How to make your training
Understood

Learning material for the CRT trainers

Special Training for Classroom Training Trainers
Mar 2015 - 1st edition

National Agency for Regional Development

Japan International Cooperation Agency

Outline of this learning material

1. Who is CRT Trainer?
- Structure of Classroom training
- Mission of CRT trainer
- Standardized mentoring process

2. Why people often fail to receive the message?
- Multiple Intelligence Theory
- Needs of diversifying training method

3. How to make it Visible?
- How to create presentation slides
- DOs and DON'Ts

4. How to make it more interactive?
- Art of questioning
- Facilitating discussion

"**To teach what the new mentors need to know to achieve the mentoring.**"
"**To share what I have learnt in the mentoring process.**"

The mission is simple,
but sometimes the trainees
lose their concentration,
misunderstand your story.

In this course, we are going to learn
"**Why the communication fails.**"
And
"**How to brush-up the training style.**"

Chapter **1** Who is CRT trainer?

1 Classroom training

● **Purpose and Structure**

The classroom training is held in order for mentor candidates who want to become certified mentors to systematically learn the basics of mentoring know-how.

Mentoring for Mature SMEs	2 days
Mentoring for Start-Ups	2 days
Marketing	2 days
Financial Management and Business Plan	2 days
Production Management	2 days
Human Resource Management	1 day
Communication Skills	1 day

● **Three learning elements of each subject**

Each subject should contain the contents to teach these three elements:

The goal which mentor has to achieve
The process of reaching the goal
The skills which are required on each step of the process

● **Certificate**

To be certified as a mentor, the mentor candidate need to:

attend to each subject is more than 75%.
reach the score of each subject's exam more than 70%.

Why people often fail to receive the message?

2 Classroom training trainer

● **Role definition**

The important role of classroom trainer is to deliver the basic and essential knowledge of each subject to the mentor candidates.

It is more required to classroom trainers to be able to teach the standardized mentoring activities than be able to perform high-quality mentoring service. To be a good trainer, it is not enough that the person knows practical mentoring know-how and has experience of developing his own original methods, but also the person has to be able to clearly explain with plain words, relating them to the standardized mentoring know-how.

In other words, it is more important for trainers that they can tell the basics of mentoring as described in the guidelines and other supplement training materials.

● **Certificate**

To be certified as a classroom training trainer, the candidate need to:

Have a valid qualification of mentor.
Have provided mentoring service to at least 15 beneficiaries.
Attend to the special training for classroom training trainer
Reach the score of the exam more than 70%.

Classroom training trainer qualification is effective for 5 years, after that, all classroom training trainers have to renew it at each 5 years.

1 Various way of perception

● **Seven ways of inception**

In 1983, Haward Gardner, a professor of the Harvard University, proposed the model of Multiple Intelligences Theory. In this epic theory, he claimed that there are various type of intelligences of human being, and he said that the educators should adopt an appropriate way of teaching depends on the intelligence type that children have.

1 Linguistic
2 Logical-Mathematic
3 Spatial
4 Bodily-Kinesthetic
5 Music
6 Inter-personal
7 Intra-personal

● **Diversification of training method**

This theory is useful to find the strength and the blind spot as a trainer, a trainer might be, for example, strong in "linguistic" and "Logical-Mathematic". It can be the strength, but it is possible that some trainee are strong in "Spatial" or "Music". In this case, the trainer tend to explain only by words, and the trainee is frustrated because it is not his/her way of perception.
There fore, trainers have to know the type of the intelligences and make an effort to diversify their training method to cover all the intelligence types.

1. Linguistic

- **Description**
  Words and language
  information via language, understands relationship between communication and meaning

- **Learning Style**
  Words and language

- **Typical Role**
  writers, lawyers, journalists, speakers, trainers, copy-writers, English teachers, poets, editors, linguists, translators, PR consultants, media consultants, TV and radio presenters, voice-over artistes

- **Related Activities**
  write a set of instructions; speak on a subject; edit a written piece or work; write a speech; commentate on an event; apply positive or negative 'spin' to a story

3. Spatial

- **Description**
  Visual and spatial perception
  interpretation and creation of visual images; pictorialimagination and expression; understands relationship between images and meanings, and between space and effect

- **Learning Style**
  Pictures, shapes, images, 3D space

- **Typical Role**
  artists, designers, cartoonists, story-boarders, architects, photographers, sculptors, town-planners, visionaries, inventors, engineers, cosmetics and beauty consultants
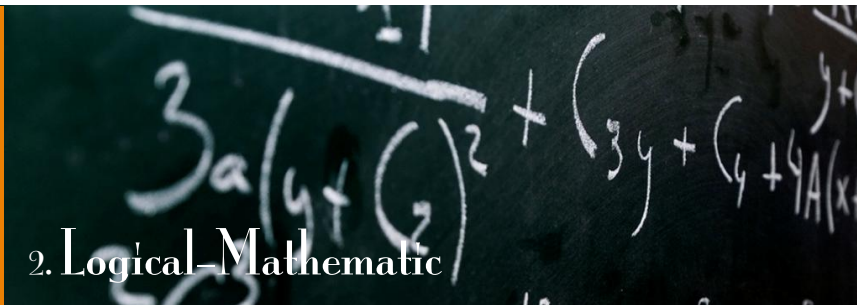
- **Related Activities**
  design a costume; interpret a painting; create a room layout; create a corporate logo; design a building; pack a suitcase or the boot of a car

2. Logical-Mathematic

- **Description**
  Logical thinking
  perform mathematical calculations, understands relationship between cause and effect towards a tangible outcome or result

- **Learning Style**
  Numbers and logic

- **Typical Role**
  scientists, engineers, computer experts, accountants, statisticians, researchers, analysts, traders, bankers bookmakers, insurance brokers, negotiators, deal-makers, trouble-shooters, directors

- **Related Activities**
  perform a mental arithmetic calculation; create a process to measure something difficult; analyse how a machine works; create a process; devise a strategy to achieve an aim; assess the value of a business or a proposition

4. Body-Kinesthetic

- **Description**
  Body movement control
  manual dexterity, physical agility and balance; eye and body coordination

- **Learning Style**
  Physical experience and movement, touch

- **Typical Role**
  dancers, demonstrators, actors, athletes, divers, sports-people, soldiers, fire-fighters, performance artistes; ergonomists, osteopaths, fishermen, drivers, crafts-people; gardeners, chefs, acupuncturists, healers, adventurers

- **Related Activities**
  juggle; demonstrate a sports technique; flip a beer-mat; create a mime to explain something; toss a pancake; fly a kite; coach workplace posture, assess work-station ergonomics

5. Music

- **Description**

  Musical ability
  awareness, appreciation and use of sound;
  recognition of tonal and rhythmic patterns,
  understands relationship between sound and feeling

- **Learning Style**

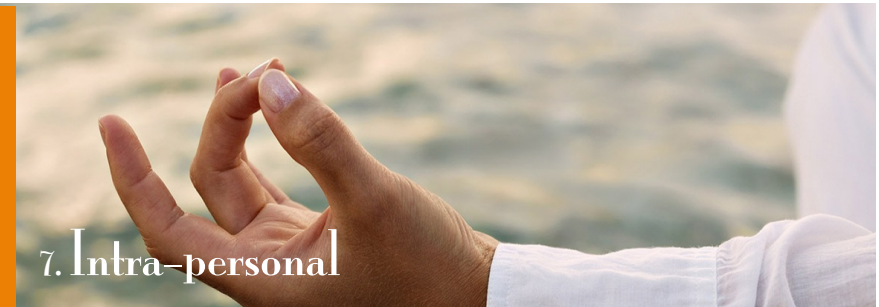 **Music, sounds, rhythm**

- **Typical Role**

  musicians, singers, composers, DJ's, music
  producers, piano tuners, acoustic engineers,
  entertainers, party-planners, environment and noise
  advisors, voice coaches

- **Related Activities**

  perform a musical piece; sing a song; review a
  musical work; coach someone to play a musical
  instrument; specify mood music for telephone
  systems and receptions

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6. Inter-personal

- **Description**

  perception of other people's feelings
  ability to relate to others; interpretation of behaviour
  andcommunications; understands the relationships
  between people and their situations, including other
  people

- **Learning Style**

  **human contact, communications, cooperation,
  teamwork**

- **Typical Role**

  therapists, HR professionals, mediators, leaders,
  counsellors, politicians, educators, sales-people,
  clergy, psychologists, teachers, doctors, healers,
  organisers, carers, advertising professionals,
  coaches and mentors; (there is clear association
  between this type of intelligence and what is now
  termed 'Emotional Intelligence' or EQ)

- **Related Activities**

  interpret moods from facial expressions;
  demonstrate feelings through body language; affect
  the feelings of others in a planned way; coach or
  counsel another person

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7. Intra-personal

- **Description**

  Self-awareness
  personal cognisance, personal objectivity, the capability
  to understand oneself, one's relationship to others and the
  world, and one's own need for, and reaction to change

- **Learning Style**
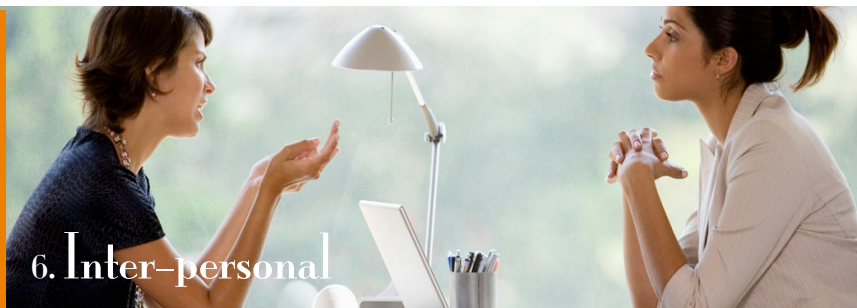
  Self-reflection

- **Typical Role**

  Actor, Artist, Small business owner/Self employed
  person, Detective, Film director, Counsellor, Social
  Worker, Philosopher, Theorist, Inventor, Planner, Biographer, Re
  searcher, Psychologist, Personal trainer or writer.

- **Related Activities**

  consider and decide one's own aims and personal changes
  required to achieve them (not necessarily reveal this to others);
  consider one's own 'Johari Window', and decide options for
  development

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2 Diversify the training style

- Cover the "Blind spot"

  Every person has its own uniqueness. Usually one can be superior in 2-3 intelligences, and it can
  be the clue to maximize one's potential. However, sometimes it can also be a cause of "blind
  spot". As a facilitator, the classroom trainer have to cover all the training styles that fits to each
  intelligence, the way of perception.

  My strength is:

  My weakness is:

3 Chapter **How to visualize your presentation**

1 Role of the presentation slides

● What is the role of the presentation slides**?**

Usually the training is held with the trainer. So the essential information is delivered by the oral explanation. It may fit the learning style of "Linguistic" or "Logical-Mathematic", but to cover the other learning styles, trainers are expected to use the presentation slide effectively.
In this chapter, you learn how to visualize your presentation.

● What kind of presentation slides you would like to see as a trainee**?**

Review your experience and describe the points of good and bad examples.

Good slides: **Bad slides:**

Level 1
The iron law of creating slides
not to Fail

TIP ①
keep the **ORDER**

From the **upper left,**
To the **lower right.**

Main message in Bold Large letter

Sub message in smaller letter

① Item
② Item
③ Item

Explanation can be written in the small letters. During the presentation, trainers should explain things by her/himself and these explanations on the texts are just for the review. So use the smaller letter intentionally and let trainees focus on the main message or sub message that is written in the large letters.

Change **font sizes.**
It is better to keep the order from **left to right.**

Large letters

Small letters

TIP ②
Keep it **SIMPLE**

The important thing is to commit the goal

For the salesperson, there are many skills and mindsets required to be a successful salesperson. Of course all of them are important, but the most important thing is to commit the goal. If you don't commit the goal, all of your potential will not be maximized. There fore, you should start from your goal and deepen your commitoment to it. It might be useful to write down your goal and put it on your desk.
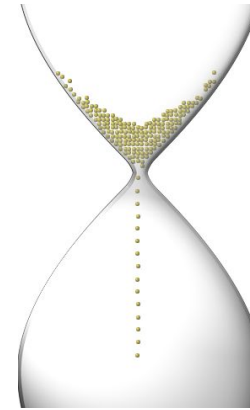
In **1** Minute

Read : **250-450 words**
Talk : **100-110 words**

Commit the **GOAL**

TIP ③
Use **1-3 colors**

Basic rule of using colors

Do you thing it is better to **use various colors** to impress the people**?** Usually, the result turned out to be the opposite. Too many colors in one slide makes **the impression more amateur-like**, and people lose the concentration.

The basic rule of using colors is to select just only **one color as an accent**, in addition to black.

If you would like to increase the number of colors, it is better to **choose the same attribute of colors**.

Basic rule of using colors

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TIP ④

Use 1-2 fonts

Use the same hue/saturation/lightness

hue

Saturation

Lightness

Rule of the font

The font that is used in 1 slide
is basically, just 1.
(If you mix some, it looks amateur-like)

Good Bye

~~MSP Gothic~~

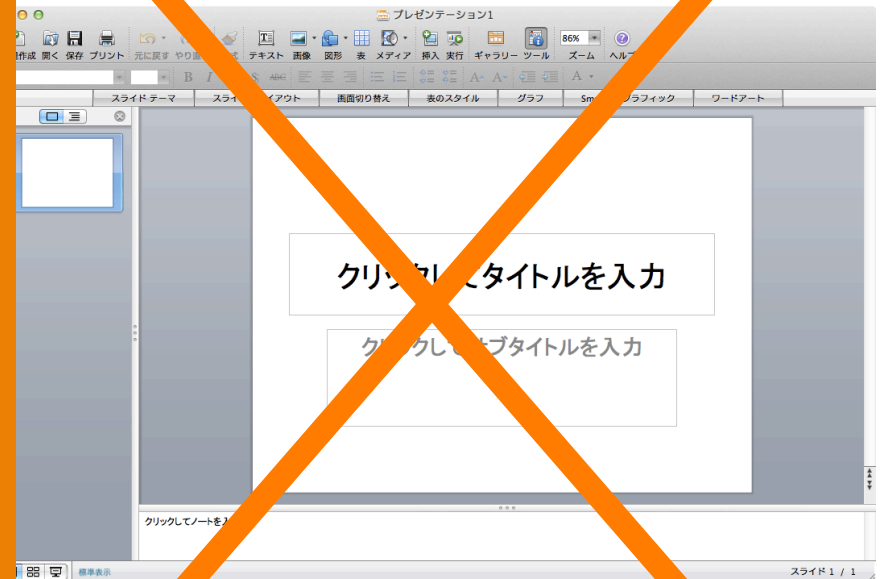**Hello**

Century Gothic

Times New Roman

MSP Mincho

Verdana

If you want

you may use different font in title/keywords

Papyrus

TIP ⑤

Better **not** to use templates

A ttention To grab the eyes

Here!

I nterest Catch the interest

D esire Involve motivation

M emory Impress, memorize

A ction And they act!

Original Design

Templates

You don't need dare to choose the one the other people use

TIP ⑥
Cut the animation move

× It causes **confusion**
× If you use the slides also as a handout, it is **meaningless**!

Level 2

The iron law of making slides

Impressing

We need more ambulance

Result of the check up
In most of the disease, the condition of our employ___
than the average of the prefecture

What is the message of this slide?

Comparison with the average of the A prefecture in "Need to be examine" rate

		2013 A pref.	2012 Our company	2013 Our company
①	lipid in blood	31. 3%	46. 7%	43. 0%
②	liver function	14. 6	22. 4	29. 8
③	blood pressure	14. 9	23. 7	19. 1
④	electrocardiogram	9. 4	7. 2	6. 8

⇒Our condition is worse than the average

Risk of lifestyle related diseases (diabetes, hypertention etc.)

TIP ①

Not title, but **message**

TIP ②

Using accent **font size** and **color**

GOAL 1 : SKILL

**To acquire the basic of coaching
and understand how to apply it**

GOAL 2 : TEAMWORK

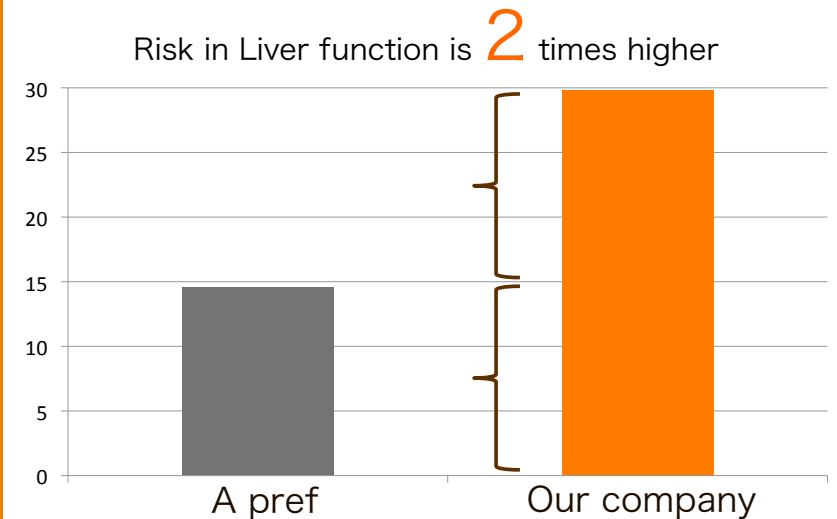**To strengthen the teamwork
among the trainees**

TIP ③
Use **Graph**

GOAL **1** *: SKILL*

**To acquire the basic of coaching
and understand how to apply it**

GOAL **2** *: TEAMWORK*

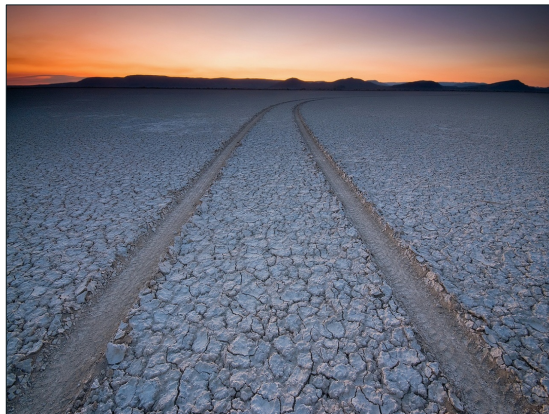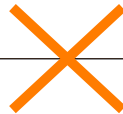**To strengthen the teamwork
among the trainees**

Risk in Liver function is **2** times higher

TIP ④

Use the power of **picture**

Sometimes reliability is
crucial

Importance reliability

Sometimes reliability is crucial

Spread the image if you want to move people!

Sometimes reliability is
crucial

You can change the shape of image
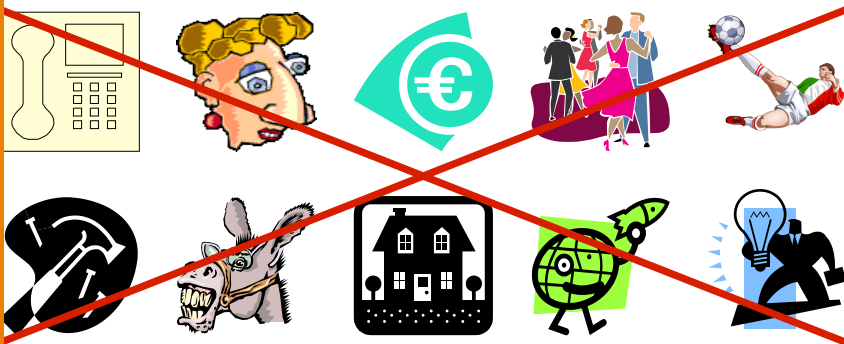
Cut cost,
save money

Use the image
as an accent

How to find images

Google Image

 - Size

 - Color

Forget clip arts

4
C h a p t e r

How to make the
training interactive?

Concentration Time

1 Involve the trainees

● **Let them speak, ask, discuss, think**

The result of the training should not be evaluated how good explanation the trainer provided, but how good explanation the trainees can provide for the topic, at the end of the training.

The percentage we remember the contents	
When we:	
Read	20%
Listen	30%
See	40%
Talk	50%
Act	60%
Read, Listen, See, Talk and Act	90%

How do you involve the trainees?

2 Ideas for involving

● **Ask a question**

It is useful to ask a question to the audience during your presentation. Even if they do no need to answer in public, it can be the trigger of the thought, and it keeps the people's concentration sharp.

● **Take a poll**

It is simple and effective way to involve the audience. People have the basic motivation to be understood and feel they are treated as an important person. In addition to this reason, taking a poll is, of course, useful to collect the information about the audience. How they are feeling, thinking about the topics, what is the situation in their field and so on.

● **Have a discussion time**

The trainer can ask their opinion in public, but in this approach, only the limited number of the person can speak. And usually, people who has the intelligence in "Intra personal" does not like to speak in public. So it is good to form a small group (6 people, 4 people, trio, pair) and have some minutes to discuss in group.

● **Let the trainee explain to each other**

This is a type of the discussion, but in this approach, the trainer ask the trainee just simply to explain what they have learnt in the session. To explain something is the best way to review and acquire the harvest of learning.

● **Fill in the blank**

Sometimes it is useful to keep the attention of the trainees that the trainer make some blanks in the learning material and let the trainee fill in it. It is a good way to recognize that it is the keyword. And it keeps people's attention.

● **Roll playing**

This is not about discussion or explanation, but in the roll playing, the trainee is requested to perform the certain role and practice what they have learned.

● **Case Study**

As a variation of discussion, the trainer can prepare a case as a discussion topic. By discussing based on the case, the trainees can learn how to apply the methodology they learnt to the actual case.

● **Learning games**

There are various learning games developed for this purpose. You can search it online, or attend some seminars to collect the information. Or, of course, you can develop it by yourself.

● **Action planning**

It is better to take a time to fill out action plan format at the end of the course. It is a good situation for the people who has "Intra-personal" intelligence to reflect the harvest of learning.