

Effective Trainer Traits

Effective trainers:

<ul style="list-style-type: none"> • Know their content. 	They have researched their subject and are well informed. Participants perceive them as credible.
<ul style="list-style-type: none"> • Take the time to get to know their audience. 	They demonstrate respect for, and listen to, the participants. They call participants by name, if possible.
<ul style="list-style-type: none"> • Are non-judgmental 	They validate everyone's experiences and their right to their own perspectives.
<ul style="list-style-type: none"> • They respect differences of opinion and life choices. 	They know that key learning can take place when people express different viewpoints and bring their own perspectives into the adult learning class.
<ul style="list-style-type: none"> • Are culturally sensitive. 	They are aware that their cultural background shapes their views and beliefs, just as the perspectives of participants are shaped by their own culture and life experiences.
<ul style="list-style-type: none"> • Are gender sensitive. 	They are aware and pay particular attention to providing women participants with the extra encouragement, support, and accommodations to overcome cultural or societal biases that work against them.
<ul style="list-style-type: none"> • Are self-aware. 	They recognize their own biases and act in a professional manner when their "hot buttons" are pushed.
<ul style="list-style-type: none"> • Are inclusive. 	They encourage all participants to share their experiences and contribute to the group-learning process in their unique ways.
<ul style="list-style-type: none"> • Are lively, enthusiastic and original. 	They use humor, contrasts, metaphors and suspense. They keep participants interested and challenge their thinking.
<ul style="list-style-type: none"> • Use a variety of vocal qualities 	They vary their pitch, speaking rate, and volume. They avoid speaking in monotones.
<ul style="list-style-type: none"> • Use "body language" effectively. 	Their body posture, gestures, and facial expressions are natural and meaningful, reinforcing what they are saying.
<ul style="list-style-type: none"> • Make their remarks clear and easy to remember. 	They present one idea at a time and show relationships between ideas. They summarize when necessary.
<ul style="list-style-type: none"> • Illustrate their points. 	They use examples, charts, and visual and audio aids to support their points.
<ul style="list-style-type: none"> • Understand group dynamics and are comfortable managing groups. 	They are comfortable with conflict resolution and know how to facilitate to encourage everyone's participation.
<ul style="list-style-type: none"> • Are flexible. 	They read and interpret participants' verbal and nonverbal responses and adapt training plans to meet their needs. They are "in charge" without being overly controlling.
<ul style="list-style-type: none"> • Are open to new ideas and perspectives. 	They are aware that they do not know all the answers. They recognize that participants are a valuable source of information.
<ul style="list-style-type: none"> • Are compassionate. 	They understand that the topics might have an emotional impact on participants. They are empathetic and understanding about participants' emotional reactions.
<ul style="list-style-type: none"> • Are receptive to feedback. 	They encourage co-trainers and participants to give them

	feedback, both informally and formally. When they receive negative feedback about their performance, they critically analyze this feedback instead of becoming defensive.
<ul style="list-style-type: none">• Continuously work to improve their teaching and training.	They seek out opportunities to learn new skills, use negative feedback, and always look for ways to improve.