Train the Trainer

Facilitator Guide

Contents

Program Overview

Program Philosophy: Training as Human-Centered Skill Development

This Train the Trainer program is built on a fundamental belief: great trainers are made, not born. Teaching someone a technical skill is learnable, practicable, and improvable, but only when we understand that training is fundamentally about people, not just procedures.
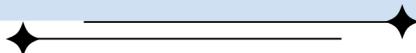
Core Philosophy:
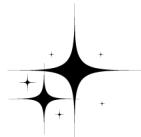
1. Training is relationship-building, not information transfer.
The most effective trainers don't just know their content. They build trust, create psychological safety, and adapt to the human being in front of them. Skills are taught through relationship. When trainees feel safe, respected, and supported, learning accelerates. When they feel judged, rushed, or invisible, even the simplest task becomes difficult.

2. Flexibility is more important than perfection.
There is no single "right" way to train someone. Different people learn differently, and great trainers recognize this quickly and adjust. A rigid script works for no one. A flexible approach, grounded in principles like scaffolding, observation, and adaptation, works for everyone.

3. Learning is scaffolded, not dumped.

The human brain can only process so much at once. Great trainers break complex tasks into manageable chunks, guide trainees through each piece, and build competence step by step. Overwhelming someone with information is not teaching. It's hoping they figure it out on their own.

4. Mistakes are teaching moments, not failures.

Every error a trainee makes is information. It tells you what they misunderstood, what they're anxious about, or what step wasn't clear. How you respond to mistakes, with patience, curiosity, and support, determines whether the trainee shuts down or grows.

5. Observation and adaptation are constant.

Great trainers don't just deliver content. They read the room. They notice when someone is confused before they say it. They adjust their pace, tone, and approach in real time. Training is a dynamic conversation, not a lecture.
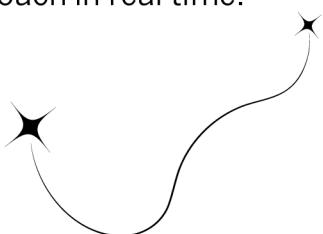
Facilitator Mindset:

As a facilitator of this program, your role is to model the behaviors and mindset you're teaching. Your participants are learning to be trainers by experiencing what great training feels like.

Your mindset shifts:

From: "I need to cover all the content."
To: "I need to help participants internalize the principles and practice the skills."

From: "I'm the expert in the room."
To: "I'm creating space for participants to discover what works for them."

From: "This session is about learning theories."
To: "This session is about building confidence and practical skills."
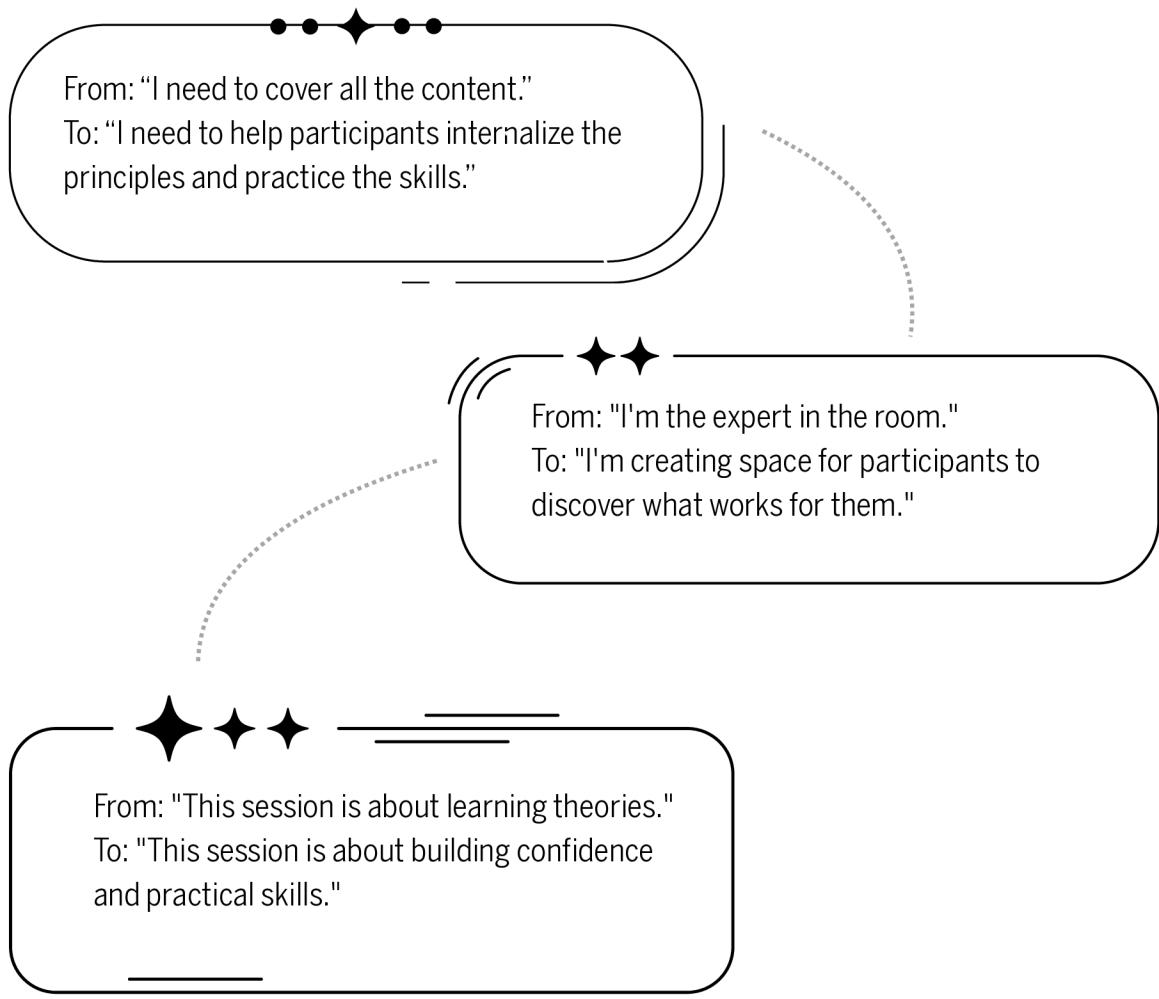
Facilitation Best Practices

As you facilitate this program, keep these principles in mind:

1. Model what you teach
- If you teach rapport-building, greet participants warmly and learn their names.
- If you teach scaffolding, break down your own instructions into clear steps.
- If you teach reading behavioral cues, notice when participants are confused and adjust.

2. Create space for practice
- Don't rush through activities to "cover content".
- Give participants time to struggle, experiment, and discover.
- Silence during activities is good. It means they're thinking.

3. Facilitate, don't lecture
- Ask more questions than you answer.
- Let participants share their experiences. They have valuable insights.
- Use the Socratic method: guide them to conclusions rather than telling them.

4. Normalize imperfection
- Share your own training mistakes or learning moments
- Celebrate when participants try something and it doesn't work perfectly
- Remind them that becoming a great trainer is a journey, not a one-day transformation

5. Adapt in real time
- If an activity is landing well, lean into it. Let discussion go deeper
- If participants are disengaged, pivot. Ask what would be more useful
- Trust your instincts and your ability to read the room

6. End with application
- Every session should end with "What will you do differently this week?"
- Help participants connect concepts to their real trainees and situations
- Encourage them to try one thing, reflect, and build from there

Workshop Objectives

1   **Develop and apply** effective training techniques rooted in adult learning principles.

2   **Communicate clearly,** provide constructive feedback, and assess trainee progress with confidence.

3   **Adapt training approaches** to meet different learning styles, personalities, and confidence levels.

4   **Lead with accountability,** support, and a growth-oriented mindset throughout the training process.

Program Structure Overview

This program consists of 5 sessions designed to be delivered over 5 hours. Each session builds on the previous one, moving from foundational relationship skills to advanced coaching techniques.

Session	Focus	Time
Session 1	People Reading, Building Rapport & Intro to DiSC	1 hour
Session 2	Adult Learners	1 hour
Session 3	Scaffolding Techniques	1 hour
Session 4	Effective Training Communication	1 hour
Session 5	Effective Training Structure	1 hour

Total program time: Approximately 5 hours (can be delivered as half-day workshop or across multiple sessions)

What Makes This Program Different

This is not a lecture-based training program. Participants will spend the majority of their time practicing, discussing, and reflecting because that's how adults learn.

Key design principles:

☑ High interactivity – Every concept is immediately applied through role-play, discussion, or real-world scenario analysis.

☑ Realistic scenarios – Activities use actual situations trainers face on the shop floor, in warehouses, and in customer service.

☑ Peer learning – Participants learn as much from each other as from the facilitator.

☑ Psychological safety – We model the environment we want participants to create for their trainees.

☑ Actionable takeaways – Every session ends with something participants can use immediately

Materials You'll Need

For all sessions:

- Slide deck (PowerPoint))
- Participant workbooks (one per person)
- Pens/markers
- Timer or visible clock
- Flip chart or whiteboard (optional but recommended)

Session-specific materials:

Each session will have one or two extension activities built into the timeline. Many of these activities will require additional materials so be sure to read through the activity facilitator guide prior to each workshop session.

Facilitator Preparation Checklist

Before the program:

☐ Review all facilitator scripts and timing

☐ Print participant workbooks and materials

☐ Test technology (slides, videos, audio)

☐ Prepare scenario cards and cut them out if needed

☐ Reserve conference room and communicate with necessary individuals

☐ Review participant roster and learn names if possible

Day of:

☐ Arrive early

☐ Welcome participants as they arrive (model rapport-building!)

☐ Do a quick tech check (slides advance, videos play, audio works)

☐ Have water and your facilitator guide ready

After each session:

☐ Note what worked well and what to adjust

☐ Collect any participant feedback

☐ Prepare materials for next session

Tips for this Guide:

Each session is outlined with the estimated timing at the beginning of the session notes along with a session summary and listed objectives.

The slides are listed in order by section with notes underneath each for you. The icons below are used throughout the facilitator notes for you to use as a guide.

Use this icon as your cue to deliver information. You can choose to read the notes verbatim as they are written as a script, or you can paraphrase your own natural delivery.
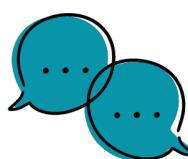
This icon represents opportunity for discussion. There are several facilitator prompts written into each session to encourage participant feedback and collaboration.

When you see this icon you'll read additional notes, side tips, and important features to incorporate into the content delivery.

Session Summaries

In this workshop, we will explore essential concepts and practical strategies that support your success as a trainer. The program is structured around five key learning modules: DiSC, Adult Learning Methodologies, Effective Training, Job Role Training Plans, and Scaffolding. Below is a brief overview of what you can expect from each section of the workbook:

1 People Reading and Building Rapport

This module introduces key concepts to reading others' personality traits and working to build rapport with your trainees. You'll also get an insight into the DiSC personality framework, a tool for understanding behavior and communication preferences. The content and activities will help you learn how to recognize different styles in yourself and others, and how to apply this knowledge to enhance communication, strengthen teamwork, and build trust with your trainees.

2 Adult Learners

Here we'll cover the principles of how adults learn best — including relevance, experience, self-direction, and readiness to learn. You'll discover how to apply these principles in your training sessions to ensure your approach aligns with how your trainees absorb and apply information in real-world settings.

3 Scaffolding

In tis module we'll explore the concept of scaffolding— gradually building up a trainee's skills and confidence by breaking tasks into manageable steps. You'll learn how to offer support at the right moments, reduce overwhelm, and help your trainees achieve competence with independence.

4 Effective Training Communication

In this section, we'll dive into best practices for providing clear instructions and constructive feedback. You'll explore ways to check for understanding and evaluate a trainee's comprehension level. With these skills we will practice with real-world scenarios that enable you to see the impact from your decisions as a trainer.

5 Effective Training Structure

finally, we'll review the importance of structure in your training approach. You'll learn how to set up trainees for success by preparing engaging demonstrations and hands-on learning environments that drive retention and skill-building. You'll build on the skills you've gained over the course of the workshop to enhance you training plans.
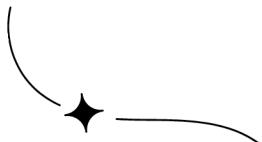
Session 2: Adult Learners

Session Overview

Time: 1 hour

Purpose: Establish that training is a relationship-based skill and give participants practical tools for reading trainees and adapting communication.

Learning Objectives

By the end of this session, participants will be able to:

- Understand what motivates adult learners and how to tap into it.
- Apply strategies that support how adults process and retain information.
- Create psychological safety by encouraging questions and normalizing mistakes.
- Use key frameworks (Behaviorism, Cognitivism, Self-Directed Learning, Scaffolding) to guide effective training.

Session Agenda & Timing

| Activity	Time	Format
Opening & context setting	2 min	Introduction
What Motivates Adults	10 - 12 min	Teaching + Mini Discussion
Learning Frameworks	15 - 18 min	Teaching + Whole Group Activity
Extension Activity	15 - 18 min	Group Activity
Session Wrap-Up & Reflection	3 - 5 min	Group Debrief
Total	**60 min**	

Opening

Slide 1
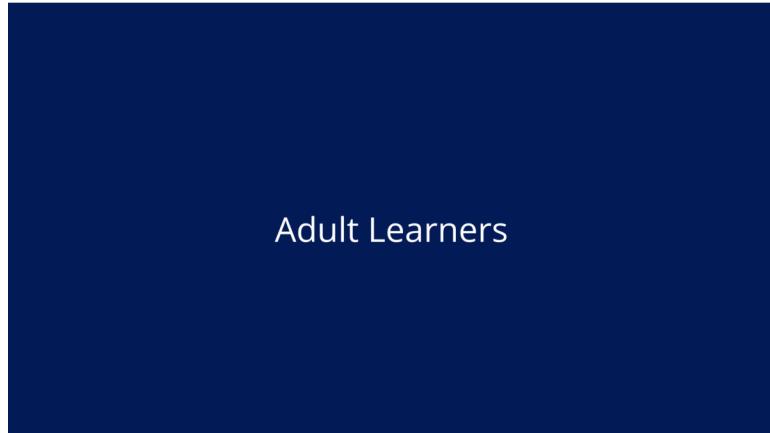
Adult Learners

Slide 2

Session Objectives

- Understand what motivates adult learners and how to tap into it.
- Apply strategies that support how adults process and retain information.
- Create psychological safety by encouraging questions and normalizing mistakes.
- Use key frameworks (Behaviorism, Cognitivism, Self-Directed Learning, Scaffolding) to guide effective training.

"Welcome, everyone. Over the next hour, we're going to look at how adults learn, and dive into different methods to bridge connections and build meaning behind training content.

Everyone has been a student or in training in the past, but we're going to analyze how we approach it different from the other seat - the trainer's role."

Slide 3

Who are Adult Learners?

Adult learners often come with experience, business knowledge and their own goals. Working and training with adults looks different from traditional education settings.

Andragogy is the art and science of helping adults learn.

Many theories for adult-learners are characterized by:
- Self-Paced Learning
- Problem-Solving
- Real-World Applications

In this model, information and knowledge transfer between learners and facilitators more fluidly. It is also important to note that in this structure the facilitator is often learning from the students.

"Adult learners are not starting from ground zero like young students are. They come with some experience, even if it doesn't directly overlap with the training. Andragogy is the science of helping adults learn, and it differs greatly from the way children are taught in school.

We're going to discuss several theories for adult learners characterized by self-paced learning, problem-solving, and real-world applications.

"think back on when you were in school. What did the format of learning look like? Why might that not work in this environment?"

This diagram reflects an andragogical model that shows the facilitator in the middle with learners all around. The arrows symbolize information flows back and forth between all individuals even allowing room for the facilitator to learn from the trainees.

Slide 4

What Motivates Adults?

Adults are motivated when training feels:

Relevant	Respectful	Autonomous	Experience Driven
They might ask, "how does this help me succeed?"	Appreciate when their knowledge is acknowledged and not ignored	Provide choice, input, and pacing where possible	Connects to what they already know
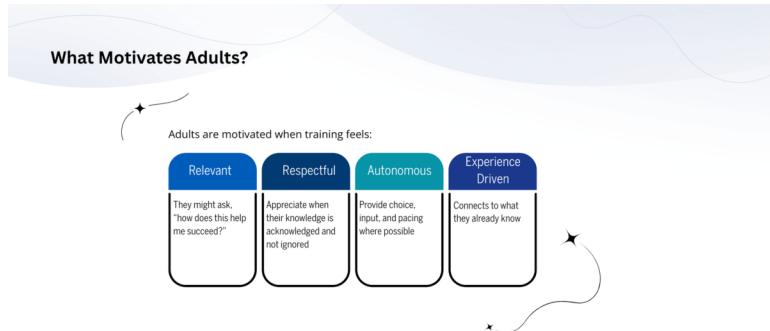
"What are some of your motivations to grow professionally?"

"Adults are motivated by autonomy (having some control), relevance (knowing why it matters), respect (being treated as capable), and experience (connecting it to what they already know).

Call out that motivation drops fast when adults feel talked down to or rushed.

Slide 5

Why Adults Ask Why

Adults don't want to just be told what to do.
They want to understand:

- Why this matters
- How this fits into the bigger picture
- What good performance looks like
- How they'll be supported

This reduces resistance and anxiety.
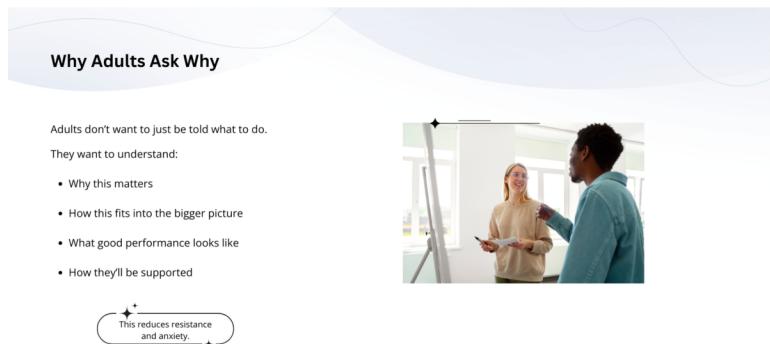
Adults need to understand why they're learning something and how it connects to their role. They don't want to just be told what to do, they want some ownership over their own success and growth."
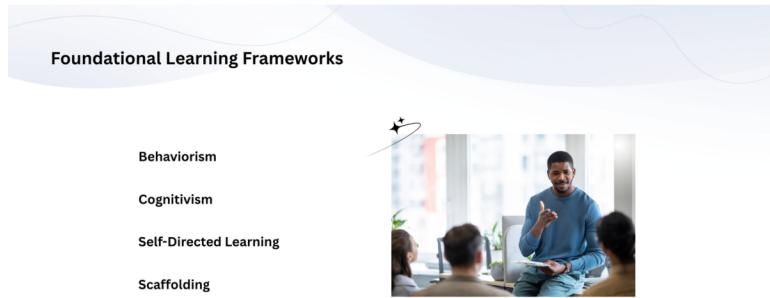
Slide 6

"We are going to look at each of these 4 framework to help us structure our on-the-job training."

Slide 7

"Behaviorism focuses on what learners do, not just what they know. If we see it, we know it's learned.

As trainers in manufacturing, this means breaking complex tasks into clear, step-by-step instructions.

Demonstrate → have trainees practice → give immediate feedback. This cycle reinforces correct behaviors quickly."
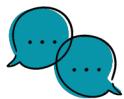
💬 "Let's say you just elarned something new, and your trainer asks you to practice now. How would you feel if they were completely silent the entire time they observed you?"

📢 "Use positive reinforcement: praise correct actions immediately. Example: 'Nice and easy, that's it you're getting it.' This goes a long way to build their own confidence so they know where they stand.

Setting measurable goals is also helpful for them to now exactly what 'good' looks like."

Slide 8

Cognitivism
(Practical for Trainers)

Learning = how the brain organizes information.

What this means for trainers:

- Chunk information into smaller, meaningful parts
- Link new tasks to the trainee's existing experience
- Reduce cognitive overload (too many steps = confusion)
- Provide guided practice to correct misconceptions
- Use repeat exposure to strengthen memory

Cognitivism supports retention and understanding.

📢 "Cognitivism is about how learners think, not just what they do. Chunk information into smaller, meaningful parts to make it easier to process for them to process.

Avoid cognitive overload. Too many steps at once can overwhelm learners. It is especially important to make sure you focus on the task at hand. Phrases like 'oh well if you get this type of job, you need to change [xyz]' do not add value in the moment."

💬 "What job role or function in your department has an intricate and complex set of steps that would benefit from a reduced step by step process?"

Slide 9

Self-Directed Learning

Adults want ownership.

What this means in training:

- Give trainees opportunities to set small goals
- Allow them to reflect ("What felt easy? What felt difficult?")
- Encourage them to ask for help and signal when they are ready
- Offer choices (method, pace, task order when possible)
- Support their autonomy instead of controlling every step

Self-directed learning builds motivation and confidence.

 "Adults are motivated when they feel in control of their learning. Try to offer opportunities for trainees to set small goals."

 "Pair up and discuss: how could you give more choice or ownership to trainees in your current training?"

 Encourage reflection: 'What felt easy? What felt difficult?'

Create space for asking questions and requesting help.

Offer choices in method, pace, or task order whenever possible.

Slide 10

Scaffolding

Learners thrive when support is gradually scaled.

What this looks like:

- Start with high support (demos, walkthroughs, verbal guidance)
- Provide guided practice with coaching
- Gradually reduce support
- Allow independent practice when they're ready
- Step back in only when needed

Scaffolding creates independence, not dependence.

"Learners thrive when support is gradually scaled. Start with high support: demonstrations, walkthroughs, verbal guidance. Provide guided practice while coaching through tasks. And then Gradually reduce support."

Ask for a volunteer to role play a quick demo.

Use a stapler or something else on hand and show how you would scaffold training to teach someone to replace or add staples to a stapler on their own.

"Allow independent practice when trainees are ready. Step back only when necessary; the goal is independence, not dependence. Scaffolding builds confidence and skill over time."

Slide 11

Put It All Together

Practical Application:

- Scaffolding + Cognitivism
  - Demonstrate, break tasks into chunks, connect to prior experience.
- Behaviorism
  - Observe performance, give immediate feedback, reinforce improvements.
- Self-Directed Learning
  - Encourage Reflection, goal setting, and increasing independence.
- Adult Motivation Principles
  - Keep it relevant, respectful, safe, and autonomy-friendly.
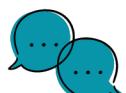
"If you think about your own training sessions, which of these strategies do you already use? Which could you use more?"

Slide 12

Psychological Safety

Adults learn best when they feel:

• Safe

• Respected

• Supported

• Not embarrassed for not knowing something

Trainers must create the environment that makes questions easy.

"We can connect psychological safety back to building rapport with your trainees. It is important to build the foundation of trust to be create the best environment.

Ultimately this level of trust will correspond to a strong team when the trainee is a self-sufficient productive member of the department. You'll come to rely on them, and they continue on the trust you built during training."

Slide 13

Handling Mistakes

Mistakes are normal and they are going to happen. Learners need to hear:

• "Mistakes are part of learning."
• "I expect you to ask questions."
• "I'm here to support not judge."

Trainers must create the environment that makes questions easy.

Mistakes = Data

Questions = Engagement

Silence = Danger
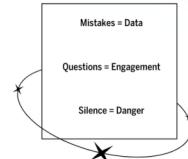
"Mistakes are going to happen. It is important to ensure that the safety net from the rapport you built is there so that mistakes can be handled with professionalism."

In a manufacturing environment, with deadlines and profit sharing, mistakes can impact the waste, scrap, and revenue metrics. We want to catch mistakes early on, so until someone is verified ready to go trainers still need to work with trainees to ensure they have the skills needed."

43

Extension Activity   15 - 18 min

Hand out the associated activity materials.
Follow the Facilitator guide for the extension activity.

Group/Small Group Activity:

Explaining Concepts

*Follow along with the handout
provided by your facilitator.*

Session Debrief   13 - 5 min

What's Next?

In the next session we will be covering:

- Scaffolding
- Gradually Removing Supports
- Goal Setting

Confidential & Proprietary Information

Session 3: Scaffolding

Session Overview

Time: 1 hour

Purpose: Help trainers learn how to structure training in manageable steps, provide the right level of support, and gradually build trainee independence.

Learning Objectives

By the end of this session, participants will be able to:

- Apply scaffolding strategies to training plans based on trainee's knowledge and comprehension.
- Plan the support for new trainees to bridge existing knowledge to new skills.
- Adjust instructions and support as the trainee gains competence on the job.

Session Agenda & Timing

Activity	Time	Format
Opening & context setting	2 min	Introduction
What is Scaffolding	10 - 12 min	Teaching + Reflection
Scaffolding Skills	10 - 12 min	Teaching + Pair Discussion
Levels of Support	12 - 15 min	Group Activity
Extension Activity: Scaffolding a Real Task	12 - 15 min	Small Group Work
Session Wrap-Up & Reflection	3 - 5 min	Group Debrief
Total	60 min	

Opening   2 min

Slide 1

Scaffolding

Slide 2

Session Objectives

- Apply scaffolding strategies to training plans based on trainee's knowledge and comprehension.
- Plan the support for new trainees to bridge existing knowledge to new skills.
- Adjust instructions and support as the trainee gains competence on the job.

"Welcome to Session 3. Today we're talking about one of the most important concepts in training: scaffolding.

You've probably heard this term before, maybe in education or construction. In construction, scaffolding is the temporary structure that supports workers as they build something. Once the building is strong enough to stand on its own, the scaffolding comes down.

That's exactly what we do in training. We provide temporary support, structure, and guidance while trainees build their skills. And as they get stronger, we gradually remove that support until they can work independently.

Today, you're going to learn how to do this intentionally, not by accident."

What is Scaffolding

Slide 3

What is Scaffolding?

- Support that gradually fades as skills grow.
- Meeting trainees where they are and build up.
- Breaking tasks into manageable steps.
- Adjusting support based on trainee's background and progress.
- Focusing on long-term independence and success.

"Scaffolding is about starting where the trainee is, not where you wish they were."

"Support should be temporary and intentional, not permanent."

"The goal is always independence, not dependence."

"Think about this for a moment: What's something you can do well now that once felt completely overwhelming? Maybe it's driving, cooking, using a new software program, or a technical skill at work.

Turn to someone near you and share:
1. What was that skill?
2. What helped you learn it?
3. Did you start independently, or did someone provide support first?

You have 2 minutes. Go."

"Almost everything we know how to do well, we learned through scaffolding, whether we realized it or not. Now you're going to do this intentionally for your trainees."

Why Scaffolding Matters

Without Scaffolding:
- Too much support → dependence
- Too little support → frustration

With Scaffolding:
- Confidence increases
- Skill retention improves
- Independence develops over time

The goal is not speed - it's capability.
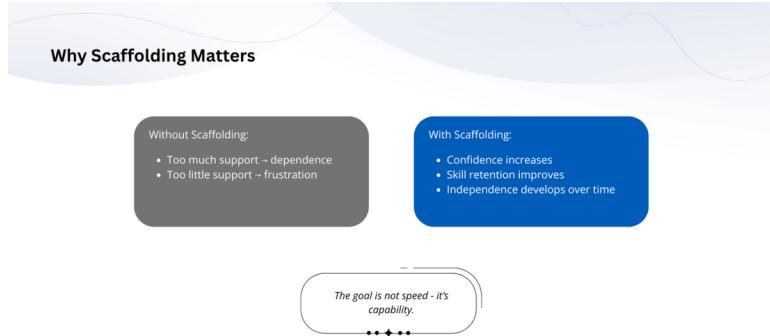
"Most training problems come from too much or too little support."

"Scaffolding prevents both extremes."

"Speed is tempting, but capability lasts."

"Think about a trainee you worked with recently, or even yourself learning a new skill.

- Did you give too much support? Did they become dependent on you for things they should've been able to do on their own?
- Or did you give too little support? Did they struggle, make repeated mistakes, or seem frustrated?
- Or did you find the right balance, where they grew steadily and became independent?

Whether you imagined yourself or someone else, what happened? What would you do differently now?"

Relate too much support to not being able to let go. Acknowledge that it is hard when some mistakes are expensive.

Not allowing new hires to make mistakes can also be expensive because eventually they will need to do the job on their own.

Slide 5

Chunking Skills & Sequencing Training

Complex tasks are easier to learn when they are:

- Broken into logical, teachable steps
- Taught in a clear progression
- Built from foundational skills to advanced variations

Chunking reduces overload and increases success.

"Complex tasks are overwhelming when taught all at once. But when you break them into logical, teachable chunks, they become manageable."

"Here's the science: The human brain can hold about 3 to 5 new pieces of information in working memory at one time. If you try to teach someone 12 steps all at once, they'll remember maybe 2 and guess the rest."

"But if you chunk those 12 steps into 3 groups of 4, and teach one group at a time, they'll retain it much better."

Slide 6

Foundations Before Complexity

Start with:
- Safety basics
- Terminology
- Tool handling or setup
- Core process steps

Then layer in:
- Speed
- Variations
- Troubleshooting
- Quality judgment

Training plans should reflect progression, not just completion.
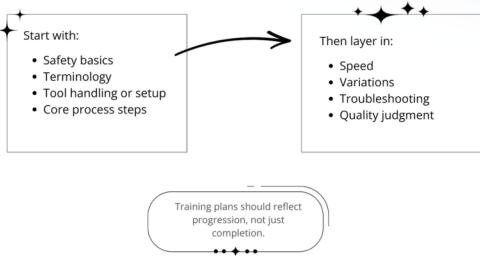
"When you're planning training, think about progression. What needs to come first?

- "You can't teach troubleshooting before they know the basic process."

- "You can't teach speed before they know how to do it correctly."

- "Foundations first. Always."
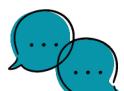
"Let's make this real. Turn to someone near you.

Think of one task in your area that feels overwhelming to new hires. Maybe it's a complex assembly process, a multi-step quality check, handling a difficult customer situation, or operating a piece of equipment.

Once you've got that task in mind, discuss:
1. What makes it overwhelming? Is it the number of steps? The precision required? The risk?
2. What's the first chunk they truly need to master before anything else?

Let's hear from a few pairs. What task did you choose, and what's the first chunk?"

Slide 7

Not All Steps Need the Same Support

Some tasks need:
- Demonstration and repetition

Others need:
- Light coaching or observation

Support should match:
- Task complexity
- Trainee experience
- Risk level

"Not all steps need the same support. There is a time and place for direct instruction and repetition. But there are other areas that only need supervision while your trainee tests it out on their own.

Support works best when it matches:
- Text complexity
- Trainee experience
- Risk level"

Relate some safety situations or fast-paced environments where there is a lot more direct instruction and practice before a trainee is hands-on with that particular function or product.

Levels of Support   12 - 15 min

Slide 8

"Support should change as skills frow."

"These five levels are your roadmap from dependence to independence."

"Most trainers jump from Level 1 to Level 5 too fast."

"Spend time in Levels 2, 3, and 4. That's where learning happens."

Slide 9

Assess Prior Knowledge

Ask diagnostic questions to determine what the trainee already knows. They might be able to skip the basics.

- This is also a good time to build rapport with them.

- Don't just take their word for it though, ask them some prompting questions as a follow-up.

📢 "Spend time in the beginning getting to know your trainee and find out what they already know related to the job. They might be able to move quicker through the basics."

Slide 10

Modeling

Demonstrate tasks while verbalizing your thought process. Think out loud and explain what you are doing.

- Pulling up the work instructions or a PCD (Process Control Document) is a great way to add to your verbal instruction. Point to where this information is coming from.

Provide the "why" behind actions in addition to demonstrating tasks.

- This is especially helpful in giving them the groundwork to troubleshoot down the road.

📢 "Modeling is a fantastic way to build a trainee's skillset because it allows them to see the skill and content in action - not just from work instructions or conversation."

This may look like:
- Thinking out loud - but in a clear delivery.
- Explain what you are doing as you are doing it.
- Pointing to reference material to highlight where support information comes from.
- Giving the "why" without them having to ask for it"

Slide 11

Guide and Prompt

Use open-ended questions or cues rather than direct answers (e.g. "What do you think comes next?").

- This allows you to question their ability and determine the necessary supports and recall information solidifying new learning pathways in their brain.

Gradually reduce guidance as confidence and competence grows.

- You can also explain this is what you are doing. As they grow you can say "Great job! The next job that we setup, I'll have you start on your own."

📢 "Once the trainee is ready to be more hands-on, you let them drive the wheel while you are there to observe and support."

"Think of this step as 2 parts:
- In the beginning you are guiding them and walking them through each step. Providing reminders and lots of words of encouragement (i.e. "That's it, nice and steady!")
- Towards the end of this phase you are there to step in and prompt them more. Allow them to get stuck, let them make a mistake (or almost make a mistake) and ask them questions on their thought process."

Slide 12

End Goal: Release and Let Them be Independent

When you no longer need to intervene, you can begin to pull away more of your support and allow the trainee space to grow into their own professional ability.

- At this point you have a proficient team member that helps the team achieve their goals.

📢 "At this point you have pulled back almost all supports and your trainee is almost a fully functioning and efficient team member."

Slide 12

What Support Looks Like in Practice

Early Training:
- Clear demos
- Step-by-step guidance
- Frequent check-ins

Later Training:
- Observation
- Questions instead of answers
- Space to problem-solve

Your trainee shouldn't have to guess what stage they are in with you.

"In practice it should be obvious what the end goal is. While you are moving through each step, ask yourself if you are continuously bringing clarity with each phase."

Slide 13

Mistakes Are Learning Signals

Mistakes tell us:
- Where more practice is needed
- Which step needs reinforcement
- When support should increase or decrease

Mistakes are data — not failure.

"We revisit mistakes here because it is important to understand that they will happen. We need to plan for them. By scaffolding the steps a trainee must take, we need to continuously gauge where they stand. This helps to reduce the number of mistakes because we can determine exactly where we need to step back in."

Extension Activity

Hand out the associated activity materials.

Follow the Facilitator guide for the extension activity.

Slide 14

Group/Small Group Activity:

Scaffolding Scenario

*Follow along with the handout
provided by your facilitator.*

Session Debrief

Slide 15

What's Next?

In the next session we will be covering:

- Communicating with Trainees
- Effective Questioning
- Diagnosing Struggles

Confidential & Proprietary Information