

# CONFERENCE STAFF DEVELOPMENT

## Purpose

The purpose of staff development is to form a cohesive training team to conduct the conference. Each staff member should realize that his or her most important responsibility is to see that each participant has the opportunity to learn and grow. Staff members should try to use the best training methods and set high standards for quality training for participants at the conference.

Staff development activities are designed to help set the tone for the training conference. The activities provide each staff member with an understanding of the knowledge, methods, and skills presented during the conference. Careful planning, preparation, and practice help assure a top-notch experience for each participant at the conference.

## Learning Objectives

As a result of this training experience, each participant should be able to:

- ◆ Explain why staff knowledge, methods, skills and attitudes are important to the success of a training course.
- ◆ Explain the need for participants to experience learning.
- ◆ List the key elements for making a training conference successful.

## Staff Meetings

We suggest you conduct several staff development meetings and sessions.

Meeting	Days Before Conference	
Staff planning meeting	–70	Make assignments, begin planning as a group
Staff development sessions	–50	Present material below
Final check	–30	Conference walk-through; present partial sessions and evaluate them

Staff development will include reviewing some of the basics of a quality training experience. The first three sessions provide you with a foundation for preparing your individual presentations for the conference. The last one reviews some of the highlights of how you can best connect with a group for a successful presentation. The sessions are

[Effective Teaching](#)

[Preparing a Presentation Plan](#)

[Presenting the Subject](#)

[Rapport with Groups](#)

Give staff members copies of this manual and encourage them to study all the sessions, not just the session(s) they are to present. Familiarity with all the session materials helps to avoid duplication or repetition of material during the conference; for instance, if a question is asked that is covered in another session. Reading all the session materials gives the entire staff a perspective on the entire conference and its objectives.

## Staff Assignments

We assume that you will ask the staff members who have the most experience in a particular subject or skill to present that topic or skill at the conference. However, enthusiasm and interest in a session may also qualify a staff member, if he or she also has the skills. The conference chair should also assign a backup presenter for each session, in case the primary presenter is unable to attend the conference. This backup presenter also makes a valuable co-presenter for the material, especially for longer sessions. A "Staff Assignments" form is in the "Planning" section.

## Presentation Methods

This training conference employs a variety of techniques and training aids. It is important for staff members to use the training aids, materials, and methods properly to set good examples so that participants can duplicate and use the training methods presented. Remember: the conference should be model training. Much of the material presented is designed to not only teach the material through presentations, but also to reinforce learning by example and by participant involvement whenever possible. It is essential that the course be conducted in a top-notch fashion. Encourage staff members to use the best presentation techniques and not short-cut the material.

## Preparation

The text for the conference sessions is not intended to be read to the participants, so staff members must carefully prepare their presentations in advance, practice them, time them, and be thoroughly familiar with the content. To help with this, the text is formatted so that the portions to be paraphrased are in a larger type size than the instructions to the presenter.

If the staff can meet at the conference location before the conference date to practice their presentations and try out the visual aids, they can identify and resolve any problems ahead of time. The staff members will then understand the conference logistics relative to the location, session timing, and how to adjust for the acoustics of the room(s). These preliminary meetings should be held far enough in advance for the staff to have enough time to make any necessary adjustments.

Be sure all staff members understand that the primary goal is to meet the learning objectives for each session. It is also vitally important to meet the objectives within the allotted time. **The times listed for each session are the maximum times.**

## Keeping Track of Time

The conference facility should have a large clock that presenters can see easily. Also consider having a staff member in the back of the room who uses colored cards to help the presenter stay on time. The staff member displays a green card when the presenter has five minutes left in the presentation; an orange card is displayed when two minutes are left; and a red card is displayed when time has run out. Presenters should stop within 30 seconds after the red card is displayed. Be cautious, though, not to be too obvious with these signals because it can distract the participants.

## Setting the Example

Staff members will be setting an example, one way or the other. Be sure to set a positive example with correct uniforming, enthusiasm, confidence, and Scouting spirit. Pizzazz features are built in throughout the conference and are reviewed in the "Pizzazz" session.

# EFFECTIVE TEACHING

## Learning Objectives

As a result of this training experience, each participant should be able to:

- ◆ Explain the five steps of effective teaching.
- ◆ Use the five steps to meet the needs of participants in learning situations.
- ◆ Recognize learning opportunities when working with individuals or groups.
- ◆ Explain the four outcomes of the effective teaching process.

## Materials

- ◆ 8½" × 11" sheets of paper (at least three for each staff member)
- ◆ Flipcharts
- ◆ Easel
- ◆ Felt-tip markers

## Time

20 minutes

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## Introduction

Paraphrase the following:

The effective teaching skill is a major focus of quality training. As a staff member, you are expected to know and use the five steps of effective teaching.

Depart from the common teacher-to-participant approach and focus on the participants' active learning through participation, rather than their passively being taught by the staff.

Base the process on experiential learning. Create situations where participants learn by doing.

We call this process "*effective training*." Note the emphasis on the word *effective*.

**For teaching to be effective, learning must take place.**

Review the learning objectives

## Five Steps

Effective teaching has five steps:

1. We set objectives.
2. The participant is taught.
3. The participant practices.
4. The participant is tested.
5. We check what the participant has actually learned.

## Results

Effective teaching has four results:

1. The participant gains knowledge; knowledge is what you know.
2. The participant develops skills; skill is the ability to use what you know.
3. The participant develops confidence; confidence is the belief that you can do something.
4. The participant gains the motivation to do his best; motivation is the desire to do something.

## Painter's Cup Exercise

Distribute enough blank sheets of paper to each participant for three rounds.

### Round 1

- ◆ Quickly read the directions to the group.
- ◆ Do not show the finished product.
- ◆ Do not allow any questions or talking.
- ◆ Set a time limit (approximately 60 seconds) for completion of the cups.

Read the following script:

I'm going to teach you how to make a painter's cup. This is made from a single piece of paper and holds enough paint for quick touch-up jobs. I'll tell you exactly how to make the cup, so listen carefully to my instructions. Don't begin until I'm finished with the instructions.

Roll the paper lengthwise into thirds, crease, roll the paper crosswise into thirds, and crease again. Take the two folds which outline one corner and bring those folds together in a straight line and crease the edge you have created. Do the same for each corner. Take two of the corner seams you've just created, fold

them back and across each other and fold the excess from the top down. Do the same to complete the other side of the box.

I'm finished with my instructions. Go ahead and make your painter's cups.

Collect and give prizes for any successes.

### Round 2

- ◆ Quickly read the directions again
- ◆ This time **demonstrate the steps** as you read the directions.
- ◆ Don't let them start until after your demonstration.
- ◆ As soon as you've finished your demonstration, hide your finished painter's cup from their view.
- ◆ Do not allow any questions or talking.
- ◆ Set a time limit (approximately 60 seconds) for completion of the cups.

Read this script, demonstrating the steps as you go:

Would it help if I demonstrate how to make the cup?

Pause for responses.

I'll read the instructions to you again, *and* show you what to do. Watch carefully. When I'm done, you can start making your painter's cups.

Perform this action as you speak:

Roll the piece of paper lengthwise into thirds and crease.

Perform this action as you speak:

Roll the piece of paper crosswise into thirds and crease again.

Perform this action as you speak:

Take the two folds that outline one corner and bring those folds together in a straight line. Crease the edge you have created.

Perform this action as you speak:

Make the other three corners.

Make one side:

Take two of the corner seams you have just created, fold them back and across each other, and fold the excess at the top down.

Make the other side:

Do the same to complete the other side of the box.

Finish the other side of the box, hold up the finished box, then hide it from the group's view.

I'm finished with my demonstration. Go ahead and make your painter's cup.

Collect and reward any successes.

### Round 3

It appears that we still do not have many successes! What can I do to help you learn how to make the cup more successfully?

Participants will ask for more time, step by step instructions, and to let them perform each step as you demonstrate it.

At this point, give step by step instructions on how to make the cup. Demonstrate each step as you go, and have the group work along with you on a fresh sheet of paper. Give encouragement at each step, but try to limit corrective feedback so you can introduce its benefit in the debriefing.

Perform this action as you speak and ask the participants to do so:

**Roll the piece of paper lengthwise into thirds and crease.**

Wait until everyone has made the first fold.

Perform this as you speak, again having the participants perform the same task:

**Roll the paper crosswise into thirds and crease again.**

Perform this action; walk near the tables and show them how to make the creases:

Take the two folds which outline one corner and bring those folds together in a straight line. Crease the edge you have created.

Make the other three corners, and wait for the rest of the group to complete their corners:

Do the same for each corner.

Make one side:

Take two of the corner seams you have just created, fold them back and across each other, and fold the excess from the top down.

Finish the other side of the cup:

Do the same to complete the other side of the cup.

Hold up the finished cup, then ask the participants to hold up their finished cups. Most will now be successful.

## Processing

Review the results together. During the discussion, the staff should realize that in order for teaching to be effective, the learner must experience the material being taught.

Ask these questions:

- ◆ As learners, how did you feel in the first round?
  - ◆ Was the second round better?
  - ◆ What made the third round successful?
  - ◆ How were the steps of effective teaching used in this exercise?
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# PRESENTING THE SUBJECT

## Learning Objectives

As a result of this training experience, each participant should be able to:

- ◆ Explain the six steps used to present a subject.
- ◆ Use the six steps to prepare a presentation plan and make a presentation.

## Materials

- ◆ Chalkboard/whiteboard
- ◆ Easel and flipcharts
- ◆ Felt-tip markers

## Handout

“Presenting the Subject”

## Time

30 minutes

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## Introduction

Review the learning objectives.

Here are some tips to help you make your training presentations more interesting, worthwhile, and fun for both you and your participants. These are the six steps for presenting a subject.

## Prepare

Prepare your presentation:

- ◆ Assess your audience, considering what they probably already know and what they probably want to learn about the subject.
- ◆ Write down the purpose of the presentation (or review the learning objectives and decide on the ideas that you will cover).
- ◆ Research the subject. Take brief notes. Talk with others who know the subject. Make notes about their ideas.
- ◆ Outline your presentation. Include only the most important points. Usually fewer is better. Put your points in a logical order.

## Practice

Practice your presentation:

- ◆ Rehearse your presentation until you have it clear in your mind. Some trainers like to use a tape recorder so they can hear themselves.



- ◆ Write in your notes the time allotted for major points. This will help you stay within the time limits.
- ◆ Put your outline in final form so that it will not be cluttered with discarded ideas.
- ◆ Try to be ready for extemporaneous speaking, with an occasional look at your outline. Do not memorize or read it word-for-word.
- ◆ Relax. When you are well prepared, you will feel more at ease during the presentation. Also, it helps to take a few deep breaths before you begin.

## Personalize

Personalize your presentation:

- ◆ Let each person feel you are talking to him or her. Look at the audience as individuals, not as a group. If you are nervous, find a friendly face in the audience and direct your remarks to that person for the first few minutes.
- ◆ Watch the group's reaction as you go along. Stay close to their interests.
- ◆ Use thought-provoking questions. That helps to stimulate everyone's thinking. It will also help you get feedback from participants. That should tell you whether or not participants understand what you are saying.

## Illustrate

Illustrate your presentation:

- ◆ Use a chalkboard, flipchart, or an overhead to list your main points.
- ◆ Draw diagrams or sketches while you talk.
- ◆ Use computer presentations if that equipment is available.
- ◆ Use visual aids to help make your presentation more interesting and reinforce the learning process. Participants not only hear, but they see the main point as well.
- ◆ Balance what you say with what you show. Don't let the visual aid be so elaborate that it is distracting.
- ◆ Show the equipment and materials needed to do what you are talking about.
- ◆ Show literature resources on the subject.
- ◆ Illustrate your important points with human interest stories, preferably something that actually happened. True stories, not necessarily funny, are excellent. When interest is waning, an amusing story usually helps.

## **Pace**

Pace yourself:

- ◆ Stay within the time limit.
- ◆ Stay on the subject. Don't get sidetracked. If you do, some of the planned training may have to be skipped.

## **Clinch**

Clinch your presentation:

- ◆ Summarize the subject by restating its main idea, its importance, and the major points you made.
- ◆ Give your listeners a chance to ask questions, either during the presentation or at the end.

## **Handout**

Distribute the "Presenting the Subject" handout.

## **Summary**

Briefly summarize the six key points of the presentation:

- ◆ Prepare
  - ◆ Practice
  - ◆ Personalize
  - ◆ Illustrate
  - ◆ Pace
  - ◆ Clinch
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# PREPARING A PRESENTATION PLAN

## Learning Objectives

As a result of this training experience, each participant should be able to:

- ◆ Prepare and use a presentation plan effectively.
- ◆ Explain why a presentation plan is essential to a successful presentation.

## Materials

- ◆ Chalkboard/whiteboard
- ◆ Easel and paper
- ◆ Felt-tip markers

## Handout

“Presentation Plan”

## Time

30 minutes

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## Introduction

Ask the group these questions:

Has anyone ever put together a plastic model?

Have you ever done it without instructions?

Make the point that giving a presentation without a plan is like trying to build a model without the instructions.

Ask the group this question:

How are you going to get information on the subject before you write down your plan?

From things you already know

From available resources, such as the course outline, other trainers, experts, etc.

## Planning Form

Distribute copies of the “Presentation Plan” form. Review the following information:

### Planning Information

This section provides guidance. Cover the following points, and ask the group to define some of the headings.

**Presenter.** Who is the presenter?

**Subject.** What is going to be presented? (The session title.)

**Objectives.** The things that you want the group to be able to do. This is a note to yourself about what you are going to teach. (Learning objectives are addressed below.)

**Materials.** What you need to give an effective presentation.

**Preparation.** What you must do beforehand to be able to give an effective presentation.

**Presentation.** This section provides guidance on the actual content of your presentation. Cover the following points and ask the group to define some of the headings.

**Learning Objectives.** These are the things that participants will be able to do because of their participation in this training session. The objectives are given to the group at the start of a presentation so that they have a simple guide to learning.

**Discovery.** During this section of the presentation, you determine the level of knowledge of the participants. It also enables the group to understand how much they may already know about the subject being presented. Making the determination about the level of knowledge can be as simple as asking a simple, well-worded question of the participants. But, the determination may involve a more lengthy discussion.

**Teaching/Learning.** In this section you write an outline and detail the information you are planning to teach the group. Don't leave any important information out, but at the same time don't clutter the outline with too many details.

**Application.** During this section of the presentation, participants learn how they are to apply the skills they are learning. In some cases, you may have the group practice the skill immediately. In other instances, you may only be able to give an example or two about how and where they can apply the skills they are learning.

**Evaluation.** During this section of the presentation, you check and see how much of what you taught was actually learned. This could be a few questions about the information presented, or an actual demonstration by the participants of the skills they have learned.

**Summary.** Briefly review the information you presented. Provide an overview for the benefit of the group.

## **Application and Evaluation**

Ask the participants if they have any questions. Make the point that all the other staff members are available to answer specific questions and support them as they prepare their presentation plans for the conference.

Make the point that the application and evaluation phases of this session occur when the staff members make their own presentation plans and the presentations.

Refer participants to the “Presenting the Subject” and “The Presentation Plan” handouts received earlier.

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## RAPPORT WITH GROUPS

**Note:** Before conducting the “Rapport with Groups” session, you should have prepared your own presentation plan. Be sure to cover all five steps of effective teaching.

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### Projecting Ideas

Paraphrase the following:

No matter how interesting the subject, nor how well prepared you may be, you are not really teaching effectively unless participants learn. In other words, participants must absorb what you are saying. Participants respond to your voice quality, your body language, and your attitude.

Through the skillful use of your voice, your body, and your presence, you can project your ideas and feelings to participants in a memorable and pleasant way. The results of your efforts depend, in part, on your manner and style. Some people just seem to radiate warmth, good humor, confidence, and pleasure at being able to help others learn. Often people have learned these techniques which are the most useful abilities a staff member has.

Make the following points:

### Physical Behavior

**Eye contact.** We “reach” each other through our eyes. A listener feels gratified that the speaker actually looks at him. You should also look at your audience to gauge reactions. The raised eyebrow, or the questioning glance, should warn you to clarify your position or settle any misunderstanding immediately. Sensitivity to audience reception is a great asset to a staff member. You can increase your ability just by trying! You always answer a spoken question. Try answering the unspoken ones, too!

**Body Movement.** A staff member who communicates ideas and feelings effectively uses some kind of body language deliberately, and avoids using the wrong “language” unthinkingly. Absence of action suggests three things: first, that you have no feelings or convictions about your message; secondly, that you are sick; or thirdly, that you are afraid. On the other hand, stiff and mechanical “elocution” gestures can be laughable. Still, engage your audience visually as well as by the force of your words. Spontaneous, coordinated body actions express your enthusiasm and feeling for your message.

**Coordination.** You have something to say. You want to say it. Your whole being should help you say it. “Suit the action to the word, and the word to the action” is a good rule. We don’t nod our heads while saying “no” nor shake our heads while saying “yes”! Try it, it’s confusing even to the one doing it. Your gestures should be normal and spontaneous as a result of your desire to clarify or give emphasis. Your gestures should not call attention to themselves, but to your ideas and whatever you want people to learn or feel.

## Voice

**Pitch.** A “good” voice has an interesting range of pitch. Try to start sentences on a pitch high enough to permit you to lower your voice for contrast, but also low enough that you can raise it for contrast. Use the whole range of your voice by thinking and feeling what you are saying at that moment. Don’t be thinking about what you’re going to say next.

**Rate.** Don’t speak either so slowly that the participants jump ahead of you or drift away, or so rapidly that they’re worn out trying to keep up. As with walking, variety is the key to interest. Pauses permit appreciation. Use pauses as your punctuation marks in speech. They’re attention getters. Don’t panic at a few seconds of silence because it allows ideas to be absorbed. Silence always seems much longer to the speaker than it does to the listener!

**Volume.** If it’s possible in advance, see just how loud you need to be to reach the farthest participant. Everyone has the right and wants to hear what you’re saying. When your presentation is in an informal setting, you can ask participants if everyone can hear, especially if they look confused or drowsy. Don’t forget that many bodies in a hall tend to absorb some of the noise, and you have to talk louder than you expected. However, most people are not impressed with volume alone. Actors know the value of dropping their voices until listeners really participate by listening intently. Again, variety is the key. If necessary, do not hesitate to use a microphone if one is available.

## Attitude

“What you are thunders so loud I cannot hear what you are saying!” This paraphrase has real meaning for a public speaker. Your listeners will not know you for what you are. They only know what you seem to be. What you seem to feel and think about your message also has significance to your listeners. Your attitude toward your role as a staff member will show through what you say. If you are timid, fearful, or unprepared you can be sure participants will sense it because bluster cannot conceal it. A positive attitude about helping people learn certainly helps participants to learn.

## Feedback

As you become more accustomed to speaking before an audience, you begin to know the signs of acceptance as well as the danger signals in your audience. If question marks appear on the foreheads of more than a few people, you're in trouble unless you sense what is wrong and take steps to correct it. Shifting positions in chairs, crossing and uncrossing of legs, yawning, droopy eyelids (or snoring) should tell you that you're in trouble. Glances at watches or at a wall calendar may mean you have gone overtime. Throat clearing, sneezing, and coughing may not be so much the symptoms of sickness as the symptoms of boredom. Hopefully, the more accustomed you become to public speaking, the better the signs will be: smiles, nods, brightened eyes, inching forward in the seats, exchanged glances, and note taking. Those are some of the positive and encouraging symptoms of success.

## Evaluation

No matter how good a speaker you might be, you naturally would like to improve. It's hard to remember just what you did during a speech, so you have to rely on the general audience reactions as an indicator. But making changes on the basis of what you remember is not a good way to change. You can make better changes by asking a member of the team, or a friend, to specifically listen and evaluate your performance. Ask your evaluator to especially point out such unconscious nerve-janglers in your performance such as change counting, key jingling, tie twitching, ear pulling, chalk juggling, bead flipping, knuckle popping, spectacle polishing, or gum chewing. Perhaps you can do the same for him sometime in the future with pleasure and gratitude.

## Summary

Keep in mind, these six techniques apply mostly when you are expected to be the speaker, the presenter, the bringer of wisdom to the participants. In small groups where give-and-take is the accepted method of shared learning, you also need to be aware of the pitfalls described above and consciously strive for the most effective teaching techniques. But if you are the leader of the group, perhaps the most difficult technique to master is one of the most effective: learning to look interested while keeping your mouth firmly closed.



## Reflection

Follow the session with a brief reflection. Ask the following questions:

What are the key elements of rapport?

What are the most difficult parts of establishing rapport with a group?

Why is rapport important?

How does “caring” relate to establishing rapport with a group?

How does your physical behavior affect the group and your presentation?

How does your use of your voice affect the group and your presentation?

How does your attitude affect the group and your presentation?

Why are these techniques for building rapport important as you prepare for and give a presentation?

How can you use what you have learned to make you a more effective trainer?

How can you use what you have learned to help participants become more effective trainers?

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[Before the Conference](#)

[Contents](#)

# PRESENTING THE SUBJECT

Here are some tips to help you make your training presentations more interesting, worthwhile, and fun for both you and your audience.

## **Prepare your presentation.**

- ◆ Assess your audience, considering the sort of people they are and what they probably know, and what they probably want to learn about the subject.
- ◆ Write down the purpose of the presentation (or review the learning objectives) and decide on the ideas that should be covered.
- ◆ Research the subject, taking brief notes.
- ◆ Talk with others who know the subject and note their ideas.
- ◆ Outline your presentation, including only the most important points—usually the fewer the better—and put them in a logical order.

## **Practice your presentation.**

- ◆ Rehearse your presentation until you have it clear in your mind. Some trainers like to use a tape recorder so they can hear themselves.
- ◆ Write in your notes the time allotted to major points. This will help you stay within the time limits.
- ◆ Put your outline in final form so that it will not be cluttered with discarded ideas.
- ◆ Try to be ready for extemporaneous speaking, with an occasional look at your presentation. Do not memorize or read it word for word.
- ◆ When you are well prepared, you will feel more at ease during the presentation. Also, it helps to take a few deep breaths before you begin.

## **Personalize your presentation.**

- ◆ Let each person feel you are talking to him or her. Look at the audience as individuals, not as a group. If you are nervous, find a friendly face in the audience and direct your remarks to that person for the first few minutes.
- ◆ Watch the group's reaction as you go along. Stay close to their interests.
- ◆ Use thought-provoking questions. This will help stimulate everyone's thinking. It will also help you get feedback from participants, which will tell you whether or not they understand what you are saying.

## **Illustrate your presentation.**

- ◆ Use a flipchart or overhead to list your main points, or draw diagrams or sketches while you talk.
- ◆ Computer presentations can be very effective if the equipment is available. Training aids help make your presentation more interesting and reinforce the learning process. Participants not only hear, but they see your main points as well.
- ◆ Balance what you say with what you show. Don't let the visual aid be so elaborate that it is distracting.
- ◆ Show the equipment and materials needed to do what you are talking about.
- ◆ Show literature resources on the subject.
- ◆ Illustrate your important points with human interest stories, preferably something that actually happened. True stories, not necessarily funny, are excellent. When interest is waning, an amusing story usually helps.

## **Pace Your Presentation.**

- ◆ Stay within the time limit.
- ◆ Stay on the subject. Don't get sidetracked.

## **Clinch your presentation.**

- ◆ Summarize the subject by restating its main idea or problem, its importance, and the major points you made.
- ◆ Give your listeners a chance to ask questions, either during the presentation or at the end.

# PRESENTATION PLAN

Presenter \_\_\_\_\_ Subject \_\_\_\_\_

Objectives \_\_\_\_\_

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Materials \_\_\_\_\_

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Preparation \_\_\_\_\_

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## **Presentation**

Learning Objectives: As a result of this training experience, participants will be able to:

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Discovery \_\_\_\_\_

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# PRESENTATION PLAN

Teaching/Learning \_\_\_\_\_  
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Application \_\_\_\_\_  
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Evaluation \_\_\_\_\_  
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Summary \_\_\_\_\_  
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Notes \_\_\_\_\_  
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