



# NHI Real Solutions Seminar Series

How Do We Effectively  
Share Our Knowledge?

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May 2008

# And, of course: Learning Outcomes



- Name the focus of any training
- List five things a trainer can do to make training even more effective
- Use strategies to deal with two prevalent problem behaviors



# Questions?



- What were your favorite training sessions? Why?
- What did the instructor do or say?



# Two Major Themes Always Emerge. . .

- Learner centered
- Interactive strategies

# Instructor Strategies

- |               |                      |           |
|---------------|----------------------|-----------|
| • WIIfm       | scenarios            | visuals   |
| • movement    | demonstrations       | food      |
| • Q&A         | groups discussions   | riddles   |
| • Puzzles     | spinwheel            | stories   |
| • Debates     | assessments          | role play |
| • Video clip  | field trips          | music     |
| • Experiments | reference material   | games     |
| • Skits       | dif. points of view  | props     |
| • Do opposite | scavenger hunt       | metaphor  |
| • "I" time    | stories—not just you | toys      |

# POLL

- What do people remember most?
- Select the top two.



# And. . .



- We use interactive strategies to enhance learning. They are relevant to the content and the audience. If they don't relate, then don't use them. (except for food and toys)

# Common Roadblocks

- Silence
- Hijackers



# Why do they do it?



- It is not personal. It usually has nothing to do with us.
- Their natural style
- Anger/frustration
- Not connecting with material
- Relieve/avoid discomfort: (actual or anticipated)
  - Fear of being embarrassed
  - Feeling unintelligent
  - Boredom/having to sit still too long and listen
  - Dealing with change
  - Pressure to get back to work



# Antidotes for Silence



“Woe betide the boss who believes silence is agreement.” --  
Peter Drucker

- Have a “plant” in the group
- Ask if anyone has question \_\_\_\_\_. Ask for a show of hands
- Vary with open and closed questions
- Ask them to put questions on post-its
- Put them on notice: “In a few minutes I will ask this question \_\_\_\_\_.”
- Say: “As soon as we get two questions, we can go on break.”
- Ask people on break why they think it is so quiet
- When in doubt break out! Small group activities work
- After asking a question, slowly count to ten in your head
- Call them on it: “I am wondering why you think we have no questions?”



# Antidotes for Monopolizer/Hijackers



- Have a ground rule that there is a 2 minute time limit
- Ask a question and use “I” time
- Say: “We’ve had a few examples from Lance, I wonder if anyone else has questions/comments/observations?” (count to 10 in head)
- Ask: “I am wondering what the rest of you think about this?”
- Round robin
- Break into small groups in a way that the person is not in the same group more than once
- Offer to say afterward to further discuss the issue they are harping on—they very rarely do
- Say: “How about someone from the back two tables?”
- Ask: “Anyone else have this kind of example?” “Something different?”
- Avoid eye contact that may encourage speaking further
- Give a role of some sort so they can feel important
- Create a physical exercise: create a line up from +3 to -3 and ask participants to stand in response to an opinion question

# Resources



- Thiagi.com
- Anything written or produced by Thiagi is generally terrific.
- Free monthly newsletter.
- Facilitation at a Glance by Ingrid Bens
- Games Trainers Play (3 volumes)
- Tricks for Trainers by Dave Arch

# Contact Information

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Federal Highway Administration



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# Question and Answer

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