

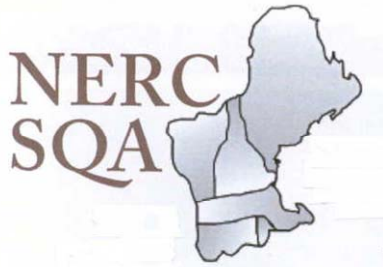
**Train the Trainer**  
***Basics for Implementing a TTT Program***

NERCSQA/NEPDA Joint Meeting

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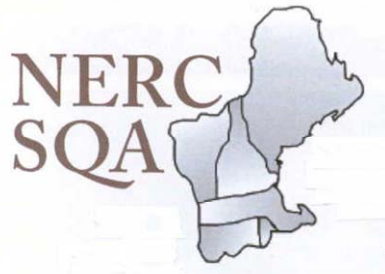
Society of Quality Assurance — Promoting Quality in the Regulated Research Community



*Presented by*

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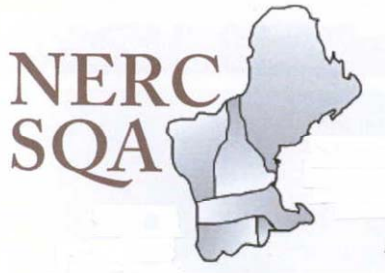


# O p e n i n g E x e r c i s e

**Art**

**vs.**

**Science**



## Agenda

Introduction to **S**peaking, **P**resenting, **T**eaching (**SPT**) model




Speaking – Know Yourself!

Presenting – Know Your Material!

Teaching – Know Your Audience!

## Session Format



-  Introduction to SPT Model
-  Exercises
-  Q&A



# Speaking

***“Know Yourself”***

What you say and  
how you say it  
matters

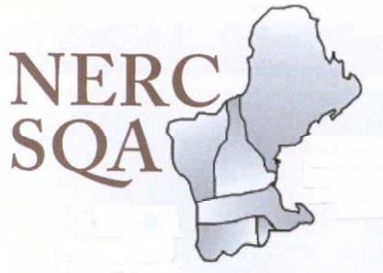




# Speaking

## *“Know Yourself”*

- Your words – what you say
- Your tone – how you say it
- Your nonverbal communication – what you do when you say it



# Speaking

***“Know Yourself”***



**Tone**

**Filler Words**







# Speaking

***“Know Yourself”***



**Pauses**

**Eye Contact**



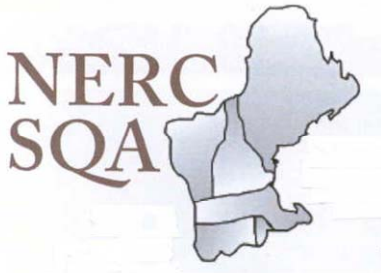
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# E X E R C I S E

1. The woman jumped off that building and landed right on the ground.
2. We traveled four hours through that narrow pass and finally arrived on the other side of the mountain.
3. All of a sudden, the plane took off and we were facing almost straight up to the sky.
4. I flew on a ten-seater today -- the ceiling of the plane was this high; the pilots are literally two feet in front of you; and forget it if you have to go to the bathroom -- there is none!
5. Their boss is large, approximately 6'8" and 250 pounds. He has short hair, a scar on his chin, and plenty of energy.





# P r e s e n t i n g

## ***“Know Your Material”***

### **Organizing Your Speeches & Documents**

- Tell them what you're going to tell them.
- Tell them.
- Tell them what you've told them.





# Presenting

***“Know Your Material”***

Opening Exercise

Transition

Main Points

Transition

Closing Exercise



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# A d r e n a l i z e r

Purpose	Examples
<ul style="list-style-type: none"><li>• Establishes good first impression</li><li>• Sets tone</li><li>• Provides WIIFM (What's in it for me?)</li><li>• Establishes credibility</li><li>• Introduces topic(s)</li><li>• Interacts with participants</li><li>• Shares excitement</li><li>• Builds rapport</li><li>• Stimulates participants</li></ul>	<ul style="list-style-type: none"><li>• Statistic</li><li>• Personal Story</li><li>• Anecdote</li><li>• Quotation</li><li>• Rhetorical question</li><li>• Exercise</li><li>• Video clip</li></ul>

*The Action Taken In Your Adrenalizer Must Be Tied To The Content (Main Points) And Then Subsequently Tied To Your Summary*



# Main Points

## **Make your main points memorable be accurate.**

- Avoid vague generalities.
- Train yourself to speak and think clearly.
- Use specific names when citing examples
- Use acronyms for reinforcement

## **Focus on Key Points**

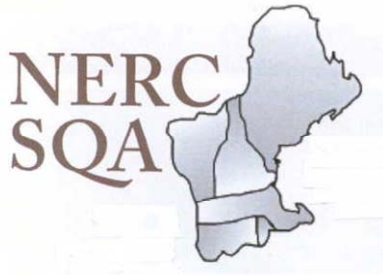
- Focus your material.
- Concentrate on one central point.
- Limit the number of supporting points.
- Organize well



# C o n c l u s i o n

Purpose	Examples
<ul style="list-style-type: none"><li>• Establishes lasting impression</li><li>• Reinforces WIIFM (What's in it for me?)</li><li>• Maintains credibility</li><li>• Reinforces topic(s)</li><li>• Interacts with participants</li><li>• Provide guidance for next steps</li><li>• Provide a method for on-going help</li></ul>	<ul style="list-style-type: none"><li>• Statistic</li><li>• Personal Story</li><li>• Anecdote</li><li>• Quotation</li><li>• Rhetorical question</li><li>• Exercise</li><li>• Video clip</li></ul>

In the *Close*, say (again) what you've said in the Opening and in the Main Points but *this time*, say it differently.



# Teaching

***“Know Your Audience”***







# Teaching

***“Know Your Audience”***

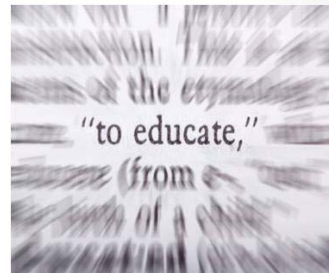
**Adult Learning Techniques**

**Andragogy**

**VS.**

**Pedagogy**

*Introduction*



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# T e a c h i n g

**Able but often anxious**

**Directed toward specific goals**

**Uncomfortable taking risks**

**Life – experienced**

**Take a problem-oriented perspective**

**Self - directed**

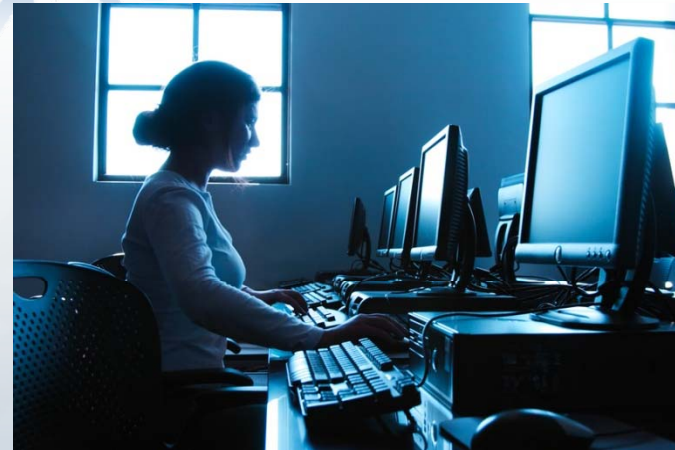
*Adults learn best when they discover things for themselves. You are encouraged to **say less** and **involve** participants **more**.*



# Teaching

***“Know Your Audience”***

QUESTIONS?



asking answering



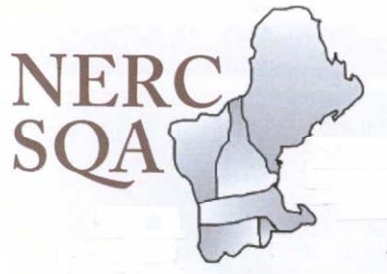
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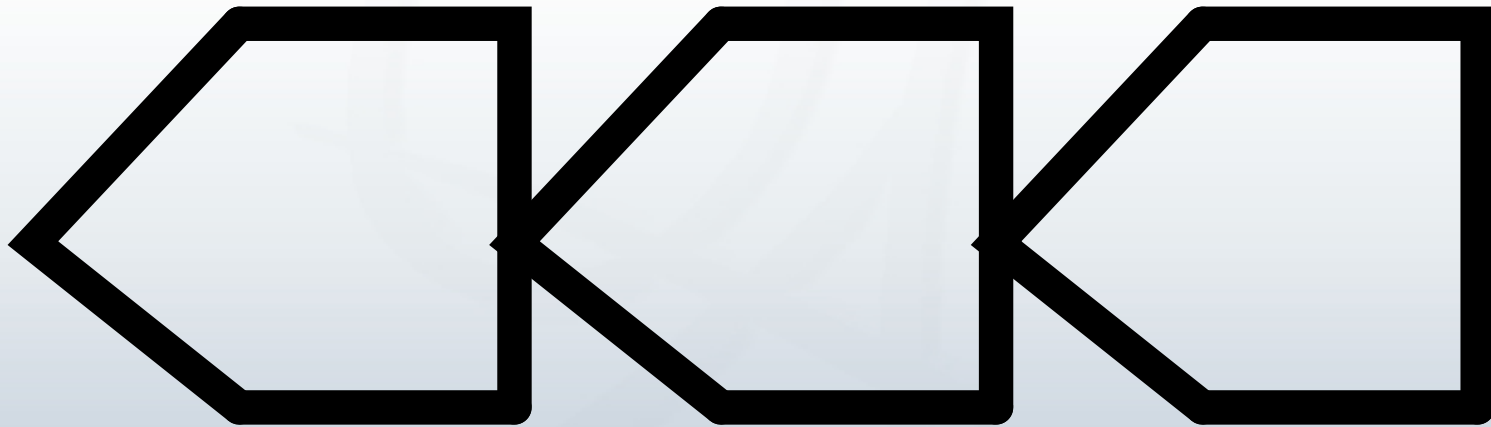
# Teaching

## ***“Know Your Audience”***

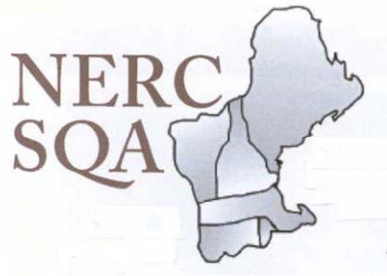
Asking Questions	Answering Questions
<ul style="list-style-type: none"><li>• Plan your questions</li><li>• Know the purpose of each question</li><li>• Progress from general to more specific questions</li><li>• Confine questions to one topic area at a time</li><li>• Avoid closed questions</li></ul>	<ul style="list-style-type: none"><li>• Listen for "Intent and Content"</li><li>• Paraphrase</li><li>• Verify</li></ul>



# EXERCISE



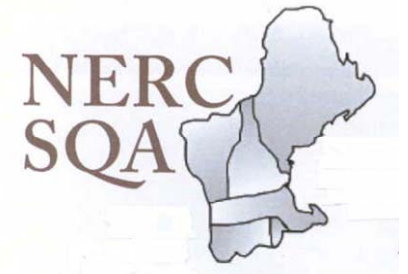
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