TRAIN THE TRAINER

The noblest pleasure is the joy of understanding

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IX - Evaluating training

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Types of objection

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Avoiding burnout
Course objective
Train The Trainer (TTT) equips participants with the tools, models and skills needed for making learning sessions absorbing and effective.

This objective will be achieved through the following segments:

I - Develop qualities necessary for trainers
II - Identify training needs and set training objectives
III - Determine training contents and exercises, design the process and make session plans
IV - Have an understanding of the basic principles of learning, as well as a general understanding of learning styles of different people
V - Apply effective training and facilitation techniques to maintain attention of the audience
VI - Have an understanding of teaching and presentation skills
VII - Generate desired behaviors by overcoming resistance
VIII - Handle difficult situation and manage anxiety
IX - Evaluate the effectiveness of training imparted

INTRODUCTION TO TRAINING
Training is a mixture of leading and directing the growth of people by educating, developing and teaching so that they can be more effective and proficient. It equips people for the short and the long run, offering skills building that can provide immediate success and ongoing satisfaction. Often it can provide life-skills that can be applied over and over again in different settings, promoting self-confidence, effectiveness and even wellness.

In short, training enables people to accomplish immediate success and lifelong satisfaction. Its goal is to improve, not to impede; to assist, not arrest. Sometimes training can help change things, sometimes it is used for imparting technical details, and at other times to simply get the one great message across.

Often it is more about encouraging people than educating them so that they will do the work themselves – not because they been given great secrets of implementation but the faith in themselves to do it.

What training is not!
Training is not simply a platform for a trainer to wallow in self-praise. If all you hear from the trainer in a session is how wonderful he/she is and how smart they are etc., you might want to walk out.

Training is no guarantee of success for everyone in attendance
Communication is an imperfect science at best, and everyone may not hear what the trainer says. Even when participants are sincerely trying to learn, some may honestly not understand it. If you know anything about left and right-brained people, you understand that people who are rooted in their left brain (logic, math, sequence, factual, etc.) will have hard time in a training that is trying to impart a “kinder, gentler organizational climate”. They want to learn, but training techniques turn them off and they come close to a nervous breakdown when the trainer admits there is no written agenda, handouts, overheads etc.

Training is not a one-shot project
Bringing in new workers, sitting them down for two hours, the day before they are to begin their work and giving them the history of the organization and a handout on their duties, does not constitute a training program. An effective training component in any program includes an
orientation, on the job education, coaching, consulting, peer learning, skill building and many other forms of information sharing and teaching.

I - Develop qualities necessary for trainers

TRAINER'S ROLE AND QUALITIES

The role of the trainer is challenging. It is akin to begin an orchestra leader having to pay attention to all of the parts simultaneously while maintaining direction of the whole. Like the conductor, trainers must keep in mind several dimensions at the same time:

1. What is being said presently
2. How to bridge or fit this part into what had just been said and what will come next
3. Making this connection, smooth, easy and logical
4. What the point is for each piece of information
5. How the audience is receiving the message:
   a) if it is understood, move on
   b) If there are still too many puzzled expressions, what techniques to use to clarify
6. Which technique is best for what is being said now and what technique will be used for the next point so that there is a variety of approaches
7. Integration of needs of adult learners who are either verbally, visually or experimentally orientated
8. The time-frame
9. Room comfort, temperature, lighting, seating etc.
10. Where they are in the agenda (near a break, coming to a close, etc.)

The American Society of training and Development (ASTD) lists the following roles a trainer plays and presents them as a list of necessary competencies:

1. Needs Analyst
2. Task Analyst
3. Program Designer
4. Instructional Writer
5. Media Specialist
6. Program Administrator
7. Instructor
8. Group Facilitator
9. Evaluator
10. Transfer Agent
11. Marketer
12. Theoretician
13. Individual Development Counselor
14. Strategist

Acceptable attitudes for trainers

1. Honesty – trainers first of all need to be honest
2. Integrity – trainees need to trust the trainer so that they can, in turn, trust the information and instruction
3. Keep current – check your assumptions and conclusions regarding what training is needed, making sure you keep up to date with the changes facing your audiences
4. Avoid power struggle – if you hear incorrect information being shared, respond with correct information, but avoid power struggles at all costs
5. Care – care about your audience
6. Respect – respect the intelligence and dedication of the audience
7. **Be open** – if you don’t know the answer to a question, ask the audience for assistance, and admit that you don’t know

8. **Passion** – training takes on a new dimension when training, in a subject, evokes passion within the person

II - Identify training needs and set training objectives

**TRAINING NEEDS ASSESSMENT**

Before setting training objectives, the need must be established as to why the training must be conducted. This exercise is called Training Needs Assessment (TNA). A TNA must also have an objective that will focus the activity during the exercise. For example, if the company sets a strategic goal of providing service to their customers in a new area, a TNA will have to be conducted to assess the current competencies of the customer support staff in the new area. The outcome of the TNA will establish the extent of the gap. The training program in the specific dimension established in the TNA must bridge this gap.

A TNA can comprise of all or a combination of the following:

1. **Questionnaire** – to be completed by the assesses, individually or guided by the assessor.
2. **Observation** – of behavior during task execution and interpersonal exchange.
3. **Vertical slice meeting** – bringing a sample of the group together and giving them exercises to do that will produce observable behavior necessary to assess need. Here, the trainer will also be able to assess the language and understanding ability of the participants. This will help in designing the training manual and exercises.
4. **Interviews** – with the potential training participants and/or with their colleagues, superiors and/or subordinates.
5. **Written assignments** – case study, comprehension and objective questions.
6. **Role-plays** – on practical examples of situations that have been experienced and how situations were tackled.
7. **Environment**

The trainer then has to study the outcomes of the above exercises, classify the data, analyze it and conclude the findings. These conclusions will produce information that will help decide the following:

1. **Training recommendations**
2. **Objectives and indicators**
3. **Contents**
4. **Training methodology**
5. **Examples to be used during sessions**
6. **Duration of training**
7. **Material and exercises to be designed**
8. **Language** (English, Pashto; Dari technical jargon; colloquial style)

Refer to the Competency Assessment handout as an example. This tool breaks down competencies into important dimensions. His/her superior along each dimension assesses the training candidate. This score is compared to the score that is the default for the job. The difference in the score indicates the gap.

**SETTING TRAINING OBJECTIVES**

Before asking, "How do I train people?" first clarify your objectives

**Why am I training these people?**

- To impart knowledge
- To impart skills
- To modify attitudes
- To help them select a task
- To tell them what they will be doing
- To influence how they will do their work
- To enable them to identify with the organization
- To help them adapt to change
- To increase their self confidence
- To respond to their needs
- To tell them how to do the job
- To offer them a chance to suggest new ideas or options
- To accord them status
- To enable them to recognize their potential

Why? The aims and objectives of the training
Aims are the over-riding, general, guiding principles of the training program and must be clear and explicit. Objectives must be specific, measurable, achievable, relevant and time-bound.

Following the rule ‘begin with the end in mind’, it is wise to begin to think about how the training will be evaluated. Achievements of training must always be measured against the level of education and degree of mix vertically through the hierarchy must be considered.

The trainers:
Ideally there should be two facilitators. But where there is only one, a suitable person from the organization should act as a resource person.

What you must ensure is that both facilitators are familiar with the audience and indeed with the sessions and how they wish to conduct the sessions including training styles, and approaches, methods and timing of the sessions, to ensure that one does not cause problems for other.

Facilitation skills:
You do not need formal education qualification. In fact at times it could become a barrier if participants are alienated by the implied superiority of the trainer. The credibility of the trainer is important.

Facilitators need good listening skills, an understanding of group dynamics, and to be able to encourage mutual respect and understanding between themselves and the group. Facilitators must not discriminate, deliberately or unwittingly, and amongst people with disabilities or pre-literate group or any other group. Thus the facilitator has to examine her or his own prejudices.

When?
When setting dates for the workshop/s consider the other plans and responsibilities that the people attending the workshop may have, and also be familiar with the differences between their situations and lifestyles.

Where?
You will need to consider the availability, convenience and cost of the venue. You also need to check whether the place is accessible to those who wish to come.
What for?
You need to identify the learning needs of the group, so that you can set specific objectives for the training, as well as general aims. It may be that the learning needs of a group are too diverse to be covered in one training session.

Looking at the gap between what someone already knows and what they need to know identifies learning needs. This can be done by:

- Asking people about their successes, difficulties and what else they need to know
- Observing people’s activities, skills, confidence and competencies
- Studying results of surveys, project documents minutes of meetings and financial records

The objectives of the training course should be based on the learning needs of the particular group. Each separate activity should have its own clear objectives and you have to ensure that those objectives are met.

What? Contents
The course content consist of the topic areas, based on the objectives derived from the learning needs of the participants.

- Awareness
- Knowledge
- Skills
- Behavior

Remember to put the contents in a logical order, always start with the instruction and activities to encourage trust and cohesion within the group, and end with practical forward planning and evaluation of the course.

How?
You may want to consider a variety of training methods, like phased training or on the job training. Choose the type of training which best suits the group and their need. Other training methods include:

- Conventional classroom training
- Experiential / interactive training
- Computer based / web based training
- 1 on 1 training
- A combination of all of the above

Each method has its advantages and disadvantages. The trainer must thoroughly understand the need of the participants, the course content and the outcome desired before selecting the training method.

TRAINING OUTCOMES
However experienced a trainer you are, the first question to ask yourself is: ‘What do I want to achieve in this training?’
Without clear outcomes you have nowhere to go. The outcomes are the center of your design. Structure of the training will be built round them. You cannot build round a vacuum. This is why the quality of the Training Needs Analysis is so important: it gives you outcomes to aim for. At the other end of training, follow-up evaluation will demonstrate the results you have achieved.

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There are two main types of outcomes

**End outcomes**  These are what you want to achieve

**Process outcome**  These are how you want to achieve the end outcomes

There are four distinctions here:

- The trainer’s end outcomes for the trainees: what he/she wants them to achieve
- The trainer’s process outcomes for the trainees: how he/she wants them to achieve these outcomes.
- The trainer’s end outcome for himself: what he/she wants to get from the training
- The trainer’s process outcome

**End outcomes for the trainees**

These outcomes are about what the trainees will learn, achieve or be able to do, not about what the trainers wish to accomplish. For example: ‘Participants will learn the difference between open and closed questions and to identify the appropriate time to ask each type’. The trainer will teach the difference between open and close questions and how to identify the appropriate time to ask each type is a different outcome, and does not specify that anyone will learn anything.

Teaching does not automatically imply learning.

To set achievable outcomes, follow these guidelines:

1. **Outcomes needs to be stated in the positive**
   Specify what you want the participants to achieve, or learn, and the knowledge and skill they will go away with. Do not set outcomes about what they will not be doing.

2. **The trainer has to be an active party in realizing the outcomes**
   The object of the training is learning and although the outcomes will be stated in terms of what the participants will learn, your training plan will be centered round what you do. Plan what you will do directly to influence people.

3. **Think of the outcomes as possible in terms of who, what, when, where and how long**
   You will have information about the trainees, the location and time. The time-scale of the training will set clear limits, as will the number and existing skills of trainee. The most common reason for trainers failing to meet their outcomes is because they overestimate what can be done in a limited time.

4. **The outcomes need to be measurable in behavioral terms**
   There has to be evidence that the outcome has been achieved, or the training is meaningless. This evidence comes from what you see, hear and feel the trainees doing. Standards imply a set competency level and evidence that it is met. These guidelines will specify the training outcomes and focus them quite precisely, providing specific qualitative evidences that the trainer needs to see, hear or feel to assess the training objectives and ensure that outcomes have been met.

5. **Adequate resources**
   These resources will include your own skills, tapes, books, colleagues, designs and feedback from previous training, and the training environment aids you have at the training.
6. Check consequences
We may formulate outcomes really well but miss what else can happen. Think from the trainees' viewpoint how they will perceive the skills. In what situation will they use the skill? When will they use it? Are their occasions when it would not be right to use it?

7. Review from different perspectives
View the training outcomes from three main perspectives: your view as trainer, the trainees' view and that of the organization. Once you are clear, put yourself in the place of trainee. What is like from their viewpoint? Then the organizational position.

Size of outcomes
The whole outcomes setting process will leave you with a number of outcomes of varying degrees of size. Often it is easiest to start at high level outcomes and then develop a series of smaller outcomes; each nested inside the other. So, broadly speaking, to set training objectives or outcomes you have to:

1. Specify the behavior the learner is required to demonstrate.
2. Determine the important conditions in which the behavior must be demonstrated.
3. Determine the standard to which the trainee must perform.

Make sure you do not use generalities to express objectives. Use specific terms like 'identify', 'differentiate', 'construct' or 'solve', instead of 'know' or 'understand.'

An example of a specific training objective is – At the end of the training program, that the manager will be able to take greater responsibility for the development of his/her own staff.

Now get into the specific:
- By carrying out satisfactory appraisal interviews
- Enabling his/her subordinates to recognize and accept their own training needs
- Conducting effective coaching and counseling sessions
- Delegating successfully to his/her subordinate

You can even build in quantities on efficiency, effectiveness and productivity factors. For example, you can say that after a certain customer care training, the number of customer complaints will reduce by 5% (effectiveness) or in a word processing training the typing speed would increase from 20 wpm to 40 wpm (efficiency).

Objectives setting by trainees
The concept of continuous development implies that the trainee should be able to take increasing responsibility for his/her own learning, and therefore must be capable of drawing up his/her own objectives can be an important motivator, and indeed part of the learning process itself for the trainee.

III - Determine training contents and exercises, design the process and make session plans

DESIGN PRINCIPLES – CONTENT AND PROCESS
A trainer manages several interwoven parts of training. These include the program content to achieve the end outcome for the trainees. Giving information as clearly and concisely as possible as the trainer has skills and knowledge in a particular field. He/she has to clarify the information for the trainees, presenting it from different angles. He/she will give examples, elaborate and synthesize ideas. He/she will demonstrate certain skills that are part of the content of the program and he/she will be an influential role model.
The content of the training will cover three areas:

**Knowledge:** The ideas the group will learn and remember. These are likely to be put over by lectures, handouts, slides and videos.

**Skills:** The practical capabilities that form the core of most training.

**Values and attitudes:** The underlying ideas behind the skills and knowledge.

The trainer manages the process of the program; how the knowledge, skills and values are put over. He/she evaluates the progress of the trainees on an ongoing basis.

He/she needs skills to ensure all the trainees who wish to speak are heard. Sometimes he/she does this directly by intervening to stop some people talking or actively encouraging others to have their say. More often his/her involvement is indirect — as a model, he/she creates a permissive, empowering atmosphere.

**Design principles**
Process outcomes are how you achieve the end outcomes for trainees; in other words, the design of the training. What sort of design do you want? Give the content of the training, what are the over qualities of a good design? The main principle is keeping you and the group in a good learning state.

One of the best ways to do this is to make the training fun and engaging. Learning can be make creative and exciting.

Another way to keep a good learning state is to design the training to include a set of varied experiences. Vary the length of the exercises, the medium of communication, the structure you use — role-play, case studies and brainstorming, for example. Vary the focus of the structures towards mental, physical, emotional or spiritual aspects finally, vary the methods so there is a mix of group, interpersonal and individual activities.

**Syllabus design**
The objectives and the knowledge, skill and attitude required to achieve them, constitute the ‘syllabuses’. Determine which objective is most important and then arrange the material into sequence. Arrange the material in suitable size for the trainee to master and to ensure the program proceeds methodically from the known to the unknown; and that each session serves as preparation and introduction for those which follow.

The syllabus you are designing may link up with other syllabus of higher objectives. Make sure you yourself are clear of this fact and the higher objective to which you are contributing.

**Designing around the objective**
While designing or choosing the material, always have the objective in mind so that no unnecessary material is included. Make sure the sub-objectives of each objective are covered in the material by sub headings.

If the material is made up of points only, make sure the trainees write the details in the lecture as you explain each point. If the material gives detail, mention this in the lecture and ask the trainees to highlight or underline the necessary bottom line phrases.

**TRAINING MATERIALS**
Those going through the program need written materials that clearly explain and illustrate the ideas presented in the program. The materials also provide a continuing reference source. Usually (12-41)
these additional materials contain a text outline of the subject matter. As appropriate, there might also be background information for work exercises and role-playing, worksheets to be used, in team or individual work assignments, cases, logic diagrams or models, and other visuals.

Generally, there are four types of written materials, which are frequently used in combination with other. The choice of which type to use is influenced by the past experience of the trainer and the expectations of the participants.

1. Outlines and worksheets
One approach to educational material is a simple topic outline, with ample space for note taking. It is quick, easy and inexpensive. But it is probably the least effective aid as it involves a lot of note taking which may divert the trainee from the program.

2. Textbooks
Text material, hard or soft cover, is most frequently and appropriately used for pre-program or evening reading assignments. Advance text assignments make it possible to reduce the amount of lecture in the program to a minimum. Evening reading assignments can be used for the same purpose, reducing lecture periods on the following day. Texts can also be used as a means of reviewing the material covered previously. Finally, textbooks are most useful as a continuing reference, much more so than the other trainee materials.

3. Workbooks
By far the most common and probably the most useful learning aid is the trainee’s workbook designed to be used actively during the course of the program. A workbook lends itself well to a variety of materials: subject matter outline, background material for team exercises, worksheets for individual work exercise, cases, diagrams, models, and other forms of visuals. Clearly stated behavioral objectives and tabs to divide the work into logical segments contribute to the effectiveness of the workbook.

4. Handouts
The easiest way to adapt standard educational materials to different groups is the use of handouts as substitutes or supplements for workbook pages. This technique is also useful for providing examples of acceptable solutions to application problems or for providing tailored illustrations or examples of subjects covered in the program. And the program trainer can get confused too, handing out the wrong papers or in the wrong sequence.

Miscellaneous
- Make sure pages are numbered
- Always mention the main objective of the program at the beginning of the material
- Table of contents is provided
- A ‘key points’ reference at the beginning of each chapter helps in clarifying expectations and reviewing
- A header and footer on each page helps distinguish topics
- Separators or dividers also assist in locating the topic easily
- Place any subsidiary material in the appendix and make sure to make a reference of it in the main text
- If you have collected the material from different books, make a mention of the source in the bibliography at the end of the workbook or training manual
SESSION PREPARATION

Clarify Parameters
- Broad purpose of presentation
- Who are the groups/audience? How many?
- What do the listeners know already?
- How long have you got to prepare?
- Other relevant factors

Write Objectives
- Specify broad purpose into specific goals; for yourself, for the audience
- Establish desired outcomes, success indicators
- Plan your presentation accordingly
- Choose form of evaluation

Research Analysis
- Collect information to give presentation, answer questions, guide discussion
- Give demonstration
- Analyze the issue from the learners’/listeners’ point of view
- Analyze the audience. What’s in it for them?

Prepare Presentation
- Choose a structure to convey your presentation
- Choose your method
- Main points, opening, ending
- Estimate timing
- Link to other presentations in the same program
- Decide on level of audience involvement and exercises and activities

Prepare Aids/Handouts
- Select resources: handouts, OHP, slides, charts
- Write and copy handouts

Prepare Environment
- Seating
- Equipment
- Plenary, group work and exercise areas

Rehearse
Actually/mentally

IV - Understand basic learning principles and general learning styles

LEARNING STAGE
The quality of a good course design is to create a context where the trainees can enter their best learning state. You are designing a structure for the whole group and yet each person is different and learns in a different way. How can your design utilize these differences as well as the common qualities as resources for learning?

Common qualities
At a deep level, we all share common qualities. We all have a physical, emotional, intellectual and spiritual part. These parts are aspects of a whole person – touch one and all the other aspects

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are touched. They form a unit: a human being. The more the training involves the whole person, the more a lasting and generative the learning. People learn best when their whole selves are involved in the process.

1. The physical part of a person is their body. Training needs some physical movement in it, either built into exercise or as a break state between exercises. A few minutes of physical exercise can paradoxically give a group more energy.

2. Training will bring out emotions: be responsive to the feelings of the group. However dry the content, trainees will have feelings about themselves as learners. Good training exercises allow trainees to feel good about themselves as learners.

3. Traditional training focuses on the intellect. The intellectual, cognitive part of the training does need to be taken care of, for if the ideas are not intellectually satisfying, people will often reject the whole training.

4. The spiritual is the part that connects us in a way that transcends our individual egos. There are many different ways to think about this. Much training do not reach this level, while others will touch on a sense of going beyond perceived individual limitations and connecting with something greater.

LEARNING STYLES

Learning styles can be defined as the way, in which a participant process information being taught, which has a profound defect on the way in which he/she will respond to a trainer’s teaching method. The following types of learning styles have been identified:

- **Auditory** – the auditory learner best processes new information when it is heard. The auditory learner does well with listening to instructor lectures or pre-recorded lectures on tape.
- **Visual** – This type of learner processes information most effectively when reading, demonstrations, illustrations, slides, transparencies and posters present it.
- **Kinesthetic** – kinesthetic learners learn best by touching or manipulating new information as in hands-on exercises or lab situations where they perform tasks appropriate to the material being presented. The kinesthetic learner does best when working along with a demonstration or by taking notes while listening to a lecture.
- **Environmental** – The environmental learner finds it difficult to learn unless the learning environment is one in which they are physically comfortable and they can concentrate. Distractions such as temperature, lighting and noise level must be suited to their individual tastes. Keeping a check on light, noise and temperature levels in the classroom will lessen obstacles to learning for the interference with concentration and material retention can be thought to be environmental learners.

Any class will have a combination of the above. The trainer may notice that some learners use a combination of learning style. For instructor-led training, be sure to mix the material to be delivered so as to accommodate all learning styles by alternating lecture with visuals and hands-on activities. Keep a check on environmental factors such as light, noise and temperature levels.

It is a common fact that any given class of 10 participants has 1 or 2 who will have difficulty learning the material; 1 or 2 who will have an extremely easy time learning and 6 to 8 who will fall somewhere in the middle of the two extremes.

Remember, most people learn:
- 20% of what they hear
- 30% of what they see

(15-41)


- 80% of what they do

**TRAINING AS EQUAL PARTNERS**

Training is a loop where first the trainer is more active and the trainees respond. Then the trainer responds to the trainees’ input and the total loop drives the training forward. Both trainer and trainee have an equal part to play.

The trainees are not empty vessels to be filled with knowledge and skills by an all-knowing trainer. The trainer does not have the heavy burden and responsibility for the success of the training. He/she does not have to shoulder all the blame if trainees do not learn. Nor can the trainer blame the trainees if they ‘don’t get it’. Blame is irrelevant in a working partnership of equal people. Training is a circular, cooperative venture and the trainer has primary charge of creating a context where it is easy for people to learn. Everyone is responsible for his or her own learning.

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>Internal responses and learning</th>
<th>Beliefs</th>
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</thead>
<tbody>
<tr>
<td>Values</td>
<td></td>
<td>Values</td>
</tr>
<tr>
<td>Emotional state</td>
<td></td>
<td>Emotional state</td>
</tr>
<tr>
<td>Influences</td>
<td></td>
<td>Influences</td>
</tr>
</tbody>
</table>

External behavior

**Communication in training**

The trainer learns too. He/she may learn new aspects of the material that had never occurred to him/her or learn more about presenting a topic. He/she could learn about his/her own personal strengths and weaknesses. If the trainer is not learning, the trainees may not be doing so either.

The beliefs we have about learning will help or hinder the training loop. Believing and acting, as if everyone has or can create the resources they need to learn is empowering. Beliefs act as self-fulfilling prophecies, creating subtle expectations that feed back to the trainer. In educational research by Rosenthal and Jacobsen (‘Teachers Expectancies: Determinates of Pupils’ IQ Gains’ in *psychological report*) a class of children were divided into two groups of equal ability. The teachers were led to believe that the first group were more intelligent than the second and were therefore expected to excel. The first group did indeed do better than the second. This is known as the Pygmalion Effect and has been born out by studies in business, politics and medicine. Beliefs and expectations can drive the learning loop in either direction. Believing people are excellent learners, empower them to be so.

Given that most trainings are voluntary and group is motivated, the trainer still has to engage and keep the trainees’ interest. The group will want material that is relevant and meaningful, and will hook onto some existing knowledge for the training to build on. The group will want the training to be fun. Fun is one of the hardest elements to pin down in a training.

**V - Effective training and facilitation techniques**

**FACILITATION SKILLS**

The trainer is fully depending on his/her relationship with the group in trying to achieve the program objectives. The participants can make or break the training program. This makes it essential that the trainer is able to communicate with the participants. They must be given the
Practical tips to establish and maintain good rapport with participants
1. The best way to develop a relationship between the trainer and the participants is by conducting an ice breaking exercise right at the start of the first day of the program. Icebreakers are best when they require pairs or groups of participants to do an activity. In this way they are forced to interact in a light, enjoyable manner where they can laugh together, share opinion, and at best be physically close and active. The trainer must go around the groups or pairs to see if there are any problems so that the outcome is as desired. Also, in this way the trainer makes his/her first close contact with the participants at a more individualistic level.

2. Once the session starts, the trainer must divide his/her attention over the entire group. It is easy to develop sympathy for certain participants, either because they respond as preferred, or their opinion will matter when the program is evaluated later. It is important that everyone feels involved. All must be addressed regularly. The trainer’s conduct during meal breaks plays an important role. He/she must mix with as many participants as possible and show interest in their professional and personal life.

3. As the session progresses, ask questions. The best way to ensure that all participants have understood the trainer is to ask them. Ask the group in general or point out specific people. The later is effective when the trainer feels that a participant has not understood a concept, the process or is not involved and is indifferent to the proceedings. There are different ways of asking questions. If the trainer wants the group to think, no hints must be given along with the question.

4. Body language. The trainer’s way of standing, position and movement are important. If the trainer stands only in front, center of the room without moving, he/she will not contribute to a larger involvement of individual members. It is recommended that the trainer move from left to right and from back to the front of the room in easy strides. In this way the participants will believe that the trainer is making a special effort to include them.

5. Eye contact ensures that everyone is addressed. The trainer will be able to notice the emotion through the eyes and respond accordingly. In this way the trainer will also be able to notice if some one is trying to make a contribution. For this, the He/she will have to make regular ‘sweeps’ of the entire room. A common norm is to raise the hand if a participant wants to say something. In case more than one person raises their hand, the facilitator must notice the sequence in which it was done, assure the individuals that their turn will come in the order that the hands were raised. The trainer must do this by calling out the names, so everyone knows whose contribution to expect next.

FUNCTIONS OF A TRAINER
The trainer in a planning and/or decision making process must:

\( \text{a) Offer rules for group work, or assist groups in developing them.} \)
\( \text{b) Facilitate self-control by the group.} \)
\( \text{c) Coordinate and structure work of a group through posing clear questions and assignments.} \)
\( \text{d) Recognize and acknowledge any difficulties that the participants might have with the methodology and rectify these in an efficient manner.} \)
\( \text{e) Not compete with participants on professional knowledge.} \)
\( \text{f) Mobilize creative energy of the participants.} \)
\( \text{g) Create a stimulating atmosphere.} \)
\( \text{h) Praise participants and encourage constructive feedback.} \)

(17-41)
i) Discover and address dissatisfaction and conflicts.

j) Integrate possible outsiders.

The role of a trainer in the communication process

While communicating with a group, a trainer can either be in a position of a sender of information or in the position of receiver of information. These are a number of rules that influence the quality of the communication process.

The trainer as sender

a) The trainer must be able to stand before a group and deal with questions, protests, suggestions and criticism. He/she must be able to encourage passive and disinterested participants to contribute. The trainer must be able to deal with different characters and personalities. During all this, the trainer has to control his/her moods and deal with the group in a constructive manner.

b) Only a small part of the trainer’s attention must be on him/herself. He/she must know the subject well and know what to say next. This is required so that the trainer’s focus remains on the participants to assess their reactions and needs.

c) The trainer must be able to express his/her ideas, suggestions in a clear and well understandable language. This implies that the trainer’s language and style fits in well with the knowledge level, interest level and mood of the participants. If the trainer is not clear of any point he/she is presenting, he/she must say so.

d) In most training programs, the trainer is not the expert in the practicalities of the subject. However, he/she is the expert in the methodology and in leading group dynamics. This authority can only be maintained when he/she manages to convince the group to adopt his/her methodology and when these prove to be the right ones. In case his/her suggestions are doubted and discussed too often, and changes are made, this will weaken his/her position in the group.

The trainer as receive

a) The trainer must be able to rephrase the contributions made by the participants in a complete and correct manner. He/she should be able to summarize longer discussions in a manner that all main points are mentioned and those who have contributed to the discussion agree to the summary. He/she must be able to note down, on the flip chart, the most important contributions to a discussion, while the discussion is taking place. If mistakes are made in paraphrasing, participants can feel that they are misunderstood or even manipulated.

b) Every participant has the basic need to be understood. If the trainer demonstrates by paying close attention and through summarizing the message in a correct manner, he/she will indicate that the message is understood and the participant will be more inclined to listen to different opinions.

c) The trainer must recognize the hidden part of a message (certain choice of words, body language, use of voice, etc.). He/she must react to these types of ‘hidden’ messages just like he/she would to ‘open’ messages.

d) The trainer must confirm the contributions made by the participants. Confirmation is a signal that the message is received, reproduced and understood. It does not always mean that one agrees to the message. In this way, the trainer encourages the silent and shy participants to speak, as well as to quieten down over enthusiastic participants. The absence of confirmation can lead to aggression of frustration.

GROUP WORK

Transfer of knowledge and important decisions can best be made in the plenary. The trainer is, in the plenary, often the professional. For more intensive discussion between the participants, and the involvement in exercises, the plenary proves too large. An alternative is to work in-groups.

(18-41)
A working group has to address a well-defined assignment in a manner that the members themselves are responsible for the organization of the work, approach used and results. Results of group work are often documented, presented and discussed in the plenary.

**Working group can be used for**
- Carrying out practical exercises to practice theory.
- Detailed work on specific parts from large complex whole. The results of the individual groups are discussed and put together.
- Discussion and analysis of problem situations solution strategies.

**Advantages of working in groups**
- Increase participation of all group members.
- Facilitate exchange of experience in order to learn from each other.
- Deal with issues at hand and opinions of others in more intensive manner.
- It enables the trainer to put persons with equal background or with specific personality structure/behavior in one group, or not.
- Leads more easily to concrete results.
- Overall results might be more easily achieved, if several small group work on different parts of an assignment.
- It is a good way of team building.

**Disadvantages of working in groups**
- It is time consuming, especially if the teams present their conclusions.
- Danger that the group concentrates on the wrong solutions.
- “Us” feeling in-groups can lead to competition in the plenary.

**Organization of group work**
- The trainer must first propose group work or discuss with the participants the need to conduct group work. Suggestions for group work can come from both.
- The assignment must be clearly defined. It must not be too large. Complex issues need to be sub-divided in smaller parts. The participants must know exactly what is expected from their group activity. It is a good idea to give an example of expected outcome, or a role-play can be done to brief the participants.
- Groups can be formed in different ways. The easiest way is the random distribution of participants over the different groups. If a very specific or technical assignment is given, it is better to form groups according to expertise or function.
- Groups work best if specific functions are taken over by individual group members. This concerns the following functions:

  **Discussion leader:**
  - Start and coordinate discussion
  - Make certain that rules are followed
  - Ensure that all are involved in discussion
  - Keep an eye on the time

  **Visualizer:**
  - Pay attention that notes are being taken
  - Required material is being handled
  - Charts or transparencies are produced for the presentation

  **Reporter:**
  - Presents results of the working group in the plenary, if required

(19-41)
ASKING QUESTIONS
Before the trainer starts to ask questions, he/she must be clear what the purpose of the question is and what is to be achieved.

Why ask questions:
By asking questions, the trainer can:
1. Integrate knowledge of the participants. It is wrong to tell participants what they already know. If the trainer knows the level of knowledge of the participants, he/she will be better able to conduct the session.
2. Stimulate exchange of experience: The participants can be encouraged, through questions, to present their experiences and to compare them. This will also enable the trainer to get to know the group better.
3. Get an overview of problems. The participants can be encouraged to present all kinds of problems and get an idea of causes and consequences.
4. Get suggestions for solutions of problems. The trainer can introduce a problem and ask participants to formulate solutions, or suggestions for solutions. This will ignite creativity, active involvement and identify proposed and accepted solutions.
5. Ask for opinion. The moderator can, through crafty questions, get an overview of different opinions, ideas, values etc., which exist among the participants.
6. Check understanding. In order to check on that speed of delivery, the trainer must ask questions that will inform him/her whether his/her style of delivery suits the participants or needs to be adapted.

How to ask questions:

a) Questions must reflect the knowledge level of participants. The trainer must not over ask or assume that participants will know.

b) Ask questions in such a manner that all the members of the group feel addressed.

c) The trainer must not make questions too long. It is better to sub-divide questions in parts. The trainer must then ensure that the answer fit their respective parts.

d) The trainer must not react to answers given by the participants. He/she must try to get the group to deal with the answer first.

Examples of good and bad questions

<table>
<thead>
<tr>
<th>Good questions</th>
<th>Bad questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incite curiosity</td>
<td>Are boring</td>
</tr>
<tr>
<td>Raise participation</td>
<td>Obstruct active participation of all</td>
</tr>
<tr>
<td>Are interesting for all</td>
<td>Offer the possibility for early answers; for ridiculous answers</td>
</tr>
<tr>
<td>Are relevant to the topic</td>
<td>Are biased</td>
</tr>
<tr>
<td>Are open</td>
<td>Are based on wrong assumptions of participants</td>
</tr>
<tr>
<td>Improve mutual confidence</td>
<td>Questions, which are too personal, indiscreet or embarrassing</td>
</tr>
<tr>
<td>Facilitate self-revelation</td>
<td></td>
</tr>
</tbody>
</table>
Rhetorical questions. These do not need answers because the answer is known or included. Are not very good to stimulate participation.

Suggestive questions. These are often biased towards certain answers. Usually these are bad questions, which are used to manipulate.

Alternative questions. These can be used to select a certain alternative at the end of a discussion.

‘Teacher questions’. These have a right or wrong answer. Not very stimulating. Catch or trick questions. These are usually asked to provoke the wrong answer.

CHALLENGES TO THE FACILITATOR
There are two kinds of challenges that the facilitator faces:

1. Direct objections

<table>
<thead>
<tr>
<th>Objections</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>* This process is not working</td>
<td>- Ask clarification</td>
</tr>
<tr>
<td>* You are too directive/interactive</td>
<td>- Check with group</td>
</tr>
<tr>
<td>* You are inexperienced for this group</td>
<td>- Revisit expectations</td>
</tr>
<tr>
<td>* Share objectives/rationale</td>
<td>- Take feedback on board and adapt</td>
</tr>
<tr>
<td>* Your interventions are inappropriate</td>
<td>- Your style does not suit the group</td>
</tr>
<tr>
<td>* Your style does not suit the group</td>
<td>- You are upsetting someone</td>
</tr>
<tr>
<td>* Check if it is consensual</td>
<td>- Ask what style is preferred</td>
</tr>
<tr>
<td>* Do not let one individual derail session</td>
<td>- Be prepared to change facilitator</td>
</tr>
<tr>
<td>* Acknowledge/appreciate</td>
<td></td>
</tr>
</tbody>
</table>

2. Indirect

<table>
<thead>
<tr>
<th>Objections</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>* People have slow responses to suggestions/questions</td>
<td>- Rephrase the questions</td>
</tr>
<tr>
<td>* They could be uncomfortable</td>
<td>- They could be uncomfortable</td>
</tr>
<tr>
<td>* Reframe/rethink</td>
<td>- Reframe/rethink</td>
</tr>
<tr>
<td>* Put clear instructions</td>
<td>- Put clear instructions</td>
</tr>
<tr>
<td>* Language</td>
<td>- Language</td>
</tr>
<tr>
<td>* Have time bomb questions</td>
<td>- Have time bomb questions</td>
</tr>
<tr>
<td>(Think about this one!)</td>
<td></td>
</tr>
<tr>
<td>* People arriving back late from breaks</td>
<td>- Peer group be made to exert pressure</td>
</tr>
<tr>
<td>* People talking among themselves on their own</td>
<td>- People talking among themselves on their own</td>
</tr>
<tr>
<td>* People ignoring facilitator</td>
<td>- Establish ground rules</td>
</tr>
<tr>
<td></td>
<td>- Pattern interrupt</td>
</tr>
<tr>
<td></td>
<td>- Freshen up</td>
</tr>
</tbody>
</table>

Additional notes:
Groups go through the following stages:
FORMING (Polite)
STORMING (Power plays)
NORMING (Establishing ground rules)
REFORMING
MOURNING (Closure of event)
SPAWNING (Networking)

Always consider:
* Types of participants Vs facilitator style
* Status
* Personality
* Skills
* Environment
* Facilities
* Level of awareness

Challenging the whole group
* Physical (environment and body language)
* Emotional
* Ritual/synergistic
* Thinking
* Intuitive

How?
Notice the levels:
* Listening to the sound, tone, pitch, speed of participants speaking (come in and support them)
* Listening to the length and quality of the silences
* Sensing trust and cooperation

Working with the levels:
* Share your observation
* Gain group’s agreement to shift level
* Model the level (time management)

OTHER EXPLORING SKILLS
* Question and pause
  Carefully constructed questions go a long way towards achieving understanding, clarity, common ground, testing resistance, likelihood of agreement. Silence is also a powerful tool when used carefully. Don’t rush to fill a silence if what you say might be to your disadvantage.
* Summarizing
  Summarizing is critical for segmenting and controlling the flow of discussion, and for ensuring understanding and clarity.
* Naïve inquirer
  The naïve questioning method enables collection of significant information in an innocent and straightforward manner. It can also be a method of deliberately ignoring negative underlying messages and taking the positive statement at face value. For example, ignoring sarcasm and accepting the stated compliment.

Developing facilitation skills
Experiment with your training, even if it is one you have given many times before. You owe it to yourself and the trainees to experiment and keep the material fresh.

Relaxing and taking time off is part of taking care of yourself. A break is an integral part of any learning experience. You need it for refreshment and it actually integrates your learning.
unconsciously in the time gap, rather like the idea of ‘sleeping on a problem’ if you want to solve it.

Keep looking for different points of view. Attend other trainers’ courses to see how they train and keep the experience of being a learner alive. (But switch off your trainer’s critical circuits.) Take a course in a subject you know nothing about.

Be aware when your body sends you signals that you are doing too much. Illness often comes when body knows of no other way to slow you down. Know your limits. Too much training, does not make you better trainer, it is self-defeating.

Stay away from negative people who drain your energy. Their intentions may be golden, but their influence is psychotic. Take any criticism on the level of behavior. Criticism is about what did, not who you are.

FACILITATING A BRAINSTORMING

Brainstorm can be a very powerful method for generating new and innovative ideas and initiative. The method needs to be facilitated in order to be fully effective. Generally speaking, brainstorm will not work well until a group is relaxed, well formed and warmed up to working on a particular problem.

The brainstorm has four stages:
1. Setting up
2. Generating ideas
3. Evaluation and ordering ideas
4. Refinement and application of ideas

1. Setting up
   a) Initial warm ups to brainstorm need to be fun, light and humorous. This can often be achieved by a mini brainstorm on a less serious problem, such as how many uses can you think of for an empty bottle / can when stranded on desert island?
   b) Another good warm up is to play games such as; take a word and link it to another word never usually associated with that e.g. warm bees, camel tar, tiger exhaust, helicopter clerk etc.
   c) The actual topic or problem is decided on. Warm up will be greater when this is a real problem which participants have a vested interest in resolving. If the participants are feeling helpless or depressed in the face of the problem, a preliminary brainstorm might be to generate indicators of solution or of improvement rather than go straight for solutions themselves.
   d) Brainstorm groups are organized. If well warmed up, a large group can be used. Otherwise set up several smaller groups of about seven members.
   e) One or more people are designated scribes. Their job is record every idea generated. The scribes can contribute their own ideas, but otherwise should not play any facilitative role; they simply record.
   f) The basic rules for brainstorming are described and clarified.
   g) Hilarity is acceptable.

Rules of brainstorming
1. No criticism or evaluation of ideas during the brainstorm
2. Far fetched, zany ideas are to be encouraged and welcomed
3. The more ideas the better
4. The secret is to play and have fun

(23-41)
The brainstorm: Generating ideas
The idea generating stage should run for about 15 minutes or longer if fresh ideas continue to arise.

All critical judgment and evaluation is suspended at this time. Ideas need to flow rapidly and spontaneously; new ones are often triggered by previous ideas. All ideas are recorded as verbatim as possible. Other idea generating methods can be used:

1. Draw pictures, maps, graphs or make models of the problem
2. Round Robin in writing, where each trainee writes several ideas and then passes their paper on to the next person who reads it and adds to the list
3. Lateral thinking exercises, such as generate metaphors for the problem, or talk about childhood memories triggered in your mind by the problem

EVALUATION AND ORDERING
Link together similar ideas into a number of categories and try to label the common theme, which defines each category.
- The ideas can then be combined and refined etc.
- Further elaboration, variations or combinations of ideas may still emerge
- Ideas may be rank ordered for feasibility or attractiveness

Debriefing
Select the event or situation, which you wish to focus on.

Observation
Write a brief description of the event without any judgment or commentary. Include drawings or diagrams as desired. Cover as much detail as possible:
- What happened?
- The environment - where, when, who was present
- The atmosphere or mood around that situation
- What was said?
- What thoughts and feelings occurred to you at the time?
- What non-verbal communication and behavior was occurring

Reflection
Reflection expands on your observation of the situation by exploring your own reaction more deeply, or by considering the situation from multiple perspectives.

Reflective questions:
- What thoughts come to mind about this situation now?
- What does this situation teach you about yourself?
- What does this situation teach you about others?
- How did your behavior display your values, beliefs, and assumptions?
- What would you want to change now if you could run the situation again differently?
- What acknowledgement or affirmation can you give yourself about how you behaved and responded?
- How is this event like other situation in your life?
VI - Understanding teaching and presentation skills

What you are doing speaks so loud can't hear what you say

Emerson

COMMUNICATION CHANNELS
When training or presenting, you have four main channels of communication: visuals, voice quality, touch and the actual words you say. There is classic research by Professor Albert Mehrabian of UCLA, which makes it clear that the impact and perceived truth of any communication comes mostly from the body language of the presenter, closely followed by the voice quality. The actual words come a poor third. His figures for the impact and perceived sincerity of a communication are 55 percent body language, 38 percent voice quality and 7 percent words.

Impact of a presentation
When these three aspects reinforce each other, the communication is congruent. If there is a discrepancy between the words and the body language, it is the non-verbal part that the listener will pay attention to, often without realizing it. Presentation skills are how you give life to your words. They are how you manage the 93 percent of the presentation. So they are much more important than memorizing the words. Presentation skills consist of a number of simple things you need to do and a number of simple things to avoid.

Appearance
The first impression that a group will have of you will be your appearance. Your appearance is a communication. Is it what you want to communicate? You never get a second chance to make a good impression. A number of research projects have confirmed that peoples form their initial judgments about you in less than 10 seconds. Generally speaking, you want to feel comfortable, put others at ease and be appropriately dressed for the weather, time of day and occasion. It is generally better to be overdressed than underdressed. Match the colors and styles you like, and if in doubt, dress on the side of being conservative. Look at yourself from the audience’s perspective. Get feedback from those whose opinion you trust.

Eye contact
Eye contact with audience is important and a natural expression of your interest. Try and make eye contact with everyone in the room before you begin a presentation. If the audience is a very large one, pick up to a dozen of the friendliest people you can see and make eye contact with them in turn. When you speak, mentally divide the room into four or five segments and systematically make eye contact with people in the different segments, a different person each time. Eye contact for about five seconds works best. There is a tendency to dart your eyes away, but resist it.

Closing your eyes while presenting in a sort of extended blink is not a good idea. It distract the audience and you cannot track the audience response to what you are saying with your eyes closed.

Posture
You make a fundamental statement about yourself by the way you use your body. An aligned, erect posture communicates ease. Stand your full height. If you stand, be balanced equally on
both feet. Shifting from side to side, going back on one hip, rocking or swaying can be
distracting. If you sway from side to side the whole time you can put the audience in a trance
inside two minutes.

To get a good basic posture, stand with your back to a wall. Touch the wall with the back of your
head and your backside and as much of the small of your back as you comfortably can. Now step
away. Your new posture may feel stiff and perhaps unbalanced to you, but check in a mirror. It is
actually erect and balanced.

**Gesture**
It is a truism that gestures need to look natural and spontaneous. Unfortunately this is the ‘Be
spontaneous!’ paradox. By trying to be spontaneous, you make it impossible. To try to gesture
spontaneously looks wooden. For example, we all have a nervous gesture – jingling loose change
in the pocket perhaps or fiddling with a lock of hair. Five minutes worth of yourself on video and
you will see it precisely. When you have identified it, stop doing it. When it has gone, find the
next nervous habit to eliminate. These small changes will make a big difference. Also avoid
unnecessary gestures. Gestures emphasize a point and if you are always gesturing then they lose
their impact.

**Space**
Use all the available space. Physical space is a metaphor for mental space, so claim what you
want from the start. To give the most boring presentation possible, get behind a lectern, put a
large bundle of notes on it, look down at them and stay rooted to the spot while you read the notes
in a monotone. After five minutes, those members of your audience who are still awake will
probably leave.

**Voice**
We pick up a rich variety of information from a person’s voice, their general state of health, their
mood, their social class and what part of the country they come from. In a presentation your voice
adds energy and interest. Use it to express the natural emotion of what you feel. Practice with a
tape recorder. You will need to be able to project your voice to the back of the
room. Sometimes
you will want to catch the group’s attention by talking softly.

**Expression**
We do not hear what our voice sounds like to others because it resonates in the bones of our skull.
Listen to your voice on tape and experiment. Are the emotions, energy and inflection you mean to
give out actually coming out? If they are not, then you need to exaggerate and experiment until
they do. Remember that it is the audience, not the speaker, who decides what degree
of
expression there is. If the audience does not hear it, then for practical purposes it is not there.

**Breathing**
Vocal projection needs good breathing. Our breathing drive our voice. Nervous breathing is quick
and shallow, and deprives the voice of range and power. Breathe deeply when you speak to
groups. Use the diaphragm, so the abdomen expands when you breathe in.

**Timing**
Take your time when talking. If the group is taking notes of what you say, they will appreciate
this. Fast speaking often comes from quick, shallow breathing, so if you speak more slowly, you
will automatically breathe more deeply.
Congruency
Use your voice congruently, with your words. If you want the group to visualize, speak faster. If you want them to hear internally, speak, more slowly and rhythmically. If you want them to get into their feelings, speak slower still and deeper. The more choice you can use it as a musical instrument to communicate with the group.

Pauses
Pauses are the natural punctuation in what we say. The audience appreciates pauses. You can use pauses to think of what you are going to say next and to collect your thoughts. Learn to pause deliberately, so when you do need to pause to think it will not seem unusual. Remember that when you are training, time tends to speed up and five-second pause can seem interminable to you, while to the audience it is a natural break.

Tonality
There are also the natural vocal inflections that you can use to create effects. If your voice tonality stays level to the end of a sentence it will imply a statement. If it rises at the end of a sentence it gives the effect of a question. If it drops at the end of a sentence it gives the impression of a command.

Words
At last, the part we practice, shape and fret over the most. How straightforward are words? Well, unfortunately what the trainees thought you meant to say might not take into account the misunderstanding you tried to circumvent. In other words, words can be tricky.

Vocabulary
You need a rich and varied vocabulary that will give your listeners a taste of the subject. You need to fill in the blanks and give the audience a grasp of the themes. There are some hundreds of thousands of words in any language and the average person’s vocabulary consists of meager two or three thousand. Pick your word carefully, for every word has a different shade of meaning.

Jargon
Avoid jargon. Unless of course you are in a specialist field and the training consists of learning specialist vocabulary. Sometimes, people want and expect technical words and will complain if they do not get them. If you do use jargon, explain it and be aware that a word that may be very familiar to you may be new to the group. Write key technical words with definitions on the flip chart or have a handout.

Reading prepared passages
If you plan to read a passage from a book, mark it in advance and have the book handy. Fumbling around for the right book or right page is not a good prelude for the pearls of wisdom you want to give. Give as much life and energy as you can to the passage you read; it will live or die according to the interest you put in it with your voice.
Active tense
Use the active tense to involve people in what you say. Use the passive tense to defuse the energy in a room and to detach people from their experience. It is amazing how quickly a room full of lethargic people can be created if the passive tense is continually used. Read the following three sentences and check out your internal responses to them. Do they have the same effect?

- One can make pictures mentally
- You can make pictures mentally
- Pictures can be made mentally
- Make mental pictures...now

Names
What is the most important word in the English language? Many possible answers here, but your own name figure high on the list. Use people’s names. Thank them by name for any questions and comments. Make sure you know names or, if the group is too large for this to be practicable, make sure everyone has name badges.

Words to avoid
Now some words to avoid. Do not use cliff-hungers. Starting sentences with “I”. It is because it makes them very hard to follow and is liable to generate confusion. Generally speaking, short sentences with short words evoke direct action. Longer sentences, with more words in them, perhaps with a number of dependent clauses which alter the sense of the sentence as it goes along, not too much mind you, but just enough to make the whole thing an exercise in long distance sense retention, (if indeed there was any at short distance to start with), can actually get away with leaving out the point of the sentence, because you have forgotten the start by the time you have just reached the end. I hope that makes the point – please do not reread the last sentence! Most adult have difficulty following the sense of a spoken sentence with more than 18 words.

Instructions
Do not turn instructions into questions, otherwise people will answer them and not follow the instructions. Do not give a second instruction until the first has been acted on.

Training for fun
Take a moment yourself to think back to your own experiences of training and learning, perhaps in school, perhaps in a training situation, perhaps in a totally different context. Make a list now of what you saw, heard and felt that made this experience fun for you. It could be the personality of the trainer. It could be jokes, engaging experiences, material in the training. Think of what was there.
Now think back to a leaning experience that was emphatically not fun. What was happening there? What did you see, hear and feel in this situation? Make a second list.

Fun experience

<table>
<thead>
<tr>
<th>What did I hear?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did I see?</td>
</tr>
<tr>
<td>What did I feel?</td>
</tr>
<tr>
<td>What was it about the surroundings?</td>
</tr>
<tr>
<td>About the trainer/teachers?</td>
</tr>
<tr>
<td>About the other learners?</td>
</tr>
<tr>
<td>About the content?</td>
</tr>
</tbody>
</table>

Not fun experience

<table>
<thead>
<tr>
<th>What did I hear?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did I see?</td>
</tr>
<tr>
<td>What did I feel?</td>
</tr>
<tr>
<td>What was it about the surroundings?</td>
</tr>
<tr>
<td>About the trainer/teachers?</td>
</tr>
<tr>
<td>About the other learners?</td>
</tr>
<tr>
<td>About the content?</td>
</tr>
</tbody>
</table>

Now you have two lists:

(28-41)
As you look through the lists what are the main differences? What can you do that will create a context where you can have fun?

What can you do as trainer to create a context where the group can have fun? You will have probably discovered from your lists that if the teacher is not having fun it is very hard for the participants to. Walt Disney is quoted as saying: ‘I would rather entertain people in the hope that they will learn, than teach people in the hope that they will be entertained.’

VII - Generate desired behaviors by overcoming resistance

They will evaluate any new idea or concept presented to the trainees against their current belief system and references. These belief and references are deeply entrenched in them through a life full of experiences. If the concept presented in a training session does not match their current belief, resistance will occur. They will feel threatened because the different concept challenges their firmly held belief.

Humans crave for stability. This stability comes from our identity, i.e. what we perceive ourselves to be or the ego. The identity is formed by our beliefs. If our beliefs are challenged, the identity resists being shaken, and the defensive mechanism takes over.

However, this is the natural process of growth, maturity, and development; leading to a more fulfilling life. This resistance has happen, there are no short cuts. While exercising we develop our muscles. The pain we experience from this effort is the natural resist by the body. Persistence causes the muscles to adapt to the extra work effort, the pain subsides and the muscle develops.

This is why it is said, to truly grow, one has doubt ones beliefs.

BELIEFS

Beliefs are generalizations we make about ourselves, other people and the world around us. They are the principles by which we act. While we do have core beliefs that are fairly fixed and important to us, we can also be flexible about what we choose to believe in certain areas of our lives.

Beliefs act as self-fulfilling prophecies. It is this proven fact that beliefs have a strong tendency to make themselves come true that gives them their power. If you change just one belief, you will also change a lot of your behavior. But if you change just one aspect of your behavior, you are unlikely to change anything else. This is why cleaning up your personal belief systems is a central part of any personal development program. Useful beliefs act as empowering permissions to use our skills to the full. Others may act as unnecessary limitations.

All beliefs have consequences. The question to ask about any belief is, ‘Is it useful and does it serve me?’ This applies from the big ones —‘Is the universe a friendly place?’ — to the small ones — ‘Do I believe that reading this chapter will be satisfying and enriching?’

Just like the trainees have their set of precious beliefs, the trainer also has a similar set of beliefs. Following are some beliefs that, if held by a trainer, will empower him/her to conduct successful sessions:

a) **There is no failure, only feedback.**

The belief that failure is real is one of the most common and limiting beliefs that there is. Believe instead that there are no errors, no mistakes, only results and outcomes.

b) **Every person has all the resources they need.**

(29-41)
This goes for both the trainer and the trainees. The trainer need never get completely stuck—and trainees are not empty vessels to be filled with skills and knowledge. Every person has a lifetime of varied experience from which to draw many different resources. How can you tap them?

c) **The meaning of your communication is the response you get.**

When you are training you are professional communicator. What you say and do will be focused on achieving your training outcomes. When you get a different or unpredictable response from the trainees, take that as feedback and do something different. The group determines the meaning of what you say or do. This gives you enormous flexibility to change what you do to get your desired outcome, rather than blaming the group for not responding the right way. Remember that whenever you get caught in the blame game, you dis-empower yourself.

d) **The intention of every behavior is positive. To believe, otherwise is to make it so.**

Every Person creates and lives in their own model of reality. Every action they take is the best choice available to them at the time, given their reality. It may be incomprehensible to us, but it is real to them. If you can understand how a person’s model of reality works, then you can find the positive intention behind any ‘difficult’ behavior. And if you make the positive intention, then you can find the most useful response to make. This does not excuse what they do; it enables you to understand and deal with it.

e) **If a training goes badly off course, I can always find ways of getting it back on course and learn a lot in the process.**

It is much easier to stay on track in the first place, but if things do go awry, this is a powerful belief to have working for you. One way to get things back on course is to utilize whatever happens to learn.

These beliefs cannot be proved true (or false). Treat them as useful principles and add your own favorites to the list. A good way to find the most useful additional beliefs is to take an inventory of your present beliefs about training.

**VALUES**

Values are those ideas that are important to us in our lives. To value something means to place importance on it. Of course, different people will have different values.

Core values are those values that permeate most of what we do. They are especially important because they are the key to understanding what we do and why we do it. Core values will be, things like satisfaction, self-respect, achievement, adventure, independence, learning, growth, integrity, love, joy and peace.

**Training values**

Be clear about your own training values and remember that other people may not share them. You can identify them with the following exercise:

1. Choose three good training experiences. These can be from the distant or immediate past. Write down the key words that represent what was important for you about each one. Notice the clusters that emerge from all three.
2. Contrast this with three experiences of bad training. Write down the key words for each and identify the clusters.

The cluster of values you got from step one are your core values about training quality, what you want to achieve, sometimes called your ‘moving towards’ values, as you are always seeking to fulfill them. Examples might be fun, learning, and enthusiasm. The cluster of values from step
two will be your ‘moving away from’ values those things you want to avoid in training. Examples might be embarrassment, anger, blame, and boredom.

**FRAMING**

The trainer must start with the bottom-line belief that:

- The trainees have come to learn
- In their own right, they are mature people
- They have a right to their beliefs

Framing helps set the rules around which the training program will be conducted. These rules or guidelines become the frame of the spectacles through which the tools imparted will be perceived. For example, if the trainer declares at the start that there are some slow learners and some fast ones in the group and the quality of the fast learner is to be patient, then these fast learners will not show impatience while waiting for the slow ones to catch up. Another example is that if you introduce the idea at the beginning that every tool or concept is relative to a different time and situation, then trainees will not unnecessarily challenge you.

**MANAGING RESISTANCE**

“Once is life, twice is a coincidence, three times is enemy action”

Prerequisite: Identify and recognize it. Identify in your own mind what form the resistance is taking. Learn to recognize the early cues and messages and try to label what you see happening.

**Option 1:** Ignore it without playing back

If possible, ignore the resistance message quietly keep focusing on the agenda for action in such a way that the other person does not feel dis-confirmed by your response.

**Option 2:** Ignore the implicit but acknowledge the explicit

This technique requires being deliberately “naïve” by ignoring the real unspoken message and strongly confirming the explicitly stated message. At worst, they will need to make their resistance more explicit, at best they may drop it.

**Option 3:** Name the resistance

State in a natural, non-punishing way you are aware of some resistance and label it for them. At best the resistance itself can then be constructively discussed.

**Option 4:** Allow response

It is important that you do not pressure or coerce resistance as this usually gives it powers and forces people to dig into position. Having named the resistance, allow time and space for the other person to respond.

**Option 5:** Indirect confrontation

In this technique the resistance is explicitly named and criticized or dealt with in the context of a story about other people or organizations which exhibit this particular resistance. Sometimes if done with humor, even if the analogy is obvious the point can be taken without increasing defensiveness.

**Recovery strategies**

However good your emotional state, it can be difficult to maintain it in the face of adversity. You cannot prepare for every eventuality in training. What can you do when something unpleasant happens and you find your state slipping?

(31-41)
Criticism
Criticism in this culture is usually directed personally and focuses on what the critics thinks you did wrong. Therefore it is easy to find yourself losing your resourceful state if one or more trainees criticize you, either publicly or privately.

Strategy for dealing with criticism
1. Remember a time when you were criticized
2. Imagine yourself now behind a Plexiglas screen or some similar barrier you can see through, but no criticism can penetrate. See yourself on the other side of the screen getting some sense of what the criticism means. The important point is that you are safe on this side of the screen and the 'other you' is dealing with the criticism.

   This may seems strange. However, people who deal with criticism well will typically do two things: they detach themselves from the bad feelings and they evaluate the criticism while feeling resourceful. The screen is to protect you. Imagine you see yourself. If it is difficult, pretend or just carry on as if you can.

3. Now, safe behind the screen, you can watch yourself clarify exactly what the critic means, perhaps by asking some questions. The criticism may be simple abuse, in which case you might decide to disregard it. You will want to know what the critic would want you to do differently. This may be useful. It gives you the critic's version of events.
4. When you have enough information, have the 'you' compare your memory of the event with the critic's version. Do they match? What are the significant points of difference? What were you trying to do? Did you achieve your outcome in doing it?
5. The 'you' in front decides which one or more of the following responses would be best choice:
   - You may agree with them
   - You may want to apologize
   - You may want to give your version of the event if it differs from the critic's version
   - You may want to let them know what your outcome was
   - You may disagree completely and let them know that
   - You may want to leave the issue for the moment and perhaps discuss it one to one another time
   - You may want to utilize it to make a teaching point

6. Have the other 'you' rehearse any new response you wish to make. See yourself making it.
7. Let the screen dissolve and have the 'you' who dealt with the criticism rejoin you. Integrate the new response.

Mentally run through the whole pattern with a number of different examples of criticism so it is available when it is needed. The more times you use it, the faster and more automatic it becomes. The two important patterns in the strategy are disassociating, so that the inner you remain unaffected, and responding from a resourceful state. After that you can decide what you will do next time so you do not attract that sort of criticism again.

VIII - Handle difficult situation and manage anxiety
DIFFICULT AUDIENCE
Every group of trainees develop their own dynamics as the process goes on in a training program. This is quite natural since every group is made up of people with different personalities, which are influenced by their social and cultural backgrounds, their education, professional training,
present status, etc. Every trainee has his/her own peculiarities, needs, motives, experiences, knowledge, prejudices, sympathies and antipathies that influence his/her behavior.

A trainer must have the ability to give time and attention to each of these different personalities and make a team out of a group of individuals, which will work effectively towards a common goal.

Below are several typical situations involving group dynamics and tips on how to handle them.

It is important for the trainer to know and observe a few basic rules:

- Work in a team is a lively, dynamic process. It is not the sterile, mechanical observance of rules and behavior.
- The trainer must be able to endure and tolerate apparent disruptions, temporary confusions, lively discussions, and confrontations between trainees.
- The trainer should have confidence in his/her trainees and their ability to organize and direct themselves. He/she must let the group process develop by itself and should not try to gain control over the group by intervening constantly. This would only suppress any liveliness.
- The trainer should not hesitate to intervene if it is really necessary.

If the trainer acts with skill and in particular, if he/she observes the rules of communication, he/she will have little difficulty with the group in most cases. A motivated team has a considerable potential to organize itself and develop its own positive standards of behavior. The group members learn to adapt to each other and let each other know, by way of feedback, if any one's behavior is disturbing the group.

Several difficult situations can be avoided if the session's norms are set right at the start. It is a good idea to ask the trainees what norms they would like to follow. This makes the norms their suggestions and develops ownership. If the trainer thinks any point has not been brought up, he/she must add to the list.

Make sure not too many rules are put down. This makes it difficult for all rules to be followed all the time. Paste the flip chart paper with the norms on the wall where it is visible at all times during the entire duration of the program.

**Difficult trainees and how to handle them**

There are trainees with personal problems who make it difficult for the group to work together smoothly and whose behavior can prevent effective group work. If other trainees are unable to cope with these 'difficult' trainees, and they keep the group from proceeding with its work, the trainer must intervene.

The main objective of this type of intervention is to redirect the group's attention back to the topic at hand from dealing with its own group dynamics problems and the problem trainee. Unless the program is dealing specifically with group dynamics, in which case the problem itself is subject material and could be used as an example.

A further objective for the trainer will be to turn the disruptive outsider into a recognized group member who adheres to the rule of teamwork and contributes constructively. It may be helpful if he/she realizes that disruptive behavior of this kind is usually the result of a (in some cases excessive) need for attention, acknowledgement, recognition or retaliation to trainer's behavior.
It seldom helps for the trainer to argue openly with the ‘disruptive’. The other trainees will tend to side with him/her and against the trainer, even if they were annoyed by the ‘disrupter’ shortly before.

There are no set types of ‘disrupters’ and defined course of action. Following are few types of difficult trainees and some tips of how to handle them.

1. **Reticent (reserved) trainee**
The quiet, reticent trainee is the least obvious of the ‘difficult trainees’. He/she sits hidden somewhere in the background, hardly participates actively at all, and is often completely overlooked by the group – and unfortunately by the trainer as well.

Often, the reason for this behavior is not that the trainee does not have anything to say. On the contrary, he/she usually suffers from an inability to speak on his/her own initiative. He/she feels inferior, is shy, is afraid of rejection, criticism or disgrace. Often he/she would like to participate actively but needs a helping hand to get him/her started. He/she expects to get this helping hand primarily from the trainer.

**How to handle**
- Boost his/her self-confidence and give him/her a feeling of success.
- Include the quiet trainee by asking him/her easy questions, acknowledging his/her contributions with special emphasis, recording them and coming back to them.
- Talking to him/her during breaks; this often boosts self-esteem.
- Initiate work in pairs or small groups, in which the reticent trainee often has less difficulty participating.
- Assign him/her a role in the group.

2. **Interminable (ceaseless) speaker**
The opposite of the reticent trainee is the interminable speaker. He/she has no difficulty being a jack of all traits. His/her communication problem consists of not being able to listen and not caring whether or not the other trainees are interested in what he/she has to say and are willing to listen to him/her. Since he/she is a bad listener, he/she often misses the point and jumps from one topic to the next. He/she therefore does not receive the recognition from the group that he/she was trying to gain by talking so much. In this case, the group often expects help from the trainer if it is unable to stop the interminable speaker.

**How to handle**
- Let him/her finish speaking or interrupt him/her at an appropriate time by acknowledging what he/she has said. Summarize his/her contribution in order to show that you have listened attentively and understood him/her.
- Ask him/her to present his/her point in concrete and precise terms. Possibly ask him/her to write down the contributions.
- Remind him/her of the rules of communication and the time limit for speaking.
- Keep a list of speakers and prevent the interminable speaker from speaking out of turn too often.
- Ask him/her to allow others to speak as well and to listen to their contributions.
- Have him/her repeat and summarize the contribution made by other trainees.
- Assign him/her a role in which he/she is forced to listen.

3. **Dominant (know-it-all) trainee**
The dominant trainee, or know-it-all, is often similar in character to the interminable speaker. He/she has the additional desire; however, to steer the group in a certain direction and get the
group to accept his/her opinion as being the only right one. He/she tries to stifle discussions in their initial stages by offering the perfect solution, which he/she presents full of ambition and a need for admiration and often in a pseudo-scientific language full of foreign words and technical terms.

The other trainees are intimidated by him/her. They feel that they have been walked over and their contribution devalued. Depending on the status of the know-it-all, the other trainees will react either with aggression or retreat.

The trainer must acknowledge the know-it-all. Above all, however, he/she must make sure that the know-it-all accepts other opinions as well.

**How to handle:**
- Acknowledge, record and save contributions. Put off handling inappropriate contributions until later.
- Show, by summarizing, that you have understood him/her but make it clear that you do not necessarily share his/her opinion and that other viewpoints are also feasible.
- Have other trainees comment on his/her arguments and formulate their own viewpoints.
- Leave the question or topic open. Do not allow any premature decision before all viewpoints have been discussed fully.
- Avoid individual discussions. Suggest special discussion during the break, if necessary.
- Assign the know-it-all a special task such as preparing his/her proposal for presentation – possibly with volunteers.
- If the know-it-all presents his/her standpoint as the only valid one (which they mostly do)
  - Have him/her formulate possible objections he/she may know of,
  - Have other trainees contribute counter arguments,
  - Draw up a complete list of pros and cons and visualize them on flipcharts if the topic is important.

4. **Aggressive trainee**
The aggressive trainee deviates from the actual discussion of the topic and attacks arguments, procedures or individuals. Although he/she immediately views people with a different opinion as opponents and expects them to put up with a lot – from hidden irony to open rage – he/she himself/herself is very sensitive to criticism. There are also the “quick tempered” types who get worked up easily but calm down just as quickly and are not offended by a rebuke in kind.
The trainer must not allow him/herself to be provoked or get involved in an argument. If he/she is confronted with aggression, the trainer should remain calm.

**How to handle:**
- Do not stifle the attack or defend yourself, but rather:
  - Show that you have recognized the emotional form of argumentation (“I see that you are upset…”)
  - Show that the factual core of his/her statement has been understood (rephrase, summarize)
  - Ask trainees to be more concrete (examples, explanations)
- PIFO technique:
  - Praise (“Thank you for bringing up the topic!”)
  - Show interest (“I find your argument interesting and would like to hear more about it.”)
  - Admit faults (“Perhaps we truly haven’t taken that into consideration enough”)
  - Demonstrate openness (“If you have some concrete suggestions for improvement…”)
- Protect other trainees from attacks. Make reference to or introduce rules of communication.

(35-41)
Allow other trainees to comment.
In the case of attacks on the trainer or the method, take a complete survey of the trainees' opinions in order to see to what extent the group supports the attacker. Re-brief the methodology – conceptual + procedural aspects.

5. **Negative trainee**
The negative trainee has a talent for bringing out the drawback of something. He/she tries to prove that something is no good and cannot work even before it has been tried. A combination of 'negative' and know-it-all results in the 'arrogant trainee', who is blase and overbearing and feels that he/she stands above the rest. He/she undermines others with irony and by ridiculing them and sets people against each other with his/her arrogance.

**How to handle:**
- Note his/her contribution and acknowledge it neutrally.
- Take unjustified criticism, ask for explanations, and allow for discussion.
- In the case of generalized, 'all-round' criticism: ask trainees to be more concrete.
- Ask for positive suggestions.
- Convince the trainee that his/her willingness to participate would give him/her the opportunity to test his/her negative opinion.
- Take ironically exaggerated contributions seriously and ask that they be explained seriously.

6. **Clown (comedian) trainee**
The clown tries to draw attention to him/herself by telling jokes, teasing, and fooling around rather than making serious contributions. In his/her harmless form, he/she becomes active during the breaks, at evening social gatherings, and in casual discussions and contributes to easing the group. Occasionally, he/she also succeeds in easing tense situation during course time with an appropriate remark and providing other ‘problem’ trainees with witty feedback.

The group clown becomes a problem when feeling of aggression are hidden behind his/her jokes and teasing. These aggressions can be directed at the group work, the topic, the method, another trainee or the trainer, who fall victim to the jokes.

**How to handle:**
- Acknowledge the role of the clown and use it in a positive way to release tension, pressure and ease up the group.
- Do not immediately interrupt the joker. If the group responds to his/her jokes, let him/her continue and join-in with him/her.
- When an appropriate opportunity arises, ask the group to get back to serious work.
- Do not take notice of inappropriate but harmless jokes.
- If the jokes are negative, make it clear that this is a result of dissatisfaction or aggression. 
  Analyze and treat.
- If it gets to be too much for the group, have the trainees provide the clown with feedback.

7. **Positive trainee**
This is the kind of trainee the trainer often wishes he/she has. He/she works matter-of-factly without pushing him/herself to forefront, is open to new ideas, and willing to try new ideas. Less positive trainees may find him/her irritating and label him/her as a 'striver' or 'psychopath', if the trainer pays too much attention to him/her.

**How to handle:**
- Don’t put him/her in the foreground excessively.
- Assign him/her a suitable role in group work (discussion leader) or handling situations involving group dynamics (mediator).
- Allow him/her to speak first in general feedback rounds (particularly if the feedback is for other trainees).
- Have him/her comment on conflicts of a technical nature or aggressive contributions.

TYPES OF OBJECTION
1. Concealed objection
   These are objections which, are expressed in the form of a question such as “But won’t your proposal cause...?”
   - Acknowledge their concern
   - Restate your key statements and benefits of your proposal
   - Invite them to discuss it with you in detail after the presentation if appropriate.

2. Test question
   These questions are designed to test the depth of your knowledge and expertise on the topic and may be intended to undermine your credibility.
   - If you don’t know, say so
   - Don’t apologize for not knowing
   - Offer to get this information and supply it to the questioner
   - Keep your promise

3. Display question
   This question is designed by the audience member to display his/her own knowledge on the subject, so it is not usually a genuine question so much as a statement.
   If it is correct, thank them for their contribution and move on.

4. Challenge question
   A challenge often arises when the audience member feels that you have encroached into their area of expertise or responsibility.
   If you do not wish to challenge them in return, acknowledge their expertise or responsibility in the area and clarify your own position in the area not as threat to them.

5. Defensive questions
   These are objections, which arise when your proposal threatens their position or existing situation.
   - Acknowledge their concerns
   - Invite them for a detailed discussion afterwards
   - Restate your position and its benefits

6. Off the record questions
   Some times you may be tricked into answering a question, which is prefaced by “This is just off the record, but what do you think...”
   Don’t be tricked. If you answer publicly, it is not off the record!

7. No win questions
These are designed to trap you by creating a situation that no matter what you answer it will not look good for you. E.g. “are our current productivity difficulties due to poor management or poor marketing?”

Don’t buy into any option, which you do not like. You might explain There are several reasons for our current difficulties, all of which go well beyond simply management or marketing. For example...

8. **Yes or no questions**
These are also designed to put you in a position, which you do not like.
- Again refuse to buy into being painted into a corner
- State you position again
- If necessary, take time to think of an appropriate answer

**HOW TO DEAL WITH ANSWERS**
The quality of communication is not only dependent on the questions asked. The way questions are answered and how the trainer deals with the answers also influence it.

**Different forms of answers**
The following situations might arise:

1. **Answers which are wrong. These give false information**
Listen, confirm that you have heard and understood the answer. Give other trainees the opportunity to answer as well. Emphasize correct parts of the answer. Thank the trainee that he/she contributed to clarification through his/her answer. The trainer must prevent other group members to start discussing the answer, to answer straight away, or that they reducible the answer.

2. **Incomplete answers**
Confirm the answer. Continue with collecting answers. Let other trainees suggest other aspects to complete.

3. **Vague answers**
Confirm answers. Try to get further details from trainees. Assist him/her through asking questions to detail which information is missing. Let other trainees assist in answering.

4. **Answers, which do not correspond to the question asked**
Confirm. Indicate that the answer does not belong fully to the category of questions being asked. If desired, put aside, and announce that it will be dealt with later. Pose questions again, and clarify and/or reformulate question as needed.

5. **Answers, which come too quickly**
These answers often come from people who consider themselves experts. Confirm the answers. Let other trainees ask question based on the answer, or let them comment. Change formulation of question to involve other trainees as well. Involve expert in the discussion.

6. **No answer – silence**
Give sufficient time to think. Check whether question is understood. Reformulate question. Subdivide question in sub-questions. Confirm any answers given. In case of taboo questions discuss first the justification of posing that specific question.
Always remember: Your reaction to question will determine the willingness of trainees to give answers.

**IX – Evaluating training**

**THE ELEMENTS AND PROCESS OF EVALUATION**

Evaluation is the final part of the training cycle. What difference has the training made? Here is our definition of evaluation: Evaluating systematically means looking at the results of training, noticing the difference it has made and determining its value according to pre-set measures. These results are used as feedback to refine the training.

**Systematic**

First, collecting information is systematic. This means it is not only thorough and careful, but also systematic, that is, you are looking at the whole-interconnected system.

**Results**

The results are what the training actually achieves, not what it is intended to achieve, although hopefully the two match. Evaluation involves collecting information and evidence of these results in many ways: observation, interview and testing performance.

**Difference**

Difference implies two states and a comparison. You need information about the situation before, as well as after the training to make a valid comparison. Here, the outcomes of the TNA will be used for comparison.

**Level**

Objectives can be at the organizational, occupational or individual level. It is clear that without a change at the individual level there will be no change in the other two levels, but you cannot assume that individual learning will necessarily lead to a difference in the other two.

The most complete evaluation will be at all three levels, and the information you gather and the way you gather it will be different for each level. This is an aspect of systematic evaluation, which looks at the results at each level in terms of preset objectives and achieved objectives.

**Values**

The very word ‘evaluation’ implies values: a judgement about what is important. Your values set filters for the information you gather. So evaluation is intimately linked to values at the organizational level as well as the individual level. None of the assessment information has any meaning unless some values are associated with it.

Organizational values are usually linked to profit. Somewhere, the organization will want to see a return on its investment in money terms:

i) **Efficiency**

The money may come from improved organizational efficiency, which is getting the same results at a lower cost. The efficiency of the training itself will be evaluated on the principle of whether the program achieved its objectives in a reasonably economic way.

ii) **Effectiveness**

Training may lead to greater organizational effectiveness, which is getting better results without increase in cost. It is about improving performance. An effective training achieves major changes without extra resources or effort.

iii) **Productivity**

(39-41)
This is about getting better results with less effort. A training program that can do this is very valuable. It is both efficient and effective, and this is where quality programs aim to make a difference to the organization.

**TYPES OF EVALUATION**

Evaluation needs to be done at different stages.

First, there is *live evaluation*. Where you are tracking what is happening minute by minute. For example in an airplane flight it is only by constantly adjusting and looking at your instruments that you stay on course. A navigator who looks at the compass at 9.30 a.m. and then not again until lunchtime may find himself disastrously off course.

Second, there is the *end of training* evaluation, where the trainees evaluate the training and the trainer. The trainer also evaluates the training and his/her performance.

Third, there is *transfer evaluation*: However well the trainees performed in the training, it is no use if they leave their skills in the training room when they leave. Have the skills transferred to where they are wanted?

Lastly, there is *organizational evaluation*: how has the training contributed to organizational goals?

The final purpose of evaluation is to provide feedback to improve the training cycle. It may give some research data that adds to our knowledge of training principles. Evaluation has the role of quality control. Have trainer and trainees achieved their objectives, and have the organizational needs been met at every level? If the training has not achieved the objectives, this is not failure, but feedback – very useful information that enables you to improve and refine the next training.

**TRAINING REVIEW**

There are three versions of any training: the one you prepare, the one you give and the one you wished you had given. Constantly learning from each training you do will narrow the difference between the second and the third version. Ask the questions, regardless of how well you have done, *What could I have done differently? How will I improve on what I did?*

Do not attempt to process consciously during the training. You will split your attention and distract yourself from where you need to pay attention: the trainees’ needs. Mistakes are irretrievable in one sense.

At the end of each training, take some time to rerun it mentally and notice what you can learn. Congratulate yourself on those things you did well. To learn the most from the training, go through the following process with any thing you are not satisfied with, any thing that did not go as well as you wanted and you want to do differently next time.

**New behavior generator**

1. Imagine seeing yourself in your mind’s eye at the beginning of the incident as though you are watching it on video rerun. Watch and listen to yourself and any others very carefully. Spot the first thing you do that you are unhappy with and pause your mental video. (You can use a real video if you recorded the training.)

2. Ask yourself, “What would be more effective here in order to get the outcome I intended?” Run this alternative behavior on your mental video and check whether it seems satisfactory.

(40-41)
3. Now imagine stepping inside the ‘you’ on video who has just rehearsed the new actions. Experience it as you are able, seeing, hearing and feeling yourself back in that situation. Keep considering alternatives if this one doesn’t work either.

4. Finally, ask yourself, “How will I know when to do what I have just rehearsed?” and identify exactly what you would see, hear or feel, internally or externally, that will act as your automatic cue to use this new behavior that you have just created. Next time a similar situation comes up, you will be ready for it. The new choice will be mentally rehearsed and available.

TAKING CARE OF YOURSELF
Good trainers care about the trainees and the training. Sometimes it is easy to forget we need to take care of ourselves as well. Taking care of yourself does make a difference to the quality of your training. Read books or listen to tapes on the areas of self-development that interest you. Treat this as an investment in yourself. Set yourself outcomes for your training and for those parts of your life where you want to move forward.

Avoiding burnout
Burnout can happen in professions like training where it seems as if you are giving all the time and never receiving. That is why it is important to take care of yourself.