we are living in an age of networked-learning and the sooner we embrace this, the quicker the transition will be to effective facilitation of learning. The fact remains that teachers are necessary in supporting and driving learning. However, rather than focusing on the function of teaching, and assuming learning will happen, it is important to focus on the mechanics of learning and the individual learning needs of participants.

When e-learning took shape over a decade ago, there was a concern that this would replace the need for teachers. However, it really it only changed the skills teachers required. Further to this, in spite of the e-learning explosion, face-to-face training has continued to flourish, largely in part to the learning generated through the connected-ness of groups. The ongoing challenge for educators will be effectively combining the connections both in and out of the learning environment.

In summary, the future will not be so focused on how much we know, but how much we are willing to grow to meet the expectations of learners and the networks with which they rely. Ultimately, success will be measured on how willing we are to adapt to these technologies and communication tools and how quickly we can seamlessly integrate them into our own training.

Mediocre is the new black

Whist I normally write about the challenges facing practitioners in the vocational education space, I thought it wise to review the student experience before they reach us and the baggage they may bring from their school experience. I think there are some critical implications for trainers, when we have a disaffected group graduating into our learning environments. I continue to be troubled by school systems globally, that are high on pursuit of excellence rhetoric, but have internal systems which actively work against teachers who perform exceptionally. Whilst we all agree that there is no greater influence on student outcomes than the quality of the teacher, it seems that great teachers are leaving the profession en masse and there is no real mechanism for retaining the talent.

Unfortunately, the fate of education is a political hot potato and the reforms necessary will take more than a single term of government to bear fruit, even the low hanging ones. At the heart of the problem is a toxic culture of negativity which manifests itself within many educational institutions combined with the lack of genuine learner-centered orientation. Even if you attract the best and brightest to the vocation, it won't take long before the poison takes effect.

We owe it to our children to be better than this. We have a profound responsibility in guiding these students' futures and setting them up to be capable and confident learners as well as productive citizens. The influence of a bad teacher can have a life-time affect and we often meet these students in our adult learning contexts. These are the ones who have not been instilled with a love of learning, have been unsuccessful in schooling in a traditional sense and lack the confidence to take the kinds of risks required to be an effective learner.

For far too long, 'good enough' has been good enough. I urge you not to accept 'mediocre as the new black', for your educational programs. Any journey worth taking is hard. But it starts with a single step. The aim of *The Trainer's Cook Book* is to encourage trainers to create well-structured, impactful learning experiences that have their base in fun, learner involvement and purposeful interaction. It is my hope that with this as the platform, we can undo some of the damage and begin to inspire our learners to realize their potential.

Success as a Learning Leader is about attitude or technique?

Techniques can be learned, but attitudes like respect, empathy and humility ultimately define success in the application. Moreover, all the technique in the world will not bring about success if it is not delivered in the right spirit. As the old adage goes "a champion team will beat a team of champions" because they are willing to combine and extend their strengths, rather than simply replying upon their individual talents.

In our game, we want people to be engaged and to get a sense that they can do this too, as opposed to being in awe of a presenter and feeling that they can "never do that"! Presenters don't need to have a flawless technique and it's often their quirks and individuality which makes for a more authentic experience. Further to this, having a sense of vulnerability makes them real to an audience and this can help to connect and build rapport with participants.

We have all probably experienced presentations that were delivered by people who were technically good, but it all lacked a bit of soul or others where the presenter made us feel like they were doing us a favour just being there. Attitude therefore becomes the x-factor that transforms presenters and subject matter experts into genuine leaders of learning.

It is important to remember that attitude is carried around with us like a pair of glasses and it helps to tint our perception of the world. If you view the audience as being difficult and unwilling to learn, that is what they will become. However, if you look at each group as a unique opportunity to grow and you turn up committed to creating the best learning experience for them you can, results will improve and you will enjoy what you do more.

The truth is, both technique and attitude play a healthy role in achieving success as Learning Leader. The challenge is to build technique like a pro, but adopt an attitude of a new-starter and find the balance of patience and timing during delivery with the enthusiasm and passion for subject. Next time you go out there make sure you are doing it with 20/20 vision and not the rose-colored glasses.

Top tips for inspiring teachers/trainers

Stretch them professionally

Your trainers and assessors may not always put their hands up for additional professional development, but it is important to keep them actively engaged in their profession. This can include involving them in conference proposals, article submissions, learning event development or even collaborating on a resource.

Honor their experience

Often in our training departments we find combined experience adding up to hundreds of years but career progression within organizations can be limited. Solve this dilemma by taking the time to recognize their contribution and honor their experience - this will help them feel valued and motivate them to continue to work at their best performance. Recognition can be as simple as their job title (i.e. Senior Training Consultant or Lead Assessor), in public displays of years served or an honor board listing key milestones.

Role model best practice

Great leaders are not defined by what they do, but how they do it. Inspiration can be found when we practice what we preach and are prepared to do the same work that we ask of our teams. Standing side-by-side with them in the trenches builds respect, but also helps the team to understand the expectations of the business and gives them an understanding of what good practice looks like.

Give them ownership, but allow them to make mistakes

It is well documented that risk-taking is an important part of learning. However, if we create clinical environments where no one is prepared to try something new, organizations will stagnate. The key is to give ownership of projects with latitude for them to provide their own ideas, while being available to provide guidance, mentoring and supporting them when things don't go according to plan. This, in the truest sense, becomes a "miss-take", rather than a mistake and learning and growth can come of it. This approach, which shares the fame and the blame, creates a collegial atmosphere where great ideas and achievement can thrive.

Food for Real

I remember a day some 15 years ago when I attended training as a participant and at the morning break the organizers brought out a tray with a un-opened packet of cookies. There was the awkward moment when the other participants and I stared at each other trying to work out who was going to open the packet first. Particularly when we realized it was a packet of 12 and there were fifteen of us.

Now I like cookies, but so much more could have been done to make these look more appealing and inviting. The effort in the presentation of these was lackluster at best and spoke volumes about the care and concern for the participants.

Whilst I was there for the training, this simple act of carelessness left me with a negative feeling about the whole event. Sometimes the smallest things make the biggest difference. Imagine if they had taken the same packet and placed the cookies individually on a serving plate and added some raspberries, strawberries and grapes as a garnish. The increased cost would be minimal, but the students would now know that they cared.

I set regular challenges for my learning leaders when preparing snacks and refreshments. We want to surprise and delight our participants in the entire experience, not just during the training. On the following page are some examples of their efforts to give you inspiration. You don't have to be a professional caterer to display food in a visually appealing manner. Just consider these three things:

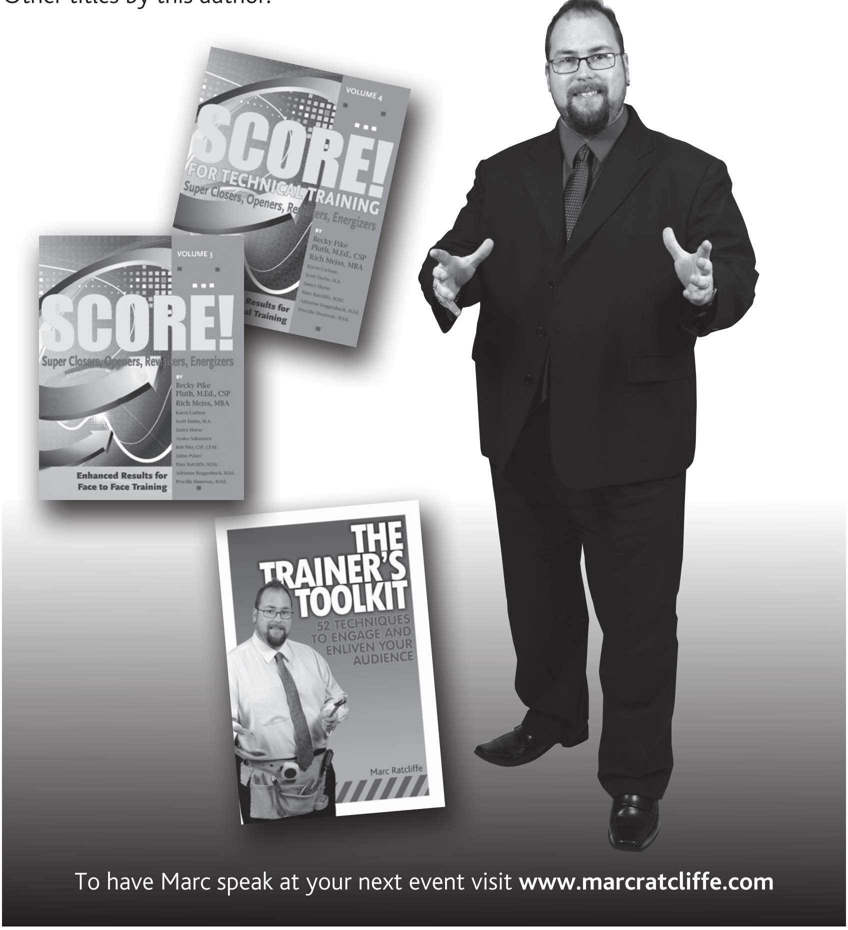
1. Variety
2. Placement
3. Color

And have some fun with it!

About the Author

Marc is the CEO and Founder of MRWED Training and Assessment, a private Australian registered training organisation, specializing in trainer training. He has been involved in workplace and vocational education since 1992 and has delivered training to thousands of students in areas as diverse as business management, health and safety, marketing, team building and training and development. This experience includes conducting over 300 courses in "trainer training" in the last 15 years. Marc won a personal accolade in 2009, by being named as one of the US Training Magazine's top 10 young trainers for the year. He was also awarded a "Strategic Leadership Award" by the HRD World Congress in 2012 and in 2013 was named as AITD's NT/QLD's Learning and Development Professional of the Year. Marc is also one of only four people in Australia certified to conduct Bob Pike's Train-the-Trainer Boot Camp, the world's most respected train-the-trainer program.

Other titles by this author:



NOTES

THE TRAINER'S *Cook* BOOK

In this publication, from trainer training expert Marc Ratclffe, it 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, ***The Trainer's Cook Book*** provides you with dozens of 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. There are also variations provided for those working in an online environment.
So dig into the ***The Trainer's Cook Book***.

Bon appétit!

$29.95 AUD (INCLUDING GST)
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