



Meeting Roles Connector

A guide for Trainers by Design Toastmasters

Fast-track your preparation, Transfer your skills & Get better results

June 2015

Name: _____



HOW THE MEETING ROLES CONNECTOR WORKS...



- 1. Check the agenda to see when you've been scheduled for a role.**
- 2. Pull out your Club Training Manual, Club Catalogue, and Toastmasters Manuals**

3. Find your role in this guide & decide which club and Toastmasters projects you will get feedback on

4. Scribble all over this guide with your own notes and ideas, and ask questions



5. Spend more time enjoying your learning experience and less time worrying about the details

WHAT THE ICONS MEAN...



The Toolbox

Tools and Resources to help you perform your role



The Question Mark

Questions worth getting answers to



The Dancing Frog

Celebrate your successes!



The Post-it Note

Little notes, hints and tips



The Wow Factor

Ideas that can add a real WOW impact



The Clock

Notes on time and timing

EXPECTATIONS OF MEMBERS

All members are expected to uphold the values of Toastmasters International, and to behave in a professional manner at all times.

Trainers

- To provide electronic summaries of the material covered for Confluence
- It is assumed (unless you advise otherwise) that you consent to be filmed and for that material to be distributed on the TBD website, or as a training resources for Toastmasters (members will be advised prior to online release)
- To provide an evaluation form for your sessions, to further your development as a trainer. Resources can be found at:
 - www.trainingcheck.com/training-evaluation/training-evaluation-form/
 - www.servicegrowth.net/documents/10%20Tips%20on%20Creating%20Training%20Evaluation%20Forms.net.pdf
 - www.cal.org/caelanetwork/profdev/states/iowa/training-evaluation.pdf

Learners

All members of TBD not actively delivering training at any time are considered to be learners. Learners are expected to leave their Toastmasters hats aside and wear the hat of learners being trained – to interact, participate, follow instructions and to provide constructive feedback on what worked, what could be improved. There are times you will be asked to adopt a particular mindset or focus for the benefit of a training session.

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The Reality Check In	9	One <input type="checkbox"/> Two <input type="checkbox"/> Three <input type="checkbox"/>
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DO IT SO YOU LEARN IT

We don't come to Trainers by Design Toastmasters Club to get better at Toastmasters. We come to practice so we can get better at real life communication, leadership and especially training.

Sharon Bowman says we need to practice new concepts/skills 6 times in 6 different ways to learn them. In our club, many roles develop similar skills - so we can probably get away with 3 attempts at each role to develop competency (more if you're aiming for mastery).

That's why there is a column on this page where you can tick the box each time you perform a meeting role. And each time you tick that box, congratulate yourself on your effort to learn and develop!

Special thanks to Belinda for co-authoring substantial segments of this guide.

MY PROFESSIONAL & PERSONAL DEVELOPMENT

We are thrilled to have you as a member of Trainers by Design Toastmasters Club. Maybe it's time to think about your purpose in joining our merry little band of trainers...

- Why are you here?
 - What do you expect the club to do for you?
 - How will you contribute to the club in return?
-
-
-

We all know goals can be useful, but did you know there are different types of goals? Stanford University psychology professor Carol Dweck says they come in 2 varieties - performance goals and learning goals. Getting an A in French class is a performance goal. Being able to speak French is a learning goal.

"Both goals are entirely normal and pretty much universal", Dweck says "and both can fuel achievement". But only one leads to mastery."

Carol Dweck's research has demonstrated that learning goals encourage people to transfer their knowledge to new sets of problems, and to try harder for longer. In her words: "With a learning goal, students don't have to feel that they're already good at something in order to hang in and keep trying. After all, their goal is to learn, not to prove they're smart."

My training & development goals	Strategies	Outcomes/Comments

We also issue Statements of Attendance at club meetings as a Record of your Professional Development, should you wish to pass these onto an employer (or prospective employer). These statements have been designed to demonstrate your commitment to Clause 1.13 of the Standards for Registered Training Organisations 2015, especially as regards bullet point three: "current knowledge and skills in vocational training and learning that informs their training and assessment." Please request from the VPE at any time.

MEETING FACILITATOR (CHAIRMAN)

Introduce meeting segments, keep sessions to time



30 seconds maximum between speakers

Objectives of Role:

- Facilitate smooth transitions between meeting segments
- Build excitement with introductions and comments
- Keep meetings to time (or early)

Why does this role exist?

- To allow members to develop skills as an MC, extending those skills gained in regular Toastmasters environments

Process

1. Review agenda and Meeting Facilitator’s Run Sheet (provided by VPE). Ask questions.
2. Arrive to meeting early enough to set yourself up for success in this role.

How does this role connect with the Toastmasters Program?

CL: Toastmaster in any of the following projects:

- Project 4 (Time Management)
- Project 5 (Planning and Implementation)
- Project 7 (Facilitation)

AC: Specialty Speeches: Project 5: Introduce the Speaker

Are there any resources available in the club that might assist you to complete this role?



- Creativity Fiddle Set (p19)
- Reusable Name Cards – dry erase tents (p22)
- Jumbo Hand Clackers (p23)
- Lights and Sounds Buzzers (p26)

My Notes: What did I learn about being an MC?



Seize Teachable Moments



Can you briefly highlight a training idea or insight for the audience in 30 seconds or less between roles? Reflecting in this way can add pizzazz to your role as Meeting Facilitator.

Special thanks to Ross for co-authoring this entry.

TRAINING WARM UP/ICEBREAKER (GUEST WELCOME)

Deliver a short pre-meeting training activity to break the ice



Varies
(pre-meeting)

Objectives of Role:

- Demonstrate a warm-up pre-training activity
- Connect attendees to other learners, to what they already know about training or what they want to learn

Why does this role exist?

- It's a fun way to start the meeting, and gets everyone into a 'training mindset'
- It provides an example of an activity that members and visitors can then incorporate into their own training if they want to
- It offers members an opportunity to test a warm up activity, to better understand the format of a training icebreaker

Process

1. Either review the IceBreaker activity provided by the VPE, or submit your own activity if you have one you'd like to trial.
2. Arrive early enough to facilitate the activity successfully, bringing whatever tools you need to succeed.

How does this role connect with the Toastmasters Program?

CL: Project 7 (Facilitation): Befriend a Club Guest

Which projects in our Club Training Manual does this role connect to?

Project 2: The Training Game or Activity (p10-16)



Are there any resources available in the club that might assist you to complete this role?

- Thumballs (p3-5)
- Cards (p9)
- Books (p6-8)
- Fortune Cookies (p12)
- Thumball Cups (p15)



How am I going to WOW my audience with this activity?

Special thanks to Joan for co-authoring this entry.

THE RESEARCHER WITH REAL HELP

Tying research to training



5-7 minutes

Objectives of Role:

- Briefly cover a learning/training technique and the research that backs it up
- Ensure people take away a practical training activity or insight they can try in their own training

Why does this role exist?

- It provides experience/practice for the presenter to both research, select material to suit the timeframe and present it (and by teaching it, they learn it more thoroughly)
- Provides audience with information on research into learning, and how to incorporate this into their practice as trainers
- To encourage us as trainers to ground our approach in research and proven strategies (get us to the reality rather than our opinions)

Process

1. Either review the research and activity provided by the VPE, or submit your own if you have one you'd like to trial.
2. Practice your speech beforehand to ensure it fits within the timeframe

How does this role connect with the Toastmasters Program?

CC: Project 7: Research your topic (can potentially be used for any of projects 2-10)

CL: Project 5 (Planning and Implementation): Speaker

AC:

- Speaking to Inform: any project in this manual would likely be suitable
- Technical Presentations: any project in this manual would likely be suitable
- Speeches by Management: Project 1: The Briefing OR Project 2: The Technical Speech
- Communicating on Television: Project 5: Training on Television
- Persuasive Speaking: Project 3: The Winning Proposal

Which projects in our Club Training Manual does this role connect to?

Project 3: Design and Carry Out Demonstration Training (p17-19)

Project 4: Training by the Subject Matter Expert (p17-19)



Are there any resources available in the club that might assist you to complete this role?

- How We Learn (p10)
- Books (p6-8)

Special thanks to Ruth for co-authoring this entry.

THE PITCH WITH FAST FEEDBACK

Pitch for a training role or pitch your training business



60 second setup
90 second pitch
3-5 mins for fast
feedback

Objectives of Role:

- Deliver a 90 second pitch convincing a potential client to hire you as a trainer

Why does this role exist?

- To help us learn to present a quick, precise, summary presentation
- To meet the needs of members using the club for professional development

Process

There are a number of ways this role can be included on the meeting agenda:

- A generic 90 second, pre-prepared pitch is delivered from the trainer
 - A scenario of a potential client is outlined on the spot, and the trainer is asked to pitch themselves with no preparation
 - A trainer pitches for a tender opportunity on a contract
 - A group of trainers is interviewed for a job and a panel evaluates them
1. Discuss the approach with the VPE before the meeting to ensure you are clear on how the role will play out at the meeting.
 2. Confirm details of your background, the scenario and which Toastmasters project you plan to be evaluated against with the VPE prior to the meeting.

How does this role connect with the Toastmasters Program?

CC: Can potentially be used for any of projects 2-9.

CL: Project 5 (Planning and Implementation): Speaker

AC:

- Interpersonal Communication: Project 2: The Successful Negotiator
- Persuasive Speaking: Project 3: The Winning Proposal
- Specialty Speeches: Project 1: Speak Off The Cuff OR Project 3: Sell a Product
- Technical Presentations: Project 2: The Proposal



It what kinds of situations might I be expected to pitch myself as a trainer?

Which of these possible scenarios would allow me to develop those skills most effectively?

Would you like to see the inspiration for this role? <https://www.youtube.com/watch?v=lv8bkYKbMo0>
Special thanks to Alex for co-authoring this entry.

THE REALITY CHECK-IN

Share how you transferred skills learned in the club, into the real world



5-7 minutes

Objectives of Role:

- Share an example of how you transferred some knowledge or skills you gained in the club, or an activity you discovered here, into another training environment

Why does this role exist?

- Link what we do in Toastmasters to real world skills
- Reminder to transfer our Toastmasters experiences to new environments
- Acts as a barometer for how effectively we're doing our job as a club

Process

1. Prepare and deliver a 5-7 minute speech on how you transferred training knowledge/skills that you learned or developed in the club, or an activity you saw here, into another training environment. This could be in Toastmasters or in the wider community.
2. Focus on these questions:
 - Did anything change with the change of audience and environment?
 - What did you learn from the experience that made it valuable for you as a trainer?

How does this role connect with the Toastmasters Program?

CC: Can potentially be used for any of projects 2-9.

CL: Project 5 (Planning and Implementation): Speaker

AC:

- Speaking to Inform: any project in this manual would likely be suitable
- Storytelling: Project 2: Let's Get Personal
- *Many of the speech projects in the advanced manuals would likely be suitable*



My Notes: What did I learn from training in a different environment?



Congratulations! You transferred your training skills outside Toastmasters! What are you going to do to celebrate?

Special thanks to Rebecca for co-authoring this entry, and particular thanks to John Inglis for suggesting the role by included in our meetings.

BOOTCAMP REVISITER

Share how you transferred skills learned in the club, into the real world



5-7 minutes

Objectives of Role:

- Revisit one (1) training activity, idea or insight from the MRWed Bootcamp in detail
- Teach it to us as if we hadn't heard it before
- Deliver it to another Toastmasters group after presenting it at TBD

Why does this role exist?

- To encourage us to share training knowledge far and wide amongst Toastmasters
- By 'teaching back', allow the presenter develop a more thorough understanding

Process

1. Prepare and deliver a 5-7 minute speech on one (1) training activity, idea or insight from the MRWed Bootcamp, as if we are a regular Toastmasters club unfamiliar with the concept.
2. Focus on presenting it in a way that gives us confidence to utilise the knowledge/skills you're sharing with us.
3. After gathering feedback on your speech at Trainers by Design, deliver an improved version of the presentation to another Toastmasters Club Meeting or Event.

How does this role connect with the Toastmasters Program?

CC: Can potentially be used for any of projects 2-10.

CL: Project 5 (Planning and Implementation): Speaker

AC:

- Speaking to Inform: any project in this manual would likely be suitable
- Technical Presentations: any project in this manual would likely be suitable
- Speeches by Management: Project 1: The Briefing OR Project 2: The Technical Speech
- Communicating on Television: Project 5: Training on Television
- Persuasive Speaking: Project 3: The Winning Proposal



Where and when am I going to deliver this speech to the wider Toastmasters community?

Club/Meeting Date: _____

Other Toastmasters Event: _____

Special thanks to Nick for co-authoring this entry.

TRAINING WHEELS

Test a training session in the club to gather feedback



15-20 minutes

Objectives of Role:

- Deliver a training session you have designed, or part of one, with a specific context
- Gather feedback to incorporate into development of the session

Why does this role exist?

- To allow members to practice a training session in a safe and supportive environment and reflect on it before presenting it elsewhere

Process

1. Provide the following information to the VPE well in advance of the meeting: Context of the session: who the target audience, the background & learning objectives
2. Prior to the meeting: Discuss your objectives and specific feedback you are seeking with the facilitator of the feedback session
3. At the meeting: Manage the session as you would your actual training, so you can collect the most useful feedback for yourself
4. After the meeting: Provide a summary of the session and learning outcomes to the VPPR for upload to the TBD blog (recommended)

How does this role connect with the Toastmasters Program?

AC:

- Speaking to Inform: any project in this manual would likely be suitable
- Technical Presentations: any project in this manual would likely be suitable
- Facilitating Discussion: any project in this manual would likely be suitable
- Communicating on Television: Project 5: Training on Television
- The Professional Speaker: Project 3: The Sales Training Speech OR Project 4: The Professional Seminar

AL: You can use any of the modules from the Successful Club Series, Better Speaker Series or Leadership Excellence Series to complete this role

Which projects in our Club Training Manual does this role connect to?

This role can fit with any of the five projects in our manual, and you are encouraged to utilise one of them to support your learning experience whilst completing this role.



Are there any resources available in the club that might assist you to complete this role?

Yes – pretty much anything in the catalogue.

Special thanks to Gus for co-authoring this entry.

VET MADE EASY

Use a Toastmasters Project to deliver an educational on a VET subject



15-40 minutes

Objectives of Role:

- Deliver a training session (educational) covering a subject of interest to VET (TAE) trainers
- Utilise a project from a Toastmasters manual to assist you in developing a structure for the session

Why does this role exist?

- To assist those members who want to better understand the Vocational Education and Training industry
- Offer an appropriate learning & speaking opportunity to those members who are completing their Certificate IV Training and Assessment

Process

1. Refer to the subjects and reference materials provided by the VPE to determine the training subject, or suggest your own topic.
2. Refer to your Toastmasters manuals to determine a structure and set of objectives that are suitable for the delivery of the training session.
3. If you are delivering a presentation for your Certificate IV Training and Assessment, provide the relevant authenticity documentation and advise the VPE of the evidence process you are required to complete. If unsure, discuss with the VPE.

How does this role connect with the Toastmasters Program?

CC: Project 7: Research your topic (can potentially be used for any of projects 2-10)

AC:

- Speaking to Inform: any project in this manual would likely be suitable
- Technical Presentations: any project in this manual would likely be suitable
- Speeches by Management: Project 1: The Briefing OR Project 2: The Technical Speech
- The Professional Speaker: Project 4: The Professional Seminar
- Communicating on Television: Project 5: Training on Television (if you film it)
- Facilitating Discussion: Project 1: The Panel Moderator (depending on the session structure)

Which projects in our Club Training Manual does this role connect to?

Depending on the session, this role can fit with any of the five projects in our manual.

Are there any resources available in the club that might assist you to complete this role?

- Books (p6-8)
- Quick Response Whiteboards (p25)
- Write 'n Toss Trio (p26)
- Dry-erase Spin-It Prize Wheel (p27)

Special thanks to Oksana for co-authoring this entry

TIMER

Help our trainers keep to time



Objectives of Role:

- Keep meetings to time (or early) by giving timing signals
- Support trainers to structure their sessions to keep to time

Why does this role exist?

- To ensure the whole meeting, and individual segments run to time
- It helps trainers learn to prepare their segments within strictly enforced time constraints

Process

1. Before the meetings, speak to trainers to fill in the blanks on the Timing Sheet supplied.
2. Utilise the Timing Sheet, and especially the lights and buzzer supplied, to keep meeting to time.

How does this role connect with the Toastmasters Program?

CL: Project 5 (Time Management): Timer

Are there any resources available in the club that might assist you to complete this role?



- Miniature Xylophone
- Jumbo Hand Clackers (p23)
- Lights and Sounds Buzzers (p26)

If anyone goes over time, they get 'beeped' at 30 seconds, again at 60 seconds over.

Start Time	Actual Start	Session	Name	Time Limit	Green	Orange	Red	Time Taken
1:30pm		Training Warm Up		5 mins			4 mins	
1:35pm		Intro to VET		2 mins	30 secs	60 secs	90 secs	
1:37pm		Training Wheels		39 mins			37 mins	
2:17pm		Feedback		12 mins			10 mins	
2:30pm		Bootcamp Revisiter		5-7 mins	5 mins	6 mins	7 mins	
2:37pm		Feedback		12 mins			10 mins	
2:50-3:04PM		BREAK		15 mins	Call meeting back to order at 3:04pm			
3:05pm		Learning Strategy		15 mins	8 mins	12 mins	14 mins	
3:20pm		Intro to ID Session		5 mins			4 mins	
3:25pm		Speaker to Trainer		20 mins			18 mins	
3:45pm		Debrief		20 mins			18 mins	
4:05pm		Business Forecast		20 mins			18 mins	
4:25pm		Meeting Close		5 mins	3 mins	4 mins	5 mins	

Feedback sessions get a red light 2 minutes before the end of the session, because it generally takes this long to wrap the feedback up properly

Snapshot of the Timing Sheet

Special thanks to Maria for co-authoring this entry

UNPACK A TRAINING ACTIVITY

Deliver a pre-packaged training activity



60-90 minutes

Objectives of Role:

- Deliver a pre-packaged training session
- Get comfortable delivering an unfamiliar and pre-structured training activity

Why does this role exist?

- To provide members an opportunity to deliver a training session they haven't designed (as trainers are often required to do this)
- For the club to explore the resources we have on a regular basis

Process

Trainers by Design has a suite of training activities available (found in our catalogue in the Books and Training Packages/Games sections respectively). The kits come complete with facilitation notes, tools and materials to deliver the entire session. The books include various activities and sessions to trial.

At various meetings, we give members the chance to 'unpack' these – deliver them at a club meeting. These activities usually include a debrief segment, run by the trainer. We THEN debrief on the session as a group, which is facilitated by another member. To complete this meeting role, simply utilise the instructions provided.

How does this role connect with the Toastmasters Program?

This is something you need to determine depending on the activity. If you would like further guidance, contact the VPE to discuss.

Which projects in our Club Training Manual does this role connect to?

Project 2: The Training Game or Activity (p10-16)

Project 5: Devise and Carry Out Soft Skills Training (p24-26)



Are there any resources available in the club that might assist you to complete this role?

- Books (p6-8)
- Cards (p9)
- Training Packages/Games (p27-30)



This can be a challenging role to complete - what are you going to do to celebrate your achievement?

INSTRUCTIONAL DESIGN (ID) FACILITATOR

Facilitate a session where club members design training



30 minutes

Objectives of Role:

- Reach a group consensus on the content, learning objectives and structure of a training session
- Develop your facilitation skills

Why does this role exist?

- It's a vehicle for members to learn to quickly develop/design a training session (making the process fun & easy)
- To reinforce everything we're learning in the club and give us the opportunity to stretch our abilities

Process

Facilitate a discussion amongst club members about what they want to see in a training session that will then be delivered to them by another member at the following meeting.

- A structured outline will be provided by the VPE, or you can develop your own if you want to stretch yourself!
- Utilise the Training Needs Analysis if available
- Keep discussion on track so that the session ends with the need-to-know content, learning outcomes and draft session structure confirmed.

How does this role connect with the Toastmasters Program?

AC: Facilitating Discussion: Project 2: The Brainstorming Session OR Project 5: Reaching a Consensus

Which projects in our Club Training Manual does this role connect to?

Project 1: Define Learning Objectives and Create a Session Plan (p6-9)



Are there any resources available in the club that might assist you to complete this role?

- Koosh or Smiles Balls (p5) [throw to a person to contribute]
- Books (p6-8) [The 4Cs process comes from Sharon Bowman]
- Kudos Cards/Tokens (p16) [encourage participation]
- Quick Response Whiteboards (p25) [for voting on ideas!]

Special thanks to Jo for co-authoring this entry

LEAD TRAINER OF ID PROGRAM

Deliver the training session designed by club members, for club members



15-90 minutes
(varies)

Objectives of Role:

- Develop a more structured session plan and adjust the program accordingly in preparation
- Deliver the training session designed by club members at the previous meeting

Why does this role exist?

- To offer members the opportunity to develop and deliver a substantial training session, with a strong understanding of what the audience wants prior to delivery

Process

At the previous meeting, members were asked to design a training session they wanted to see delivered. You will use this outline to prepare and present at the upcoming meeting.

In formalising the basic training plan, you have the freedom to adjust/change activities and learning objectives as you see fit, which can then be discussed in the debrief so we can all learn from this.

1. Begin at the learning objectives because you will need to judge anything you plan to do against whether that is the best way to achieve the desired learning outcomes.
- Q: Do you understand the outcomes and what they mean for your learners? If not - check the content section supplied, ask VPE, Google, refer to any references supplied.
2. With a clear understanding of the outcomes and content - review the activities provided and decide whether they alone will meet the objectives, or whether you need to do more and how best to achieve the desired outcomes and/or tie the activities together.
3. Consider whether we are meeting the 4 steps of learning - Connect to learning, Show and Tell, Let them do it, and Stand back and applaud (refer to the slideshare link: <http://www.slideshare.net/sharonbowman/teaching-adults-anything-in-4-easy-steps-8240757> for expanded explanation)
4. Consider whether we are meeting the need to convey information 6 different times, 6 different ways
5. Develop your session plan and gather all the materials you need for the session, including your blank evaluation forms for attendees to complete.
6. Discuss with the VPE how you might be able to connect your presentation with a Toastmasters manual project in order to maximise the feedback available to you personally in your presentation of the training session.
7. Arrive at the meeting early enough to setup yourself up for a successful presentation

Which projects in our Club Training Manual does this role connect to?

Project 1: Define Learning Objectives and Create a Session Plan (p6-9)

THE ID SESSION DEBRIEF

Facilitate a Debrief on the training session designed by the club



20-30 minutes

Objectives of Role:

- Facilitate a discussion that focuses on what happened, how it happened, what worked and why, and what could be adjusted to have greater impact and why

Why does this role exist?

- Allow people to understand the structure and process of training through debriefing

Process

Our Debriefs are more about deconstructing what happened, how it worked, what could have had greater impact, etc. This is because the Lead Trainer did not develop the training - they obviously have input and have taken it from notes to a fully-fledged training session, but we as club members made choices about our content and training activities.

1. Utilise a debriefing method to facilitate a discussion that focuses on what we can learn about the training process. In the discussion:
 - Consider how the training session evolved
 - Focus more on the training than the trainer (as they did not design the session)

What does this role connect to in our Club Training Manual?

Appendix D: Facilitation (p31)



Are there any resources available in the club that might assist you to complete this role?

- Debriefing and Review Time Thumballs (p3)
- Stress-Free Debriefing Tools, Essentials & Plus Set (p12)
- Fortune Cookie Debrief (p12)
- Dry-Erase Spin-It Prize Wheel (p27)



Can you draw the debriefing process?

FACILITATED FEEDBACK

Drive discussion on how effectively the training objectives were met



12-15 minutes

Objectives of Role:

- Confirm the training objectives with the trainer prior to the meeting
- Facilitate discussion on how effectively these objectives were met, to assist the trainer in identifying their skills

Why does this role exist?

- To help both the presenter and the audience learn how to better present material, and to think of different ways of doing things.
- To provide a structured reflection segment for trainers to help them evaluate their effectiveness

Process

This session needs to be tied to the objectives of the training session being delivered. The Facilitator is expected to drive discussion to deliver on the objectives the trainer would like to achieve with the feedback. These may include things like, but are not limited to, the effectiveness of directions, interactivity, ability to effectively get the group attention back.

This is not an evaluator role (although you may also be asked to complete a written evaluation in a manual for the trainer). The facilitator is not to deliver their opinion and feedback for fifteen minutes but to drill down into the feedback from the training audience to assist the trainer to develop the training session.

It is essential the facilitator manage the session in a positive frame so there are strengths highlighted and the feedback does not descend into a free-for-all criticism of the trainer – this is about developing not demoralising.

1. Speak to the trainer beforehand to discuss their objectives and what they might want their feedback to focus on
2. Make notes before and during the session to help you approach the Facilitation in an effective manner

What does this role connect to in our Club Training Manual?

Appendix D: Facilitation (p31)



Are there any resources available in the club that might assist you to complete this role?

- Debriefing and Review Time Thumballs (p3)
- Stress-Free Debriefing Tools, Essentials & Plus Set (p12)

Special thanks to Richard for co-authoring this entry.