

Eight Training Reminders.

From Sharon Bowman's Train-the-Trainer Workshop

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We know that we know. Sometimes we just need to be reminded that we know. And often the reminders are the simple things we take for granted – until the time that we forget them and need the reminders.

Here are eight teaching and training reminders for all of us whose job it is to give information to others. Of course we hope that they will remember and use the information we give them. These eight reminders will help move our learners in that direction.

REMINDER #1: Begin with the end in mind (to quote Stephen Covey). Is your training an awareness-level one or a skill-building one? What do you want your learners to be aware of or to be able to do as a result of your training? Make a list of concrete behaviors your learners will be able to perform, or observable results or changes they will make, when they return to their daily work.

REMINDER #2: Explain the “why” behind each activity your learners will participate in. The “why” creates the “buy-in” so that your learners will be more open to the activity and the new ideas that result from it.

You can also ask your learners explain the “why” so that they help create the learning process with you.

REMINDER #3: Take baby steps. If you're not used to involving your learners in training activities, begin with one activity in each training session. Stick to the same activity until you're comfortable facilitating it. Then expand your comfort level by adding a second and then a third activity over time.

REMINDER #4: Cut yourself and your training participants some slack. The purpose of any training activity is the learning that takes place. Some activities will go better than others, some will bomb and you'll pick up the pieces and go on. And some activities will be so successful that they'll become part of every training you do.



REMINDER #5: Participate with your learners in some of the activities you do, especially the activities that connect them to each other, to the topic, and to you.

REMINDER #6: Discuss the activity with your learners afterwards. It is through “processing” an activity that the deeper learning takes place. The group discussion that follows an activity is often richer than the activity itself. Allow time to process some of the more important activities.

To spark the discussion, ask questions that can't be answered with a simple yes or no. Examples are: “What did you learn about yourself? About others? About the topic? What observations did you make? What were any surprises? What can you take away from this activity? What other questions do you have?”

REMINDER #7: Begin with high-energy and end with high-energy. Your learners need to arrive and leave feeling good about being there and about what they learn and experience. The positive feelings make the learning more memorable – and your learners will leave wanting more!

REMINDER #8: Play, have a great time, learn lots, and celebrate it all!!! It's not about perfection – it's about people and the learning process. So relax and enjoy the process - right along with your learners!

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Author and traveling teacher Sharon Bowman helps educators and business people “teach it quick and make it stick,” - fine-tuning their information-delivery skills and turning their passive listeners into active learners.

Sharon is the author of six popular teaching, training, and motivation books, including: “*Preventing Death by Lecture*,” “*Presenting with Pizzazz*,” “*How To Give It So They Get It*,” and “*Shake, Rattle, and Roll*.” She is a member of the National Speakers Association and the director of The Lake Tahoe Trainers Group.

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