



Ramsey County Delivering Effective Coaching Training

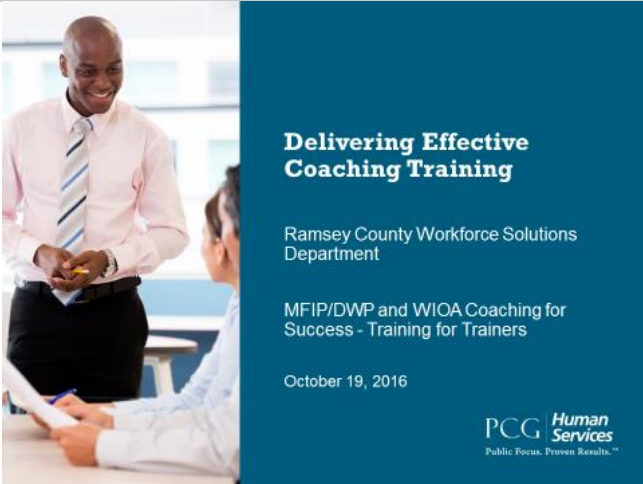

TRAINER GUIDE

October 2016

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This Trainer Guide is designed to assist MFIP and WIOA Coaches in delivering the content of the Staff Coaching Training, developing Coaching Circle learning supports, and facilitating Coaching Circles.

MATERIALS	
<ul style="list-style-type: none"> Flip Charts Colored Markers Name Tents Coaching Trainer Guide 	<ul style="list-style-type: none"> Post-it Notes Projector Power Point Presentation Staff Resource Guide
Room Set-up: In order to create an open, interactive environment, the room can be set up in small U-shapes or in round tables to support working in small groups.	
Slide #	NOTES
Slide 1 	
Slide 2 	Review Agenda
Slide 3	

Welcome and Introduction

- Trainers introduce yourself
- Ask learners to:
 - introduce themselves,
 - Name, title, agency they work for, and number of years in their current position.

Slide 4

Housekeeping

- Scheduled Breaks
- Adjournment
- Training Room Etiquette
 - Respect
 - Distractions
 - Cell phones
 - Side conversations
- Group Agreements



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4

Group Agreements:

- Write the group agreements on a flip chart.
- Encourage trainees to add their own additional group agreements.
- Hang the agreements where they can be seen by the trainees.

Slide 5

Key Course Objectives

Expectations:

- Before reviewing the course objectives ask trainees to share what they expect to get out of the training.
- Write their responses on a flip chart and post the chart paper somewhere it will be visible throughout training.

Slide 6

Course Objectives

By the end of this training, participants will:

- Describe the characteristics and habits of an effective trainer
- Differentiate adult learning styles and recognize adult learning preferences
- Apply classroom management techniques
- Employ best practices to engage adult learners
- Demonstrate how to deliver coaching training
- Enhance Coaching Circle facilitation skills

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- Review course objectives
- Compare objectives to the trainee course expectations.
- Share with learners which of their expectations will be met based on the course objectives. **Be honest!**

Slide 7

The Effective Trainer

Slide 8

Characteristics of the Effective Trainer

- 1 Active Listener
- 2 Emotional Intelligent
- 3 Empathetic
- 4 Authentic
- 5 Effective Communicator

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Review Characteristics:

- **Active Listener**: Be attentive to what trainees are saying, ask questions if you need clarification, and listen for other “hidden” messages that may be reflective of other issues.
- **Emotionally Intelligent**: Recognize that emotions can drive our attitude and behavior and impact people (positively and negatively), makes it important to learn how to manage those emotions – both our own and others, especially when we are under pressure. Training can be pressure. **Remember – EI is defined as the ability to:** *Recognize, understand and manage our own emotions; Recognize, understand and influence the emotions of others; Being aware that emotions can drive our behavior and impact people (positively and negatively), and learning how to manage those emotions – both our own and others – especially when we are under pressure.*

“Emotions impact our attitude – attitude effects behavior – behavior – is reflected in our training delivery.”

- **Empathetic:** Step into the shoes of the trainees. Understand and recognize the fear and uncertainty that comes with learning new skills. Relate by sharing your own personal experiences in similar learning situations.
Respect experience: recognize that you don't know everything. Learners bring a wealth of knowledge and experience to the training environment. Acknowledge this by actively enlisting their feedback and insight.
- **Authentic:** Be yourself. Trainees recognize and respect authenticity. Besides, it's easier to be yourself than to try to replicate someone else.
- **Effective Communicator:** Be able to respectfully communicate with all individuals in a manner in which they understand and in consideration of differences (i.e., cultural).

Slide 9

Habits of the Effective Trainer

Habit	Behavior
Preparation	<ul style="list-style-type: none"> Organized Knows the material Know the audience Ensures environment for learning Practices, Practices, Practices
Presentation	<ul style="list-style-type: none"> Delivery style: Coaching, Facilitating, Guiding, Presenting Look: attire, posture, gestures Sound: tone, volume, pace, pauses Connect: build rapport, tell stories, and use analogies
Professionalism	<ul style="list-style-type: none"> Conducts themselves in a respectful manner and shows respect for others Behavior conversation, and attitude are positive Manages the training environment in a way that is conducive to learning

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Review the Slide:

Preparation:

- Ask trainees to share how they prepare before facilitating Coaching Circles.?
- Do they find their prep effective?

Presentation:

- Do they know their training delivery style?
- How do you carry yourself? Are you approachable, warm, friendly or rigid, stuffy, standoffish?

Professionalism:

- What impact does professionalism have on training?

Slide 10

Adult Learning Styles and Preferences

Slide 11

Adult Learning Styles



Visual learners – Learn by seeing



Auditory learners – Learn by hearing



Kinesthetic/Tactile learners – Learn by Doing

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11

Adult Learning Styles:

There are various models of learning styles. In fact, a report from Vanderbilt University identified over 70 different style schemes. For this training, we'll focus on one of the most common models shown here: Visual, Auditory, and Kinesthetic

Visual learners - prefer seeing what they are learning. Pictures and images help them understand ideas and information better than explanations. Visual learners prefer to see things written down in a handout or PowerPoint slide. They find maps, graphs, charts, and other visuals to be extremely effective learning aids.

You may hear this type of learner say, "The way I see it is..."

To reach this learner, the instructor should help create a mental image of the material being taught. This will help the learner "hold onto" the information. Visual learners also prefer to have written instructions, especially if they also contain diagrams or screen shots.

Auditory learners - prefer to hear the message or the instruction being given. This type of learner prefers to have someone walk them through the process rather than first reading about it. Auditory learners typically like to learn through lectures or discussion and they remember best through hearing or saying things aloud.

You may hear this type of learner say, "I hear what you are saying..."

This type of learner may prefer to talk themselves through a task and should be given the freedom to do so when possible. Adults with this type of learning style remember verbal instructions well and prefer to have

	<p><i>someone read directions to them while they are engaging with the task.</i></p> <p>Kinesthetic learners - also called tactile learners- want to “get a feel” for the content being taught. This type of learner generally doesn’t like lecture or discussion, preferring to “do something” rather than discuss it. Kinesthetic learners prefer to learn through experiences and they remember best by writing or physically working with the information being presented.</p> <p><u><i>You may hear this type of learner say, “I feel like.”</i></u></p> <p><i>This type of learner prefers hands on practice or opportunities to immediately apply their learning.</i></p> <p>These are general learning styles and most people fall into one of more of these styles. <u>You can have shared styles</u>, in fact, an analysis of data collected from the VARK Questionnaire which measures Visual, Aural, Read/ write, and Kinesthetic showed that as many as <u>73% of respondents shared at least 2 styles--</u> that is, you may be more of a visual learner in one area and an auditory learner in another.</p> <p>Beyond these basic learning styles, there are also approaches to learning. These approaches differ from children to adults and as trainers, it’s important to understand the unique needs of adult learners.</p> <p>Before we look at those, let’s first consider that as adult learners, those individual learning styles are influenced by several factors shown here: personality, intelligence, education, experiences, culture, and sensory and cognitive preferences.</p> <p>Social Preference refers to being an extrovert or introvert, the desired level of social interaction</p> <p>Culture shapes learning because of the cultural influences and norms that we’ve experienced</p> <p>Experiences shape learning because they create the scaffolding for learning- Adult learners bring a wealth of knowledge and experiences that we can draw from)</p> <p>To demonstrate the complexity of adult learning, let’s consider just one of these influencers: Personality (transition to next slide)</p>
Slide 12	
	<p>Begin with discussion about personality being “fixed” vs. behaviors which can be changed.</p> <p>Personality is just one factor influencing adult learning- To illustrate this, we will look at a common personality</p>

Dominance-Influence-Steadiness-Conscientiousness (DISC)



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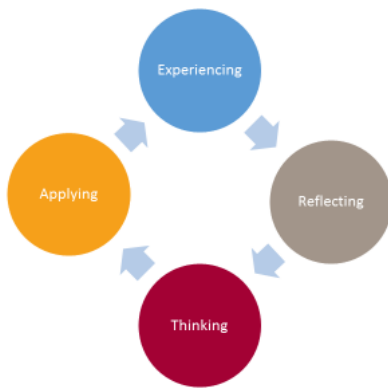
12

inventory which you may be familiar with it, called DISC. Even within this one category, there are various styles as well – review DISC categories

Review DISC Learning Preferences handout

Adding further complexity, learners can also prefer one side of their brain over another during different learning experiences – **transition to next slide**

Slide 13



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13

The unique approaches to learning that adult learners typically have are illustrated here.

Discuss with group- what are ways that they can incorporate activities that touch/ allow for each of these approaches to learning?

(Refer trainees to 101 Interactive Techniques Tip Sheet in the Staff Resource Guide.) Allow time after this discussion for them to review and find one activity that reinforces each type of learning approach.

Ask Learners: Can you think of one activity that reinforces each of the approaches to learning? Give trainers an opportunity to respond.

- Experiencing: role play, hands on activities, use of the systems/ screen shots
- Reflecting: Teach-Share-Pair, small group/ table activities
- Thinking: Scenarios, show of hands/ response cards
- Applying: Case studies, give examples, illustrate by drawing pictures or creating timeline.

Slide 14



Pulse Check – Adult Learning Styles

1. Pair with a partner, someone you don't usually work with.
2. Using the information about adult learning styles, create one activity that appeals to all three learning styles.
3. Practice facilitating the activity and be prepared to facilitate to the large group.
4. **Observers:** Be prepared to provide helpful feedback.

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14

Slide 15

Adult Learning Preferences

Transition Statement: We've talked about the most common adult learning styles and different approaches to learning, now let's discuss adult learning preferences.

Slide 16

Adults learn through doing

- Adult learning environments should be interactive
- Instruction should be "chunked"
- Use a mix of techniques
- Connect learning with 'real life' experiences/challenges/opportunities



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16

Adults learn through doing

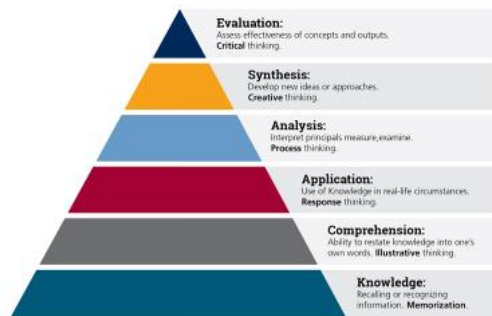
- **Adult learning environments should be interactive.** Passive learning or lecture style deliveries create barriers to learning. **Review Interactive Techniques tip sheet.**
- **Instruction should be "chunked"** - Ideally, training should limit lecture. When used, lecture should be no more than 20 minutes for adult learners. Course content should be broken into "chunks" of 20 minutes' lecture combined with discussion, hands on practice, reflection activities, and others
Chunking is essential, as it helps people remember and assimilate information. Small bits are easier to process!!
- **Use a mix of techniques-** Remember there are 3 basic learning styles and across these three styles, there are variations and combinations of types. Using a mix of training techniques from each learning style

(visual, auditory, kinesthetic) infused with practices from Blooms Taxonomy will lead to deeper learning and transference

No matter the approach, learning can and should be fun. Even the most interesting of work environments need diversion, interaction, and humor. Within your trainings, find ways that you can lighten the mood, engage with learners, and provide physical activity which is known to promote learning and retention.

Slide 17

Bloom's Taxonomy



A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives, New York: Longman, c2001

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Bloom's Taxonomy - originally created for an academic context. Benjamin Bloom chaired a committee of educational psychologists whose aim was to develop categories of learning behavior to assist in the design and assessment of educational learning. Bloom's Taxonomy has since been expanded over many years by Bloom and others.

- As trainers you can benefit significantly by simply understanding the basics of Bloom's Taxonomy, as shown here and as we'll review on the following slides.
- We have also provided a hand out for your reference and use in delivering training and creating course materials.
- Bloom believed that learning should focus on 'mastery' of subjects and the promotion of higher forms of thinking, rather than simply transferring facts. Bloom demonstrated decades ago that most teaching tended to be focused on fact-transfer and information recall - the lowest level of training - rather than true meaningful personal development, and this remains a central challenge for educators and trainers today.
- In fact, most corporate training is also limited to non-participative, unfeeling knowledge-transfer.*** The simple matrix structure enables a checklist or template to be constructed for the design of learning programs, training courses, and curriculum. Effective learning - especially in organizations where training is to be converted into organizational results - should cover all the levels of each of the domains, where relevant to the situation and the learner.

We retain approximately:

- 10%** of what we **see**
- 30 to 40%** of what we **see** and **hear**
- and 90%** of what we **see, hear, and do.**

So it is extremely important that when developing and delivering training we keep this in mind. Review handout of material as well and include *discussion about training activities that support each type.*

	<p>Trainer Ask Learners: Identify where each of the following learning/ instructional approaches fits into this hierarchy of learning:</p> <ol style="list-style-type: none"> 1. Lecture (<i>knowledge- lowest level</i>) – <i>emphasize this!!</i> 2. Brainstorming (<i>Comprehension</i>) 3. Role Play (<i>Application</i>) <p><u>Three of the most common instructional approaches only touch on the bottom 3 tiers of this hierarchy</u></p>
<p>Slide 18</p>	
<p>Adults are problem solvers</p> <ul style="list-style-type: none"> • Resist the tendency to make trainings “prescribed” • Incorporate opportunities for learners to test their new knowledge  <p><small>www.pgghumanresources.com Ramsey County Coaching Training-for-Trainers © Copyright Public Consulting Group, Inc. 2016 18</small></p>	<ul style="list-style-type: none"> ▪ Resist the tendency to make trainings “prescribed” Although training content needs to be precise and content will need to be developed ahead of time, it is important to not make trainings prescribed. For example, you may learn that your participants have experience working as a case worker or, even more basic, you may realize that the majority of your class are auditory learners. Information like this that sets each group of learners apart should be considered in the delivery of the training. Look for ways to make trainings more personalized rather than prescribed. ▪ Incorporate opportunities for learners to test their new knowledge - Think about Blooms Taxonomy and the list of “action verbs” that we studied. Let’s take a look at the handout again. How can we apply these strategies?
<p>Slide 19</p>	
<p>Adult Learning Preferences</p> <p>Adult learners need to understand “why.” If they understand “why,” it is much easier for them to do the “what.”</p> <ul style="list-style-type: none"> • Begin with the “why” • Connect the “why” with organizational goals • Make the “why” relevant to the learner  <p><small>www.pgghumanresources.com Ramsey County Coaching Training-for-Trainers © Copyright Public Consulting Group, Inc. 2016 19</small></p>	<p>These adult learning preferences, are also essential best practices.</p> <ul style="list-style-type: none"> ▪ Beginning with the “why” helps staff see how they “fit” in with the overall agency goals. This is an essential step in creating ownership which leads to mastery. ▪ Connect the “why” - If adult learners can see the connections that exist, even with the most mundane tasks, they can maintain attention to task and detail, seeing the importance of completing their work and how it “fits” in with the rest of the agency mission/ vision ▪ Ways to promote this are to include in your training statements like... <i>“We do (this) because (that)”</i> – a real example could be, “We ensure that clients income is verified so each client gets the services they are eligible for”
<p>Slide 20</p>	
	<ul style="list-style-type: none"> ▪ Adults prefer immediate application Adult learners need to be able to relate to the content. Help participants make the connections between what they are doing and how it impacts the “big picture”.

Adults prefer.....

Immediate application

- Make learning relatable & relevant
- Avoid "fillers"

To share their own experiences

- Diverse perspectives create richer learning environments
- Past experiences create the "scaffolding" for new learning
- Effective training facilitates this connection

To integrate new ideas

- Create opportunities for learners to make connections
- Create motivation for the adult learner



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20

As instructors, we've all heard these commonly asked questions, "How am I ever going to use this?" or "What does this have to do with me?" These are questions often asked when participants are looking for relevance.

Relevance is one of the most important aspects of teaching and learning.

- Usually, the content found most relevant is the easiest to learn. As trainers, if we can make this connection for the participant, they are more likely to engage with the content and begin to both master and apply their new learning.
- **Relevance** is a difficult concept to pin down, but, essentially, it can be defined as "the perception that something is interesting and worth knowing".
- Let's look again at the definition for Relevance: "the perception that something is interesting and worth knowing", notice that it has two parts (1) interest and (2) worth knowing.
 - don't attempt to add interest to otherwise uninteresting content (i.e. adding in flashy visuals or playing games). If the content that follows is not substantive or well explained so that students find it engaging and worth knowing, then it will not sustain their attention.
 - once students have determined that the content is **worth knowing**, then it will hold their attention and engage them. Think about the saying, "What's in it for me?" – As trainers, it is our job to show just that... "what's in it for the learner."

As instructors, one of the most important things we do is provide relevance for students. It gives them a context within which they can develop into engaged, motivated and self-regulated learners.

Suggested activities to help students find relevance

- **Class introductions:** It may sound silly, but taking time out on the first day of class to learn a little bit about each participant and let them learn a bit about you can make a big difference. Sharing similar things about yourself lets participants know you are human and approachable — the first step to achieving relatedness.
- **Student input:** Whether during discussion or in written form, having participants relate their own perceptions and experiences to the current topic is a great way to provide relevance. This is a practical adult learning strategy since it recognizes that each participant brings past experiences and knowledge to the class.

Activity: Review the list of 101 Activities and find some that "fit" here

Avoid Fillers: (this is included to address their current practice of spending time at each training on "ice-breakers" and "get to know you" activities

	<ul style="list-style-type: none"> ▪ <u>Adults want to share their own experiences -</u> Diverse perspectives create richer learning environments. While the training content is primarily set, diverse learners will engage with the material differently and will have different questions or thoughts about what is being presented. Encourage participants to ask questions and to engage with the material- some of the richest learning can come from the question and answer times. <ul style="list-style-type: none"> – Past experiences create the “scaffolding” for new learning. They provide a context for future learning. Be sure you elicit feedback and input from participants and, be sure to share your own experiences from the field. Especially those experiences that make the content RELEVANT! – <u>Training should facilitate this connection -</u> Training provides an opportunity to connect prior knowledge and past experiences with new content and new knowledge. ▪ <u>Adults want to integrate new ideas</u> <ul style="list-style-type: none"> – Create opportunities for learners to make connections – Create motivation for the adult learner – encourage ownership for their own learning, but, also know when to reach out to and when to reach out if they need support.
Slide 21	
<div data-bbox="168 1150 240 1234" data-label="Image"> </div> <p>Pulse Check – Bloom's Taxonomy</p> <ol style="list-style-type: none"> 1. Look at the coaching skill that is written on the flip chart. 2. Using the Blooms Taxonomy pyramid, create a training technique or activity for one level of the pyramid. 3. Be prepared to share with the class. <p>Example: Coaching Skill: powerful question Pyramid Level 1 - Knowledge: state the definition Pyramid Level 2 - Comprehension: explain powerful questions using your own word.</p> <p><small>www.pcghumanresources.com Ramsey County Coaching Training-for-Trainers © Copyright Public Consulting Group, Inc. 2016 21</small></p>	<p>Pulse Check:</p> <ul style="list-style-type: none"> ▪ Write a coaching skill on the flip chart. ▪ Break trainees into groups of 3-4 ▪ Trainees will use the following tools to complete this activity: <ul style="list-style-type: none"> ○ Blooms Taxonomy Pyramid ○ Training Practices to promote Bloom's Taxonomy" ▪ Ask trainees to share their exercise.
Slide 22	

Productive Learning Environments

Slide 23

Creating a supportive environment

- Convey respect for individuals
- Demonstrate that you value the learning process
- Draw on previous experiences



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23

- Discuss first bullet point about respect-
- ASK: what does respect mean to them? Use flip chart to record responses

Slide 24

Creating a supportive environment

- Always be courteous and patient
- Make an effort to get to know each participant and call them by name
- Use active listening
- Encourage participant interaction
- Make the learning environment as comfortable as possible
- Manage participants' expectations



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24

Manage trainee's expectations

- Ask them what they came to training expecting
- Compare their response to what will actually be delivered
- Be honest about what will/will not happen

Slide 25

Classroom Management

Slide 26

Classroom Management Techniques

- Set "group agreements" or "rules" at the beginning of the class
- Manage time efficiently
- Model expected work behaviors
- "Tighten" activity time
- Responding to questions
- Manage challenging participants



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26

Classroom management isn't just something that school teachers have to manage; adult learners can present some challenges as well.

Even if there aren't challenges, the best training and most prepared trainers will fail without sound management strategies and rules.

One of the first techniques is to:

- Set rules at the start of the training- these establish the way trainees interact with you and each other during the training. It is best to have the participants come up with their own, that way, they have buy-in with the rules they set. During the training you can also use these guidelines to defuse or redirect difficult participants and/or situations.

A few, simple, straightforward and clearly stated rules are sufficient. *If participants aren't thinking of their own, some sample rules are: ♦ Be a good listener. ♦ Respect the opinions of others. ♦ Listen to and think about what others are attempting to say. ♦ Be honest and open.*

Others things to consider:

- Listen carefully, especially to perspectives different from yours.
- Keep personal information shared in the group confidential.
- Speak from your own experience, saying, for example, "I think" or "In my experience I..." rather than generalizing your experience to others by saying, "People say," or "We believe."
- Avoid generalizing about groups of people.
- Share airtime (don't monopolize the discussion)
- Focus on your own learning

By clearly identifying the kinds of interactions and discussion that will be encouraged and discouraged, the instructor and learners create a climate of safety,

ensuring that everyone will be respected. *The first meeting is an appropriate time to establish these guidelines and to request cooperation in following them.*

- **Manage time-** part of being respectful of class participants is not to waste time on unnecessary “fillers”. Stick with start/ end times. If you don’t, you’ll inadvertently train participants to return five minutes late from breaks or arrive late each morning. Also, starting late or not following the training timelines can feel like punishment or disrespectful practices to those who arrived on time or early for the class.
- **Model expected work behaviors-** Since you are conducting training, you should also keep in mind that you’re setting the tone from the beginning for what agencies culture is. Be sure you’re modeling time management skills AND that you’re expecting participants to do the same. We don’t want to create a false expectation or poor work behavior patterns in training that supervisors will have to struggle with or correct. This can be reinforced in training by expecting participants to arrive on time every class- to return from breaks on time- AND to use class time efficiently – being engaged in the curriculum.
- **Tighten activity time-** small group and classroom activities can easily get off track and become time wasters. Manage these effectively- don’t allow more time than is needed. Giving participants 5 minutes to review and respond to training content will help keep them focused and “buzzing” with work rather than checking their phones or having unrelated conversations during work time.

The last two bullets on this slide are covered in separate slides.

Slide 27

Tips for Responding to Questions

- There are no “bad” questions
- Repeat questions for clarification
- Call on a participant –or pose the question to the group; Encourage other students to answer.
- Use questions to build interest or context
- Apply the 25/75 Rule
- Have them use their resources to find the answer
- Start a parking lot for questions that are not covered in class
- Do not let a question send you off the topic



Be flexible

If it seems many are confused, stop and teach the lesson another way.

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27

Responding to questions- While questions from participants shows their interest and engagement in the class and can provide rich dialogue that enhances the learners experience, there may be times that questions can become distractions or unnecessary time wasters. Prepare ahead of time for how you’ll handle this. One way is to use a “parking lot” (describe parking lot).

When using questions as learning experiences or when time permits, follow these tips:

- First- create a classroom environment where there are **no “bad” questions**. Create an interest and desire to learn!
- **Repeat the question to the group** when it is asked making sure everyone heard it. This also lets you know that you’ve heard the question correctly – AND- can give you some time to think about the best way to respond.

- If you need time to collect your thoughts before responding, OR- if you know that someone else in the room based on their experience or other factor may know the answer, **ask the group if anyone wants to respond to the question.** This is also a helpful “pulse check” to see what others think about the topic or what other knowledge participants have on the subject.
- Answer the question as completely as possible. If you don’t know the answer, but, you’ll be able to find it before the class ends, suggest that they put that question in the “parking lot” if you’re introduced this already. If you don’t know and can’t get the answer before the course ends, admit to that as well- but, let them know how you’ll follow up with them.
- If the question will be covered later in the course, say so, and use their interest now to build context for later when the topic is introduced
- **Use the 25/75 Rule:** When answering a question that provides for discussion or enriches learning, direct just 25% of your eye contact to the person who asked the question and the rest (75%) to the group. This keeps everyone involved and represents the importance of the question and discussion to the curriculum being covered.

Slide 28

Types of Challenging Participants & Strategies for Addressing Them

- Arguing
- Uninvolved or Shy
- Aggressive
- Complaining
- Disruptive/ Talking
- Attention Seeking



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28

Manage challenging participants- participants who have challenging behaviors interfere not only with your ability to deliver the training content but also interrupt the learning experience of the group. Let’s look at some of these challenging behaviors and some strategies for addressing them

- **Arguing** – Some participants may look for an opportunity to disagree or pick at an idea- or, may not be willing to let go of their own ideas to hear others.
Tips: You could always just agree with their ideas, or... you could tell them you’re interested in hearing more and suggest they share their ideas with you at the break. They may not be willing to use their break time to continue, or, if they are, you will at least have “tabled” it so you can finish the curriculum
- **Shy/ Uninvolved Participants-** Some participants may not be involved, may be doodling, or otherwise uninvolved in the class. There could be a variety of reasons for this, even in the most engaging class environment. People who hesitate to engage in a discussion may do so for a number of reasons, including because they do not feel confident expressing their opinion or sharing their knowledge or experiences.
Tips: Ask open ended questions, do “round robin” so everyone contributes, Maintain good eye contact. Try “scaffolding”: Frame out the question you would like a

	<p><i>response to and provide all the context that's relevant. Have participants discuss each point rather than choosing one- this creates context and can lead to rich discussion rather than putting the person on the spot feeling like they won't give the correct response.</i></p> <ul style="list-style-type: none"> ▪ <u>Aggressive</u>- Some participants may be aggressive, more than argumentative, they may be critical or dismissive of ideas of others. <i>Tips: Stay calm and remain neutral, don't take their behavior personally. Don't give more "power" or attention to them than is needed. Validate that they have an opinion and move on.</i> ▪ <u>Complaining</u>- Not all participants may want to attend training- each may have their own reasons and most of the time, their reasons are personal and are unrelated to you, the class, or any factor you can control. <i>Tips: Make an effort to solve their concern/ issue, if you can. Be patient with them, understand that their resistance or complaining likely is unrelated to you or the training. Try to shift their focus, but don't waste time or give too much attention to negative participants</i> ▪ <u>Disruptive/ Talking</u>- Classroom engagement is good! This is NOT! Don't allow any one person to monopolize the conversation. <i>Tips: Use non-verbal signals such as looking away, or avoiding looking at the participant when you're posing a question or scenario for discussion. Try "round robin" or direct response questions for a while rather than opening it up for anyone to respond. If need be, refer back to the "ground rules" or, catch them at a break to address</i> ▪ <u>Attention Seeking</u> - Participants may be disruptive or try to steal the focus of the class. <i>Tips: Shift the focus back to the task at hand, restate the purpose of the discussion if this happens during a large group activity, thank them for their contribution and then shift gears/ move on.</i>
Slide 29	

Best Practices in Engaging Adult Learners

Slide 30

Address adult learning needs


- Relevance to work and role
- Set personal goals and assist in reaching them
- Clarity of purpose
- Set specific action steps
- Incorporate active learning
- Make learning "task" oriented

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30

Adult learners typically want to know how new learning relates to their work/ role. Follow these Basic Assumptions of Adult Learners and what it means for trainers:

- **Adults want to know WHY they should learn:** *Develop a "need to know" for your learners- make a case for the value of the learning- tell them how you've used this as an employee or how HSA expects employees to use the information – This gives Clarity of Purpose*
- Adults have a self-concept of being in charge of their own learning and their own lives: *Understand that adult learners typically are not passive learners. Empower participants to learn and take responsibility for learning. Create an environment where you encourage participants to reflect on their learning-to measure it- to evaluate it.*
- **Assist in reaching goals:** Understanding that adult learners have a self-concept for learning, build on this and build in the desired behavior of goal setting. At the onset of the training, have participants set goals for themselves. Check in on these goals as you progress through the training. Write them down so they are visible and revisit them throughout the course.
- **Set specific action steps:** It is best if participants do this themselves- typically, they will set more realistic and relevant goals/ action steps for themselves than the instructor can. Use the learning objectives as the basis for setting action steps. Have participants set goals for themselves/ action steps to take in order to achieve the learning outcome
- **Incorporate active learning:** As we've discussed, effective learning environments have a mix of delivery methods. Include interactive learning as often as possible but at least every 15- 20 minutes.

	<ul style="list-style-type: none"> ▪ Make learning “task” oriented- Education is typically “subject” centered, but, adult training sessions should be “task” centered. For example, we teach young children grammar and spelling- but, for an adult learner, the focus shifts to a task focus such as- how to write a business letter. In adult learning we move from the mechanics of learning (spelling, grammar, punctuation) to the application of the content (task focus).
<p>Slide 31</p>	
<p>Active Learning Techniques</p> <ul style="list-style-type: none"> • Encourage participation • Eliminate unnecessary time fillers • Balance lecture and discussion with skill and application exercises • Design student centered curriculum • Limit lecture based training • Use questions to engage the learner • Use a variety of teaching methods  <p><small>www.pcghumanresources.com Ramsey County Coaching Training for Trainers © Copyright Public Consulting Group, Inc. 2016 31</small></p>	<ul style="list-style-type: none"> ▪ Discussion Point for “Limit lecture” Lecture should last no more than 15-20 minutes. Insert pulse checks after 15 minutes. ▪ Use a variety of teaching methods. The DISC Learning Preferences handout is a helpful tool to use for the last bullet.
<p>Slide 32</p>	
<p>Provide structured learning opportunities</p> <ul style="list-style-type: none"> • Empowers trainees to be self-directed learners • Techniques to follow: <ol style="list-style-type: none"> 1. Structured note taking 2. Problem-solving activities 3. Brainstorming 4. Progress logs 5. Self evaluation or peer review <p><small>www.pcghumanresources.com Ramsey County Coaching Training for Trainers © Copyright Public Consulting Group, Inc. 2016 32</small></p>	
<p>Slide 33</p>	

Provide immediate feedback

- Timely feedback leads to mastery
- Corrective feedback can reinforce learning
- Feedback can correct errors and reinforce important work behaviors
- Adult learners typically seek constructive feedback

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Review the slide

Slide 34

Techniques for delivering feedback

- Self-feedback
- Peer feedback
- Trainer feedback
- Supervisory feedback



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Review the slide

Slide 35

Delivering Coaching Training Practice

35

Slide 36

<div data-bbox="168 254 240 338">  Activity </div> <div data-bbox="261 260 654 289"> <h3>Delivering Coaching Training: Prep</h3> </div> <ul style="list-style-type: none"> ▪ Break into small groups of 3-4 ▪ Each group will receive a section of the Coaching Training Curriculum. Each member of the group will be assigned a specific number of slides from the curriculum that they will have to present to the larger training group ▪ Presenters: Discuss within your small groups any areas of challenge you have with delivering training. Using coaching techniques, help one another identify a SMART goal related to overcoming the challenge area <div data-bbox="159 680 776 697"> <small>www.pcghumanresources.com Ramsey County Coaching Training-for-Trainers © Copyright Public Consulting Group, Inc. 2016 36</small> </div>	<ul style="list-style-type: none"> ▪ Follow instructions on the slide.
<div data-bbox="139 737 253 766"> <h3>Slide 37</h3> </div> <div data-bbox="168 802 240 886">  Activity </div> <div data-bbox="261 808 703 861"> <h3>Delivering Coaching Training: Prep and Practice</h3> </div> <ul style="list-style-type: none"> ▪ Reflect upon the concepts we covered today: learning styles, adult learning preferences, best practice ways adults like to learn, Blooms Taxonomy, classroom engagement, etc. ▪ Discuss strategies for incorporating as many of these concepts in your delivery. Write them down on your worksheet. ▪ Take turns practicing your presentation critique and provide feedback to one another. <div data-bbox="159 1226 776 1243"> <small>www.pcghumanresources.com Ramsey County Coaching Training-for-Trainers © Copyright Public Consulting Group, Inc. 2016 37</small> </div>	<ul style="list-style-type: none"> ▪ Follow instructions on the slide. ▪ Walk around the room; pay attention to the small group conversations, make note of any challenges or discussions that might benefit the entire group during observation and feedback.
<div data-bbox="139 1283 253 1312"> <h3>Slide 38</h3> </div> <div data-bbox="168 1348 240 1432">  Activity </div> <div data-bbox="261 1354 742 1409"> <h3>Delivering Coaching Training: Observation and Feedback</h3> </div> <ul style="list-style-type: none"> ▪ Observers: Use the "Coaching Practice Checklist" to write down the positive aspects of the delivery and the areas that could use improvement. Please complete one for each Presenter. ▪ Small Group Debrief: In your small groups share feedback forms. Reflect on the individual feedback you received. Celebrate what you did well and embrace the opportunity to develop in other areas. ▪ Large Group Debrief: Share your experience ("Ah Ha" moments) presenting, observing, giving and receiving feedback. <div data-bbox="159 1772 776 1789"> <small>www.pcghumanresources.com Ramsey County Coaching Training-for-Trainers © Copyright Public Consulting Group, Inc. 2016 38</small> </div>	<ul style="list-style-type: none"> ▪ Follow instructions on the slide. ▪ Before transitioning to the next sections, encourage trainees to ask any questions they may have. ▪ If/when they ask questions, remember to bounce the question back to the group to give them a chance to answer the question.
<div data-bbox="139 1829 253 1858"> <h3>Slide 39</h3> </div>	

Coaching Circles

39

Slide 40

What's working – What's not?



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40

- Engage trainees in a discussion around what is/is not working with the Coaching Circles.
- Ask them to share how they start the sessions, facilitate the sessions and follow-up on prior sessions.
- Let them know that they will have an opportunity to create learning supports to help them facilitate the Coaching Circle participants through some of the challenges.

Slide 41

Facilitating cooperation in using the GAP

GOAL ACTION PLAN

Participant's Name: _____ Case Number: _____ Date: _____

My goal is: _____ Due Date: _____

Check the goal and action steps against SMART criteria (all must be checked):
☐ Specific ☐ Measurable ☐ Attainable ☐ Relevant ☐ Time Limited

Instructions: Once you develop your goal, identify the action steps that you will need to achieve along the way. Your action steps should also meet the SMART criteria.

PRIORITY ASSIGNED	ACTION STEPS TO ACHIEVE YOUR GOAL	TARGET DATE	DATE COMPLETED	SMART CRITERIA
1.				<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
2.				<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
3.				<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
4.				<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
5.				<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T

Date of next appointment: _____ Was this goal obtained or discontinued? YES (NO) If yes, date: _____
 If no, what stopped you? _____

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41

Only review this slide if the Coaches request assistance in this area.

Slide 42

Coaching Circle Facilitation Tips

As Coaching Circle facilitator, your role is to be **neutral, objective**, and keep the group on task.

- Use coaching techniques such as active listening, powerful questions, and summarizing to help you stay in your role.
- Bounce questions back to the group in order to refrain from giving advice.
- Encourage brainstorming as a way for the group to work through challenges and problem-solve.
- Look, listen and pay attention to group dynamics and non-verbal cues that might be sending a message or could disrupt the flow.
- Avoid supervisory or performance related conversations. They should be had conducted outside of the Coaching Circle.
- Use powerful questions to channel discussions in constructive directions.

Remember
Facilitate, don't lead the sessions!

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42

- Review the tips lifted on the slide
- Encourage trainees to add additional tips?

Slide 43



Activity

Coaching Circle Facilitation: Prep and Practice

- Break into small groups of 3-4
- Reflect upon the concepts we covered today: adult learning styles, learning preferences, best practices, Blooms Taxonomy, classroom engagement, etc.
- Consider the challenge areas observed or discussed in previous Coaching Circles.
- Identify strategies for addressing these challenges. The strategy can be an interactive activity ("real play", game or handout).
- Create the activity. Remember to incorporate the concepts from adult learning styles and Blooms taxonomy.
- Take turns practicing your presentation critique and provide feedback to one another.

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43

- Follow instructions on the slide
- Walk around the room and observe, provide feedback and answer questions, if needed.

Slide 44



Activity

Coaching Circle Facilitation: Presentation, Observation and Feedback

- **Presentation:** Each group will have the larger group participate in the activity.
- **Observers:** Use the "Coaching Checklist" the larger group will provide feedback about the activity. Be sure to write down the **positive aspects** of the delivery and the areas that could use improvement. Complete one for each presentation.
- **Group Feedback:** Share feedback. Reflect on the individual feedback you received. **Celebrate** what you did well and **embrace** the opportunity to develop in other areas.
- **Group Debrief:** Share your individual experience ("Ah Ha" moments) creating, observing, giving and receiving feedback.

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44

Follow instructions on the slide

Slide 45

Review and Wrap-Up

Slide 46

What we learned today.....

- Core characteristics and habits of effective trainers
- Adult learning styles and how adults prefer to learn
- Classroom management techniques
- Tips for dealing with different behaviors within the learning environment
- Best practices in delivering training
- Discussed individual challenges with training delivery
- How to deliver coaching training using coaching skills
- Received feedback from our peers on how to improve our training delivery skills
- Tips for facilitating Coaching Circles

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46

- Review slide
- Ask trainees what two things they will do differently as a result of the training.

Slide 47

Questions



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47

Slide 48

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48

Slide 49



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Helpful Tips & Activities



Reflect and Plan: Adult Learning Styles

Individual Reflection and Planning:

1. Think about training sessions you have attended in the past.
 - a. List specific things about the training that demonstrated consideration for all learning styles.

- b. List specific things about the training that **did not** demonstrate consideration for all learning styles.

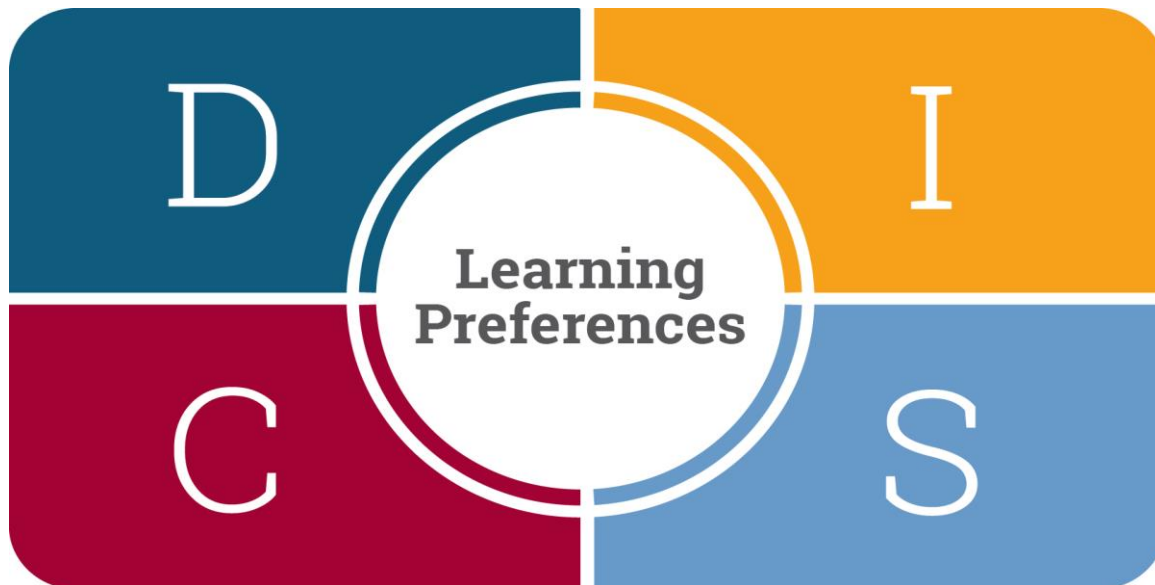
Peer-to-Peer Sharing

2. Reveal your learning style to your group. Discuss a time when you had a challenge absorbing or understanding information that was presented to you. Considering your learning style, what could have been done differently that would have helped you to gain a better understanding of the information.

3. What specific things will you incorporate in your delivery of training that will facilitate learning for all learning styles?



Dominance-Influence-Steadiness-Conscientiousness (DISC)



D. Dominant

Style of Learning Environment: Fast paced

Preferred type of questions: What (directive)

To engage in learning:

- Make content brief and to the point
- Provide for autonomy in learning
- Be clear about learning expectations
- Eliminate time wasters

C. Conscientious

Style of Learning Environment: Focused

Preferred type of questions: Why (analytical)

To engage in learning:

- Stay on track
- Be precise and clear
- Have all the facts/ details outlined and correct

I. Influence

Style of Learning Environment: Interactive/ Social/ Informal

Preferred type of questions: Who (interactive)

To engage in learning:

- Be relaxed and sociable
- Incorporate opportunities for exchange of ideas and thoughts
- Provide written details
- Use humor

S. Steady

Style of Learning Environment: Collaborative

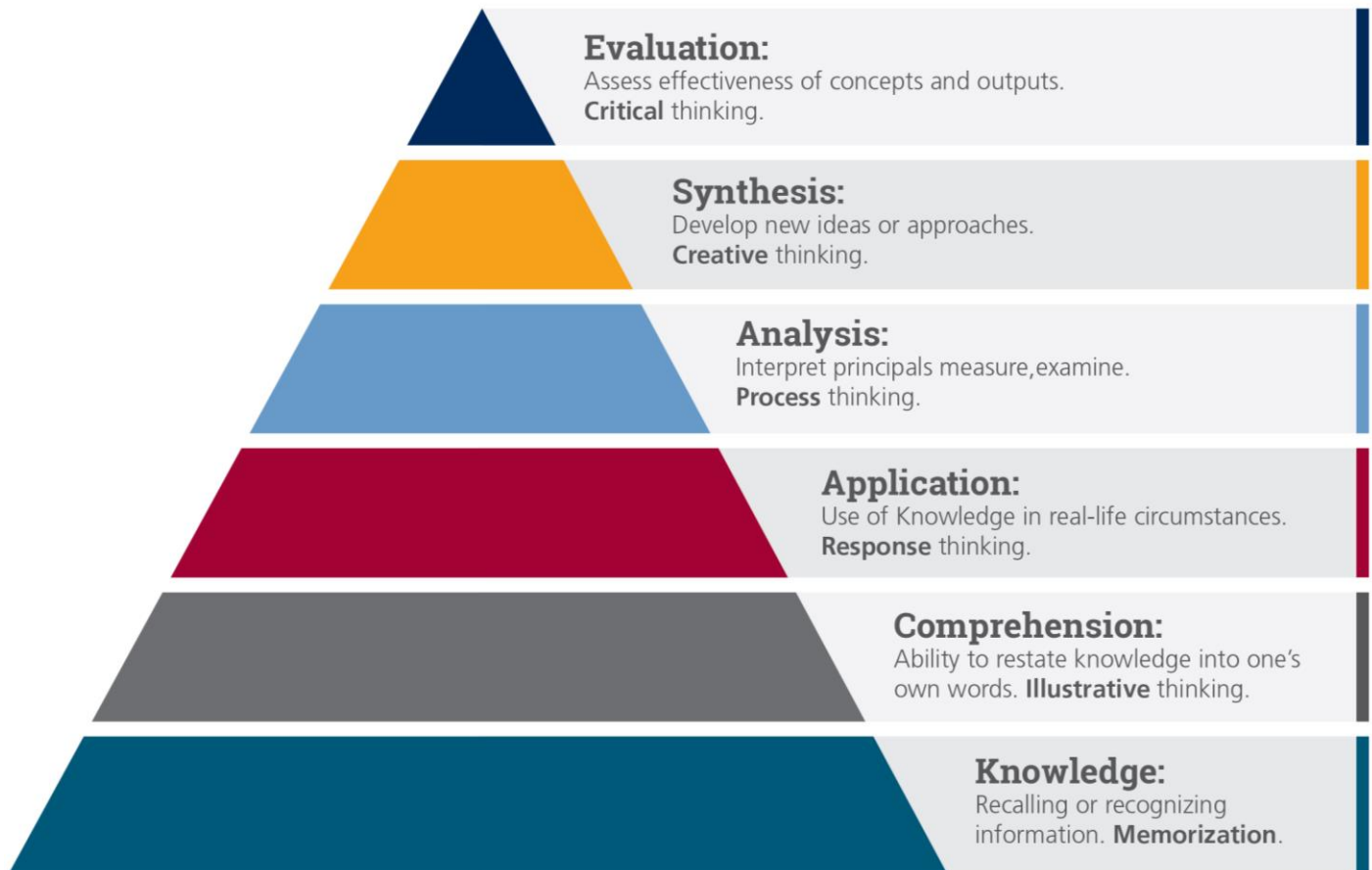
Preferred type of questions: How (thoughtful)

To engage in learning:

- Provide structure/ systematic approach
- Create a secure environment
- Explain "how"
- Slower paced- change can be difficult, lead them with the "how"



Blooms Taxonomy



A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives, New York: Longman, c2001



Helpful Tips

Training Practices that Promote Bloom's Taxonomy

Training Practices that Promote Bloom's Taxonomy				
Category	Behavior Descriptions	Examples of activities for training	Evidence to be measured	'Key words' (verbs that describe the activity to be trained or measured)
Knowledge	Recall or recognize information	Multiple-choice test	Recount facts or rules, recall a process or quote a definition or procedure	Arrange, define, describe, label, list, memorize, recognize, reproduce, select, state
Comprehension	Understand meaning, re-state information in one's own words, interpret or translate	Explain or interpret meaning from a given scenario or statement	Suggest responses or solutions to given problem, create examples	Explain, reword, critique, classify, summarize, illustrate, translate, review, report, discuss, re-write, estimate, interpret
Application	Use or apply knowledge, put theory into practice, use knowledge in response to real circumstances	Put a theory into practice or apply learning to a scenario Role-play	Demonstrate, solve a problem	Use, apply, discover, manage, solve, produce, implement, change, prepare, conduct, perform, react, respond
Analysis	Interpret knowledge and organizational principles. Assess quality or reliability	Identify essential parts and functions of a process or concept or process	Make qualitative assessments. Compare requirements or needs	Analyze, break down, compare, quantify, measure, test, examine
Synthesis (create/build)	Develop new unique structures, systems, models, approaches, or ideas	Develop plans or procedures, design solutions, integrate methods, resources, ideas, parts	Create new approaches, write protocols or contingencies	Develop, plan, build, create, design, organize, revise, formulate, propose, establish, assemble, integrate, re-arrange, modify
Evaluation	Assess effectiveness of whole concepts, in relation to values, outputs, viability. Strategic comparison and review. Judgment/ determination of next steps in relation to new or external criteria	Review options or plans in terms of efficacy, return on investment, cost-effectiveness, sustainability	Review a case file and determine eligibility. Assess eligibility and defend determination	Review, justify, assess, present a case for, defend, report on, investigate, argue

A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives, New York: Longman, c2001



Interactive Techniques

Adapted in part from:

- Thomas A. Angelo/K. Patricia Cross, *Classroom Assessment Techniques*. 2nd Edition. Jossey-Bass: San Francisco, 1993.
- Alison Morrison-Shetlar/Mary Marwitz, *Teaching Creatively: Ideas in Action*. Outernet: Eden Prairie, 2001.
- Silberman, Mel. *Active Learning: 101 Strategies to Teach Any Subject*. Allyn and Bacon: Boston, 1996.
- VanGundy, Arthur. *101 Activities for Teaching Creativity and Problem Solving*. Pfeiffer: San Francisco, 2005.
- Watkins, Ryan. *75 e-Learning Activities: Making Online Learning Interactive*. San Francisco: Pfeiffer, 2005.

These techniques have multiple benefits: the instructor can easily and quickly assess if students have really mastered the material (and plan to dedicate more time to it, if necessary), and the process of measuring student understanding in many cases is also practice for the material—often students do not actually learn the material until asked to make use of it in assessments such as these. Finally, the very nature of these assessments drives interactivity and brings several benefits. Students are revived from their passivity of merely listening to a lecture and instead become attentive and engaged, two prerequisites for effective learning. These techniques are often perceived as “fun”, yet they are frequently more effective than lectures at enabling student learning.

Not all techniques listed here will have universal appeal, with factors such as your teaching style and personality influencing which choices may be right for you.

Instructor Action: Lecture

1. **Picture Prompt** – Show students an image with no explanation, and ask them to identify/explain it, and justify their answers. Or ask students to write about it using terms from lecture, or to name the processes and concepts shown. Also works well as group activity. Do not give the “answer” until they have explored all options first.
2. **Think Break** – Ask a rhetorical question, and then allow 20 seconds for students to think about the problem before you go on to explain. This technique encourages students to take part in the problem-solving process even when discussion isn’t feasible. Having students write something down (while you write an answer also) helps assure that they will in fact work on the problem.
3. **Choral Response** – Ask a one-word answer to the class at large; volume of answer will suggest degree of comprehension. Very useful to “drill” new vocabulary words into students.
4. **Instructor Storytelling** – Instructor illustrates a concept, idea, or principle with a real life application, model, or case-study.
5. **Pass the Pointer** – Place a complex, intricate, or detailed image on the screen and ask for volunteers to temporarily borrow the laser pointer to identify key features or ask questions about items they don’t understand.
6. **Empty Outlines** – Distribute a partially completed outline of today’s lecture and ask students to fill it in. Useful at start or at end of class.
7. **Classroom Opinion Polls** – Informal hand-raising suffices to test the waters before a controversial subject.
8. **Total Physical Response (TPR)** – Students either stand or sit to indicate their binary answers, such as True/False, to the instructor’s questions.
9. **Hand Held Response Cards** – Distribute (or ask students to create) standardized cards that can be held aloft as visual responses to instructor questions. Example: green card for true, red for false. Or hand-write a giant letter on each card to use in multiple choice questions.
10. **Student Polling** – Select some students to travel the room, polling the others on a topic relevant to the course, then report back the results for everyone.
11. **Self-Assessment of Ways of Learning** – Prepare a questionnaire for students that probes what kind of learning style they use, so the course can match visual/aural/tactile learning styles.

12. **Quote Minus One** – Provide a quote relevant to your topic but leave out a crucial word and ask students to guess what it might be: “I cannot forecast to you the action of _____; it is a riddle, wrapped in a mystery, inside an enigma.” This engages them quickly in a topic and makes them feel invested.
13. **Every day Ethical Dilemmas** – Present an abbreviated case study with an ethical dilemma related to the discipline being studied.
14. **Polar Opposites** – Ask the class to examine two written-out versions of a theory (or corollary, law of nature, etc.), where one is incorrect, such as the opposite or a negation of the other. In deciding which is correct, students will have to examine the problem from all angles.
15. **Pop Culture** – Infuse your lectures, case studies, and sample word problems for use during class with current events from the pop culture world. Rather than citing statistics for housing construction, for instance, illustrate the same statistical concept you are teaching by inventing statistics about something students gossip about, like how often a certain pop star appears in public without make-up.
16. **Make Them Guess** – Introduce a new subject by asking an intriguing question, something that few will know the answer to (but should interest all of them). Accept blind guessing for a while before giving the answer to build curiosity.
17. **Make It Personal** – Design class activities (or even essays) to address the real lives of the individual students. Instead of asking for reflections on Down’s Syndrome, ask for personal stories of neurological problems by a family member or anyone they have ever met.
18. **Read Aloud** – Choose a small text (500 words or less) to read aloud, and ask students to pay particular attention during this phase of lecture. A small text read orally in a larger lecture can focus attention.
19. **Punctuated Lectures** – Ask student to perform five steps: listen, stop, reflect, write, and give feedback. Students become self-monitoring listeners.
20. **Word of the Day** – Select an important term and highlight it throughout the class session, working it into as many concepts as possible. Challenge students to do the same in their interactive activities.
21. **Recall, Summarize, Question, Connect, and Comment** – This method of starting each session (or each week) has five steps to reinforce the previous session’s material: recall it, summarize it, phrase a remaining question, and connect it to the class as a whole, and comment on that class session.
22. **Focused Listing** – List several ideas related to the main focus point. Helpful for starting new topics.
23. **Background Knowledge Probe** – Use questionnaire (multi-choice or short answer) when introducing a new topic.
24. **Goal Ranking and Matching** – Students rank their goals for the class, then instructor combines those with her own list.
25. **Interest/Knowledge/Skills Checklist** – Assesses interest and preparation for the course, and can help adjust teaching agenda.
26. **Documented Problem Solutions** – Keep track of the steps needed to solve specific *types* of problems. Model a list for students first and then ask them to perform similar steps.

Instructor Action: Lecture (Small Class Size)

1. **Pass the Chalk** – Provide chalk or a soft toy; whoever has it must answer your next question, and they pass it on to the student of their choice.
2. **Quaker Meeting** – Students highlight key passages of the reading, and there is silence (like a Quaker meeting) until someone wants to read his/her out, and others follow. End with brief writing about what they learned from the sentences.
3. **Town Hall Meeting** – Abdicate the front of the room for a student willing to speak out on a controversial subject, and when she is done with her comment, she selects the next speaker from the hands raised.
4. **The Half Class Lecture** – Divide the class in half and provide reading material to one half. Lecture on that same material to the other half of the class. Then, switch the groups and repeat, ending with a recap by pairing up members of opposite groups.
5. **Tournament** – Divide the class into at least two groups and announce a competition for most points on a practice test. Let them study a topic together and then give that quiz, tallying points. After each round, let them study the next topic before quizzing again. The points should be carried over from round to round. The student impulse for competition will focus their engagement onto the material itself.

Student Action: Individual (Many of these can be used as partner work or group work instead; or may escalate to that after some individual effort)

1. **One-Minute Papers** – Students write for one minute on a specific question (which might be generalized to “what was the most important thing you learned today”). Best used at the end of the class session.
2. **Muddiest Point** – Like the Minute Paper, but asks for the “most confusing” point instead. Best used at the end of the class session.
3. **Misconception Check** – Discover class’s preconceptions. Useful for starting new chapters.
4. **Drawing for Understanding** – Students illustrate an abstract concept or idea. Comparing drawings around the room can clear up misconceptions.
5. **Circle the Questions** – Pre-make a handout that has a few dozen likely student questions (make them specific) on your topic for that day and ask students to circle the ones they don’t know the answers to, then turn in the paper.
6. **Ask the Winner** – Ask students to silently solve a problem on the board. After revealing the answer, instruct those who got it right to raise their hands (and keep them raised); then, all other students are to talk to someone with a raised hand to better understand the question and how to solve it next time.
7. **What’s the Principle** – After recognizing the problem, students assess what principle to apply in order to solve it. Helps focus on problem TYPES rather than individual specific problems. Principle(s) should be listed out.
8. **Haiku** – Students write a haiku (a three-line poem: 5-syllables, then 7, then 5) on a given topic or concept, and then share it with others.
9. **Bookmark Notes** - Distribute full-length paper to be used as a bookmark for the current chapter. On it, record prompts and other “reading questions”, and require students to record their notes, observations, and objections while reading onto these bookmarks for collection and discussion in class.
10. **True or False?** – Distribute index cards (one to each student) on which is written a statement. Half of the cards will contain statements that are true, half false. Students decide if theirs is one of the true statements or not, using whatever means they desire. Variation: designate half the room a space for those who think their statements are true, and the other half for false.
11. **“Real-World”** – Have students discuss in class how a topic or concept relates to a real world application or product. Then have students write about this topic for homework. Variation: ask them to record their answer on index cards.
12. **Concept Mapping** – Students write keywords onto sticky notes and then organize them into a flowchart. Could be less structured: students simply draw the connections they make between concepts.
13. **Advice Letter** – Students write a letter of advice to future students on how to be successful students in that course.
14. **Tabloid Titles** – Ask students to write a tabloid-style headline that would illustrate the concept currently being discussed. Share and choose the best.
15. **Bumper Stickers** – Ask students to write a slogan-like bumper sticker to illustrate a particular concept from lecture. Variation: can be used to ask them to sum up the entire course in one sentence.
16. **One-Sentence Summary** – Summarize the topic into one sentence that incorporates all of who/what/when/where/why/how creatively.
17. **Directed Paraphrasing** – Students asked to paraphrase part of a lesson for a specific audience (and a specific purpose).
18. **Word Journal** – First, summarize the entire topic on paper with a single word. Then use a paragraph to explain your word choice.
19. **Truth Statements** – Either to introduce a topic or check comprehension, ask individuals to list out “It is true that...” statements on the topic being discussed. The ensuing discussion might illustrate how ambiguous knowledge is sometimes.
20. **Objective Check** – Students write a brief essay in which they evaluate to what extent their work fulfills an assignment’s objectives.
21. **Opposites** – Instructor lists out one or more concepts, for which students must come up with an antonym, and then defend their choice.
22. **Student Storytelling** – Students are given assignments that make use of a given concept in relation to something that seems personally relevant (such as requiring the topic to be someone in their family).
23. **Application to Major** – During last 15 minutes of class, ask students to write a short article about how the point applies to their major.
24. **Pro and Con Grid** – Students list out the pros and cons for a given subject.

25. **Harvesting** – After an experience/activity in class, ask students to reflect on “what” they learned, “so what” (why is it important and what are the implications), and “now what” (how to apply it or do things differently).
26. **Chain Notes** – Instructor pre-distributes index cards and passes around an envelope, on which is written a question relating to the learning environment (i.e., are the group discussions useful?) Students write a very brief answer, drop in their own card, and pass the envelope to the next student.
27. **Focused Autobiographical Sketches** – Focuses on a single successful learning experience, one relevant to the current course.
28. **Course-Related Self-Confidence Surveys** – Simple questions that measure how self-confident students are when it comes to a specific skill. Once they become aware they can do it, they focus on it more.
29. **Profiles of Admirable Individuals** – Students write a brief profile of an individual in a field related to the course. Students assess their own values and learn best practices for this field.
30. **Memory Matrix** – Identify a key taxonomy and then design a grid that represents those interrelationships. Keep it simple at first. Avoid trivial or ambiguous relationships, which tend to backfire by focusing students on superficial kinds of learning. Although probably most useful in introductory courses, this technique can also be used to help develop basic study skills for students who plan to continue in the field.
31. **Categorizing Grid** – Hand out rectangles divided into cells and a jumbled listing of terms that need to be categorized by row and column.
32. **Defining Features Matrix** – Hand out a simple table where students decide if a defining feature is PRESENT or ABSENT. For instance, they might have to read through several descriptions of theories and decide if each refers to behaviorist or constructivist models of learning.
33. **What/How/Why Outlines** – Write brief notes answering the what / how / why questions when analyzing a message or text.
34. **Approximate Analogies** – Students provide the second half of an analogy (A is to B as X is to Y).
35. **Problem Recognition Tasks** – Offer case studies with different types of problems and ask students to identify the TYPE of problem (which is different from solving it)
36. **Switch it up!** – Ask students to work on one problem for a few minutes and intentionally move to a second problem without debriefing the first one, then solve the second one and only then return to the first one for more work. A carefully chosen second problem can shed light on the first problem, but this also works well if the problems are not directly related to each other.
37. **Reading Rating Sheets** – Students fill out a ratings sheet on the course readings, on how clear, useful, and interesting it was.
38. **Assignment Assessments** – Students give feedback on their homework assignments, and evaluate them as learning tools.
39. **Exam Evaluations** – Students explain what they are learning from exams, and evaluate the fairness, usefulness, and quality of tests.
40. **Group-Work Evaluations** – Questionnaires asking how effective group work has been in the class.
41. **Teacher-Designed Feedback Forms** – Rather than use standardized evaluation forms, teachers create ones tailored for their needs and their classes. Especially useful midway through the term.
42. **Writing Fables** – Students write an animal fable (or at least sketch its outline) that will lead to a one-sentence moral matching the current concept discussed in class. May be done verbally instead.

Student Action: Pairs

1. **Think-Pair-Share** – Students share and compare possible answers to a question with a partner before addressing the larger class.
2. **Pair-Share-Repeat** – After a pair-share experience, ask students to find a new partner and debrief the wisdom of the *old* partnership to this *new* partner.
3. **Teacher and Student** - Individually brainstorm the main points of the last homework, then assign roles of teacher and student to pairs. The teacher's job is to sketch the main points, while the student's job is to cross off points on his list as they are mentioned, but come up with 2-3 ones missed by the teacher.
4. **Wisdom of Another** – After any individual brainstorm or creative activity, partner students up to share their results. Then, call for volunteers of students who found their partner's work to be interesting or exemplary. Students are sometimes more willing to share in plenary the work of fellow students than their own work.

5. **Forced Debate** – Students debate in pairs, but must defend the opposite side of their personal opinion. Variation: half the class take one position, half the other. They line up and face each other. Each student may only speak once, so that all students on both sides can engage the issue.
6. **Optimist/Pessimist** – In pairs, students take opposite emotional sides of a conversation. This technique can be applied to case studies and problem solving as well.
7. **Peer Review Writing Task** – To assist students with a writing assignments, encourage them to exchange drafts with a partner. The partner reads the essay and writes a three paragraph response: the first paragraph outlines the strengths of the essay, the second paragraph discusses the essay's problems, and the third paragraph is a description of what the partner would focus on in revision, if it were her essay.
8. **Invented Dialogues** – Students weave together real quotes from primary sources, or invent ones to fit the speaker and context.
9. **My Christmas Gift** – Students mentally select one of their recent gifts as related to or emblematic of a concept given in class, and must tell their partners how this gift relates to the concept. The one with a closer connection wins.
10. **Psychoanalysis** – Students get into pairs and interview one another about a recent learning unit. The focus, however, is upon analysis of the material rather than rote memorization. Sample Interview Questions: Can you describe to me the topic that you would like to analyze today? What were your attitudes/beliefs before this topic? How did your attitudes/beliefs change after learning about this topic? How will/have your actions/decisions altered based on your learning of this topic? How have your perceptions of others/events changed?

Student Action: Groups

1. **Jigsaw (Group Experts)** – Give each group a different topic. Re-mix groups with one planted “expert” on each topic, who now has to teach his new group.
2. **Board Rotation** – Assign groups of students to each of the boards you have set up in the room (four or more works best), and assign one topic/question per board. After each group writes an answer, they rotate to the next board and write their answer below the first, and so on around the room.
3. **Pick the Winner** – Divide the class into groups and have all groups work on the same problem and record an answer/strategy on paper. Then, ask groups to switch with a nearby group, and evaluate *their* answer. After a few minutes, allow each set of groups to merge and ask them to select the better answer from the two choices, which will be presented to the class as a whole.
4. **Layered Cake Discussion** - Every table/group works on the same task for a few minutes, then there's a plenary debrief for the whole class, and finally repeat with a new topic to be discussed in the groups.
5. **Lecture Reaction** – Divide the class into four groups after a lecture: questioners (must ask two questions related to the material), example givers (provide applications), divergent thinkers (must disagree with some points of the lecture), and agrees (explain which points they agreed with or found helpful). After discussion, brief the whole class.
6. **Movie Application** – In groups, students discuss examples of movies that made use of a concept or event discussed in class, trying to identify at least one way the movie-makers got it right, and one way they got it wrong.
7. **Student Pictures** – Ask students to bring their own pictures from home to illustrate a specific concept to their working groups.
8. **Definitions and Applications** – In groups, students provide definitions, associations, and applications of concepts discussed in lecture.
9. **TV Commercial** – In groups, students create a 30-second TV commercial for the subject currently being discussed in class. Variation: ask them to act out their commercials.
10. **Blender** – Students silently write a definition or brainstorm an idea for several minutes on paper. Then they form into groups, and two of them read their ideas and integrate elements from each. A third student reads his, and again integration occurs with the previous two, until finally everyone in the group has been integrated (or has attempted integration).
11. **Human Tableau or Class Modeling** – Groups create living scenes (also of inanimate objects) which relate to the classroom concepts or discussions.
12. **Build From Restricted Components** – Provide limited resources (or a discrete list of ideas that must be used) and either literally or figuratively dump them on the table, asking students in groups to construct a

solution using only these things (note: may be familiar from the *Apollo 13* movie). If possible, provide red herrings, and ask students to construct a solution using the minimum amount of items possible.

13. **Ranking Alternatives** – Teacher gives a situation, everyone thinks up as many alternative courses of action (or explanations of the situation) as possible. Compile list. In groups, now rank them by preference.
14. **Simulation** – Place the class into a long-term simulation (like as a business) to enable Problem-Based Learning (PBL).
15. **Group Instructional Feedback Technique** – Someone other than the teacher polls groups on what works, what doesn't, and how to fix it, then reports them to the teacher.
16. **Classroom Assessment Quality Circles** – A small group of students forms a "committee" on the quality of teaching and learning, which meets regularly and includes the instructor.
17. **Audio and Videotaped Protocols** – Taping students while they are solving problems assesses the learner's awareness of his own thinking.
18. **Imaginary Show and Tell** – Students pretend they have brought an object relevant to current discussion, and "display" it to the class while talking about its properties.
19. **Six Degrees of "RNA Transcription Errors"** – Like the parlor game "Six Degrees of Kevin Bacon" (in which actors are linked by joint projects), you provide groups with a conceptual start point and challenge them to leap to a given concept in six moves or fewer. One student judge in each group determines if each leap is fair and records the nature of the leaps for reporting back to the class.

Facebook

1. **Replace Discussion Boards** - Create a Facebook "group" (private/invite only) and use the Wall as the class discussion board. Students are notified by home page notification when someone replies to their thread.
2. **Notify Students Quickly** – Posting to Facebook will reach your students much faster than an email, because most of them check Facebook regularly.
3. **Fan Page** - An alternative to a group is a "fan" page, which has the advantage that your "status updates" will show up for students on their Live Feed. Disadvantage: some students turn off Live Feed and only see status updates of their friends.
4. **Direct Facebook Friendship** - Allowing your students to "friend" you will give you unfettered access to them (unless they've set up a special role for you), but more importantly, your status updates will be visible to them on the home page (unless they block you manually). Disadvantage: too much information will be revealed on both sides, unless both you and the students set up "lists" with limited access allowed.

Twitter

1. **Report from the Field** – Students use smart phones to record their observations while witnessing an event/location related to the course of study, capturing more honest and spontaneous reactions
2. **Twitter Clicker Alternative** - In large classes, a hashtag can amalgamate all posts by your students in one place, giving them a free-response place to provide feedback or guess at a right answer. Also useful for brainstorming.
3. **Backchannel Conversations in Large Classes** – unlike a whispered conversation, a Twitter conversation (searchable by agreed-upon hashtag) becomes a group discussion. Students may also help out other students who missed a brief detail during the lecture.
4. **Follow an Expert** – Luminaries in many disciplines, as well as companies and governmental agencies, often publish a Twitter feed. Reading such updates provides a way to stay current.
5. **Tweeted Announcements** - Instead of Blackboard, use Twitter to send out announcements like cancelled classes.
6. **Twitter Pictures and URLs** - Twitpic and other services allows for photo upload to twitter; bit.ly and other "link shorteners" allow for pasting long URLs as short ones.
7. **Student Summaries** - Make one student the "leader" for tweets; she posts the top five important concepts from each session to twitter (one at a time); other students follow her feed and RT for discussion/disagreements
8. **Quick Contact** - Since sharing cell phone numbers is risky, instructors may wish to let students follow them on Twitter and send Direct Messages that way.
9. **Community-Building** - A Twitter group for your specific class creates inclusiveness and belonging.
10. **Twitter Projects** - Tweetworks and other apps can enable student groups to communicate with each other more easily.

11. **Brainstorm** - Small Twitter assignments can yield unexpected brainstorming by students, since it's happening "away" from the LMS.
12. **Twitter Poll** - PollDaddy and other apps enable Twitter to gather interest, information, attitudes, and guesses.
13. **Post Links** - News stories and other websites can be linked via Twitter (services such as bit.ly will shorten URLs).

YouTube

1. **Video Demonstrations** - Using a webcam, record a demonstration relevant to your topic and post it to YouTube.
2. **Student Videos** - Student projects, presentations, or speeches can take the form of video instead of PowerPoint, and uploaded for the class to see.
3. **Closed Eyes Method** - To prevent students at home from "reading" presentations (such as poem recitations) that were supposed to be memorized for YouTube upload, require them to give the performance with their eyes closed.
4. **Interactive Video Quizzes** - Using annotations (text boxes) and making them hyperlinks to other uploaded videos, instructors can construct an on-screen "multiple choice" test leading to differentiated video reactions, depending on how the student answers. Requires filming multiple videos and some editing work.
5. **Movie Clips** - Show brief segments of popular movies to illustrate a point, start a conversation, have students hunt for what the movie gets wrong, etc.
6. **Embed Into PowerPoint** - YouTube videos can be embedded into PPT as long as there is an active Internet connection; create a Shockwave Flash object in the Developer tab, and add the URL for "Movie" in the properties (the URL will need to replace "watch?v=" with just "/v/"). Alternative: use one-button plugin from iSpring Free.
7. **Shared Account** - Instructor creates a generic YouTube username/account and gives the password to everyone in the class, so student uploads all go to the same place.

Wikis

1. **Group Wiki Projects** - Instead of emailing a document (or PPT) back and forth, student groups can collaborate in real time with a free wiki such as wikispaces.com
2. **Wiki Class Notes** - Offering a class wiki for the optional sharing of lecture notes aids students who miss class, provides a tool for studying, and helps students see the material from more than one perspective.

Blogs

1. **Questions to Students** - Use the blog to "push" questions and discussion prompts to students like you would email, but in a different forum.
2. **Provide Links** - The native HTML nature of the blog makes it easy to give links to news stories and relevant websites.
3. **Substitute for Blackboard Discussion Board** - Students can comment on each post (or previous comment) and engage in a dialogue that is similar to Blackboard, but while out in the Internet in general.
4. **Electronic Role Play** - Students create their own blogs, and write diary-type entries while role-playing as someone central to your content.

Creating Groups

1. **Quick Division** - Divide your class into two roughly equal segments for simultaneous, parallel tasks by invoking their date of birth: "if your birthday falls on an odd-numbered day, do task X...if your birthday is even, do task Y." Other variations include males and females, months of birth, odd or even inches in their height (5'10" vs 5'11").
2. **Question and Answer Cards** - Make index cards for every student in the class; half with questions about class content; half with the right answers. Shuffle the cards and have students find their appropriate partner by comparing questions and answers on their own cards.
3. **Telescoping Images** - When you need the class to form new groups, craft sets of index cards that will be grouped together by theme, and randomly pass them out for students to seek the other members of their new groups. Example: one set of four index cards has pictures of Europe on a map, then France,

then the Eiffel Tower, then a person wearing a beret (thematically, the images “telescope” from far away to close up, and the students must find others in their particular set of telescoping images).

4. **Speed Sharing** – Students write definitions, concepts, quiz questions, etc. on index cards and form two concentric circles, facing each other. For thirty seconds (or 60), they share their knowledge with the person opposite them. Then, the outer circle “rotates” so that everyone has a new partner, and the sharing is repeated. This can be done until each student has completed the circuit.
5. **Trio Rotation** – Group students into threes, and arrange the groups into a large circle. Each team of three works on a problem. Then, each team assigns a 1, 2, and 3 number to each person. The 1’s stay put, but the 2’s rotate clockwise and the 3’s rotate counterclockwise. Newly formed teams then work on a new problem.
6. **Go to Your Post** – Tape a sign onto opposite sides of the walls with different preferences (different authors, skills, a specific kind of problem to solve, different values) and let students self-select their working group
7. **Four Corners** – Put up a different topic in each corner of the room and ask students to pick one, write their ideas about it down, then head to “their” corner and discuss opinions with others who also chose this topic.

Icebreakers

1. **Introduce Your Partner’s Non-Obvious Trait** – Students partner up and are tasked with learning one thing about the other person that is not obvious by looking at them. Then, they introduce their partner to the larger class. Instructors can use this time to record a crude seating chart of the students and begin to learn their names.
2. **Scrapbook Selection** – Put students in groups and give each group a big pile of printed photos (best if laminated – maybe different shapes/sizes?) Ask them to choose one as a group that epitomizes their reaction/definition of the topic being discussed, and explain why.
3. **Brush with Fame** – Students relate their closest encounter with someone famous, even if it has to be a story about something that happened to a friend or relative.
4. **Name Game** – Students form circles in groups of 8-10 and one at a time state their name with an alliterative action: “I’m Jumping James!” Optimally, they should perform the action as well. They proceed around the circle, stating names and performing the actions, adding names one at a time, until the last person in the circle will have to say everyone’s name and perform all the actions.
5. **Human Bingo** – Students become acquainted at the start of a semester by performing a scavenger hunt you design as a handout: “find someone who dislikes carrots, someone who owns a German car, someone who has read a book about submarines, etc.”
6. **Line Dance** – Students line up according to their level of agreement on a controversial subject: strong agreement on one side, strong disagreement on the other.
7. **Two Truths and a Lie** – Go around the room and ask each student to relate two true statements and one falsehood about themselves, without giving away which is false.

Games (Useful for Review)

1. **Crossword Puzzle** – Create a crossword puzzle as a handout for students to review terms, definitions, or concepts before a test. Some online websites will automate the puzzle creation.
2. **Jeopardy** – Play jeopardy like the TV show with your students. Requires a fair amount of preparation.
3. **Pictionary** – For important concepts and especially terms, have students play Pictionary: one draws images only, the rest must guess the term.
4. **Super-Password** – Also for concepts and terms; one student tries to get his partner to say the key term by circumlocution, and cannot say any of the “forbidden words” on a card prepared ahead of time.
5. **Guess the Password** – The instructor reveals a list of words (esp. nouns) one at a time and at each point, ask students to guess what key term they are related to. The hints become increasingly specific to make the answer clearer.
6. **Twenty Questions** – Assign a person, theory, concept, event, etc. to individual students and have the partner ask yes/no questions to guess what the concept is. Also works on a plenary level, with one student fielding the questions from the whole class.
7. **Hollywood Squares** – Choose students to sit as “celebrities” at the front of the class. Variation: allow the celebrities to use books and notes in deciding how to help the contestants.

8. **Scrabble** – Use the chapter (or course) title as the pool of letters from which to make words (e.g., mitochondrial) and allow teams to brainstorm as many words as possible from that list, but all words must be relevant to this test. Variation: actually play scrabble on boards afterward.
9. **Who am I?** - Tape a term or name on the back of each student, out of view. Each student then wanders about the room, posing yes/no questions to the other students in an effort to guess the term on his own back.

Interaction Through Homework

1. **Find the Company** – Students search the Internet for a corporation that makes use of concepts/ideas from class, and must defend their choice in the next class session.
2. **Diagnostic Learning Logs** – Students track main points in lecture and a second list of unclear points. They then reflect on and analyze the information and diagnose their weaknesses.
3. **Process Analysis** – Students track the steps they take to finish an assignment and comment on their approaches to it.
4. **Productive Study-Time Logs** – Short records students keep on how long they study for a class; comparison allows those with lesser commitment to see the disparity.
5. **Double-Entry Journals** – Students note first the important ideas from reading, and then respond personally.
6. **Paper or Project Prospectus** – Write a structured plan for a term paper or large project.
7. **Annotated Portfolios** – Student turns in creative work, with student's explanation of the work in relation to the course content and goals.

Student Questions

1. **Student Questions (Index Cards)** – At the start of the semester, pass out index cards and ask each student to write a question about the class and your expectations. The cards rotate through the room, with each student adding a check-mark if they agree this question is important for them. The teacher learns what the class is most anxious about.
2. **Student Questions (Group-Decided)** – Stop class, group students into fours, ask them to take five minutes to decide on the one question they think is crucial for you to answer right now.
3. **Questions as Homework** – Students write questions before class on 3x5 cards: "What I really wanted to know about mitochondrial DNA but was afraid to ask..."
4. **Student-Generated Test Questions** – Students create likely exam questions and model the answers. Variation: same activity, but with students in teams, taking each other's quizzes.
5. **Minute Paper Shuffle** – Ask students to write a relevant question about the material, using no more than a minute, and collect them all. Shuffle and re-distribute, asking each student to answer his new question. Can be continued a second or third round with the same questions.

Role-Play

1. **Role-Playing** – Assign roles for a concept, students research their parts at home, and they act it out in class. Observers critique and ask questions.
2. **Role Reversal** – Teacher role-plays as the student, asking questions about the content. The students are collectively the teacher, and must answer the questions. Works well as test review/prep.
3. **Jury Trial**. Divide the class into various roles (including witnesses, jury, judge, lawyers, defendant, and prosecution, audience) to deliberate on a controversial subject.
4. **Press Conference** – Ask students to role-play as investigative reporters asking questions of you, the expert on the topic. They should seek a point of contradiction or inadequate evidence, hounding you in the process with follow-up questions to all your replies.
5. **Press Conference (Guest Speaker)** – Invite a guest speaker and run the class like a press conference, with a few prepared remarks and then fielding questions from the audience.
6. **Analytic Memo** – Write a one-page analysis of an issue, roleplaying as an employer or client.

Student Presentations

1. **Fishbowl** – A student unpacks her ideas and thoughts on a topic in front of others, who take notes and then write a response. Avoid asking questions.

2. **Impromptu Speeches** – Students generate keywords, drop them into a hat, and self-choose presenters to speak for 30 seconds on each topic.
3. **Anonymous Peer Feedback** – For student presentations or group projects, encourage frank feedback from the observing students by asking them to rip up a page into quarters and dedicating comments to each presenter. Multiple variations are possible in “forcing” particular types of comments (i.e., require two compliments and two instances of constructive feedback). Then, ask students to create a pile of comments for Student X, another pile for Student Y, and so on.
4. **PowerPoint Presentations** – For those teaching in computer-mediated environments, put students into groups of three or four students. Students focus their attention on a chapter or article and present this material to the class using PowerPoint. Have groups conference with you beforehand to outline their presentation strategy and ensure coverage of the material.

Brainstorming

1. **Brainstorming on the Board** – Students call out concepts and terms related to a topic about to be introduced; the instructor writes them on the board. If possible, group them into categories as you record the responses. Works to gauge pre-existing knowledge and focus attention on the subject.
2. **Brainstorming Tree** – While brainstorming on the board, circle the major concepts and perform sub-brainstorms on those specific words; the result will look like a tree blooming outward.
3. **Brainstorming in a Circle** – Group students to discuss an issue together, and then spend a few minutes jotting down individual notes. One person starts a brainstorming list and passes it to the student to the right, who then adds to the list and passes it along again.
4. **Chalk Talk** – Ask students to go to multiple boards around the room to brainstorm answers to a prompt/assignment, but disallow all talking. Can also be done in groups.

Online Interaction

1. **Online Chat (All-Day)** – For classes meeting at least partially in an online environment, instructors can simulate the benefits gained by a chat-room discussion (more participation from reserved instructors) without requiring everyone to meet in a chat room for a specific length of time. The day begins with a post from the instructor in a discussion board forum. Students respond to the prompt, and continue to check back all day, reading their peers’ posts and responding multiple times throughout the day to extend discussion.
2. **Online Chat (Quick)** – To gauge a quick response to a topic or reading assignment, post a question, and then allow students to chat in a synchronous environment for the next 10 minutes on the topic. A quick examination of the chat transcript will reveal a multitude of opinions and directions for further discussion. In online environments, many students can “talk” at once, with less chaotic and more productive results than in a face-to-face environment.
3. **Online Evaluation** – For those teaching in online environments, schedule a time which students can log on anonymously and provide feedback about the course and your teaching. Understand, however, that anonymity online sometimes breeds a more aggressive response than anonymity in print.
4. **Pre-Class Writing** – A few days before your computer-mediated class begins, have students respond in an asynchronous environment to a prompt about this week’s topic. Each student should post their response and at least one question for further discussion. During the face-to-face meeting, the instructor can address some of these questions or areas not addressed in the asynchronous forum.
5. **E-Mail Feedback** – Instructor poses questions about his teaching via e-mail; students reply anonymously.

Coaching Training Practice Activities



Coaching Training: Prep, Practice, Observation and Feedback

Preparation:

- Break into small groups of 3-4
- Each **group** will receive a section of the Coaching Training Curriculum. Each **member** of the group will be assigned a specific number of slides from the curriculum that they will have to present to the larger training group.
- **Presenters:** Discuss within your small groups any areas of challenge you have with delivering training. Using coaching techniques, help one another identify a SMART goal related to overcoming the challenge area
- Reflect upon the concepts we covered today: learning styles, adult learning preferences, best practice ways adults like to learn, blooms taxonomy, classroom engagement, etc.
- Discuss strategies for incorporating as many of these concepts in your delivery. Write them down on your worksheet.

Practice:

- Take turns practicing your presentation critique and provide feedback to one another.

Observation and Feedback:

- **Observers:** Use the “Helpful Feedback Form” to write down the positive aspects of the delivery and the areas that could use improvement. Please complete one for each Presenter.
- **Small Group Debrief:** In your small groups share feedback forms. Reflect on the individual feedback you received. **Celebrate** what you did well and **embrace** the opportunity to develop in other areas.
- **Large Group Debrief:** Share your experience (“Ah Ha” moments) presenting, observing, giving and receiving feedback



Activity

Coaching Training Practice Checklist

Instructions:

Check the appropriate box that best describes the Presenters delivery of the materials. Use the additional feedback section to **provide specific feedback** related to the questions in the table below or to add other helpful feedback?

QUESTIONS	YES	NO	N/A	FEEDBACK
Appeared calm and level headed in voice and body language				
Engaged the audience				
Made eye contact				
Responded to questions				
Managed the audience				
Presentation meet your adult learning style				
Disruptive behaviors managed.				
Bloom's Taxonomy levels were incorporated				
What specific coaching skills did the presenter use? (i.e. active listening, powerful questions, reflective statements, etc.)				
Bounced questions back to the group in order to refrain from giving advice.				
Encouraged brainstorming as a way for the group to work through challenges and problem-solve.				
Paid attention to group dynamics and non-verbal ques				
Avoided supervisory or performance related conversations.				
Used powerful questions to channel discussions in constructive directions.				

Additional Feedback:

[illegible]

Coaching Circle Facilitation

Helpful Tips & Activities



Coaching Circle Facilitation Tips

**Remember
Facilitate, don't lead!**

As Coaching Circle Facilitator, your role is to be neutral, objective, and keep the group on task.

- ☐ Use coaching techniques such as active listening, powerful questions, and summarizing to help you stay in your role.
- ☐ Bounce questions back to the group in order to refrain from giving advice.
- ☐ Encourage brainstorming as a way for the group to work through challenges and problem-solve.
- ☐ Look, listen and pay attention to group dynamics and non-verbal cues that might be sending a message or could disrupt the flow.
- ☐ Avoid supervisory or performance related conversations. They should be had conducted outside of the Coaching Circle.
- ☐ Use powerful questions to channel discussions in constructive directions.



Coaching Circle Facilitation: Prep, Practice, Observation, and Feedback

Prep & Practice Instructions:

- Break into small groups of 3-4
- Reflect upon the concepts we covered today: adult learning styles, learning preferences, best practices, Blooms Taxonomy, classroom engagement, etc.
- Consider the challenge areas observed or discussed in previous Coaching Circles.
- Identify strategies for addressing these challenges. The strategy can be an interactive activity (“real play”, game or handout).
- Create the activity. Remember to incorporate the concepts from adult learning styles and Blooms’ Taxonomy.
- Take turns practicing your presentation, critique and provide feedback to one another.

Presentation, Observation & Feedback Instructions:

- **Presentation:** Each group will have the larger group participate in the activity.
- **Observers:** Use the “Coaching Circle Facilitation Checklist” the larger group will provide feedback about the activity. Be sure to write down the **positive aspects** of the delivery and the areas that could use improvement. Complete one for each presentation.
- **Group Feedback:** Share feedback. Reflect on the individual feedback you received. **Celebrate** what you did well and **embrace** the opportunity to develop in other areas.
- **Group Debrief:** Share your individual experience (“Ah Ha” moments) creating, observing, giving and receiving feedback.



Activity

Coaching Circle Facilitation: Helpful Feedback Form

Instructions:

- Use the first section below to provide feedback on the Coaches presentation and delivery of the materials.
- Use the second section to provide feedback on the activity.
- Use the additional feedback section to **provide specific feedback** related to items on the checklist or to add other helpful feedback?

Feedback for the Coach/Trainer: _____

- ☐ Appeared calm and level headed in voice and body language
- ☐ Engaged the Circle
- ☐ Used coaching techniques such as active listening, powerful questions, and summarizing
- ☐ Responded to questions when appropriate.
- ☐ Bounced questions back to the group in order to refrain from giving advice.
- ☐ Encouraged brainstorming as a way for the group to work through challenges and problem-solve.
- ☐ Paid attention to group dynamics and non-verbal ques.
- ☐ Avoided supervisory or performance related conversations.

Additional Feedback:

Feedback on the Activity: _____
(name the type of activity)

- ☐ Activity was engaging.
 - ☐ Reinforced my learning.
 - ☐ Meet my adult learning style?
 - ☐ Meet my learning preference
 - ☐ Blooms' Taxonomy levels were incorporated. If so, which levels?
- _____

Additional Feedback:



Course Survey

Rate the following statements on a scale of 1 to 5, with 1 being low and 5 being high.

1. There were parts of this training that were useful to me.

Very Much Disagree	Disagree	Neither	Agree	Very Much Agree
1	2	3	4	5

2. I know how I will apply concepts from this training to my job.

Very Much Disagree	Disagree	Neither	Agree	Very Much Agree
1	2	3	4	5

3. The training gave me opportunities to share with and learn from my peers.

Very Much Disagree	Disagree	Neither	Agree	Very Much Agree
1	2	3	4	5

4. This training helped me reflect on my strengths and encouraged me to continue in my professional growth.

Very Much Disagree	Disagree	Neither	Agree	Very Much Agree
1	2	3	4	5

5. Overall, I would rank this training (where 1 is low and 5 is high)

Very Much Disagree	Disagree	Neither	Agree	Very Much Agree
1	2	3	4	5

What was useful, enjoyable and/or productive about this training?

What could be improved?

What resources, activities or clarification would be useful to you as you develop coaching materials and activities?

What specific skills or knowledge gained from this training will you use as you begin to develop training?

Notes

Helpful Tips

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Resources

7 Steps to Emotional Intelligence by Patrick E. Merlevede

Coaching for Emotional Intelligence: The Secret to Developing the Star Potential in Your Employees by Bob Wall

Coaching Skills: A Handbook. 2012. New York, NY. By Jeni Rodgers

Coaching Students with Executive Skills Deficits. 2012. New York, NY. By Peg Dawson and Richard Guare

Cultural Intelligence: Individual Interactions across Cultures by P. Christopher Earley and Soon Ang

The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership by David R. Caruso

Empowering People: Coaching for Mental Health Recovery by Rani Bora

The EQ Difference: A Powerful Plan for Putting Emotional Intelligence to Work by Adele B. Lynn

Manager's Pocket Guide to Emotional Intelligence by Emily A. Sterrett, Ph.D.

Mastering Mentoring and Coaching with Emotional Intelligence by Patrick E. Merlevede and Denis C. Bridoux

Online Resources

- International Coach Federation Research Portal:
<http://www.coachfederation.org/icf-research/icf-research-portal/>
- Marshall Goldsmith Library: <http://www.marshallgoldsmithlibrary.com/>
- The Coaches Training Institute: <http://www.thecoaches.com/>
- Jim Merhaut. <http://www.coachingtoconnect.com/life-coaching.html>



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