



Train the Trainer



Trainer: *Panayiotis Proestos*
Psychologist - Psychotherapist





Please **switch off** your phone devices



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Ice breakers



Proponents of icebreakers

- reinforce the content and goal accomplishment of a team building or training session
- use these activities to introduce the content of the training session
- help session attendees know and appreciate each other
- Practical learning

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Ice breakers

Examples of these kinds of facilitation exercises include:

- **The Little Known Fact** - Participants are asked to share their name, department or role in the organization, length of service, and one "little-known fact" about themselves. This "little-known fact" becomes a humanizing element for future interactions.
- **Interviews** - Participants are paired up and spend 5 minutes interviewing each other. The group reconvenes and the interviewer introduces the interviewee to the group.
- Any game.

Opening & Objectives

Opening of a training session

- This is most important and crucial step for rapport building. This session can decide the fate of a training program itself.
- Trainer should clearly communicate about
 - Objective of the training.
 - Why this program is being conducted.
 - How this program will benefit the participants/organization.
- He should brief about the outline of training program – topics, breaks, timing etc.

In this way, participants will be more receptive to learning before they can actually start to learn.

Our Objectives

- What does it mean to be a trainer?
- The importance of trainer's self-care
- Rapport with a group
- Inducing learning state in a group
- The Art of Make-Belief – Trainer's supportive and limiting beliefs
- Handling "difficult students"
- The art of public speaking
- Different roles of the trainer





Qualities of a Trainer

- A Deep Knowledge of the subject...
- The Ability to Measure and Assess Training Needs. ...
- Strong Communication and Interpersonal skills. ...
- A Passion for Continuous Learning. ...
- Innovative Thinking. ...
- Embrace Efficiency



Delivering a presentation





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General factors

- Over confidence – making presentation without proper understanding of the audience and the theme – Not making adequate preparation.
- Mismatch/unclear of training requirements.
- Monotony - Reading the slides in the PowerPoint.
- Not connecting with the audience.
- Exceeding the time allotted.



Situational Factors

- Size of the group
- Levels of knowledge / background
- Support / opposition
- Lighting, heating & ventilation
- Seating and equipment
- Disturbances & noise



Delivering the presentation (On stage presentation)

Speaking : Any idea or message said in an inappropriate tone can lead to confusion and leave the audience unmoved.

Body Language: Next, is your body language. People react more positively when an idea is delivered combined with good body language. Poor body language can convey mixed messages and turn off an audience



Delivering the presentation (On stage presentation)

- Your appearance should be neat and acceptable to create the best first impression.
- Start your presentation calmly without fear and with confidence. If you have stage fright, before starting your presentation, take a deep breath.
- Say It with Body Language - You may not realize it, but body language has a huge impact on your voice quality and the impression you make over the audience.
- Smile. Not only participants see it, but they hear it also.





Delivering the presentation (On stage presentation)

- **Keep eye contact with them.**
- Engage the audience in conversation and involve them.
- Keep revolving your eyes and observe audience reaction.
- Ensure that your contents relate to the audience; Give only what they can consume; Do not showcase your knowledge and expertise.
- Deliver your presentation systematically; **do not read the PowerPoint presentation robotically.**



Delivering the presentation (On stage presentation)

- Usage of anecdotes, stories, humor is important.
- Confine to the allotted time and do not exceed
- Handle your Q & A Session gracefully; If you do not know an answer, accept this and promise to provide separately.
- Get the honest feedback from your friends and from others for future improvement.
- Thank the audience.





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Mind Map





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Expected from a trainer

The **training** and development of employees is crucial to any organisation's performance. ... **Training** employees is a challenging job though, and whether you're an independent **trainer** or employed with a corporation, **trainers** and **training** managers are **expected** to have a ton of qualities for the **training** to be a success





Self-care to maintain a healthy relationship with yourself



- Identify what activities help you feel your best.
- Put it on your calendar — in ink!
- Sneak in self-care where you can.
- Take care of yourself physically.
- Check in with yourself regularly
- Surround yourself with great people.
- Consider the quality of self-care

If you can't take care of yourself, you can't take care of anybody else



With a good training

We gain at work, at home & in the society

- **At Work** : Job becomes more interesting, meaningful and rewarding
- **At Home** : Family life becomes fuller, richer and happier
- **Socially** Life takes new dimensions, one looks for new challenges





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Monologue vs Dialogue

- Public Speaking is a complicated and intricate process, main purpose of which is to inform, teach, entertain or convince an audience to take actions. -----)) more often than not, an audience doesn't perceive the information.

➤ *Inefficient presentation management and inability to structure a speech correctly and relate to an audience, lead to a poor delivery!*

Monologue vs Dialogue



- An internal dialogue is a form of internalized, self-directed dialogue: talking to oneself in silence
- Interior monologues are linked with the process of assessment of surroundings and comparison of listener's and speaker's standpoints-----active thinking and problem solving.
- if the speaker tries to relate to the audience emotionally, he will hold an audience spellbound. Together with him the audience thinks, gains new experience, comes to the conclusion and takes an action

Use of imagination!!!!



Monologue vs Dialogue



- Be clear on the facts, processes and messages
- Include the senses (sight, hearing, taste, smell and touch)
- necessary to keep a conclusion in mind
- Avoid delivery flaws (too emotional or too nervous)
- basic tone of a speech has to be emotional, relatable and good natured

While describing a problem and searching for a solution we have an internal monologue aloud ----- listeners begin to seek answers, to think, to solve problems with the speaker.



Techniques & Aids for Training



- Speech, Lecture or General talk
- Case study, discussions, group assignments
- Role play, small acts
- Demonstrations
- Audio Visuals – Projector
- Blackboard, white board, flipchart
- Questionnaires
- Experiments





Games

Making Training Fun

Some General Rules for Using Games:

- Understand what a training game is
- Understand that games are metaphors
- Facilitate what happens in the game, not what you want to happen
- Allow the game to work
- Have fun
- Draw out experiences
- Ask questions
- Honor the experience in the room
- Avoid making participants feel wrong
- Use clear verbal and written instructions and demonstrate as needed.





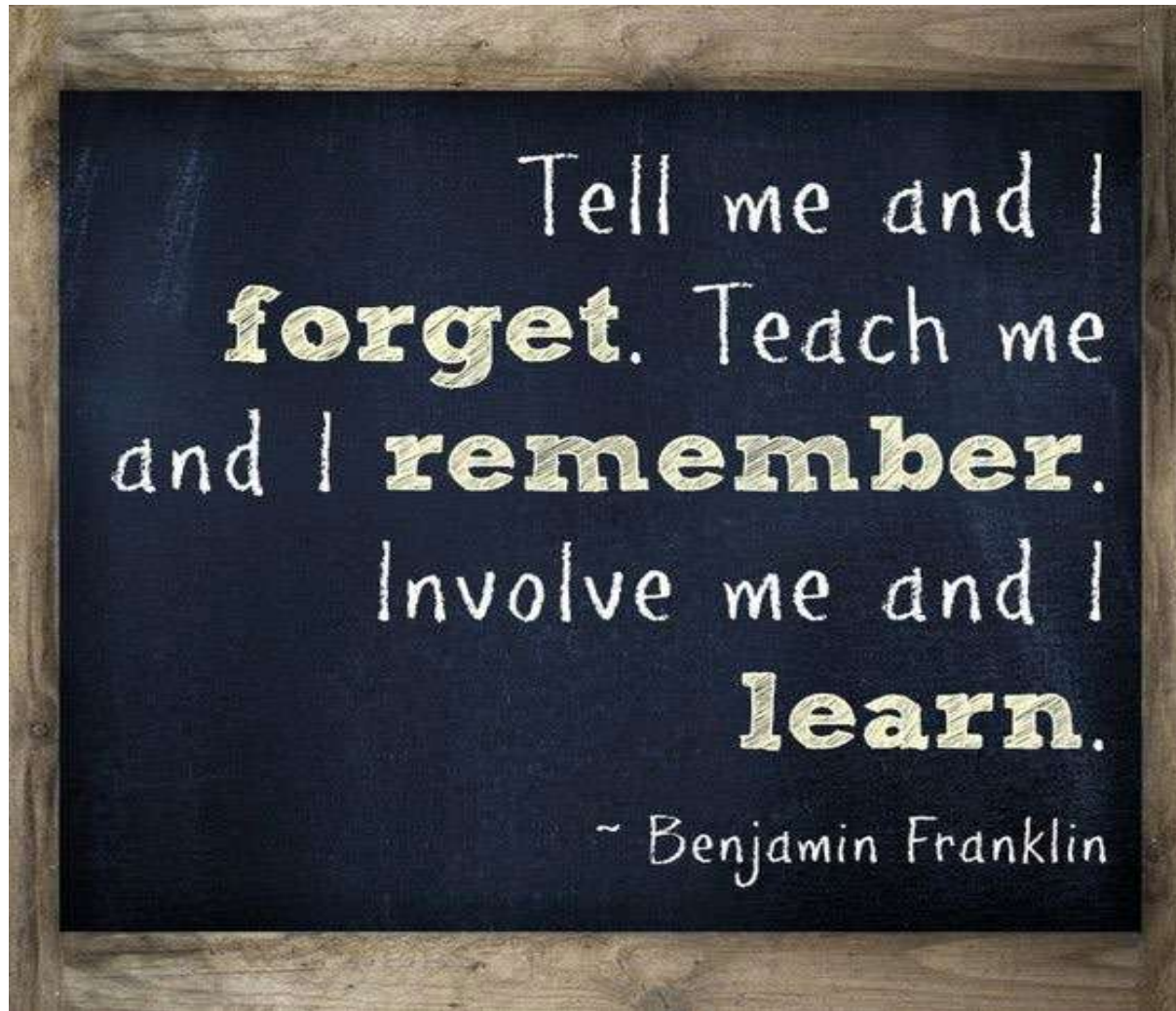
Story telling - Narration



- Captivate your audience by providing the details and nuances that bring your **story** to life. Consider yourself the author of a piece of non-fiction. As you put your **story** into words, you must give life and meaning to the characters and surroundings.

1. Set The Scene.
2. The first thing to do as you begin to tell your story is set up the narrative situation. ...
3. Build Towards The Action
4. Once you have set the scene, you begin to tell your audience what happened.
5. Hit Your Climax. ...
6. Make Everything Connect





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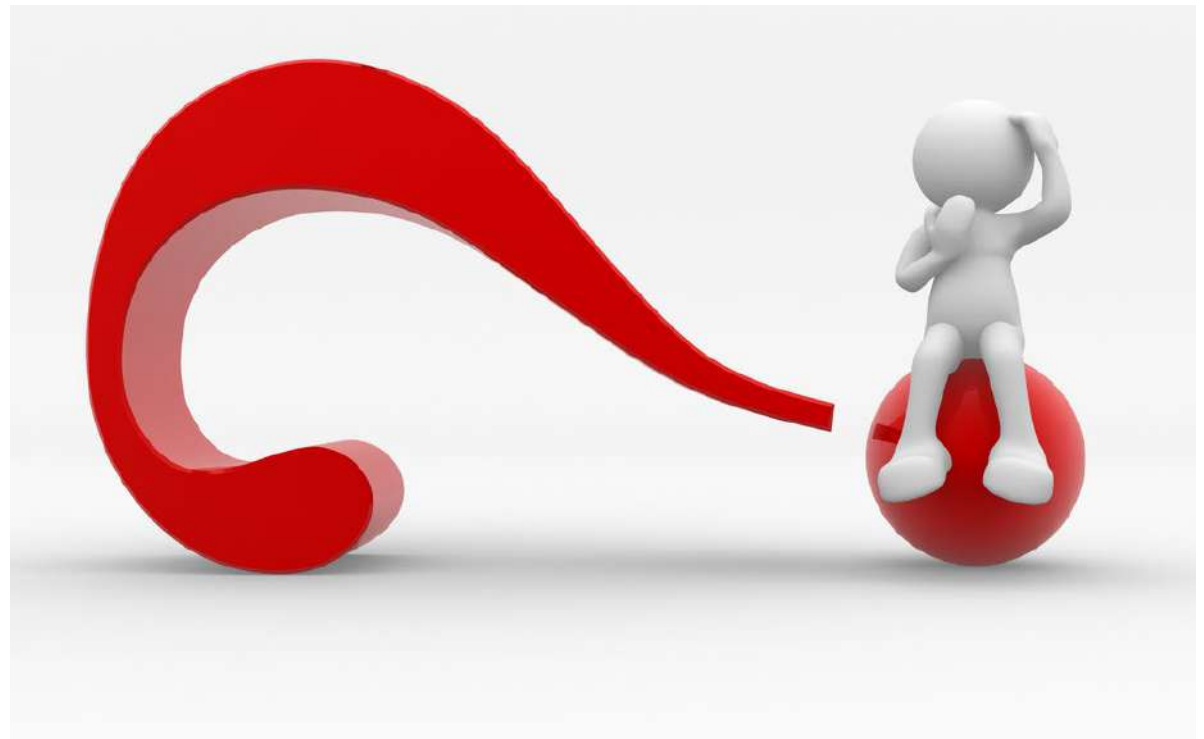
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Answering Questions

The way you answer questions heavily influences the Participants:

- Use appropriate honesty
- Provide support
- Be clear
- Be open to challenge
- Use participant knowledge



What Do You Do If You Don't Know the Answer?

- Admit that you do not know the answer, and tell them you will find out

If it is a NOW question, you can:

- Redirect it to someone else in the class
- Ask your Support Person/Facilitator to research it as you continue with the class
- Write the question on a flip chart and call a knowledgeable resource during a break





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https://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution

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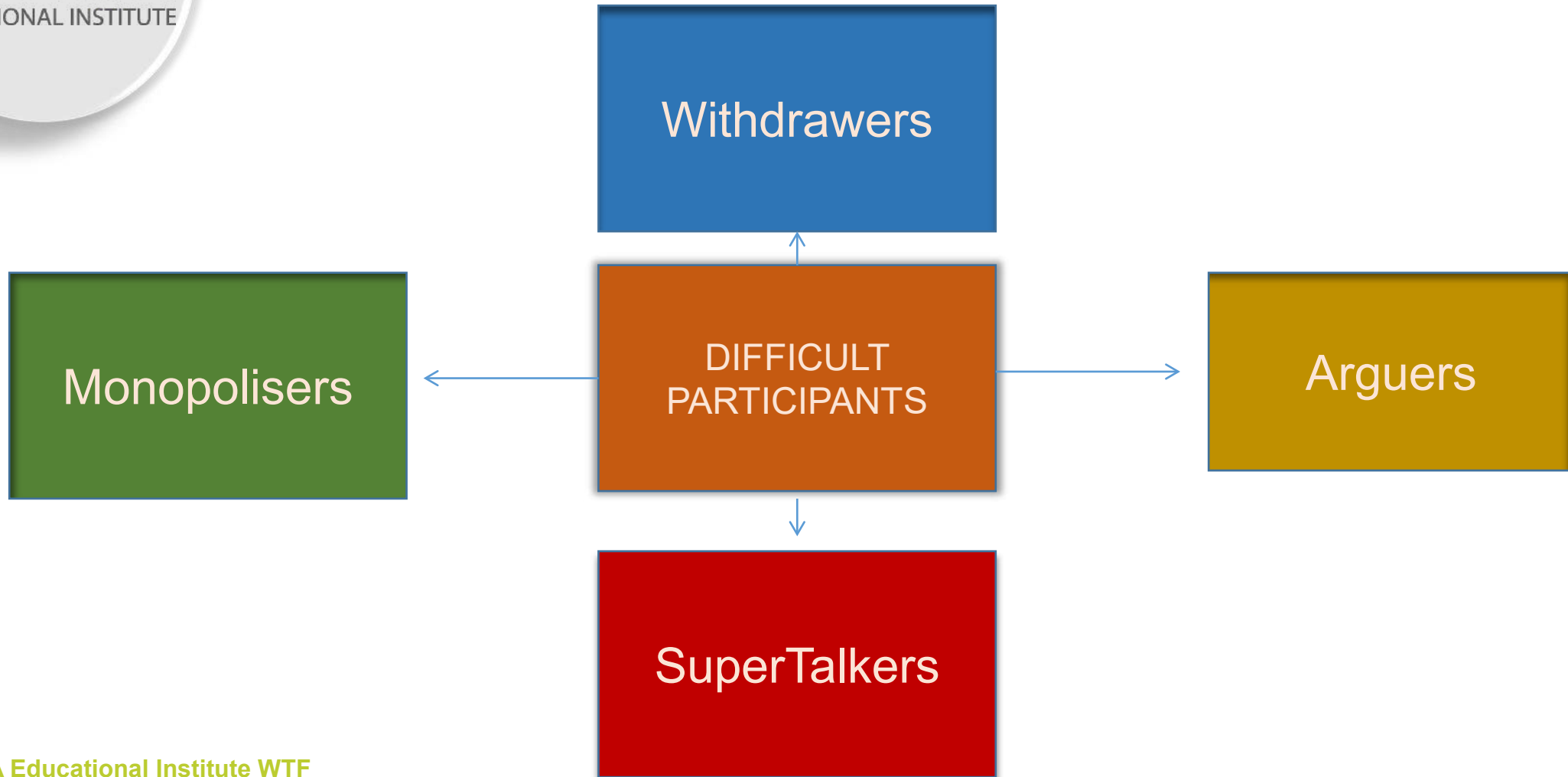
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Categories of Difficult Participants



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Withdrawers

- *They appear quiet and withdrawn They may be bored or shy. You need to get them involved.*
- Move closer to the person
- Maintain more eye contact with him/her
- Use his/her name in an example
- Pair the person with a supertalker or active participant



Arguers

Arguers like to prove that they know more than the trainer. They are uncooperative, difficult or domineering

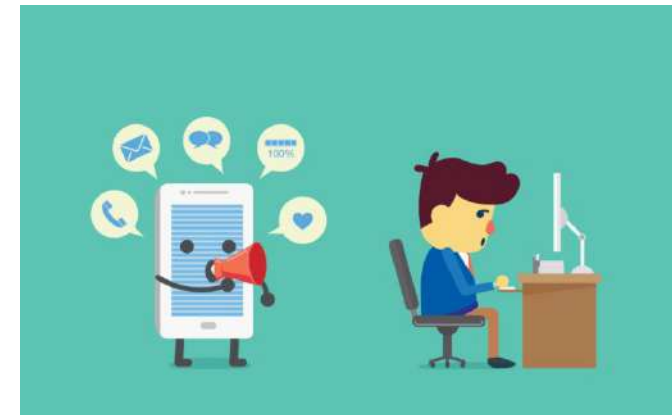
- Break eye contact
- Avoid arguing
- Meet with the person at a break



Supertalkers

Supertalkers engage in side conversations, or monopolize the trainer's time. This is distracting to other class members.

- Move closer to the person and continue the lecture from that point
- Use the person's name in an example
- Separate supertalkers pair them with withdrawers
- Ask a direct question



Monopolizers



Monopolisers constantly try to provide all of the answers. They need to give others an opportunity to participate in the discussion

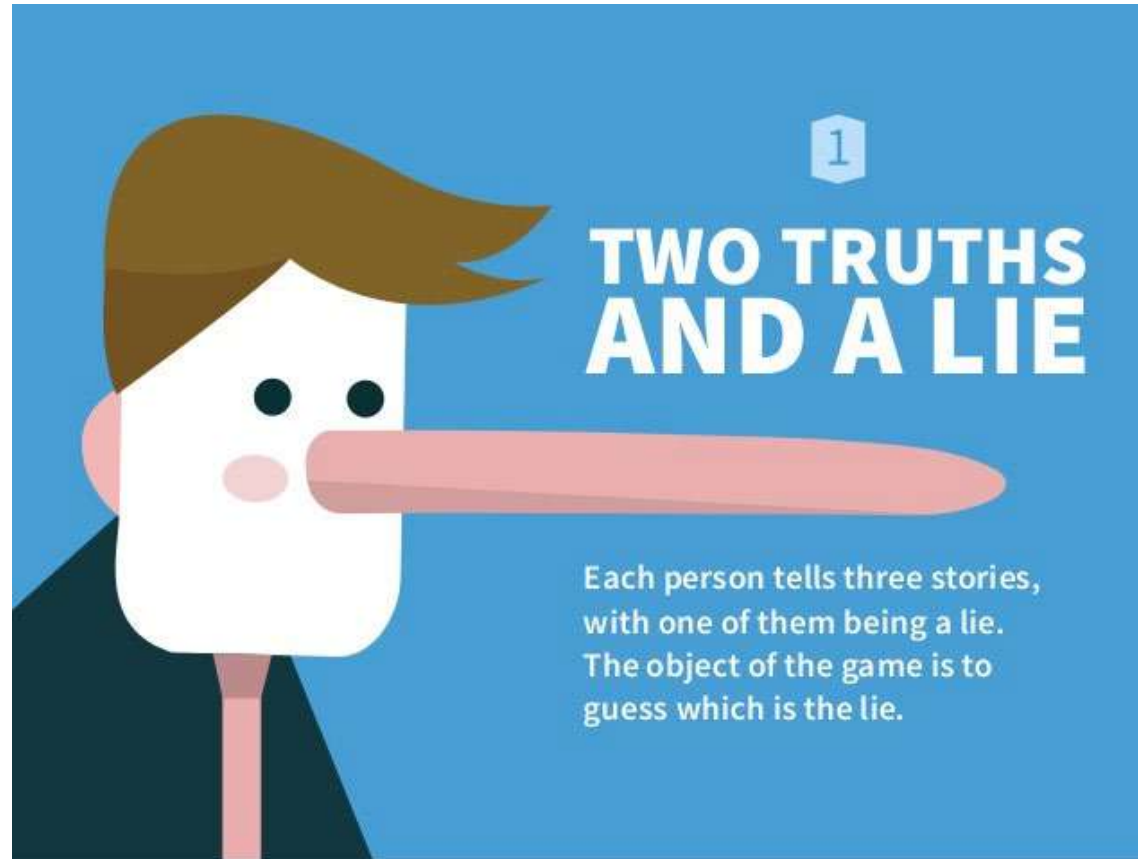
- Break eye contact with the Participant so that you do not appear to be encouraging the person to answer.
- Say "Those are good points. Who else has a question or comment?"
- Ask other Participants direct questions in order to involve them in the discussion.



Building rapport

- Learn to call your **students** by name.
- Learn something about your **students'** interests, hobbies, and aspirations.
- Create and use personally relevant class examples.
- Arrive to class early and stay late -- and chat with your **students**.
- Have a sense of humour and have fun with students!





Body Language Factors of which to be Aware



- Smile! Show the students you are happy to be there and to see them.
- Move around the classroom – as students get used to your presence, they will feel less intimidated by you and will be more likely to interact with you voluntarily
- Make eye contact – this shows a sense openness, honesty and caring
- Gestures – using lively and animated gestures demonstrates friendliness and that the teacher is involved in the material. It also helps keep the students alert and shows that the teacher isn't afraid to make fun of his or herself sometime
- Be aware of student discomfort – certain students will feel really uncomfortable with teacher proximity or excessive eye contact. Get to know who these students are so they can be given the space they require in order to feel safe and respected.



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Developing Trust

- Discuss trust with your students, its limits and its benefits. Having this discussion shows that the students are valued and respected enough to make their own decisions.
- Laugh at your own mistakes! This shows that students can do the same, Give the students responsibility. This shows you trust them and value them as young, responsible adults.
- Talk about your own interests, showing the students that you are a person and want to share who you are with them.
- Discuss with the students *why* they are receiving certain assignments. Let them be part of their educational direction and show them that all assignments have a purpose; they can then learn to trust you as a teacher, that you aren't assigning information randomly



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Using humour in the classroom

- Jokes and amusing behaviours are great as long as they are within reason. Keep in mind what tone of voice is used so as not to give a mixed message to the students.
- Use of sarcasm should depend on the classroom and what relationship the teacher has with the class; the teacher should know whether the students are going to understand it or whether it will cause resentments and problems later on down the line.





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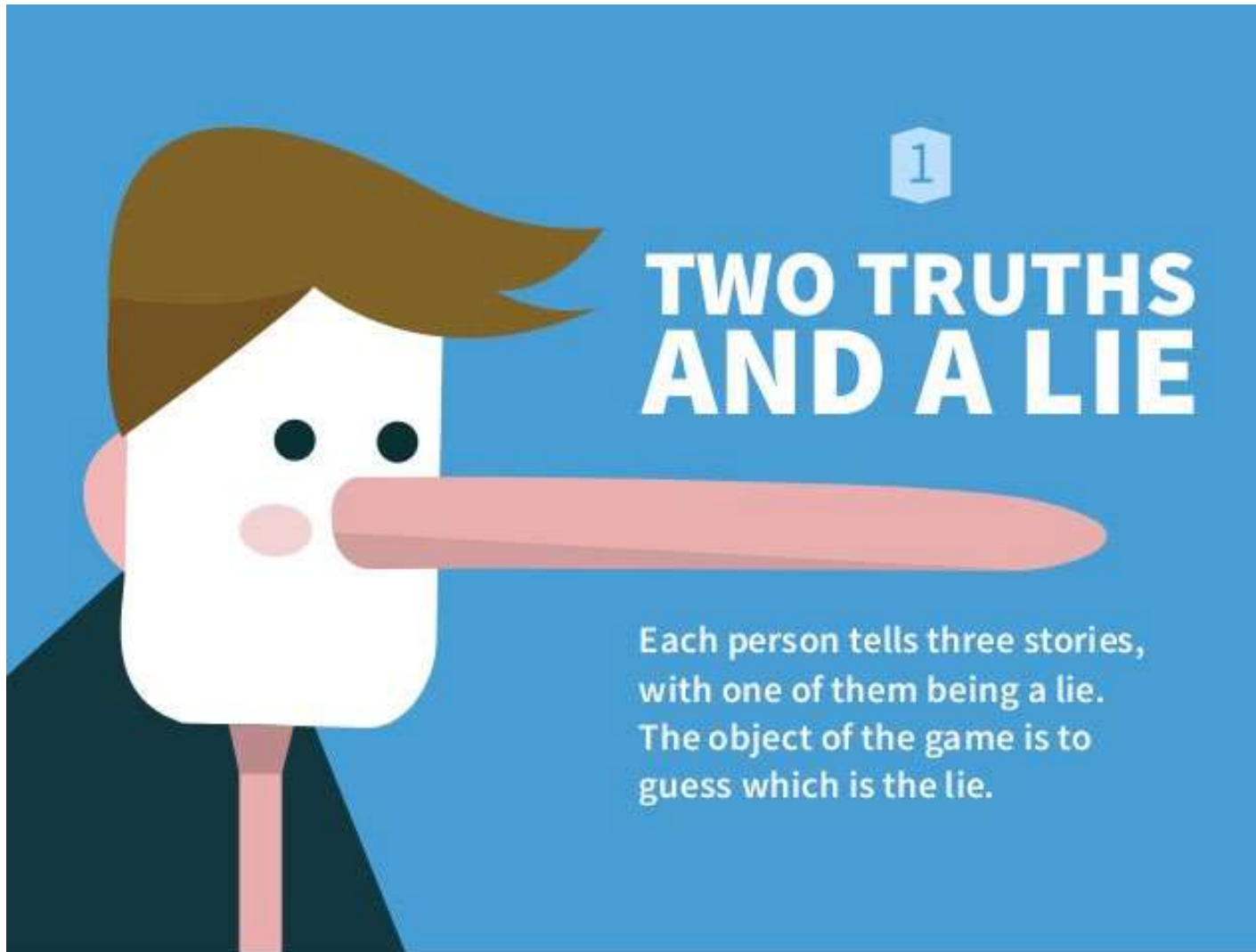


Building rapport

Rapport is a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well.

- Learn to call your **trainees** by name.
- Learn something about your **trainees** interests, hobbies, and aspirations.
- Create and use personally relevant class examples.
- Arrive to class early and stay late -- and chat with your **trainees**.
- Have a sense of humour and have fun with trainees!





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The Art of Make-Belief – Trainer's supportive and limiting beliefs



Your subconscious mind might be blocking you from not only your treatment efforts but also your healing ability through those limiting beliefs. One reason this happens is because, at some level, you actually have an inner conflict about healing.

- the most important thing to remember is not to judge yourself for them
- Early childhood experiences are the first way we get ideas or beliefs about life and ourselves.





The Art of Make-Belief – Trainer's supportive and limiting beliefs



Limiting beliefs work like this:

- **1.** They create a tainted lens through which we start to see our lives and ourselves, skewing our perceptions.
- **2.** This lens keeps us stuck in [life-limiting thoughts](#) and patterns.
- **3.** Believing these limits, we continue to live within the confines of them, further fulfilling that limiting belief, which helps create our reality.
- **4.** The limiting beliefs then create a pattern of self-sabotage.

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Healing

Trust The Power of the Mind & Your Beliefs

Determine What's Behind Your Beliefs

- Safety (It's unsafe to heal)
- Willingness (I'm unwilling to heal)
- Deserving (I'm undeserving of healing)
- Readiness (I'm not ready to heal)
- Ability (I'm unable to heal)
- Wanting (I don't want to heal)

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Healing



- Why could part of me believe I need this illness/injury/situation/challenge?
- + If I give this up, who won't be punished anymore that I think should be?
- + Who would it hurt if I got over this issue?
- + Do I feel more powerful in some ways with this problem?
- + Does letting go of this mean I am forgetting something, or forgiving someone?
- + What would I lose without this "story"? What is the downside?
- + What do I think I have to do to make this situation go away? Is there a downside to that?

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Clearing Limiting Beliefs



- **Acknowledgment.** Are you seeing a pattern here? We need to acknowledge that we have this limiting belief and that it's not working for us anymore. Sometimes we need to acknowledge the origin of this belief—whether it be a specific event in our lives, something someone said to us, or another source.
- **Trust.** Talk to your subconscious mind like a trusted, compassionate, kind companion. We need the subconscious mind to feel safe enough to relax and accept these directions to change limiting beliefs.
- **Replacement.** Find a new or empowering belief you want to install or replace for the subconscious mind to use instead. We want to offer it another, more fulfilling option instead of leaving it void





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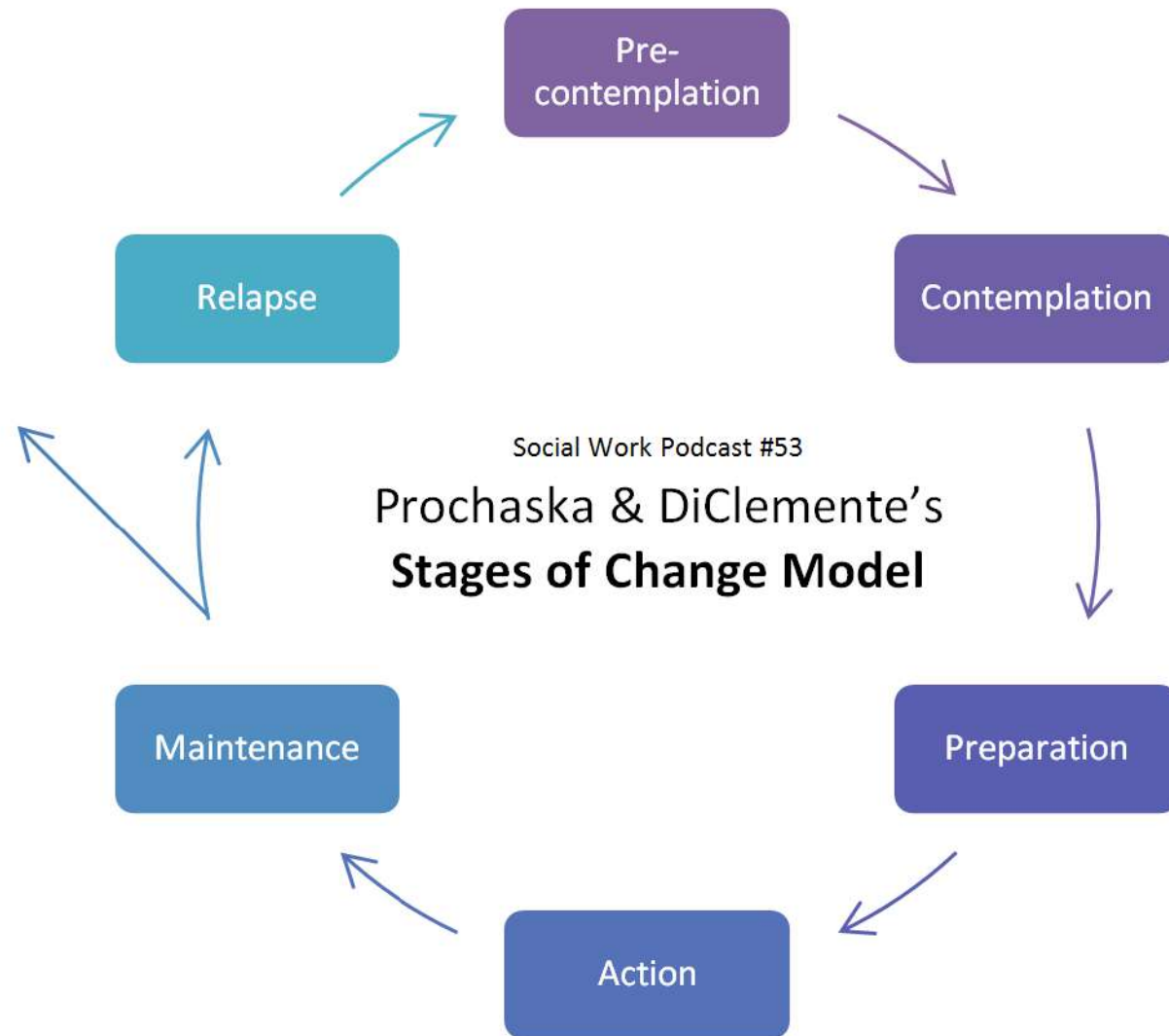
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Ways to Figure Out What You're Good At

- ✓ **What Skills Have Helped You Thrive?**
- ✓ **What Makes You Feel Strong?**
- ✓ **What Made You Stand Out as a Child**
- ✓ **What Compliments Do You Tend to Ignore**
- ✓ **What do you routinely do for family, friends, and acquaintances because over time you have realized that you do these things with ease while others may struggle?**



Write it down!!!

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Group your skills

- 1) Skills I love doing
- 2) Skills I get paid the most for
- 3) Skills I want to improve
- 4) Skills I haven't used in a long time





The art of public speaking

Public speaking (also **called** oratory or oration) is the process or act of performing a speech to a live audience. This type of speech is deliberately structured with three general purposes: to inform, to persuade and to entertain.



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Benefits of mastering public speaking

- Overcome Fear. Fear is the most significant cause of anxiety and nervousness when it comes to public speaking, rather than lack of skills. ...
- Improve Communication Skills. ...
- Social Connections. ...
- Enhance Your Public Speaking. ...
- Organization. ...
- Career Growth. ...
- Inspire Others





Fear of public speaking: How can I overcome it?

- Know your topic. ...
- Get organized. ...
- Practice, and then practice some more. ...
- Challenge specific worries. ...
- Visualize your success. ...
- Do some deep breathing. ...
- Focus on your material, not on your audience. ...
- Don't fear a moment of silence.



“Public speaking is the art of diluting a two-minute idea with a two-hour vocabulary.”

John F. Kennedy

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3 Types of Speeches

- Informative. Informative speaking generally centers on talking about people, events, processes, places, or things.
- Persuasive. Persuasive speaking is the type of speaking that most people engage in the most. ...
- Special Occasion.





Learn from the best



<https://www.youtube.com/watch?v=k8GvTgWtR7o>

<https://www.youtube.com/watch?v=bbz2boNSeL0>

<https://www.youtube.com/watch?v=ZK3jSXYBNak>

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