Future Performance Training (Pty) Ltd

Train the Trainer

Version 1.1

Learner Guide

ISBN-10: 1451586949

ISBN-13: 978-1451586947

Published: 19 April 2013

MODULE OBJECTIVES

After the completion of this book you will be able to:

- Understand who you are dealing with when training and how to ensure that retention of learning takes place effectively
- Understand and conduct a training needs analysis
- Plan and organise training events
- Design a course effectively
- Pre and Post Course Administration
- How to present and facilitate a training session effectively
- How to use questioning techniques effectively
- How to use the correct methods for instruction
- How to deal with difficult learners and situations in training
- Learning and Learner support systems
- How to give feedback and draw up training reports
- Plan for training evaluation
- Conduct effective evaluation of training sessions

Contents

Chapter 1

Adult Learning

The Way People Learn – Adults versus Children

The teaching of adults is called **Andragogy** which is a compilation of the Greek words –

Aner – Meaning “adult man” and

Agein- Meaning “guidance”.

Teaching of children is called **Pedagogy** which is derived from the Greek words-

Paid – meaning “child” and

Agogus – meaning “Leader of”

Andragogy involves the learner. The learner’s needs are taken into account and a climate conducive to learning is created. Students are allowed to participate in the planning process, the formulation of objectives, and the evaluation of learning outcomes and re-diagnosing of their learning needs.

The learning characteristics between children and adults differ greatly. Understanding the differences in terms of how and why adults learn will facilitate trainers in their teaching techniques.

Comparing Learning Differences between Children and Adults

CHARACTERISTICS	CHILDREN	ADULTS
Readiness to learn	Determined by biological development	Determined by present roles and problems
Application of learning	In the future	Immediate
Control of learning	Dependant, directed by others	Independent, self-directed
Relevance of learning	Quickly learn isolated facts and concepts	Resistant to learning non-relevant material
Barriers to learning	Few other responsibilities, used to formal learning	Many responsibilities competing for time and energy, anxieties about learning.

Malcolm Knowles identified several key characteristics which influences adult learning as follows:

Adults are **autonomous and self-directed.** Adults will direct their own learning, based on their objectives and final goals. Trainers need to provide learners with not only the content of the course, but also with an environment that will encourage learners to be involved in the learning process.

Adults have **accumulated life experiences and knowledge.** Current and previous life experiences, such as an educational level, work experience, family and social history will influence how adults learn. Learning is more relevant when learners can draw on their own life experiences and knowledge, and relate to the course context.

Adults are **goal-orientated**. Adults undertake training for a specific reason or goal which they want to achieve. The course contents and course objectives must be clear to learners so as to ensure that the course will meet the needs of the learners. Trainers should determine the learner's needs / goals before conducting a training session.

Adults are **relevance-orientated.** Learners need to see the value of learning something new, and how the course contents will be applicable to their needs and working activities. Trainers need to understand their learner's goals so that they can ensure that the training they are conducting is orientated and relevant towards the learner's goals.

Adults are **practical.** Adults want to learn to gain knowledge and skills for practical application for either their working function, social development or daily functions. Trainers should apply practical application that will help learners develop their skills.

Adults **require respect.** Trainers need to recognize that all course members, learners and facilitators are adults and have their own views, life experiences to contribute to the training session. All members should be treated as equals and given the opportunity to express their opinions and views freely in an open and productive way.

In short this means that adults attend training sessions **purposefully and intentionally.** Adults bring their own **values, interests, attitudes, prejudices, expectations, aspirations and capabilities to the training situation.**

Characteristics of Adults

Diversity in learner characteristics

- Adults have different **personalities, learning styles, learner rhythms, learning needs, abilities, interests, knowledge, circumstances and backgrounds.**

- Adults will want to learn **different things at different stages** of their lives. Adults have different life spans, they learn for **different reasons** and their learning needs and **expectations** of a training session will differ.

Trainers must take into account that each learner has different learning needs, divergent learning preferences and learning styles which means that the **level of expertise will differ** in each learner. The same course is not necessarily right for all the learners.

Readiness for learning

- Mostly adults are ready for learning when they **need that particular experience.**

- Adults could be attending a course to be **able to gain the experience to solve a particular problem.**

Trainers must take this into account, for if the problem is not expressed or the issue not addressed during the training session, the learner could lose interest in the training and not feel part of it – the trainer could indirectly create a stumble block.

The learner must **identify with the training** and feel that his/her training needs are important to the trainer.

The content of the course must be of practical value to the learner. Readiness for learning could be inducing through **models of superior performance, career counselling, simulations and exercise etc.**

It has been proven that learners will learn better when they are interested in what they are learning and when they are more actively involved in the training session. This could be enhanced by the trainer by playing **games, letting the learners do practical exercises and by actively involving** the learners in the training session.

Solution orientated learning

- Adults have an instinctive desire to solve problems.
- Learning should be focused on particular objectives and the acquisition of specific knowledge.
- Learners must become efficient in solution producing activities.
- Learners need to discover the formulation of the problem.
- Learners need to organize and process the information related to the problem.
  - Skill in idea generation
  - Skill in evaluation of ideas
  - Skill in applying the ideas and solutions

Positive self-concept and autonomy

- Adult learners are generally characterized by a positive self-concept and autonomy in thought and action.

- Adult learners should not experience a training session where the conditions undermine his/her self-image. Adult learners possess their own set of values and have established prejudices and attitudes based on past experience.

- Adult learners want to be self-directed, prefer informal learning situations and like to be treated and regarded as equals.

- A cooperative environment, conducive to learning, stimulates adult learning and adults will learn more effectively when they are driven by a strong motivation. Adults do not want to feel they are in competition. The aim of adult learning should be a mutual inquiry.

Experience

- Adults bring their own body of experience to the learning situation.

- Experience determines who you are and what your sense of self-identity is.

- Some adults have more experience than others. Others differ in their range of experience, therefore the trainer should have open discussions so that all the learners could benefit and realize other experiences, thus learning from one another.

- Learners must relate new material to their existing knowledge and experience.

Time perspective

- Adults value their time as time is vital and limited.
- Most adult learners work within time constraints and have to schedule their time.
- Trainers should take this into account as learners should spend their training time wisely and be kept busy at all times.
- Adult learners should be able to apply what they have learned as quickly as possible.
- Adult learners do not always have the time to spend on "nice to know" information.
- Trainers should be sure of the needs of the learners so as to not waste valuable time or money on irrelevant information.

Learning ability

- Learning ability of adults could be influenced if a learner suffers from fatigue and may find it difficult to learn new information. Do not overload learners with new information. The trainer should advise learners to get a good nights' rest and not overload learners with assignments that's due the next day.
- Personal problems or multifaceted roles in everyday life could cause some adult learners to worry with the result of learning new knowledge or acquiring a skill which influences their learning ability. The trainer should be aware of any personal problems that learners might have so as to empathise with such learners. Trainers should structure the training session so as to ensure that all learners understand and cope with the learning material.

  Take into account that some learners will not understand as quickly as others and trainers should spend extra time on learners who have difficulty with a problem. Give the learners who have mastered the problem the next problem until all are on the same level.
- For many adults it is much effort to pitch up at class. Trainers must give these learners a reason to stay and complete the course. Make the training session interesting and make learners aware of their potential and capabilities so as to empower these learners.

Adults learning influences are based on Personal Background

We discussed briefly how adult learning is influenced by accumulated life experiences and knowledge. In other words, adults bring their personal backgrounds to the training situation. Personal background is made up of an adult's whole life history and influences based on personal experiences, social-economic status, education level and culture. Other personal attributes which can influence adult learning are:

- Family and social background
- Culture
- Religion
- Status
- Beliefs
- Values
- Life Experiences

- Sexuality
- Opinions
- Attitudes
- Knowledge
- Expectations

Different experiences in the past can make adults eager to learn or resistant to training.

Motivation and the Adult Learner

What motivates adults to undertake training?

- **Personal advancement**: To gain a qualification in order to achieve a higher job status, to remain competitive in the workforce and continue professional development.
- **Goal-directed**: To achieve a personal goal.
- **Social Welfare**: To acquire skills and competencies which assist in one's ability to serve their community or clients.
- **External expectations**: To achieve a level of success as expected from a person with authority, i.e. an employer, a personal mentor, or family.
- **Social Relationships**: To make new friends or develop professional networks and associations.
- **Cognitive interests**: To seek new knowledge in an area of interest, to expand and stimulate one's mind or to satisfy curiosity.

Activity 1: Identify what motivates you to learn?

How can trainers be effective teachers?

Trainers need to create a stimulating environment and present materials in an interesting way for successful teaching. As we discussed, adult learners take part in learning due to one or more motivating factors. Trainers need to recognize what these might be and use this knowledge when delivering the course.

There are four elements which influence learners to learn.

- Motivation
- Reinforcement
- Retention
- Transference

Motivation

Once a learner has decided to learn (for the reasons we have discussed), the trainer needs to assist the learner to remain motivated throughout the course in order to help training. Learners can be motivated during a course in several ways:

- **A friendly and supportive environment:** An open and friendly environment will help to build rapport between the trainer and learners and amongst the learners. This will encourage learners to participate in activities and exchange information and experiences, and stimulate interest. A fun and energizing activity at the start of a training course can help learners to become acquainted with each other, put them at ease and make them receptive to learning. These are often referred to as “ice-breakers”.

- **Correct level of course difficulty:** The course contents need to be set at the right level of difficulty in order to be challenging for the learners. The challenge needs to complement the level of effort required by the learners to achieve their goals. If the content is too difficult, then learners are likely to become frustrated and lose interest. If the course content is too easy, then learners will not be stimulated to learn.

- **Feedback:** Learners require specific feedback throughout the course. Feedback needs to be constructive and relevant in relation to the interests and goals of the learners.

- **Never give negative feedback to learners.**

Activity 2: Explain how you would give constructive feedback to your learners?

____

____

____

____

____

____

____

____

____

Reinforcement

Reinforcement or feedback is an important technique for trainers when teaching learners new skills, behaviours and knowledge. Positive reinforcement increases the probability of learning. This may include asking questions, praising, being warm, and only criticizing in a constructive way. Examples of positive feedback statements are "good", "that's correct", "that's a good question", "that is an excellent example".

When a learner gives an incorrect answer don't tell him – "no that is incorrect" and then explain the correct way. Ask the learners how he/she arrived at that answer by explaining the procedure he/she followed then ask other learners in the class what other alternative answers they have and what their opinions are – this is done until a learner has the correct answer and then the trainer should answer the learner with either "good" or "excellent". Never give negative feedback in front of the group – this will make the learner resistant to learning.

Retention

A key focus for trainers is to ensure that the learners have learned and retained the information taught. Learners need to be able to understand the lesson, learn the new concepts, be able to see its relevance and be able to apply the information learned.

Trainers need to provide stimulating learning materials and enough course exercise and practice opportunities to assist retention of the information. The course learning experience greatly influences how much learners retain. The hierarchy listed below demonstrates the value of using a variety of presentation and participation techniques.

Learners retain information through:

- 20% of what they hear
- 30 % of what they see
- 50 % of what they see and hear
- 70 % of what they see, hear and say
- 90% of what they see, hear, say and do

A workshop or training session should offer information in a variety of ways, including verbal information (hear), demonstrations or visual aids (see), open discussions (say) and practical activities (do). The combination of all four combinations increases retention levels.

Some teaching tools are:

- **Hear:** telling a relevant story or experience, lecturing
- **See:** videos, charts, slides, transparencies, performing demonstrations, providing modules
- **Say:** open discussion session, question and answer, feedback
- **Do:** case studies, games, role plays, problem solving situations, simulation

Transference:

Transference is when learners have the ability to apply or practice what they have learned in a new setting. Successful transference occurs when there has been retention of information learned.

Adult Learning Principles

There are some key adult learning principles to keep in mind whenever you are delivering training to adults.

First and Last

This summarises two principles – primacy and recency.

Primacy refers to the fact that the things we learn first are those we learn best. This means that what trainers do or teach fist is important. So it is good to include important points at the beginning of the session. The trainer can then explain these points throughout the session. Primacy also means that when demonstrating, learners must be shown the correct way the first time. Do not start with a demonstration of how not to do something as it can be hard to "un-learn" incorrect behaviour.

Recency refers to the fact that the things we learn are those we remember the best. This means it is important to always summarise the information throughout the presentation and again at the end of the session. Then learners will leave the session with the most important points in their mind. Keep each session fairly short.

PRINCIPLE	FIRST AND LAST
Meaning	Things learned first are learned best. It is difficult to unlearn wrong information or skills. What is learned last and is fresh in memory is remembered best.
Practical use	Preview important points at beginning. First impressions are important. Ensure accuracy first time. Close the session with a summary of the most important points, provide regular review of information, have short sessions or summarise often

Active learning

Active learning refers to the fact that we learn more when we are actively involved. Teaching methods that include learner's participation are the most appropriate for adult learning. We discussed earlier that people retain 90% of what they see; they hear, say and do. For example, when teaching about how to conduct a presentation, the learners are more likely to learn the skills by role-playing and case studies. It would be difficult for them to apply presentation skills in their working situation as trainers if they haven't experienced the actuality of the effect of giving a presentation and if it is based on information only without practice. The use of active learning also helps to ensure that the learners remain awake and interested throughout the day. The trainers can evaluate the learner's competence before moving on to the next level or session. It is helpful to ask questions throughout the session to keep the learners involved and to make sure that they do understand.

PRINCIPLE	ACTIVE LEARNING
Meaning	People learn best if they are actively involved
Practical use	Plan activities for learners. If possible give hands-on experience

Over-learning

Over-learning refers to the fact that we learn things better if we repeat or over-learn them. If learners practice what is being taught they are more likely to be able to use the information later. This means that information is not just learned as a concept but can also be applied in practice. Over-learning does not necessarily mean that information is repeated exactly the same each time – the trainer should use different ways to repeat and emphasize the same information. Asking questions, summarizing information and providing a variety of practical exercises encourages over-learning.

PRINCIPLE	OVER LEARNING
Meaning	Practice beyond the point of mastery leads to greater retention of learning and the ability to apply what is learned.
Practical use	Use questions, summaries, examples and exercises to repeat information. Let learners perform exercises themselves.

Enjoyment

Enjoyment recognizes that we learn better when we are having fun. This recognizes that we are more receptive to information when our brains are alert but relaxed. Using humour and games can reduce stress associated with learning, aid retention of information and encourage group participation. The trainer needs to ensure that the humour and games are appropriate for the group and culture and not offensive to anyone.

PRINCIPLE	ENJOYMENT
Meaning	People learn when their brain is in an alert but relaxed state.
Practical use	Use humour and games appropriately.

Appropriateness

Appropriateness means that we learn best if material that is presented is relevant and at the right level. Adult learners need to understand how new information links to what is already known and how they can apply new information and skills to their workplace or personal situation. The trainer should spend some time to ensure that learners are made aware of how the training content can be applied in practice and how it is relevant to them. This can be done with the help of case studies or by asking the learners to develop an action plan for implementing their training in the workplace. Trainers should use descriptions, examples or illustrations that the learners are familiar with from their previous experience.

PRINCIPLE	APPROPRIATENESS
Meaning	Training must be relevant to learners' needs and be linked to information which is known or situations which are familiar.
Practical use	Use familiar examples. Link to what is already known. Explain how information can be applied.

Two-way communication

This refers to the fact that we learn best when we feel included. Even when the session is mostly a presentation by the trainer, some two-way communication should be planned. This may be a question and answer session or an interactive activity. This recognizes that trainers should be communicating with the learners, not at them. Feedback from, and participation by, the learners is an important part of learning.

PRINCIPLE	TWO-WAY COMMUNICATION
Meaning	Communication with learners, not at them.
Practical use	Design some interactions into presentations. Be open to feedback.

Activity 3: Identify 5 key Characteristics which influence Adult Learning.

1. EXERCISE

The main principles of adult learning are:

1. First and last (recency and primacy)
2. Activity learning
3. Over-learning
4. Enjoyment
5. Two-way communication

Activity 4: 4.1. The following statements illustrate at least one of these principles. Next to each statement write the number of the principle above to which it relates. There may be more than one principle for each answer:

1. People learn by doing activities, not just listening	
2. We remember best what we learned last	
3. Use examples from the workplace or relevant profession of the learners.	
4. We learn best when we feel included	
5. Plan activities for your session	
6. Ask questions and encourage discussion	
7. Practice new skills	
8. Say the same thing in a different way	
9. Provide feedback	
10. Have fun	

4.2. Which of the learning principles does this exercise use?

Learning Style Preference Categories
(The four Jungian Dimensions)

Most people fall more on one side of each of these four pairs.

EXTROVERT
(60% of pop.)
- learns best from doing
- is more at ease and confident socially
- likes to know how others are doing it
- gets energised from socializing
- readily volunteers and offers opinions
- ideas start from the outside in

INTROVERT
(40% of pop.)
- likes to watch before doing
- prefers working alone or with one others
- sets own standards when possible
- likes quiet space to work
- seems "deep" and hard to understand
- ideas start from inside out

SENSATE
(65% of pop.)
- is more realistic and practical
- is more patient and steady
- uses his/her experience and common sense
- likes routines and order
- looks more for what is actual and sensible
- lives in the here and now

INTUITIVE
(35% of pop.)
- is more imaginative and abstract
- likes new challenge, works in spurts
- trusts what makes sense to her/him
- dislikes routine and detail work
- looks more for what is possible
- lives toward her/his vision of the future

FEELER
(65% of females: 45% of males)
- is more interested in people than ideas
- focuses more on personal relationships
- likes harmony dislikes conflict
- is tuned in to others' feelings
- is warm and arouses enthusiasm
- makes decisions based on his/her heart

THINKER
(55% of males: 35% of females)
- is more interested in fascinating ideas
- wants things to be fair and reasonable
- stands-up for what he/she thinks
- is tuned in to logical consistency
- is cool-headed and impartial in conflict
- makes decisions based on rational thought

JUDGER
(45% of pop.)
- is more decisive than curious
- likes planned and scheduled activities
- has very set opinions
- feels good when things are completed
- likes order and organisation
- may make decisions too quickly

PERCEIVER
(55% of pop.)
- is more curious than decisive
- likes the spontaneous and unplanned
- is flexible, adaptable, and tolerant
- like to keep options open
- seeks more to understand than manage things
- may have trouble making up her/his mind

All of us are uniquely different and special, and all of us are the same in that we are human beings with feelings, and the ability to think and choose. But most people fall on one side or the other on each of these four categories. And while all of us are at least a little of both, the more one list seems to you to be most like you, and the higher you scored in that area of your test, the more you will probably work and be comfortable in that style.

Put all the 4 areas together and it helps you understand your preferences for learning and acting in general. *All 16 combinations* (or types) are just as valuable and necessary. Each contributes special gifts we all need. We require all types to make things work and balance out. The more we can understand one another's differences the better we can understand and get along with each other.

TYPE DIMENSION COMPARISON

Chose the column you feel represents you the most. Be totally honest with yourself. For example: do you have more energy if you ***Withdraw to peace*** or ***Immerse into action?*** Here is another example: it is a reality to you if you **Respect things for what they are** or if you **Imagine what they could be?** Now you go ahead. Remember you will be a combination of all.

Introversion		**Extroversion**
Withdrawing to peace	**Energy from . . .**	Immersion into action
Watching first	**Learn from . . .**	Doing first
Wait to be approached	**Interaction**	Initiate the interaction
Series on 1 on 1's	**Socialising**	In groups
Externally reserved	**Expression**	Shows what's going on
Inside/Autonomous	**Thinking**	Outside/Accommodating
Sensate		**Intuitive**
Respect for what is	**Reality**	Imagine what could be
Present	**Time orientation**	Future
Experience	**Effectiveness comes from ...**	Ingenuity
What works	**Data for tasks**	What makes sense
Feeling		**Thinking**
People	**Basic Value**	Rational
Wholes/Similarities	**Looking at things**	Patterns/Differences
Resist it	**Approach to Conflict**	Invigorated by it
Warm and readable	**Affect**	Cool and reserved
Praise and encouragement	**Motivation**	Achievement and attaining the goal
Judging		**Perceiving**
Decisive	**Decision Style**	Open-minded
Convergent	**Approach to information**	Divergent
Linear/Sequential	**Cognitive Pattern**	Random/Circular
Clock time is valid	**Time**	General/Flexible
Completion	**Comfort in tasks**	Getting Started

Natural Intelligence

Natural intelligence is the natural way in which each of us learn. It is a natural state of mind and the way that we interpret, associate and file information.

We all have a natural way of storing and retrieving information and if you have you know what that natural state is you will be able to use it effectively in both your own learning and teaching methods. As a trainer this will help you to identify your audience within the first 10 minutes and present the class according to their natural intelligence and preference to learning.

For instance if you have class that has a lot of Body-Kinaesthetic Intelligence (this will be evident in how long they are able to sit still) you will have to refrain from lecturing too much and rather bring in more activities, games and case studies. You will also have to amend your course material so that it is more interactive and has a lot more group work than individual activities.

An interesting fact of these types of learners - see these people learn through movement – if you expect them to sit still they won't learn anything at all. You should remember these kids when you were in school they were always labled the naughty and dumb kids. This is because the teacher is linguistic orientated and the child learns through movement – so the child is labelled naughty because the teacher is unable to understand why the child is so active. The reason why the child is then labled dumb is because the child's natural ability is taken away – by forcing the child to sit still and so the child is unable to learn in his/her natural state.

Once again everybody has a combination of these intelligences.

Exercise: You can do the following exercise *(you can even use this as an icebreaker in your training sessions).*

In each section mark off the one statement that describes you. Once you are done count up the marks in each section and write up the total of each section in the blocks given to you after this activity. You should have anything from 1 to 3 high scores. That will be a representation of how way you learn naturally.

LINGUISTIC INTELLIGENCE

- Books are very important to me.
- I can hear words in my head before I read, speak, or write them down.
- I get more out of listening to the radio or the spoken word than I do from television or films.
- I show an aptitude for word games like Scrabble, Anagrams.
- I enjoy entertaining others or myself with tongue twisters, nonsense rhymes, or puns.
- Other people sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.
- English, social studies, and history were easier for me in school than maths and science.
- When I drive down a highway, I pay more attention to the words written on billboards than to the scenery.
- My conversation includes frequent references to things that I have read or heard.
- I've written something recently that I was particularly proud of or that earned me recognition from others.

LOGICAL-MATHEMATICAL INTELLIGENCE

- I can easily calculate numbers in my head.
- Maths and/or science were among my favourite subjects in school.
- I enjoy playing games or solving brainteasers that require logical thinking.
- I like to set up little "what if" experiments (for example, "What if I double the amount of water I give to my vegetables each week?")
- My mind searches for patterns, regularities, or logical sequences in things.
- I'm interested in new developments in science.
- I believe that almost everything has a rational explanations.
- I sometimes think in clear, abstract, wordless, imageless concepts.
- I like finding logical flaws in things that people say and do at home and work.
- I feel more comfortable when something has been measured, categorised, analysed, or quantified in some way.

SPATIAL INTELLIGENCE

- I often see clear visual images when I close my eyes.
- I'm sensitive to colour.
- I frequently use a camera or videorecorder to record what I see around me.
- I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
- I have vivid dreams at night.
- I can generally find my way around unfamiliar territory.
- I like to draw or doodle.
- Geometry is easier for me than algebra.
- I can comfortably imagine how something might appear if it were looked down upon from directly above in a bird's eye view.
- I prefer looking at reading material that is heavily illustrated.

BODILY-KINAESTHETIC INTELLIGENCE

- I engage in at least one sport or physical activity on a regular basis.
- I find it difficult to sit still for long periods of time.
- I like working with my hands at concrete activities such as sewing, weaving, carving, carpentry, or model-building.
- My best ideas often come to me when I'm out for a long walk or a jog, or when I'm engaged in some other kind of physical activity.
- I often like to spend my free time outdoors.
- I frequently use hand gestures or other forms of body language when conversing with someone.
- I need to touch things in order to learn more about them.
- I enjoy daredevil amusement rides or similar thrilling physical experiences
- I would describe myself as well co-ordinated.
- I need to practice a new skill rather than simply reading about it or seeing a video that describes it.

MUSICAL INTELLIGENCE

- I have a pleasant singing voice.
- I can tell when a musical note is off-key.
- I frequently listen to music on radio, records, cassettes, or compact discs.
- I play a musical instrument.
- My life would be poorer if there were no music in it.
- I sometimes catch myself walking down the street with a jingle or other tune running through my mind.
- I can easily keep time to a piece of music with a simple percussion instrument.

- I know the tunes to many different songs or musical pieces.
- If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
- I often make tapping sounds or sing little melodies while working, studying or learning something new.

INTERPERSONAL INTELLIGENCE

- I'm the sort of person that people come to for advice and counsel at work or in my neighbourhood.
- I prefer group sports like badminton, volleyball, or softball to solo sports such as swimming and jogging.
- When I have a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.
- I have at least three close friends.
- I favour social pastimes such as Monopoly or bridge over individual recreations such as video games and solitaire.
- I enjoy the challenge of teaching another person, or groups of people, what I know how to do.
- I consider myself a leader (or others have called me that).
- I feel comfortable in the midst of a crowd.
- I like to get involved in social activities connected with my work, church, or community.
- I would rather spend my evenings at a lively social gathering than stay at home alone.

INTRAPERSONAL INTELLIGENCE

- I regularly spend time alone meditating, reflecting, or thinking about important life questions.
- I have attended counselling sessions or personal growth seminars to learn more about myself.
- I have opinions that set me apart from the crowd.
- I have a special hobby or interest that I keep pretty much to myself.
- I have some important goals for my life that I think about on a regular basis.
- I have a realistic view of my strengths and weaknesses (borne out by feedback from other sources).
- I would prefer to spend a weekend alone in a cabin in the woods rather than at a fancy resort with lots of people around.
- I consider myself to be strong willed or independent minded.

- I keep a personal diary or journal to record the events of my inner life.
- I am self-employed or have at least thought seriously about starting my own business.

What is your Natural Intelligence? Count each section and jot the totals down here. Remember you will have 3 or more intelligences that will stand out – this will be your major intelligences.

Linguistic intelligence	**___/10**
Logical-Mathematical intelligence	**___/10**
Spatial intelligence	**___/10**
Bodily-Kinaesthetic intelligence	**___/10**
Musical intelligence	**___/10**
Interpersonal intelligence	**___/10**
Intrapersonal intelligence	**___/10**

Brief definition of each intelligence

Linguistic intelligence is the intelligence of words. Smartness in this area means you can argue, persuade, entertain, instruct, write clearly, and play with words.

Logical-mathematical intelligence is the intelligence of numbers and logic. Smartness in this area means you can reason, sequence, look for conceptual or numerical patterns, and be rational.

Spatial intelligence is the intelligence of thinking in pictures and images. Smartness in this area means you can visualise, draw or sketch your ideas, orient yourself in 3-D space with ease.

Musical intelligence is the capacity to perceive, appreciate and produce rhythm and melody. Smartness in this area includes composing and playing an instrument well, but it also means you can sing in tune, keep time to music, and listen critically to music.

Bodily-kinaesthetic intelligence is the intelligence of the physical self. Smartness is this area means you can control your body skilfully, can handle objects with ease, and are agile and well coordinated.

Interpersonal intelligence is the ability to understand and work with people. Smartness in this area means you are sensitive to others, are able to put yourself in the other's shoes, can network, negotiate and teach.

Intrapersonal intelligence is the intelligence of the inner self. Smartness in this area means a high level of self-knowledge, self-discipline, independence and self-understanding.

Activity 5: Identify your intelligence and learning style according to your natural intelligence.

NOTES

- Adults direct their own learning.
- Adults have accumulated life experiences and knowledge that they bring to the classroom.
- Adults undertake training for a specific reason or goal which they want to achieve.
- Adults are relevance-orientated.
- Adults want to learn to gain knowledge and skills for practical application for either their working function, social development or daily functions.
- Adults require respect.

There are four elements which influence learners to learn.

- Motivation
- Reinforcement
- Retention
- Transference

Own Summary:

Chapter 2

Developing a Training Programme

What is Outcomes-based (Competency-based Modular) Training?

Outcomes-based (Competency-based Modular) Training is training that is focused on the ability of the learner to perform at a desired level or standard.

In Outcome-based training, a set of performance objectives are clearly defined beforehand. They should be defined in such a way that they can only be attained if specific actions or tasks are carried out to a prescribed minimum standard of performance.

Each program must specify the competencies to be demonstrated by the learner as well as the criteria for successful performance.

The individual learner must successfully master the knowledge, skills and attitudes of the objectives.

The role of the trainer or facilitator is to facilitate the resources and conditions to ensure that the learner obtains the required level of mastery.

Activity 6: Give a definition of Outcomes-based Training?

___

___

___

___

___

___

___

___

___

___

___

___

___

*Because of the Specific Nature of Outcomes-based training there are **different design steps to be taken**, according to Opperman (1988:5), which are the following:*

Job Analysis

This involves the identification, description and analysis of the duties and tasks a learner must perform as well as the skills a learner must possess or acquire for a particular job.

Formulation of Performance Objectives

This involves the formulation of measurable performance objectives derived from the specified tasks. A performance objective is a description of a level of performance a learner has to attain. This consists of three important elements”

- A practical action the learner has to carry out
- The condition under which the action has to be carried out
- Criteria or standards with which the learners have to comply before they can be regarded as being competent to master the knowledge, skill or attitude defined in the objective.

Sequencing Performance Objectives

This step involves the performance objective to be arranged and placed in a particular order. It is now determined how many underlying sub-objectives, subtasks or steps are required to master a specific terminal performance objective.

The order in which the learner should complete the subordinate tasks to arrive at the terminal objective is now determined.

Development of Instructional Modules

In this step a planned series of learning experiences is designed to help the learner master specific objectives. This should be a self-contained instruction module with the following characteristics:

Self-contained – should give clear guidelines and direction for the learner to carry out particular taks from start to finish.

One should provide for controlled progress, feedback and mastery. Learners should be able to progress at the rate dictated by their own particular abilities and aptitudes. Feedback should be provided by criterion test at the end of each module or after a set of tasks. Mastery should be at the end of a module where the learner hands in an assignment to be marked as competent. Any learner should be given at least three attempts to attain this mastery.

Each module should be a complete package with its own performance objectives, logical and systematic flow of content with a definite beginning and end.

Each learner’s progress should be monitored throughout a progress chart. This will show where a learner is at any stage in his/her training.

Development of a Management System

Outcomes based-training attaches value to a good training system. This system should provide for planning, organizing, leading and control:

Control of the learner's progress and performance – record keeping

Planning and organizing by establishing training space, managing the training sessions, organizing the workshop lay-out and providing the necessary resources, aids, material and equipment to ensure an effective training session takes place.

Setting Entry Requirements

Decisions must be taken regarding the entry requirements the target group has to meet to gain admission to the training program.

This will involve analysis, selection and placement of the target group according to prior learning, aptitude, abilities and physical qualities as well as the requirements of the specific occupation.

Using Remedial Methods

Not all learners achieve the same degree of success. No training program can meet everyone's special needs and cater for everyone's attitudes and interests. Provision should be made for their learner who is not progressing satisfactorily or may need additional help and guidance. Shortcomings should be identified and remedial training must be applied to defects that can be changed. Thus outcomes-based training should have remedial measures that can be included in the program to make provisions for specific learners who are experiencing problems with the completion of the modules. The course could be adapted to contain bridging modules to help the learner to gain more experience before training.

Ensure training produces the results you need by following 10 steps.

1. Make sure the need is a training and development opportunity.
2. Create a context for the training and development
3. Provide training and development that is really relevant to the skill you want the employee to attain
4. Favour training and development that has measurable objectives and specified outcomes
5. Provide information about what the training session will involve to gain participation in the design.
6. Make use of pre-training assignments
7. Train supervisors and managers either first or simultaneously
8. Train managers and supervisors in their role in the training process
9. Ask supervisors to meet with employees prior to training
10. Make use of former training reports

NOTES

- Outcomes-based Training is training that is focused on the ability of the learner to perform at a desired level or standard.
- In Outcome-based training a set of performance objectives are clearly defined beforehand.
- Job Analysis involves the identification, description and analysis of the duties and tasks a learner must perform as well as the skills a learner must possess or acquire for a particular job.
- Outcomes based-training attaches value to a good training system.
- Each module should be a complete package with its own performance objective, logical and systematic flow of content with a definite beginning and end.
- Each learner's progress should be monitored throughout a progress chart.

Own Summary:

Chapter 3

Training Needs Analysis

Training needs analysis is an activity which determines the categories and numbers of personnel who need to be trained, the content of the training course, and the length of training required, the materials which need to be developed or acquired and the infrastructure that needs to be put in place to ensure that learners have the means to do a better job and are maximally utilized.

Training needs assessment is a tool used to identify what educational courses or activities should be provided to employees to improve their work productivity. Focus should be placed on needs as opposed to desires.

For example: Money spent on training will be better spent on a new employee in the accounting department who needs to learn Microsoft Excel for their job duties as opposed to learning Microsoft Publisher which the employees wants but does not need.

Why conduct a training needs assessment?

- To pinpoint if training will make a difference in productivity and the bottom line.
- To decide what specific training each employee needs and what will improve their job performance.
- To differentiate between the need for training and organizational issues.

An indication that training is needed may occur through:

- Complaints from staff
- Complaints from clients
- Poor quality of work
- Errors in work
- High staff turnover
- Conflicts amongst staff
- Introduction of new tasks
- Introduction of new systems, perceptions and interventions

In conducting training needs analysis information should be collected in the following areas:

- Job roles
- Job process
- Job problems
- Task(s) to be conducted
- Task frequency
- Task difficulties
- Task importance

Information can be collected through:

- Interviews with staff, management and client
- Questionnaires with staff, management and clients or training needs assessment
- Observation
- Performance appraisals
- Client satisfaction surveys
- Testing of staff

Once information has been collected from various sources, it must be examined to determine if training is the appropriate action for the problems identified. To establish a training need it must be identified that there is a gap in knowledge, skills and attitudes.

How is a training needs assessment performed?

There are several techniques that can be utilized individually or in combination with each other. More than one tool should be considered to get a better view of the big picture. Here are some techniques to consider.

1. Meet with management.

Since most supervisors are involved with the planning of projects and the future of the company, they know what will be needed. They should be able to communicate where their employee's current abilities lie and what is needed to get them to the next level for new projects on the horizon.

2. Meet with employees.

Discuss what struggles they may be facing from day-to-day and what would make their job easier and more efficient. Remember to keep them focused on what they need rather than what they want.

3. Conduct surveys.

Surveys are beneficial because many people can be polled in a short period of time. Additionally, surveys provide employees with the opportunity to confess a need on paper that they may be too embarrassed to admit needing in a face-to-face meeting.

Surveys should take the form of a questionnaire and can include close-ended or open-ended questions, or a series of both. Close-ended questions require the respondent stay within certain perimeters set by the person who created the survey. Being that the answers are limited, tabulating the data is simple. Open-ended questions allow an employee to provide more feedback and introduce new ideas that may not have been considered initially, although tallying the results may be more difficult. A good option during the creation of a survey would be to include a combination of both close-ended and open-ended questions.

4. Conduct focus groups.

Focus groups allow for small group interaction, allowing the assessor to uncover details about their target audience. Brainstorming is encouraged allowing for an exchange of new ideas and a revelation of what training may be needed. They should be at least ninety minutes long to initially break the ice and for participants to become comfortable enough to express their thoughts. Depending on time limits, focus groups can be held once or repeatedly.

5. Review company goals and mission statement.

A brief review of the company's past and where they are headed for the future may reveal valuable information for training. A comparison should be made of what employees are currently doing and what will be expected of them as the company continues to grow and change.

Three things to consider:

- Consider meeting with employees that are already successfully completing tasks. You may uncover useful techniques that can be taught during training to other employees.
- Keep surveys brief. More employees will be willing to complete them and tallying the results will be more manageable.
- Good hand-written notes should be taken during a focus group

A quick method

Want to quickly learn the training needs of a group of employees who have similar jobs? Yet, you don't want to develop and implement a survey, put the questions in a computer program, or run analyses on demographic information you collect.

This training needs assessment works best in small to mid-sized organisations. It will give you a quick assessment of the training needs of an employee group. These training needs assessment helps find common training programs for a group of employees.

Here's How:

The facilitator gathers all employees who have the same job in a conference room with a white board or flip charts and markers.

Ask each employee to write down their ten most important training needs. Emphasize that the employees should write specific needs. Communication or team building sessions are such broad training needs, as an example that you would need to do a second training needs assessment on each of these topics. How to give feedback to colleagues or how to resolve a conflict with a co-worker are more specific training needs.

Then, ask each person to list their ten training needs. As they list the training needs, the facilitator captures the training needs on the white board or flip chart. Don't write down duplicates but do confirm by questioning that the training need that on the surface appears to be a duplicate, really is an exact duplicate.

When all training needs have been listed, use a weighted voting process to prioritize the training needs across the group. In a weighted voting process, you use sticky dots or numbers written in magic marker (not as much fun) to vote on and prioritize the list of training needs. Assign large dot 25 points and smaller dots five points each. Distribute as many dots as you like. Tell needs assessment participants to place their dots on the chart to vote on their priorities.

List the training needs in order of importance, with the number of points assigned as votes determining priority, as determined by the sticky dot voting process. Make sure you have notes (best taken by someone on their laptop while the process is underway) or the flip chart pages to maintain a record of the training needs assessment session.

Take time, or schedule another session, to brainstorm the needed outcomes or goals from the first 3-5 training sessions identified in the needs assessment process. This will help as you seek and schedule training to meet the employees' needs. You can schedule more brainstorming later, but I generally find that you need to redo the needs assessment process after the first few training sessions.

Note the number one or two needs of each employee, which may not have become the priorities for the group. Try to build that training opportunity into the employee's performance development plan.

Tips:

Training Needs Assessment can be, and often needs to be, much more complicated than this. But, this is a terrific process for a simple training needs assessment.

Make sure you keep the commitments generated by the training needs assessment process. Employees will expect to receive their key identified training sessions with the brainstormed objectives met.

Activity 7:

Case study

Info-tech enterprise is a medium sized company who employs 90 people. They provide software solutions to mainly the financial market. A large number of the employees are programmers who consult with clients on a daily basis. The sales team is responsible for getting new clients, but seldom has time to follow-up after a programmer has been allocated to a client to design a customised programme. Info-tech's staff members are mainly young, enthusiastic, competent computer programmers.

Clients are lately complaining about the service they get from Info-tech. After an investigation into the problem it seemed that clients were satisfied with their software, but not with the treatment they received from staff.

Management employed you as the external training consultant and asked you to help solve their problem. Staff members have not been involved in the problem solving process and are unaware of the so called "service" problem.

7.1. How will you as the training consultant go about establishing the real problem?

7.2. Do you think this is a training problem?

7.3. Who should be involved in trying to find a solution?

7.4. How are you going to convince management to involve staff in trying to find a training solution?

7.5. What is the solution to the problem?

7.6. Management is prepared to pay R55 000 for solving this problem. How will you use this amount? Prepare a budget.

7.7. Describe how you are going to convince your target group to attend your particular intervention.

Activity 8: 8.1. How can you ensure that training and development produces the results you need for your organisation?

8.2. Explain what training needs analysis is

8.3. Explain how a training needs assessment is performed

NOTES

- Training needs analysis is an activity which determines the categories and numbers of personnel who need to be trained.
- Training needs Assessment is a tool used to identify what educational courses or activities should be provided to employees to improve their work productivity.
- How to conduct a needs analysis:
  - Meet with management
  - Meet with employees
  - Conduct surveys
  - Conduct focus groups
  - Review company goals and mission statement

Own Summary:

Chapter 4

Steps for Planning Training

When a gap is identified in knowledge, skills or attitudes then a training course can be developed to address this gap. Various considerations need to be made to plan an appropriate training course.

Situation Analysis

- Culture and country in which the training will occur
- Training needs of the client group
- Resources of the training needs
- Resources of the specific organization
- Job description of the staff

Task Analysis

- Purpose of the task
- Knowledge required
- Skills required
- Attitudes required
- Levels of experience in performing the task

Curriculum design

- Aims and objectives
- Time available / timetable
- Teaching methods
- Assessment methods
- Session planning
- Evaluation

Specific suggestions for adaptations to the training programme

Overview of key suggestions for adaptations to the programme:

- Adapt the programme to reflect identified training needs
- Use a core curriculum
- Select or design activities to address omitted modules
- Select or design case studies to address omitted modules
- Substitute relevant statistics and information
- Provide reading material and reference lists to address omitted material or special further needs

To adapt the training programme, sessions or modules will need to be added or subtracted and will depend on the outcome required of a completed training needs analysis.

In general with limited time and special groups, core modules should be included and activities and case studies should be selected that will highlight the issues specific to the objectives of the training. Relevant and up-to-date statistics and information should be provided to emphasize the importance of the area the training is focusing on.

In shorter programmes, activities and case studies can be developed to incorporate the issues that may have been omitted by the removal of particular modules.

Reading material and/or follow-up training programmes could also be offered to address the content omitted from a shorter training programme.

Once this is identified you may draw up a learning contract.

Designing a Learning Contract

Learning contracts enable trainers to cope with the wide range of abilities, needs, interests, experience, incentives, motivation, background and education that are characteristics of most adult learning groups. These characteristics can be accommodated through contract learning.

A learning contract could be identified as a written agreement between the organization or institution and the learner. It is a commitment and an undertaking in which:

- The learner agrees to and gives assurances that learning objectives, outcomes and standards set out in the learning contract will be met. In other words an attempt will be made to achieve the predetermined, needs-orientated goals.
- The trainer will offer a learning opportunity.

A learning contract can also be used as a guideline by trainers and learners and must, therefore include:

- Learning objectives
- Learning resources and strategies
- Evidence of accomplishment of objectives
- Criteria and means for validating the evidence of accomplishment of objectives

Learning contracts

Diagnose your learning needs

- Identify the gap between what the learners actually know and what they must know for effective performance in whatever task they are involved in. This can be done by pre-assessment)
- List all the competencies that need to be performed to achieve excellence in a task.
- Leads to a definition of the learning needs and therefore to the training content to be mastered and the levels of performance that both trainer and learner should achieve.

Specify your learning objectives

- Objectives states that objectives should be formulated in cognitive, affective and psychomotor domains. The objectives should indicate what knowledge, skills and attitudes are to be included in the contract.
- Objectives should indicate clearly what learners should be able to do after the training session and indicate what the level of competence should be.

Specify learning resources and strategies

- Identify resources and strategies you will use to achieve the objectives – Materials and media plus methods and techniques.

Specify evidence of accomplishment

- Describe the evidence you will have to collect to indicate what level or degree of competence you have accomplished in working at the objective.
- The type of objection, according to this classification, will decide the evidence that you will be looking for.

TYPE OF OBJECTIVE	EXAMPLES OF EVIDENCE
1. Knowledge of facts and figures	Ability to recall, state, write down, list, compile, compare information.
2. Understanding facts, concepts, figures, diagrams, graphs et cetra	Ability to show understanding of the information learned
3. Application of information	Evidence of application of information in discussions, papers, arguments, presentations, performing tasks.
4. Analysis of information	Evidence of the ability to analyse information in discussions, reports, presentations
5. Attitudes and values	Evidence of changing attitudes in discussions, in personal relationships, in working with equipment and employees, et cetra. Evidence in feedback from observers of the learner's performance.

Activity 9: Identify where this will be observed and how?

____

____

____

____

____

____

Specify how the evidence will be validated

- When all the evidence is collected, the following step is to decide how valid the evidence is – does the evidence actually show that learning has taken place?
- The following criteria will be dictated by the type of objectives.
- An important aspect in this step is how wisely the evaluators or valedictory are chosen. In a course situation the instructor are normally the assessors of performance.

Cognitive or knowledge

- Comprehensiveness
- Depth
- Precision
- Clarity and fluency
- Authenticity
- Usefulness
- Accuracy in language use

Psychomotor or skills

- Dexterity
- Speed
- Accuracy
- Flexibility
- Precision
- Imaginative application of skills

Affective or attitude and values

- Responsibility and accountability
- Motivation and enthusiasm
- Interest and pride
- Improved performance
- Dedication
- Perseverance
- Accuracy and precision concerning quality of performance

Evaluating the evidence gathered:

KNOWLEDGE

- Is the learner's knowledge on the subject complete and comprehensive?
- Does the learner have in-depth knowledge of how the product functions?
- Is there precision in the reactions and answers to the problems faced?

SKILLS

- Does the learner handle the product with accuracy and dexterity?
- Can the learner control the situation and react quickly to an emergency?
- What is the level of flexibility and precision the learner achieved?

ATTITUDES AND VALUES

- Does the reactions of the learner show responsibility and accountability?
- Is the learner motivated and enthusiastic to pass the test and become competent?
- Does the learner show interest, dedication and perseverance to improve his/her performance when he/she has made a mistake?
- Does the quality of the learner's performance show accuracy and precision and pride?

Review the contract with consultants

- Discuss the contract with a supervisor or one or two experts in the field of the subject.
- Consult a friend to get reactions and suggestions for improvement.
- Ask the following questions:
  - Are the learning objectives clear, understandable and realistic? Does the module describe what is meant to be to learned?
  - Is there any other objective you may consider for inclusion?
  - Does the learning resources and strategies seem reasonable, appropriate and efficient?
  - Can other resources or strategies be considered?
  - Does the evidence seem relevant to the various objectives, and is the evidence convincing?
  - Can other evidence be considered?
  - Are the criteria and means for validating the evidence clear, relevant and convincing?
  - Can other ways to validate the evidence be considered?

Carry out the contract

- By using the objectives to guide the learning process and activities and using the criteria to determine acceptable levels of performance to be achieved before the learner can go on to the next objective.
- The contract should be revised while learning is taking place.
- Learners must gather evidence of performance as they work through the objectives in groups or individually.

Training Roles and Responsibilities

- A training coordinator or director
- Trainers
- Learners

In training, a trainer may be undertaking one or more of these roles. Each role has different responsibilities:

Training Coordinator or Director

Several months before the training is to be conducted, the director should do the following:

- Obtain approval for conducting the training from relevant bodies.
- Develop a training programme and timetable.
- Develop a budget for training.
- Obtain funding for conducting the training course, e.g. through training grants, government bodies, non-government organizations or sponsors.
- Develop criteria for trainers, send invitations and training details (dates, venue, and contact details) to potential trainers, and identify trainer availability.
- Arrange for course materials, including session plans, handouts and transparencies to be forwarded to trainers so they can become familiar with the contents of their sessions and practice presenting.
- Decide on an appropriate number of participants. It is recommended that you do not invite more than 20 learners to a course to ensure that they all benefit from the discussions and practical work.
- Develop criteria for learners and send invitations to potential learners or send course announcements to relevant facilities, asking them to identify suitable learners.
- Choose the training facility, keeping in mind the number of learners attending the course, ensuring that all necessary equipment and resources will be available and within the budget.
- Arrange accommodation for trainers and learners, if necessary, and according to budget.
- If applicable arrange transportation for trainers and learners to and from their accommodation to the training venue.
- Arrange payment for trainers (if appropriate), or reimbursement for their related training expenses.

- Plan the timetable and details for trainer preparation.
- Arrange catering for the course including morning and afternoon tea and lunch.
- If training is to take place in another language besides English then course materials will need to be translated. The need for training sessions to be translated should also be assessed and an appropriate interpreter arranged.
- Arrange printing of trainers and learners manuals (and other supporting materials like CD's etc) as resources and according to what the budget will allow.
- Arrange for other training resources such as name badges, paper, pens etc.
- Develop overall evaluation forms
- Develop training checklists to help in planning.
- Delegate some of the responsibilities to administrative assistants and/or trainers.
- Facilitate opening and closing ceremonies at the training course, invite guest speakers, if appropriate, and brief them.
- At the completion of training, collate training evaluations and write a report or delegate someone else to do this.

Trainers

Ideally, trainers should:

- Be working in the field they will be asked to present.
- Have pervious training experience.
- Be fluent in the language the session is to be delivered in.
- Be motivated and enthusiastic.
- Be willing to present the entire course.
- Be willing to prepare adequately for the course and assist or work with other trainers where required details are reiterated and presentation of sessions practiced (they should also modify training styles, techniques, or length where suggested from peer review.)
- Be guided by the training coordinator.
- Be willing to attend daily debriefing sessions if required.
- Evaluate their training sessions and analyse results for contribution to final training report.

Learners

Ideally, learners should:

- Be prepared to attend the entire course.
- Be willing to work in groups with other course attendees despite differences in culture, religion, gender, etc.
- Be willing to undertake after-hours work (or "homework") for the course.

Activity 10: What is a learning contract?

Organising Training

Plans are nothing, planning is everything (Dwight D. Eisenhower)

You should do the following when planning and organising a training event:

- Formulate a training strategy and plan for any learning event
- Identify relevant stakeholders in the training process and describe why they should be consulted in planning for training
- Compile a training budget based on sound budgetary principles
- Develop a marketing strategy for training
- Select various training aids by comparing their advantages and disadvantages
- Indicate all considerations when choosing a suitable venue for a learning programme
- Design a planning checklist for venues and other training-related uses
- Develop action plans for the activities involved in pre- and post-course training administration

The planning and organising of training interventions constitute one of the most important managerial tasks of the HRD manager. The aspects that should be considered when planning training are explored, such as budgeting, marketing of programmes and maintaining good administration. A stakeholder approach is strongly recommended, meaning continuous liaison and consultation with management, trade unions, learners, training authorities and other relevant role-players.

It is harder to unlearn than learn

Compiling a training plan

For years training has been closely linked with Human Resource Development, some people have even considered the two terms to be synonymous. Many HRD professionals regards themselves as trainers because they have devoted their careers to employee training, especially the planning and execution thereof.

It is important when considering the planning and administration of training those HRD practitioners realise that it is only one of the many responsibilities of the HRD function. It cannot be stressed enough that the success of any training intervention is hugely determined by the planning and administration functions. Many well-intended training programmes fail due to a lack of planning and improper organising.

Reflect on any training programme, seminar, workshop or conference you have attended recently. How well was it planned and organised? What went wrong? What would you have done differently?

In the light of the above it is clear that the preparation for a training programme requires the application of sound management principles. The following need, to be planned and organised:

- Learning programme alignment to NQF and SAQA requirements
- Consultation with stakeholders
- Preparation of ETD staff
- Budget
- Marketing and selling of training
- Administration
- Facilities
- Records
- Instruction
- Learning material
- Evaluation
- Assessment and moderation cost

A project management approach should be followed where a project leader is appointed to oversee the planning and execution of each step. A haphazard approach to the planning of such interventions is guaranteed to cause disaster. The project leader should also be responsible for the design and maintenance of a budget for each individual intervention.

Consultation with stakeholders

The SAQA regulations make it very clear that stakeholders must be consulted before learning programmes are implemented. This will ensure that the NQF requirements of credibility, relevance of learning and legitimacy are adhered to.

The first question that must be answered is who our stakeholders are. The aim of learning is to bring about change, whether it is a change in perception or a change in behaviour to improve performance. It is important to get the organisation's stakeholders' agreement of the process or learning programme that you are about to embark on.

The term stakeholder includes various role players. It can be:

- A manager or supervisor who needs to be convinced to implement a new learning programme or to accept the training budget
- The learners – they are at the centre of OBE and it is therefore imperative to get their buy-in into the training to ensure skills transfer and performance improvement
- Senior management who should support the training process and allocate enough resources to the training to make it a success
- Unions – in South Africa unions have been playing an important role in the development of their members for a long time.
- The service provider – training is increasingly being outsourced. Whether it is an internal or external provider, the provider should be involved in the process
- Training boards, standards generating bodies and other accreditation bodies (SGBs, NSBs, Etqa's, and Seta's). With the new look of learning and recognition of prior learning in South Africa, considering regulatory bodies will become increasingly important during the planning stage of training.

Activity 11: What do you do to include all stakeholders?

To get all stakeholders around the same table at the same time is not an easy task. It is therefore important to realise that it is more important to consult all relevant stakeholders, even separately, than having as many as possible of your stakeholders available at the same time.

Activity 12: Why does any training department need a training plan?

12.2. Who should be involved when the training plan is determined?

12.3. What should be considered when planning and organising a training event?

Marketing and selling your workshop

These principles apply to public service providers as well as in-house courses. When you promote your workshop you need to keep the following in mind:

- What is it about?
- What will I get out of it?
- How will it run?
- Who is giving it?

You may want to include the following aims:

- Attracting potential participants to the general idea of the workshop
- Letting participants see what the workshop will do for them
- Enabling participants to see how the workshop will unfold
- Introduce participants to presenter/facilitator

Training professionals should always keep in mind who their real customers are. Moss (1993:12) is of the opinion that trainers ultimately work for management, not for the learners only. Managers are the decision-makers, and therefore training professionals should convince management that they are getting good value for their money that they are willing to spend on training. Mitchell (1995:351) says training professionals cannot wait for people to come to them; they must go to their customers and ask to solve their problems.

Activity 13: How is training advertised in your organisation?

SWOT analysis of your training effectiveness

Having considered your organisation's vision, mission, strategic direction and values, what do you regard your organisation's strengths and weaknesses and opportunities and threats (SWOT) to be as a potential employer of choice?

Strengths; e.g.

- What benefits does your organisation offer?
- What does your organisation do better than other departments/organisations?
- What do your employees see as your strengths?
- What do external stakeholders see as your strength?

Weaknesses; e.g.

- What needs to be improved?
- What should be avoided?
- What do your employees see as your weaknesses?
- What do external stakeholders see as your weaknesses?

Opportunities; e.g.

- What are the opportunities facing your organisation?
- What are the changes in social patterns, population profiles, and lifestyle changes?
- What are interesting trends in its environment?
- What new employment/career opportunities are in the pipeline?

Threats; e.g.

- What obstacles does your organisation face?
- What trends could cause harm to training prospects?
- What threats do its weaknesses pose?

Strengths	**Weaknesses**
Opportunities	**Threats**

NOTES

- Formulate a training strategy and plan for any learning event
- Identify relevant stakeholders in the training process and describe why they should be consulted in planning for training
- Compile a training budget based on sound budgetary principles
- Develop a marketing strategy for training
- Select various training aids by comparing their advantages and disadvantages
- Indicate all considerations when choosing a suitable venue for a learning programme
- Design a planning checklist for venues and other training-related uses
- Develop action plans for the activities involved in pre- and post-course training administration

Own Summary

Chapter 5

Course Design

"Would you tell me, please, which way I ought to go from here?", "That's depends a good deal on where you want to get to."... (Alice in Wonderland, Chapter VI, P 64; Carroll, 1960)

A "good course"

1. Challenges learners to higher level learning.

All courses require some "lower level" learning, i.e., comprehending and remembering basic information and concepts. But many courses never get beyond this. Examples of "higher level learning" include problem solving, decision making, critical thinking, and creative thinking.

2. Uses active forms of learning.

Some learning will be "passive", i.e., reading and listening. But "higher level learning," almost by definition, requires active learning. One learns to solve problems by solving problems; one learns to think critically by thinking critically; etc.

3. Gives frequent and immediate feedback to learners on the quality of their learning.

Higher level learning and active learning require frequent and immediate feedback for learners to know whether they are "doing it" correctly.

"Frequent" means weekly or daily; feedback consisting of "two mid-terms and a final" is not sufficient.

"Immediate" means during the same class if possible, or at the next class session.

4. Uses a structured sequence of different learning activities.

Any course needs a variety of forms of learning (e.g., lectures, discussions, small groups, writing, etc.), both to support different kinds of learning goals and different learning styles. But these various learning activities also need to be structured in a sequence such that earlier classes lay the foundation for complex and higher level learning tasks in later classes.

5. Has a fair system for assessing and grading learners.

Even when learners feel they are learning something significant, they are unhappy if their grade does not reflect this. The grading system should be objective, reliable, based on learning, flexible, and communicated in writing.

A 7-day recipe

How to design and produce a course on a soft skill area in a total of seven days.

Days 1 and 2: A team of facilitators, participants, subject-matter experts, and instructional designers selected the training objectives for the course. The instructional designer took the group through activities related to these objectives. For example, one of the objectives required teamwork. The designer conducted a game that emphasized trust in teams. While everyone was playing the game, the second instructional designer took copious notes on a notebook computer. The players made real-time suggestions for improving the game and it's debrief.

Days 3 and 4: The second instructional designer expanded the notes in her computer into a prototype facilitator guide. She also created a prototype workbook for the participants. A project manager assembled the materials required for the activities.

Days 5 and 6: We assembled 12 typical participants. The first instructional designer conducted the workshop using the facilitator guide for the basic structure, but improvising as needed. The facilitators observed the workshop and took copious notes. The second instructional designer made appropriate changes in the notebook computer's copy of the facilitator's guide. She also incorporated suggestions from the facilitator/observers.

Day 7: The facilitators and the instructional designers reviewed the course and made final changes. One of the facilitators was selected to conduct the next offering of the course in a different location.

Our productivity was due to prior familiarity with the topic, the use of various templates for the activities, and effective collaboration among the team members. The fact that we were dealing with a soft skill area and primarily using experiential activities also helped.

Course Design Structure

Course Information:

The first part of your course should contain the course information. This should include the Course Title, Author and course number if one has been allocated. Here you might also want to provide the learner with the course purpose, outcomes and criteria for the course. Should additional materials be needed to complete the course you might also mention this here.

Then if the course is accredited you should include the accreditation link as well – in South Africa this will be the unit standard number, title, credits, NQF level and Governing Body. You may also link it to a qualification as part of a learning pathway.

Supplementary Readings:

You may include supplementary readings if this could assist the student, in additional to the bibliography.

In designing or revising a course, faculty are faced with at least three crucial decisions:

- what to teach
- how to teach it
- How to ensure that learners are learning what is being taught.

Often, the most difficult step in preparing or revising a course is deciding which topics must be excluded if the whole is to be manageable. Many teachers, hoping to impart to learners everything they know about a subject, attempt to include too much material by half. The following suggestions below are designed to help you limit the content of your course, structure and sequence the activities and assignments, set policies, and handle administrative tasks.

General Strategies in course Design:

If the course is new to you but has been offered before, talk with faculty who have taught it previously. Ask your colleagues for their syllabus, list of assignments and papers, and old exams. Find out about the typical problems learners have with the material and the difficulties the facilitator encountered. If appropriate, look at past learner evaluations of the course to help you identify its strengths and weaknesses.

If the course is new to you and has never been offered before, review textbooks on the topic of the course. Reviewing textbooks will give you a sense of the main themes and issues that your course might address, which is especially useful if you are preparing a course outside your areas of specialization

If you have previously taught the course, begin by assembling everything associated with the course. Gather a copy of the syllabus, textbooks and readings, handouts, exams, your notes for each class session, and the past evaluations by learners. Read the evaluations to get a sense of the course's strengths and weaknesses. Then take a look at the various course materials in light of learners' comments, changes in the field, and your own changing interests. (Source: "Course Materials Review," 1987)

Identify the constraints in teaching the course. As you begin to design the course, ask yourself, How many hours are available for instruction? How many learners will be enrolled? At what level? What material can I safely assume that learners will know? What courses have they already completed? Will readers or graduate learner facilitators be available? What sorts of technological resources will be in the classroom?

Think about how your course relates to other courses in your department's curriculum. Does your course serve as the introduction for more advanced classes?

The Approach

Establish goals. What do you expect your learners to do or to produce as a result of taking the course? Writing down goals is important for at least four reasons (Erickson, n.d.):

- the process forces you to clarify what you want your learners to accomplish
- your list of goals will help you select appropriate teaching methods, materials, and assignments
- you can use your list of goals to communicate your expectations to learners, to let them know what they are expected to accomplish
- your list of goals will be useful to colleagues who teach courses that rely on yours as a prerequisite.

Identify both content and non-content goals. Fuhrmann and Grasha (1983) recommend identifying both content goals (for example, "understand the key forces affecting the rise of Japan as an economic power") and non-content goals (for example, "become a good team member and work collaboratively with other learners" or "learn to tolerate opposing points of view").

They advise faculty to start with a general list and then refine the goals to make them more specific. What do you expect from learners? How will learners demonstrate that they have mastered the goal? What will constitute acceptable performance?

To get started in writing course goals, think about "the big picture." For example, imagine yourself overhearing a group learners who have taken your course and are discussing why it was among the most valuable courses they have ever taken. What would they be saying about the course?

Scale down your goals to a realistic list. Adjust your ideal goals by taking into consideration the different abilities, interests, and expectations of your learners and the amount of time available for class instruction. How many goals can your learners accomplish in the time available? (Source: Lowman, 1984)

Limiting your Content

After you have "packed" all your topics into a preliminary list, toss out the excess baggage. Designing a course is somewhat like planning a transcontinental trip. First, list everything that you feel might be important for learners to know, just as you might stuff several large suitcases with everything that you think you might need on a trip. Then severely pare down the topics you have listed, just as you might limit yourself to one or two pieces of luggage. Research shows that too much detail and too many topics work against learners' learning the material (Beard and Hartley, 1984).

Distinguish between essential and optional material. Divide the concepts or topics you want to cover into three groups: basic material should be mastered by every learner, recommended material should be mastered by every learner seeking a good knowledge of the subject, and optional material should be mastered by those learners with special interests and aptitudes. Lectures and exams should focus on the basic elements of the course. Recommended and optional topics, labelled as such for learners, can be included in lectures, supplementary materials, and readings.

Emphasize the core concepts. For example, in engineering, as one professor points out, there are thousands of formulas, but all of these are variations on a very limited number of basic ideas or theories. In a single course, learners might encounter a thousand equations. Rote memorization is futile because no one can remember that many equations. Instead, the facilitator repeatedly emphasizes the fundamentals by showing learners how the thousand equations are embedded in a dozen basic ones.

Stress the classic issues, or the most enduring values or truths. Often the most interesting issues and themes for undergraduates turn out to be those that originally attracted you to the discipline.

Cut to the chase. Go for the most critical skills or ideas and drop the rest. For example, in solving mathematical problems, the most important task is setting up the problem -- the rest is the mechanics. Not every problem needs to be worked through to completion. (Source: Svinicki, 1990-1991)

Give learners a conceptual framework on which to hang major ideas and factual information. To the uninitiated, your field may look like an unruly mass of facts devoid of logic or unifying principles. To understand the relationship among concepts rather than simply memorize dozens of discrete points, learners need a framework -- a basic theory, a theme, a typology, or a controversial issue. Make this framework apparent to the learners through repeated references to it.

Prepare a detailed syllabus. Share the conceptual framework, logic, and organization of your course with learners by distributing a syllabus.

Logical Approach

Devise a logical arrangement for the course content. Material can be arranged chronologically, by topic or category, from concrete to abstract or vice versa, from theory to application or vice versa, by increasing level of skill or complexity, or by other schemes. Some courses -- in history or literature -- almost demand a chronological sequence.

H**ere are some other strategies for organizing material**

- Micro/macro: Begin by describing a large complex phenomenon (macro perspective) or offer a detailed analysis of one aspect of the phenomenon (micro perspective). Establish a broad general base of knowledge and information (macro) or focus on a specific event or concern (micro).
- Distal/proximal: Begin by presenting an immediate and pressing problem related to the field of study (proximal perspective) or by describing the origins, heritage or context (distal perspective). Begin with the relevance of the subject matter (proximal) or with historical or theoretical perspectives (distal).
- Phenomenon/structure: Emphasize description and analysis of unique and significant events, people, or ideas (phenomenon) or emphasize description and analysis of theories, themes, and universal applications (structure). Focus on specific works, events, or people in their unique setting or focus on general patterns and concepts that are commonly shared by or expressed through different works, events, and people.

Stark and others (1990) offer additional sequencing patterns, suggesting that topics may be ordered according to the following:

- How relationships occur in the real world
- How learners will use the information in social, personal, or career settings
- How major concepts and relationships are organized in the discipline
- How learners learn
- How knowledge has been created in the field

Select appropriate instructional methods for each class meeting. Instead of asking, “What am I going to do in each class session?” Focus on what are learners going to do? Identify which topics lend themselves to which types of classroom activities, and select one or more activities for each class session: lectures; small group discussions; independent work; simulations, debates, case studies, and role playing; demonstrations; experiential learning activities; instructional technologies; collaborative learning work, and so on.

Design in-class and homework assignments. See "Designing Effective Writing Assignments," "Homework: Problem Sets," "Collaborative Learning: Group Work and Study Teams," and "Supplements and Alternatives to Lecturing: Encouraging Learner Participation."

Textbooks and Readings

Choose textbooks and reading assignments that reflect your goals. The textbook exerts a greater influence on what learners learn than the teaching method (McKeachie, 1986). Explain to your learners how the readings relate to the course goals and classroom activities. Some faculty assign texts that repeat material covered in class-or vice versa -in order to reinforce the content. Some readings may be assigned to elaborate on the lectures by providing applications and examples. Some readings may be intended to convey additional material or to give contrasting points of view. (Source: "Selecting a Textbook," 1987)

Consider a range of criteria in selecting readings. If several textbooks, reports, or articles are appropriate to your course goals, select among them by judging the following (adapted from Lowman, 1984; "Selecting a Textbook," 1987; Wright, 1987):

- Accuracy and currency of content
- Coherence and clarity of content
- Level of difficulty and interest for learners
- Cost

Assign a mix of texts and articles, including some current pieces. Advanced courses typically include journal articles, essays, research reports, or photocopied course readers. But even in lower-division courses, learners should have an opportunity to read at least a few recent publications or journal articles. One faculty member in economics assigns the Tuesday editorial page of the Wall Street Journal each week. She uses these editorials as a basis for discussions and for exam questions that ask learners to compare the editorials with textbook presentations on related topics.

Foster a habit of reading throughout training Encourage learners to explore beyond the reading material you assign. Eble (1988) recommends setting up in your office a shelf of books and articles selected for brevity, relevance, and interest. Invite learners to browse through the materials and borrow items.

Follow the copyright laws. If you are compiling a photocopied reader, be sure to observe the copyright laws, available from your library or from photocopying vendors. Services have sprung up to handle faculty requests for permission to reproduce copyrighted material.

Take advantage of the new technologies in publishing. At least one national publisher lets professors order customized versions of its publications. The publisher will produce bound copies of chapters in its textbooks and supplementary articles, in any order the facilitator requests. Some publishers have gone a step farther and developed data bases of individual chapters from different texts, journal articles, case studies, and other material from which a faculty member can create a custom textbook.

The materials are compiled, indexed, paginated, and bound within forty-eight hours. Other publishers offer low-cost versions of textbooks stripped of such frills as study questions and multicolour art and graphics. It may also be possible to make the content of scholarly print journals available electronically so that learners need only have access to a computer.

Pre-training assessment /evaluation

The purpose of pre-course evaluation:

- Give participants an opportunity to prepare for the workshop
- Bring participants closer to a common starting point
- Find out what participants already know

There are various ways of achieving this assessment

- A multi-choice assessment
- Focus groups
- A task/project
- Write a short essay –e.g. my expectation of the workshop
- Prepare a demonstration or presentation
- Make a list of questions to be addressed in the workshop
- Pre-reading and questions
- Anonymous calls e.g. assessing telephone customer service

Remember the following:

- Send the work to all participants
- Send the same work to everybody unless you are asking different people to do different things
- If presentations are required, ask people to prepare different presentations
- If you ask people to prepare something, USE IT in the workshop
- Don't expect everyone to have done their work
- Expect some to have misunderstood or did it wrongly
- Be aware of the expectations that you are raising!

Budgets

One of the questions that have to be answered during the planning phase of training is "how much will the training cost?" It is interesting to note that training professionals are nearly always asked how much training will cost, rather than what the size of the training investment will be. A better question would be "how much will it cost us if we don't train?"

Activity 14: What is your company's approach to the training budget?

Organisations who do not hold their fingers on the pulse of their training budgets often find that they spend too much on one particular programme and that funds are thereafter limited for the rest of the financial year. It also happens that due to a lack of commitment to training, training funds are spending irresponsibly (or sometimes not at all).

Training used to be a centralised function and the responsibility of the training or human resource department. It is often argued that better control can be applied in the case of centralised budgets. This may be true, but commitment is better when training becomes a shared responsibility. Many progressive companies are now realising that training is the responsibility of line management than that the training function is there to support and facilitate learning interventions. It is therefore important that the training function is involved in the strategic planning of the organisation to ensure that training objectives underline the strategic direction of the organisation.

Working out a training budget is not always as easy as it may appear at first. This is because of the difficulty of deciding what should be included in the costs. Should one include the salaries of trainers if internal trainers are used? Should one include loss of production during training? What is the cost of in-service training? Many organisations work on a cost-recovery principle, whereby the training department runs training as a business unit and training is “sold” to other departments. Eskom and Transnet, among others, have training centers where this principle is applied. The decision to form a training business unit is a brave one, but certainly has its advantages and disadvantages. The biggest challenge of business units is undoubtedly marketing themselves, thus being able to run profitably.

The size of the budget determines how much of the organisation’s training needs will be addressed, according to Wills (1993:128). Appleby (1999:62) says before even starting to think about venues, location, trainers etc the budget must be established. He defines the budget as a quantitative goal which states the financial confines in which you are working. Although a budget should be set at the start of the project, it can be altered and monitored as you proceed.

When compiling a training budget it is important to realise that costs can be divided into fixed and variable costs. Fixed costs are those costs that will be encountered irrespective of the number of learners who may attend. It may include

- Course development
- Trainer’s fees
- Travel
- Accommodation
- Venue hire
- Equipment hire

Variable costs are those which vary according to the number of learners who attend e.g.

- Printing of training manuals
- Catering
- Stationery

Depending on a decision made during the planning phase, you may decide to make use of professional trainers or consultants. It is important that rates are discussed beforehand, and agreed to in writing. Professionals usually charge extra for travel, so keep it in mind and negotiate all fixed and variables with the service provider. It is vital that the agreed costs and conditions are set out in a written agreement with external providers.

Remember to play safe and to build a contingency find into the budget. This will cover unforeseen expenses and will help to ensure that your budget does not get out of control. A rule of thumb is that 10% of budget is a comfortable contingency amount.

Activity 15: Prepare the following training budget:

12 learners need to attend a four day training programme at a venue 225 km from the office. An internal facilitator will present the course, but an external training consultant will develop it and train the facilitator. (Remember to budget for accommodation and train-the-trainer, workbooks, transport etc.)

Budget item	Cost per person	Total

Total Cost:

Planning the venue

One of the keys to effective training is a positive learning environment. Although the physical environment does not teach individuals, it makes it easier or harder to learn. If learners are comfortable, they will be able to concentrate on what is being learned. Choosing the right venue for the learning event is important. Only a few organisations have training facilities that are adequate for learning. It is often reasoned that enough money is spent on development and facilitation and that using a conference room on the premises can save some costs.

Should the conference room be adequate in terms of the facilitator and learner needs, it can certainly be used. The room should also be disturbance free to ensure maximum concentration.

Activity 16: What factors are important to you when choosing a venue?

Appleby (1999:19) identifies the following considerations:

- Modern, purpose-built conference centres have the latest in audio-visual equipment.
- Training centers belonging to large organisations (e.g. Eskom Training Centre, Transnet's Esselen Park) are rented out when not in use.
- Out-of-town venues offer numerous outdoor activities within their grounds.
- Hotels have the benefit of overnight accommodation and leisure facilities for learners.

Selecting the right venue

It is important to select the most appropriate venue for a learning event. Several factors need to be considered when selecting a venue:

- **Course specifications** – specifications about the facilities, materials and equipment that are needed to run the programme (Wills, 1993:118).
- **Target group** – your learners could co-determine the choice of a venue. When organising a workshop for executives you will have different requirements than when you are organising training for low level factory workers.
- **Budget** – naturally your budget will greatly determine the choice of a venue
- **Location** – when your learners have their own transport you have a bigger choice of venues than when learners make use of public transport
- **Equipment** – should the training require specialised equipment, your venue should accommodate it
- **Catering** – when learners are expected to be present for more than a few hours, it is expected to provide a meal.

It is furthermore important that your learners are comfortable. If learners are comfortable they will concentrate on the learning process. Mitchell (1995:289) and Wills (1993:121) consider the following comfort factors as important:

- **Temperature** – a few things kill a seminar faster than a room that is too hot or too cold. If it is too hot, learners struggle to stay awake and when the room is too cold people are too uncomfortable to learn. For optimum learning it is probably better to have a slightly cool than a slightly warm temperature.
- **Lighting** – many training rooms have far too low a level of lighting. It is also possible to have too much light, making it difficult to view transparencies or videos.
- **Chairs** – if you have ever attended training or a conference where you had to sit on hard or uncomfortable chairs you will know how distracting it can be.
- **Writing and workspace** – a steady, spacious surface is a must for every delegate. You want learners to take in as much as possible, therefore make it easy for them to take notes. It is also uncomfortable to sit too close to the next delegate.
- **Sightlines** – when learners can't see the trainer or the visual aids they will eventually loose interest in the training. Also ensure that nobody has a blocked view due to seating arrangements or equipment.

Venue checklist

The use of checklists is extremely helpful when selecting a venue and when doing a last-minute check-up. An example of a venue checklist is depicted in this table. This checklist is compiled based on the perspectives of Appleby (1999:24) and Wills (1993:119).

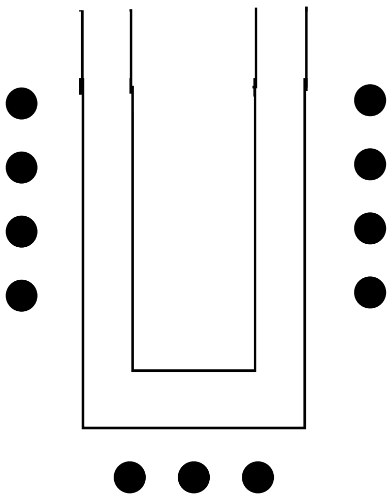
An example of a venue checklist

Important points	Specific requirements	Due date	Done
Location of venue – easily accessible			
Enough parking			
Organised reception area			
Helpful staff members at venue			
Size of training room			
Capacity of training room			
Equipment			
Room temperature			
Lighting			
Comfortable chairs			
Enough work space for learners			
Power sockets			
Acoustics			
Wall space for posters/ flipcharts			
Breakaway rooms			
Toilets			
Catering			
Security			
Administration back-up (making of copies, fax, typing etc)			
Value for money			
Other (specify)			

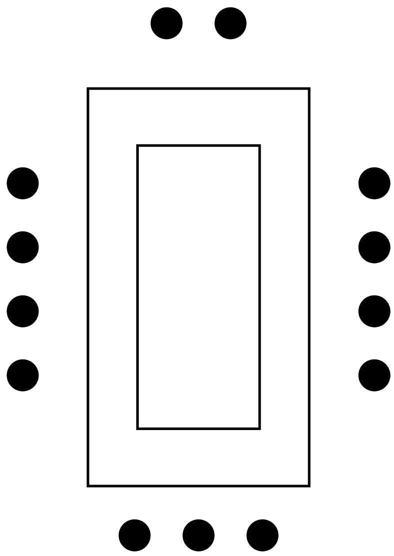
Doing homework about the chosen venue

It is vital that the course organiser visits the chosen venue. Although modern technology makes it very easy to make bookings from an office, it is no guarantee that everything will be to the liking of the facilitator or the learners. It is also important to confirm all the arrangements in writing.

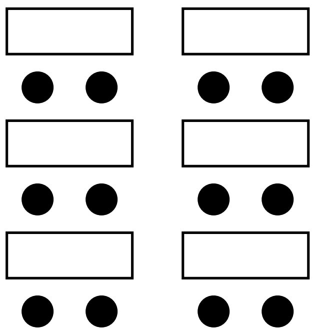
Ensure that learners know exactly where the venue is. Starting late due to learners getting lost is a waste of valuable time and money. Ensure that maps are attached to confirmation letters. It is also useful to provide the telephone number of the venue in case even a map is not enough to let a delegate find the venue. The arrangement of chairs and tables is another aspect of venue planning. Seating arrangements can vary according to the structure of the training session. The following illustrations are only some examples of seating arrangements.



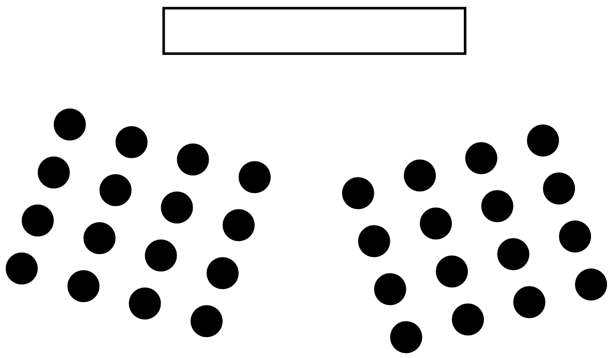
U-shaped



Boardroom



Classroom



Theatre

Getting the admin right

Even when an in-house workshop is presented, written (e-mail is fine) confirmation is required if you want everyone to arrive, be on time and find the venue. Use the following guidelines for your communication with the participants before the course starts

- Supply a good map and written instructions
- Include directions to the training room, especially at huge conference centres
- Signpost the route on the first day
- Be prepared early – there is always a delegate who arrive early
- Start with coffee
- Make it clear what they need to bring with
- Be clear about times – start and finish

Wills (1993:147) says that administration is the "glue" of the training process. Training and development needs are becoming more complex, but the training professional still has to get the right people to the right courses at the right time. This, as anyone involved in training administration will know, is easier said than done**.**

The following aspects are important when considering training administration:

- Scheduling trainers
- Booking rooms/venues
- Scheduling and maintaining a training calendar
- Booking accommodation
- Printing manuals/learning materials
- Arranging catering/refreshments
- Facilitating nomination of learners
- Confirmation to learners
- Handling cancellations/substitutes
- Facilitating handing in of assignments/projects
- Ensuring that reports are written
- Ensuring that learners arrive at the right course at the right place at the right time
- Keeping training records up-to-date
- Ensuring that accounts are paid

Activity 16: Do you have any other ideas?

____

____

____

____

____

____

____

____

Activity 17: Pack your bag. What should go in your own bag?

Activity 18: Indicate 10 important factors to consider when selecting a venue for a learning programme

Pre-course administration

1. Booking venues and trainers

Once the training plan is finalised, venues and facilitators need to be booked first. Internal venues need to be booked and preferably be confirmed in writing. If using an external venue, booking several months ahead is often necessary. All requirements should be made clear in writing to avoid any disappointment or embarrassment on the day of the training. Should a consultant be used to do the training, it is important to finalise a written agreement.

2. Course nominations

A process of consultation with stakeholders should be followed even when canvassing for nominations for the course. Various methods can be used to promote the course as discussed earlier. A nomination form should be completed by the delegate or the manager, and should contain the following information:

- Course name
- Selected course date
- Course fee
- Name – as learners would like to be called on the course
- Name – as learners would like to have printed on their certificates
- Employee number
- Department
- Designation
- Contact number for delegate
- Immediate manager/supervisor
- Manager's signature

Organisations often do course scheduling for a year, a month etc to avoid double bookings. It is advisable that schedules are kept on computer as manual systems do not have "alarms" that can go off should there be a double booking. A schedule will also give any person an opportunity to see if there are bottlenecks or that one department will be seriously short staffed due to training. Avoid booking too many courses around school and public holidays as many people seem to be on leave during those periods.

If a course is overbooked, keep a waiting list, as people often have to cancel or postpone due to work pressure, personal reasons etc. A way to get around the cancellation problem is to keep learners or their departments responsible for the training cost (or even a cancellation fee). It has been my experience that learners will think twice about cancelling if they are held responsible for the costs. In order to do this, a written commitment should be included in the booking form. Alternatively, learners can be encouraged to nominate substitutes.

3. Course confirmation

Sending delegate's confirmation of training is one of the most important aspects of pre-training administration.

The following information should appear on a confirmation letter:

- Name of course
- Date of course, e.g. Wednesday 24 November and Thursday 25 November
- Starting times and estimated closure time
- Venue
- Pre-reading or work required before start of training
- Name(s) of facilitator(s)
- Contact person for queries and telephone number
- Map or directions to external training venue
- A summary of the benefits of the course for the learner and the organisation

Facilitators are seldom responsible for pre-course administration. It is therefore important that administrators communicate with facilitators to ensure that the latter have all the necessary information about the venue, learners etc. Often administrators prepare “training kits” for trainers containing training manuals, directions, details about learners, stationery, equipment etc. That means that one person is in charge of arranging logistics – this avoids “gaps” and duplications in arrangements.

Post-course administration

The course is not finalised when the last word is spoken on the course. Apart form evaluation; it is important that reports are written on learners to give feedback to line managers. Reports can be on individual learners’ progress and behaviour during the course or it can be a group report. A group report is recommended when a larger group (15 or more learners) is trained or where the purpose of the training was to change group attitudes. As the facilitator sees the learners under different circumstances, the information conveyed to management is very important.

The following can be addressed in the report:

- Delegate’s level of participation
- Delegate’s level of understanding (especially of more complex principles)
- Parts of the training the delegate took special interest in
- Development areas of learners (often this is recommendations for further training)
- General behaviour in class and in small groups
- The support needed from the manager to ensure application and skills transfer

Training records

Keeping records of completed training is an important source of information to training professionals. According to Erasmus & Van Dyk (1999:71) it is critical to decide whether training records serve any purpose. Record systems should therefore be designed to be useful sources of information for the organisation. With the implementation of the NQF and SAQA organisations may be required to keep records, especially for the purpose of recognising prior learning. The objective of keeping records will differ from organisation to organisation.

Training records may be kept to:

- Keep track of training and skill development in the organisation for historical purposes
- Comply with NQF and SAQA regulations as well as the Skills Development Act
- Build accurate records of staff members' development
- Guide training and development initiatives as part of the Human Resource Development strategy
- Performance record of Human Resource Development activities

Many computer-based human resource information systems have a facility to accommodate comprehensive training records. It is important that the nature of the information is in line with the needs of the organisation.

Examples of records are:

- Human resources planning data
- Records of courses attended while in the company's service
- Individual training records, including training undergone while in another company's service
- In-service training records
- Performance management (including appraisal records)
- Records of study loans and bursaries
- Employment equity records
- Course reports
- Skills development records
- Training needs analysis data

NOTES

- A good course challenges learners to higher level learning
- Keeping records of completed training is an important source of information to training professionals
- Reports can be on individual learners' progress and behaviour during the course or it can be a group report

Chapter 6

Presentation and Facilitation Skills

Some people are naturally interesting and entertaining speakers, but there are some skills that anyone can learn to help them present information. These have been broken down into a series of “micro skills” to make them easier to learn.

Assessing Your Training Skills

Do your knees feel like Gumby’s when you have to get up and speak in front of a group? Do you feel like the next words out of your mouth are going to be the dumbest words ever uttered by a human being?

According to the book of lists, the fear of speaking in public is the number one fear of all fears. The fear of dying is number seven! Over 41% of people have some fear or anxiety dealing with groups. People who have this fear can experience all kinds of symptoms: sweaty palms, accelerated heart rate, memory loss and even difficulty in breathing.

Everyone, even experienced speakers, has some anxiety when speaking in front of a group of people. This is perfectly normal. The best way to deal with the fear is accepting that anxiety is perfectly normal! The best way to overcome this fear is proper preparation.

Activity 19: **Self-evaluation**

Encircle the truest statement to your situation, be honest.

1 = Always, 2 = often, 3 = sometimes, 4 = seldom, 5 = never

I determine basic objectives before planning a training session	1	2	3	4	5
I analyse my audience and their level of experience on the subject matter	1	2	3	4	5
I write down some main ideas first, in order to build a training session around them	1	2	3	4	5
I incorporate both the preview and the review of the main ideas as my training session is organised	1	2	3	4	5
I develop an introduction that will catch the attention of my audience and still provide the necessary background information	1	2	3	4	5
My conclusion refers to the introduction	1	2	3	4	5
The visual aids I use are carefully prepared, simple and easy to read	1	2	3	4	5
The number of visual aids will enhance, not detract, from my training session	1	2	3	4	5
If my training session is persuasive, arguments are used that are logical and that support my assertions	1	2	3	4	5
I use anxiety to fuel the enthusiasm of my training session, not hold me back	1	2	3	4	5
I ensure the benefits suggested to my audience are clear and compelling	1	2	3	4	5
I communicate ideas with enthusiasm	1	2	3	4	5
I rehearse so there is minimum focus on notes and maximum attention paid to my audience	1	2	3	4	5
My notes only contain key words. I avoid reading from a manuscript	1	2	3	4	5
My training sessions are rehearsed standing up and using visual aids	1	2	3	4	5
I prepare answers to anticipate questions, and practice responding to them	1	2	3	4	5
I arrange seating (if appropriate) and check equipment in advance	1	2	3	4	5
I maintain good eye contact with the audience at all times	1	2	3	4	5
My gestures are natural and not constrained by anxiety	1	2	3	4	5
My voice is strong and clear and not a monotone	1	2	3	4	5

A best practice model: portrait of a trainer

It is a fact that almost anyone who works in the training arena and almost anyone who works hard at building their skills can be an effective presenter… yet training varies WILDLY in their effectiveness/ success rates.

Activity 20:

Think of an effective, successful trainer: choose either one person who you can describe or build your portrait from a composite of traits which you have noticed in people you have worked with, people you have encountered as a delegate yourself, and from your own strengths.

"Worst practice" attitudes and techniques

Activity 21:

.Think of an ineffective trainer and draw a portrait of the characteristics and practices, which make them unsuccessful: Think of times when you have attended a training course and met the "trainer from hell"!

Starting the Workshop

First impressions last, so remember to make a powerful start. Also keep in mind that participants come to these workshops with questions and even fears. You could design a T-chart:

Hopes	**Fears**
• What I want from the workshops	• What I want to avoid at the workshop
• Things I already know on the topic	• Questions I have about the topic
• Benefits I see of developing this topic	• Risks associated with developing this topic
• Five reasons for…	• Five reasons against…
• My idea of the first few steps	• My idea of the final steps

Activity 22: It is important to have some ground rules at the workshop.

What do you think should be the rules of the workshop?

Some ideas:

- Break times
- Punctuality
- Let the facilitator know if you are uncomfortable (aircon)
- Don’t interrupt others
- Don’t put learners down
- Respect each other’s’ contributions
- Confidentiality
- You can opt out if you don’t want to participate

Introducing the Facilitator

There is no second chance to make a good impression. You can let someone else introduce you BRIEFLY, but introducing yourself is best. Don't let them read a three page CV! Design an abbreviated CV containing relevant information. Although your qualifications are important, don't rattle off every course you have attended. Often too many qualifications make you appear intimidating and removed from the ordinary citizens in your audience. Designing a slide of your CV containing only brief points is probably the best. Many learners in lower level jobs don't always see the facilitator as a normal person, so do your best to make yourself appear normal.

Activity 23: Write your own abbreviated CV that is relevant, concise and humorous.

Introduce yourself before you ask participants to introduce themselves. Even if participants know each other, you can be innovative by getting them to share something others don't know about them.

Provide a sheet or slide with the questions that you want participants to answer

- Your name
- Your company/position
- Where do you come from?
- What are your expectations?
- What do hope to do with your career in five years' time?

The list is endless…

If you have a large group and limited training time, you may not have enough time for everyone to introduce themselves. Let people sitting next to each other introduce themselves, especially where a group of strangers attends the training. Often people sit in dead silence next to each other before the course starts, so don't assume that they have already formalised contact.

Dealing with Anxiety

Do you also get nervous before a presentation/training session?

Anxiety is a natural state that exists at any time any given place, and places people under stress. Giving a training session normally will cause some stress. When this type of stress occurs, physiological changes take place that may cause symptoms such as a nervous stomach, sweating, tremors in the hands and legs, accelerated breathing and /or increased heart rate.

Don't worry! If you are having any of these symptoms before or during a training session, you are normal. If none of these things happen, you are one in a million. Almost everyone experience some stress before training sessions.

Activity 24: Identify your fears?

Fears we have identified are as follows:

- Afraid people will not respond to your questions
- Afraid to non-participation
- Afraid people wont laugh at your jokes
- Afraid people will find you boring and stand up and walk out
- Afraid that you might not know the answer to a question asked
- Afraid you might forget something
- Afraid of how people will respond in general
- Afraid of the unknown

Tips for Reducing Anxiety

1. **Be well rested**.

Make sure you have had plenty of sleep the night before and you have allowed enough time to get to the training venue early

2. Organise – Be prepared

A lack of organising is one of the major causes of anxiety. Knowing that your thoughts are well organised will give you more confidence, which will allow you to focus your energy on your training session.

Remember to have a good breakfast before you train as no one can think on an empty stomach! One cup of coffee or your favourite tea will also help!

The following is important:

- Arrive early at the venue
- Check out equipment
- Take your supplies
- Conserve your energy – you don't have to mingle with learners all the time
- Have a list for your bag and ensure that it's always there

3 Visualise

Imagine walking into a room, being introduced, delivering your training with enthusiasm, fielding questions with confidence and leaving the room knowing you did a great job. Mentally rehearse this sequence with all the details of your particular situation, and it will help you focus on what you need to do to be successful.

4. Practice

Many speakers rehearse their training mentally or just with their lips. You should rather practice standing up as if an audience is in front of you. If possible, get somebody to listen to your training session and have them give you feedback. There is no better preparation than this.

5. Make Friends

Try to greet the learners as they arrive. If you are able to meet some friendly faces you may not feel like you are presenting to strangers.

6. Breathe

When muscles tighten and you feel nervous, you may not be breathing deeply enough. The first thing to do is to sit up; erect but relaxed, and inhale deeply a number of times. Tense and release your muscles, you can even do some stretching

7. Focus on relaxing

Instead of thinking about the tension, focus on relaxing. As you breathe, tell yourself to inhale deeply and say "I am" when you inhale and "relaxed" when you exhale.

8. Move

Speakers who stand in one spot and never gesture, experience tension. Allow your muscles to flex and talk with your hands. You should be able to take a few steps to the left or the right without seeming to be pacing the room nervously. If you have stand behind a lectern, you can take the occasional half step to the side.

9. Positive Self-Talk

Try some positive self-talk-tell yourself that you are well prepared, you know the subject and everything will be alright.

10. Glass of water

Have a glass of water handy in case you develop a dry throat or nervous cough.

11. Eye contact with the audience

Try to make your training session similar to a one-on-one conversation. Visualise this. Relate to your audience as individuals. Although you have to look at all the people sometime, make brief eye contact with individuals from time to time. Start with the friendly face in the audience. Avoid looking only at one or two individuals. This happens often when "senior" people attend the training session and the presenter considers him/her more important than the other members.

12. Dare to be happy

Many people don't allow themselves the luxury of being enthusiastic, light-hearted, inspired, relaxed or happy – especially during training sessions. Unhappy people are often held back by the misery or stress, which distracts them from success

13. Become less controlling

To be controlling means that you are pre-occupied with the actions of others and how these actions affect you. A person who is controlling carries a great deal of stress because he has an overrated sense of responsibility. Let people take responsibility for their own lives! You cannot control a person who looks bored or fidgets, but you can use this body language as a warning sign.

14 Stop Worrying!

It is said that 90% of the time we "worry" about things that never happen. By worrying you are occupying your mind with negative thoughts. Think realistically, be pro-active and don't procrastinate!

15. Don't dramatize the training sessions

Many of us work under the constant demands of high expectations. Have you ever thought about how much mental and emotional emphasis we put on our expectations? It is true that expectations are a fact of life. Yet a lot of this type of stress comes not so much from the expectation itself, but from all the thinking about it, wondering whether or not we will make it. Be yourself!

16. Light a candle instead of cursing the darkness

This is a strategy for better living that means that you are making the best of a difficult situation. Be resourceful! Make a difference to others and to your own life. It is so easy to complain about all the wrongs instead of doing something about it.

16. Remember to acknowledge

All people love and appreciate being acknowledged. In fact people resent it, by not being acknowledged. By acknowledging people you are elevating yourself and your self-esteem. You will build good relationships that might be useful next time when you have a training session! Use body language like a nod if you agree or acknowledge.

17. Brighten up your training session

It creates a positive impression if you try something new. An interesting quote, cartoon character, graph will enhance your training session. Dare to be different!

18. Remind yourself

At the beginning of the session, once you have been introduced to the learners, give a short summary of your experience in the field. This helps to establish your creditability and remind you that you are the right person to conduct this training.

Activity 25: Create your own checklist for reducing anxiety?

How to Structure a Training Presentation

A training session is divided into three major sections:

Introduction Phase

The main functions of this first section are:

- **To orientate:** The trainer sets the scene by explaining their role, what the session is about and how it relates to the learners. The trainer should also establish their credibility to be teaching this session. (For example their past experiences or qualifications). They also orientate the learners to the physical environment such as tea and coffee making facilities, toilets etc.

- **To preview the session:** The trainer introduces the aims and objectives of the session, gives a basic overview of the content of the course, and indicates finishing times. This assists to clarify the learner's expectations of the session and allows the trainer to plan for any special needs of the group. It is important that the trainer gets group agreement on punctuality and attendance at all sessions.

- **To check current knowledge:** If a training, needs analysis has been done, this should indicate the learner's level of knowledge and experience, but it is still necessary to check at the beginning of a session to ensure that the presentation is appropriate for that particular group. This can be done with the help of a few questions, short discussion or a quick quiz. Learners need to be able to link any new information to what they already know. If the learners do not know as much as the trainer thought they would, it may be necessary to change the content or give some more information before starting the main presentation.

- **To gain the interest of the audience:** The trainer can use something (a joke, poster, cartoon, story) to get the learners attention. Whatever is used, it should be relevant to the topic and provide a link to the main presentation.

- **To motivate the participants:** By explaining the relevance of the training to the learners the trainer can encourage them to learn new information and use new skills.

  Davis assigns a number of specific functions to the introductory phase:

  - Focus attention and arouse interest
  - Set the scene for the presentation
  - Set the climate and atmosphere for what is to follow
  - Establish links with past and future presentations
  - State the aim of the presentation and the objectives
  - Point out the importance of the learning task

Presentation Phase

This major section of a session involves the delivery of the main body of information. Key points are devised from the objectives of the session. For each point in the session the trainer should provide:

Explanation:

The trainer introduces the unknown (e.g. theories, behaviours or procedures) to the learners. Each explanation of a key point is delivered in a way that connects it to the next in a logical sequence.

Your role as trainer is to lead, guide, facilitate and to participate in the instructional activities.

Application:

The trainer ensures that the information is understood by getting learners to participate, e.g. practicing techniques or solving problems. The learners get to deal with the learning content themselves.

Summaries:

The trainer regularly reviews what has been covered to ensure that the important information has been understood and to provide feedback to the group so that learning is rewarded.

Conclusion Phase

The conclusion of a session is used to ensure important information has been understood and will be remembered. There are several ways to conclude a session. The trainer can use two or three of the following:

- Emphasise the most important points
- Summarise the session – in words or on a board, slide or transparency
- Give a short quiz
- Review the answers of a quiz given before the session
- Discuss how the learning will be implemented in the workplace
- Ask the learners to develop an action plan for the future
- Explain how this session will link to the next if this is part of the series
- Refer back to the objectives and check that they have been met
- Ask each learner in turn to state the most important thing that they learned or what they liked best in the session
- Ask the learners if they have any questions
- Ask the learners to fill in an evaluation form either at the conclusion of the session or at the conclusion of the entire course

Session Framework:

INTRODUCTION	PRESENTATION	CONCLUSION
Interest		Review
Check knowledge	Explanation	Test
Orientate	Application	Link
Preview	Summary	Questions
Motivate		Finish
10 % of time	80% of time 40% of Application 30% of Explanation 10% of Summary	10% of time

Communication types

(Adapted from Roberta Cava)

“Interaction styles” is a model of understanding how people relate. It can make you more effective as a presenter – and be quite entertaining if you listen, collect information, and learn to adjust to each one’s communication style, vocabulary and mode of interacting with other people.

1. The go-getter

Strengths	***Development areas***
-Outgoing	-Cold
-Task oriented	-Can appear cruel
-Ambitious	-Fixated on own ideas
-Efficient	-Tactless
-Successful	-Uncaring
-Active and productive	-Not negotiable
-Direct	-Not always open for others’ ideas
-Results driven	-Stubborn
-Formal	-Aloof
-Likes to control	-Over competitive
-Determined & organised	-Bad losers
-Dependable	-Don’t suffer fools gladly
-Self-controlled	-Become aggressive when angry
-Time conscious	-Don’t respect others’ time

2. The evaluator

Strengths	***Development areas***
-Courteous	-Avoid risks
-Careful	-Procrastinates
-Accurate	-Monotonous
-Organised & efficient	-Unsociable
-Pays attention to detail	-Resist change
-Considerate	-Doesn’t participate
-Meticulous	-Passive
-Sensible	-Over careful
-Serene	-Uninteresting
-Sober	-Rigid
-Self-disciplined	-Bashful
-Specialist	-Doesn’t show empathy
-Consults	-Avoids conflict
-Patient	-Too quiet – keeps opinions to him/herself

3. The nurturer

Strengths	*Development areas*
-Warm	-Too empathetic
-Sensitive	-Over sensitive
-Team player	-Avoids risks
-Unselfish	-Struggles to deal with criticism
-Gentle	-Agree when in a conflict situation
-Trusting	-Try to please others
-Modest	-Indecisive
-Supportive	-Subjective
-Tactful	-Needs constant recognition
-Praise and encourage others	-Defenceless
-Thoughtful	-Passive
-Loyal	-Submissive
-Good listener	-Fence-sitter
-Caring	
-Approachable	

4. The spontaneous creator (Drama queen/king)

Strengths	*Development areas*
-Creative	-Impulsive
-Positive	-Lack of attention to detail
-Resourceful	-Moody
-Takes risks	-Struggle to control temper
-Persuasive	-Domineering
-Competitive	-Lack self discipline
-Self assured	-Controlling
-Can sell themselves (and anything else)	-Impatient
-Sociable	-Reactive
-Warm	-Pushy
-Direct	-Restless
-Good people skills	-Doesn't like routine tasks
-Idealistic	-Find shortcuts

Activity 26: What type do you think you are? Why? How does this affect the way you present?

Activity 27: Think of the people you work with. Write down the names and the behaviour types. What type do you prefer to work with?

____

____

____

____

____

____

____

____

Dealing with behaviour types in training

The go-getter

- Give them free-reign
- Give them as much control as possible
- Make them feel important
- Consult them for ideas and decisions
- Be efficient
- Don't talk about personal/people issues
- Use their organisational skills
- Be flexible – accept their ways
- Follow rules and regulations
- Give them challenges
- Be punctual
- Help them see alternative ways of doing things

The evaluator

- Give them enough time to complete the job
- Consult with them when making decisions
- Listen to their ideas
- Be logical and factual
- Acknowledge their proficiency
- Be consistent
- Follow the rules and procedures
- Offer new ideas and approaches
- Show respect

The nurturer

- Show interest in them and what they say and do
- Understand their need to have everybody like them
- Give them opportunities to network with others
- Have patience with their indecisive behaviour
- Offer support
- Be a team player
- Be prepared to compromise
- Treat others fairly in their presence

The spontaneous creator

- Give praise and recognition frequently
- Socialise with them
- Encourage them to use their creative abilities
- Help them choose priorities when they are over-active
- Be enthusiastic and positive
- Help them to be realistic
- Feed their ego
- Be open and friendly

Focus on your audience

Analysis – who are they? How many will be there?

Understanding – what is their knowledge on the subject?

Demographics – what is their age, gender, educational background?

Interest – why are they there? Who asked them to be there?

Environment – where will I stand? Can they all see and hear me?

Needs – what are their needs? What are your needs as a speaker?

Customised – what specific needs do you need to address?

Expectations – what do they expect to learn from you?

There is nothing worse than having the right message for the wrong audience. There is nothing better than having the right message for the right audience.
Dave Carey

- Network before the workshop training session date to get information on your learners. Colleagues may be willing to help you brainstorm - it is not shameful to ask someone to join you in a "two heads are better than one" approach. You will also win friends by publicly acknowledging such help.

Keeping the audience's attention

As long as you keep focused on your objective, you can go for any suitable method of getting impact - shock, questions, humour, stories, professionalism, emotion, appeals to the learners etc. You can sell them your workshop in any way which works for you and do anything that will keep them interested and alert.

If the learners do not understand, they will drift off. Keep things clear and simple, with frequent, clear summaries. Use your AVA's for maximum impact. Listen to learners' stories and problems. Watch out next time you sit through someone else's workshop - be alert for any innovative or striking techniques and STEAL them.

Don't try keeping your learners in suspense or try to get their attention by mystifying them - withholding information usually confuses people. Don't try to shock them with slang, or impress them with jargon or swearing - it usually comes across as unprofessional.

Have good, clear understanding of all your material before you start and try not to read from your notes. Talk people through the sections which are "training session" oriented - don't read it. Build your relationship with your learners through eye contact, open body language etc.

Ways in which the trainer can gain attention are:

- State performance objectives – *If you don't know where you're going, you will never know when you have arrived.*
- Explaining how the session is relevant to the learners.
- Asking the learners their expectations of the session.
- Providing a relaxed and open learning environment.
- Using humour or an activity as an ice-breaker.
- Using novelty, variety or surprise in the introduction.
- Using a case study or telling a story relevant to the situation of the learners.
- Using interesting pictures or audio-visual aids at the beginning of the session.
- Using a quiz to identify gaps in knowledge.

Activity 28: What do you do to grab your audience attention?

____

____

____

____

____

____

____

____

For adults to focus on learning, they need to remain interested throughout the session. To do this the learners need to recognize the relevance of the session and be able to participate in it. The session needs to be presented in an interesting way.

Ways in which the trainer can help learners to remain interested include:

- Personalise the presentation by smiling, making eye contact and addressing learners by name when interacting.
- Keep the subject relevant and emphasise how the topic relates to their needs.
- Be enthusiastic.
- Make sure the pace is not too fast or too slow.
- Use a variety of presentation styles.
- Introduce a new activity or information about every 20 minutes.
- Encourage participation by the learners.
- Use stories as examples.
- Have breaks to do brief physical activities or games.
- Use humour.
- Use appropriate and consistent non-verbal behaviour.

Movement in a presentation

Advantages	Disadvantages
uses visual aids	loses focus
keeps interest	can mesmerise
varies audience focus	pacing – becomes a lecture

Body language in a presentation.

Do	Don't
Open posture	Show " closed posture"
eye contact	be aggressive
shoulders back	nose first, eyes staring
hands round and in	palms down
palms up	pointing
smiling	Be defensive
non-threatening	crossing arms
welcoming comment	threatening
	no eye contact

Voice in a presentation

Do	**Don't**
Vary volume	Worry about accent
Vary speed	Speak in a monotone
Vary pitch (if natural)	Try to change your voice
Pause (2-3 seconds)	Speak too quickly
Enunciate clearly	Speak too slowly
Emphasise words	Speak too loudly
Make variation suit content	Vary constantly
Pronounce correctly	Trail off at the end of a sentence

Language and your presentation.

Do	**Don't**
Use colourful language	Use a lot of jargon
Use positive language	Use meaningless words
Use crisp language	Use "um's" and "er's"
	Use negative language
	Use swear words
	Use sexist or racist language

Selecting Appropriate Presentation Styles

Using more than one technique in each session is recommended to maintain interest, to help retention (as discussed in Adult learning principles) and because learners will have different learning styles.

The technique used will depend on the:

- Trainer – their knowledge of topic and group, skills, personal style.
- Content – whether the aim is to learn knowledge or skills or change attitudes.
- Learners – the number, their abilities, needs and experience.
- Environment – location, room set-up, time of day, day of week.

Following are some activities that can be used with different sized groups.

Type of activity	Large group	Small group	Pairs / threes	Individual
Lecture	X			
Group discussion	X	X		
Question and answer	X	X	X	X
Case study	X	X	X	
Brainstorm	X	X		
Quiz	X	X	X	X
Game	X	X	X	
Panel game	X	X		

Hypothetical	X	X		
Debate	X	X		
Describe past situation	X	X	X	X
Problem solving		X	X	X
Role-playing		X	X	X
Demonstration		X	X	X

Communication Styles (Neuro-Linguistic Programming)

People have different ways of communication and therefore different people may process and absorb information in different ways. For this reason, information needs to be presented by the trainer in a variety of ways so that it appeals to people's different communication styles. The different ways people communicate are presented in a model of communication called neuro linguistic programming.

According to this model, people may be categorized into four groups according to the way they process information.

Visuals: People who absorb information best if it is presented visually, such as through diagrams, graphs and imagery. They prefer lots of space around them and will step back if you come too close. They may say: "I see what you mean". Visuals will tend to learn best through slide presentations, pictures, charts, videos, etc.

Auditories: People who prefer to talk out problems and listen to speech but with plenty of variety of tone, pitch and rate. They may also not look at the person speaking to them, preferring just to listen. They may say: "I hear what you are saying". Auditors will tend to learn best through lectures, discussion. Etc.

Kinaesthetic: People who prefer action, movement and like to be involved. They prefer a relaxed, non-threatening environment and are not threatened if people sit or stand close to them. They may say: "I feel we should take action". Kinaesthetic will tend to learn best through "doing".e.g. role-plays, clinical placements.

Digitals: People who like orderly, written information that shows careful attention to details and structure. They may say: "I have read the report carefully and know what to do". Digitals will tend to learn best through written material, e.g. handouts.

Principles of communication in training:

- **From simple to complex** – use simple examples to explain complex concepts
- **From concrete to abstract** – use concrete examples to explain abstract ideas
- **From the known to the unknown** – use known facts to explain something that is unknown.
- **From the whole to parts and back to the whole** – Break a whole system into segments / parts and then as a whole again.

Non-Verbal Communication

When we watch someone presenting information, we learn more from their non-verbal communication (body language) than from the words they are speaking. Some studies indicate that around 65% of our communication is done through non-verbal signals. Non-verbal communication includes a range of different signals that convey a message to the audience apart from the dialogue. Non-verbal communication can either be a powerful tool that reinforces what the trainer is saying, or it can contradict their message. For example, if the trainer is saying that counsellors need to be motivated and committed to their work but they are standing with their shoulders hunched over and arms crossed then it may say seem through their body language that they do not really believe this. Trainers should try to be aware of their non-verbal communication messages.

Non-verbal communication includes:

Voice

The trainers should speak clearly and project their voice. It helps the learners to maintain interest if the trainer speaks conversationally but varies the loudness and pitch of their voice occasionally. The trainer can use variation in their voice to emphasise important points that the learner needs to learn.

Speech:

- Audibility – all learners must be able to hear
- Clarity – pronunciation of words must be clear
- Tempo change – speed should be varied to hold attention
- Emphasis – use a hard/soft voice to emphasize points
- Phrasing – use short sentences/sub-sentences to promote understanding

Dress

We tend to make judgments about people when we first meet them based on the way they are dressed. It is therefore important that the trainer dresses in a way that is appropriate for the group of learners and their culture. For some trainers, this may require modifying their usual dress style to a style for the purpose of training. If the trainer feels they are looking good, it may also give them added confidence.

Eye contact

Learners will feel involved if the trainer makes eye contact with them. With a large group the trainer should make eye contact with several people in the room. Some learners may not feel comfortable making eye contact with the trainer because of their culture, either throughout the training or for particular topics or activities.

Posture

Depending on the size of the group, the trainer may need to stand upright to help project his/her voice to the whole group. Even in a small group, posture is important. The trainer should attempt to look relaxed (i.e. not stiff) but also not slouch or look too casual.

Position

Where the trainer stands is also important. When using audio-visual aids such as a board or a screen, the trainer should stand back from the board or screen or to the side so the audio-visual aid can be seen. If the trainer has to write on a board, they should wait until they are facing the audience again until they speak to the class.

The room should be set up so that there are as few barriers as possible. It is much easier for learners to talk about sensitive issues and the trainer seems more approachable if they are not sitting behind a desk, table or lectern.

Movement and gestures

It is more interesting for learners if the trainer moves about the room a little from time to time. This should not however be so much that it is distracting. The trainer should use gestures as they would in conversation - for emphasis or explanation – but these should also not be distracting. If you are training a mixed-cultural group, some gestures may be inappropriate to some cultures.

Example:

- When talking, thumping your fists helps to emphasize a point.
- A pointing finger helps to indicate direction.
- A hand making circular movements accentuates the words “over and over”. It repeats the verbal communication.
- Facial expression can be the opposite of verbal communication.
- Bending down can support communication.
- Body language and control communication.

Activity 29: Discuss the body language of a confident trainer.

Activity 30: Discuss the body language of a confident trainer.

Activity 31: Describe some active listening body language signals.

Activity 32: How can you see when a person is bored at a training session?

Activity 33: Describe the body language of a person who is overbearing and aggressive.

Activity 34: Hands and eyes are the most important "tools' for body language – do you agree? Why?

Activity 35:

Send a positive attitude with your body language. Did you know that body language accounts for more than half of the message you communicate to your learner? Below is a body language checklist.

Read each statement and agree or disagree by writing the word, no or yes, next to the statement.

	Yes or No
Does your arms move in a natural, unaffected manner?	
Are your facial muscles relaxed?	
Do you find it easy to maintain a natural smile?	
Is your body movement controlled?	
Do you find it easy to maintain eye contact with people you help at work?	

If you have more than two No's, you need to improve your body language.

It will be a very naïve mistake if we ignore the importance of non-verbal messages our bodies and facial expressions send out to the learners we serve. Your body and facial expressions have a lot to say about you to your learners. You must mind your body language because it is the loudest language the learner can hear.

Think of the messages that your non-verbal expressions transmit each time interact with learners. Try to alter your body language so that you may look professional and enjoy serving your learners

Positive messages	**Negative messages**
1. Face is relaxed and under control: This communicates that you are prepared, know what you are doing and you are comfortable with your role.	**1. Face is anxious and uptight:** This communicates that you are ill- prepared, inexperienced and uncomfortable with your role.
2. Smile is natural and comfortable: This communicates that you are sure of yourself, like what you are doing and enjoy serving your learners.	**2. Smile is missing or forced:** This communicates that you are unsure of yourself, do not like what you are doing, and really do not enjoy your learners.
3. **Eye contact is maintained when talking and listening to learners**: This communicates that learners are important to you; you are interested in them and are self confident.	**3. Eye contact is avoided when talking and listening to learners:** This communicates a lack of interest in the learners, and that you lack the self confidence to do the job.
4. Body movement is relaxed, yet deliberate and controlled: This communicates that you are in control, you are glad to be where you are and that although you are busy, that is just part of the job.	**4. Body movement is hurried or rushed:** This communicates that you are not in control of the situation, and would really like the guests to leave.

Personal Style

There is no “right” way to train. When you thought at the beginning of the session about what presentations you had liked, you probably thought of several different presenters with quite different styles.

During and after this course try and observe as many presentations as you can, see what you like and use this to develop your own unique style. Some examples of things that characterize personal style are:

- The use of appropriate humour
- The use of relevant anecdotes
- Personal enthusiasm
- Confidence in oneself
- The ability to develop a rapport with the learner
- Knowledge of the subject.

Selecting Appropriate Audio-Visual Aids

Audio-visual aids help to reinforce your presentation and cater to the different modes in which individuals learn and retain information. When choosing which audio-visuals to use, make sure they are relevant, simple and not distracting, e.g. fence slide presentations with lots of colours and sounds which can distract the learners from the content. It is also important to think about the availability and reliability of the technology where you will be teaching, e.g. slides will not be a good choice if there is no electricity or computer available. Some general tips for using audio-visual equipment are:

- Practice beforehand
- Do not obscure the screen
- Use a pointer
- Cover the information until you are speaking about it. Otherwise the learners will read what is on the slide or overhead, rather than concentrate on what you are saying
- Ensure that all the learners are able to see the audio-visual
- Talk to the audience not the board or screen
- Check the slides or overheads are properly focused before starting
- Check that the light in the room is not too bright, if using slides or computer projection. Ask someone to assist you with adjusting the lighting.
- Only use one audio-visual aid at a time
- Have a backup, e.g. if using slides, also have overhead transparencies just in case the equipment does not work.
- Keep the layout simple and with minimum data
- Use colours that can be seen clearly (red and green are not appropriate for writing text)

Some tips for using specific audio-visual equipment are:

- **PowerPoint:**
    - Keep the slides simple
    - Avoid placing too much text on one slide. Split into two separate slides
    - Avoid using too many different colours and sounds
    - Make the text large enough so the learners can easily read the text
    - Use a darker background to provide a good contrast to the text
- **Overhead projector:**
    - Turn it off when no transparency is being used

- **Whiteboard**
  - Write legibly
  - Use the right type of pen
  - Cover or rub out when not in use
  - Use more than one colour
  - Finish writing and turn to face your audience before speaking
- **Flipchart**
  - Cover pages that are not being used-prepare one blank, one written page
- **Hand-outs**
  - Consider the right time to give them out. If you give them out at the start of the presentation, the learners may focus on reading the hand-out and not listening to your presentation. However, giving them out early can be useful for the learners to follow rather than having to take notes.

Training aids

When planning training it is important to consider what training aids will enhance training. Different interventions and trainers have specific training aid requirements. It is important to establish early on in the planning process what their needs are and what is available at the venue.

Training aid	Advantages	Disadvantages	Primary purpose
PowerPoint Slides	Colourful, varied, easily transportable, give uniform presentation	Require darkened room, no personal contact, possible mechanical problems, overused, passive	Take them where they cannot otherwise go (close-ups, enlargements, other locations
Charts and posters	Flexible, simple, readily available, colourful, show organisation of material, enhance interaction in the group, can be referred to several times	Limited sightlines, limited viewing distance, replacement costs, markers dry out, awkward to transport	Can develop material interactively with the group, can refer back to earlier material
Boards	Can be colourful, flexible, familiar, universally available	Limited sightlines, messy, must be erased, associated with school	Best when you need to add or remove things from a diagram. Excellent for chart development, good brainstorming aid.
Overhead projectors	Universal, readily available, simple to use, flexible, colourful, great with large	Limited sightlines, distracting if not used	Overlap of transparencies shows layers of complexity in

Training aid	Advantages	Disadvantages	Primary purpose
	groups, easy reference to past materials, enhance interaction	properly, key stoning of projection	a simple form, good for systems presentation, flowcharting and developmental materials
Films	Colourful, show action, readily available, give uniform presentation, lend credibility and professionalism	Require darkened room, cover generic principles only, easily dated, not always focused on training.	Take them where they cannot otherwise go with action (or other real life locations)
Audiotapes	Effective for sound-orientated training, voice training, portable, create a mood	Limited aural attention span, talk at learners, not with them, no interaction, limited sensory input	Let you hear yourself as others hear you, let you listen and learn while travelling
Models, actual items	Real thing, larger than life, help visualisation of the abstract, some easily made	Limited sightlines, initial cost, unavailability, storage and breakage problems, maintenance, distracting if used sloppily, tendency for information overload	Demonstrate how things work, look or will look, show complex relationship of parts in context, show internal movements, allow close inspection and hands-on practice.
Video	Dynamic, take group where they cannot go otherwise, easily updated, easily transported	Fairly high initial cost.	Let people see and evaluate own and others performances, action orientated
Computers	Self-paced instruction, interactive, exciting future	Mechanical process with no human contact, high initial expense, time consuming to program, tied to commercial software, monotonous to use, tendency for information overload	Hands-on practice can be used to give learners practice on equipment they will actually use, excellent for simulations.
Handouts	Can be referred to after the course, no sightline problems	Distracting if distributed while you are talking	Useful for hands-on practice and for giving assignments.
Pointers	Can be used to enhance several other aids (boards, slides, posters etc)	Distracting if played with. Can be seen as “telling” style	Excellent for focussing learners’ attention on one specific detail at a time.

Layout Of The Training Venue

The layout of the training venue will depend on the method of instruction that will be used as discussed when booking your training venue.

Layout for group discussions

The layout must be so that the members of each group or subgroup can face each other. The trainer should be able to move around amongst the groups and should be in a position to join any particular group or subgroup.

Layout for the lecture method

For the lecture method the seating arrangement should be so that the trainer is visible and heard to all learners. The trainer, in turn, must be able to establish and maintain eye contact with every learner.

Layout for case study discussions.

Here the layout should be the same as for lectures or group discussions – this method is in conjunction with these two methods.

Layout for role-playing

Learners acting out roles must be visible and heard by all learners. The layout must also be as close as possible to the real-life, on the job or simulated situation.

Layout for demonstration

The learners must be able to see every activity that is demonstrated by the trainers. The trainer must bear in mind that the venue should be able to accommodate the equipment, model, tools etc used in performing the task.

GROUP SIZES

Method	Group size
Lecture	16 and more
Demonstration	3-10 learners
Group Discussions	3-6 learners
Case Studies	3-5 learners
Role-play	3-15 learners

It is better to have a smaller group than a large one – so as to be able to assess performance effectively of learners during training. The trainer has more time to spend on individuals and will be able to backtrack when some parts of the module is not understood.

Methods of Instruction

An important consideration in the planning phase of how instruction will be rolled out, is to decide which approach should be followed. The approach obviously depends on the objective of the learning intervention. The approach will also be determined by the size of the group to be trained. Training is more cost-effective when done for a group of people with similar needs, but from time to time individual training is required. Examples of using a particular learning method based on the learning need have been identified by Moss (1993:34):

To transfer knowledge, use:

- ✓ Group discussions (questions and answers)
- ✓ Group or individual exercises
- ✓ Lectures (with handouts)
- ✓ Forums
- ✓ Panel discussions
- ✓ Films, videos, etc.
- ✓ Excursions

To practise problem solving, use:

- ✓ Case studies
- ✓ Brainstorming
- ✓ Discussion groups
- ✓ Exercises

To develop skills, use;

- ✓ Demonstrations of manual skills
- ✓ Role playing for interpersonal skills
- ✓ Peer teaching
- ✓ Coaching
- ✓ Programmed instructions
- ✓ Computer based training
- ✓ Assignments and projects

To change attitudes, use:

- ✓ Debates
- ✓ Displays
- ✓ Role playing (for clarifying how others feel)
- ✓ Group discussion (for group attitudes)
- ✓ Industrial theatre (see chapter 9)
- ✓ Individual exercises
- ✓ Demonstrations
- ✓ Campaigns

Approaches can also be used in different combinations to achieve maximum results. A secretarial development programme recently run at BMW combined class and group discussions with project work, excursions and demonstration of skills. Learners who completed the programme not only gained more knowledge about their field, but also about the organisation they worked for. Furthermore they had to implement new skills almost immediately as part of their project work, minimising the risk of 'forgetting what they have learnt".

Group Discussions

Group discussion can be used as an instructional method both with small groups and with subgroups of a large group. The following general and specific objectives are often considered appropriate for instruction by means of group discussions:

- Mastering learning content
- Problem-solving
- Practicing skills
- Gathering ideas from learners
- Decision-making
- Brain-storming
- Gaining attention
- Involving all the learners
- Motivating

Large Group Discussions:

These should be led by the trainer and involve the whole group. The advantage of such discussions includes:

- The learners are involved in problem solving
- The learners are active participants, which stimulates interest
- The learning process becomes more personal, requiring the trainer to provide feedback on individual opinion and ideas
- The trainer is able to evaluate the learners understanding and observation of material
- The learners have and opportunity to share already established expertise and skills

Discussions:

- Asks questions or suggests topics, maintains objectively, and directs the discussions to keep it relevant to the learning objective
- Ensures that all group members have equal opportunities to participate and that no one person (including the trainer) dominates the discussion
- Perceives and responds to differences in the group, such as skill level and education
- Encourages learners to answer questions and share expertise
- Needs to be flexible if the group begins to explore other relevant issues
- Is respectful and non-judgmental of the learners ideas and opinions in order to allow for open expression of concerns
- Keep to the time, leaving adequate periods for discussion
- Obtains feedback and responses from the group to provide evaluation mechanisms for the session
- Provides an appropriate balance of supportive and challenging facilitation in which to foster learning

Small Group Discussions

These are usually groups of four to six people

Some of the advantages of such discussions are:

- Learners have more opportunity to talk and are less likely to be embarrassed than if they were in a large group
- The atmosphere is more conducive to a discussion of feelings
- Learners gain self-confidence through sharing information
- More ideas come from the group

The trainer does not lead the group, but must be skilful in structuring the discussions so that the learners accomplish the stated objectives. It is important to provide clear guidelines at the beginning of the discussion such as:

- What are the topics to be discussed?
- Will the group draw conclusions or make discussions?
- Can opinions for feeling of the learners be shared beyond the small group?
- Will the group be expected to report its discussions to the larger group?
- How much time does the group have?

The trainer may also ask the group to appoint a facilitator. Small group discussions and/or working with pairs should be followed by a large group discussion so that general conclusions can be drawn.

Working in Pairs

Working in pairs can also be effective when in-depth sharing or analysis of particular personal or sensitive issues is required. Individuals may feel more at ease to disclose their attitudes and opinions to one learner rather than within the larger group.

Role-Play

Role-play can be organized to play the parts of identified people and out scenes. This is useful when practicing skills such as counselling, and for exploring how people react in specific situations. Role-play has the following advantages:

- It allows for safe rehearsal of skills and activities and provides practical preparation for genuine situations
- The learners are able to experience activities and to relate theory to practice
- It allows for full expression and interpretation of concepts

Some individuals may feel intimidated by role-playing. The trainer must be skilful in ensuring they are relaxed and should.

- Keep the role play appropriate to the learning context
- Emphasise that the characters are ‘in role’ and that group observers are looking at the character and their reactions, not the individual people playing them.

Implementing role-play in front of a large group:

- Ask for volunteers
- Two or more people role-play before one observer or group of observers
- The role-play situation should be detailed and realistic
- All players should be clear about the character they are meant to portray
- Trainers should not interrupt during the role-play
- Role-play can also be used to model specific desirable practice

At the end of the role-play the trainer should ask for feedback from the observer(s) and draw the group’s attention back to the objectives or to the main points the role-play was to demonstrate. Observers should be asked initially to give only positive feedback and then the observers and/or facilitators can give constructive criticism. This helps to boost the confidence of volunteers and avoids discontent between learners.

Learners who implement the role-play should always be de-briefed by the facilitator and given the opportunity to provide their own feedback to the group.

Demonstrations

The demonstration method is more useful when a specific skill is taught. As in the lecture method, it also involves telling, but the difference is that during demonstrations time is also spent showing learners how a specific activity is performed. The procedures necessary to perform the activity are explained and the different steps performed. The learner’s attention is drawn to the key points of the learning task. Each step is explained and demonstrated on its own, but the significance of each step in the learning task as a whole is emphasised. After that, the learners are allowed to perform the activities themselves under the supervision of the instructor.

Usually the demonstration as a whole or specific steps of the learning task is repeated several times. In this way, the learners can learn each specific step, as well as the sequence in which the steps should be performed. While the learners practice the skill by themselves, errors are pointed out by the instructor. In this way the learners become competent and can ultimately perform the learning task in the right sequence and at the right speed.

Lecturing

The lecture is a commonly used and a well-known method of instruction, sometimes referred to as the traditional method. It is an instructor-centred approach in which the instructor does all the talking, explaining and demonstrating, while the learners are rarely allowed to interrupt or ask questions. There is very little interaction, and questions and discussions are only allowed at the end of the lecture. Lectures are usually presented to large groups. However, an instructor may also prefer to do all the talking and explaining when teaching smaller groups.

This is usually the case when the instructor wants to convey a fair amount of learning content as a body of knowledge in a structured and pre-planned way, before it is discussed and practiced.

Case Studies

A case study may be used as a method on its own. This means that an entire presentation can be conducted by means of a case study. In addition, case studies can be used in conjunction with group discussions or the lecture method. A case study can also be used to gain the learners' attention during an instructional presentation, irrespective of the method used for the presentation.

In a case study, learning content is presented by depicting (problem) situations that have to be analysed, discussed, examined or solved by the learners. Usually, a scenario is outlined which is carefully constructed so that it is relevant to the learning content that has to be conveyed, the level of development of the learners and the media and resources available. Real or simulated problems involving people, situations and events, may be presented. Case study topics can be presented orally or by means of hand-outs, video shows or pictures.

Using music

It is a wonderful way of introducing atmosphere in the training room. Choose your music carefully using the purpose of the training as a guideline. It makes your session more enjoyable and even productive if you choose the right music. You may want to use the music:

At the start of the workshop when learners are registering and some are already waiting in the training room. It breaks the silence that is often too loud before the training is due to start – especially when the learners are strangers.

Pacing – when you want learners to restart work after a break.

Creating a new mood – you may use soft music for a visualisation exercise

Accelerating learning through music – music can stimulate learning and creativity. When learners do individual and group work you can play appropriate music as this stimulates right brain thinking.

Questioning

Presenters are sales people – and like a salesperson, a question or objection is your friend. Welcome questions and objections! Never feel threatened by them – even if you do not know the answer.

The most common mistake presenters make with questions is … they answer them. Questions are much more useful if you refine them and then make them into more questions yourself….

Questions in a Presentation.

Depending on the content and situation, you have two options to choose from. At the beginning of the presentation, let the audience know when they may ask questions.

Option 1 Questions from the audience **at the end of a presentation**.
This gives you more control and prevents the audience from losing attention

Option 2 Questions **during the presentation**.
Is more participative but you can lose control of the presentation's focus.

<u>Hints</u>: Handle all the questions
Ask the group for input if necessary.
Admit to not knowing something, but you **must** come back to the issue and person concerned.

Try the following techniques – thinking of a question as ammunition – as a "learning bullet":

- **Throw it back** - the recoil … (especially useful when the question comes from a difficult delegate) – "that is a very good question, Jane… what do you think the answer is?"
- **Pass it on** – the ricochet – "Jane is asking… should a CSE put up with x behaviour from a caller? Joe, what do you think about that?"
- **Spread it around** – the buckshot – "Joe makes a good point … what the rest of you guys think?"
- **Focus it on one person** – the rifle shot – "Jason, we have heard several opinions on this – please will you summarise the group position here?"

By asking the learners appropriate questions the trainer:

- Stimulates interest in a learning task and facilitates curiosity
- Invites the learners to participate and encourage them to talk constructively
- Encourages a problem-solving approach to thinking and learning, as questions usually present the learner with a challenge.
- Monitors the extent, level and deficiencies of the learner's performance.
- Indicates an interest in hearing what learners think and in their points of view on the learner's task.
- Prompts learners to consider new facts, ideas and skills and to make use of competencies already acquired.
- Motivates learners by encouraging active participation
- Encourages learners to ask questions themselves
- Helps learners to clarify their ideas and organize their thinking process; and
- Assist trainers in evaluating the effectiveness of their own instruction.

Different types of questions

- Convergent – Questions allowing for one answer or perhaps a few more, which moves towards closure These questions merely requires a "yes" or "no" answer.
- Divergent- Questions allowing for a number of answers. Allow a wider response. Learners are expected to give creative answers, based on critical thinking.
- Reproductive – Questions are to determine if a learner can remember certain facts. This question only has one correct answer.
- Productive – Questions call for the application of knowledge and independent thought in search of a solution to a problem. There is not only one correct answer to this question.

Activity 36: Analyse the following questions and classify them as convergent or divergent:

QUESTION	CONVERGENT	DIVERGENT
1. What do you think I am going to do with this material?		
2. The screen of this TV is snowing. What could possibly be wrong?		
3. Is it necessary to tell the client about the problem?		
4. What could you tell me about the use of a cash register?		
5. Why did this method fail?		
6. Do you understand how to put this machine together?		
7. Why is it necessary to complete a receipt in full?		
8. Do you agree?		

Categories of questions according to performance objectives:

- **Knowledge** – This deals with the learner's ability to recall or recognize specific information.
    - Questions should start with - Define, recall, remember, where, when, who, recognize, what, which, name, list, tell, how many, how much.
- **Comprehension** – The learner has to be able to show that he or she is able to put the idea in his or her own words, rephrase it or interpret it. The learner must be able to show understanding.
    - Questions should start with - Compare, contrast, differentiate, explain, rephrase, distinguish, relate, predict
- **Application** – The learner should be able to apply newly acquired knowledge, skills and attitudes in different situations.
    - Questions should start with - Apply, how, solve, design, calculate, demonstrate, and build.
- **Analysis** – The learner should be able to solve a problem by analysing an object in order to see how the different components are related to one another.
    - Questions should start with - Why, analyse, compare, identify, determine, do you agree
- **Synthesis** – Should be able to put together components to form something new.
    - Questions should start with - Create, plan, construct, formulate, put together, design, draw up, illustrate, suggest

- **Evaluation** – Should be able to make judgments
    - .Questions should start with - Judge, assess, decide, conclude, opinion, which is better, do you think

When to ask questions

Questions can be asked throughout all three phases on an instructional presentation.

- **Introduction Phase**
    - To involve learners in the instructional and learning activities
    - To convey the performance objectives to the learners
    - To determine and link up with the competencies already acquired by the learners
- **Presentation Phase**
    - To determine if the learners are coping with the learning tasks.
    - To determine if the learners are progressing towards the achievement of the performance objectives.
    - To help reveal any misconceptions regarding the learning tasks.
    - To hold the learners attention and maintain participation.
- **Concluding Phase**
    - To evaluate what the learners have learned.
    - What the learners are able to do as a result of the training they have received
    - What level of competence they can perform the task in?
    - To inform the trainer where do the learners need more help and attention and where to start the next training session.

A good question should:

- Challenge thinking
- Be clear and understood
- Should be unambiguous
- Help the learner to apply knowledge and skills instead of recalling facts.

Effective questioning techniques

- First pose the question to the group as a whole, allow time to think and then name a specific learner to answer the question. This will commit the whole group to think about the answer.
- Try not to answer the questions yourself. Answer them only when learners have been given the opportunity to think about the question and attempted a few answers.
- Do not bombard the learners with questions. Ask only one question at a time.
- Avoid questions which can be answered with only a “yes” or “no”

- Answers in chorus should be avoided.
- Ask questions to stimulate different levels of performance.
- Ask probing questions.

Techniques for fielding learner responses

- **Allow for sufficient silent-time**. Remain silent after a learner has made a response and look at other learners so they can see you are expecting them to respond.
- **Reinforcement is very important**. Nod your head when learners are responding so as to communicate understanding. Praise and give recognition for good answers.
- **Ask "what other ideas you have'**. Invite other learners to respond before involving yourself in the discussion.
- **Build on the learners responses**. Try to incorporate the key elements of the learners answer in the follow-up discussion. Refer to the learners answer, you will show that you value the points made.
- **Do not ever say "yes, but …"** When a response is wrong or partly incorrect. This conveys a negative message. Rather:
    - Wait a while and look at other learners – one of them will probably come up with a better answer.
    - Ask how the learner arrived at that answer
    - Say thank you and ask other learners their opinion

Activity 37: Briefly discuss 5 Tips for Reducing Anxiety.

Activity 38: Briefly discuss the 3 Phases of Presentation.

Activity 39: What are the benefits of effective questioning?

Summary

The elements of success for a successful presentation:

- Be organised
- Be well prepared
- Have a clear structure
- Be interesting
- Have useful content
- Be informative
- Be animated
- Be involving
- Give good examples
- Relate to your audience
- Be memorable
- Have good visuals
- Have a strong voice
- Present at a good pace
- Keep to an agreed time
- Insert some humour
- Have energy
- Close confidently
- Have clear action points.

Structure of a presentation

- Gain the attention of the audience
- Introduce yourself
- Tell them what you're going to tell them
- Tell them
- Tell them what you have told them
- Close
- Agree action
- Link back to first statement

Presentation preparation

- What is the title?
- What is the objective?
- Who is the audience?
- How much time is there?
- How many points are possible?
- Brainstorm the points
- Select the best points
- Think of the benefits
- Think of examples / stories
- How will I open (impact)?
- How will I close (impact)?
- What visuals?
- Prepare notes / handouts
- Prepare visuals
- Rehearse
- Rehearse
- Prepare venue
- Prepare self
- Deliver presentation

Presentation Visuals.

- Use 2 / 3 colours
- Pictures and symbols – flip chart for about 15 people only.
- Use all the space available
- Size for the back of the room – your writing should be legible from 10 metres
- Emphasise key words
- Use diagrams / graphs
- Cut down on detail
- Use logical layouts

Presentation rehearsal

- Until you feel comfortable and confident
- Use the venue if possible
- Use a mirror
- Final preparation
- Personal preparation
- Visual aids
- Audience
- Water
- Notes
- Power Point presentation
- Screen / pens / chalk etc.
- Mental preparation
- Pause
- GO!

Presentation eye contact

- Key skills in presentation
- Benefits
  - shows confidence
  - keeps control
  - maintains attention

Presentation and the use of your hands

- Between the waist and the shoulder
- Accentuate important points
- Demonstrate what may need clarification.
- Invert hand movements for the audience
- Make round motions towards the presenter
- Do Not: "Conduct", point, jerk

Motivation and effective instruction

Knowledge of the purpose and value of the course

- Learners should know exactly what the scope of each module is and how it is related to the course as a whole. This provides an incentive to work on. Explain the skills that they will obtain after the completion of the course to the learners. Learners will be able to add value to the course.

Presentation of tasks

- By explaining the specific tasks would help the learners to develop an important skill. Be motivated and enthusiastic as a trainer. The learners will be too.

Learner involvement

- Practical experience has an informative and motivating effect.

Achievement and motivation

- Make sure that each learner can accomplish a certain task before he or she is allowed to go on to another task.

Positive feedback

- Always motivate learners to do better. Praise must not be made cheap. Always find something to praise.

Rewards

- Remind the learners what their achievement entails after completing the course. Remind them that they would become competent in the subject and that it should be their reward.

Practical Tips

There is nothing more frustrating than attending a session where the facilitator talks endlessly. Make your workshop practical! Here are some options:

Buzz groups – this is wonderful for immediate "sit-relief"

Syndicate groups – this is a longer, more focussed session.

Role playing – works well to practise new skills e.g. customer service, telephone. Groups do this simultaneously.

Fish bowl interviews – this is role play with participants watching.

Simulations – a lot more realistic than role playing, but needs a lot more preparation e.g. for leadership training

Business games – a well thought through game that enhances the training (e.g. blue/red game during negotiation skills training)

Visualisation – learners take a journey with their imagination. They decide how they would like to see themselves and then need to think how to get there (e.g. what is your vision for your company?).

Using videos/DVD's – make your workshop multimedia

Case studies – a situation is described and then learners have to brainstorm ideas to solve the problem

Quick rounds – all learners get an opportunity to give a short comment on a particular subject

Homework/assignments– if your workshop stretches over more than one day, it may be an idea to give homework.

Handouts – additional work/information that is handed out. The key question is "why should this not be included in the workbook?"

Assessment – here learners are given an opportunity to assess themselves against a set of criteria e.g. a questionnaire

Mini-lectures – learners are given an opportunity to present their own short lecture on a topic. Time to prepare is important.

NOTES – Create your own Notes:

Chapter 7

Managing Common Difficulties

Even the most experienced trainers can face difficulties when presenting or facilitating a session with a group. It is important to be aware of the common problems and to understand how to address them. No one is a perfect trainer; we all have shortcomings, which we constantly need to be aware of when managing a session. Below are a list of the common problems and some practical responses that can be employed to get the session back on track.

Mixed Group Expertise (High or Low Experience)

For a number of reasons, a group may have different levels of knowledge and experience. This provides specific challenges for the presenter. Some of the following strategies can be effective:

a) Aim the content at "lower range" of the knowledge base amongst the learners. Acknowledge the knowledge and experience of those in the "upper range" of the group. Involve these learners by asking them to contribute – for example, ask them to provide examples based on their experience.

b) Split the learners into different groups based on "ability", "knowledge" or "experience". Provide specific activities for each group and ask them to report back to the larger group.

c) Provide basic information to the one group and have another group focus on problem solving or a case study. Then integrate them for a further activity.

The Learner Who Doesn't Want To Be There

During the initial part of the session, the trainer may become aware that there are persons whom would prefer not be at the training session. They may indicate this by being unwilling to participate in activities, talking to others, or just generally showing disinterest. In response to this, the trainer can:

a) Ask the person how they feel about being present.

b) Offer them the opinion of leaving the training: "It is okay by me if you don't want to stay". Usually they will choose to stay.

c) Ask them what could be done to make this session relevant to their needs. You could perhaps clarify their objectives against the training and how the training can meet their needs.

Punctuality

Ensuring that learners are punctual can be challenging. Learners arriving late for training can delay the starting time of the session or disrupt training which has already commenced. Other learners should not be penalized because one or two people do not arrive at the correct time.

a) At the commencement of training it is important to stress the necessity of arriving on time to commence at the nominated hour.

b) Inform the learners that you will commence the training session at the nominated time and will not wait for them to arrive before you start.

c) Establish group rules – most groups usually agree that punctuality is important. Peer group pressure can be very effective in encouraging learners to be punctual.

d) Ensure that all group members are aware of the timetable. Ask them if they are happy with the current timetable and if there is any reason that they cannot arrive on time.

e) Stress the importance of punctuality in any promotion or invitation letters for the course.

Activity 40: Explain what you as the trainer would do to ensure that learners will arrive on time for training.

____

____

____

____

____

____

____

Attendance

Attendance at all the sessions and for the duration of the session is important. If people leave early or skip sessions, this can slow down the progress of the group as they need time to catch up. If they have been assigned into the team for group work, then the rest of their team are at a disadvantage.

To help ensure full attendance at the training:

a) At the commencement of the training session, inform learners that certificates will not be provided to learners who do not attend the whole course (unless they have a valid reason and only miss a small part of the training).

b) If a learner misses any segment, the trainer should brief the learner on what they have missed when they return.

c) In the event of an emergency arising so that the learner cannot complete the course, the trainer should negotiate with the learner to complete the missed segments at a future time and then obtain the certificate.

Activity 41: Discuss: may a learner who did not attend a part of the training session obtain a certificate. Motivate your statement.

____

____

____

____

____

____

____

____

____

Running Out Of Time

Running out of time is a very common problem. It is easy to underestimate how much time you will need to teach a specific subject. This can be especially true if there is a group activity as they frequently take longer than you expect. Also if you are passionate or especially knowledgeable about a subject you may loose track of time as you provide case studies and examples of personal experience to illustrate a point. You may also experience difficulties with time management if it is the first time you have taught the particular session or training programme.

Use the following strategies to keep on time:

a) Keep an eye on the time. If there is no clock in the room, use your watch or borrow a watch from someone in the group. Refer to it regularly, although discretely. Use your session plan to tell you how much time to spend on each topic.

b) Skim topics and refer to the reading list if it is not possible to cover all the subjects left in the time available. Avoid skipping any planned activities as these are an important part of reinforcing the learning process.

c) Acknowledge the problem and negotiate with the group for an extension of time, e.g. shorten the time allocated to breaks or lunch or work through part of the scheduled breaks or lunch. If you do not ask permission from the group they may get angry and anxious that you have gone over time. This may be especially the case if they are due for a break of some kind or have personal plans at the end of the day. It is also unfair to the next presenter to take time from their session without asking their permission.

d) Provide an overview of the material remaining and seek the group's clarification on what they consider to be the most important and relevant to their work, or what is required to be covered by the host organization or professional body.

e) Offer to forward a summary of remaining material.

Activity 41: Discuss: How will you handle the situation when running out of time?

Equipment Failure

Virtually every trainer faces equipment failure at some time in their career. The more sophisticated the technology, the more likely it is to malfunction or cause difficulties. Preparation is the best strategy to avoid equipment failure or to overcome it.

a) Check first that the equipment is working but sometimes equipment failure is unavoidable. Arrive early; familiarize yourself with the equipment, especially if you have not used it before. Check the power source.

b) Apologise and remain calm. Tell a joke and move on.

c) Use a white board to write key points from overheads.

d) If you were planning to use a video, provide an outline of video information and have group discussions.

e) If you are using a PowerPoint presentation, try to have overheads as backup and your presentation printed out as handouts that you can speak from and give copies out to learners.

f) Know your subject so you can present without requiring equipment. A good trainer who is well prepared should be able to present without the aid of sophisticated technology.

Managing Challenging Group Behaviours

Groups are made up of individuals, and individuals can be unpredictable. Certain individual and group behaviours can present challenges for the trainer in facilitating and managing the group. These group behaviours may arise because of the way the training is being conducted or due to a range of reasons outside the control of the trainer, e.g. some learners may not be attentive because their unhappy at their workplace and suffer from a low morale due to threats of cuts to their funding which makes them unenthusiastic about participating in the training.

There may also be cultural and gender reasons why the group presents the trainers with challenging behaviours. Differences in culture and gender can mean that people behave, interact and communicate in different ways. It is important for the trainer to be aware of cultural differences which might impact on how a group behaves. For example, learners may not feel comfortable asking their teacher or trainer challenging questions as this may indicate a lack of respect in their culture; some learners may not feel comfortable participating in group discussions if people who are given a higher social status in their culture are also present (such as people who are more senior, older or a different gender).

Many of the difficulties which arise in group presentations can be dealt with using common adult education techniques. Some suggested strategies are discussed below for some of the more common challenging group behaviours that trainers may encounter. However, it is important to select techniques that are cultural appropriate.

Here are some options of dealing with difficult learners:

- **Analyse (privately) the problem** – whose problem is it? Is it the delegate or you? May it be worth giving in? Does the participant know more than you (yes, it does happen) about the topic?

- **Approach the participant –** few participants will risk being disruptive if the facilitator walks up to them and address the problem. Do so gracefully. Ask "would you like to explain your reservations, so we can keep it in mind as we continue with the process?"

- **Isolate the participant – take a vote –** it is safe to suggest a vote if you sense that the group is on your side. Make it a clear choice – "how many of you would like to deviate from our programme and discuss ….?"

- **Wait till tea time –** This is much kinder. Approach the delegate quietly and ask what you can do to make things better for him/her.

- **Let the rest gang up –** often you have a colleague who is also tired of the bantering who will say “John, please just shut up”. Smile, be grateful and carry on.

- **Go into buzz groups/syndicates –** putting learners into small groups means the difficult person can only influence a few people and not the whole group

- **Re-group syndicates –** this is damage limitation. If there is a difficult participant, ensure that he is in a different group each time – it will limit the extent of the damage he can cause.

- **Welcome all interruptions –** you can do this when you are confident enough to divert from your programme and assertively steer the conversation back to the subject. Write his idea down somewhere – he will then often relax.

- **Turn the interruptions into an advantage –** there is often something positive to be derived from a difficult participant. Turn the concern or question around by opening this up for discussion by saying “how do the rest of you feel about this?”

- **Separate the troublemakers –** if there is a group of difficult people, play musical chairs by moving all learners’ names after tea time or the following day.

- **Revisit the ground rules –** if a delegate infringes on the right of another delegate, refer to the agreed ground rules.

People don’t respond to call for feedback or questions after a focal activity (e.g. after watching a video)

What you can try:

a) Open and closed questions: Try using open questions which are much more likely to get a response. The difference between closed and open questions is illustrated below.

Closed: “Any questions? Any points people what to raise?”

Open: “What are some of the key points raised by the video?”

“What did you like about the video?”

The difference between open and closed questions is quite clear. Closed questions discourage responses because they are too broad and have no point of entry for learners. Open questions encourage learners to a specific issue.

b) Using silence: What happens if you open questions and there is silence? Silence can add pressure to an effective end! Use silence to create a group willingness to respond – eventually someone will speak. Answering your own questions because of group unwillingness could convey anxiety or need to control the group.

The discussion gets out of control or off the subject.

What can you try?

a) Set the discussion up with clear guidelines and parameters. Make the question for discussion clear and encourage learners to stay on the subject.

b) Ask particular people within a group who have special experience to contribute. If there is someone in the group who you know is particularly knowledgeable about the topic, ask them to contribute. If time is an issue, remind them to be brief (or if you have experience that this person likes to talk a lot).

c) Gate keep! Ensure a reasonable level of discussion by all. A common misconception is that “I’ll come across as rude if I control the group” (Video tape your sessions and observe your gate keeping skills).

Dominating learners

What you can try:

a) Be respectful and courteous. Learners are unlikely to respond if you are angry or aggressive. Be assertive and confident in your manner.

b) Verbal responses. You can try a range of verbal strategies e.g. “Thank you very much, however I would now like to hear what person X (use name) has to say on this topic.” Do not say “Why don’t we come back to this later” if you don’t intend to return to it.

c) Non-verbal responses. Orientate your body away from the dominating learner so you disengage from eye contact and your body language discourages them from continuing to speak. Combine this with a verbal response, such as inviting another learner to contribute.

The unresponsive group

Some groups are naturally talkative and ‘easy’ to work with. Others are unresponsive and may require you to call on additional techniques to engage them.

What you can try:

a) Use silence to pressure the group. Ask a question of the group that you know someone will know the answer to and wait for an answer. Do not answer it yourself but remain silent. Eventually someone will respond (in most cases).

b) Identify one or two people to say something.

c) Be controversial or challenging. Used carefully, this can get a group going.

d) Ask for feedback. Such as “I’m sensing that there is not a lot of interest in this subject.” Or I’m sensing that you feel that this subject is not relevant to you”.

e) Introduce an activity, something to energise the group and get them to respond, either as a whole or in small groups.

Someone sleeping or inattentive

What you can try:

a) Walk near the person, while talking to the group. Do not single them out by looking directly at them. Stand next to them for a while without necessarily looking at them or drawing any other attention to them.

b) Throw a question to the inattentive person – but remember to ‘save face’. Ask a question which they are likely to know the answer to, or provide a quick summary of the current issue and then ask the question.

c) Do not say – “while you were asleep”; rather say “let me explain where we are up to”.

The chatterers (people talking amongst themselves)

a) Walk over to the chatterers while continuing to address the whole group. Your close proximity will discourage them from chatting.

b) Direct questions at them, noting the above points on ‘saving face’.

c) Gate keep. e.g. “I am having difficulty hearing what this person (use name) is saying” (wait for silence) “could you continue please”.

d) If all else fails, have a discreet chat with the individuals concerned during the break, away from the other learners.

The argumentative learner

Some learners may be argumentative. They may be genuinely upset or disturbed by something and choose to demonstrate this by arguing with the presenter or other members of the group.

What you can try:

a) Don’t get hooked into the power struggle. It is not your function as the trainer to win the argument, even though you might strongly disagree with the person’s opinion or views. The more you assert your opinion in response to theirs, the more likely they are to stop listening to you.

b) Don’t use personal attacks. In challenging the argumentative learner, do not use personal attacks which tend to make people defensive and undermine your credibility as a facilitator.

c) Use assertive communication. “I can see how you would think that, however ….” “Some people feel that”, “There is a range of opinions on this subject”.

d) Redirect discussion to other group learners. Ask if anyone else has a different opinion in the group.

e) Use direct, calm and assertive body language.

Feedback

Principles of effective feedback:

- Be descriptive rather than evaluative
- Be specific
- Solicit feedback rather than giving it
- Time feedback so that it happens as soon as possible after a specific situation
- Focus on what can be described
- Demonstrate caring in your feedback
- Do not get emotional or use emotional language

The **5-step feedback process** can be used if the issues of the group are not being resolved:

Step 1: Ask permission to provide feedback

Step 2: Describe specifically what you are observing

Step 3: Tell the group about the direct impact of their actions

Step 4: Give people an opportunity to explain

Step 5: Draw out ideas from other

Learner Support Systems

A learning support system can be identified as the systematic utilization of all devices and techniques that trainers can use to support learners while being trained.

All learners need support, irrespective of what they are learning.

The following support systems should be available and designed to become an integral part of the training process:

- Clear objectives
- Accessible course and study materials
- Practice in mastering course content
- Feedback on formative evaluation
- Performance testing
- Mentoring
- Tutoring
- Counselling

Internal Learning Support Systems:

Clear Objectives

Objectives clearly state the acceptable levels of achievement that the learner should achieve to be certified competent.

The objective in itself is a support device learners can use to evaluate progress, to plan and re-plan their training and to add any drill and practice sessions they may need to achieve their objectives.

Accessible course and study materials

Learners have to work through course materials, think it over, re think, memorise, recall, discuss, analyse and apply in given or unforeseen circumstances.

- Course materials should be accessible – clear, credible, understood, logical, applicable and relevant to the task.

- Information, tasks, skills and learning activities need to be in agreement with the stated learning objectives.

- Recommended study activities and materials should be used in addition to prescribed materials to provide enriching learning experiences for learners.

- Course overviews should give general views, introduce, summarise and bring to conclusion the information presented during the course.

- Tasks and assignments should break down the information into digestible chunks, test understanding, recall and application of facts and give feedback to learners and trainers about their progress in achieving the objectives.

- Recap opportunities should be given regularly.

- Sources of information and references of course content should be given.

- A glossary of terms will help with the vocabulary.

Practice in mastering the course content

An on-going strategy of supervised practice in mastering knowledge, skills and attitudes is very effective in monitoring progress and supervising standards of performance.

- Face to face contact with the trainer
- Discussions, brain storming and work sessions
- Group and project work, tasks and assignments
- Practical application sessions

Feedback on formative evaluation

Formative evaluation is defined as formal, ongoing monitoring, testing and evaluation of the learner's progress during the training period.

Performance testing

Learners should be tested before they take their final assessment of competence.

Mentoring

A mentor would be an experienced and trusted advisor. They give support when they act as a resource for information or as someone who can listen and comment on the learner's ideas, problems and solutions, acting as a sounding board. Mentors assist learners in their attempt to become more competent and also play a very important role in the personal development of the learner.

Tutor

A tutor formally provides a learner support service to learners, individually or groups. A tutor is more than a mentor.

- They should encourage and support learners
- Should provide remedial tuition followed by feedback on assignment and practical tasks
- Inspire and support to boost morale, refresh spirits, and give advice and assistance at specific stages of the course.
- Organise practical training
- Give advice to learners on options and choices they have to make.

Counselling

This is a learner support device or activity that can be used by mentors and tutors. This is regarded as mutual consultation and deliberation in which opinions and advice are given to the leaner in need of support.

Counselling is positive support. It can range from admonition, advice, caution, dissuasion, warnings, persuasion and recommended actions and suggestions.

Activity 42: List the support systems that should be available and designed to become an integral part of the training process.

___

___

___

___

___

Activity 43: Briefly discuss the difference between Mentoring, Counselling and Tutoring

Chapter 8

Planning For Training Evaluation

"Evaluation is the systematic collection of information of various kinds needed to make training effective". In more general terms, evaluation is a measure of the effectiveness, efficiency and acceptability of a planned intervention in achieving its stated objectives.

There are many stakeholders involved in conducting training courses. Besides the trainer and the learners, other stakeholders may include the training institution and the organization for which the training is being conducted. Different stakeholders may have different expectations of the training and expect different outcomes. It is important to speak with different stakeholders in order to understand what information they require about the training. The person undertaking the evaluation can then develop the appropriate tools and methods to collect information about the extent to which training outcomes and stakeholder expectations have been met. This information can then be fed back to stakeholders through the training report.

Trainers, learners and managers should evaluate training. Moss (1993:11) says the objective of evaluation is to assess the strengths and weaknesses of the training activity. Feedback and suggestions are needed for improvements. Evaluation may be ongoing, carried out at the end of the training or some time after it is completed.

We rarely learn from our successes but we learn from our mistakes - Proverbs

It is important to plan evaluation to ensure that the objective of the intervention is achieved and that evaluation is not merely a haphazard exercise. It is necessary to decide what method of evaluation you will implement before the start of the training intervention. For example, if evaluation forms are used at the end of a learning programme, these forms must be developed well in advance so that they will be ready when they are needed. The same principle applies for workplace assessment after a course has been completed.

Feedback is the key to improvement

If evaluation is carried out effectively it will indicate whether or not the learning programme is effective or if the money has been well spent. It will also provide information which areas of the learning programme should be improved.

The Benefits from Evaluating Training

Evaluation aspects of training can be beneficial for all stakeholders. Possible benefits may include:

For trainers:

- Information on how to improve the training
- Information on how to improve training style and skills

For learners

- Assessment of whether they have achieved their learning goals
- Consideration of how to apply knowledge and skills learned to their work
- Decisions about whether training has been a worthwhile investment of time, effort and/or money

For contractors/sponsors:

- Information on the extent to which their investment in terms of time and money spent on the training was worthwhile

- Information about what staff is capable of: including limitations and readiness for new responsibilities.

Evaluating Learners

Integrated assessments

- Practical competence – the demonstrated ability to perform a set of tasks and actions in authentic contexts

- Foundational competence – the demonstrated understanding of what we are doing and why we are doing it

- Reflexive competence – the demonstrated ability to integrate our performances with our understanding so that we are able to adapt to changed circumstances and explain the reason behind these adaptations

Assessment principles

Transparency – the process should be clear and open to everyone making use of it.

Validity – it assess's what it claims to assess. Procedures match what is being assessed

Reliability – it instils confidence that the interpretation is consistent from candidate to candidate and from context to context. Credentials cannot be compared without reliability.

Consistent – multiple, parallel forms of evidence are used to measure the same capabilities.

Fairness and flexibility – it is fair if it doesn't disadvantage someone.

Collect evidence

- Direct evidence

- Indirect evidence

- Supplementary evidence

Types of evidence
- Evidence of knowledge
- Evidence of application of knowledge
- Evidence of understanding and reflection

Rules of evidence
- Valid
- Authentic
- Current
- Sufficient

Types of assessment

Diagnostic – helps learners and supervisors determine their education and training needs – needs analysis

Predictive – measures ability to learn and potential to meet standards

Formative - assists and supports learning by advising the learner about his/her rate of progress against competency standards

Summative – determines whether a unit of competency or a learning outcome has been achieved for the formal recognition of training (certification)

Formative	**Summative**
• Objective is to support teaching and learning process • Helps to plan future learning • Diagnoses strengths and weaknesses • Provide feedback to learner on his progress • Helps to decide readiness of learners to do summative assessment • Developmental in nature • Credits or certificates not awarded, but result could be added to year mark, portfolio or evidence	• Done at end of learning programme • To establish whether learner is competent or not yet • Usually occurs after specified period of study • Carried out when the assessor and learner agree that learner is ready for assessment.

Evaluating Training Effectiveness

What Can Be Measured In An Evaluation?

Goals

Evaluation can tell us about the appropriateness of the goals or learning objectives of the training. It can also provide information on how well the training met the identified goals or learning objectives.

Inputs

Evaluation can provide us with information about:

- **Training tools**
  - Was the course content pitched at the appropriate level of the learners?
  - Were the handouts easy to understand?
  - Was appropriate audio-visual equipment used?
  - Was the audio-visual equipment working?

Training environment

  - Were training facilities adequate? E.g. room size, ventilation, temperature, refreshments, audibility.

Processes

Evaluation can tell us about the quality of the training, including:

- **Training framework**
  - Was the training too long or short?
  - Were there enough breaks?
  - Were the sessions in logical sequence?
- **Training techniques**
  - Was there a variety of techniques used, e.g. group work, role-plays, games, exercises, didactic teaching.
  - Which techniques worked best?
- **Trainers style:**
  - Did the trainer have good teaching skills, i.e. did they maintain interest of the group, use a variety of teaching techniques, facilitate discussions, and create a supportive environment for learners?
  - Was the trainer friendly, personable and approachable?

  - Did the trainer know the material? E.g. could they answer questions about the material confidently?

Output

Evaluating outputs can tell us about the immediate benefits of training, including:

- **Change**
  - Trainers need to be sure that learners have understood the course content.
- **Learner satisfaction**
  - Did the course meet the learner's expectations?
  - What did they like about the course and what did they dislike?

Outcomes

Evaluation outcomes can be difficult as it has to occur some time after the course to assess what learners have changed or implemented in their practice as a result of the training. Independent observation of learners is the best, impartial, method of assessment. Outcome evaluation is important as it tells us whether course objectives have been met. It can also help us to identify what the barriers may be to implementing what has been learned through the course.

What Do We Do With the Results

Based on evaluation findings trainers can modify aspects of the training to make improvements so that future courses may better meet the learner's expectations or training objectives.

How Do We Collect the Data

There are two main techniques used in any evaluation:

Qualitative techniques:

Concerned with the collection of descriptive data. This allows trainers to look for more in-depth information about particular aspects of training. Tools for collecting qualititative data include, reflective diary (e.g. used in self-assessment); using evaluation forms with open-ended questions; notes from open discussions with peers for learners. Qualitative techniques can help answer questions such as why, how, etc.

- Advantages: Qualitative data can be used to assess training processes, outputs and outcomes. They are more likely to provide and overall picture of the perceptions of training and are also more likely to elicit positive response.

- Disadvantages: Qualitative techniques take longer to complete and require more thought on behalf of the learner. Analysing qualitative data can be time-consuming and the results may not always be seen as rigorous or "scientific' enough by some stakeholders.

Quantitative techniques:

Concerned with collecting measurable data. Quantitative techniques can help answer questions such as how much, to what degree, etc. Tools for collecting quantitative data include checklists and evaluation forms using yes/no answers or a choice of pre-set answers that are assigned values. These can then be scored to allow comparison over time or between trainers or training session.

- Advantages: Quantitative surveys are relatively cheap to conduct; they are quick and easy to complete and to score.

- Disadvantages: In order to make comparisons and understanding of some basic statistical techniques is required; in some instances these might require statistical software packages. These undertake analysis by hand can require a significant amount of time and a calculator.

A mix of qualitative and quantitative techniques is thought to be the best way of achieving a thorough evaluation. Collection information from more than one source, e.g. learners and peers, can help support the evaluation findings.

Tools and Methods to Be Used To Evaluate Training Effectiveness

A number of tools and methods can be used to evaluate training. These include evaluation by:

Trainer:

a) Pre-training evaluation using a checklist to assess readiness for training, e.g. checking that necessary equipment, materials and tools are prepared (quantitative).

b) Reflective journal or self-assessment diary (qualitative).

c) Having the training session videotaped or audio taped for self-assessment using a checklist or informal feedback.

Learners:

a) Training evaluation form, mostly used for assessing processes used in the training (quantitative and qualitative).

b) Learner pre-and post-course knowledge tests.

c) Assignments or “homework”

d) Discussion questions at the end of the session to assess level of knowledge and understanding.

e) Problem solving a case study using information previously discussed

f) Skill testing through role-play

Peers:

a) Training evaluation form (quantitative and qualitative)

b) Observation of training and collection of data using training skills checklist (quantitative and qualitative) or post-training discussion (qualitative).

c) Observation of training through videotape, assessment as above.

External evaluator (use of training consultants to review objectives, curriculum and evaluation documents)

a) Observation of training and collection of data using training skills checklists. (quantitative and qualitative)

b) Post-course informal discussions with stakeholders (qualitative)

c) Short and long-term follow-up of learners and/or trainers, e.g. interviews and postal questionnaires.

Self-assessment (reflective) diary or journal:

This is a diary in which information is recorded. A trainer may use the journal. To record their impressions or thoughts about how training was carried out or about problems encountered in the training session. This can be used as a self-assessment tool so that trainers can identify where they might be able to improve their technique or training methods. Learners may also record information in a journal about what they have been able to change in their practice as a result of the training. A reflective learning journal can be a good tool for evaluating outcomes of training, although the results of self-evaluation are subjective.

Peer assessment:

Other trainers can "sit-in" on a training session to observe the trainer at work. They can evaluate the skills and knowledge of the trainer against set criteria, which can be scored and quantitatively compared to other trainers, or they can qualitatively record information about the trainer for informal feedback with the trainer. Peer assessment is a valuable method for assessing inputs, processes and outputs of training. It is also a more objective method of evaluation.

Pre-and post-course knowledge tests:

A short questionnaire is developed about the course content. It can contain qualitative questions (open-ended) or quantitative (yes/no, multiple choice, etc). A range of different question types allows the collection of a range of data. The test is administered at the beginning of the training and then again at the end of the training. Results are then compared to see if there has been any improvement in knowledge as a result of the training. A pre-course questionnaire can also provide information about the baseline level of knowledge of the learners so that trainers can assess whether the content is pitched at the right level. Pre- and post-course knowledge tests are a good tool for evaluating training outputs.

Evaluation forms:

Evaluation forms can be used to evaluate learner's perceptions of all aspects of training, from an individual training session to a whole course or programme. Short questionnaires can be developed using a mix of qualitative and quantitative questions, so that a clear picture of learner's views of training inputs and processes can be gained. Evaluation forms can tell us to what degree the learners felt their training needs were met by the course.

Follow-up questionnaires:

Short questionnaires can be developed and sent out to learners up to six months after the training. Learners may be asked about the degree to which they have been able to implement the skills and knowledge gained through the course and to identify barriers they have experienced in their implementation. These questionnaires are a good method of assessing training experienced in their implementation. These questionnaires are a good method of assessing training outcomes, although there may not be many learners who complete and return the questionnaires.

Analysing Evaluation Results

Qualitative analysis

For each qualitative question collect all the answers from each learner. Review these answers and identify themes amongst the responses. Identify the most frequently mentioned points. Summarise the main responses for each question and add in any other supporting information, contextual information, observation or observations that may help to explain or support the findings of the analysis. Qualitative analysis can be time-consuming but may provide rich and in-depth information.

Quantitative analysis

Quantitative questions must first be marked – a score is assigned for each possible response, e.g. a 'yes' response might be allocated a score of one (1) and a 'no' response allocated a score of two (2). The correct response to a multiple-choice question might be allocated a score of (1) and incorrect response a zero score. All the scores from a learner's questionnaire are added to give a total for that learner.

In some instances the learner is given a code number, e.g. when marking pre – and post-course tests. Group means (or averages) can then also be compared before and after training. For those who have access to statistical packages, a paired t-test could be used to identify areas where statistically significant changes have occurred.

Interpreting of poor evaluation results

When a training session is evaluated poorly, it is important for the trainer to analyse the results to understand whether the training needs to be improved or whether the result reflects other events that have impacted on the training but are outside the control of the trainer.

The trainer should not be disheartened at critical comments made in evaluations. In some evaluation forms there are specific questions relating to what the learners felt could have been done better. Even the most experienced trainers can get critical comments. These should not be taken personally and should be seen as an opportunity to improve the course. Based on comments in the evaluation forms, the trainer should try to identify the specific areas of the training that require changing and develop strategies to improve these aspects. Peers can be asked to provide feedback on how they feel the session could be improved. Training is a skill that can improve with experience, feedback and adaptation.

The trainer should also think about whether the poor evaluation result is due to other factors outside of their influence. There are many factors that can affect how people perceive the training course which are not just due to the trainer. Some examples include learners who may have been focused to attend a course by their manager, rather than wanting to be there; trainers who are distracted because they are stressed by the amount of work which they will have to do when they return to their workplace; learners who may be facing difficult personal circumstances which make it hard for them to concentrate on the training. These can all contribute to a poor evaluation. So the result does not reflect an assessment of how the trainer has delivered the course.

Writing a Training Report

When evaluating training before an evaluation has taken place, there should be discussions with stakeholders to assess their information needs. The evaluation should be conducted with these needs in mind and the training report should be written in a manner that is comprehensible to the stakeholder and presents the information they require clearly and effectively. A good training report can also be used as a tool for gaining future support for changes to the training, e.g. increased budget for better venue. Once the trainer knows what changes are required, based on the evaluation findings, then they can gauge how best to present this information so that suggestions and recommendations receive the support they require.

When writing a report it is important to:

- Keep it as short as possible
- Plan the contents carefully so it is easy to read and understand
- Create a 'presence' for it. Present the report yourself and be sure to follow up with stakeholders once they have had time to read the report.

The language used in the report should be simple and if any technical terms or 'jargon' are mentioned then their meanings should be explained. Additionally, any acronyms should be written out in full the first time they are used with the acronym given afterwards in brackets. Make sure the style, formatting and tense are consistent throughout the document. Vary the layout of the report. Intersperse pictures, graphs or tables where appropriate. Include learner comments in the report to highlight outcomes or to add weight to conclusions and recommendations.

Once the report has been drafted check the spelling and grammar, then ask a colleague to proofread the report and provide comments.

Cover Page

A cover page can make a training report look more professional. It should include the name of the organization conducting the training: the full name of the training course, with any acronyms given in brackets. Logos of sponsors should be included along with logos of the training organization. The name of the person(s) writing the report should also be included if this person is someone other than the primary course facilitator. Using colours in the cover page or even a photograph or illustration can make the report look more interesting.

Table of Contents

A table of contents with page numbers allows stakeholders reading the report to find the information they are most interested in quickly and easily. It also provides a quick reference to the overall content and length of the report.

Acknowledge

If appropriate, the author should extend thanks to those who helped to conduct the training or the evaluation of the training.

Executive Summary

This section should include a short summary of the key points and descriptions that have been outlined under the headings in the main report. The following headings could be used as a basis:

- Activity
- Evaluation
- Constraints
- Lessons learned
- Recommendations

Training Goals and Objectives

Name of training course:

Give the full name of the training course (with any abbreviations given in brackets), the name of the organization conducting the training and the name of the funding organizations or sponsors.

Some introductory information can be included in this section, such as the reasons why training was conducted and other contextual information. This can include who has compiled the report, if a number of people were involved, and who the report is written for.

Training goals:

Outline the main goals or aims of the course.

Training objectives:

These can be itemized in bullet points or simply written I a paragraph.

Implementation of Training

Timeframe:

Outline the duration of the training programme or session, the dates that the training was conducted and indicate whether training days were full or half days.

Venue:

Provide information about the venue where the training was conducted. This may be important information if evaluation results indicate that the facilities were not suitable for the training.

Trainers:

A short background description should be given of the primary trainers, their experience, their positions and place of employment. If there were many trainers then this information may best be included as a table and included in an appendix. If appropriate the sessions led by each trainer should also be included. In many cases the information is contained in the course programme and this document can be referred to.

Learners:

Outline how many learners attended the session or course. If there were specific criteria for learners attending the course then this should be documented so that the reader is given more contextual information. A list of learners should be drawn up, including the learners' title, first name, last name, position and place of employment. This information may best be presented in table format or in an appendix.

Course content:

A short description of the course content should be given along with information about the education methodologies and technologies used. The reader should be referred to the course programme for a more detailed outline of course content, which could be included as an appendix to the report.

Constraints

In this section a brief description should be given of problems encountered or any factors that impacted on the running of the session or course. This may include barriers to implementation, e.g. facility unable to be used, faulty equipment, and loss of learner handouts. Some of the learners may not have been able to attend all sessions and this may have impacted upon the ability to successfully run activities for those sessions i.e. if those learners had been assigned group-work. It could also include instances where training did not run to schedule and reasons why this might have occurred, e.g. learners were particularly interested in a particular session and asked many questions making the presentation run over time. If there were instances where learners felt uncomfortable, due to the nature of the course content, the way it was delivered or even due to disagreements amongst learners or between learners and trainers, then these also should be discussed.

Evaluation

This section should include a short description of:

Evaluation methods used:

- What was being evaluated, e.g. increase in learner's knowledge, improved attitude, development of new skills, and satisfaction with the training.
- The evaluation tools used, e.g. pre-and post-course task.
- The way the tool was administered e.g. each learner was asked to complete a pre-test questionnaire before the first session and a post-test questionnaire before the closing ceremony.
- Copies of the questionnaires or evaluation tools used should be included as an appendix.

Data Analysis

This section should include detailed information about how the data was collated and analysed, who was responsible, how the analysis was done, e.g. by hand or using software packages such as Word or statistical packages.

Results of Evaluation

There should be a clear statement about whether the evaluation results indicated that the training objectives had been met or not. Then a detailed breakdown can be given of aspects of the training that had been evaluated, e.g. knowledge increase amongst learners, learner's satisfaction with training.

Qualitative information should be present in a summary. If the qualitative analysis was fairly long but contained valuable information then the complete analysis may be included in the appendix section.

Quantitative findings are best presented as tables or as graphs with a short explanatory note given. Remember that the results should be expressed in a way that is appropriate for the stakeholders who will be reading the reports.

A summary paragraph could be used to identify successes and failures of the training and to explain possible reasons for these.

Lessons Learned

In this section of the report the author should identify lessons learned from the training for consideration in future planning, implementing and evaluating or the training. These could include aspects of the training that require improving, from inputs of training through to outcomes of training.

Recommendations

Recommendations need to be linked to the findings of the evaluation, lessons learned, barriers and constraints. Recommendations should be very specific. Make sure the recommended action is stated clearly, that a specific person or group responsible for implementation of the action is identified and the costs and implications are discussed. Where possible a timetable for implementations should be included.

Further Action

Any activities following on from the training should be outlined in this section. If the training organization plans to undertake an independent external evaluation of the learners six months after the training to assess the degree to which training outcomes have been met, then this should be specified in this section. Additionally any activities that learners shall be required to undertake post-training should be described in this section, e.g. 'In the next six months, before the external evaluation, learners will be expected to conducted at least one training session and to undertake a self-assessment using the criteria provided in the 'self-assessment sheet' and documented in a reflective journal'.

Cost of Training

Some stakeholders, e.g. the organizational purchasing the training, will be specifically interested in how cost-effective the training has been. If the report is to be purchasing organization then budgetary information should be discussed in this section. This information is best presented in table format.

Conclusions

This section of the report allows the author to present a summary of the main points across in the conclusion section. The case for supporting strategies for implementation of recommendations should be made clear so that stakeholders are aware of their importance.

Disseminating the Training Report

Once an evaluation of the training has been completed and the report written, the information should be disseminated to the appropriate stakeholders. There are several ways in which the report may be disseminated:

- Arrange a formal presentation with all stakeholders present. This could include a PowerPoint presentation or simply an informal discussion.
- Send out the report to stakeholders then arrange to meet them afterwards to discuss the report.
- Send out the executive summary only and invite comments.
- Conduct an in-service within the training organization.

Chapter 9

Impact of Values and Attitudes on Training

Do you have a positive attitude?

1 = always 2 = usually 3 = seldom 4 = never

1. When I see a problem in my life, I am usually able to pinpoint it, and to start thinking about solutions. I have a sense of being in control of my life and of being in charge of the things I do.

   1 2 3 4

2. I feel that I know myself, and I can think of many things that I value, or like about myself.

   1 2 3 4

3. I think that I understand my weak points: I am working on some areas that I can improve. I am also understanding and accepting things about myself that I can't change. I am unafraid of my limitations.

   1 2 3 4

4. I find a lot of pleasure in my life, in people, in my work and in my world, although I can say "no" to some good times or indulgences if they seem inappropriate.

   1 2 3 4

5. I do my own thinking, and I can come to conclusions and make decisions. I feel I am becoming quite a confident person.

   1 2 3 4

6. When a situation or relationship is not working out for me, I believe that I can rearrange, or re-negotiate it to suit me better, or I can walk away from it if it is damaging me. I don't just feel helpless and trapped.

   1 2 3 4

7. I have a positive outlook on life and I trust myself. When things are going well, I don't get anxious and start worrying that the good times can't last, or waiting for something to go wrong.

   1 2 3 4

8. I am usually able to be honest about what I think and how I feel. I don’t usually pretend to feel differently from the way I really am feeling.

   1 2 3 4

9. I usually know what I want, and what I am capable of getting, and how I can reach my goals. I often have a clear plan or even a timetable for achieving them. I find that I take small steps towards achieving my goals - rather than just wishing I had achieved them.

   1 2 3 4

10. I don't spend a lot of time wishing that the past was different, or wishing that something would happen to improve my life now. I live in the present - but plan for the future.

    1 2 3 4

11. I feel that I have a number of good, affectionate relationships. I get support and encouragement from my family and friends, and I don't suffer from feelings that everyone is against me.

    1 2 3 4

12. When I've had a setback, or a failure, I soon start to go forward again. I "bounce back" … I'm actually quite a resilient person.

    1 2 3 4

13. I am quite good at taking responsibility for my own life, and letting other people take responsibility for theirs. I seldom get entangled in other people's problems when I don't want to, and I don't blame them for my shortcomings or mistakes.

    1 2 3 4

14. I care about the world, and about my community, family and friends. I am prepared to contribute to making the world a better place.

    1 2 3 4

15. I am becoming comfortable with myself. I am developing into the kind of person I want to be. I would not want to be someone else.

    1 2 3 4

Self-Awareness for Trainers of Personal Values, Believes, Attitudes and Fears

We are all influenced by the society and culture within which we live, develop and mature. Society and culture contribute to the development of personal values, beliefs, attitudes and fears. An important part of being a trainer is having a good self-awareness of our own values, beliefs, attitudes and fears.

As a trainer we need to:

- Develop our own self-awareness of our values, beliefs, attitudes and fears.
- Assist learners to develop their own self-awareness of their values, beliefs, attitudes and fears.
- Understand that people we are training hold different values.
- Understand that people we are training come from different cultures, races, religions, etc.
- Appreciate the need to respect learners irrespective of their culture, race, religion, etc
- Address or modify attitudes that may negatively impact on the training situation.

Developing self-awareness is important because values, beliefs, attitudes and fears:

- Guide day-to-day behaviour.
- Influence our interpretation, explanation and response to events.
- Are usually specific to the culture in which they evolved.
- Vary between and within countries, regions and groups.

As a trainer, our values, beliefs, attitudes and fears can influence how we train people e.g. what topics we prefer to teach, what topics we are uncomfortable about, what learners we may experience difficulties with, how we respond to challenging learners behaviours and our interactions with learners from different values, beliefs, attitudes and fears from our own.

Good trainers do not allow their own values, beliefs, attitudes and fears to influence the training process.

Can we change values, beliefs, attitudes and fears in our training? Not usually, but we can raise awareness. We can also clarify and challenge false premises on which they may be based. Further, we can explore strategies for managing how they may influence our professional roles and responsible.

Difficulties and conflicts in trainer-learner values, beliefs, attitudes and fears should be addressed through supervision, consultation with experienced trainers, and if necessary, referral to an appropriate external professional.

Questions to raise trainer self-awareness

Consider each of the following questions to begin highlighting some of your personal values, beliefs, attitudes and fears around being a trainer. Reflect on how your values, beliefs, attitudes and fears may influence your behaviour and may influence your communication with learners in relation to factual and sensible knowledge.

1. What do I think about being a trainer?

2. Am I afraid of being a trainer?

3. What specifically am I afraid of?

4. What importance do I place on people attending training?

5. What are my expectations of learners who attend a course I am teaching?

6. What everyday slang words do me use, or never use, to explain certain factors, especially to learners who differ from me radically, culturally or sexually, or are much younger or older than me?

7. Will I accept a learners view if it is different from my own, or will I always try to be in control?

8. Will I be judgmental of learners whose values, beliefs, attitudes and fears are different form mine?

9. How much do I want to influence, control or dominate learners?

10. Are there some kinds of people that I probably could not train?

11. What disruptive behaviours will I find most difficult to manage in a training situation? E.g. how would I feel about learners who are talking while I am speaking? How would I feel about a learner who keeps falling asleep? How would I feel about a learner who is very outspoken and challenges my material?

Possible effects of values, beliefs, attitudes and fears on communication and training

- It is not what our message does to the listener, but what the listener does with our message, that determines our success as trainers and educators.

- Listeners generally interpret messages in ways which make them feel comfortable and secure.

- When people’s attitudes are attacked head-on, they are likely to defend those attitudes, and in the process reinforce them.

- People pay most attention to messages that are relevant to their own circumstances and point of view.

- People who feel insecure in a relationship are unlikely to be good listeners.

- People are more likely to change in response to a combination of new experience and communication than in response to communication alone.

- The message in what is said will be interpreted in the light of how, when, where and by whom it is said.

- Lack of self-knowledge and an unwillingness to resolve our own internal conflicts make it harder for us to communicate with other people.

Value clarification exercise and activities – Guidelines for addressing the possible effects of values, beliefs, attitudes and fears.

- Start with an ice breaker or a group introduction exercise.

- Create a supportive environment

- Build rapport with the learners

- The right of confidentiality must be made explicit. It is important to maintain confidentiality at all times, especially if learners refer to their own personal experiences or those of their clients. Trainers are urged to ask learners to all agree to maintain the confidentiality of a fellow learner.

- Trainers must be at ease with their own values, beliefs, attitudes and fears.

- Encourage learners to respect individual differences. Learners frequently come from different ethnic and cultural backgrounds and have different, lifestyles, beliefs, personal experience and areas of interest and expertise.

- Encourage learners to listen carefully and with empathy, and to respect each others contributions, opinions, and experiences. Explain that it is important in the training, and as professionals, to practice active listening by allowing each other to share their own experiences and opinions with the group.

- Don’t attack learners, embarrass them or make them feel that they have unusual views or punish them for holding different views.

- Don’t allow other members of the group attack or punish individuals who hold different views.

- Listen to the group. People are more likely to listen to us if we listen to them.

- People often feel more comfortable doing value clarification exercises working in pairs or in groups than disclosing to a whole room.

- The trainer should ensure that their background knowledge of the subject is sufficient to challenge inappropriate attitudes with confidence.

Remember:

- Some people will tend to say what they think you want to hear – for an ‘easy life’ or because they are frightened of isolations.

- We must accept that certain people will never challenge their own values and our efforts may be futile.

- Some people may react angrily, aggressively or abusively when they are challenged about their values.

- Facilitate the group through value, beliefs, attitude and fear clarification and don’t assume your views are more valid than anyone else’s.

- Never look down at your learners. Maintain equality in your class room.

References

1. Daloz, L: Effective Teaching and Mentoring: Realising the Transformational Power of Adult Learning Experiences. -1986
2. Egan, G: You and me: The skills of Communicating and Relating to Others – 1977
3. Figueroa, J: Training for non Trainers – A Practical Guide – 1994
4. Knowles, M: The adult learner. 1998
5. Kroehnert, G: Basic Training of Trainers
6. National Cancer Institute: Adult Learning Principles: Trainers guide for Cancer Education – 2003
7. Pickles, T: Toolkit for Trainers – 1995
8. Rubin, F: Suggestions for content of an evaluation report: In a basic guide to evaluation for development workers – 1995
9. World Health Organisation – HIV/AIDS Care and Counseling – 2006
10. UNISA – Education, Training and Development Practitioner - 2005.
11. Appleby P 1999 *Organising a conference: How to plan and run an outstanding and effective event* Plymouth:How to books
12. Erasmus BJ & Van Dyk PS 1999 *Training management in South Africa* 2nd edition Halfway House:International Thomson.
13. Mitchell G 2005 *The trainer's handbook* New York: AMACOM
14. Moss G 1993 *The trainer's desk reference* 2nd edition London:Kogan Page
15. Newby T 2002 *Cost-effective training* London:Kogan Page
16. Stoltz PG Majors RE & Soares EJ 2004 *Sales training* New York:AMACOM
17. Vermeulen A 1999 *Mind Brain Trends* Unpublished paper presented at the SA Forum of ASTD Conference Johannesburg 20 July
18. Wills M 1993 *Managing the training process* London:McGraw-Hill

Internet sites

19. AIC Worldwide Africa (Event and conference organisers): http://www.aic-africa.com

20. Venuesearch (Database of conference venues): http://www.venuesearch.co.za

21. About.com http://about.com