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A good orator is pointed and impassioned.

Marcus T. Cicero
Bringing the Crowd with You

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Introduction

To improve business performance, SECorps has developed training modules that can be conducted at individual company locations. Each module includes a Leader’s Guide, a PowerPoint and Participant Materials.

But after the modules were developed, we quickly found that there was a need to not only develop the modules, but to also develop those that were going to be delivering those modules. Hence we launched this workshop several years ago.

Over the years, we have graduated from a presentation style of delivery for the modules to a facilitation style of delivery which is conducive to “adult learning”. We’ve also found that the skills from this workshop transcend the delivery of the packaged training modules mentioned above. They apply to any type of presentation where you want the participants engaged, not just watching, not just listening, but involved.

So, today, it works to develop anyone that is working in front of a group no matter their position in the company. That’s why the participants in this workshop have included Company Owners and Senior Executives; Sales Leaders; Sales Representatives; Operations and Service Leaders; Client Care Representative; Safety Directors and even CFO’s.

Participant Introductions

Name

Role in the Company

How you got into the controls business

How you have to present/facilitate in your job

The importance of communication in your job

Your main objective/expectation you have for this workshop

The Participant’s Role in the Workshop

The Facilitator’s Role

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Logistics & Ground Rules

☐ Stay in the workshop and be on time when we restart
☐ Listen to and show respect for the opinions of others
☐ Follow the agenda — stay on track
☐ The only stupid question is the one that isn’t asked
☐ No disruptive side conversations (all side conversations are disruptive)
☐ Cell phones off (not vibrate)
☐ Lunch Break
☐ Refreshments & Breaks

Sought-After Attributes

A survey of recruiters rated business schools on 21 attributes considered very important for job candidates.

Here’s are the top five attributes:

89% Communication/interpersonal skills
87% Personal ethics and integrity
86% Problem-solving skills
83% Work ethic
75% Fit the company culture
How We Communicate

Mehrabian Communication Model

90% of how well the talk will go is determined before the speaker steps on the platform.
Somers White

What strikes you about that video?
How about those video clips? What stands out?

__________________________________________________________________________
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There are only a few things in life from which I derive intense pleasure, speaking in public is not one of them!

Winston Churchill

Starting Assessment

What do you think of yourself as a communicator? Answer these questions.

What are your greatest strengths as a presenter/communicator?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What are your areas of greatest need and enhancement?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Bringing the Crowd with You

Are you more comfortable presenting to people you know or to strangers? ____________________

What’s the difference?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Are you a better presenter sitting or standing?
____________________________________________________________________________________
____________________________________________________________________________________

Do you prefer a script, bullets points or going off-the-cuff?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What impression do you make to an audience?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Background

Facilitation is quite different from “teaching school.” Adults learn differently than school age children.

Teach

In general, to teach is to impart knowledge of or skill in some particular subject or to give instruction. There are many ways to teach.

Present

By definition: to bring forth before others, offer for consideration. To set forth in words, frame or articulate to present arguments. Pretty much one-way communication.
**Lecture**

A speech read or delivered before an audience or class, especially for instruction or to set forth some subject.

Lectures generally are not effective in teaching the application of information, in developing problem-solving skills or in changing attitudes. These areas are best addressed during a discussion or demonstration so that students can question the presenter and see for themselves how the facts fit together.

**Facilitate**

Which leads us to facilitation. By definition to facilitate means to make easier or less difficult, help forward, assist the progress of a person. That’s what we’re after – Bringing the Crowd with You.

In facilitation, you don’t have all the answers, but those in your audience probably do. Your objective is to lead the participants to share their knowledge and to help them learn in a relatively stress-free and even fun environment. You start the discussion, lead it and guide where it’s going.

Plus, it’s a bunch more like OJT, mentoring, tutorials, distance-learning of all types, internships and many more.

What we’re going to talk about for the next two days is a combination of presentation and facilitation.

Facilitation works well in adult learning situations for a number of reasons.

**Adult Learning Principles**

1. Adults are______________________________
2. Adults need to know______________________________
3. Adults appreciate being involved in______________________________
4. Adults prefer to learn in an environment that is characterized by ________________________________
5. Adults learn from______________, their own and others.
6. Adults prefer to acquire knowledge that can be________________
7. Adults learn better when they are________________
They may forget what you said, but they will never forget how you made them feel.

Carl W. Buechner

Good Speakers – Born or Made?

We’re going to do several exercises in this workshop.

We’ll do them at your table, and we’ll do some in front of the group.

Following each exercise, the group will provide feedback.

Some more ground rules. Everyone participates. You’ll learn a lot by watching and critiquing. So, please don’t disappear after your exercise.

This first exercise will be an easy one for you.

5 minutes

Tell us about your favorite vacation, hobby or funniest work event.
This will be our benchmark exercise, your “before “exercise. After this we’ll talk about some presentation techniques.

Here’s all you have to know for this first exercise.

- Tell them what you’re going to tell them.
- Tell them.
- Tell them what you told them.

Opening:

- Look prepared
- Stand
- Establish eye contact
- Pause for a few seconds
- Smile
- Make an opening statement

Take 5 minutes to put your thoughts together.

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## Feedback

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### Bringing the Crowd with You

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**Debrief yourself on your presentation**

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**Feedback from your table on your presentation**

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Nervousness

It’s not about you.

It’s about The Message and The Material.

Nervous energy can be positive energy.

Nervous energy causes us to prepare more than if we were casual about the presentation. That’s a good thing.

Nervous energy keeps us alert and creates a little adrenaline.

Channel energy:

☐ Put the energy into gestures and movements
☐ Into voice projection and inflection
☐ Rehearse – the more prepared you are, the less the stress
☐ Talk to people before the meeting. Bleed off energy and build stress-reducing familiarity.
☐ Breathe deeply
☐ Get some exercise
☐ Be natural
Bringing the Crowd with You

Body Language

Audience perception of our message is determined:

- 7% by our words
- 38% by our voice
- 55% by our non-verbals

Passion is expressed thru:

Posture and Passion

In the 2006 gubernatorial elections, it was found that people could predict who actually won the elections after watching a 10 second silent clip of each candidate. Because there was no sound, the person’s opinion was based solely on appearance and non-verbal behavior.
College Study on Communication

1. Who would you vote for?
   _______ Candidate A
   _______ Candidate B

2. Who do you think actually won this selection for governor?
   _______ Candidate A won
   _______ Candidate B won

There are two things that are more difficult than making an after-dinner speech:
climbing a wall which is leaning toward you and
kissing a girl who is leaning away from you.

Winston Churchill

The tone of the presentation is set before it begins.

Base Posture

Stand, stretch side-to-side, reach up to the ceiling.

Close eyes and completely relax for 30 seconds.
Bringing the Crowd with You

Relax up to down: head, neck, shoulders, arms, forearms, and hands.

- Relaxed
- Confident
- A good base position between gestures and movements.
- Keep your hands relaxed, when not using them.

The most common posture: T-Rex.

That position leads to a number of distracting activities:

- Spider in the mirror
- Sisters of Mercy
- Fire starter
- Ring leader
- Hand washer
- Cuff tugger
- Pen twirler
- Pen clicker
- Paper telescopes

Avoiding T-Rex will, by nature, avoid many of these irritating, distracting gestures.
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Some other positions and their messages:

- Fig leaf
- Hands in pockets
- Parade rest
- Hands on hips
- Arms crossed

Square up

By squaring your shoulders to the person to whom you are speaking, you are inviting that person into the presentation. Don’t just turn your head towards them. In talking to a group, alternately square to different parts of the room. It draws them in. It’s difficult to ignore someone that is squared up to you and looking you in the eye.

Eye Contact

What do you think when you meet someone and they won’t make eye contact?
Bringing the Crowd with You

In our culture, you make eye contact. Look at your audience – lock on to one person for three or four seconds in order to connect. Don’t jump from person to person too quickly. Sustaining the contact helps stabilize your head and body so you look less fidgety.

**Gestures**

Gestures are a part of communication. It’s difficult to restrict the use of hands when excited or angry. Gestures are actually a form of visual aid.

Don’t rush your gestures or you’ll look like your falling out of a window. Hold the gesture for two to three seconds.

Use gestures to help the audience understand and remember your message. Don’t make them the focal point.

Effective gestures:

**The Claw**

You can use this gesture without turning away from the audience. Think of the weather forecaster standing in front of his weather map.

“As indicated here....”

When pointing to a flipchart or screen, don’t turn. Simply point your hand, the claw, toward it. If you turn, you lose eye contact and, at the same time, people will have difficulty hearing you.

**Numbers**

Use numbers one thru 5, no higher.

**Comparisons**

Your gestures should mimic the information presented.

Vertical gestures

Horizontal gestures
Using verbs

Opening arms/hands – “We can grow the business by...”

Closing arms/hands– “We will combine the 2 offices...”

Lowering arms/hands – “It will decrease the time...”

To pinpoint dates/timelines

“Between now and July 3...”

“On July 3rd ...”

What is a Facilitator?

A facilitator is someone who uses knowledge of group processes to formulate and deliver the needed structure for meeting interactions to be effective.

The facilitator focuses on effective processes (meeting dynamics) allowing the participants to focus on the content or the substance of their work together.

10 Tips For Facilitators

1. Do your homework. Be prepared.

2. Articulate objectives, what you need to accomplish.
Bringing the Crowd with You

3. Discover through questions, not lectures.

4. Encourage and work on including all attendees

5. Keep things moving. Stay on course.

6. Establish a “parking lot”
7. Stay objective

8. Incorporate physical movement

9. Use courteous language

10. Don’t shy away from conflict

A smart person knows what to say, a wise person knows whether or not to say it.
Anonymous
Bringing the Crowd with You

Wrapping up

Dr. Kevin Snyder Keynote Video

Presentation Style Assignment

Discuss meetings, classes, presentations and meetings you have attended and especially those you really enjoyed and felt you got a lot out of.

What distinguished the really good sessions from those you didn’t like quite so much? What were the differences?

Write your answers on a flipchart and select a spokesperson to present your findings.
Bringing the Crowd with You

What’s the one strength upon which you want to concentrate?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Facilitator Preparation and Planning

Preparation involves deciding what methods and tools to use/provide. The following questions will aid you in making this decision:

Why?

☐ Why is the meeting being held?

☐ What tasks are planned?

☐ What is the overall goal of the meeting?

☐ Is this meeting part of a larger goal?

Who?

☐ Who is invited?

☐ Are the right people going to be present?

☐ Who is not going to be there?

☐ How does attendance affect success?

☐ Who cannot come?
Bringing the Crowd with You

- Who is not invited?

- When is meeting scheduled?
- How long should it be?
- Enough time?
- Close to mealtime?
- Time allotted for each agenda item?

Where?

- Where is the meeting to be held?
- Participants need instructions?
- Adequate resources?
- Room arrangement?
- Room appropriate?
Hospitality – coffee, refreshments?

What?

- Consider group dynamics.
- Do participants know each other?
- History of participants?
- Problems working together?
- Potential meeting problems?

10,000 Hour Rule


In *Outliers*, the premise is simple: Why do some people succeed far more than others? Gladwell argues that if we want to understand how some people thrive, we should spend more time looking around them at such things as their family, their birthplace or even their birth date. The story of success is more complex and a lot more interesting than it initially appears.

Gladwell dedicates an entire chapter to what he calls the “10,000 Hour Rule.” In that chapter he asks a very simple question: Is there such a thing as innate talent? Which is to say, are there some people out there who are just naturally gifted and float by effortlessly to the top of their chosen field/hobby/sport/what-have-you? The obvious answer is, “Yes.”
However, in typical Gladwell fashion, he digs a little deeper.

Gladwell points out that the problem with this view (natural talent) is that the closer psychologists look at the careers of the gifted, the smaller the role innate talent seems to play and the bigger role preparation seems to play. Gladwell notes:

“The idea that excellence at performing a complex task requires a critical minimum level of practice surfaces again and again in studies of expertise. In fact, researchers have settled on what they believe is the magic number for true expertise: ten thousand hours.”

What separates elite violinists from “good” violinists who only end up as music teachers? Practice. 10,000 hours to be exact. Why is Bill Gates able to take baths in hundred dollar bills? He spent hours upon hours (hello, 10,000) honing his computer programming skills as a high school student.

If you want to be great in anything, you’re not just going to get by with talent alone. You want to become a great trainer/coach? You have to attend seminars, network and read more than two books.

There are always three speeches:

The one you practiced
The one you gave and
The one you wish you gave.

Dale Carnegie

Exercise 2

You will be preparing the opening five minutes of a Partner Training Module.

Focus on the gestures we identified.

What strength were you going to work on?

How will you get involvement?

Think about how to eliminate nervousness – turn it into positive energy.
## Feedback

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ARC Model

The ideal speech flow would look somewhat like an ‘ARC’. The ARC Model has a natural inclined momentum that ends with a ‘bang’! There are essentially three aspects of this model that helps the speaker progressively ‘peg’ his presentation — Attention, Relevant and Call to Action.

**ATTENTION** – All speakers must strive to gain attention in the first 10 seconds to shape audience impression toward your favour. Think of how you may begin your speech with attention-grabbing devices (startling comments, jokes, even non-verbal gestures). Rehearse your opening lines to avoid mishaps. Your objective at this point is to make your audience feel you have something worthwhile for them to sit up and give you their time & attention.

**RELEVANCE** – Attention alone cannot sustain a speech. Now that you’ve got their focus, you need to make it meaningful to them by connecting it to their world. From this point on, what you’ve got to say must be important to them and/or to the occasion. You want to communicate how your message will affect their lives, or their jobs, or their families etc. It must resonate with them at a personal level.

**CALL TO ACTION** – Your closing sequence is more than just a summary of what you presented. It now needs to take a turn toward action-taking. Your audience needs to be inspired to believe they can take positive actions toward tangible outcomes. Great orators move their audience emotionally by injecting self-belief, inspiring hope and infusing energy. People are now compelled to make decisions in their lives because of what you said.
Delivery skills

Voice and non-verbal communication greatly impact our ability to engage an audience. They either raise or lower our perceived level of expertise, intelligence and trustworthiness. We can be an expert, yet have the presence of a rookie. We can be genuine, yet sound insincere. On the other hand, thru strong delivery techniques, we can come across being more prepared, more expert and more confident than we really are.

Think about these people. What comes to mind when you visualize them? Match them to the description

| Passionate     | < ----------------------------- > | Monotone          |
| Dynamic        | < ----------------------------- > | Stiff             |
| Inspirational  | < ----------------------------- > | Dry               |
| Enthusiastic   | < ----------------------------- > | Boring            |
| Commanding     | < ----------------------------- > | Flat              |
| Conversational | < ----------------------------- > | Weak              |
| Lively         | < ----------------------------- > | Uninspired        |
| Friendly       | < ----------------------------- > | Dull              |
| Interesting    | < ----------------------------- > | Inaudible         |
| Spell binding  | < ----------------------------- > | Lazy              |
| Appealing      | < ----------------------------- > | Irritating        |
| Intense        | < ----------------------------- > | Tired             |
| Confident      | < ----------------------------- > | Listless          |

Think about these people. How would you rate them along these scales?

Stephen Colbert
Clint Eastwood
Jesse Jackson
Hillary Clinton
Rush Limbach
Katie Couric
Harry Reid
Mitch McConnell
Rosie O’Donnell

Where do you land on the scale?
**Communication Reminder: Volume**

People associate a strong voice with confidence. And a weak voice with a lack of confidence. Speak with a strong, confident voice. Don’t yell or scream, but do speak up.

People should not have to strain to hear your voice. If you are, by nature, soft spoken, you’ll have to raise the volume. It may sound loud to you, but think about the back row. No “Low-talkers”.

The more quickly we speak, the more likely we are to speak in a softer voice.

**Inflection**

Try to build passion, excitement, enthusiasm and confidence into your voice. A monotone shortens the attention span of the audience.

Let’s try these two statements and see what a difference inflection can make:

“I did not say he kissed his wife.”

“He’s giving this money to John.”

**Pacing / Tempo**

Don’t rush. Be deliberate.

**Verbal Trash**

Think about people you are around a lot. What sort of verbal trash do you hear a lot? Like “Um”, “Uh”, “Like I said”, “You know”.

These things are very common and dilute the impact of your message.

Pay attention to how you use fillers and learn to anticipate and eliminate them. In general, the more prepared you are, the less likely you are to use them.

You have to constantly work to engage, reengage and re-reengage.
**Watch Your Words** (remember the 7%?)

Make sure that you use phrases and words with power.

- Imagine
- Results
- Reliable
- Restore
- Independent
- Convenience

- Inspiring
- Hassle-free
- Respect
- Reinvent
- Mission
- Impact

- Comprehensive
- You’re in control
- Renew
- Consequences
- Commitment
- Dialogue

- Long-term
- You decide
- Revitalize
- Bold Action
- Cutting Edge
- Dialogue

- Accountability
- Efficiency
- Rejuvenate
- Peace of Mind
- Common Sense

Use words that people understand.

Avoid over used words and phrases.

And remember; use the fewest words possible to effectively convey your message.

*A man does not know what he is saying until he knows what he is not saying.*

Gilbert K. Chesterton

**Silence is golden**

*No word was ever as effective as a rightly timed pause.*

Mark Twain

Pauses serve many uses. One important one is that it gives you, the speaker, time to think and take a breath.

Pauses also give the audience a chance to absorb what you have just said. In giving them this time to think about what you said, it also increases the perceived importance of the statement.
Use names

Learn everyone’s name and use it frequently. Have name tents to make it easier on you.

Stories

Use stories, examples, and anecdotes to fix your message in the minds of your audience. You’ve had countless experiences relevant to your presentation. Pull them out to make the message more interesting and to add a hook.

Reading the audience:

Watch for feedback. What sort of feedback do you think you’ll see?

If feedback tells you you’re losing them, bring them back.

“Is everyone clear on that point?”
“John, do you agree with that?”
Bringing the Crowd with You

These sorts of questions:

Or, change topics, fast forward, backtrack, take a break.

Stay on your feet

A study showed that if you stand and use some sort of visual, you are 43% more likely to persuade the listener.

How does that work?

☐ You can make more eye contact
☐ You are speaking from a position of authority
☐ It grabs attention
☐ You are more easily seen and heard
☐ Your voice projection is enhanced
☐ It is easier to use visual aides
☐ You’ll be more animated and energetic thereby engaging your audience
☐ You’ll be more expressive

From now on, stand up when you have something to say. We’ll see what a difference that makes.
Using Visuals

Handheld visual

A handheld visual could be a lot of things – a brochure, a case history, some other small item.

Recognize that most people will not be able to see the visual. It’s probably a wasted effort.

You’re much better off scanning the item and putting it on a slide or taking a picture of it and putting it on your PPT.

If you must use a handheld visual, use it assertively. Position it low in front of you so you still maintain as much eye contact as possible. When you move your head down to look at it, you disengage.

You might want to show a handheld visual before passing it around as a handout.

The key is to not wave it around like a flag, making it distracting.

Handouts

It’s dangerous to use handouts. What happens when you give someone a handout? They’ll read it. You’ve lost their attention. You’ve lost control. You must sit by idly while they read.

Hold the item in your hands and read it aloud.
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**Flipcharts**

Flipcharts are good tools to record key learning points, questions that need to be answered and instructions for activities. They provide visual variety and help create a learning environment.

- Lettering should be about 2” high to ensure participants in the back can see clearly.
- Use a variety of colors. When listing items on flipcharts, it is more visually pleasing and effective to alternate colors from line to line.
- Label each flipchart page with a title.
- Use paper that can be hung on the wall or....
- Make sure that a role of masking tape is available so that pages can be placed on the wall for reference. Prepare pieces of tape in advance.
- Keep it simple. Use key words rather that whole sentences.
- Use the participants’ own words whenever possible rather than paraphrasing for them. This encourages participants to be actively involved in the process.
- If you do not have a co-facilitator, consider having one participant act as scribe to record key points during a discussion. Be prepared to provide assistance to the scribe as needed to ensure that key points get recorded accurately.

**PowerPoint**

Remember that the purpose of a presentation is to communicate — not overwhelm the audience with a demonstration of all the software bells and whistles.

Here are some basic considerations.

First and foremost, “Keep It Simple”.

Minimize the clutter. Two font families is a good rule of thumb. No more than one graphic image or chart per slide is another good rule (excluding any corporate logo or other recurring element).

- No more than 6 words per bullet,
- 6 bullets per image
- Be consistent

- Use the same colors and fonts throughout. Select graphic images in the same style. Create templates to maintain consistency.
There are both good and not so good PowerPoint templates available. Choose carefully to find the templates that provide consistency, readability and are appropriate to your message and image.

**What I hear, I forget.**

**What I hear and see, I remember a little.**

**What I hear, see, and discuss, I begin to understand.**

*When I hear, see, discuss, and do, I acquire knowledge and skill.*

---

**Exercise 3**

The next exercise is to present the first five minutes of your introduction of your company or your introduction of a product or service that your company provides.

Concentrate on how you use your voice in this presentation and how you invite questions.

Use a visual.

Is there a story, quote, descriptive language you can use to add interest?

Put your thoughts together. Be ready to go.
# Bringing the Crowd with You

Feedback

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### Bringing the Crowd with You

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After the Workshop Exercise

Here we are two days from when we started. Now what do you think of yourself as a facilitator?

Answer these questions.

What are your greatest strengths as a presenter/communicator?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

What are your areas of greatest need and enhancement?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Are you more comfortable presenting to people you know or to strangers? What’s the difference?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Are you a better presenter sitting or standing?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
Do you prefer a script, bullets points, or going off-the-cuff?

What impression do you make to an audience?

Takeaway Plan
Added Information

Difficult participants

- Know-it-all
- Naysayer
- Monopolizer
- Chatterbox
- Reluctant learner
- Unresponsive participant

Know-it-all

This person is an “expert” in everything being covered. This participant wants everyone to know how much he or she knows. Avoid debate. Trainers never “win;” instead, debate leads to a power struggle with the participant for control of the training. Acknowledge their expertise and ask if they mind being called on as the training proceeds for support on various issues. This usually defuses these participants, while giving them the ego strokes they need.

Naysayer

This person refuses to see how what is being covered can or will work. They are bent on finding the reasons why what is covered won’t work. There are a number of reasons why a participant may be a naysayer. If this is not handled appropriately, trainers may find themselves spending the bulk of their time countering these comments. As with the know-it-all, if the trainer gets caught up with this participant in debate, other participants may feel left out. In addition, it is very difficult not to become defensive. As a rule of thumb, if a naysayer is in the audience, a comment like, “I see you have some problems with what I am saying. I appreciate what you are saying, but there are people here who want to see how what I am saying will work” may cut them off. If they continue, consider pulling them aside during a break and asking them to leave since they seem unwilling to try to work with the group.

Monopolizer

A monopolizer may attempt to spend a great deal of time reinforcing what is being said or in contradicting the content. The monopolizer may simply have a lot of questions or a lot of stories or “relevant” information. These participants can become very annoying for other participants. Trainers walk a fine line in limiting these individuals. These participants are rarely hostile. Instead, they seem to thrive on the attention the trainer gives. Some professional trainers recommend bluntly saying, “We have heard a lot of good information from you today. Let’s now give others a chance to speak.” Obviously, this approach is the trainer’s call. Depending on the setting, this approach will be welcomed by other participants. On the other hand, some participants may be afraid to speak up because they are afraid the trainer will suggest that they
are speaking too much. A more gentle approach with these participants is simply to avoid eye contact or, if possible, walk to another area of the room while speaking.

**Chatterbox**

This participant seems to have forgotten that training is taking place. They carry on conversations with other participants during the presentation, seemingly oblivious to how distracting and rude this is. Although it may be uncomfortable to limit a participant’s behavior, this chatter is most likely disruptive for other participants. To intervene, simply point out to this participant that his or her conversation is distracting. A more subtle approach is to continue the training while walking over and standing by the participant. Few participants will continue a side conversation under this situation. If they do, call them on it.

**Reluctant learner**

This person may have brought work from the office or may be reading a magazine or newspaper during the presentation. Although seemingly less disruptive than the other participant types, this participant is conveying a negative message to other participants. The message is that “although I may have to be here, this training isn’t important enough for my attention.” The trainer should not take this behavior personally. The behavior should not be ignored, either. Trainers deserve respect for the work they are doing along with the preparation it has taken to put on the session. Ask this participant to put his or her newspaper or magazine away. This may be done in a joking manner, such as, “Wow, it’s hard to believe there is any news half as interesting as what I’m saying. Do you suppose it could wait until a break or until after our training?” Like-wise, if this participant is doing work from the office, acknowledge how busy he must be, but ask for his or her attention because the message is sure to help the participant in his work.

**Unresponsive participant**

These participants are listed as difficult participants only because they are very difficult to read. They tend not to take an active role. Often they give no effective of body language feedback to the trainer. These participants may be totally enthralled with the training or they could be daydreaming. They may also maintain this composure to avoid being called upon. The only way to know is to check in with these participants during the training. For instance, during a brainstorming exercise, rather than starting with a request for people to volunteer input, ask these participants what they think. Their reaction should give sufficient information as to what is leading to their behavior. Some unresponsive participants simply need a little encouragement or ego strokes to become active participants that everyone should know about. Brainstorm ways to handle these people. A training session should never become focused on the difficult participant. The trainer must always remain in control.
Bringing the Crowd with You

Reading List

- The Effective Presenter by Timothy J. Koegel
- Words That Work by Dr. Frank Luntz
- Presentation Zen by Garr Reynolds