

Train-the-Trainer Workshop Manual

Planning & Implementing Active Learning Workshops

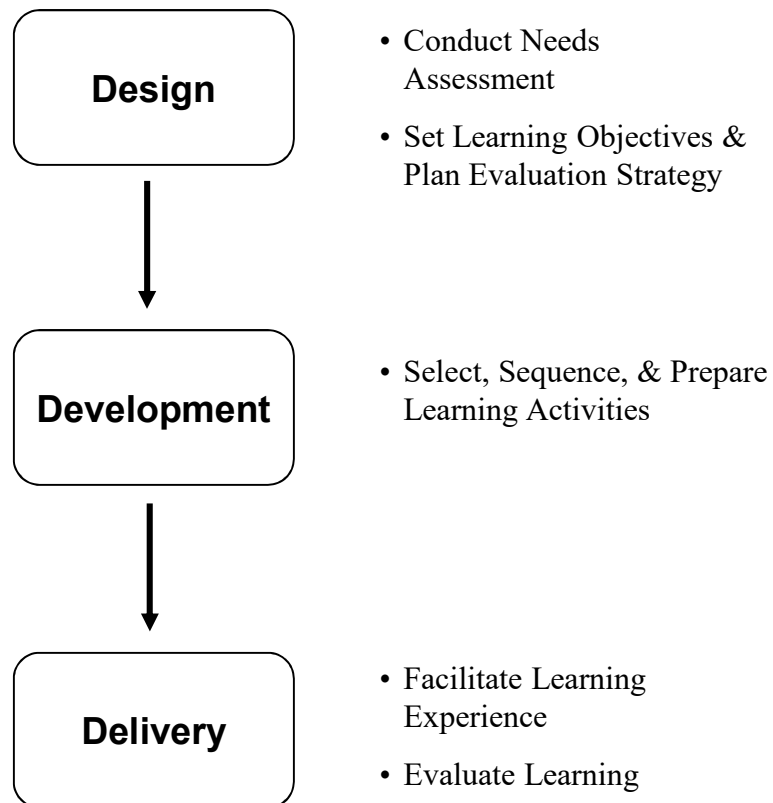
TRAIN-THE-TRAINER WORKSHOP



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Learning Development Process



Workshop Objectives

- Explain the elements and stages involved in managing a learning process.
- Conduct a needs analysis and target learning interventions effectively.
- Identify learning objectives and plan an evaluation approach aligned to organizational needs and capacities.
- Develop and sequence engaging activities that ensure achievement of the learning objectives.
- Deliver interactive training content and facilitate active learning sessions.

Workshop Agenda

Day 1

Introductions
Opening a Training Session
Conducting a Need
Assessment

Writing Goals & Objectives
Evaluation Strategies

Day 2

Kolb Learning Styles
Developing & Sequencing
Learning Activities

Presentation Skills
Effective Visual Aids

Day 3

Presentation Practice
Group Critique & Feedback

Interaction Skills:
• Listening to Understand
• Discussion Skills

Day 4

Group Process Skills:
• Managing Resistance
• Cultural Factors

Facilitation Skills
Facilitation Practice & Feedback
Closing a Training Session

Opening a Training Session

Using this workshop as an example, what does a trainer need to do to in the Opening of a training session to:

1. Establish a positive learning climate?

2. Bring focus to the training session?

2. Things to avoid?

Opening a Training Session

Adults are motivated to learn when they know that the material they are learning is relevant to their needs. In other words, they want to know “What’s in it for me?” They may not see the relevance, however, until you explain it to them. So the best time to explain it 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 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? The best idea is to answer these questions in the first 10-15 minutes so you can keep the learners’ attention focused. In your opening explain:

Purpose. The purpose from the learners’ point of view. What is the main value or utility of the workshop?

Goals. The broad areas they will cover and how these relate to the Purpose.

Method. The organization of the workshop, agenda, expectations, learners’ role, and instructor’s role.

Background. How the workshop was designed and developed. For example, the results of the needs assessment, how the content was determined, and your expertise as an instructor.

Introductions. Who else is at the workshop? What resources and knowledge do they bring? How will we interact with each other?

Benefits. The key benefits to them as learners. What will they gain? How will this learning experience help them in their work?

Once you have answered these questions for your learners, it is more likely they will be ready to move ahead to the first activity with open minds.

Organizational Needs

“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. 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. 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.

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?

Make a list:

-
-
-
-
-
-

Role of Training

Purpose of training: to improve individual or organizational performance.

Education

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

VS.

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 in it for me?”)

Role of Training

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

In the above cases, the cause may be due to factors that training won't 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!

- What examples can you give of “training” requests that are more appropriately requests for other types of intervention?

Role of Training

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.

Knowledge	Information that learners must know to perform effectively: facts, concepts, rules, procedures, policies, etc.
Skills	Abilities learners must have to perform effectively: cognitive (analytical), communication skills, psychomotor (manual dexterity), etc.
Attitudes	Values, feelings, beliefs, perceptions, styles, etc. learners should have to perform effectively

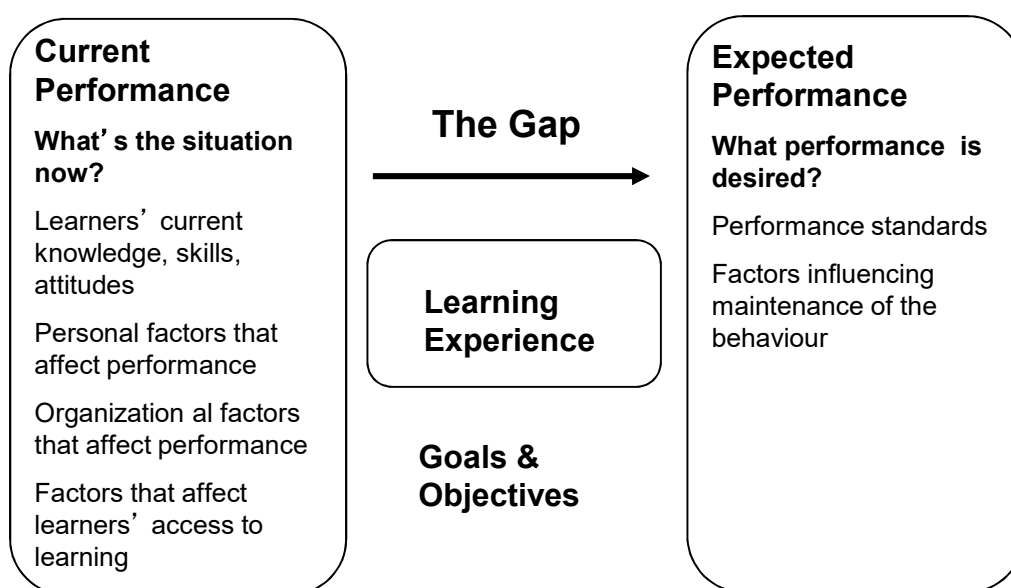
- What examples can you give where training is the right intervention?

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 help the learner bridge the gap.



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.

To examine the work environment. You may be able to 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 page 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.

Active Listening

Open-ended Questions

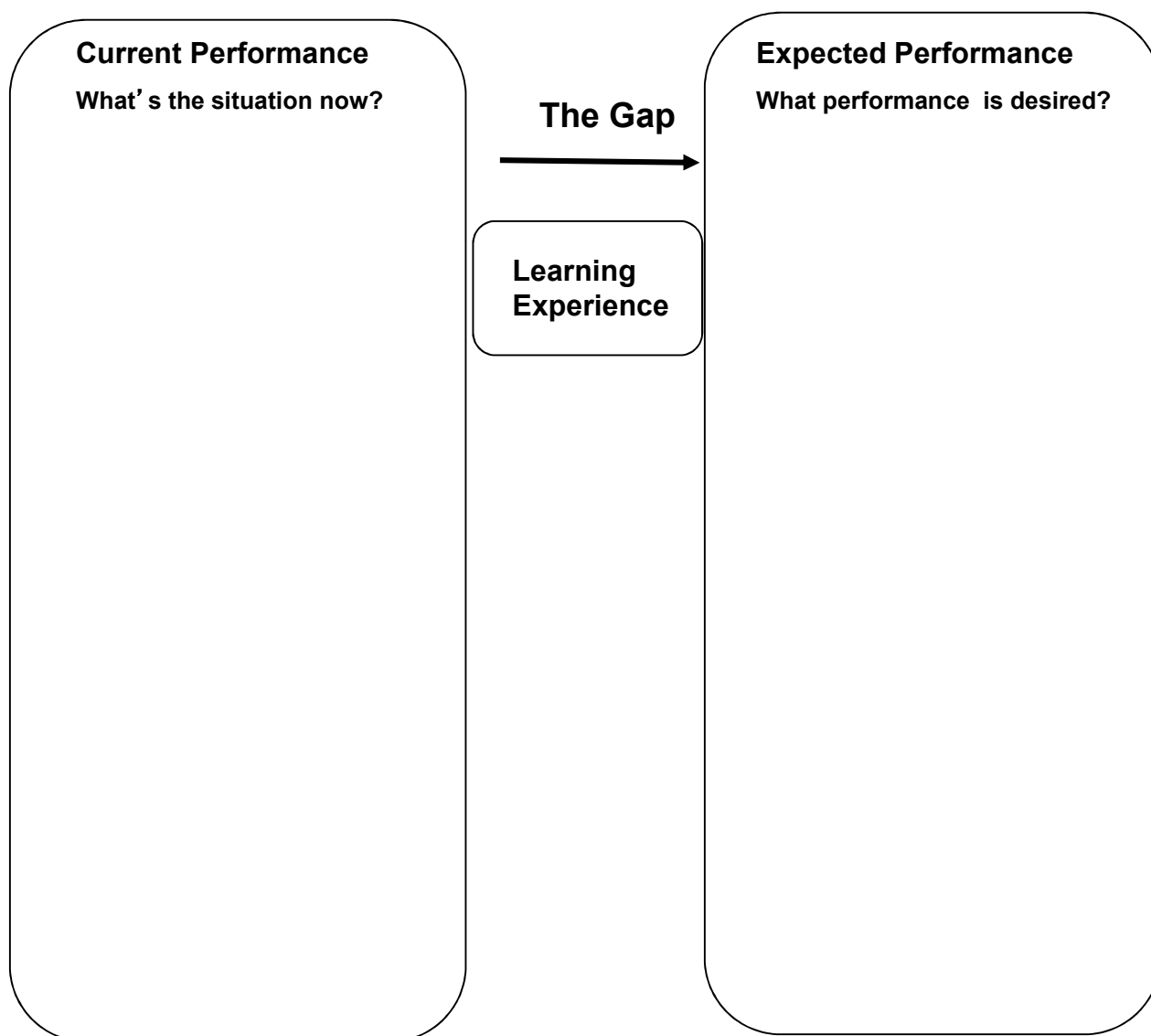
- Tell me more about ...
- What are your priorities for ... ?
- From your point of view, what is essential?
- How do you see it?
- What are your concerns about ... ?

Restatement

- You think ...
- Your main priority is ...
- You would prefer ...
- You would feel a lot better if
- You are not convinced that ...

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.



Assessment 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:

<p>Open-ended Questionnaires You compose questions for which there are many possible answers or interpretations. For example, "What are some of the challenges you face in your work?"</p>	
<p>Advantages</p> <ul style="list-style-type: none"> • Allow respondents to introduce new topics • May uncover important data not asked for • Are less work to prepare 	<p>Disadvantages</p> <ul style="list-style-type: none"> • Are harder to answer and require more thought from respondents • Allow no way to probe further
<p>Closed-ended Questionnaires You compose questions with a limited number of responses. For example, "How long have you worked at your job?" a) 0-2 years b) 3-5 years c) 6 years or more</p>	
<p>Advantages</p> <ul style="list-style-type: none"> • Are easier to answer • Are easier to analyze and tabulate • Give more precise information 	<p>Disadvantages</p> <ul style="list-style-type: none"> • Require more skill to prepare • Are limited in scope and ask only what is already known • Allow no way to probe further

Continues on next page ...

<p>Individual or group interviews You conduct face-to-face meetings with one or several persons. You prepare questions beforehand but you can introduce others as the interview progresses. Group interviews (focus groups) allow for interaction and brainstorming of issues.</p>	
<p>Advantages</p> <ul style="list-style-type: none"> • Are flexible and allow further probing • Can pick up non-verbal responses • Can build commitment to the workshop on the part of interviewees 	<p>Disadvantages</p> <ul style="list-style-type: none"> • Are time-consuming • Require skilled interviewers, especially group interviewers • May cause group interviewees to influence each other
<p>Observation You observe the learners on the job. You notice what they do or what they may need to do, including job conditions, key events, and other factors.</p>	
<p>Advantages</p> <ul style="list-style-type: none"> • Can be a good way to bring out subtle things that are hard to express in interviews or questionnaires • Can be a good way to gather data for learning materials • Can build rapport with target population 	<p>Disadvantages</p> <ul style="list-style-type: none"> • Does not always reveal attitudes • Can require considerable time to see all aspects of work • Can interfere with work and influence what happens (by observer's presence)
<p>Analysis of documents You review written materials that contain useful information, like policies, procedures, reports, etc.</p>	
<p>Advantages</p> <ul style="list-style-type: none"> • Doesn't depend on commitment of others • Can get data from several sources in one place, saving time 	<p>Disadvantages</p> <ul style="list-style-type: none"> • May not cover all areas needed • May yield too much data making analysis difficult

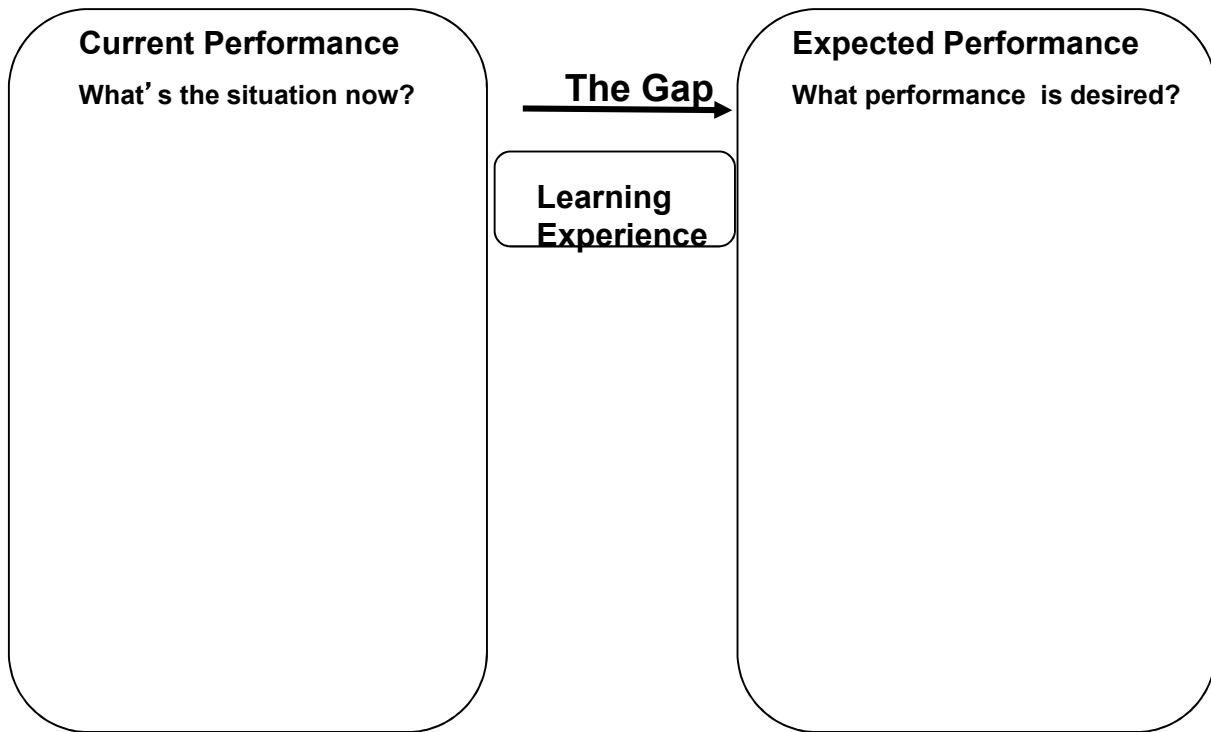
Needs Analysis Exercise

After your interview with the Director of agriculture statistics, decide what additional information you will need. Decide which tools to use on the following pages:

Assessment Tool	Information to Be Collected

Needs Analysis Application

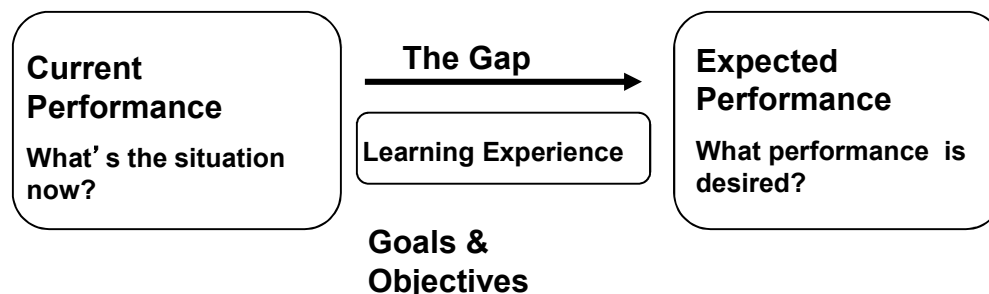
Make some notes on the needs analysis you will conduct for your own learning project.



Assessment Tool	Information to Be Collected

Goals & Objectives

Once you have completed your needs assessment, the next step is to develop 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 to 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"

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 objects 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.

Writing Objectives

Objectives are best when they are written in behavioural terms, that is, in ways that can be measured. Using behavioural objectives helps you focus the content and makes it easier to evaluate the learning.

By making objectives behavioural, you avoid misinterpretations and you focus the efforts of everyone involved: managers, course developers, instructors, and learners. Here are some commonly used (and commonly misinterpreted terms) and their behavioural alternatives.

Learning Domain	Commonly Misinterpreted Term	Behavioural Term
Knowledge	To know, learn	To list, define, name, describe, explain
Skills	To understand, know how to	To use, apply, operate
Attitude	To feel, value	To explain the importance of To list the benefits of, To demonstrate

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 your project.

Writing Objectives

Read the following objectives and make a ✓ next to the ones that are stated in behavioural terms. For those not written that way, rewrite them so that they, too, are written in behavioural terms.

1. Understand the three phases of workshop development and develop presentation skills.
1. Learn various types of sampling methods for agricultural surveys.
1. To identify basic requirements and assess feasibility of structuring a statistical register system by integrating several administrative registers.
1. Feel confident in their ability to facilitate a training session.
1. Know the characteristics of administrative registers and be familiar with methods for developing statistical registers.

Writing Objectives

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 behavioural terms:

Objectives:

Writing Objectives

Use the space below to write down a goal and behavioural objectives for a training programme or module of your own design.

Goal:

Objective(s):

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.

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

Type	Central Question	Method
Reaction	Did they like it?	Questionnaires completed by learners at the end of a workshop
Learning	Did they learn it?	In-class tests, pre- and post-training tests
Behavior	Are the learners using the skills on the job?	Surveys of learners and their managers, observation
Results	Was it worth it?	Cost analyses, impact on organisation

Another reason to do extensive evaluation is that the staff members in your organisation 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 organisation 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

After completing the design phase of programme development, it makes sense to check in with the programme sponsor to make sure that your proposed plan is in line with your sponsor's expectations. A training proposal includes the following sections:

Purpose. Explain the broad issues the programme addresses. What are the benefits to the organization and to the individuals who will be trained? What will be the impact of the training?

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?

Programme goals & objectives. Explain how your programme 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 programme.

Programme requirements. Explain the length and format of the programme 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.

The suggested format above 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! Make sure you have discussed and agreed to the following items before beginning the project:

- **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?
- **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 programme an engaging and high-impact learning experience?
- **Other issues to consider:**

Development Steps

- Select learning activities
- Sequence learning activities
- Create an opening statement
- Create transitional links between modules

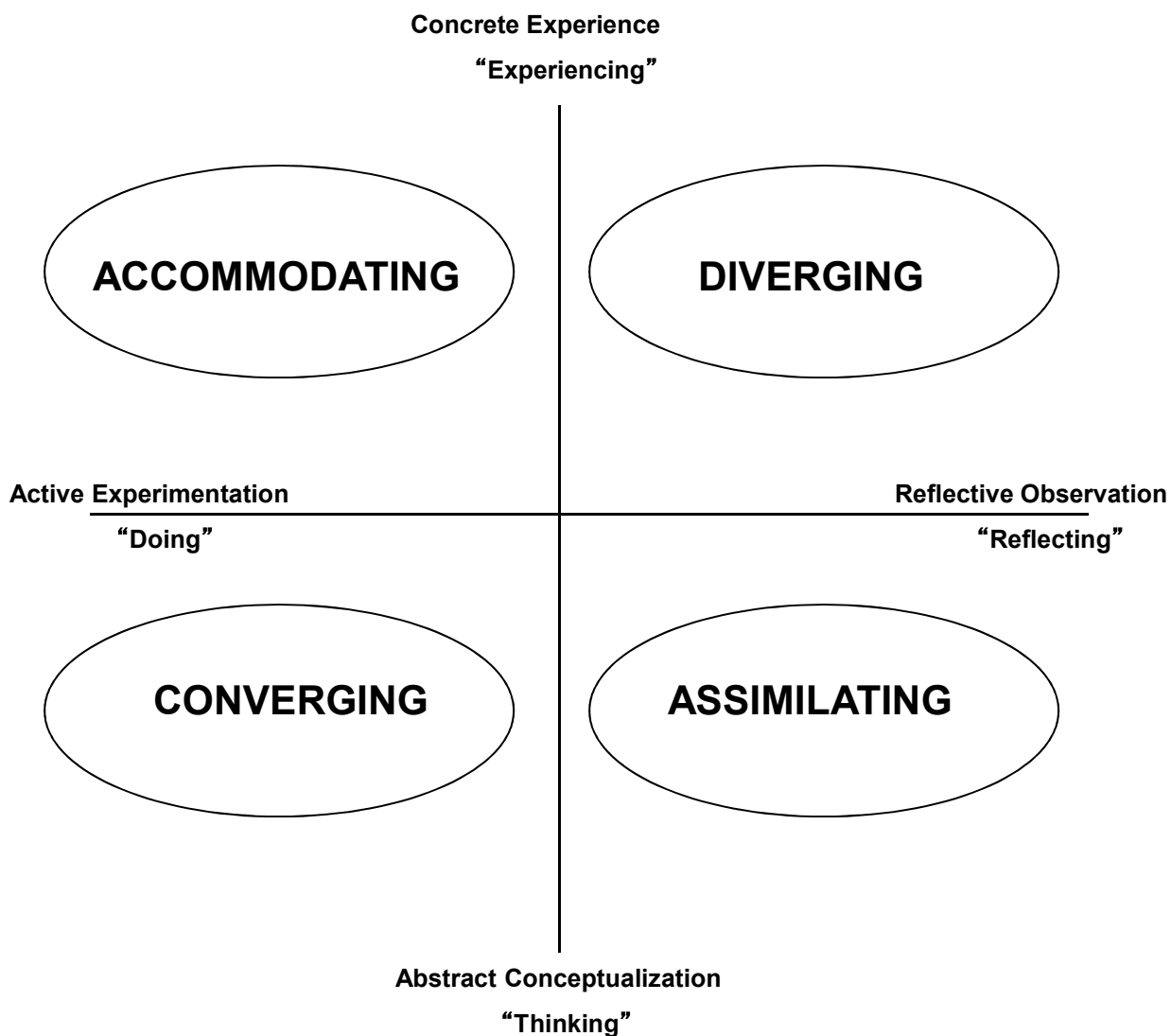
Characteristics of Adult Learners

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.

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



Kolb Learning Style Inventory

Your Kolb Learning style: _____

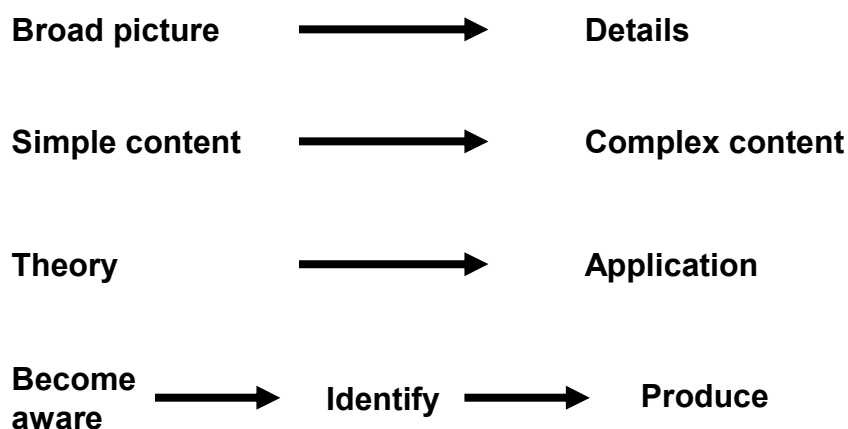
- In your small groups, give examples of “peak” learning experiences.
- What made them particularly effective for you?
- After having listened to the other 3 styles, what will be important to keep in mind when you work with others whose styles may be different from your own?

Accommodating	Diverging	Assimilating	Converging

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. For example, learners may get tired if one theoretical activity follows another, or if a theoretical activity is presented after lunch.

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



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.

Learning Activities

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

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 the activities below and place them in a logical order

	Sequence	Why?
A. Ask participants to identify people in their workplace to whom they would like to give feedback		
B. Ask learners to write down an example of positive and constructive feedback they have received in the past	1. _____	
C. Set up role plays so participants can practice giving feedback	2. _____	
D. Provide a 10-minute lecture on giving effective feedback	3. _____	
E. Ask participants to have a group discussion about difficulties of and barriers to giving feedback; summarize in large group	4. _____	
F. Ask participants to fill out a worksheet where they must distinguish between effective and non-effective feedback	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		
Time	Activity	Notes
9:00-9:10	Learners write down examples of positive and negative examples of feedback; share with partner.	
9:10-9:25	Instructor gives lecturette on effective feedback, including making it specific and behavioral; elicits examples from learners.	
9:25-9:35	Learners complete written exercise on distinguishing positive and negative feedback.	
9:35-9:45	Learner write down examples of feedback to give to their real-life work colleagues.	
9:45-9:55	Instructor demonstrates giving effective feedback.	
9:55-10:15	Learners role play in triads, playing speaker, other person and observer.	
10:15-10:30	Instructor debriefs what was learned from role play; gives out handout on additional tips for giving feedback	
10:30-10:45	Learners conduct small-group discussion (10 min.) and then summarise comments for large group. (5 min.)	

Organising a Presentation

**Listener
Profile**

Opening

Purpose

Agenda

Benefits

Body

Development

- **Structuring Techniques**
- **Rhetorical Strategies**

Close

Recap of Agenda

Take Away Message

Organising a Presentation

Listener Profile

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. 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.

Additional things to consider about your listener:

- Personal interests
- Work history
- Educational background
- Leisure interests
- Age

Organising 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

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.”

Agenda. Then, 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.

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.”

Organising 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.”

Organising 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.

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

Structuring Technique	When to Use
1. Bullets	Bullets are the most versatile and widely used technique for structuring information. Use bullets to <ul style="list-style-type: none"> • list reasons • give examples • provide background and details
2. Bullets (with graphic)	Add a graphic to create interest and to make the bullets easier to remember. Include a conceptual graphic to <ul style="list-style-type: none"> • explain a concept • label an idea or project
3. Charts: Bar Chart	A bar chart presents the totals of several data elements. Use a bar chart to compare the totals. (Example: a summary of budget amounts from several years.)

Organising a Presentation

Body

Structuring Techniques (continued)

Structuring Technique	When to Use
4. Charts: Flow Chart	A flow chart shows steps in a process. Use a flow chart to give an overview of the whole process; then explain each step.
5. Charts: Line Chart	A line chart shows a single trend or compares several trends over time. (Example: the movement of a social indicator such as GNP growth, production levels, or funds spent on education.)
6. Charts: Pie Chart	A pie chart shows the relationship of the part to the whole. (Example: the foreign trade level of one country as compared to that of all countries in the region.)
7. Diagram	A diagram simplifies and displays a set of relationships. Use a diagram to <ul style="list-style-type: none"> • show a physical or organizational relationship • describe a technological configuration or problem • explain any complicated idea or product
8. Table (numbers or text)	Use a table to display related information. A table is an effective way to <ul style="list-style-type: none"> • display several important numbers • list advantages and disadvantages • compare related information • show a chronology of events

Organising 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?

By rhetorical strategy we mean the *form* of your argument or discussion: what you say to prove a point, answer a question or simply make information clear.

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.

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.

Organising 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.

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.

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.

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

Organising a Presentation

Close

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.

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 that summarizes in the information in an emotional way.

Effective Visual Aids

Visual Aids will help your listeners understand — and remember — the information you are presenting. Here are a few tips to keep in mind when you are using visual aids:

- 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.
- 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.
- Create anticipation through verbal transitions.
- Interact with visual aids by pointing and revealing information gradually.
- Talk to your listeners, not to your visual aids.

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.

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

To Do

To Avoid

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.

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.

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

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.

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.

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.

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

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.

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.

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 pages. By using these skills, facilitators and learners alike will achieve more positive results in training sessions.

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

- 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.

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

- 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"

- 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 ...

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

After listening to understand, it is usually a good idea to summarise by restating *what* has been said and *why* it has been said.

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
- 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
- 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 ...

Differing

When

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

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

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 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 organisation.
- _____ 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.

Here are some techniques to try:

Technique	Purpose	Examples
Closed Questions	<ul style="list-style-type: none"> To get a response from the audience To conduct an on-the-spot needs assessment 	<ul style="list-style-type: none"> How many of you get nervous when giving presentations? How many of you have worked in a field office? How many of you believe the following statement is true? False? Not sure?
Drawing Out	<ul style="list-style-type: none"> 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.) 	<ul style="list-style-type: none"> What are some examples? What are some reasons? What are the advantages? Disadvantages? <p><i>Avoid superlatives.</i> Example:</p> <ul style="list-style-type: none"> What is the most important reason for ...?
Restatement	<ul style="list-style-type: none"> To confirm what a person has said To make sure that everyone has heard a point made by someone in the audience 	<ul style="list-style-type: none"> So what you are saying is ... Your main point is ... You believe that ... I am hearing a number of important points here ...

Increasing Interaction in Presentations

Technique	Purpose	Examples
Building	<ul style="list-style-type: none"> To increase the value of a point made To connect points made by several people 	<ul style="list-style-type: none"> Just to add to that ... Building on your point ... Both of these ideas suggest ...
Differing	<ul style="list-style-type: none"> To find value in a comment that partly “misses the mark” To avoid embarrassing someone 	<ul style="list-style-type: none"> Yes, I agree (with some aspect of the comment) ... however ... I can understand your concern ... on the other hand ...

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 organisations. What are some examples of UN organisations? (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

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.

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

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

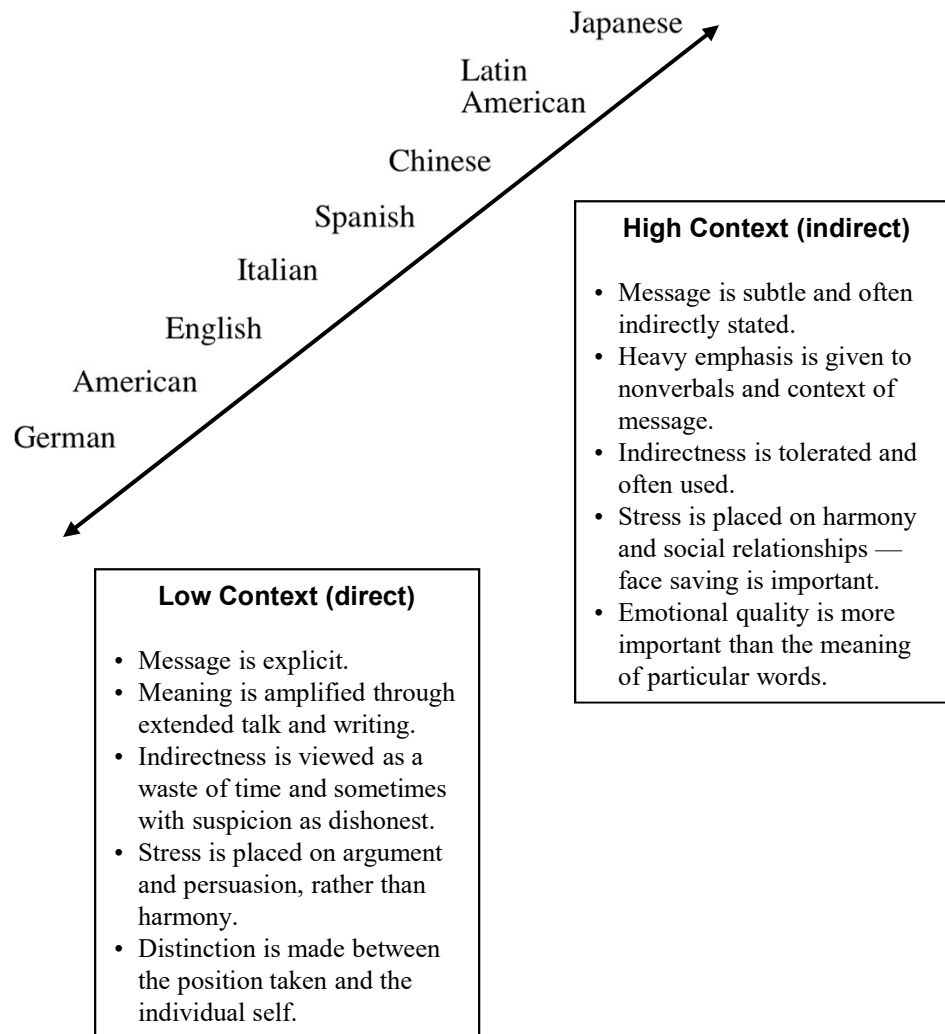
Intervention	Definition	Example
Get agreement on the purpose, agenda, decision making process, and ground rules	Reviewing and checking for agreement at the beginning of meeting	"Before we get started, I'd like to review the purpose of the session and the way we will proceed."
Make a procedural suggestion	Suggesting a way for the group to proceed	"I'm not convinced we have the time to deal with that issue right now. What do others in the group think?"
Get agreement on how the group will proceed	Checking for agreement on a process that has been suggested.	"Is everyone in agreement that we should finish analysing the problem before discussing the solution?"
Throw back to group	Returning a question to the person asking or to the group	"So what are the risks? How do you see it? What do others in the group think?"
Maintain/Regain focus	Making sure everyone is focused on one thing at a time	"Wait a minute. These are all important points. Let's take them one at a time."
Ask /Say what's going on	Naming something that isn't working and getting it out in the open so group can deal with it	"I sense that you are not all in agreement with the way we are making this decision. Let's talk about it."

Managing the Process

Intervention	Definition	Example
Enforce procedural agreements	Reminding the group of a previous agreement or ground rule	“We agreed that during brainstorming we will withhold evaluation. Could you hold onto that idea for later?”
Deal with or defer	Deciding with the group if it's appropriate to deal with an idea or defer till later	“I'd like to suggest that we finish looking at all aspects of the problem before discussing the solution.”
Use body language	Focusing attention through eye contact and movement	Regain focus by standing up, moving to the center of the room, or increasing energy levels.
Praise	Letting individuals and the group know how pleased you are with their contributions	“That's an important insight.” “We've made excellent progress today.”
Use humour	Making a joke to relieve the tension (but being careful not to do so at someone's expense.)	“I flunked penmanship in grade school, but I studied remedial flipchart writing in graduate school.”

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.*



* 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.

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. Here are several factors to keep in mind:

Factor	Low-context	High-context
Expectations about interaction	<ul style="list-style-type: none"> • Discuss issues • Debate openly 	<ul style="list-style-type: none"> • Listen & understand trainer
Communication style	<ul style="list-style-type: none"> • Direct • “Speak one’s mind” 	<ul style="list-style-type: none"> • Indirect • Points are often subtle and implied
Attitude toward status & hierarchy	<ul style="list-style-type: none"> • Not so important • Everyone “weighs in” 	<ul style="list-style-type: none"> • Important • Deferential attitude toward senior people
Attitude toward conflict	<ul style="list-style-type: none"> • Expected • Make sure all sides are heard 	<ul style="list-style-type: none"> • Avoided • Harmony & face saving
Decision making style (group vs. individual)	<ul style="list-style-type: none"> • Emphasis is on persuasion 	<ul style="list-style-type: none"> • Emphasis on consensus & reading the “cues”
Attitude toward silence	<ul style="list-style-type: none"> • Empty space • Avoided as uncomfortable 	<ul style="list-style-type: none"> • Multiple meanings • Normal & accepted

TRAIN-THE-TRAINER WORKSHOP

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. 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 ...”

Step 2: Name the resistance

- Use neutral language; encourage the other person to make a more direct statement about what he/she is experiencing.

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

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, write a restatement of what the other person says. How can you convey the same meaning in a more positive, productive way?

Other person says ...	Possible "Restatement"
1. "She's always late with this report."	"So you are concerned about making sure that the report is submitted on time."
2. "Nobody ever listens to my side of the story."	
3. "His reports are never any good because they are so full of errors."	
4. "There are so many bureaucratic procedures, and most of them are entirely unnecessary."	
5. "I am never consulted. Not even when it concerns my specific tasks."	
6. "Everything is a crisis for them. They make demands without keeping us informed so everything is last minute!"	

Handling “Difficult” Learners

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

Challenger	Profile	Ways to Handle
Aggressive/ Defensive	<ul style="list-style-type: none"> • Questions all assignments as to their usefulness • Reluctant to participate in activities 	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.
Dinosaur	<ul style="list-style-type: none"> • Displays rigid opinions and unwillingness to consider other points of view 	Agree/Differ/Throw Back to Group 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?”
Eager Beaver	<ul style="list-style-type: none"> • Keeps trying to help but their frequent comments are distractions 	<ul style="list-style-type: none"> • 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.
Exhibitionist	<ul style="list-style-type: none"> • Monopolizes discussion with comments and questions about his/her own situation • Always ready with “I remember a time ...” 	<ul style="list-style-type: none"> • You might say: “Thank you for your candor. Let’s not get into too many details here.” • Then, try to pull back and get the group to focus on issue at hand.

Handling “Difficult” Learners

Challenger	Profile	Ways to Handle
The Expert	<ul style="list-style-type: none"> • Wants to be recognized as the expert • Interrupts to point out facts or to disagree with facts. 	<ul style="list-style-type: none"> • Thank them for their comments. • Respond, deflect by asking for response from rest of group.
The Hijacker	<ul style="list-style-type: none"> • Wants to take over • Suggest that the time available could be spent more usefully on another topic 	<p>Restate/Throw back to group</p> <p>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?”</p>
The Joker	<ul style="list-style-type: none"> • Tells jokes/funny stories • Makes fun of serious topics 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Avoids eye contact • Speaks rarely and in a quiet voice 	<ul style="list-style-type: none"> • Build on their rare contributions. • Use their names in examples to encourage their involvement.
The Silent Cynic	<ul style="list-style-type: none"> • Demonstrates bored body language • Rolls eyes or sighs following your or others’ comments 	<ul style="list-style-type: none"> • Draw out their concern or objection: “You don’t seem to be in agreement.” • Listen & restate their comments • Throw out to group: “How do the rest of you feel?” • Or, respond to their concern by reminding them of the value/importance of the topic.
Side-talker	<ul style="list-style-type: none"> • Makes whispered comments to neighbor. 	<ul style="list-style-type: none"> • Stop talking and look unthreateningly at them. • Wait for them to look at you. • Non-verbally ask for permission to continue (eyebrows raised, head nod, silent-mouthed “Ok?”)

Process Techniques

Bulleled 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.
 2. Ask an open-ended question. Wait.
 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.

<i>Example</i>	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?

- 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

Transitions Whenever you begin a new activity, your learners wonder, “How does this relate to what we just did?” And usually, “What value will this exercise have for me?” This second question is particularly important when you are using an experiential activity where its applicability is not immediately apparent. To motivate learners and free up their mind, answer these questions before you begin:

Need. Mention a concern or issue that they face.

Benefit. Explain the benefit of the upcoming activity and how it will help them address the need.

What it is. Give the name of the activity and explain how it relates to the rest of the content.

How it works. Explain the steps for completing the exercise.

By using this sequence you convince the learners of the need for, and benefit of, an activity before explaining what it is. Contrast these two transitions for a module on delegation for a supervisory skills workshop:

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? (see p. 75)

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

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?”
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.
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

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.

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 tell what they thought was the most important learning concept was. They then toss the ball to someone 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.

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.

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 Training Session

In the Close of a workshop, your main task is to set participants up to apply what they have learned in the “real world.” You also want to encourage them to take responsibility for their ongoing development of the knowledge and skills that they have gained. Here are some ways to make the learning “stick”:

Summary. Provide a summary of the workshop. You can do this by reviewing the purpose of the workshop and the agenda that has been followed. You can also ask the participants to review the learning by posting blank flipcharts with titles of the workshop modules and asking participants to post key points for each module.

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.

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.

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.

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.

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Support. (continued) 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.

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.

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.

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?"

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

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Areas for Development

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Techniques to Practice

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Further Reading

Bolton, Robert. *People Skills*. New York, Simon & Schuster, 1986.

Brookfield, Stephen and Preskill, Stephen. *Discussion as a Way of Teaching*, San Francisco: Jossey-Bass, 2005

Higgins, James M., *101 Creative Problem Solving Techniques*, Winter Park, FL: New Management Publishing Company, Inc., 1994.

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Schwarz, Roger. *The Skilled Facilitator*. San Francisco: Jossey-Bass, 2002.

Silberman, Mel. *Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips*. San Francisco: Jossey-Bass, 2006.

Townsend, John. *Trainer's Pocketbook*. Management Pocketbooks, 2003.

www.astd.org (American Society for Training & Development)

www.iaf-world.org (International Association of Facilitators)