Draft

LOGISTICS MANAGEMENT INFORMATION SYSTEM

Communication Skills

Manual

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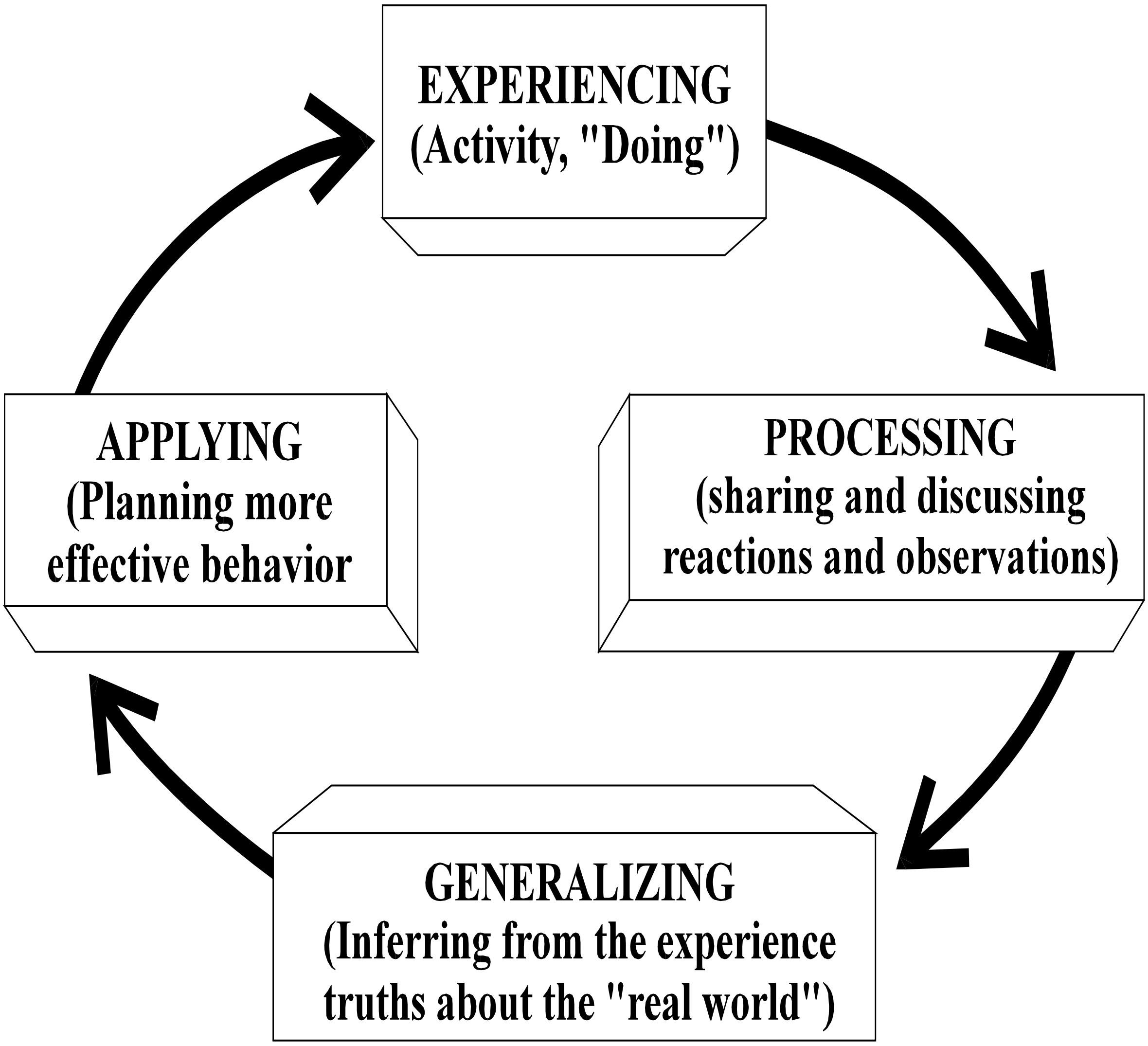
Experiential Learning Cycle

EXPERIENTIAL LEARNING CYCLE



Experiencing

Experiencing happens whenever you do something which makes use of learning to date, and by doing it, you will figure out how to do it better. You attempt something and some evidence is available which indicates levels of success. A great deal of information is available to you (the 'doer') but its interpretation will be biased according to your previous experience and existing skills.

Processing

Processing happens when you reflect on your own (or other people's) past attempts. Depending on how successful you (or they) feel about the action experienced, you may seek ways of improving next time. These ways may include getting advice, reading a book or accessing guidance in other ways.

Generalizing

Generalizing happens when you start to gather these other inputs or theorizing about a possible model which describes what is happening. They may be your own original thoughts, other people's original thoughts, some ideas gathered from reference material, or a model offered by a teacher or trainer. This phase tends to build understanding.

Applying

Applying usually precedes action. It may be based on your experience to date, models derived or the reflective reviews of others. Your planning may focus on a particular aspect of the 'doing', or may be a comprehensive and detailed plan of action. Planning may not be either overt or explicit, but implicit and to a degree sub-conscious.

The Learning Pyramid Worksheet

Research concerning adult learning shows that certain techniques of teaching are definitely better than others. Try to determine which of the techniques listed below on this page correspond with the percentage of learning retained through using the technique. Write your answers beside the corresponding percentages.

5% ______

10 % ____________

20 % ____________________

30 % ___________________________

50 % ___________________________________

75% ____

90%____

Learning Techniques

- Audio-visual
- Group discussion
- Demonstration
- Lecture
- Reading
- Practice by doing/teach others
- Immediate use of learning

Traditional Style Teaching Versus Adult Learning Theory

ADULT LEARNING THEORY (ALT)

ALT is the theory that adults learn differently from children. Teaching or training adults is more effective if ALT methodology is used instead of the methodology which is being used with children.

Adult Learning Theory (ALT) is used more and more around the world in training adults because of a growing body of research that demonstrates that it has more impact. The main reason to use ALT is **impact.** Adults learn better when ALT is used.

COMPARING TRADITIONAL STYLE TEACHING AND ALT

Traditional Style Teaching	Adult Learning Theory
1. Teacher Focused	1. Participant Focused
2. Students with limited life experience	2. Participants with much life experience
3. One-way communication, mostly	3. Multi-way communication
4. Limited learning from classmates	4. Can learn from colleagues
5. Students often passive	5. Very active
6. More theory than application	6. More application than theory
7. The content is for the distant future	7. The content is for use in near future

How to Follow a Prepared Curriculum

Prepared Curriculum

It is a detailed roadmap for a session and an entire course. For this course, it is this Trainer's Guide. It was developed by a person trained and experienced in curriculum design. The prepared curriculum will be presented and used by somebody who did not design it.

The prepared curriculum is only for the presenter or trainer. It is not the hand-outs given to participants, though it uses the hand-outs, in this case the Participant Workbook and the SOP Manual. The curriculum uses the principles of adult learning theory to help guarantee that the goals and objectives of the session are reached.

Why do I need to follow it?

- You can concentrate on your preparation to present well instead of working up the content and format.
- You will not have the time or the training to develop the curriculum or Trainer's Guide yourself.
- You probably do not have the expertise to develop it yourself. Not many people do.
- You can coordinate better with colleagues presenting other parts of the session and course. (You don't take any of their parts, they don't take any of yours and none of the course is left out or repeated.)
- You know in advance how long the presentation will take.
- And most importantly, you will use adult learning theory and reach your objectives and the training will have the impact that you intended.

How closely do I have to stay with the Curriculum?

Very closely. Don't make up new parts or leave out existing parts. Use the introduction pieces, the explanations, the discussion questions, the small group activities, the flipcharts, the hand-outs etc. Stay with the time allotments. You can't do this unless you study and practice sufficiently.

Let's get specific:

- Follow the parts and subparts as presented. This course is divided into timed sessions, and some **sessions** have small parts that are timed and **numbered activities**.)
- Use the introduction provided and follow the methodology given, such as the discussion questions, the small groups, the flipcharts etc.
- Make up the flipcharts in advance which it says to make up in advance.
- Pass out the materials at the indicated times. For this course, almost all "materials" and "hand-outs" are in the **SOP Manual** and the **Participant Workbook**.
- Ask participants to work in small groups when indicated and give them the directions included.
- Follow the time allocations given.

Please note that you must spend a lot more time studying the curriculum in the session plans than you will take to present it.

- You should underline important parts in the session plans and add marginal notes as you study.
- Get very comfortable with it and practice with colleagues.
- Always have the curriculum or lesson plan in front of you when you present. (A clip board is given to you for this. It is like a "safety net." You never get lost when you have it. You just turn the pages of the session plan as you go along.)

Can I Innovate In a Prepared Curriculum?

No, not very much. You can insert brief field experiences that help get a point across but avoid long "war stories." You can make comments that serve a particular audience better.

Who Takes Care of the Training Materials?

You do. It is the trainer's responsibility to have copies of the SOP Manual, the Participant Workbook, and other hand-outs correctly copied in sufficient number.

The trainer sees that there are flipchart easels with flipchart paper, good markers, and tape. If anything goes wrong, it is the trainer's responsibility.

Ten Steps

- **Get your training assignments**

  At least a day before the course begins, agree with your colleagues on the training team that which specific activities you will present or co-present in the different sessions of the course. Notice that the course is divided into sessions, and the sessions are divided into activities. All the trainers have to know all the sessions and activities, but the team decides together who will do which specific sessions and activities.

- **Study the prepared curriculum for the Session in the Trainer's Guide (TG)**

  Begin your preparation at least one day before you will present. You will do exactly as the curriculum in the TG tells you to do, point by point and step by step.

- **Read the pages in the Participant's Guide (PG)**

  Read the pages in the Participant's Guide (PG) which are used for this Session. You need to understand how the PG is used with the TG.

- **Read the TG and the PG together**

  Go back and forth so that you can see what the participants are looking at, while you present the activities in the TG.

- **Underline or use a highlighter**

Mark points that are important or which you want to be sure to remember. Write any notes you need in the margin of the page. Take the pages out of the binder for the session that you are doing. Staple the pages and put them on your clipboard so you will be ready to present.

- **Prepare the flipcharts**

  Prepare the flipcharts that are written up in advance.

- **Gather the helping material**

  Gather the other training materials which are needed. This is your responsibility.

- **Go through the curriculum**

  Go through the curriculum as if you were presenting it. Make it a silent practice presentation. Time yourself to be sure that you are not too fast or too slow for the allowed time. Repeat this until you are comfortable. Remember that it takes two to four hours of preparation for each hour that you present. Preparation is everything!

- **Do a practice run-through**

  Do a practice run-through standing up. If it is possible, go into the training hall and try to get a fellow trainer to observe. If you can't use the training hall, use some other place. Use the flipcharts that you have written up and check to see that you have all the other materials you need. Repeat this practice till you are happy and confident.

- **Do at least one final silent run-through**

  Do at least one final silent run-through the day you will present. Check your timing again. Make sure your flipcharts are ready. Make sure that any other materials you need are ready. If you have prepared well, you will do a great job!

Criteria for Acceptable Practice Presentations

- ✓ Technically accurate
- ✓ Follows Trainer’s Guide
- ✓ ALT Methodology
- ✓ Follows time allocation
- ✓ Materials are ready
- ✓ Loud Clear Voice
- ✓ Continuous Eye Contact
- ✓ What Else?

Some Basic Principles of Presenting Training

This is only a summary of major points. Most of these topics could be the subject of a semester course – or a dissertation. You will be expected to apply the principles in your practice presentations.

1. **It's all about them.** It's not about the presenter. The presenter doesn't have to demonstrate how much he or she knows. And not even the technical content is first priority. The presentation is about the participants. If the presentation serves them, then there is access to the technical content. This is also expressed as the **"WIIFM Principle"** (What's in it for me?). Ignore it at your peril!
2. **Use the Adult Learning Theory designed in the session plans in this Trainer's Guide and the Participant Workbook.** Among other things, this means that the presentations are learner-centered. This is to maximize the impact of the training.
3. **If it isn't going to change their knowledge, skills, or attitude, it isn't worth saying.** This principle helps you decide what to put in a presentation and what to leave out. Stay with the time allotments and the sessions plans will help you follow this principle.
4. **Stay with the objectives for the course and for the sessions.** These objectives tell what participants need to know and how they need to apply it. This is to that the training will have the intended impact six months from now and even years from now.
5. **Talk less than half the time.** Stay with this Trainer's Guide. Forget about all the things you want to say. You have to meet their needs, not yours. The communication needs to be two-way (with you and them) or really multi-directional (among everybody). The participatory presentation formats have to assure that the presenter will not be simply talking, however capably, most of the time. This principle contrasts sharply with the presentation of academic papers, the traditional sermon, the university lecture, and many other formats we are familiar with.
6. **If you "don't have time to prepare it," don't use up their time to present it.** Serious preparation and practice is the key. No matter how knowledgeable you are, you need to

practice. If you don't prepare and learn to follow the session plans, you won't be certified to train the course. Presenters say that the work is almost over when the presentation starts. The preparation formula is humorously stated as "90% preparation and 10% presentation." You should at all costs avoid the common alternative of "10% preparation and 90% perspiration."

7. **K.I.S.S. This stands for "Keep it simple, Sweetie." (Or "Keep it simple, Stupid!")** You owe it to the participants to present complex content in a clear and simple manner. Your job is to use the easy-to-understand designs so they don't have to struggle.

8. **Preview, Present and Summarize.** This has also been explained as "Tell them what you're going tell them. Tell them. And tell them you've told them." This means your structure has an intro or overview, the main body, and an ending summary. Lead the participants through the content with this design. This allows participants to follow you as you go along and as they participate in the sessions. Use transitions such as, "The next step is…" or "After that, it is important to…." Also, numbering the parts of the presentation can be very effective.

9. **Stay with the principles but be yourself.** Presenters have many different styles and manners, and many of the styles can be effective as long as the presenter sticks to the session design. You do not have to be a carbon copy of some good presenter you have seen as long as you follow the principles and are effective. The participants will appreciate it if you are relaxed and not overly serious. Appropriate informality and humor are welcome, but if you are in doubt about saying something, don't say it.

10. **You own the room.** This means that it is your responsibility to have an effective room layout. You determine if the tables and chairs will be in a horse-shoe, a square, "chevron," or "schoolhouse," etc. Can everybody see? Can everybody hear? Will everybody be comfortable? It's up to you.

The staff at the school, hotel, or training center may want to tell you how they always do it, but the staff is not attending your training presentation. Typically, they will want to crowd people together in some rather formal style they are familiar with. It is up to you to determine the layout.

A good technique is to draw a map for the room layout on a flipchart, including where the flipchart easels, projector, screen, presenter's table, display table or whatever else you have will go. You move things as you see fit. You check out lighting, light plugs, heating or cooling, etc. When working with a group of presenters, you need to negotiate this, including changes to be made during the day or from one day to the next.

Platform Skills for Presentations

Platform skills (a.k.a. “stand-up skills”) are the skills you need to communicate effectively with a group after all the design and preparation are done. The first few skills are particularly important for the “can talks” in this course.

- **Look at all the people all the time.**

  Don’t look at just the people in the front or in the middle. Look at the people right, left, middle, back, and front. Refer briefly to your curriculum, presentation notes, flipchart, or PowerPoint but keep your eyes on the people 90% of the time.

- **Speak loud and clear.**

  This is one of the “make it or break it” skills for a presenter. Make sure that everybody can hear you. For some people, this takes practice. Groups larger than 25 usually require a microphone. Check out your voice with a colleague in the room during a dress rehearsal, but remember that you will have to be louder with people in the room. People absorb sound. If you sit at the back of the room during an earlier presentation, you will have a better idea of how far a person’s voice can carry.

- **Train yourself to limit or eliminate "filler words."**

  You sound less prepared and professional if you use um, like, you know, and similar words and phrases to fill in your speech while you are thinking. This can be a difficult habit to break, but it really helps your presentation sound more prepared and polished. Good preparation and practice helps you break the filler word habit.

- **Set the stage / climate for the presentation.**
  A smile is almost always appropriate. If you are positive and enthusiastic, your message will come across better. Establish rapport with the participants/audience. Greet them. Then, establish an appropriate level of concern in relation to the purpose of the presentation. One way to do so is to use an “attention-grabbing” statement, quote, and statistic, visual or very brief story.

- **Keep your curriculum or presentation notes in your hand.**

  This is your "security blanket." If you forget where you are or there is an interruption, you can continue easily. Even if you have done a session many times, you need to be sure you do not omit or repeat anything. A clipboard is ideal for keeping your presentation notes – and for keeping them distinct from all the other papers you may have on hand.

- **Use people's names appropriately.**

  People respond very well when their names are mentioned, when they are asked by name for their opinion, or when they are called on in an unthreatening way. This seems to hold true cross-culturally. Caution: be sure you can pronounce the name correctly and that you are using the right form of it, as in familiar, formal, or whatever. It is rare that you will present to a group and have no way of knowing their names in advance. Do your best to get a list of names and titles or functions. And admittedly, use of names is not as feasible in very large groups.

- **Use appropriate body language.**

  If the purpose of your presentation is to engage the participants in a learning process and the information is not "formal" or "official," don't use a lectern/podium. Demonstrate your openness and friendliness. Use hand gestures and facial expressions to emphasize important points. Keep your hands out of your pockets and away from your face. Don't speak to the participants while your back is turned to them.

- **Use visual aids appropriately.**

  Visual aids will enhance the quality of a presentation as long as they don't present too much information at once. Flip charts must be simple and straightforward and not contain too many lines or too much information. You should use flip charts to support what you have to say, not to present everything you want to say. Explain them. Don't read them.

- **Start and end on time.**

  Arrive well in advance so you are ready at the appointed time. If the group is not ready, show some patience but soon you will need to start with some preparatory comments to encourage them to take their places. A late start does not mean you can run overtime, and never let it cut into Q&A or other participatory activities. Recruit a time keeper.

- Double check your hand-outs and flipcharts.

  Avoid lost time and embarrassment by personally checking out everything. Do you have enough hand-outs and are they correctly collated? Are there good markers, enough flipchart paper, tape, and easels in the right place? Never rely on others. It is your responsibility.

- Be ready to go!

  When you start, have everything lined up and begin! There is no room for "down time" while you write up a flipchart, scramble for a marker or tape, look for hand-outs, or whatever. Think it all out in advance. When you are transitioning from another presenter, sit at the front of the room and take over as soon as you are passed the baton. "Celebrity pauses" during a transition are annoying and a waste of time.

But who takes care of the presentation materials?

You do. It is ultimately the trainer's responsibility to have copies for hand-outs correctly copied in sufficient number. The trainer sees that there are flipchart easels with flipchart paper, good markers, and tape along-with the lighting in the room and how to control it. If anything goes wrong, it is the trainer's responsibility.

What about Murphy?

"Murphy" is not a real person. Murphy is part of a joke that many trainers refer to, based on the "Murphy's Law" which states that "Anything that can go wrong will go wrong." Trainers speak of a "visit from Murphy" when any sort of problem comes up. Murphy is extremely well travelled!

Murphy has a well-earned reputation for excellent attendance at presentations, trainings, debriefings and workshops worldwide. He (or she?) really gets around. This character sees that whatever can go wrong will go wrong, and sometimes Murphy even takes it a step further to screw up what seemed perfect. How can you accommodate Murphy?

- Good planning goes a long way. Include a Plan B, and maybe a Plan C, for just about everything. "If you don't plan where you're going, you'll end up somewhere else," and Murphy will take you there.
- Review your plan with experienced colleagues or members of the training or presentation team. It takes more than one good thinker to combat Murphy.
- Stay calm. A trainer doesn't have (visible) emergencies. If you can be cool, participants tend to take a cue from you. You can help minimize damage and carry on. A sense of humor helps, too.

Giving Feedback and Receiving Quality Feedback

Giving and receiving feedback is a vital part of clinical mentoring. The feedback process is one of the best ways to improve performance and reinforce good behavior. For adult learners who like to control their learning process, the process of giving and receiving feedback is an excellent way to process new information and activities.

Giving and receiving feedback can be a sensitive process, however. To maximize the effectiveness of the feedback, it is important to follow these guidelines.

Giving Feedback

- **Pay attention to timing and location.** It is best to offer feedback immediately following the incident in question. Do not save feedback and deliver large quantities at one time, as this will overwhelm the receiver. However, pay attention to the surroundings when giving feedback. Choose a location that is quiet and private, away from patients or supervisors. If in doubt, check to see if the person is ready to receive feedback. Assuring that the mentee is not embarrassed or distracted will improve their response.
- **Describe rather than judge.** When you offer feedback, describe objectively what happened. Avoid making judgments or prescribing behavior. Focus on the behavior and not the person. Using an objective description in your feedback allows the listener to see what you are referring to in a non-threatening manner, and will help them discuss the problem with you.
- **Make clear and unambiguous statements.** Keep your sentences short and do not equivocate. Avoid applying labels such as “incompetent” or “irresponsible.” Do not exaggerate, using statements such as “you always” or “you never.” Rather, give specific examples or numbers. Your feedback will be more effective if the person understands your point, and does not feel attacked. In many cases, feedback given is punitive. Clinical mentoring provides an opportunity to model feedback that is constructive and supportive.
- **Describe the impact of their actions.** Explain what will happen as a result of this behavior. Showing the far-reaching effects of the behavior will help the listener understand why it is important to change. However, be careful to avoid blaming the person.

- **Focus on modifiable behaviors.** Feedback is not appropriate if the receiver has little to no control over the problem, for example, providing a thorough physical exam when a provider is seeing 150 patients in a day. In such situations, it is better to solve the problem with the mentee and identify realistic goals with mentee.
- **Involve the individual.** Allow the individual to work through the issue with you. Rather than presenting the problem and then offering all the answers, involve the person in a discussion. Allow them to explain their behavior and highlight their difficulties. Listen actively and paraphrase their key points. Ask the person to offer ideas about how to fix the problem. Allowing the individual to create solutions will increase the probability of their taking action.
- **Summarize the conversation, and then follow up.** Ensure that you are both clear on what the problem was, and how the problem will be fixed. Offer support and encourage the individual. Finally, follow up over time and praise any changes that have occurred.

Receiving Feedback

- **Listen carefully.** Do not interrupt the speaker. Make eye contact and when they have finished, ask questions to clarify their meaning.
- **Don't be defensive.** As you listen to what they are saying, try to see their point of view or understand how you can use this feedback effectively. If you disagree with a point, ask for more details or examples.
- **Summarize what you have just heard.** Put their feedback into your own words and ask them if you have understood correctly.
- **Feel free to discuss the feedback.** Without being defensive, discuss the input. Explain your reaction, problems you might have with changing, and the impact you see changing might have.
- **Build a plan of action.** It may be helpful to involve the person giving you feedback in making a plan to change. If you do not feel comfortable with all of the feedback, you may wish to take some time to evaluate what you feel is important to change, and then return to discuss a plan of action with the person giving the feedback. Remember that even if you don't agree with everything, some portion of the feedback may be accurate.

Giving Feedback Summary

- Specific
- Usable
- Balanced
- Prioritized
- Contextual
- Timely
- Cross-Culturally Sensitive

Criteria for Quality Feedback

Giving Feedback

- Pay attention to timing and location.
- Describe rather than judge.
- Make clear and unambiguous statements.
- Describe the impact of their actions.
- Focus on modifiable behaviors.
- Involve the individual.
- Summaries the conversation, then follow up.

Receiving Feedback

- Listen carefully.
- Don’t be defensive.
- Summarize what you have just heard.
- Feel free to discuss the feedback.
- Build a plan of action.

Norms for Trainers

Just as there are norms for participants, trainers need norms among themselves as they work on teams. Here are some of the most important ones:

- Trainers meet at least one day before the course so that they can look over the course together and decide who will present which parts. This gives everybody time to prepare better for exactly what they will be doing.
- Trainers cooperate and negotiate in dividing up the parts of the course. Nobody should do too many parts in a row. Changes need to be frequent. Co-presentations are good for trainers and participants.
- Trainers help one another set up the room, check supplies and materials, prepare for registration, and all the other course preparation. This is shared work.
- Trainers help with flip charts and other items as another trainer is presenting. The trainer who is doing the presenting is not always the one who is writing the flip charts.
- Trainers stick to the curriculum. They do not leave out material that is covered in their parts. They do not move ahead to take materials from some other trainer's parts.
- Trainers do not ordinarily leave one trainer alone in the training room with participants. A second trainer should be present to observe, help, or deal with the unexpected.
- Trainers meet at the end of each training day to review the day quickly and make final preparations for the next day. These meetings should have a very positive tone and mostly should be 30-60 minutes. The meeting agenda is mostly questions like these:
    1. What went well today, what went poorly, what was a surprise or new occurrence?
    2. What do we want to change for tomorrow?
    3. What are the final preparations we need to do for tomorrow?
    4. Are there concerns about participants that we should try to do something about?
- Trainers act as role models for courtesy, collegial respect, and good communication skills among themselves so that the participants will act with the same behavior.

- Trainers show great respect and collegiality for participants in and outside the training room. For example, trainers mix freely with the participants during tea breaks and at lunch and do not reserve a table for themselves. Occasionally, there is training business to discuss at such times, but this is kept brief.
- Trainers do not talk in the back of the room or elsewhere while another trainer is presenting.
- Trainers do not discuss participants with other participants.
- Trainers enjoy their work and express enthusiasm. This helps participants enjoy the course and do better.

Training Preparation Checklist

- Schedule dates of training
- Secure training location
- Assemble materials

  For each training:

  - Markers
  - Tape
  - Scissors
  - Other

  For each participant:

  - The User's Guide
  - Participant Workbook
  - Name tag
  - Notepad
  - Folder
  - Pen and pencil
  - Calculator
  - Hand-outs
  - Certificate
- Arrange transport to training location
- Arrange for administration of finances for training and participants
- Work with co-trainer to divide the work and practice sessions

ANNEX-I

Miscellaneous Advice on Using Supplies And Equipment

- **Read your posters from the back of the room**. You should test your prepared flipcharts in advance by seeing if you can read them from the back of the room. If you write only eight lines on a flip chart, you should not have a problem. But go to the back of the room to make sure you have written large and clearly enough. Sometimes you also see mistakes you have made.
- **"Back roll" the plastic posters.** This means to take them out of the tube and roll them backwards so that they will be flat when you tape them up. You may have to "back roll" them and hold them with tape for a few hours. You can also put them face down on a table over night with some weight on them so that they will be flattened.
- **Don't write on the wall!** If you write on a flip chart taped to the wall, do a test first! Make a tiny dot. See if the marker ink goes through onto the wall. Unless you are sure the paper is thick enough, put an extra sheet of paper behind any sheet you have taped to the wall so that the writing will not go through.
- **Don't write on the table!** If you are writing on a flip chart flat on a table, do the same test. The marker ink could go through onto the table cloth or the table. Use an extra sheet of paper to avoid any accident.
- **Shake a marker toward the tip.** If a marker is starting to fade, you can get a little more ink to go to the tip if you shake it toward the tip. This will help only temporarily.
- **Correct a flip chart with a small piece of paper.** If you see an error on a flip chart you have written and you do not have time (or maybe you don't have the paper) to write a new chart, just tape a small piece of paper over the error and write the correction on the small piece of paper.
- **Buy markers with thick points.** Sometimes markers with small fine points are cheaper, but people cannot read the thin writing from these markers if they are not seated close.

- **Buy black markers or blue markers.** Other colors like green or red are hard to read unless you are sitting close. You can make a special welcome sign or other pretty flip charts with various colors, but for regular writing, black and blue are good colors.
- **Put your name on your marker.** Wrap a piece of masking tape around your markers and write your name on them if you are afraid someone else at the hall or the training place will take them accidentally.
- **"Multi-post" your flip charts on the back of the flip chart holder.** When you present a part with several flip charts, you can tape them all on the back of the flip chart holder so they are ready. Put the last one you will use lower on the back of the flip chart, then put the next to the last one over it but a little higher, etc. Put the first one you will use highest. As you train, just reach behind for each flip chart and they will be ready and in the right order. It is a good idea to write a very small number with a pen in the top right corner so you know that you have the first one, the second one, etc.

ANNEX-II

Writing Up the Flip Charts

- Many of the flip charts in the LMHC course must be prepared in advance so that the trainer does not lose time copying them out during the presentation.
- These flip charts are listed at the beginning of each part of the course curriculum, and what goes on each of the flip charts is presented in boxes in each lesson plan.
- If you draw a border or a box around the flip chart, it may be easier to read.
- If you have a hard time making a neat flip chart, do the writing in light pencil first so you can make any changes you want. Then write on top of it with the markers. The pencil marks will not show significantly.
- If you have a hard time writing in straight lines, again use a light pencil to make straight lines across the sheet so you can write on them with the marker.
- Blue and black are much better colors for flip charts than red or green. Red and green are hard to read from the back of the room. Do not use them very often.
- Alternate with one black line and one blue line, your flip chart will be easier to read.
- To find your prepared flip charts easily among all the pages of flip chart paper hanging up on the flip chart holder, you can attach a short piece of masking tape to the edge of them. If you have several flip charts, attach the masking tape tabs at different heights along the edges of the flipcharts or mark them with a number code.
- Tear off many short pieces of masking tape and attach them to the back of the flip chart holder on each side. This is so that when you tear off a flip chart page and you want to put it on the wall, you have pieces of tape ready to tape it up.
- If you have a flip chart page taped to the wall, do not write on it. It may go through on to the wall. Put another sheet of paper behind it first so that the marker does not go through.
- Every afternoon when the training ends, check to see if you will have enough flipchart paper for the next day. Check to see if you have enough good markers. You don't want any

surprises in the morning. Also, you may want to put this material away. Sometimes other groups doing training at a hotel will come in and "borrow" your material for their own training.

- Proofread your prepared flip charts before you present them. You will save yourself some embarrassment!