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Training of Trainers (TOT)
Effective Training & Facilitation Techniques

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Introductory Session

✓ Opening message
✓ Getting to know
✓ Leveling of Expectations
   (topic, trainer, participants, logistics)
✓ Course learning goals, contents
✓ Setting training ground rules

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Course Outline & Contents

(Day 1 & 2, AM of Day 3)

Module 1: Experiential Based-Training & Facilitation Skills

Sessions:

1: Brief Theory in Learning & Adult Education

2: Methodological Diversity in Training

3: Experienced-based training (EBT) cycle

4: Use of Visualizations/Aids in Learning Situations

5: Effective Communication & Facilitation Skills in EBT

6: Practical Hints in Preparing & Organizing Training

Course Outline & Contents

(Day 3 PM, & 4)

Module 2. Delinquency Control

Sessions:

1: Basic Concepts & Principles in Delinquency Control

2: Cost, Implications & Measuring Delinquency

3: Analyses of Causes of Delinquency

4: Delinquency Prevention Strategies

5: Steps to deal with delinquency: Detection & Action

6: Actions to take after a delinquency crisis

7: Case study
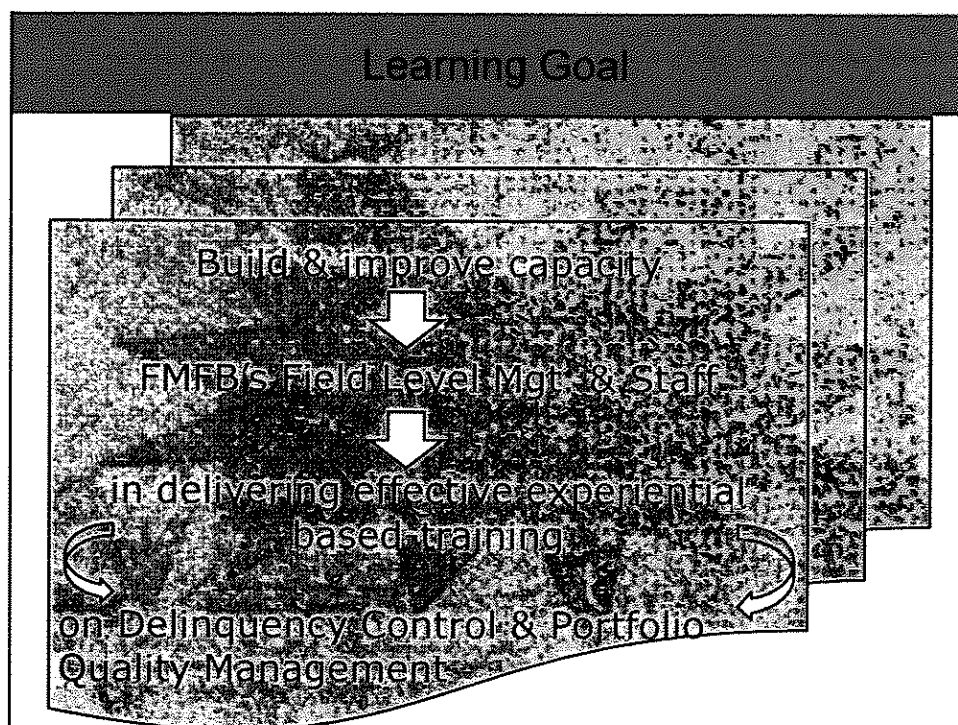
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Course Outline & Contents

(Day 5, 6 & 7)

Module 3. Portfolio Quality Management

Sessions:

- ❑ Defining and Measuring Portfolio Quality

- ❑ Managing Loan Portfolio Quality

- ❑ Understanding the Loan Portfolio Tracking System

- ❑ Case Study: Maintaining Portfolio Quality for FMFB

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Learning Goal

MODULE 1

Session 1
Brief Theory in Learning & Adult Education

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Individual Exercise Question

What comes to your mind when you hear the word "LEARNING"?

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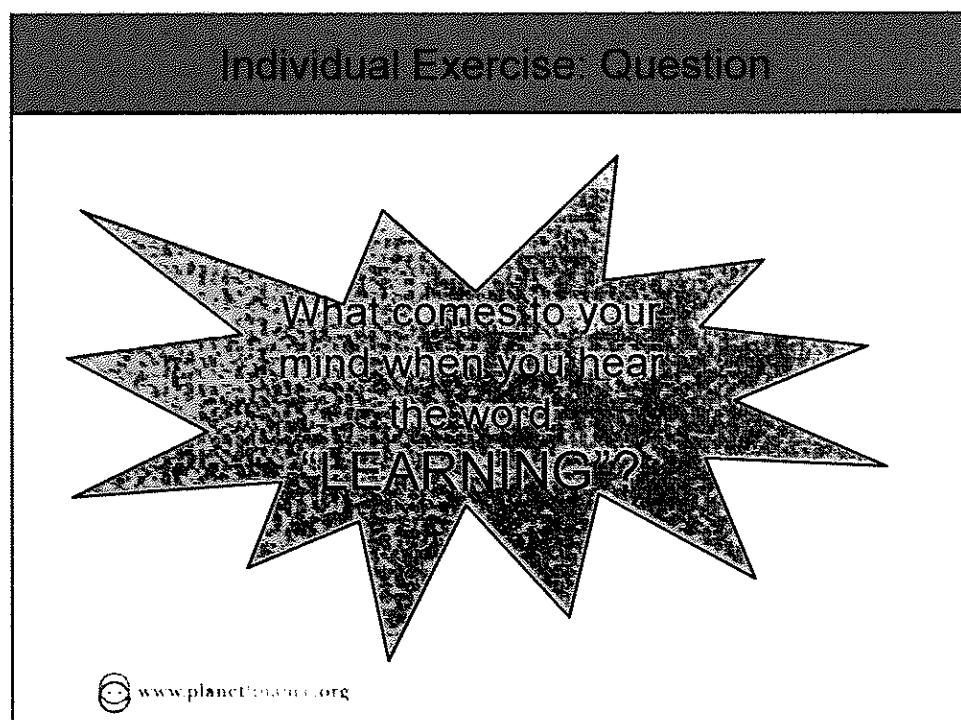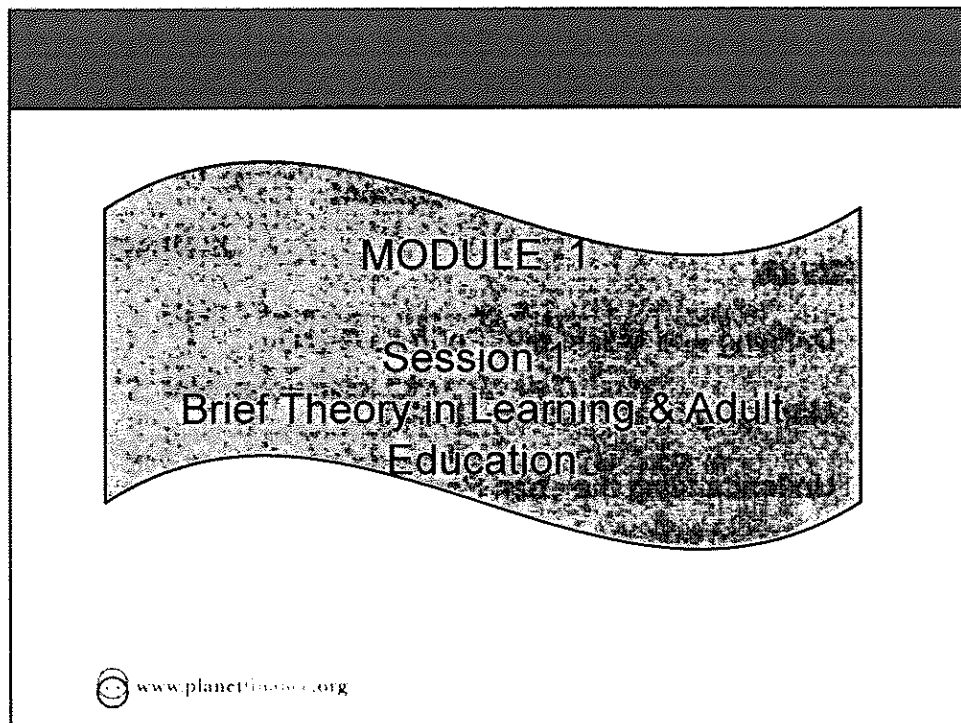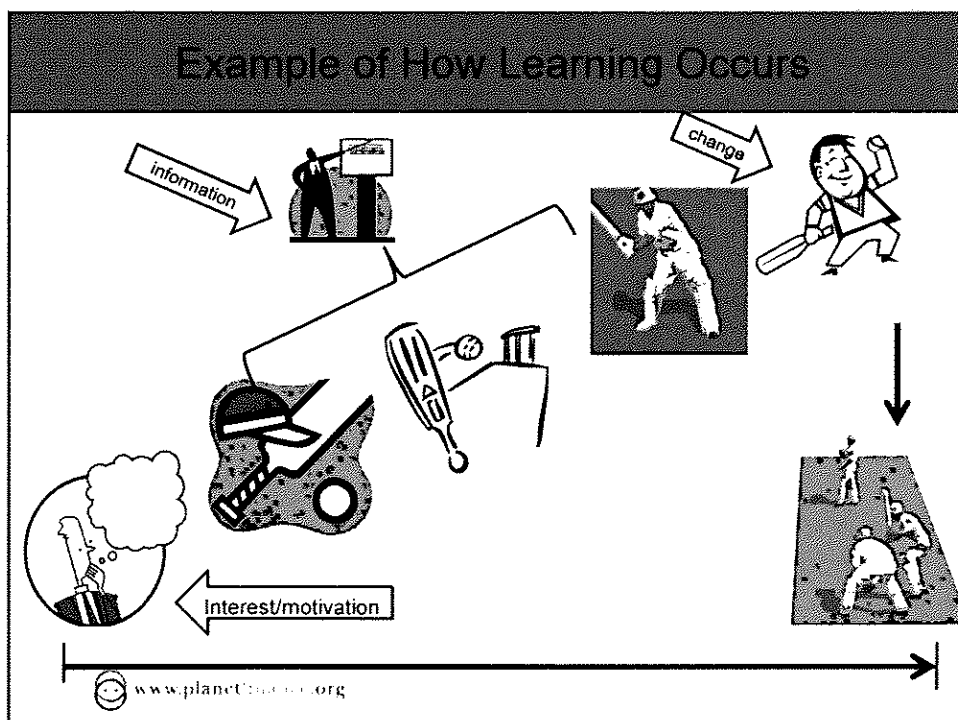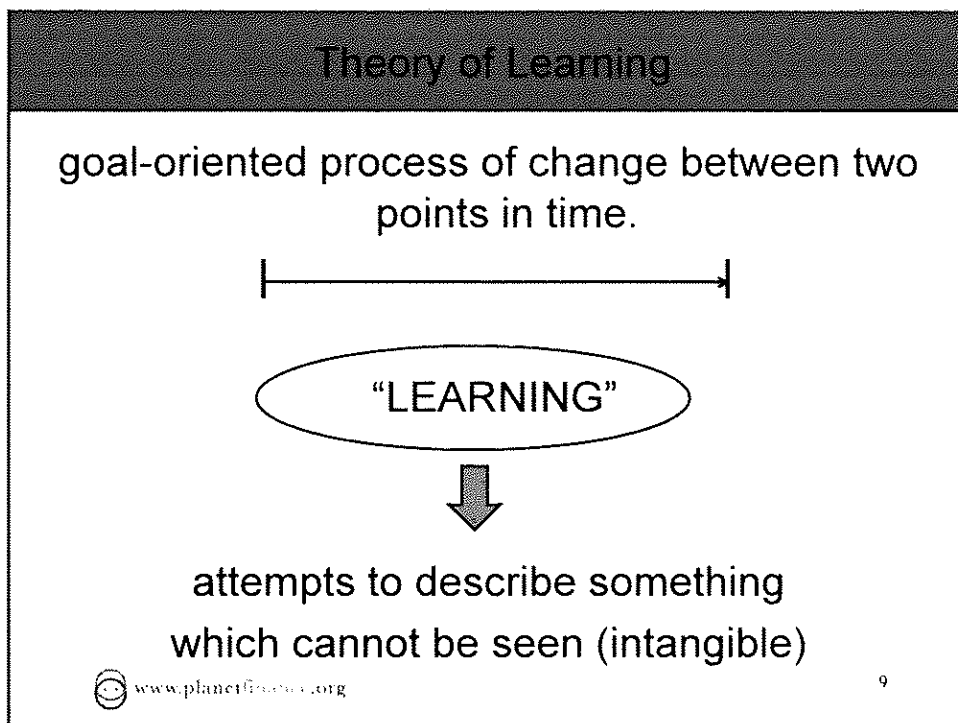
How Information is Processed from the Environment?

Reading or hearing something and not being able to remember it afterwards — only a problem for adults?

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INFORMATION

To learning is

Key input

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Brain: as a 3-level Filter

Ultra-short-term memory

Perception of a large volume of information

Short-term memory

Storage of a limited amount of information for a limited period of time

Long-term memory

Long-term storage within the mind

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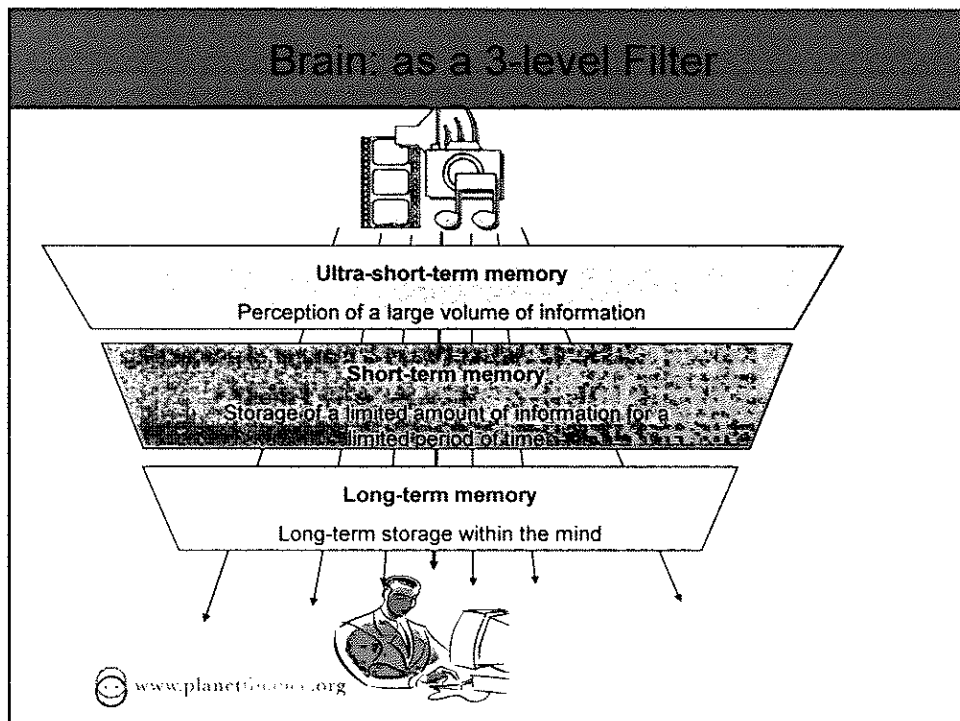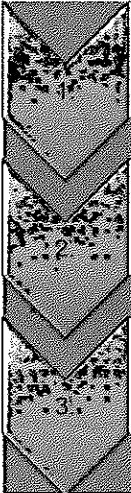
Information which succeeds in reaching long-term memory

As a rule, information stands a good chance of making it past a filter when it:
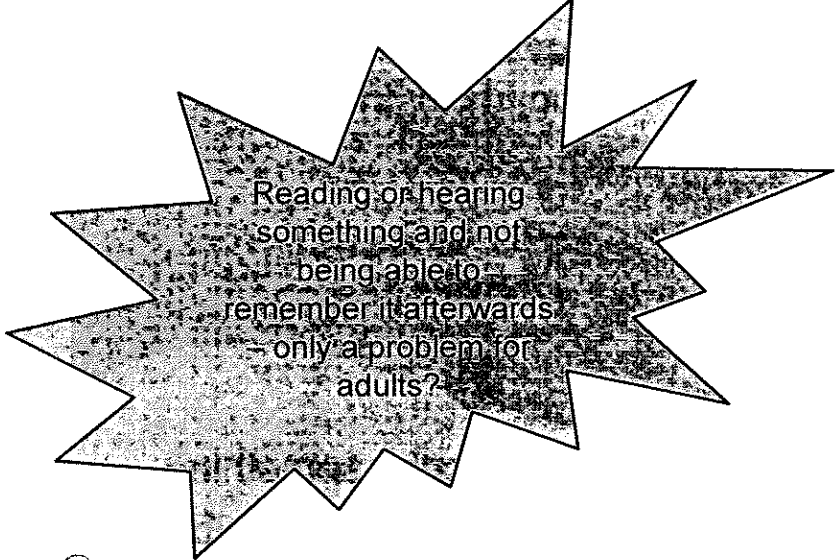
- triggers emotions in the learner, *i.e. an individual's curiosity, his/her interest or even anger,*

- awakens associations within the learner, *i.e. the new information is able to latch on to things the individual is already aware of, thereby "making sense",*

- is repeatedly used by the learner, or called upon repeatedly by the user to aid in achieving his or her tasks.

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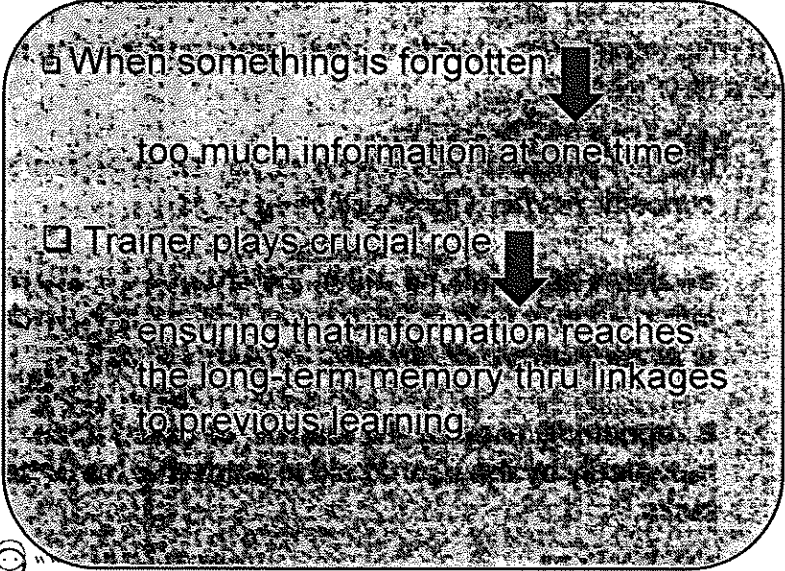
Key Points in Processing Information

- Stimulate emotions and create linkages!

- Knowing individuals' different ways & manner of processing information

- Knowing different sensory channels through which information is taken in
- Stimulate as many channels as possible

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In Summary:

❑ When something is forgotten

too much information at one time

❑ Trainer plays crucial role

ensuring that information reaches the long-term memory thru linkages to previous learning

Group Exercise:

Child vis-à-vis Adult Learning

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Key Points in Adult Education

- need to learn.
- Have established mechanisms to deal with private and professional life situations

Need

- Have the developed ability to learn
- Experience in life
- adults generally **deal with 'reality'**

Ability

- up to the participant to decide if the information the trainer provides is important or not

Decision

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Steps in the Learning Process

Interest in a topic

1. Motivation

3. Consolidation

Repeating & applying
something new

2. Acquisition

Acquiring something
new

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Learning Process

2. ACQUISITION

3.
CON
S
O
L
I
DA
TION

1. MOTIVATION

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Types of Learning Competencies

✓ **Cognitive:** *ability to express, by means of memory or thought, specific knowledge to find solutions to certain tasks & problems (Concept).*

✓ **Psycho-motoric:** *skill with which certain materials or tools can be employed (Technical)*
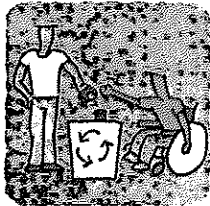
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Introduction

Types of Learning Competencies

✓ **Affective:** *ability to develop, change one's attitude towards other people, things or facts (emotion-behavior).*

✓ **Social-communicative:** *ability to shape relationships with other people; ability to express oneself in a comprehensible manner, to listen to others & to deal with conflicts (relationsl*

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Introduction

Session 2

Methodological Diversity in Adult-based Training

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2 Types of Training Methods

Trainer-Centered

- trainer dominates the training by giving lectures, asking questions & evaluating if participants' answers are wrong or right.
- trainer steers the course of the training & participants just react

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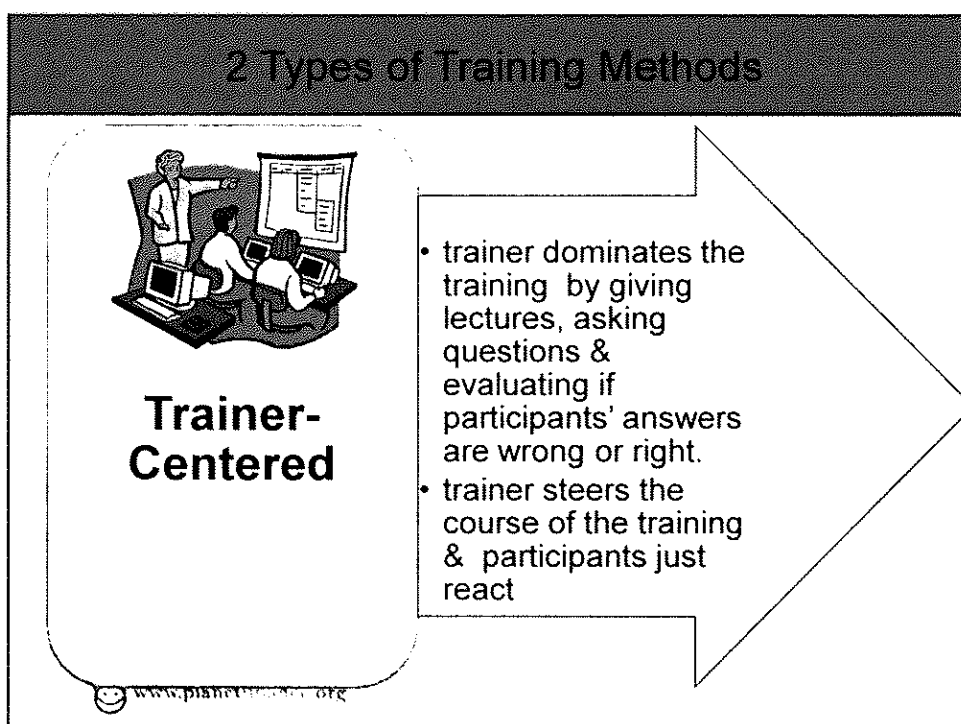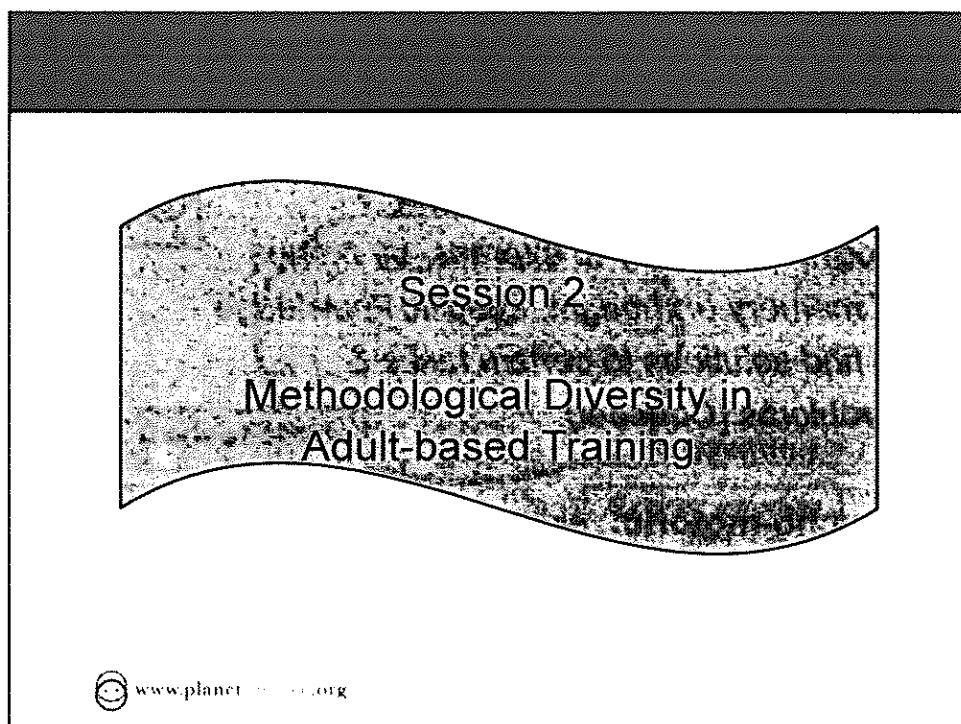
2 Types of Training Methods

Participant-Centered

- Initiated by stimulus from the trainer, the participants work independently in groups or alone
- Participant is the focal point of the action
- Trainer stimulates participation & elicit views/opinions

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Comparison of the Training Methods

	Trainer-centered method	Participant-oriented method		
Description of method	Whole-class teaching, training discussion	Role-play, simulation exercise	Case study	Reconnaissance, questioning (e.g. market analyses)
Description of procedures	Presentations, descriptive and knowledge-oriented	Simulations	Analytical	Real-life
Involvement of participants	Procedures which are receptive, information and knowledge-oriented	Active learning procedures, which are decision-making, action and work-oriented; related to behavior and information		

Group Exercise: Trainer's Style

ROLE PLAY

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4 Types of Trainer's Style

1. Laissez-faire Style

2. Authoritarian Style

3. Socio-emotional Relationship Style

4. Participative Style

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Lenient (Laissez-faire) Style

show very little involvement in the problems of the participants.

do **not take a position; rarely make decisions** concerning the content or process of the training

prefers participants who do not ask questions

limiting the chance of enriching discussions & deliberation among participants

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Authoritarian Style

Opposite of lenient style ; always shows that he/she is more knowledgeable than the participants; ideas always better than participants

Follows strictly rules & regulations; inflexible

Makes all decisions in the training; does not consult participants

Results in a tense and stressful **relationship** between the participants and the trainer

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Socio-emotional Relationship Style

Always try to please and make participants like him/her

More concerned on participants and their well-being

Participants often experience a personal bond with the trainer; to avoid conflicts, the trainer declines to make his own positions clear to participants, preventing to show new ways

they risk not concentrating enough **on achieving the training objectives;** allows the group to determine the priorities of the training

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Participative Style

•*trainer* understands how to motivate the participants to reach a **high degree of learning efficiency**, thereby achieving a high degree of commitment to their joint task.

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Participative Style

•trainer is convinced that participants have **imagination, intelligence and creativity**

• participant's needs & expectations are important for them; try to integrate them into the training, without losing sight with respect to common goals.

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Session 3

Experiential-based Training Cycle
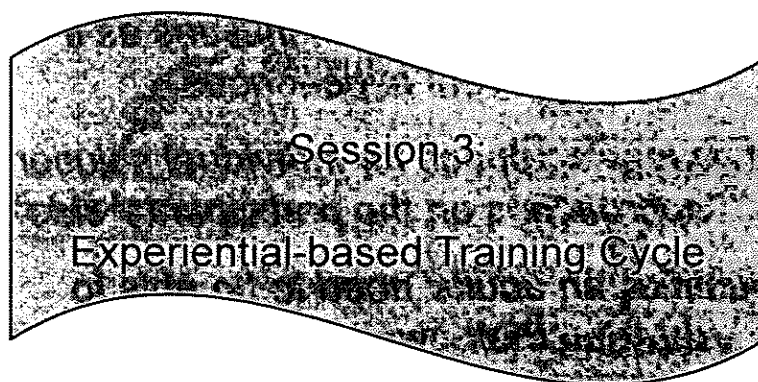
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Concept of Experiential-based Learning

based on the assumption that:

✓ *learning takes place when a person is acting on his/her own responsibility; accountable to his/her action*

✓ *implements his/her knowledge, capabilities, attitudes & socio-communicative competencies in a determined situation & afterwards reflects on this.*

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Concept of Experiential-based Learning

✓*trainer presents problems/issues as if they were "real experiences",*

✓*thus leaving space for individual solution approaches on the participants' side.*

✓*Justifies an adults' need to be able to develop their own ideas ndependently.*
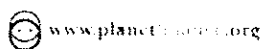
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In Short:

☐ Experiential based learning is a process of learning based on experience

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Stages of the Experiential-based Learning Cycle

1. Action / experience

2. Publishing

3. Processing

4. Generalization

5. Application

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Stages of the Cycle

Action/ Experience

- provides an opportunity for learners to become actively involved in doing something.
- should create or re-create an experience that is related to the learning task

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Structured Learning Exercise (SLEs) used in Doing Action/Experience

✓ Simulation

✓ Role Play

✓ Case study

✓ Expert questioning

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Stages of the Cycle

Publishing

- the results of the action are discussed & prepared for a comparison
- Use of visuals to publish results of the experience and become visible for everyone

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Processing Tasks

→ verbalizes the emotions of the participants after the exercise has finished, making it possible to leave the role and return to the learner personality,

→ collates the experiences gained by the participants, enabling everyone to share each experience,

→ reveals prejudices and looks for explanations,

→ ascertains the decision-making processes and strategies which were worked with during the exercises, www.planetfinance.org

Processing Tasks

→ evaluates the different strategies,

→ ascertains the significance of emotions provoked by the experience in the course of the individual phases of the exercise;

→ states and reflects on the different views which the participants have formed with regard to the processes and experiences.

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Stages of the Cycle

Generalization

- learners analyze their observations, draw conclusions & identify general principles that might be useful to them in the future

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Generalizing Tasks

- Recognizes contexts and transfers to other situations.

- Works out the general from the specific (inductive analysis)

- Conclusions of the individual participants on how they can improve their behavior in the future.

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Stages of the Cycle

Application

- offers learners a chance to use whatever insight they might have gained to address a relevant, practical situation or challenge.
- help prepare learners to apply their new knowledge, skill or attitude in a real life environment

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Points to Remember!

Application is the beginning of a further exercise, which creates possibilities for the application and consolidation of what has just been learned.

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Session 4:

Visualization

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How much Learners Remember?

✓ retain 20% of the information they had heard,

✓ 30% of what they had seen,

✓ 50% of what they had both seen and heard,

✓ 90% of that which they had seen, heard & experimented with, learned hands-on

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Aims of Visualization

✓ Helps in making learning experience visible for everyone, reviewed and retained in clear terms.

✓ people as a rule, learn better when they are able to associate the material to be learned with something they are already familiar with, something they themselves have experienced

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Aims of Visualization

✓ an ideal way to provide support for associative learning (symbolic references, illustrations, etc.).

✓ makes it possible to involve different channels and to provide the information with long-lasting visibility, thereby supporting the learning process.

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Advantages of Visualization

• Various channels of perception are brought together, thereby increasing learning success.

• Information is retained rather than lost, and it can be accessed whenever it is needed.

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Advantages of Visualization

- Information is placed within its context, complex relationships can be comprehended at a glance.
- Communication is improved by visually capturing learning outcomes or group consensuses for all.
- Misunderstandings can be reduced and the information level of the participants brought up to the same level.

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Visualization Techniques/Media

✓ Black/white board

✓ Flip Charts

✓ Multi-media projector

✓ Overhead projector

✓ Meta plan

✓ Video

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Session 5

Effective Communication &
Facilitation Skills

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Review of Various
Communication Concepts & Skills
Required in Training

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COMMUNICATION = process of

sending, receiving &
exchanging messages
(info, thoughts, ideas)

through
written, oral or visual
means to generate
understanding

(((o)))

From the Latin word:
"COMMUNIS" = common

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? effective communication

• understood
• stimulating the recipient to take
appropriate action

Process of ensuring that the message is

• affecting the way the receiver
thinks in some/same way

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Objectives of effective communication

That the message

- Must be received (heard or read)
- Must be understood
- Must be accepted
- To get into action (change of behavior or attitude, improve ways of doing things)

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Communication Model

Encodes   Decodes

Sender ⇨ Ⓜ ⇦ Receiver

Message
channel

Feedback
loop   60

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Communication Cycle

Implemented 6
1 Spoken
2 Heard
MESSAGE
Understood 3
Acted On 5
Agreed To 4

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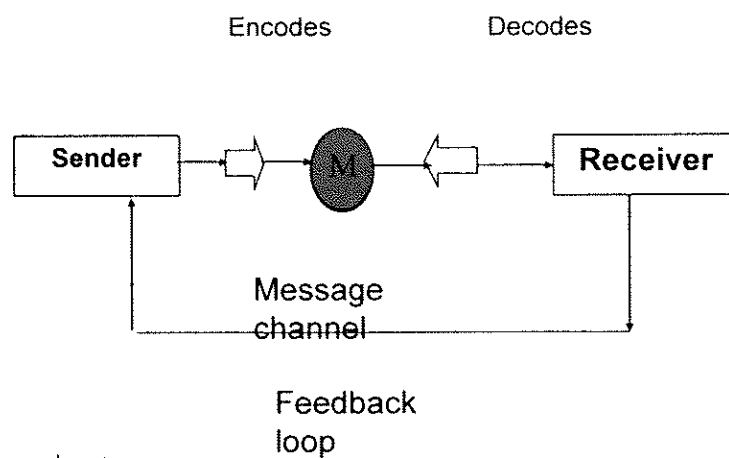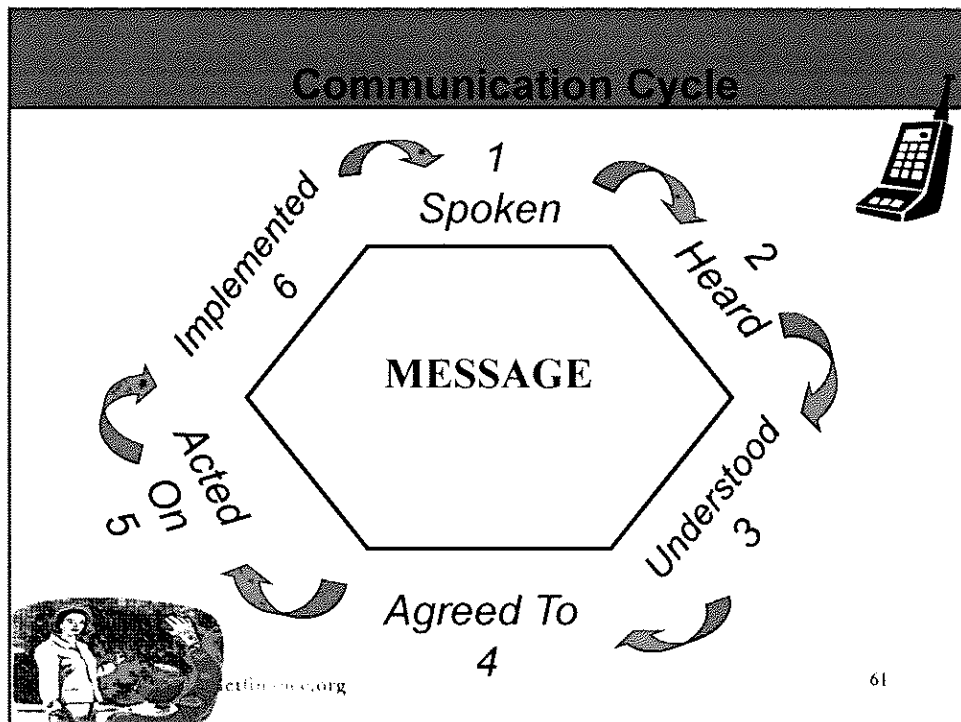
Individual Exercise

- Which type of communication skills do you use most frequently?

- Which communication skills do you think is your strongest? Why?

- Which skill do you think needs the most improvement? Why?

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KEY COMMUNICATION SKILLS NEEDED IN TRAINING

SPEAKING

LISTENING

WRITING/RECORDING

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MODES OF

COMUNICATION

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HOW DO WE COMMUNICATE?
(modes of comunication)

use of symbols such as words/ language/graphics in the written or spoken form

Verbal
(5-10% is used)

Non-Verbal
(90-95% is used)

Use gestures, body movements, tone of voice, sounds

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F O R M S of V E R B A L

ORAL
Involves conveying thoughts/ideas translated into words coupled with voice that act as a channel; spoken message

WRITTEN
Involves conveying message through writing or scribbling; documented message

GRAPHICS
These are visual communication that include Diagrams, Charts Tables, Pictures (both oral & written)

C O M M U N I C A T I O N

Forms Of

N O N V E R B A L

Use of body movements, eye contacts,
Facial expression, head nodding, playing with
Objects, making sounds, signs, touch, silence;
THESE SIGNIFIERS ARE LIKE WORDS

Open palm, natural smile –
means openness, transparency

Crossed arms, rigid body,
minimal eye contact-
Indictors of defensiveness

Feet up on desk, hands
interlocked behind heads
– indicator of superiority

www.plan **C O M M U N I C A T I O N**

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COMMON SAYINGS ON NON-VERBAL COMMUNICATION

" *The medium is the message* (Marshall McLuhan)

" *Action speaks louder than words* " (unknown)

" *Mortals can keep no secret. If their lips are silent, they gossip with their fingertips, betrayal forces with every force* (Sigmund Freud)

" *I wear my heart on my sleeves* " (Connie)

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READING
(16%)

70% OF A PROFESSIONAL'S
WAKING TIME IS SPENT
IN COMMUNICATION

WRITING
(9%)

SPEAKING
(30%)

*(Statistics is based on the study on Robert Bolton (1979) on People skills: How to assert yourself,
www.planet... listen... others and resolve conflicts. NY: Simon and Schuster)*

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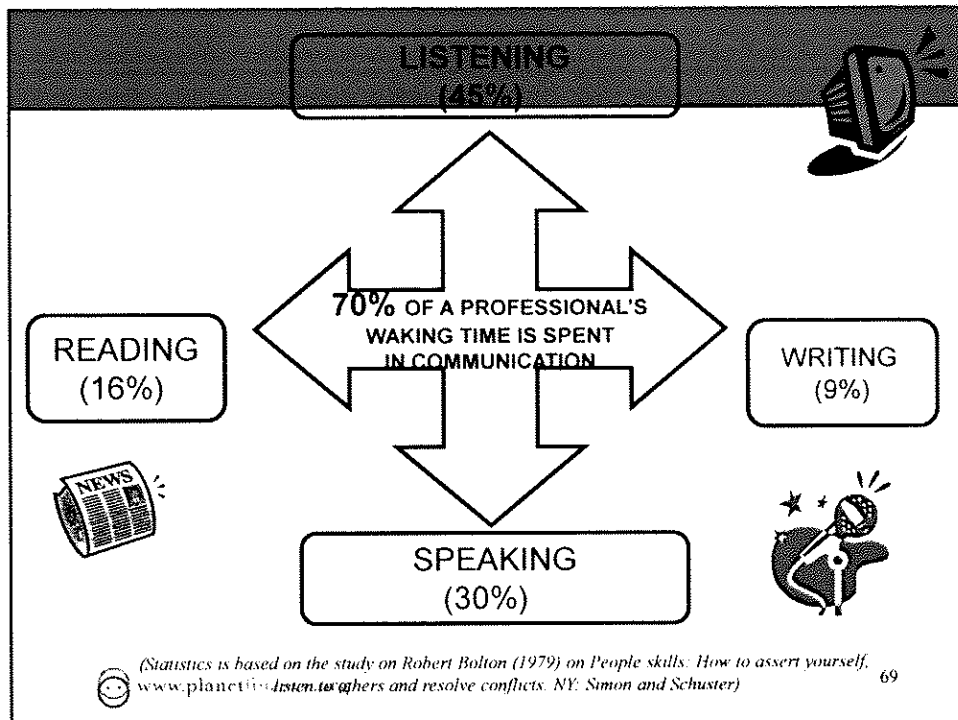
Active Listening

(exercise)

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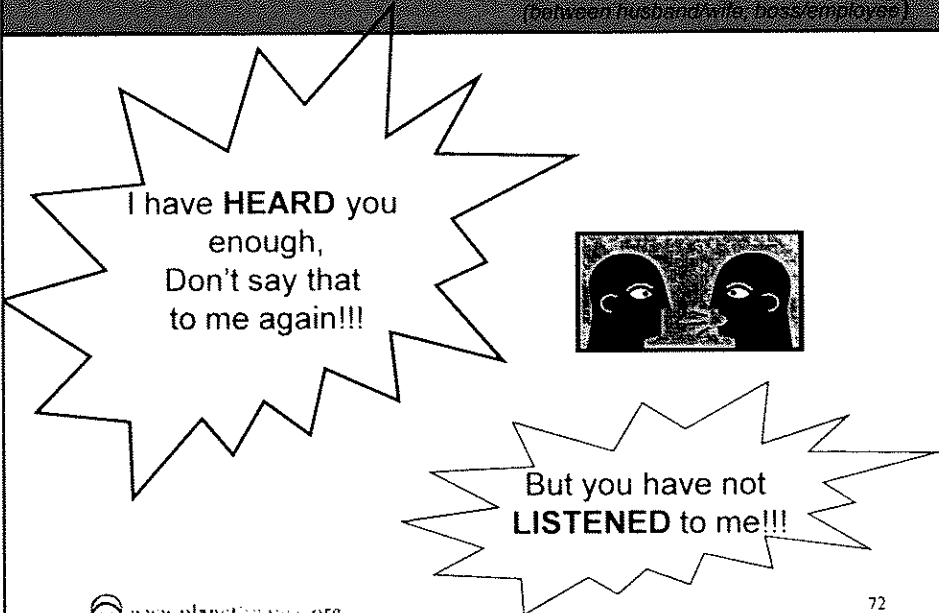
LISTENING
is the most
neglected skills in
communication

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Typical Conversation:
(between husband/wife, boss/employee)

I have **HEARD** you
enough,
Don't say that
to me again!!!

But you have not
LISTENED to me!!!

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HEARING:
*Act when sound waves strike
the eardrum, causing vibrations,
& transmitted to the brain*

LISTENING:
*Act when the brain
processes
& gives meaning to
the sound waves*

Difference between hearing & listening

1
*Sensing/
Selecting*

2
Interpreting

**LISTENING
STAGES**

Memory
5

Evaluating
3

Responding
4

MAIN FORMS OF LISTENING

IGNORING:
not attentive to the message

PRETENDING:
Listener pretends to listen even when message is boring; can't ignore the speaker

SELECTIVE:
Listener only picks up on part of the message that interest him/her

ATTENTIVE:
Listening with understanding

ACTIVE or EMPHATIC
Listener does not necessarily agree with the speaker but deeply understands the speaker emotionally & intellectually; highest form of listening

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BENEFITS of Active Listening (personal, professional social life)

Improvement in work/ training environment

Reduces tension/hostilities

Saves time

Improves person to person (interpersonal)relationship

Leads to early problem solving

Increases performance

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The LISTENER
should not only listen with
his/her EARS, but also
listen with his/her eyes
& heart

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PERSONAL QUALITIES
(use of verbal & non-verbal)

EFFECTIVE SPEAKING/ORAL
COMMUNICATION
is a function of

VOCAL QUALITIES

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QUALITIES TO AIM WHEN SPEAKING

ALERTNESS
gives listener the impression
that you are aware of what
you are saying

PLEASANTNESS
Strive to give a friendly tone
To your voice by smiling
& looking pleasant

DISTINCTNESS
Speaking clearly so listener
Can understand your
words

EXPRESSIVENESS
Putting feeling into
your voice

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SPEAKING TO INSPIRE, PERSUADE, CONVINCE

TRAINER'S PURPOSE

TRAINER'S PURPOSE

SPEAKING TO INFORM

SPEAKING/ORAL
COMMUNICATION
PURPOSE

SPEAKING TO EXPLAIN

SPEAKING TO ENTERTAIN

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General Effective Oral Present-ation Or Speaking Guidelines

1 Develop material:
• think/arrange your thoughts
• Read/gather materials for reference
• Construct outline of your talk
  1) introduction
  2) presentation of the subject/main point: illustrations, reasons, dealing with objections
  3. Conclusion

2. Opening the Talk
• Take time to position yourself and and gather your thoughts; materials
• Start as soon as your audience is settled
• Use opening words/questions that captures audience interest

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General Effective Oral Present-ation Or Speaking Guidelines

3 Delivery of the talk/presentation
• Be yourself
• Look at your audience
• Discuss the subject as you have planned/body of the talk
• Maintain interest of the audience – cite examples, anecdotes, humorous stories

4. Closing the Talk/presentation
• Sum up the main points
• Don't repeat details of what has already been discussed
• Avoid using closing signals like finally, in conclusion, etc.; closing sentences should round off the talk

5. Solicit reactions/feedback from your audience to determine whether you have achieved the purpose of your talk/speech 84

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FACILITATION SKILLS

Trainer's role as a facilitator:

✓ to encourage participation without being judgmental and by listening with interest and empathy to help the trainees (participants) to tap into the reservoir of their own abilities gained through their experiences.

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FACILITATION SKILLS

Trainer's role as a facilitator:

✓ aims to assist participants to be more effective & to enable learning to occur to that end.

✓ Facilitation is no more or no less than this process. It is not a teaching method or a new system, but a term describing a process of helping others to learn.

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CHECKLISTS IN EFFECTIVE FACILITATION

Refer to Handout on Effective Facilitation

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Session 6

Organizing a Training

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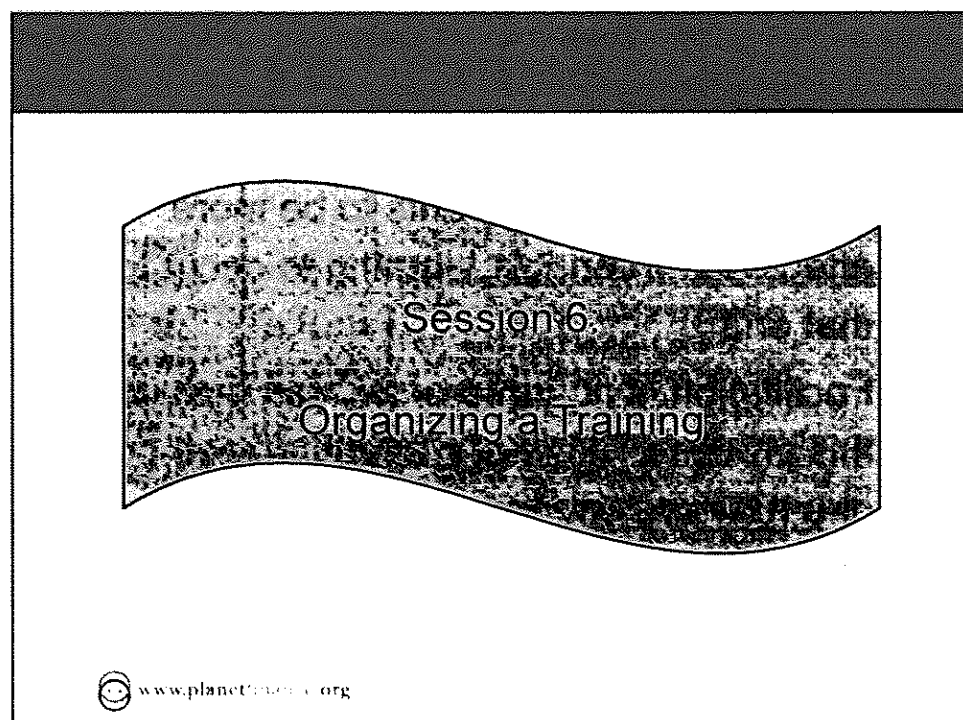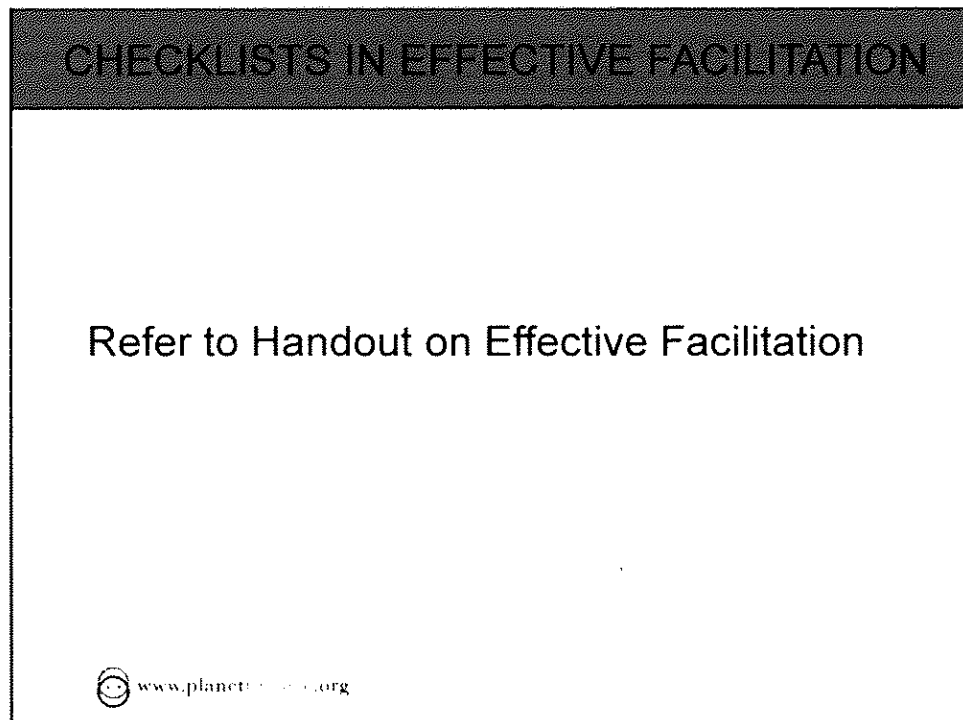
Steps on Organizing a Training

1. **Selection of Training Venue**

2. **Preparation and Organisation of Logistics**

3. **Preparation of Sessions and the Course of the Training**

4. **Organisation during the Training**

   4.1. Daily Activities Schedule

   4.2. Evaluations

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Steps on Organizing a Training

5. **Grouping of Participants**

6. **Use of Energizers/Ice breakers**

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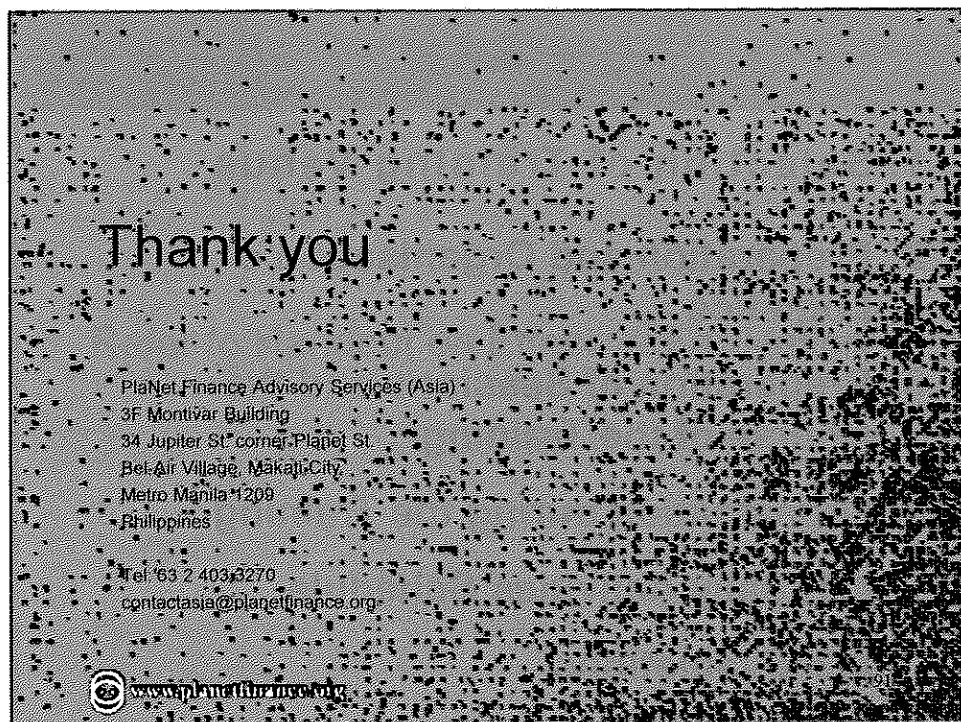
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Effective Training & Facilitation Techniques in Experiential-Based Training Course[1]

Trainer's Guide

February 2010

SECTION A. COURSE OVERVIEW

   I.   Course Title
   II.   Course Description
   III.   Intended Participants
   IV.   Learning Goals (e.g., overall capabilities the course hopes to develop)
   V.   Learning Objectives (e.g., what the trainees will be able to gain as a result of the course)
   VI.   Learning Methods and Approach (how the training will be delivered)
   VII.   Key Course Materials
   VIII.   Training Duration and Schedule

SECTION B. COURSE CONTENT

   1.   Module Overview
   2.   Learning Objectives
   3.   Duration *(time allotted for each module)*
   4.   Discussion Guide *(instructions, comments questions; key discussion points)*
       4.1. Exercises/Activities
       4.2. Visual Aids (metaplan cards, slides, flipcharts, etc.)

The following icons will be used in the module

	Session Objectives
	Session Time & Duration
	PowerPoint Slides
	Exercise/Activities/Visual Aids

SECTION C. COURSE EVALUATION

→   Evaluation Forms

SECTION A

COURSE OVERVIEW

I.   Course Title and Description
Effective Training & Facilitation Techniques in Experiential-Based Training Course

II.   Course Description
This course tackles the various learning concepts and principles in adult education using the experiential-based learning cycle effective communication and facilitation skills used in training. It will equip the participants on the KSA, methods, styles and techniques in order to deliver effective training on MF technical aspects such as Basic Credit & Business Appraisal and Delinquency Control and Portfolio Quality Management.

III.   Intended Participants
This course is intended for FMFB management and staff who will provide training to their constituents in their respective departments or branches.

IV.   Learning Goal
The goal of this course is to Build & improve capacity FMFB's Field Level Mgt. & Staff in delivering effective experiential based-training on Delinquency Control & Portfolio Quality Management

V.   Learning Objectives
After completing this course, the participants will be able to
- Gain knowledge on adult learning principles used among professionals & adults
- Familiarize & differentiate various methods   & styles in training
- Understand the stages of the experiential-based learning cycle & be able to apply in training
- Familiarize with various visual aids & understand their appropriate use
- Apply various effective communication & facilitation skills used in training
- Apply practical hints in organizing training

VI.   Learning Methods and Approach
The training is designed to be highly participatory and interactive. The delivery method of this course will be based on experiential learning methods anchored on adult learning principles and popular education, where participants take part in practical activities and, together with the trainer/facilitator, serve as sources of information during all training activities.

The participants will be immersed in an array of structured learning exercises (SLEs) such as simulation, role play, case studies, games, group and individual exercises, that will help them understand the implications of their decisions and integrate the concepts and principles learned from lecture presentations and discussion into practical applications in the microfinance context.

VII.   Key Course Materials
All participants will be given a Learner's Guide, which contains all the information, materials, handouts and self-assessments that will be used during the training.

Trainer's Guide
This Trainers Guide provides comments, tips, exercises and examples for presenting the materials contained in the Learner's Guide.

Using the structure outlined below, the module is broken down into training topics, with a suggested time and process to deliver the material on that topic. The corresponding page

number in the Learner's Guide is provided on the right, and beside it is a reference to the corresponding PowerPoint slide. The column on the left provides information on the content of the PowerPoint slide as well as additional comments and tips for the trainer. Exercises and discussions are also provided with instructions and timing.

PowerPoint Slides
Each training module is guided by a separate PowerPoint presentation which may be modified to suit the training schedule and context. The PowerPoint file name includes the corresponding Training Module number, and each slide within that file is numbered, starting at 1. The Trainer's Guide indicates the appropriate PowerPoint file and slide number that corresponds with the training material.

Training Equipment
The equipment necessary to deliver the course include:
- LCD projector and screen
- Flipcharts and stands
- Markers
- Masking tape
- Metaplan cards

VIII.   Training Curriculum & Duration
This guide organizes the training into seven separate training sessions. The total training time approximately is 12 ½ hours (however this can be flexible depending the pace and learning speed of the participants). This module can be delivered separately, or organized into two days of training.

Module/Session	Learning Objectives	Contents	Duration
Module 1: Effective Training and Facilitation Skills	Build and improve the capacity of FMFB's Branch Managers in delivering effective training in general, and on Credit and Business Appraisal in particular		2 days (12 hrs) @ 6 hrs per day (excluding breaks)
➔ *Session 1: Brief Theory in Learning*	Gain knowledge on adult learning principles used training professionals	✓ Adult Education ✓ How do we process information from our environment? ✓ The steps of learning	2 hrs
➔ *Session 2: Methodological Diversity in Training*	Familiarize & differentiate various methods & styles in training	✓ Trainer-centered Methods ✓ Participant-oriented Training Methods ▪ Simulation Exercise ▪ Role-play ▪ Others ✓ Different Trainer Styles ✓ Recommendations on Trainer Styles	2 hrs
➔ *Session 3: Experienced-based training cycle*	Understand the stages of the experiential-based learning cycle & be able to apply in training	✓ Background ✓ Experiential Learning Cycle ▪ Action / experience ▪ Publishing ▪ Evaluation / processing ▪ Generalizing	3 hrs

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Module/Session	Learning Objectives	Contents	Duration
		• Application ✓ Additional hints in conducting experienced-based training	
➔ *Session 4: Use of Visualizations/Aids in Learning Situations*	Adopt appropriate visual aids and tools to effectively facilitate learning	✓ Aims of Visualization ✓ Visualization Techniques and Media ✓ Importance of using visual aids	1.5 hrs
➔ *Session 5: Effective Communication Skills in Training*	Familiarize with the key skills in becoming effective and professional communicator	✓ Importance of Effective Communication in training ✓ Verbal and non-verbal communication skills	2 hrs
➔ *Session 6: Practical Hints in Preparing and Organizing Training*	Apply knowledge gained in actual training delivery exercises	✓ Selection of Training Venue ✓ Preparation and Organization of Logistics ✓ Preparation of Sessions and the Course of the Training ✓ Organization during the training ✓ Standard Daily Activities Evaluations ✓ Grouping of Participants ✓ Promoting the Group's Working Capabilities ✓ Communication Exercises	1.5 hrs

SECTION B

COURSE CONTENT

Introductory session

Session Objectives	• To get acquainted and set the atmosphere of the training • To match participant expectations with course objectives • To set the ground rules of the training
Session Time	45 minutes
PowerPoint Slides	Slides: 1-6
Exercise	

Pre-test

15 minutes

Before beginning the training, distribute the pre-test to the participants. Ask them to complete it and return it to the trainer.

Introduction

20 minutes

Spend 3 minutes welcoming participants. Then conduct a structured getting-to-know-you learning exercise as follows: group participants into pairs. As much as possible, avoid pairs of people who already know each other. Let them spend 5 minutes to introduce themselves to each other. Ask each borrower of the pair to learn the background, work experience, hobbies, and any other relevant information of the other. Once they are finished, let the pairs come in front one at a time. One of the pairs will introduce her/his partner to the group and vice-versa, until all pairs have been given the chance to introduce each other.

Process the introduction. Ask the participants what they thought of the exercise. Write the answers on the flip chart or white board. The point of this kind of introduction is get to know each other as people, as part of the MFI's family.

Introduce any other non-participants present such as training assistants, etc.

The trainer will introduce himself/herself last.

Leveling of expectations and disscusion of Course Objectives

15 minutes

Introduce a discussion on the course objectives by asking participants about their own objectives and expectations of the course. Start this by mentioning that:
- The success of the training depends on meeting participants' expectations and goals
- Participants each come with their own expectations about what they want to learn and how they will apply the knowledge gained from the course
- You would like to know their expectations
- The training has been designed with specific objectives in mind

Then provide participants with metacards in 4 different colors, assign expectations to the topics, participants, trainers and logistics to each color, and ask them to write down expectations about this training in respectively colored metacards, e.g., what do they hope to learn ("Why are you here?").

(Ask if you need to explain what "expectation" means. Expectation = what you desire, what you want.)

Remind them on the use of metacards, to wit: only one idea per card and letters must be written large enough to be read by the others. Three colors of cards should be used to write expectations for the training content, the trainer and from the participants.

When they finish, collect all cards and read and place each card on the wall by grouping cards with similar expectations. Extract common expectations and write them down on the flip chart. Highlight any expectations that are not relevant or cannot be met. When this exercise is finished, tell to participants which are the overall course objectives using PowerPoint Slide __

Overview of the Course Outline

Slide 2

Start by stating the title of the course and the specific module, briefly describing the concept and the learning goal. Continue with the course outline by presenting the sessions to be covered in this course.

Do not distribute or show the training schedule as it will create expectations regarding the time for each session, causing some participants to feel rushed. The schedule is only a guide for the trainer. The actual time for each session will depend on the pace of learning of the participants.
Rather, set a general schedule: start time, morning break, lunch break, afternoon break, time to finish.

Setting the Training Ground Rules

15 minutes

It is vital that rules governing the conduct of the training must be set. Since this is a participatory course, rather than set the rules yourself, ask the participants what rules should be followed and what behaviors should be avoided in order to ensure the smooth and successful delivery of the training. Examples of these rules include coming on time, switching mobile phones to silent mode, not checking emails and Blackberrys, stepping outside the room to make calls and send texts, listening when others speak (speak one at a time).

Assign one participant to write all these rules on a flip chart and have it posted in the wall. The trainer, together with the participants, can assign a timekeeper to ensure that sessions start and end on time.

For each rule suggested by the participants, ask the participants to penalties for non-compliance. Examples include a selecting an activity from a box (e.g., roll on the floor), or a monetary fine. The participants choose.

SESSION 1: Brief Theory in Learning

Session Objectives	This session introduces the basic concept and principles on learning used in training professionals and working adults.
Session Time	2 hours
PowerPoint Slides	Slides: 7-22
Exercise	Exercise 1: Differences in levels of learning Exercise 2: Child vs adult learning

Exercise 1

15 minutes

Differences in levels of learning:

Give the participants a piece of paper. Ask them to sit comfortably, close their eyes and not talk or ask questions, only follow instructions. Ask them fold the paper in half. Then tear the upper right corner of the paper. Then ask them to fold the paper in half again and tear the lower left hand corner of the paper. Then fold in half again and tear the upper left hand corner of the paper.

Now ask them to open their eyes and show the result. Ask them to find other participants with similar shapes of paper.

Process: ask the participants what they thought of the exercise.

The point of the exercise is that there are different ways of understanding/decoding the instructions. People think/interpret things differently. The fact that few of the participants have the same result shows that each one of us has different levels of learning.

This is an important fact of adult learning. (Hold and fill a cup with water.) An adult's mind is «full» with knowledge and experience. (Fill the cup to overflowing.) In such a situation, it is difficult to absorb new knowledge. To absorb new information/knowledge, an adult needs space. And there is often resistance to learning ("I already know this"). Life is a continuous learning process.

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Exercise 2

15 minutes

Child vs adult learning:

Divide participants in groups. Give flipcharts and markers to each group and ask them to summarize the difference in how child and adult learn. Each group presents in front of other participants.

Process:

Child	Adult
- A lot of room for information - Idealism - Will learn anything	- Full of information - Reality - Has an established base of knowledge - Needs to realize the need to learn - Accountable of own decision

The first step in adult learning is to understand the nature of how adults learn.

A brief theory of learning

45 minutes

Slides

Learning describes a goal-oriented process of change between two points in time. The term "learning" is an attempt to describe something that cannot be observed directly.

Learning can only be observed indirectly through a change in behavior, knowledge/skills,

A person enters a situation with certain prerequisites for learning and learns something new that, at a later point in time, can be designated as a learning outcome. Whether the time period within which this learning occurs stretches over years, weeks or even just a few seconds is dependent on what learning outcome is to be achieved. A person may learn a telephone number in a matter of seconds, require several weeks to learn the correct pronunciation of a foreign language, yet take years to learn how to deal properly with people.

This understanding of learning is based upon a view of people as beings of independent thought and action, exercising individual responsibility, who are active and goal-oriented in making decisions about their learning. There is no automatic "learning mechanism" waiting to be activated by some random stimulation from the environment. Adults in particular learn that which they want to learn, because it appears to make sense to do so. The things that a person learns will later enable them to master life's situations.

Learning takes place within the individual. As a trainer you are not able to see inside those people seeking to learn something with your support. It is only later, through the changed behavior of the participant, that you will be able to see whether or not something has been learned. If the participant

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still does not use the information of a training, this does not mean that nothing has been learned. Their learning success can also present itself weeks or months later, when they encounter a comparable situation in "real" life and are able to utilize the knowledge gained from the course in this situation. This means that you will by no means always be able to determine whether or not something has been learned within the framework of this training anchored on experiential learning.

Key Points in Adult Education

The first question we must ask ourselves is why adults wish to learn in the first place. As a rule, children are not even asked whether they wish to learn, and are also not given any reason for doing so. Society dictates that a child has to learn, and for most children it seems only natural that they have to learn in order to find their place in society. For adults this is different. This is more of a conscious decision for them. They have very specific reasons for wishing to learn something, and they are the ones who decide when, how and with whom they will learn it with. One thing which surely belongs here is that adults **need to learn**.

Adults must also **decide to learn**. As a rule, when adult individuals attend educational courses, they already possess individually proven and relatively **established mechanisms** to deal with private and professional life situations. As long as the information being supplied to these individuals is 'neutral' (e.g. a foreign language), these strategies and instruments will be far from obvious. However, if you as a trainer were to point out strategies (e.g. a marketing concept) colliding with those of the participants, we have to expect **resistance**.

As trainers, we are easily tempted in such situations to assume that adult learners are less **able to learn**. Yet a refusal or obvious "non-learning" from such individuals generally has nothing whatsoever to do with the ability to learn, rather much more with the protection of their own strategies and thereby of their own personality.

In addition, for adults it is of particular importance that there be a **chance for the comparison** of their instruments with those of others that allows them to judge their success themselves. They are more likely to be persuaded by the directly visible success of a different strategy than by a trainer lecturing down to them. This is also a marked contrast to children. Children are much more prone to 'believe' that activities in which adults have allowed them to take part are important and viable. As successful application is generally necessary in order to **convince adults**, it is a good idea to experience problem situations in **groups**. In this way the results of their own strategies can be compared with those of others, and conclusions can be drawn about the necessary changes in their individual repertoires.

Finally, in the course of our discussion of how adults generally **deal with 'reality'**, we would like to take a brief look at your role as a trainer. In a training, you are an adult amongst other responsible adults. You are neither 'better' nor 'cleverer' than the participants – you have developed your own specific thinking processes in your mind and your own individual view of the world as a result of your childhood, life history and cultural environment – just as the participants have done in their own individual ways. The only important difference between you and the participants is that you are better informed than the participants (in both the subject as well in the methodology). Yet it is up to the participant to decide if the information you provide is important to him or not.

How do we process information from our environment?

Question: Is reading or hearing something and not being able to remember it afterwards only a problem for adults?

Do you, too, watch the news on television and find that afterwards all you can remember are the first and last reports you saw? Has there also been an occasion where you have read a text and thought that you had understood its content, then were asked to repeat its most important details, only to find that you were unable to do so?

Weren't you concentrating? Is your ability to retain information less than it should be? Or was this simply a normal occurrence? Is this always what happens when someone tries to remember something? Are adults particularly prone to this, being in the popular conception more forgetful?

The brain as a three-level filter

The everyday experiences described above are easier to understand once you take a closer look at the way in which the human mind takes in and processes information from the environment.

As a rule, the information processing function of the brain is viewed as a three-level filter. These levels are defined as the ultra-short-term memory, short-term memory and long-term memory. The volume of information grows ever smaller from one level to the next. In the end only a fraction of the information with which we are bombarded every day ends up within our long-term memory.
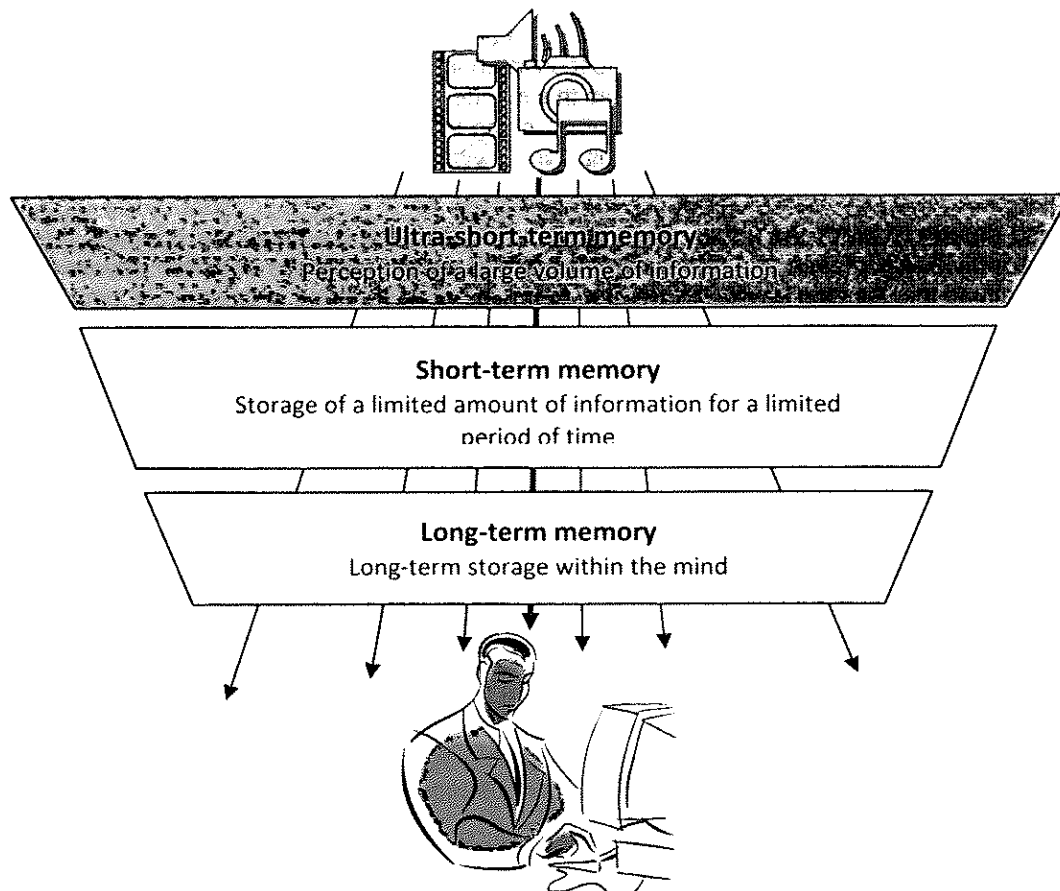
Ultra-short-term memory. What happens in ultra-short-term memory?

Approximately 10 million pieces of information are sent to the brain from the sense organs (eyes, ears, sense of touch, etc.) every second, yet we are only aware of processing a small fraction of these. All of these impressions remain in our brain cells for a number of seconds in the form of electrical currents. This is why ultra-short-term memory is also known as "perception memory". Most of these currents disappear within a short time without leaving behind any lasting traces. The information they contained is thereby lost. Only those impressions which are particularly pronounced – and of which we are therefore more aware – manage to reach the next level of memory. This occurs due to the fact that the intensity of the electrical currents is great enough to bring about chemical changes in the brain.

Short-term memory. What happens after this in short-term memory?

Only those impressions strong enough to result in chemical bonds are able to reach the short-term memory. But even these connections are not particularly stable, and they can be destroyed once again if too much new information is introduced within a short period of time. As a result of memory lapses after accidents, it has been discovered that information remains in the

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short-term memory for approximately 20 minutes before it is finally stored in the form of proteins in long-term memory. If anything occurs during this period which disturbs the production of these 'memory proteins' (e.g. the shock resulting from an accident), the conversion to long-term memory is impaired.

Short-term memory is only able to receive about seven pieces of information simultaneously. For this it does not matter whether it is dealing with individual items or related factual information. You can imagine this memory as a bookshelf in which no more than seven books may be placed. If you want to put as much information as possible into this bookshelf, then you must either make the books very thick, or write them in very small type.

Long-term memory. What happens to the information in long-term memory?

The longer and more intensive your dealings with a set of in-formation are, the greater the chance that the protein production is successful, thereby creating lasting "deposits" in the brain. As a result of these, a person will no longer forget this information. The fact that older people often have detailed memories of their childhood experiences is an example of the fact that information which has managed to reach long-term memory is stored there forever.

We can compare long-term memory with a library. This library looks different than the bookshelf in short-term memory; it has room for an infinite number of books. So in this library the problem is no longer the number of books, but rather how we are to find a book if it has not been used for a while. Therefore, just as in a large library, it is important that we develop a good system with which to arrange, and later find, these books. The fact that a piece of information has been stored in long-term memory does not necessarily mean that it can be called up at any time. It is much more probable that it has been "misplaced" somewhere and that we will only be able to find it once we are able to remember the path by which it was put there, or when we come into contact with specific stimuli from our environment. Here is an example: Try and remember the names of all the other students from your last year at school. Chances are that you will not be able to do this. However, if someone were to give you a list which included all the correct names, as well as an additional thirty names, you would probably have no problems crossing off all the names which did not belong.

Information that succeeds in being stored in long-term memory

Which pieces of information are able to make it through these stages and complete their journey into the long-term memory? As a rule, information stands a good chance of making it past a filter when it:

- triggers emotions in the learner, i.e. an individual's curiosity, his/her interest or even anger
- awakens associations within the learner, i.e. the new information is able to latch on to things the individual is already aware of, thereby "making sense"
- is repeatedly used by the learner, or called upon repeatedly by the user to aid in achieving his or her tasks.

Stimulate emotions to create linkages!

The direct pedagogical consequence of this knowledge is as follows: In the training sequence you should always try in the training sequence to stimulate the learners' emotions in some way, to create links to things already known or to relate important information e.g. with an anecdote, a joke or something similar. Always include phases for review in your planning, and consolidate that which has been learned for example by applying it or by creating new educational material out of that which has already been learnt.

Individuals' different ways of processing information

Alongside these conditions which apply to the same extent to everyone, there are a number of differences in the manner in which each individual processes information: Have you ever had the experience that you have listened to exactly the same report on the radio as a friend has, yet when discussing it later with this same individual you notice that he was able to remember many more details than you were? Have you also met people who were very good at remembering smells? Are you yourself a person who is good at remembering details from pictures, photographs, etc.?

Different sensory channels through which information is taken in

Every person perceives information through different channels. By channels, we mean hearing, seeing, smelling and taste. For seeing we must make a further distinction between reading and looking at pictures, objects, etc. There are people who are very good at absorbing and processing information when listening to a speech, but who do not do well when presented with the same speech in written form. There are people who always desire to use their hands in order to 'get a grasp' of something. Every (healthy) person is able to take in information via all of these channels, but it is obvious that this information is retained and processed with varying degrees of success. It is a good idea to try and find out which type of person you are. This makes it easier for you to learn. You can accomplish this by means of a number of tests.

Tests suggest that people only retain 20% of what they hear, 30% of what they see, 50% of what they hear and see together. If they hear, see and do, then retention can reach 90%

Stimulate as many channels as possible

Regardless of which channel you make the most use of when receiving information, you are also perceiving something through the other channels. This is why it is best to absorb important information over as many channels as possible. Take the example of the evening news on television. Here most of the spoken information is also supported by pictures. These can either be films or graphics.

If possible, you should also speak with the participants about the various channels and challenge them to discover which type they are. Participants who lack extensive learning experience will be able to improve their retention of information. Participants who have had 'bad scholastic experiences' can in this way determine one of the causes for these experiences: It is possible that when they were at school the channels through which they are best able to receive information were not stimulated.

Conclusion

In conclusion we can say that:

- When something is forgotten, generally it is because too much information was presented at one time, that this information had not yet found its way into the long-term memory and that it was pushed aside by new information and/or experiences.
- As a trainer, you can play a large role in ensuring that information is able to reach the long-term memory. Create linkages to things which have already been learnt, give the participants the opportunity to contemplate the things being taught and to explore their feelings about them, and include regular phases of review in your plans.
- People absorb information from their environment through a number of different channels.
- People are not able to absorb information through the various channels with equal effectiveness.

- For this reason, in your training you should present information in such a way that it can be taken in through more than one channel.

> *'Learning' cannot be seen. As we have already said, learning occurs when a person has acquired **new competencies** when compared with a point of time in the past. In other words, the individual has 'changed' between these two points in time. In relation to the human mind, learning signifies that new information has been stored in the **long-term memory**. New competencies make it possible for a person to act in a different manner. Competencies can be broken down into four main groups.*

The Steps of Learning

Three steps of the learning process:

As a trainer, you cannot always see (directly) whether or not something has been learned because it may not be expressed in the form of a behavior that is visible to you. As touched upon earlier, learning can take place over both shorter and longer periods of time. So what exactly is happening during this time period? Or, to use the terminology that we have employed previously: Which steps characterize the path from the **learning prerequisites to the learning outcomes**. Regardless of whether the learning takes place within the frame-work of an organized learning event with a trainer or on an independently-controlled basis, that which occurs during a successful learning process can be summarized in three steps: **motivation, acquisition, and consolidation**

Motivation

The interest that brings a person either to read a book, enroll in a course or to listen to a trainer. We call this step **motivation**. It is important that a level of moderate motivation be reached. Neither disinterested boredom nor hysterical over-motivation is conducive to learning.

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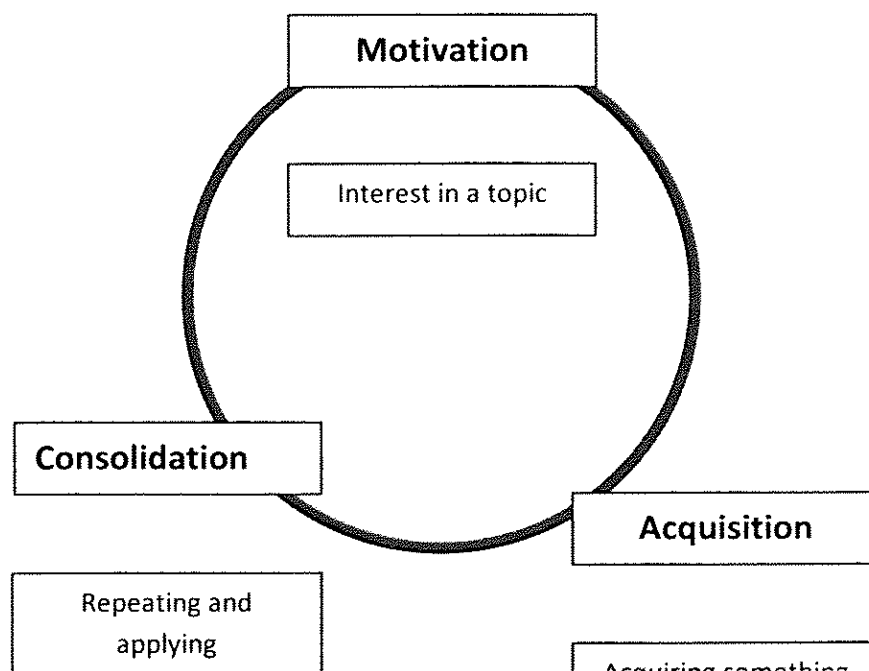
Acquisition

The step known as acquisition, where the individual acquires something new. Here it is important to know which learning outcome is to result from the learning process. If you are learning completely on your own, you should first decide which information you are seeking. When doing this you may find it helpful to formulate a specific question, e.g. "What is the difference between fixed and variable costs?" If you are within an organized teaching-learning situation, it is enough for the trainer to know which goals he or she is pursuing. This is also the procedure for most   exercises and simulations. In these, the participants generally do not know which goals are being pursued within the individual exercise. The trainer, however, must be aware of the goal being aimed for in order to control the processing and generalizing steps.

The following could all be part of the acquisition phase: group discussions, reading an article or a chapter from a book and summarizing the key points, listening to a presentation and asking questions afterwards, jointly evaluating an experience and drawing conclusions from it, yet also watching as someone demonstrates something, and then doing this oneself.

Consolidation

In the step known as consolidation, that which has just been acquired is repeated and thereby transported into the long-term memory. Typical examples for this consolidation step are review questions and frequent application. As a result of this, that which has been acquired is repeatedly recalled into consciousness and thereby consolidated. As a trainer you can promote consolidation by presenting new exercises that offer an opportunity to make use of competencies acquired through previous exercises and to further develop them.

There are four types of new competencies:

Cognitive. Competencies describe the ability to express, by means of memory and/or thought, specific knowledge and/or to find solutions to certain tasks and problems.

Psychomotoric. Competencies describe the skill with which certain materials or tools can be employed (e.g., driving a car).

Affective. Competencies encompass a person's ability to develop and, when necessary, to change, his or her attitude and behavior towards people, things or facts (e.g., not getting angry when dealing with a delinquent client or a client who is angry that a loan disbursement is delayed).

Social-communicative. Social communicative competencies describe the ability to shape relationships with other people. This refers, in effect, to the ability to express oneself in a comprehensible manner, to listen to others and to be able to deal with conflicts (e.g., customer care, making customers loyal, dealing with unhappy clients).

Why is it important to learn this as a trainer? You have to combine these competencies when delivering the training. The objective of the trainer is to change the competencies of the participants.

Session 2: Methodological Diversity in Adult-Based Training

Session Objectives	• Become familiar with the various methods, approaches and styles in conducting adult-based training • Be able to differentiate each method, approach and style
Session Time	2 hours
PowerPoint Slides	Slides: 23-33
Exercise	Exercise 3: Ideal trainer Exercise 4: Different training styles

Exercise 3

20 minutes

Ideal trainer:

Separate the participants into groups of 4-6. Ask them to create a collage of an ideal trainer using newspaper and scissors. Ask each group to present their collage.

Process: ideal trainer is an effective trainer. An ideal trainer must convey the message to the participants. How do you become an effective trainer? The qualities of an effective trainer are:

- Knowledge (e.g., technical)
- Skills (e.g., effective communicator)
- Behavior/attitude (e.g., friendly, energetic)

These are influenced by your experiences.

But these are not enough. It should be supported by your method of training, the style you adopt, and the kind of visual aids you use.

Methods in adult-based training

Adult-based training comprises a vast number of methodological approaches, which can be classified as belonging to two different groups of methods: trainer-centered and participant-oriented.

1. Trainer-centered Methods

As the name indicates, the trainer dominates in the trainer-centered approach. Whole-class teaching methods differ from other methods to the extent that they are geared more towards discussions and participant involvement. With the classical whole-class teaching method, the trainer dominates the training by giving lectures, asking questions and evaluating whether the participants' answers are wrong or right. The trainer steers the course of the training and the participants just react. With methods accentuating group discussion to a greater extent, the training leader is more responsive to the statements of the participants and moderates the discussion between the participants at many points. Oftentimes, lectures are only used in case the trainer wants to impart additional knowledge e.g. after an exercise. Trainer guided and moderated conversations are used in the evaluation sections of the exercises.

The following rules of good lecturing do not only facilitate your work with respect to presentations, but they are also valid for every explanation you may give:

* prepare the presentation beforehand and define the objectives, structure and questions you would like to ask,
* maintain a clear and visible presentation structure during the presentation,
* be brief and concise in the means of expressing yourself,
* present the contents as easy as possible,
* animate the presentation by emphasizing gestures and facial expressions,
* avoid a monotonous way of talking,
* speak slowly and well-pronounced,
* use visual aids,
* maintain eye contact with the group,
* pay attention to the participants' reaction and act accordingly (e.g. ask throw-in questions when you notice signs of tiredness within the group).

2. Participant-oriented Training Methods

Participant-oriented methods do not mean that the trainer does not influence what happens in the training. Their didactic work is more focused in the area of preparation, observation and targeted mediation of the evaluation.

A modern form of this method is participant action. Initiated by stimulus from the trainer, the participants work independently in groups or alone. The action comes from the participants; the participants steer the proceedings; the trainer mainly reacts to the suggestions of the participants.

With participant-oriented methods it is not the activity of the trainer, but that of the participant which is the focal point. The competence of the trainer has an indirect effect. They are responsible for setting up simulation rules that are accepted and observed by everyone. Due to their complexity and variety of tasks, these methods are often executed by more than one trainer at the same time (team teaching).

There are several methods within the context of this kind of training. They can be described as being comprehensive methods, due to the attributes of spanning over a long period of time and having phases in which other methods can also be applied.

Business games, role plays, case studies, reconnaissance and expert questioning can all form a part of the experiential-based training and are described hereafter.

In the following table compares the two methods:

	Trainer-centered methods	Participant-oriented methods		
Description of method	Whole-class teaching, training discussion	Role-play, simulation exercise	Case study	Reconnaissance, questioning (e.g. market analyses)
Description of procedures	Presentations, descriptive and knowledge-oriented	Simulations	Analytical	Real-life
Involvement of participants	Procedures which are receptive, information and knowledge-oriented	Active learning procedures, which are decision-making, action and work-oriented; related to behavior and information		

Exercise 4

30 minutes

Different training styles:

Divide participants into 4 groups. Provide handouts to each group with descriptions of different types of trainers. Each group discusses among themselves and performs a role play showcasing the trainer style described in the handout. In the role play, incorporate the learning from the previous sessions.

Each group in the handouts represents the trainer's style below.

Group 1: Laissez-faire Style

Group 2: Authoritarian Style

Group 3: Socio-emotional Relationship Style

Group 4: Participative Style

Ask the participants what they observed from each of the group's performance. Link the observations to the discussion on trainer's style.

GROUP 1

Exercise: Role Play: Training Style

Instruction:

Preparation (15-20 minutes)

1. *As a trainer, you are going to show to your trainees various types of training style. One training style is described below.*

2. *Think of a situation where you can show and present well the description of the training style as described below.*

3. *Discuss among yourselves how you can present best the situation in a role play.*

4. *From among members of your group, select one who should act as the trainer and the rest of the members as trainees*

5. *Be creative and innovative as you can be. You can use props or other visual aids to help you present the situation and your role/s.*

Presentation (5-10 minutes)

6. *There is a prize for the best presentation.*

Description:

*This trainer show very little involvement in the problems of the participants. In the event of controversial opinions, they do **not take a position** and **rarely make decisions** concerning the content or process of the training. They generally stick to the pre-prepared and existing materials and are flexible.*

*The trainer's attitude appears uncertain. Instead of getting involved in interaction with the group, they hide behind rules and regulations. They search for **recipe-like sets of rules**, believing that they will hardly have any difficulties, if all of the rules and regulations are followed. Their attitude towards the group is irreconcilable and they often appears arrogant.*

This type of trainer often has the impression that he or she is fair and objective, although this is mostly not the case, prefers participants who are conformists i.e. those who do not ask awkward questions, thus limiting the chance of enriching discussions with unconventional ideas and insights.

GROUP 2

Exercise: Role Play: Training Style

Instruction:

Preparation (15-20 minutes)

1. As a trainer, you are going to show to your trainees various types of training style. One training style is described below.

2. Think of a situation where you can show and present well the description of the training style as described below.

3. Discuss among yourselves how you can present best the situation in a role play.

4. From among members of your group, select one who should act as the trainer and the rest of the members as participants.

5. Be creative and innovative as you can be. You can use props or other visual aids to help you present the situation and your role/s.

Presentation (5-10 minutes)

6. There is a prize for the best presentation.

Description:

These types of trainers are very **performance-oriented**. These trainers have defined and clear goals for the training, yet are **inflexible** when confronted with situations, where the **needs of the participants** are not met. They openly criticize and humiliate individual participants for their failure and their relationship to the group is tense, cool and distant. These trainers make all decisions during the training by themselves. Participants are kept in a state of constant tension by the ever-present threat of being questioned on their knowledge. This attitude emanates from a great deal of mistrust and doubt concerning the participants' capabilities as well as an increased feeling of superiority.

Trainers who prefer this style are generally very competent as far as the subject of the training is concerned. They themselves define the paths by which solutions are to be found, leaving the group no chance to discover the solutions for themselves.

The effect of this style is displayed by a **tense** and stressful **relationship** between the participants and the trainer as well as between the members of the group. The participants either adapt themselves passively to the situation, sacrificing their independence, or they become hostile and aggressive. Opinions and attitudes are accepted without criticism and normal behaviour of the participants is superseded. These all result in the participants' independent productivity and reduced creativity.

GROUP 3

Exercise: Role Play: Training Style

Instruction:

Preparation (15-20 minutes)

1. *As a trainer, you are going to show to your trainees various types of training style. One training style is described below.*

2. *Think of a situation where you can show and present well the description of the training style as described below.*

3. *Discuss among yourselves how you can present best the situation in a role play.*

4. *From among members of your group, select one who should act as the trainer and the rest of the members as participants.*

5. *Be creative and innovative as you can be. You can use props or other visual aids to help you present the situation and your role/s.*

Presentation (5-10 minutes)

6. *There is a prize for the best presentation.*

Description:

The participants and their well-being are most important for this type of trainer. Due to their attitude, such trainers are able to create a secure and well meaning working atmosphere. The atmosphere of the training is not one of force and often it is actually cheerful. The participants' behaviour towards their colleagues and the trainer demonstrates understanding, goodwill and friendliness.

*Trainers who prefer this style are very **concerned about** problems of the participants as well as the **group dynamics**. For them, the development of the group is very important. This also satisfies the trainers' individual **needs for feeling secured** and avoiding conflicts.*

*Participants often experience a personal bond with the trainer. However, the trainer's constant efforts to maintain a good relationship might lead to problems: In order to **avoid conflicts** the trainer declines to make his own positions clear, which hinders the participants to be shown new ways of finding solutions.*

*This trainer is normally aware of his or her own attitude and perception of themselves and others. In the event of the success or failure of a particular training or training situation, they know where to look for respective reasons, either at themselves or at the participants. However, they have a tendency to overemphasise their own failures. This can make the trainer feel unsure of themselves, therefore making them do even more to avoid conflicts in future trainings. Consequently, **they risk** not concentrating enough **on achieving the training objectives**. Instead he or she allows the group to determine the priorities of the training.*

GROUP 4

Exercise: Role Play: Training Style

Instruction:

Preparation (15-20 minutes)

1. *As a trainer, you are going to show to your trainees various types of training style. One training style is described below.*

2. *Think of a situation where you can show and present well the description of the training style as described below.*

3. *Discuss among yourselves how you can present best the situation in a role play.*

4. *From among members of your group, select one who should act as the trainer and the rest of the members as participants.*

5. *Be creative and innovative as you can be. You can use props or other visual aids to help you present the situation and your role/s.*

Presentation (5-10 minutes)

6. *There is a prize for the best presentation.*

Description:

*This type of trainer understands how to motivate the participants to reach a **high degree of learning efficiency**, thereby achieving a high degree of commitment to their joint task.*

*The trainer is convinced that **imagination, intelligence and creativity** are spread generously throughout the group, that the participants are extremely open to all that is new and that they are interested in applying this new material. In order to achieve this goal, the trainer sets goals in collaboration with the participants. The participant's needs and expectations are important for them and they try to integrate them into the training, however, without losing sight with respect to common goals.*

*Confirmation and criticism are objective and justified by the situation. Conflicts are solved within the training by dealing with them openly. Trainers speak as equal members of the group. Together, the causes of conflicts are sought. In the course of this process, the trainer allows the participants to pose both factual and emotional challenges. This composed manner of dealing with the participants helps to prevent anger, insecurity or aggression, arising either from the trainer or the group. The objective here is to seek a **constructive solution to the conflict**, which in future guarantees an enhanced way of dealing with problems within the training.*

20 minutes

Slides

Trainer Styles

Just as there are different types of learning, there are also very different styles of training. The behavioral characteristics of trainers can be broken down into **four different trainer styles**. These four styles serve as "theoretical" cornerstones and in real life are hardly found in their pure form.

Using the description of the four styles, you as a trainer can analyze your own behavior and modify it, if necessary.

A. Laissez-faire Style

A trainer who prefers this style leaves the group to its own devices. They show very little involvement in the problems of the participants. In the event of controversial opinions, they do **not take a position** and **rarely make decisions** concerning the content or process of the training. They generally orient themselves solely according to the pre-prepared programmes and the previously tried and tested exercises. Furthermore, they do not co-ordinate these with the specific situation of the target group.

The trainer's attitude appears uncertain. Instead of getting involved in interaction with the group, they hide behind rules and regulations. They search for **recipe-like sets of rules**, believing that they will hardly have any difficulties, if all of the rules and regulations are followed. Their attitude towards the group is irreconcilable and they often appears arrogant.

This type of trainer often has the impression that he or she is fair and objective, although this is mostly not the case, prefers participants who are conformists i.e. those who do not ask awkward questions, thus limiting the chance of enriching discussions with unconventional ideas and insights.

B. Authoritarian Style

This style is the opposite of the laissez-faire style. Trainers who prefer this style are very **performance-oriented**. They steer the activities of the group. They are involved as well as **decisive** and clear in their instructions. They have defined and clear goals for the training, yet are **inflexible** when confronted with situations, where the **needs of the participants** appear to deviate from this. They openly or subtly reproach individual participants and their relationship to the group is tense, cool and distant. Within the training **all decisions are made by them**. Tasks are assigned to the group directly and without discussing them beforehand. Participants are kept in a state of constant tension by the ever-present threat of being quizzed on their knowledge. Failure brings with it the threat of punishment (e.g. the trainer's reproach). This attitude emanates from a great deal of mistrust and pessimism concerning the participants' capabilities as well as an increased feeling of superiority.

Trainers who prefer an authoritative style are generally very competent as far as the subject of the training is concerned. They themselves define the paths by which solutions are to be found, leaving the group no chance to discover the solutions for themselves.

The effect of this style is displayed by a **tense** and stressful **relationship** between the participants and the trainer as well as between the members of the group. The participants either adapt themselves passively to the situation, sacrificing their independence, or they become hostile and aggressive. Opinions and attitudes are accepted without criticism and normal behaviour of the participants is superseded. These all result in the participants' independent productivity and creativity being greatly reduced.

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C. Socio-emotional Relationship Style

The participants and their well-being are for this type of trainer of utmost importance. Due to their attitude, such trainers are able to create a secure and well meaning working atmosphere. The atmosphere of the training is not one of force and often it is actually cheerful. The participants' behaviour towards their colleagues and the trainer demonstrates understanding, goodwill and friendliness.

Trainers who prefer this style are very **concerned about** problems of the participants as well as the **group dynamics**. For them, the development of the group is very important. This also satisfies the trainers' individual **needs for feeling secured** and avoiding conflicts.

Participants often experience a personal bond with the trainer. It is very possible that the trainer's constant efforts to maintain a good relationship might lead to problems: In order to **avoid conflicts** the trainer declines to make his own positions clear, which hinders the participants to be shown new ways of finding solutions.

The relationship-oriented trainer is normally aware of his or her own attitude and perception of themselves and others. In the event of the success or failure of a particular training or training situation, they know where to look for respective reasons, either at themselves or at the participants. However, they have a tendency to overemphasize their own failures. This can make the trainer feel unsure of themselves, therefore making them do even more to avoid conflicts in future trainings. Consequently, **they risk** not concentrating enough **on achieving the training objectives**. Instead he or she allows the group to determine the priorities of the training.

D. Participative Style

This type of trainer understands how to motivate the participants to reach a **high degree of learning efficiency**, thereby achieving a high degree of commitment to their joint task.

The trainer is convinced that **imagination, intelligence and creativity** are spread generously throughout the group, that the participants are extremely open to all that is new and that they are interested in applying this new material. In order to achieve this goal, the trainer sets goals in collaboration with the participants. The participant's needs and expectations are important for them and they try to integrate them into the training, however without losing sight with respect to common goals.

Confirmation and criticism are objective and justified by the situation. Conflicts are solved within the training by dealing with them openly. Trainers speak as equal members of the group. Together, the causes of conflicts are sought. In the course of this process, the trainer allows the participants to pose both factual and emotional challenges. This composed manner of dealing with the participants helps to prevent anger, insecurity or aggression, arising either from the trainer or the group. The objective here is to seek a **constructive solution to the conflict**, which in future guarantees an enhanced way of dealing with problems within the training.

3.5 Recommendation on Trainer Styles

There is no right or wrong within this context. In order to both motivate and activate the participants, it is important to find a style that corresponds to your own personality. Please remember that it is the trainer's duty to ensure a **successful training in accordance to the training objectives** and to take the needs and wishes of the participants into account.

The trainer's attitude, his or her interventions, explanations and behavior serve to a great extent as a **model character**. Trainers are assigned the role of being experts. On the one hand the **expert role** is related to the content (specialized knowledge within the field in which the experiential-based training course is being given). On the other hand, the expert role is drawn from the didactic problem awareness: Trainers are able to perceive learning difficulties and recognize to what degree these are

the result of didactical work. They are sensitive to the differences in learning and know that these are determined by various life histories and socio-cultural backgrounds.

There are a number of fundamental rules concerning behavior within the training, the observance of which has proven to be useful:

- Make **group attitudes** visible: bringing conflicts and fears to light, analyzing their causes and presenting their effects are first steps towards avoiding disruptive elements.

- Establish and maintain contact **to the group**: The trainer can draw conclusions concerning the mood within the group and about his or her personal behavior towards the behavior of the participants.

- Be precise and exact: Disruptions within the group are often the result of deficient **specificity** with regard to objectives, instructions and questions asked.

- Be prepared to **deal with insecurity**: The fear of making a mistake can keep trainers and participants from playing an active role in the learning process. Therefore, the participants' actions and statements need to be taken seriously. Particularly in practice situations, trainers must make it clear that mistakes are the norm and that they present opportunities from which to learn.

- Do not fight against the group or against individual participants: In situations where the trainer feels as if he is being attacked, or is in actual fact being attacked, he or she should react as calmly as possible. The participants should be allowed to provoke the trainer. One should **avoid entering a power struggle** with the participant in question. Such a struggle drains energy and offers slim prospects of success: Over the long term, the trainer is bound to lose. In order to vent anger and tension in a controlled fashion, it is much better to make resistance and disapproval clear.

It is possible to distinguish between the various types of behavior, which have a positive or negative influence on the learning climate. These are presented below:

Behavior which tends to have a **negative** influence on the learning climate are:
- orders, commands,
- warnings, threats, admonitions,
- moralizing, preaching,
- providing solutions; offering advice without being asked to,
- providing logical arguments for emotional problems,
- judging or making excuses for an individual participant,
- praising or agreeing "from a high level",
- deriding, making a fool of or shaming someone,
- claiming to analyze individual participants in an objective manner,
- not allowing participants the opportunity of solving their problems themselves, instead calming and consoling them,
- grilling, probing, asking until they say "the right thing",
- shirking from unpleasant questions, diverting attention and cheering them up.

Behavior which tends to have a **positive** influence on the learning climate:
- displaying helpfulness, acceptance and tolerance
- showing interest in getting the participants to learn, in order to contribute to the personality development of the participants,
- being open and showing feelings,
- displaying confidence and security while being able to talk about your own difficulties,
- giving instructions on communicative behavior within the group,
- dealing with conflicts on a partnership basis,
- giving feedback,
- providing positive reinforcement for the participants' learning steps,

- speaking as a partner in a comprehensible and practical manner,
- bringing together, organizing, clearing up uncertainties and synthesizing,
- promoting phases of reflection,
- pointing out limits regarding discussion and emotional proximity,
- seeing to it that phases of relaxation and heavy concentration are alternated and linked together,
- respecting taboo zones,
- preventing sensationalism from turning into absolute openness,
- making it clear that the participants as well as the trainer have the right to make mistakes,
- remaining calm when you (the trainer) are the topic of discussion,
- allowing participants the right to provocation within reason and in accordance with the situation,
- being able to question oneself as well as the training program.

SESSION 3: Experiential-based Training Cycle

Session Objectives	This session expects the participants to gain knowledge on the importance and the various stages of the experiential-based training cycle
Session Time	3 hours
PowerPoint Slides	Slides: 34-47
Exercise	Refer to previous exercises since the beginning of the session in day 1.

Background of Experiential-based Training

Since the 1960s and 1970s, the perception of the human being in psychology and pedagogy has changed fundamentally. Before that, a reductionist view of human behavior, supposing that the human brain reacts to external stimuli in the form of a black box whose function is predominantly chemical, leading to predictable reactions if stimulated, was the dominant view. This view was eventually replaced by a view of the human being is self-determined, goal-oriented acting and reacting individual. Thus, concepts on how to deal with these self-determined persons changed as well, and methods of participants-centered training methods were created.

Experiential learning as a concept and term was developed in the early eighties based on the assumption that learning took place by processing experience, particularly by critically reflecting on experience.

This concept is based on the assumption that learning takes place when a persons acting on his own responsibility implements his knowledge, capabilities, attitudes and socio-communicative competencies in a determined situation and afterwards reflects on this.

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This concept is based on the assumption that learning takes place when a persons acting on his own responsibility implements his knowledge, capabilities, attitudes and socio-communicative competencies in a determined situation and afterwards reflects on this.

Based on this assumption, the experiential learning cycle has been developed on which the simulation exercises in this course are based upon.

In simulation exercises, the trainer presents problems as if they were "real experiences", thus leaving space for the participants as individuals to approach the problem and seek a solution. This does justice to an adult's need to be able to develop his or her own ideas independently.

In this way, learning can come from the person's own direct experience. It also makes it possible to learn from the experience of other participants and to learn with the assistance of the trainer, who has an effect on broadening the participants' horizons by controlling and guiding the evaluation process. In this way, it integrates a broad spectrum of experience.

By having to take on other roles and reflecting on them afterwards, the participants get to know different perspectives.

How does the learning in this kind of training take place? There are five steps:

1. Action / experience

In the action/experience phase, participants "live" a simulated situation that is typical for the participants. It is the duty of the trainer to separate and delimit the situation. He then gives instructions constituting the basic framework within which the participants can act. Depending on the intention, these instructions can be either extensive and complete or sparse and even imprecise and incomplete. With these instructions you as a trainer are creating a 'world' in which the participants can act during this phase. At the same time, the phase simulates the scenario of incomplete information in the real world of the business person: people in business have to act on the basis of incomplete information and be responsible for actively searching for further information.

The action phase can be of varying lengths and divided into several rounds. The participants receive clear instructions on how much of the time they have for planning and execution and, for example, for production or buying or selling goods. Checking that these instructions are followed is a task you as a trainer should carry out consistently. In real life, the market does not make any allowances for a company which, for some reason cannot supply the contractually agreed quantity at the agreed time. Nevertheless, you may change time stipulations in individual cases. Then you have to announce this in good time for everyone, though, without hindering the groups which you are running.

In the action phase, the participants can act freely within the framework of the conditions stipulated. This phase serves the development of individual planning, execution and control tools. When there are situations which also have to be dealt with in groups, there are further co-ordination processes, conflict-solving situations etc.

Structured learning: types of action/experience exercises

Simulation Exercise

Simulation exercises are aimed at acquiring environmental knowledge and information on relevant interactions as well as gaining experience with decision-making processes. They present an opportunity for testing personal capacities, for considering all relevant decision-making components and accordingly for the development of independent decision-making and for planning strategies. Analytical and creative thinking as well as the ability to form hypotheses are encouraged. Moreover, participants are given the ability to transfer this knowledge to their business later on.

Simulation exercises are comprised of the following three phases:

• The **introduction phase** presents the reason for the exercise and describes the situation the participants are placed into. The situation is based on a real-life business scenarios in a simplified form. A starting situation is created beforehand, which defines a series of conditions and limitations to be met.

• The **action phase** is the phase where the participants act in accordance to the rules of the exercise and acknowledge them in advance as their reality for a period of stipulated time. They identify themselves with certain roles and make decisions within the framework of these roles, which will influence the course of the simulation exercise. This phase can last several hours or even days.

• After the simulated business situation has ended, it is followed by a **reflection phase** with the trainer. This serves to evaluate the course of events on the basis of the participant's observations, impressions and experiences and to develop their general knowledge in dealing with similar situations.

During the reflection phase, the trainer plays more of a central role. He/she moderates the discussion, creates stimuli with key questions, interrupts discussions that do not lead to the achievement of learning objectives, collects, structures and visualizes results. In the context of developing general knowledge, a short presentation or the use of prepared worksheets is also conceivable. Viewed as a whole, the participants are also very much involved in these phases.

Much work is required to prepare a simulation exercise: Descriptions of the situation, agreements, letters, evaluation materials etc. all have to be prepared.

Role-play

Role-plays aim at making the participant empathize with a role and by "playing it out," discovering and understanding previously unknown parts of their own personality as well as ways of behavior which have not yet been practiced. They learn flexibility and tolerance by putting themselves in a position to understand the thoughts, feelings and actions of other participants. The intention is to improve the power of observation and the ability to analyze and communicate. The role-play, compared to the simulation exercise, also encourages decision-making and enhances problem-solving abilities.

In the role-play a more or less precisely defined role is used as a guiding principle for acting in a certain situation. As in a simulation exercise the defined situation is a simulated excerpt of reality. In most cases however, it is more restricted compared to the simulation exercise. The roles of the participants can either be precisely defined and determined (guided role-play) or creative and free to fulfil a basic task (role making). Not all the participants are directly integrated into the role-play. Mostly, some participants have an observatory function.

As in a simulation exercise, role-plays can be divided into three phases: introduction, action phase and reflection phase. The action phase is considerably shorter than in the simulation exercise. In the evaluation phase the results of the observation can also be included. Previous remarks on the simulation exercise concerning the role of the trainer and the degree of participant involvement also apply for the role-play.

With role-plays it is advisable to prepare a description of a situation using role cards. In addition, it can also be useful to prepare observation sheets or at least key questions for the observing participants.

The separation between role-play and simulation exercise is often not clearly marked. Simulations are active learning methods. They reduce reality down to a certain simplified framework, where parts of reality are simulated. In this way, reality is transferred into an exercise situation, enabling participants to identify themselves with the exercise and the role they play.

Others

The **case study** is to be mentioned as a further participant-oriented method. Case studies describe a real life or fictitious situation. The task for the participants is to analyze the situation presented to them from a theoretical standpoint and to consider possible solutions. The case study does not simulate a situation or how to deal with it. It is more concerned with studying and analyzing the situation.

It encourages independent and constructive thinking and enables the development of problem-solving approaches. The ability to interpret, discuss and solve conflicts is also strengthened.

Finally, **reconnaissance** and **expert questioning** have to be mentioned: In using such methods, participants have the task of analyzing reality outside the training rooms in accordance with previously laid down criteria e.g. using a questionnaire with the objective of developing a plan. The questionnaire is not simulated and is in reality a real questionnaire for passers-by. The results are evaluated with the participants.

2. Publishing

The publishing phase is a short but important phase that directly follows the action phase. In this phase the results of the action are discussed and prepared for a comparison. This is best performed using charts prepared by the trainer in advance, into which the results are entered. These charts, being visible for everyone, become the basis for discussion in the following phase. They have the additional function of clearly emphasizing the end of the action phase and therefore marking the return to the training situation. The process of coming out of the simulated situation is continued in the first part of the processing.

3. Evaluation / processing

The evaluation / processing phase is decisive for the learning process. If simulation exercises are to lead to learning success, the exercise and evaluation of the exercise have to form a didactic unit in which a learning object, experienced from many different perspectives and levels of experience, is

examined and discussed. Processing is the most important step on the way to achieving the learning objectives; and the step in which you as a trainer have the greatest influence on achieving them. In this process, the participants - after an initial phase where there is room for expressing emotion - should take a critical, reflective distance from the simulation exercise.

A requirement for the success of the evaluation of the action phase (which is often not adequately observed) is that the participants slip out of their roles and return to their personalities as learners. For example, if during the simulation the participants had to assert certain interests in conflict with others, then it is necessary for them to leave these roles in this phase so they are able to reflect on and evaluate the interaction with and between the opponents. Clarification of emotions occurring in the simulation exercise or even of ill-feeling between the participants must be done before starting processing; otherwise it prevents the training from continuing efficiently.

To summarize, processing fulfils the following tasks:

➔ verbalizes the emotions of the participants after the exercise has finished, making it possible to leave the role and return to the learner personality,

➔ collates the experiences gained by the participants, enabling everyone to share each experience,

➔ reveals prejudices and looks for explanations,

➔ ascertains the decision-making processes and strategies which were worked with during the exercises,

➔ evaluates the different strategies,

➔ ascertains the significance of emotions provoked by the experience in the course of the individual phases of the exercise;

➔ states and reflects on the different views which the participants have formed with regard to the processes and experiences.

Normally, you will not manage to perform all these tasks in the first exercise of the training. The participants first have to get used to this type of learning. Therefore, it can be useful to explain the basic rules of discussion in processing before, or with the help of, the first exercise.

Processing has to be well prepared. So well, that over the course of the discussion, you know exactly at which point to intervene to bring the discussion back to the important points or when you can or must behave quietly because the knowledge is coming from the group dynamic. Behaving appropriately here is also a question of experience. In order to jointly achieve workable results, you must always endeavor to create and maintain an atmosphere of trust.

4. Generalizing

In this phase the participants distance themselves from their own case and draw general conclusions from the experiences. They should look for parallels between the simulated and the 'real' world and transfer the insights that they have gained to the real world. In this way, they can transform them into general understanding. This understanding must be found together and structured with your assistance. Then you can define the situations in which this knowledge can be applied, so the participants are able to implement it in new situations.

To sum up, generalizing fulfils the following tasks:

• Recognizes contexts and transfers to other situations.

• Works out the general from the specific (inductive analysis)

• Conclusions of the individual participants on how they can improve their behavior in the future.

You can assist the generalizing phase with prepared handouts containing general knowledge. At this point, you can also implement other methodical elements. For example, you can give a brief lecture ("lecturette") in which you present similar cases from real life and applicable solution strategies, or theoretical background knowledge.

5. Application

In this phase the learning achievements are applied in a new situation. Application is the beginning of a further exercise, which creates possibilities for the application and consolidation of what has just been learned. If one of the key results of the previous exercise was that the participants engage in very little independent searching for information and have now formulated strategies on how they wish to proceed in the future, it is important to again focus on one of the subsequent exercises on this learning objective. Within the context of the next processing stage, additional consideration can be given to whether the participants were able to translate their new knowledge into action. Application outside the course entails dealing with real-life situations with the help of the newly acquired tools.

Additional hints for conducting experiential-based training

Experiential learning is an inductive procedure. The advantage of the inductive procedure is that, through their own experiences, the participants are much more aware of the need to reflect upon these areas. In other words, they are more motivated and open to the subject. In addition they are able to study the problem and possible solution approaches independently. And finally, people learn better from their mistakes than from a "smooth" pre-prepared solution, which is presented to them from the beginning and which does not allow to penetrate the problem.

Participants are motivated in several ways. There is not only an intrinsic motivation to acquire new knowledge when people go for training, experiential-based approach takes place in a positive learning climate which is another motivating factor, and motivation is created in the concrete, simulated situation, challenging the participants with a task. The ensuing reflection on their own behavior and comparison with that of the other participants, the analysis of the advantages and disadvantages of different ways of solving problems can lead to the identification of areas for improvement and constitutes another motivational effect. You can have a lot of influence on this motivation by the way you act as a trainer: The clarity of your instructions and particularly your preparation of processing have a decisive influence on the motivation of the participants.

A positive learning atmosphere is essential in order to successfully implement experiential learning techniques. It is inherent to the training method that the participants commit mistakes, perceive them, and correct them. This learning process crucially depends on a trustful atmosphere that is characterized by respect for other's strengths and weaknesses. In addition, the method strongly builds on the exchange of ideas and constructive feedback amongst the participants that can only be achieved in a conducive atmosphere.

An integral part of this method is the integration of skill training and behavioral training. To attend to behavioral aspects also requires a constructive communication structure amongst participants and amongst participants and trainers.

Session 4: Use of Visualizations/Aids in Learning Situations

Session Objectives	• Familiarize with the various visual aids and their appropriateness commonly used in training • Understand how to use properly each visual aid
Session Time	1.5 hours
PowerPoint Slides	Slides: 48-54
Exercise	Refer to the use of metaplans and other visual aids used since the beginning of the training

Visualization

People perceive information from their environment via various channels. The ability to take in information through the various channels varies. As a trainer you are facing people whose means and capabilities for taking in information vary tremendously. However, empirical studies have allowed us to determine mean values for the senses with which people are able to take in information most effectively: On average, the test subjects were found out to:
- ✓ retain 20% of the information they had heard,
- ✓ 30% of what they had seen,
- ✓ 50% of what they had both seen and heard,
- ✓ and even 90% of that which they had seen, heard and experimented with, in other words which they had learned hands-on.

Aims of Visualization

Visualization is of particular importance to experiential-based training exercises because the experience is made visible for everyone, and reviewed and retained in clear terms. In addition, people as a rule learn better when they are able to associate the material to be learned with something they are already familiar with, something they themselves have experienced, with an actual fact, a joke, etc. Visualization is an ideal way to provide support for associative learning (symbolic references, illustrations, etc.). In other words, visualization makes it possible to involve different channels and to provide the information with long-lasting visibility, thereby supporting the learning process.

Visualization also improves communication, which is one of the most important components of experiential-based training or any other learning situation. If communication is impaired, the information which one person is trying to impart to another cannot flow. It is of the utmost importance

that everyone involved in a communication process recognize which information is important and how what is said is to be understood. This is made clear by visualization.

Advantages of Visualization:

- Various channels of perception are brought together, thereby increasing learning success.
- Information is retained rather than lost, and it can be accessed whenever it is needed.
- Information is placed within its context, complex relationships can be comprehended at a glance.
- Communication is improved, for example, by visually capturing learning outcomes or group consensuses for all. Misunderstandings can be reduced and the information level of the participants brought up to the same level.

It should be remembered that the preparation for visualization also contributes to ensuring the smooth running of the training for you in your role as trainer: the decision to use the medium of visualization and the concrete preparation force you to give detailed thought to the structure, the individual steps and the goal of a training sequence. This ensures that you are able to enter into the course well prepared and therefore preside with greater confidence and flexibility.

Visualization means reducing, emphasizing and transforming information. This can be done by means of

- a few key words,
- symbols,
- links,
- colors,
- objects, e.g. puppets representing the people,
- videos, e.g. showing training   excerpts,
- slides, photographs, pictures and also by means of
- gestures or mime, e.g. in pantomime presentations.

Many publications dealing with the topic of visualization assume a thorough understanding of the necessary techniques. In experiential-based training, it is advisable to use as many techniques as possible. Give your creativity free reign, work together with your participants to come up with a variety of visualizations and thereby ensure a high degree of learning success.

Visualization Techniques and Media

For visualization, you can, of course, use anything which makes things visible. The following sections will provide you with information about the most common media, including information about their usage and tips for how to go about it:

1. Black/White board

The blackboard is the classical medium for visualization. It is often associated with 'classical' school instruction methods. In training rooms the blackboard is often replaced by the whiteboard, beamer, overhead projector or flipchart. Use of the whiteboard is practically identical to that of the blackboard, while beamer, projector and flipchart fulfill further functions as well. It is advisable to make use of all available media in order to make the training   as lively as possible.

Unlike the flipchart, words on the blackboard can be wiped away and replaced by other things; the captions for tables can be kept while the old values are wiped away and replaced by new ones. The only medium offering similar possibilities is the overhead projector, and then only if water-soluble ink is being used.

Information has to be wiped from the board, however, in order to add new information, and the information which has been wiped away is no longer available. In other words, the blackboard

is the ideal medium for visualizing information which needs to be flexibly changed and/or which is not to be retained in documentary form, making it a form of "notepad" for the course of the training.

For example, this applies for:
- sketches used to explain individual problems which arise in the course of training,
- explaining contentious points during a discussion,
- all types of examples which you wish to illustrate on the spot,
- many brainteasers, when the participants are to be able to show their attempts to find a solution, as well as
- developing a visualization during a brief presentation in the event that it will not be needed at any further point in the course of the training.

Notes on usage

- Write in a large and legible script.
- Do not employ too much information in a single black/white board picture.
- Make use of arrows, circles and other pictures in order to bring your depiction to life, to emphasise important points and to demonstrate relationships.
- Make use of coloured marker/chalk in addition to white chalk/marker to provide emphasis.
- Depending on the desired learning outcome, you can plan a blackboard depiction ahead of time, sketch it on a piece of paper and develop it in the learning situation (this is equally true for the flipchart and the overhead projector)
- Get your participants to illustrate their contributions to the discussion on the blackboard if this is compatible with the development of the discussion.

2. Flipchart

In principle, the use of the flipchart is identical to that of the blackboard, with the sole difference being that the sheets of paper may be kept, allowing information to be saved for use when required at a later date (e.g. to be kept in a spot visible to all at all times in the training room, or to be used again at a later point in the course). Flipcharts are therefore more expensive than a blackboard, however, which can also be used for many courses.

In addition to the functions of a blackboard, flipcharts are especially suited for:

- pre-planned visualizations, e.g. practice rules, scoring sheets or the support of imparting knowledge in lectures
- quickly recording statements which should not be lost (e.g. for brainstorming and processing),
- core sentences or graphics which are intended for reuse,
- for summaries and overviews (documentation of working results).

Notes on usage

- The paper should not be too thick or stiff, because it must be easy to flip over the pages.
- Write in large and legible letters.
- Make use of arrows, circles and other pictures in order to bring your depiction to life, to emphasize important points and to demonstrate relationships.
- Use pens with a variety of colours.
- Do not write too much information onto the flipchart. Things which you as a trainer would like to deal with at a later point in time or which are of interest to you can be noted down on a metaplan card to avoid confusing the participants with too much information.
- Do not block the view of your participants: Stand next to the flipchart – if you are right-handed, stand on right side of the flipchart as seen by the participants; if you are

left-handed, stand on the left side – writing in this position may require a bit of practice, but it makes it easier for you to direct your speech towards the group.

- Try to maintain eye contact with the group while writing. This is an important reason for only writing down key points in abbreviated form.
- At the end of the day, all of the paper which has been written on should be removed if you are certain that it is not needed for other training. You can and will be able to reuse other pages later; the repetitive aspect of this exercise aids in consolidating that which has been learned and serves as a good motivator when used as a starting point for a new learning situation.

3. Multimedia Projector

The multi media projector has become very common in combination with PowerPoint and other PC-based visualization programs. These are very well suited for presentations as you can use a wide range of presentation tools and animation techniques to make the presentation lively. It is also possible to demonstrate complex relationships in one single slide, making use of the fact that a picture or a graph can explain more than a thousand words. The composition of a slide can be stepwise developed and presented, making understanding easier. Using animation techniques, you can easily adapt the speed of your presentation to the particular group you are dealing with, and you can switch back and forth within the slides. The data show can be prepared well in advance and repeatedly used.

The disadvantages are: a PowerPoint presentation or data show does not stimulate active participation but attitudes of "consuming knowledge", as everything is prepared. You cannot introduce changes or adjustments on the spot as you will have to prepare a new slide. As well, you have to darken the room to ensure good visibility of the slides, causing tiredness of participants on the other hand. Therefore, interrupt your presentation to ask questions and invite participants to comment on what they have seen on the slides. And make only brief presentations with the beamer.

The use of presentation with a multi media projector is always to be recommended when:

- the technical prerequisites are at hand,
- you are imparting information in the form of a lecture,
- you are simply presenting information,
- you wish to develop information and argumentation in a step-by-step process,
- presentations are intended for repeated use,
- the results do not need to be available in the training room for an extended period of time,
- presentations do not need to be placed next one to another – e.g. when comparing group results.

Notes on usage

- When preparing the presentation, do not overload the slides with many different colors, varying size and type of letter, several pictures on only one slide etc. Do not use too many animations; this may distract participants' attention from the contents to the mere animation effects of your presentation.
- Use big letters for the text, using key words and short phrases instead of long sentences.
- Multimedia projector is still quite expensive and not in every case you will have one at your disposal for training. Get informed well in advance, as you might have to substitute your slide show with other visualizations if a multimedia projector is not available.
- New bulbs are sometimes difficult to get and are expensive as well, so make sure the beamer has cooled down before you turn it completely off. Read the handling and safety instructions carefully before you use the beamer.
- In some countries the power supply is not stable. The multimedia projector as well as your computer might be damaged if power fluctuations occur repeatedly.

4. Overhead Projector

The overhead projector is generally used as an aid for visualization in large halls with a large auditorium. This often creates the impression that the projector is standing between the participants and the instructor. It is, however, very well suited for visualization in small groups as well. The projector can also be used to support the involvement of the participants: You yourself can visualize your thoughts and/or course lectures or prepare your own transparencies, e.g. for the presentation of the results of group work.

The overhead projector has the advantage of never requiring you to turn your back to the group. You maintain direct contact with the group at all times and are able to perceive all of their reactions directly. You have the ability to explain something by first placing a transparency onto the projector and then continuously adding new information, pictures or other similar objects which you have prepared ahead of time, revealing these in stages.

Transparencies are very easy to prepare, e.g. you could also – if you have access to the technical facilities – simply print out session documents directly onto transparencies. This saves you the trouble of having to transfer this onto flipchart paper. Transparencies are also ideal for multiple use, meaning you can considerably reduce your preparatory work, e.g. for lecturettes.

The projector provides a strong focus of attention onto the screen, which is very advantageous for lecture situations, but may prove a hindrance to discussion processes.

The use of presentation with an overhead projector is similar to the one explained under multimedia projector.

Notes on usage

- Write clearly and legibly.
- Make use of arrows, circles and other pictures in order to bring your depiction to life, to emphasize important points and to demonstrate relationships.
- Work with pens of a variety of colors. Red should only be used for emphasis.
- Attempt to maintain eye contact with the group while writing. For this reason you should try to note only the most important points, and to do so as concisely as possible.
- When you make use of pre-prepared material, do not present too much information all at once, otherwise the participants will not listen to you because they are trying to read the overhead projection picture.
- Develop complex interrelationships on a step-by-step basis by placing a piece of paper under the transparency and pulling it back bit by bit. By placing the paper under the transparency you are able to ensure that it does not slip off.
- Always turn off the projector when you are finished with it (this will not damage it in any way). The moment you turn it back on, the attention of the group shall immediately be directed towards the projection screen.
- At the end of the day you should go through the transparencies in order to see which of them you may wish to return to for later training units.
- Due to its repetitive nature, the use of familiar transparencies that have been created during the course of the training helps to consolidate that which has been learned and serves as a good motivator when used as a starting point for a new learning situation.

5. Metaplan Technique

The Metaplan technique has long been established as an important visualization technique for modern methods of presentation and training. It is also a key component of experiential-based training courses.

The Metaplan technique is distinguished by the fact that participants write down their contributions, ideas or suggestions onto small rectangular cards. These cards are then pinned onto soft boards which have been covered with brown paper, jointly organized, structured and – once the process has been finished – glued on. In this way the conclusion which has been reached is also available for further visualization.

The act of writing down thoughts onto little cards which are then pinned up for all to see allows discussions to be not only verbal, but also to be recorded in an ongoing written form and to keep thoughts separated in the organization. If the trainer also gathers up the cards from all the participants after asking a question, this also allows the metaplan technique to keep contributions to the discussion anonymous. In this way, even shy or retiring participants can be brought to express their opinions or feelings.

The usage opportunities presented by the metaplan technique are immense. It is the most flexible and participatory of the visualization techniques, for which reason it also includes, to a great degree, the identification of the participants with the group result which has been achieved. This means that working with metaplan cards is generally particularly appropriate when:

- the results of a discussion process are to be elaborated on jointly in the group,
- it is important that all participants express their opinion,
- agreements are to be reached via group results.

It is important that contributions or thoughts can be arranged or differentiated.

Additionally, the colours of the metaplan cards and the variety of forms serve to add further dimensions to working with the flipchart. Many trainers also use metaplan cards as a form of documentation for lecturettes and for the development of the material being presented by retaining the most important key words on different coloured cards. The sequence of the colours can make it simpler to assign the individual themes or learning steps.

Therefore it is readily apparent that metaplan cards can be used in one form or another in nearly all experiential-based training exercises. As a visualization technique, however, metaplan is more specifically described via the group discussion carried out with the aid of the cards. The following usage notes are also related to this aspect. For further assistance we have also provided an example of the various possibilities for arranging a special survey (clusters).

Notes on usage

Use the utmost care when preparing the materials you are going to need:

- Upright boards (pin boards, soft boards) should be covered with the cheapest paper possible, preferably brown (wrapping) paper. In this way you will be able to write on the boards, and at the end it is easy to glue on cards as well. If there are no suitable soft boards available in the training room, you can also use a blackboard or a large wooden board covered with sheets of polystyrene. You should have one board for approximately 6-8 participants, i.e. for a course with 25 participants you should have at least three, and preferably four, upright boards.

- You need a sufficient quantity of rectangular cards on which the participants can write their contributions; approximately one third of these should be white cards, in addition to cards in at least five different colors. Furthermore, you should have a few other shapes on hand: long rectangles for headlines, circles, ovals for markings and for structuring, etc.
- All participants will require at least one marker pen of medium thickness in either black or blue. Red marker pens should only be used for marking.

- Pins in sufficient number. Before the beginning of the course you should place the pins on the corners of the board so that you will be able to reach them easily without having to disrupt the discussion to look for them.
- Marking points in bright or fluorescent colors. This will allow the participants to determine points of emphasis and to select topics.
- Always make sure that the thoughts and contributions of the participants during the discussion are always visualized straight away. If you first allow a discussion of the individual contributions, the group contributions are lost and you risk endangering the fair consideration of all the contributions.
- Introduce the participants to the methods and give them the three fundamental rules for filling out the cards, preferably on a flipchart where you can leave it hanging for as long as it takes for the participants to master these rules:
- Only one thought or statement per card.
  - ✓ The statement must be able to be understood without any additional explanation.
  - ✓ Write clearly and legibly. No more than three lines per card.
- Make sure that you have come up with a clear and concise formulation of the question to which the participants are to provide their contributions. Inform the participants how many cards they are allowed to use, perhaps counting out the cards they are to be given, e.g. two red cards and two blue cards for a pros and cons question.
- Only work with card-based questionnaires when you are sure that it will be possible to create a useful structure from the participants' answers without spending excessive time.
- Read all of the cards before posting them on the board.
- Never leave out a card of your own accord, always make this a group decision.
- Arrange the contributions in accordance with clear structural principles which you explain to the participants beforehand:

The 'cluster' is probably the most important way of structuring for card-based questionnaires. You arrange the cards in accordance with specific content, this is always necessary when there are either too many cards or when the questionnaire itself was carried out with the aim of deriving a structure, e.g. as with brainstorming.

Furthermore you may also structure many contributions in the form of lists and even place them opposite one another when appropriate, e.g. ideas, problems, associations, expectations and fears, pros and cons or strengths and weaknesses.

You can also highlight the interdependent relationships between the various levels by arranging the cards into trees. This form of presentation can follow the clusters if you wish to deal intensively with a particular topic. In this case you should take the cards which you have grouped into clusters and, together with the participants, examine the relationship between the individual statements.

6. Video

Recording learning situations on video allows the participants to expand their self-perception and to better control their effects on their immediate environment. Therefore it can be useful to record segments of experiential-based training course on video and to show it to the participants, thereby giving them a chance to observe their own behavior.

One side effect of video recording and the video presentation of exercise segments is the further consolidation of what has been learned, because results are dealt with one more time. A video recording can also serve the purpose of making processes comprehensible, and underlining the results which have been worked out in the group. This means that video recordings can serve as a variety-enhancing and effective technique in experiential-based training e.g. in

- exercises in which feedback is given and practiced,
- role plays (this is particularly recommended when you carry out the presentation of business plans in the context of role plays),

- in production simulations, in order to be able to better discuss behavior and the allocation of roles.

You should also bear in mind, however, that producing a video which can be used for processing requires certain effort: You must record the video, view it, and perhaps even select the parts you wish to present and then cut the tape, finally presenting it. For one thing, this means that you cannot conduct the processing directly subsequent to the exercise; rather you will have to return to it once again that afternoon or perhaps on the following day. You must also seek to ensure that the utility of this video in ensuring learning success is proportional to the effort required of you to produce it. In other words, you should only employ videos for the visualization of a few exercises during the course, when you wish to place particular emphasis on the observation of behavior. For this purpose, however, the video is an instrument practically without equal.

Below you will find some suggestions for the step-by-step video process in order to make your first attempts easier.

Recording

If you do not possess your own camera, you need to find a rental service ahead of time. You should pick up the camera no later than the evening before it is to be used and make a trial recording in order to make sure that the camera works properly.

Most people do not like the idea of being filmed during a learning situation. The camera can have an inhibiting effect. There are a number of things you can do to combat this: Set up the camera one day before you plan to use it and leave it there throughout the day. This allows the participants to get used to the camera. You can ask the co-trainer or one of the participants to film a short sequence of you. Watch this sequence together with your participants directly thereafter. Firstly, you should say how you felt when viewing the clip and the things which occur to you. Then ask the participants if they have discovered anything new about you. The goal of this exercise: The participants are to recognize that this uneasy feeling one gets when watching oneself is not felt by others, because what they are seeing appears very much normal.

Speak to the group about any worries they might have and ask them what they think are the advantages of making a video recording. Do not insist on using video recordings if the group is strongly against this.

Take care not to film too many scenes. You should think beforehand about which of the expected scenes might be particularly suited for a video recording. Place the camera on a tripod – this prevents wobbly recordings. If you wish to change the target area of the video recording, slowly and calmly swing round the camera. Use the zoom – but do not overuse it. Make sure that you do not accidentally include objects or the heads of the participants, etc., which are too close to the camera along the lower edge of the shot. It is possible that the camera may automatically focus on these objects – meaning that the things you are trying to film will be out of focus.

Cutting

It is possible that you will have prepared more filmed material than you will be able to evaluate with the participants. Make sure you plan ahead of time for being able to cut the film, and allow enough time for the selection of the appropriate scenes. The resulting scenes should not be any longer than 10 minutes.

When selecting the scenes be careful not to make your participants look stupid. This can damage their confidence or make them angry and thereby detract from a relaxed learning atmosphere.

Procedure for presentation/evaluation:

The group should be sitting around the television as they wish (i.e. no assigned seating). Play the sequence without comment.

Then ask the 'actors' how they felt watching the film, what positive or negative things they have noticed. Ask the participants what things they have noticed.

Make reference to learning points and discussions you had in previous day's sessions and illustrate the main contents on the video sequence.

Session 5: Effective Communication Skills & Facilitation Skills Used in Experiential-based Training

Session Objectives	• Familiarize with the key skills in becoming an effective and professional communicator • To familiarize the participants with the elementary principles of successful oral communication of information and to heighten awareness of the factors that interfere with communication and reduce its effectiveness • Apply various effective communication skills used in training
Session Time	2. hours
PowerPoint Slides	Slides: 55-87
Exercise	Exercise 5: Getting the message across Exercise 6: Frequently used skills in training

Exercise 5

20 minutes

Getting the message across:

Separate the participants into groups and have them form lines, each facing forward to the front of the room. Select the person in front and show them, in secret, a hand-drawn simple drawing. This person then goes to the back of their line and draws the picture on the back of the person in front of them with their index finger. That person then does the same to the person in front. The last person (in the front of the line) then draws the picture on a piece of paper.

Process: Getting message across is difficult when you rely on limited channels. In adult based training, it is advised to use different channels.

Slides

20 minutes

Principles of effective communication – "Getting the message across"

Effective and successful communication depends on the message being received by the receiver intact and interpreted by the receiver to have the same meaning as when transmitted You, as the trainer should attempt to elicit from the trainees their experiences with transmission, interference and ways of avoiding interference, which are well within the purview of trainee experience. Participants should be asked about good communicators and poor communicators they have known, describing why they are memorable. The reasons they give should be related to the types of interference and ways in which interference was or could have been avoided. Such a discussion invariably brings out other indirectly related aspects of oral communication needed in training. **As a trainer it is essential that you get your message across – otherwise your effort to train will be wasted.**

Effective communication

Communication specialists compare the way people communicate to the way a radio transmission takes place, like the figure below:

TRANSMITTER (speaker/writer) → **MESSAGE** → **RECEIVER (listener/reader)**

Three types of transmission are identified:
- ✓ Spoken
- ✓ Written
- ✓ Gesture/sometimes referred to as "body language"

Transmission is in code through:
- ✓ Spoken language
- ✓ Written language
- ✓ Gestures

In spoken language the unit of code is the word, heavily supported by gestures. Some communication specialists believe that at least 40% of the full meaning of messages transmitted by speech is conveyed by body language (gestures). In written language the units of code are words and symbols (e.g. figures, punctuation).

Exercise 6

20 minutes

Frequently used skills in training:

Ask the participants to write down on metacards answers to the following questions:

1. Which is the communication skill (e.g., reading, writing, speaking, listening) they use most during the day?
2. Which do they think is their strongest communication skill?
3. Which skill do you think needs the most improvement?

Tally the answers on a flipchart or white board next to each other.

Process: the key communication skills needed in training:

1. Speaking
2. Listening
3. Writing/recording (for preparation/making presentation)

70% of a professional's waking time is spent in communication:

*   Listening: 45%
*   Reading: 16%
*   Writing: 9%
*   Speaking: 30%

Slides

20 minutes

Modes of communication

Verbal: use of words or symbols in spoken or written form (including graphics)

Non-verbal: use of gestures / body movements. ("Actions speak louder than words.")

In everyday communication, 95% of communication is non-verbal. This means that the non-verbal communication can influence the message you are trying to convey.

Vital factors in oral communication:

1. Clarity, level and volume of your voice
2. Articulation: clear pronunciation

Important speaking qualities:

1. Alertness: give impression that you are aware of what you are saying
2. Pleasantness: friendly tone
3. Expressiveness: putting feeling into your voice
4. Distinctness: speak clearly to be understood

Interference

Frequently the message suffers from interference. That is, something interferes with the message between its transmission and reception and distorts it. The following are some types of interference:

→ **Weak transmission**
   ✓ Speaking too softly
   ✓ Speaking in a flat voice (monotone) without inflection
   ✓ Not speaking in a direct line with the receiver
   ✓ Insufficient volume of transmission to prevail over competing transmissions and localized noise (static)

→ **Garbled transmission.** The transmitter (speaker) often scrambles the contents of the message so that the facts it contains are not in logical order and often appear unrelated.

→ **Wrong language.** The transmitter may use words, terms and expressions unknown to the receiver.

→ **Pitching message at the wrong level.** The speaker may transmit information in a context beyond the experience of the receiver (this may involve the use of wrong language). This is sometimes called "transmitting or talking over the receiver's head". Examples are teaching food control procedures or HACCP to people who have no experience in food safety or food processing, or transmitting detailed and profound scientific messages to a receiver without a scientific background.

→ **Receiver not receiving**
   • Receiver turned off (gone to sleep!)
   • Tuned into another transmitter
   • Transmission too weak
   • Strength of receiver diminished (lack of interest - boredom)
   • Receiver distracted by a competing focus of interest (an attractive person walks by)
   • Receiver fatigued

→ **Competing transmissions.** The receiver may be unable to select between transmissions (too many people talking at once).

→ **Overloading the message.** The receiver does not possess the capacity to retain all of the information contained in the message. This frequently leads to receiver confusion/fatigue and anxiety.

Ways of avoiding interference
   ❖ Speak up and out

❖ Speak slowly and deliberately
❖ Use language that the receiver understands
❖ Do not talk over the receiver's head
❖ Ensure you have the attention of the receiver
❖ Only transmit your message in suitable surroundings where there is no, or little, competition
❖ Make the message succinct (as few words as possible) and transmit it in the simplest terms
❖ Plan the message in logical order

In summary, to be a successful communicator and an effective trainer:

→ Use your voice effectively
→ Know your subject
→ Know what you want to say
→ Prepare your message carefully
→ Arrange your points logically
→ Display interest and enthusiasm
→ Sound convincing and sincere

The importance of being an effective oral communicator/presenter

As a trainer much of your effectiveness is measured by your ability to speak with clarity and conviction in getting your messages across. Men and women in training positions are expected to be highly competent at presenting ideas, giving directions and explaining procedures. In fact, this quality of being an effective communicator is generally considered to be an essential element of the effective trainer's skills.

The information you communicate as a trainer is often critical to the people you train and to the workings of the organization as a whole. The way you explain procedures or give directions can make the difference between an employee being productive or frustrated. Sometimes clear information from you can make the difference between people doing a job safely or unsafely, working efficiently or inefficiently or doing things correctly or incorrectly.

How you present even an obviously brilliant idea can make the difference between whether or not anyone listens to you. The way in which you interpret and transmit information about organizational policies, goals, values and procedures has significant influence on the way your staff or subordinates develop their perceptions and their commitments to the organization.

Communicating clearly - "getting your message across" - is not an inherited ability; people are not born with it. It is a learned skill developed through planning and practice.

Essential elements in transmitting a message

Set the rules of the session

Let the participants know how questions will be answered etc. so that the presentation goes smoothly.

State the purpose and main point of your message

This encourages receivers (listeners) to focus on your information and be more receptive. They will not be distracted by trying to guess what your point is, but will be mentally prepared to follow along as you develop your discussion. Stating your main point right away captures your listeners' attention and helps them remember the most important part of your message.

Introductory phrases like the following help to make your purpose clear at the start.

> ➤ My purpose in speaking to you is...
> ➤ It is important that I discuss with you...
> ➤ The subject of what I have to say to you is...
> ➤ As a result of new policies adopted by the organization you should know...

After the main point has been made, it can be highlighted with expressions like:

> ➤ Now, what this means in effect is...
> ➤ Put in another way, this means...
> ➤ You can expect that what will happen next will be...
> ➤ My main concern about this proposal is...
> ➤ The point that I wish to emphasize is...

Strengthen your main point with supporting points

Your explanations, instructions or ideas are more compelling when supported by clear facts and observations. Your objective is to gain respect and belief from your listeners and for them to gain insight into the details of the message you are communicating. The following guidelines will make the transmission of your message effective.

> ➤ Use simple language. Avoid technical jargon unless you are sure that everyone understands it.
> ➤ Keep your explanation short so you do not risk boring people. Do not swamp them with unnecessary detail (which is called "overloading").
> ➤ Choose reasoning that is natural and familiar to your listeners and your topic.
> ➤ Make your explanations as colorful as possible, using examples to illustrate your point.
> ➤ List all your supporting points first; then return to each point and fill in the details.
> ➤ Use visual aids, where possible, to illustrate your points.

Check to see whether you got your message across

You must find out whether you got your message across. Checking this may also introduce you to views of your listeners that were not apparent to you, or reveal misunderstandings that need to be quickly corrected. In addition, checking often helps listeners feel involved: they are being consulted. Their responses might uncover some problems not earlier apparent to you. The best way of checking is by questions. For example:

> ➤ Would somebody like to restate the steps of the new procedure?
> ➤ What do you think about...?
> ➤ What effect do you think the new arrangement will have?
> ➤ Is there anyone who disagrees with what is being proposed?
> ➤ Which of the points I have made do you think is the most important?

Respond to reactions to what you have presented

It is important that your trainees see you as somebody who is honest with them. A good part of this quality of openness is reflected in the way you respond to people when they question your statements, instructions or opinions.   Listeners question speakers because they have not received (not understood) the message, or because it is unclear, or because the details are vague. Generally, they are not challenging the speaker as a person; they are simply seeking clarification.

In answering questions, make sure you understand the question. If you do not understand the question, ask the questioner to repeat it. If you still do not understand it, start questioning the questioner. For example:

> ➤ Do you mean...?
> ➤ I understand that you are asking me...
> ➤ I am not sure that I understand you, but I think you are saying...

Sometimes you may understand the question or statement but feel that other listeners are having trouble with it. In such cases put the question or statement into your own words and restate it, ensuring that your restatement is correct by asking for confirmation from the person who has proposed the question or statement.

Never, never make fun of a questioner who has completely missed your message. Make light of the misunderstanding, and repeat the message to help him or her understand. You might introduce your statement as follows:

> ➤ I think there is a misunderstanding here. Let me repeat my main point again.
> ➤ This is a very complicated matter and difficult to understand fully. Let me repeat the main points.

Summarize your main point(s)

Your listeners will probably not be able to remember everything you have said, especially if you have presented several ideas. A short, simple restatement of the essential message(s) helps the listeners to remember and respond.

Hazards to effective communication

Nervousness, forgetfulness and losing track. At one time or another all trainers (transmitters) experience these problems. Two ways to prevent these difficulties are:

> ❖ Use notes
> ❖ Rehearse the presentation of your message

Speakers familiar with their message seldom, if ever, suffer from severe interference.

Letting the audience get to you - becoming defensive. Do not get defensive when a trainee asks a question or makes a statement that is or appears to be a criticism of or an attack on you. As a trainer and communicator you must retain your objectivity. To become defensive and subjective quickly signals to the listeners that you are not sure of yourself or your facts, and they may assume that what you are saying is unreliable. This can lead to loss of your credibility.

Criticism of your presentation. Look upon critical statements or questions as a form of feedback. The information in them can tell you whether you are on the right track. However difficult it might be, handle yourself pleasantly and diplomatically, using responses such as:

> • I'm glad you brought that up. It's an interesting question.
> • Perhaps you could explain that a little more before we have a look at it.
> • I can understand how you feel about the matter, but try and look at it this way.
> • I understand your concerns. Let's try to come up with some alternatives.
> • I can see that the matter is of great concern to you. Let's discuss it personally at the coffee break.

Facilitation Skills of the Trainer

The trainer performs multi-roles, as a doer or actor for the holistic delivery of the training course. As the presenter, the trainer, not only influences others into action, but also establishes good impressions among the participants. The trainer creates that condition or venue that allows practical and critical thinking to flow towards positive interaction resulting in beneficial and productive outputs. In the delivery of the presentation, the trainer has to secure the focus of the participants and their positive

perceptions toward the topic to achieve a meaningful assimilation of lessons covered and experience an enjoyable and interactive presentation.

The conventional approach of 'giving' in a training situation is being gradually replaced by 'sharing', 'learning together' or acting as a 'facilitator'. The role of a facilitator is to encourage participation without being judgmental and by listening with interest and empathy to help the trainees (participants) to tap into the reservoir of their own abilities gained through their experiences. This is known as the 'participatory approach' having a strong content of interaction.

The trainer, with the merging of the roles of a presenter and a facilitator into a single entity, has to be sensitive not only to verbal and non-verbal communication with the participants, but also to all other factors inherent or present in the training course, such as participants' attitudes, perceptions, gender, diverse cultures and varying customary practices.

It is therefore expected that for the trainer to successfully carry-out these challenging tasks, one has to have confidence and with warmth for interaction and socialization, objectivity in the disposition of things, and impartiality, not bias or partiality on events occurring or on participants' responses, actions and behavior, and build and maintain the interest, energy and involvement of the participants from the start up to the completion of the course

What is Facilitation?

An important feature in adult-based learning is facilitation.

'In simple terms, to facilitate is to assist, to enable something to occur'

As a trainer your aim will be to assist participants to be more effective and to enable learning to occur to that end. Facilitation is no more or no less than this process. It is not a teaching method or a new system, but a term describing a process of helping others to learn.

Facilitation means 'to make easy'. As you develop, you will find you prefer some training methods to others. The temptation is to choose that particular teaching method because you prefer it. You should choose whichever method is most appropriate for your students.

As a facilitator, listening well and attentively is a powerful way of "being" with another person. It honors more than just the words of the speaker but rather helps people to feel as though they have really been seen and valued.

The trick is to listen to someone as though they are the most important person in the world, which, at the time they are speaking to you is, of course, true. If you want to develop into an effective listener than you might begin with the following checklist:

- ✓ Have a reason for listening
- ✓ Demonstrate skill in giving attention
- ✓ Use silences and infrequent questions
- ✓ Encourage the other person to talk
- ✓ Try not to interrupt the other person
- ✓ Suspend judgment
- ✓ Allow yourself time to think and wait before responding
- ✓ Be able to repeat what the speaker has said
- ✓ Be able to rephrase in your own words what was said
- ✓ Check that you have understood

The other primary skill which a facilitator needs to develop is that of facilitative speaking, making skilful intervention from first having listened attentively. For the skilled facilitator there are then a range of possibilities, these include:

The appropriate use of questions; which encourage further examination of a particular issue or which challenge an individual or group about its behavior or attitude.

Suggestions which might, for example, help an individual to look at an issue from a different angle.

- Reflections which throw light on the content of what has been said

- Observations which might notice what is going on inside you, the facilitator, might focus on what is happening in the group or highlight events happening outside the room.

- Imaginable input such as the use of storytelling which has an impact of engaging the imagination or putting a different framework on what has been said.

- Attributive interpretations where some psychological meaning is attributed to a piece of behavior in terms of motives, desire, emotions or thoughts

- Feedback which provides the learner with the opportunity to check reality and also invites reflection.

It is important to note that these skills of building awareness, listening and speaking, sound desperately simple but require great attention. Facilitation cannot be learned overnight, it requires commitment and needs to be practiced and honed over time.

Facilitation in Action

Facilitation is a useful skill for trainers and managers to learn whatever the situation in which they find themselves.

Facilitation is an intensive, client-centered approach to working with individuals, groups, teams and organizations. These aims are to inspire, empower, educate, challenge and support those being facilitated towards continued professional and personal growth, learning and development.

Facilitation provides a way of observing and of developing effectiveness and excellence at work and in living. The rewards include more capable individuals and teams, improved skills in many settings, increased personal and professional awareness, profitability and the prevention of unnecessary stress.

Facilitation is complex rather than complicated. It involves the development of many practical intervention skills, self awareness and a certain amount of courage, a great deal of honesty, the ability to be genuinely flexible, to see all sides of a situation, to own and if appropriate to let go of personal agendas, and the ability to address and deal with relationship issues including interpersonal conflicts as well as conflicts of interest. Facilitating also requires the development of stamina!

CHECKLIST FOR EFFECTIVE FACILITATION

✓ Welcomes group (participants) to the session and puts them at ease
✓ Ensures that the layout of space is comfortable, appropriate and includes everyone
✓ Creates a non threatening environment and ensures that all required resources and materials are available
✓ Clarifies the training topic for each session
✓ Communicate clearly the learning goals and objectives
✓ Enables the participants to agree 'ground rules' for their discussions
✓ Encourages participants to open up and share their experiences, ideas and opinions and issues and concern
✓ Ensures that no group member feels excluded, ignored or pressurized
✓ Ensures that not a single participant dominates the discussion - each person gets a chance to speak once before anyone speaks twice.
✓ Draws in the views of less vocal participants
✓ Handles conflict, emotional and confrontational situations
✓ Keeps the discussion focused on the subject
✓ Manages time during the training
✓ Is flexible with the group process but show's firmness from time to time
✓ Encourages the participants acknowledge difficulties especially in group exercises
✓ Encourages the group to celebrate accomplishments
✓ Encourages the group members to take on responsibility for implementation of plans
✓ Ensures there is closure at the end of a discussion session (that everyone feels that that part of the discussion has finished and that there is a transition to the next session)
✓ Reviews expectations and objectives at the end of the training session
✓ Evaluates each session with the group and seeks feedback on their facilitation'

SESSION 6: Practical Hints in Preparing and Organizing Training

Session Objectives	Provide clear and useful guidelines in organizing actual conduct of training courses
Session Time	1.5 hours
PowerPoint Slides	Slides:88-90
Exercise	Exercise 7: Hints in organizing training

Exercise 7

15 minutes

Hints in organizing training:

Divide participants in to groups and line them up in a straight line. Instruct them to organize themselves in terms of age, height, number of years within the institution etc. The group which organize themselves the fastest with accuracy wins

Process: Ask the participants what they think is the key to win the game. Some of the answers may be; good communication, active listening, leadership, cooperation, etc. Link the responses to the tips in organizing training.

Organizing Training

The training package is based on participant-oriented and experiential learning methods with active involvement of the participants. This implies that at least two trainers are required to prepare and conduct training. For particular topics where specialised knowledge is required (to be discussed and imparted) experts should be invited.

Despite the detailed structured information given in the training material, some key organisational problems may still surface and have to be resolved ahead of the commencement of the training. It depends on your experience how to resolve them, the following hints are meant to support you in your trainer's duties.

1. Selection of Training Venue

The training venue should meet the following specifications:

- The main training room should allow free movements and should accommodate up to 25 participants sitting in a circle.
- Additional smaller training rooms or shaded outside facilities should be available.
- There should be enough place on the walls to fix big sheets of paper with the working results.
- The training rooms should be available for you throughout the entire time of training.
- An office room close to the main training room is required.
- Easy access to photocopy facilities is needed.
- Whenever possible, do not choose venues which are only made for traditional conferences and ensure that role plays and simulation exercises can take place!
- The locality should allow identifying suitable model enterprises in distances of less than 20 km.

2. Preparation and logistics

Make arrangements for the training venue according to the specifications given above. In case the participants are from various places and accommodation is required you should consider that in your decision of the training venue. It is preferred to have training and accommodation at the same place.

Arrange for the required training equipment such as:
- Metaplan boards (alternative a pin wall), for 25 participants you need 2-3
- Overhead projector with replacement bulb
- Photocopy facilities
- Flipchart stand (or 2) with enough paper
- Black or white board

Check whether the equipment is functioning properly, especially with regard to the photocopy machine and the overhead projector.

Make sure that all material needed is available the day before you start the training. The following list shows the materials required for about 25 participants.

- 50 m of brown (wrapping) paper
- 300 – 400 flipchart papers
- 40 marker pens (blue or black)
- 10 big marker pens of different colors
- 500 sheets of A4 paper, and in addition about 4000 sheets for photocopies
- 5 scissors
- 5 rulers
- 30 projector slides (transparencies)
- 4 projector markers of different colors
- About 2,000 metaplan-cards of at least 4 different colors, mostly rectangular, but also in oval and round ones
- 4 boxes of pins (about 200 pins)
- 5 glue sticks
- 50 m masking tape
- 10 pencils
- 5 Erasers

- 5 staplers
- 5 perforators
- 2 sponges if you make use of a blackboard

Please note that some exercises have a specific demand, which is not included here. Therefore it is recommended to start preparation and organization of the training quite some time in advance.

Decide on the model enterprises or project proposals (specifications are given under each training material) to be used for the practical phase of the training. Decide also on the enterprise to be visited during the first week of the training. Visit the enterprises and make written project information available to the participants.

Decide on the experts to be invited for the panel that gives feedback on the fieldwork results at the end of the practical phase. You should send written invitations to the experts you would like to participate in the panel and you should follow up your invitation by personal visits. Explain in detail what you expect from the invited guests.

In case an official opening ceremony takes place the guests of honor have to be formally invited well in advance and logistical arrangements have to be made. The latter contains the booking of a suitable hall, decoration, arrangements for refreshments, preparation of information material for the guests of honor, eventually invitation of media.

Almost the same counts for the official closing ceremony. In addition to the above mentioned preparations printed certificates have to be made available.

Except in cases beyond the training objectives - for instance the institution wants to promote itself - there is no need for two official functions, an opening and a closing ceremony. Anyhow, it should not be underestimated that the official functions add value to the training and stimulate active participation.

3. Preparation of Sessions and the Course of the Training

The success of your training largely depends on the quality of your preparation. Take sufficient time for that and get background information prior training on the participants: age, sex, education, professional experience. On that basic information you have to decide how much of knowledge transfer will be required.

As well your time schedule will depend on the background of the participants. Groups without any previous experience with experiential learning might need some time to get familiarized with. Don't push the participants too hard.

One week prior to the start of the training program, the trainers will have to meet in order to plan the schedule in detail. They should decide who will be the overall lead trainer, being responsible for the whole training. As well they have to assign other roles: who will be responsible for conducting the first, the second and all other subsequent sessions, and who will act as co-trainer? In most exercises two trainers are required. Roles should be changed throughout the training, do not overload one single person. The overall lead trainer's role should be maintained throughout the whole training. The detailed session planning, preparation and purchase of training material is done afterwards. In any case, the co-trainers should be able to take over the session in case the lead trainer gets lost or face any unforeseen difficulty. You are a team, not just a group of individual trainers.

You should act as lead trainer of a particular exercise or simulation that you have not experienced before only in exceptional cases. And, in general, pay special attention to the preparation of the introductory and the processing part of the simulation exercises.

A meticulous preparation allows you to be flexible in training, although this might sound contradictory. The reason is that you can really concentrate on the process only if you have prepared all the materials in advance.

It is advisable to have all transparencies prepared before the training starts. Due to the interactive character of the training, you will have to make adjustments to the course program and introduce some changes, thus preparation of additional training materials will be required.

All handouts given in the training manual contain comprehensive background information for the participants. At least this type of handouts should be ready before the training starts, i.e. photocopied in sufficient numbers, sorted, punched and stapled. It is the duty of the trainer to decide which other parts of the trainer material should be transferred to handouts in addition. It has to be decided as well whether it is necessary to translate the reference materials into local languages. In any case, extensive case studies, check-lists, graphs, and lengthy task-lists should be prepared as handouts.

A third type of handouts - and may be the most important - are those handouts which are worked out jointly during the training or summarize discussion results. As this type of handouts cannot be prepared beforehand and will consume a lot of attention during the training the standard handouts should be prepared as best as possible.

For the enterprise visit and for the practical phase of the training documents about the enterprise developments are required. As these documents contain confidential information you should erase those information from the original documents which are not of value but lead to easy identification of the enterprise before getting them photocopied. Of course, the participants need all information but should be obliged to treat the information confidentially.

4. Organization during the training

General administrative issues should be discussed thoroughly at the very beginning of each training. This includes self-organization of participants, daily schedule, logistics, evaluations, and after class activities.

Different situations in class may force you to change the schedule, to insert other exercises, or to cut short or extend certain sessions according to the learning requirements of the participants. Thus, fine-tuning during the training is essential.

A daily meeting of the trainers after the last session is strongly encouraged with the main objective of reviewing the day's activities, including the daily evaluation result, and of finalizing or adjusting the next day's activities to the actual situation in class: additional training needs may have been identified, group dynamics may not have developed as intended or any other unforeseen circumstances may arise that may warrant a change in the planned schedule.

Mutual criticisms in a friendly and constructive manner help to improve the performance of all trainers through learning from mistakes. Praises and commendations for a job well done should also be given whenever possible in order to reinforce the colleagues. The lead trainer is the one to make sure no unfair criticism takes place. Tactfulness, prudence and calmness help to successfully lead such discussions and to establish an enabling learning climate for the trainers.

In order to facilitate adjustments of the planned schedule, you should display a weekly rolling planning sheet in the training room. Explain major adjustments to the participants and give them orientation where are you currently situated in the schedule.

Make sure that all materials needed - handouts, transparencies, flipcharts, etc. - are ready the evening before you conduct the training.

5. Standard daily activities

There are standard activities that are not specially mentioned in the session outlines. They structure the day and comprise:

a) Beginning of the day

- Spokesperson's report: summary of previous day's activities
- Nomination of next day's spokesperson
- Feedback of previous day's evaluation results
- Administrative announcements (if any)

b) End of the day:

- Administrative announcements (if any)
- Daily evaluation

6. Evaluations

It is strongly recommended to give participants the opportunity for daily evaluations. If there is enough time, you can have a short evaluation session in plenary and everybody just briefly gives a feedback – what has been good today, what has been the most important learning point for me, in which areas do I need some further information or training, what did I not like today?

A written evaluation should capture content related issues as well as logistics and the overall mood. You will find a model format for daily evaluations annexed to this document. Please note that the evaluation results have to be analyzed and discussed carefully in the trainers' team as well as with the participants. If the results are not discussed, and in case the evaluation results do suggest so, lead to changes in the course program, it becomes a superfluous activity.

In addition to the formal evaluation you may introduce a Wailing Wall, i.e. you create a space on the wall prepared with Manila paper where everyone can express his complains and suggestions. Instead of the suggested Wailing Wall you can prepare a Mail Box, a covered box or basket, and place it somewhere in the training room. The mailbox has the advantage that complains and suggestions can be made anonymously.

A final evaluation is conducted at the end of each training. The final evaluation comprises of a questionnaire and an open discussion. A format is annexed to this document. It is recommended to conduct the written evaluation the day before the closing takes place to admit sufficient time for detailed analysis of the results. The feedback on the results should be the starting point for the evaluation discussion. Be aware that the formats have to be adapted according to the actual implementation of the training program.

And finally, provide time for farewell activities, goodbye ceremony and possible agreements between the participants to keep in contact or even co-operate.

7. Grouping of Participants

Group work plays an important role in experiential-based training. Apart from brainstorming exercises, role plays, simulation exercises, and structured discussions most sessions are based on group work. The trainer introduces a topic, relates it to the experiences of the participants and discusses its

relevance on the background of the day-to-day working reality. During a plenary session the elements of a certain technique, method, procedure, etc. are elaborated jointly. This is, in many cases, followed by a group exercise, during which the participants are requested to apply the technique, method, or procedure to a case study. After completion of the group work tasks the group work results are presented and jointly discussed. Through constructive feedback from trainers and co-participants the results are corrected and supplemented and conclusions are drawn.

If no other indications are given in the session outline the grouping can be done at random or you ask participants to do the grouping themselves. If time allows, grouping exercises requiring a certain physical effort can be used to divide the participants into sub-groups with the side effect of energising the group for the forthcoming exercise. Some examples for energisers that can be used for grouping are annexed to this document.

Make sure that group composition changes so that participants can take advantage of. In general, it is advisable to change the composition of sub-groups from time to time in order to enhance learning from different viewpoints and experiences amongst the participants.

For fieldwork and elaboration of business plans you should group the participants on your criteria:

- Put together participants with different strengths and weaknesses.
- Mix various professions.
- Men and female participants.
- And ensure good group cohesion.

A group should not consist of more than 6 members, to promote active participation of all group members. On the other hand, make sure that not too many groups are formed. More than 4-5 subgroups won't be able to present the results in publishing or processing phase without becoming repetitive.

8. Promoting the Group's Working Capabilities

A substantial precondition for the success of the training is the quality of co-operation within the participants' group. Therefore it is quite important to ensure a positive learning atmosphere. At the beginning of the training, leveling of expectations and a thorough discussion of the training objectives and the program is conducted. It is essential for the learning motivation and the active participation of the participants to relate the training program to the day-to-day problems they face in their work.

In order to create a conducive learning environment, you as a trainer should:

- Create an atmosphere of trust and mutual respect.
- An open atmosphere: Try to get the participants to give objective and constructive criticism to the other members of the group, thus opening themselves up to criticism.
- At the same time always put the objective of promoting the professional competence of the participants at the forefront.
- Provide room for emotion. Thinking and learning are not exclusively cognitive processes. All thoughts and learning processes are based in emotionality. What a person thinks, or thinks they know, about another person or fact cannot be separated from the feelings and emotions they have for this person or fact and how the person or fact affects them. Good feelings can encourage the learning process, bad feeling can block it.
- Make breaks flexible and in line with the needs of the participants (as far as permitted by the course of the method selected).
- Make the training more relaxed by using communication exercises.
- Use of Communication Exercises (Energizers).

9. Communication Exercises (Energizers)

Communication exercises (also called Energizers) basically fulfill four functions:

- to create a positive learning atmosphere,
- to energize the participants through physical or mental exercises in order to make them attentive for the following session (particularly after meals),
- to group participants into sub-groups,
- to stimulate creativity and speed.

Thus, communication exercises contribute significantly to set an appropriate learning climate required for experiential learning. If you face a group of participants not yet acquainted with this technique, they might look skeptical at these exercises, which do not allow assuming a bystander's position. With this kind of people, start with very short and convincing exercises which do not resemble 'childish games'. Choose the first communication exercise carefully and be well prepared. If the first energizer turns out to be a failure in the eyes of the participants, you will find it difficult to convince the participants on the usefulness of the concept. For some energizers see the annex to this document.

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