



# **TRAINING TIP SHEET: ELEMENTS OF TRAINING**

**Effective Training and Presentation Skills**  
Samuel Lurie, Transgender Training  
and Advocacy, [www.tgtrain.org](http://www.tgtrain.org)

## **Standard Training Components:**

Every workshop, no matter how long or short, should contain these components.

### **Needs Assessment**

- Conducted prior to presentation or at the beginning of the presentation.
- Who has asked you to come; what is going on there; what do they say they want/need; what do you sense? What do others say?

### **Climate Setting**

- Building of trust, encouraging participation, creating safe atmosphere.
- Establishing your credibility; disclosure
- Climate setting is continual, throughout every minute of the training.

### **Informational Component**

- Historical, political, medical, sociological information.
- Terminology, conditions, definitions of important terms
- Handouts are important to back up the didactic component

### **Experiential Component**

- Experience builds skills
- Should be included throughout the workshop in various forms.
- Role plays, brainstorm, small groups, and other activities that involve groups should be included here.
- A variety of activities should be included in any design and mixed throughout the workshop.
- Every exercise needs to be processed.

### **Action Component**

- Something concrete that people can take away.
- Something they can do after the workshop, such as an “action plan”
- Networking, resources, handouts

### **Closure Component**

- Design a short but precise, upbeat closing for the workshop. It is extremely important to send people away feeling “finished for the day” and hopeful.

### **Evaluation**

- It is crucial to get feedback (written and verbal) before participants leave the workshop. Be sure to explain that their feedback is important to you, and that you learn from it.
- Leave enough time for it!



# **TRAINING TIP SHEET: TRAINER STANCE and TRICKS**

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## **Trainer Stances**

- Show the participant/audience unconditional regard and caring.
- Be yourself: speak about what you know and what is familiar to you
- Acknowledge that you are asking people challenging things and they have a right to be resistant. Resistance is the first sign of willingness to change.
- Be a constant object: always act the same way with the participant and the audience.
- Be non-judgmental about the participant's/audience's statements.
- *Direct* discussion, do not command it; promote open discussion about a difficult topic, avoid shutting people down.
- Don't feel responsible to change every person's opinion. Change happens in stages; any small change is a positive thing.
- Explore your own issues: figure out ahead of time what pushes your buttons and have a plan on how you might deal with feelings of frustrations as they arise.
- Positive reinforcement is more successful than negative.
- You are always modeling behavior—how you treat the audience members is how you want them to treat clients.

## **Time Management Tricks**

- Start on time and reconvene on time after every break
- Have a timepiece that is visible from a distance
- Work out agreed-upon signals with co-trainers
- Use clear instructions
- Have visual information prepared ahead of time and in appropriate format
- When using handouts, distribute them in advance, if possible, or quickly if not.
- Keep report-backs focused.
- Stick to the agenda, but also allow for flexibility
- Prepare promoting questions for times when group stalls
- Vary the pace and type of activity
- Involve participants in some sort of movement after lunch.
- Don't ask deep or difficult questions if the time is drawing to a close. Keep participants' emotional issues lighter at those times
- Don't ever cut the time-scheduled breaks or lunch without permission from the group.
- It is not a training sin to leave a group "hungry for more."
- Honor your commitment to evaluation by leaving time for it.
- Always close on a positive note.