

## STEP 11. ARRANGE FOR THE CONFIGURATION AND SET-UP OF THE MEETING SPACE

**T**he training space should meet the needs of the instructor, the participants, and the training curriculum—accommodating participants comfortably and facilitating the effective operation of the training. The actual set-up rarely takes place earlier than the day before the start of the training, and often doesn't occur until that morning. However, planning ahead pays off. When the set-up of the space has been well thought out, the sessions function more smoothly and productively.

It is important to remember that some participants may have physical disabilities or may be sight- or hearing-impaired. Be sure that you have a plan and the resources to accommodate their needs.

**Seating arrangements.** For large groups, classroom-style seating (rows of tables and chairs facing the front of the room) is preferable. This way, participants have a writing surface in front of them so they can take notes and peruse training materials. Be sure to allow enough space between the chairs and the tables behind them so that people can get by easily.

A second option is auditorium-style (or theatre-style) seating (rows of chairs with no tables). Though less desirable, this arrangement may be less costly and will accommodate more participants in the same space. If course materials are provided in a three-ring binder or bound booklet, participants will have something to write on.

For a small group, a U-shaped arrangement of tables and chairs or seating around a conference table might be workable alternatives, especially if the goal is to encourage interaction among the participants.

**Aisles.** Provide for adequate center and side aisles to accommodate the placement of floor mikes and the movement of people. Also, allow room between rows of chairs, or between chairs and the tables behind them, so that people can reach their seats easily.

**Faculty area.** There should be adequate space at the front of the room to provide for the needs of the faculty. If the room is very large, asking the presenter to stand on a raised stage or platform will help participants see and hear the presentation and the accompanying audiovisuals more clearly.

Check with faculty members in advance to see what their preferences or requirements are. Most will want a podium; in some cases a small table on which to organize materials is also appreciated. The presenter will appreciate it if a container of drinking water and a glass are placed conveniently at hand.

**Projection screen.** The screen should be large enough to be easily viewed from the back rows. Place it to the side of the presenters, not directly behind them. You want to avoid making them swivel to see their own slides. Sometimes two screens are preferable, especially in a wide room.

**Audiovisual equipment.** See [Step 12: Audiovisual](#) for information on arrangements for audiovisual equipment.

**Registration area.** See [Step 10: Registration](#), Activity 10-N, for information on setting up the registration area.

**Catering.** See [Step 13: Catering](#), for information on the set-up of food and beverage service for morning arrival, breaks, and any meals to be served on the premises. If permitted by the site management, arrange for coffee or water to be available in the training room. Either water or coffee service can be set up on a table in the back of the room. If the classroom-style seating is used, water pitchers and glasses can be placed on the tables where participants will be seated.

**Signage.** Signs are helpful in directing participants to various locations and providing brief information. For example, a sign with the name of the course should be posted outside the meeting room, and the registration area and help desk should be appropriately labeled. An advance tour of the facility will help you determine what signs might be needed. Consider display options as well: Will it be possible to tape or pin signs to walls or furnishings, or will you need floor easels or table easels to hold them?

**Supplies and printed materials.** You will need to produce or acquire supplies and printed materials needed to operate the training sessions, transport them to the training location, and set them up to be handled conveniently. The necessary supplies will vary according to the type and size of the training program. Examples include:

- Course materials—the syllabus, training portfolio, and other handouts
- Registration materials—name signs, name tags, sign-in sheets
- Informational materials for participants—requirements for completion, number of units to be awarded, nearby restaurants, etc.
- Administrative and logistical materials—final list of confirmed participants, room coverage assignment sheets, registration and audiovisual checklists, FedEx (or other courier's) address forms for return shipping, etc.
- Audiovisual supplies—CD-ROMs or floppy disks with presentation materials, LCD or slide projector, laptop computer, projector bulbs, extension cords, slide carousels, overhead transparencies, overhead pens, laser pointers, wireless microphones, etc.

- Office supplies—tape, stapler and staples, thumbtacks or pushpins, scissors, three-hole punch, Post-It notes, markers, extra pens and pencils, etc.

## ***PRE-COURSE TASKS***

### **ACTIVITY 11-A**

Obtain a diagram or floor plan of the space from the facility contact person. If none is available, make a detailed sketch of the rooms and areas to be used.

### **ACTIVITY 11-B**

Consult with the facility contact person regarding room capacities, set-up requirements and restrictions, and other relevant information.

### **ACTIVITY 11-C**

Determine your preferred seating arrangement and space set-up plan, including locations or positions for podiums, platforms, audiovisual equipment, registration and catering services, and other space considerations.

### **Associated Tool #13 Training Room Layout**

*(Source: Francis J. Curry National TB Center, San Francisco)*

### **ACTIVITY 11-D**

Coordinate with the facility contact person regarding how, when, and by whom the space set-up will be accomplished.

### **ACTIVITY 11-E**

Make a list of the signs that will be needed, and arrange for their production. Many signs can be created in-house by computer but the creation of large signs or banners may need to be contracted out.

**Associated Tool #49 Directional Sign**

*(Source: Francis J. Curry National TB Center, San Francisco)*

**Associated Tool #50 Directional Sign: Registration Table**

*(Source: Francis J. Curry National TB Center, San Francisco)*

**Associated Tool #51 Directional Sign: Registration Instructions**

*(Source: Francis J. Curry National TB Center, San Francisco)*

**Associated Tool #52 Directional Sign: Help Table**

*(Source: Francis J. Curry National TB Center, San Francisco)*

**Associated Tool #53 Directional Sign: Pre-/Post-Test Instructions**

*(Source: Francis J. Curry National TB Center, San Francisco)*

ACTIVITY 11-F

Develop a checklist of supplies and materials you will need during the course of the training. Arrange to acquire or produce them, and decide how they will be transported to the training site.

**Associated Tool #35 Supply Box Checklist**

*(Source: Francis J. Curry National TB Center, San Francisco)*

ACTIVITY 11-G

Assemble and pack the signs, supplies, and materials, using the checklist as a guide. If they will be shipped ahead, arrange for them to be picked up by or delivered to the shipper. This should be done far enough in advance to ensure on-time delivery to the training site.

ACTIVITY 11-H

The day before the training begins, confirm all the space set-up arrangements with the facility contact person. Do a walk-through of the training site and obtain information about the light and temperature controls. If possible, be present at the site during set-up to ensure that it proceeds as planned.