TRAIN THE TRAINER WORKSHOP

Planning & Implementing Active Learning Workshops
Tell me and I forget
Teach me and I remember
Involve me and I learn

Benjamin Franklin
“Strive for continuous improvement, instead of perfection”. Kim Collins
Life is
10 PERCENT
what happens to you and
90 PERCENT
how you react to it.

Charles R. Swindoll
INTRODUCTION of PARTICIPANTS and EXPECTATIONS SETTING
INTRODUCTION

- Workshop Description
- Workshop Objectives
- Expected Outcomes
- Target Participants
- Design of the Workshop
- Workshop Topics
- Opening a Training Session
- Learning Development Process
Workshop Description

- It introduces the topic and background and partners involved.

- It also sets out overall objectives and expected outcomes, target participants, and topic outlines.
Regional Programme for Improvement of Economic Statistics in Asia and the Pacific
Training of trainers' workshop for economic statistics
22-26 April 2019, Bangkok, Thailand

I. BACKGROUND

As part of the Regional Programme to Improve Economic Statistics in Asia and the Pacific (RPES), ESCAP is collaborating with statistical agencies and universities of the Laos Peoples Democratic Republic, Maldives and Nepal to train national experts that have been identified by their agency as future national trainers on economic statistics.

A recommended training package (curriculum, training materials and training of trainers’ materials) is under development in response to repeatedly expressed needs by statistical offices wishing to offer regular, timely and tailored training at the national level. The training package will be publicly available and free of charge.

To verify the quality of the training materials and ensure the training package meet the expectations of countries, ESCAP organized an expert meeting to review them in Bangkok, Thailand in November 2018. Experts identified gaps in the materials and made recommendations on specific topics that should be given priority to ensure take up and use of the package by countries. Recommendations of the expert group are currently being integrated in the training package.
WORKSHOP OBJECTIVE

The ToT is organized to enable the identified future trainers to prepare and deliver foundational training in economic statistics in their respective countries.
EXPECTED OUTCOMES

As a result of the workshop, participants will be able to:

1. Understand and be able to apply the key techniques for preparing and delivering training courses to adult learners including adjusting the existing materials to meet local;
EXPECTED OUTCOMES

2. Be familiar with the recommended training package and know how to use it as a trainer, including how to adjust the package to suit the needs of specific audiences;

3. Be able to develop learning activities (exercises, case studies, etc.) to complement and ground the conceptual and relatively generic training materials.
TARGET PARTICIPANTS

Participants to the Training of Trainers’ Workshop (ToT) will include national experts who have been identified by the three pilot countries (Lao Peoples Democratic Republic, Maldives and Nepal) as future trainers, representative from supporting institutions (national universities of Lao PDR and the Maldives), and resource persons from the ESCAP Network for the Coordination of Statistics Training in Asia and the Pacific.
DESIGN OF THE WORKSHOP

- The workshop consists of a mix of experts’ presentations, small group activities, and plenary discussions.

- The participants are expected to be actively engaged in the training activities.
WORKSHOP TOPICS
WORKSHOP TOPICS

Module 1: Workshop Design

Objectives: Participants will be able to conduct a needs assessment, identify learning objectives and plan an evaluation strategy.

Session 1.1 Conducting a needs assessment
Session 1.2 Identifying learning objectives
Session 1.3 Evaluation strategies
Module 2: Workshop Development

Objectives: Participants will be able to describe several learning styles; identify, sequence and vary learning activities to respond to these learning styles; create effective training content and presentations.

Session 2.1 Understanding four learning styles
Session 2.2 Sequencing learning activities
Session 2.3 Creating effective presentations
Session 2.4 Delivering effective presentations
Module 3: Workshop Delivery

Objective: Participants will be able to use interaction skills to engage learners and facilitate active learning discussions and activities.

Session 3.1 Interaction skills
Session 3.2 Group process skills
Session 3.3 Facilitation Skills
OPENING A TRAINING WORKSHOP
Using this workshop as an example, what does a trainer need to do in the Opening of a training session:

1. Establish a positive learning climate?

2. Bring focus to the training session?

3. Things to avoid?
LEARNERS COME TO A LEARNING EXPERIENCE WITH A NUMBER OF QUESTIONS ON THEIR MIND:

- Is this workshop worth my time?
- What exactly are we going to cover?
- Where does this material come from?
- Is the instructor credible?
- How will we be working together as a group?
OPENING A TRAINING WORKSHOP

- In other words, they want to know “What’s in it for me?”

- They may not see the relevance, until you explain it to them.
Adults are motivated to learn when they know that the material they are learning is relevant to their needs.
OPENING A TRAINING WORKSHOP

- So the best time to explain the workshop is at the **beginning**, before you go into the content.

- This means taking the time to position the content at the opening of the workshop and before each exercise.
OPENING STATEMENT

The best idea is to answer these questions in the first 10-15 minutes so you can keep the learners’ attention focused.
WORKSHOP OPENING GUIDELINES:

Anticipate the answers to your learners’ questions. Answer these in a clear and logical way within the first few minutes of the workshop.

- Purpose
- Objectives
- Agenda
- Method

- Introductions
- Expectations
- Guidelines
- Benefits
WORKSHOP OPENING GUIDELINES:

- **Purpose.** Explain the purpose of the workshop from the learners’ point of view.
  
  What is the main value of this workshop?
  
  What are they expected to achieve?

- **Objectives.** List the learning objectives and explain how these support the purpose.

- **Agenda.** Describe the agenda of the workshop and how the learning objectives will be achieved.
WORKSHOP OPENING GUIDELINES:

- **Method.** Establish the credibility of the workshop by mentioning how it was designed and developed. Include the results of the needs assessment and your expertise as a facilitator.

- **Introductions.** Ask participants to introduce themselves in a way that allows them to explain their background and knowledge.
WORKSHOP OPENING GUIDELINES:

- **Expectations.** Consider doing a small-group discussion where participants discuss and list their expectations for the workshop. Post these on a wall or easel so they can be followed up on during the workshop.

- **Guidelines.** Explain guidelines for the workshop; set clear expectations about staying on time, use of smart phones, managing interaction, etc; ask learners’ to commit to these guidelines or negotiate them if there are any concerns.
WORKSHOP OPENING GUIDELINES:

➢ **Benefits.** The key benefits to them as learners.

What will they gain?

How will this learning experience help them in their work?
LEARNING DEVELOPMENT PROCESS

- Conduct Needs Assessment
- Set Learning Objectives & Plan Evaluation Strategy
- Select, Sequence, & Prepare Learning Activities
- Facilitate Learning Experience
- Evaluate Learning
Module 1: Workshop Design
Objectives: Participants will be able to conduct a needs assessment, identify learning objectives and plan an evaluation strategy.

Session 1.1 Conducting a needs assessment
Session 1.2 Identifying learning objectives
Session 1.3 Evaluation strategies
Design Steps Checklist

1. Conduct a gap analysis to assess current performance level of target learners
2. Assess expected performance level of target learners
3. Identify performance gap
4. Set behavioral goals and objectives
5. Plan evaluation strategy
“Determining your organizational needs will help you to determine what training you need to do. More important, it will help you determine what training you don’t need to do, either because the organizational need cannot be addressed by training or because the organization cannot support the training that is needed.”

- George M. Piskurich, Rapid Instructional Design
A REQUEST FOR TRAINING

You are the head of the statistical training institute in your country or a training focal point for agriculture statistics in your ministry.

Today, your direct supervisor called you and explained that she had recently met with the Minister of agriculture, who complained about the lack of official data on fisheries and aquaculture.
A REQUEST FOR TRAINING - CONTINUATION

The Minister had just returned from an international conference and was disappointed to find out that many countries produce regular official statistics on fisheries and aquaculture.
A REQUEST FOR TRAINING - CONTINUATION

However, his ministry only gathers some data from registered fishing boats.

Your supervisor is frustrated because your NSO/statistical unit is not able to regularly produce this information.

She asks you to urgently organize a training to fill this gap.
A REQUEST FOR TRAINING - CONTINUATION

You understand the importance of this information, and you want to organize the training as quickly as possible.

However, you believe it is important to understand the needs of all stakeholders before moving ahead with the training.

What needs and/or factors will be important for you to consider?
A REQUEST FOR TRAINING

Make a list:
ROLE OF TRAINING

To improve individual or organizational performance
**Education vs Training**

**Education**

- Content based
- Content organized around intellectual categories and historical development; academic approach
- Instructor-oriented; learners dependent on instructor/expert

**Training**

- Performance based
- Content organized around how it will be used; focus on skill building and application to real world
- Learner-oriented; learners have pragmatic view of learning (“What is in it for me?”)
DIFFERENCE BETWEEN TRAINING & EDUCATION

TRAINING

- Practical
- Job oriented
- Skill enhancement

EDUCATION

- Theoretical
- Learning oriented
- Knowledge enhancement

Workshop Design
Do not use training as a first step to remedy performance problems caused by:

- Poor supervision
- Lack of reward for good performance
- Inefficient work flow
- Unclear objectives
- Unrealistic expectations
- Lack of consequences for poor performance
- Inefficient workplace design
- Poor recruitment
REMARK:

- In the above cases, the cause may be due to factors that training will not correct, since poor performance may be a symptom of another root cause.

- And the cause must be corrected before the performance improves.

- Training may still be an option but only after you have identified the root cause!
A **performance** issue resulting from a lack of knowledge or skills is easy to fix:

- Provide effective **training** and an ongoing **learning** and support system, and the problem is solved.

If it's **not** a **training** issue, then **training won't** solve the **performance** problem, no matter how stellar the **training solution** is.
What examples can you give of “training” requests that are more appropriately requests for other types of intervention?
As a result of your analysis, you may find that other interventions, instead of training, may be more useful or practical as ways to enhance performance.

These include:

- Recognition and rewards for excellent performance
- Communication systems such as bulletin boards, e-mail, and newsletters
- Improved supervision of work flow
- Documentation and standardization, including reference manuals, certifications, and standardized procedures
- Ergonomic and human factors, such as human-machine interfaces, color coding, interior design, and furniture
- Feedback systems, such as performance appraisal, performance management, peer appraisal, and customer appraisal
- Training systems, such as computer-based instruction, distance learning, and on-the-job training.
- Career development systems, such as job rotation, mentoring and assessment centers

Adapted from George M. Piskurich. Rapid Instructional Design.
ROLE OF TRAINING

Use training to improve individual or organizational performance by developing learners’ knowledge, skills, and attitudes to achieve performance standards.
### TRAINING DEVELOPS THE FOLLOWING:

<table>
<thead>
<tr>
<th><strong>Knowledge</strong></th>
<th>Information that learners must know to perform effectively: facts, concepts, rules, procedures, policies, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills</strong></td>
<td>Abilities learners must have to perform effectively: cognitive (analytical), communication skills, psychomotor (manual dexterity), etc.</td>
</tr>
<tr>
<td><strong>Attitudes</strong></td>
<td>Values, feelings, beliefs, perceptions, styles, etc. learners should have to perform effectively</td>
</tr>
</tbody>
</table>
WHAT EXAMPLES CAN YOU GIVE WHERE TRAINING IS THE RIGHT INTERVENTION?
Factors that may lead to Training Needs

- Re-organization processes
- Business Process Re-engineering
- Process Improvements
- Reductions in Force
- Layoffs/Transfers/New Hires
- Staffing Changes/Promotions
- Re-locations

- New equipment/Technology
- Performance/Safety Issues
- Problems in Production/Safety
- New Systems/Procedures
- Changes in Laws/Regulations
- Succession Planning
- Career Paths/Growth
Needs Analysis: How to determine training needs

- The process of identifying training needs in an organization for the purpose of improving employee job performance.
What is Training Needs Assessment (TNA)?

- TNA is a method of determining if a training need exists and, if it does, what training is required to fill the gap.
- TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data, and/or workshop.
- The gap between the present status and desired status may indicate problems that in turn can be translated into a training need.
What is Training Needs Assessment (TNA)?

Training Needs = Desired Capability – Current Capability of the Participants

Required Performance or Desired Behavior

GAP

NEED/S

Actual Performance or Behavior
TNA

Where they are now

Where they need to be
-Now
-Tomorrow
-Future

Skill
Knowledge
Behaviour

performance gap
Needs Analysis Steps

- Assess current performance level
- Assess expected performance level
- Identify performance gap
- Set goals and objectives
- Plan evaluation strategy
Conducting the Needs Analysis

- When you conduct a needs analysis you gather information that will help you understand the gap between current performance and expected performance.

- This information will help you plan a learning experience that will fill help the learner bridge the gap.
GAP ANALYSIS TEMPLATE

Current Performance
What’s the situation now?
Learners’ current knowledge, skills, attitudes
Personal factors that affect performance
Organization al factors that affect performance
Factors that affect learners’ access to learning

Expected Performance
What performance is desired?
Performance standards
Factors influencing maintenance of the behaviour

The Gap
Learning Experience
Goals & Objectives
Types of Needs Analyses

Many needs assessments are available for use in different employment contexts.

- Organizational Analysis
- Person Analysis
- Work analysis / Task Analysis
- Performance Analysis
- Content Analysis
- Training Suitability Analysis
- Cost-Benefit Analysis
Types of Needs Analyses

Organizational Analysis

➢ Deals with the organization’s strategies, goals, and objectives or other reasons the training is desired.

➢ What is the organization overall trying to accomplish?

➢ Questions to be answered by this analysis:
   Who decided that training should be conducted
   Why a training program is seen as the recommended solution to a business problem
   What is the history of the organization with regard to employee training and other management interventions.
Types of Needs Analyses

Person Analysis

- Deals with potential participants and instructors involved in the process.
- Questions answered by this analysis are:
  Who will receive the training and their level of existing knowledge on the subject?
  What is their learning style and who will conduct the training?
  Do the employees have required skills?
  Are there changes to policies, procedures, software, or equipment that require or necessitate training?
Types of Needs Analyses

Work Analysis / Task Analysis / Job Analysis

- Analysis of the tasks being performed and the requirements for performing the work.
- Seeks to specify the main duties and skill level required.
- Ensures that the training which is developed will include relevant links to the content of the job.
Types of Needs Analyses

Performance Analysis

- Are the employees performing up to the established standard?
- If performance is below expectations, can training help to improve this performance?
- Is there a Performance Gap?
Types of Needs Analyses

Content Analysis

- Analysis of documents, laws, procedures used on the job.
- Answers questions about what knowledge or information is used on the job.
- Information comes from manuals, documents, or regulations.
- Content of the training should not conflict or contradict with job requirements.
- An experienced worker can assist (as a subject matter expert) in determining the appropriate content.
Types of Needs Analyses

Training Suitability Analysis

- Analysis of whether training is the desired solution.
- Training is one of several solutions to employment problems.
- However, it may not always be the best solution.
- It is important to determine if training will be effective in its usage.
Types of Needs Analyses

Cost-Benefit Analysis

- Analysis of the return on investment (ROI) of training.
- Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training.
List of various competencies that employees may be required to possess in order to perform their jobs well

- Adaptability
- Analytical Skills
- Action Orientation
- Business Acumen
- Coaching
- Communication
- Customer Focus
- Decision Making
- Establishing Objectives
- Fiscal Management
- Global Perspective
- Innovation
- Interpersonal Skills
- Leadership
- Persuasion and Influence
- Planning
- Problem Solving
- Project Management
- Results Orientation
- Risk Management
- Self-Management
- Teamwork
- Technology
Other reasons to conduct a thorough needs assessment:

To generate course material.

The information you collect will provide a wealth of data and illustrations to bring the learning to life and make it relevant to your learners.

To involve supervisors & managers.

Get their support and input. More important, get their egos involved so they will see the learning as their own priority.
Other reasons to conduct a thorough needs assessment:

To examine the work environment.

Identify ways of helping your learners work smarter, not harder.

Methods, policies, and procedures should always be examined for improvement.
Needs Analysis Exercise

Purpose: In this exercise you will have the opportunity to conduct a needs analysis interview with the Director of Agriculture Statistics about a training idea she has for her staff members. There are three roles:

A. Training developer. Ask questions to identify “the gap.” Use the following slide as your guide.

B. Training sponsor. As the Director of agriculture statistics and sponsor of this training workshop, you are eager to provide this development opportunity for your team.

C. Observer. You will observe the interaction, make notes on the questions asked, and conduct a feedback session after the interview.
Needs Analysis Exercise

Use this model to guide the discussion with the Director of Agriculture Statistics. Use it to identify the gap for staff members in her department.

**Current Performance**
- What’s the situation now?

**The Gap**

**Expected Performance**
- What performance is desired?

**Learning Experience**
The Big Picture

Organization’s Performance

Employees’ performance

Employees’ skills
Employees’ knowledge
Employees’ attitudes

Employees’ education
Employees’ experience
Employees’ training
Needs Analysis Tools

After deciding what information you need, your next step is to decide the best way to get it. You’ll want to get only the information you need as efficiently as possible.

Here is a list of options:

- Open-ended questionnaires
- Close-ended questionnaires
- Individual or group interviews
- Observation
- Analysis of documents
# Needs Analysis Tools

**Open-ended Questionnaires** You compose questions for which there are many possible answers or interpretations.

Example: “What are some of the challenges you face in your work?”

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Allow respondents to introduce new topics</td>
<td>➢ Are harder to answer and require more thought from respondents</td>
</tr>
<tr>
<td>➢ May uncover important data not asked for</td>
<td>➢ Allow no way to probe further</td>
</tr>
<tr>
<td>➢ Are less work to prepare</td>
<td></td>
</tr>
</tbody>
</table>

Workshop Design
Needs Analysis Tools

Closed-ended Questionnaires

You compose questions with a limited number of responses.

Example: “How long have you worked at your job?”
   a) 0-2 years  b) 3-5 years  c) 6 years or more

**Advantages**
- Are easier to answer
- Are easier to analyze and tabulate
- Give more precise information

**Disadvantages**
- Require more skill to prepare
- Are limited in scope and ask only what is already known
- Allow no way to probe further
## Needs Analysis Tools

**Individual or group interviews** You prepare questions before hand but you can introduce others as the face-to-face interview progresses. Group interviews (focus groups) allow for interaction and brainstorming of issues.

### Advantages
- Are flexible and allow further probing
- Can pick up non-verbal responses
- Can build commitment to the workshop on the part of interviewees

### Disadvantages
- Are time-consuming
- Require skilled interviewers, especially group interviewers
- May cause group interviewees to influence each other
# Needs Analysis Tools

## Observation

You observe the learners on the job; notice what they do or what they may need to do, including job conditions, key events, and other factors.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Can be a good way to bring out subtle things that are hard to express in interviews or questionnaires</td>
<td>➢ Does not always reveal attitudes</td>
</tr>
<tr>
<td>➢ Can be a good way to gather data for learning materials</td>
<td>➢ Can require considerable time to see all aspects of work</td>
</tr>
<tr>
<td>➢ Can build rapport with target population</td>
<td>➢ Can interfere with work and influence what happens (by observer’s presence)</td>
</tr>
</tbody>
</table>
### Needs Analysis Tools

**Analysis of documents.** You review written materials that contain useful information, like policies, procedures, reports, etc.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Does not depend on commitment of others</td>
<td>➢ May not cover all areas needed</td>
</tr>
<tr>
<td>➢ Can get data from several sources in one place, saving time</td>
<td>➢ May yield too much data making analysis difficult</td>
</tr>
</tbody>
</table>
Needs Analysis Exercise

After your interview with the Director of agriculture statistics, what additional information will be collected to complete the needs analysis. Decide which tools to use on the following slides:

<table>
<thead>
<tr>
<th>Information Needed</th>
<th>Tool to Use</th>
<th>Rationale for Using</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NEEDS ANALYSIS APPLICATION

Make some notes on the needs analysis you will conduct for your own learning project.

- **Current Performance**
  - What’s the situation now?

- **Expected Performance**
  - What performance is desired?

- **The Gap**
  - Learning Experience
GOALS & OBJECTIVES
Setting goals is the first step in turning the invisible into the visible.

Tony Robbins
Goals & Objectives

Once you have completed your needs analysis, the next step is to develop goals and objectives.

<table>
<thead>
<tr>
<th>Current Performance</th>
<th>The Gap</th>
<th>Expected Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the situation now?</td>
<td>Learning Experience</td>
<td>What performance is desired?</td>
</tr>
</tbody>
</table>

Goals and Objectives
By achieving the goals & objectives, the learners will attain the expected performance level.

Here is a way to formulate the learning outcomes:

**Goal**  A broad statement of the learning outcome that you want the learners to achieve.

**Example:** “Learners will be able conduct a needs assessment.”
Objective  A specific learning outcome to be accomplished.

Each learning goal will usually have several objectives that when met will indicate accomplishment of the goal.

**Example:** Learners will be able to:

- Differentiate between training needs and other needs
- Use assessment tools to identify the need
- Identify the gap between current and expected levels of performance
NOTES:

- In most cases you will find it useful to start with the goals and then spell out the objectives.

- However, sometimes it may be necessary to write down the objectives and then develop goals for these objectives.

- Whichever way you arrive at it, you’ll want to end up with conceptual frame that makes sense.
### GOAL versus OBJECTIVES

<table>
<thead>
<tr>
<th>Goals are the final result or outcome of an endeavor</th>
<th>Objectives are specific results that help to achieve the final goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is what you want to achieve</td>
<td>It is how you are going to achieve the goal</td>
</tr>
<tr>
<td>Broader than objectives</td>
<td>More specific</td>
</tr>
<tr>
<td>May not be measurable</td>
<td>Measurable</td>
</tr>
<tr>
<td>Have a longer time frame</td>
<td>Have a short time frame</td>
</tr>
</tbody>
</table>
Broad statements about desired result

Focus on outputs that demonstrate accomplishment of the learning goal

Identify what the learner will know and be able to do by the end of a course
## Difference Between Objectives and Learning Outcomes

| Learning Objective of a topic is a specific statement of teaching intention, i.e. it indicates one of the specific areas that the trainer intends to cover. |
| Learning Outcome is a statement of what a learner should know, understand, and be able to demonstrate after completion of a process of learning. |
| Give information about what the teaching of the unit hopes to achieve. |
| About what the learner is able to demonstrate after the course of instruction / transaction. |
THE LEARNING OUTCOMES FORMAT

All in all, learning outcomes usually follow the **FORMAT**: 

“At the end of the training, participants will be able to insert verb here + insert knowledge, skills, or attitudes the participant is expected to develop here.”

**Example:** “At the end of the training, participants will be able to evaluate the specific attitude/game to be implemented in each specific multicultural class.”
WRITING OBJECTIVES
Writing Objectives

- Objectives are best when they are written in behavioral terms, that is, in ways that can be measured.
- Using behavioral objectives helps you focus the content and makes it easier to evaluate the learning.
- By making objectives behavioral, you avoid misinterpretations and you focus the efforts of everyone involved: managers, course developers, instructors, and learners.
**OBJECTIVES SHOULD BE**

<table>
<thead>
<tr>
<th>S</th>
<th>Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Measurable</td>
</tr>
<tr>
<td>A</td>
<td>Achievable</td>
</tr>
<tr>
<td>R</td>
<td>Relevant</td>
</tr>
<tr>
<td>T</td>
<td>Targeted &amp; Time-Bound</td>
</tr>
</tbody>
</table>
Writing Objectives
Here are some commonly used (and commonly misinterpreted terms) and their behavioral alternatives.

<table>
<thead>
<tr>
<th>Learning Domain</th>
<th>Commonly Misinterpreted Term</th>
<th>Behavioral Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>To know, learn</td>
<td>To list, define, name, describe, explain</td>
</tr>
<tr>
<td>Skills</td>
<td>To understand, know how to</td>
<td>To use, apply, operate</td>
</tr>
<tr>
<td>Attitude</td>
<td>To feel, value</td>
<td>To explain the importance of, To list the benefits of, To demonstrate</td>
</tr>
</tbody>
</table>
Writing Objectives

- Some objectives are harder to write in behavioural terms than others.
- Those related to attitude can be particularly difficult.
- Nevertheless, the main thing is to be as specific as possible so that you can translate the objectives into well-conceived activities in the development phase of the training.
Bloom's taxonomy (revised)

Level 1: Can the learner recall or remember the information?
- define, duplicate, list, memorise, recall, repeat, state

Level 2: Can the learner explain ideas or concepts?
- classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase

Level 3: Can the learner use information in a new way?
- choose, demonstrate, dramatise, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write

Level 4: Can the learner distinguish between different parts?
- appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test

Level 5: Can the learner justify a stand or decision?
- appraise, argue, defend, judge, select, support, value, evaluate

Level 6: Can the learner create a new product or point of view?
- assemble, construct, create, design, develop, formulate, write
## Learning Objectives Template

By the end of the session, participants will be able to:

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>(Begin with an action verb, use behavioural terms)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>• (Begin with an action verb; use behavioural terms)</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>•</td>
</tr>
</tbody>
</table>
## Learning Objectives Example

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Learning Objectives:</th>
</tr>
</thead>
</table>
| Conduct a learning needs assessment using a gap analysis. | • Differentiate between training needs and other organizational factors that affect performance.  
• Use assessment tools to gather information relevant to the learners’ current and expected levels of performance.  
• Identify and describe the performance gap to be addressed by a learning intervention. |
Writing Objectives Exercise

Read the following objectives on the next slide and make a check mark (√) next to the ones that are stated in behavioral terms.

For those not written that way, rewrite them so that they, too, are written in behavioral terms.
Writing Objectives Exercise

1. Understand the three phases of workshop development and develop presentation skills.

2. Learn various types of sampling methods for agricultural surveys.

3. To identify basic requirements and assess feasibility of structuring a statistical register system by integrating several administrative registers.

4. Feel confident in their ability to facilitate a training session.

5. Know the characteristics of administrative registers and be familiar with methods for developing statistical registers.
Writing Objectives Exercise

Together with your colleagues in your table group, write 2-3 learning objectives for the staff members in the agriculture statistics department.

Make sure that they describe the learning outcomes in behavioral terms:

Objectives:
Writing Objectives and Goal Exercise

Write down a goal and behavioral objectives for a training program or module of your own design. Make use of the Learning Objectives Template.
PLANNING AN EVALUATION STRATEGY
Planning an Evaluation Strategy

- Don’t wait until after you have conducted your workshop to figure out how you will evaluate it.

- An effective learning design incorporates a plan for how you will determine if goals and objectives have been met.
Planning an Evaluation Strategy

Donald Kirkpatrick, an expert on evaluation, has identified four types of evaluation:

- Reaction
- Learning
- Behavior
- Results

# Planning an Evaluation Strategy

4 Types of Evaluation by Donald Kirkpatrick:

<table>
<thead>
<tr>
<th>Level</th>
<th>Type</th>
<th>Central Question</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reaction</td>
<td>Did the learners like the experience and did they find it useful and enjoyable?</td>
<td>Questionnaires completed by learners at the end of a workshop</td>
</tr>
<tr>
<td>2</td>
<td>Learning</td>
<td>Did the learners achieve the learning objectives that were set?</td>
<td>In-class tests, pre- and post-training tests</td>
</tr>
<tr>
<td>3</td>
<td>Behavior</td>
<td>Are the learners able to apply their learning in the world?</td>
<td>Surveys of learners &amp; their managers, observation</td>
</tr>
<tr>
<td>4</td>
<td>Results</td>
<td>Were the outcomes achieved valuable to the organization and individual?</td>
<td>Cost analyses, impact on organization</td>
</tr>
</tbody>
</table>

Train the Trainer Workshop
4 Types of Evaluation and Examples

-Adapted from George M. Piskurich (2015) Rapid Instructional Design: ID Fast and Right.
### Level 1 Reaction evaluation (example)

Use the scale below to indicate your opinion on each of the following statements:

5 = strongly agree  4 = agree  3 = neutral  2 = disagree  1 = strongly disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This course was relevant to work I do on my job.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. I was able to achieve the course objectives.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. The course was interesting.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. The course provided me with practical information.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. The course materials helped me in my learning.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. The course activities were well designed relevant to my work.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. The trainer facilitated the workshop effectively.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. The course was well organized.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. Overall, the course was well worth the time that I spent in it.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:
Level 2 Learning Evaluation

- An effective method of assessing the achievement of learning objectives during the workshop/training is by conducting pre- and post-workshop tests.

- A pre-test (diagnosis test) is given to diagnose level of knowledge/skills of learners on the topics covered by the workshop.
Level 2 Learning Evaluation  con’t

- After completing the workshop, post-test will be conducted to assess level of progress in each learner by measuring difference between his/her scores in post and pre tests.

- It is critical to remember that the post-test must contain different questions from the pre-test, but with the with the same level of difficulty and same number of questions on each (sub) topic.
Level 2 Learning Evaluation (example)

Given below and on the next slide an example of two questions on the same topic asked in pre- and post-tests in a training course on survey sampling:

**Pre-test:**

Q1. Sampling distribution of an estimator
   a) relates to distribution of size of units in sample.
   b) is determined by the value of the population parameter.
   c) describes how the values of the estimate varies over selection of different samples of the same size following the same sampling scheme.
   d) of sample mean is necessarily a normal distribution.
   e) I don’t know
Level 2 Learning Evaluation (example)

Post-test:

Q1. Every estimate from a random sample is a random variable, because:
   a) It has a sampling distribution.
   b) It has a normal distribution.
   c) Its values vary over selection of different samples of the same size following the same sampling design.
   d) Both (a) and (c).
   e) I don’t know
Level 3 Behaviour evaluation

- Despite difficulties in assessing the long-term organisational and individual impact of training, many training providers attempt to understand the extent to which the learning is being applied in the field.
- Follow-up surveys are simple methods that may be used to assess to what extent knowledge and skills learned during training activities were applied in real work.
- A more objective method of assessment is through action plans developed during the workshops.
Level 3 Behaviour evaluation

- Participants may be asked to develop an action plan which they wish to implement upon return to their organisations.
- Action plan could be a direct implementation of methods and procedures introduced during the workshop or transferring the knowledge gained to other members of the organization.
- Follow-up surveys then will focus on implementation of the action plans.
- It is also possible to assess behavioral changes through evaluations immediately after the training activity.
## Level 3 Behaviour evaluation (example)

Circle the word that best summarises your opinion regarding the following statements:

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Before the course, my level of knowledge on this topic was:</td>
<td>High</td>
<td>Average</td>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. After the course, my level of knowledge on this topic was:</td>
<td>High</td>
<td>Average</td>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Before the course, my level of ability to use the skills in the course was:</td>
<td>High</td>
<td>Average</td>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. After the course, my level of ability to use the skills in the course was:</td>
<td>High</td>
<td>Average</td>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Level 3 Behaviour evaluation (con’t of example)

5. What are you able to do now on the job that you couldn’t do before this course?

6. Which aspects of the course were most useful in helping you gain and apply the knowledge and skills?

7. What has stopped you from using something you learning in the course back on the job?

8. Would you recommend this course to others in the organisation? YES NO

Please explain the reasons for your answer:
Level 4 Results evaluation

- A Level 4 evaluation identifies the impact of training as a method to achieve benefits such as financial gains, increased efficiency, cost savings, etc.
- This level of training may be difficult to implement because it may be problematic to isolate variables that prove the impact of training.
- Nevertheless, a Level 4 evaluation asks an important question: “Was the training workshop worth the investment?”
Planning an Evaluation Strategy

- Another reason to do extensive evaluation is that the staff members in your organization are always evaluating your workshops informally.

- They form perception based on their experience and tell colleagues and superiors about the workshops they attend.

- Like it or not, your credibility and success depend on such perceptions.

- Evaluation helps you understand your impact in the organization and take corrective action whenever necessary.
Analyzing Evaluation Results
What are the possible implications in the following situations?

1. Workshop receives **negative reaction** evaluation.

2. Workshop receives **positive reaction** but **negative learning** evaluation.

3. Workshop receives **positive reaction** and **positive learning** evaluation but **negative behavior** evaluation.
WRITING A TRAINING PROPOSAL
Writing a Training Proposal

After completing the design phase of program development, it makes sense to check in with the program sponsor to make sure that your proposed plan is in line with your sponsor’s expectations.
Writing a Training Proposal

A training proposal includes the following sections:

1. Purpose
2. Description of participants
3. Program goals and objectives
4. Program requirements
Writing a Training Proposal

A training proposal includes the following sections:

1. **Purpose.** Explain the broad issues the program addresses.
   - What are the benefits to the organization and to the individuals who will be trained?
   - What will be the impact of the training?
Writing a Training Proposal
A training proposal includes the following sections:

2. Description of participants.

- What have you learned from your needs analysis?
- What is the current level of performance?
- What is the expected level of performance?
- What are the organizational factors that affect performance?
- What systems and rewards will need to be in place in order to sustain the performance?
Writing a Training Proposal

A training proposal includes the following sections:

3. Program goals & objectives.

- Explain how your program solves the problem(s) you’ve identified in the needs analysis.
- List all the objectives so that you can get your sponsor’s (and manager’s) approval on each one.
- Explain how you will evaluate the program.
Writing a Training Proposal

A training proposal includes the following sections:

4. Program requirements.
   - Explain the length and format of the program you expect to produce.
   - Outline the development time, instructor requirements, the budget, conference room and audiovisual requirements, and a time table for delivering the training.
Writing a Training Proposal

- The suggested format for the training proposal includes a minimum of information.
- You may require more, depending on the circumstances and complexity of the training.
- Use this document as a way of summarizing expectations and getting your proposal approved.
- It can also serve as a plan to guide your development efforts.
Working with Training Providers

When working with training providers, communication is key!
Working with Training Providers

Make sure you have discussed and agreed to the following items before beginning the project:

- Purpose of the project
- Scope of needs analysis
- Project time table
- Training proposal
- Development
- Other issues to consider
Working with Training Providers

- **Purpose of the project.**
  What are the broad goals to be accomplished?
  What are the training, and “non-training” issues associated with the project?

- **Scope of needs analysis.**
  Who needs to be involved?
  What assessment methodologies will be used?

- **Project time table.**
  What are the expected time frames for conducting the needs assessment, design, and development of the project?
Working with Training Providers

➢ Training proposal.
What items should be addressed in this document? (See suggestions preceding page.)

➢ Development.
What learning activities will be used? What can be done to make the program an engaging and high-impact learning experience?

➢ Other issues to consider:
Module 2: Workshop Development
Module 2: Workshop Development

**Objectives:** Participants will be able to describe several learning styles; identify, sequence and vary learning activities to respond to these learning styles; create effective training content and presentations.

Session 2.1 Understanding four learning styles
Session 2.2 Sequencing learning activities
Session 2.3 Creating effective presentations
Session 2.4 Delivering effective presentations
WORKSHOP DEVELOPMENT STEPS
Workshop Development

- In the development phase of the learning-development process, the workshop developer creates learning modules that will help the learners achieve the learning goals and objectives.

- The workshop developer pays close attention to varying the type and sequence of learning activities in order to enhance the learner’s engagement and respond to several adult learning styles.

- In this phase, the workshop developer also creates audiovisual and written materials to support the learning.
Development Steps Checklist

1. Create a conceptual frame by grouping and combining learning goals & objectives into learning modules.

2. Arrange the modules into a logical sequence that will develop the learners’ knowledge and confidence as they move through the experience.

3. Identify and sequence learning activities within each module; use a variety of learning activities to take into account the learners’ different learning styles.
Development Steps Checklist

4. Set time frames for activities and determine workshop schedule.

5. Create logical, transitional links between modules that help learners understand the direction and flow of the learning.

6. Develop visual aids and written materials to support the learning experience.
List of Learning Activities
<table>
<thead>
<tr>
<th>Type of Learning Activities</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Exercise</td>
<td>Identify steps or actions to use in learners’ own environment.</td>
</tr>
<tr>
<td>Case Study</td>
<td>Identify concepts and skills in a specific environment; apply knowledge</td>
</tr>
<tr>
<td>Demonstration</td>
<td>Observe skills in action, usually by instructor or experienced performer</td>
</tr>
<tr>
<td>Discussion</td>
<td>Draw on learner’s experience; encourage application; identify challenges and obstacles</td>
</tr>
<tr>
<td>Fish Bowl</td>
<td>Observe skills in action; provide feedback</td>
</tr>
<tr>
<td>Games &amp; Simulations</td>
<td>Discover learners’ habitual tendencies; establish a need to change; experience and analyze underlying issues; practice skills</td>
</tr>
<tr>
<td>Type of Learning Activities</td>
<td>Purpose</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Lecturette</td>
<td>Introduce new area of content; convey conceptual, historical or theoretical information</td>
</tr>
<tr>
<td>Pen &amp; Paper Exercise</td>
<td>Identify concepts and knowledge; practice and test knowledge</td>
</tr>
<tr>
<td>Personal Reflection</td>
<td>Create awareness of concept; encourage learner’s emotional involvement</td>
</tr>
<tr>
<td>Reading/ Self Study</td>
<td>Introduce new area of content; gain broader background on topic</td>
</tr>
<tr>
<td>Role Play</td>
<td>Establish the need to change; practice skills in a work-related context</td>
</tr>
<tr>
<td>Video Clip</td>
<td>Provide information; set a mood; demonstrate interaction</td>
</tr>
<tr>
<td>Visualization</td>
<td>Engage learners’ imagination.</td>
</tr>
</tbody>
</table>
# Learning activities plan template

<table>
<thead>
<tr>
<th>Module: (name)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learning Goal/Objective:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Timing (listed in minutes)</th>
<th>Activity (Describe training technique/participant activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Learning activities plan (example)

**Module: Feedback Skills**

**Learning Goal/Objective:** By the end of this module, learners will be able to give specific, behavioural feedback in ways that promote cooperation and learning.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Learners write down examples of positive and negative feedback they have received in the past; share with partner. (reflection)</td>
</tr>
<tr>
<td>15</td>
<td>Facilitator delivers interactive presentation on effective feedback, including making it specific and behavioural; elicits examples from learners. (lecturette)</td>
</tr>
</tbody>
</table>
Learning activities plan (con’t example)

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Learners complete workbook exercise on distinguishing effective examples of feedback using the criteria mentioned in the facilitator’s presentation. (pen and paper exercise)</td>
</tr>
<tr>
<td>10</td>
<td>Learners write down examples of feedback to their real-life work colleagues. (application exercise).</td>
</tr>
<tr>
<td>10</td>
<td>Facilitator provides examples of effective feedback in front of the class. (demonstration)</td>
</tr>
</tbody>
</table>
### Learning activities plan (con’t example)

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Learners practice giving feedback in triads with each having a turn to play giver of feedback, receiver of feedback, observer. (role play)</td>
</tr>
<tr>
<td>15</td>
<td>Facilitator debriefs learning from role play and gives out an additional handout on giving feedback in “challenging” or special situations. (reading &amp; discussion)</td>
</tr>
<tr>
<td>15</td>
<td>Learners conduct small-group discussion on how they will apply learning and then summarise comments for the large group. (application exercise &amp; discussion.)</td>
</tr>
</tbody>
</table>
Characteristics of Adult Learners

- Your learners are adults.
- Their personalities, learning styles, and behavior patterns are well developed (and may be relatively inflexible.)
- They are busy people with many responsibilities and many may view training as an intrusion upon their time.
Characteristics of Adult Learners

To develop learning experiences that respond to the needs and learning styles of adult learners, it is useful to keep the following characteristics in mind:

- Adults have a reservoir of personal and work-related experience.
- Adults’ attention needs to be gained and sustained.
- Adults are task oriented.
- Adults tend to be cautious, anxious, and easily discouraged in new situations.
- Adults need to be self directing and autonomous.
- Adults expect high-quality learning experiences.
Kolb Learning Style Inventory

Concrete Experience
“Experiencing”

ACCOMMODATING

DIVERGING

CONVERGING

ASSIMILATING

Abstract Conceptualization
“Thinking”
Kolb Learning Style Inventory

Your Kolb Learning style: ________________________________

- In your small groups, give examples of “peak” learning experiences.

- What made them particularly effective for you?

- After having listened to the other 3 styles, what will be important to keep in mind when you work with others whose styles may be different from your own?
**Kolb Learning Style Inventory**

- After having listened to the other 3 styles, what will be important to keep in mind when you work with others whose styles may be different from your own?

<table>
<thead>
<tr>
<th>Accommodating</th>
<th>Diverging</th>
<th>Assimilating</th>
<th>Converging</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sequencing Learning Activities

➢ An effective learning experience creates a flow of activities that keeps your learners’ attention and builds their mastery of the content you are presenting.

➢ No matter how well you develop a particular activity, its impact may be greatly diminished if it is misplaced in the sequence of training.

➢ Example: learners may get tired if one theoretical activity follows another, or if a theoretical activity is presented after lunch.
Sequencing Learning Activities

As you develop the sequence of activities, here are some approaches to keep in mind:

- Broad picture → Details
- Simple content → Complex
- Theory → Application
- Become aware → Identify → Produce

You can also sequence activities to create variety and interest. In the end, however, the sequence you select should be a logical response to your learners’ needs.
Sequencing Learning Activities

Purpose This exercise asks you to sequence a series of learning activities. It will give you an opportunity to apply the principles of sequencing presented on the previous page.

Situation You are an HR manager. You are developing a module on how to give positive and constructive feedback to colleagues. Read the list of activities below and place them in a logical order.
A. Ask participants to identify people in their workplace to whom they would like to give feedback
B. Ask learners to write down and example of positive and constructive feedback they have received in the past
C. Set up role plays so participants can practice giving feedback
D. Provide a 10-minute lecture on giving effective feedback
E. Ask participants to have a group discussion about difficulties of and barriers to giving feedback; summarize in large group
F. Ask participants to fill out a worksheet where they must distinguish between effective and non-effective feedback

Sequence

Why?

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
Sequencing Learning Activities

Select one of your objectives. Make a list of learning activities to help learners gain mastery of the objective. Be prepared to explain the rationale for the activities and sequence.

Objective:

Activities:
## Sample Instructional Sequence

### Module 1: Giving Effective Feedback

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:10</td>
<td>Learners write down examples of positive and negative examples of feedback; share with partner.</td>
<td></td>
</tr>
<tr>
<td>9:10-9:25</td>
<td>Instructor gives lecturette on effective feedback, including making it specific and behavioral; elicits examples from learners.</td>
<td></td>
</tr>
<tr>
<td>9:25-9:35</td>
<td>Learners complete written exercise on distinguishing positive and negative feedback.</td>
<td></td>
</tr>
<tr>
<td>9:35-9:45</td>
<td>Learner write down examples of feedback to give to their real-life work colleagues.</td>
<td></td>
</tr>
<tr>
<td>9:45-9:55</td>
<td>Instructor demonstrates giving effective feedback.</td>
<td></td>
</tr>
<tr>
<td>9:55-10:15</td>
<td>Learners role play in triads, playing speaker, other person and observer.</td>
<td></td>
</tr>
<tr>
<td>10:15-10:30</td>
<td>Instructor debriefs what was learned from role play; gives out handout on additional tips for giving feedback</td>
<td></td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>Learners conduct small-group discussion (10 min.) and then summarize comments for large group. (5 min.)</td>
<td></td>
</tr>
</tbody>
</table>
ORGANIZING A PRESENTATION

Listener Profile

Opening

Body

Close

Purpose
Agenda
Benefits

Development
- Structuring Techniques
- Rhetorical Strategies

Recap of Agenda
Take Away Message
# Organisation worksheet

## Opening

<table>
<thead>
<tr>
<th>Purpose (Title Slide)</th>
<th>Agenda</th>
<th>Benefits</th>
</tr>
</thead>
</table>

## Body

## Close
Organizing a Presentation

- Start by defining your listener.

- Write down all the information you have about your listener’s needs, interests, and priorities.

- The more information you have, the better prepared you will be to get and keep your listener’s attention.

- To be persuasive, you need to present your idea from your listener’s point of view.
“The art of effective listening is essential to clear communication, and clear communication is necessary to management success.” - James Cash
Organizing a Presentation

Several questions to consider:

- What is the listener’s technical level of understanding?
- What are the listener’s expectations about your presentation? How can you exceed these expectations?
- What do you want the listener to do after hearing your presentation?
- Do you have more than one listener? If so, what are the needs and expectations of all of the listeners? Who is the primary listener?
Your goal is to get inside your listener’s mind and see your idea from his/her point of view.
Organizing a Presentation: Listener Profile

Additional things to consider about your listener:

- Personal interests
- Work history
- Educational background
- Leisure interests
- Age
Organizing a Presentation: Opening

- Purpose
- Agenda
- Benefits
- Structuring Techniques
- Rhetorical Strategies
- Recap
- Take Away Message
Organizing a Presentation: Opening Purpose

- Start with a strong, single statement that explains the purpose of your presentation.
- Frame it in terms that the listener can understand and relate to.
- A good approach is to mention the subject matter of the talk and a reason why the subject matter is important to this listener (benefit).

Here is a useful format:

subject matter + so that + benefit to listener
Organizing a Presentation: Opening

**Example:**
“The purpose of my talk is to give you an overview of visual aid techniques so that you can increase the impact and interest of your presentations.”

**Not:** “Now I am going to talk about visual aids.”
Organizing a Presentation: Opening

Agenda

- After stating the purpose, explain your agenda.
- List the topics you'll be covering.
- Make sure there is a logical link between the purpose and the topics you outline.
- Say enough on each topic to orient your listener, but save the details for the body of your presentation.
Organizing a Presentation: Opening Agenda

Example:
“First I will review the planning steps of a presentation. Then I will show you some structuring techniques; these are some templates that you can use to develop content in the body of your presentation. Lastly, I will demonstrate some delivery techniques so that you know how to create the greatest impact with your visual aids.”
Organizing a Presentation: Opening

Benefits
Finally, let the listener know what's in it for him/her. How will the listener gain by paying attention? Why should the listener invest the time?

Example:
“When I'm finished, you'll have a tool kit for preparing and delivering effective visual aids. You will also have learned some ways to keep your listeners' attention and help them to remember what you say.”
Organizing a Presentation: **Body**

- During the body of your presentation, you develop your agenda topics.
- Referring to your listener profile, outline the main points your listener needs to know about each of the topics.
- Keep in mind the questions you think your listener will have about each of the topics.
- Then, include only the necessary detail to support the points and to answer the listener's questions.
Organizing a Presentation: Body

Structuring Techniques

For each topic in your presentation, you will develop a visual aid (or several visual aids) to convey the main points and to answer the listener's questions.
Organizing a Presentation:  

Use the following structuring techniques as templates for the ideas you wish to convey.

<table>
<thead>
<tr>
<th>Structuring Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bullets</td>
</tr>
<tr>
<td>2. Bullets with graphics</td>
</tr>
<tr>
<td>3. Bar Charts</td>
</tr>
<tr>
<td>4. Flow Charts</td>
</tr>
<tr>
<td>5. Line Charts</td>
</tr>
<tr>
<td>6. Pie Chart</td>
</tr>
<tr>
<td>7. Diagram</td>
</tr>
<tr>
<td>8. Tables</td>
</tr>
</tbody>
</table>
Organizing a Presentation: Body

Use the following structuring techniques as templates for the ideas you wish to convey.

<table>
<thead>
<tr>
<th>Structuring Technique</th>
<th>When to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bullets</td>
<td>Bullets are the most versatile and widely used technique for structuring information. Use bullets to:</td>
</tr>
<tr>
<td></td>
<td>➢ list reasons</td>
</tr>
<tr>
<td></td>
<td>➢ give examples</td>
</tr>
<tr>
<td></td>
<td>➢ provide background and details</td>
</tr>
</tbody>
</table>
**Organizing a Presentation: Body**

Use the following structuring techniques as templates for the ideas you wish to convey.

<table>
<thead>
<tr>
<th>Structuring Technique</th>
<th>When to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Bullets (with graphic)</td>
<td>Add a graphic to create interest and to make the bullets easier to remember. Include a conceptual graphic to:</td>
</tr>
<tr>
<td></td>
<td>➢ explain a concept</td>
</tr>
<tr>
<td></td>
<td>➢ label an idea or project</td>
</tr>
</tbody>
</table>
Example of Bullets with Graphics

SmartArt Step Up Process

FIRST
- Lorem Ipsum
- Lorem Ipsum
- Lorem Ipsum

SECOND
- Lorem Ipsum
- Lorem Ipsum
- Lorem Ipsum

THIRD
- Lorem Ipsum
- Lorem Ipsum
- Lorem Ipsum

PROCESS ANALYSIS
Here if you want you can add some brief text about the little text and remember this is a demo text you can replace or delete this

2014
HEADING
YOU CAN ADD SOME BRIEF TEXT HERE

2015
HEADING
YOU CAN ADD SOME BRIEF TEXT HERE

2016
HEADING
YOU CAN ADD SOME BRIEF TEXT HERE

2017
HEADING
YOU CAN ADD SOME BRIEF TEXT HERE

2018
HEADING
YOU CAN ADD SOME BRIEF TEXT HERE
Organizing a Presentation:

Use the following structuring techniques as templates for the ideas you wish to convey.

<table>
<thead>
<tr>
<th>Structuring Technique</th>
<th>When to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Charts:</td>
<td>A bar chart presents the totals of several data elements.</td>
</tr>
<tr>
<td>Bar Chart</td>
<td>Use a bar chart to compare the totals.</td>
</tr>
<tr>
<td></td>
<td><strong>Example:</strong> a summary of budget amounts from several years.</td>
</tr>
</tbody>
</table>
Horizontal Bar Charts

- for qualitative types of data given a specific time

- to compare the magnitudes of the different categories of a qualitative variable

- place the categories of the qualitative variable on the y-axis and the amount or number is on the horizontal axis
Guidelines on Horizontal Bar Charts:

- the length of the bar represents the value for the category
- the bars should not be too wide or narrow or too long or too short
- the spaces in between the bars may be one-fifth to one-half the width of the bar
- sometimes arranging the bars according to length facilitates comparisons
- use appropriate colors or patterns for the bars
Figure: Top 8 Leading Causes of Death in the Philippines: 2014

- Diseases of the Heart: 125,906
- Diseases of the Vascular System: 69,913
- Malignant Neoplasm: 56,219
- Pneumonia: 54,877
- Accidents: 43,853
- Diabetes mellitus: 31,687
- Chronic Lower Respiratory Diseases: 25,114
- Tuberculosis, all forms: 24,929
### Organizing a Presentation: Body

Use the following structuring techniques as templates for the ideas you wish to convey.

<table>
<thead>
<tr>
<th>Structuring Technique</th>
<th>When to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Charts: Flow Chart</td>
<td>A flow chart shows steps in a process. Use a flow chart to give an overview of the whole process; then explain each step.</td>
</tr>
</tbody>
</table>
Example of Flowchart

```
start

input hourly pay

input hours per week

weekly pay = hourly pay x hours per week

if weekly pay > 400
  true
  output can afford to live alone
  false
  output can't afford to live alone

end
```
## Organizing a Presentation: Body

Use the following structuring techniques as templates for the ideas you wish to convey.

<table>
<thead>
<tr>
<th>Structuring Technique</th>
<th>When to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Charts: Line Chart</td>
<td>A line chart shows a single trend or compares several trends over time. <strong>Example:</strong> the movement of a social indicator such as GNP growth, production levels, or funds spent on education</td>
</tr>
</tbody>
</table>
Line Chart

- appropriate for time series data
- emphasis is on the movement
- shows trends, patterns, forecasts
- applicable for one or more time series data for comparison purposes
**Guidelines for Line Chart**

- ratio of height to width should be 2:3 or 3:4
- put the variable of interest on the vertical axis and the time on the horizontal axis
- scale figure of the vertical axis starts with zero
Figure 3a. Stretched Out Vertical Axis of the Grid

Figure 3b. Stretched Out Horizontal Axis of the Grid

Figure 3c. Correct ratio of height to width (2:3)
Figure 1: Peso Dollar Exchange Rate in the Philippines February 19 to 23, 2018

With Zero on the Vertical Axis

Without Zero on the Vertical Axis
## Organizing a Presentation: Body

Use the following structuring techniques as templates for the ideas you wish to convey.

<table>
<thead>
<tr>
<th>Structuring Technique</th>
<th>When to Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Charts: Pie Chart</td>
<td>A pie chart shows the relationship of the part to the whole.</td>
<td>the foreign trade level of one country as compared to that of all countries in the region.</td>
</tr>
</tbody>
</table>
Pie Chart

- circle divided into several sections
- useful for data sorted into categories for a specific period
- emphasis is to show the components parts with respect to the total in terms of the percentage distribution
- use the pie chart if there are less than 6 categories in the data set
Illustration of Pie Chart

Figure No.: Percentage Distribution of Reported Cases of Drug Abuse by Type of Substance in the Philippines: 2004

- Shabu: 25%
- Marijuana: 68%
- Cough Preparation: 3%
- Inhalants: 3%
- Injectable: 1%
Guidelines on Pie Chart:

- plot the biggest slice at 12 o clock
- arrange components of the pie chart according to magnitude
- if there is an “Others” category, put it in the last section
- use different colors, shadings, or patterns to distinguish one section of the pie to the other sections
Organizing a Presentation:

Use the following structuring techniques as templates for the ideas you wish to convey.

<table>
<thead>
<tr>
<th>Structuring Technique</th>
<th>When to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Diagram</td>
<td>A diagram simplifies and displays a set of relationships. Use a diagram to</td>
</tr>
<tr>
<td></td>
<td>➢ show a physical or organizational relationship</td>
</tr>
<tr>
<td></td>
<td>➢ describe a technological configuration or problem</td>
</tr>
<tr>
<td></td>
<td>➢ explain any complicated idea or product</td>
</tr>
</tbody>
</table>
Example of Organizational Chart

- **President**
  - John Smith
- **VP Marketing**
  - Susan Jones
- **VP Sales**
  - Rachel Parker
- **VP Production**
  - Tom Allen
- **Manager**
  - Alice Johnson
- **Manager**
  - Michael Gross
- **Manager**
  - Kim Dole
- **Manager**
  - Kathy Roberts
- **Manager**
  - Betsy Foster
## Organizing a Presentation: Body

Use the following structuring techniques as templates for the ideas you wish to convey.

<table>
<thead>
<tr>
<th>Structuring Technique</th>
<th>When to Use</th>
</tr>
</thead>
</table>
| 8. Table (numbers or text) | Use a table to display related information. A table is an effective way to  
  - display several important numbers  
  - list advantages and disadvantages  
  - compare related information  
  - show a chronology of events |
### EXAMPLE OF A TABLE

**TABLE 2.** Total Number of Families, Total and Average Annual Family Income and Expenditure by Income Class, Philippines: 2015
(in thousand pesos)

<table>
<thead>
<tr>
<th>Income Class</th>
<th>Total no. of Families</th>
<th>Income</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Average</td>
</tr>
<tr>
<td>Total</td>
<td>22,730(^{a})</td>
<td>6,068,162(^{b})</td>
<td>267(^{a})</td>
</tr>
<tr>
<td>Under P40,000</td>
<td>355</td>
<td>11,086</td>
<td>31</td>
</tr>
<tr>
<td>40,000 - 59,999</td>
<td>901</td>
<td>46,104</td>
<td>51</td>
</tr>
<tr>
<td>60,000 - 99,999</td>
<td>3,268</td>
<td>266,410</td>
<td>82</td>
</tr>
<tr>
<td>100,000 - 249,999</td>
<td>10,318</td>
<td>1,671,854</td>
<td>162</td>
</tr>
<tr>
<td>250,000 and over</td>
<td>7,888</td>
<td>4,072,708</td>
<td>516</td>
</tr>
</tbody>
</table>

\(^{a}\) in thousands  \(^{b}\) in millions

**Footnote:**
Details may not add up to totals due to rounding.

**Source:** Philippine Statistics Authority
Organizing a Presentation: **Body**

Rhetorical Strategies

- As you make decisions about how you will structure your ideas and represent them visually, you should also be thinking about how you will convey the information verbally.
- Will you cite a statistic, state an example, or give an analogy?
- In other words, what rhetorical strategies will you use?
Organizing a Presentation: **Body**

**Rhetorical Strategies**

These are the *forms* of your argument or discussion: what you say to prove a point, answer a question or simply make information clear.

1. Analogy
2. Anecdote
3. Experience
4. Expert
5. Fact
Organizing a Presentation: Body

Rhetorical Strategies

Analogy. The analogy is a creative way to explain an idea quickly and clearly.

- To best use an analogy, step outside the topic of your presentation and explain the idea in a simpler or more familiar context.
- Then link this explanation back to your original context.
- Your listener's interests may suggest opportunities for developing analogies.
Organizing a Presentation: Body

Rhetorical Strategies

Anecdote. Tell a story that demonstrates the idea or principle that you are explaining.

- An anecdote gets your listeners' immediate attention and helps them see the truth of what you are saying in a realistic context.
- It sets up an emotional link to the material that will help them remember what you said.
Organizing a Presentation: Body

Rhetorical Strategies

Example.
With an example, you can make an abstract concept concrete. Try to draw the example from your listener's frame of reference. That way you can demonstrate the concept in a way that is understandable—and easy to remember.
Organizing a Presentation: **Body**

**Rhetorical Strategies**

**Experience.** You can draw on your own experience to explain an idea or concept: Explain how it has worked for you in the past.

- Or, you can use your listener's experience: Relate your idea to a similar action taken by your listener in the past. Show him/her that your idea will work in a similar way.

- Finally, you have the experience of the idea itself. Explain the success of the idea, as shown over time.
Rhetorical Strategies

**Expert.** You can use an expert to prove your point. Just make sure that your listener acknowledges this person as an expert.

- An expert can also be an institution or periodical that your listener accepts as a credible source of information.
Organizing a Presentation: Body

Rhetorical Strategies

Fact. A fact is a basic truth. There are many accepted truths in our day-to-day business world.

Example: It takes money to make money. But watch out—what seems like a fact to you may seem like an opinion to someone else.
During the close of your presentation, you summarize your main topics and ask for questions.

Recap.
- Briefly review the topics you covered and relate them back to your purpose.
- Remind your listeners of what you have covered and why it is important to them.
Organizing a Presentation: Closing

Take Away Message.

- At the end of your talk, you have the opportunity to leave your listeners thinking about an important message.

- What is the main point you want your listeners to think about and/or take action on?

- Or perhaps you can leave them with a personal insight.
Organizing a Presentation: Closing

EFFECTIVE VISUAL AIDS

Visual Aids will help your listeners understand — and remember — the information you are presenting.

- Flash cards

- Flip charts

- Graphs & charts
Organizing a Presentation:

Visual Aid Guidelines:

- Make visual aids simple.
- Make them large.
- Limit words.
- Represent ideas conceptually by means of graphics.
- Use a standard template that keeps the headings and formats consistent from slide to slide.
- Create anticipation through verbal transitions.
- Use a color palette of 6-8 colors. Do not overwhelm the listener with colors, graphics, and animation.
- Position visual aids at the side of the room (not the center) whenever possible.
- Interact with visual aids by pointing and revealing information gradually.
- Talk to your listeners, not to your visual aid.
You are the Message

- Your presence influences the atmosphere of your workshop.

- Your words, and even more important, according to much research, is your nonverbal communication.
You are the Message

From your experience, what are steps that you can take to create rapport at the beginning of a session?

<table>
<thead>
<tr>
<th>To Do</th>
<th>To Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Module 3: Workshop Delivery
Module 3: Workshop Delivery

**Objective:** Participants will be able to use interaction skills to engage learners and facilitate active learning discussions and activities.

Session 3.1 Interaction skills
Session 3.2 Group process skills
Session 3.3 Facilitation Skills
Workshop Delivery

- In the delivery phase of the learning-development process, the workshop developer organizes the learning environment and creates a positive climate that engages the learners and promotes achievement of the learning objectives.

- In the role of facilitator, the workshop developer positions the training content effectively by explaining its relationship to the learners’ background and priorities, and he/she uses verbal transitions to create logical links between modules.
Workshop Delivery

- Moreover, he/she uses effective interaction skills and group-process skills to keep the learning on track.
- The workshop developer also creates support documents such as the daily programme for learners and the facilitator’s guide.
Delivery Steps Checklist

1. List all set-up requirements beforehand and make sure someone is in charge of providing them. These include a laptop, projector & remote control, easel and flip chart, copies of training materials, tent cards for learners’ names, enough tables and chairs, etc.

2. Get to the training room an hour early to set up the room, test the equipment, and make sure all materials are organized and ready to use. (Bring back-up copies of your slides and training materials on a thumb drive.)
Delivery Steps Checklist

3. Obtain the phone number of the venue’s technical support team in case a problem arises during the day.

4. Find out how to operate the room lighting and adjust the room temperature.

5. Confirm arrangements regarding break times and lunch with provider, if appropriate. Locate and check the restroom facilities.

6. Greet participants and welcome them as they arrive.
Delivery Skills Reminders

Eye contact

- Eye contact is a key communication skill.
- Good eye contact helps you stay focused and increases the confidence you project.
- Look at each of your listeners for one complete thought. That way you keep them involved also.
- When you look at your listeners, you gain feedback.
- Good eye contact helps you understand the impact your words and presence are having on your audience.
Don't make the mistake of maintaining eye contact with just one person as this will stop the other members of the group from listening.

To get past this, focus on a different member of the group with every new sentence.

This way you are talking to all of the group and keeping them all interested.
Delivery Skills Reminders

Pacing/Shifting

- The first step to eliminating a nervous habit is becoming aware of it.
- If pacing or shifting is a concern for you, concentrate on planting your feet.
- Then you can redirect your energy into more positive uses such as gestures and facial expression. Or, try moving purposefully, making eye contact with different members of the group.
Delivery Skills Reminders

Non-words.

- Occasional non-words are not a problem.
- They become distracting only when you use them repetitiously.
- Your listeners quit listening and begin counting non-words.
- Use pauses instead: They smooth out your delivery and help you demonstrate greater confidence.
Non-words.

The most obvious filler, of course, is “uh”. You don’t have that problem? Uh, I don’t, uh, believe you.

Almost every human being occasionally uses “uh”—the pause that refreshes.

Even so, it is a syllable we have to guard against if we want to be effective trainers.

The use of “uh” (and “ah,” “mmm,” and similar meaningless sounds) makes you sound uncertain, flustered, ignorant, and, worst of all, boring.
USE OF OKAY

- The use of “okay” to end a declarative sentence has become an epidemic. We use the word “okay” at the end of your sentences to make sure the class is with you and to encourage them to ask questions or raise their hands if they don’t understand.

- The rampant use of “okay” at the end of statements is not good. It is as if you want to look like you care, but your real objective is to cut off questions and move on to the next topic.
Delivery Skills Reminders

Gestures.

- Gestures are natural
- Most people use them when speaking conversationally
- Gestures make you more interesting because they add a visual dimension to your communication.
- They also increase your intonation.
- Loosen up, be yourself and feel free to use your hands to express yourself.
Body language is a very powerful tool. We had body language before we had speech, and apparently, 80% of what you understand in a conversation is read through the body, not the words.

- Deborah Bull
Delivery Skills Reminders

Pauses.

- Silence is difficult to endure when you are speaking before a group.
- But silence can add great impact to your message.
- Pauses are also an effective way of modulating a fast speaking pace.
- Don't try to slow down the way you say your words—you'll sound stilted.
- Instead, put in pauses after key words and at the end of complete thoughts.
The right word may be effective, but no word was ever as effective as a rightly timed pause.

Mark Twain
Delivery Skills Reminders

Intonation.

- When it comes to intonation, the more variety, the better.
- In some cases, you may want to raise the volume of your voice to increase the confidence you project.
- And, by experimenting with different levels of volume, you can also add interest.
- Just be careful not to let your voice trail off at the end of sentences.
- In other cases, you may want to add more intonation to decrease monotone and to hold your listeners' attention more effectively.
Intonation

Intonation is about how we say things, rather than what we say. Without intonation, it's impossible to understand the expressions and thoughts that go with words.

Listen to somebody speaking without paying attention to the words: the 'melody' you hear is the intonation.
Intonation: Understanding Which Words to Stress

To begin, you need to understand which words we generally stress and which we do not stress. Stress words are considered content words such as:

- Nouns (e.g., kitchen, Peter)
- (Most) main verbs (e.g., visit, construct)
- Adjectives (e.g., beautiful, interesting)
- **Adverbs** (e.g., often, carefully)
- Negatives including negative helping verbs, and words with "no" such as "nothing," "nowhere," etc.
- Words expressing quantities (e.g., a lot of, a few, many, etc.)
Intonation: Non-stressed words are considered *function words* such as:

- Determiners (e.g., the, a, some, a few)
- Auxiliary verbs (e.g., don't, am, can, were)
- Prepositions (e.g., before, next to, opposite)
- **Conjunctions** (e.g., but, while, as)
- Pronouns (e.g., they, she, us)
- Verbs "have" and "be" even when used as main verbs
Example: INTONATION – focusing on stress content words rather than function words

Let's look at a simple example: The modal verb "can." When we use the positive form of "can" we quickly glide over the can and it is hardly pronounced.

They can come on Friday. (stressed words in italics)

On the other hand, when we use the negative form "can't" we tend to stress the fact that it is the negative form by also stressing "can't".

They can't come on Friday. (stressed words in italics)

As you can see from the above example the sentence, "They can't come on Friday" is longer than "They can come on Friday" because both the modal "can't" and the verb "come" are stressed.
Practice Quiz

Test your knowledge by identifying which words are content words and should be stressed in the following sentences:

1. They've been learning English for two months.
2. My friends have nothing to do this weekend.
3. I would have visited in April if I had known Peter was in town.
4. Natalie will have been studying for four hours by six o'clock.
5. The boys and I will spend the weekend next to the lake fishing for trout.
6. Jennifer and Alice had finished the report before it was due last week.
Answers to Practice Quiz:

Words in *italics* are stressed content words while unstressed function words are in lower case.

1. They've been *learning* English for two months.
2. My *friends* have nothing to do this weekend.
3. I would have *visited* in April if I had known Peter was in town.
4. Natalie will have been *studying* for *four* hours by six o'clock.
5. The boys and I will spend the weekend next to the lake *fishing* for trout.
6. Jennifer and Alice had *finished* the report before it was due last week.
Delivery Skills Reminders

**Enthusiasm.**

- You may have noticed that there is a gap between how you think you are coming across and how you are actually perceived by your listeners.

- Don't be afraid to be enthusiastic about what you are saying.

- Remember, your energy projects confidence and makes your presentation more interesting to your audience.
INTERACTION SKILLS
Interaction Skills

- As a facilitator, your role is to guide the discussion and to keep the group on track.
- Sometimes this means helping the learners focus their comments or encouraging them to take action.
- At other times it means drawing out silent learners or helping learners make links between their comments and those of other learners.
- It may also mean channeling or refocusing negative or unproductive comments.
Interaction Skills

- Your challenge is to mobilise the group and to build consensus at the same time.

- You can do this most effectively when you create a positive climate.

- A positive climate promotes understanding, encourages participation, and builds commitment to the learning achieved.
Interaction Skills

In this module, you will be experimenting with several interactive skills that will help you encourage the learners’ interaction while you maintain a positive climate.

The skills are:

- Restating
- Drawing Out
- Building
- Differing

Each is explained on the following slides. By using these skills, facilitators and learners alike will achieve more positive results in training sessions.
Interaction Skills

Restating

When

- You want to confirm your understanding of what the person has said
- You want to check to make sure that you understood correctly
- You want to encourage the other person to say more
- You want to calm someone down who is angry or frustrated
Interaction Skills

Restating

How

- RESTATE in your own words what you understand the other person to be saying

Key Phrases

- So what you’re saying is ...
- If I hear you correctly, your concern is ...
- You think ...

NOTE: Restating does not mean that you agree with the other person. By restating you show that you understand what the other person is saying.
Interaction Skills

Drawing Out

When

- You don’t fully understand what another person is saying
- You don’t understand why another is saying something
- You want to encourage an inhibited speaker whose contribution is necessary
Interaction Skills

Drawing Out

How

➢ DRAW OUT the other person by asking for more information on:
  • what has been said
  • why it has been said

➢ Use questions that require the other person to answer with more than just a “yes” or “no”
Interaction Skills

Drawing Out

Key Phrases

- What do you mean by __________? 
- Could you give me an example? 
- How would you describe the situation? 
- What are the reasons for __________? 
- Tell me more about that ...
Interaction Skills

BUILDING

When

- You see a way to increase the usefulness of another person’s idea or suggestion
- You want to get the other person’s buy-in to an idea or suggestion
Interaction Skills
BUILDING

How

- Acknowledge the connection between the other person’s idea and what you are about to say

- BUILD by adding value to the original idea through
  - slight modifications
  - additional benefits
  - a more effective way to realise the original intent
Interaction Skills

BUILDING

Key Phrases

- Your idea makes me think of ...
- Just to build on that, we could ...
- Not only that, it will also ...
- Another way we could achieve that goal ...
Interaction Skills

DIFFERING

When

- You see value to an idea/suggestion but also have some concerns
- You don’t want to embarrass the other person
Interaction Skills
Differing

How

- **Differ** by giving an itemised response
  - specify the positives
  - explain your concerns

- Identify ways to retain positives and eliminate concerns
  - invite/make suggestions
  - give/invite reactions
Interaction Skills

DIFFERING

Key Phrases

For positives
What I like about your plan  ...
The good points are  ...

For concerns
My concern is  ...
I see the following disadvantages  ...
Interaction Skills

BUILDING

Key Phrases

- Your idea makes me think of ...
- Just to build on that, we could ...
- Not only that, it will also ...
- Another way we could achieve that goal ...
LISTENING TO UNDERSTAND
Listening to Understand

- The role of the facilitator is to help the group understand and “process” the many contributions made by its members.

- This means drawing out and restating learners’ contributions even when you disagree or believe that a speaker’s comments are negative or not helpful to the process.
Listening to Understand

- *Listening to understand* means interacting with the speaker and probing to grasp the total message — both verbal and non-verbal.
Listening to Understand

It involves a temporary suspension of your own point of view and efforts to:

- Check your personal biases and avoid automatic judgments.
- Mentally summarize the speaker’s message.
- Notice the non-verbal clues.
Listening to Understand

It involves a temporary suspension of your own point of view and efforts to:

- Remain open to ideas that challenge your belief system and NOT interrupt, interrogate, or preach.
- Ask questions to clarify the speaker’s message using a positive and friendly tone.
- Give the speaker brief, encouraging verbal comments such as “oh,” “uh-huh,” “I see,” “right,” “interesting,” etc.
Listening to Understand

After listening to understand, it is usually a good idea to summarize by restating what has been said and why it has been said.
Interaction Skills Exercise

Let's take a moment to summarise the techniques we've looked at up to this point. Read the following list and label each as an example of one of the techniques we've discussed:

Drawing Out (DO) Building (B)
Restating (R) Differing (DF)

1. Your approach is a good one for several reasons. However, I think we need to look at these disadvantages.
2. So what you're saying is that you need some more information about the problem.
3. I'm not sure I understand. Could you elaborate?
4. Just to follow up on your idea, I think we could also expand the program to other areas of the organization.
5. You're right on target with your suggestion. And we could probably get Human Resources involved also.
6. What are your reasons for saying that?
7. So, in other words, you want to make sure that the needs of your section get adequate consideration.
8. I like the format and the conclusions of the report. What concerns me is the length — It's quite long.
9. Sounds like a good idea. Could you be a little more specific?
10. If I understand you correctly, you'd feel a lot better if we started our sessions on time.
Increasing Interaction in Presentations

- With smaller groups (40 people or fewer), you can increase your audience’s involvement by conducting your presentation as a discussion.

- When you believe your audience has information that will advance the presentation, get them thinking, and talking, by asking them questions.

- This approach works best when you have listeners who enjoy speaking up and voicing their own opinions.
Increasing Interaction in Presentations

Here are some techniques to try:

<table>
<thead>
<tr>
<th>Technique</th>
<th>Purpose</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed Questions</td>
<td>➢ To get a response from the audience</td>
<td>➢ How many of you get nervous when giving presentations?</td>
</tr>
<tr>
<td></td>
<td>➢ To conduct an on-the-spot needs assessment</td>
<td>➢ How many of you have worked in a field office?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ How many of you believe the following statement is true? False? Not sure?</td>
</tr>
</tbody>
</table>
### Increasing Interaction in Presentations

Here are some techniques to try:

<table>
<thead>
<tr>
<th>Technique</th>
<th>Purpose</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Drawing Out** | ➢ To get specific information & ideas (Note: to get people talking, it’s often good to ask questions that are easy to answer and have many possible responses.) | ➢ What are some examples?  
➢ What are some reasons?  
➢ What are the advantages?  
Disadvantages?  
**Avoid superlatives.** Example:  
➢ What is the most important reason for ...? |
## Increasing Interaction in Presentations

Here are some techniques to try:

<table>
<thead>
<tr>
<th>Technique</th>
<th>Purpose</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restatement</td>
<td>➢ To confirm what a person has said</td>
<td>➢ So what you are saying is …</td>
</tr>
<tr>
<td></td>
<td>➢ To make sure that everyone has heard a point made by someone in the audience</td>
<td>➢ Your main point is …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ You believe that …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ I am hearing a number of important points here …</td>
</tr>
</tbody>
</table>
## Increasing Interaction in Presentations

Here are some techniques to try:

<table>
<thead>
<tr>
<th>Technique</th>
<th>Purpose</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building</td>
<td>➢ To increase the value of a point made</td>
<td>➢ Just to add to that …</td>
</tr>
<tr>
<td></td>
<td>➢ To connect points made by several people</td>
<td>➢ Building on your point …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Both of these ideas suggest …</td>
</tr>
</tbody>
</table>
# Increasing Interaction in Presentations

Here are some techniques to try:

<table>
<thead>
<tr>
<th>Technique</th>
<th>Purpose</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Differing | ➢ To find value in a comment that partly “misses the mark”  
➢ To avoid embarrassing someone | ➢ Yes, I agree (with some aspect of the comment) ... however ...  
➢ I can understand your concern ... on the other hand ... |
Increasing Interaction in Presentations

Example A UN Day presentation to high-school students

Speaker: (Asking for a show of hands) How many of you have studied the UN in school? How many of you have visited a UN office? (closed questions)

The UN is a family of organizations. What are some examples of UN organizations? (open-ended question.)

Student: UNESCO

Speaker: That’s right. What are some others? (open-ended question)

Student: The Red Cross

Speaker: Well, yes, the Red Cross is an important international organisation; however, it is not part of the UN system (differing). What are some others?

Speaker: (moving on) What do you think are some of the goals of the UN?

Student: Helping the poor countries in the world.

Student: Trying to stop wars.

Speaker: Right. So you see development as a UN priority. (restatement) And, in addition to that, working for peace in the world. (restatement & building)
Managing Group Process
Managing Group Process

- By “group process,” we mean all of the steps that you and the group take to define and agree on the outputs of the learning.

- It also involves keeping the group on track and making sure that the needs and voices of all are acknowledged — and acted upon, to the extent possible.

- Process works best when the trainer creates a climate of respect and strives for consensus in the actions and decisions that are taken.
Managing Group Process

Aspects of process include:

- Clear purpose statement for learning session
- Logical agenda and clear time frames for activities
- Input from learners on issues to be addressed
- Agreement on norms to be followed
- Clear goals and logical plans for conducting learning activities to achieve the greatest impact
- Consultation with learners when a change in course seems necessary
- Trainer’s and group’s commitment to achieving outputs agreed to
Managing Group Process

Review the list of interventions on the following pages.

Imagine situations where they might be useful to help you manage the flow of activities, resolve differences and promote positive relations among learners.
Managing Group Process

- The facilitator's task is to keep the group on track.
- This means setting up and maintaining the process of the session.
- It may also mean checking with the group and re-negotiating the process if new or unforeseen circumstances make a change in the process necessary.
## Managing Group Process

Here is a list of interventions, the facilitator's “tools of the trade.”

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get agreement on the purpose, agenda, decision making process, and ground rules</td>
<td>Reviewing and checking for agreement at the beginning of meeting</td>
<td>“Before we get started, I'd like to review the purpose of the session and the way we will proceed.”</td>
</tr>
<tr>
<td>Make a procedural suggestion</td>
<td>Suggesting a way for the group to proceed</td>
<td>&quot;I'm not convinced we have the time to deal with that issue right now. What do others in the group think?&quot;</td>
</tr>
</tbody>
</table>
# Managing Group Process

Here is a list of interventions, the facilitator’s “tools of the trade.”

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain/Regain focus</td>
<td>Making sure everyone is focused on one thing at a time</td>
<td>“Wait a minute. These are all important points. Let’s take them one at a time.”</td>
</tr>
<tr>
<td>Ask /Say what’s going on</td>
<td>Naming something that isn’t working and getting it out in the open so group can deal with it</td>
<td>“I sense that you are not all in agreement with the way we are making this decision. Let’s talk about it.”</td>
</tr>
</tbody>
</table>
### Managing Group Process

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enforce procedural agreements</td>
<td>Reminding the group of a previous agreement or ground rule</td>
<td>“We agreed that during brainstorming we will withhold evaluation. Could you hold onto that idea for later?”</td>
</tr>
<tr>
<td>Deal with or defer</td>
<td>Deciding with the group if it's appropriate to deal with an idea or defer till later</td>
<td>“I'd like to suggest that we finish looking at all aspects of the problem before discussing the solution.”</td>
</tr>
<tr>
<td>Use body language</td>
<td>Focusing attention through eye contact and movement</td>
<td>Regain focus by standing up, moving to the center of the room, or increasing energy levels.</td>
</tr>
</tbody>
</table>
## Managing Group Process

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praise</td>
<td>Letting individuals and the group know how pleased you are with their contributions</td>
<td>“That's an important insight.” “We've made excellent progress today.”</td>
</tr>
<tr>
<td>Use humour</td>
<td>Making a joke to relieve the tension (but being careful not to do so at someone's expense.)</td>
<td>“I flunked penmanship in grade school, but I studied remedial flipchart writing in graduate school.”</td>
</tr>
</tbody>
</table>
Cultural Factors
Cultural Factors

- When you plan a session, it is important to analyse the cultural values that play a part as well.

- A useful distinction for understanding cultural values related to communication is the concept of low context vs. high context communication.
Cultural Factors

High Context (indirect)
- Message is subtle and often indirectly stated.
- Heavy emphasis is given to nonverbal and context of message.
- Indirectness is tolerated and often used.
- Stress is placed on harmony and social relationships — face saving is important.
- Emotional quality is more important than the meaning of particular words.

Low Context (direct)
- Message is explicit.
- Meaning is amplified through extended talk and writing.
- Indirectness is viewed as a waste of time and sometimes with suspicion as dishonest.
- Stress is placed on argument and persuasion, rather than harmony.
- Distinction is made between the position taken and the individual self.

* E. T. Hall
Cultural Factors

- An important consideration when you plan a learning session is to look at the learning outputs and the learners seeking to achieve them.

- The learners' culture, to a great degree, will determine their expectations about, and behaviour in, the session.

- By culture we mean not only the learners’ national culture but also differences based on their company, profession, age group, gender, etc.
Cultural Factors

- An effective facilitator will keep in mind these differences and plan a session that allows learners to work in ways that are comfortable and appropriate for them.
Cultural Factors
Here are several factors to keep in mind:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Low-context</th>
<th>High-context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations about Interactions</td>
<td>Discuss issues, Debate openly</td>
<td>Listen &amp; understand trainer</td>
</tr>
<tr>
<td>Communication style</td>
<td>Direct, “Speak one’s mind”</td>
<td>Indirect, Points are often subtle and implied</td>
</tr>
<tr>
<td>Attitude toward status &amp; hierarchy</td>
<td>Not so important, Everyone “weighs in”</td>
<td>Important, Deferential attitude toward senior people</td>
</tr>
</tbody>
</table>

Train the Trainer Workshop
# Cultural Factors

Here are several factors to keep in mind:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Low-context</th>
<th>High-context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude toward conflict</td>
<td>➢ Expected</td>
<td>➢ Avoided</td>
</tr>
<tr>
<td></td>
<td>➢ Make sure all sides are heard</td>
<td>➢ Harmony &amp; face saving</td>
</tr>
<tr>
<td>Decision making style (group vs. individual)</td>
<td>➢ Emphasis is on persuasion</td>
<td>➢ Emphasis on consensus &amp; reading the cues”</td>
</tr>
<tr>
<td>Attitude toward silence</td>
<td>➢ Empty space</td>
<td>➢ Multiple meanings</td>
</tr>
<tr>
<td></td>
<td>➢ Avoided as uncomfortable</td>
<td>➢ Normal &amp; accepted</td>
</tr>
</tbody>
</table>
Handling Resistance

- According to Peter Block, a noted organisational psychologist, resistance is a predictable, natural, and necessary part of dealing with problems and organizational change.

- Don’t take it personally!

- Your challenge, as a facilitator, is to help learners express the resistance directly.
Handling Resistance

Resistance can take many forms:
1. Give me more detail
2. Flood you with detail
3. Timing is not right
4. Impracticality
5. “I’m not surprised.”
6. Attack
7. Confusion
8. Silence
9. Intellectualizing
10. Moralizing
11. Compliance
12. Questions the methodology
13. Flight into health

What are some nonverbal signs of resistance?
Handling Resistance

Block suggests several steps for handling resistance:

Step 1: Pick up the clues

- Notice non-verbal reactions of the other person.
- Listen to yourself. Often your own nonverbal reactions or feelings will reflect those of the other person.
- Notice repetitions and negative language.
  “You have to understand …”
  “Let me explain something to you …”
Handling Resistance

Block suggests several steps for handling resistance:

**Step 2: Name the resistance**
- Use neutral language; encourage the other person to make a more direct statement about what he/she is experiencing.
# Handling Resistance

<table>
<thead>
<tr>
<th>Form of Resistance</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance</td>
<td>“You seem to be willing to do anything I suggest. I can’t tell what your real feelings are.”</td>
</tr>
<tr>
<td>Attack</td>
<td>“You are taking issue with many aspects of the approach. I get a sense that you are angry about something.”</td>
</tr>
</tbody>
</table>
Handling Resistance

Block suggests several steps for handling resistance:

**Step 3: Be quiet and let the other respond**
- Don’t take it personally.
- Listen. Use empathy to acknowledge the other’s feelings. He/She will be more willing to listen to you if he/she feels listened to.

**Step 4: Restate the other’s concern in a positive, or more productive, way.**

**Step 5: Respond to the other’s concern**
Handling Resistance

Exercise

After naming the resistance and listening actively to the participant, it is often a good idea to restate the concern in more positive language.

In each of the following situations on the next slide, write a restatement of what the other person says. How can you convey the same meaning in a more positive, productive way?
# Handling Resistance: Exercise

<table>
<thead>
<tr>
<th>Other person says ...</th>
<th>Possible “Restatement”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “She’s always late with this report.”</td>
<td>“So you are concerned about making sure that the report is submitted on time.”</td>
</tr>
<tr>
<td>2. “Nobody ever listens to my side of the story.”</td>
<td></td>
</tr>
<tr>
<td>3. “His reports are never any good because they are so full of errors.”</td>
<td></td>
</tr>
</tbody>
</table>
## Handling Resistance: Exercise

<table>
<thead>
<tr>
<th>Other person says …</th>
<th>Possible “Restatement”</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. “There are so many bureaucratic procedures, and most of them are entirely unnecessary.”</td>
<td></td>
</tr>
<tr>
<td>5. “I am never consulted. Not even when it concerns my specific tasks.”</td>
<td></td>
</tr>
<tr>
<td>6. “Everything is a crisis for them. They make demands without keeping us informed so everything is last minute!”</td>
<td></td>
</tr>
</tbody>
</table>
Dealing with the Difficult Learner
Handling “Difficult” Learners

Training expert John Townsend offers the following suggestions for getting the “challenging participants” back on track:

<table>
<thead>
<tr>
<th>Challenger Profile</th>
<th>Ways to Handle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive or Defensive</td>
<td></td>
</tr>
<tr>
<td>Questions all assignments as to their usefulness</td>
<td>Paradoxically, naming sensitive people in examples to some extent allays their fears. “Let’s imagine that Janet has just started using the new system and has this problem …” You pre-empt Janet’s own reservations.</td>
</tr>
<tr>
<td>Reluctant to participate in activities</td>
<td></td>
</tr>
</tbody>
</table>
## Handling “Difficult” Learners

<table>
<thead>
<tr>
<th>Challenger</th>
<th>Profile</th>
<th>Ways to Handle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dinosaur</td>
<td>➢ Displays rigid opinions and unwillingness to consider other points of view</td>
<td>Agree/Differ/Throw Back to Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Find something you can agree with. Then, gently differ on the main issues. Then throw back: “How do the rest of you feel about this?”</td>
</tr>
</tbody>
</table>
## Handling “Difficult” Learners

<table>
<thead>
<tr>
<th>Challenger</th>
<th>Profile</th>
<th>Ways to Handle</th>
</tr>
</thead>
</table>
| **Eager Beaver** | ➢ Keeps trying to help but their frequent comments are distractions | ➢ Ask them politely to explain the relevance of the remarks. “Sorry, could you help me understand how this fits with what we’ve been discussing ...”  
➢ Speak to them during a break and ask for their help in getting others involved in the discussion. |
### Handling “Difficult” Learners

<table>
<thead>
<tr>
<th>Challenger</th>
<th>Profile</th>
<th>Ways to Handle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibitionist</td>
<td>Monopolizes discussion with comments and questions about his/her own situation</td>
<td>You might say: “Thank you for your candor. Let’s not get into too many details here.”</td>
</tr>
<tr>
<td></td>
<td>Always ready with “I remember a time …”</td>
<td>Then, try to pull back and get the group to focus on issue at hand.</td>
</tr>
</tbody>
</table>
## Handling “Difficult” Learners

<table>
<thead>
<tr>
<th>Challenger</th>
<th>Profile</th>
<th>Ways to Handle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Expert</td>
<td>➢ Wants to be recognized as the expert</td>
<td>➢ Thank them for their comments.</td>
</tr>
<tr>
<td></td>
<td>➢ Interrupts to point out facts or to disagree with facts.</td>
<td>➢ Respond, deflect by asking for response from rest of group.</td>
</tr>
<tr>
<td>The Hijacker</td>
<td>➢ Wants to take over</td>
<td><strong>Restate/Throw back to group</strong></td>
</tr>
<tr>
<td></td>
<td>➢ Suggest that the time available could be spent more usefully on another topic</td>
<td>Say something like: “If I understand you correctly, you think we could skip this section and work on XYZ. How do the rest of you feel?”</td>
</tr>
</tbody>
</table>
## Handling “Difficult” Learners

<table>
<thead>
<tr>
<th>Challenger</th>
<th>Profile</th>
<th>Ways to Handle</th>
</tr>
</thead>
</table>
| **The Joker**   | ➢ Tells jokes/funny stories  
                  ➢ Makes fun of serious topics | ➢ If other participants are enjoying it, use your own humorous comments to build on the humor. Don’t try to stifle it, use it.  
                  ➢ If humor seems “over the top,” speak with them during a break. |
| **The Quiet Person** | ➢ Avoids eye contact  
                   ➢ Speaks rarely and in a quiet voice | ➢ Build on their rare contributions.  
                  ➢ Use their names in examples to encourage their involvement. |
## Handling “Difficult” Learners

<table>
<thead>
<tr>
<th>Challenger</th>
<th>Profile</th>
<th>Ways to Handle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Silent Cynic</strong></td>
<td>➢ Demonstrates bored body language</td>
<td>➢ Draw our their concern or objection: “You don’t seem to be in agreement.”</td>
</tr>
<tr>
<td></td>
<td>➢ Rolls eyes or sighs following your or others’ comments</td>
<td>➢ Listen &amp; restate their comments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Throw out to group: “How do the rest of you feel?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Or, respond to their concern by reminding them of the value/importance of the topic</td>
</tr>
</tbody>
</table>

Workshop Delivery
## Handling “Difficult” Learners

<table>
<thead>
<tr>
<th>Challenger</th>
<th>Profile</th>
<th>Ways to Handle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Side-talker</td>
<td>Makes whispered comments to neighbor.</td>
<td>Stop talking and look unthreateningly at them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wait for them to look at you.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-verbally ask for permission to continue (eyebrows raised, head nod, silent-mouthed “Ok?”)</td>
</tr>
</tbody>
</table>
PROCESS TECHNIQUES

BULLETED LIST

When
To gain more information about a topic
To identify reasons or examples
To understand the value or benefits of a topic or issue

How
1. State the reason behind the question you are about to ask.
3. Restate and post responses on a flipchart or white board.
4. Summarize responses and relate them back to the reason you asked the question.
Using the Flipchart

A **flipchart** is an essential tool for facilitators. Flipcharts allow important data to be displayed and serve as a portable record of the group’s decisions.

Here are some points to keep in mind:

- Clarify the response you get from a group before you post it on the flipchart.
- Use follow-up questions to expand and focus an unclear answer.
## Using the Flipchart

**Example**

A definition of the term “vision”

**Facilitator:** In a moment we will work on creating a vision for our team. What comes to mind when you hear the word “vision”?

**Ali (learner):** The future

**Facilitator:** Say some more about what you mean …

**Ali:** Something you are trying to achieve …

**Facilitator:** You mean like a “future goal”? 

**Ali:** Yes. (Facilitator posts “Future Goal” on flip chart.)

**Facilitator:** What else?

**Sarah:** It motivates you and inspires you.

**Facilitator:** Great point. (Facilitator writes “Inspiring” on flip chart.)

**Facilitator:** What are some other characteristics?
Using the Flipchart

- Restate complicated ideas and check with group to make sure the summary is correct.
- Post a response using the group member’s own words when possible.
- Confirm with group that what you have written is correct.
- Keep all information visible and available to the group. Place the flipchart pages around the room.
- Print responses in neat, clear letters that are visible to the entire group.
PROCESS TECHNIQUES

BALANCED ASSESSMENT

When

- To evaluate actions taken in the past
- To decide on which of two (or more) actions to take
- To encourage a group to understand several points of view before deciding
- To persuade a group of the value of a certain action

How

1. Ask: “What are the advantages of the idea, course of action, etc.?“
2. Ask: “What are the disadvantages of the idea, course of action, etc.?“
3. Post responses on flipchart labeled (+) and (-)
Notes

- This technique is good for giving feedback because it requires feedback to be specific and balanced.

- Also, it is often useful when a group focuses on the negative aspects of an issue or action.

- The facilitator can begin by listing the negatives and then ask the group, “What are the advantages?”

- Thus, the group is led to examine both sides of an issue.
Conducting a Learning Activity Guidelines

Provide transitions between activities so learners understand how each activity fits within the sequence designed to achieve the learning outcomes.

- Mention a NEED or issue that the learners face.
- Explain the BENEFIT of the upcoming activity and how it will help them address the need.
- Give the name of the activity and explain how it relates to the rest of the content. (WHAT IT IS)
- Explain the steps for completing the exercise. (HOW IT WORKS)
Conducting a Learning Activity Guidelines

By using this sequence you convince the learners of the need for, and benefit of, an activity before explaining what it is.

On the next slide, contrast these two transitions for a module on delegation for a supervisory skills workshop.
Conducting a Learning Activity

**Recommended**

**Need.** “Many times you’re faced with delegating a task and you need to figure out who to assign it to.”

**Benefit.** “In this next exercise, you will learn criteria for selecting the right person for the task. You can use delegation as a way to develop and motivate people.”

**What it is.** “This exercise is a role play. It builds on the communication skills we just practiced.”

**How it works.** “First, you will read a scenario, then you will prepare the role, etc.”

**Not Recommended**

“The next module is a role play on delegation. First, you will read a scenario, then you will prepare your role, etc.”
Facilitating a Discussion

Plan
How will you introduce the activity?

Conduct
What questions will you ask?
What will be important to keep in mind?
How will you record the information elicited?
Facilitating a Discussion

Feedback

➢ What feedback did you receive about yourself as a facilitator?
➢ What did you do well?
➢ What might help you do this activity more effectively in the future?
Debriefing a Learning Activity Guidelines

There are many kinds of learning activities, with different aims and procedures. However, there are several general principles for making the activity meaningful and increasing its impact.

1. Start with the learners with most at stake (often, the ones practicing the skills.)

   Ask:
   “What went well?
   What could you have done differently?
   What might you do differently next time?”
Debriefing a Learning Activity Guidelines

2. Get feedback from the “receivers” of the practice.
   Ask:
   “What stood out for you?
   What was most effective?
   How could this have been even more effective?”

3. Ask other participants for their feedback.
Debriefing a Learning Activity Guidelines

4. Synthesize the comments by asking the group to summarize what they have learned.

Ask them to link their learning back to the work situation. You can do this by asking:

“What are some points to remember for the future?” OR “What will be most important for you to follow up on?”

5. Post the participants comments on a flip chart.

This is a good way to “focus” the learning for later recall.
ENERGIZERS
Energizers

As a facilitator, it is important to monitor the energy in the room. Low energy often means low learning — and low productivity. So a brief energizer often helps participants “recharge their batteries” and increases their attention to the learning content. Here are some popular energizers:

**Write your name.** Ask participants to stand. Then, ask them to:
1. Write their name in the air using their preferred hand
2. Do the same using their left hand; then, right foot, left foot, hips and waist.
Energizers

Here are some popular energizers:

**Ball Toss.** This is a review and wake-up exercise when covering material that requires heavy concentration. Have everyone stand up and form a circle. Toss a ball or bean bag to a person and have them tell what they thought was the most important learning concept was. Then toss the ball to someone else and that person explains what they thought was the most important concept. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered.
Energizers

Here are some popular energizers:

**Process Ball.** This is similar to the above exercise, but each person tells one step of a process or concept when the ball is tossed to them. The instructor or learner, in turn, writes it on a chalkboard or flip chart.
**Energizers**

Here are some popular energizers:

**Stop/Start.** Ask the group to walk around the room and shake off any tiredness they may feel. Ask them to stop, when you say “Stop” and then start when you say “Start.”

Then, introduce a new element, ask them to jump when you say, “Jump.” Ask them to clap when you say “Clap.” Practice these commands in different orders as the group moves around.

Next, explain that the commands have been reversed: Stop means Start; Start means Stop; Clap mean Jump; Jump means Clap. Practice these commands for a few minutes. Then, form a large circle and ask for the group’s reactions.
Closing a Workshop Guidelines

In the Close of a workshop, the main task is to set the learners up to apply what they have learned in the “real world.”

Here are some ways to make the learning “stick”:

- Provide a summary of the workshop: review the purpose and agenda that has been followed
- Encourage learners to do a self assessment of their learning. For example, ask them to complete a worksheet on their strengths and areas for development.
Closing a Workshop Guidelines

Here are some ways to make the learning “stick”:

- Ask learners to write an action plan. Suggest that they write down their objectives, including time frames and opportunities for practicing them.

- Let them know the organisational resources that are available for continuing their development; provide a list of references for those interested in following up on their learning.

- Encourage learners to connect with each other after the workshop to build community and report on their successes and progress.
Closing a Workshop

- Self Reflection
- Action Plan
- Barriers
- Support
- Role Models
- Community
- Reflective Learning
Closing a Workshop Session

Self Reflection.

- Encourage participants to do a self assessment of their learning.
- For example, they can complete a balanced assessment worksheet on their strengths and areas for development.
- Or, they can have a conversation on their learning with the other participants at their table.
Closing a Workshop Session

**Action Plan.**

- After participants complete the self reflection, ask them to write down learning goals and ways they can work on them.
- Encourage them to write down specific time frames for their goals and opportunities to practice them.
Closing a Workshop Session

Barriers.

➢ In cases where participants may face resistance, they can identify the internal and external barriers that may keep them from applying their learning.

➢ Then, encourage them to list ways to overcome these barriers.
Closing a Workshop Session

Support.

- Elicit and explain ways to support their learning. Provide a reading list for independent learners who like to follow up on personal areas of interest.

- Explain any ways that the organisation will follow up by providing follow-up sessions, coaching and other learning activities.

- It may also be a good idea to involve the participants’ supervisors in some way.

- For example, an email could be sent to supervisors explaining the objectives of the workshop and suggesting ways to give participants feedback on their development. Or, participants could be encouraged to explain their action plan to their supervisor.
Closing a Workshop Session

Role Models.

- Participants can identify a person in their work environment who possesses the knowledge and skills that they are trying to develop.
- They can learn by observing this person and, if appropriate, by talking with him/her about them.
Closing a Training Session

Community.

- Encourage the participants to connect with fellow participants after the workshop.
- For example, they might decide to organise brown-bag lunches to discuss their ongoing application of the skills. Or, they could identify a learning partner for peer coaching and discussion.
Closing a Workshop Session

Reflective Learning.

- Explain that most professional learning happens on the job itself after a workshop.
- To continue to develop their skills, it is important for participants to conduct after action reviews on their use of the new skills.
- They can do this by reflecting on their performance and the results achieved by asking: “What went well? What could have been better? What will I do differently next time?”
Facilitator’s Guide:

- A list of set-up requirements
- Step-by-step instructions used by the facilitator to deliver the workshop
- Key content points to convey in the workshop
- Instructions on when to use specific visual aids
Facilitator’s Guide Template

(Name of Workshop)
Facilitator’s Guide (Template)

Course Materials
- Participant workbooks
- Participant handouts
- Name tents for participants
- PowerPoint slide presentation

Room Set Up & Audiovisual Supplies
- Four tables with four participants per table
- PowerPoint projector & screen
- One easel & flipchart
- Flip chart markers
Facilitator’s Guide Template (con’t)

Pre-work
•

(Module Number & Name)
(Length)

<table>
<thead>
<tr>
<th>Timing</th>
<th>Visual Aid</th>
<th>Steps</th>
</tr>
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<tbody>
<tr>
<td>9:00</td>
<td>(paste in copy of slide)</td>
<td>Topic Name (length of topic)</td>
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<tr>
<td></td>
<td></td>
<td>• (Step by step instructions) (length in minutes)</td>
</tr>
</tbody>
</table>
Facilitator’s guide (example)

Train-the-Trainer Workshop
Facilitator’s Guide

Course Materials
- Participant workbooks
- Participant handouts
- KOLB Learning Style Inventories
- Name tents for participants
- PowerPoint slide presentation

Room Set Up & Audiovisual Supplies
- Four tables with four participants per table
- PowerPoint projector & screen
- Laptop for each participant
- Three easels & flipcharts
- Flip chart markers

Pre-work
- Participants are expected to come prepared to work on an individual learning project. The topic could be an idea for a workshop that they intend to develop in the future or one that they are currently involved with.
Module 1: Conducting a Needs Assessment
3.5 hours

<table>
<thead>
<tr>
<th>Timing</th>
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<th>Steps</th>
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<tbody>
<tr>
<td>9:00</td>
<td>[Image]</td>
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</table>

Introduction (45 minutes)

- Welcome participants. Introduce yourself and explain the purpose of workshop: “An opportunity to gain a process for developing focused active-learning workshops that focus on the needs of your stakeholders.”

- Explain that the learning process that we will be using involves three steps:
  Design – identifying the needs and formulating focused learning objectives
  Development – creating and sequencing active learning activities
  Delivery – facilitating active learning, which involves listening, presenting, and managing the group dynamics. (2 min)
Facilitator’s guide (example)

Module 1: Conducting a Needs Assessment
3.5 hours

<table>
<thead>
<tr>
<th>Timing</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Explain workshop objectives. (2 min)</td>
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<tr>
<td></td>
<td></td>
<td>• Give overview of the results of the needs survey conducted before the workshop. (5 min)</td>
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<tr>
<td></td>
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<td>• Explain the agenda. (2 min)</td>
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<tr>
<td></td>
<td></td>
<td>• Ask participants to introduce themselves briefly using bullets on the slide as a way to keep the introductions brief and focused. (15 min)</td>
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<tr>
<td></td>
<td></td>
<td>• Ask participants to talk in their table groups about their expectations. (5-10 minutes); debrief by asking groups to report out one point at a time; post on flipchart (10 min)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Explain workshop guidelines. (2 min)</td>
</tr>
</tbody>
</table>
## Facilitator’s guide (example)

### Module 1: Conducting a Needs Assessment

3.5 hours

<table>
<thead>
<tr>
<th>Timing</th>
<th>Visual Aid</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:45</td>
<td></td>
<td>Opening a Training Session (30 min)</td>
</tr>
</tbody>
</table>
|        | ![Open a Training Session](image-url) | - State: “The opening of a workshop is an important moment because it creates an impression and ‘sets the frame’ for the activities that follow.”  
- Ask participants to reflect on their experience up to this point in the workshop, using p. 6 to write down their impressions. (5 min)  
- Ask them to share their comments with their colleagues. (5 min)  
- Debrief using a flip chart, posting “Things to do” “Things to avoid.” (15 min) |

*Note: Timing is for reference purposes only.*
## Facilitator’s guide (example)

### Module 1: Conducting a Needs Assessment

3.5 hours

<table>
<thead>
<tr>
<th>Timing</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Summarise by explaining that a good opening anticipates the participants’ questions, answers them briefly, and sets up a positive climate for openness and learning.</strong> (5 min)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Identifying a Learning Need (30 min)</strong></td>
</tr>
<tr>
<td>10:15</td>
<td></td>
<td><strong>Read Piskurich quotation on page 7 together.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Ask participants to read and do case study on page 8; (5 min) then, discuss with table group.</strong> (5 min)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Debrief by asking: “What will happen if the training programmed is conducted without doing a needs assessment?” Elicit participant responses and summarise by saying: “When you create a learning intervention, you are working with an organizational system; it is important to make sure that the intervention fits so it addresses the real need.” (5 min)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Briefly mention when NOT to use training. (5 min)</strong></td>
</tr>
</tbody>
</table>
Facilitator’s guide (example)

Module 1: Conducting a Needs Assessment
3.5 hours

<table>
<thead>
<tr>
<th>Timing</th>
<th>Visual Aid</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45-11:00</td>
<td></td>
<td>• Ask: “What is the difference between education and training?” Listen and summarise participants’ comments. Explain that education involves broad learning focused on content areas; training involves developing knowledge, skills and attitudes that involved individual or organization performance. (5 min)</td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td>• Show slide and summarise a definition of training. • Ask for some examples of when training would be the right solution. (5 min)</td>
</tr>
</tbody>
</table>

Train the Trainer Workshop
Action Planning

As a result of your participation in this workshop, you now have greater awareness of yourself as a facilitator. You have identified your strengths and areas for development. Make a list of both. Then, write down the techniques you intend to practice in order to continue your development of these skills.

**Strengths**

- 
- 

**Areas for Development**

- 
- 

**Techniques to Practice**

- 
-
Further Reading


[www.astd.org](http://www.astd.org) (American Society for Training & Development)

[www.iaf-world.org](http://www.iaf-world.org) (International Association of Facilitators)
Thank you very much for listening and for your active participation.
Appendix
APPENDIX A:

### How to Introduce Yourself

- **Hello, I’m ... (name)**
- **I’m from ... (country)**
- **I’m ... years old.**
- **There are ... of us in my family.**
- **I live with my ...**
- **My birthday is on ...**
- **I work for (company) ... as a/ an ... (jobs)**
- **My hobby is ...**
- **I also like ... when I’m free.**
- **I am interested in ...**
- **I (don’t) like ...**
- **My favorite day of the week is ... because ...**
- **My favorite month is ... because ...**
- **I’m married/ single/ engaged/ divorced.**
- **I (don’t) have ... children.**
- **I’ve got a ... (pets)**
- **I’m ... (character and personality)**
- **My best quality is ...**
- **My best friend’s name is ...**
- **I (don’t) have ... international friends.**
- **I study English because ...**
- **I’ve been learning English for/ since ...**
- **I can express myself and communicate in English ...**

### Character & Personality

- Brave
- Calm
- Gentle
- Courteous
- Unreliable
- Lazy
- Stingy
- Insensitive
- Creative
- Hardworking
- Rude

### Months

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

### Majors

- Accounting
- Arts
- Economics
- History
- Humanities
- Marketing
- Journalism
- Sociology
- Philosophy

### Pets

- Dog
- Poppy
- Mouse
- Rabbit
- Cat
- Goldfish
- Kitten
Appendix B: Fun Ideas to Spice Up Your Training and Engage Your Audience
➢ Training or teaching is an art form.

➢ Great resource persons should hold our attention, make us laugh, help us to fully understand complex subject matter and, most of all, inspire us.

➢ Achieving this kind of engagement from the participant takes practice and experience.

➢ But even if you’re new to giving a training, you can make your workshops or training as interesting as possible with just a few fresh ideas.
9 Fun Ideas to Spice Up Your Training and Engage Your Audience

1. Make it relevant
2. Ditch the traditional presentation
3. Change the room layout
4. Use props
5. Play games
6. Tell a story
7. Play some tunes
8. Cut it in half
9. Provide recognition and reward
9 Fun Ideas to Spice Up Your Workshop and Engage Your Audience

1. Make it relevant
   - Conduct initial research with your target participants to shape your course content, or send a pre-event survey to your attendees so they can pinpoint problems or topics they’d like to hear about.

2. Ditch the traditional presentation
   - People learn in different ways.
   - Combine traditional methods with audio and visual presentations, written handouts, interactive tasks, & group work.
For example:

You could start off your workshop with a quick PowerPoint, but then move into a clip from a relevant podcast.

Later, you could have attendees draw short comics based on what they have learned and ask a few to present their comics to the rest of the group.
Consider using these activities in your training session:

- **Lectures** are ideal for introducing a topic. Keep lectures to 30 minutes or less, and summarize the important points at the beginning and end. You may want to use a guest speaker if the topic is highly specialized.

- **Demonstrations** work best when you need to show the steps in a process or task. Learners can try the task out for themselves, or you can demonstrate it in front of the group.

- **Discussions** and debates are useful after a lecture, because they allow trainees to ask questions about the concepts that they have just learned. Consider handing out a list of questions or topics to prompt a discussion.

- **Role play** involves trainees acting out a new skill in a simulated environment, and learning from feedback from other participants.

- **Small group teaching** helps learners clarify their understanding of the new information. They can explain it to one another in their own words, and answer questions.

- **Case studies** can help learners put new information into context. As they process the information and relate it to a situation that’s relevant to them, they create mental connections that will help them recall the information later.

- **Online learning** is helpful when trainees need to gain practical experience of IT skills, if they need to access video or audio material, or if quizzes and self-test activities will be useful.
9 Fun Ideas to Spice Up Your Workshop and Engage Your Audience

3. Change the room layout

4. Use props
   - Props liven up your session, and will help people remember what they learned.
   - Your training or workshop might be serious, but people learn best when they are having fun.
9 Fun Ideas to Spice Up Your Workshop & Engage Your Audience

5. Play games

- Need to keep your attendees focused? Tap into their competitive sides.
- Puzzles or riddles, crosswords, memory games, ordering tasks – may impose a time limit.
- Try introducing a quick quiz at the end of each content section, helping recap on what’s been learned, and offer a small prize for the winner.
9 Fun Ideas to Spice Up Your Workshop & Engage Your Audience

6. Tell a story

- Try to make it relatable to everyday life by using real examples, case studies, and creative metaphors.
- People will sit still for hours watching a movie — why not steal some cinematic tricks?
9 Fun Ideas to Spice Up Your Workshop & Engage Your Audience

7. Play some tunes
   - Music can set the mood and get attendees energized before your session and during breaks. Play something upbeat to pump them up, and lower it back down to let them know it’s time to start.
   - You can also use music during the session – soothing classical pieces help people concentrate while completing tasks or group work.

**Bonus idea:** Provide some instruments and let people jam between sessions. Not only will it be fun, it will build camaraderie between attendees.
9 Fun Ideas to Spice Up Your Workshop and Engage Your Audience

8. Cut the sessions with breaks

- One of the best ways to keep your audience engaged is to *not* overload them with information. Give them too much, and their brains will simply shut off.
- Give attendees a chance to get up, walk around, and grab a cup of coffee.
- Give them time to write and organize notes and assist them by providing pens, pads, sticky notes and highlighters.
9. Provide recognition and reward

- Attendees will be more motivated to successfully complete the course if their efforts are recognized — and if they have something to show for it at the end.

- Consider extra incentives such as a competition or small prizes for the best participants. **Again: tap into those competitive streaks!**