Train the Trainer
Basics for Implementing a TTT Program

NERCSQA/NEPDA Joint Meeting
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Presented by

Linda Hook-Dinnocenzo,
Associate Director, Quality Partnership Management,
Vertex Pharmaceuticals Inc.,
Vice President/Program Committee Chair NERCSQA
VP@NERCSQA.org

Presented by Cheryl McCarthy, CQA, CBA,
Associate Director, Quality Assurance
eClinical Solutions, a Division of Eliassen Group
President NERCSQA
President@NERCSQA.org
Agenda

Introduction to Speaking, Presenting, Teaching (SPT) model

Speaking – Know Yourself!

Presenting – Know Your Material!

Teaching – Know Your Audience!
Session Format

- Introduction to SPT Model
- Exercises
- Q&A
Speaking

“Know Yourself”

What you say and how you say it matters
“Know Yourself”

- Your words – what you say
- Your tone – how you say it
- Your nonverbal communication – what you do when you say it
Speaking
“Know Yourself”

Verbal Behaviors

Tone

Filler Words

Society of Quality Assurance — Promoting Quality in the Regulated Research Community
Speaking

“Know Yourself”

Non-Verbal Behaviors

Pauses

Eye Contact

Society of Quality Assurance — Promoting Quality in the Regulated Research Community
1. The woman jumped off that building and landed right on the ground.

2. We traveled four hours through that narrow pass and finally arrived on the other side of the mountain.

3. All of a sudden, the plane took off and we were facing almost straight up to the sky.

4. I flew on a ten-seater today -- the ceiling of the plane was this high; the pilots are literally two feet in front of you; and forget it if you have to go to the bathroom -- there is none!

5. Their boss is large, approximately 6'8" and 250 pounds. He has short hair, a scar on his chin, and plenty of energy.
Organizing Your Speeches & Documents

- Tell them what you're going to tell them.
- Tell them.
- Tell them what you've told them.
“Know Your Material”
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establishes good first impression</td>
<td>• Statistic</td>
</tr>
<tr>
<td>• Sets tone</td>
<td>• Personal Story</td>
</tr>
<tr>
<td>• Provides WIIFM (What’s in it for me?)</td>
<td>• Anecdote</td>
</tr>
<tr>
<td>• Establishes credibility</td>
<td>• Quotation</td>
</tr>
<tr>
<td>• Introduces topic(s)</td>
<td>• Rhetorical question</td>
</tr>
<tr>
<td>• Interacts with participants</td>
<td>• Exercise</td>
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<tr>
<td>• Shares excitement</td>
<td>• Video clip</td>
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<tr>
<td>• Builds rapport</td>
<td></td>
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<tr>
<td>• Stimulates participants</td>
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The Action Taken In Your Adrenalizer Must Be Tied To The Content (Main Points) And Then Subsequently Tied To Your Summary
Main Points

Make your main points memorable be accurate.

• Avoid vague generalities.
• Train yourself to speak and think clearly.
• Use specific names when citing examples
• Use acronyms for reinforcement

Focus on Key Points

• Focus your material.
• Concentrate on one central point.
• Limit the number of supporting points.
• Organize well
## Conclusion

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>• Establishes lasting impression</td>
<td>• Statistic</td>
</tr>
<tr>
<td>• Reinforces WIIFM (What’s in it for me?)</td>
<td>• Personal Story</td>
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<tr>
<td>• Maintains credibility</td>
<td>• Anecdote</td>
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<td>• Provide guidance for next steps</td>
<td>• Exercise</td>
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<tr>
<td>• Provide a method for on-going help</td>
<td>• Video clip</td>
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</table>

In the *Close*, say (again) what you’ve said in the *Opening* and in the *Main Points* but *this time*, say it differently.
Teaching
“Know Your Audience”

Adult Learning Techniques
Andragogy
VS.
Pedagogy

Introduction

Society of Quality Assurance — Promoting Quality in the Regulated Research Community
Able but often anxious
Directed toward specific goals
Uncomfortable taking risks
Life – experienced
Take a problem-oriented perspective
Self-directed

Adults learn best when they discover things for themselves. You are encouraged to say less and involve participants more.
Teaching
“Know Your Audience”

as king answering
# Teaching

**“Know Your Audience”**

<table>
<thead>
<tr>
<th>Asking Questions</th>
<th>Answering Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan your questions</td>
<td>• Listen for &quot;Intent and Content&quot;</td>
</tr>
<tr>
<td>• Know the purpose of each question</td>
<td>• Paraphrase</td>
</tr>
<tr>
<td>• Progress from general to more specific questions</td>
<td>• Verify</td>
</tr>
<tr>
<td>• Confine questions to one topic area at a time</td>
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<tr>
<td>• Avoid closed questions</td>
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**NERC SQA**

*7 September 2010*
EXERCISE