

TRAINERS' HANDBOOK

Trainers' Handbook

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PART 1:

ADULT LEARNING CONCEPTS

The role of a trainer

The learning principles

The Kolb learning cycle

A strategic approach to training

Knowledge transfer

HANDOUT: THE ROLE OF A TRAINER

(Please fill in this part during the discussion)

HANDOUT: KEY PRINCIPLES OF ADULT LEARNING

ADULTS LEARN....

- If they need to and want to
- By relating what they learn to their past and present experiences (continuity)
- By practicing what they have learnt (definite action)
- With help and support
- In a relaxed, warm, reassuring environment
- If they can use what they have learnt (transfer)
- If the results are seen as valuable / are recognized

1ST PRINCIPLE: THE QUESTION OF MEANING

- *An adult learns if he or she agrees with the purpose of training.*
- ⇒ The trainer must gather information on the expected and existing level of participants' proficiency and find out what their plans and expectations are.

2ND PRINCIPLE: INTERACTIVE LEARNING

- *Adults learn if they are actively involved in the training process*
- ⇒ The trainer must use interactive methods which stimulate learners' participation.

3RD PRINCIPLE: BIOGRAPHICAL DIMENSION

- *Adults build up a stock of experience which is a valuable learning resource.*
- ⇒ The trainer must encourage the learner to call on his or her past experiences and to turn them to good account

4TH PRINCIPLE: INDEPENDENT LEARNING

- *Independent learning enables the adult learner to develop, change, grow and achieve his or her personal goals.*
- ⇒ The trainer must help trainees to acquire knowledge on their own by encouraging them to learn from their own practical experiences.

5TH PRINCIPLE: LINKING THEORY AND PRACTICE

- *Adults assimilate what they have learnt better if it is linked to their actual situation.*
- ⇒ The trainer must offer methods linking theory and practice, which promote this transfer.

4 themes and 12 principles to keep in mind (S. Bellier)

1. Serve as a resource person for the proactive learner

- The participant is the driving force. The resource person provides the participant with what he needs – he knows the content, he knows how to present it and how to fashion a coherent learning process.

2. Learning comes from action:

- Action principle: It is the students who act, deliberating, solving problems, devising a course of action, using tools, reasoning.
- Alternation principle.
- Principle that the student should learn by doing. To promote absorption of the material, have the students do things themselves rather than sit passively while things are explained to them.
- Game principle: Games present a fresh situation and promote a sense of involvement.

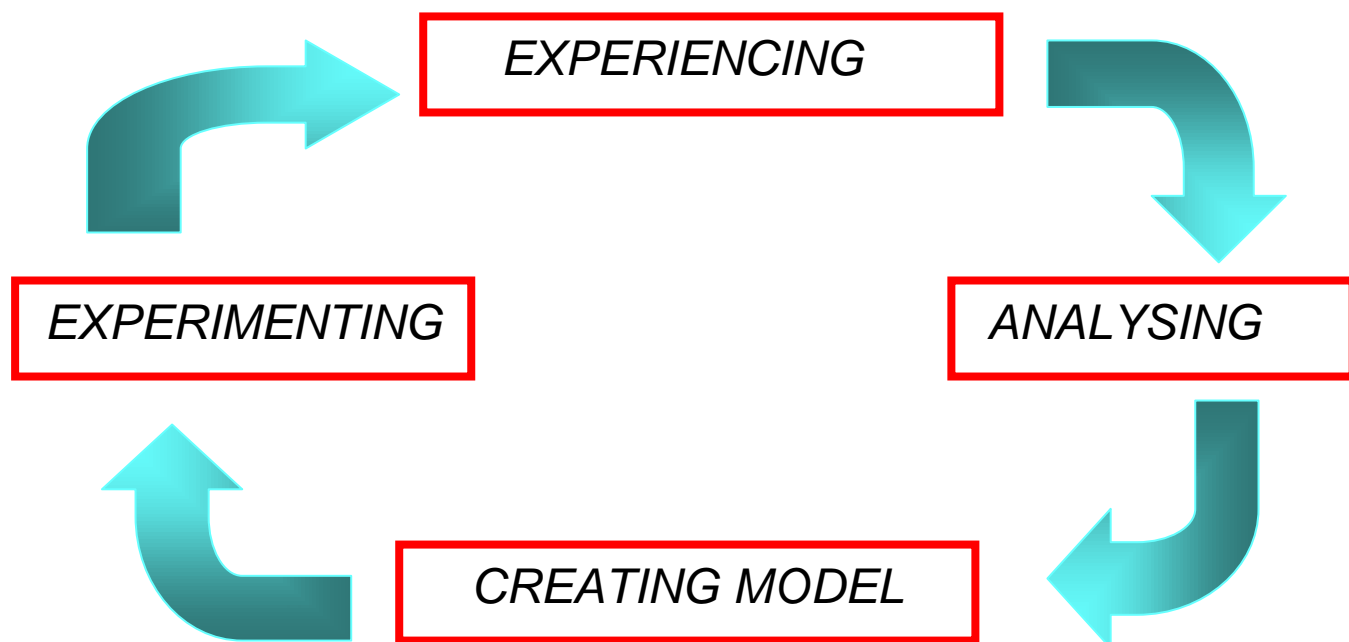
3. Learning comes from understanding the action:

- Utility principle: Long-term learning of the course material requires an understanding of what one is doing and why.
- Principle of summarizing: Summarizing makes for better organization of the material and so promotes learning.
- Structure principle: structure the content (media).
- Principle of meta-cognition: Become aware of what has been learned and how it has been learned.

4. Training is something that occurs over time

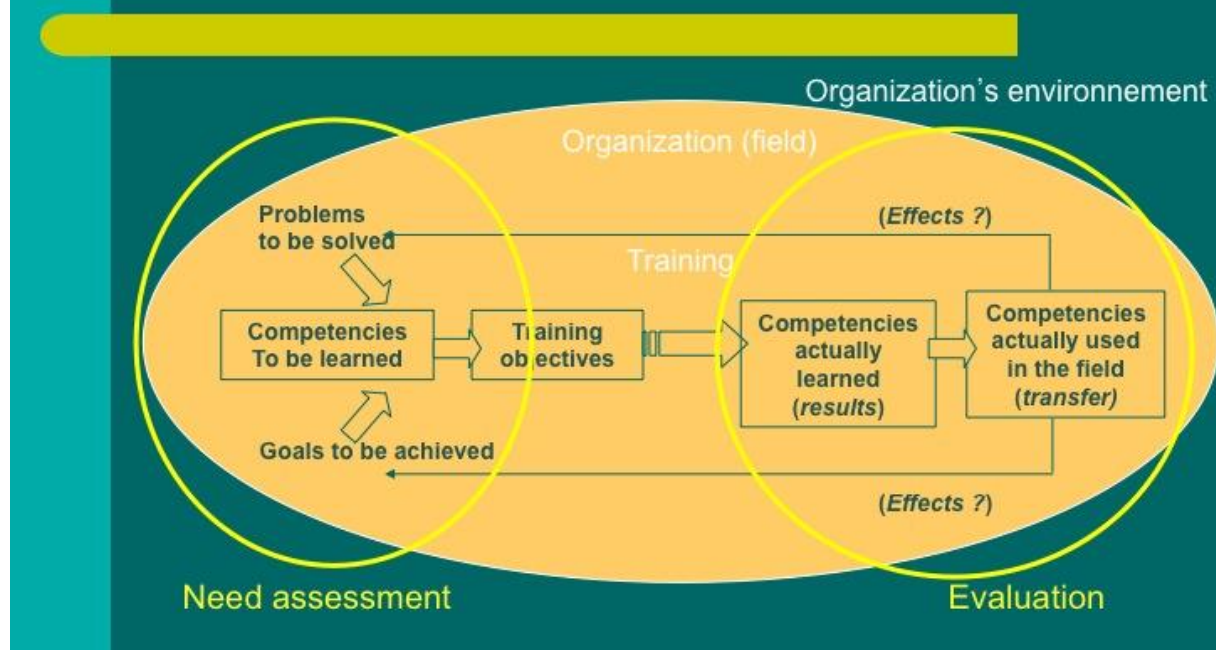
- Preparation principle: communicate, put to work, place the event in the framework of a project.
- Plan-of-action principle: When training is finished, as a major means of absorption.
- Feedback principle: Contact participants at a later date to find out whether and how they have applied the material.

HANDOUT: KOLB LEARNING CYCLE



HANDOUT: A STRATEGIC APPROACH TO TRAINING (Etienne Bourgeois)

A strategic approach to training (Source: Etienne Bourgeois)



HANDOUT: TRANSFER

(Please fill in this part during the discussion)

Title of the course:

Name:

TRANSFER CARD

What I remember	How I am going to put it into practice

Page:

NB: In real situation use landscape format!

PART 2:

DELIVERING A TRAINING COURSE

Getting started

Recap techniques

Methods, techniques and tools

The *chrono-biological* rhythm

Facilitating discussions

Giving feedback

Managing difficult situations

Managing opposition

HANDOUT: GETTING STARTED

Items to cover before and at the beginning of the course:

Overall plan of the venue – weeks before a course

1. Select an appropriate room (ideally, far from the working area of participants), organize common lunch and if possible, have the participants staying at the same place at night (best option = a hotel where course + accommodation are organized).

Ideal conditions for a training room (not always possible but try to get as close as possible to this model): good audio-visual equipment, appropriate seating patterns (see preparation), comfortable chairs, Good writing surface, temperature around 18 °C, independently controlled ventilation (air conditioning or windows), good supply of coffee/light lunches, Adequately sound-proofed room, natural daylight, appropriate space for working group (not far from the main room).

2. Invite / inform participants (15 persons minimum – 25 persons maximum) well in advance about the course venue and objectives (never give a precise agenda with timing so that you remain free to adapt your time without raising questions in participants' mind). Depending on your strategy, reading materials and exercises can be sent before the course.
3. Review the course, sequences, exercises as much as needed. Adapt exercises and case study according to the context.
4. Decide on the different introductory stages and how long each is to last (depending on the total length of the course). Organize the days - Ideal days are from 9am to 5pm (never exceed 8.30am to 5.30pm!) with 30 minutes break in the morning and afternoon and 1h break for lunch.
5. Once you have the final lists, try to get information about the participants' levels. Decide how you will organize the sub-groups (gender, level of participants, friendship relationship, etc).

Techniques for creating small groups / pairs

1. By chance

- Lines (people at each end are put together)
- Chocolates/sweets/cards, etc. (by color, by type)
- Neighbors (people sitting next to each other are put together)
- Counting: 1, 2, 3.... 1, 2, 3.... (the 1s are put together, etc.)
- Closeness of date of birth (day)
- Alphabetic order of first names/family names
- Pieces of a puzzle
- Drawing lots (short straw...)
- Height, eye color, shoe color, etc.

2. In an organized manner

- by preference (if subject is emotional or personal)
- by occupational interest (e.g. same areas of work)
- to ensure homogeneity/diversity

Preparation – just before the course starts

Always arrive one hour before the beginning of the course to:

- Organize the room (location, layout, size,...),
- Organize and check (yourself!) the equipment and tools for presenting course material and formulating expectations (flip chart, Metaplan method, photo-language, program, documents, etc.)
- Welcome participants.

Seating patterns:

There are three recommended seating patterns "U" shape, "V" shape or in small groups. Just try to see what is best depending on the number of participants and size of the room. Make sure that participants are looking up front as much as possible to avoid neck ache. Do NOT put participants in row such as at school or university!

Media

Try to have as many supports as possible so that you can vary the media (White board, computer, flipchart, etc)

The importance of getting a course off to a good start

The beginning of a session is critical as it influences the rest of the course. If things go badly, it is then hard to save the situation. It is the moment when participants forget their everyday life and become students. First, they must be put at ease so that they can concentrate on the course.

This is just one of four factors with which the trainer may juggle in order to improve the participants' motivation. Their initials form the mnemonic SAVI:

- Security – make each participant feel secure
- Actor - make each participant an actor
- Value - give each participant the feeling that he or she can make a valuable contribution
- Involvement – make sure that each participant feels involved

These 4 elements must be kept in the mind of the trainer at all times.

Getting things off to a good start reassures participants as it answers their main concerns (*the 6Ws/H*):

- **W**hy are we here? (objectives)
- **W**ho is the trainer? **W**ho are the other participants?
- **W**hat are we going to do? (program)
- **W**here are we going to be? (environment)
- **W**hen do we have what? (planning / breaks, etc)
- **H**ow long are we here?

Participants will really be able to focus on the content of the course once they have had an answer to those direct concerns. then only their mind will be free.

- Introduce yourself : who you are, what you do, why you are leading the course and what your role is
- Explain the **general arrangements** / give the administrative information (timetable, breaks, meals, moves to another room, travel, flight ticket, etc...)
- Organize and facilitate the way **participants introduce themselves**. Avoid each participant introducing himself or herself in turn. Encourage introduction in pairs or small groups. Be clear on the information we should get (name, function, etc) - Try not to focus only on the job but also to get information about the family, hobbies, etc. For example, you can ask each person to say in their presentation 1) who would they like to be and 2) with who they would like to have diner (persons can be alive or dead). This must be an opportunity to break the ice (*see next point on icebreakers)!
- Explain the **rules** (active participation, constructive feedback / respect of people, confidentiality, respect of timing, use of phone, etc)
- Small talk if relevant
- Invite each participant to outline their **expectations** and individual goals. Ask participants to write down each expectation on a post-it that you stick to the wall. This makes it possible to refer to them at various stages in the course and facilitates evaluation at the end of the course (did the course meet up to initial expectations?). We encourage you to ask participants twice in a week to run through their expectations and remove those that they feel have been fulfilled. They read them in plenary. At the end of the course, only remain expectations that require deeper explanations (it is perfectly normal to have some!).
- Present the **objectives** of the course and the order in which subjects will be dealt with, link this to expectations (whether or not subjects are covered; if they are not covered, what can or cannot be included in the modules). It is crucial to explain to participants if an expectation is not going to be covered otherwise, participants will be frustrated at the end of the course.
- Possibly present the **handouts** and teaching materials / supports. Again, never give a precise agenda with timing so that you remain free to adapt your time without raising questions in participants' mind
- Reply to questions.

Icebreakers - What is it?

When participants arrive in a training room, they are usually a mix of individuals with different minds sets. At the beginning of a course, they are usually not thinking about the trainer or the course content but about their neighbor, coffee time for phoning/messages, end of day, etc.

An inclusion activity will make them feel included and, if well designed, help them to relate to the others in the group.

Above all it puts the spotlight on them (the most important people in the room) and takes it off you and allows you to relax into the course and get into the role of facilitator.

A good inclusion / Ice breaker must be "*F.A.B.U.L.O.U.S*"!!!:

Foolproof: has been tested and works!

Amusing: participants should enjoy it

Bridged: Linked if possible to the course subject

Unique: participants should not have done it before

Lively: has movement, exchange and chatter

Optimistic: is positive and non-threatening

Uncomplicated: is easy to explain and organize

Short: lasts between 5 and 10 minutes

Examples

❖ *2 true, one false*

Participants introduce themselves by giving one incorrect and two correct information about their background (likes and dislikes, present job, etc) – the group must guess which is true and which false.

❖ *Famous Pairs*

Write names of some famous pairs on post-its (e.g. Romeo/Juliet) and stick them at random on participants' backs so they can't see who they are; they must then locate their "partner" by asking others questions about their identity – these questions may only be answered by Yes or No. Once the pair is formed, they spend 5 minutes with each other and prepare a cross-presentation.

❖ *The chain*

Trainer starts a chain by touching the arm of a participant and starts to form a chain with him/her. Every participant touched by the people of the chain join the chain. The last wins. Then ask participants to spend 5 minutes with the person that is at his/her right and prepare a cross-presentation.

HANDOUT: RECAPITULATION TECHNIQUES

1. Aim

For the participants:

Repetition of the themes dealt with the previous day (morning recap) or the current session (insist on key message). To remember, you have to hear something three times...

For the trainer:

To see what has been retained/not retained and which subjects need to be repeated/supplemented/explained again.

These are moments of instructive evaluation for participants and they enable the trainer to assess how well the course is going.

2. Examples of recapitulation

- Each person is asked to consider what new skills or knowledge he or she intends to transfer to practice.
- Participants write on post-it slips what they have learnt and wish to transfer to practice. The trainer compiles this information on a flip chart with x relevant columns and comments on it. This offers an opportunity to review the previous day's program, as well as to reframe and shed light on subjects which did not hold the participants' attention, or which they only vaguely remember.
- In 3 groups comprising 4 participants – each is asked to work on a different subject (in this case: objectives, methods and tools, evaluation) and to present their colleagues with a graphic representation (diagram, drawing) or a key message. 10 minutes in groups.
- Quiz: In 5 minutes, groups think of a question to put to another group. Question, answer, comments from the trainer and possible reframing.
- The trainer asks each group a different question, preparation time, then the answer is given in front of all participants (after the question has been repeated for everyone's benefit), comments and reframing. The questions may also be put in writing to make it easier for the other participants to understand them.
- Multiple-choice questionnaire: Participants answer the MCQ and then reviewed and supplemented/corrected as the training session progresses (can be used at the start of the course)
- Participants re-write their notes and read them out at the end of the session, etc.
- Participants reformulate what has been said.
- A participant prepares a question for his/her neighbor and the neighbor must answer
- The trainer asks what the participants retain from this exercise,

- The trainer asks what the participants retain from this exercise,
 - The trainer asks what are the 2 essential elements of the presentation
 - The trainer asks where the participants meet difficulties
 - The trainer asks what participants liked the most
- .../...

Do not forget to reformulate value and bounce back.

HANDOUT: METHODS, TECHNIQUES AND TOOLS

Training methods

A set of principles which guide the design for learning and the manner of instruction. The same content can be conveyed by different teaching methods. A variety of methods must be employed as some of them will not be best suited to all participants. The following factors must be borne in mind when choosing methods:

- The poorer participants' proficiency is, the more they must be allowed to express themselves in order to absorb knowledge; active methods must therefore be used. On the other hand, experts who attend training in order to acquire additional knowledge have less need of active methods.
- The method chosen must take account of the objectives set: for example, if training focuses on behavior, an active method must be selected.

There are 4 main methods:

1. The Authoritative Method (TELLING)

- *Principle:* the trainer gives a talk and participants listen.
- *Precautions:* do not talk for more than 20 minutes, use visual aids, vary the pace of delivery.
- *How to promote learning:* The parts of the talk the learner remembers best are: the introduction and the conclusion and, in the main body of the talk, repetitions and the "exotic" (use illustrations, appeal to the imagination).
- *Advantages:* allows the trainer to keep control over the use of time, transmission of knowledge, reassuring.
- *Disadvantages:* weariness, does not promote the real absorption of knowledge, little feedback.

2. The Interrogative Method (ASKING)

- *Principle:* a system of questions and answers arouses the participants' curiosity. It is based on the use of background material (film, text, diagram, machine, experience of a situation ...).
- *Precautions:* Use for no longer than 20 minutes at the beginning of a lesson to awaken interest. Choose the background material carefully, prepare questions so that they gradually become more difficult and are in keeping with the objective.
- *Advantages:* Learners take an active part in the lesson, which sets them thinking and promotes exchanges of views.
- *Disadvantages:* weariness, hard to involve those who say little and to move from instruction to discussion.

3. The Demonstrative Method (SHOWING AND COPYING)

- *Principle:* ask participants to copy a movement or a specific technique. It is a step-by-step approach.
- *Precautions:* use in small groups.
- *Advantages:* employs visual methods and action, gives participants and the trainer a sense of security

- *Disadvantages:* requires very careful preparation, but not much thought or creativity on the part of participants.

4. The Discovery Method (DISCOVERING)

- *Principle:* the participants discover for themselves by trial and error, by calling on their personal experience to solve a given problem.
- *Precautions:* instructions and information must be clear. Devote some time to summing up results.
- *Advantages:* this is the most active method. Participants are closely involved and their existing skills and knowledge are greatly enhanced. This is the best method of getting them to remember what they have learnt. 80% of what is discovered is retained!!!!
- *Disadvantages:* time-consuming and needs a lot of preparation.

Summary table: Five teaching methods and how to use them

Method	Goal	Advantages	Limits / disadvantages
Explanation/telling	Acquire knowledge of all types	<ul style="list-style-type: none"> - Quick preparation - Set time frame - Participants unlimited 	<ul style="list-style-type: none"> - No feedback - Limited and short-term learning - Harder to maintain attention
Demonstration	Acquire specific technical skills	<ul style="list-style-type: none"> - Immediate and constant feedback for instructor and students - Students can speak and take action - Students experiment under instructor's supervision 	<ul style="list-style-type: none"> - Group limited to eight students unless additional technical measures taken - Not everyone likes classroom approach - Material must be carefully prepared
Discovery	Acquire knowledge, skills and modes of behavior	<ul style="list-style-type: none"> - Students find their own solutions - Method fosters their independence - Feedback for instructor and students - Thorough and durable learning 	<ul style="list-style-type: none"> - Major preparation needed - Event can easily go beyond allotted time
Analogy	Learn a concept	<ul style="list-style-type: none"> - Makes subject less daunting - Makes abstract content more accessible - Thorough and durable learning - Student involvement 	<ul style="list-style-type: none"> - Throws light on only one aspect of subject - Risk of choosing analogy too simple, familiar and accessible for students
Questioning (asking)	Acquire knowledge	<ul style="list-style-type: none"> - Facilitates student involvement - Students can deduce answers - Students ask a lot of questions - Immediate feedback for instructor and students 	<ul style="list-style-type: none"> - Success depends on: <ul style="list-style-type: none"> - Choice of media - Instructor's questions - Instructor must fully master Q&A format - Classroom atmosphere quickly dominates

Teaching techniques

Techniques connected with one or more teaching methods are used to put knowledge into practice.

Open-ended list of techniques:

- Case studies,
 - Role play,
 - Individual exercises
 - Exercises in small groups,
 - Brainstorming,
 - Photo-language,
 - Talks,
 - Puzzles,
 - Metaplan ("post it")
 - Quizzes,
 - Games,
 - Multiple-choice questionnaire
 - Tests / questionnaires
- .../...

Brainstorming

Definition

Brainstorming is "the act of meeting with a group of people in order to try to develop ideas and think of ways of solving problems" (*Longman Dictionary of Contemporary English*).

Recipe for success

- Refrain from commenting or criticizing while ideas are being developed. The students must be able to express themselves freely.
- Do as much as you can to promote variety.
- Accept all ideas, even the most far-fetched.
- Promote proliferation by using people's ideas to bolster other people's ideas.

Advantages

- Involves the students and gives them major responsibility.
- Facilitates retention of knowledge.

Instructor's role

- Guides the proceedings: determines who has the floor, enforces the rules, bans all criticism, stimulates creation of ideas, if necessary reformulates vague formulations before writing them on the board, etc.
- Remains neutral about the substance, offering no ideas of his/her own but simply writing everything on the board.

Usefulness as a teaching tool

- Makes it possible to easily produce a large number of ideas on a given subject in conditions that facilitate participation and creativity.
- Makes it possible to assess the participants' knowledge of a subject.

Timing

Use this technique every time you want to promote ideas and facilitate and improve a discussion.

Procedure

A brainstorming session takes place as follows:

- The instructor provides the information and guidance needed for the session.
- Guidance must include the subject, the time available and the procedure.
- The participants think, discuss and make proposals.
- The instructor channels the discussion to keep it on topic.
- He leaves time for summarizing the group's proposals.

A --- Assemble

Q --- Large quantity

I --- Inclusiveness (even the most far-fetched ideas)

P --- Proliferation

Role-playing

Presentation

Role-playing is an **active teaching technique** in which the students play more or less well-defined roles in a situation, following which those roles are analyzed to identify changes in behavior. There are three types of role-playing:

1. The student plays himself in a well-known situation defined by him. **This exercise gives the participants a sense of involvement and promotes changes in behavior.**
2. The instructor assigns the context. The roles are not very precise, and the student plays the role he wishes. **This type of role-playing gives the participants a fairly strong sense of involvement and prompts the student to take a critical look at his behavior in certain situations.**
3. The student plays a role assigned by the instructor, who also assigns his behavior. Many problems can arise. **This type of role-playing does not give the participants a strong sense of involvement and is useful largely to make them aware of certain things.**

Criteria for assessing success

- The participants have not resisted the role-playing.
- They have made significant progress over the various situations acted out.
- By the end of the process they have found at least one useful application for what they have learned.

Usefulness as a teaching tool

- Change in behavior. (1)
- Intensive training and practice tool. (2)
- Enables participants to gain awareness of certain things.(3)

Timing

- At the beginning of a teaching sequence.
- At the end of a teaching sequence.
- At best when the group is operational.
- When the group begins to lose interest.
- When students find it difficult to examine themselves critically.

Procedure

The following procedure is suggested for a complete sequence using role-playing types 2 and 3:

1. Present the method to be used and the sequence's goals, structure and length.
2. Divide the group into smaller groups and give half of them instructions for the main role and the other half instructions for the secondary role. Each sub-group designates the person who will play the role and helps prepare him for the part.
3. Distribute sheets on which observations can be written and ask two students to play the role of observer.
4. Film the session and take notes during the role-playing sessions. Don't hesitate to let the session go beyond the allotted time limit, taking care not to interrupt the discussion at a key point.
5. Ask the actors and observers to write on the board the points worthy of emulation and points needing improvement. The instructor should take part only if this is really necessary.
6. Analyze the film session by session, taking up the points noted. Ask the students to stop the film whenever they wish and to suggest ways in which the situation could have been improved.
7. Summarize the points worthy of emulation and those needing improvement. Elaborate if necessary.
8. Ask the sub-group to repeat the session three times, changing roles each time.
9. When the participants have reassembled into one group, list the main difficulties encountered and seek together modes of behavior that could solve them.
10. Ask the students to cite a useful application for what they have learned that will allow them to practice and apply positive modes of behavior when they return to their posts.

Practical tips

- Choose a well-known context, but avoid a real-life situation or one that might have a strong psychological impact.
- Be clear, simple, concise, precise and consistent, but don't go too far. Let the participants use their imagination.
- Choose the sub-groups by matching people who get along and, generally, in a way that promotes a good atmosphere.
- Avoid involving yourself in preparations for the session itself.
- Avoid filming close-ups, since this can unsettle the person being filmed.
- Take action if the students encounter difficulties during the session.
- Remain positive – talk about "points for improvement" rather than "weak points".

Choosing between a role-play with the trainer or with other participants

When participants play a role together, the objective is to practice something.

When the trainer plays one of the roles it is because the point of the role-play is to raise participants' awareness.

In this case, the trainer is like a magnifying glass. If the participant playing the other role is doing well, the trainer is helpful. If the participant goes in the wrong path, the trainer will emphasize even more the problem (caricature).

The caricature enables to joke and avoid turning the role-play into something negative for the participant who was playing it.

If the participant is in the wrong path, the trainer can:

- Try to help him correct
- Stop the role-play, discuss and restart the role-play
- Stop the role-play and discuss.

!!! The trainer must be careful not to take "pleasure" in showing what is wrong.

Keep in mind:

Laughing is good but make fun of is not!

Metaplan / Post-it technique

Definition

The post-It technique developed out of the German "Metaplan".

- Information is collected from the students by means of post-its.
- This information can be anything from expectations at the beginning of the course, to ideas for a discussion, to a group resolution, to the measure of the participants' satisfaction at any given moment, to an assessment of what they learned yesterday.

Recipe for success

- Avoid groups of over 12 persons. Otherwise the number of post-its becomes difficult for the instructor to manage.
- Give precise instructions: number of post-its desired, content, how to submit them, etc.

Advantages

- Easy to organize.
- Enables all students, even the shyest, to express themselves.

Tips for instructor's role

Keep the group informed of the messages received by post-it and make a summary of the ideas conveyed, perhaps displaying them on a paper to give the students a visual impression of the work as a whole and their own progress.

Usefulness as a teaching tool

This technique can energize the group, allowing ideas to emerge. People can express themselves individually but anonymously.

The post-it technique may be used at various times during the course.

Exercises in sub-groups

Definition

The exercise amounts to time given to the students for them to exchange ideas, solve a specific problem or work on an assigned case.

Recipe for success

- Give the time frame.
- Change the composition of the groups to avoid the formation of clans.

Advantages / disadvantages

- Gives the students a sense of involvement – they have to act and learn more readily by applying the material in dialogue with others.
- Exercises can be time-consuming.

Tips for instructor's role

- Keep a close watch on the time the exercise is taking.
- Visit each sub-group to ensure that the exercise has been understood and is running smoothly.
- Review each exercise with the participants and make a summary.

Usefulness as a teaching tool

- Promotes retention of material by students.
- Enlivens the course.
- Easier for students to put forth their views in smaller groups.

The Quiz Show

Definition

A game between two teams who ask each other questions on themes that have been taken up in the course. The instructor assesses the result.

Recipe for success

- There must be a good group atmosphere because it's a game but also a contest.
- The quiz takes time, so at least 45 minutes should be set aside for it.

Advantages / disadvantages

- Liven up the day.
- Provides a change of pace.
- Can lead to irritation if things begin to be taken too seriously. The instructor must keep people's enthusiasm in check.
- Not suitable for all groups.

Tips for instructor's role

- Have the participants draw lots to determine the composition of the groups. This helps prevent the formation of clans that can become difficult to manage.
- Play the role of referee. If a question is unclear, help the team reformulate it.
- Be complimentary when the game is over so as to avoid dissipating the atmosphere of a game. Summarize the game.

Usefulness as a teaching tool

- Involves the students.
- Obliges participants to retain what has been discussed since the questions are based on the course material. Enables the students to structure their knowledge.
- Enables the instructor to assess students' comprehension and retention of material. This in turn can prompt him to go and review important points that have been forgotten or poorly understood.

Games

Presentation

Games enable the participants to take a step back from their usual habits and modes of behavior and so to create situations completely different from actual work situations, ones that are much less stressful. Learning becomes much easier and better since it is done 'naturally' as part of the action and not in the abstract. The purpose of a game is to put an idea into action and only then analyze the process and figure out what has happened.

Usefulness as a teaching tool

Games not only place the emphasis on action, they give the participants a strong feeling of involvement, a lack of distance from events that encourages spontaneity. Beyond their value in terms of creating a positive atmosphere, games are a teaching tool that strongly promote learning. Finally, games help the student memorize material. In fact, they might be thought of as a memorization technique.

Advantages

- *Games promote creativity*
Games help break down inhibitions regarding change generally and allow the students to step outside old frameworks, to make daring suggestions, to have fun while learning.

This presupposes that the game isn't organized for its own sake but rather that it has a definite learning goal. The analysis that follows the game is at least as important as the game itself. The game's value lies in discovering the link it provides with reality.

- *Games facilitate learning*
A game presents a situation analogous to the one being studied and, by its concreteness and playful aspect, facilitates understanding of an abstract concept. In addition, games make the students direct participants and give them a strong feeling of involvement in the learning process.
- *Games enliven the course*
It is important to vary the rhythm in the course of a day of training. This maintains the participants' attention and motivation. The more the variety, the less the risk of boredom.
- *Games make the group more cohesive*
Games generally require teamwork in order to think through a problem. The students get into the habit of working together, generally in a collectively stimulating manner.

Teaching tools

Teaching tools are the means and materials used to facilitate communication between the trainer and the learner.

The human brain stores information in VHF: Visual / Hearing / Feeling data ! Each participants have a preferred channel for remembering data but experiences show that memory favors visual information. Therefore make sure not to speak only but also to write / show the information.

VISUAL : Flipchart, Pinboard, Whiteboard, Slide projector, Video, Word pictures, Imaging...

HEARING: music, sound effect, ...

FEELING: Music, Handout, verbal description, anecdotes, Metaphors, ...

Teaching tools must help not disturb! Make sure they are adapted and appropriate.

EXAMPLES OF TOOLS:

- For the trainer: trainers' guide (see DOP)
- For the participants: participant's handout or booklet (must be clear, be synthetic, follow the sequence of the course, and leave space for participants to write. When distributed, explain it, let time for the participants to go through)

During a course:

Tool	Rules for making the tool	Rules for employing it in training	Usefulness
Transparency	<ul style="list-style-type: none"> • must be legible and clear! (size + type of characters) • max 5 lines • 1 idea, 1 title • use graphic design 	<ul style="list-style-type: none"> • Look at the audience • Ask if everyone can see • Add comments and additional information • Read from the transparency and not from the screen 	<ul style="list-style-type: none"> • Focuses attention • Makes information easier to remember • Can be annotated directly
Video	<ul style="list-style-type: none"> • must be short and lively • must be able to pause at key images • must be related to the occupation. • make sure it is not old or out of date 	<ul style="list-style-type: none"> • Must be exploited (preparation, look at sequences, etc) • Means and not an end. • State the purpose of looking at the video beforehand, say how long it lasts, and give instructions. 	<ul style="list-style-type: none"> • Entertaining • Makes it possible to visualize knowledge, behavior and techniques immediately.
Flip chart	<ul style="list-style-type: none"> • Structure : one title per page • write in blue or black, keep colors for drawings and underlining • write in lower case • can be prepared in advance 	<ul style="list-style-type: none"> • have 2 flip charts • stand to one side when writing without turning your back • write legibly and in reasonably large letters 	<ul style="list-style-type: none"> • useful in large groups and for brainstorming, etc. • makes it possible to keep a record (can be pinned up) • work done in real time at the trainees' pace

Power point	<ul style="list-style-type: none"> • Font: size 20 to 30 • Don't overdo the animations • NB: weariness sets in after 30 minutes. • Use slides for what is best showing (to complete want can't be said – diagram, picture, etc) 	<ul style="list-style-type: none"> • Don't read the slides • you can add comments and information • Watch out for the "press button" syndrome, move away from the computer from time to time 	<ul style="list-style-type: none"> • can be printed and distributed as handouts • visual (graphics, animations...)
Post it	<ul style="list-style-type: none"> • one idea par post it 	<ul style="list-style-type: none"> • give clear instruction • 1 idea/port it, number of post it • classify per categories to improve reading and summary 	<ul style="list-style-type: none"> • good group dynamic • can be use anytime (expectations, key points to remember, brainstorming, ...) • comfort as no name and fast

+ intranet, internet, CD-ROM.

HANDOUT: CHRONO-BIOLOGICAL RHYTHM

Once developing a training program, one must have the following rhythm in mind:

9h – 9h15: wake up

9h15 – 11h: very productive and active. Ideal for lectures if needed

11h – 12h: starts to wonder about lunch, then is hungry. Best to do sub-group work

14h – 15h: siesta time! Do NOT give lecture but on contrary, exercise, group work.

15h – 16h: productive and active

16h – 17h: start to be stressed and/or tired. Choose subjects that are not sensitive

17h – 17h30: look at the watch, must go.

HANDOUT: FACILITATING DISCUSSION

1. Questioning skills

Closed questions:

- Who can tell me on which date..."
- Which / what specifically..."

Open questions:

- "About" : How do you feel about...?
- Reflective: You don't feel comfortable with...?
- Hypothetical: What do you think would happen if...?
- Framing: Help me to see how this fits in...?
- Silence:?
- Statement: X, you look as if you wanted to say something

Always avoid Multiple question (a sting of questions) and leading question (don't you think it would be better to...)

2. Lubricators

Verbal:

I see / ah ah / that's interesting / really? / Go on! / Tell us more about that (...)

Non-Verbal

Nodding / constant eye contact / leaning forward / stepping inside / raising eyebrows
...

3. Reflect / Deflect questions

Reflect

- Question send back to the questioner /reformulating what you thought the question was (if I understand you correctly, you are asking).

Deflect

- Echo/global question: Send back the question to the group (How does the rest of the group feel? / has anyone else had the similar problem?). This is done to seek allies (who have a different view?) or to enlarge or direct the debate (what other advantages do you see?)
- Support question: Send back to one particular person (X, you are an expert on this, can you....)
- Boomerang question: Reverse, back to the questioner (you've obviously done some thinking on this. what is your view?). It can also be done to ensure that he is satisfied with an answer (does this answer your question?) or it can make him think about the meaning of our intervention (what advantages do you see in that?)

4. Active Listening

Verbal and non-verbal communication.

Participants must always feel that you listen at them, i.e.: you are interested in what they say, you are not defensive, you are ready to confirmed or complete, etc...

5. Body language

Will also play a role on the participation level.

Postures and gestures (hand, sitting position..)

Eye-contact (do not fix one person but address to the whole group)

Orientation (your position within the group)

Proximity (how close do you sit / stand from the participants)

Looks / appearance (dress, look, etc)

Expressions of emotion (facial expressions to express emotion)

6. Most used sequencing

- 1) Define
- 2) Explain (example),
- 3) Analyze/think about
- 4) Link with practice

KEEP IN MIND!!!

According to Prof. Albert Mehrabian, a verbal message is composed of:

- 7%: the speech itself
- 38% the way we speak (tone, volume, inflection, emotions, ...)
- 55% the body language
- *(NB: these percentages can change depending on cultures)*

HANDOUT: GIVING FEEDBACK

Feedback give by trainers after an exercise such as a role-play is the most powerful tool for improvement...as long as it is efficiently given.

Feedback is useful only if it considered useful par the one receiving it!

The following principles must be respected:

The feedback must be prepared

- Take note during the exercise (use exactly the words used by participants)
- Select the most important point to feedback on
- Positive points and points for improvement

The feedback must be useful for the person receiving it

- Always start by the positive
- Always have more positive points than points to improve
- Give the feedback to the person, not the group
- Take into account the progress made
- Do not make comparison between participants

The feedback must be constructive

- Look toward the future (next time do...)
- It must be specific and concrete ("observe carefully the non verbal of your colleague" and not "improve your communication")

The feedback must be incentive

- It must be written down by the participant on a learning log for example
- Participant will always be more motivated to improve the points s/he found out
- It has ONE main point of improvement

HANDOUT: MANAGING DIFFICULT SITUATIONS

Drawing from the Revue TWI Tobies – Albert Vianelle.

It shows various caricatures of animal in a typical attitude representing:

The Attack Dog

- Remain calm.
- Don't play his game.
- Prevent him from monopolizing the proceedings (by using collective working methods).

The Sage

- He can be of great help to you.
- Use him.
- Get him to have his say.

The Know-It-All

- Arrange things so that the group undermines his theories.

Motor Mouth

- Limit his speaking time, but do this with tact.

The Self-Effacer

- Try to boost his self-confidence.
- Ask him easy questions.
- Draw attention to interesting things he has to say.

The Naysayer

- Appeal to his ambition - If possible, make use of his knowledge and experience.

The Snoozer – just isn't interested.

- Ask him about his work.
- Ask him to give examples relevant to the discussion.

The Aristocrat

- Don't contradict him – use the "yes but" technique.

The Sly Fox – tries to catch the instructor out.

- Bounce his questions back at him, or deflect them to the group.

The participants, for their part, sometimes see the instructor as a shark, a steamroller, a snake, a lifebelt, a corkscrew or a bathtub (acting to submerge a problem before sending it down the drain).

HANDOUT: MANAGING OPPOSITIONS

The key is to acknowledge negative comments made, to rephrase in a positive manner and then, continue with a question.

Example:

- A participant says “this is not the reality”. The trainer answers “effectively, we are doing an exercise during a training. In what this can be beneficial?”

The TOP technique

Turn and Opposition into a Positive statement

Sequence:

Step 1: Listen positively and understand/ask for clarification if need be
This shows that the trainer welcome the intervention. It also helps to limit the aggressiveness, to enable the trainer to stay calm, to really understand the problem and to prepare the next step.

Step 2: Rephrase in a constructive manner
This shows that we got the point. The point is also to highlight the positiveness of the question in order to direct the discussion on the “right path”

Examples:

- A participant says: “this is dangerous”. The trainer rephrases as “you say you need security”
- A participant says: “What you are saying is blear”. The trainer rephrases as “If I understand well, you are looking for concrete means to...”
- A participant says: “I have done this work for 20 years and I can tell you that...”. The trainer rephrases as “I am very glad to see that you have such a long experience which...”

Step 3: Bring a clear answer

- Either the trainer answers (if he knows it)
- Or the trainer deflects to the same person (= *mirror/boomerang*), or to someone in the group who thinks differently (= *relay/support*) or to the group as a whole (= *echo*)

Step 4: Ask a question to the person who started the opposition, to another person or the group.

- This enables to launch again the discussion in a positive manner. The objective can be immediate (verify if our answer satisfied the group) or wider (the group digs into our idea, the debate takes a different direction, etc).

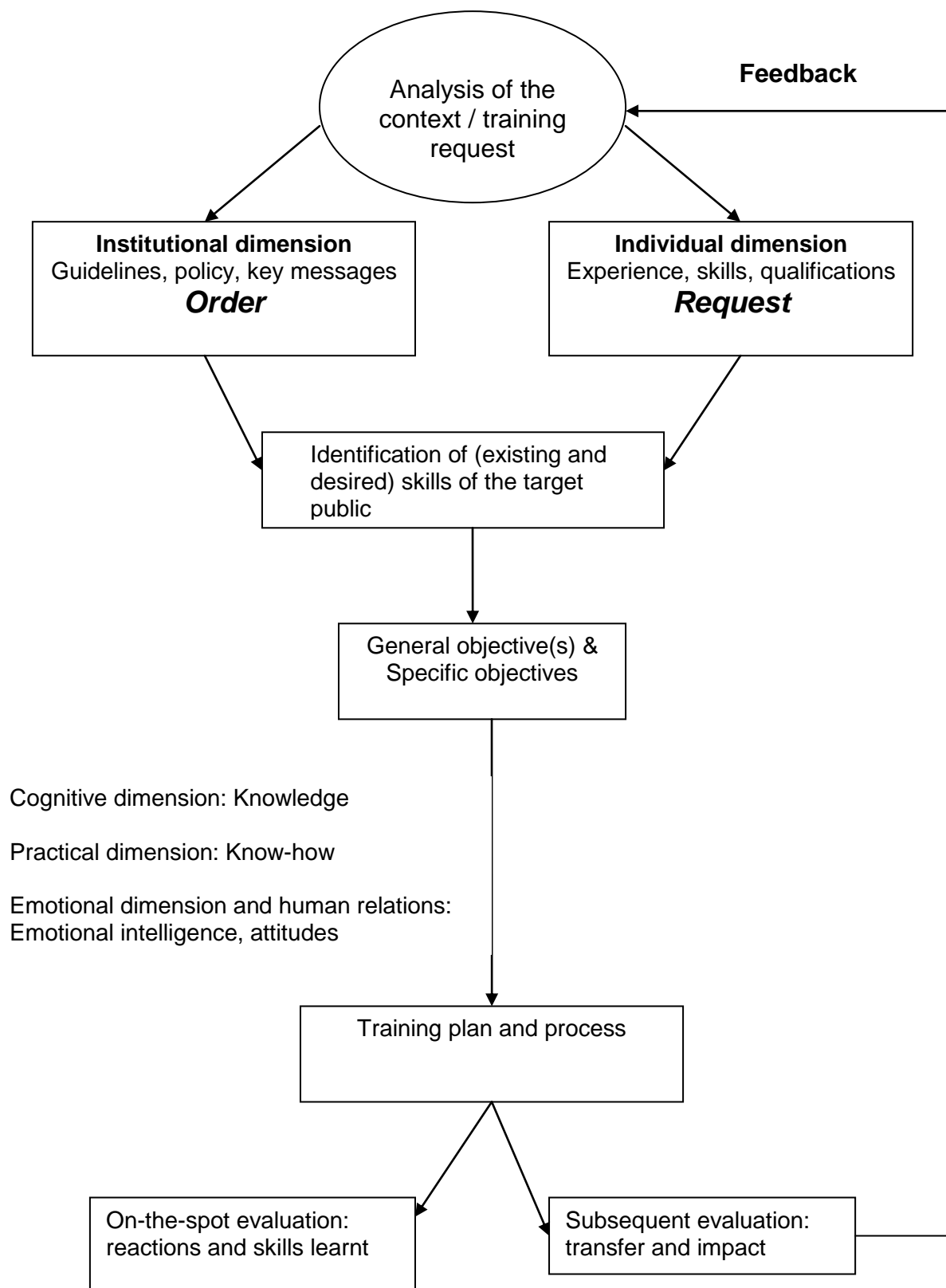
PART 3:

DESIGNING A TRAINING COURSE

Defining course objectives

Training design tool

**HANDOUT: DESIGNING A TRAINING
COURSE**



HANDOUT: FORMULATING TRAINING OBJECTIVES

All activities are essentially designed to ensure that participants acquire the practical skills, knowledge and attitudes required to fill a post.

WHY DEFINE OBJECTIVE?

- To make sure that the training course really matches the needs expressed by the institution and the participants
- To give an idea of what is expected from the training course
- To design the course
- To provide a benchmark for evaluating the results of the course

TWO LEVELS OF OBJECTIVES

- **The general (operational) objective**
outlines the result that the institution expects to achieve in terms of a change in participants' behavior
- **The specific (educational) objectives**
outline what the participants will know (cognitive capacity), will be able to do (practical skills) or what sort of personal qualities they will possess (emotional intelligence, ability to maintain good relations and to communicate) at the end of the training course.

THE EDUCATIONAL AIM: RESULTS NOT CONTENT

- The aim of the training course - explain what the final result should be, do not describe the content.
- Explain how the course is intended to change behavior, attitudes or knowledge; do not describe the content of the training sessions.
- Performance is described in terms of observable behavior which the learner will be able to achieve.

"SMART" objectives

- Specific: Describe precisely what is expected
- Measurable: Indicate what is regarded as an acceptable level of performance
- Action: Begin with a verb of action which describes the activity to be engaged in
- Realistic: Aim at results which can be achieved with the resources in hand and in the time available
- Tangible or (time bound): The activity must be relevant to the objective
- STATEMENT OF A SMART EDUCATIONAL OBJECTIVE
 - At the end of the session the participant will be able to identify:
 - **A verb of action** (the expected behavior)
 - **Content** (the precise theme or subject)
 - **Conditions** (surrounding performance)

- **A standard** of performance
- At the end of this session the participant will be able to:
- **(Verb of action)** draft
- **(Content)** an educational objective
- **(Conditions)** as part of an exercise
- **(Performance criterion)** which matches at least 4 of the characteristics of a SMART objective in less than 7 minutes.

CONCLUSION

- An objective is the formulation of an educational intention in the words of the student
- It describes the learner's behavior when he or she has achieved the objective
- The way it is formulated is active and unambiguous and it is relevant to the practical area.
- It is not a description of the contents studied

Verbs of action

Knowledge	
Active verbs	Various objects
Distinguish, define, acquire, identify, recall, recognize, list, quote, indicate, establish, state.	Facts, events, states, properties, examples, phenomena, actions, processes, input, outcomes, constraints, causes, relations, techniques, methods, approaches, bases, elements, means, symbols, criteria, tendencies, representations....
Comprehension	
Active verbs	Various objects
Identify, illustrate, judge, translate, choose, represent, compare, define, justify name, classify, specify, explain, describe, transform, rewrite, redefine, interpret reorganize, differentiate, distinguish, establish, prove.	Definitions, representations, pertinence, relations, essential facts, input, outcomes, constraints, consequences, implications, conclusions, effects, corollaries, methods, theories, meanings.
Applications	
Active verbs	Various objects
Apply, choose, generalize, link, develop, organize, use, employ, transfer, reorganize, classify, show, represent, define, achieve, open, shut, calculate, produce, set up, dismantle, increase, reduce, feed, select, measure, organize, change, drive, draw, implement, modify, construct.	Equipment, measuring devices, systems, sub-systems, technical items, components, parts of the system, procedures, methods, theories, processes, situations, generalizations, phenomena.
Analysis	
Active verbs	Various objects
Distinguish, detect, list, underline, identify discriminate, recognize, put into categories, separate, justify, oppose, differentiate, deduce, analyze, contrast, compare, gather, break down, reveal.	Elements, hypotheses, conclusions, arguments, particularities, relations, pertinence, evidence, errors, assumptions, forms, models, aims, functions, arrangements, organizations, structures, materials, components, records, measurements, plans, technical documentation.
Synthesis	
Active verbs	Various objects
Write, relate, comment, discuss, complete, extrapolate, differentiate, develop, produce, constitute, transmit, create, modify, document, propose, choose, plan, contemplate, specify, connect, and generalize.	Products, components, elements, system, sub-system, technical items, structures, models, products, operations, means, solutions, theories, relations, abstractions, hypotheses, concepts, plans, technical documentation.
Evaluation	
Active verbs	Various objects
Judge, argue, validate, evaluate, select, decide, compare, contend.	Equipment, technical item, components, parts of the system, pertinence, errors, truth, defects, accuracy, means, structures, models, alternatives, savings, theories, action plans, usefulness.

Verbs of action

People, Data, and Things checklist

PEOPLE	DATA INFORMATION	THINGS
advising briefing communicating consulting coaching facilitating following through giving feedback guiding discussions influencing initiating instructing interviewing managing mentoring motivating negotiating persuading public speaking selling sponsoring supervising teaching training tutoring	accounting analyzing balancing budgeting collecting comparing compiling computing creating designing estimating evaluating forecasting idea generating imagining interviewing organizing planning problem solving researching retrieving info surveying sorting synthesizing systematizing	agility & speed assembling calibrating constructing cooking crafting growing things hammering hand & eye coordination handling & packaging have finger dexterity inspecting maintaining maneuvering manufacturing molding motor skills operating painting precision with hands preparing repairing setting up using my hands weaving

HANDOUT: TRAINING COURSE DESIGN TOOL

General Objective: At the end of the training, participants are able to....					
Specific Objective 1: At the end of the session, participants are able to...					
EVALUATION SYSTEM:					
TIME	Title of the session	What does the trainer	What do the participants	Tools needed	Methods & techniques

PART 4:

CONDUCTING A TRAINING NEEDS ANALYSIS

Competency-Based Training model

Training Needs Analysis

HANDOUT: COMPETENCY-BASED TRAINING

Identifying existing and desired competencies

WHAT IS CBT?

The Competency Based Training approach is characterized by the fact that the working situations define the training to conduct and the objectives to reach.

ORIGINS of CBT

CBT answer the market demand (profiles more and more specialized, multi-tasking, qualified...and less and less time to get to the right level). The approach was developed in the 70s, at the beginning for technical professions (electricity, electronic) and then generalized.

CBT CHARACTERISTICS

Unlike the objectives-based approach, CBT goes beyond the training/trainers borders. It is centered on the trainees action (cognitive psychology inspiration which defends a total implication of the learners) and built from working situations. With CBT, training is linked with changes in socio-economical contexts.

It consists in a methodology of training plans and training products elaboration (not a delivery method as such but a planning approach of contents in view of gaining competencies) based on problem-solving learning method.

DEFINITION OF COMPETENCIES

“Competency is defined by a combination of knowledge (know), skills (know-how) and behavior used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role. For instance, management competency might include system thinking and emotional intelligence, and skills in influence and negotiation”. (wikipedia)

TYPES OF COMPETENCIES

There are a lot of categorizations. We will keep this one:

1. Specific or “technical” competencies: linked to tasks/activities directly useful to do a job
2. General or “transversal” competencies: Linked to activities which relate to various situations or tasks

BEING COMPETENT

Being competent means having the power to mobilize, in a given role, a set of personal resources to:

- Analyze situations;
- Identify the main components of those situations, their structure and process ;
- Determine what must be done, why and when;

- implement efficiently the relevant interventions (tasks, decisions, problems to solve);
- learn from each other through real situations

ADVANTAGES AND WEAKNESSES OF THE CBT

CBT brings great results as focus exclusively on real needs

BUT it:

- Requires to know very well each trainees (current and desired levels)
- Requires a lot of follow-up/coaching
- Time consuming
- Requires proximity
- Requires experienced trainers and not only people with a good knowledge of a topic

CBT GROUND PRINCIPLES

Training must enable participants to:

- Integrate the learning in their thoughts actions, behavior and ability to work with others
- Become aware of the new knowledge gained
- Control the use of the new knowledge gained
- Develop their professional identity and their integration in the working environment

Therefore, training must:

- Ensure that participants built their competencies themselves.
- Be in line with the reality and needs of the working environment
- Focus on a limited but key training needs
- Ensure the integration/use of the knowledge into practice

HANDOUT: TRAINING NEEDS ANALYSIS CHECK-LIST

The goal of this work is identify the real training needs of concerned people. The results will enable the trainer(s) to:

- 1) Make sure that a training is indeed a solution to a given objective
- 2) Better understand the coordinators' goal for a training,
- 3) Identify what the future trainees already know and therefore what they must learn through an additional training (i.e.: starting from existing knowledge and build upon)

Expectations linked to training must be agreed by all the future participants and their hierarchy.

CONTEXT

- Describe in few lines the activities conducted by the potential future participant(s)
- What are the stakes?
- Why would you like to do a training course? Based on which observations? i.e.: *Describe the problems and the reason why you think a training could contribute to solve them.*
- What are the concrete results you would like to achieve? / What would you like to see changed? Within which timing?
- How will you see that results have been reached / that things have improved?

PARTICIPANTS

- How many persons are concerned?
- What are they doing (*individually*)?
- Since when do they do this job?
- What is their level?
- Which training have they been following so far (incl. school)
- Do you think they want to participate to the training? i.e.: *do they think they need it?*
- In which language the training should take place?
- Would you like to add any specific information regarding the team?

OBJECTIVES

Please note that professional competencies refer to abilities to mobilize and implement a combination of "know", "know-how", "behavior" in order to implement an action or reach a result in a precise context – i.e.: a competency is measurable based on results or observations. See the "self-assessment table".

1. What are the professional competencies the team needs to have in order to be able to do what is requested?
 - 1.1. Among those competencies, what are those that the team has?
 - 1.2. Among those competencies, what are those the team have but don't use?

- 1.3. Among those competencies, what are those that the team must acquire or improved?
- 1.4. Among the competencies that must be acquired, what are, according to you, those that can be obtained through a training course?
2. Concretely, what would you like them to be able to do after the training? i.e.: what will they have to do differently or better or in addition?
3. What are the biggest difficulties for your team to overcome?

Objectives

Based on that information, would you be able to formulate the general objective and the specific objectives of a training session using this form:

General Operational Objective: (= the expected result in term of changes using indicators or significant facts)

- *At the end of the training course, participants are able to + action verb*

Specific Educational Objective 1: (= the competencies that participants must obtain through the training sessions)

- *"At the end of this session, participants are able to + action verb"*

Specific Educational Objective 2:

(= the competencies that participants must obtain through the training sessions)

- *"At the end of this session, participants are able to + action verb"*

(.../...)

A. OTHER QUESTIONS FOR THE REQUESTER:

- When you would like the training to happen (depends on your operational priorities)?
- What do you plan to do to make sure that they can use / put into practice what they will have learnt?
- How are you going to measure the result of the training?
- What are the constraints you see (language? timing? daily timing? budget? place? equipment? etc)?

PART 5

EVALUATING TRAINING COURSES

Immediate evaluation

Learning evaluation

Knowledge transfer evaluation

Impact evaluation

- HANDOUT: EVALUATION

Level 1: Reaction

- The purpose is to measure participants' immediate reaction and satisfaction.
- This evaluation must be carried out immediately at the end of the training course.

Level 2: Learning

- The purpose is to find out what the participants have learnt during the training course.
- If the trainer has clear specific objectives it must be possible to check the results in terms of changes in knowledge, attitudes or skills.

Level 3: Behavior

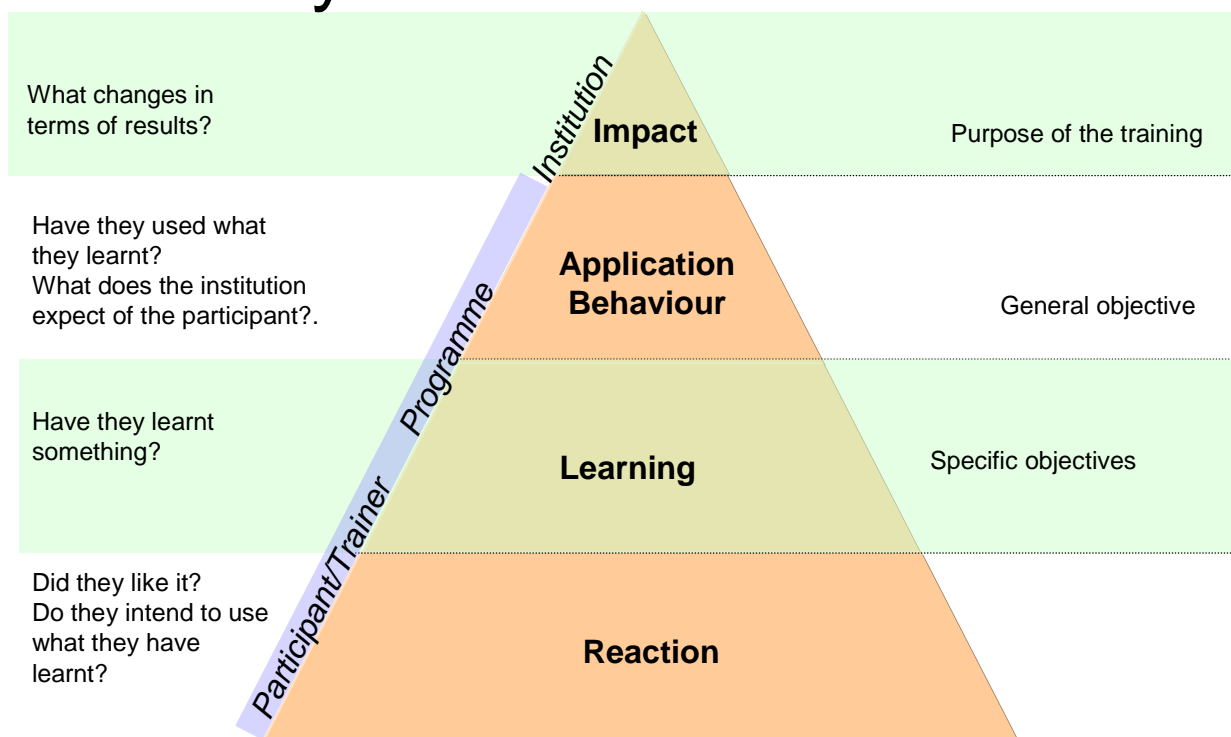
- The purpose is to check whether participants have assimilated what they have learnt and whether training has led to actual changes in practice.
- Level 3 evaluation measures the transfer of knowledge, attitudes and skills to the workplace.
- This evaluation is carried out at a later stage at a time to be determined in the light of the type of training.

Level 4: Impact

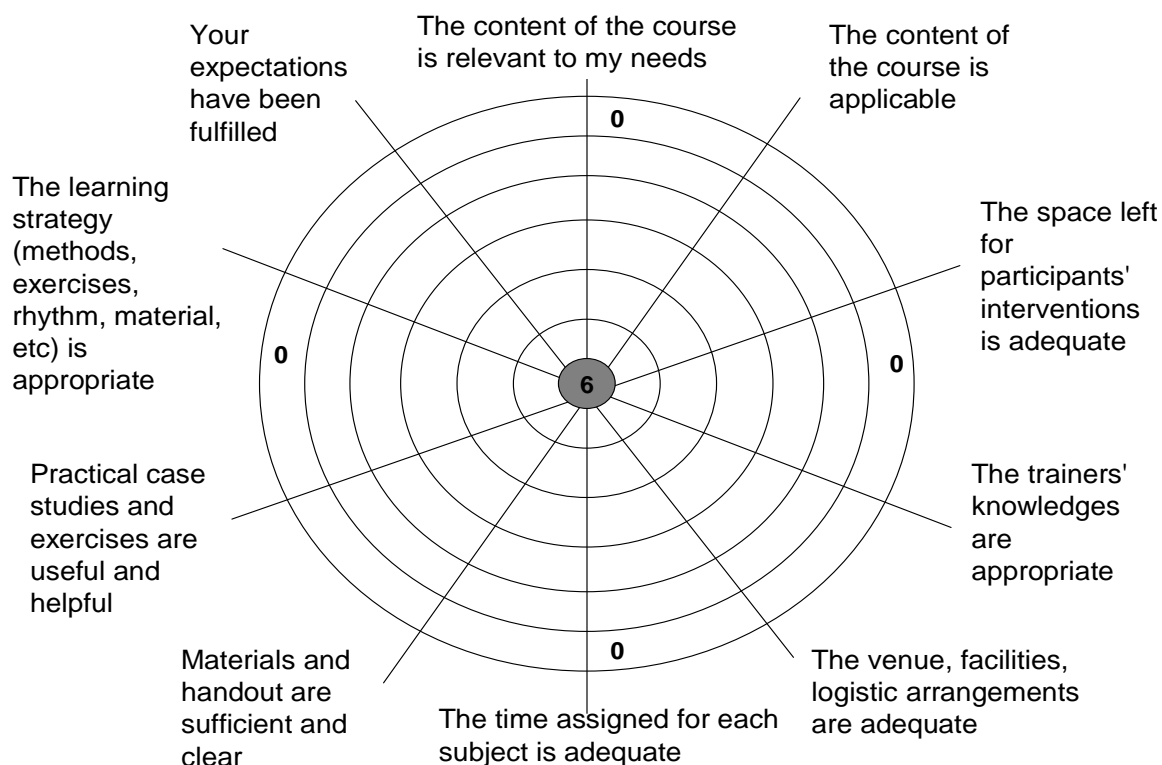
- The purpose here is to find out if the training has had any impact on the performance of the institution.
- Level 4 assessment can cover all improvements in the organization's efficiency.
- This is the most complex evaluation carried out at intervals which must be set in the light of the specific nature of the training.



Summary



EXAMPLE OF A FINAL EVALUATION FORM
(Done on a 4 pages document in real situation with space for answers)



1. Which subject(s) seemed more important?
2. Which subject(s) should be improved? And how if you have any idea?
3. Are your expectations fulfilled? If not, which one(s) aren't and why?
4. For the points you marked as less than 4 out of 6, what would you recommend for improvement:
5. Which actions are you going to put in place as a follow-up of this course? How is this course going to influence your work?
6. Other general comments and/or recommendations