



Ambassador Program

Module 2 Training

Facilitator Guide

Trin20Biologics
Partnering with the community for life.



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For educational purposes only.*



Awareness Training Module 2

Handling the Concerns of the Community

Module Introduction

This Instructor-Led Training (ILT) will provide Trin20 employees with the opportunity to practice communicating with the community. This workshop will allow employees to practice relating to concerned citizens and handling their fears by educating them on radiation, waste disposal and other topics of concern as related to Trin20's business.

Purpose

The purpose of this session is to provide the community with factual information, calm the fears of our citizens and educate the public.

Timing

This session takes approximately 2 hours to complete. Times are provided for each section, which you can use as a guide.

Placement

This session is presented after Trin20 employees have successfully completed their new hire training as well as Module 1 of the community awareness training program. This session is also required as a refresher for employees participating in awareness events that have not had the training within the previous 18 months.

Materials Needed

- Learner Job Aids
- Pens and Flip Chart Markers
- Scenario Cards for Activity
- Flip Chart Pad
- Stop Watch or Clock
- Job Aids

Items of Importance



The clock icon signals you to take into account a certain amount of time for an activity or event within the training



The easel icon tells you that a flip chart is needed



Outline

Handling The Concerns of Citizens



2 hours

Preparations Needed:

1. Place pens and learner guides on tables
2. Create flipchart with objectives and post on front wall of training room
3. Create flip chart with communication soft skills and have covered until needed in the middle of the module
4. Create flip chart with title "Projecting the Right Image"
5. Print scenario cards
6. Print job aids
7. Have blank flip chart pages ready

Welcoming Participants & Setting Objectives (5 minutes)

"Hello everyone, and welcome to our session on how to effectively handle the concerns of our local citizens. My name is *(state your name)* and I will be facilitating today's Training"

Go Over Housekeeping Items

"Today's entire session is one hour and thirty minutes. A ten-minute break is included. Please make sure that you have signed the attendance sheet with your name and employee ID. At the end of the training, I will be asking that each of you fill out an evaluation form before leaving."



Overview of Session and Training Plan



Read the objectives posted on the wall.

Getting Started: Concerns Activity

(10 minutes)

Break the group into teams. (Try for teams of 3 to 6 members, depending on group size) Have them count off to ensure fairness. Once teams have been formed, give each team a large sheet of flip chart paper.



“Today we will be learning about some ways to tackle the fears of our local community as related to waste disposal. As we learned from surveying the community, there are some common fears out there. As a result of these fears, we will be practicing what it means to relate to, or align with a community member and handle his/her concern properly.”

The objectives for today’s training session include:

- Given a scenario, the learner will demonstrate active listening skills
- Given a scenario, the learner will demonstrate acknowledgement of another person’s concern
- Given a scenario, the learner will demonstrate responding to a concern of a citizen

“Now that you are in your teams, you will have three minutes to list as many potential fears, concerns or questions that a community member may have about Trin20’s business or radioactive waste. Think about things you’ve actually heard or things that you might hear. List as many as you can within five minutes. You may begin. ”



Using a stopwatch or clock, allow the groups 5 minutes to work.

Start with group 1 and go around until all groups have reported on their concerns.

Responding to Concerns
(10 minutes)

Wait until all groups have moved to their next location before reading the next steps.



Give each team 5 minutes to respond.

“Time is now up. Remain with your group. We are going to go around the room and I would like each team to present three of their concerns. Please try not to duplicate concerns.”

“As you can see, you were able to come up with quite a few concerns, which shows us just how prevalent and real they are in our community.”

“Next, with your team, please move clockwise to the next team’s poster. So, group 1 will move to group 2’s poster and group 2 will move to group 3’s poster, etc”.

“I would like you to take 5 minutes and with your team, write down different facts you could present or how you could tackle each of the concerns on that team’s poster. You have 5 minutes. Begin.”

“Okay. 5 minutes is up. I’d like each team to select a spokesperson to present the group’s responses. We will go around and each group will read their concern and response statement.”



Start with the highest group number and work down to group 1.

Provide feedback to responses as needed. When finished, direct participants back to their seats.

Whole Group Discussion

(10 minutes)

Encourage the group to share what they have learned by this activity and the value in handling concerns by presenting facts

Use the provided questions to encourage conversation and prompt the learners.



Record highlights of the responses on a blank flip chart.

“Thank you for participating in this activity. You came up with some great facts to help handle the concerns of citizens.”

“Now, let’s take a few minutes to discuss what we learned by completing this activity.”

Questions to Ask:

- Was there anything eye opening to you about the previous activity?
- Which of the concerns presented were new to you?
- What is the benefit to providing facts to handle concerns?
- What challenges might you face when handling the concerns of citizens?
(Follow up by asking how might they deal with these challenges.)



Skill Training: How to better handle the Concerns of our community members.
(25 minutes)



Reveal flip chart with communication skills on it.

1. Listen
2. Acknowledge
3. Align
4. Respond
5. Ensure

Breakdown of the 5 skills

Ask if any of the participants want to add to the skill of listening.
Acknowledge the responses.

“Now that we have a better idea of the types of concerns we may face, we will learn some communication skills to better assist us when talking with community members. After we feel comfortable with these new skills, we will do some short practice scenarios to better prepare you.”

“This flip chart outlines the various steps you must take when presented with a concern. First, you must listen closely, second you must acknowledge the citizen’s concern, third you must align with the citizen, fourth you must respond to the concern by presenting factual information, lastly you must check back with the citizen to ensure their understanding and to give them a chance to respond. These steps, when used properly, will be the best way to address the concerns our citizens may have about Trin20’s business and about radioactive waste.”

“Now, I know that you all are adults and understand how to listen. However, I want to remind you that, when out in public at a community event, it can be very busy. We may be attending street fairs or athletic events. So, it is important that you practice active listening skills. Take the time to really listen to what that community member is saying. Their concern is very important to us.”

“Does anyone in the group have any tips or things they do to practice good listening?”



Acknowledging

Give feedback on the responses.

Ask if participants want to add to the topic of acknowledging.

Provide feedback on responses.

Aligning

Ask if participants want to add to the topic of aligning.

Provide feedback based on the responses.

“I think you all have listening down very well. Let’s talk about acknowledging for a minute.”

“What does it mean to acknowledge someone, or something?”

“To acknowledge basically means to accept and/or understand something. Now, this does not mean that you accept what they are saying to be true, but you are accepting that this citizen has a real concern. You want the person to feel that yes, you have heard them and understood their concern.”

“Does anyone have anything else they would like to add to what it means to acknowledge someone? Or have any tips or suggestions for how to best do this?”

(If no one answers) “Yes, as long as you make a gesture that you have understood them, whether it is a verbal confirmation such as “I hear what you are saying” or “I understand”, or a simple head gesture that you have heard them, this will suffice.”

“Great job with listening and acknowledging. Now, let’s move on to aligning. This is perhaps one of the most important steps. This is when you make it clear that you are on their side. We want Trin20 to be seen as a company that is partnering with the community, just as our vision statement reads. You will want to show the citizen that you not only understand their concern, but that you are on their side. Let them know that you are human too and that you have had concerns in the past as well.”

“Does anyone have anything else they would like to add or give an example of a time you had to align with someone and what you did?”



Responding

If no one answers correctly, guide the learners to the point that they used facts to respond.

“Now we are onto step #4, responding. I want you to think back to the activity we did earlier where you responded on a flip chart.”

“What types of things did you write to respond to the concerns you were faced with?”

“Yes, you used facts to respond. You used the knowledge you gained in your employee training to provide factual information to the citizen. The most important thing to remember is that you don’t want to sound like you are arguing with their concern or trying to prove them wrong. You simply will present this as factual information. This is critical to our ability to handle our citizens’ concerns.”

Ensuring Understanding

Ask why this is an important step.

“Great job, everyone. One more to go. Let’s talk about what it means to ensure understanding. I introduced it as checking back with the citizen to ensure that they have understood what you have told them.”

Acknowledge the responses.

“What is the importance of this?”

“ We want to make sure that our citizens do not feel like we are simply providing them with an answer and then we are done. We want them to know that we care about them. We are here to make sure they are not fearful of Trin20. So, please take the time to confirm the community member’s understanding.”

“If for some reason the citizen has further questions, you can always provide them with one of the EPA’s pamphlets or point them



Wrap up the discussion on skills



Break
(10 minutes)

Welcome participants back from break

Scenario Role Play Activity
(30 minutes)

Pass out role play cards

towards one of several websites on radiation. These websites are on a job aid which I will be passing out to you later in the session.”

“You did a great job. Are you feeling confident that you understand these 5 skills? Is there anything you’d like me to discuss further?”

“I am going to give you an opportunity to practice these new skills, but first I am going to let you all take a ten minute break. Please be back in the room at *(state time 10 minutes from now)*.”

“Welcome back from break. So far, we have anticipated possible concerns, responded to them factually based on your knowledge of Trin20’s practices, and discussed five important skills to handling the concerns of our citizens.”

“Now we are going to put all of these skills to use in some realistic role play scenarios. I would like everyone to pair up with the person next to them (provide assistance as needed, if an uneven number, facilitator will pair with participant).”

“I am giving you each a scenario card. Please do not show it to your partner. On each of these cards, a realistic concern is given. Those of you with cards marked “A” will be the concerned citizens first. You will simply present your concern to your partner, who is serving as a Trin20 ambassador. The Trin20



Give them 7 minutes

If you are not serving as a partner, walk around the room and observe the learners practicing. Take note of things that are either areas for opportunity or are proper examples.

Let them know when the seven minutes is up.

Pose questions to the group to gauge how they performed. (Also use examples of things you saw. If positive, you can state the participant's name in the comment. However, if it is an area of opportunity, state it in generic terms)

Respond and provide feedback/assistance as needed.

ambassador will then practice the five skills we discussed and attempt to handle your concern. I will give you 7 minutes to prepare and practice your scenario. When time is up, we will come together as a group to discuss the outcomes. “

“You may begin.”

“Time is up. Great job everyone. I saw some really good things happening. Let's take a few minutes to discuss this. I want everyone that was the Trin20 employee to raise their hand. Okay, so you all were our employees. Everyone had the same scenario cards, so let's discuss what happened. “

“Trin 20 employees, what was difficult for you in this situation?” (Try to get as many responses as possible.)

“So, you had some similar issues with this. How do you think you could have improved in the way that we responded to these concerns?”



Respond and provide feedback/assistance as needed.

“Those of you that played citizens, did you feel like your concerns were being addressed properly?”

“Well, it sounds like you did a great job of reflecting on the activity. Now, let’s try to make some of these changes as we practice this one more time. This time, those of you with the cards labeled “B” will serve as the concerned citizen. Again, you have seven minutes to prepare and practice your scenario. You may begin.”



Give them 7 minutes

Let them know when time is up.

“Time is up. Let’s discuss.”

Ask the same types of questions from above.

(Use above questions to guide discussion)

Provide assistance and feedback as needed.

“Great job, everyone! So, are you feeling more confident about handling the concerns of our citizens? (Respond to anyone feeling unsure)

Projecting the Right Image
(15 minutes)

We have one last thing to talk about today, and that is, projecting the right image.



Reveal flip chart, which reads
“Projecting the Right Image” as title.

Ask question and acknowledge responses.

Write correct responses on flip chart. These may include: appropriate attire, smile, professional, proper body language, nice tone of voice, looking prepared, having materials needed, etc.

(If they are not coming up with these, prompt them by asking questions.)

Add correct responses to list on flip chart.

“What does it mean to project the right image?”

“Great job. Let’s look at our flip chart. I see things having to do with physical appearance and body language, as well as the way we communicate with our voice and also looking professional or being prepared.”

“These are all extremely important. Because, it doesn’t matter how well you can handle a concern if you are not wearing your Trin20 ambassador shirt or not smiling. We need to show our citizens who Trin20 is. You are serving as an ambassador to this company, and you may be the only link between that person and Trin20.”

“What else can we add to this flip chart?”

“Great work. You all did a great job today.”



Pass out Job Aids

“We have created a job aid for you that summarizes the main points from today’s session. This will serve as a reminder of the skills needed to handle a citizen’s concern, as well as some example statements that are provided for you at the bottom. I would recommend that before going out to speak to the public that you revisit this material. It is a great reminder.”

Wrap Up (5 minutes)

Ask participants if there are any questions they have or anything that needs further explanation.

“Just as we like to ensure understanding with our citizens, I want to ensure you all have understood today’s presentation and feel comfortable with these new skills. Is there anything that I can explain better or review with you before you go?”

Respond to their questions as needed.

“Great job today. I want to thank you all for coming. If you have any questions or concerns after today’s session, please feel free to call or email me through my Trin20 email address. I wish you all the best as you serve as an ambassador for our company.”

Pass Out Evaluation Sheets

“The last thing I need is for you to each complete a short evaluation sheet of this training. You do not need to put your names or employee ID on these. Please be honest and tell us if there was anything you did not like or find helpful, and provide suggestions for future trainings. Thank you for your assistance. Once you complete the evaluation, you are free to go.”

Stay around in case anyone has any follow up questions. Be sure to take down all flip charts



and clean up materials.
