



Mary Ann

Mary Ann Sipos

- * Assisted Mgr. Course
- * Non-IREM Course
- * Learn Federal role in fair Housing
- * How to reduce ϕ in come to calculate payment

Steve

Steve

Lesson 1
Assignment (REM)
Lesson 2
Lesson 3

Trainer Guide

TRN801

Train the Trainer: Outstanding Facilitation



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Seminar Schedule

Day 1, Saturday December 6				
Start Time	End Time	Min	Trnr	Description
Lesson 1: Train the Trainer Introduction (80 min + Break)				
8:00 AM	8:10 AM	10	JC	Train the Trainer Classroom Component
8:10 AM	9:10 AM	60		Self-Introduction (Videotape Element 1) 1 min present + 1 min changeover = 2 x 24 = 48
9:10 AM	9:15 AM	5		Train the Trainer Ground Rules
9:15 AM	9:20 AM	5		Effective Facilitation
9:20 AM	9:30 AM	10		BREAK
Lesson 2: Instructional Theory and Content Development (30 min)				
9:30 AM	9:35 AM	5	NB	Lesson Introduction
9:35 AM	9:45 AM	10		Instructional Theory
9:45 AM	10:00 AM	15		Facilitation Principles
Lesson 3: Content Delivery- Part I (100 min + Break)				
10:00 AM	10:05 AM	5	CC	Lesson Introduction
10:05 AM	10:35 AM	30		Formulating Main Goals
10:35 AM	10:40 AM	5		Summary
10:40 AM	10:50 AM	10		BREAK
10:50 AM	11:50 AM	60		Main Goals (Videotape Element 2) 3 rooms of 8: 2 present + 2 critique + 2 changeover: 6 x 8 = 48
Lesson 4: Content Delivery- Part II (35 min + Lunch)				
11:50 AM	11:55 AM	5	JC	Lesson Introduction
11:55 AM	12:20 PM	25		Manageable Portions
12:20 PM	12:25 PM	5		Summary
12:25 PM	1:25 PM	60		LUNCH
Lesson 5: Opening and Closing (115 min + Break)				
1:25 PM	1:30 PM	5	NB	Lesson Introduction
1:30 PM	1:45 PM	15		Formulating Openings and Closings
1:45 PM	3:15 PM	90		Openings and Closings (Vidotape Element 3) 3 rooms of 8: 10 min each x 8 = 80
3:15 PM	3:20 PM	5		Summary (In Breakout Room)
3:20 PM	3:30 PM	10		BREAK
Lesson 6: Questioning Techniques (45 min)				
3:30 PM	3:40 PM	10	CC	Lesson Introduction/Demonstration
3:40 PM	3:55 PM	15		Questioning Techniques
3:55 PM	4:10 PM	15		Formulating Questions
4:10 PM	4:15 PM	5		Summary
Lesson 7: Room Setup and Audiovisual Resources (35 min + Break)				
4:15 PM	4:20 PM	5	NB	Lesson Introduction
4:20 PM	4:25 PM	5		Room Setup
4:25 PM	4:35 PM	10		Audiovisual Resources
4:35 PM	4:45 PM	10		Course and "Personal Preference" Items
4:45 PM	4:50 PM	5		Summary
4:50 PM	5:00 PM	10		BREAK
Lesson 8: Movement, Animation, and Pace (35 min)				
5:00 PM	5:05 PM	5	JC	Lesson Introduction
5:05 PM	5:20 PM	15		Movement Animation and Pace
5:20 PM	5:30 PM	10		Classroom Dynamics
5:30 PM	5:35 PM	5		Summary
Lesson 9: Critiquing and Evaluating (30 min)				
5:35 PM	5:40 PM	5	CC	Lesson Introduction
5:40 PM	5:45 PM	5		Outstanding Instruction
5:45 PM	5:55 PM	10		Assignment Review – Presentations 1 and 2
5:55 PM	6:05 PM	10		Videotape Viewing Room Protocol
6:15 PM				Cocktails/Appetizer Dinner

Day 2, Sunday December 7				
Start Time	End Time	Min	Trnr	Description
Presentation 1 (Videotape Element 4)				
8:15 AM	8:30 AM	15		Presentation 1 (Setup) 3 rooms of 8 for Set-up Instructions
8:30 AM	9:30 AM	60		Presentations 1-3 and One-on-One Review (20 min each) 3 rooms of 8: first 3 at 20 min each = 60 min
9:30 AM	9:45 AM	15		BREAK
9:45 AM	10:45 AM	60		Presentations 4-6 and One-on-One Review (20 min each) 3 rooms of 8: next 3 at 20 min each = 60 min
10:45 AM	11:00 AM	15		BREAK
11:00 AM	11:40 AM	40		Presentations 7-8 and One-on-One Review (20 min each) 3 rooms of 8: last 2 at 20 min each = 40 min
11:40 AM	11:55 AM	15		Presentation 2 (Setup)
11:55 AM	1:00 PM	65		LUNCH
Presentation 2 (Videotape Element 5)				
1:00 PM	2:00 PM	60		Presentations 1-3 and One-on-one Review (20 min each) 3 rooms of 8: first 3 at 20 min each = 60 min
2:00 PM	2:15 PM	15		BREAK
2:15 PM	3:15 PM	60		Presentations 4-6 and One-on-one Review (20 min each) 3 rooms of 8: next 3 at 20 min each = 60 min
3:15 PM	3:30 PM	15		BREAK
3:30 PM	4:10 PM	40		Presentations 7-8 and One-on-one Review (20 min each) 3 rooms of 8: last 2 at 20 min each = 40 min
4:10 PM	4:25 PM	15		BREAK
Lesson 10: Facilitating Activities (35 min)				
4:25 PM	4:30 PM	5	JC	Activity: "I am IREM"
4:30 PM	4:35 PM	5		Lesson Introduction
4:35 PM	4:50 PM	15		Conducting an Effective Activity
4:50 PM	5:00 PM	10		Assignment: Presentation 3
5:30 PM	8:30 PM	180		Coaching/Q&A Opportunity

Day 3, Monday December 8				
Start Time	End Time	Min	Trnr	Description
Presentation 3 (Videotape Element 6)				
8:15 AM	8:30 AM	15		Presentation 3 (Setup) 3 rooms of 8 for Set-up Instructions
8:30 AM	10:00 AM	90		Presentations 1-3 and One-on-one Review (30 min each) 3 rooms of 8: first 3 at 30 min each = 90 min
10:00 AM	10:20 AM	20		BREAK
10:20 AM	11:50 AM	90		Presentations 4-6 and One-on-one Review (30 min each) 3 rooms of 8: next 3 at 30 min each = 90 min
11:50 AM	12:50 PM	60		LUNCH
12:50 PM	1:50 PM	60		Presentations 7-8 and One-on-one Review (30 min each) 3 rooms of 8: last 2 at 30 min each = 60 min
1:50 PM	2:10 PM	20		Summary
2:10 PM	2:20 PM	10		BREAK
Lesson 11: Technology and Training (115 minutes)				
2:20 PM	2:25 PM	5	NB	Lesson Introduction
2:25 PM	2:55 PM	30		Audiovisual Technology
2:55 PM	3:40 PM	45		Video Use Demonstration (No Videotape) 3 rooms of 8...5 min = 40 min
3:40 PM	3:45 PM	5		Summary
3:45 PM	4:15 PM	30		Assignment: Presentation 4
4:30 PM	5:30 PM	60		Coaching/Q&A Opportunity

Day 4, Tuesday December 9				
Start Time	End Time	Min	Trnr	Description
Presentation 4 (Final Presentation: Videotape Element 7)				
8:15 AM	8:30 AM	15		Presentation 4 (Setup) 3 rooms of 8 for Set-up Instructions
8:30 AM	10:00 AM	90		Presentations 1-3 and One-on-one Review (30 min each) 3 rooms of 8: first 3 at 30 min each = 90 min
10:00 AM	10:20 AM	20		BREAK
10:20 AM	11:50 AM	90		Presentations 4-6 and One-on-one Review (30 min each) 3 rooms of 8: next 3 at 30 min each = 90 min
11:50 AM	12:10 PM	20		BREAK
12:10 PM	1:10 PM	60		Presentations 7-8 and One-on-one Review (30 min each) 3 rooms of 8: last 2 at 30 min each = 60 min
1:10 PM	2:30 PM	80		LUNCH
2:30 PM	2:50 PM	20		Summary
2:50 PM	3:00 PM	10		BREAK
Lesson 13: Wrap Up (30 minutes)				
3:00 PM	3:05 PM	5	CC Leads	Lesson Introduction
3:05 PM	3:15 PM	10	All Do	Seminar Debrief
3:15 PM	3:25 PM	10		Evaluation
3:25 PM	3:30 PM	5		Summary (Review Final Follow Up Interview Schedule)

Lesson 1: Train the Trainer Introduction

Trainer Guide

Day 1

Topics

- Train the Trainer Classroom Component
- Self-Introductions (Video)
- Ground Rules

Timing

Lesson 1: Train the Trainer Introduction (80 min + Break)				
8:00 AM	8:10 AM	10	JC	Train the Trainer Classroom Component
8:10 AM	9:10 AM	60		Self-Introduction (Videotape Element 1) 1 min present + 1 min changeover = 2 x 24 = 48
9:10 AM	9:15 AM	5		Train the Trainer Ground Rules
9:15 AM	9:20 AM	5		Effective Facilitation
9:20 AM	9:30 AM	10		BREAK

Notes

This trainer guide is organized to assist you in effectively conducting the Train the Trainer Seminar. Suggested talking points are provided throughout the material, and indicated with the term “**Script.**” Feel free to read the script exactly as-is, or modify to your individual style.

Lesson 1 jumps right in, as the classroom portion of the seminar is a continuation of learning and context setting that has already taken place. The pre-seminar webinar provided the introductory context and overview of the program, while the Outstanding Facilitation online course provided the conceptual portion of the program. **As participants were required to complete and pass Outstanding Facilitation, trainers should assume a base level of knowledge and focus primarily on application and demonstration.** Day 1 is essentially a boot camp review with a focus on the videotaped introductions and openings and closings. Stress that the presentation assignments are designed to build on one another in an attempt to “perfect” one section of material (incorporate proper techniques, delivery, content) is addressed.

Recall that some participants may be taking this for professional development and some may be instructor candidates for IREM. Regardless, a recommendation will be made: some may pass, some may be asked to repeat, some may not be recommended for further progress in the development program.

Audiovisual Method Used: Computer Projection

Trainer: Jo Anne Corbitt

Lesson Preparation:

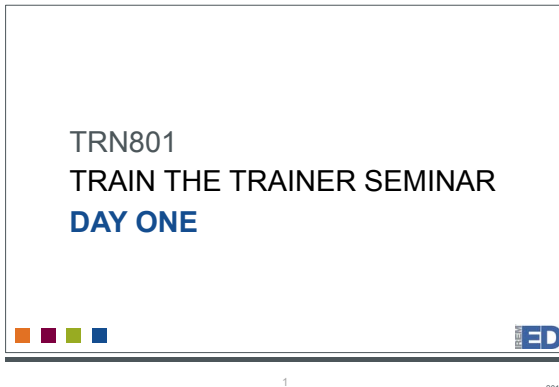
- Assign **Lesson Trainer** (*Jo Anne*) to facilitate lesson
- Assign **Introduction Trainer** (*Jo Anne*) to model self-introduction (and introduce other trainers and staff) during Videotape Element 1: Self-Introductions
- Assign **Timer Trainer** (*TBD*) to time student introductions, ensuring a quick turnaround during Videotape Element 1: Self-Introductions
- Assign **Videotape Operator** (*IREM Staff*) for Videotape Element 1: Self-Introductions
- Assign **Videotape Organizer** (*IREM Staff*) to ensure videotapes are labeled and ready for Videotape Element 1: Self-Introductions
- Determine trainer and staff office hours (*7:00 pm*)

Staff Preparation:

- Ensure that the following items are available:
 - Instructor Guides and Seminar Workbooks for each participant's course
 - Tent cards
 - Name badges
 - Flip charts & markers
 - Tape
 - Laptop
 - Laptop projector (and extra light bulb)
 - Extra laptops for video viewing
 - Video camera(s)
 - Extra flash drives/scan disks
 - Power-strip

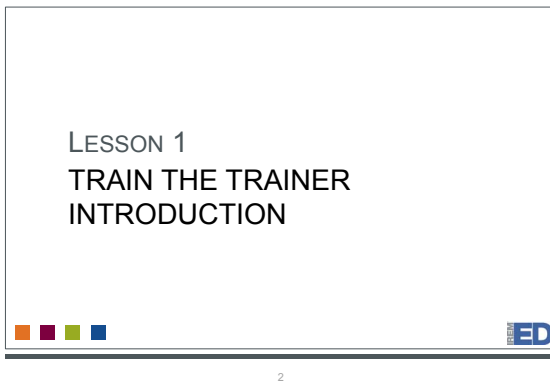
Note: Additional logistical requirements will be indicated in the staff preparation section prior to each lesson.

Train the Trainer Classroom Component



Slide 1: No animation

Note: Slide 1 is a title slide that assists staff in the electronic management of our files. Trainers can disregard—unless some kind of “count down” or “count up” to the end of the seminar is desired.



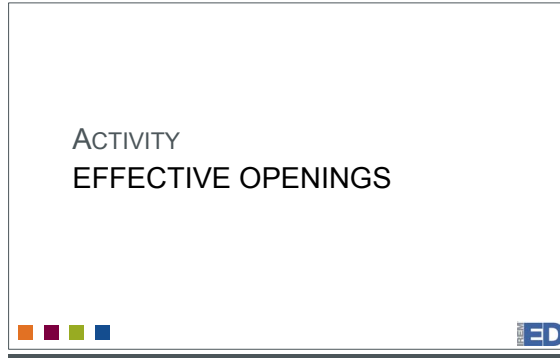
Slide 2: No animation

Note: This is the title slide for Lesson 1. Trainers should show slide during general “welcome” and introductory comments for the lesson.

Script: Welcome the participants by saying, “*Good morning and welcome. My name is _____. Along with my fellow trainer(s)_____, let me just say that it will be a pleasure spending the next 4 days together. Our plan is to jump right in and apply the concepts you’ve already learned in*

Outstanding Facilitation. We talked through what to expect in our pre-seminar webinar, so we're ready to go!"

Activity: Effective Openings (7 min)



Slide 3: No animation

Note: This is the activity slide. Trainers should demonstrate (model) the technique for conducting an effective activity as discussed in Lesson 10 (*Checklist for Conducting an Effective Activity*).

<p>Step 1: State the importance of the activity</p>	<p>Identifying criteria for effective openings will help participants recognize elements they should incorporate into their own presentations.</p> <p><i>Say, "I'd like to call a "Time Out" and discuss elements of an effective presentation opening. This will be important to think about as we prepare our lessons this week."</i></p>
<p>Step 2: Clearly explain what you want participants to do</p>	<p>Ask the participants to think about what you as the facilitator should be doing right now (when the time out is over), at the very beginning of a 4-day course.</p> <p><i>Say, "I'd like you to think about the following question, 'What exactly should an effective facilitator do in the first 2 minutes of any presentation?'"</i></p>
<p>Step 3:</p>	<p><i>"We're going to come up with a group flip chart list of the important criteria to consider when opening a presentation."</i></p>



Outstanding Facilitation

TRN800

Train the Trainer: Outstanding Facilitation



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Introduction

Using This Text

The objective of this text is to examine valuable instructional methods and provide guidelines, techniques, tools, checklists, and forms to help maximize participants' comprehension. Outstanding facilitation can be learned. Outstanding facilitators have a thorough understanding of the methods that are most effective and a willingness to adopt the techniques that will optimize participants' learning.

This text will

- Break down instruction into its essential components.
- Examine and illustrate methods that maximize learning.
- Provide guidelines, checklists, and forms for the planning, presentation, and evaluation of knowledge transfer.
- Provide and demonstrate effective facilitation techniques.

This material is designed to be applied to real life presentation situations, not studied from a distance. Make it a “living” document by adding ideas and notes to the chapters.

Overview: Adult Learning

CHARACTERISTICS OF ADULT LEARNERS

Adults learn differently than children or even college-age students. Keep this concept in mind when considering training and development options. Adults learn according to the following five principles.

- *Self-concept*: as people mature, their self-concept moves from dependence toward self-direction.
- *Experience*: as people mature, their accumulated experiences become a resource for learning.
- *Readiness to learn*: as people mature, their readiness to learn becomes oriented to the tasks associated with their personal and professional roles.
- *Orientation to learning*: as people mature, their time perspective changes from postponed application of knowledge to immediate applicability; their orientation toward learning, therefore, shifts from subject-focused to problem-focused.
- *Motivation to learn*: as people mature, their motivation to learn becomes increasingly internal rather than external.

Adults are realistic. They have lived longer and have a different perspective on life. They like to see theory applied to practical problems rather than a set of ideals. Adults also come from a wide variety of backgrounds and intelligence levels, and differences among them increase with age and mobility.

In light of this profile, adult learners:

- Bring with them a package of experiences and values, each one unique;
- Are usually self-directed;
- Have specific intentions for learning;
- Need to understand the benefits of what they are learning;
- Bring expectations about the learning process;
- Have competing interests based on the realities of their everyday lives;
- Have set patterns of learning.

IMPORTANT CONSIDERATIONS WHEN FACILITATING ADULT LEARNERS

Goals for instruction, content, and activities must be based on the unique characteristics of an adult learner.

For maximum effectiveness:

- Link content to defined goals.
- Demonstrate how instruction will help participants address the specific challenges they face professionally or personally.

The role of the facilitator is to:

- Create a climate conducive to learning.
- Use the learners' past experiences in the learning process.
- Ensure learning activities have relevance to the learner.

Effective training programs and facilitation techniques should meet the needs of adult learners. Some important adult learning principles and how training and facilitation can meet those needs are summarized below.

Adult Learning Principle	Training & Facilitation Application
<ul style="list-style-type: none"> • Adults want to focus on “real world” issues 	<ul style="list-style-type: none"> • Show how participants can transfer the learning to their jobs
<ul style="list-style-type: none"> • Adults want an emphasis placed on how the learning can be applied 	<ul style="list-style-type: none"> • Apply training to current and future tasks and needs
<ul style="list-style-type: none"> • Adult learners come with goals and expectations 	<ul style="list-style-type: none"> • Discover participants' expectations at the onset of the program and address those that will <i>not</i> be covered
<ul style="list-style-type: none"> • Some adults enjoy debates and lively exchanges of ideas 	<ul style="list-style-type: none"> • Create a safe learning environment for the exchange of ideas
<ul style="list-style-type: none"> • Adults expect that their ideas will be heard and respected 	<ul style="list-style-type: none"> • Promote a learning environment that is collaborative and where feedback is encouraged
<ul style="list-style-type: none"> • Adults desire to be resources to each other 	<ul style="list-style-type: none"> • Take the knowledge and experiences of participants into account
<ul style="list-style-type: none"> • Adults seek out a learning experience because they recognize a need for the knowledge or skill being taught 	<ul style="list-style-type: none"> • Explain the “What’s in it for me?” concept—how will the learning benefit the participant?

Chapter 1: Instructional Theory

How We Learn the Best and the Most

Introduction

The fundamental objective of this manual is to assist you in presenting information to your audiences by developing methods of communication that maximize learning. If you use these methods correctly, participants will derive the greatest possible learning benefit with the least investment of time and energy on your part as a facilitator.

Methods of facilitation that maximize learning address three key areas:

- Retaining information.
- Understanding information.
- Paying attention.

RETAINING INFORMATION

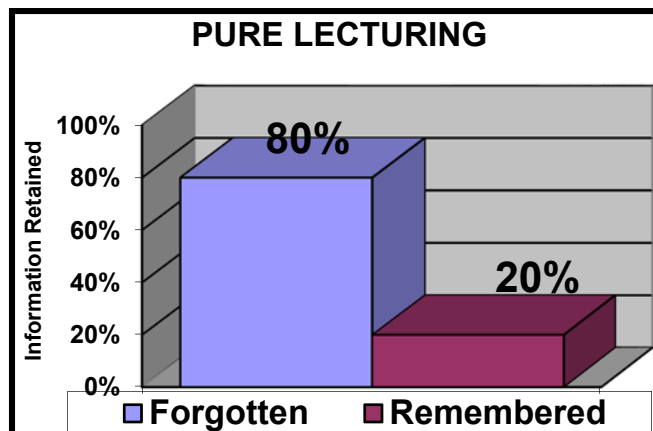
Hearing

Fact:

The average person retains only 20 percent of information presented in an uninterrupted verbal and aural form (hearing only).

Interpretation:

If you choose to present information as a lecture, eight out of every ten points will be forgotten almost immediately and never absorbed by the majority of participants. Lecture is an incredibly inefficient form of instruction.



Conclusion:

The pure lecture, a widely used method of instruction and presenting information, is the least effective instructional method.

Eighty percent of instructional time is wasted because nothing is being retained. To achieve efficient, effective instruction, you must not rely on lecture only.

Reading

Fact:

According to neuropsychological research, the average person's brain retains 25 percent of read information—even if read only one time.

Interpretation:

If the only addition to lecturing is having participants read key pieces of information one time, the effectiveness of the instruction increases by at least a quarter.

Conclusion:

You can increase retention by asking participants to read information in addition to telling them about it. You can involve participants in reading key points by using any of the following:

- Computer slides (such as PowerPoint)
- Flip charts
- Handouts
- Text passages

This one basic technique will increase the return on your investment in time as a facilitator by 25 percent.

Repetition

Fact:

The percentage of information that the average person remembers, if it is repeated just one time, is 30 percent.

Interpretation:

Every competent facilitator should state key points at least twice.

Conclusion:

Repetition is a simple technique that increases retention. Repeating information on slides, flip charts, or handouts further improves retention. The retention rate surpasses 30 percent because participants are repeating and reading the content simultaneously.

Writing

Fact:

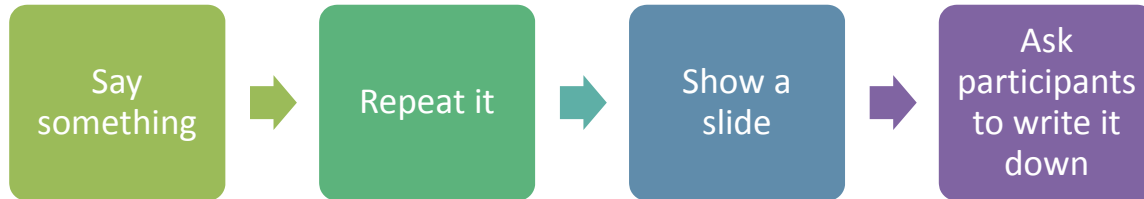
People retain 45 percent of what they write.

Interpretation:

While lecturing, periodically stopping and asking participants to write down a key point increases comprehension by 125 percent. Participants who would have only remembered two out of ten points will now retain almost half of the points—a dramatic increase.

Conclusion:

Ask participants to write down central points of instruction to dramatically increase retention. The rate of comprehension is even higher through a combination of the techniques above:

**Interactive Discussion****Fact:**

The majority of people retain at least 60 percent of information they discuss.

Interpretation:

Participants will learn three times more if a facilitator facilitates a discussion around each key point. A 300 percent increase speaks strongly for professional facilitators to develop facilitated discussion skills.

Conclusion:

This powerful statistic underscores the idea that participants need to play an active role in instruction. Interacting with participants by asking them questions about main points and discussing the information they need to retain allows them to draw conclusions related to their own experiences.

Physical Application**Fact:**

Whenever a facilitator conducts an activity, such as a workshop or a case study, the average participant's retention rate jumps to 75 percent.

Interpretation:

Telling participants how to calculate the internal rate of return on an investment would be far less effective than discussing an actual case that involves this calculation. Participants will comprehend more when they apply the information they have learned by doing a calculation themselves.

Conclusion:

You can help participants learn by providing them with opportunities to apply information in a workshop simulation of the real world.

Negotiating skills, cash flow calculations, or ethical decision making become real with examples and simulations such as the following:

- Gathering participants around a table and conducting an actual negotiation.
- Breaking into small groups and filling out cash flow forms in a case study.
- Deliberating and resolving how each person would deal with a real ethical dilemma.

Experience

Fact:

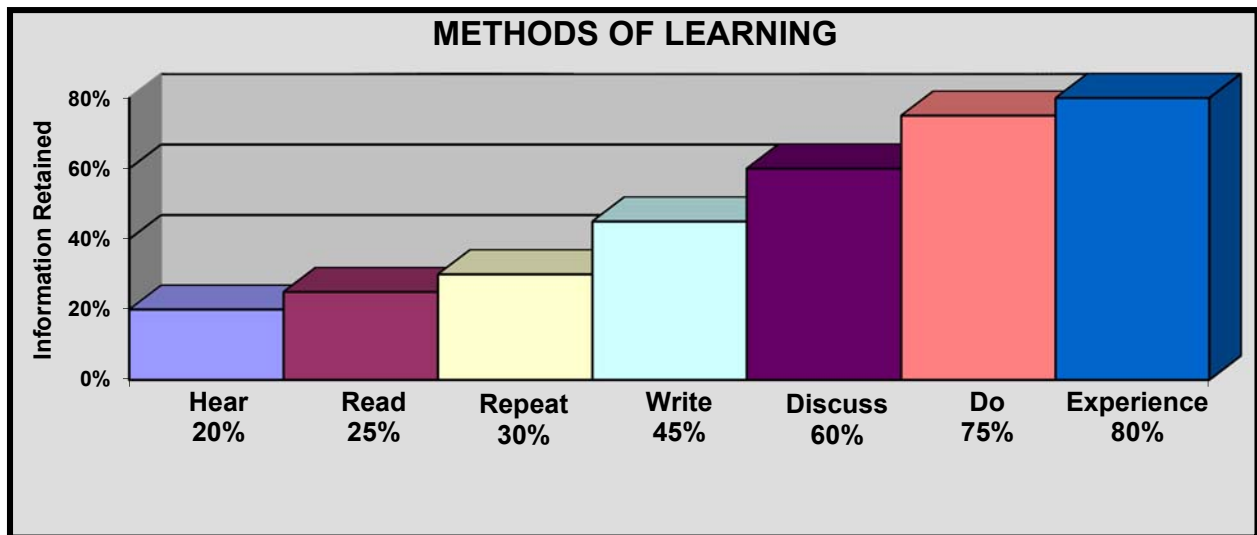
The average person retains 80 percent of what they experience.

Interpretation:

When discussing the problems of deferred maintenance on a building, have participants visit a real building with real deferred maintenance problems. Or, when discussing cap rates in property valuation, have participants research how the cap rate they are using on one of their properties was derived and decide whether it needs updating.

Conclusion:

The closer instruction is to reality, the more participants comprehend and retain material. Tell participants how they can use this knowledge in the real world by applying it to their daily life.



Retaining Information: Section Summary

The graph on the previous page illustrates how the appropriate use of facilitation techniques will vastly increase retention. Studies have shown that the majority of participants prefer an interactive learning environment over traditional lecture. Adults in particular are eager to put information and knowledge into practice. Once they have grasped the basics of a concept, most want to put the concept to use.

PAYING ATTENTION

Fact:

The attention span of the average adult is between 20 and 30 seconds.

Interpretation:

Participants will stop paying attention if you lecture to them for longer than 30 seconds. Their faces and body posture will look as if they are listening, but their minds will have taken them elsewhere. If participants are not paying attention, they are not retaining any of the content of the lesson.

Conclusion:

You must continually stimulate participants' minds. At least every 20 to 30 seconds you must change your method of facilitation to maintain attention.

Summary

The following methods maximize learning effectiveness and efficiency:

- Do more than just speak.
 - Repeat key points.
 - Ask participants to write down information.
 - Ask participants to read important points.
- Involve participants in learning.
 - Ask questions.
 - Discuss key issues.
 - Use activities, workshops, and case studies to apply knowledge and put learning into practice.
- Vary stimuli every 30 seconds to maintain attention.
- Understand the characteristics of adult learners and facilitate accordingly.

