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## Train the Trainer Session Guide

This sample is designed to help you prepare and customize your train the trainer session guide. It includes an agenda and session outlines. Supporting information for these sessions is available at [www.rotary.org](http://www.rotary.org). Each session below includes an online resource. Consider referring participants to these pages, in advance of the meeting, to maximize your training sessions.

Find a Microsoft Word version of this session guide and corresponding slides at [www.rotary.org](http://www.rotary.org) (Members → Training → For Trainers → Train the Trainer). You can choose the discussion questions and suggested activities that best meet the needs of your participants.



## Agenda

This agenda is based on a one-day training meeting that can be held in advance of all training for the year. If your district will conduct a train the trainer session for each training meeting, you can modify the agenda accordingly.

Start	Finish	Duration	Train the Trainer
		60 min.	Meal and registration (optional)
		30 min.	<b>Opening Plenary Session</b> District trainer remarks
		30 min.	<b>Session 1:</b> Leadership Development Training Cycle
		15 min.	Break
		60 min.	<b>Session 2:</b> Training Rotarians
		60 min.	Meal
		60 min.	<b>Session 3:</b> Facilitating Learning
		45 min.	<b>Session 4:</b> Nonverbal Communication
		15 min.	Break
		60 min.	<b>Session 5:</b> Time Management
		45 min.	<b>Session 6:</b> Interactive Training Methods
		30 min.	<b>Closing Plenary Session</b> District trainer remarks and evaluation

## Opening Plenary Session

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The opening plenary session is an opportunity for the district training committee to set the tone for the training meeting. It should inform, motivate, and inspire the training leaders.

### Speaking points

- Explain how this session will prepare training leaders to train Rotarians.
- Review seminar agenda, including time for breaks and meals.
- Explain logistics for breakout sessions.

## Session 1: Leadership Development Training Cycle

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The Leadership Development Training Cycle is the recommended schedule of annual Rotary training meetings to prepare Rotarians for new leadership roles and provide continuing education. For each event, there are recommended topics and resources for the convener and participants.

By the end of this session, participants should be able to

- Understand the Leadership Development Training Cycle
- Know the training meetings in their district
- Understand their role as a training leader

### Online resources

The Leadership Development Training Cycle and information on Rotary-recommended training events, such as conveners and participants for the meetings, and related resources are available at [www.rotary.org](http://www.rotary.org) (Members → Events).

### Speaking points

- Provide an overview of the Rotary Leadership Development Training Cycle.
- Explain how each meeting in the training cycle builds on the previous meeting.
- List additional training that your district offers.
- List the dates of all upcoming training meetings for your district.
- Explain the role of a training leader in your district.
- Outline what is expected of each training leader.

### Discussion questions

- How do these training meetings benefit your club and district?
- How does continuing education benefit your club and district?
- Which training meeting is the most important and why?
- What role will you have for each training meeting?

### Suggested activities

- At the beginning of the session, have the group set guidelines for behavior, such as taking turns speaking, inviting and accepting all comments, and limiting use of mobile phones. Model the behavior you would like them to follow when they are leading training. Their involvement in the session will also motivate them to follow the guidelines, and doing so early on helps ensure that everyone knows what's expected of them.
- Have participants break into small groups, and assign each group a district training meeting. Give participants 10 minutes to discuss their meeting and why Rotarians would want to attend it. Then ask each group to present their meeting, including topics and when the meeting is held, and why they think Rotarians would want to attend. Print copies of the Leadership Development Training Cycle for the meeting.
- Make a list of the Board-recommended training meetings on a flip chart, and ask participants to put a mark by the meeting they feel is the most important. Once everyone has voted, discuss why participants chose the meeting they did.

## Session 2: Training Rotarians

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Trainers should remember that Rotarians are volunteers whose time is valuable. Training effectively requires an understanding of the basic principles of adult learning theory.

By the end of this session, participants should be able to

- Understand the characteristics of an adult learner
- List the ways that adults best retain information
- Use different presentation strategies

### Online resource

Information on adult learning and training techniques can be found at [www.rotary.org](http://www.rotary.org) (Members → Training → For Trainers → Training Rotarians).

### Speaking points

- Explain the characteristics of an adult learner.
- Outline the different ways that adults retain information.
- Review presentation strategies that training leaders can use.

### Discussion questions

- What are some characteristics of an adult learner?
- What experience do you have training adults?
- What should you keep in mind when training adults?

- How can you maximize retention when training?
- What are some important skills to remember when presenting to a group?
- What presentation techniques do you use when preparing for a training meeting?

### Suggested activities

- On sheets of paper, write the different ways that adults retain information, and post the pages around the room. Ask participants to stand next to the one they find to be most true for themselves. Once participants are grouped, ask them to discuss why they believe the concept they are standing next to is so effective. Have each group present their ideas.
- Have participants stand up and find two other people they do not know in the room. Once grouped, have them collectively come up with five points discussed in this session's training. Then as a whole group, discuss participants' retention of the material and why it was easy or difficult to remember.

## Session 3: Facilitating Learning

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Trainers should be facilitators, or neutral individuals who determine, guide, and monitor the structure of discussions. In facilitated discussions, participants respond to questions that draw on their knowledge and experience.

By the end of this session, participants should be able to

- Describe the characteristics of a good facilitator
- Explain different techniques used in facilitated discussion

### Online resource

Find information on the role of the facilitator, managing discussion, and dealing with difficult participants at [www.rotary.org](http://www.rotary.org) (Members → Training → For Trainers → Training Rotarians).

### Speaking points

- Describe the characteristics of a good facilitator.
- Explain the different techniques used during facilitated discussion.
- Discuss various ways to ask participants questions.
- Identify techniques to use with a difficult participant.

### Discussion questions

- What are the characteristics of a good facilitator?
- What's the difference between a facilitator and lecturer?
- Why is facilitation a good technique?

- What are effective techniques to use during facilitated discussion?
- What do you do when participants choose not to contribute during a facilitated discussion?
- What are some techniques that you use to handle a difficult participant?

### Suggested activities

- Have participants get into groups of three or four, and distribute several excerpts from an RI leaders' guide. Make sure each group member has a copy. Instruct each group to read over their excerpt. Allow each participant to facilitate a discussion among group members based on their excerpt. Afterward, debrief about the activity and answer any questions. All RI leaders' guides are available for free download at [www.rotary.org](http://www.rotary.org).
- Read the following scenario and question aloud to the group, or create one of your own:

*You're facilitating a discussion on how to create a service project in your club. As the group begins to discuss best practices for carrying out a service project, you notice a restless participant. The participant, sitting with arms crossed, is talking to a person nearby and begins to loudly make comments unrelated to the session. As the facilitator, what do you do?*

## Session 4: Nonverbal Communication

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Trainers should be aware of their own nonverbal communication and the meanings that certain gestures or tones convey in their culture. They should also read their participants' nonverbal cues and use them to clarify a point, or ask for questions if needed.

By the end of this session, participants should be able to

- Summarize the different types of nonverbal communication
- Describe how to adapt your training based on nonverbal communication

### Online resource

More information is available at [www.rotary.org](http://www.rotary.org) (Members → Training → For Trainers → Training Rotarians).

### Speaking points

- Summarize the different types of nonverbal communication.
- Describe how to change your training based on nonverbal communication.

### Discussion questions

- What is nonverbal communication?
- What are examples of nonverbal communication?
- Have you ever changed your training technique based on a participant's nonverbal communication?

### Suggested activities

- Create a scenario based on a session in which participants display different types of nonverbal communication (for example, yawning and nodding off, furrowing brow and shaking head). After presenting the scenario, have participants break into groups of four or five and discuss these questions: *What can you infer from this description? How would you change your training based on these participants?* Have participants report back to the group.
- Demonstrate to participants the effectiveness of speaking clearly and loudly when presenting a training session. As you begin to discuss nonverbal communication, start to speak in a monotone voice, and then lower your voice almost to a whisper. Continue to change your voice quality to see whether participants notice. After a few minutes, stop the session and explain the importance of voice quality and characteristics.

## Session 5: Time Management

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Because Rotarians attend training meetings on their personal time, trainers should make sure to manage their time allotted time well and keep the session on schedule.

By the end of this session, participants should be able to

- Identify techniques for managing time
- Identify what materials you need in a training room

### Online resources

A Training Leader Preparation Worksheet, Planning Calendar, and a list of time management challenges and solutions are available at [www.rotary.org](http://www.rotary.org) (Members → Training → For Trainers → Training Rotarians).

### Speaking points

- Explain the ways to manage time during a training meeting.
- Review the training room checklist on the Training Leader Preparation Worksheet.

### Discussion questions

- What time management practices do you use when conducting training?
- When you check your room before training, what should you look for?

### Suggested activities

- Ask participants to think about time management and assess how it may apply to their own situation. Have them draft a sample agenda for a 45-minute session on membership. Have they given themselves enough time for their participants to break into groups and discuss?

- Pose a question to participants: *When you've delivered training or attended training, what things have gone wrong?* On a flip chart, record participant responses. Then ask: *How was the situation resolved?*

## Session 6: Interactive Training Methods

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Training leaders can choose to incorporate interactive activities into sessions to refocus attention and maintain interest. Interactive activities provide an opportunity for participants to get to know each other. Including interactive activities will create an atmosphere that allows participants to express their ideas and apply what they have learned in the session.

By the end of this session, participants should be able to

- Understand benefits of using interactive activities
- Identify techniques for making training interactive

### Online resource

A list of interactive activities is available at [www.rotary.org](http://www.rotary.org) (Members → Training → For Trainers → Training Rotarians).

### Speaking points

- Explain the need to change what you are doing to keep participation high.
- Review each interactive activity with participants.
- Discuss the best technique to use when presenting a training session.

### Discussion questions

- Which training method do you prefer?
- How can you introduce one of these if it is not in your session guide?

### Suggested activity

- Ask participants to get into groups based on common interests. Give each group a sample session topic, such as creating a service project or membership retention. Each group should brainstorm possible interactive activities. When groups are finished, ask them to present one or two suggested activities. Write down the activities on a flip chart, and discuss the ideas.

## Closing Plenary Session

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The closing plenary session should wrap up the learning and discussions that training leaders have taken part in during the seminar. It's a final opportunity for the district training committee to summarize important points and take care of district business. This plenary session should strive to bring the meeting to an inspirational finish.

### Speaking points

- Highlight significant areas of discussion and key points.
- Thank and acknowledge participants for their outstanding job during the training seminar.
- Allow participants to pose questions to the district training committee.
- Address the importance of evaluation for improving future training seminars.