



*Technology Training that Works*

**Lecturer's Information Pack  
Version 1.5**

1.0	Introduction	2
2.0	List of Courses	2
3.0	Attributes to be Expected of the Lecturer	3
4.0	Instructional Fees	3
5.0	Other Income	3
6.0	Tips for Effective Presentation	3
7.0	More Extensive Notes on Great Presentation	6
8.0	List of Courses	6

## Outline of position of IDC Technologies Lecturer - Version 1.5

This document gives a brief outline of the part time/casual lecturer positions IDC Technologies is looking to fill. If you are interested in presenting courses for us we would appreciate if you would:

- Read through this document and confirm this is what you are after
- Identify the courses you believe you can present
- E-mail back to: [caroline@idc-online.com](mailto:caroline@idc-online.com) to confirm your interest and the subjects in which you can instruct

We shall then contact you directly to talk further about the work. If you have doubts about the position then please do not proceed. These are challenging positions and we expect absolutely the best lecturers but the role is very rewarding. If you are enthusiastic and positive; you will be able to do the job.

Technically we believe most good technicians and engineers can master the material as a similar course on a topic is presented again and again. But the ability to present professionally and knowledgeably consistently whilst being at different sites throughout the country (or the World) is challenging and demanding.

### 1.0 Introduction

IDC Technologies runs courses throughout the world. We have trained over 200,000 engineers and technicians throughout the world over the past few years and count as clients such blue chip companies and organisations such as NASA, Boeing, The US Army, British Aerospace, BHP Billiton, Inmarsat etc. Our main markets are:

x	United States	x	South Africa
x	Canada	x	Singapore/Malaysia
x	United Kingdom	x	Australia
x	Ireland	x	New Zealand

Plus other markets as the need arises (eg South America/The Middle East/Continental Europe). A full description of our activities is contained on our web site at: <http://www.idc-online.com>

Our courses are typically two days in duration. They are presented at a practical (non-academic) level to engineers and technicians. Delegates attending our courses are generally not so interested in learning theory but want a hard practical introduction to or refresher on a topic where they can leave and immediately apply their new knowledge and skills at their place of work.

The positions are part time/casual in that we don't have a continual stream of work (and don't believe that it is normal or possible for an engineer to lecture full time for the entire year). We do however plan you into our annual schedule of activities at dates accepted by you. We have lecturers who are salaried and contractors who work full time for us; but we don't believe that continual lecturing is possible without significant burnout possibilities unless you are exceptional in your life style demands and physical capabilities.

Most of our lecturers find that their managers and companies are very supportive of their training activities for IDC Technologies as they find this boosts the lecturer's knowledge level and makes him more familiar with the latest ways of applying technology and enables him to meet up with his peers in a very constructive learning environment. Naturally the companies cannot release the lecturer for indefinite periods of time without proper notice and at critical times. But generally we have (to date) never encountered a company who has rejected the lecturer's request for time off to teach. Apart from the inevitable peak staff requirement's times such as for a shutdown or a major overhaul.

### 2.0 List of courses

Individual course titles are detailed at the end of this document and are broken down into the following main categories:

- Data Communications and Networking
- Electrical Power
- Electronics
- Information Technology
- Instrumentation, Automation and Process Control
- Mechanical Engineering
- Miscellaneous Engineering (such as Chemical Engineering)
- Project and Financial Management

### 3.0 Attributes expected of the Lecturer

The lecturer needs to be:

- Outstanding in his presentation abilities (animated and enthusiastic)
- Very knowledgeable in the field he presents in
- Able to handle travel and clients professionally and efficiently
- Capable of thinking forward, anticipating and avoiding problems and being proactive in dealing with them
- Able to be away for a minimum total period of 4 weeks a year (anything less is not worth our investing the time in bringing you up to speed with the material)
- Able to cope with equipment problems and international travel (if required)
- Of excellent health and able to travel tolerating some level of stress in presenting courses
- Physically fit and able to travel with a suitcase (with personal effects) and 6 Notebook computers and 1kg Projector
- In possession of a valid passport enabling you work anywhere in the world once you have received a Visa
- Free from any criminal convictions that could impact on travel into different countries, and security requirements of some clients
- A sense of humour to handle the difficulties in lecturing and the unusual clients you may come across
- In possession of a high level of initiative and able to deal with the inevitable travel, equipment and hotel problems that crop up from time to time
- Strong willed and enthusiastic with a positive philosophy on life and people

### 4.0 Lecturer fees

Lecturer daily fees and a per diem are set up for lecturers based in each country. We pay a daily per diem rate for expenses such as food and incidentals.

The lecturer fees have been set per instructing day, so for a round of courses where you may present four consecutive courses (each of two day duration) you would be paid for 8 days.

### 5.0 Other income

There are potentially other sources of income which we would like to note below.

#### 5.1 Contact lists

IDC Technologies relies on good quality mailing lists to keep the market abreast of our current training offerings. If we have access to a good quality list; this can mean a greater response to our training courses. We have been paying \$A0.5 per name for a good quality list. So for example, if you can provide us with a good quality list of names which provide an excellent response to our mailings (and emailing activity); say 1000 names then we would pay you \$A500 for this list.

#### 5.2 New Courses

If you written a course which you think may be viable we would like to talk to you about promoting it. We would again say that the value in any course is only realised when the actual marketing and selling of it results in people attending the course. Alternatively, if you have an idea for a new course; please let us know – we will ensure that you have first opportunity to present it even if you are reluctant to actually write it.

### 6.0 Tips for an Effective Presentation

A few tips for an effective presentation for when you are an lecturer are given below:

- Practise, Practise, Practise your material beforehand so that you know each and every slide backwards and have an anecdote and story around each slide. Ensure that you sound like you know the material and can present it. There is a chasm between the lecturer's knowledge and experience level if you cannot communicate this adequately to the client. Do not read directly from the slides. You have to read around the slides. Also ensure the class knows exactly where you are in the manual as they may not be able to tie the slides to the material in the manual. Don't treat them like idiots but at the same time ensure that they are familiar with where they should be in the manual.
- Prepare the practical sessions thoroughly well before the course so that you know exactly what is going to happen for all possible eventualities and that the practical equipment and practical concepts work. When presenting the practical sessions ensure that they have a clear definition as to what you are expecting people to do and what the objectives of each practical session are. Keep practical sessions to a maximum of about 30 minutes each and near a break time so that the quick ones finish and take the break and the slower individuals have time during the breaks to catch up; thus not delaying the remainder of the class.

- Ensure that you go through the brochure advertising the course and confirm that the brochure and what you are presenting are totally aligned. Any deviation from this can cause a problem as participants have fixed ideas as to what they are coming on the course for and expect at least to cover what is listed in the brochure.
- Ensure the manuals have arrived at least the day before the class commences and that all the equipment is working and operational so that there are no surprises in this department.
- Target the presentation of the course with the intention of exceeding the expectations of those on the course by a wide margin so that they walk away feeling enormously satisfied with what they have learnt.
- Lock the classroom at all times when you are out of it so that all the participants valuables are safe. In the evening remove any key items such as computers as they are likely to be stolen. Do not chance it at any time. Assume the thieves are already sizing up the classroom for a good theft of your equipment.
- When the participants start arriving get them a hot coffee or tea as the case may be and get them onto the pre-course questionnaire so that they are busy and “on the run” even before the course actually starts.
- Before the class commences, check that the catering is organised and the coffee/tea/lunch breaks are all OK and set up so there are no surprises when you break and there is no coffee or lunch.
- Ensure that you clearly introduce yourself as to where the toilets/telephones are and detail your experience and advise when the breaks will occur typically at:
  - 10.30 to 10.45 for morning tea/coffee
  - 12.30 to 13.10 for lunch
  - 15.00 to 15.15 for afternoon Tea/coffee
  - 17h00 finish for the day
- Do not finish too early or too late; but on time. It is permissible on the second day to finish 10 minutes early if there are questions. Emphasise that you are available to answer any questions that may come up after the course. As long as people have questions.
- Do not apologise to your audience unnecessarily so. If you are a substitute speaker or something is missing clearly indicate this professionally at the beginning of the presentation and then assume the matter is closed. Indicate clearly how you are going to make it up and what you are going to do to redress any shortfalls in content or whatever. Make it a win-win suggestion.
- Discussion with your audience. Try and involve your audience in discussions and ensure you can clearly understand whether they are picking up what you are teaching them. If not, clearly explain again what you had earlier tried to explain.
- When a member of the audience asks a question, rephrase it so that everyone understands what the question is and then give an answer. Try and get the audience involved in the answer if possible without destroying your credibility as the source of all knowledge.
- Use pictures and practical examples as much as possible of what you are teaching to get the message across. Text based slides are boring and don't get the attention you need. Try for about 5 PowerPoint slides every 10 minutes. Keep the PowerPoint slides simple and with minimal words (6 words per line and a maximum of 7 lines per slide).
- Rollercoaster and suspense. Try and keep the attention at a high level by using techniques of suspense and keeping them on edge emotionally with the rollercoaster teaching approach.
- If you have a painful “know it all and I want to talk all the time and let everyone know what a fine fellow I am”, the best strategy is to deal with him as quickly as possible and swamp him with attention (not too obviously) and get him fed up with excessive attention so that he shuts up and becomes quieter. This requires considerable tact and care, so if you are unsure then don't try it as the results can backfire and you can have enormous problems. The class will tend to back up their own even if he is a complete “wally”.
- Do not make anyone in the class look silly or stupid. You will never get prizes for this. Ever.

- Once you have got the “show on the road” and the class has built up confidence in you, it is acceptable to admit that you do not know something. Ensure that you get back to the person with an answer. Do not ignore the question. Also draw on the resources in the class to perhaps answer questions you may not know and indeed to amplify answers you may give.
- Know your audience. Spend time trying to understand their specific needs and requirements. They don't want to be lectured to as with a student at University as they are generally professionals in their area and have been out of college or school for some time.
- Time is too short to cover this topic properly. Your audience is not interested in being told that two days is inadequate in which to teach this material.
- Do not try and sell them products or your particular services under any circumstances. The audience is not interested in having someone hard sell them on a product. Certainly it is a good idea to mention and compare commercially available products but do not try and sell them anything. They are paying to attend the course and expect an impartial appraisal of what is available on the market.
- Focus on practical examples in your presentations. The audience love practical examples of the materials they are being presented on. Practical anecdotes and tips and tricks are great for building up your credibility.
- Preview and justify, talk about and then review the materials you are going to talk about. For each module to be presented (say in an hour) do a preview of what you are going to present. Justify and indicate exactly why this is useful and beneficial material to cover (so that they can understand why they should expend energy listening). Present the material and then once the material is presented summarise what you have just presented.
- Eye Contact. Make eye contact with all participants and make them all feel special and part of the attention. Do not ignore anyone no matter how difficult to disinterested they may appear to be.
- Listen carefully to the class when you are discussing a topic. You will be pleased to know that most courses are not a one way street of teaching from you to the class but in most cases the other way as well. Indeed after you have presented the same topic four or five times the amount of information you gather from the class makes you a veritable guru on the topic. And makes your presentation enormously powerful for future presentations.
- Do not use the common excuse of “there is just too much material to cover in two days, so I will not be able to do a proper job”. These participants are paying good money to come on the course and they do not want to hear this.
- Above all be positive, passionate about the topic, enthusiastic and enjoy yourself. You must have a great time with the guys on the class and ensure they walk away enthused with the experience of the class as to what a great time they had. Make sure you give the class everything you have in terms of knowledge and passion. Even the quiet classes will appreciate this and will score you highly at the end.
- When talking to the class and using the slides/flip charts or whiteboard do not talk to the board; but talk directly to the class when illustrating a concept. Hence write it on the board first and then face the class and start talking. Do not stand in front of the overhead screen or whiteboard. Ensure that everyone in the room can see exactly what is being presented. Make sure the colours used on the screen or whiteboard are clearly visible from the back of the class. Yellow is not a good colour to see from afar. And ensure the fonts are large enough to be seen clearly from the back of the classroom.
- Each lecturer has an accent and to some classes this may be unintelligible. Talk slowly and ensure that they know what you are talking about by testing the understanding at regular intervals. It is better to talk too slowly than too fast. Be careful about the choice of words in the different countries and change your pronunciation to fit the local conditions. For example the pronunciation of “process” is quite a lot different in the US as it is in the UK.
- Maintain a solid presentation pace and appear to be in control all the time. Do not appear to be rushed and whatever you do; do not rush the last hour of the course.
- Use humour where possible. But be careful. One audience's idea of humour may not be the same as another's. And yours may not match up to theirs and may offend.
- Do not use swear words/religious jokes and sexual references unless you are 100% sure in the class. You will be playing with fire with a few individuals in the class if you are not careful.
- Keep good eye contact with the class. Don't outstare the participants in the class; but keep them in full view.

- Do not instruct at too high a level. Most of the participants do not have the breadth of the knowledge you will have in presenting the course. So don't fear the odd one person in the class who may have a high level of knowledge. Focus on the broad majority in the class who may be a lot lower level.
- Do not get bogged down in arguments or discussions in the class. One participant may find it fiendishly interesting. But the remainder couldn't find it more boring and will annihilate you in the post course questionnaires at the end of the course. Try and move these discussions to the coffee breaks.
- A few suggestions for the use of PowerPoint slides:
  - Each slide should have not more than 8 words per line
  - Maximum of 10 lines per slide
  - Apply the KISS principle to slide layout
  - Colour and pictures are key to expressing concepts. Too much text is painful
  - Plan for 150 slides for a day of presentations
- If you end up with not enough manuals for the attendees quietly get a few to share books and then arrange to give them a set of pocket guides or some make up gift. This will ensure that they are happy with the shortfall. But be quiet about it otherwise the remainder of the class will feel "ripped off".
- If you are unsure about whether a practical demonstration or an explanation will work or not, don't do it. If there is any doubt there is no doubt. The class will mark you down more if you tried a half baked exercise than if you didn't do it at all. Tragic but true.
- Hand out the post-course questionnaire at the end of the class and target at least 8 or 9 average for the Course Expectations score. These tend to be lower than the ratings for the lecturer (because he is a great fellow !). Take the ratings "on the chin" and don't get too disheartened. IDC believes that most engineers can improve their ratings significantly by working at a small number of issues. If the ratings are consistently less than or equal to 7; talk to us about how you can improve these. If you still can't do this then you shouldn't be lecturing. Go and get a less stressful job. If you consistently get 10 out of 10 for course expectations as an IDC lecturer you are probably in the wrong profession as well – you should be a pop star or politician or equivalent.

#### **7.0 More Extensive Notes on Great Presentations:**

Please download an excerpt from our 'Train the Trainer-Presentation Skills for Engineers and Technical Professionals' manual:

[www.idc-online.com/downloads/TraintheTrainer.pdf](http://www.idc-online.com/downloads/TraintheTrainer.pdf)

*Lecturer's Information Pack*

#### **8.0 List of course titles:**

To view a list of our current course titles please visit:

[http://www.idc-online.com/pdf/IDC%20Technologies\\_Training%20Workshops.pdf](http://www.idc-online.com/pdf/IDC%20Technologies_Training%20Workshops.pdf)

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