

# GOLD WING ROAD RIDERS ASSOCIATION



## Gold Wing University University Trainer Handbook January 2014



The GWU University Trainer Handbook provides information regarding the philosophy, program content, member participation and advancement within the Gold Wing University Program of GWRRA.

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## Table of Contents

FOREWORD .....	3
WELCOME.....	5
SECTION I INTRODUCTION .....	9
SECTION II DEFINITIONS.....	11
EVALUATORS .....	11
DISTRICT PROGRAM OFFICERS.....	11
REGION PROGRAM OFFICERS.....	11
PROGRAM OFFICERS.....	11
STUDENT .....	12
CANDIDATE .....	12
APPLICANT .....	12
CERTIFIED UTDP TRAINER.....	12
SECTION III GUIDELINES & PROCEDURES .....	13
GW UNIVERSITY TRAINING PRINCIPLES.....	13
CURRICULUM.....	13
INTRODUCTION OF UNIVERSITY TRAINERS.....	14
UNIVERSITY TRAINER INITIAL CERTIFICATION PROCESS.....	14
UNIVERSITY TRAINER RENEWAL PROCESS.....	16
UNIVERSITY TRAINER PROMOTION PROCESS - UT TO SUT .....	17
SENIOR UNIVERSITY TRAINER CERTIFICATION PROCESS.....	18
SENIOR UNIVERSITY TRAINER RENEWAL PROCESS .....	18
SENIOR UNIVERSITY TRAINER PROMOTION PROCESS – SUT TO MUT .....	18
MASTER UNIVERSITY TRAINER CERTIFICATION PROCESS .....	20
MASTER UNIVERSITY TRAINER RENEWAL PROCESS .....	20
ADDITIONAL CERTIFICATION CRITERIA .....	21
UTDP GRADUATE TRACKING.....	22
LEAD INSTRUCTOR UTDP .....	22
STUDENTS.....	22
ASSISTANT DIRECTOR LTP/GWU .....	22
CROSS PROGRAM CERTIFICATION PROCESSES .....	23
UNIVERSITY TRAINER DE-CERTIFICATION PROCESS.....	24
REPORTING REQUIREMENTS.....	25
PRESENTER STANDARDS .....	25
CONTINUING CERTIFICATION OCP.....	25
CONTINUING CERTIFICATION – CERTIFIED OFFICER TRAINERS.....	26
SECTION IV ORGANIZATION.....	27

LEADERSHIP TRAINING PROGRAM ORGANIZATION .....	27
ROLES AND RESPONSIBILITIES.....	28
MEMBERSHIP ENHANCEMENT PROGRAM ORGANIZATION .....	29
ROLES AND RESPONSIBILITIES.....	30
RIDER EDUCATION PROGRAM ORGANIZATION.....	31
ROLES AND RESPONSIBILITIES.....	32
SECTION V CURRICULUM.....	37
LEADERSHIP TRAINING PROGRAM .....	37
MEMBER ORIENTATION.....	37
LIFE SKILLS .....	37
CHAPTER LIFE.....	38
CHAPTER LEADERSHIP SKILLS .....	38
INTERMEDIATE LEADERSHIP SKILLS.....	39
ADVANCED LEADERSHIP SKILLS .....	40
HORIZON PROGRAM .....	40
UNIVERSITY TRAINER DEVELOPMENT PROGRAM .....	42
OFFICER CERTIFICATION PROGRAM.....	43
MEMBERSHIP ENHANCEMENT PROGRAM.....	43
MEMBER ORIENTATION.....	43
RIDER EDUCATION PROGRAM.....	44
MOTORIST AWARENESS.....	47
SECTION VI THE ADULT LEARNER.....	49
SECTION VII CONDUCTING THE PROGRAM.....	51
CLASSROOM CLIMATE.....	51
CLASSROOM LAYOUT.....	52
INSTRUCTOR GUIDES.....	53
THE PRESENTATION .....	55
INSTRUCTIONAL/VISUAL AIDS:.....	58
SECTION VIII PROGRAMS .....	65
ONE-ON-ONE TRAINING .....	65
SEMINARS .....	65
MINI-WORKSHOP .....	66
TRAINING WORKSHOPS.....	66
EVALUATION AND REPORTING.....	72
SECTION IX FUNDING .....	75
SECTION X FORMS AND INSTRUCTIONS.....	77
SECTION XI DOCUMENT AND PRESENTATION STANDARDS.....	79
SECTION XII CONCLUSION – THE STORY NEVER ENDS.....	81

## FOREWORD

Recent modifications directed by the Home Office in Phoenix, effective with the publication date of this handbook, have changed the former International and/or National Officer Titles to simply Director or Assistant Director Titles. Region, District, and Chapter designation will serve to differentiate those offices from those at the National or International level. All former International and National Officers, and their Assistants are now members of Team GWRRA.

For the remainder of this document former titles will now be referenced by their newly assigned Team GWRRA titles.

The former titles and the new titles are listed below:

<i>Former Titles</i>	<i>New Titles</i>
<b>Leadership Training Program:</b>	
International Director LTP	Director, Leadership Training Program
International Assistant Director GWU	Assistant Director, LTP/GWU
<b>Membership Enhancement Program</b>	
International Director MEP	Director, Membership Enhancement Program
International Assistant Director GWU	Assistant Director, MEP/GWU
<b>Rider Education Program</b>	
International Director REP	Director, Rider Education Program
International Assistant Director GWU	Assistant Director, REP/GWU

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## WELCOME

On behalf of the Leadership Training Program, the Membership Enhancement Program, and the Rider Education Program we are proud to present this second edition of the Gold Wing University (GWU) Handbook. This handbook is the result of many hours of work by people too numerous to mention by name. Over the years Member input has driven the development of three programs unique to the Gold Wing Road Riders Association.

The first program to be launched was a logical progression from the beginning of GWRRA – the Rider Education Program. This program has gone through many changes to become the well developed and structured program that it is today.

The second program to be launched was the Officer Education Program that evolved into today's Leadership Training Program.

Third, and certainly not least, was the Membership Enhancement Program which encompasses the Couple of the Year and Chapter of the Year Programs.

Through the forward looking leadership of these three programs the concept of the GW University was developed. This handbook provides the procedures and policies that will guide the University, its University Trainers, and curriculum.

As always, the benefit to the Membership is first and foremost in the application of the information contained in this handbook.

The Gold Wing University has as its continuing mission to improve the information presented, to make it more relevant, to add information as needed, to inform the Membership and volunteer leadership, and to make every Member's experience in GWRRA the best they want it to be.

Our greatest hope is that each University Trainer, Officer and Member that may read this Handbook and find some portion, some idea, some suggestion that will make their experience a little easier. The final goal and ultimate purpose is to benefit the Members, the life blood of **GWRRA**.

Paul and Cheryl Brosher  
Directors  
Leadership Training

Tony and Michelle Van Schaick  
Directors  
Rider Education

Bob and Karla Greer  
Directors  
Membership Enhancement

Ed and Ann Nahl  
Assistant Directors  
Leadership Training  
GW University

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## PREFACE

### From The Beginning to the Future “A SERVICE TO THE OFFICER - A BENEFIT FOR THE MEMBERS”

"Everything should be made as simple as possible, but not simpler."

*Albert Einstein*

‘Knowledge has to be improved, challenged, and increased constantly, or it vanishes.’

*Peter Drucker*

It is fitting that the Gold Wing Road Riders Association look to the past as it embraces the future. The first National Director of the Leadership Training Division (then known as the Officer Training Program) recognized the fact that as our Association grew, so grew the demands of volunteer training. Understanding that there is a huge amount of information sequestered in the knowledge of our membership and within our leadership core, formalized training was the best means to share our experiences and knowledge. However, realizing that some of this retained information was not always the most recent and accurate it was determined that a centralized and up-to-date repository of the training curriculum was crucial to the on-going success of the Association.

Looking at our motto; “Friends for Fun Safety and Knowledge” is to understand the need of our three main programs in GWRRA - Rider Education, Leadership Training and Membership Enhancement. Today few remember that the very first program in our association was Rider Education- True, it has evolved to something much larger today but it still embraces the basic concept of Friends embracing motorcycling safety. Rider Education has always supported the common thread among us all, the Honda Gold Wing Motorcycle and the intriguing sport of motorcycling. It’s only natural that true friends that are having fun should enjoy their exclusive and sometime dangerous sport as safely as possible. Then add the fact that there are thousands of Members around the world in our association today who are encouraged to participate with and meet as many as possible we then have an even clearer understanding of why our leaders need values, expectations, understanding and direction.

I have been reminded, on more than one occasion, that, “*if you lead, they will follow; if you fail to lead they will follow someone else.*” Today, contained within the Gold Wing University, our Leaders, as well as all of our Members, have the building blocks to experience the cornucopia of GWRRA. Providing a step by step and proven path for all the Programs that will be presented by certified University Trainers allows today’s Leadership to grow and our Members to enjoy their membership to the fullest. It shows them that along with thoughtful mentoring of the next leader, that GWU provides a steadfast way to insure the future, while having fun with our friends and families today as we safely travel our scenic highways, and byways.

Simply stated,

**Dave Carter**

Dave & Gwen Carter

GWRRA Director, Divisions & Programs

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## SECTION I INTRODUCTION

Welcome to the Gold Wing University. If you didn't have an interest, and most importantly, a belief that training is worthwhile and a valuable contribution to GWRRA and its Members, you wouldn't be reading this Handbook.

Why a University? Why now? These were the two most asked questions when the concept of the Gold Wing University was first proposed.

### **Why a University?**

The University concept was developed in response to observations that the three programs, Leadership Training, Membership Enhancement, and Rider Education had differing processes and policies regarding training delivery, curriculum, and oversight.

The development of the GW University is a concerted effort to provide ongoing professionalism in training delivery, continuity in seminar development, consistency in format for seminars and instructor materials, and a central repository for training materials that is readily available to University Trainers throughout the Association.

### **Why now?**

The restructuring of the GWRRA organization under the leadership of former GWRRA Director Mike Stiger was instrumental in driving the effort. Previously; Leadership Training, Membership Enhancement, Rider Education, and Operations were called Divisions. The word, by definition, creates a silo or vertical organization with little or no communication between the *divisions*.

Changing the designation to Program accomplished several things. First, the inherent trend to ownership and lack of cooperation is reduced. Second, the designation of Program implies that each unit is part of a larger whole rather than a standalone function. Third and most importantly, was the recognition that the volunteer leaders in the three programs were now officers with many of the same roles and responsibilities as their counterparts in Operations.

University Trainers have the opportunity to make a considerable contribution to GWRRA. As a final result, this contribution benefits the individual Members and that's what it's all about. Establishing good communications and working closely with University Trainers at all levels will afford you an opportunity to detect potential problem areas. A determination can then be made; is the potential problem a training problem or a behavioral problem? If the solution lies within training, your work begins. This Handbook was written to make that work easier and more effective. Working in partnership with your peers and Officers, you can create and provide an environment in which the Members benefit by being part of an

educated, knowledgeable organization and the Officers can reach their full potential as volunteer leaders.

This GW University Handbook was developed to serve as a quick reference work. It is not now nor was it ever intended to be an “answer all questions” document. The sole intent is to give you, the University Trainer, some guidance in your training endeavors and to ensure uniformity in those areas in which it is necessary.

Some of the material included in the University Trainer Development Program is repeated within these pages to serve as a memory jogger when some concept or principle evades you.

Hopefully you will find, somewhere between the front cover and the back cover, some helpful hints and/or suggestions. As always, the end product will be determined by your personality and demeanor as a University Trainer and effective use of the basic training material.

## SECTION II DEFINITIONS

For the remainder of this document the following position definitions will be used:

### EVALUATORS

Until such time as each program certifies Senior University Trainers (SUT) and Master University Trainers (MUT) the following positions will substitute as SUT or MUT Evaluators.

- For the Leadership Training Program the Evaluator will be a Senior University Trainer (SUT) or Master University Trainer (MUT).
- For the Rider Education Program the Evaluator will be a District Educator, Region Educator, or GWRRA Riding Course Master Instructor Trainer. The Evaluator must be a Certified UTDP Trainer. In the absence of a qualified Evaluator, or if the logistics of arranging the observation (time and distance) prevent a qualified District or Region Educator from conducting the evaluation, the District or Region Educator may designate a Senior or Master University Trainer as the evaluator if they are a Certified UTDP Trainer and are currently certified as a University Trainer in the Rider Education Program.
- For the Membership Enhancement Program the Evaluator will be the District or Region Membership Enhancement Coordinator or their designee, generally a SUT or MUT certified in the Membership Enhancement Program.

### DISTRICT PROGRAM OFFICERS

- For the Leadership Training Program the District Program Officer is the District Trainer.
- For the Rider Education Program the District Program Officer is the District Educator.
- For the Membership Enhancement Program the District Program Officer is the District Membership Enhancement Coordinator.
- **Note:** If for any reason the District Program Officer position is vacant the Region Program Officer functions in that capacity.

### REGION PROGRAM OFFICERS

- For the Leadership Training Program the Region Program Officer is the Region Trainer.
- For the Rider Education Program the Region Program Officer is the Region Educator.
- For the Membership Enhancement Program the Region Program Officer is the Region Membership Enhancement Coordinator.
- **Note:** If for any reason the Region Program Officer position is vacant the Program Officer functions in that capacity.

### PROGRAM OFFICERS

The single point of contact for applications and renewals is the Assistant Director LTP/GWU. The assigned duties are:

- Tracking completion of the UTDP
- Tracking subsequent successful presentation of a seminar through the submittal of properly completed and initialed GWU forms U.1, U.2, U.3, and U.4.

- Entering the pertinent information into the database.
- Forwarding approved applications to the appropriate Assistant Directors.
- Notifying UT/MUT/SUT of new expiration date(s) upon renewal.

The other Program Officers are the Directors of the Leadership Training, Membership Enhancement, Enhancement, and Rider Education Programs as well as their Assistant Directors tasked with the GWU duties and responsibilities.

## **STUDENT**

The term student will mean anyone who attends a seminar at any level in the Programs.

## **CANDIDATE**

A candidate is an individual who has successfully completed the UTDP course but has yet to deliver a presentation before an evaluator.

## **APPLICANT**

An applicant is an individual who has successfully completed the UTDP and delivered a presentation before an evaluator and been approved to apply for University Trainer status. An applicant may also be any UT applying for advancement to the next level, or Certified Officer Trainer, or Certified UTDP Trainer.

## **CERTIFIED UTDP TRAINER**

A Certified UTDP Trainer is an individual with above average training skills and experience who has been evaluated for their ability to deliver a UTDP course. The evaluation takes place as they deliver all or a substantial portion of the UTDP in the presence of a more experienced Certified UTDP Trainer. Upon successful completion of the evaluation they may now conduct UTDP offerings without direct supervision.

## SECTION III GUIDELINES & PROCEDURES

### GW UNIVERSITY TRAINING PRINCIPLES

The Training Principle that we will strive for within the GW University will be one of *Need Generated Training*.

Region, District and Chapter Directors and their Teams are ultimately responsible for the quality of the overall operations in their respective areas and are strongly encouraged to participate in the training offered through the GW University to better understand the guidelines of the association, to learn management and communication skills that are necessary to lead volunteers, and to improve their personal lives through skill sets which ultimately benefit each person individually. That training will be within the area of responsibility of the Region and District Trainers, Educators, and Membership Enhancement Coordinators to address in conjunction with the help of their respective Directors.

Regional Training exists to assist District Directors, District Trainers, District Educators, District Coordinators, and Members in accomplishing their training requirements when requested by the District Team or as directed by the Region Director.

District Training exists to assist Chapter Directors, their Team, and the Members in accomplishing their training requirements.

Training in GWRRA is a Team activity and a service function intended to meet the needs of GWRRA Officers, their Teams and Members with the hope that it will benefit all.

“The more you know, the better it gets!”

### CURRICULUM

The specific curriculum for each program will be covered in detail in Section V. With the exception of Rider Courses, Medic First Aid, and Parking Lot Practice all GWRRA curriculum falls under the GW University umbrella and may be presented by any University Trainer certified to present those seminars. The requirements to become certified to present University Seminars are covered in subsequent paragraphs in this section. Because of the more extensive instructor training requirements, the Rider Courses and Medic First Aid courses are outside the purview of the University. The Parking Lot Practice is led by a facilitator and also falls outside the University oversight.

Following the principle of *need generated training*, University Trainers may be asked to assist in the development of new seminars. Any new seminars developed at the request of,

Region, or District will be reviewed and checked for accuracy and appropriateness by designated University curriculum specialists, as well as Program Directors, before they are added to the official curriculum.

Suggestions for seminars that come from the general Membership will be reviewed to determine if they meet the *need based training* requirement. Keep in mind that changes must be considered for application to all of GWRRA rather than a specific area. Upon approval, the seminar will be developed following established University processes and standards.

## **INTRODUCTION OF UNIVERSITY TRAINERS**

Effective September 1, 2012, all Leadership Training Instructors and Rider Education Seminar Presenters became University Trainers. University Trainer (UT) is the new basic designation for all individuals certified to present seminars within the Gold Wing University curriculum.

Individuals who were previously Senior Instructors or Master Instructors in the Leadership Training Program became Senior University Trainers and Master University Trainers respectively. However, to maintain those titles through renewal or to move through the promotion process these individuals will need to follow the processes detailed further on in this section under Senior University Trainer Renewal Process, Master University Trainer Renewal Process, University Trainer Promotion Process UT To SUT or Senior University Trainer Promotion Process SUT To MUT.

Once processed, the applications will be electronically transmitted to the other Program Officers for preparation of Welcome Letters, Certificates, and pins and patches.

- For Leadership Training the Program Officer is the Assistant Director, LTP/GWU.
- For Membership Enhancement the Program Officer is the Assistant Director, MEP/GWU
- For Rider Education the Program Officer is the Assistant Director, REP/GWU.

## **UNIVERSITY TRAINER INITIAL CERTIFICATION PROCESS**

Individuals wishing to become University Trainers need to contact the District Officer for the program in which they want to a certified University Trainer. In Leadership Training that would be the District Trainer, in Rider Education that would be the District Educator, in Membership Enhancement that would be the District Membership Enhancement Coordinator.

Once the District Program Officer has been contacted the process to become certified begins. The initial step in the process is to attend and satisfactorily complete the University Trainer Development Program (UTDP). The UTDP is an eight (8) hour training program that prepares the candidate to become a University Trainer. The UTDP was developed by merging the Instructor Development and Certification Program (IDCP) from the Leadership Training Program curriculum and the Seminar Presenter Development Program (SPDP) from the Rider Education Program curriculum. A more detailed description of the course is in Section V Curriculum.



To ensure candidates are afforded the opportunity to complete the combined process of presentation and observation a tracking mechanism is in place, see UTDP Graduate Tracking further on in this section.

1. The student must be a GWRRA Member in good standing.
2. The District Program Officer will work with other Program Officers in the area to identify a sufficient number of prospective students to warrant the scheduling of an offering of the University Trainer Development Program (UTDP).
3. The students will be advised of the date, time, and location of the scheduled UTDP. The students will be provided with pre-course materials, study questions, and the Power Point file and Instructor Guide for the LTP seminar *Public Speaking Basics*.
4. Candidates will prepare for the UTDP by answering the study questions, in writing, studying the Instructor Guide and Power Point Presentation, and be ready to present any portion of the *Public Speaking Basics* seminar in front of the other students and Evaluator(s).
5. Upon successful completion the students are now candidates for University Trainer status and have six (6) months to certify in a Program (LTP, MEP, or REP). All candidates are encouraged to enroll in the REP Levels Program if they are not already enrolled. To become certified to present REP seminars the candidate must be at least a Level 1.
6. Candidates must contact a District Program Officer to schedule a presentation. Once the date of the presentation has been agreed upon the District Program Officer will provide the candidate with the Power Point presentation and Instructor Guide, in a timely manner, allowing sufficient time for preparation and practice.
7. At the conclusion of the UTDP the Lead Instructor will electronically send a copy of the Seminar Attendance for U.3 to the Assistant Director LTP/GWU. Upon Receipt of the list of candidates the six (6) month time for certification will begin.
8. A designated Evaluator for the program will evaluate the presentation using the Speaker Appraisal Form U.4.
9. If the candidate is successful, they are now applicants for University Trainer status, go to step 14.
10. If the candidate is unsuccessful – the Evaluator(s) will conduct a debriefing session and determine if another attempt is warranted after the candidate has time to study and prepare for another attempt.
11. If a second attempt is necessary the candidate makes arrangements for another presentation with a different Evaluator. The new Evaluator must be provided the factual details of why the first attempt was unsuccessful. In unusual circumstances the same Evaluator may conduct the second evaluation with approval from the next higher level Program Official.
12. If the candidate is successful, they are now applicants for University Trainer status, go to step 14.
13. If the candidate is unsuccessful on the second attempt the process stops. After a reasonable time for reflection and mentoring the individual may reapply as a student to retake the UTDP. The suggested time frame is no sooner than 6 months from the end of the process.

14. The Evaluator(s) will compare notes, document the findings, and debrief the candidate.
15. The Applicants will complete Forms U.1 and U.2 and send them electronically to the appropriate District or Region Program Officer. The Evaluator will annotate the Speaker Appraisal Form U.4 and email a copy to the Assistant Director LTP/GWU.
16. The District Program Officer adds their initials and the date to the U.1 and emails the U.1 and the U.2 to the Region Program Officer.
17. The Region Program Officer adds their initials and the date to the U.1 and emails both the U.1 and the U.2 to the Assistant Director LTP/GWU.
18. The Assistant Director LTP/GWU will review the application, enter the certification information in the database, begin the UTDP Graduate Tracking process, and forward the completed application to the appropriate Program Officer.
19. The Program Officer will issue a Welcome Letter, University Trainer Card with SI#, University Trainer Patch, Certificate of Appointment, and any other pins and patches appropriate to the Program to the newly certified UT through the Region Program Officer.
20. The welcome letter will include the user ID and the Password for the appropriate portion of the GW University web page. Newly authorized users are cautioned to keep their User ID and Password private and not share it with other members who are not certified University Trainers.
21. Newly certified UT's have 24 months to present at least two seminars in any area(s) they are certified for and submit the Application/Renewal Form U.1 to the Assistant Director LTP/GWU for processing.

## **UNIVERSITY TRAINER RENEWAL PROCESS**

1. To renew their certification the University Trainer must be a GWRRA Member in good standing
2. The UT completes the Application/Renewal Form U.1 listing seminars presented in the previous 24 months (2 minimum). This requirement applies whether the UT is certified in 1, 2, or 3 Programs. The seminars can be from any program certified for. The approved listing of eligible seminars is in Section V of this Handbook.
3. Renewals may be submitted at any time prior to the expiration date, and preferably as soon as the UT has completed the requirements for renewal.
4. The UT electronically forwards the U.1 form to the Assistant Director LTP/GWU for review and approval. Directions for completing the form and how to prepare the form for electronic processing are on the University web page in the public section.
5. The Assistant Director LTP/GWU reviews the form for the correct number of seminars within the required time frame
6. If the renewal is approved the Assistant Director LTP/GWU updates the database with extended expiration date for each Program the UT is certified in and informs the UT, the Program Officer(s), the Region Program Officer(s) and the District Program Officer(s) of the new expiration date by email.
7. If the renewal is not approved, the Assistant Director, LTP/GWU must contact the applicant to discuss the reasons for rejecting the renewal, or to request additional information.

## UNIVERSITY TRAINER PROMOTION PROCESS - UT TO SUT

The Senior University Trainer designation should be awarded to those University Trainers exhibiting ABOVE AVERAGE performance in the delivery of instructional materials. In addition to well-developed platform skills, continued service to the Members, and quality of presentations are valued more than “time in grade.” If University Trainers are promoted, but do not distinguish themselves for the recognition, it will discredit the program. Achieving Senior University Trainer certification should be considered a very distinguished level of accomplishment and reserved for those who excel in their performance.

To move to the Senior University Trainer level the candidate must be recommended by a Master University Trainer and approved by the District and/or Region Program Officer as someone demonstrating involvement in and commitment to the goals and ideals of Gold Wing University.

Minimum requirements for becoming a Senior University Trainer

- Served as a University Trainer for a minimum of 1 year.
- Presented a minimum of 4 seminars since becoming a UT.
- Be certified to present seminars in at least 2 Programs (LTP or MEP or REP) having presented at least 2 in each program

Once promoted, the Senior University Trainer:

- Will continue to present at least two seminars in 24 months or 1 seminar and be the lead Trainer for a Horizon Program,
- Write, and submit, at least one original article a year that is suitable for publication,
- Will maintain currency in at least two Programs,
- Attend, when possible, the seminars of other University Trainers, Senior University Trainers, and Master University Trainers as a student, observer, evaluator, or mentor as appropriate.

To complete the process the SUT candidate must follow the steps listed below.

1. The candidate must be a GWRRA Member in good standing
2. The candidate must be current in their certification at the University Trainer level.
3. The candidate completes the Application/Renewal Form U.1 requesting promotion to the higher level.
4. The candidate updates the Resume Form U.2 detailing pertinent details supporting the promotion to the higher level.
5. The candidate electronically forwards both forms to the Assistant Director LTP/GWU for review and approval. Directions for completing the forms and how to prepare the form for electronic processing are on the University web page in the public section.
6. The Assistant Director LTP/GWU must receive a written recommendation for promotion to Senior University Trainer from a currently certified and active Master University Trainer.
7. If the application is approved the Assistant Director LTP/GWU updates the database with the new certification and new expiration dates, 2 years from the approval date.
8. The application is electronically forwarded to the appropriate Program Officer
9. The Program Officer prepares a packet with congratulatory letter, certificate, and pins/patches as appropriate.

10. The Program Officer sends the packet to the appropriate Region Officer for a formal presentation to the new SUT.
11. If the application is not approved, the Assistant Director, LTP/GWU must contact the applicant to discuss the reasons for rejecting the application, or to request additional information.

### **SENIOR UNIVERSITY TRAINER CERTIFICATION PROCESS**

As specified in the initial paragraphs of this Section former Senior LTP Instructors were accorded SUT status upon the initiation of the GW University. No further SUT certifications will be allowed unless the individual is promoted from University Trainer status as detailed above.

### **SENIOR UNIVERSITY TRAINER RENEWAL PROCESS**

1. To renew their certification the Senior University Trainer must be a GWRRA Member in good standing
2. The SUT must be currently certified in at least 2 Programs.
3. The SUT completes the Application/Renewal Form U.1 listing training activities occurring in the previous 24 months. The SUT must present 2 seminars in 24 months, or 1 seminar and be the lead Instructor in a Horizon or University Trainer Development Program, assisting with a Horizon Program, or assisting with a UTDP under the guidance of a Master University Trainer.
4. In addition to the training requirements each SUT shall write and submit to the appropriate Program Officer for approval one original article, each year, suitable for publication. The subject of these articles may cover training in general, a specific seminar, training tips and techniques, computer or software hints and helps, etc. When documenting an article on the U.1 form the SUT will indicate the activity in the following manner: In the event column enter Article, in the Date column enter the date the article was submitted, and in the Seminar Presented or Articles Submitted enter the title of the article and the name of the program Officer it was submitted to.
5. Renewals may be submitted at any time prior to the expiration date, and preferably as soon as the SUT has completed the requirements for renewal
6. The SUT electronically forwards the U.1 form to the Assistant Director LTP/GWU for review and approval. Directions for completing the form and how to prepare the form for electronic processing are on the University web page in the public section.
7. The Assistant Director LTP/GWU reviews the form for the correct number of training activities and articles within the required time frame.
8. If the renewal is approved the Assistant Director LTP updates the database with new expiration dates, 2 years from the approval date, for the certified programs and informs the SUT, the Assistant Program Directors, the Region Program Officers, and the District Program Officers of the new expiration date by email.
9. If the renewal is not approved, the Assistant Director LTP/GWU contacts the SUT to discuss the reason for rejecting the renewal, or for additional information.

### **SENIOR UNIVERSITY TRAINER PROMOTION PROCESS – SUT TO MUT**

The Master University Trainer (MUT) designation should be awarded to those Senior University Trainers exhibiting SUPERIOR performance in the delivery of instructional materials. In addition to very well-developed platform skills, continued high quality service to the Members, and excellent presentations are valued more than “time in grade.” If

University Trainers are promoted, but do not distinguish themselves for the recognition, it will discredit the program. Attainment of the Master University Trainer certification should be considered a very distinguished level of accomplishment and reserved for those who consistently exceed expectations in their performance.

To move to Master University Trainer the candidate must be recommended by a Master University Trainer and approved by the District and/or Region Program Officer as someone demonstrating sustained involvement in and commitment to the goals and ideals of Gold Wing University.

Minimum requirements for becoming a Master University Trainer

- Served as a Senior University Trainer for a minimum of 2 years
- Presented a minimum of 6 seminars since becoming a SUT
- In addition to the minimum seminar requirement, the Master candidate must have been the lead Trainer for at least one University Trainer Development Program (UTDP)
- Be certified to present seminars in all 3 Programs (LTP, REP, and MEP) having presented at least 2 in each program

Once promoted, the Master University Trainer:

- Will continue to present at least two seminars in 24 months or 1 seminar and be the lead Trainer for a Horizon Program, UTDP, or Officer Certification Program
- Write, and submit, at least one original article a year that is suitable for publication,
- Will maintain currency in all three Programs
- Attend, when possible, the seminars of other University Trainers, Senior University Trainers, and Master University Trainers as a student, observer, evaluator, or mentor as appropriate.

To complete the process the MUT candidate must follow the steps listed below.

1. The candidate must be a GWRRA Member in good standing
2. The candidate must be current in their certification at the Senior University Trainer level.
3. The candidate completes the Application/Renewal Form U.1 requesting promotion to the higher level
4. The candidate updates the Resume Form U.2 detailing pertinent details supporting the promotion to the higher level.
5. The candidate electronically forwards both forms to the Assistant Director LTP/GWU for review and approval. Directions for completing the form and how to prepare the form for electronic processing are on the University web page in the public section.
6. If the application is approved the Assistant Director LTP/GWU will update the database with new certification and expiration date.
7. The approved forms will be electronically forwarded to the appropriate Program Officer.
8. The Program Officer prepares a packet with congratulatory letter, certificate, and pins/patches as appropriate.
9. The Program Officer sends the packet to the appropriate Region Officer for a formal presentation to the new MUT.

10. If the application is not approved, the Assistant Director LTP/GWU must contact the applicant to discuss the reasons for rejecting the application, or to request additional information.

## **MASTER UNIVERSITY TRAINER CERTIFICATION PROCESS**

As specified in the initial paragraphs of this section former Master LTP Instructors were accorded MUT status upon the initiation of the GW University. No further MUT certifications will be allowed unless the individual is promoted from Senior University Trainer status as detailed above.

## **MASTER UNIVERSITY TRAINER RENEWAL PROCESS**

1. To renew their certification the Master University Trainer must be a GWRRA Member in good standing
2. The MUT must be currently certified in 3 Programs.
3. The MUT completes the Application/Renewal Form U.1 listing training activities occurring in the previous 24 months. The MUT must present 2 seminars in 24 months, or 1 seminar and be the lead Instructor in a Horizon or University Trainer Development Program, or an Officer Certification Program, or, if they are not certified as an Officer Trainer, assist with an Officer Certification Program under the guidance of a Certified Officer Trainer.
4. In addition to the training requirements each MUT shall write and submit to the appropriate Program Officer for approval one original article, each year, suitable for publication. The subject of these articles may cover training in general, a specific seminar, training tips and techniques, computer or software hints and helps, etc. When documenting an article on the U.1 form the Senior Trainer will indicate the activity in the following manner: In the event column enter Article, in the Date column enter the date the article was submitted, and in the Seminar Presented or Articles Submitted enter the title of the article and the name of the program Officer it was submitted to.
5. Renewals may be submitted at any time prior to the expiration date, and preferably as soon as the MUT has completed the requirements for renewal
6. The MUT electronically forwards the U.1 form to the Assistant Director LTP/GWU for review and approval. Directions for completing the form and how to prepare the form for electronic processing are on the University web page in the public section.
7. The Assistant Director LTP/GWU reviews the form for the correct number of training activities within the required time frame.
8. If the renewal is approved the Assistant Director LTP/GWU updates the database with new expiration dates, 2 years from the approval date, for the certified programs and informs the MUT, Program Officers, the Region Program Officers, and the District Program Officers of the new expiration date by email.
9. If the renewal is not approved, the Assistant Director LTP/GWU contacts the MUT to discuss the reason for rejecting the renewal, or for additional information.

## ADDITIONAL CERTIFICATION CRITERIA

Certified UTs, except current and prior Program Directors and designated Program Officers ultimately responsible for and intimately familiar with the GWU curriculum, are required to renew every two years by submitting a Form U.1 GWRRA University Trainer Application/Renewal in order to maintain their status. This renewal assists the GWRRA University and the Assistant Program Director LTP/GWU in identifying and maintaining a list of active University Trainers at all levels. The U.1 form can be found on the GWRRA University web page.

Program Evaluators can take credit for the seminars they evaluate for renewal purposes. For the Evaluator to receive credit for these evaluations they must provide feedback, citing both positives and opportunities for improvement to the UT; documented on a Speaker Appraisal Form U.4, to assist the UT in improving their presentation ability. These individuals have previously demonstrated their ability to present seminars. Additionally, their attendance at other seminar conducts to perform evaluations of UTs for certification within their program will provide ample refreshing of program content and University Trainer skills. If a seminar is attended for the purpose of a quality review rather than initial certification, these also count toward renewals of the Program Evaluator.

“Recreational” seminar attendance does not count as a presentation or an evaluation for a Program Evaluator.

When submitting the U.1 form for renewal the Program Evaluator will indicate if the event was an evaluation for initial certification or a quality review of previously certified UTs. In the Event column enter Evaluation or Quality Review, in the Date column enter the date of the evaluation or quality review date, and in the Seminars Presented or Articles Written section, enter the Seminar Title and the presenter’s SI number. If they do not recall their SI number their Membership Number may be substituted.

Failure to renew will result in de-certification, which will require that a new evaluation be completed and forwarded with a renewal application, should the UT wish to renew at a later time. A grace period of up to 60 days may be allowed, due to extenuating circumstances. It is not intended that this grace period be granted automatically. District and Region Program Officers tracking UT certifications for planning purposes in their areas may use this period to remind a recently expired UT, SUT, or MUT to renew. The UTDP is intended as a one-time course and need not be repeated to become recertified unless decertification was for performance issues. Refer to University Trainer Decertification Process below.

GWRRA Rider Education Riding Course Instructors who also hold University Trainer certifications will automatically be renewed as UTs when the Rider Course Instructor status is renewed via the Rider Ed N.13 form. If GWRRA Riding Course Instructor certification is allowed to lapse, UT certification will also lapse unless a U.1 Renewal Form is submitted. Not all Riding Course Instructors automatically hold UT certification. This must be earned through completion of the normal UTDP process described previously, or satisfactory completion of the more extensive 40 hour GWRRA Riding Course Instructor Certification Program (RCICP).

Program Directors or their designee will maintain an active listing of current UTDP Trainers and Program Evaluators, available upon request to the Director GWRRA or peer level Directors.

## **UTDP GRADUATE TRACKING**

To more accurately track the progress of UTDP graduates in their process of becoming Certified University Trainers the following responsibilities and processes are being adopted.

### **LEAD INSTRUCTOR UTDP**

The Lead Instructor for the UTDP is responsible for:

1. Scheduling the class
2. Advising attendees of the date, time and place of the class
3. Providing the pre-course study materials. Refer to the UTDP Instructor Manual for the particulars.
4. Ensuring there are sufficient student materials available on the day of the class
5. Conducting the class
6. Mailing or emailing the class roster to the Assistant Director, LTP/GWU.

### **STUDENTS**

The primary responsibility of the students (candidates) is to attend and complete the class. Once they complete the class they have certain time constrained responsibilities.

1. Contact a Program Officer to obtain seminar materials
2. Schedule a presentation and observation within six months of completing the UTDP.
3. Upon successful presentation and observation they will complete GW University Forms U.1 and U.2 and email them to the Assistant Director LTP/GWU.
4. They will also complete Rider Education Form N.7 to apply for Level One in the Rider Education Program if they are not already enrolled in the program. The N.7 Form should be given to the candidate's Chapter Educator for processing.

### **ASSISTANT DIRECTOR LTP/GWU**

Upon receipt of a UTDP class roster the GWU Officer will start a 180 day "clock" to follow up on candidates' advancement.

1. If any applications are received within 90 days of the completion of the UTDP and approved the Applicants are now University Trainers and their names will be removed from the reminder list and entered into the database.
2. At 90 days after the completion of the UTDP a reminder email will be sent to all candidates still on the list indicating they have 90 days left to complete the process.
3. Any applications received between 90 and 120 after the completion of the UTDP will be processed, and if approved, the candidates' information will be moved from the reminder list to the database.
4. At 120 days after the completion of the UTDP another reminder email will be sent to those candidates still on the reminder list.



5. Any applications received between 120 and 150 days after the completion of the UTDP will be processed, and if approved, the candidates' information moved from the reminder list to the database.
6. At 150 days after the completion of the UTDP another reminder email will be sent to those candidates still on the reminder list.
7. Any applications received between 120 and 150 days after the completion of the UTDP will be processed, and if approved, the candidates' information moved from the reminder list to the database.
8. Any applications received between 150 and 180 days after the completion of the UTDP will be processed, and if approved, the candidates' information moved from the reminder list to the database.
9. Any candidates still remaining on the reminder list at 180 days after the completion of the UTDP will be sent a final email informing them that the process has ended and they will need to reapply.
10. *Only in very unusual circumstances and with the approval of a Program Director will the time for completion be extended beyond the 180 day limit.*

## **CROSS PROGRAM CERTIFICATION PROCESSES**

University Trainers wishing to become certified in another program follow a process similar to the initial University Trainer Certification. Individuals who are already University Trainers do not have to re-attend the UTDP. They will need to arrange with the appropriate program Evaluator to obtain seminar materials, schedule a presentation, and be observed by the designated Evaluator from the new program. The Evaluator may certify the presenter on the first attempt or may request a second presentation to ensure the candidate is thoroughly familiar with the material and concepts presented in the seminar.

1. The candidate must be a GWRRA Member in good standing.
2. Candidates must contact a District Program Officer to schedule a presentation.
3. Once the time and place has been determined the District Program Officer will provide the Presentation and Instructor Guide to the candidate in a timely manner to allow sufficient time for preparation and practice.
4. A designated Evaluator from the program will observe the complete presentation.
5. If the candidate is successful – go to step 9.
6. If the candidate is unsuccessful – the Evaluator will conduct a debriefing session and determine if another attempt is warranted after the candidate has time to study and prepare for another attempt.
7. If necessary the candidate makes arrangements for a second attempt with a different Evaluator. In extenuating circumstances, the same Evaluator can be used if agreed to in advance by the responsible Program Officer.
8. If the candidate is successful – go to step 9.
9. If the candidate is unsuccessful on the second attempt the process stops.
10. The Evaluator will document their findings, and debrief the candidate.
11. The Evaluator will sign and date the back of the candidate's University Trainer Card to signify certification in the program.
12. The Evaluator will annotate the Application/Renewal Form U.1 and forward it and the completed Speaker Appraisal Form U.4 to the Assistant Director LTP/GWU.

13. The Assistant Director LTP/GWU processes the information and updates the certification in the database. The application is electronically forwarded to the appropriate Program Officer.
14. The Program Officer will issue a welcome letter, patches, pins, and certificate to applicant through the appropriate Region Program Officer.
15. The welcome letter will include the user ID and the Password for the appropriate section of the GW University web page. Newly authorized users are cautioned to keep their User ID and Password private and not share it with other members who are not certified University Trainers.
16. UT's have 24 months to present at least two seminars in any area(s) they are certified for and submit the Application/Renewal Form U.1 to the Assistant Director LTP/GWU for processing.

### **UNIVERSITY TRAINER DE-CERTIFICATION PROCESS**

While unfortunate and not generally anticipated, a University Trainer (UT/SUT/MUT) may be de-certified in three ways.

The first is by failing to renew their UT, SUT, or MUT certification prior to their expiration date.

The second is by a written request from the individual stating that they no longer wish to be certified to present seminars. The Assistant Director LTP/GWU will change the decertified UT's status to inactive in the database, provide a comment and date of the action, and notify the Assistant Director(s) of the Program(s)...

The third reason for de-certification is a result of poor performance. When Program Officers receive complaints from Members or negative reports from GWRRA Officers, a fair, objective investigation of the validity of these claims must be conducted. The UT shall be observed presenting a seminar at the next available opportunity. Certified UTDP Trainers shall complete a documented evaluation of the observed seminar. The Speaker Appraisal Form U.4 on the GW University web page is to be utilized for this purpose.

For items identified as Poor (1 or 2) there must be supporting comments about what deficiencies were observed, and what remediation was offered. Unless Member safety is threatened, assistance will be provided to correct the UT performance before any decertification occurs. If, after an opportunity to improve is given and the UT is still not performing acceptably, as documented in a second observation; or if Member safety is threatened, and the circumstances are documented, the Certified UTDP Trainer will immediately inform the UT of their decertification and the reason; provide information that they can regain UT certification by repeating the UTDP; and promptly notify the Assistant Director LTP/GWU of the decertification. Upon receipt of the decertification notice the affected UT will have their status made inactive in the database with a comment and date of the action.

## REPORTING REQUIREMENTS

University Trainers conducting any training events are responsible for using the University Seminar Attendance Form U.3 to capture information about the Members attending the training and the UTs presenting the seminar. All training that occurs within the District is reported to the District Program Officer who compiles a monthly report for the Region Program Officer. The report is due by the 5<sup>th</sup> of the next month. The Region Program Officer accumulates the District training information and submits a report to the Director quarterly. Quarterly reports are due by the 10<sup>th</sup> of the month following the end of the quarter, i.e. April 10, July 10, October 10, and January 10.

If no training occurred during the month an email indicating a negative report will be sent to the next higher level. These reports are due on the same schedule as the activity reports.

If a UT, SUT, or MUT presents a seminar or other training outside their District, e.g. at Wing Ding or a neighboring Region's or District's Convention they still report those training hours as if they occurred in their District.

A copy of all Seminar Attendance Sheets (GWU Form U.3) is to be electronically transmitted the appropriate Assistant Director GWU.

## PRESENTER STANDARDS

University Trainers at all levels and in all Programs; as representatives of GWRRA, are held to a higher standard than the general membership. They should project a professional image in their interactions with seminar attendees at all times.

Some general guidelines:

1. Wearing a vest with the appropriate patches is always preferred – this is especially true for University Trainers who are Officer as well. If that is not possible, at least a clean, collared shirt with GWRRA logos is a good second choice.
2. Accept questions gracefully, realizing that everyone learns at their own pace and some things may need to be repeated.
3. Avoid direct confrontations if someone disagrees. Try to answer their concerns and move on. If that is not possible a break for the attendees and a one on one discussion may be warranted.
4. Stay the course. An occasional personal experience or anecdote may help get the point across but the attendees didn't come to hear about you.
5. Periodically review the *Public Speaking Basics* seminar to stay sharp and focused.
6. Be prepared. Know your materials and then some. Know how to operate the AV equipment before the seminar begins.

## CONTINUING CERTIFICATION OCP

Region and District Trainers will be responsible for communicating any official changes to the OCP at their respective Annual Officer meetings. A list of Officers attending the annual meeting and a copy of the information provided to the Officers at such meeting is required to be submitted to the Assistant Director LTP/GWU within 15 days of the meeting date.

To maintain currency in the Officer Certification Program, the following criteria must be met: Attend the Annual Officers meeting in the Region/District where the Officer serves to receive all OCP updates. It is the responsibility of the Region/District Trainer to communicate by email the OCP updates to any Officer unable to attend their Annual Officer meeting.

If a former Officer has been out of an Officer position for more than 12 months and has not remained current and is appointed to a new Officer position, completion of the current Officer Certification Program will be highly recommended. The Officer should complete OCP within six (6) months of their appointment (before or after).

### **CONTINUING CERTIFICATION – CERTIFIED OFFICER TRAINERS**

In order to retain their certification to present the Officer Certification Program current Certified Officer Trainers (COT) must maintain their currency in the OCP by attending the annual Officers' Meeting within their District or Region or by receiving the annual update from the District or Region Trainer.

This certification will be reported on Form U.1 by checking the Renewal and Certified Officer Trainer boxes on the form and documenting the meeting in the Event/Date/Seminar Presented or Article Written area. Submit the form electronically to the Assistant Director LTP/GWU. Directions for completing the form and sending it are on the GW University Web Page in the public section.

## **SECTION IV ORGANIZATION**

The GW University has been implemented throughout the Association. It is the primary responsibility of the Assistant Director LTP/GWU who reports directly to the Director, Leadership Training Program and indirectly to the Directors of the Rider Education Program and the Membership Enhancement Program.

### **LEADERSHIP TRAINING PROGRAM ORGANIZATION**

#### **Director, Leadership Training Program**

The Director, Leadership Training is appointed by the Director, GWRRA. As needed, Assistant Directors, Leadership Training are appointed by the Director and Approved by the Director GWRRA. Currently two Assistants are on the team. One Assistant (currently vacant) oversees the Target Training initiative and Officer Training while the other oversees the organization of the GW University curriculum, University Trainer Applications and Renewals, and the Officer Certification Program (OCP) database.

#### **Assistant Director LTP/GWU**

The single point of contact for all GWU applications and renewals is the Assistant Director LTP/GWU.

#### **Region Trainer**

The Director, Leadership Training will appoint a Region Trainer (RT) for each Region with the concurrence of the Region Director, Operations. Except in certain unique situations the Region Trainer should be a Master University Trainer. The RT is a member of the Region Team while taking operational direction regarding training matters from the Director, Leadership Training. The Region Trainers coordinate the organization, delivery, and reporting of region-wide training. In the absence of an appointed RT, the Director Leadership Training or his/her designee functions as the RT.

#### **District Trainer**

Region Trainers will appoint a District Trainer (DT) within each District with the concurrence of the District Director. Except in unusual situations the District Trainer should be a Senior University Trainer or Master University Trainer. The DT is a member of the District Team, while taking operational direction regarding training matters from the Region Trainer. District Trainers coordinate organization and delivery of recurring training activities within their Districts with special focus on training for Chapter Directors and their Teams. In the absence of an appointed DT the Region Trainer or his/her designee functions in that office.

## Chapter Trainer

The current structure does not include a Chapter Trainer but training is available at the Chapter level from University Trainers within the cadre of Chapter participants.

## ROLES AND RESPONSIBILITIES

### Director, Leadership Training Program

- Provides overall management and direction for the Leadership Training Program;
- Directs the development, implementation, and maintenance of training policy, guidelines, procedures, and curriculum;
- Reports Training Program progress and direction to the Director, GWRRA
- Assists Regional Directors in implementing training in their areas of responsibility;
- Coordinates National Leadership Training events;
- Provides specialized training to National and Regional Directors and Region Trainers;

### Assistant Director LTP/GWU

- Tracking completion of the UTDP
- Tracking subsequent successful presentation of a seminar through the submittal of properly completed and initialed GWU forms U.1, U.2, U.3, and U.4.
- Entering the pertinent information into the database.
- Communicating to the Assistant Directors in MEP and REP the completed applications for processing.
- Communicating to the Assistant Directors in MEP and REP the updated expiration dates of Trainers who have completed the requirements for renewal.

### Region Trainer

- Manages the Leadership Training Program as implemented at the Region level;
- Develops and recommends changes to leadership training policy, guidelines, procedures, and curriculum;
- Reports Training Program progress and direction to the Regional Director and Leadership Training Director;
- Assists Regional and District Directors in implementing training in their organizations;
- Coordinates and conducts Region wide Leadership Training events;
- Provides specialized training to Region Team and District Directors and District Trainers;
- Recommends individuals for advancement in the University Trainer levels.

### District Trainer

- Coordinates and conducts Leadership Training activities at the District level;
- Provides specialized officer training to District Team and Chapter Directors;
- Develops and recommends changes to training policy, guidelines, procedures, and curriculum;

- Reports Training Program progress and direction to the District Director and Region Trainer;
- Assists District Directors in developing and implementing training in their areas of responsibility;
- Coordinates and conducts District Leadership Training events;
- Recommends individuals for appointment to University Trainer status.

#### University Trainer

- Organizes, plans, and delivers training to GWRRA Officers, spouses, and Members;
- Assists in planning and conducting training events at all levels of GWRRA;
- Assists University Trainers in developing and recommending training courses.

### PARTNERSHIPS

#### District Trainers and Regional Trainers

- Share experiences, ideas, and expertise;
- Form partnerships to accomplish training highly effective training activities;
- Support and promote respective training activities.
- 

#### Regional Trainers with other Regional Trainers

- Share experiences, ideas, and expertise;
- Provide cross-regional assistance and support.

#### University Trainers and Program Officers

- Develop and implements training experiences tailored to meet local needs;
- Provide resources and support as needed.

## MEMBERSHIP ENHANCEMENT PROGRAM ORGANIZATION

### Director, Membership Enhancement Program

The Director, Membership Enhancement is appointed by the Director, GWRRA. As needed, Assistant Directors, Membership Enhancement are appointed by the Director, Divisions/Programs and the Director, Membership Enhancement Program is the concurring officer. Currently four Assistants are on the team. One Assistant oversees the Chapter of the Year Program (CHOY), one oversees the Couple of the Year Program (COY), one oversees the Recruiting and Retention Program, and one oversees GWU activities for Membership Enhancement. The Director, Membership Enhancement also manages Special Interest Groups in GWRRA such as: HAM Radio, Camping & RV & Classic Wings. One additional MEP Team Member is the GWRRA Newsletter Coordinator.

### Region Membership Enhancement Coordinator

The Director, Membership Enhancement will appoint a Region Membership Enhancement Coordinator (RMEC) for each Region with the concurrence of the Region Director,

Operations. The RMEC is a member of the Region Team while taking operational direction regarding Membership Enhancement matters from the Director, Membership Enhancement. The Region Coordinators coordinate the organization, and reporting of region-wide recruiting and retention efforts as well as Couple of the Year, Chapter of the Year and other Membership Enhancement activities. In the absence of an appointed RMEC the Director Membership Enhancement or his/her designee functions as the RMEC.

#### District Membership Enhancement Coordinator

Region Coordinators will appoint District Membership Enhancement Coordinators (DMEC) with the concurrence of the District Directors. The DMEC is a member of the District Team, while taking operational direction regarding Membership Enhancement matters from the Region MEC. District Coordinators coordinate organization and reporting of recurring recruiting and retention activities within their Districts as well as Couple of the Year, Chapter of the Year and other Membership Enhancement activities. In the absence of an appointed DMEC the Region MEC or his/her designee functions in that office.

#### Chapter Membership Enhancement Coordinator

The District Coordinators will appoint Chapter Membership Enhancement Coordinators (CMEC) with the concurrence of the Chapter Director. The CMEC is a member of the Chapter Team, while taking operational direction regarding Membership Enhancement matters from the District MEC. Chapter Coordinators coordinate organization and reporting of recurring recruiting and retention activities within their Chapter as well as Couple of the Year, Chapter of the Year and other Membership Enhancement activities. In the absence of an appointed CMEC the District MEC or his/her designee functions in that capacity.

## ROLES AND RESPONSIBILITIES

**NOTE:** The items listed for the following positions are in the context of GW University only. A comprehensive list of the qualifications and duties may be found in the MEC section of the Membership Enhancement web page.

#### Director, Membership Enhancement Program

- Oversee GW University within the Membership Enhancement Program.

#### Assistant Director, Membership Enhancement Program for GW University

- Manage the day to day activities of GW University within the Membership Enhancement Program.
- Primary MEP Liaison to REP and LTP Program Officers.
- Receives approved applications for University Trainers being certified in the Membership Enhancement Program from the Assistant Director, Leadership Training Program for GW University (Asst Director LTP/GWU).



- Receives approved applications for University Trainers being promoted to Senior and Master University Trainers and who are certified in the Membership Enhancement Program from the Assistant Director, Leadership Training Program for GW University (Asst Director LTP/GWU).
- Send Welcome Letters, Patches, Instructor Card, Username, Password, etc., to new University Trainers who are certified in Membership Enhancement and University Trainers certified in Membership Enhancement who are promoted to Senior and Master University Trainers.
- Maintain Membership Enhancement Program Power Point Presentations.
- Solicit new Power Point Presentations for the Membership Enhancement Program.

#### Region Membership Enhancement Coordinator

- Serve as the Region Program Officer for the Membership Enhancement Program. If for any reason the Region Program Officer Position is vacant the MEP Director functions in that capacity.
- Review all initial Membership Enhancement Trainer applications, initial, date and send to the Assistant Director, Leadership Training Program for GW University (Asst Director LTP/GWU).
- Serve as the observer for Membership Enhancement Program evaluations.

#### District Membership Enhancement Coordinator

- Serve as the District Program Officer for the Membership Enhancement Program. If for any reason the District Program Officer position is vacant the Region Program Officer functions in that capacity.
- Serves as the initial point of contact for anyone becoming a University Trainer in the Membership Enhancement Program.
- Serve as the Point of Contact and coordinator for any UTDP graduate interested in getting certified in the Membership Enhancement Program.
- Review all initial Membership Enhancement Trainer applications, initial, date and send to the Region Program Officer.

#### Chapter Membership Enhancement Coordinator

- Provide feedback to the District Program Officer for possible seminars, seminar changes & improvements.
- Continually look for and suggest potential GW University Trainers to the District Program Officer.

## **RIDER EDUCATION PROGRAM ORGANIZATION**

### Director, Rider Education Program

The Director, Rider Education is appointed by the Director, GWRRA. As needed, Assistant Directors, Rider Education are appointed by the Director and Approved by the Director

GWRRA. Currently eight Assistants or Directors of various programs are on the team. Rider Education has oversight of Seminars, Rider Courses, CPR/First Aid, Motorist Awareness, Drill Teams, and GWU.

### Region Educator

The Director, Rider Education will appoint a Region Educator (RE) for each Region with the concurrence of the Region Director, Operations. The RE is a member of the Region Team while taking operational direction regarding Rider Education matters from the Director, Rider Education. In the absence of an appointed RE the Director Rider Education or his/her designee functions as the RE.

### District Educator

Region Educators will appoint District Educators (DE) with the concurrence of the District Directors. The DE is a member of the District Team, while taking operational direction regarding Rider Education matters from the Region Educator. In the absence of an appointed DE the Region Educator or his/her designee functions in that office.

### Chapter Educator

District Educators will appoint Chapter educators (CE) with the concurrence of the Chapter Director. The CE is a Member of the Chapter Team, while taking operational direction regarding Rider Education matters from the DE. In the absence of an appointed CE the District Educator or his/her designee functions in that capacity.

## ROLES AND RESPONSIBILITIES

**NOTE:** The items listed for the following positions are in the context of GW University only. A comprehensive list of the qualifications and duties may be found in the Rider Education Program Handbook.

### Director, Rider Education Program

- Responsible for promoting and supporting the implementation of the Rider Education Program throughout GWRRA.
- Monitor the Rider Education Program to ensure quality results and to see that goals and objectives are achieved.
- Attend Wing Ding annually to provide full and complete Rider Education support and programs for the benefit of the Members. This will include:
  - Scheduling and staffing of Rider Education Seminars
- Administer the REP database by overseeing the receiving and updating of all data received from the Membership submitted on the REP Application Forms.
- Ensure that qualified personnel are utilized at appropriate levels to provide quality education and information to all Members.

- Effectively teach and communicate all aspects of the Rider Education Program to all levels of Educators and Members.
- Compile and distribute, at least on a quarterly basis, a report of the Rider Education activities conducted within the Association. (Due no later than the 15<sup>th</sup> of April, July, October and January).
- Annually, provide the Director of GWRRA with a year-end statistical report of the REP activities within GWRRA.

#### Region Educator

- Administer, promote and support the Rider Education Program within the Region by assisting the District Educators and by monitoring the Rider Education activities, promotion and growth within each of the Districts.
- Promote, conduct and participate in activities at District and Region levels that will expand the Rider Education Program such as seminars, safety meetings, etc.
- Conduct University Trainer Development Program (UTDP) training at least annually. At a minimum, the Region Educator will train the District Educators to conduct this certification training within their Districts.
- Teach District Educators all aspects of the Rider Education Program so that they can successfully promote and grow the program at the District level.
- Monitor the REP online database for the Region ensuring that the Membership data is being entered and updated correctly.
- Provide a newsletter (at a minimum, a monthly article in the Region Newsletter) to convey information to the District Educators and the Chapter Educators within their Region.
- Provide training opportunities and activities at the home Region Convention for the purpose of promoting the Rider Education Program and supporting the Members.
- Attend Wing Ding when possible, and support and assist with the Rider Education activities as requested.
- A primary responsibility of the Region Educator is to ensure that training and assistance is provided to the District Educators within their Region. District Educators, to be effective, must understand all aspects of the GWRRA Rider Education Program. They must completely understand the expectations and responsibilities of their office and be prepared to assist Chapter Educators as necessary and requested. Therefore the Region Educator must be knowledgeable and capable of providing this training and assistance to the Districts.
- A requirement of GWRRA is the statistical reporting that records the type of training or information shared with our Membership and the number of Members impacted. This reporting is critical to supporting GWRRA's educational mission and cannot be emphasized strongly enough. Reporting frequency (minimum of quarterly) and procedures should be outlined and agreed to by the Region and District Educators. Reports not received in a timely manner will require a follow up by the Region Educator with the District Educator with a reaffirmation that the information is necessary for the program to be successful and required by the Intern

## District Educator

- Administer, promote and support the Rider Education Program within the District by assisting the Chapter Educators and by monitoring the Rider Education activities, promotion and growth with each of the Chapters. (Communication with the Chapters is required in order to accomplish this!)
- Promote, conduct and participate in activities at District and Chapter levels that will expand the Rider Education Program such as seminars, safety meetings, etc.
- Maintain the REP online database for the District
- Conduct GWRRA University Trainer Development Program (UTDP) training at least annually. This certification training should be made available to all Chapter Educators and any interested Members based on the certification process as outlined under the GWRRA University Trainer Certification process.
- Teach Chapter Educators all aspects of the Rider Education Program so that they can successfully promote and grow the program at the Chapter level.
- Work closely with the Chapter Directors to enlist their support and cooperation at the Chapter level.
- Provide a newsletter (or at a minimum, an article in the District Newsletter) to convey information to the Chapter Educators within their District. Include relevant articles from or an electronic link to the Region and news. Communicate with Chapter Educators!
- Provide training opportunities and activities at the home District Convention for the purpose of promoting the Rider Education Program and supporting the Members. At a minimum, there will be a Rider Education booth or table along with presentation of the “core” Rider Education seminars.
- Attend Wing Ding and home Region and/or District Conventions when possible, and assist with the Rider Education Program activities as requested.
- Work with Chapter Directors in appointing Chapter Educators. The District Educator is the appointing authority; however consensus must be gained from the Chapter Director when appointing Chapter Educators.
- Compile Chapter statistical reports monthly (quarterly at a minimum) for quarterly distribution to the RE (due no later than the 10<sup>th</sup> of April, July, October and January).
- Review Chapter reports to identify areas that may require attention or assistance.
- A primary responsibility of the District Educator is to ensure that training and assistance is provided to the Chapter Educators within their District. Chapter Educators, to be effective, must understand all aspects of the GWRRA Rider Education Program. They must completely understand the expectations and responsibilities of their office and be prepared to assist Chapter Members as necessary and requested. Therefore the District Educator must be knowledgeable and capable of providing this training and assistance to the Chapters.

## Chapter Educator

- Promote and implement the Rider Education Program at the Chapter level.
- Promote and participate in such activities that will expand the Rider Education Program within the Chapter and District. These should include speaking at Chapter

Gatherings and furnishing articles for the Chapter Newsletter concerning safety, availability of training opportunities and the GWRRA Rider Education Pro-gram.

- Develop ideas to increase participation and improve communication in the Chapter.
- Use the on-line REP database to maintain such records as necessary to facilitate keeping Chapter participants' information current in the REP. Using the appropriate forms, submit in a timely manner required changes to their District Educator.
- Promote and arrange for Seminars at the Chapter level. Ensure that information regarding scheduled seminars is published in the Chapter Newsletter.
- Work closely with the District Educator. Review any ideas that will help make the Rider Education Program more appealing to the Members of GWRRA with the Chapter Director and the District Educator.
- Assist the District Educator in staffing the Rider Education Booth and activities at rallies and other Rider Education events as needed.
- Compile Chapter statistics and submit a Chapter Rider Education activity report to the District Educator (due no later than the 5<sup>th</sup> of the month for the prior month's activities).
- Read, review and share the monthly District, Region and Newsletters and articles with the Membership.
- A primary responsibility of the Chapter Educator is to ensure that training opportunities are identified and communicated to the Members and that assistance is provided as necessary for participation by the Members.

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## SECTION V CURRICULUM

### LEADERSHIP TRAINING PROGRAM

The Leadership Training Program's curriculum is divided into six groups of seminars of increasing complexity. The six groups are: Member Orientation, Life Skills, Chapter Life, Chapter Leadership Skills, Intermediate Leadership Skills, and Advanced Leadership Skills.

The first three groups of seminars are primarily focused on the Membership and teach how the Member can enhance their Membership experience. The topics are varied and show the Member how they can increase the FUN aspects of being an active member of GWRRA.

### MEMBER ORIENTATION

A recent agreement between the Directors of Leadership Training and Membership Enhancement resulted in several seminars from this group being moved under the umbrella of Membership Enhancement where, it was decided, they were a better fit for the focus of the Program. *While Membership Enhancement strives to certify more University Trainers, any LTP University Trainer certified before the publication date of this Handbook may continue to deliver those seminars.* The remaining two seminars, being training related were left in the LTP section.

1. Training the Members – A presentation about the various training opportunities in the three programs.
2. Horizon Overview – This presentation offers a brief overview of the Horizon Program.

### LIFE SKILLS

The Life Skills group of seminar discusses some of the skills that a newly appointed Officer may need. The topics in this section are also valuable in everyday life.

1. Time Management – In today's hectic world we never seem to have enough time. Learn how to effectively manage your time instead of the other way round.
2. Stress Management – Stress can be a good thing but too much and it begins to affect you in several different and not so good ways. This seminar shows you the tools you can use to relieve some of that stress.
3. Managing Change – Let's face it things are always changing. Learn how to be a change agent and embrace change.
4. Listening and Communicating – Communication is cited as the number one reason we have disagreements in GWRRA. Become a good listener and communicator with this seminar.
5. Remembering Names – How do you remember the names of people you may only see infrequently? Learn the memory skills to help you remember.

6. Public Speaking Basics – Feared more than death and taxes, public speaking is stressful for most people. See how you can overcome your fears and become more comfortable in front of an audience.
7. Self Esteem – Key to Success – Awareness of self, poise, and confidence all tools to feel better about yourself and project a positive image.
8. Smart Moves – We all know an active body is a healthy body, but what about our minds. Learn how to exercise your brain to keep it healthy.

## CHAPTER LIFE

1. Flyers for Fun and Profit – Learn how to promote your events with colorful, attention getting promotional materials.
2. What is a Chapter Director – For newly minted Chapter Directors, or for people who might aspire to becoming a Chapter Director? Learn about the duties and responsibilities.
3. What is the Rider Education Program – New Members are often overwhelmed by all of the things GWRRA has to offer. The Rider Education Program with the emphasis on safe riding is a great benefit.
4. How to Show/Judge a Bike – A bike show can be a lot of work and a lot of fun for the participants and judges alike. Find out what it takes to be a participant and a certified bike show judge.
5. Planning a Chapter Event – Events don't just happen. There is a lot of planning and preparation behind the scenes often months in advance. What does it take to be successful?
6. Chapter Structure and Organization – The Chapter Director is the leader of the Chapter but without a core team of other officers and a support team of Chapter participants the Chapter won't be successful.

The more advanced parts of the curriculum used in the Leadership Training Program is the product of many Members' input and utilizes concepts taught by many Government, Military, Law Enforcement Agencies, and many successful American Corporations. These seminars are primarily taught to Members who express interest in how Chapters function, why they function as they do, and how to lead and motivate volunteers. These series are based in information found in various publications throughout the association including the Officer Handbook. They build on one another and to achieve the full effect of the training Chapter Leadership Skills seminars should be attended before Intermediate Leadership Skills and Intermediate Leadership Skills should be attended before Advanced Leadership Skills.

*The Newsletter Seminar previously in Chapter Leadership Skills has been moved to Membership Enhancement under the agreement previously noted in the Member Orientation section.*

## CHAPTER LEADERSHIP SKILLS

1. Leadership – This seminar seeks to answer some common questions about leaders. Are leaders made or born? What is the difference between a leader and a boss? What responsibilities do leaders have to their team Members?



2. Chapter Finances – When a Chapter generates funds certain policies need to be followed to safeguard those funds. What is proper and improper use of Chapter funds? This seminar also discusses the duties and responsibilities of the Chapter Treasurer.
3. Delegation – The Chapter Director cannot do it all. A great Chapter Director needs to learn to delegate. How to use the team to get the job done.
4. Staffing and Appointment – A good Chapter Director surrounds themselves with a strong team but it takes time and work to find the right people for the right job. Sometimes things do not work. How to let someone go without creating conflict.
5. You're An Officer – Now What? – You've signed the MOU and taken the Oath of Office. Is that all there is? This seminar explains the expectations and the requirements of the MOU.
6. Interviewing Techniques – A quality interview takes planning and preparation. Learn how to avoid the mistakes that can happen during an interview and how to ask the right questions.
7. Write Stuff – The written word is a very powerful tool. This seminar looks at how writing can be most effective and some of the pitfalls of not choosing your words carefully.

## INTERMEDIATE LEADERSHIP SKILLS

1. Building High Performance Teams – The team approach to leading a Chapter is an accepted practice. How can you take the next step to a high performance team?
2. Financial Reporting and the IRS – GWRRA has policies regarding financial reporting but the Internal Revenue Service imposes additional requirements. Be sure you are doing everything correctly.
3. Motivating and Leading Volunteers – Finding the right motivators for a team can be challenge. Learn how to get buy in and what good motivation is and what bad motivation is.
4. Releasing Volunteer Leaders – It is never a pleasant experience but it can be a learning and positive experience. Learn how to separate the emotion of the event from the logical conclusion to the event.
5. Chapter Communications Plan – Chapter participants want to be in the know. Chapter Directors should have a plan to ensure all the information gets to all the participants.
6. Problem Solving – Problems never go away, they just get bigger and harder to address as time goes on. Learn effective strategies for dealing with all types of problems. Be part of the solution, not part of the problem.
7. Win-Win Progress Reviews – Periodic progress reviews are an important part of the growth process of officers. With good interviewing skills, and planning for remediation, if necessary, both parties can walk away feeling good about the process. A win-win outcome rather than a winner-loser situation.
8. Fundraising – Chapters need a certain amount of money to carry out their activities. Just how do you go about raising the money? This seminar has tips and plans for generating revenue.

## ADVANCED LEADERSHIP SKILLS

1. The Nature of Leadership – This seminar sets the stage for the following seminars. Attendees begin to develop or refine existing leadership skills and self-awareness through self-assessment exercises.
2. High Impact Leadership Skills – What leaders have, are and do in a principle centered style. Explore the differences between leading and managing and look at some key leadership techniques.
3. People Based Leadership Skills – Leading volunteers requires special skills for teambuilding, delegating, and coaching. Learn how motivating and leading is seen from the Members' point of view.
4. Leadership Survival Skills – Excellent leaders must learn to adapt to quickly changing situations while keeping the proper perspective. They also have to learn good time management skills and maintain a balance between their home, personal, work, and GWRRA life.
5. True Colors – An interesting discussion of leadership types based on four colors rather than the sixteen possible Myers-Briggs types. Investigate how a mix of “colors” makes a strong team.
6. Coaching and Mentoring – Leading by coaching and mentoring helps the whole team grow and become more cohesive and energetic. Find out how to be a more successful leader by utilizing the strengths of your team. You need them more than they need you.
7. Conflict Management – Most people are inherently afraid of conflict and would rather avoid it. However, like problems, conflicts do not go away and will only escalate over time. Learn some tactics to deal with conflict and how to correctly respond to the different types of conflict.
8. Studies in Applied Leadership – In a group discussion setting actual events are discussed to determine how they could have ended on a positive note. Attendees will use the principles and concepts they have learned in previous seminars to work through the scenarios.

In addition to these the following seminars are offered to the Membership as comprehensive and focused extended training for a particular purpose. They include the following:

- Horizon Program
- University Trainer Development Program (UTDP)
- Officer Certification Program (OCP)

## HORIZON PROGRAM

Presentation of the Horizon Program is restricted to Senior or Master University Trainers.

The GWRRA Horizon Program is a 1 ½ day learning experience designed for new or currently serving Chapter Directors, Assistant Chapter Directors, Chapter Team Members, interested Members and especially their spouses or significant others. It consists of a series of classroom presentations and work-group breakout sessions. The program includes such topics as GWRRA Organization and Philosophies; Officer Expectations, Realities and Responsibilities; Individual Personal Profiles; Communication Skills and Techniques; Planning, Organizing and Conducting Effective Chapter Meetings, Gatherings and Events; The Officer/Spouse Relationship and Partnership; and several other important topics related

to the Officer position. Many current leaders in GWRRA have taken the Horizon Program and have commented how it explained truly functionality of the association and how volunteers work within GWRRA.

The Horizon Program was designed to be a team building exercise. The information presented is all designed to equip the student with the ability to build a good working team concept that is so important at the Chapter level. The topics were selected and then placed in an order that would build on each other leading up to the exercise at the end that is supposed to drive home the idea of using the information received during the program.

The attendees will be divided into groups to form "Chapters" for exercises in Teamwork, Developing Self-Awareness, Interpersonal Communication, Building Better Chapters, and most importantly Having Fun.

Past experience has shown that an informal get-together on Friday evening is nice and contributes to the experience by letting the students get to know each other a little if they don't already. It is also useful to the instructor in that it allows them to begin getting to know the students and observing the group to identify the "leaders". It also helps keep the experience fun which is VERY important. In fact, the team-building actually begins here. While it is useful, it is clearly optional and need not be conducted if time or expense is a question.

The Horizon weekend is very full and has a somewhat rushed feeling that is intentional. Keeping the people busy and involved is key to the experience. Working them hard and sending them home a little tired helps them feel the weekend was worthwhile. The exercise at the end is designed and timed the way it is to push the participants. It gives them a deadline and encourages them to come together quickly. The instruction, to take a few minutes in their first meeting to introduce themselves and share something that isn't generally known about them, is for the purpose of bringing down some of the walls we tend to put up when we are working with folks we may not know well. It is very important that this occur.

The objective of forming the Chapters early in the program is to give them as much time as possible to go through the team-building process. Having them sit, eat and act together is critical to the process as well. In choosing the Chapter Directors, which is done "on the spot" has proven to be interesting. Watch the people as they arrive, how they begin to interact, who the "ring leaders" might be, who the "wall flowers" are, etc. Then after you have them all together and get them warmed up during the first module, intentionally "stir the pot" by forming the Chapters and re-seating them. The Chapter Directors are selected after the Chapters are formed and you see who ends up where. It is strongly suggested that you mix them up to the maximum extent possible. It is also suggested that you try to mix personalities when picking your Chapter Directors. Pick an extrovert, a wallflower, someone who doesn't "look like" Chapter Director material, always at least one or two ladies or spouses. It's fun to watch the leaders in these people come to the surface. It is recommended that you keep the Chapter size to about 10-12, although this is flexible. You need enough people to provide the critical mass and a sense of security, but not so many

that people will be able to “get lost” by being quiet. Small Chapters almost guarantees that everyone will be actively involved.

You want to leave a lot of flexibility with the Chapters because you want them to act pretty much on their own, more or less, like life. Just give them the desired outcome and let them find their way to it. The creative process allows them to invest themselves in the outcome, as the timing forces them to stay focused and get the job done. Staying out of the way gives them a measure of control.

Refer to the Horizon Program Instructor’s Manual for additional information about presenting the program. The agenda provided in the Workbook and Instructors manual is based on what came out of the pilot program. We found that if you start at 8:00 a.m. each day you can handle up to seven Chapters fairly easily and have them done by noon on Sunday. This allows more time for them to travel home and reduces the expenses. The pre and post assessments take about ½ hour each and are useful as a measuring tool, but are also optional in terms of setting time aside to accomplish them.

## **UNIVERSITY TRAINER DEVELOPMENT PROGRAM**

Presentation of the UTDP is restricted to Master University Trainers, UTDP Trainer certified Region Educators, UTDP Trainer certified District Educators, and GWRRA Riding Course Master Instructor Trainers (MITs). Senior University Trainers requesting advancement to Master University Trainer, District Educators requesting certification as a UTDP Trainer, and GWRRA Riding Course Master Instructors applying for MIT may present the UTDP under the supervision of a Master University Trainer or a certified UTDP Trainer. For MIT candidates, the Classroom Instructor Development Module (CIDM) is equivalent to the UTDP.

The University Trainer Development Program (UTDP) is an eight (8) hour course that is the starting point for any Member who is interested in becoming a University Trainer in the Leadership Training Program, the Membership Enhancement Program or in the Rider Education Program, with the exception of Rider Courses, MEDIC First Aid, and Parking Lot Practice. The course teaches classroom techniques and communication skills along with how to best utilize technology such as Microsoft PowerPoint and computer directed presentations.

During the day-long seminar the students will learn about the philosophy behind training in GWRRA, the purpose of the University Trainer Program, where training fits in the overall picture of the organization, the tools that are available to the University Trainer, the certification process that leads to becoming a University Trainer, and the many and varied seminars in the curriculum of the three Programs.

An element that develops during the day is the preparation of a short presentation to present in front of the other students and the instructors. The day ends with the students delivering a short segment from the Public Speaking Basics seminar.

## **OFFICER CERTIFICATION PROGRAM**

Presentation of the Officer Certification Program (OCP) is restricted to Senior University Trainers presenting under the supervision of a MUT/COT, and Master University Trainers who are also Certified Officer Trainers. To become a Certified Officer Trainer, in addition to being a Senior University Trainer, at least 4 modules of the OCP must be conducted under the supervision of a Certified Officer Trainer.

The Officer Certification Program (OCP) is an eight (8) hour program that gives an officer, or potential officer, an in-depth look at the functions of the Organization and all of the responsibilities of the positions. It focuses on the administrative activities of the Officers on the core team, including the financial requirements, policies, procedures, and provides guidance to be successful. The primary resources for the program are the Officers' Handbook and the Officer's Connection on the GWRRA website.

At the conclusion of the training attendees will complete an OCP Knowledge Exercise consisting of twenty (20) multiple choice questions and two (2) questions that require short written response. The exercise will be scored at five (5) points per question with a minimum passing score of eighty (80) points.

In keeping with the GWRRA TEAM concept all Officers are encouraged to complete the OCP before or within six (6) months of their appointment.

The OCP is open to any Member or Associate Member of GWRRA. The OCP is also an informational seminar for any Member who wishes to learn more about the Association.

Continued or renewed certification is covered in Section III.

## **MEMBERSHIP ENHANCEMENT PROGRAM**

The Membership Enhancement Program's curriculum focuses on Member involvement in several areas.

### **MEMBER ORIENTATION**

A recent agreement between the Directors of Leadership Training and Membership Enhancement resulted in several seminars from this group being moved under the umbrella of Membership Enhancement where, it was decided, they were a better fit for the focus of the Program. This group of seminars is designed to acquaint the new Member with all facets of GWRRA.

1. History of GWRRA – This seminar presents the historical milestones from the earliest days to the present.
2. Structure of GWRRA – An important seminar for newer Members so they understand the team based organization from the Chapter level to the Team.
3. Helpful Information for New Members – This seminar is directed to the new member who may be looking for a Chapter and wants to know some of the basics of how GWRRA operates and how to become involved.

4. Member Benefits Overview – Thanks to the efforts of the Home Office team there are many benefits for Members in the form of discount programs.
5. How to Participate in GWRRA – There are many ways an individual or family can participate in GWRRA.
6. How to Have Fun at a GWRRA Event – FUN is a big part of the organization and if you are prepared you too can have FUN.
7. Newsletters – Every Chapter is required to publish a newsletter. What goes into a great newsletter? What subjects are not for the newsletter? How do you keep the content fresh and interesting?

Other seminars in the Membership Enhancement Program are:

1. Couple of the Year (Chapter) – the Couple of the Year Program at its most basic.
2. Couple of the Year (District – Region - International) – What happens when a couple decides to participate in the District, Region or International selection process?
3. Couple of the Year (Complete Program) – a combination of both programs.
4. Chapter of the Year – covers the program, necessary documentation, and provides a detailed explanation of the scoring.
5. Couple of the Year – Top Reasons – Lists and discusses the top 9 reasons why every Chapter should have a Couple of the Year.
6. Membership Enhancement Coordinator Position Description – what does it mean to be a Membership Enhancement Coordinator?
7. Fun Activities – what can be done to keep FUN in the activities of a Chapter, District, or Region?

Another part of the Membership Enhancement Program are the Special Interest Groups or SIGs. These groups are:

- Classic Wings,
- Camping and Recreational Vehicles, and
- Ham Radio.

The SIG activities generally occur at Wing Ding and are led by the SIG representatives. These sessions are more open discussions rather than structured seminars.

- The Classic Wing SIG covers GL 1000, 1100, and 1200 topics.
- The Camping and Recreational Vehicle SIG provides hints and tips about travelling with camper trailers or RVs.
- The Ham Radio SIG is a forum for ham radio operators who are also riders or co-riders.

## **RIDER EDUCATION PROGRAM**

The following seminars are only a portion of the Rider Education Curriculum. These seminars may be presented by properly certified University Trainers. *Rider (on bike) courses, Medic First Aid courses, and Parking Lot Practice courses require specialized instructor training and are not part of the University Curriculum*

1. Co Rider – a seminar geared for the Co-Rider but equally informative for the Rider. Subjects covered include preparation for the ride, communication, riding skills, and what to do in case of an emergency. Successful completion of this seminar is a

component of the Levels Program for Co-Riders, thus UTs certified in Rider Ed need to be current at their highest level in the Levels Program.

2. Co-Rider 2 – This seminar expands on the Co-Rider seminar covering topics like the Co-rider's job for braking, cornering, swerving, and communicating; emergency information, equipment, communication in an emergency; navigator duties, highways and interstates, routes, roads, streets and avenues 101; and packing and loading. (This seminar does not apply to the Levels Program.)
3. Level Up – This seminar includes a discussion of the Levels Program and its benefits, how it works, what is required for each level, the safe and high mileage programs, the master tour rider program, the Rider Education Database and how to promote the program to the Members.
4. Road Captain– the seminar provides the basic information that should be covered before every group ride. Attendees are certified as Road Captains after completing the classroom portion a written test, and an observed ride. The objective of the Road Captain Course is to provide Members with education and information that will enable them to be better prepared and equipped to lead safe Team Rides. Although very similar, if not identical, in content and structure, this course is designed more as a leadership curriculum rather than a source for participating in Team Riding. Topics include: what is a Road Captain, team riding review, planning the ride, day of the ride, the ride, and GWRRA Hand-and-Arm Signals. Rider Ed certified University Trainers presenting this seminar are cautioned that there is **NO TEACHING** allowed during the riding portion of the course. Any feedback will be offered once the group has stopped for this purpose.
5. Team Riding - The purpose of this seminar is to educate and inform Members about the benefits of team riding and the suggested planning and conduct of a team ride. This should result in: a reduction in riding risk, an increase in riding enjoyment, and a greater sense of togetherness and pride.
6. Trailering – adding a trailer to the motorcycle creates new challenges for the rider. The Trailering Seminar should provide: a better understanding of potential problems, a reduction in risk associated with trailers, and an increase in riding safety. Points covered include: types of trailers, suspensions and hitches, set-up of the bike and trailer, weights and packing, braking practice, backing up, curves, turns and obstacle avoidance, and on the road.
7. Motorcycling for the Mature Rider – As an individual ages, things like reaction times, strength, and endurance also change. This seminar will focus on physical change resulting from age, identifying adjustments we can make, identifying potential problem areas, enhancing the Co-Rider's involvement in the riding experience, providing a refresher for riding skills, and techniques for riding after 50.
8. Motorcycle Crash Scene Response – This discussion takes a basic look at what Riders and Co-Riders need to do when coming upon an accident scene or being

involved in an accident. Seminar topics include: planning and preparation for motorcycle crashes, how to secure and control the crash scene, how to provide rapid and appropriate emergency medical services response, and how to deal with the aftermath.

9. High Siding Scenarios – A look at the causes of high siding and what you can do to prevent or lessen the effects of this type of accident.
10. Riding with New or Inexperienced Riders – Investigate some of the issues involved with new or inexperienced riders. Discussion topics include: recognition of the signs, who decides what new or inexperienced is, what are we/they getting into, impact of the new rider or vehicle on the group, risk management, placement in the group, Team Riding/Road Captain seminar applicability, determining a comfortable speed, and trip/ride planning with the new and/or inexperienced rider.
11. Seasoned Rider - The GWRRA MSF (Motorcycle Safety Foundation) Seasoned Rider Supplement is designed to condense and organize the MSF Seasoned Rider Seminar for presentation within a one hour time frame. This is an interactive seminar with group exercises and participation.
12. Dealing with Different Elements - Understanding how elements impact risk management. Learn how to: deal with thermal considerations, cope with the four letter word “RAIN”, compensate for limited visibility due to weather, expect the unexpected - Black Ice!, manage the wind in your sails.
13. Going, Going, Gone – Preparing for a trip. What you need to do to prepare. Topics include reading a map, trip planning, and packing a trailer.
14. Night Riding – once the sun goes down riders need to take special precautions. Why are you out for the night? Are you as alert as you should be? How’s your eyesight? As darkness falls things that are obvious in the daylight are harder to see. Animals, road conditions, other vehicles, and truck blind spots are also covered. How can the Co-Rider help? What can you do to be more visible?
15. Riding in the Heat – Summer riding presents new challenges for the rider who is less than prepared. This seminar will educate and inform riders about hot weather riding, provide tips for Riders, Co-Riders and Machines to safely ride in the heat. Do you know how to recognize the signs of heat trauma?
16. Helmet Myths - Educate yourselves about helmet exaggerations, half-truths and nonsense. Be knowledgeable about riding safely and enjoying our sport. Learn about all aspects of helmets and motorcycling.
17. How to Use the Rider Ed Database – a tutorial for Educators as potential users. The Rider Education Program (REP) Database is a tool designed to assist and help the GWRRA Rider Educators, at all levels of the organization, manage and record the Member’s Rider Education accomplishments and achievements. It is intended to



provide: Tracking of personal accomplishments and individual achievements for the GWRRA REP Levels Program, Rapid access to REP Education and Training records and individual certification program status

18. You're an Educator – Now What? – What are the duties and responsibilities of an Educator? Someone asked you to “Step Up” and serve as your Chapter’s Educator but you don’t really know what’s expected of you, or how to accomplish it. This seminar will provide the answers.

## **MOTORIST AWARENESS**

The Motorist Awareness Program serves as a way to reach out to the motoring public and make them aware of motorcycles and motorcyclists. Seminars are designed for presentation to Members, school and civic organizations.

1. Think Motorcycles - The purpose of this seminar is to make people more familiar with motorcycles. In this presentation topics include: Why familiarity helps, who rides motorcycles, road hazards, why motorists collide with motorcycles, blind spots, driver distractions, and how you can help.
2. Share the Road - The purpose of this seminar is to share with the public some of the hazards motorists present to motorcyclists and how they can be part of the solution. Topics include: the Gold Wing Road Riders Association (GWRRA), what familiarity is and why it helps, motorcycle characteristics and who rides them, hazardous road and driving scenarios, why motorists collide with motorcycles, blind spots, driver distractions, how you can help, why motorcycles are harder to identify in traffic, why Motorist Awareness exists, and what is “Share the Road”?
3. Why Motorist Awareness? - This presentation was developed with the GWRRA Member in mind. The presentation was derived from commonly asked questions and its purpose is to give Members a better understanding of the M.A.D. program. Points of discussion include: what is MAD, why do we need a motorist awareness program, how is the MAD program set up, how do I become a coordinator, is GWRRA alone in its Motorist Awareness efforts, how do I acquire contacts for doing presentations, and how can I acquire equipment for conducting presentations.

The curriculum, as listed above, with the exception of the Officer Certification Program is the responsibility of every University Trainer within the University Program. It is their responsibility to help maintain the curriculum and keep it current by providing input to District, Region, and Program Officers when they identify errors or omissions.

University Trainers may be asked to develop new seminars as deemed necessary by the needs of the Association. The process of submitting updates and new seminars are as follows:

Every proposed update or idea for a new seminar should be submitted up the chain of communication in the particular program. The Officers at the various levels will review

and make recommendations as to any changes to be made to the submitted materials. In the case of LTP, after review by the Region Trainer the materials are to be submitted to the Assistant Director LTP/GWU for review and revision with the final approval by the Director of LTP before being submitted to the corps of University Trainers. For the Rider Education Program area, changes are submitted to the Assistant Director REP/GWU and approved by the Director of REP. For the Membership Enhancement Program, changes are submitted to the Assistant Director MEP/GWU and approved by the Director of MEP.

The current Seminars are to be maintained on (or by link to) the University web page and are to be accessed only by certified University Trainers in possession of the proper logon IDs and passwords.

Any seminar submitted and approved becomes the "Intellectual Property of GWRRA" and is not to be owned or copyrighted by any individual in the Association. The Motorcycle Safety Foundation's (MSF) Seasoned Rider curriculum is used with permission of MSF.

## SECTION VI THE ADULT LEARNER

Why do we have a section about the Adult Learner? Because the target group we, as University Trainers, will encounter in every seminar or training session will be adult learners. We need to recognize that adult learners have different reasons for participating in training programs and, above all, have a great deal to give all of us by way of their varied and extensive backgrounds and experiences.

For hundreds of years education and learning has been directed toward children. It has been only in the latter part of the 20<sup>th</sup> century that interest in how and why adults learn formed and grew. Up until this time the same principles of learning have been applied to adults as well as children. Most of the theory has evolved around reward and punishment. If you do well you will get good grades and if you don't, you will fail. This is not an approach that works in the adult world! We as University Trainers will not be successful by telling a Chapter Director, if his/her paperwork is not done on time and correctly, they can and possibly will be removed from that position. As University Trainers we must try to instill in the potential adult learner the idea of a need for and benefit of the training.

Studies have shown that three concepts or learning types exist that explain why adults engage in continuing education or training. These are not purely stand-alone concepts, but overlap each other to varying degrees. The three concepts or types are:

The "goal-oriented" learner uses education/training for accomplishing fairly clear-cut objectives.

In this instance the individual recognizes a need and satisfies that need by participating in a selected training program. Training in GWRRA is need generated and, therefore, falls, for the most part, under this concept.

The "activity-oriented" learner is motivated by social contact and may seek training, not so much for what the training offers, but for the contact and human relationships that it may yield.

This is one of the reasons people become part of GWRRA. They enjoy the social contact and the sharing of mutual interests. Filling this need ensures their participation in the training environment.

The "learning-oriented" seek knowledge for its own sake. This group, for the most part, are avid readers, join groups and classes for educational reasons and when they travel make sure they appreciate what they see.

Within GWRRA there are sure to be those that fall under this concept.

As University Trainers we need to recognize that we do have a varied cross-section of participants that seek and are involved in training for all of the above reasons. Most will fall into the “goal-oriented” area and seek the training for specific needs related to their positions as Chapter Directors, Assistant Chapter Directors, Newsletter Editors, etc. In addition the GWRRA Member may seek training to become more knowledgeable about the Association. “The More You Know, The Better It Gets.” These needs then to become an appropriate starting point for organizing a training program around the needs expressed directly and indirectly.

University Trainers should remember two “basic hypotheses” as it relates to adult learning. The First: We cannot teach another person directly, we can only facilitate his or her learning. The Second: A person learns significantly only those things which he/she perceives as being involved in the maintenance of, or enhancement of, the structure of self.

As University Trainers we must first identify a possible training opportunity, then determine if we should proceed and make it happen. If you decide this is a training topic that needs to be addressed you must next identify and refine the objectives. (More on this later). Once the objectives are identified we need to select a suitable format, meaning, what resources are available, in what order will you present the material to be covered, who will be the target group, and how much time will we devote to this topic.

After these questions are addressed and answered the next items are when and where will we hold the training session and how will it be financed. When all of this has been determined, the next step is to carry out the program. The final challenge is how to measure and evaluate our efforts. Was it successful? How can it be improved? Do we need to make changes or do we move on to the next identifiable training need?

With all this out of the way let us move on into what it takes to have a successful training program.

## SECTION VII CONDUCTING THE PROGRAM

This section of the GW University Handbook is devoted to the “nuts and bolts” of getting ready for a Seminar or Workshop. The order of coverage will be, Classroom Climate, Classroom Layout, Instructor Guides, The Presentation, and Visual Aids. Each of these contributes in its own way to an environment conducive to learning, some more so than others, but all are important.

### CLASSROOM CLIMATE

The classroom climate can be both physical and mental in nature. It includes planning for the seminar or workshop so that the learning environment (classroom, breakout rooms, etc.) have the required equipment and materials. It also involves planning your presentation/teaching strategy in such a way that a positive learning environment is established and maintained throughout the entire seminar or workshop.

Physical Environment: The physical environment has an important effect on learning. Ideally, learning takes place in an atmosphere as free as possible from factors that interfere with the learning process. The following environmental factors are important for you to consider when presenting any course:

- Location of the training session (classroom size, seating arrangements of participants, easy visibility to teaching aids, classroom acoustics, etc.).
- Size of class (usually the smaller the better, within limits - if too small, it provides little opportunity to share ideas and experiences. If too large, it may discourage interaction, such as, student comments, discussion and questions).
- The training setting (lighting, temperature, classroom clutter, acoustics and even classroom decor such as wall colors).
- Interruptions or distractions (noise, weather, and frequent movement of people or objects).

Depending on the situation and the participants, many of the above factors can enhance or inhibit learning.

As a University Trainer, you may find that you will be instructing in a variety of locations. Some will be more conducive to learning than others. Some may be multipurpose rooms, such as, a restaurant banquet/meeting room, a conference room or possibly even a real classroom. However, it is important to check the location as early as possible to determine if there are any changes that need to be made or can be made. For instance, you may do nothing more than adjust the seating arrangement so that the entrance door is at the back of the room.

A positive, comfortable training environment will help increase the motivation to learn and make your presentation more successful.

Poor acoustics and lighting, distracting wall colors, decorations and clutter are factors that can detract from learning. Choosing a classroom that is removed from noise, other interruptions and distractions will facilitate learning. Some things you will have control over, such as, seating and room layout. Other things, such as, room decor you have no control over and you may be forced to make the best of situations that are less than ideal.

At the beginning of the training session there are certain points or steps to follow in setting a good climate:

- Post directions to the classroom, if applicable.
- Have name tents or name tags for participants.
- Greet participants as they arrive for the course as you would like to be greeted.
- Post a welcome sign with the name of the seminar or workshop to help set the stage and let everyone know they are in the right place.
- Have GWRRA identification clearly visible.
- Check that participants are registered, if applicable.
- Open the session by welcoming the participants, introducing yourself and any co-instructors. Welcome by Region/District Directors if present and any other VIP's who may be in attendance.
- Remind participants to turn off cell phones or at least put them on vibrate.
- Inform participants about restroom facilities, smoking policy, breaks, lunch arrangements, etc.
- If applicable, have participants introduce themselves.
- Clarify the purpose and learning outcomes of the training session.
- Present an overview of the session.

## CLASSROOM LAYOUT

The classroom layout may be dictated by the room size, the number of participants scheduled to attend and the nature of the topic to be covered. Some ideas regarding classroom layout that may be applicable in some training situations are listed for your consideration:

- Locate tables and seating to place the entrance door at the rear of the classroom.
- Seat participants so outside influences (outside windows and scenery, for example) will not detract from or inhibit the learning environment.
- Arrange tables in a quasi-semicircle to facilitate group discussion.
- Seating arranged so that every participant may see and hear instructor.
- Sound system, if needed, to insure that all participants can hear.
- A speaker rostrum for instructor to place lesson plan/notes. Note that a rostrum or podium places a barrier between the speaker and the students resulting in a more formal rather than an informal presentation).
- Check classroom lighting for:

- Lighting control and type (adjustable or fixed).
- Ability to reduce lighting above a screen without affecting the rest of the classroom.
- Know which switch controls which lights before you need them.
- Locate the thermostat and have it lowered if needed. When you put 20 to 40 or more people in a room, body temperature will raise room temperature!).
- Check to see that room seating allows you to have eye contact with the participants.
- If breakout rooms will be used, determine location and how to move participants to their assigned space.
- DON'T FORGET! Locate the spare bulb for the projector in use. Murphy's Law says, if you don't have a spare bulb the one in use is sure to burn out!!

## INSTRUCTOR GUIDES

The GWRRA University Trainer's task is essentially one of helping the participants see significant relationships in the material presented and to organize that material into logical and functional patterns. Through verbal explanation, visual aids, use of blackboard/white board/rip charts, presenting reading material in the form of handouts and other instructional activities the University Trainer provides stimulating situations that enhance motivation and learning.

For this reason, careful planning with regard for suitable arrangement and orderly presentation is essential for good teaching. Practices that promote appropriate relationships and organization include starting with the familiar, basing each step on those already taken, putting together facts which belong together, grouping items according to their natural connections, placing sub-topics under the topic to which they belong, using illustrations based on the participant's experiences, giving major emphasis to essentials, centering supporting details around main points, and avoiding irrelevant details.

An essential aid in accomplishing this orderly presentation is an Instructor Guide, sometimes incorrectly referred to as a lesson plan. A lesson plan is an outline of the seminar where the Instructor Guide contains specific information about the seminar as detailed below.

### Standard Instructor Guide Format

The essential elements of an Instructor Guide are described in the following paragraphs. A sample Instructor Guide format including standard header and footer information is located in the Section XI, Document and Presentation.

**TITLE:** The official title of the seminar.

**LENGTH:** The approximate length of the seminar.

**RESOURCES:** List the resources needed to successfully present the topic, e.g., room capacity and seating arrangement, audio/visual equipment, note pads, markers, pencils, etc.

**OBJECTIVES:** State what the seminar attendees should take away from the seminar. Example - Increase the ability of the listener to plan and conduct meetings.

**INTRODUCTION:** List the main points that will be covered in the presentation. (Tell them what you are going to tell them.)

All of the previous items make up page 1 of an Instructor Guide. Page 2 and all subsequent pages have the following information arranged in two columns:

The left column contains the following:

**SLIDE #** - The number corresponds to the slide number in the PowerPoint presentation.

**SLIDE TITLE:** The title is the information that appears in the slide header. This may be left blank if there is no header, e.g. a slide that contains a picture.

**SLIDE CONTENTS:** A copy of the text or graphic that is on the slide.

The right column contains speaker's notes, background information to flesh out the information contained in the talking points on the slide, and any special notes for the speaker to emphasize certain items. The University Trainer can use this space to add any personal notes to jog their memory about specific points they want to bring up.

**BIBLIOGRAPHY:** You may wish to include a list of the sources (books, pamphlets, etc.) that you used in developing the information portion of your lesson plan. This would be a terrific help to another GWRRA University Trainer that would like to use your lesson plan as a guide for his/her presentation.

**REVISION HISTORY:** The last page of the Instructor Guide will include a 2 column table for tracking the revision history of the Instructor Guide, and by its linkage to the presentation the revisions of the PowerPoint file. The left column of the table will include statements like: Written by, Updated by, Formatted by, and Edited by. The right column will contain the name(s) of the individual(s) who performed the tasks and a date the events took place. For minor revisions or updates the specific page, section, and paragraph may be noted.

The amount of presentation, group discussion and question/answer time needed for a given presentation is determined by the complexity of the topic, the depth in which it needs to be covered, and the knowledge level of the audience. Most presentations should not exceed 50 minutes including the time for questions. Some topics can be covered in less time, in which case, allot only the time needed to adequately cover the material. Do not try to stretch a 30 minute topic into 50 minutes.

This format should direct the development of Instructor Guides for GWRRA University seminars. While it is the recommended format, University Trainers should use good judgment to tailor the presentation delivery to their individual style and the needs of the target audience while maintaining the intent and information of the seminar.

An Instructor Guide is nothing more or less than a road map for a presentation. An Instructor Guide that one University Trainer writes is not necessarily suitable for another University Trainer without modification to suit his/her presentation style. The depth of the



Instructor Notes can be nothing more than an outline or it can be a verbatim version of what will be said during the presentation. The Instructor Notes can be far more valuable as a guide to another University Trainer if they are written somewhere between a basic outline and a full verbatim document. All Instructor Guides on the GW University web site are in Microsoft Word and may be edited to suit the presenter's style and need for reminders of points to emphasize during the presentation.

## THE PRESENTATION

Effective presentations are made up of many characteristics. To be a good University Trainer you need communication skills, verbal and non-verbal, knowledge of your subject, a positive attitude, an appropriate and professional appearance, patience, flexibility and professional behavior.

### Good Communications Skills:

To be effective as a University Trainer, you need communications skills that should include careful listening, speaking clearly in a well-modulated voice, and using reinforcing body language.

Communication is the process of transferring a message from one person to another. The three elements of communication are:

The sender: The person who gains the attention of the receiver and transmits the message.

The message: An idea or information.

The receiver: The person(s) who processes and then responds to the message using the senses and interpreting the meaning of the message based on his or her experience, knowledge, prejudices, perceptions, needs and emotions.

The sender must also be aware of different things that can disrupt the message. Just like atmospheric conditions can disrupt radio transmission with interference messages are subject to semantic interference. Semantic interference can be as simple as using slang expressions or acronyms that the receiver(s) may not be familiar with. Using complex words (talking over their heads) or coming off as too educated (talking down to them) can destroy the message.

Effective communication occurs when the receiver interprets the sender's message exactly as intended. Communication can be verbal or non-verbal.

Verbal Communication: Verbal communication can be spoken, written, or sung if you wish. One of your most important teaching tools is your voice. Listed below are several things to consider so that you use your voice to the best advantage. If you have problems in any of these areas, practice and feel free to ask another University Trainer, your District Director or Team Member to assist you in improving communication skills.

*Volume:* Speak loud enough so that the participants farthest away can hear you. If the group is small, you may need to tone down your voice. On the other hand, if the group is very large, you may need to amplify your voice with a microphone, if so, you should practice with it first. Most microphones work best if you use your normal speaking voice and maintain a uniform distance.

*Rate of Delivery:* Vary your rate of speaking according to the difficulty of the subject and the learning ability of the participants. Speaking too quickly can confuse students, especially if the topic is unfamiliar to them. On the other hand, if a subject is relatively simple, too slow a pace may irritate some students. When you are nervous you may talk faster. Remind yourself to slow down.

*Pronunciation:* Pronounce or accent each syllable clearly and distinctly. Use pauses, raising and lowering your voice in much the same way that punctuation is used in writing. If you have difficulty using expression to make your sentences easier to understand, practice speaking with a tape recorder or deliver your talk to your wife/husband or some other victim, family or friend.

*Clear and Simple Language:* Keep your speech crisp and decisive. Avoid distracting speech patterns, such as, “umm”, “you know?”, “ok?”, “the thing of it is”, etc. If you tend to use these or other distractions, make a conscious effort to omit them. Use short sentences, stating your point simply. A point simply stated is a point easily understood. Also remember to use words that are familiar to you and to the participants.

*Enthusiasm:* Show enthusiasm, friendliness, and excitement about your subject and the people you are teaching. This helps them feel excited about learning. Enthusiasm is catching!

*Value-Laden Statements:* A value is a principle, standard, or quality held in esteem by a person. A value-laden statement is one in which you express what values you hold. As you teach, it is important to understand your values and to recognize that others have values that may differ from yours. Be sensitive to cultural or ethnic differences. Some participants may become upset if you make statements that conflict with what they value. This, in turn, may affect the way they relate to you and cause a barrier to their learning.

In teaching, it is better to express an opinion, when it is called for, rather than a value-laden statement. For instance, an opinion offered to the question, “Should every Rider take the MSF Basic Rider Course (BRC)?” might be, “I found the BRC very rewarding”. The statement, “Taking the MSF BRC is the only thing to do”, is a value-laden statement. Value-laden statements should be avoided when presenting a GWRRA sponsored course.

*Mixed Messages:* When you say one thing and then do something different, you are giving a mixed message to the audience. For example, to announce that you will gladly answer questions, and then not allow time for questions leaves the students unsure about your intent. Be conscious of mixed messages and always try to avoid them.

Non-Verbal Communication: Facial expressions, posture, body movement, physical appearance, and eye contact definitely convey a message. Non-verbal communications (actions without words) can accompany the spoken word or can communicate a message alone. The most important example of non-verbal communication is body language.

**Body Language**

Lean head or body forward  
Smile frequently  
Maintain good eye contact  
Uncross your arms

**Message**

Willingness to listen and/or Enthusiasm  
Friendliness  
Interest  
Openness

There are also messages that you do not want to send, therefore, you should be aware of the following body language and perceived messages:

**Body Language**

Raise an index finger to lips  
Become fidgety  
Clench your fists  
Frown  
Fold arms across chest  
Point directly at a person  
Lower your head

**Message**

Desire to interrupt  
Loss of interest  
Frustration  
Disapproval  
Defensiveness  
Superiority  
Stay away, don't bother me

When teaching, the use of natural body movements or gestures communicate that you are relaxed and well prepared for your presentation. Some nervousness before speaking is normal, something that even seasoned professionals experience. If you remain nervous as the class progresses, breathing deeply several times will help you to relax.

Nervous tendencies can also result in body language that distracts the participants. Playing with a pencil, markers, or items on the podium or rostrum direct student attention from what you are saying to what you are doing. Have your observer (spouse/friend/other) watch for the little things you may not be aware of doing. Listening skills are also important in communicating with your participants. To be a good listener, you need to give your undivided attention to the person who is speaking, whether it is in a private one-on-one conversation or in the classroom. Interrupting a speaker is not permissible, but questioning for clarification should be encouraged. Good communication is an essential ingredient of an effective University Trainer. Good communication skills take practice. Having an observer give you feedback on how well you communicate is a good way to identify weaknesses and strengths in your communication skills.

Knowledge of the Subject: Effective instructors must have thorough knowledge of the subject matter and make sure that everything used is current and the most recent revision available. An instructor who knows the subject material and is prepared tends to be more relaxed and able to focus on helping the participants learn, instead of being concerned about what to say next.

Appropriate Attire/Professional Appearance: Your appearance can communicate how you feel about yourself, GWRRA and the participants. Clothing that is worn out of context may direct attention to you and away from learning. Wear proper clothing for the setting. Good grooming and clean, well-fitting clothes project an image of pride in yourself and in the Association you are representing. Wear your GWRRA vest and the 10” patch!!!

Positive Attitude: Be enthusiastic about your subject. Show a positive attitude about teaching and helping the students learn. Be interested in what you say and what they say.

Patience and Flexibility: Patience and flexibility are Instructor qualities that also improve learning, because they help to provide a more comfortable environment for the learning to take place. If you patiently explain facts and answer questions, you encourage an atmosphere that fosters learning and interest. Never answer a question by saying, “You can look that up in the Officers’ Handbook.” You need to look it up and give them the answer or write down their question and get back to them with an answer. In larger classroom settings such as at Wing Ding, offer a time after the presentation to meet and provide the answer, so that you won’t take time away from the rest of the participants attending your presentation.

Professional Behavior: When you present a course, it is important to be professional in the way you conduct yourself and your class. Being professional is being punctual, starting and always ending the class on time; being able to manage the class, demonstrating skills that enable learning objectives to be met; and following the rules and regulations agreed upon, such as, no smoking in the classroom and adhering to break times.

Punctually beginning and ending a class makes a statement that you value your students’ time and the subject you teach. If you must run over the allotted time, you should do this only with the approval of the students. At the same time you must think of the time schedule of the Instructor that will follow you. Learning will drop sharply when people are expecting to leave and cannot. Likewise, beginning late is frustrating and wastes students’ time.

Reliability includes planning ahead, preparing well to teach the course, and arriving early to ensure that everything is in order. Is the classroom set up the way you wanted, is the temperature set correctly, and do you have the visual aids and equipment you requested?

## **INSTRUCTIONAL/VISUAL AIDS:**

Rip Charts: Rip charts are used frequently to record student responses, such as, student input on what things should make up a good Chapter meeting agenda, or display parts of course content, for example, major teaching points.

### Advantages

- Are inexpensive, easy to use, portable and reusable.
- Are more legible than a chalkboard.
- Allow for preparation ahead of time.

### Limitations-

- Are difficult if part of material is to be covered up or crossed out.
- Have limited writing space.
- Are time consuming if a number of pages are to be prepared.

### Tips-

The following points are suggested for preparation of rip charts:

- Prepare material in advance, leaving sheets covered until you are ready to use them. (Another alternative is to write what you will be discussing lightly on the paper in pencil. Once the item is discussed, you can go over it with a dark marker. This helps provide a well-organized final product for reference or viewing later. For those who have difficulty writing in straight lines or choosing the correct size to write and contain everything they intend to keep on one sheet, this method will serve them well.)
- Use dark (blue, black, purple) broad-tipped marker pens for better visibility and lighter colors for highlighting.
- Make sure your marker pens do not bleed through to the next sheet. Also, you may wish to leave a blank sheet to serve as a cover if you do not intend to move directly to the next sheet.
- Use contrasting colors only to highlight key words, otherwise, the chart is too busy.
- Avoid using highly contrasting colors that are difficult to look at.
- Use a subject heading or title and underline it.
- Use only key words or phrases.
- Write only 4 or 5 lines per page.
- Print large enough so that the writing can be seen from the back of the room. Letters should be at least 1 ½ inches high.
- Use light pencil lines or a ruled sheet underneath to help write in straight lines.
- Number each page at the bottom for easy reference if you intend to return to a specific page.
- Have masking tape pieces available if you intend to hang sheets on the wall. Do not use tape or other adhesive that may damage the wall covering. Check with building management before taping anything to the walls.
- Have paper clips or spring clips handy to clip sheets together if you only use selected sheets for reviewing or summary.
- Place the easel with chart to one side so everyone can see.
- Face the audience when speaking don't talk to the rip chart.
- Allow time for students to copy material or make a handout of important points.
- Use the SAY-WRITE-READ process to avoid leaving something you did not intend on the presentation media and causing a distraction for the participants.

Chalkboards: Chalkboards provide another medium to record or display information. They may be available in what you may have to use as a classroom.

### Advantages-

- Are inexpensive (no cost), flexible, easy to use and convenient.
- Have a large surface and are erasable & reusable.
- Are often used to communicate topics progressively through outlining.

- Can be used for student information of an administrative nature.

#### Limitations-

- Are often more time consuming than prepared flip charts.
- You have down time while you write and must look at the chalkboard.
- Do not allow for saving material to refer to at a later time.
- Become messy and hard to read as you erase and write again.

#### Tips-

- Plan board presentation before class when possible.
- Use key words and phrases.
- Use white chalk on black board and yellow chalk on green board if possible.
- Stand at a 45 degree angle to the board, do not block the view of the class.
- Fill in or work in one section of the board at a time, always starting at the top and moving down.
- Keep lines evenly spaced and material in a logical sequence.
- Print or write in large, heavy letters.
- Print, write or draw quickly so the students' interest will not lag.
- Face the group when speaking, not the board.
- Use a pointer as needed.
- DO NOT PLAY WITH THE CHALK. Make a conscious effort to lay the chalk down when through writing.
- Allow time for students to copy material.
- Erase horizontally or vertically (not both) when finished with that material to eliminate distracting patterns from forming on the board.
- Use the SAY-WRITE-READ process to avoid leaving something you did not intend on the presentation media and causing a distraction for the participants.

Whiteboards: Whiteboards provide another medium to record or display information. They may be available in what you may have to use as a classroom.

#### Advantages-

- Are inexpensive, flexible, easy to use and convenient.
- Have a large surface and are erasable & reusable.
- Are often used to communicate topics progressively through outlining.
- Can be used for student information of an administrative nature.

#### Limitations-

- Are often more time consuming than prepared flip charts.
- You have down time while you write and must look at the whiteboard.
- Do not allow for saving material to refer to at a later time.

#### Tips-

- Plan board presentation before class when possible.
- Use key words and phrases.

- Use blue or black markers.
- Avoid red or green except for emphasis.
- Stand at a 45 degree angle to the board, do not block the view of the class.
- Fill in or work in one section of the board at a time, always starting at the top and moving down.
- Keep lines evenly spaced and material in a logical sequence.
- Print or write in large, heavy letters.
- Print, write or draw quickly so the students' interest will not lag.
- Face the group when speaking, not the board.
- Use a pointer as needed.
- DO NOT PLAY WITH THE MARKERS. Make a conscious effort to lay the marker down when through writing.
- Allow time for students to copy material.
- Erase horizontally or vertically (not both) when finished with that material to eliminate distracting patterns from forming on the board.
- Use the SAY-WRITE-READ process to avoid leaving something you did not intend on the presentation media and causing a distraction for the participants.

LCD Projectors: Projectors are used to show presentations, still pictures, and videos to various size groups. Make sure the projector casts a large enough image to be seen and read from the back of the classroom.

#### Advantages

- Projectors with high output lumens are easy to use even in a lighted room.
- The University Trainer can operate them with a remote control while continuing to face the class.
- Do not take up much room and are easy to transport.

#### Limitations

- Some projectors have an expensive and fragile bulb that may burn out and need replacement during your presentation.
- Serve as a barrier between you and the class, limiting your movement.

#### PowerPoint Presentation Tips

- What you see on the computer screen isn't always what the projector projects. Be careful with colors.
- Be prepared for not having a screen to project on, use black letters on a white background.
- Use color to highlight key words if you wish.
- Title text should be a 40 to 44 point font.
- Body text should be a 28 to 36 point font.
- Center the material if not a full page.
- Use a Subject heading or title.
- Use key words or phrases.
- Limit text to 6 lines per slide and 5 or 6 words per line.

- Have a spare projector bulb available or spare projector.
- Use animations to bring talking points up one at a time.
- Don't use too many different animations or fonts as they become distractions.
- Face the class and the projector, not the screen.
- Use a laser pointer to emphasize a point.
- Avoid the use of constantly moving characters/items that will be a distraction.
- Links to video content may require the videos to be available in the same location or on the same device as the PowerPoint file. Ensure all the material you need is ready for the presentation in advance of the presentation.

#### Video and DVD Player Tips:

- Videos require previewing before a presentation. Know what you are showing and how long it will take to show it.
- Check operation, color and sound before class begins.
- Know how to use the remote and how to start, stop, and pause the video.
- Give a brief overview and introduction of contents before you run video.
- Summarize key points at the end of the video.

HANDOUTS: Handout material may be distributed before class, during, or after class. The determining factor is how the handout is to be used. If it is for note taking then at the beginning of the class is the right time. If the handout provides details about something that may not project well or would require too much information on a slide then handout the material during the class at the appropriate time. If the handout is a summary of what was covered or is additional reading on the subject then giving it to the students at the end of the class is proper.

Handing the students material at the wrong time can be a distraction. If they don't know why they got the handout they will spend time reading it to see why they have it.

If student note taking outlines are used, make every attempt to cover everything on the outline. Skipping portions has a tendency to confuse the student and they spend more time trying to figure out where they lost you and less time hearing what is being said.

Have sufficient copies for everyone in the class. It's better to have too many than not enough.

In summary, you should be thoroughly familiar with the instructional aids used. Arrange them so they can be seen clearly by all the students. Test them as needed before class to determine if everything works. To reduce distractions, cover up visual aids, such as charts, rip charts, posters, etc. until you are ready to use them and when you are finished with them.

Conducting a course involves a number of steps and skills. The training process needs to be organized with University Trainer functions and instructional aids used together to help the student learn and to meet the course objectives.



IF THE STUDENT DIDN'T LEARN, THE TEACHER DIDN'T TEACH!!!

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## **SECTION VIII PROGRAMS**

In Section VIII we will look at the various types of training programs that we, as University Trainers, can expect to be involved in. They will vary from the simplest One-on-One training to the more complex and extensive 1 to 1 ½ day programs involved in Workshops, the Officer Certification Program, and the Horizon Program.

### **ONE-ON-ONE TRAINING**

This method of training can be effective in preparing a Chapter Director, Assistant Chapter Director, a Chapter Treasurer or a Membership Enhancement Coordinator for the position they are going to occupy. It is not a cost effective method of training and you do not get the biggest bang for your buck that you can get when training a large group at one time. The biggest advantage to this type training is in the knowledge that each individual completing the One-on-One training understands what their new position requires.

The Leadership Training Division strongly encourages each District Trainer to talk with and work with your respective District Director to establish a strong and viable program of One-on-One training. The goal of this type training is to give a firm grounding in policy, procedures and the “how to” of the position before their first official day on the “job”.

One-on-One training has no time limit and is an informal session between the District Trainer and the newly appointed Officer and his/her Spouse.

### **SEMINARS**

A Seminar is defined as a group of people (GWRRA Officers and/or Members) engaged in specialized study (GWRRA related topics) led by a recognized authority (GWRRA University Trainer or other qualified Instructor) in the subject being discussed/studied. It may be a single session or a series of sessions.

The general time frame for each topic should not exceed 50 minutes including time for questions.

If the group is fairly small, seating around a large conference table or a number of smaller tables formed into a “U” shaped pattern with the Instructor at the head of the table, will result in an informal session, but give the Instructor control. If the group is too large or suitable tables are not available, it is suggested that participant seating be arranged in a semicircle or a “V” shape with an aisle down the center.

As with any successful program, advanced planning and checking of the facility should be high on your list.

The seminar with 10 or 20 or more participants gives you more bang for your buck and is more cost effective than One-on-One training, but does not ensure that every participant understands the subject material. University Trainers are strongly encouraged to coordinate training opportunities with the District and Region Program Officers to ensure that the training is made available to as many Members as possible.

If more than one topic of discussion is planned you may want to think in terms of a Mini-Workshop.

## **MINI-WORKSHOP**

A workshop is a group of people sharing a common interest or problem. The group meets together to improve their individual proficiency, to solve a problem, or to extend their knowledge of a number of issues/subjects through intensive study, research, and discussion.

The general time frame for a mini-workshop may be 3 to 4 hours in length covering 1 to 4 or more subjects depending on how complex and extensive each subject may be.

With the same number of participants you might have in a seminar, the mini-workshop is even more cost effective by covering multiple subjects with only a small increase in time.

Reference is made to the next topic, Training Workshops for a detailed discussion. The same principals discussed under workshops also apply to the mini-workshop.

## **TRAINING WORKSHOPS**

GWRRA University Training, or any training for that matter, should be viewed as a process, not a single or particular event. It can be accomplished in a variety of ways, ranging from the One-on-One already discussed, to large seminars designed to train hundreds of people at once. There is no one “right way”. There is only a “most effective” way to train based on pre-defined objectives, and that changes depending on what objectives are to be accomplished. It is important for Region and District Directors and respective University Trainers to define what training objectives need to be accomplished and then decide the best training method to use to meet those objectives. Training Workshops are only one of the ways to accomplish training objectives and are a major component of any successful Officer/Member training effort.

The major components and considerations associated with planning and conducting training workshops are included below. These considerations hold true for Region and District Workshops as well as other organizational training such as Mini-Workshops. Each of the approaches outlined below have both strengths and weaknesses and none are all inclusive. They can and should be tailored to meet the needs of a particular Region or District organization. The important thing to remember is to clearly describe what you want to accomplish and then use some combination of the ingredients outlined below to accomplish your goals.

For the following discussion of types of training events a seminar is a single training session devoted to a particular topic and a workshop is a training meeting at which multiple seminars are presented. Workshops vary in terms of their length, focus, and the number of different topics or sessions included in the agenda.

Plenary Session - Plenary sessions are group training sessions in which all trainees meet together in a single simultaneous training experience. For example, a Region Director calls their Team together to train them on revised reporting procedures. Plenary sessions usually include all of the participants attending a given training event. They are used when disseminating information rather than having extensive interaction between the University Trainer and those being trained. In a plenary session interaction between the University Trainer and trainees is generally limited to questions and answers.

*Strengths:*

Plenary sessions can train many people at once.  
They are easier to organize, conduct and control.

*Weaknesses:*

They limit the ability of the University Trainer to interact with the audience, and thus, the depth in which topics can be presented.  
They also require a larger facility.

Breakout Sessions - Breakout sessions are smaller, shorter, more intimate sessions that focus on specific topics. They are commonly organized in related topical groups with trainees moving from one session to another in series. They usually include active discussion, participation or interaction between the University Trainer and trainees. Breakout sessions are often conducted in parallel with several topics being presented at the same time.

*Strengths:*

These sessions provide more opportunity for feedback between participants and the University Trainer.

*Weaknesses:*

They are somewhat more complicated to plan and conduct because several may be ongoing at the same time.  
They also require more meeting rooms and Instructors.

Plenary/Breakout Sessions - These are sessions in which both presentation formats are used. For example, a morning plenary session is used to present topics of common interest to all in attendance, followed by afternoon track sessions that present a series of topics focused toward specific groups of people such as Chapter Directors vs. Newsletter Editors vs. Rider Educators vs. Event Planners, etc.

*Strengths*

This type of arrangement provides the highest amount of latitude in terms of the number and variety of topics that can be presented.

Weaknesses:

This type of workshop requires more organization and planning, more meeting rooms, and more University Trainers.

Roles and Responsibilities - The Operations Officer (Region/District) or in their absence, the Program Officer is the “responsible person” at Workshops. They are assisted by such Team Members as are needed to successfully plan, organize and conduct the workshop. Chief among these is the Region/District Program Officer. The Program Officer should be the “active ingredient” in planning and conducting workshops. Operations Officers should make extensive use of these experts in developing the workshop agenda and identifying topics, Instructors, and coordinating workshop activities. Typically, the Program Officer should be delegated the authority to organize and conduct the workshop under the direction of the responsible Operations Officer.

University Trainers are the individuals who actually present the training material to the trainees. They also facilitate group discussions and organize their presentation under the direction of the Program Officers and the Operations Officer. While latitude in presentation styles should be given to the University Trainers in developing their presentations, they must clearly understand the training objectives designated for their presentation and develop and present them accordingly.

Setting Training Objectives - To be most effective, training workshops must be focused on specific training objectives. Training objectives are statements that describe what those being trained need to know. These objectives are developed to meet specific training needs as defined by the responsible Operations Officer and his/her Team. For example, if a Region is having difficulty in developing quality newsletters or getting accurate and timely financial reports, they might wish to provide the needed information by conducting breakout sessions on newsletter requirements, writing and communication skills, Chapter record keeping, and GWRRA reporting procedures. These sessions would provide the skills and abilities needed to meet the defined training objectives of developing quality newsletters and accurate and timely financial reports.

Developing the Workshop Agenda - The agenda should be developed in advance for each Workshop. It should include times, locations, session schedules, point(s) of contact and related information helpful to prospective attendees.

The workshop agenda must be geared toward meeting the pre-defined training objectives. Typically, it should include a plenary session at which attendees are welcomed, appropriate introductions made, and administrative announcements and instructions are given. A copy of the agenda should be provided, preferably in advance, to each participant. Following the general session, either plenary or breakout sessions should commence that deliver the desired training.

Careful planning and agenda setting must precede each workshop. Sessions should be timed so participants have opportunities for appropriately spaced breaks and other unstructured time. Including some free time in the agenda allows the participants to relax,

socialize and share information. This unstructured time often produces some of the best peer training and information exchange of the event. A general rule of thumb is that breaks of at least 10 minutes should be included every hour.

Selection of Topics and Instructors - Matching topics and pre-defined training objectives must be done if the training is going to accomplish what is intended. Simply put, this means selecting seminar topics that will provide the information needed by the trainees to achieve the objectives. For example, you wouldn't teach a newsletter preparation seminar if the objective is to train the Officer on how to conduct effective meetings.

Matching topics and University Trainers is equally important. Select people as University Trainers who have the knowledge, skills and abilities to teach the assigned topic. Officers should not be used as University Trainers simply because they are Officers. Nor should University Trainers be limited solely to GWRRA Officers or Members for that matter. Instructors from outside GWRRA should be utilized as subject matter experts (SMEs) if they have the knowledge and expertise that you require to teach a specific subject. The responsible person must ensure that a SME's presentation provides Member benefit and conforms to GWRRA standards of conduct. University Trainers must not only have good communication, presentation and organizational skills, they must also know the topic to be presented inside and out. The best University Trainers will be people with the above skills and characteristics and have a personal interest in the topic as well.

Facilities - Facilities can have a significant impact, positive or negative, on the success of any training event. As with topic and University Trainer selection, a facility should be selected that will support and promote the pre-defined training objectives.

Meeting Rooms - Rooms should be large enough to accommodate the trainees in relative comfort but small enough to foster a sense of togetherness and teamwork. A small but crowded room will make the trainees physically and mentally uncomfortable. An uncomfortable trainee will tend to focus their attention on what is making them uncomfortable rather than on the topic being presented.

Rooms can also be too large. A small audience in a large room reduces training effectiveness by fragmenting the audience. They will spread out which makes giving an effective presentation more difficult for the Instructor. Instructors need to be able to develop a relationship with their audience to communicate the training material effectively. Too much distance between the Instructor and the audience makes this difficult. Also, a spread out audience looks and feels less like a team and more like a number of unrelated individuals.

Provisions should be made for adequate temperature and air flow control during the presentation. The more crowded the room the lower the temperature should be, and the higher the level of air flow.

For plenary sessions large rooms are best due to the number of people likely to be attending at the same time. A raised podium for the speaker is usually required. Chairs should be set up "theater" style with as many rows of chairs as are needed to seat everyone comfortably.

A little extra room between chairs is nice and adds to the comfort level. In some cases chairs may be set up with tables as well, although this will depend on the size of the room, the number of attendees, and whether or not the trainees are expected to take notes. When tables are included the seating style is referred to as “classroom” seating. Breakout rooms are usually smaller and physically separated. Chairs may be arranged in rows, a semicircle, a circle, or around a table. This set-up promotes effective interaction between those attending.

The need for trainees to see and hear in order to gain something from the program may require a public address system in plenary sessions. Sound systems are not normally needed in the breakout sessions.

Location - Select a training location as central as possible to the geographic area from which most of the trainees are expected to travel. This, however, is secondary to the quality and utility of a proposed meeting place as a training facility.

Cost - The costs are a major consideration for training sessions, particularly those held at hotels, motels or convention facilities. Charges for use of the meeting room, set-up of tables and chairs, and audio/visual equipment are normal but usually negotiable. If the training is being held at a motel/hotel, the more sleeping rooms rented by the organization, the more willing the hotel or motel will be to provide free or reduced rates for services or meeting rooms. For larger, day long or longer events the local Convention and Visitors Bureau may be a good resource for locating and negotiating lower or no cost facilities. Travel costs should also be factored into workshop planning, both for the planners and the attendees.

Region and District Officers may charge a small fee, if necessary, to offset workshop costs. However, these charges should be kept to a minimum, as workshop costs should be included in the annual Region or District operating budget. Expenses for attending officially sponsored training functions may be allocated from Chapter funds for Officers and their team.

Workshop Length - The workshop should be no longer than is required to meet the training objectives. Usually one or two 6 to 7 hour training days is sufficient to provide all the training a person can effectively absorb at one event. If the established training objectives can be accomplished in less time, use less time. The desired affect is to have the trainees leave the workshop feeling that they would like to have had more time to invest rather than having been there too long. Also, travel time to and from the workshop should be considered when developing the workshop agenda.

Session length should be determined by the topic, its complexity, the depth to which it needs to be covered and the need for trainee discussion or questions. Some topics can be addressed sufficiently in a few minutes, others need more time. Single-topic sessions should not generally exceed 50 minutes including time for questions.

Use of Training Aids and Resources - Handouts and visual aids are excellent training tools. However, their coordination and development should be the responsibility of the University Trainer. If large numbers of copies are to be provided, the responsible person may wish to



use an independent printing service which may result in a lower overall cost. Many training facilities can only provide limited document reproduction services and then usually at an elevated cost. Handouts should be developed ahead of time and provided either as part of the workshop packet or at the time of the presentation.

Provision should be made in advance for public address systems and audio/visual equipment. University Trainers are responsible for advising the workshop coordinator of these or any other special needs in advance of the workshop.

Trainee Considerations and Expectations – Theirs and Yours - Mutual understanding of what the trainees expect and what is expected of them can contribute much to the success of a training workshop. As the “Responsible Party”, your expectations should be defined in advance of the workshop and provided to the potential attendees as part of the advance information package. You should try to anticipate what the trainees expect and build that into the workshop plan. Conducting informal advance surveys may be useful as part of organizing the workshop to determine what the trainees will come expecting to accomplish or experience.

ALWAYS ENSURE THAT LOTS OF F-U-N IS BUILT INTO THE LEARNING AND SHARING EXPERIENCE.

Use of Breaks and Free Time - Have prearranged agenda or a statement early on to the participants of what the expectations are for breaks. Ensure they understand as adult learners that if they will respect each other and limit the breaks to the designated lengths, they will influence a timely conclusion of the workshop/training.

Informality - With few exceptions, the most fertile training environment will be one based on informality. This informality fosters an opportunity for the trainees to relax and focus on each of the topics being presented. While some level of formality is needed to maintain order and training quality, the general mood should be one of friendliness and trust. Remember, training workshops are GWRRA events and, as such, should be informal and FUN.

Smoking vs. Non-Smoking - Most locations and municipalities have established non-smoking policies or ordinances. GWRRA Training Workshops will adhere to such policies or ordinances as applicable. All things being equal, the GWRRA University strongly encourages workshop planners to conduct non-smoking training sessions and plan sufficient breaks and locations to accommodate those individuals who may want to smoke.

Social Events - Social events can have a significant positive impact on the success of a workshop. Sufficient time should be included in the training schedule to allow socializing and relaxation. Well timed breaks and get-togethers can actually enhance the effectiveness of the training by allowing trainees to relax, clear their heads, and rejuvenate for the next session. Providing an opportunity to have some fun as a part of the training experience is a mandatory part of any workshop agenda.

## EVALUATION AND REPORTING

Evaluation - As part of each workshop participant packet, trainees should be provided with a written workshop evaluation form. These evaluations should be completed and returned to the Region/District applicable Program Officer at the conclusion of the workshop. Evaluations are extremely important. They provide the only immediate feedback on the success of the workshop or seminar and may be the best way to determine how to improve future training events. Evaluations should be brief and easy to complete, either at the end of the workshop or as sessions are completed throughout the event. They need to be carefully designed to collect the information the University Trainer and Region/District Director really needs to know. Negative feedback is easily as important as positive feedback. When analyzing evaluations, do not view each independently. Watch for similarities between responses and overall trends.

Evaluation questions should be tailored for each training event so that the information collected will allow the responsible Operations Officer and University Trainer to administer a successful training program. General guidance for evaluation questions are:

- Was the workshop informative?
- Would you recommend it to another Officer/Member?
- Would you attend future workshops?
- What topic was the most/least interesting?
- What topic would you like to see included in future training workshops?
- How would you improve the next workshop?

Questions should be “open ended” and not lead the trainee toward any particular response. They need to require the respondent to think about their answers. Numerical ratings can also be used to determine areas of interest, effectiveness of particular Instructors, quality of the facility, and other quantitative aspects of the workshop. The respondent should ALWAYS be given the opportunity to make original suggestions for improvement. Remember, if they can't describe the problem, they don't have one. Finally, while confidentiality is important it does not preclude giving respondents the option to identify themselves on the evaluation questionnaires.

Reporting - Documenting and reporting the proceedings of a workshop can be very useful. This information can help in planning and improving future training events. Any report produced should be jointly developed by the Region/District Director and the respective University Trainer and submitted to their appointing official. Sharing these reports among Region and/or District Teams throughout GWRRA for the purpose of spreading information about success and lessons learned is also a good idea.

Typically, workshop reports should contain information about: workshop dates and location; statistical breakouts of attendance, position, Chapter and District of participants; a narrative describing how the workshop was conducted and what was discussed; financial information, general comments and recommendations; copies of workshop flyers and agenda plus any other pertinent information that documents the event and helps plan for future training programs.

Recognition --- Recognition - Recognition - Certificates of Attendance are optional, but do provide a nice touch of recognition for the workshop attendees. Their use is encouraged. If used they should be signed by the responsible Operations Officer and the appropriate University Trainer as a minimum. When issuing certificates, do not forget the University Trainers who helped make you event a success.

Special Considerations - In all training events that you plan and conduct, consideration should be given to accommodating those attendees that may have disabilities. This should include, but is not limited to, ease of access to the classroom, seating near the exit and access to restrooms. If refreshments or meals are part of the sponsored program consideration should also be given to the location for ease of access to the refreshments or the restaurant or banquet facility.

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## **SECTION IX FUNDING**

The curriculum is an ever evolving series of training and presentation documents that are to be provided at no cost to the Membership. While a nominal fee can be charged for food or facilities these fees are to be spelled out as such in any flyers, web site description, or any means of promotion of the training event.

The benefit of “free” training to the Membership cannot be over emphasized. In a commercial setting training similar to the seminars and workshops that the University provides to the Members would cost hundreds of dollars.

It is the responsibility of the individual District and Region Directors to assist the District and Region Program Officers in the support, funding, and promotion of University Training events in their areas. While some District and Regions may have restrictions as to financial support they can provide to support training events, it is still imperative the Directors endeavor to support these events in any way possible. If funding is limited it is the responsibility of the Region & District Program Officers to secure facilities with limited or no cost to plan and present these seminars to the Membership.

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## **SECTION X**

### **FORMS AND INSTRUCTIONS**

To ensure the latest versions of the University Forms are available to Applicants and Candidates they will only be posted on the GW University web page in the public area. Detailed directions for the use and completion of the forms will be found there as well.

Effective with the publication of this Handbook only electronic versions of the forms are to be utilized. Instructions for saving and forwarding the forms can be found on the public portion University web page as well.

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## SECTION XI DOCUMENT AND PRESENTATION STANDARDS

The following section contains the standards for documents (Microsoft Word) and presentations (Microsoft PowerPoint) as utilized in the GW University curriculum. Examples of each, properly formatted are available on the University web page in the public section.

### Documents:

The below listed standards are to be used when formatting any documents for use in the GW University.

Item	Standard
Body Font	Arial 12 point
Left Margin	1 inch
Right Margin	1 inch
Top Margin	1 inch
Bottom Margin	1 inch
Header Font	Arial 12 point
Footer Font	Arial 10 point
Primary Indent/Tab	.5"
Secondary Indent/Tab	1.0'

### Instructor Guides Page 1:

Item	Standard
Table Column 1	1.5"
Table Column 2	5:
Header	Arial 12 pint Bold Centered
Column 1 Font	Arial 12 point Bold and Underline
Column 2 Font	Arial 12 point
Footer	

### Instructor Guides Page 2 and following:

Item	Standard
Table Column2	3.0"
Table Column 2	3.5"
Slide # Font	Arial 12 point Bold and Underline
Slide Title	Arial 12 point
Slide Contents	Arial 12 point
Instructor Notes	Arial 12 point
Footer Left – Version number	Arial 10 point
Footer Right – Page Number	Arial 10 point
Footer Center – Copyright Notice	Arial 10 point

Presentations:

The below listed standards are to be used when formatting any presentations for use in the GW University.

Item	Standard
Title Font	Arial Rounded MT Bold 44 point
Body Font	Arial Rounded MT Bold 36 point
First level	Arial Rounded MT Bold 28 point
Second Level	Arial Rounded MT Bold 20 point
Footer Font	Arial 12 point
Left Margin	Accept Power Point defaults
Right Margin	Accept Power Point defaults
Top Margin	Accept Power Point defaults
Bottom Margin	Accept Power Point defaults

Use a slide master to ensure the University Patch and University logos are displayed properly.

The title page will always have the copyright notice displayed which consists of the text in the next paragraph. The text is blue Arial 8 point font, and centered at the bottom of the slide. The version number is derived from the month and year of the last revision. The date is the month and year of the first release to the University.

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Subsequent slides will have the copyright symbol ©, version number and date in Arial Rounded MT Bold 12 point italic font. For example, © *Version 1.13, January 2013*.

The use of colored backgrounds should be kept to a minimum due to the uncertainties of what surfaces may be available for projecting the images. Ideally a screen or white board will be available but circumstances vary from facility to facility.

A title slide and a content slide are posted on the GW University web page as representative examples of the above listed formatting specifications.

## **SECTION XII**

### **CONCLUSION – THE STORY NEVER ENDS**

This manual is a never ending document which will continually evolve as the Gold Wing University evolves. It is not meant to be an answer to every situation because if we tried to do that, it would become literally hundreds of pages long. The goal is to give our Officers and Membership guidelines for planning, maintaining, and delivering a high level of quality training throughout GWRRA. Please consider that this document is intended, like the Officer Handbook, to be a guide that promotes the University Training Program, to recruit and advance University Trainers, and to disseminate information in a methodical manner. If you have questions or comments that you believe should be included in this document, you may submit them to the Director of the Leadership Training, Rider Ed, or Membership Enhancement Program. Follow the curriculum update instructions on the LTP website or send an email to your District or Region Program Officer or the Director of the Leadership Training, Rider Ed, or Membership Enhancement Program. We invite any questions you may have and challenge you to learn more about having FUN in GWRRA while you learn more about yourself and the association. Training and knowledge can enhance the GWRRA experience and your personal contribution makes a difference in the lives of our Gold Wing Road Rider Association family. Thank you!