

Handout 1: PowerPoint Best Practices*

Microsoft PowerPoint (PPT) is a very useful tool which can be used effectively in training if done correctly. This document will provide some best practices and also demonstrate why PPT has developed a bad rap (cars are very useful but they can also run people over!) and what steps can be taken to avert this from happening.

Here is the video link viewed in our course on How Not to do PowerPoint by Don McMillan - <http://www.youtube.com/watch?v=lpvgfmEU2Ck>

Here are 11 suggestions on how to make a great PowerPoint Presentation:

1. Choose a design template that sets the correct tone with pleasing colors. The busier the template the less content can be included on each slide.
2. Use high-contrasting colors for your design template. Blue is the most soothing and easiest to read. Black is harsher but also very easy to read. Avoid using red or orange except to bring attention to an item (red circle around a word).
3. Use no more than 3 colors on your slides.
4. Font size should be readable to the person in the front row, and the person in the back row. If the audience is unable to read the content then the content should not be included.
5. Use no more than 3 font sizes on your slides
6. Use a Snappy title to get the attention of your audience and begin to engage them.
 - Instead of “4th Quarter Earnings”, consider “Earnings Rise to Meet Projections”
7. Tell a compelling story

PowerPoint Best Practices continued:

8. Slides should NOT have all the information included. That is why the speaker is there.

9. Use animation sparingly. It should never detract from the content.

- Good = Have content appear as you present (unfold the message)
- Bad = Content flying in from different directions (no added benefit)
- Don't use animation just because it is an option in PPT.

10. Give participants cues when the materials will be switching directions or moving on. For example:

- Use Section Headers in PPT. This gives a pause between topics and allows anyone still processing the last topic session to ask the instructor to go back. It insures that all participants understand that a new topic is now being addressed. *If you included an agenda/outline then the section headers would match these exactly.*

11. Organizational charts, data charts or tables or graphs, should contain limited data so the message is clear. Use a circle or arrow to draw attention to a specific header or section.

Here is a link that shows how to put these into practice: Designing an Effective Presentation - <http://www.youtube.com/watch?v=HJgeF3ALl0g>

*Adapted from:

https://www.washington.edu/research/.SITEPARTS/.documents/.osp/PowerPoint_Best_Practices.pdf

Handout 2: Technology Tips

When considering using any technology to teach, one needs to be:

1. Familiar with the topic, content and navigation of the technology;
2. Familiar with learners' needs and their comfort level with using the technology;
3. Clear about the learning objectives and have follow up activities to reinforce learning, and
4. Prepared for the training and have reliable equipment as well as a back up plan in case the technology fails.

Sometimes we will need to invite a resource person to assist us in our training. It is important to plan ahead to ensure we meet our objectives and have a follow up plan in place for issues that arise after the resources person leaves.

All training/teaching needs to be thought of as an ongoing, structured process for nurturing skill development as well as creating the collective “habit” of learning together.

Handout 4: Evaluation Tips

The information that you gather in your evaluation should inform your future trainings. Remember, the evaluation is both: 1) Understanding how you did as a trainer, and 2) Understanding what your participants learned. Use the information from your evaluation to make each training better for your participants. Below are some useful tips.

- ✓ Always, *always, always* plan time for feedback. Be open and listen. Give people time to think and respond.
 - Ask: What questions do you have?
 - Ask participants to summarize the skills or ideas of the training
 - Ask if there is a need to continue training in this topic
 - Ask if there is anything that you can do differently to support them
- ✓ Informal training evaluations can help you understand people's impression of the training. This can happen by asking questions and asking for written feedback. Remember that critical comments provide valuable information. Find out both what they learned as well as how you did as a trainer.
- ✓ Formal training evaluations can help you document your training. This includes formal written Learning Assessments and other documents required for reporting purposes.
- ✓ Trainings are supposed to help your participants learn something new so that they can apply that knowledge in the kitchen. Creating a learning environment in the kitchen means that mistakes are understood as opportunities for learning, both for you as a trainer and for your staff.
- ✓ Use staff feedback and comments to adapt the way that you train. Finding out what works for them will help you to be a better trainer and to meet your objectives.

Handout 5: Tips for Reinforcing Learning

You have planned, trained and evaluated, but now it is time to reinforce the learning in your kitchen. This component serves as an extension of your *evaluation* because it helps you know whether or not your training worked. It also feeds into your *needs assessment* for your future trainings because it gives you information about what is going well in your kitchen and what your kitchen still needs. Below are some useful tips.

- ✓ Always, *always, always* plan to reinforce the material that you teach in the training.
 - Observe your staff conducting the particular skill
 - Check in and ask people how they are doing
 - Notice who is doing it well and ask them if they have any useful techniques that you can share with others

- ✓ By reinforcing your training topic, you are continuing to evaluate whether or not **your** participants are able to apply what they have learned. Knowing this is very important as you consider what topics to train in the future.

- ✓ If your staff has not learned a particular skill that you have covered in training ~~then~~ you need to know why. Ask your staff questions to better understand the situation. Sometimes trainings do not translate directly into practice.

- ✓ Making negative comments when someone does not demonstrate a new skill does ~~not~~ get you any closer to meeting your objective and actually makes things more difficult.

- ✓ If someone clearly has not been able to adopt the new skills covered in your ~~training~~ ask them how you can support them. Remember: Everyone learns differently and different people may need different types of reinforcement.

- ✓ Take every opportunity to praise your staff when they are demonstrating their ~~new~~ skills. This kind of positive reinforcement goes a long way, but it must happen in the moment. Keep an eye out and, when you see something work, shower your praise!