Facilitator Guide
Group # 6
Title: Supportive Environment

Audience for this Module:	This module is for "training the trainers." That is, those who are responsible for training phone interviewing staff will benefit from this module as well as other modules in the series.
Goal of this Module:	Trainers will have gained knowledge that will: • help trainees be more relaxed, receptive and participative in their training • allow trainees to tap into their prior experience and past knowledge as a springboard to their learning • minimize turnover of trainees
Logistics: Materials, Room type/setup, Time needed, etc.)	**You will need:** • PC/Laptop and LCD projector • Flip chart and markers • Masking tape or other fixative for flip chart pages **Room Set Up:** No special room set up is needed for this module. **Time Needed:** You will need about 1 hour & 30 minutes for the PowerPoint presentation. You will need about 20-30 minutes each for the brainstorming activities suggested for use *POST*-PowerPoint.
How to make the most of this Module	Your training style and environment for this module should be a reflection of the guidelines offered in slides 18-27. Preview this module so that your training is a model for interviewer training that will be led by these class members. The presentation is customizable to meet with your company's standard procedures and protocols, as long as it does not substantively change the content or nature of the training modules. You should view the full presentation to decide if you wish to customize any slides.
How to assess learning	The suggested closing brainstorming activities will help you to assess the degree to which this class has mastered the material.

Group VI:
"Supportive Environment"

Facilitator Guide

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OVERVIEW
Starting a new job at a new company can be an unnerving experience for an employee. Advancement to a more difficult Interviewer level can make any employee apprehensive. It is one of the primary goals of the Trainer to make the new employee as relaxed and as comfortable as possible, in order to reduce the barriers to learning and practicing new skills. This course instructs the Trainer on how to make the training experience less threatening and more supportive for Trainee.

OBJECTIVES
At the completion of this module, the Trainer will have gained knowledge that can be applied in the classroom to make trainees:

- More relaxed and receptive, as well as more participative.

- Tap into their prior experience and past knowledge to aid in learning.

- Complete training with less inclination to leave.

MATERIALS
- PC/Laptop and LCD projector
- Flip chart and markers
- Masking tape or other fixative for flip chart pages

ACTIVITIES AND SUGGESTIONS

Slide 2: The Trainer can review the training objectives with the class.

Slide 3: The Trainer will ask the class to offer ideas on what is needed to create a supportive training environment. These ideas can be contrasted with the ideas the course reveals as it unfolds.

Slides 5-6: The Trainer will ask why a supportive environment is beneficial in class. Then the trainer should move to slide 6 and ask the class to describe their reactions to their first time in a new class, and to imagine how else new trainees would feel.

Slide 7: This slide confirms the responses received to Slide 6.

Slides 8-12: These five slides can be reviewed to cover why the supportive environment is so critical.

Slide 13: The trainer asks the class to guess what the components of support would be. Answers should be noted and then reviewed on subsequent slides for comparison purposes.

Slide 14: Before discussing the specifics of the supportive components listed on this slide, the trainer should have the class conduct a group exercise, where they explain why each component would lead to increased support. Each component should have its reasons listed on separate sheets of paper from the flip chart around the room.

Slide 15-21: The trainer and class now compare their ides to the ideas listed on these slides.

Slides 22-26: These slides list the Trainer's profile in a supportive training environment. What should the trainer do personally to increase the supportive feeling? Prior to reviewing these slides, the Trainer can ask participants for their ideas on what Trainers can do personally to be supportive. Any new ideas should be added to the profile used by that company, in addition to the ideas in the module.

Slides 27-32: The purpose of this section is to continue the idea introduced in the Interactivity module. The Trainer needs a flexible approach to individual learning styles, so that trainees feel more supported if the material is presented in their learning style. The trainer should introduce each slide and ask how each one also relates to interactivity.

Slides 33-38: The Trainer begins this section by asking the Trainers what they think should be included in practice training periods, and what would be learned in the 'trial and error' period of the class. After the class has said how they apply practice and 'trial and error,' the Trainer can review the points of these slides.

Slides 39-40: The Trainer concludes this section by covering the last of the general supportive tips the Trainers can follow.

Slides 41-45: Before beginning this last section, the Trainer will solicit ideas on how to achieve a successful transfer to live dialing. The Trainer can ask the class to reflect on their transition experiences, and what bothered or confused them the most. These concerns can then be compared to what is in the class content.

As the next step in this course, the class should brainstorm specific plans to:

- Perform a review of the classroom setting itself, the introduction / orientation used in the current classes, and the training style of the Trainers, to ensure that supportive techniques are present in every class element.

- Develop a specific implementation plan to transition Trainees from the class to the live dialing environment. This plan should be developed in conjunction with the supervisors who oversee trainees when they start dialing live.

** Please note that an exam is also provided with the Facilitator Guide to assess learning from the course. **