



Your travel host:
US Department of Justice
Office on Violence Against Women

United States Department of Justice Office on Violence Against Women

Grants to Reduce Sexual Assault, Domestic Violence, Dating Violence and Stalking on Campus Program

Mandatory Education Prevention Web Conference Series

September 29, 2011



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CALCASA
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Agenda

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- I. Campus Technical Assistance Team
- II. How to use Technology
- III. Announcements
- IV. Communication with Trainees to Enhance Training Impact
- V. Q&A
- VI. Acknowledgements

Campus TA Team

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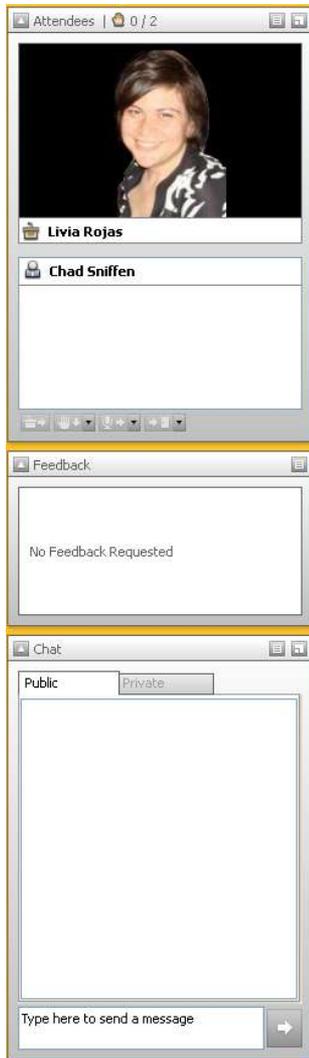
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How to use the Technology

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Raise Hand

Q & A

Text Chat

PowerPoint Slides

Chatting on iLinc

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How do you integrate feedback from training evaluations into future trainings?

Use chat to answer

Announcements

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- Webinar materials on CALCASA.org/campus
- Campus Webinar – October 23rd @ 11.00 a.m. PST
Judicial Affairs/Policy training topic
- Campus Institute – week of January 21, 2012

Communication with Trainees to Enhance Training Impact



Derek Lane, PhD
University of Kentucky

Nailing JELL-O™ to a Tree?



CALCASA
CALIFORNIA COALITION
AGAINST SEXUAL ASSAULT

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Nailing JELL-O™ to a Tree?

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Webinar Learning Objectives

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At the end of the webinar, participants will be able to:

1. Differentiate between essential elements of a **message-centric approach** to training.
2. Identify major factors that influence **trainer efficacy**.
3. Recognize **core communication features** that enhance overall training impact.

Webinar Learning Objectives

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At the end of the webinar, participants will be able to:

4. Explain techniques for increasing trainee **engagement**.
5. Describe relationship between trainer **competencies** and trainee **engagement**.
6. Detail skills and justify procedures for helping trainers **communicate engaging training content**.

Think about your most driving
question or **concern** about
communicating with trainees.



Many trainers are concerned about how to deliver DYNAMIC training content that makes a PROFOUND IMPACT on trainees.

“The DOROTHY Factor”

Webinar Overview

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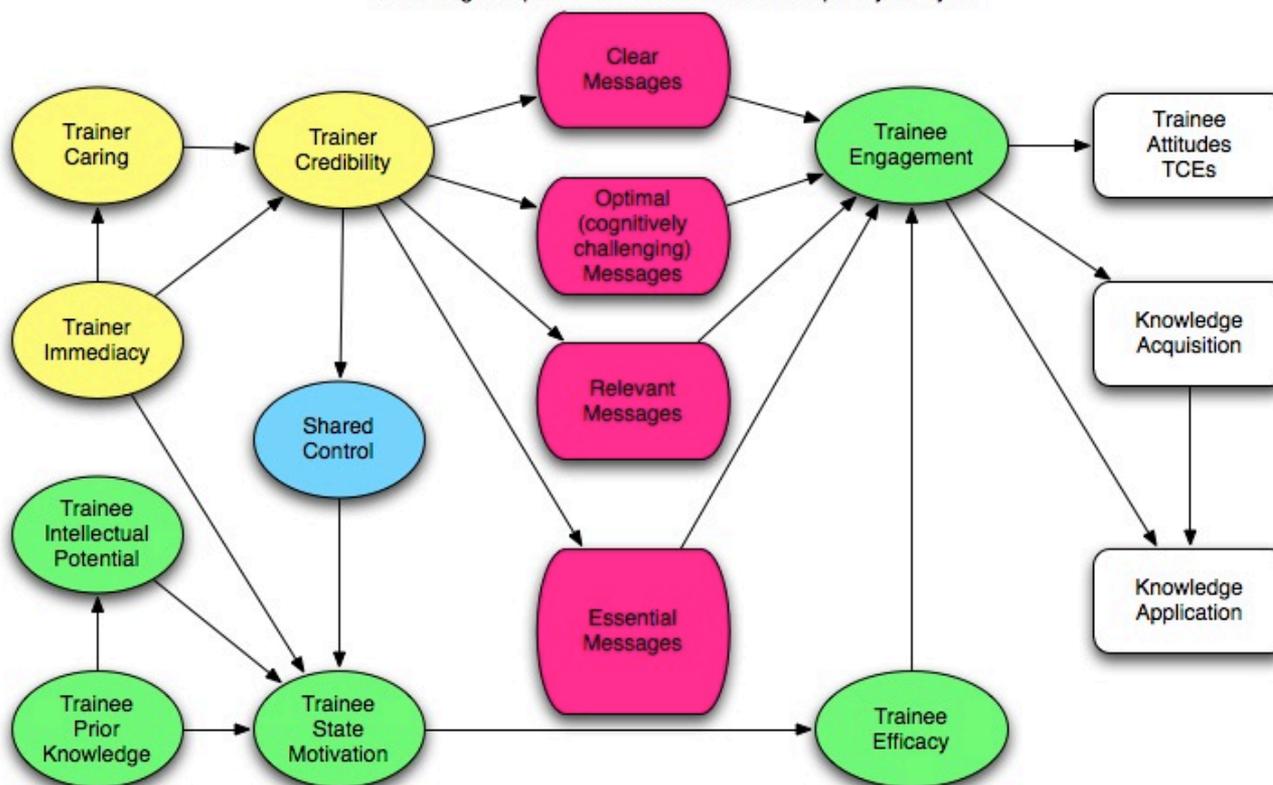
- **Message-centric** approach to Training
- Profound **IMPACT**
 - Knowledge **acquisition**
 - **Application** and **behavior change**
- **Six Trainer Communication Strategies**
 1. **Credibility**
 2. **Caring**
 3. **Concerns**
 4. **Immediacy**
 5. **Clarity**
 6. **Content Relevance**

Message-Centric Approach to Knowledge Acquisition

Message-Centric Approach to Knowledge Acquisition

Learning is a COMMUNICATION (message-driven) PROCESS

Knowledge Acquisition is Continuous and Frequently Delayed



Trainee Characteristics

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- Trainee **Intellectual Potential** (self-esteem)
- Trainee **Prior Knowledge** (accurate and inaccurate)
- Trainee **State Motivation** (internal locus of control)



Thinking Critically



Solve for E, L, F, and O.

$$\begin{array}{r} \text{E L F} \\ + \text{E L F} \\ \hline \text{F O O L} \end{array}$$

Trainee Characteristics Influenced by the Trainer and the Training

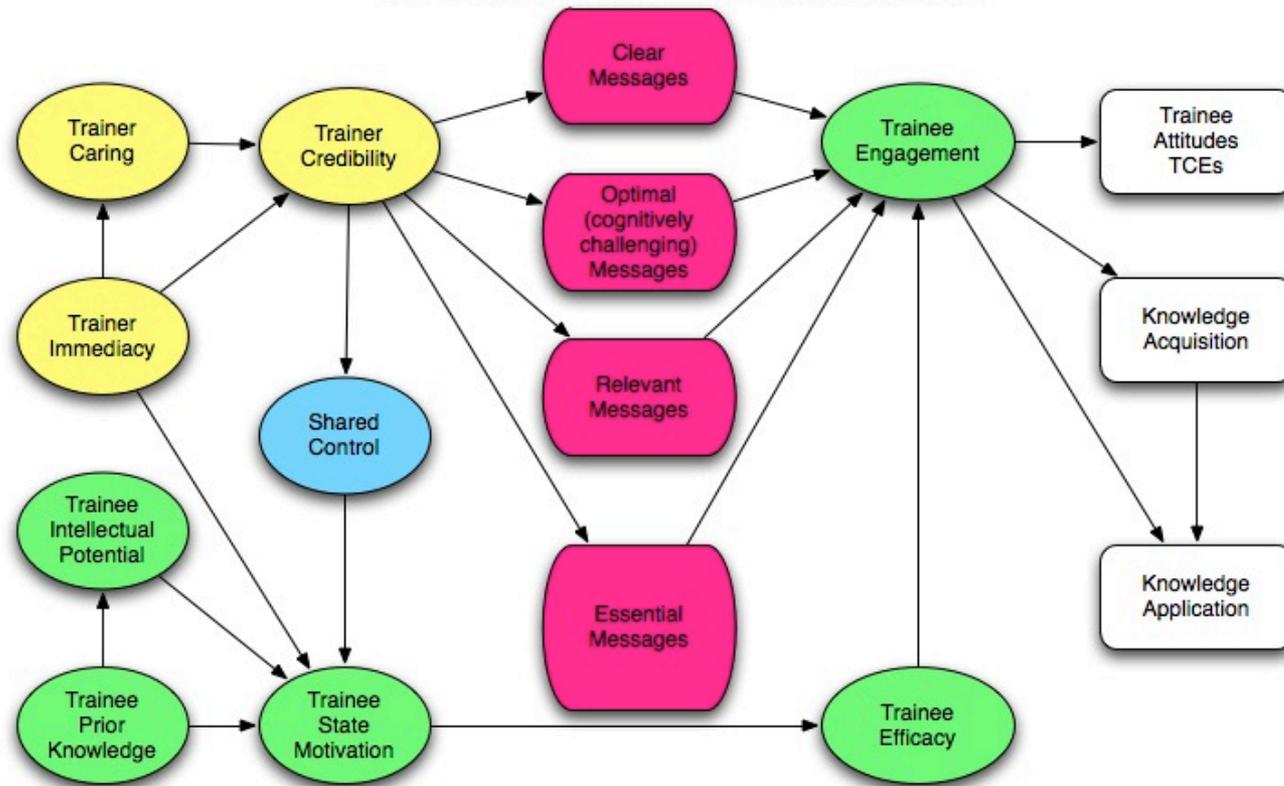
- Trainee **SHARED CONTROL** (requires interaction)
- Trainee **EFFICACY** (confidence)
- Trainee **ENGAGEMENT**(time to USE trained behaviors)

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Trainer Competencies

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- Trainer **CREDIBILITY** (Knowledge and Expertise)
- Trainer **CARING**
- Trainer **CONCERNS**
- Trainer (Verbal and Nonverbal) **IMMEDIACY**
- Trainer **CLARITY**
- Trainer **CONTENT RELEVANCE**

Trainer Credibility

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- Credibility is the foundation for successful influence because the success or failure of a particular influence strategy ultimately **depends on the credibility of the influencer** (Hackman & Johnson, 2000).
- Build credibility through knowledge, expertise, position, ethos, and disclosure.

Trainer Caring

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- Trainees don't care how much you know until they know how much you care.
- Build caring through empathy, understanding, and **responsiveness**.



Trainer Concerns (Fuller, 1969)

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- **SELF** (perceptions, establishing credibility)
- **TASK** (content, time, and training strategies)
- **IMPACT** (supportive climate, facilitating understanding and change)

Trainer Immediacy (Andersen, 1979)

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- *The degree of perceived physical or psychological closeness between trainers and trainees.*
- *Trainer immediacy behaviors (also known as “trainer **enthusiasm**” and “trainer **expressiveness**”) enhance closeness to and nonverbal interaction with trainees.*

Trainer Immediacy

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- Trainees are drawn to trainers they trust and perceive as **responsive, competent, and caring**.
- Trainer immediacy positively influences **trainer credibility, trainee willingness to talk, ask questions**, and provide **positive ratings** of the training.

Trainer Immediacy

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- *What* (and *how*) trainers *do* and *say* directly affect trainee learning outcomes.
- Trainer **influence** can be increased through verbal and nonverbal immediacy behaviors.
- Your trainee's **motivation** to learn in your training sessions is directly affected by your training practices!

Trainer Immediacy

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Immediacy represents sets of **verbal** and **nonverbal** communication behaviors that indicate a trainer's **willingness to approach and be approached** by trainees and is influential in reducing the perceived physical and psychological distance.

Trainer Verbal Immediacy

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- Appropriate use of **praise** as reinforcement
- Appropriate use of **humor**
- Use of trainee **names**
- Trainer appropriate **self-disclosure**
- Trainer **clarity**
- Use of **inclusive pronouns** (we, us, our) when referring to training content
- **Asking trainees about their perceptions** of the training curriculum

Trainer Nonverbal Immediately

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- Variety in **vocal pitch, loudness, and tempo**
- **Smiling**
- Appropriate **eye contact**
- **Leaning toward** a person
- **Face-to-face body position**
- **Decreasing physical barriers** (such as a podium, chairs, notes)
- **Relaxed body movements** and positions

Training Strategies for Enhancing Trainee Perceptions of Immediacy



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- PREPARE for each training in advance so that **optimal eye contact** with trainees is established
- Vary pitch, volume, and tempo to **increase interest**
- **Move** around the training room (don't pace)
- Remove **physical barriers**
- Learn trainee **names**

Training Strategies for Enhancing Trainee Perceptions of **Immediacy**



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- **Encourage trainee participation**
- **Use inclusive pronouns**
- **Solicit frequent trainee feedback**
- **AVOID the “talking head” syndrome**
- **Smile and express genuine interest in trainees**

Trainer Clarity

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- **Presentation** or Verbal Clarity
 - Verbal fluency, explanations, examples
- Structural or **Message** Clarity
 - Previews, organization, transitions, summaries, outlines, illustrations, visual aids
- Instructional (Training) **Process** Clarity
 - Stresses content, assesses and responds to trainee deficiencies in understanding, connects and integrates concepts , **provides content relevance**

Content Relevance

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Trainee's perception of whether the training content satisfies personal needs, personal goals, and career goals.



Communicating Value

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- Trainees take notice when they know that content is relevant to their needs or interests!
- **Expectancy Value Theory** suggests that trainees will be motivated to perform behaviors that are perceived to be personally satisfying and have a positive expectancy for success.
- **Help** trainees find their own connections between the training content and their personal needs and goals.

Communicating Value

How do trainers **communicate** (verbally and nonverbally) that the training content is:

Useful?

Interesting?

Important?

Worth the cost?



Enhancing Content Relevance and Communicating Value



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1. Use **concrete examples** to introduce or demonstrate a concept
2. Provide **explanations** that make the content relevant and important
3. **Explicitly state** how the curriculum relates to the lives of trainees
4. **Link content** to other areas of content
5. **Ask questions** so trainees **apply content** to their personal interests
6. Help trainees understand the **importance of the content** (make personal connections; use personal experiences)
7. Use **discussion** to help trainees understand the relevance of a topic

Specific Instructional Strategies for Enhancing Content Relevance and Communicating Value

- Experience
- Present Worth
- Future Usefulness
- Need Matching
- Modeling
- Choice

- **Experience**
 - State explicitly how training builds on trainee existing skills
 - Use analogies familiar to trainees from past experience
 - Discover trainee interests and relate them to instruction

- **Present Worth**

- Tell trainees why the content is relevant and important
- Elicit from trainees
- Don't be preachy (or talk down to trainees)
- “Why should anyone care about this?”
- “What difference does it make?”
- “What's in it for trainees?”

- **Future Usefulness**

- State explicitly how training relates to future activities of the trainee
- Ask trainees to relate training to their own future goals

Instructional Strategies for Enhancing Content Relevance and Communicating Value



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- **Need Matching**
 - Link content to specific trainee needs such as the need for affiliation, power, achievement, etc.

Instructional Strategies for Enhancing Content Relevance & Communicating Value



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- **Modeling**

- Demonstrate and model the value and relevance of the content
- Trainer should be well prepared and model enthusiasm for the content

Instructional Strategies for Enhancing Content Relevance and Communicating Value

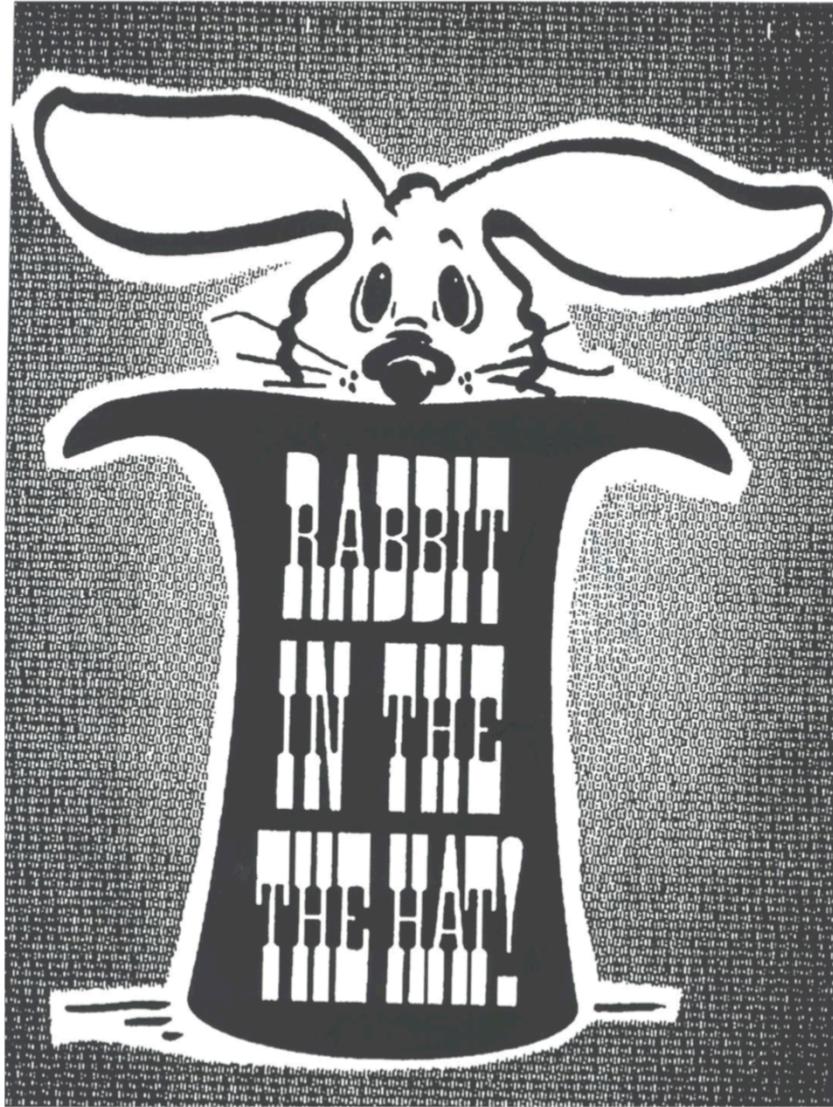
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- **Choice**
 - Provide meaningful alternative methods for accomplishing a goal
 - Ask trainees if they need extra help on some content and not as much on others
 - **SHARE CONTROL**

Training Content

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- How much content is **REVIEW?**
- How much content is **NEW?**
- How much content needs to be **UNLEARNED?**
- How much content is **NECESSARY (Essential)?**



Training Content

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- **CLEAR?**
- **OPTIMAL** (don't train down to trainees or over their heads – targeted quality)?
- **RELEVANT?**
- **ESSENTIAL** (don't provide too much content - quantity)?
- **SEQUENCED?**

CAUTION

**THIS SIGN HAS
SHARP EDGES**

DO NOT TOUCH THE EDGES OF THIS SIGN



ALSO, THE BRIDGE IS OUT AHEAD



Presenting the Training

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- **Use forecast, summary, internal transitions, and reviews** (before and after breaks)
- **Careful of nervous pacing**
- Refer to ALL trainees (not simply one side)
- **Don't train TO THE SLIDES**
- **Keep Slides Clean, Clear, and Simple (6 X 6 Rule)**

Presenting the Training

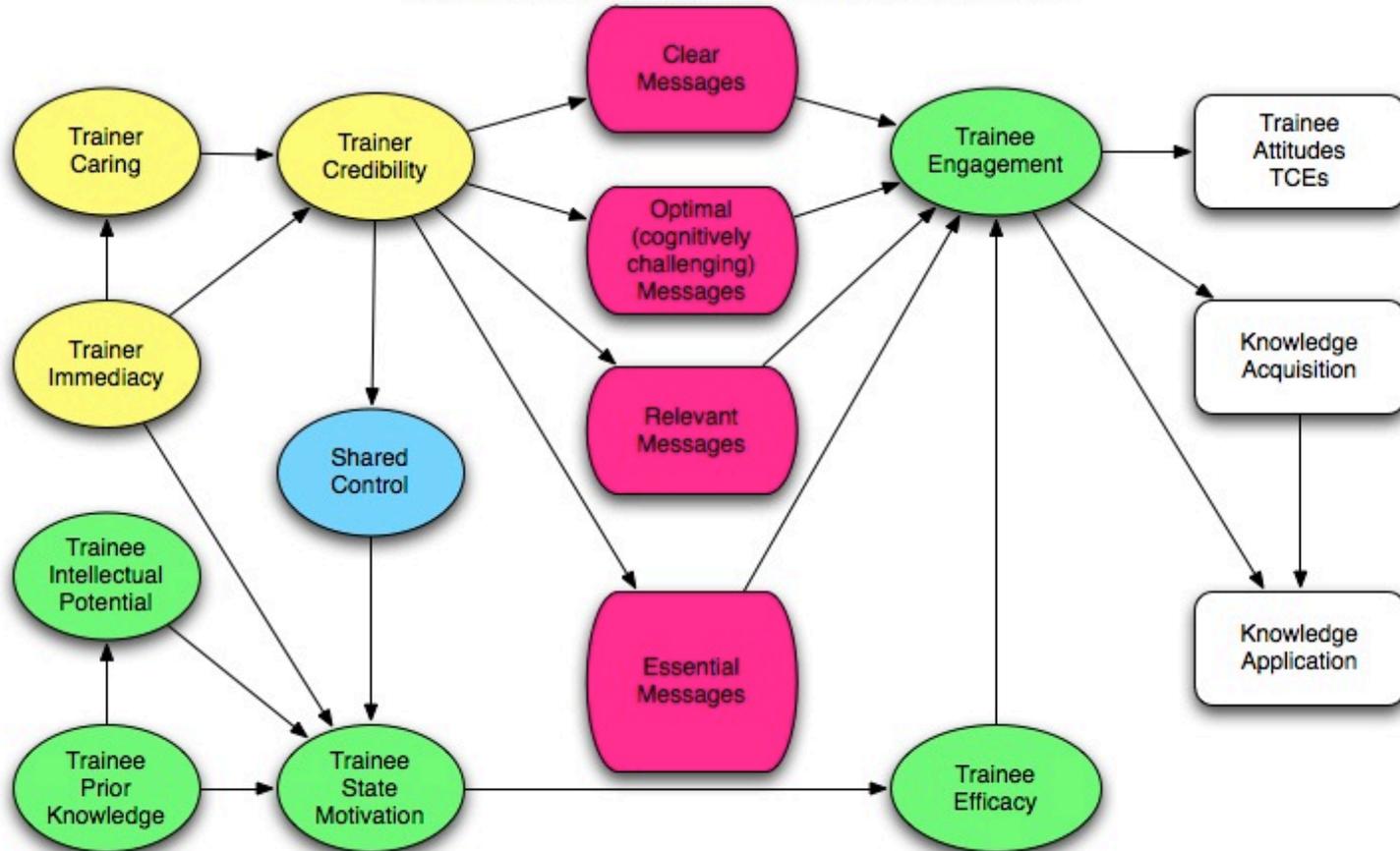
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- **Essentialize content** (TOC rather than index)
- **Provide useful updated resources**
- **Listen and respond to trainee needs**

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Summary

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- Profound IMPACT
 - Knowledge acquisition
 - Application and behavior change
- **Six Trainer Communication Strategies**
 1. Credibility
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Learning Objectives

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You should now be able to:

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Learning Objectives

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You should now be able to:

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Now you know how to deliver DYNAMIC training content that makes a PROFOUND IMPACT on trainees.

“The DOROTHY Factor”

Q & A

*Use the text chat to ask Derek Lane or
the Campus TA providers a question*

Acknowledgements

Derek Lane, Ph.D.

Webinar participants

U.S. Department of Justice Office on Violence Against Women

California Coalition Against Sexual Assault

East Central Oklahoma University

Kentucky Domestic Violence Association

Mississippi Coalition Against Sexual Assault