

Learning Professional's Instructor (Training Materials Development)

Zulkifli bin Mohd Sidi

Vocational Training Research & Development (VTRD)
The Center for Instructor & Advanced Skill Training (CIASST)
Jalan Petani 19/1, Seksyen 19,
40900 Shah Alam, SELANGOR
E-mail: zulkiflisidi@gmail.com

Mr. Maruyama Hiroshi

Overseas Vocational Training Association (OVTA)
Japan International Corporation Agency (JICA)
Institut Latihan Perindustrian (ILP)
Kota Samarahan, SARAWAK
E-mail: maruyama.hiroshi@ovta.or.jp

Abstract

The individual who has named professional should tend to develop them self in learning manner. The professional should ensure as a lifelong learner and behave as continuously improves laboratory, writing, and presentation skills, as well as the ability to work more independently.

Good professional's instructor includes both strong content and an effective process for making initial and ongoing matters. Relevant content is essential to ensuring that it helps to meeting the goals. But good professional instructor without a strong decision-making and organizational process to support it will be short-lived. Professional instructor is not a product, devised by training providers and academic institutions. It is a mindset, attitude and a habit to acquire.

Keywords: Professional Instructors, Verbal Skills, Public Speaking, Power Point Presentation etc.

1.0 Introduction

The training materials are most popular in Japan, neither Malaysian. The development of instructional material is an important in developing training.

Instructors either in training center or industrial should prepare their materials before the classes. Professional awareness also takes part for gives class more successfully.

In order to bring world-class training institution, training materials must have world-class elements, such as utilizing the technology, familiarization with technology know-how and delivery great presentation.

2.0 Presentation Skill

The instructors in training's provider should use the own words to express the facts even establishing themselves, when instructors speak directly from the heart or the mind that is when they have the greatest impact on an audience.

Knowing your personal presenting style and having the confidence to go off script, allows you to respond directly to the needs of your audience; the stronger their engagement the greater your influence.

'I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today!'

Thursday August 28th marked the 40th anniversary of one of the most famous speeches ever uttered.

Forty years ago, in 1963 Martin Luther King Jr. stood on the steps of the Lincoln Memorial in Washington and issued a battle cry that stirred the American nation in the struggle for civil rights.

Interestingly the draft of this most famous public address, written the night before at Washington's Willard Hotel; does not contain the key passage 'I Have a Dream'.

This was added extemporaneously as King spoke to the huge throng at the Lincoln Memorial.

What has since been heralded as a model piece of speech making or presenting was in fact well prepared improvisation.

We can't all be great speakers, but with a little work we can master the environment in which presenting is done.

When we feel more in charge of the presenting arena we begin to present with flair.

And, interestingly just developing a sense of our personal style helps us feel and therefore look better when presenting.

3.0 Public Speaking

From saying goodbye to colleagues after 25 years at the widget factory to making the keynote speech at the annual company conference, the range of demands are wide but have one in common... the fear factor.

Apart from the obvious stress that situations like this cause us, there's the stress of writing a speech in the first place. How to start, how to stand, how to this and that and about another dozen when's, whys, and where's.

The major thing to bear in mind is that you have to be yourself, because nothing reads more falsely than a bad actor. Get to know the way you come across, ask colleagues what your style is, because being you is usually what you'll default to when under pressure.

Use what works and ignore what you think you're bad at. It's easier said than done, but once it takes hold and sinks in you'll begin to feel it make perfect sense. You should look to build confidence by reinforcing what you do well, not shatter it by reminding yourself of all the things you don't do well.

If you can identify your personal style and develop your confidence, you'll feel more able to make a speech. Not just an able speech, but also an impactful and memorable one at that.

4.0 Interpersonal Skills Training

People interacting with other people that are what interpersonal means.

We start doing it from the moment we're born.

If all goes well as we grow up, we get more skilled at communicating our wants, needs, feelings and thoughts, and interpreting other people's in turn, so that in adulthood we are aware of how our behavior impacts on others.

People with good interpersonal skills are easy to be around.

They connect with other people effortlessly, they seem to know the right things to say and they make communication in general an easy process.

They even seem not to mind making fools of themselves.

In fact, the more comfortable they are with themselves, the more comfortable we are in being with them.

We don't actually pay conscious attention to what they're doing.

Strangely, interpersonal skills are one of those things that you'll only notice when someone doesn't have them!

And you'll certainly notice it when yours have deserted you: when you get wrong-footed, tongue-tied, embarrassed.

When you're in new or awkward situations or when you imagine that there are rules of behavior that everyone else seems to know but you.

Really effective interpersonal skills can be developed.

You can learn how to deal with the feelings that arise in difficult situations instead of being overwhelmed by them.

By identifying which feelings get in the way of connecting with others, and practicing new ways behaving, you'll be able to work well in any communication arena.

5.0 PowerPoint Presentation

It's a fact. The most interesting and compelling factor of any presentation is YOU!

We've come a long way since the chalk and blackboard days of our grandparents. Thru the white board and Over Head Projector on up to the heights of technology with PowerPoint transitions exploding onto the screen and wowing the audience with special effects.

However, we believe something central to communication between presenter and the audience got lost along the way. Somewhere between the screech of chalk on a board and the screech of brakes as the next line of text appears; the human seems to have become secondary to the show.

For that is what a presentation is... a show. At its most basic level, you as the presenter have a few things to do and one of them is to keep your audience engaged and most importantly awake!

Imagine the scene... a darkened board room, comfy leather chairs, that post-lunch feeling has settled in, it's Friday afternoon, half the audience have already mentally vacated the room and are planning their next holiday or round of golf. The projector hums soporifically and up pops the agenda slide. To most audiences it's almost like an offer of a warm bed and a cup of cocoa.

By the way, people can read much faster that you can talk, so keep your slides short, or give them time to read before you speak. Audiences generally can't do two things at once.

Above all, do avoid that sure fire sleep inducer of putting your speaker notes on the slides and then reading them to your audience. (We get to see a lot of the back of your head)

PowerPoint is a marvellous invention. But it's just another aid, another tool... a very trendy blackboard.

6.0 Verbal skills.

How often have you wondered:

"What shall I say?"
"What's the 'right' thing to say?"
"Did I say too much?"
"Have I said too little?"
"If only I'd said that!"

The list seems endless. Most of us spend an inordinate amount of time worrying about our verbal skills, and with some justification. After all, from our earliest days we are encouraged from all sides to do two things, to walk and to talk!

But, how important are the words that we use? Certainly, to listen to someone who is both eloquent and articulate is impressive. They make it seem so easy to achieve the impact they want. So how can the rest of us do that?

Firstly, we have to look at all the other communication areas that can either support or detract from the meaning of our words. Our tone, volume, pace, etc are all ways in which we can colour what we say. Then of course there is body language, even a simple answer like, "I'm fine, thanks", carries a very different message if our eyes are downcast and a smile is absent.

Next, we have to look at where we choose to speak. A long, formal, boardroom table, in the local coffee shop next door, in the lift, on the stairs, across the office, you don't have to be Einstein to see what an impact these locations could have on your words. Think about the last time you said something important to someone, where did you position yourself in relation to the other person? Does it vary, depending on what effect you want to have? All this before you've even opened your mouth!

On this note, there are often times when less is more. A well placed pause can act like a verbal highlighter pen, emphasising what has just been said. Sometimes, if the message is a difficult one, many of us can find that we use "padding" - words we don't really need - this can lead to the situation becoming more uncomfortable rather than less so.

Whether you have the gift of the gab, or you're the strong silent type, do remember this - your actual words might only play a small part in the impact you make, there are plenty of other factors involved - so don't miss the opportunity to use them!

7.0 Conclusion

We can conclude that the skills are included:

Communication – The ability to write and speak effectively most obviously manifests itself in the preparation of scholarly publications and conference presentations, but it also includes the ability to facilitate small group and professional meetings, negotiate issues and contracts effectively, and interview successfully.

Leadership – This skill includes the ability to articulate a vision, motivate others, manage human and fiscal resources, plan and organize, delegate, and affirm the ethics of one's profession.

Teaching and Instruction – In addition to teaching effectively in a classroom, you should be able to facilitate the learning of others

in a variety of venues, including staff development activities, professional workshops, and clinical settings.

□ *Professional Adaptability* – This is the ability to apply theory and technical skills for your academic discipline in the workplace. It includes recognizing and accommodating change in your field and modifying your professional practice accordingly, developing an understanding of organizational culture and politics, working well with colleagues, and applying academic theory and concept.

□ *Self-awareness* – This is the ability to recognize and appreciate your own values, beliefs, and interests. Honest self-awareness forms the framework through which personal and professional options are viewed and choices are made. These include understanding career options, marching personal values with career goals, and balancing professional and personal commitments

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