



Trainer Toolkit  
Resources for Managing  
the Classroom Experience



## Program Openings

Your Goals:

- Ground the participants and prepare the learner.
- Set tone for who is in charge and how you want to work as a group.

<p><b>Preview the program and first few minutes of the program.</b></p> <p><i>Welcome. Let's get started with some...</i></p>	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Where we are going in opening</li> <li>• Disclaimers, if needed</li> </ul>	
<p><b>Mini-preview:</b> <i>I'd like to let you know who I am.</i></p> <p><b>Introduction of self and co-facilitator with linkage to program.</b></p>	<ul style="list-style-type: none"> <li>• Story sharing</li> <li>• Example</li> <li>• Experience</li> <li>• Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Rapport</li> <li>• Competence</li> </ul>
<p><b>Mini-preview:</b> <i>Let's see where we are going.</i></p> <p><b>Review and preview content and agenda.</b></p>	<ul style="list-style-type: none"> <li>• What doing</li> <li>• Important to role</li> <li>• General timing</li> </ul>	
<p><b>Mini-preview:</b> <i>How can we best use our time? Let's set some guidelines.</i></p> <p><b>Describe process and set up guidelines.</b></p>	<ul style="list-style-type: none"> <li>• Disclaimers (skipping slides)</li> <li>• Guidelines – needs</li> <li>• Logistics</li> <li>• Materials</li> </ul>	
<p><b>Mini-preview:</b> <i>We want to get to know you and each other.</i></p> <p><b>Conduct participant introductions.</b></p>	<ul style="list-style-type: none"> <li>• Hashtag, motto</li> <li>• Pairs intros/Triads/Table groups</li> <li>• Picture/Photo</li> <li>• One-by-one</li> </ul>	
<p><b>Transition out to next segment.</b></p>		

## Daily Openings

Your Goals:

- Remind and acknowledge the work of participants.
- Ground participants back in the learning process.
- Set tone for day.

- Check-in on evening and 'mood' of the room.
- Get reactions from previous day's material.
- Review homework unless using later in day (if using later, tell/acknowledge it).
- Preview the day's agenda, including any disclaimers (i.e. moving quickly through some sessions, deviating from workbook, more activity, etc.).
- Logistics

## Previews and Transitions

Your Goals:

- Address that participants desire you to set the context, especially if they are new to the topic or skills.
- Center the participant because minds wander.
- Build memorability and connections

### When Should You Preview

- Before an activity, practice or demonstration
- At the start of a segment
- When bringing in new content
- At the start of a presentation
- Before playing a video

### Preview and Transition Starters

- *We are going to... then...*
- *First, we will... and then we will...*
- *We've just covered... and now we will...*
- *This next section can be kind of tricky/a challenge...*
- *Some of you will love what we are about to do. Others will wish you could escape!*
- *I've been looking forward to hearing your point of view on this topic. We are going to discuss...*

# Instructional Presentation Format

(Supplement to DAAG; trainer embellishments expected)

Module	Time
<p>Transition In:</p>  <p>Share Why They Need to Know (Involve):</p>    <p>Preview:</p>	
<p>Embellish with examples, anecdotes, evidence, quotes, etc.</p>	
<p>Give Summary:</p>    <p>Make Strong Concluding Statement:</p>    <p>Transition Out:</p>	

# Interactive Presenting with The Communication Cycle



## Sample Inquires/Check-In Questions to Support Learning Transfer

- *What do you want to remember about (this topic)?*
- *The next time you deal with (this topic) will be outside of the classroom. What do you want to do differently as a result?*
- *If you could only implement one thing to improve (on this topic), what would that be?*
- *What do you think will be most challenging for you in using this skill or remembering to do this?*
- *When is the first opportunity you see to use this topic?*
- *Because our goal is always to make your professional life easier, more workable and productive, what about this topic can help you day-to-day?*
- *Before we move on to the next segment, let's pause. If you had to summarize the important elements of what we just covered, what would they be?*
- *In what situations do you think this skill (topic) could be leveraged?*
- *What is your "one word" take away of this segment?*
- *How does this (topic) have potential to help you achieve (wellness, healthy leadership)?*
- *If you had to develop a "hashtag" for this topic what might it be?*
- *We just invested \_\_\_\_\_ time on (topic). What do you see as the biggest area for return for you/your associates?*

## Sample Sentence Starters and Inquiries to Make Connections

- *Earlier we discussed... that relates to this by... (How does this relate to what we covered earlier?)*
- *What I want you to remember about this is... (What do you think is most important for you to know about this?)*
- *I encourage you to try... when you are in (this situation). (What situations do you see this being useful to try out?)*
- *The reason we show models/graphs/diagrams is because they represent things that we want to recall later. This model points out (2, 3) things that are... (What does this model/diagram/graph show to you?)*
- *If our goal is \_\_\_\_\_ (topic, learning point), this next topic/concept/way of operating/skill, can help us to \_\_\_\_\_.  
(How do you see this helping you or your associates?)*
- *That segment/topic/activity/discussion got a little muddy/complex. What I'd invite you to take away are these things... (If you had to 'clear up' any confusion on that, what would you say?)*
- *There are no right or wrong answers and approaches. Some things do help us to be more effective leaders. This (topic) can help you because...*



## Skill Activity or Practice Format

(Supplement to DAAG; DAAG often very detailed with Set Up and Debriefing Points)

Module	Time
<p>Transition In:</p> <p>Describe Focus for Practice or Purpose of Activity:</p> <p>Preview:</p>	
<b>Set Up (cover what is appropriate)</b>	
<p>Describe Materials:</p> <p>Describe Partners &amp; Grouping:</p> <p>Give Instructions (Written &amp; Verbal) by role in chronological order, step-by-step:</p> <p>Share Timing Responsibilities:</p> <p>Describe Your Role (Trainer's Role):</p> <p>Check for Questions.</p>	

**During**

Observations You Want to Make:

Note Learning Points You Notice to Bring Out in Debrief, Examples to Link Back:

Watch for Interventions You May Need to Make:

- Off track/wrong approach → Quick correct
- Not following rules → Preface with correction
- Struggling to get it → Preface and teach/coach
- Derailing others → Intervene
- Going well → Acknowledge with specifics

**After/Debrief**

Summarize What You Noticed:

Transition Out:

## Coaching and Feedback Format

Module	Time
<p><i>What did you do that you liked? (REFLECT)</i></p> <p><i>What would you have done differently? (REFLECT)</i></p> <p>Check receptivity to feedback: <i>Would you be open to some feedback? Or I noticed a few things you might find useful. May I share?</i></p>	
<p>Describe Their Goal/Standard in Using Skill: <i>When we use this skill, it helps us to...</i></p> <p>Share What You Observed/Behavior: <i>I noticed that...</i></p> <p>Share the Impact This Might Have: <i>This could help... • This might get in the way of...</i></p> <p>Check for Reactions/Inquire: <i>What is your reaction? • What do you think of this?</i></p> <p>(REFLECT)</p>	
<p>Ask Application Question:</p> <p>Thank.</p>	

## Demonstration Format

(Supplement to DAAG; DAAG typically detailed with Debriefing Points)

Module	Time
<p>Transition In:</p> <p>Purpose of Demonstration:</p> <p>Preview:</p>	
<p><b>Set Up</b></p> <p>Set the Scene (People, Situation, Equipment):</p> <p>Describe What They Should Observe:</p> <p>Give Any Disclaimers (Style, Content, Longer Than Real Life, Not to Laugh, etc.):</p> <p>Tell What You Will Do After the Demo is Over:</p>	

**During**

Trainer Notes (use worksheets in participant materials, if available; post any slides or charts if they are to follow along):

**After**

Preview Debrief and Debrief (Start with volunteer reaction, then group reaction, then specific planned questions):

Summarize:

Transition Out:

## Options for Handling Difficult Situations in Large Groups

<b>Very Quiet Group/Low Energy</b>
<ul style="list-style-type: none"> <li>• Break into pairs to discuss something.</li> <li>• Throw in a devil’s advocate position and ask for reactions.</li> <li>• Call on someone by name.</li> <li>• Write out some responses individually and then report out (<u>timed</u> – brief time – have to achieve certain number).</li> <li>• Tell a story/case and give permission to give advice.</li> </ul>

<b>Argumentative/Overpowering Individual(s)</b>
<ul style="list-style-type: none"> <li>• Break eye contact with individuals.</li> <li>• Transition to someone else: <i>Let’s hear from some others.</i></li> <li>• Ask the group to write out responses and then report out.</li> <li>• Conduct a small group discussion.</li> <li>• Chart out/power chart out on bullet points (give a limit of # of responses).</li> </ul>

<b>Individual Interventions</b>		
<u>Stage 1</u> Check-in on break; casual and friendly	<u>Stage 2</u> Get an Individual Agreement; if needed, give one reminder	<u>Stage 3</u> Present with decision to stay or go (on break)
<p><i>I’d love your input. How is it going for you so far?</i></p>	<p><i>I could use your help on something.  I notice that when you...the group then...  Could I ask you to...</i></p>	<p><i>We agreed that... At this point I’d like to have you decide if you can stay and work as we agreed or, if you need to leave to (handle, because)... Which work for you?</i></p>

## Group Problem-Solving / Group Intervention

Stop teaching.

Sit down.

Say what you see:

*I notice that there seems to be... (a lot of energy around... • concern about... • very little interaction • etc.).*

Invite group to respond:

*Are you noticing this as well? • What are you seeing?*

REFLECT

Summarize the problem:

Invite problem solving:

*Since it sounds as if we are experiencing...one option we have is to problem solve this. I have some thoughts. Let's see from you, what would you like to do? • How do you think we should proceed?*

PROBLEM SOLVE

Get agreement:

*So that we are all in agreement. Are you willing to... We think we can/should...*

Close discussion.

*Thank you for working through that. Let's move on to our next point on the agenda.*

REINFORCE when you see agreement in action.

*I see that we are doing what we agreed. Thanks for remembering that.*



Designing and Facilitating Global and Local Training,  
Assessing Skills, & Coaching Senior Leaders

[www.PPSinternational.net](http://www.PPSinternational.net)  
+1 (864) 962-6789 phone



Follow us on LinkedIn PPS International Limited



Follow us on Twitter @PPS\_Synet