



Ready To Train

Series Workbook

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Examining trainer styles

Trainer Styles and Characteristics

Trainer Style	Strengths	Opportunities to Improve
Scrum Suzie	<ul style="list-style-type: none"> • Is a Scrum expert • Gives practical insights into Scrum 	<ul style="list-style-type: none"> • Limited training and facilitating experience • Overwhelmed by preparing a class • Limited or no Agile experience beyond Scrum
Nervous Nick	<ul style="list-style-type: none"> • Has Scrum and Agile experience • Excels at one-to-one conversation 	<ul style="list-style-type: none"> • Nervous speaking to a group • Afraid of being seen unfavorably
Timebox Tom	<ul style="list-style-type: none"> • Knows content well • Has Agile experience 	<ul style="list-style-type: none"> • Struggles when timeboxes aren't met • Focuses on the content not learning • Doesn't leave time for learner question
Hesitant Hanna	<ul style="list-style-type: none"> • Has solid knowledge of SAFe • Has Agile experience • Is open to peer instruction 	<ul style="list-style-type: none"> • Hesitates in front of groups • Has little to no training background
Pontificating Pauline	<ul style="list-style-type: none"> • Has extensive SAFe or Agile experience • Is a dynamic speaker • Is a great co-trainer with hesitant speakers 	<ul style="list-style-type: none"> • Could talk less • Struggles with engaging class discussion • Teaches adults as if they're children
Process Paul	<ul style="list-style-type: none"> • Is strong in process modeling • Is an expert on software development methodologies 	<ul style="list-style-type: none"> • Sees SAFe as a process • Encourages learners to see SAFe as all or nothing
Opportunistic Oscar	<ul style="list-style-type: none"> • Is a dynamic speaker • Is engaging and extroverted • Is open to pairing with an expert 	<ul style="list-style-type: none"> • Has no Agile experience • Needs stories to tell
Corporate Christine	<ul style="list-style-type: none"> • Is a strong leader • Is an engaging speaker 	<ul style="list-style-type: none"> • Isn't prepared to teach a class as a stretch objective • Minimizes room for an iterative approach to transformation
Detailed Delilah	<ul style="list-style-type: none"> • Focuses on the setup and logistics • Understands and communicates course details well 	<ul style="list-style-type: none"> • Loses sight of goals for learner engagement • Doesn't take time to develop learner understanding
Technical Ted	<ul style="list-style-type: none"> • Understands software development practices • Is detail-oriented • Can solve complex challenges 	<ul style="list-style-type: none"> • Focuses more on technical practices • Guides learners through tasks instead of ensuring they understand the principles

Examining trainer styles notes



Self-reflection activities:

- Choose two trainer styles and describe the Strengths and Opportunities to improve for each.
- What is one training style you would like to explore and why?

Trainer pairing notes



Self-reflection activity:

What are the three benefits of pairing with another trainer?

Identifying your trainer style notes



Self-reflection activities:

Which trainer style did you identify with the most?

What about that trainer style resonates with you?

How can you play to your strengths with this trainer style?

How can intention and perception affect each other?

- Pick two trainer styles. What do you feel are the intentions of these styles?
- How might those intentions be perceived in the classroom?

Pick two trainer styles. What would you speculate are the hopes and fears of these styles?

- What does this look like in the classroom?
- What are the actions or behaviors exhibited and observed?

How do other trainer styles compare?

- Is there one that you'd like to be more like?
- What is it about this style that resonates with you?

Evolving your style notes



Self-reflection activities:

- Think about trainers and teachers who have inspired you. What made them stand out?
- Are any of those trainers' or teachers' strengths part of your style?

When you co-train, observe your partner closely. Look for ideas, tricks, and problem-solving techniques they use that you may want to incorporate into your training style.

When you consider those strengths that inspire you, would it help to incorporate those strengths into your style? If so, how might they help you?

What steps can you take to move to incorporate those strengths into your style?

You may also want to include some of your observations from “Identifying your style” in the previous lesson.

Identify three actions you can take to incorporate some of these desired characteristics into your style.

Evolving your style



Self-reflection activities:

Write three short-term goals

Write one long-term goal

Additional goals

Exploring your purpose

Write your personal training purpose statement answering the instructions below.



Self-reflection activities:

- What do you want to do as a trainer?
- Who do you want to serve?
- What impact do you want to make?
- Why do you want to make that impact?



Self-reflection activity:

What is one benefit of applying an iterative approach to adopting SAFe principles?



Self-reflection activity:

Revisit your purpose statement. Consider things you may want to change.

- Do you view how or why you want to inspire them differently?
- Would you look at your impact or motivations differently?
- Take some time to self-reflect and consider the opportunity to focus on your style and purpose.

Maximize your impact notes



Self-reflection activities:

How can you act as a servant leader, opening doors for innovative thinking in the classroom?

How can you focus on your learners today?

How can you inspire your learners and give them the keys to maximize their potential in this class?

How can you call your learners to action by showing them the benefits of the cause and how they can have an impact to go forward and conquer the problems they are facing?



Self-reflection activity:

How will you plan to demonstrate empathy, transparency, and authenticity in your class?

Using all courseware materials

What's in a SAFe Courseware Kit? notes

Options for delivery notes



Self-reflection activity:

Name two additional considerations for course delivery options not already highlighted in the lesson.

Using all courseware materials

Course simulations—A special mention notes



Self-reflection activities:

- What is one way using a simulation can enhance a class?
- What is one way using a simulation can negatively impact a class?

Facilitating learning during a SAFe course

Guidance for key course takeaways notes

How much discussion should you allow in class? notes



Self-reflection activity:

What are the two example methods for balancing discussions during class?

Helping learners prepare for the exam notes

Managing flow throughout a SAFe course

Resources for planning timeboxes notes

Techniques for managing timeboxes notes



Self-reflection activity:

Think about the timebox techniques covered in this module. Name two that you'd like to try and how you'll implement them in your classes.

Managing flow throughout a SAFe course

Recovering after going beyond a timebox notes



Self-reflection activities:

List the five tips for recovering the timebox.

Which do you think is most valuable? Why?

How to use tools and technology to deliver in-person training successfully

Plan in-person training with technology in mind notes



Self-reflection activity:

What are three things you would include while setting up an in-person training space to be seen and heard while presenting the material?

Troubleshoot your tools and technology before training notes

Deliver training notes

How to use tools and technology to remote training successfully

Plan remote training with technology in mind notes



Self-reflection activities:

- What are three things you would include while setting up a remote training space to be seen, heard, and present the material?
- What is the importance of an effective activity debrief?

Create a remote training backup plan notes



Self-reflection activity:

What elements would you use in a remote training backup plan and why?

How to use tools and technology to remote training successfully

Troubleshoot your technology before training notes

Plan a pre-course webinar with learners notes

Deliver training notes

Tools used by successful trainers today

What does SAFe provide? notes

What tools and technology are other trainers using? notes

Importance of exploring new tools and technologies notes

Preparing and planning ahead notes



Self-reflection activities:

- What did you learn in “Tools and technology” about preparing to teach?
- What were a few key takeaways?



Self-reflection activities:

- What are three working agreements you would establish for an in-person training session?
- What are three different working agreements you would establish for a remote training session?
- What are some ways you can engage the quieter learners or those who haven't had the opportunity to participate?

Communicating with your learners notes



Self-reflection activities:

- What is one technique you would consider using to build rapport with your learners?
- What information would you include on your welcome slide?

Delivering course materials notes

Creating a shared purpose for the course notes

**Self-reflection activities:**

- How did Scenario 1 make you feel?
- Are you excited to begin the work?

**Self-reflection activities:**

- How did Scenario 2 make you feel?
- Are you excited to begin the work?
- Which of these scenarios are likely to inspire?

Reading the room notes



Self-reflection activities:

When observing your class, what are two clues that learners are having a positive experience?

When observing your class, what are two clues that learners are having a negative experience?

Empathy mapping notes

Understanding your purpose notes

Learner engagement during teaching, discussion, and activities notes



Self-reflection activity:

Choose one principle and brainstorm how it might apply to your role as a trainer.

Powerful questions notes



Self-reflection activity:

What are three benefits of asking powerful questions?

Sustaining the victory notes



Self-reflection activities:

- What is one way you will connect your learners with like-minded people?
- How can you encourage learners to make incremental changes outside of the class?

Gathering and using feedback during class



Self-reflection activity:

Consider a time that you gave feedback to an individual or organization and it was implemented. How did you feel when you offered the feedback? How did your feelings change or improve once you saw your feedback implemented?

Half-day feedback cycles notes

End-of-day feedback notes



Self-reflection activity:

What feedback collection methods would you like to try for quick improvements?

Gathering and using feedback after class

Course retrospectives notes

Utilizing feedback notes

Improving you trainer skills with feedback over time

Keep your feedback notes



Self-reflection activity:

Review the course retrospective boards and identify one trend across all three boards. What action might you take to address this trend?



Self-reflection activity:

What feedback collection methods would you like to try for long-term improvements?

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