



## 6 P's FOR TRAINING EXCELLENCE

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### Preparation

- Communicate with your project manager before training to verify what needs to be covered.
- Research, study, and learn the content of the training material.
- Rehearse the material, using a lesson plan and/or leader's guide, and deliver the material extemporaneously.
- Check out equipment, room, seating arrangement before training begins.
- Plan for participation by developing questions, exercises, and checks for understanding.
- Use training aids to add to the learning experience and support on-the-job application.
- Plan for ways to reinforce client relations in every training session.

### Presentation

- Arrive early, leave late.
- Express the purpose of the training session and outline the training objectives.
- Present all material thoroughly and in proper sequence as outlined in the lesson plan/facilitator guide.
- Provide transitions between lesson objectives and related exercises.
- Summarize main points.
- Provide clear, concise instructions on exercises.
- Use language participants can understand.
- Use correct grammar.
- Make material interesting by using real life examples and illustrations.
- Gain and hold participant's attention by varying the learning environment, methods, and materials.
- Use a strong, clear voice.
- Maintain equal eye contact with participants.
- Uses natural and non-distracting gestures and movements.
- Answer questions correctly or defers and records unresolved questions.
- Guide participants to reach answers themselves.
- Report back to participants answers to their questions you have researched.
- Handle participant problems/disruptions in an appropriate manner.

### Perception

- Pace material according to student ability.
- Change teaching strategy when methods are ineffective.
- Listen attentively.
- Display patience with participants' abilities and comments.

## Perception (continued)

- Recognize and value diversity and encourage all points of view.
- Provide opportunities for questions and reviews
- Use positive reinforcement techniques.
- Puts participants at ease and create a "safe" learning environment.
- Maintains control of classroom situations such as discussions, demonstrations, and role.
- React appropriately to both minimal and overt participant cues, for example: falling asleep, staring into space, etc.
- Stays aware of the elapsed time and material left to be covered.
- Keep it fresh – especially if you have delivered the program many times.

## Participation and Practice

- Promote discussion by using open ended questions.
- Refer questions back to participants to encourage discussion.
- Encourage participation and realize that participants are learning resources.
- Follow-up on participant assignments and activities and provide appropriate feedback.
- Assign participants as group leaders and presenters.
- Provide opportunities to practice for each learning objective.
- Provide additional practice opportunities when appropriate.

## Professionalism

- Respond to participants non-defensively.
- Use appropriate, non-inflammatory language.
- Treat participants in a nonbiased way.
- Refer to participants by their preferred name.
- Be accessible to participants.
- Demonstrate a positive attitude toward the material.
- Display a sense of humor and fun.
- Display a genuine interest in participants.
- Treat participants as adults.
- Avoid the appearance of playing favorites with participants.
- Never ridicule participants and stay positive about the organization.

## Post-Training

- As appropriate, follow-up on the progress of participants and encourage their managers to show support for improvements.
- Be accessible to participants for questions and follow-up.