



Advanced Training and Presentation Skills

how you say it
Welcome

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Please take a few moments before the course & complete
"My Personal Learning Objectives" in your Workbook

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Pause for Thought...

"Learning is not a spectator sport but a participatory one.

Knowledge is not something a learner passively absorbs, but something a learner actively creates."

Dave Meier

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Course Aim

- To help participants to assess and develop their training skills and techniques.

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Learning Outcomes

By the end of today's course, you will be able to:

- ☑ Explore the science: What can Neuroscience tell us about effective learning, development and engagement?
- ☑ Explore the craft: What tools & techniques make the learning process effective?
- ☑ Explore the art: What can you do to help individuals and groups get the most from your sessions?
- ☑ Develop your own "Action Plan for Raising my Game"

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Before We Begin...

...

*"Minds are like parachutes –
they only function
when open."*



Thomas Dewar

...

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Thinking about Learning

- ☑ Be aware of different types of learning
- ☑ Recognise types of learning that can be used within your organisation
- ☑ Identify what makes good, effective training

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Types of Learning Experience

Formal Participating in a training course	Informal Observing a colleague you admire the way they deal with a difficult situation and reflect upon when they did
Permanent Learning to deal with anger	Disposable Learning the latest computer software
Accredited Taking an MBA or NVQ	Personal Interest Learning flower arranging/filing
Social Participating in a drama group	Individual Surfing the internet
Compulsory Undertaking health and safety training	Voluntary Choosing to go on a first aid course

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Reviewing what we know about learning, training and presentation skills

It's time for a quiz

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Kolb's Learning Cycle

```


    graph TD
      A[concrete experience] --> B[observations and reflections]
      B --> C[formation of abstract concepts and generalisations]
      C --> D[testing concepts in new situations]
      D --> A
    
```

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The 6 Universal Questions

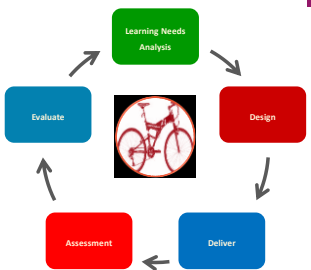


*"I have six honest serving men;
they taught me all I knew.
I call them, what and
where and
when and
how and
why and
who."*

Rudyard Kipling

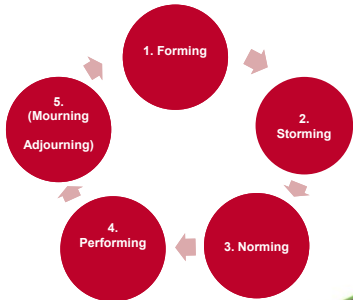
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The Training Cycle



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Stages of Group Development



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Learning Styles: NLP's Representational Systems

V • Visual
A • Auditory
K • Kinaesthetic
O • Olfactory
G • Gustatory

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Evaluation: Kilpatrick's Model

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Delivery: Training Room Layout Options

Theatre	Classroom	Cabaret
Circle of Chairs	U-shaped	Boardroom

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Assessment: Key Stages

Initial Assessment

Formative Assessment

Summative Assessment

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Facilitator Styles

TELLS	CONSULTS	INVOLVES	STEPS OUT
<ul style="list-style-type: none"> Facilitator is in charge of task and process: Chooses venue Chooses agenda Chairs & leads discussion Prescribes Gives information Manages the time 	<ul style="list-style-type: none"> Facilitator constantly consults the group on its needs Facilitates reconsideration and response to agenda issues Emphasises consideration of group's needs May share leadership with some of the group. 	<ul style="list-style-type: none"> Group chooses how it will use facilitator skills Group may rotate leadership. Decide to change agenda, timings and so on. Facilitator skill likely to feel responsible for group process 	<ul style="list-style-type: none"> Group manages itself Facilitator becomes a resource to the group Facilitator may leave the group entirely responsible for its own process and task.

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Design: Prioritising Content

Must

Should

Could

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Learning Needs Analysis

ASK about:

- **K**
- **S**
- **A**

K • Knowledge

S • Skills

A • Attitude

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A.B.C.D. of Openings and Impact

A Attention

B Benefits

C Credentials

D Direction





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Ten Worst Human Fears

10. Dogs
9. Loneliness
8. Flying
7. Death
6. Illness
5. Deep Water
4. Financial Problems
3. Insects & Bugs
2. Heights
1. Speaking to Groups



Source: The Book of Lists - David Walden/Minley (U.S.A. 1977)

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Forget W.I.I.F.M. - Focus on W.I.I.F.T.

W What's
I In
I It
F For
T Them

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Structure Presentations like the B.B.C.

B Beginning
Tell Them what you're going to tell them

B Body
Tell them

C Conclusion
Tell them What you've told them

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Bring Presentations to an effective C.L.O.S.E.

C Call to action
L Last key message
O Open up for Q&A
S Summarise
E Express thanks for listening and audience taking action

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Start with a Bang with I.N.T.R.O.

- I Interest
- N Need
- T Time
- R Relevance
- O Objectives/Outcomes





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The 6 P's of Speaking and Voice

- P Pace
- P Passion
- P Pattern
- P Pausing
- P Pitch
- P Punch





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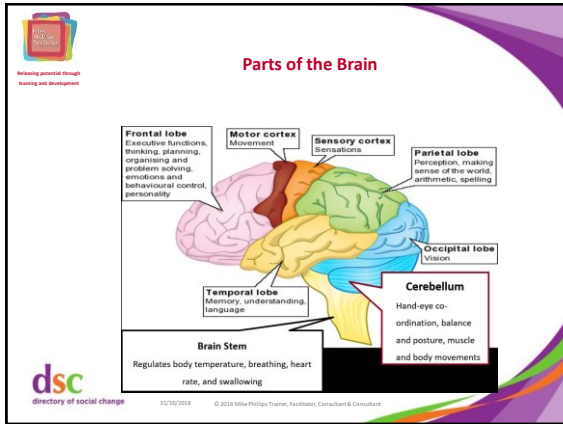
Explore The Science: The Brain - Neuroscience

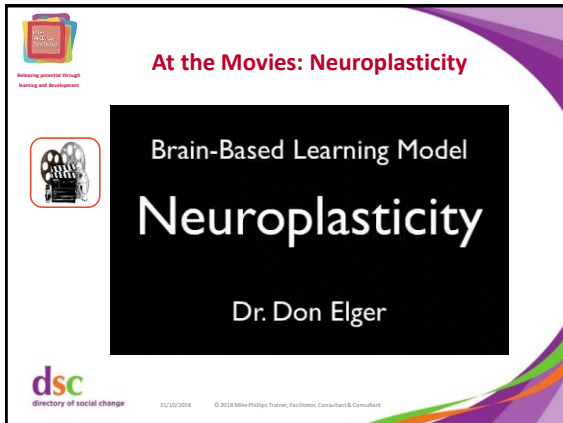
- Label the main parts of the brain
- Facts, Functions and Fallings that impact on learning.



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**At The Movies:
6 Brain-based Learning Strategies**



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Pause for Thought...



"Learning is a treasure that follows its owner everywhere."

Confucious

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Welcome Back




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Releasing potential through training and development

Stepping Through the Training Cycle

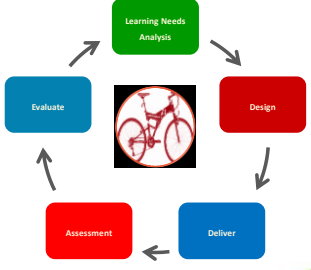


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The Training Cycle

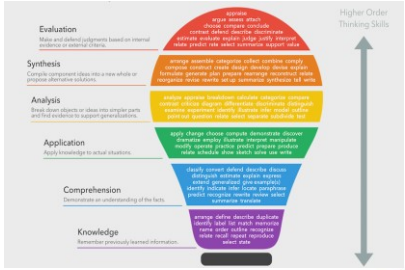


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Bloom's Taxonomy of Learning




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Understanding the Learning Brain


- ☑ Describe David Kolb's Learning Cycle Model
- ☑ Explain how the brain works and how this impacts on training design and planning

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The Learning Brain



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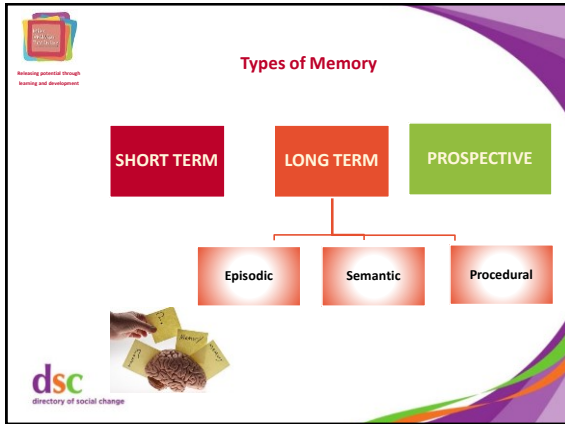
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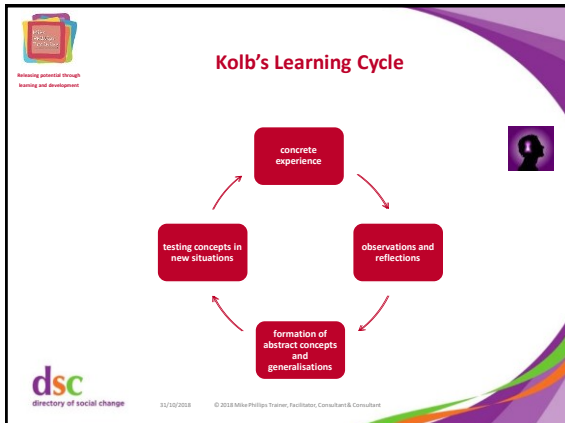
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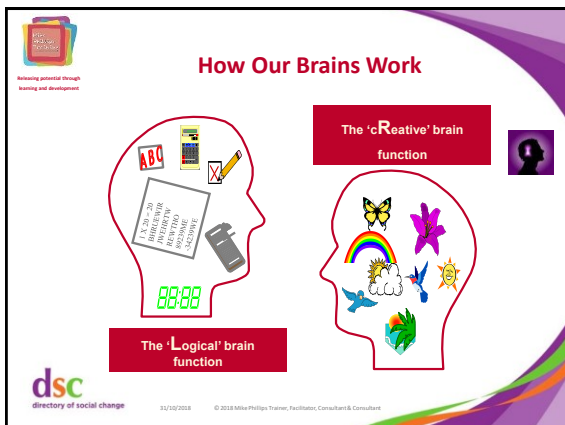
How good is your short-term memory?



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How we remember

- Association
- Emotions/Feelings
- Enthusiasm
- Outstanding
- Primacy
- Recency
- Review



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What we Remember

- Analogies
- Anecdotes
- Examples
- First Impressions
- Pictures
- Quotes
- Repetition
- Stories
- Symbols
- Visual Stimulation


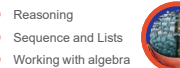


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Creating Connections

- Analysis
- Calculation
- Detail
- Evaluation
- Following a process step-by-step
- Logic
- Proof reading a document
- Realism
- Reasoning
- Sequence and Lists
- Working with algebra
- Appreciation of dimension and distance
- Colour
- Comprehension
- Daydreaming
- Emotion
- Feeling a rhythm
- Holistic
- Images and Shapes
- Imagination
- Intuition
- Recognition




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Understanding Preferred Learning and Communication Styles


- Identify and assess Learning Styles

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Preferred Learning Styles



Theorists
Reflectors
Activists
Pragmatists

Source: Honey and Mumford
"Using Your Learning Styles" 1986

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Preferred Learning Styles

	THEORIST	REFLECTOR	ACTIVIST	PRAGMATIST
Learns best by	Conceptualising how the learning fits current models and theories	Thinking carefully about how to apply new learning before acting	Testing new knowledge and skills immediately and then correcting	If new knowledge makes sense and can help him/her achieve goals
Like	Analysis and logic; being stretched; structure and clarity	Time to think, observe, take it all in first, some solitude, above all, time	Doing & experiencing; enjoy games, practical	Practical problem solving, relevance to 'real world'
Dislike	Frivolity, mindless fun, wasting time, not being able to question. Lack of structure	Being hurried into activity; no time to think, crammed timetables	Sitting around, working alone, theorising	'Airy fairy', theoretical learning that makes no reference to past or future

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Learning Styles:
NLP's Representational Systems

V • Visual

A • Auditory

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Multiple Intelligences

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Flip the Focus

- 'Crafty' ways to get attention: Get over yourself, Help them to get over themselves, Get over the challenges

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10 Principles of Adult Learning

- Adults learn better in an informal, non-threatening environment.
- Adults learn better when they want or need to learn something.
- Adults learn better when their individual learning needs and styles are met.
- Adults learn better when their previous knowledge and experience are valued and used.
- Adults learn better when there are opportunities for them to have some control over the learning content and activities.

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10 Principles of Adult Learning

- Adults learn better through active mental and physical participation in learning activities.
- Adults learn better when they have opportunities to practice or apply-successfully-what they have learned.
- Adults learn better when enough time is provided for the assimilation of new information, practice of new skills, or development of new attitudes.
- Adults learn better when there is a focus on relevant and realistic problems and the practical application of learning.
- Adults learn better when there is guidance and some measure of performance, so learners have a sense of progress toward their goals.

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Flipping Learning and Training on Its Head

Learner-centred Training

Trainer-centred Training

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Flip the Focus

Presenter Trainer-Centred

- Trainer (presenter) as 'expert,'
 - ★ Top Down: trainer gives; learner takes
- Focus on 'front of the room' throughout
- Trainer as task master, the 'authority' and decision-maker

Learner-centred

- Learners as a resource
 - ★ Learners arrive with existing attitudes, skills and knowledge
- Focus on learners:
 - ★ Creation vs consumption
- Mutual respect and reciprocity
- Learner are partners in decision-making

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Traditional versus Accelerated Learning

Traditional Learning

- Rigid
- Serious
- Single-pathed
- Process-centred
- Competitive
- Behaviouristic
- Verbal
- Controlling
- Materials-centred
- Mental (cognitive)
- Time-based

Accelerated Learning

- Flexible
- Joyful
- Multi-pathed
- Results-centred
- Collaborative
- Humanistic
- Multi-sensory
- Nurturing
- Activity-centred
- Mental/emotional/physical
- Results-based

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Accelerated Learning

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Colin Rose's Accelerated Learning Model

- Advanced communications
- Creating a fun & welcoming environment
- Connecting & clearing the decks
- Engaging the whole brain and the senses
- Learning styles & intelligences & appealing to all
- Enhanced learning methods e.g. mind-maps, mnemonics, metaphors & stories, music, posters & peripherals, toys, etc.
- Relaxation & reflection
- Activating the knowledge through practice
- Transfer and application in real world situations
- Ending with activities to "show you know"
- Discussing your achievements and taking ownership for learning

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Pause for Thought...



"Significant learning combines the logical and the intuitive, the intellect and the feelings, the concept and the experience, the idea and the meaning."

Carl Rogers

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Welcome Back



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Energisers & Icebreakers

- Add fun
- Break focus after a 'difficult' session
- Create desired atmosphere
- Establish focus
- Get a summary of expectations
- Help people feel at ease
- Help with introductions
- Highlight how people are feeling
- Motivates learners
- Raise energy (e.g. after lunch)
- Useful after breaks

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The Learning Ladder




- Unconscious competence
- Conscious competence
- Conscious incompetence
- Unconscious incompetence

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A Toolbox of Presentation, Learning and Training Methods

- ☑ Identify and discuss training methods – and potential advantages/disadvantages

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Learning Resources

- Display Objects
- Flip Chart
- Music/audio
- Peripherals
- Photos
- PowerPoint
- Props
- Puppets
- Slides
- Sound Recordings
- Themes
- Video Recordings (incl. TED, YouTube etc.)

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Effective V.I.S.U.A.L.A.I.D.S.

- V** Vibrant & varied: a mix of different styles
- I** Images, numbers and words
- S** Short and simple
- U** Uncomplicated
- A** Appropriate & relevant to learning point
- L** Let them be seen by the learners
- A** Always check the equipment is working
- I** Innovative and creative
- D** Drawings, pictures, quotes & cartoons
- S** Show logo's: your own, funders, etc.

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SAVI Approach

- S** **S**omatic or Doing: Learning by moving and doing
- A** **A**uditory: Learning by talking or Listening
- V** **V**isual: Learning by reading, observing or picturing
- I** **I**ntellect or Reflecting: Learning by problem-solving and reflecting

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Potential Uses of Music in Learning, Presentations and Training

- Audience/participant arrivals:**
 - to create calm, interest, excitement/drama and/or a warming atmosphere.
- Background music**
 - (e.g. to a presentation, during stories, demonstrations, PowerPoint presentation)
- Celebrating successes**
 - (e.g. a fanfare at the end of a quiz)
- Changing the emotional state and energy levels**
 - (e.g. break bad moods, escape negativity)

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Concert Preview and Review

- (this can be active or passive)
- During breaks**
- Focus, Concentration and attention**
- Mental imagery and visualisation**
- Opening, closing and break-time rituals**
- Postlude**
- Problem-solving/thought-showers**
- Relaxation and visualisation**

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Send-off/Exit

- Exit music to uplift spirits and promote motivation and excitement
- Songs and Raps**
 - (e.g. Learners create a song, haiku or rap to review key learning messages)
- Themes and Metaphor**
 - (e.g. a presentation around the theme of learning and being 'detectives.'
- Transitions**

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Choosing the Right Music

BRAIN STATE	BRAINWAVES RHYTHM	HEART/PULSE/BEATS PER MINUTE OF MUSIC	FEELINGS
Delta	0.5 – 3 cps	Resting rate	Deep, dreamless sleep, no outer awareness
Theta	4 – 7 cps	Resting rate	Unconscious, light sleep, deep meditation
Alpha	8-12 cps	60-80 bpm	Aware, relaxed, calm, high suggestibility and daydreaming
Beta	13 – 40 cps	80+ bpm	Normal waking, consciousness, alert, active

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Pause for Thought...






“Spoon-feeding in the long run teaches us nothing but the shape of the spoon..”

E.M. Forster

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Take Away




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Pause for Thought...

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*"Vision without Action is just dreaming.
Action without Vision just passes the time.
Vision – plus Action – can change the world"*

Joel Barker

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Thanks for your Participation

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