

**PUBLIC WATER CORPORATION (PWC)
MINISTRY OF IRRIGATION AND WATER RESOURCES (MIWR)**

**PROJECT FOR HUMAN RESOURCES
DEVELOPMENT FOR WATER SUPPLY
IN
THE REPUBLIC OF SUDAN**

**MANAGEMENT MANUAL
FOR LECTURERS**

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JAPAN INTERNATIONAL COOPERATION AGENCY

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MANAGEMENT MANUAL FOR LECTURERS

1. PREPARATION FOR TRAINING COURSES

1-1. Preparation Meeting with Lecturers

First, training course coordinators must set the training objective. After the goal setting, they will nominate lecturers and hold preparation meetings with them for the coming training program as shown in Figure-1. The following issues as shown in Table-1 must be explained to the lecturers who join the PWCT training program for the first time.

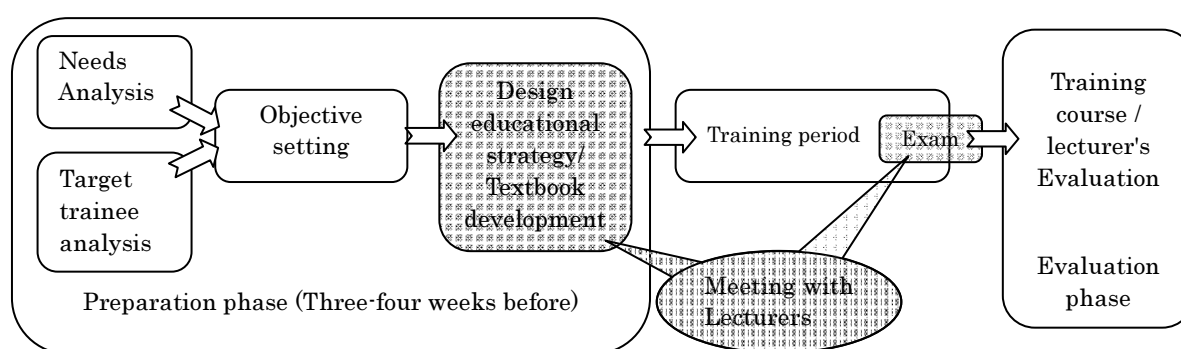


Figure-1. Preparation Meeting with Lecturers

Table-1 The Contents of the Presentation

No.	Subject	Objective	Contents
1	Training Objective	To understand the training plan and objective in the PWCT	<ul style="list-style-type: none"> - Outline of the PWCT training plan - TOT (PWCT—SWC) - JICA Expert role
2	Textbook preparation	Lecturer needs to develop textbook for the training	<ul style="list-style-type: none"> - Handout should be legible - Careful of Quote rule - Do not excess volume that can be done within the time - Soft copy required - Reference books
3	Preparation of Examination	Lecturer needs to prepare the examination sheets	<ul style="list-style-type: none"> - The question sheet and modeled answer should be prepared one day before
4-1	Instructional strategy	Learning effect	<ul style="list-style-type: none"> - Discuss Learning theory and presentation skill
4-2	Introducing “ARCS Model”	Motivation theory	<ul style="list-style-type: none"> - Attention - Relevancy - Confidence - Satisfaction
5	Teaching Strategy Planning	Time management and method	Built-in the instruction strategy
6	Evaluation process	Purpose of lecturer evaluation	Sample sheet of the evaluation

1-2. Textbook preparation

Textbooks for the training course need to be prepared mainly by the outsourced lecturers. It will take time to prepare the textbooks which are suitable for the training objectives. Therefore, the training course coordinators must hold meetings for textbook preparation more than once.

1-3. Examination

The examination sheet should have been developed jointly by lecturers and the training course coordinators at least one day before the final examination. The form of the examination should be standardized as a 100 point achievement style test. The level of difficulty in each examination must be standardized as well, comparing each subject.

1-4. Lecturer evaluation

The lecturer needs to be evaluated by the trainee's satisfaction as attached in 3-1. A (Excellent) rank and B (good) for the evaluation result are welcome. However, in case of a lower evaluation result, the training coordinator should consider to let the lecturers to attend more educational skill seminars, otherwise they should not be utilized in the PWCT training course in the future.

2. MEETING FOR INSTRUCTIONAL STRATEGY AND METHOD

Presentation by lecturer should be appealing to the trainees. The important points are summarized in Table-2 below.

**Table-2 Check list "Be aware of your presentation" for Lecturer
(Summary)**

No	Check points	✓
1	Know your subject	
2	Prepare well	
3	State your objectives at the beginning of the class	
4	Use multimedia	
5	Watch your techniques of presentation	
6	Maintain eye contact	
7	Use humor, examples, stories, etc	
8	Do not read your notes word for word	
9	Introduce with some emphasis	
10	Speak clearly	
11	Show confidence, sincerity, energy, enthusiasm, catch trainee's interest from the start	
12	Watch your closing - give them a message they will remember	
13	Avoid "uh's" and "ah's"	
14	Know your trainees' interests, perceptions expectations, background etc,	
15	Test the climate throughout your presentation- are they listening?	
16	Use yourself to get trainee's familiarity	
17	Include practical materials "how to " in your presentation	
18	Quit on time	

- Refer to the textbook of "presentation skill" in the third organizational management course. This list is partly modified by the JICA Expert.

The instruction plan will cover four things. To use the check list, preparation (strategy for presentation), how to put the message over effectively, and dealing with feedback.

2-1. Lecturer's Check List

Lecturers need to consider the following instructional strategies.

A: Brainstorm the Subject

- List all possible points
- Group in Categories
- Arrange in Logical sequence

B: Structure and select

- Keep number of main points down to a manageable level, Select on basis of – Objective, time, trainees, must, should, could etc.
- Have an introduction of the subject, main body and summary.

C: Use illustrations

- Simplify complex information
- Use real life examples to illustrate points

D: Opening and Closing

- Write opening and closing sentences in full.
- Be challenging and capture the trainees during the opening and
- Conclude when you finish

E: Notes

- Notes on cards
- Use keywords,
- Write timing and messages to yourself on cards and
- Clip them together

F: Making sure you are understood

2-2. Preparation for Training Program

Four things should be reviewed beforehand:

- Subject
- Objective
- Timing
- Trainees

Subject

The training subject must be appropriate. A good grasp of the subject is paramount for success.

Objective

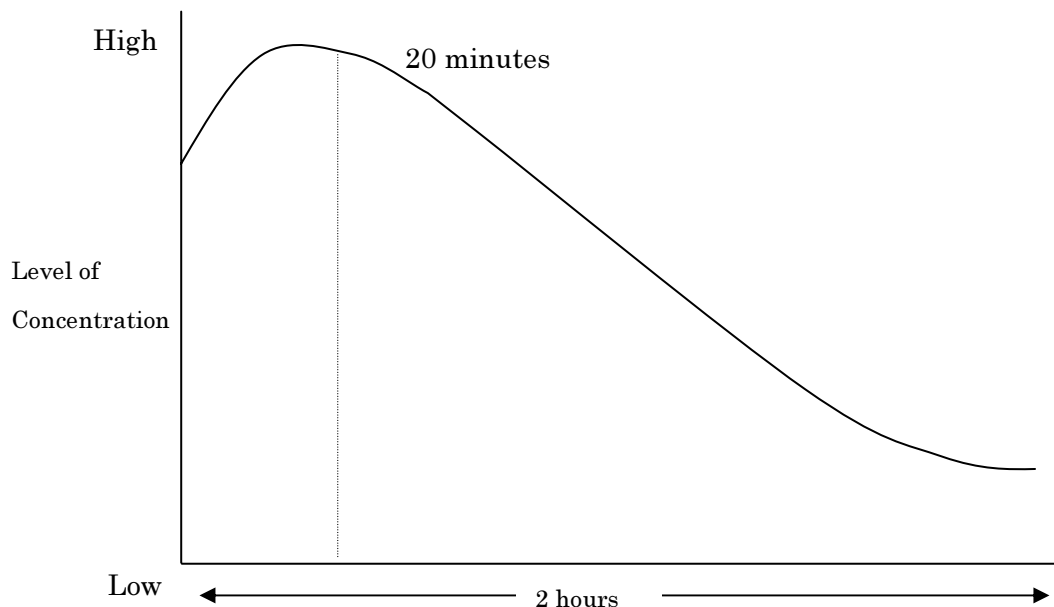
The objective of the presentation must be clearly stated to the trainees. It is important to demonstrate the way to get to the goal

Timing

It is a known fact that the time for the presentation never seems to be enough.

Another thing that affects trainees is the time of the day. Lecturer's time management is also crucial.

Refer to the concentration curve presented here below:



Note: a short talk requires more presentation skill than a long talk. Lecturers need to plan well for a short talk (ten to twenty minutes)

Notes are best put on cards. The advantages are the followings:

- They are easy to put on and off and do not shake around as much as A4 sheets,
- Lecturer does not need a prop because they can be held quite easily and
- Since they are small, they encourage you to use key word rather than sentences.

Handouts

- Lecturers may need to give handouts for some materials. Lecturers should pause the presentation during this time,

Discussion

- Question and discussions take considerable time. Spare a suitable amount of time for this purpose.

Research the Trainees: This determines the scope and content of the presentation.

There are needs to interest the trainees.

Analyze the trainees:

- Trainee's knowledge on the subject
- What they need to know
- What will interest them
- New information absorption capacity
- Any biases towards or against the subject or speaker
- What are their expectations
- What age range and gender are they

The ARCS model is useful to think about those issues as attached in chapter 3.

A - Attention

R - Relevance

C - Confidence

S - Satisfaction

Getting attention of trainees is an important factor for them to get motivated and be interested in the subject. Unlike child or teen-age learners, Adult learners like the trainees in the PWCT tend to need close relevancy between the training course and their benefit. To show its goal to trainees and give chances of success are also utilized to get them motivated. Trainee's satisfaction would be a first indicator of the training evaluation. And every trainee wants to know his result in order to make sure of his satisfaction. Fair and equal evaluation is required at the end of the program.

Lecturer also needs to consider:

- Whether they are generalists or fellow specialists
- Small or large groups
- Groups of five or less (informal) limit use of visuals
- Groups of 40 or more (formal) more use of visuals

Groups of 10 to 30 (use boards, charts and overheads).

Multimedia utilization

Utilize visual aids when a short presentation (less than 10 minutes) is made. Practice on the use of visual aids if necessary.

Consideration on combinations of multimedia and training room size

Important considerations one must take;

- Letter sizes must be legible.
- Check room layout and arrive early to prepare presentations.

Selection and use of visual aids,

- 80% of what we take in reaches us through the eyes.
- 15% of what we take in reaches us through hearing
- 5% of what we take in reaches us through other senses

Visual aids use depends on:

- Effect expected to be achieved
- Size of group
- Amount of time available
- Equipment available.

Visual aids that use colors are effective (Movies are more captivating)

Size of group and use of visual aids:

Small group use:

- Presentation books
- Or A3 sheets
- Cards or thick papers

Large groups (P>100)

- Canvas should be large enough to read.
- Writing boards can be used, letters should be large enough.

Medium group 10<P<30

- Variety of visual aids can be used

Well-prepared visual aids attract trainees and save time.

Assistant staff should prepare in advance when using visual aids

- Arrive early
- Be prepared to change media
- Set up room early
- Have a clear script
- Practice, practice and practice (Good speakers are not born, good speakers are made).

2-3. How to say it effectively

Structuring the talk

- If lecturers want the trainees to follow their line of reasoning, then lecturers must make the structure of the argument explicit
- The lecturer needs a well thought through structure in his/her speech, which should be made explicit.

Basic principles of structuring a presentation

- Note down nine or ten specific points to talk about
- Organize them into three headings

Structuring of lecturer's talk

- Introductory talk to get trainee's attention and explain talk content.
- Major points

Project yourself through use of body language

- Look at your trainees (have good eye contact), through eye contact, you are able to gauge how they are reacting e.g.
 - Are they bored?
 - Asleep?
 - Interested?
 - Looking at each other?

Lecturers have every reason to worry if the trainees are not looking at them.

- Smile carefully. Smiling can create an illusion of happiness.
- Avoid creating physical barriers. Do not hide behind a desk or lectern
- Beware of distracting mannerisms. Lecturers should use their hands as necessary for emphasis, although hands if over-used could distract attention.

- Be natural. Lecturers should not worry about themselves but concentrate in getting the message across.

Words

- Use simple words
- Avoid difficult words
Talk concretely not abstractly

Conclusion

- Use expression in voice
- Build in pauses to give time for assimilation of information provided
- Ham it up. Be animated and energetic to keep peoples' interest.
- Develop a range of tone and pitch in the voice. Avoid monotonous tone.
- Speak clearly
- Speak up. Most people give up on low level speakers.
- Holding a group's attention requires (eye contact) with the Trainees.

2-4. Dealing with Questions

A: In a situation where there is no chairman, lecturers may need to allow enough time for trainees to ask questions,

B: Questions asked by one of the trainees should be repeated for common understanding.

C: Answer questions as concisely as you can.

D: If the lecturer does not know the answer, he can ask the trainees if anyone knows the answer.

Lecturers may also promise to find the answer.

3. SAMPLE SHEET FOR LECTURERS

3-1. Evaluation Sheet by Trainees

The evaluation sheet of the lecturer at training

Course Name		Evaluation Date	Evaluation *				
Lecturer Name		Trainee Name					
Training Place		Position					
No.	Item	Questionnaire Contents	A	B	C	D	E
1	Basic behavior	Did the lecturer at training lecture calmly?					
2		Did the lecturer at training do a well-controlled lecture?					
3		Did the lecturer at training show a good feeling and sympathy for a trainee?					
4		Did the lecturer at training do eye contact?					
5	Speech	Were the size and the tempo of the voice of the lecturer at training appropriate?					
6		Did the lecturer at training emphasize the important matter?					
7		Did the lecturer at training do plain expression?					
8		Did the lecturer at training push forward a lecture while confirming the understanding of the trainee?					
9	Development	Did the lecture of the lecturer at training advance by a smooth flow?					
10		Did the lecture of the lecturer at training have consistency?					
11		As for the lecture of the lecturer at training, was the main point unified?					
12		Did the lecturer at training answer for a question and the doubt from a trainee precisely?					
13	Time	Did the lecturer at training push forward a lecture while being conscious of time?					
14		Was not there a problem for distribution at the time of the lecturer at training?					
15		Did the lecturer at training start a lecture on time?					
16		When time was short, did the lecturer at training adjust it appropriately?					
17	Training tools	Did the lecturer at training utilize PowerPoint and a slide effectively?					
18		Was it easy to understand the text which a lecturer at training distributed?					
19		Was the inflection of the document which the lecturer at training distributed appropriate?					
20	Comment						
	* A	Excellent					
	B	Good					
	C	Fair					
	D	Poor					
	E	Very poor					

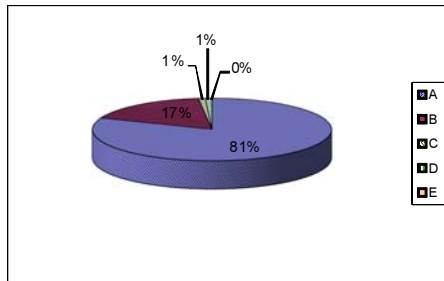
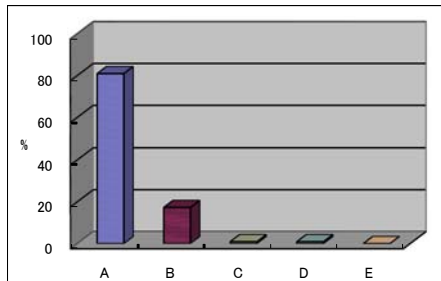
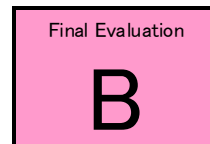
Sample of Evaluation Sheets

Dr.AAA AAAA Evaluation Results (15-27.October 20XX)

Trainee No	Basic Behavior					Speech					Development					Time					T.Tools				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1	4					5					5	1				3	1				3				
2	4					5					5	1				3	1				3				
3	3	1				4	1				4	1	1			2	2				3				
4	2			2		3	2				3	2	1			3	1				3				
5	4					5							6			4					3				
6	4					3	2				5	1				2	2				2	1			
7	4					5					6					3	1				3				
8	4					3	2				4	2				4					3				
9	4					5					6					4					3				
10	4					3	2				4	2				3	1				1	2			
11																									
12																									
13																									
14																									
15																									
Total	37	1	0	2	0	41	9	0	0	0	42	16	2	0	0	31	9	0	0	0	27	3	0	0	0

No.9, 11: Absence

Rank	Point	(%)
A	178	81
B	38	17
C	2	1
D	2	1
E	0	0
Total	220	100



Trainee No.	Comment
1	the room of training must be improved, trainees must be two from any SWC
2	
3	
4	
5	
6	
7	
8	the subject of the lecture is very interest and useful and we are learned the basic course about the management
9	
10	increase the hours of coming course ,
11	we need more practice for the future courses
12	time is short , lecture time is long this course the information of the lecturer...
13	all of the lecturer show a good and calmly appropriately, the practice of course is extend
14	
15	

3-2. Sample Sheet for Pre - Discussion with Lecturers

The training coordinators need to have meeting with lecturer about the training course design which includes instructional strategic plan. The meeting will encourage common understanding of the purpose of the training course and necessary approach to instruct trainees.

Course Name		Date	
Lecturer Name		Major	
Feature of Adult Educaiton			
P - M A R G E			
P-MARGE P = PRACTICAL M = MOTIVATION A = AUTONOMOUS R = RELEVANCY G = GOAL-ORIENTED E = EXPERIENCE	Why does Adult learn?		
	P= Trainees are <u>Practical</u> Adult ≠ Child Adults have objective initially unlike children. They are likely to learn in order to solve the actual problem which they are facing on their work.		
	R = Trainee needs <u>Relevancy</u> Adult will not learn anything that has not related to their realistic interest.		
	M = Trainee needs <u>Motivation</u> They need definite motivation If their motivation are vauge, they are not willing to learn anything.		
	How adult learn? (Trainee's disposition)		
	A = Trainees are <u>Autonomous</u> Adults are independent and autonomous unlikely children. They can express their needs and their own goal for learning. Trainer and training coordinator should support their learning according to their needs.(ex. Curriculum)		
	E = Trainee has life <u>Experience</u> Adult want more experience rather than theoretical knowledge. This fact leads two possibilities. 1. - Their own experience can be used as source of learning. / Integration or combination leads better understanding 2. - But, They may downplay theory since they emphasie the worth of experience too much.		
	What is necessary for learning support in adult education?		
	G = Trainees are <u>Goal-oriented</u> When preparing curriculum, it should be better to focus on the goal of directly related to the solution of their problem since they are likely to be strongly goal-oriented. Unlike children's learning, prompt or rapid solution should be proposed in adult education.		

Psychological Approach	Instructional Strategies	
Approached by Behaviorism	Point 1 : 'Learning' may be combination of stimulation and response	
	<p>Always take notice of <u>Immediate feedback</u> Before going into next section, check trainee's understanding / Questioning or practice Check understanding by examination What's your opinion?</p>	
	<p><u>Small step</u> will be better (Hop, step and jumping) / please proceed next little by little Always show the subject clearly when it is new topic. <u>Guideline or tip</u> should be shown for trainees What's your opinion?</p>	
	<p><u>Inform the goal</u> of training or lecture What is the goal and objective should be clearly informed. What is your idea?</p>	
	<p><u>Remind the previous learning point</u> before going into next stage</p>	
	Cognitive model	<p>Point 2 : Learning may be compared with calculation by computer Human cannot memorize a lot. / Strategy of preservation the long run memory</p> <p>Based on the mechanism of memory, <u>running through many times is better.</u> / Repetition of training leads to take root in long run memory - Have chances to exercise, don't afraid of error. / Any result can be fed back - Enhance maintaining of memory / Review again when almost forgetting moment</p>
		<p>What is your practical idea to cope with above matter?</p>
<p><u>Give meaning / make image / understand as story</u> Generally, it will be easy to memorize when given information has some relation each other or give special meaning. Ex. sdgjpneurousd → SDG / JPN / EURO / USD What is your practical idea to cope with above matter?</p>		
	<p>Point 3 : Learning means modification of relationship with other people rather than inputting knowledge / Input knowledge ≠ not always learning</p>	
Experience model	<p><u>In order to transfer</u> not knowledge but <u>specific experience.</u> <u>CASE STUDY Method</u> will be effective. Show sample of failure or success case as a particular story.</p>	
	<p>What is your practical idea to cope with above matter?</p>	

Motivation Modeling	ARCS Model (J.Keller)
	A - Attention Get trainee's interest and motivate. / avoid routine thing Ex. Greeting can be one of strategies for getting attention.
 What is your practical idea to cope with above matter?
	R - Relevance Goal of the training should be strongly related to their daily work. That provokes trainee's active attitude. Strategy to lead trainee to think this training course as much as worth to challenge
 What is your practical idea to cope with above matter?
C - Confidence Show its goal to trainees and give chance to success. Teaching material should be creat to enhance his confidence	
..... What is your practical idea to cope with above matter?	
S - Satisfaction Trainee wants to know the result for his satisfaction. Fair and equal evaluation should be required	
..... What is your practical idea to cope with above matter?	