

Checklist for an effective trainer

- Check audio-visual equipment in the classroom before the workshop starts.
- Introduce programme presenters to participants and let the participants introduce themselves.
- Initiate discussions by asking questions and ensuring that participants' questions are addressed in the session or raised again in a subsequent, more appropriate session.
- Highlight examples and participants' concerns that presenters can reference in their sessions.
- Link session content and key points to subsequent or previous sessions.
- Help participants ask questions that they are too afraid or uncomfortable to ask on their own.
- Collect the additional reference materials that presenters agree to locate for participants once they return to their offices after delivering a session.
- Clarify for participants their responsibilities for learning activities once assignments for session activities have been presented to them and they are working in small groups.
- Observe groups and be aware of situations in which participants become confused, disillusioned, fatigued or saturated, so that programme discussions can be clarified, interrupted for a break or shortened.
- Understand and articulate participants' needs to connect with the appropriate people, ensuring that participants are able to leave the programme satisfied and fully empowered to address their challenges.
- Listen to discussions inside and outside the classroom in order to assess how the programme is proceeding and to identify ways in which to address participants' emerging needs or concerns.
- Listen to and acknowledge all ideas.
- Praise participants' ideas when appropriate.
- Allow other members of the group to attempt to answer questions raised by participants.
- Write down participants' ideas on a board in front of the group to show that their ideas are valid and valuable.
- Remind participants of points made earlier in the training to demonstrate the relationship among concepts.
- Refer to presenters by name when referencing points they made during their technical discussions so they become familiar to the participants.
- Point out positive behaviours displayed by participants and their effects.
- Reinforce group compliments to an individual and elaborate upon them.
- Ask for examples from the group's own experiences.
- Share own experiences.
- Diffuse arguments and avoid expressing judgement on what may be considered "right" or "wrong" in discussing different options.
- Spend additional time with participants and presenters during breaks and before and after the day's sessions to learn more about their backgrounds, training needs, assessment of training experience and expectations.
- Focus on the participants' concerns and always try to address them.
- Give complete instructions when advising participants on the schedule and activities and explain why requests are important.
- Take notes and fulfil promises to provide assistance or additional information.
- Begin and end sessions on time.
- Give constructive feedback and build behaviours