HOW TO TRAIN

A Quick Reference Guide To Effective Training

Prepared For :

Migrant and Seasonal Farmworkers Programs
Department of Labor
Employment and Training Administration

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ACKNOWLEDGMENTS

This trainer's guide represents a combination of elements of two other documents plus a little Lee Bruno experience thrown in for good measure. We want to first pay tribute to the KRA Corporation's unknown authors of *How To Train: A Quick Reference Guidebook On Training Techniques for the Active Learning Approach.* This document was developed by KRA Corporation for the Department of Labor in January 1996, and was incorporated into this trainer's guide with no substantive changes. If it ain't broke, don't fix it. We saw little improvement to be made in this easy-to-read treatment of interactive training methods.

Our second tribute is to Brandeis University's Heller Graduate School which was responsible for *A Trainer's Primer—Advice To the Novice Trainer About the Basics of Organizing, Planning, and Leading an Effective Training Seminar.* This document was also written for the Department of Labor back in January 1993. The first section of our trainer's guide was drawn primarily from the Brandeis document. The discussion on training environment, the check lists of supplies needed, and how to respond to audiences of different sizes come from the Brandies document. Our special thanks to Chris Kingsley, a Senior Trainer at the Center for Human Resources, who is a trainer's trainer and author of *A Trainer's Primer.*

Lee Bruno can only take credit for editing the excerpts from *A Trainer's Primer* and adding the sections on knowing the audience, creating the context for training, and defining what information must be conveyed.

There is probably little in this document that is not reiterative to some extent. The methods herein have been in practice for some time and have been described in any number of documents. What is different is the choice of materials. We selected just those subjects that would be most helpful to a particular group of readers—trainers of governing boards of directors who operate Department of Labor grants serving migrant and seasonal farmworkers. We are grateful to KRA Corporation's publishing support staff whose word-processors and editors integrated diverse materials into a final, polished product. You make us look good.

Lee Bruno
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HOW TO USE THE TRAINER'S GUIDE

This guide is written for novice trainers who would benefit from the experience of seasoned veterans as they organize and prepare training for their respective organizations. The guide discusses how to organize and tailor training for different audiences and specific directions for using active learning methods for effective training. There is little in the way of unfamiliar jargon to confuse or obscure the instructions.

Trainers should read all of the guide once and then return to Section 1. Once the training is outlined, Sections 2-8 can be re-read as they apply to the training outline. The Appendix of sample lesson plans can serve as a model for writing down the plan for training—a good idea that makes sure that the trainer has thought through his or her presentation at the level of detail needed for good preparation. Each lesson plan represents about 1 hour of training.

The guide, however, has the potential for also serving as a check list for experienced trainers. It is set up to be a quick read of easy-to-locate topics (note the detailed Table of Contents) relevant to almost any type of training.

Those folks who are not trainers, but who make presentations or speak formally to groups, will find the guide helpful in organizing their talks and speeches. Section 3—How To Present Lecture Material and Sections 6 and 7, regarding the use of overhead transparencies and flipcharts, provide practical help anyone can use.

Meeting/conference planners should study Section 1. It includes check lists of materials that may be needed by trainees and trainers, what the space requirements are for various size audiences and types of training, and tips for coordinating refreshment breaks. "Training Room Nightmares" should be read by all hotel and meeting room providers along with the meeting planners.

For the sponsors of training, this guide provides a means for evaluating the quality of training proposed by a training vendor. Training approaches and plans can be evaluated using the guide topics as criteria for judging the proposal. If training vendors are not using active learning methods, express no interest in the training space or facility, and cannot adjust their training to fit the needs and interests of the audience, it would raise some doubts about their qualifications. In addition, Section 9 offers sponsors help in evaluating the training process during training and training outcomes following the training.

Users of the guide are invited to offer their comments and suggestions to Lee Bruno at KRA Corporation. KRA is always interested in ways to improve its training products.

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Introduction: The Active Learning Approach

About The Active Learning Approach

Traditional training methods rely primarily on lectures to impart knowledge to participants. The trainer has an active role as the presenter of information; participants have a primarily passive role as listeners. The problem with the traditional approach is that research shows that it doesn't work very well: participants retain only about one-half of information provided when tested 48 hours from exposure. And, where training has a goal to persuade participants to do something different back on the job, traditional training methods often fail to have adequate persuasive impact.

A set of modern adult learning principles and new training techniques have emerged in the past few decades that have enabled participant learning rates to improve dramatically. Furthermore, the new approaches more effectively help participants develop not only *knowledge*, the ability to understand something, but also *skill*, the ability to do something. Both elements are essential for participants to apply what they learn in training to the work they do in their jobs. Last, modern methods with their participative approach have a far more persuasive effect than traditional methods and result in higher rates of real behavior change.

Training Principles For Active Learning

The training principles on which the IIBK Orientation and subsequent training will be based include:

> **Adults Are Knowledgeable Learners**--They bring considerable knowledge and experience with them into the classroom. Participants learn from one another, not just from the trainer. Modern training gives participants a chance to work together and use their existing knowledge as well as their interpersonal and problem solving skills to enhance the learning experience.
>
> **Trainers Are Facilitators**--They are not like teachers who hold all the knowledge and make all the learning decisions. Trainers act more like motivators, offering new information and approaches and encouraging participants to accept and learn them. Because participants learn at different rates, and in different ways, modern trainers strive to create a flexible learning environment and use a variety of learning methods.
>
> **Training Is Designed To Solve Problems**--Adults learn selectively; they pay attention to information that appears to be useful and ignore information that does not. Effective training responds to learners' perceived learning needs at the same time as it addresses the planned training objectives. Learning activities are often preceded by

discussions of the problems associated with current systems and practices, to increase participants' motivation to learn and to adopt the new information and approaches.

Learning Is A Multi-Step Process--Adult participants learn by doing; lectures have a less important role in modern training. Effective training includes a series of learning activities for each main learning goal: (1) *input* of new information through lectures, reading, or other means, (2) *practice* application of the information through exercises, (3) *discussion* of what was learned in the practice, and (4) *generalization* of the learning, that is, exploration of how it can be used in actual job situations.

The Active Learning Training Environment

The active learning approach creates a very different training environment from the traditional one. It is characterized by:

Reduced Formality--An informal classroom environment is developed in which the trainer and participants are able to work comfortably together to achieve the learning objectives.

Energetic Give And Take Of Ideas--Challenges to the trainer and the training content are encouraged so that the trainer can address participants' objections and concerns about issues associated with the training.

Physical Activity And Noise In The Classroom--Participants spend most of the class time in various training activities and relatively little time listening to lectures. This means that participants frequently form and reform into various groups during training and that different discussions often go on simultaneously in different parts of the classroom.

Great flexibility is required on the trainer's part in the active learning environment. The trainer is expected to manage a number of different activities within each training day, respond to participants' learning needs, and adapt the training content and schedule throughout the course delivery. Great rewards are available as well, including: a stimulating professional experience, positive relationships with participants, and a chance to learn for the trainer as well as the participants.

The remainder of this guidebook provides techniques for trainers to help them apply active learning methods in training. The ideas presented here represent the collective wisdom of a group of experienced trainers and are intended to assist trainers who are less experienced with active learning methods master this fascinating craft.

Section 1: How To Prepare for Training

1.1 Effective Training Starts With The Question "Who Am I Training?"

For training to be effective, it must connect with the training audience. Training must be relevant to the audience's perceived needs, build on trainees' existing knowledge, and motivate the trainees to invest their time and attention. Ideally, trainers can communicate with their audience to query them about these issues thus laying the foundation for their training approach and training content. This is usually done with a questionnaire (needs assessment instrument), a focus group interview, or from personal contact with the audience (an internal trainer.)

However, most training does not evolve from such a logical sequence of events. Instead, a third party who is neither the training audience nor the trainer makes the decision that there is a problem that can be solved by training on a given subject. This decision may or may not be informed by an objective needs assessment and it is unlikely that the trainer has access to the trainees prior to the training. The best that the trainer can hope for is that some basic information about the training audience will be available--their organizational affiliation, their position or roles within the organization, and their knowledge of the training topic.

The following suggestions are offered to help trainers plan training to fit the audience. Obviously, the more that the trainer knows about the audience, the better the training can be tailored to meet or exceed the trainees' expectations, motivate their investment in training, and maximize trainee's existing knowledge and skills.

1.1.1 When You Have Access To the Audience Prior To Training

Contact between the trainer and the audience allows the trainer to assess the audience's expectations, abilities, and commitment to the training. Even when no formal needs assessment for the training is possible, trainers can use training registration information to telephone trainees. Pre-training contacts communicates a genuine interest in the trainee and provides some background information that will make the training more credible and relevant to the audience. For example, the question--"What would have to happen at the training for you to feel that your time and effort attending was not wasted?" tells the trainer what training objectives would motivate the audience. This question usually leads to a series of learning objectives that can guide the development of the training content and approach.

Hearing trainees discuss their work, even for a few minutes, gives the trainer material for examples and a language that the audience will find familiar and relevant. Simply expressing an interest in the trainees through direct contact goes far to build a receptive audience.

1.1.2 When You Don't Have Access To the Audience Prior To Training

If contacting trainees in advance of the training is not possible, trainers can start with what the audience does share--a connection to the training subject or topic. Begin the training with a big picture presentation around the topic, speaking to its relevancy to the various segments of trainees in the audience in general terms. The presentation sets the stage for asking the audience to respond to this presentation by declaring what they need to know about the topic in order to either:

! Perform more effectively (in their job.)

! Get more done at their current level of effectiveness.

! Perform at their current level of effectiveness and productivity, but with less stress or with greater enjoyment and satisfaction.

By noting which responses to the above questions are repeated and seem to represent recurring themes, the trainer can review the prepared training agendas and relate recurring themes to the prepared agenda where possible. What is left? A trainer with a good command of the training topic and active learning training methods should be able to make adjustments to a prepared training agenda in deference to the audience's needs and interests. Trainers can even negotiate with the audience by making changes in the prepared agenda. Trainers should not be afraid to acknowledge their limits in changing the agenda, especially when there is a third party directing the training.

At the completion of this exercise, there will some adjustment of the training agenda, but more importantly, the audience feels that their needs were considered. They may also have their interest piqued in the prepared agenda or they may see the relevance of the agenda to their jobs. The trainer should be left with a receptive audience and a better understanding about how training can be adapted to suit the majority of trainees.

1.2 Consider the Size of the Audience

Size of the audience is immaterial when training relies on a lecture mode for presenting information; however, audience size is a critical factor for the active learning approach to training. When training goals are best achieved through:

! Interaction between trainer and audience;

! Interaction among audience members;

! Practice sessions for the trainees to use what they have learned during training; or,

- ! If local issues or problems are to be tackled in-depth without boring audience members from outside those localities;

trainers must employ strategies to accommodate the size of the audience.

1.2.1 How Does the Size of the Audience Affect Training Delivery?

If a trainer intends only to give information -- to lecture his/her audience on a particular subject-- the size of the audience may not be a major factor.

On the other hand, the number of people to be trained has a marked effect upon training strategy:

- ! If interaction between trainer and audience is planned;
- ! If interaction among audience members is planned;
- ! If the trainer wants audience members to use what they have learned in the training session; and
- ! If local issues or problems are to be tackled in-depth without boring audience members from outside those localities.

1.2.2 What If It's A Small Audience?

We define a small audience as one with fewer than twelve people.

A small audience provides trainer and trainees with ample opportunity for personal interaction, and usually allows for significant time to be spent on any given subject.

The intimate size of the group enables the instructor to make the training personal and conversational. There are regular occasions when two-way communication and targeted problem-solving between trainer and audience is possible.

Audience members may be able not only to attain cognition of a subject, but also to use that learning and thereby develop skills.

1.2.3 What If It's A "Medium Sized" Audience?

We define a medium sized audience as one with between thirteen and forty trainees.

At the lower end, audience size remains limited enough to enable considerable intimacy, but the trainer may also wish to use strategies appropriate for larger audiences.

As audience size grows, so may the need for small-group or team activities that enable not only cognition but also skill-development. In some situations, or for some exercises, the trainer may wish to break the audience down into smaller groupings such as:

- Dyads (sub-groups of two);
- Triads (sub-groups of three);
- Table groups (all trainees sitting at a particular table); and
- Some other organization of small groups -- by subject, role in trainees' organizations, level of expertise, etc.

Information exchange becomes more of a norm as the number of trainees increases, and the opportunity for skill-development is reduced. Time becomes a more important factor. The trainer will have to ask him/herself, "How can I keep the session moving?"

As audience size grows, so does the potential for long, drawn-out small-group reports to kill a training session's momentum. The trainer will need to consider how s/he will enable several small groups to "report out" to the full audience without bogging down the entire session (e.g., having eight teams tell everyone, in detail, what they've decided in their small groups gets boring after about three reports.)

Although the trainer may have started small group exercises with open-ended questions for them to tackle, s/he can no longer let them report out everything they generated during their group work. To limit the time necessary for reports, the trainer may need to ask small groups to limit or specialize their tasks, or to prioritize the information they intend to report-out to the full audience. Again, though, the trainer may decide that it is unnecessary to have all groups report their findings.

1.2.4 What If It's A Large Audience?

We define a "large" audience as one with over forty trainees.

Intimacy with a large audience is difficult, but not impossible. Information exchange is the norm. Skill-building is rare. The trainer may use a mix of lectures (preferably short ones) and small group activities. By necessity, report-out processes must become quick and concise.

Lectures represent “talking at people.” They are impersonal. The chance for regular two-way communication with audience members is severely reduced.

Two-way communication can occur if the trainer utilizes a “question-and-answer” process here and there; however, s/he needs to request that questions be limited to subjects of interest to many audience members (rather than questions so specific to the questioner or local in nature that nobody else would be interested).

Small groups will need to assign one of their members to be their representative/spokesperson -- their “reporter.” Reporters will need to summarize their small group’s work in short summaries, and to raise their group’s questions. Small groups may need to provide the full audience with only one, two, or at most three key points or questions resulting from their discussions. For the sake of avoiding duplication, reporters may need to be instructed <u>not</u> to report out any point or ask any question that has been raised previously by another group.

The trainer will have to “work the room.” Significant personal contact will be increasingly limited as audience size grows. Rather than having the luxury of dealing personally with each trainee, the trainer will need to relate with “reporters” who represent and present the issues raised by groups of trainees.

Some personal contact with individual audience members may occur through contacts made as the trainer walks around, listening in and commenting upon what s/he hears in individual small group discussions.

We should note that it is hard to define true “training” as possible with audiences over sixty people. The larger the audience, the more we move philosophically from “training” to “instruction.” With especially large audiences, the process becomes largely one of “information exchange,” which has some potential to develop audience “cognition” of a subject, but has significantly less potential to develop skills.

1.3 Create The Context for Training

A trainer’s first task is to set the stage for the training by letting the audience know:

! What the purpose or goals of training are--What problem or issue motivated the need for training and how the training is expected to address it? Brief workshops seldom address all aspects of an issue or problem. It is important to explain what part of the problem or issue is the subject of the training so as not to disappoint or confuse the audience. For example, if the training topic is “Monitoring”, clarify what aspect of monitoring will be addressed, even though this may have been covered in the registration information.

! Who the trainees are--The trainees need to know where each other is coming from in terms of background, organizational affiliation, roles in their organization, or any other information that may be pertinent to the training. Interactions will develop more quickly and trainees will be better learning resources to one another if they can see how they compare to others in the audience.

! Who the trainer is and his or her credentials to conduct the training--Trainers need to establish their credibility with the audience without appearing to know everything about the subject. A brief introduction that highlights relevant experience, training or other qualifications will prevent challenges from the group when they are exposed later to different view points or training methods.

! What the general approach to training will be and what is expected of the audience--Letting the audience know what to expect helps them respond appropriately. Reviewing the agenda is one way to present the approach to training.

1.4 Lay Groundwork for Basic or Prerequisite Knowledge and Skills

Training must be planned to provide all trainees with a common starting point--sometimes referred to as the "Big Picture". The more diverse the audience in terms of backgrounds and expertise, the bigger the picture must be to include everyone in the audience. For example, business representatives, agency client representatives, local elected officials and agency professional staff are sometimes brought together to learn knowledge and skills that enable them to be effective operators of programs, community advisors, or service providers. They do not share a common language around the technical areas nor may they be familiar with each others concerns. To train such a diverse group will require an initial presentation that establishes a connection between and among all the trainees. In this example, the presentation may revolve around their respective roles in bringing about community projects. If the group consisted only of agency representatives, the presentation would only concern the staff's various roles in helping their organization contribute to the community project.

To keep diverse trainees on a level playing field is essential for an active learning approach, otherwise, some trainees will be intimidated by the more knowledgeable members of the audience. Designing training for the least technical person in the audience does not equate to "dummying down" the content of training. The same training content can be covered and the same training goals can be accomplished, it will just require that the training approach follow some simple rules.

! Avoid jargon that may be foreign to some of the audience. Use simple language, frequent demonstrations or examples, parables and stories for conveying concepts or other abstractions important to understanding the subject. When trainers have difficulty explaining topics in such terms, it usually means their understanding is not clear.

! Keep in mind also that not all trainees are equally comfortable in a training situation. Avoid exercises that require complicated instructions. Don't use exercises that cannot be set up simply and quickly.

! Start with a training activity that is familiar to everyone--a lecture on a familiar topic or exercise or discussion that everyone can participate in. Increase to more progressively difficult or unfamiliar new information or skills as needed to achieve the training objectives.

! Use exercises or questions to the audience to confirm their understanding. Provide opportunities to check the progress of each trainee through group exercises or discussions. Encourage questions.

1.5 Plan for a Good Training Environment

A little effort dedicated to a comfortable space that is suitably equipped will go a long way to assure good training. It is said that the right space will not translate into good training, but the wrong space will definitely translate into bad training. Whether the trainer is responsible for setting up the training facility or not, it is the trainer who will be dealing with the consequences. Therefore, trainers should exercise their influence to assure that the size and shape of the room, the seating arrangements for the audience, the equipment and lighting, and general atmosphere accommodates the planned activities.

1.5.1 What Constitutes a Good Training Room?

Usually, the room in which training takes place should be <u>as near to square as possible</u>, large enough to give trainees plenty of space to work together , but not so large as to dwarf the group. Audience seating should be conducive to the training activities. Small group exercises call for tables that trainees can work around with sufficient space to allow a modicum of privacy. Break-out rooms may be needed for some exercises.

The room should be large enough to allow plenty of space between the tables at which participants are seated. This spacing will allow trainees some sense of privacy at their tables, and will enable the trainer to walk comfortably around the room.

<u>Long, thin, rectangular rooms or those interspersed with large posts should be avoided</u>, since they make it difficult for all participants to see visual aids. Unfortunately, rectangular rooms are the most common type offered by hotels and conference centers. These are unacceptable!!!!!

The room should be well-lighted and ventilated. Preferably, the trainer should be able to control both lighting and room temperature. The room should possess several wall surfaces suitable for hanging large sheets of paper held by masking tape.

The room should be free from interruption, distractions, and outside noise.

The room should be easily handicapped-accessible. This includes entrances/exits, seating arrangements, space between tables to move in a wheelchair, and proximity to handicapped accessible rest-rooms.

1.5.2 What Should Be Considered Regarding Room Arrangement?

The area of the room from which a trainer conducts his/her presentation should be easily viewed by all participants. Because many trainers like to move around as they work, their presentation area should allow some "pacing space."

If a small group is to be trained, the seating and table arrangement issue may be fairly simple. The trainer can usually work out the arrangement s/he wants.

On the other hand, with large groups, seating and table arrangements may become more complex. The trainer may need flexibility to address the whole audience, and also to be able to divide it into smaller groups.

For participants, common seating arrangements are:

- Theater style (seats lined up in rows facing the trainer);

- Horseshoe style (a U-shaped table arrangement with the trainer at the open-end so that s/he can have access to the inside of the horseshoe);

- Classroom style (participants seated at rectangular tables, all of which face the trainer);

- Fan style (tables and chairs set up in a semi-circular or ellipse shape, all of which face the trainer);

- Rounds (round tables seating between 4 and 10 participants per table); and

- Circle (no tables. Participants are seated in a circle so that everybody can see everybody else. The trainer sits in one seat in the circle).

When considering seating arrangements, the trainer needs to keep in mind:

- The number of trainees involved;

- The shape and size of the training room;

- The training facility's capacity to handle a particular seating arrangement; and

- The amount of work in small groups the trainer desires.

If participants are seated at tables where small group discussions will take place, there should be three or more feet between tables (allowing for trainees to be seated) so that the trainer can wander among tables and listen-in as groups work.

The training organizer will also need to consider whether one room is sufficient, or whether additional break-out rooms will be needed.

Finally, decisions will have to be made regarding where locations of the registration table and coffee service. Usually it is best to place the registration table outside the meeting room so that late arrivers can be registered without interfering with the training session.

1.5.3 Training Room "Nightmares:"

>> Rooms that are not handicapped-accessible, or that are not near a rest-room that has been designed for handicapped individuals;

>> Long, thin, rectangular rooms that make trainees feel like they're sitting on a bus:

  - If the trainer is at one end of the long room, those in the "back of the bus" can't make contact with the trainer and may be too far away to see visual aids without binoculars

  - If the trainer is at the middle of the room, half the audience will be sitting at an angle that prevents clear viewing of visual aids

>> Rooms with pillars that place many trainees in “obstructed view” seats;

>> L-shaped rooms that prevent all trainees from seeing the trainer and/or visual aids;

>> Large banquet halls that have been turned into smaller rooms with mobile partitions that are inadequately soundproofed (and on the other side of the partition is a revival meeting or rock concert);

>> Rooms that have been represented as “well-lit” because they have lots of light bulbs (however, all bulbs are 25 watts or less);

>> Rooms that supposedly seat the number requested (No problem!), but only if trainees are munchkins; and

>> Cavernous room that are designed to handle 700 trainees, but the seminar is only serving 30.

1.5.4 What Equipment And Supplies Might Be Needed at a Seminar?

The checklists on the next three pages incorporate a number of items commonly needed at a training seminar.

SEMINAR PLANNING CHECKLIST	
MATERIALS FOR TRAINEES	**MATERIALS FOR TRAINEES**
G agendas	G portable easels (We suggest AMPAD's 20"x28" cardboard "Travel Easel and Pad," Product #24-022)
G training packets/notebooks	G magic markers for trainee tables
G curriculum outlines	G computers, printers, cables, paper, extra disks
G handouts	G extra flip-chart paper
G trainer "bios"	G
G evaluation forms	G
G brochures re: "things to do while in this community"	G
G pads of paper	G
G pencils/pens	G
G newsletters	G
G announcements	G
G "post-it" self-sticking notepads	G
G	G
G	

SEMINAR PLANNING CHECKLIST	
MATERIALS FOR THE TRAINER	**MATERIALS FOR THE TRAINER**
G podium	G replacement projector bulb
G microphone	G video recorder (VCR) and monitor
G clock or watch	G video camera
G easels and flipchart pads	G video tapes — pre-programmed and/or blank
G magic markers — many black, plus colors	G lens cloth
G masking tape	G extension cords and 3-way adaptor
G overhead projector and screen	G audio tapes and tape recorder
G blank overhead transparencies	G chalkboard, chalk, and eraser
G transparency markers	G batteries
G small table beside projector on which to place overheads + notes	G tools — standard screwdriver, phillips screwdriver, mini-screwdrivers, pliers, other
G films, film projector, and screen	G extra flipchart pads
G slides, slide trays, slide projector, remote control, and screen	G
G	G
G	

1.5.5 Breaks and Refreshments

Trainees have been known to rebel when they did not get the customary mid-morning, lunch and mid-afternoon breaks. And complaints about refreshments are more common on training evaluations than are complaints about the training presentations. When pressed for time, trainers may be tempted to skip mid-morning and afternoon breaks. Even when refreshments are in the training room and easily accessible, it is still advisable to allow at least 10 minutes for restroom visits every 2 hours. Breaks also wake up the audience and provide a change of pace.

Breaks need to be timed so as not to disrupt the presentations or exercises. This means planning breaks around training activities. The meeting logistics coordinator must be kept informed of the schedule of training activities and appropriate times for breaks so that food service can be planned. Coordination between the trainer and the meeting planner is important to prevent breaks that disrupt training or breaks that occur before food has arrived.

1.6 Define What Information (Content) Must Be Conveyed

Using the best information about the audience's needs, interests and capabilities that is available, trainers must first determine what the purpose of training is and what measurable objectives will accomplish that purpose. The purpose of training relates to the problem that is being addressed by the training. One way of putting it that assures that everyone is speaking a common language is to ask "What is supposed to happen after training that is not happening now?" This helps focus the training on <u>specific trainee behavior change</u>, an achievable goal, rather than an overly broad training request.

For example, an overly-broad training request would be "How to Serve Migrant Youth?" An achievable training goal would be "Case managers would be able to match migrant youth to the most appropriate education and youth serving agencies in their communities." The specificity of the latter training goal establishes for the trainer who the audience should be, what the content should be, and what learning objectives must be achieved in order for case mangers to match youth better to the right community agencies.

Stating training goals by asking behavioral specific change questions also helps the training sponsor to be clear about the purpose of the training and what the trainer can reasonably expect to deliver. Foggy thinking around training goals almost always leads to disappointment at some level--the sponsor, the trainer or the trainees.

When overly broad training request are put before the trainer, training ethics requires that the trainer ask him or herself these questions.

1. Who am I training?

2. What outcomes are sought?

3. How much time do we have for training?

4. What can really be expected from this session?

5. Given the answers to the questions above, what can I promise?

Negotiating the training goal with the training sponsor is the first step to determining the training content and learning objectives.

Learning objectives are answers to the question "What skills or knowledge is needed for the audience to do what they cannot do now?" The learning objectives can be stated as either a skill, e.g. interviewing skills or new knowledge, e.g., assessment tools that measure basic academics.

At this point, it is helpful to learn from the audience what barriers prevent them from performing at the desired level (Refer to Section 1.1) so that the learning objectives can be refined to include only those that are truly missing from the audience's repertoire. If this level of understanding about trainees' existing skills is not possible, a general list of learning objectives becomes the basis for organizing training content.

Starting with the most fundamental knowledge and skill that may be needed, the content is outlined to address the first learning objective. Building on the first learning objective, the content is outlined for the second learning objective and so forth until all the learning objectives have been outlined. This is a competency-based approach which usually follows increasingly more difficult or complex tasks related to the trainee behavior change goal.

At this point it may be necessary to revisit the time available to see if the training content can be covered in the requisite time. The training approach will affect the length of the training with lectures being the fastest way to impart information and active learning involving audience participation taking the longest time. Lectures are fast but less engaging for the audience and less likely to motivate their interest and investment. Nor do lectures provide opportunities to practice new skills or use what is learned--a major factor in the transfer of training to the back-home situation.

Adjusting the training content (and learning objectives) to fit the training approach and match the available time tests the skills of the trainer, but once accomplished, the training content and general approach to training is established.

Section 2: How To Open Training

2.1 About The Opening Session

The trainer's goal in the opening session of a training event is to begin to create an environment in which participants:

- Know what to expect and what is expected of them at all times so they can take an active role in the training.
- Believe the training and the trainer will respond to their learning interests and needs so they are confident that the training is a good investment of their time and energy; this confidence is necessary for participants to be open to learning opportunities in the training.
- Develop trust in the trainer and the other participants so they can take risks associated with real learning, for example: acknowledge problems in current practices or concerns about future plans, admit knowledge and skills gaps, and experiment with new approaches.

The trainer begins addressing these prerequisites to active learning at the very beginning of the training session using the following techniques.

2.2 How To Welcome Participants To The Training

Your first words to participants give you a chance to set a positive tone and begin to demonstrate how you plan to conduct yourself with regard to the participants. It's best to be yourself, a difficult goal when you may be a bit nervous about the task ahead of you. Speak informally, in a friendly tone, and in the same way you would speak to colleagues, for example[1]:

Say: *"Good morning, everyone. My name is Necmettin Yilmaz, and I'm going to be one of your trainers for the next two weeks. We are about ready to begin the Foundation Training For IIBK Staff and I'd like to start by saying 'welcome' to you all."*

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[1] *Throughout this guidebook, sample language is offered in italics and quotations marks. This wording is intended to illustrate the points being made in the text and not intended to be used verbatim by trainers. When you are applying this guidance in training, you should feel free to use your own words.*

2.3 How To Introduce Yourself

Before you begin participant introductions, introduce yourself. Give your name again, and write it on a flipchart. Explain *in two or three sentences* your qualifications to be conducting this training, especially your experience in this organization or similar ones and your experience conducting this kind of training. Explain how you will be working with participants, for example, whether you will train the whole course or only certain modules. Let participants know that you will make yourself available for questions outside of the classroom, and when and how that can occur.

2.4 How To Have Participants Introduce Themselves

There are two recommended ways to conduct participant introductions, depending how much time is available:

1. Ask each participant to introduce him or herself by giving name, office and the kind of work he or she does. This method takes less than one minute per participant.

2. Ask each participant to work with one other person he or she doesn't already know and: each person takes five minutes to interview his or her partner to find out:

    < Name

    < Office

    < What type of work he or she does

    < One interesting or important thing about him or her NOT related to work

    Each person then briefly introduces his or her partner to the whole group. This method takes about 15 minutes to instruct and carry out the interviewing step plus about three minutes per participant for the introductions step.

If the training group is small enough, 25 or fewer participants, you may wish to create a flipchart, as introductions are made, showing each participant's name and office. If you make such a flipchart, post it on the wall as a ready reference for you and the participants.

2.5 How To Introduce The Training

Since there is quite a bit of information to be conveyed about the training, it is helpful to have the key points on a series of flipcharts or overhead transparencies (see Sections 5 and 6, respectively). There is flexibility regarding the order in which you present this information and the particular information you cover, but at a minimum, to introduce the training, do the following:

1. Review the training schedule--the days training will be held and the start, stop, break, and lunch times.

2. Explain the purpose of the training--the outcome it is intended to accomplish, for example,

   "Purpose: Prepare Local Office Staff for subsequent specialized skills training as part of the Employment And Counseling Services Component of the IIBK's Employment And Training Project."

3. Present the objectives for the training--what participants are expected to derive from it, for example,

   "Objectives: (a) To increase participants' understanding of the expanded operations in IIBK Local Offices.

   (b) To help participants strengthen basic skills for expanded Local Office operations."

4. Explain the training approach--what kinds of learning methods will be used, for example,

   Say: "This training will involve active learning methods, meaning that only a small portion of the time will be spent in lecture, with most of the time spent in large and small group discussions and other training exercises. This approach relies on your active involvement to work, so please do not hesitate to ask questions of me at any point, to express your views about the training topics as we get into discussions each day, and to get actively involved in the exercises."

5. Review the agenda--what is planned to happen when. Since agendas have to be somewhat flexible, make the following points:

Say: *"I will not stop an interesting discussion to break precisely on schedule. I will, however, open and close training on time. The agenda may change if a topic requires more or less time than originally estimated. Some things begun on one day may be completed on the next."*

2.6 How To Gather Participant Expectations

It is very helpful to you as a trainer to find out what participants want to get out of the training so you can tailor your comments to meet their interests and needs. Also, when participants' expectations are gathered early in the training, a positive message is conveyed that you intend to involve them actively in the learning process. Two ways to collect participant expectations are recommended, depending on the time available:

1. At the time participants are introducing themselves, ask each one to express one thing he or she would like to get from the training.

2. Ask participants to work in groups of six-to-eight participants each, for 10 minutes, to collect their ideas about how to complete the following statement:

   "This training will be a success for me if..."

   Encourage participants to express both what they do and do not want from the training. Ask each group to select a recorder to write down their ideas and a reporter to read them to the rest of the group when the discussion is finished. Post "wants" and "don't wants" on a flipchart as participants report them.

If you find that a participant wants something from the training that the training cannot provide, this is a time to help align their expectations with the actuality. If possible, let participants know when or how they get the training they hoped for. If, on the other hand, a participant does not want to have something happen in the training which must happen, you can address the concern at this time.

2.7 How To Establish Groundrules

Groundrules in training serve as an informal contract that lays out how things will work in the training. Two kinds of groundrules typically appear on trainers' lists:
Behavioral groundrules include, for example,

< *Attend all training sessions*

< *Participate actively in the training*

< *Don’t engage in side conversations*

< *Give the trainer feedback about the training’s usefulness*

Attitudinal groundrules include, for example:

< *Be open to new ways of doing things*

< *Look for opportunities to contribute to other participants’ learning*

< *Be patient about differences among participants*

< *Be flexible about changes in the training plans*

The two kinds of groundrules are not usually separated when presented to participants, rather both behavioral and attitudinal groundrules are often intermingled on the same list. If the training group is very experienced with active learning methods, you might ask the participants to generate a list of groundrules themselves after you have given them introductory information about the training.

Section 3: How To Present Lecture Material

3.1 About Presentations

The primary intent of presentations in training is to convey new or newly organized information to participants to help them learn. Presentations are often the method used in the first step of a four-step learning process that includes: (1) *input* of new information through lectures, (2) *practice* application of the information through exercises, (3) *discussion* of what was learned in the practice, and (4) *generalization* of the learning, that is, an exploration of how it can be used in actual job situations. The principal responsibilities for trainers in presentations are:

! To be as concise as possible and still cover essential points.

! To be clear in the message, its purpose, and the value of the intended learning.

! To present information in interesting ways.

! To tailor the information to participants' learning interests.

3.2 How To Prepare In Advance To Make A Presentation

For each presentation you plan to make, think through the learning objectives for it, decide each point you intend to make, and make written notes to help you stay on track. Practice each presentation in advance of the training, and time yourself. If the presentation takes longer than 15 minutes, check the content to be sure it is all necessary. The ideal presentation is 15 minutes or less in length. If you have a lot of content to convey, try to break up the presentation, for example, with a question and answer session, participant presentations, or an exercise.

If you plan to use visuals or training materials in the presentation (for example, flipcharts, videos or sections of a training guidebook), be sure your planned comments and the aids are in agreement with one another in terms of points made and order of points made.

3.3 How To Prepare On The Day Of Training To Make A Presentation

Arrive at the training room early so you can make a trial run of your presentation, ideally, with another trainer present to give you feedback. Test your audibility, and make adjustments to your pace, volume, or position in the room, as needed. Make sure that any materials or equipment you plan to use is ready (see Sections 6, 7, and 8 on flipcharts, training equipment and training materials respectively).

3.4 How To Start A Presentation

Your goal at the start of a presentation is to capture participants' interest in the subject you will be discussing; this is called "developing a need to know" among participants. You can do that in a number of ways. For example, you can let them know why the topic is of importance to them. Or, you can generate a discussion or brainstorming session (see Section 3 below on group discussions) so the participants can identify why the topic is important. It is also important at the beginning of a presentation to give participants information about the content you will cover so they understand what they will be learning more about from the presentation.

3.5 How To Present Concisely

Address each point you plan to make completely, but briefly. It is better to err on the side of brevity; participants can get more information on any points that need expansion with their questions, but there is no way to correct overlong presentations that may lose participants' interest.

3.6 How To Present Interestingly

Be yourself! There is no "one right way" to present. Feel free to conduct your presentation informally, with relevant personal perspectives, and with humor. Participant interest can best be sustained when, in addition to useful information, the presentation offers a chance for trainers and participants to develop or continue a positive and comfortable rapport with one another. An informal presentation style helps that happen.

3.7 How To Be Sure Your Points Are Understood

Before you begin the presentation, encourage participants to interrupt you with questions for clarification; participants are the best judge of whether they understand you or not. Check with the group from time to time to see if they understand you; ask for example:

Say: *"Have I explained this clearly?"*

"Is this information clear so far?"

If you maintain eye contact with participants as you present you will usually be able to see if they understand your points or if they do not seem to be on track with you.

3.8 How To Close Your Presentation

Research shows that the listeners' attention is highest at the beginning *and* at the end of a presentation. Therefore, the end of your presentation is a good time to restate the key points you want participants to get out it. When you have finished your comments, invite questions. Remember that questions are the primary way participants have to tailor the information to their interests and needs.

3.9 How To Handle Questions During And After A Presentation

Questions from participants are important for two reasons. First, human listening capacity is limited; it is virtually certain that participants will hear only 50% to 80% of what you have said and need to fill in gaps. Second, questions give participants an active role in the learning process; they will tailor your presentation to their needs through their questions.

Invite questions in a positive way, so you don't inadvertently discourage participants:

Do ask: *"Does anyone have a question about anything I've talked about?"*

"Are there any questions about these ideas?"

Don't ask: *"Who didn't understand this information?"*

"Is anyone confused enough to need clarification on anything?"

After you ask for questions, wait for the first response. If no one has asked a question after 15 seconds or so, actively encourage questions again:

Say: *"Please feel free to ask any questions; I've covered a lot of information rather quickly and I'm happy to clarify anything I may have covered too briefly."*

Answer questions briefly; don't use questions as a way to repeat or continue your presentation:

Question: *"How many TORs did you say there are?"*

Answer: *"There are eight TORs."* Don't be tempted to restate the goals of each TOR unless a follow up question asks for it.

Question: *"What will be done about the limited space available in many Local Offices?"*

Answer: *"IIBK officials are aware of that issue. The final decision will come as soon as they finish an analysis of the extent of the problem."* Don't be tempted to explore all the factors related to the decision unless specifically asked.

After you answer a question, check to see that you have said enough, for example:

Ask: *"Does that answer your question?"*

Again, it is better to give answers that are too short and allow follow up questions rather than to give answers that are too long; overly long answers may discourage further question-asking.

Last point on responding to questions: if you don't know the answer to a question, say so, and either ask the other participants if anyone knows the answer or offer to find out the answer and report back to the group.

Section 4: How To Lead Group Discussions

4.1 About Group Discussions

The purpose of group discussions in training is to provide participants with an opportunity to get involved in a subject, to review subject matter that has been presented, to express reactions to a subject, or to discuss how to apply a subject. Group discussions enable participants to fill in gaps left by the trainer's presentation, to clear up misunderstandings they may have, and to hear about other participants' experiences and views. Discussions can be a creative and productive way to combine learning from the trainer with learning from the participants.

4.2 How To Prepare For A Group Discussion

Think through what your objectives are for a group discussion in advance of the session, and decide the key learning outcomes you would like to see the discussion produce. With your objectives in mind, develop and write down two or three open-ended questions to help start and guide the discussion. Plan to begin with a very general, open-ended question (one that is not answered by "yes" or "no"), and follow with more targeted open-ended questions.

First ask: *"What do you think of this approach?"*

Then ask: *"What do you consider the most difficult element of it?"*

Then ask: *"When you explain this to other Local Office staff members, how do you think it should be handled?"*

4.3 How To Start A Group Discussion

Introduce the discussion period and the discussion topic, and pose the first, general, open-ended question. For example, if you are conducting a group discussion on a just-completed training segment about the customer-service approach:

Say: *"Let's take the next 15 minutes or so to discuss these ideas I've just presented on customer service and Local Office operations. Let's start with the question, `What do you think of this approach?'"*

Be ready to wait for the first response; try counting to 15 silently. It often takes time for the first person to organize a thought and decide to express it. If no one comments, try the question in a new way.

Ask: *"Any thoughts on the ideas I've presented? Anything you want clarified?"*

"Anything you particularly like about it? Don't like about it?"

Once the first person speaks up, others will generally follow without delay. When comments begin treat each one with respect. To speak up in a group session involves at least a little bit of risk for participants. If they feel you may dismiss or criticize their comments, they may prefer not to speak up at all.

4.4 How To Support Continued Discussion

The first rule for trainers is to listen carefully to each comment. Restate or paraphrase comments from time to time to show participants that you are listening and subtly reaffirm the value of participants' points. It is very important that the trainer not evaluate comments either positively or negatively; rather you should acknowledge them supportively, but neutrally. Definitely DO NOT criticize participants or cast their comments in a negative light.

Do say: *"I see what you are saying--it took a long time."*

"So, you found that the instructions for that exercise were incomplete."

Don't say: *"You must have been the only who didn't understand that."*

"You shouldn't have spent so much time on the first topic."

The trainer also has a role in reinforcing the group's efforts in the discussion, saying, for example:

Say: *"This discussion has brought up some interesting points; I can see that there are a lot of opinions about employer services in this group. Does anyone else have a comment?"*

"This topic has proven more complex than it appeared to be; your discussion raises a number of issues about job seeker services. Are there any more ideas?"

It is helpful to the participants for the trainer to restate the initial topic of the discussion from time to time to help them stay on track, especially if a sub-point or related but different topic has absorbed the group's attention for several minutes.

4.5 How To Record The Discussion

Write participants' comments on flipcharts. This will encourage further comments, allow you to be sure all comments are considered, and allow participants to review or summarize the discussion as needed. Be sure to:

1. Write their actual words (not every word--just key words); do NOT change their comments to make a particular point. It's better to introduce your own thoughts directly if needed, rather than change participants' thoughts.

2. Write down all comments, even those that are not exactly on the subject. If comments seem very unrelated to the subject, you may want to start another page titled "Ideas to Discuss Later". Just be sure to return to the list at a later point.

4.6 How To Get Many Participants Into The Discussion

Your goal is to ensure that everyone has a chance to participate so that participants can learn from one another. It is *not* important that *everyone* speak up a certain number of times or at the same rate as everyone else. Some people naturally talk more, others less. However, it is desirable for most participants to join in a discussion for it to be of greatest interest and value to the group.

4.6.1 How To Engage Quiet Participants

Welcome comments from quiet participants, but don't call on people by name or be too insistent.

Do ask: "Does anyone who hasn't spoken up yet have any thoughts on this?"

Don't say: "What do you have to say, Ibrahim."

Respond to quiet participants' unspoken, but apparent concerns (a quizzical look, a furrowed brow), but don't try to interpret them.

Do ask: "Do you want to add something, Nevser?"

Don't say: "You look confused, Nevser."

4.6.2 How To Get More Participants To Speak Up

If one or a few people speak up so often that others don't have a chance to talk, encourage others to speak up.

Ask: *"Does anyone else have something to say?"*

Ask: *"We don't have everyone's views yet, do any other people want to comment?*

4.6.3 How To Get The Views Of The Whole Group

If you wish to elicit the views of all participants on a topic, you can poll the group, and ask each person to respond briefly. When you poll the group, give people the option to pass and not speak; it's best not to *force* participants to speak.

Say: *"Will each person please give us your thoughts about the most significant points raised in today's class work. Those who don't have a comment at this time may just say, `I pass'".*

4.7 How To Handle Problem Behavior Constructively

Your goal is to ensure that the behavior of some people does not reduce the value of the discussion to the whole group. Often "problem" behavior can be avoided if you establish clear groundrules and ensure that everyone has a chance to participate. If that is not enough, try these techniques:

4.7.1 How To Respond To Challenges

Don't over-react, just acknowledge the points the participant makes. If possible, find merit in what he or she has said, agree with what you can, then move on.

4.7.2 How To Respond To Unanswerable Questions Or Unresolvable Concerns

If a participant asks you a question you cannot answer, check to be sure you understood the point, and if you don't know the answer say so openly and see if any others in the room know the answer or offer to get it.

Say: *"I don't know the answer to that question. I'll check on it this evening and give you the answer tomorrow."*

"I don't have the figures you are asking about; does anyone in the class have them?"

If a participant expresses a concern or argument you cannot resolve to his or her satisfaction, ask if someone else in the participant group would like to give it a try. If no one can persuade or reassure the participant adequately, acknowledge the concern, write it on a flipchart if it seems significant, and move on.

Say: *"Let's continue with the training, Abdullah, and if you are still unconvinced by the end of the week, we'll talk about your concern again."*

"I appreciate your concern, Nihan, but we need to go on with the training. If you'd like, you and I can talk about this issue some more after class."

4.7.3 How To Handle Side Conversations

Do not cause embarrassment to the participants, but try to bring them back into the discussion gently. You might ask one or both of them an easy question or request an opinion as you restate the subject of the discussion. If side conversations persist, you might review the groundrules after the next break, or if necessary, talk to one or both people privately at a break.

4.7.4 How To Respond To Repeated Points

If a participant brings the same point up over and over, acknowledge it, write it down on the flipchart and if the participant still persists, offer to talk with him or her about it at the next break.

4.7.5 How To Handle Non-Relevant Comments

Sometimes a participant makes a comment that is not on the subject of the discussion, or that might take the discussion into a new direction you'd rather not pursue. If that happens, wait for the point to be made, acknowledge it, integrate it if possible, and restate the intended subject of the discussion before you ask for the next comment from the group.

4.7.6 How To Handle A Person Who Makes Too Many Comments

If one participant seems to speak up too often for others to have a chance to talk, look around for others who want to talk and call on them for a while. If needed, give the too-talkative participant a special job, that will give him or her another way to contribute to the session. For example, you can ask a participant to make a brief presentation on an area of his or her special experience with the subject, or ask him or her to assist you and write others' comments on the flipchart.

4.8 How To Extract Key Learnings From A Group Discussion

For participants to get the most from group discussions, they need a chance to sort out the *key* learnings from the various thoughts that may be brought out. A quick way to do that and not over-control the discussion or interrupt its flow is to summarize key points from time to time and at the end of the discussion. Some techniques are:

4.8.1 How To Get Participants To Identify Key Points

Ask the participants to summarize what points stand out to them from the discussion.

Ask: *"What key points have emerged so far in this discussion?"*

"What are ideas you will take away from this discussion?"

"What should we conclude from this discussion?"

4.8.2 How To Identify Key Points Yourself

You may wish to add to summary points made by participants, or at times summarize the discussion yourself to ensure that certain learnings are highlighted. Be sure when you do that you restate the key points *as the participants stated them*. Refer back to the flipcharts for the right language if you have recorded discussion points. It is important not to mis-characterize participants' comments. Check with the group to be sure you have captured their main ideas accurately and completely.

4.9 About Brainstorming, A Form Of Group Discussion

Brainstorming is a tool used to gather information or generate ideas. In a brainstorming session, participants offer as many ideas about a particular issue as they can think of, as quickly as they can. What distinguishes brainstorming from other group discussions is there is no give and take, that is, ideas are put out and *not* actually discussed, just listed. Because ideas are not challenged, brainstorming promotes openness and creativity. Because ideas are not discussed, it allows a group to generate a lot of thoughts in a very short time. Trainers use brainstorming for a number of purposes, including:

- To elicit participants' views on a subject about to be trained, and thus build their interest in the training topic, for example, *"What are the main problems faced by Local Office staff as they try to serve job applicants?"*

- To define a problem which is more appropriately defined by participants than by the trainer, for example, *"What is the current public view of the IIBK?"*

- To stimulate new or creative thinking, for example, *"Don't limit yourself to customary practices as you answer this question--what are the possible ways an interviewer could respond in this situation?"*

- To get participants to consider an issue from a new point of view, for example, *"How could this technique be useful in Local Offices?"*

Brainstorming helps participants get involved in a training topic and enables them to contribute a great deal to the training with a very small investment of time.

4.10 How To Conduct A Brainstorming Session

The main role for the trainer in a brainstorming session is to get it started and document ideas; there is very little direct involvement of the trainer during brainstorming.

4.10.1 How To Get Diverse Ideas

Encourage participants to toss out ideas spontaneously; ask them not to edit their thoughts. Reassure them that all ideas are welcomed, none is too insignificant or too unusual to bring up. Sometimes very substantial or practical ideas emerge from seemingly trivial or unrealistic ideas.

4.10.2 How To Get Many Ideas

Ask for and encourage participants to offer a lot of ideas. When people are free to give their imaginations a wide range, useful ideas eventually result. Quantity often breeds quality. Restate ideas as they come forward and continually encourage many ideas.

Say: *" One idea is 'more computer equipment'; o.k., let's get as many ideas as we can on the flip chart."*

"So far we have, 'mailings', 'staff training', and 'permission to contact employers'; how many more ideas can you come up with to change Local Offices' relationships with employers?"

4.10.3 How To Get Ideas Fast

Do not allow evaluation, debate, or discussion of any ideas brought up. If people judge, challenge, or even expand on ideas, two things can happen: (1) participants may become reluctant to speak spontaneously, and (2) the development of ideas will end and a discussion will begin. All commentary should be ruled out so the process can move quickly.

4.10.4 How To Record Ideas

Write participants' thoughts on a flipchart. It is important not to interpret or change people's ideas; it might cause a meaning to be lost or discourage further participation. Review the recorded ideas quickly for the group if brainstorming slows down; this helps to help generate new ideas.

4.10.5 How To Get Brainstorming Started

Explain the process to participants before you start. To ensure that the brainstorming stays on track, start with a brief explanation of the process, a clear question to be responded to, and a few groundrules, for example:

Say: *"Let's set some groundrules for brainstorming:*

< *Think of as many ideas as you can.*
< *No debate, discussion or evaluation of ideas.*
< *All ideas have value, however unusual they might seem."*

Set a specific time limit of no more than five minutes or set an approximate time limit, for example, a few minutes. Tell participants when the brainstorming starts and finishes. Stop the group when the time is reached or, if an exact time has not been set, stop when ideas start to come more slowly. If participants aren't finished when the time limit has been reached, extend the brainstorming for one minute at a time as long as ideas continue to come in quick succession.

Section 5:   How To Set Up And Run Training Exercises

5.1 About Training Exercises

The purpose of exercises in training is to increase participants' interest and learning by discussion, practice, or application of the information. Exercises let participants learn by doing--to practice approaches themselves and get a "hands on" experience with them.

A number of different kinds of training exercises are used by trainers. Some most commonly used exercises are:

- Group discussions--Participants talk about a topic, addressing discussion points provided by the trainer, but without the trainer's actual involvement in the discussion.

- Case studies--Participants read and discuss a written description of an actual or life-like situation relevant to the training topic. Usually, participants are asked to identify issues in the case study and apply techniques learned in training to solve problems posed in it. The time required for a case study may be very brief (ten to 20 minutes) or more lengthy. One or several case studies may be assigned to participants depending on the number of issues the trainer wants to have explored by participants and the time available for the topic.

- Role Play or simulations--Participants work through a life-like situation related to the training topic. They do not discuss the situation as external analysts, as in case study exercises, but actually conduct themselves as though the situation faced them in real life. Participants work with background information usually provided in life-like documents and other materials. Because of its real life feel, a simulation exercise provides for skills practice: decision-making, problem-solving, or action-taking. The time required for a role playing or simulation training exercise can be somewhat brief (one to two hours) or more lengthy.

5.2 About Small Groups

Sometimes training exercises are conducted with the participant group as a whole. Other times, they are conducted in part or in their entirety with participants individually. Most of the time, however, training exercises are conducted with participants organized into small groups (groups of four to eight people each), triads (groups of three), or dyads (pairs). Small group work, more than whole group work or individual work, gives participants a chance to (a) deal with subjects in greater depth, (b) actually try implementing unfamiliar approaches with help from each other, and (c) learn from one others' experience.

5.3 How To Create Small Groups

Several methods for dividing up the training group are available to the trainer who selects the method depending on the circumstances. In each case, explain to participants how and why the dividing up is taking place, and have the participants confirm the intended small group composition.

5.3.1 How To Set Up Small Groups Without A Change In Participant Seating

The trainer asks participants to work as small groups at the tables where they currently sit. If participants are not sitting at tables, the trainer can ask them to turn their chairs around to form a circle and suggest the number of people who should be in each circle. This method is useful when it is the first small group activity in the training and participants are relatively inexperienced with each other in the training context, and when a specific composition of each small group is not critical to the success of the exercise. This is also the quickest way to break the whole group up into small groups.

5.3.2 How To Set Up Small Groups To Mix Participants

The trainer creates small groups by having participants "count off". This method is a quick way to get participants to interact with others with whom they may not yet have worked in the training. Keep in mind that no other criteria can be applied to the small groups created this way; the process results in somewhat random groupings. The trainer instructs one participant to begin and say, 'one'. The next participant follows and says, "two". The counting proceeds around the room until <u>the number of desired groups is reached</u>, after which the next participant begins again with the number one. So, for example, if five groups are desired, the first five participants count out loud from one to five; the sixth participant says, "one", the next says, "two" and so on. When each participant has counted, the trainer instructs all of the "ones" to get together, all of the "two's" to get together and so on.

Alternatively, the trainer can have participants form their own groups, guided by criteria the trainer provides for the small groups' composition.

Say: *"I'm going to ask you to get into six small groups. Each group should have three or four participants. In each group there needs to be at least: one employment interviewer and one job counselor. Take the next few minutes and form the six groups. Then we'll check to see that each group has the right combination of participants in it."*

5.3.3 How To Set Up Small Groups And Control Groups' Composition

The trainer assigns participants into small groups in advance of the exercise and posts the groups on a flip chart. This approach is used when some combination of the following considerations is present:

< The participant group is large (over 30 participants or so).

< The exercise requires a particular composition of the small groups to work well, for example, representation of different points of view, or separation of managers and their employees.

< The trainer wants to ensure that participants work with people they have not worked with in the past.

< The trainer wants to save time and reduce chaos in the classroom.

Say: *"You will work in small groups for this exercise so you can have more in-depth discussions and so everyone has more of a chance to take part in the give and take than would be possible in a whole group discussion. Here are the four groups. Please check to be sure your name is listed in one of the groups. I constructed these groups to include at least: one Local Office manager, one Local Office staff person from a different office than the manager, one Central Office person, and one Local Consultant. Please check to be sure the groups have the composition I've just described."*

Whenever you create small groups which require participants to change locations in the classroom or into break out rooms, be sure that each group understands where it is to convene. If small groups will work within the room, indicate the area in the room where each group should convene. If small groups will be leaving the room to work, write the groups and their assigned locations on a flip chart so you know where each group will be in case you need to talk to them during the exercise period.

5.4 How To Give Instructions For A Training Exercise

It is important that participants have a clear and complete understanding of what the purpose of a training exercise is, what they can expect from it, and what is expected of them as they work through it. Therefore,

1. Start each exercise instruction by explaining its purpose in terms of the learning gain to be accomplished.

2. Give clear step-by-step instructions for what participants are to do; give instructions both verbally and in writing.

3. Tell participants how long the exercise will take: let them know how much time they should spend on each major part of the exercise, and write down the time at which the exercise will be concluded.

4. Instruct participants to identify one or more people within each small group to perform any needed roles within the exercise. For example,

   < Who will take which parts in a role play.

   < Who will distribute materials

   < Who will record a discussion on flipcharts

   < Who will report to the rest of the participants on the results of the exercise after it is completed.

5. Check to be sure the instructions are clear.

To help speed the instruction process, list the information in steps 1., 2., and 3. above on a flipchart and review each element verbally. Leave the flip chart posted so participants can check on where they are in the process throughout the exercise. In order to confirm participants' understanding of the instructions, you might:

Ask: *"Are the instructions clear? Is there anything I have left out?"*

"Does everyone understand how this exercise will work? Can I clarify any of the instructions for you?"

"Would someone volunteer to review the instructions for this exercise in his or her own words to be sure we all understand the instructions in the same way?"

If all or some of the parts of the exercise will take a long time to perform, for example a half-hour or more in length, you might want to instruct each of the longer parts separately; that is, stop the group at the end of one part and reinstruct them before the next major activity. If you administer the exercise in this way, it is still important that you begin the initial instructions with an explanation of the whole exercise so participants can understand it in its entirety before they begin. For longer activities, it is helpful to give the participants a time warning a few minutes before they approach the end of the exercise.

5.5 How To Respond To Participants' Reluctance To Take Part In A Training Exercise

While participants who are not accustomed to active learning methods may at first be reluctant to participate in a training exercise, trainers can count on positive reactions from participants during and after the exercise. Remember, it is important that you appreciate participants' discomfort about a task in which the information or skills involved are unfamiliar to them. Treat their concerns with respect and offer encouragement and reassurance.

5.6 How To Observe Participants During A Training Exercise

Sometimes the trainer needs to observe participants as they work through a training exercise. For example, the trainer may need to make sure progress on the exercise is good, or may need to know what issues are raised in the exercise. Also, some exercises are designed to be carried out while the trainer and the other participants observe. It is *not* useful for a trainer to evaluate participants' work on an exercise designed for learning; it would likely inhibit participant experimentation. Evaluation of learning should be done in a separate training module designated for testing. Participants can evaluate their own efforts in a training exercise and report on their self-evaluation after the exercise is over. You can comment on their self-evaluation at that time if you have observations that would add to the participants' learning.

When you are observing participants' at work on an exercise, be sure to follow these guidelines:

! Let participants know you will observe and why, before the exercise begins. Stress that you are not evaluating their performance on the exercise.

- Stay out of the discussion or activity; sit several feet away from the action. If participants seek to involve you in the discussion or activity (other than answering a quick question for clarification), gently ask them to try to ignore your presence.
- Take notes so you can bring up key points later.

If some participants will observe other participants as they work through an exercise, instruct the observers in these guidelines, in front of the whole group, before the exercise begins.

Often, especially when participants are organized into small groups, it is not necessary for the trainer to observe them as they work. In that case, stay in the room and work on your own preparation or other training-related tasks, or leave the room and check back periodically in case questions arise.

5.7 How To Close A Training Exercise

For participants to get the most learning possible from a training exercise, it is important that they have a chance to discuss the experience, in terms of (a) what they learned from the exercise, and (b) how the information or skills they worked with can be generalized back to their jobs. The trainer allows time for and leads the discussions on learnings and job applications (see Section 3 on group discussions).

If the exercise has been conducted in small groups, each small group reports on:

- What happened as they worked the exercise.

- What they learned about the information or skills targeted in the exercise.

5.7.1 How To Structure Small Group Reports

The trainer may structure such reports with guidance to the small groups in advance of their reports, for example, for reports on learnings:

Say: *[Before the exercise gets underway] "After all the groups have finished the exercise, I will ask each group to report on what worked well and what surprises or difficulties you encountered as you completed the exercise."*

[At the conclusion of the exercise] "Take the next ten minutes to decide together what you learned about the challenges associated with intake interviewing and how you handled the challenges in the

exercise. Be ready to report challenges and responses to the whole group."

For reports on generalizing the learnings to the job situation, which should be handled separately from reports on learnings:

Say: *[After reports on learnings have been made] "Spend another five minutes in your groups to talk about ways these record keeping techniques could help you back on the job, and then we'll ask each group to report."*

Alternatively, reports on learnings can be followed by a whole group discussion or brainstorming session on job applications:

Say: *" Now that we've heard from each group about what happened as you tried this skills testing technique and what you learned, what ideas does anyone have about how you could use this technique with actual job seekers?"*

5.7.2 How To Manage The Time For Small Group Reports

Be sure to give groups time to prepare for reports if specific points are to be addressed. Also, to keep reports focused on key learnings and to keep them interesting to the other participants,

! Set a short time limit for reports, usually between three and ten minutes each.

! Tell participants what the time limit is, why it has been established, and how you will enforce it.

! Enforce the time limit with a one-minute reminder as each reporter approaches the limit.

Allow time for participants listening to reports to respond with questions and comments, so all participants have the benefits of one another's experiences with the exercise.

Section 6: How To Use Flipcharts

6.1 About Flipcharts

Flipcharts have two purposes in training: first to help give information to participants, and second to help collect information from them. Flipcharts enable a presenter to reinforce a point with words or illustrations. This enhances learning because participants get information in two ways simultaneously--they hear an explanation from the trainer at the same time they see statements or images on the flipchart. Research shows that learning retention increases significantly (from 50% to 80%) when visuals are added to a presentation. Flipcharts also allow the trainer to capture comments of the participants, so they can be addressed or summarized later.

6.2 How To Prepare In Advance To Use Flipcharts

Well before the training, be sure the flipchart easels you plan to use are available, in good condition, and have all their parts (some require two bolts at the top to secure the flipchart; others require a cross-bar or other mechanism). Also, check the supply of flipchart tablets; at a minimum be sure there is one tablet for each easel you plan to use. Be sure, too, that a supply of markers--enough for you and for the participants if needed--is available in good condition. You will also need masking tape (the kind which will not damage walls, but will stick to walls) so you can hang flipcharts on the walls in the training room.

6.3 How To Prepare On The Day Of Training To Use Flipcharts

Shortly before the training, assemble each easel; it can be a complicated process that is difficult to do when under time pressure. Also, before you start the training, place the easels where you expect to use them in the training room, for example, in the front of the classroom, in view of all participants or in the breakout rooms where participants will work in small groups.

6.4 How To Use Flipcharts To Help Give Information

Flipcharts can be a valuable presentation aid when trainers present lectures to participants. Unlike other visual aids, flipcharts are uniquely well-suited to the active learning approach and its typically informal lecturing style. First, the trainer can easily face the participants and even walk around the room while presenting. Second, the trainer can write on the prepared flipcharts to highlight key points or make points more dynamically.

6.4.1 How To Prepare To Use Flipcharts In Presentations

The flipcharts you plan to present from should be prepared in advance of the training. If you write the flipcharts as you present, your back will be to the training participants and your presentation will be slowed down significantly since you can talk faster than you can write. Previously prepared flipcharts may be left in, or taped into a flip chart tablet for transporting to the training room. Alternatively, they may be removed from the tablet, rolled up, and either wrapped with an extra sheet of paper or put into a mailing tube for protection.

6.4.2 How To Arrange Information On The Flipchart Page

Write big enough on the flipchart for everyone in the room to see (1-1/2 inch high letters are best); practice with the markers you plan to use so that you are comfortable with them and can write clearly and evenly on the page. Leave lots of white space on the pages. Put only four or five lines of print, or only one or two images on a sheet. If the page is too crowded, it will be difficult for people to follow what you say and simultaneously read what's on the flipchart.

6.4.3 How To Use Flipchart Markers

Use varied color markers to set off points and keep participants' attention. For words and illustrations use markers that are dark enough to be easily read from the farthest seat in the room: black or dark shades of green, blue, brown, or purple. To highlight points and make the flipcharts more visually appealing use underlining, arrows, bullets, etc. on your flipcharts. For these purposes you can use lighter and brighter colors, for example, red, yellow, orange, pink, and lighter shades of blue, green, purple.

6.5 How To Use Flipcharts To Help Gather Information

When trainers write participants' comments on flipcharts, several purposes are served. First, participants feel their points are appreciated. Second, ideas on flipcharts can be used later in the training to prioritize points, track the flow of a discussion, or summarize key points. Third, the flipcharts are a record of the discussion that can be kept for use in follow up to the training, to make training design changes, or for other purposes.

6.5.1 How To Capture Participants' Comments On Flipcharts

The most important guidelines for the use of flipcharts to gather information from training participants are: be legible, be fast, and be accurate. Write big and with dark-colored markers--make letters at least 2.5 cm high. To help you write fast, don’t worry about how your writing looks, and don’t try to capture every word, just *key* words--but be sure it’s the participants’ own words, don’t edit! Unlike flipcharts you make to present information, flipcharts you make as participants raise ideas need not have a lot of white space. You can fill each page with writing.

6.5.2 How To Post Flipcharts

If you expect to refer to participants’ comments during or after the discussion, post flipchart pages on a wall where they are visible to all participants. If there are a lot of flipcharts generated, the walls can be “purged” periodically to avoid a chaotic visual environment for participants. Before the discussion starts, tear masking tape into strips to use to post flipcharts so you can hang the flipcharts quickly.

Section 7: How To Use Overhead Transparencies

7.1 About Overhead Transparencies

Transparencies are used to reinforce the information you present to participants. People can learn more when information is presented in two ways at the same time, for example, when they hear the trainer's words and see key points on the screen. Transparencies are particularly useful in training sessions where the participant group is large (50 or more participants), and flipcharts or other visuals would be difficult for everyone to see.

7.2 How To Format Overhead Transparencies

Be sure that all transparency images are big enough to be seen or read by everyone in the room. Do not, for example, copy a page of typed text onto a transparency and plan to use it with a group larger than 10 participants or so. For any sized group, it is best to keep the number of points on each transparency to no more than six to eight so the text can be big enough to be read and the thoughts are few enough to be quickly absorbed by participants. If possible, make paper copies of the transparencies to use as handouts for participants.

7.3 How To Prepare To Use Overhead Transparencies

Before training begins, place the transparencies in the order you plan to use them. Practice putting transparencies on the overhead projector glass if you're not very familiar with the process or the equipment. Your objectives are: (1) to quickly place transparencies, more or less straight and in the middle of the glass, and (2) to quickly remove transparencies as you move on with your remarks. If you put a piece of blank paper between each transparency, you will be able to read them more easily as you reach for them and you will reduce any static electricity which can make it difficult to separate transparencies from one another.

7.4 How To Prepare To Use An Overhead Projector

Before the training gets underway, set up and check out the projector, and be sure it is in good condition. You might want to have an extra bulb handy since they are easily disabled when the projector is moved. Check the screen out as well, to be sure it is in good condition and to determine where it should be placed for best viewing. Turn the projector on and check the image projected onto the screen to be sure it is unobstructed and not distorted. Make any other room arrangements you may need, for example, find a surface on which to stack the transparencies as you present.

7.5 How To Use Overhead Transparencies

It is important that you face participants while you're presenting so they are more engaged in what you are saying and so you can see their reaction to your comments. If you need to refer to the text of the transparencies to keep yourself on track, use the paper version, held in your hand. The point is to try to avoid looking away from participants at the projected image which is usually beside or behind you. If you find it difficult to make your presentation and handle the transparencies at the same time, have another person place the transparencies onto the glass as you make your presentation.

7.6 How To Use Paper Copies Of Overhead Transparencies As Handouts

If you want participants to read along or take notes on the hard copy as you present the transparencies, be sure to distribute the hard copy ahead of time, and let them know they are free to write on their copies. If you want participants to concentrate on the visuals as you present them, hand out the hard copy at the end of your presentation. Just be sure to let participants know that the hard copy will be distributed so they don't spend too much effort on notes.

Section 8: How To Use Classroom Materials

8.1 About Classroom Materials

Guidebooks and handouts are primarily intended to assist and reinforce the training process. They are used in training for two purposes: (1) as a written reinforcement of information presented by the trainer and (2) as a guide for and a record of work done by participants. Classroom materials that can be retained by participants have an additional function for participants back on the job for review information covered in the training.

8.2 How To Prepare To Use Guidebooks

Before each training segment, review for yourself how you will use the guidebook. Note precisely which pages you will ask participants to reference and when you will ask them to reference them. Think about how you plan to instruct participants to find the page (which tab to turn to, which section, etc.), so such instructions can be given clearly and correctly the first time you give them.

8.3 How To Use Guidebooks

The first time you ask participants to open a guidebook, take a few minutes to familiarize them with it to help them learn how to find sections referenced in the training and when they want to read on their own. Go through the book and point out the basic organization of the book (tabs, sections, formatting) and note the sections that will be discussed early in the training.

8.4 How To Use Handouts

If you want participants to read or work along with your presentation, then plan to distribute handouts before you begin. Before the training, think about how you will distribute handouts, especially if the training group is too large for you to do it without difficulty. Participants will be distracted from your comments if there is too much visible effort given to the distribution process. To get handouts to participants smoothly, you can:

< Distribute the handouts around the training room yourself before the training begins (any size participant group).

- Distribute handouts to participants yourself during the training if the group is small (up to 10 or so participants).

- Pass the stack of handouts to a participant who takes one and passes the stack along, if the group is small to medium-sized (up to 20 or so participants).

- Ask one or several participants to volunteer to help distribute materials (over 20 or so participants).

- Divide handouts in advance into sets comprised of enough for each row of seats or for each table and ask one participant from each location to distribute a set. For example, you might make five sets of 10 handouts each for a group of 50 participants who will be seated at five tables.

If you do not plan to have participants read or work along with your presentation, distribute handouts when you are finished so they will not be tempted to read or work ahead, and miss the points you are presenting.

Section 9: How To Evaluate Participant Learning And Training Effectiveness

9.1 About Evaluation Of Training

The purpose of evaluation is to determine the extent to which the training achieves the goals established for it. Because the effectiveness of training depends on a number of attitudinal and objective factors, evaluators are wise to examine the training from several vantage points, including:

- Satisfaction--How people involved in the training (participants, trainers, administrators, or others) regard their experience with it.

- Operation--The extent to which events associated with the training occurred as planned, for example, according to schedule, in the intended sequence, or attended by the intended numbers of the intended kinds of participants.

- Quality--The extent to which the training topics, design, materials, and trainer delivery, and other aspects of the training were well designed, well carried out, and otherwise well-handled.

- Efficiency--How well the resources associated with the training were used; for example, the trainers' and participants' time, the materials, the facility, or any other resources.

- Impact--The extent to which the training made a difference in the sponsoring organization's effectiveness. The impact of training can only be evaluated once participants are back on the job and have a chance to try new approaches and skills.

Evaluation of training may be (a) *formative*, that is, intended to yield information to improve the training while it is underway, or (b) *summative*, that is, intended to assess the effectiveness of the training after it is completed. Formative evaluation often focuses on satisfaction, operation, and quality; summative evaluation on efficiency and impact.

9.2 How To Plan For Evaluation Of Training

Evaluation is best considered before training is designed, or, if pre-designed training is used, before it is delivered. The objectives for the training as a whole or for particular elements of the training are the basis of the evaluation. The evaluation plan builds on the training objectives, reflects the resources available for evaluation, and might include such activities as:

- Daily participant feedback on satisfaction with the training design and delivery (see following section), captured verbally or in writing.

- Periodic tests of participant learning, most commonly done through written examinations.

- Observation of training by experienced trainers or training evaluators, to assess the effectiveness of trainer presentations, trainer-led activities and participant responses.

- Review of training-related records, including logs, reports, financial records, or other written records kept by trainers or training administrators.

- Back-on-the-job assessments to determine the impact of training, generally done by (a) surveys of participants or their supervisors or team mates, with interview or written questionnaires, or (b) review of performance data.

The comprehensiveness of an evaluation is determined by a combination of factors. such as: (a) the consequences of the failure of participants to have gained targeted skills and knowledge from the training, (b) the extent to which future training efforts, acquisitions, or other investments are tied to successful training outcomes, or, more practically, (c) the resources available for evaluation--money, people's time and availability, calendar time, available, etc.

9.3 How To Evaluate Training While It Is Underway

The best source of information about training effectiveness is the participants themselves. Trainers can get a good reading from daily feedback asked of participants. Such feedback needs to be:

- Actively requested.

- Systematically collected--(a) time set aside in training for participants to respond (b) in writing to (c) a clear set of questions..

- Easily provided by participants and analyzed by the trainer.

- Responded to and used by the trainer.

Questions to capture information on what worked well each day and what needs to change can be as simple as:

"What did you particularly appreciate about today?"

"What would you like to see done or done differently tomorrow?"

At the beginning of each training day, the trainer feeds back the key points raised by participants in the previous day's feedback. This process gives the trainer a chance to reinforce positive elements of the training and to clarify points of confusion or frustration. The trainer also explains what can be changed as a result of the feedback from participants and what cannot be changed and why.

9.4 How To Evaluate Participant Learning With Tests

Written or behavioral tests (the latter is a demonstration of targeted skills or practices) are the most frequent methods used to determine the extent to which participants have absorbed key learnings from the training[2]. Tests are most effective when they are simple to administer and based directly on learning objectives presented to participants at the start of training. Tests ideally reinforce learning, thus a preference is given to multiple-choice or true-false questions. Examples follow.

Example 1: If the learning objective is:

> *"Participants will recognize the key services offered by modern employment offices."*
>
> A test item might be:
>
> *"Please indicate which of the following services are likely to be found in modern employment offices: (Circle the letter preceding each service that applies.)*
>
> *a) Information for job seekers about the local labor market*
>
> *b) Job search workshops for job seekers*
>
> *c) Referral of qualified job seekers to employers with job openings*

[2] *Rigorous testing is particularly important in certification programs where comparison of levels of mastery is important, or where failure to master targeted learning could (a) have health or safety consequences, for example, in police, fire fighter, or military training; or, (b) result in significant resources losses as in training to operate expensive and delicate equipment or to handle expensive and fragile products. Test development in these circumstances requires the involvement highly-skilled professionals, such as psychologists or psychometricians. This is true whether the test is written or behavioral. The examples illustrate the kind of testing for participant learning that can be developed and administered by trainers without the assistance of testing professionals.*

d) *Referral of job seekers to occupational training*

e) *The guarantee of a high-paid job for every job seeker*

f) *Referral of eligible job seekers to other public services*

In this example, items *a), b), c), d) and f)* are correct.

Example 2: If the learning objective is:

"Participants will understand the relationship of a more positive public impression of their agency to increased public demand for agency services."

The test item might be:

"Please indicate the most appropriate phrase that completes the statement, `A positive public impression of my agency is important because...': (Circle the letter preceding the most appropriate phrase; choose only ONE answer.)

a) *It's always better for people to think highly of an agency than to think ill of it.*

b) *The agency is interested in serving the greatest number of people possible, and people are more likely to seek services from an agency they hold in positive regard.*

c) *The agency is interested in showing that it is as important as other agencies that are highly regarded by the public.*

d) *The public ought to feel positively about agencies that are supported by public funds."*

In this example, item *b)* is the correct response.

Example 3: If the learning objective is:

"Participants will understand the role of a Local Office manager in staff motivation to support the changes being put in place."

A test item might be:

Please indicate whether the following statement is true or false (circle "T" if the statement is true or "F" if the statement is false.):

T F Local Office managers promote staff support for changes when they send staff to training in necessary new skills, when they address staff questions and concerns honestly and openly, and when they allow staff to help plan for the changes."

In this example, *T* is the correct response.

9.5 How To Administer Tests

Testing in training is an open process. By this it is meant that trainers explain at the start of training:

- That participant learning will be tested.
- When tests can be expected.
- What learning objectives will be tested.
- How tests will be "scored" (for example, what is a "passing" score).
- How test results will be used (for example, to evaluate the training, determine whether additional training will be needed on particular topics, or to identify "successful" participants, etc.).

When a test is to be administered, be sure to: (a) give participants classroom time to prepare for tests, (b) give clear instructions for completing the test, including a sample completed item, (c) set a time limit (d) check for understanding before timing begins, stay in the room while the test is being administered in case there are any questions, and (f) give a time warning five to ten minutes before the test period ends.

Section 10: A Summary Of Training Do's And Don't's

10.1 Training Do's

< Prepare yourself! Practice in advance!

< Help people feel welcome and comfortable.

< Have objectives for the training and each of its segments, and let participants know what they are.

< Establish an informal, interactive environment.

< Have materials and equipment well organized.

< Ask open-ended questions.

< Enhance learning through group discussions and exercises.

< When appropriate, refer questions to the group.

< Be flexible--maintain the pace appropriate to the group.

< Show enthusiasm and confidence in the training, the training materials and participants' ability to learn.

< Ask for and give feedback on the learning experience.

< Check for understanding.

< Be neutrally supportive and non-judgmental in all interactions with participants.

< Emphasize the value of key concepts and skills.

< Emphasize the importance of practice, in the training and back on the job.

< Listen open-mindedly and actively.

< Treat all participants and participant comments with respect.

< Be yourself!

10.2 Training Don’t’s

- Don’t break time agreements--start and end within a few minutes of when you say you will.
- Don’t waste participants’ time.
- Don’t talk too much.
- Don’t read your material--refer to it, but speak *ex temporaneously*.
- Don’t hesitate to say you don’t know something; you can always get back to participants with researched answers.
- Don’t interrupt participant responses.
- Don’t disparage the training or the training materials.
- Don’t criticize, ridicule, or intimidate participants.
- Don’t bring your personal issues (about participants or other matters) to the training session.
- Don’t take things personally.
- Don’t forget that training should be an enjoyable experience for everyone involved!

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APPENDIX