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Trainers' Guide

Training of Trainers

Based on

May 2006 Slides

Introduction

Welcome to the *MicroSave* Trainers' Guide for the **Training of Trainers** workshop. This guide is meant for those people who have taken the *MicroSave* Training of Trainers course and are going to reproduce the training elsewhere. The guide provides comprehensive session plans and also offers the experiences of some of our staff members and trainers who have used the information to develop and improve their training design and delivery.

It is intended that the person delivering this course will be an experienced and capable trainer who can demonstrate the tools and strategies contained in the toolkit through his or her own delivery, paying particular attention to adult learning principles and to the creation of an environment that motivates learning.

Why isn't the Training of Trainers Toolkit freely available on the *MicroSave* Website like all the other toolkits?

To be effective, this course must be delivered by a trainer with sufficient knowledge and skill to communicate concepts and messages by example and through the facilitation of activities that enable participants to ***experience*** key methods, benefits and consequences first hand in a safe and productive environment. It is a challenging task and we recommend that it be tackled only by trainers who have already experienced the course as a participant or have significant background with adult education theory and practice. Thus, we distribute this toolkit by request only to trainers who demonstrate this background.

Who should I be training?

This course can be useful for any individual who designs or delivers training events. It is intended to strengthen the skills of individuals who already have some training experience. Participants who have never delivered a training session before may find the content overwhelming and their contributions to large and small group discussions may be limited.

The session plan is designed to accommodate an audience of 15 participants. We recommend keeping the audience size relatively small in order to allow sufficient time for participant presentations during days 3, 4 and 5 of the course.

Is it okay for participants to attend only the delivery component of the course if they are not involved in training design?

Participants may be tempted to attend only the first or second half of the course depending on whether the design or delivery component interests them more, but they should be encouraged to attend all five days of the course. A key strength of this particular Training of Trainers workshop is that it integrates design and delivery.

If trainers who deliver can better understand what makes a design effective, they will be in a much better position to adapt the materials they are asked to present in a way that supports their delivery. Most of the problems that trainers encounter during delivery can be avoided through effective design and preparation. Problems that cannot be avoided can be more easily solved if the trainer has an understanding of how to design a solution that follows adult learning principles. Trainers that try to solve their delivery problems by focusing only on delivery techniques leave themselves handicapped. They will have more and more powerful tools at their disposal if they also understand key principles of design.

Similarly, participants who are mostly interested in training design can benefit greatly from the second half of the course on training delivery. Sessions 12 through 16 will increase their understanding of delivery requirements and challenges and will put them in a better position to design resource materials that effectively support other trainers' delivery.

What do I need to tell my participants to bring with them?

The trainer must insist – and ensure – that the participants coming to the course are prepared to learn and "do". Participants should come prepared to design and deliver a fifteen-minute training session that is relevant for members of the audience. They do not need to prepare this session in advance, but they must be willing to participate actively in the course activities and to have their work constructively criticised by their peers.

Laptop computers are particularly important for Session 12 and can be useful during the preparation of individual training designs, so participants should be asked to bring them along. You will want to be proactive in the training room, however, and send clear instructions about when computers should be open or closed so that you minimise the barriers between yourself and the participants as well as among participants themselves.

You may want to suggest that participants spend some time reflecting on their personal strengths and weaknesses in the areas of training design and delivery prior to the start of the course. This will make it easier for everyone to quickly articulate areas they would like to focus on during the course.

What are the requirements for the physical training environment?

A significant amount of wall space is needed for posting flip charts – at minimum enough room for 12 charts plus the projector screen. Comfortable space for small group activities is also needed, either in the back of the room, in the foyer, or outside. If possible, use tables and chairs that can be rearranged easily as this will facilitate the first exercise in Session 7 on Openings.

What do I need from *MicroSave* in order to deliver the training?

This Trainers' Guide is intended to be utilised with several accompanying documents.

- **Participants' Manual:** *MicroSave's* Training of Trainers Reference Guide. This is not a typical *MicroSave* participants' manual in that it does not try to synthesise all the information, tools and methods covered in the course. Rather, it is a concise document that assists participants to identify the most important messages of the course, and provides a list of recommended resources which participants can keep at their fingertips for ongoing capacity building.

- **Handouts:** An electronic folder of handouts is available from *MicroSave*. Ideally, all handouts should be made available in soft copy so that they can be used by participants in their future design and delivery.

- **Exercises:** An electronic folder of exercises is also available from *MicroSave*. Computers are not required to complete these exercises, but there are a few (such as the training plan contained in Exercise 6.8) that participants will spend significant time working on and may want to adjust as the course progresses. It is helpful to provide participants not only with pens, but also with pencils and an eraser to facilitate this adjustment process.

- **Resource CD:** Rather than print hard copies of all handouts, you may want to produce your own resource CD and distribute a copy of it to participants. You could include the handouts and exercises mentioned above, together with the Participants' Reference Guide, as well as any additional training resources that you may have gathered from the *MicroSave* website and/or from other sources.

- **Slideshows:** The training is guided by a PowerPoint presentation, which is divided into sessions. Slides can be printed onto overhead transparencies and presented using an overhead projector. However, due to the number of slides, the amount of text, and the "animation" of slides, it is highly recommended that the trainer use an LCD projector, if one can be located (and electricity is available, etc.). Many participants request that they are provided with a copy of the slideshows at the end of the course, which the trainer is free to provide to them.

Note that within the slideshow some slides have been hidden and will not be visible during the general show. These slides often provide additional information, or illustrate another point of view. They can be unhidden, if relevant to the course, or used by the trainer to understand a particular issue. They can also be included in the version of the slideshow that you print for participants, even if you will not present them in the training room.

What else do I need for the training?

To conduct the training you will need:

- A digital projector, although an overhead projector could be used.
- Some knowledge of PowerPoint: The slideshows may need some adaptation to meet the needs of the participants being trained, adding local examples, etc. The trainer should be very familiar with the slideshow, running through it several times before the training starts. This will help him/her note when to "click" onto the next slide and to understand the kind of "animation" (i.e., sounds and automated movement of text) that is on each slide. Generally, the animation should NOT be too complex or distracting, but you may eliminate all animation if you wish.
- Standard training room items: flip chart stands, flip charts, marker pens of various colours, hole puncher, stapler, masking tape, etc.
- Approximately 3 packages of large index cards, preferably in a variety of colours.
- Workshop materials for participants: pads of paper or a small bound notebook, folders for the handouts and exercises that will be distributed during the course, and a pen, pencil and eraser for each participant.
- Small prizes for activity competitions. Alternatively, you can prepare "reward tokens" of some kind—perhaps round discs or paper stars which could have different point values written on them depending on the difficulty of the activity—and award prizes at the end of the training on the basis of the number of points each participant earns. You could have 2 or 3 more substantial prizes for the top scorers and something small to recognise the contributions of all other participants equally. Awarding prizes at the end of the event might help encourage everyone to stick around until the very end!
- A "library" of training reference books that can be browsed by participants who are interested in exploring a particular theme in more detail during a coffee break or signed out in the evening.
- A set of ten creatively decorated cards, each one with an adult learning principle written on it. (It is not necessary to write a description of the principle; the single reference word for each principle is sufficient.) These cards can be used throughout the training to draw participants' attention to a principle – either because it is being applied or should be applied in a particular activity. You could ask a volunteer to come up front and select the card that represents a principle in action, you could simply raise the card in the air to reinforce a participant's correct answer to a question, you could organize a charades energiser in which participants must choose a card at random and act it out for the larger group to guess, etc.
- Practical examples from your own experience that illustrate the tools, methods and strategies discussed in the course.
- Needs assessment results: we encourage you to conduct a TNA prior to the event to gauge the level of participant experience and assess capacity building priorities. You can then refer to the assessment during the course as an example.
- The action planning workbook is officially one of the course handouts, but you may wish to do something creative to it so it is not perceived as just another collection of papers. For example, you could copy or paste the pages of the workbook onto coloured, stiff paper or large index cards and tie or bind them together with a ribbon, string or metal ring. You could handwrite the title of each page with a different coloured pen—anything that would make the workbook attractive and fun to work with. At a minimum the workbook should be printed on both sides of the paper, stapled and folded at the middle to give the impression of a user-friendly notebook rather than a handout.

How do I use this Training Guide?

The training guide is, hopefully, self-explanatory. Each session provides the Trainer with the **Session Objectives, Time, Methods, Materials, Overview and Process.**

- The **time** that each session will take is flexible depending on the trainer, the number of participants, skill levels of the participants, etc.

- The **methods** simply alert the trainer as to whether the session is to be conducted as, for example, a presentation – which generally means the slideshow will be utilised, or as a breakout session and that breakout areas may be required.

- A list of all the **materials** that the trainer will need, above and beyond the list provided above, for the session is also included. Flipcharts, markers, and tape should be assumed, even when not listed.

- The **overview** provides just that – an overview of the upcoming session, and

- The **process** section provides the trainer with the steps that should be followed to train each session. The trainer should share relevant examples from her own experiences ***and encourage participants to discuss their own experiences.*** The starbursts in this section highlight the adult learning principles that are important to focus on in each step.

Alternative Lesson Planning

This course is five days long. It is not recommended that the training be compressed into a shorter time period nor overly extended. The "Days" have been calculated to allow participants plenty of time to learn and practice the tools. Compressing this time may lead to confusion, and extending it may make it even more difficult for busy trainers to attend. Naturally, you will need to adjust the level of discussion, analysis and critique to suit participants' knowledge and comfort.

As mentioned previously, the course is designed for a relatively small audience of fifteen participants. This is to ensure that each participant has an opportunity to apply the concepts and tools of the course in the design and delivery of a 15-minute training session, and to receive feedback and suggestions for improvement from the trainer and the audience. We do not recommend a significantly smaller or larger audience as the quality of the presentation and feedback sessions will suffer. The minimum number of participants required to deliver the course as designed is seven. If there are more than fifteen participants, we recommend decreasing the length of the participant presentations to ten minutes and increasing the number of presentations given in each "set" from two to three.

A Note about Opening and Closing Activities

Because this is a Training of Trainers course, it is important to regularly incorporate opening and closing activities into the training agenda. We have suggested activities and reserved time in the schedule for a morning review and an end of day feedback opportunity. You should feel free to adapt these activities to accommodate the needs and preferences of your audience, or to include your own personal favourites.

In addition, take the time to quickly review one or more main messages from the day's session before breaking for coffee or lunch, and invite participants to re-open the session by reviewing where you left off before the break. Content-related energisers can be a particularly fun way to return to a topic after lunch when energy levels are low.

We highly recommend using a feedback activity on the first day of the training that is anonymous and gives participants a chance to communicate anything that they are unhappy with or would like to see improved about the training environment, pace or content. This is advised in Session 9 on "Closings" and will be discussed again in Session 14 on "Communication Skills" so it is important for the trainer to set an example.

Stepping Back

This course has been designed with careful attention to adult learning principles and the Experiential Learning Cycle, so look for regular opportunities to pause an activity or its processing and ask participants what principle or technique or tool is currently being demonstrated, what the purpose of the exercise was, why a particular processing technique was used, etc. This is a valuable technique for reinforcing the content of the course through personal experience.

How do I know if I'm adequately prepared?

The event preparation checklist and trainer preparation checklist found in Handouts 12.4 and 12.5 should be able to assist you.

Where can I find more information on the topics addressed by the course?

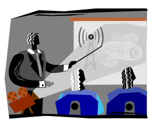
Listed below are a few of the resources that you might consider adding to your reference library:

- "A Trainer's Guide for Participatory Learning & Action" *IIED Participatory Methodology Series*, UK, 1995
- "Training for the Trainer", *St. Francis Xavier University*, 1996
- Bowman, Sharon, "Shake, Rattle and Roll: Using the Ordinary to Make Training Extraordinary", *Bowperson Publishing*, USA 1999
- Caroselli, Marlene, "Great Session Openers, Closers & Energizers", *McGraw-Hill*, USA, 1998
- CGAP, "On-line Training of Trainers", *CGAP*, www.cgap.org/direct/help/training_trainers.html
- Crone, Catherine D. and Carman St. John Hunter, "From the Field: Tested Participatory Activities for Trainers", *World Education*, USA, 1980
- Eitington, Julius E., "The Winning Trainer, 3rd Edition: Winning Ways to Involve People in Learning" *Gulf Publishing Company*, 1996
- Jolles, Robert L, "How to Run Seminars and Workshops", 2nd edition, *John Wiley & Sons*, USA, 2001
- King, Marsha, Stephen B., Rothwell, William J., "The Complete Guide to Training Delivery: A Competency Based Approach, *AMACOM*, 2001
- Kroehnert, Gary, "102 Extra Training Games" and "Basic Training for Trainers: A Handbook for New Trainers", *McGraw-Hill*, 2001 and 1995
- Laird, Dugan, "Approaches to Training and Development", *Addison Wesley*, 1985.
- Lawson, Karen, "Train the Trainer: Facilitators Guide", *Jossey-Bass Pfeiffer*, USA, 1998.
- Newstrom, John W and Edward E. Scannell, "Still More Games Trainers Play", *McGraw-Hill*,1991
- Race, Phil and Smith, Brenda. 500 Tips for Trainers. London: Gulf Publishing Company, 1996.
- Rae, Leslie. How To Train the Trainer. New York: McGraw-Hill, 1997. ISBN 0-07-913050-X
- Sabetta, Janice, "Training Toolkit", *CGAP Direct,* www.cgap.org/direct/help/training_trainers.html
- Schwarz, Roger M., "The Skilled Facilitator", *Jossey-Bass Publishers*, 1994
- Silberman, Mel, "101 Ways to Make Training Active", *Jossey-Bass*, 1995
- Sugar, Steve, "Games That Teach Experiential Activities for Reinforcing Training", *Jossey-Bass Pfeiffer*, 1998
- Townsend, John, "The Business Presenter's Pocketbook", 5th Edition, *Management Pocketbook Series*, UK
- Vella, Jane, "Taking Learning to Task" and "Learning To Listen, Learning To Teach", Jossey-Bass Publishers, 2000 and 1997

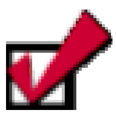
Session One: Introduction

Learning Objectives
By the end of this session, participants will:
- Orient themselves in a training environment that is conducive to learning
- Identify the two most important points of reference for any business presentation
- Set three personal objectives with respect to their own participation in the course
- Clarify expectations with respect to what the course will offer and demand
- Establish ground rules for their interaction as a group

Time: 80 minutes (65 minutes for exercises)



Methods:
- Lecture
- Large group discussion
- 5 exercises (icebreaker, individual introductions, 1 individual assignment, 1 large group activity with response cards, 1 small group task)



Materials:
- PowerPoint presentation entitled "Session 1 Introduction" which is found in the Day 1 slideshow and consists of 18 slides (3 are hidden)
- Handout 1.1 Session Plan
- 3 small note cards for each participant
- 17 large note cards or sheets of paper, each one with the name of a training session written on it
- Tape or push pins for posting the note cards
- Large drawing canvas created by taping multiple flip chart pages onto the wall

Overview: Session 1 introduces the Training of Trainers' course curriculum, purpose, objectives and structure. It gives participants and trainers an initial opportunity to get to know each other and sets the tone for the rest of the course. It should create a welcoming and stimulating learning environment.

1. Introducing the Audience

Time: 30 minutes (10 minutes for icebreaker; 15 minutes for introductions)
Slides: 5 (including the course title slide)

Teamwork
Immediacy
Safety

An icebreaker activity gives participants an opportunity to informally get to know each other and provides a cushion against late arrivals. After the icebreaker, officially welcome everyone to the course and introduce "the audience" as the first of two important reference points that trainers should be focused on as they develop and deliver a course. This is an opportunity to comment on the participatory nature of this training and to explain that participants and trainers alike will be each other's audience in the days to come. The "getting to know each other" process continues with individual introductions. The last question of the introductions exercise should provoke some laughter and creativity while also allowing the trainer to highlight the importance of understanding how adults learn, the first major topic to be explored in the course.

2. Introducing the Objectives and Structure

Time: 10 minutes (5 minutes for Exercise 1.1)
Slides: 7

Immediacy
Accountability
Relevance

Introduce objectives as the second key reference point for training design and delivery. Facilitate a brief discussion about why objectives are important.

Invite participants to articulate their personal objectives for the course using Exercise 1.1. Then turn to the course objective and explain how the TOT is structured to facilitate achievement of that objective. The final two slides can be used to introduce *MicroSave* and its rationale for developing the course.

3. Clarifying Expectations

Time: 20 minutes (all for Exercise 1.2)

Slides: 1

Relevance
Teamwork
Safety

Participants explore the course agenda and identify whether and how their personal objectives can be met in the context of the course. The group as a whole gains an understanding of each other's priorities and interests. It is critical that the negotiated agenda be accepted by all participants as a result of this discussion.

4. Ground Rules and Administration

Time: 20 minutes (15 minutes for Exercise 1.3)

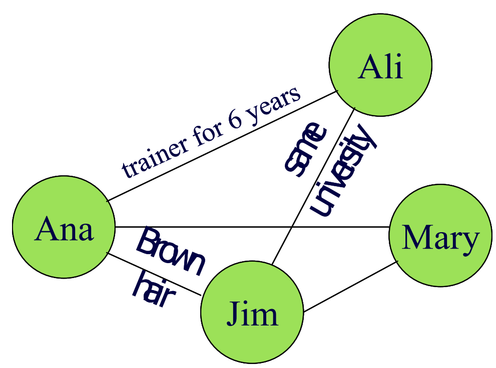
Slides: 5 (3 are hidden)

Teamwork
Accountability
Safety

Once the discussion around content expectations is finished, ground rules should be set and logistics announcements made. This is also the time to acknowledge any sponsors or organizers who helped make your event possible.

Exercise Icebreaker

Start this activity about 5 minutes before the training is supposed to begin, or as soon as you have a handful of people in the room who you can invite into a conversation. Prepare in advance a large area on the wall that is covered with flip chart paper (use two layers if your markers are strong enough to bleed through one sheet of paper). Explain that participants should take turns writing their name in a circle on the flip chart. After writing their name, each participant should connect his or her circle to at least one other participant with a line that indicates something that those two people have in common. For example, if Ana and Jim are the first two participants in the room, Jim might draw a line between his circle and Ana's that indicates they both have brown hair. He might also connect himself to Ali by noting that they went to the same university. Encourage participants to connect themselves to as many other participants as possible.



Allow the activity to continue approximately 10 minutes into the start of the session, until most if not all participants have had a chance to arrive and begin talking/drawing. The primary purpose of this activity is to get people moving around and talking with each other, but you can also refer to the drawing during the discussion about audience.

10-15 minutes.

Exercise Introductions

The icebreaker will have begun a "getting to know each other" process. Individual introductions should continue that process, allowing each individual in the room to learn some basic background information about the others. It should also continue building a collective identity among training participants.

Use the slide for this exercise to request that each participant share their name, where they come from, how much experience they have as a trainer, and one thing they think everyone in the room has in common. It is important to reassure less experienced members of the audience that it is okay to be less experienced (remember the safety principle). They are the ones who will have the greatest opportunity to benefit from the course. The purpose of requesting this information during the introduction is to give everyone a sense of the level and range of experience present in the room. This will help set the stage for appropriate peer feedback in later sessions.

Title a flipchart "Group Profile" and keep track of the number of years of training experience held collectively by the group and/or record key phrases that remind everyone of what the group has in common. If someone has been a "part-time" trainer over a number of years, don't allow the group to get bogged down in calculations over what number to put on the chart. Look for a rough estimate instead (e.g., approximately 50% of her time over the last four years was spent designing and delivering training = two years)

You can make this activity more engaging by asking the group whether each participant's answer to the final question is, indeed, something that we all have in common. If a participant guesses "wrong" and mentions something that not everyone has in common, just move on without adding an item to the flipchart. This activity should focus more on generating lively and creative interaction than coming up with correct answers. You can start things off on a lighter note by introducing yourself first and offering a humorous response to the last question, for example, "I think everyone in this room… brushed their teeth this morning" or "…is wearing underwear today."

You should be able to use the results of this exercise to smoothly transition to the next slide, to note that adults have a great deal in common with respect to how they learn, and to stress the importance of taking time to understand how adults learn before attempting to design and deliver a training event.

15 minutes.

Exercise 1.1 Setting Personal Objectives

Ask participants to think of three ***specific*** things that they want to be able to do or do differently by the time they finish this course. Encourage them to think about what they already know with respect to setting objectives and to define real and practical goals for themselves. Instruct them to write each objective on a separate note card with their initials in the bottom right hand corner of each card.

The instructions for this assignment are important because you want to focus participants on ACTION as early in the course as possible. The ultimate objective of any training activity is to produce some kind of change, so use this exercise to encourage participants to articulate how they want to use the information they hope to gain in this course.

At the end of the exercise, ask everyone to set their cards aside for a few minutes because the processing will take place later (see Exercise 1.2). Participants are deliberately asked to articulate their personal objectives *before* the course objective and agenda are introduced, so that they can have an opportunity to influence the agenda based on what they personally want to achieve during the week. This approach responds to the teamwork and relevance principles.

5 minutes.

Exercise 1.2 Clarifying Expectations

As preparation for this exercise, write the name of each content session on a sheet of paper and post the sheets at a fairly high level along the wall. Make sure the writing can be read easily. Rip approximately 50 small pieces of tape and affix them partially to the side of the flip chart stand, window frame or table, so that participants can quickly post their cards.

Ask participants to review the session plan provided in Handout 1.1 and to identify where in the agenda their personal objectives will be met. Request that they post each card on the wall underneath the name of the session in which they think that particular objective will be met. Explain that they should hold onto any card that contains an objective that they think will not be met by the agenda.

Once everyone has sorted and posted their cards, ask those who think they have an objective which may not be met by the course to share that objective with the group. Try to find a place in the agenda where the objective can be at least partially met. If someone's personal objective simply does not fit into the scheduled plan, you will need to decide whether to adjust the plan to include content which addresses that training need, or acknowledge that that particular need cannot be met by this course. In order to fulfil the accountability principle, it is important that everyone ultimately agree on what objectives the training can be expected to meet.

Once all the objectives have either been posted or discussed, summarize the results, drawing attention to sessions that received more cards than others and will clearly be a priority for the group. As the trainer, take careful note of the results of this exercise so you can do your best to meet help participants meet their objectives. If possible, leave the note cards on the wall for future reference, or store them safely so they can be referred to again during Sessions 10 and 17.

Total time = 20 minutes (5-10 minutes to examine the agenda and post the objectives + 10-15 minutes for group discussion)

Exercise 1.3 Creating the Right Climate

By now, participants will be eager to dive into the content, so you'll need to move this exercise along fairly quickly. It can be substituted with any other ground rules exercise you feel comfortable with, but should not be skipped. It is important to set an example here that can be referred to in Session 7.

If conducting the exercise as shown in the slideshow, divide the room in half. Ask the left side of the room to define a set of ground rules that will enable the group to be as productive as possible in the next three days. Ask the right side of the room to define how the ground rules will be enforced, i.e., what will happen if someone breaks a rule?

Give the two sides of the room 5-8 minutes to come up with their proposal, which they must then present to the other side for approval. The exercise is finished only when both sides have agreed on a set of rules and an enforcement mechanism. Since the groups will be relatively large, announce a method for quickly choosing a presenter for each group (e.g., the shortest group member or the one with the longest last name). Also, check in with the enforcement team after 3-4 minutes of its initial discussion to make sure it specifies who should do the enforcing and what the penalty for rule breaking will be.

A variation on this exercise could involve three teams – one would define the rules, one would define the penalty, and one would decide who will enforce the rules.

Total time = 15 minutes.

One idea for enforcing ground rules that works well in a TOT environment is to assign anyone who breaks a rule the responsibility of facilitating an energizer later in the day. You can write names on a flip chart to help you keep track of who "owes" the group some energy.

Q. Why focus on audience and objectives?

Audience and objectives are the two most important points of reference for any business communication, not just the design and delivery of a training event. If participants take home only one message from the course, it should be this one. If they know their audience (e.g., how it learns, what it wants and what it needs), and if they establish clear objectives that will enable their audience to do something that it could not do before, then the actual design and delivery of an effective training event should be relatively easy. What makes delivery difficult is a design that does not have clear objectives, or has objectives that are not relevant to the audience being trained.

No matter what the design or delivery challenge, solutions are most readily found by focusing first on the characteristics of the audience being trained (which includes the general characteristics of adult learners) and the objectives of the event.

Q. Which adult learning principles matter most in the opening session?

All adult learning principles are important during the opening session because that is when participants' first impressions are being formed. If there is any time when you would want to try to respect all of the principles at once, it would be during the opening session. However, relevance, teamwork and safety are particularly important at this time. The opening session has to grab the audience and make it want to participate in the training event as actively as possible. The best way to do this is to demonstrate that participation will yield valuable results outside the training room.

Creating a climate of teamwork and safety is critical for this course because of its participatory nature and the substantial time that participants will spend delivering and critiquing each other's designs. The more comfortable participants are the more effective this course will be. If your event starts late, you can leave out the icebreaker to help make up time, but be careful not to rush too much through this session. If an appropriate climate is created during the opening, it should be relatively easy to make up time in subsequent sessions. That having been said, you won't want to let the opening session drag, or you'll fail to build the energy and momentum that you will need to carry the group through a successful first day.

Q. Isn't the overarching goal of the course too broad?

The goal is broad, but that is okay. The course objective and session objectives will define more clearly what each part of the course is designed to achieve. Use the course goal to ask participants whether they agree with the overall focus of the course before getting into the details of course content. This is the first opportunity to demonstrate the teamwork principle.

Q. Why is the course objective divided into four bullets instead of one paragraph?

The course objective is written in this way to demonstrate how and why to use a four-part learning objective. The objective statement is clear, specific, results-oriented and written from the participants' perspective. It describes action (design, adapt and deliver), a condition (with guidance delivered through at least 20 different training methods), standards (meet a defined learning objective in accordance with adult learning principles) and evaluation (by themselves and their peers). At this point in time, the main purpose of the four bullets is to present the course objective with as much clarity as possible, but you can also allude to the fact that this four-part format is commonly used by trainers to write effective learning objectives, a technique that will be explored in more detail in Session 5.

Q. What is the logic behind the overall structure of this course?

There are three components to the course. The first is a brief but vital introduction to the principles of adult education. Whether a trainer works primarily as a designer or a deliverer, it is imperative that he/she understand how to help an audience learn. The second component builds a foundation of knowledge and skill in the area of training design that will enable participants to support more effective training delivery. The third component focuses on the delivery itself and the development of five skill sets that participants can use to facilitate more effective training.

This three part structure is somewhat unusual for a TOT. Most training of trainer events jump from the first to the third components and focus on strengthening the presentation, communication and facilitation skills of individuals who deliver training events. This course is different because it also encourages knowledge of design techniques as a powerful strategy for solving delivery challenges.

Recognising that an effective training is one that achieves its learning objectives, this course focuses on strengthening participants' ability to design and deliver activities that meet defined objectives, taking into consideration what is known about how adults learn and the training practices that encourage and discourage learning.

Q. What are the 20 methods referred to in the course objective?

If you deliver this course as designed, you will use (and therefore be able to demonstrate) the following methods:

1. Lecture
2. Demonstration
3. Role Play
4. Case Study
5. Panel Discussion
6. Readings
7. Small Group Tasks
8. Large Group Discussion
9. Large Group Exercise
10. Stories
11. Brainstorming
12. Learning Partners
13. BUZZ Group Discussions
14. Interviews
15. Individual Exercises
16. Debate
17. Quiz
18. Response Cards
19. Games
20. Puzzles or riddles
21. Drawings or mapping
22. Display or exhibition
23. Q&A sessions

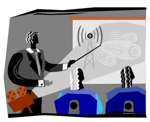
Additional methods that you may want to consider incorporating into your delivery include:

1. Field Trips
2. Video or Film
3. Guest speakers

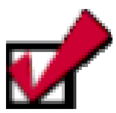
Session Two: Understanding How Adults Learn

Learning Objectives
By the end of this session, participants will:
- Distill core adult learning principles from their own learning experiences
- Discuss the implications of these principles for effective training design and delivery
- Assess their own learning style
- Examine the relationship between learning style, training method and motivation

Time: 90 minutes (53 minutes for exercises)



Methods:
- Lecture
- Large group discussion
- 4 exercises (1 storytelling, 1 self assessment, 1 large group task, 1 active content review)



Materials:
- PowerPoint presentation entitled "Session 2 Understanding How Adults Learn" which is found in the Day 1 slideshow and consists of 25 slides
- Exercise 2.2 Learning Style Inventory
- Handout 2.1 Ten Principles to Guide Effective Training
- Props as necessary for Exercise 2.4

Overview: Session 2 provides important background for all participants regardless of whether they are primarily interested in training design or delivery. It explores the ten core principles of adult learning which will guide the rest of the content in this course. Even experienced trainers who have seen the theory before will benefit from this brief review because they will need to draw upon the principles as they practice techniques for improving the effectiveness of their design and delivery in the sessions to come.

1. Recalling Personal Experience – How Do You Learn?

Time: 20 minutes (18 minutes for Exercise 2.1)
Slides: 3

Introduce the main theme for Session 2 and reiterate why it is important enough to be the first item on the substantive agenda. Understanding the common characteristics of adult learners is the critical first step towards understanding any adult audience and being able to design and deliver a training event that facilitates learning. The starting point for this session is participants' own learning experiences, which are brought to light through Exercise 2.1.

2. Ten Principles of Adult Learning

Time: 25 minutes
Slides: 11

Explain that observations about how adults learn have lead to principles which can guide the design and delivery of effective training. Use this set of slides to present the ten core principles that anchor this course and can be used by participants to improve their own design and delivery. Draw from the examples that participants shared in Exercise 2.1 to illustrate and support each of the principles. Discuss briefly what they think the implications of each principle might be.

3. Learning Styles

Time: 35 minutes (20 minutes for Exercise 2.2; 5 minutes for Exercise 2.3)
Slides: 10

Participants complete the learning style inventory as an individual assignment. Building on the results of that exercise, walk through each of the four main learning styles and discuss how each type of learner might participate differently in a given training environment. Exercise 2.3 can quickly test whether the group has understood the four styles while also exploring the impact that learning style can have on the desire to learn. Consider how a trainer's own preference for a particular learning style might affect his or her approach to training design or delivery and how this might impact participants with other styles. You may want to mention the experiential learning cycle (explored in Session 6) as a valuable tool for designing a training event that appeals to all learning styles.

4. Closing Review of the Principles

Reinforcement
Enjoyment

Time: 10 minutes (all for Exercise 2.4)
Slides: 1

Use an active review method to reinforce the content from this session and encourage participants to articulate the ten principles. After the exercise, draw participants' attention to Handout 2.1 which summarizes all ten principles and the implications for effective training design and delivery. Participants may want to use the handout as a reference when they begin to design their own training session later in the course.

Exercise 2.1 How Do You Learn?

Ask participants to think of a time when they felt they learned something. The situation can be formal or informal, work related or personal, as long as it is memorable. Ask them to reflect on the conditions under which the learning took place. Give everyone a minute or two to reflect individually before discussing the questions as a group. Pre-title a flipchart, "How We Learn".

As you process the exercise in plenary, list words or phrases on your flipchart that remind everyone of the conditions identified. Ask probe questions so that by the end of the discussion you have at least one participant example to illustrate each of the 10 adult learning principles. This is arguably the most important discussion in the course, so prepare to facilitate it well.

Total time = 18 minutes (2 minutes individual reflection + 16 minutes discussion).

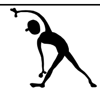
Exercise 2.2 Learning Style Inventory

Explain the concept of a learning style and distribute the handout for this exercise. Allow participants ample time to complete the inventory individually. Then reveal the slide "What Style of Learning Do You Prefer?" and ask participants to complete the graph on page 7 of their handout using a bold marker, and to post this page on the wall. If charts are posted on the wall, you can refer to them during the subsequent discussion of the four main learning styles, but if you are behind schedule, just ask for a show of hands to illustrate the range of styles present in the room.

If the charts (or hands) illustrate a mixture of styles, you can use the results to help demonstrate that there is a diversity of learning styles present in most audiences. If the room happens to be filled with participants that have a similar learning style, the more interesting question will be raised after Exercise 2.3 when you facilitate a discussion about the impact of learning style on trainers' performance. Total time = 20 minutes.

Exercise 2.3 Which Learning Style Would Be Most Motivated?

The purpose of this activity is to give participants a chance to think about the relationship between learning style, training method and motivation. Perform this exercise as a large group activity, asking a volunteer to read one scenario at a time from the slide for this exercise, and invite participants to comment on which learning style would be most motivated by each scenario and why. The main message to convey is that not all learners will find the same type of work, environment or training activities attractive. The answers to the exercise are: 1) reflector; 2) activist; 3) pragmatist; 4) theorist. 5 minutes.

Exercise 2.4  Quick Review

Prepare ten paper or cardboard strips, each one with an adult learning principle written on it in bold letters. Decorate the strips with as much color and creativity as you can, since this will make the activity more enjoyable and will also make it more fun to bring the strips back again and again as you work with each of the principles throughout the course. Give one strip each to ten participants at random and explain that the owner of each strip will have one minute to act out his or her principle. If the audience guesses the principle before time is up, the actor can earn a prize. Once a principle has been correctly guessed, post it somewhere visible to aid retention.

If you're behind schedule, choose a less time-consuming review activity, but don't skip the exercise all together. For example: 1) you could quickly ask the group to name the ten principles; 2) you could have a contest in pairs—the first pair to list all ten principles wins a prize; 3) you could post a flip chart on each side of the room, divide participants down the middle and let the two sides compete to see can complete its list of ten principles first. With this last option, you could set any number of rules—perhaps participants have to hold the pen in their left hand, or one person holds the pen while the other person guides the hand to write, or they have to balance an object on their head as they write and if it falls off they have to stop writing and go to the back of the line, passing the pen to someone else, etc. Use the review to energize the group and reinforce the principles. 10 minutes.

Q. What are the ten adult learning principles that anchor this course and what implications do they have for training design and delivery?

There is a significant body of literature on adult education and no standard number of principles or titles by which those principles are referred to. In an effort to make this large body of literature more accessible to the average facilitator, we have selected the ten principles that are most widely cited by both academics and trainers. We have attached a single word identifier to each of the ten principles to make them easier to refer to and reinforce throughout the training event. For more background on adult education principles, consult the resources listed in the introductory section of this guide. In particular, see Chapter 1 of Jane Vella's book, *Learning To Listen, Learning To Teach*, Jossey-Bass Publishers, 1997.

The table below lists the ten principles along with a description of the adult learner characteristics that each principle refers to. It also suggests some actions that trainers can take to design and deliver training events that respond to these characteristics, thus creating a more effective learning environment.

Principle	**Observations:** ***How Adults Learn***	**Implications:** ***How Trainers Can Respond***
1. Experience	• We already know a lot and want that to be acknowledged • We are accustomed to doing things in a certain way • We want to draw from and build on our own experiences	• Respect and build on participants' existing knowledge and experience • Create linkages between the course material and real situations that are familiar to participants • Ask participants how new information fits with what they already know • Use interactive training methods that give participants opportunities to learn from each other • Incorporate activities that allow participants to experiment with new ways of doing things

2. Teamwork	• No one can force us to learn if we don't want to • We like to be in control, but don't like to do all the work ourselves • We expect others to add to what we already know	• Involve participants in articulating their learning needs before and during the training event • Partner with participants to achieve learning objectives • Clarify roles and responsibilities • Don't do or decide what participants can do or decide for themselves • Provide opportunities for the audience to influence the direction and pace of the session • Design participatory activities so that everyone is included • Use reflection activities to examine how the group can work more efficiently or effectively • Pause frequently to test understanding and invite feedback
3. Relevance	• We're busy people; we have to have a reason to pay attention • We are naturally excited to learn things that help us understand our own lives • What interests us most is knowledge that we can apply now to real situations	• Design course materials, content and methods to respond to participants' needs • Communicate how each new topic, session, and resource can help meet an identified need • Clarify expectations during the opening session • Pattern in-class exercises on real-life scenarios that are of interest to the audience • Use descriptions, examples and illustrations that are familiar to participants • Plan opportunities for applying new information to real situations as quickly as possible • Continually demonstrate how new information links with previous knowledge • Allow participants to set their own objectives and evaluate their own learning
4. Safety	• Negative emotions prevent our learning – if we feel *ridiculed*, *ignored* or *unsuccessful*, we will participate less • Positive emotions encourage our learning – if we feel *respected*, *supported* and *successful*, we will participate more	• Create an environment in which participants feel welcome, comfortable, respected and productively challenged • Introduce yourself and the course content in a way that builds confidence in the quality of the design and your competence as a trainer • Communicate the feasibility and relevance of the learning objectives early on • Give participants time to become acquainted and form interpersonal connections • Use small groups at the start of the event to develop trust • Begin with simple, clear and relatively easy tasks before advancing to more complex and difficult ones • Match the complexity and pace of the training design to the capacity of the audience so that success is possible • Build positive reinforcement into the training design • Recognize the value of each contribution • Manage group interaction so that learners do not feel ridiculed, threatened or ignored; keep criticism constructive • Receive feedback with appreciation and care
5. Enjoyment	• We learn when we want to learn • We're more willing to learn if learning is fun • We have more fun when we like the people we're working with • We enjoy receiving praise, even for small efforts	• Look for ways to make things fun—be creative! • Use energizers and closings to encourage a more animated, festive, relaxed atmosphere • Allow people to choose who they work with • Structure competitions to build collective team spirit • Build break times into the schedule that are long enough for participants to socialize • Consider "out-of-class" activities that facilitate informal interaction • Have fun yourself; be enthusiastic

6. Immediacy	• Our attention span and patience are limited • What we learn first is usually what we learn best • We want to be able to use what we learn immediately	• Place important messages at the beginning • Make a strong, interesting first impression • Keep sessions relatively short • Facilitate opportunities to apply new information as quickly as possible
7. Reinforcement	• We learn more if we use more than one of our senses • We forget things quickly; repetition aids our retention • We remember best what we hear last	• Engage multiple senses to deliver messages: as you explain something verbally, try to show it as well; invite participants to hold the paper, read a slide, draw a diagram, demonstrate a possible solution, etc. • Regularly review important messages • Recap every 20 minutes • After each break, start with a review • Ask questions that encourage recall • Use a framework or structure to help you summarize, organize and regularly review core concepts • Use closings to reiterate the most important messages
8. Activity	• We learn the most by doing • Self-confidence increases with practice	• Set achievement-based objectives • Design the training to be as active as possible • Organize activities so that everyone participates • Allow time for participants to reflect on what they have done
9. Accountability	• We want to be successful • In general, we like to keep our promises and want others to do so as well • We are motivated to learn when someone is holding us accountable for doing so	• Use clear objectives to focus and refocus attention • Stick to your agenda – unless the group as a whole decides to change it • Track progress within the training design • Pause frequently to "test" understanding through questioning and activities • Allow participants to evaluate their own learning; make sure they can see what they have achieved • Engage co-workers and supervisors in assessing learners' needs; connect them to the training event's action planning process
10. Style	• Even though we have a lot in common with respect to how we learn, we also have our differences • We tend to prefer a particular style of learning	• Choose a collection of training activities that appeal to different styles; follow the ELC • Be aware of the potential for learning style to bias training style • Encourage the sharing of different perspectives and respect the differences

Q. What is the impact of learning style on a trainer's performance?

As trainers, we tend to train in the same style as we like to learn, but members of our audience will have a range of learning styles, and not everyone will learn in the same way we do. If we always design training events to fit our style, we won't necessarily be helping others learn. Thus, we need to be aware of our bias and design and deliver training activities in a manner that respects and takes advantage of the diversity of skills, attitudes and experiences that will be present in any audience. Session 6 of this course will help participants learn how to choose a collection of training activities that appeal to different learning styles.

Q. What is the difference between an activist and a pragmatist?

Activists are most interested in being active. They like to do things, tackle problems and try out solutions, especially when they can do so together with others. The impact of a solution does not need to clear in advance. Pragmatists also like to do things, but they are primarily interested in doing things that have a clear and direct impact on their own lives, and can be realistically accomplished. If they do not see the relevance of a particular activity, they will be much less likely to participate than the activists. Activists often tackle activities simply for the challenge of doing so.

Q. Are the learning styles presented here the only learning styles that exist?

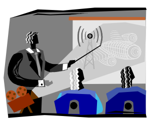
No. Another popular categorization describes learners as visual, auditory or tactile. Some people learn best by *seeing* something. When they ask somebody for directions, they like to see it on a map. When they sit in on a meeting, they like to see the main points written on the board. These people are considered **visual learners**. Other people learn best by *hearing* something. They can learn well from hearing somebody talk about a new idea, or from discussing it with another person. These people are **auditory learners**. Then there are people who learn best by doing something. They really understand when they can use their hands or their body. They are **tactile-kinesthetic learners**.

There are many other frameworks and inventories that highlight various aspects of learning and training styles. An overview of several frameworks can be found in *Training and Learning Styles* by Susan Russel, American Society of Training and Development, which is available online at www.store.astd.org.

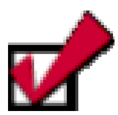
Session Three: Towards Effective Design and Delivery

Learning Objectives
By the end of this session, participants will:
- Share their experiences with effective and ineffective training
- Agree on three fundamental requirements for effective training
- Identify differences between a training event that simply introduces new material and one that facilitates understanding and engagement with the new material
- Discuss the seven steps of planning in the context of planning a training event
- Commit to the objectives for the design component of the course

Time: 55 minutes (40 minutes for exercises)



Methods:
- Lecture
- Large group discussion
- 3 exercises (1 storytelling, 1 learning partner task, 1 individual assignment)



Materials:
- PowerPoint presentation entitled "Session 3 Effective Training Design Overview" which is found in the Day 1 slideshow and consists of 12 slides
- Exercise 3.2 Comparing Methodologies

Overview: With a basic grounding in adult learning principles, Session 3 moves participants towards more effective design and delivery by defining effective training as a learning event that results in participants choosing to do something differently. The seven steps of planning are introduced as a framework to help trainers generate this kind of result. Each participant selects a topic around which they will design and deliver a fifteen-minute training session during the course.

1. Defining "Effective" Training
Time: 25 minutes (20 minutes for Exercise 3.1)
Slides: 5

Now that the group has a core understanding of how adults learn, it is possible to move on to the main challenge of the course—how to design and deliver more effective training. Meeting this challenge first requires careful consideration of what constitutes effective training. A storytelling exercise encourages participants to share their own experiences with effective and ineffective training delivery and to draw the conclusion that effective training will not only respond to the ten adult learning principles, but also result in participants making some kind of productive change.

2. Requirements for Effective Training
Time: 15 minutes (15 min. for exercise 3.2)
Slides: 2

To generate productive change, training must do more than simply introduce new material (or new ways of looking at old material). It must also facilitate activities so that participants understand the new material and choose to apply it to their own circumstances in a way that yields improved results. Exercise 3.2 helps participants to recognize the difference between a training event that simply introduces material and one that facilitates understanding and engagement with the new material.

3. Planning to Meet the Requirements
Time: 5 minutes
Slides: 2

Designing and delivering a truly effective training event is not easy. Doing so requires a plan. Introduce the seven steps of planning as a framework that can guide the development of a training design as well as a trainer's preparation for delivering that design. Briefly discuss each step of the framework in the context of planning a training event.

4. Effective Training Design Overview

Time: 10 minutes (5 minutes for exercise 3.3)
Slides: 3

Explain how the seven steps of planning will provide the framework for the design component of this course. Write the key learning objectives for sessions four through ten on a flip chart to be introduced in conjunction with the design overview slide. Remind participants of the practical nature of this course and explain that they will have an opportunity to implement the concepts learned in each design session as they develop a 15-minute training session to deliver later in the week. Exercise 3.3 invites everyone to identify an idea around which to build their design.

Exercise 3.1 What IS Effective Training?

Ask participants to share a story about a training experience that was either really great or absolutely awful, and what they learned from that experience. Title a flipchart "Effective Training" and make a list of the lessons that are shared. Try to follow best practice flipcharting techniques (see Handout 13.4) because you will want to refer to this chart several times during the course. Look for opportunities to record participant examples that relate to the ten adult learning principles and/or the five delivery skill sets that will be introduced in Session 11 (preparation, presentation, communication, motivation, management). Remember that the flipchart should focus on effective training techniques, so if someone shares a horror story, you'll need to record the experience as one to avoid, or focus on the positive lesson that the participant learned from the ineffective experience.

Try to get everyone to tell a story, but feel free to end the discussion whenever time runs out. Then guide participants through the processing of their results: What patterns do they notice in the responses? What skills, methods or materials are needed to make a training effective? What should they avoid? Is there anything that they would like to add to the list? Help participants to see how responsiveness to the adult learning principles (e.g., designing and delivering something that is enjoyable, active, relevant, etc.) influences the effectiveness of a training event. If possible, use the flipchart results to highlight the importance of the five delivery skill sets that will be addressed starting on Day 3 of the course. You should be able to use the output from this exercise to support your delivery of the concluding messages contained in Slides 47 and 48. Be sure to save this flipchart for future reference (especially in Session 11). 20-25 minutes.

Exercise 3.2 Comparing Methodologies

Ask participants to read the handout for this exercise and follow the instructions at the top of the page. After approximately five minutes, invite them to discuss with the person sitting next to them what they perceive to be the main differences between the two approaches described in the handout. Allow the pairs an additional five minutes for discussion and then process everyone's observations in plenary.

The principal objective of this exercise is to enable participants to recognize the difference between a training event that simply introduces material and one that facilitates understanding and engagement with the new material. The methodology presented in Version #1 describes a traditional approach to learning which assumes that learners are willing to be passive. It presumes that participants bring little to the event and that learning will take place simply by imparting information. It does not engage the learner at the level of critical thought or feeling; there are no questions and no discussion.

The methodology presented in Version #2 is organized around learning tasks that actively involve learners in the content from the beginning of the session. It engages multiple senses, draws on participants' experiences and generates significant discussion. It is much more likely to produce a change in what the learner thinks about Verdi, the extent to which the learner appreciates Verdi's music, and perhaps even the way the learner will try to understand other music in the future. Total time = 15 minutes (5 minutes to read, 5 minutes to discuss in pairs, 5 minutes to discuss in plenary).

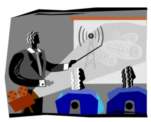
Exercise 3.3 Your Design Idea

As the introduction to this exercise, explain that participants will spend the rest of the course designing and delivering their own training ideas. We do this to make the course as active and participatory as possible and to provide learners with regular opportunities to apply the knowledge and skills that they will gain throughout the week. Ask each participant to identify a topic around which they would like to design and deliver a 15-minute training session for everyone the room. The topic can be anything—professional or personal, serious or humorous. Leave the playing field as open as possible because having a variety of topics will help make days 3, 4 and 5 of the course more interesting. If you feel the need to share a few examples of possible topics, give a range of examples to demonstrate that creativity is encouraged (e.g., the 8 Ps of marketing, techniques for applying makeup, how to ask someone out on a date). The only point to stress at this point in the process is that the topic should be something that they think will be interesting to this audience. Participants will have a chance to test whether their topic is relevant during Session 4 and will be able to adjust and focus their idea at that time, but they should start thinking about relevance now to avoid having to completely change topics later. If you like (and if time permits), you can invite participants to share their ideas, either verbally or by writing their topic on their name tag or table tent. 5 minutes.

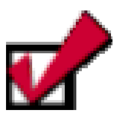
Session Four: Assessing Needs

Learning Objectives
By the end of this session, participants will:
- Agree that needs assessment is essential to effective training design
- Conduct a basic needs assessment that will inform their training design
- Practice using importance and feasibility criteria to decide which needs should be the focus of a particular training event

Time: 95 minutes (70 minutes for exercises)



Methods:
- Lecture
- Large group discussion
- 4 exercises (brainstorming in trios, Margolis wheel, small group case study, individual task)



Materials:
- PowerPoint presentation entitled "Session 4 Assessing Needs" which can be found in the Day 1 slideshow and consists of 20 slides
- A prize or award for the winning trio in Exercise 4.1
- Handout 4.1 Training Needs Assessment
- Handout 4.2 Questions to Inspire a Training Needs Assessment
- Handout 4.3 Worksheet for Planning a Training Needs Assessment
- Exercise 4.3 Interpreting Assessment Results

Overview: Session Four is the first session of the design component of this course. It focuses on the first major reference point for any training design – the audience – and aims to convince participants of the value of conducting a needs assessment. It also guides them through simple processes for planning, implementing and interpreting the results of a needs assessment.

1. Importance of Needs Assessment

Reinforcement
Relevance

Time: 15 minutes (10 min for Exercise 4.1)
Slides: 5

Communicate that effective training design begins with an understanding of the learners and the context within which learning must take place. Exercise 4.1 introduces the topic of needs assessment as a natural process that does not have to be complex. If this exercise is followed by a well-facilitated discussion about whether and why it is useful to understand learning needs, participants will likely convince each other of the importance of needs assessment. If necessary, the last slide of this set can be used by the trainer to argue the case for needs assessment persuasively enough that participants ultimately agree that it is essential.

2. The Basic Needs Assessment Process

Activity
Experience

Time: 35 minutes (30 minutes for Exercise 4.2)
Slides: 3

Describe the basic needs assessment process as a search to: 1) understand the gap between an existing situation and a desired situation; 2) determine what is needed to bridge that gap; and 3) identify which needs could be met through a training event. Introduce the five types of learning needs that can be explored during an assessment. Then give participants an opportunity to conduct a basic needs assessment that can inform their training design using Exercise 4.2. More detailed techniques for conducting a needs assessment are explored later, so focus here on the general process of finding and analyzing a gap.

3. Planning a Needs Assessment

Experience

Time: 10 minutes

Slides: 5

Discuss the process of planning a needs assessment including who will gather what information from whom using which method. Explore the advantages and disadvantages of various needs assessment methods, drawing as much as possible from participants' own experiences with those methods. Introduce Handout 4.3 as a simple worksheet that can assist them in the future if they wish to plan a more extensive needs assessment than the one conducted in Exercise 4.2.

4. Assessing Which Needs to Meet in the Training

Activity Experience

Time: 35 minutes (25 minutes for Exercise 4.3; 5 minutes for Exercise 4.4)

Slides: 7

A typical needs assessment process will generate many more requests than any single training event could ever fulfil. Thus, the identified needs must be prioritised in some way. After a brief discussion of the challenges of translating needs assessment results into training content, introduce the importance and feasibility criteria as tools for deciding which needs to meet. The fictitious case study in Exercise 4.3 and the individual assignment in Exercise 4.4 allow participants to practice using these criteria to assess needs more effectively and to decide where to focus a training design.

Exercise 4.1 In Search of Understanding

Effective training design begins with an understanding of who needs to learn what, for what purpose and in what context. Ask participants to work in groups of three to brainstorm questions that they could ask to help them understand learning needs. Give participants 5 minutes to come up with as many questions as possible. Then move around the room accepting one question at a time from each trio (without accepting duplicate contributions) and award a prize to the trio that makes the last contribution.

Encourage the group to think about the seven steps of planning when formulating their questions and to consider the multiple aspects of a learner's needs and environment that they might want to explore. Handout 4.2 provides some examples of the kind of questions that might be asked.

Total time = 10 minutes.

Exercise 4.2 Assessing the Needs of Your Audience

In Session 3, participants selected an idea around which they would like to design a 15-minute training. With this exercise, they will begin the process of designing that training by getting to know their audience and its needs and interest in the topic chosen.

Organize participants into two circles—an inner circle and an outer circle. If there are an odd number of participants, the facilitator can join the outer circle. Each person sitting in the inner circle will ask questions to a person in the outer circle in an attempt to better understand that person's needs, interests and priorities in the area around which they want to design their training. Explain that each pair will have approximately two minutes to talk and then you will ask the outer circle to move one seat to the right so that people on the inside can ask their questions again to a different person on the outside. Rotate the outer circle four or five times (as time permits) so that each person on the inside can talk to at least four different members of the audience. Then ask the two circles to switch places and repeat the exercise so that those who were answering questions are now asking questions about their own topic.

When introducing this exercise, encourage informal conversations. It is important to demonstrate that needs assessment does not have to be a complicated exercise. It is basically a process of asking questions—taking the time to explore, from a variety of perspectives, what learners needs are and what kind of environment, examples, etc. would be relevant. The purpose of the activity is simply to find out what members of the audience already know and what they are most interested in knowing about a particular topic. You may wish to give everyone a minute to think of the questions they want to ask before organizing the group into two circles. Remind the group to consider all seven steps of planning as they formulate their questions.

When processing the exercise, ask participants which of the five types of learning needs they identified. Try to get one example of each type of needs. Did they identify any other types of needs that are not on the list? You might also take time to discuss the Margolis Wheel training technique. Find out whether anyone has ever used it before and in what context (the examples do not have to be related to needs assessment).

At the end of the discussion, ask whether anyone decided to change or modify their design idea as a result of this exercise. Did the activity generate useful information? Did they gather enough information about the needs of their audience to design their training? What else would they like to know that the exercise didn't allow them to find out? This experienced-based discussion should reinforce at least some of the messages delivered earlier with respect to the importance of needs assessment, but it should also raise issues about the limited value of such a spontaneous, informal assessment and the benefits of taking more time to plan the assessment and/or embrace a more formal, extensive process. If you ask participants how they have assessed needs in the past, the discussion can easily lead into the next set of slides which looks at how to plan a needs assessment.

Total time = approximately 20 minutes for the wheel and 10 minutes for processing afterwards.

Exercise 4.3 Interpreting Assessment Results

Divide participants into groups of 4-5 people. Explain that each group has been hired to design customer service training for credit officers at a local MFI. They have been given the results of a recent needs assessment, which can be found on the second page of the handout for this exercise. Ask each group to answer the two questions posed in the handout:

1. Which five needs would you choose to address in your training?
2. Would you like to have any additional information before designing the training event? If so, what kind of information would you like to gather, from who would you collect it, and how might you collect it?

When processing the groups' answers to the first question, focus the discussion on the criteria used to select which needs to meet. There is no "correct" answer to this question, so forcing everyone to agree on the same five needs is unnecessary. Simply guide participants to recognize the value of assessing both importance and feasibility, and to realize that this questionnaire does not provide much information about feasibility.

For the second question, consider some of the following issues:

- Who else could have or should have been consulted (e.g., supervisors or customers)? What impact might this have had on the results?
- If additional information should be collected, who should collect it, when, where and with what methodology? (e.g., Does the institution have a suggestion box? What front-line customer service issues have been raised there most frequently? Where and how did the idea of organizing a customer service training for credit officers come from? What performance issues is the training supposed to address for the institution?)
- If there are limited resources available, how can an MFI decide which needs to fulfil? How could it have assessed the feasibility of the different options, or the comparative importance of each? (For example, it could have asked credit officers to rank in order of priority the five most important training requirements on the list, or it could have asked, "If we can meet only one of the needs on this list through training in the next three months, which one should we meet?"
- Why were only quantitative questions asked? What might be the benefit of asking one or more qualitative questions (i.e., descriptive, open-ended questions)?

- Is 27 respondents an appropriate number? How would you decide what is an appropriate sample size for a needs assessment? If the sample for the original assessment was too small, what kind of follow up might be done?

Total time = 25 minutes (10 minutes for group work and 15 minutes for discussion)

Exercise 4.4 Prioritising Training Needs

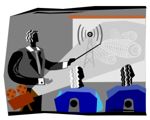
This exercise concludes the session and a loop of the ELC by inviting participants to apply what they have learned to prioritise the training needs they wish to meet during their own 15-minute training session. There is no need to process this exercise. Just encourage participants to take a few notes once they have defined their priorities because that will make their work in the next session easier.

Total time = 5 minutes

Session Five: Writing Learning Objectives

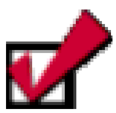
Learning Objective
By the end of this session, participants will write objectives for at least two levels of learning that clearly specify the action that will take place, the conditions under which the action will occur, the expected standard that should be achieved and the manner in which learning will be measured, as evaluated by their peers.

Time: 90 minutes (70 minutes for exercises) + 30 minutes for Day 1 closing



Methods:

- Lecture
- Large group discussion
- 7 exercises (2 large group activities, 2 individual tasks, 1 small group task, 1 peer review, 1 learning partner activity)
- 2 closing exercises (1 game in small groups, 1 individual task)



Materials:

- PowerPoint presentation entitled "Session 5 Writing Learning Objectives" which can be found in the Day 1 slideshow and consists of 22 slides (plus 3 slides for the end-of-day closing)
- 20 verb cards (see Exercise 5.2)
- 2 large note cards per participant
- Small prize or way to celebrate the achievement of this session's objective
- Props for Scavenger Hunt Review: clue cards, basket of tea bags, empty box, instructions for each task, mirror, prize for winning team (see Exercise Day 1 Review)
- Handout 5.1 Action Verbs
- Handout 5.2 Bloom's Taxonomy
- Handout 5.3 Sample Learning Objective Formats
- Handout 5.4 Checklist for Writing Learning Objectives

Overview: Session Five focuses on the second major reference point for any training design – the objectives. This session seeks to convey what objectives are and why they are important. It then guides participants through the process of writing effective objectives.

1. The Importance of Objectives

Relevance Reinforcement

Time: 5 minutes
Slides: 4

Recall that objectives are the second important reference point for any training design. Discuss the role that objectives play in the seven steps of planning and in the trainer's response to the ten adult learning principles. Highlight four critical ways that objectives support effective training.

2. Core Characteristics of an Effective Objective

Time: 10 minutes (5 minutes for Exercise 5.1)
Slides: 4

Objectives can be usefully established at a variety of levels. No matter what the level, however, the core characteristics that make the objective effective are the same. Present sample objectives written in a typical format and facilitate a conversation about what those characteristics might be. Use Exercise 5.1 to test understanding of the conclusions from that discussion.

3. Paying Attention to the Verb

Time: 10 minutes (5 minutes for Exercise 5.2)

Slides: 3

Focus here on the root of all effective objectives—the active, measurable verb. After participants practice identifying active, measurable verbs in Exercise 5.2, examine the three different types of objectives and the verb subsets that are appropriate for each. Walk through Handout 5.1 so that participants have the option of using it as a reference during the next set of activities. Explain that more detail about the taxonomy can be found in Handout 5.2.

4. Writing Learning Objectives

Time: 65 minutes (10 minutes for Exercise 5.3; 15 minutes for Exercise 5.4; 10 minutes for Exercise 5.5; 5 minutes for Exercise 5.6; 15 minutes for Exercise 5.7)

Slides: 11

Experience
Teamwork

Begin with Exercise 5.3 so that everyone gets a chance to write an objective. Then write five of the weaker objective statements on sheets of flip chart paper. Critique one in plenary, focusing first on the core characteristics (action, results, participant-oriented, measurable) and later, after introducing the four-part objective format, adding conditions, standards and/or evaluation criteria. Invite participants to improve the remaining four statements through Exercise 5.4 and then to improve their own objectives in Exercise 5.5. The final two exercises provide an opportunity for peer review and collaboration to achieve the objective of the session.

5. Closing

Time: 30 minutes (24 minutes for Scavenger Hunt Review; 4 minutes for feedback exercise)

Slides: 3

Reinforcement
Enjoyment
Accountability

Use the course overview slide to help summarize the content of today's sessions, specifically the focus on the two key reference points for training design—audience and objectives. The scavenger hunt review demonstrates how a game can be creatively used to reinforce main messages from the day and the "Stop Start Continue" exercise gives you feedback for better adapting the rest of the course to participant needs and preferences.

Exercise 5.1 What's Wrong with These?

This exercise is worked through in plenary. The goal is to help participants identify what is strong and weak about the various objective statements. Statements 1, 2 and 4 are weak because they do not have action verbs and they are not measurable. You can ask participants, "How can you measure understanding, knowing, appreciation?" Statement 3 is a bit better because it incorporates a measurable action, but it is still not quantifiable. A decision about whether or not the objective has been achieved will still be open to individual interpretation unless the objective defines how many market research methods participants are supposed to identify. None of these objectives includes conditions or standards.

To support this discussion, you may wish to write the core characteristics of an effective objective on a flipchart so that the audience can view them at the same time as they consider the exercise.

Total time = 5 minutes

Exercise 5.2 Paying Attention to the Verb

Write the following 20 verbs on cards, one verb per card: write, describe, solve, select, distinguish, compare, critique, define, design, rank, know, comprehend, understand, appreciate, familiarize, study, learn, be aware of, realize, be exposed to. Mix the cards up, divide the audience into pairs, and ask the first pair to select one card. Give the pair some time (it can be 10-15 seconds – it need not be a literal minute) to decide whether the verb written on the card is active and measurable or not. If it is, they should show the audience their card and give it a "thumbs up". If it is not, they should show their card and give it a "thumbs down". You can then invite the audience to agree or disagree with the decision and facilitate discussion as necessary to enable the group to come to a correct conclusion.

The first 10 verbs on the list should get a thumbs up; the second 10 should get a thumbs down. Continue the exercise until all cards have been chosen or time runs out. 5-10 minutes

Exercise 5.3 Write Your Own Objectives

Schedule this exercise so that it takes place right before the afternoon break. Distribute one note card to each participant and ask everyone to write a number "1" in the upper right hand corner of one side of their card, and a number "2" on the other side. On side 1, ask them to write an objective for their 15-minute training that responds to a priority need that they identified in Exercise 4.4. On side 2, ask them to draft an objective for a one-week training on a similar topic. The scope of these two objectives should be different since the first is a session objective covering just 15 minutes of content while the second is a course objective covering a one-week time period. When participants have finished drafting these two objectives, they should write their name at the bottom of the card and bring it up front before breaking for tea/coffee.

During the break, select 5 of the weaker session objectives. Choose one to discuss in plenary and write it on a flipchart stand. Write the course objective drafted by the same participant on another flip chart stand. Then write 4 other session objectives (from 4 different cards) on 4 separate sheets of flipchart paper leaving some space between each line of text. Post these 4 sheets in different corners of the room but hide them (e.g., by folding the bottom half of the paper over the top and taping it lightly at top so that it can easily be revealed when the time comes).

Note: If time does not allow you to make these preparations, you can ask the group to choose cards at random and write the objectives on the flipcharts in plenary and as part of Exercise 5.4, but the writing will take time so it is recommended that you try to organize this during the break. Also, if you can select the cards of weaker participants deliberately, you can ensure that they get more support during the plenary discussion.

When participants return from break, discuss the strengths of the objective statements written on the flipchart stands. Then look at how to improve the statements, taking into consideration the core characteristics of an effective objective (i.e., active verb, results-oriented, written from the participants' perspective, and observable/measurable). Edit the objective statement on the flipchart in response to participant suggestions. It is highly recommended that you keep the author of the objective statement anonymous and introduce the editing process as a brainstorming of ideas which the author will later have the option of accepting or rejecting. This will help you comply with the "safety" principle.

Once the sample objective meets the core requirements of an effective objective, introduce the next set of slides and discuss the utility of going beyond the basic requirements to define a four-part learning objective. After explaining each of the four parts (but before introducing the next exercise), return to sample session objective and guide participants through the process of turning it into a four-part objective.

At some point during the processing of this exercise, be sure to question whether the sample session objective would support achievement of the sample course objective. Also, examine closely whether the session objective has an appropriate scope given the 15-minute time frame. In general, this exercise should focus on the 15-minute session objective because that is the one that participants will build on during the rest of the course. Participants are asked to draft and discuss objectives at two levels during this session simply to illustrate that objectives can be written at a variety of levels, but will differ in their scope and will need to support each other.

Total time = 10 minutes for the individual exercise (and then 10 minutes to process it in plenary with the next six slides)

Note: Some participants may have difficulty defining conditions for their objective; if so, ask them to make the best decision they can at this point in time with respect to what participants will need or should be given in order to produce the desired action or behaviour, and explain that Session 6 will give them additional guidance for selecting training methods, techniques or resources to include in the conditions statement.

Exercise 5.4 Improving Your Objectives

Reveal the four session objectives that were written on the wall during the afternoon break (see Exercise 5.3). Divide participants into four groups and ask each group to improve one of the objectives on the wall. If time was insufficient to write the objectives on the wall in advance, give (or allow each group to choose at random) one session objective to write on a flipchart for editing.

Explain to the groups that they should first make sure that their objective meets the four basic requirements for effectiveness and then try to edit the statement into a four-part learning objective. They should make their edits on the flipchart so that the audience can see both the original objective statement and the suggested improvements. To help facilitate efficient group discussion, the slide for this exercise suggests a technique for deciding who should present each group's results in plenary. Feel free to edit the slide if you wish to use a different technique.

Give the groups 5 minutes to make their edits and then allow approximately 2 minutes for each group to present its suggestions in plenary and receive comments from the rest of the audience. If an objective statement remains weak in some area after the group's effort, make sure that this weakness is identified, but do not feel obligated to correct it in plenary. The original author of the objective will have a chance to fix it in the next exercise.

Total time = 15 minutes (5 minutes for small group work and 10 minutes for processing in plenary)

Exercise 5.5 Making Your Own Objectives More Effective

Invite participants to the front of the room to collect their objective cards and ask them to spend the next 10 minutes improving both of their objective statements. Introduce Handouts 5.3 and 5.4 as resources they may find useful in this process (Handout 5.3 provides a few sample formats for writing four-part learning objectives while Handout 5.4 provides a checklist for analysing where their objective might need improvement). You may also want to remind participants of the action verb classification provided in Handout 5.1.

Ask participants to focus first on their 15-minute session objective, especially if time is running short. Collect everyone's cards at the end of the exercise and redistribute them for Exercise 5.6. If possible, redistribute them so that people across the room from each other become learning partners. If you need to save time, you can ask participants to swap cards with a neighbour, but some participants may have already consulted their neighbour informally, so it can be helpful if you assist them in finding another partner.

Total time = 10 minutes

Exercise 5.6 Peer Review

Redistribute the objective cards collected at the end of Exercise 5.5 so that each participant possesses the card of a learning partner. Give everyone 5 minutes to review the objectives on that card using the checklist in Handout 5.2 and to answer the questions on the slide for this exercise:

- Did the author achieve the session objective: "Write objectives at two levels that clearly specify an action that will take place, the conditions under which the action will occur, the expected standard that should be achieved and the way performance will be assessed"
- Is each objective on the card appropriate for its scope (i.e., a 15-minute vs. 1-week session)?

If participants see any weaknesses in the objective statements they review, encourage them to use the remaining time available to think about how the statements could be improved. This exercise is not processed; it moves directly into Exercise 5.7.

Total time = 5 minutes

Exercise 5.7 Apply the Teamwork Principle

This exercise is really a continuation of the previous one. Invite participants to sit with their learning partner (whoever it is that possesses their objective card) and work together to achieve the Session 5 objective. Explain that when one pair thinks it has met the session objective, it should present its cards to another pair to make sure the draft objectives are relevant and realistic. Emphasize the importance of helping each other to define as clear and strong an objective as possible, since this is what will guide everyone's design and delivery during the rest of the course.

Ask participants to sign their initials in the bottom right hand corner of any card that they believe meets the course objective. When a participant collects the initials of at least three peers, he/she can bring their card to the front. Once everyone has submitted their card (or the available time is exhausted), congratulate the group for its achievement. If time has run out and not everyone has submitted a card, ask the remaining participants to please submit their card before leaving the room and move on to the end-of-day closing.

As the trainer, be sure to review the objective cards as they are handed in and follow up with any participants whose objectives do not meet the criteria specified in the Session 5 objective. Encourage them to continue working on their objectives overnight and to return to the workshop the next day with a product that peers can endorse. Once all participants have had their objectives initialled by at least three peers, you can announce and celebrate the achievement of the session objective. Because of the importance of this objective, it is worth making a bit of a fuss – perhaps with a candy or drink or stars, etc. You can refer back to this mini-celebration in Session 8 when you discuss the elements of a closing.

Total time = 15 minutes

Exercise Day 1 Review: Scavenger Hunt

Divide participants into groups of four to five people. Explain that there are five tasks that must be completed in order to win the game. The tasks are revealed one at a time through a clue which leads participants to the instructions for that clue. After completing each task, groups should bring their responses to the facilitator for scoring and request their next clue. Begin the activity by giving each team a copy of the first clue.

Preparation:

1. Assign individuals to teams in advance using some kind of code placed on their nametag, chair or name tent.

2. Create a set of cards to give to each team with the clues written upon them (see "Clues" section below).
3. While participants are out of the room (either early in the morning or at tea break) hide the instructions as explained in steps 4-7 below.
4. Hide a strip of paper with the following instructions underneath one of the table tents that belongs to a member of each team: "List the seven steps of planning. When you are finished, give your answers to the facilitator and request the next clue."
5. Bring (or request to borrow) a small basket of tea bags and hide a copy of the handout "Scavenger Hunt Task #3" (found on page 33 of these trainers notes) for each group. Fold and staple (or tape) the handout shut and write with the group's name or number on the outside.
6. Hide a folded piece of paper for each group (either stapled or taped shut with the group's name on the outside) under the chair located nearest to the door. The instructions inside the paper should read as follows, "Write one four-part learning objective for each type of objective (knowledge, skill, attitude). Be careful, you'll have one minute added to your finishing time for each missing component. When you are finished, give your list to the facilitator and request the final clue."
7. Hide a folded piece of paper for each group (either stapled or taped shut with the group's name on the outside) in a box at the back of the room. The instructions inside the paper should read as follows, "Write the two most important points of reference for any business presentation on a piece of paper so that they can be read correctly by holding the paper up to a mirror and reading the text in the mirror. When you are finished, give your paper to the facilitator and find out if you've won the prize!"
8. Have a prize for the winning team.

Clues:
1. To begin the game, look for instructions underneath your name.
2. To continue the fun, find more instructions in tomorrow's hidden slide 61.
3. Your instructions for task number three are hidden nearby in a basket of tea.
4. Under the chair nearest the door lie the instructions to guide you through task number four.
5. The end is near, have no fear. Find your final challenge in a box at the rear.

Scoring:
- The team that finishes first has the first chance to win.
- Time how long it takes each team to finish.
- Keep track of the time penalties and bonuses earned by each team as the game progresses so that a winner can be identified fairly quickly at the end of the game
    - For each reason provided in response to the second task, subtract 15 seconds from the team's total time
    - Add one minute to the total time for each missing component in the objectives submitted during the fourth task.
- If an incorrect or incomplete answer is submitted, you can send the team back to try again, or give the team a choice between trying again and receiving a time penalty.
- Use time penalties to help move particular teams forward as necessary (for example, if a team simply cannot find one of the 10 principles in the word search)
- The winning team is the one with the lowest adjusted finishing time.

Exercise **Stop Start Continue**

The feedback exercise on the first day of the course is extremely important because it provides the trainer with an opportunity to identify both content and non-content related weaknesses that can be improved. Acting on feedback received during the first day of the course can significantly improve the learning environment and have a major impact on training results. Even something as simple as the temperature of the room or the pace at which the trainer is speaking can be a significant barrier to learning. Removing that barrier will facilitate learning while also making the trainer look attentive and responsive to participants' needs. Similarly, reinforcing what participants liked about the first day will help the trainer motivate participation in the days to come.

Feel free to use a different feedback exercise if you wish, but make sure you ask at least one open-ended question that invites participants to comment on any element of the training that they would like to see improve. Use this activity to demonstrate that you care about feedback and believe it is important to make time for an effective closing. You can then refer to this demonstration as an example in Session 8 on Closings and Session 14 on Communication Skills.

Total time = 5 minutes

Q: Why is the session titled "Writing Learning Objectives" instead of just "Writing Objectives"?

The title was deliberately chosen to focus everyone on the fact that objectives, in a training context, are written from the perspective of the learner and are supposed to describe the learning or change that should take place as a result of the training. Too often objectives are written from the perspective of the trainer (e.g., present the five types of…) or in the form of tasks accomplished. It is hoped that we can help participants avoid these pitfalls by focusing them on ***learning*** objectives.

Q. What is the difference between a course objective, a session objective and an activity objective?

The difference is essentially scope and level of detail. The overall course objective is a broadly stated objective referring to the end result for the entire training program. Session objectives are specific and more narrowly defined; each one helps to achieve the overall objective. An activity objective is even more specific; each of these helps to achieve at least one session objective and the overall objective.

Q. Is it necessary to write an objective for every change we aim to produce?

No. Focus on the most critical changes you want to produce in the learner. The process of identifying these changes, essentially prioritizing the messages you want to send, can be very helpful in making your event successful.

Scavenger Hunt Task #3

Instructions: In the puzzle below, find the 10 adult learning principles that guide effective training design and delivery. The words may be spelled forward, backward, vertically, horizontally, or diagonally. When you are finished, give your answers to the facilitator and request the next clue.

```
Y Y W I Y E O R X L Y R J C R
T O Q R T O X G Q T W V Y C E
I Z G U I K N P E O Q B N T L
V M P A L H R F E Z Y Q N G E
I M Y E I C A O V R O K C X V
T M W K B S B X W C I M V E A
C X E C A O D P W M K E N P N
A M P P T D U G B E A J N B C
B S T S N G A G Z A O E B C E
N R X S U W P E J Y U V T P E
R J A O O N C J M H K P U N J
Q T L I C U N E V H B S M Y F
X B V Y C X N S T Y L E X F M
T H N K A T Y C A I D E M M I
R E I N F O R C E M E N T L W
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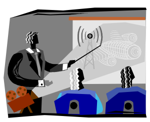
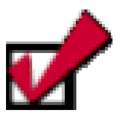
Session Six: Selecting Appropriate Methods and Activities

Learning Objectives
By the end of this session, participants will:
- Possess a toolbox of a least 26 different methods from which to choose when designing a training session
- Describe the strengths and limitations of these methods
- Select appropriate methods for a particular type of objective
- Identify 3-5 methods for guiding learners through each stage of the Experiential Learning Cycle
- Draft the core content of a training plan that will meet their 15-minute objective and follow the ELC

Time: 210 minutes (175 minutes for exercises)



Methods:
- Lecture
- Large group discussion
- 8 exercises (1 crossword puzzle, 1 brainstorming, 1 gallery walk, 1 large group demonstration, 2 individual exercises, 2 small group exercises)



Materials:
- PowerPoint presentation entitled "Session 6 Selecting Appropriate Methods and Activities" which can be found in the Day 2 slideshow and consists of 28 slides (1 is hidden)
- Exercise 6.1 Crossword Puzzle Review
- Handout 6.1 Overview of Training Methods and Activities
- Handout 6.2 Experiential Learning
- Handout 6.3 The Six Stages of the ELC
- Exercise 6.7 Which Methods for Each Stage?
- Handout 6.4 Matching Methods and Objectives
- Handout 6.5 Matching Methods and ELC Stages
- Handout 6.6 Sample Session Design
- Exercise 6.8 Design to Achieve an Objective
- Prize for Exercise 6.1
- One pencil per participant
- Approximately 30 copies of page 41 of these trainers notes entitled, "Assessing the Wide Range of Training Methods"
- Puzzles for dividing participants into teams for Exercise 6.5
- Props for Exercise 6.6 as required
- Flipchart or cards with the 10 adult learning principles written on them

Overview: Once learning objectives have been written, a designer must select a combination of training methods and activities that will enable those objectives to be met. Sessions 6 through 8 collectively guide participants through the process of choosing methods and activities that are appropriate for a particular objective, audience and stage of a training event.

1. Day 2 Opening

Reinforcement
Enjoyment

Time: 15 minutes (10 minutes for Exercise 6.1)
Slides: 5

Review Day 1 content through the crossword puzzle exercise. Then organize the feedback activity and introduce the content for today building on a brief summary of what was covered in Day 1.

2. The Range of Options

Time: 10 minutes (5 minutes for Exercise 6.2)
Slides: 2

Brainstorm and then discuss the various training methods available to a designer. Focus a brief discussion on methods that are less familiar to participants.

3. Assessing Strengths and Weaknesses of Various Methods

Experience
Teamwork

Time: 50 minutes (30 minutes for Exercise 6.3; 20 minutes for Exercise 6.4)
Slides: 2

Use these two exercises to give participants an opportunity to examine the strengths and weaknesses of different training methods and how they might best be applied. An important message to deliver is that all methods can be useful in the appropriate context and that different contexts will require different methods.

4. How to Choose

Style
Experience

Time: 100 minutes (30 minutes for Exercise 6.5, 10 minutes for Exercise 6.6; 40 minutes for Exercise 6.7)
Slides: 17 (1 is hidden)

In addition to the adult learning principles, present two tools that can guide the selection of appropriate methods and activities: objectives and the experiential learning cycle (ELC). Exercises 6.5 and 6.7 provide opportunities to discuss how these two tools guide selection. Since the ELC is likely to be a new concept for most participants, there is an additional exercise (6.6) to help familiarise the group with how the ELC works. This demonstration is important because participants must understand the ELC well enough to be able to apply it in their own training design as a guide for flow and sequencing.

5. Application – Design to Achieve an Objective

Activity
Immediacy

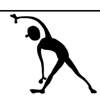
Time: 30 minutes (30 minutes for Exercise 6.8)
Slides: 1

This exercise allows participants to apply what they have learned about how to choose appropriate methods and activities. Guided by the ELC, they will design a training session that meets the 15-minute learning objective that they defined in Session 5.

6. Closing

Time: 5 minutes
Slides: 1

Discuss any questions participants may have about the selection of appropriate methods, particularly with respect to the four inner stages of the ELC. Introduce the next two sessions and explain why openings and closings have separate sessions devoted to them.

Exercise 6.1  Crossword Puzzle Review

At the day's official starting time, distribute the handout for this exercise and organize participants into small groups. It does not matter if everyone has arrived – as a late participant enters the room, simply direct him or her to an existing group. (One of the reasons for making the morning review activities fun is to encourage participants to arrive on time… hopefully once people realize that you will start each day at exactly 8:30 with the demonstration of a fun review activity, they will make an extra effort to arrive on time.)

Explain the instructions for the exercise. There are clues for each word at the bottom of the handout. The number of the clue corresponds to a small number written in the upper left hand corner of a box in the puzzle. Their answer to the clue should be written in the boxes adjacent to the box with the number (either horizontally for the "across" clues or vertically for the "down" clues). There may be more than one correct response to a particular clue. To win, participants must choose the answer that fits with other words in the puzzle. You may want to recommend that they work the puzzle in pencil so that they can erase a particular entry if necessary.

Total time = 10 minutes

Answers to the crossword puzzle:

Across

6. Factor to consider when choosing a needs assessment method (time)
7. Tool for making training enjoyable (praise)
8. Topic to be covered in today's session (openings)
10. One of the two most important points of reference for training design and delivery (audience)
11. A needs assessment method (test)
13. Result of an effective training (action)
15. Component of a learning objective (standard)
16. One of the 10 adult learning principles that guide effective training (relevance)

Down

1. Someone you may want to consult during a TNA (manager)
2. A learning style (theorist)
3. Criterion for assessing which needs to meet (feasibility)
4. Topic covered in yesterday's session (expectations)
5. A type of objective (skill)
9. Fill in the blank: "Objectives ______ participation by highlighting potential benefits." (motivation)
12. Another one of the 10 adult learning principles that guide effective training (teamwork)
14. One of the seven steps of planning (what)

Exercise — Feedback Representatives

This feedback technique must be introduced in the morning. Ask for four volunteers – two eyes and two ears. Then explain that these volunteers will be the group's feedback representatives for the day. Participants should feel free to talk to the ears (who will listen) or give a signal to the eyes (who will observe) if there's anything about the day that they would like to change, something they didn't understand very well, something they would like more time to discuss, etc. Invite the eyes and ears to give you feedback at any time during the day – in public or in private – for example, if they see the energy level falling, if the pace is too slow, or if people are looking confused. Warn them that you will also ask them to comment at the end of the day on the learning that they saw or heard taking place during the day. Encourage the ears to recruit feedback from their peers during the breaks and lunch and not just listen passively. Encourage the eyes to actively observe the interaction between participants and not just between the trainer and the group. Ask both the eyes and the ears to make a note of anything amusing that happens during the day so they can remind everyone of the fun they had while learning, in addition to the lessons learned or requests for change.

Exercise 6.2 — What Training Methods Have You Experienced?

Invite the group to brainstorm the range of possible methods and techniques that COULD be used in a training course based on participants' own past training experiences. Note these on a flip chart (it will be more efficient if you encourage participants to group similar activities under a common title, for example, if many different types of games are mentioned, they can be grouped under the category "games").

When the group's ideas have been exhausted, reveal the next slide and use it to identify additional methods and question whether participants have been exposed to them (some of the titles may need explaining—participants may be familiar with the technique although not with the name). Those with which they are not familiar should be explained by the trainer. See Handout 6.1 for ideas on the content for these explanations.

Total time = 5 minutes for brainstorming + 5 minutes for discussion of additional methods

Exercise 6.3 Graffiti Walk

Preparation: Before starting the day, post approximately 30 copies of the worksheet on page 41 of this guide entitled, "Assessing the Wide Range of Training Methods" on the wall at a comfortable height and with enough space in between them that participants can stand side by side to fill them in. Twenty-six of the worksheets should have the name of one training method written at the top (see list on Slide 7). The extra worksheets should only be used if participants brainstorm a training method in Exercise 6.2 that is not on that list.

Implementation: Place the instructions on the screen while you explain the exercise and answer any questions participants may have about what they are being asked to do. Be sure to explain that this activity has been chosen deliberately—the room will be filled with trainers who surely have a great deal of experience (good and bad) with these different methods which they can share with others in the room. Encourage everyone to have fun and be honest as they complete the sheets. They will remain posted for the rest of the day so everyone can walk around and have a look at the results. This exercise can be very useful to the trainers as it indicates the scope, depth and quality of participants' experience with the different techniques.

Total time = 30 minutes

Note: We recommend using pencils for this exercise as some participants' pens may not write well on a vertical surface and others might bleed through the paper and make marks on the wall.

Exercise 6.4 Processing All That Data

After the allocated amount of time for Exercise 6.3 has expired, ask participants to stop writing but to remain standing in front of whatever worksheet they were just examining. They can remove the worksheet from the wall if they wish and bring it back to their seat to help them think of how they might use that method during a training on the topic for which they wrote a course objective in Session 5. *(Note: Participants do not have to identify a way to use that method in the 15-minute training session they are designing. Some of the methods (e.g., field trip) would be very difficult to implement in a 15-minute time period. In this exercise, all they have to do is identify one example of how they could use the method they have taken from the wall in a week-long training on the theme they identified yesterday.)*

Give everyone approximately three minutes to come up with one application idea and approximately one minute for each person to share his or her example in plenary. Encourage participants to be creative—assure them that every method can be used for every topic. The purpose of this exercise is to broaden the range of methods that participants consider useful when designing (or adapting) a training session. Each method has its strengths and limitations, of course, but all can be useful, especially when applied with a certain amount of planning and care (this should become apparent through the comments participants make in response to question three on the worksheet).

There will be more worksheets than participants, so you can either have some participants work with more than one worksheet, or leave some of the worksheets on the wall unprocessed. Participants will have Handout 6.1 to refer to later and the worksheets will remain posted for their reference, so it is unnecessary to process all of the worksheets in plenary. At the end of the exercise, ask participants to re-post any worksheets that they removed from the wall so that others can review them at their leisure.

They may be a useful resource to participants as they complete subsequent exercises in Sessions 6, 7, 8 and 9.

Total time = 20 minutes (2 minutes instructions and organizing + 3 minutes individual processing + 15 minutes sharing examples in plenary)

Exercise 6.5 Matching Methods to Objectives

Preparation: Write the word "knowledge" on two different index cards (each in a different color). Write the word "skills" on two different index cards (each in a different color). And write the word "attitude" on two different index cards (each in a different color). Cut these cards into the same number of pieces as you have participants. For example, if you have 18 participants, you would cut each card of the six cards into three different pieces; if you have 15 participants, you would cut three cards into three pieces and three cards into two pieces. Try to cut the cards so that the pieces fit together like a puzzle.

Implementation: Organize participants into six groups by giving each participant one puzzle piece and asking everyone to find the other pieces to their puzzle. Explain that each puzzle has the name of one type of objective written on it in a particular colour. Each group will answer the question that refers to its objective type:

- The "knowledge" groups will answer the question: Which methods would be most appropriate for transferring knowledge of concepts, ideas or facts? Why?
- The "skills" groups will answer the question: Which methods would be most appropriate for developing skills? Why?
- The "attitude" groups will answer the question: Groups 5&6: Which methods would be most appropriate for changing attitudes? Why?

Request that each group list the methods it chooses on a flip chart. It need not list answers to the question "Why?" but should discuss this in their group so that the person who presents their list in plenary can briefly summarize their rationale.

The reason for organizing participants into six groups is to make the processing more interesting. After allowing the groups approximately 10 minutes to answer their question, bring everyone back to plenary for discussion. By having two separate groups consider each question, you can compare and contrast their answers, encouraging one to challenge the other's conclusions if it does not agree on some points. It stimulates a much more interesting exchange then simply having one group "report out" at a time.

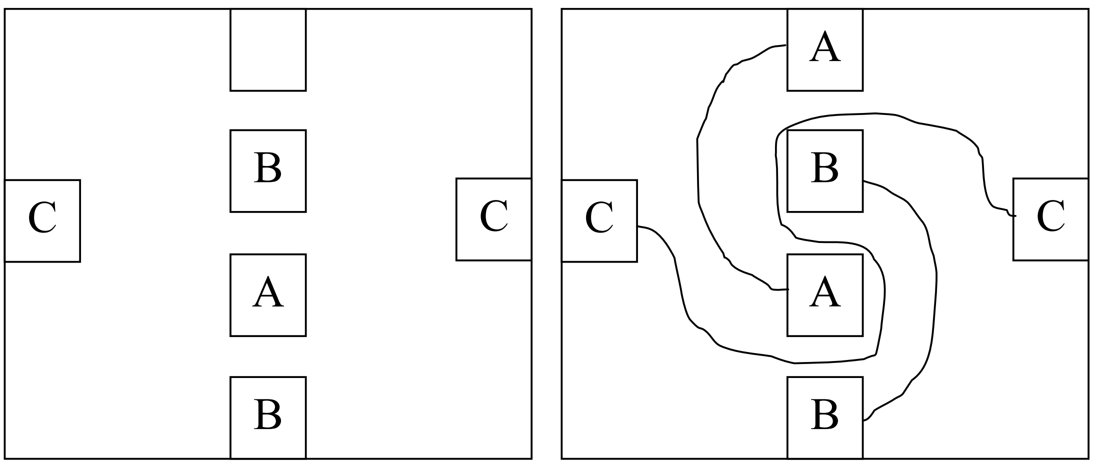
Total time = 30 minutes (3 minutes for instructions and organizing groups + 10 minutes group work + 17 minutes plenary discussion)

Exercise 6.6 Working through an Example

You can choose any theme you like for this exercise as long as your example will allow participants to experience and understand how the ELC works. The exercise is important because participants need to be comfortable enough with the ELC by the end of this exercise that they will be willing and able to apply it in the design of their own 15-minute training session. To achieve this objective, we recommend keeping the example simple, practical and enjoyable. Three options you might consider are described below.

1. Ask everyone to stand up, put on some music, and invite everyone to dance. Then, show the group some steps and get participants to try them out (experience). Sit down and ask the group, "What just happened? What did you do?" (process). "How could you use this experience?" (generalisation). Then invite everyone to stand up one more time and dance (apply).

2. Divide participants into three groups and give each one a few pieces of paper and scissors. Show hidden slide 18 (the one with the white cross on it) and explain that the groups' task is to make only one, straight cut in a piece of paper and create the shape shown on the slide. The first group to achieve the goal will win a prize. Once one group has finished, process the experience: What is the solution? How did the group come up with the solution? What helped them find the answer? Did only one person come up with the answer or was it a team effort? If one person solved the problem, did that person teach the others how to do it as well or did the group simply announce victory? If it was a team effort, what helped them work as a team? Where did the "losing" teams get stuck? What hindered their success? Generalize by asking everyone what they can learn from this experience: What problem solving techniques could be used in the future? What could they do to make their group work more effective? How could they structure group activities in their own training to encourage learning by all participants and not just victory by one team, etc. You can then ask them to apply their knowledge by giving the groups another puzzle or brain teaser to work through (e.g., draw the figure below on a flipchart and ask the groups to connect the A's, the B's and the C's without going outside the box, or crossing any lines). If the groups were not able to solve the original puzzle within the available time, you can ask them to try again to solve it by implementing lessons learned from their first experience and discussion (one of those lessons might be to have the trainer provide a hint or assistance of some kind during the exercise if the groups are having difficulty).



3. Play a round of the "telephone game". Whisper a sentence in the ear of a participant at one end of the room and ask him or her to whisper the same sentence to his or her neighbour who whispers to his or her neighbour and so on until the last participant receives the message and recites it out loud. Only allow the sentence to be spoken only once by each participant. The final message that emerges from the end of the line is likely to be very different from the message with which you started. Process the experience by asking the group what happened. What could have been done to communicate the message more effectively? Then generalize by asking how participants could apply these lessons in their own communication. Apply the lessons by playing a second round of the game with whatever new rules or guidelines the group has established and celebrate the much clearer message that comes out the other side.

Regardless of which example you choose, be sure to guide participants through each stage of the ELC and to draw their attention to what you have done after the demonstration is over. As part of your conclusion to the exercise, be sure to ask whether there are any questions about the how the process of moving around the ELC works.

Exercise 6.7 Which Methods for Which Stage

Participants can work in the same groups as for the previous exercise. Ask each group to complete the worksheet for this exercise by placing a checkmark next to the 3-5 methods that would be most useful for guiding learners through each core stage of the ELC. There are extra rows at the bottom of the worksheet where participants can add any other methods that were mentioned in Exercise 6.2 but not included on the worksheet.

In processing this activity, ask each small group to present its results for one of the stages and then invite others to comment. You may want to create a master chart at the front of the room on which you keep track of the group's suggestions so that you can later analyze the extent to which the groups are using the same methods over and over again or they realize the particular effectiveness of some methods for particular stages. If a method such as "large group discussion" is brought out multiple times, challenge participants to identify what the designer or deliverer must do differently to make it an effective method in one stage versus another (for example, a large group processing discussion will differ from a generalization discussion because of the questions the trainer asks in an attempt to guide learners toward a conclusion). Handout 6.1 provides some information on what makes certain methods strong or weak tools in the various stages. None of the methods on the Exercise 6.7 worksheet are inherently ineffective, but they can be used in an inappropriate way or at an inappropriate time. A lecture, for example, can be used in any of the stages, but it would be least effective at facilitating participant's own application of the training content.

Total time = 40 minutes (20 minutes for group work and 20 minutes for plenary discussion)

Exercise 6.8 Design to Achieve an Objective

Ask participants to return to the 15-minute training objective that they developed yesterday and to use the worksheet for Exercise 6.8 to guide their selection of training methods and activities that can meet that objective. Caution them to choose their methods carefully, paying attention to their needs assessment results and the ten adult learning principles (if you made colourful cards for use in Exercise 2.4, you may wish to post them on the wall at this time; if not, post a flipchart paper with the 10 principles listed on it). Emphasise that each participant's plan should allow the audience to pass through all stages of the ELC at least once.

Communicate during the initial instructions that everyone will have 20 minutes to work on their plan individually and then 10 minutes to discuss their draft with a learning partner (this can be their neighbour). Letting people know that they will be expected to share their product with a learning partner after 20 minutes should encourage them to quickly get to work and be productive. Learning partners can then help each other make sure they are on the right track and perhaps provide some ideas for improving the overall design.

Total time = 30 minutes (20 minutes for individual work + 10 minutes to discuss with a learning partner)

Assessing the Wide Range of Training Methods

Method: ____

1. What are the strengths or advantages of this method? When should it be used?

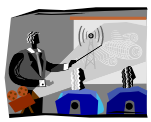
2. What are the weaknesses or limitations of this method? When should it NOT be used?

3. What tips or suggestions can you offer for designing or delivering this method effectively?

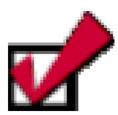
Session Seven: Designing the Opening

Learning Objectives
By the end of this session, participants will:
- Identify at least one new idea for a personal introduction activity
- Brainstorm strategies for gathering participant expectations
- Discuss the role and value of the seven main components of an opening session agenda
- Design an opening activity for their 15-minute training session

Time: 120 minutes (75 minutes for exercises)



Methods:
- Lecture
- Large group discussion
- 6 exercises (2 large group activities, 1 brainstorming in trios and 1 in pairs, 1 learning partner activity, 1 individual exercise)



Materials:
- PowerPoint presentation entitled "Session 7 Openings" which can be found in the Day 2 slideshow and consists of 67 slides (26 are hidden)
- Prizes for the winning trio in Exercise 7.2
- Instruction slips for Exercise 7.3
- Handout 7.1 Gathering Participant Expectations
- Exercise 7.5 A 10-Minute Conversation
- Handout 7.2 On Site Needs Assessment Methods
- Handout 7.3 Ground Rule Design Ideas

Overview: This is the first of two sessions that explore in more detail the methods and activities that are appropriate for a particular stage of the experiential learning cycle. Session 7 focuses on openings—both the opening session and the opening of activities within individual sessions. This stage is given its own session because of its complexity and its importance in laying the foundation for an effective training event.

1. Giving the Opening Appropriate Attention

Relevance
Experience

Time: 5 minutes
Slides: 3

After re-introducing the opening as the stage of the ELC that sets the climate and clarifies goals, invite participants to consider the opening's importance. Give everyone an opportunity to reflect on their own experiences with openings and then remind them of relevant adult learning principles that justify spending time on an opening.

2. Creating the Right Environment

Safety
Relevance

Time: 20 minutes (15 minutes for Exercise 7.1)
Slides: 5

Before participants engage with the substantive content of the training, there is much that can be done to create an environment that will facilitate their learning. This section explains what it means to create an appropriate environment and discusses some of the things a designer can do to help create such an environment.

3. Components of the Opening Session

Safety
Accountability
Teamwork

Time: 75 minutes (15 for Exercise 7.2; 10 for Exercise 7.3; 20 for Exercise 7.4; 5 for Exercise 7.5)
Slides: 51 (26 are hidden with details of individual icebreaker activities)

One of the ways that a designer can help to create the right delivery environment is to structure the opening session to include activities that encourage psychological comfort, the elimination of administrative distractions, and clarity about the nature and relevance of the training event. This set of slides and activities explores the components of a typical opening session agenda.

4. Opening Other Sessions and Activities

Time: 15 minutes (10 minutes for Exercise 7.6)
Slides: 6

Immediacy
Accountability
Relevance

The opening session is not the only opening of a training event. Each training session and activity must start somewhere and these beginnings are important for many of the same reasons that the opening session is important. This set of slides draws attention to some of the issues, methods and activities to consider when designing other openings.

5. Closing

Time: 5 minutes
Slides: 2

Reinforcement

Recap the main points about openings, answer any remaining questions on the topic, and transition to the next session.

Exercise 7.1 **Designing the Space**

To prepare for this exercise, ask that the tables not be covered with fabric on the day of this session, or arrange the fabric in such a way that the tables can easily be moved apart from each other. When introducing the activity, simply ask participants to rearrange the room in the format shown on the screen, and take their seats again once they are finished. Lead a brief discussion in the new seating arrangement that focuses on how participants feel in this new environment. What do they like or dislike about it? What are the pros and cons of the arrangement? What kinds of activities or training methods would the setup be particularly appropriate for? After approximately five minutes, show the next slide and have participants repeat the exercise with the second format.

For the third format, arrangements should be made with chairs only, so that participants and the trainer end up seated in one circle with no physical barriers between them. If your training space permits, you can even arrange this format outside instead of inside the training room. This third arrangement is the most radically different from the normal training room set up and can be very useful in creating an environment that encourages informal interaction, storytelling and the sharing of experiences by all participants. It also encourages teamwork between the trainer and the audience because everyone is seated at the same level in the same circle. If logistics make it impossible to rearrange the space as shown in the first two formats, use the third format at minimum to facilitate this discussion.

Total time = 15 minutes (approximately 5 minutes per format)

Exercise 7.2 **Competitive Brainstorming**

Ask participants to discuss in trios the personal introduction activities that they have encountered in their past training experience (they may have used them as a trainer or seen them used as a participant). Trios on the left side of the room should list as many activities as they can that would be appropriate for groups of participants who do not yet know each other. Trios on the right side of room should list as many activities as they can for participants that would be appropriate for participants who already know each other. The trio that comes up with the most unique ideas (i.e., ideas that no one else thought of) wins! You can encourage friendly competition for a prize.

To process the exercise, start by asking who has the longest list of activities. Have that trio share its list. As the trio mentions each item it will need to provide a brief description of how the activity works. (You can write the name of each activity on a flipchart as it is described to help participants keep track of the many techniques that are likely to be mentioned.) Ask whether any other trio also has that activity on its list. If so, the activity is not unique and is not counted. If no one else thought of that activity, then place a mark by that item on your flipchart list. If the first trio finishes and many of its items were not unique, you can ask whether any other trio thinks it has more unique items than the first. If anyone answers yes, continue the exercise for the second trio, using a different symbol or mark to identify its contributions to the flipchart. If time permits, you can ask for a third trio and/or invite anyone who identified an activity that is not yet on the list to share their idea.

When concluding the exercise, you should have the opportunity to draw participants' attention to the fact that many of the ideas they came up with were not just introduction activities; they were also icebreaker activities. This will transition you into the discussion of the differences between introductions and icebreakers. When reviewing the two slides with lists of introduction activities (slides 43 and 56), explore only those activities that were not yet mentioned by the group during this exercise (click on the name of the activity to jump to a slide that will briefly explain it).

Total time = 15 minutes (5 minutes for brainstorming + 10 minutes for plenary discussion)

Exercise 7.3 The Role of Expectations [1]

Preparation: Make a small instruction slip (or paper card) for each participant that has one of the following instructions written on it:

A) Put all the chairs in a circle. You have 5 minutes to do this.
B) Put all the chairs near the door. You have 5 minutes to do this.
C) Put all the chairs near the window. You have 5 minutes to do this.

Make an equal number of the three different instructions (for example, if there are 15 participants, you would make 5 slips with the "A" instructions; 5 slips with the "B" instructions; and 5 slips with the "C" instructions.

Implementation: Give each participant an instruction slip and tell them not to share their instructions with anyone. Explain that they will have five minutes to achieve their objective. Then invite everyone to begin. After 5 minutes (or the achievement of all three objectives), ask everyone to stop what they are doing and process the experience. What happened? Did anyone achieve their objective? Why or why not? What or who got in the way? Then move to generalization: what can participants learn from this experience with respect to training design and delivery? Why did we do this exercise? Why is it important to clarify expectations as part of the opening session agenda?

This discussion should lead you into the next set of slides. Guide participants from the experience of Exercise 7.3 to a conclusion that clarifying expectations can contribute significantly to the effectiveness and efficiency of training (slide 74). Use slide 75 to reinforce understanding of the ELC and lead participants from generalization to application with slide 76.

Total time = 10 minutes (5 minutes for the experience + 5 minutes for processing and generalization)

(Note: It is not necessary for participants to figure out how they could have achieved all three objectives simultaneously, but if they are unable to find a solution and want to know how it could be done, you could share any of the following ideas.

1. *Put all the chairs in a circle, between the door and window*
2. *Consecutively put all chairs in a circle, then near the door, then near the window*

[1] This activity is borrowed from Frank Oomkes and Richard Thomas, "Cross-Cultural Communication: A Trainer's Manual," (Aldershot, UK: Gower, 1992).

3. *Rename the situation, by hanging two newsprint sheets in the middle of the room, on one of which is written "Window" and on the other "Door")*

Exercise 7.4 Gathering Expectations

This exercise constitutes the application stage of the ELC that was started in the previous exercise. Participants will have already drawn conclusions about the importance of gathering expectations. Now invite them to work in pairs to brainstorm ideas about how they could actually do it. Give the group approximately 5 minutes to identify strategies and then spend about 15 minutes sharing strategies in plenary. One way to process the exercise is to move around the room, inviting each pair to share one strategy that has not yet been mentioned by anyone else. Try to get each pair to come up with one original idea and then allow anyone who wants to share a second or third idea to do so. A nice way to conclude this exercise is to give participants an opportunity to make notes in their learning journal about any new strategies discussed that they might like to try using in the future.

Total time = 20 minutes (5 minutes brainstorming in pairs + 15 minutes plenary discussion)

Exercise 7.5 A 10-Minute Conversation

Distribute the handout for this exercise and invite participants to read the short story told there. Ask them to discuss the story with a learning partner and decide whether Dr. Berardinelli conducted a needs assessment or an expectations exercise.

After approximately five minutes, process the answer in plenary. Allow different pairs to present their arguments and to respond to those with whom they disagree. Use the discussion to facilitate greater understanding of needs assessment and expectation gathering. Eventually draw the conclusion that because Dr. Berardinelli focused her conversation on the draft agenda for a training event, it was primarily an expectations gathering exercise, but it obviously generated other benefits as well. She learned about needs and context, she motivated participation, and she addressed the experience, relevance, safety, teamwork, accountability and immediacy principles before the training event even began.

The purpose of this exercise is not simply to debate which technique Dr. Berardinelli was using, but rather to help participants realize that through a very simple effort, they can gather valuable information on learners' needs and/or expectations that can inform their training design (and delivery). It does not have to be a time and resource-consuming effort. It can be done prior to the event or during the event itself. In either case, the designer has a role to play in deciding what should or can be done and when.

Total time = 5 minutes

Exercise 7.6 Opening Your Content

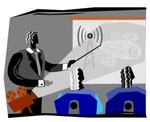
With this exercise, participants have a chance to apply what they have learned about openings to the design of their own 15-minute training. Ask them to return to the worksheet they began drafting in Exercise 6.8 and add at least one item to their plan that focuses on the opening. They should consider the main messages they want to deliver, the links they might like to make (e.g., to demonstrate relevance or connect with a larger training event), whether or not they want to conduct an on-site needs assessment or expectations exercise, and the amount of time they want to spend on this step given that they have only 15 minutes to meet their objective.

Total time = 10 minutes

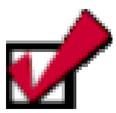
Session Eight: Designing the Closing

Learning Objectives
By the end of this session, participants will:
- Select appropriate components for different types of closings
- Identify three minimum requirements for an effective closing
- Analyse six ways that closings can motivate learning
- Design a closing for their 15-minute training session

Time: 110 minutes (85 minutes for exercises)



Methods:
- Lecture
- Large group discussion
- 7 exercises (1 as a large group, 1 BUZZ group, 1 small group, 1 in pairs, 2 individual activities and feedback exercise)



Materials:
- PowerPoint presentation entitled "Session 8 Closings" which can be found in the Day 2 slideshow and consists of 24 slides
- Handout 8.1 Review Activity Ideas
- Handout 8.2 Sample Action Plans
- Handout 8.3 Monitoring and Feedback Tools
- Handout 8.4 Training Evaluation Survey Examples
- Handout 8.5 A Framework for Evaluating Training
- Five sets of cards containing the components of a closing and five title cards for processing Exercise 8.2

Overview: This is the third of three sessions that explore the appropriateness of different training methods and activities for particular stages of the experiential learning cycle. Session 9 focuses on closings—both the closing session and the wrap up of activities within individual sessions.

1. When and Why Are Closings Necessary?

Relevance
Experience

Time: 8 minutes (5 minutes for Exercise 8.1)
Slides: 5

Building on participants' experiences with upbeat and sour endings, convey the usefulness of closings and encourage participants to think about them as more than just "end of event" activities.

2. Choosing the Components of a Closing

Activity

Time: 23 minutes (20 minutes for Exercise 8.2)
Slides: 4

Introduce the possible components of a closing and invite participants to select the components that are appropriate for different types of closings. As part of the processing of Exercise 8.2, discuss guidelines for choosing the components of a closing and highlight the three minimum requirements that all closings should meet.

3. Closings that Motivate

Time: 39 minutes (25 for Exercise 8.3; 5 minutes for Exercise 8.4)
Slides: 7

The slides and exercises in this section explore how each component of a closing can motivate learning and continued engagement with the training content.

4. Designing for Effective Evaluation

Accountability

Time: 20 minutes (15 minutes for Exercise 8.5)

Slides: 4

Of all the components of a closing, evaluation is the one that receives the least attention as a motivational tool. Use this set of slides and Exercise 8.5 to broaden participants' thinking with respect to the utility of evaluation and the methods that can be used to design an evaluation that encourages future application of the training content rather than simply assessing the past.

5. Application

Reinforcement Activity

Time: 12 minutes (10 minutes for Exercise 8.6)

Slides: 2

Stress the importance of making time to close effectively. Give participants an opportunity to design a closing for their 15-minute training session.

6. Closing

Teamwork Reinforcement

Time: 8 minutes (5 minutes for Feedback Representatives exercise)

Slides: 2

Use the course overview slide to help summarize the content of today's sessions, specifically the focus on the two key reference points for training design—audience and objectives. Invite the feedback representatives to share their observations of the day

Exercise 8.1 Two Flipcharts

Get participants up and moving while you shift their focus to closings as another stage of the ELC that deserves special attention during a TOT workshop. Divide the room in half and ask both sides to think about their experience with closings in the past (either delivering or attending a training event). Then ask participants on the left side of the room to form a line in front of their flipchart and to take turns answering the question, "What ends things on an upbeat note?" Ask participants on the right side of the room to form a line in front of their flipchart and take turns answering the question, "What ends things on a sour note?" Explain that you will give both teams five minutes to make as long a list as possible. If you like, you can give a small reward or sweet to members of the winning team.

The output from this exercise does not need to be processed independently, but should be used to support your presentation and discussion of the next three slides. Stress the importance of shaping learners' last memories of an event so that they leave the training room energized and capable of making productive changes when they leave the training room.

Total time = 5 minutes

Exercise 8.2 Choosing the Components of a Closing

Preparation: Make five sets of cards containing the nine possible components of a closing: 1) Content review; 2) Q&A; 3) Main message highlights; 4) Transition to what is next; 5) Action planning; 6) Feedback; 7) Evaluation; 8) Celebration of achievement; 9) Thanks. The cards should be large enough that they can be read at the back of the room. Also make a "title card" for each of the closing types listed below. Before the start of the session (or while participants are working on Exercise 8.1) post the title cards on a wall that is large enough for five columns or cards to be placed side by side (this will make comparisons easier).

Implementation: Divide participants into five small groups, give each one a set of cards, and ask it to consider one of the following closings:

- A closing at the end of an activity
- A closing that happens when a learning objective has been achieved
- A closing at the end of a particular topic or session
- A closing at the end of a day

- A closing at the end of a training course or workshop

Explain that each group should select the components that it would include in the closing that it has been assigned and post the cards for those components on the wall under the card for their type of closing.

When the groups have finished, facilitate a plenary discussion around the choices made. Why did the groups choose the components they did? Are some components not appropriate for some types of closings? What purpose does each of the components serve? Has each group included at least one component to aid retention and one to motivate continued engagement?

Conclude the exercise by emphasizing the minimum requirements of an effective closing (see slide 104).

Total time = 20 minutes (approximately 5 minutes for small group work + 15 minutes for plenary discussion

Exercise 8.3 Closings that Motivate

After describing the six main ways that closings can motivate learning, use this exercise to explore how each component of the closing can accomplish these things. Organize participants into BUZZ groups and assign each group one of the nine components (try to divide participants into groups so that there are a total of nine groups). Ask each group to answer the following two questions for the component it has been assigned:

1. How can your component of the closing be used to motivate learning?
2. What can be done to increase the degree to which your component motivates learning?

Remind participants of the ten adult learning principles and consider writing the six main ways that closings can motivate learning on a flipchart so that participants can view them as they complete the exercise.

Process the exercise one component at a time, inviting each group to share its answers and then requesting comments from the rest of the group. If necessary, ask questions that guide the group to consider the linkages between different components and the implementation of motivation strategies, for example, "How can a Q&A activity be used to celebrate?" "How can a content review leave the impression that this was fun enough to want to do again?" or "How can transitions raise awareness of opportunities?" Take careful note of the output from the content review, action planning, feedback and evaluation groups so that you can refer to it during discussions around the next 9 slides

Total time = 25 minutes (5 minutes for BUZZ group discussion and 20 minutes for processing in plenary)

Exercise 8.4 Monitoring and Feedback Tools

If time permits, discuss first what monitoring and feedback tools participants have used and how those tools have motivated or facilitated learning. Then use this exercise to expose participants to a collection of tools (at least one of which we hope they will not have used before) and allow them to choose which tool they would like to see demonstrated at the end of the day tomorrow.

Note: If participants request that several feedback tools be demonstrated and they are not already included in the course design, you can change the feedback exercise in the agenda for Day 4 and perhaps add an activity or two to gather feedback before lunch on Day 3 or 4 to accommodate their requests.

Total time = 5 minutes

Exercise 8.5 Exploring Evaluation Levels

Ask participants to work in pairs to scan the sample training evaluation forms provided in Handout 8.4 and find at least one example of an evaluation question for each of the four levels of evaluation (reaction, learning, transfer, impact). Listen carefully to participants' examples and check that they do indeed measure the level of evaluation in question. There are no good examples of transfer or impact questions among the samples, so once participants recognize this, facilitate a discussion about the kinds of questions that could be asked and the methods that might be used to evaluate a training at these two levels.

Total time = 15 minutes (5 minutes to work in pairs + 10 minutes to discuss in plenary)

Exercise 8.6 Design Your Closing

This exercise gives participants the opportunity to apply what they have learned about closings to the design of their own 15-minute training. Ask them to return to the worksheet they began drafting in Exercise 6.8 and add at least one item to their plan that focuses on the closing. Remind them to consider the nine possible components of a closing and the six ways that closings can motivate learning. What could they do to focus participants on key messages, to articulate why the content of their session is important, to demonstrate and celebrate success, to facilitate planning and/or to raise awareness of the opportunities created by their session? Participants may wish to return to their 15-minute session objective at this point to define more clearly how they will evaluate whether their objective has succeeded.

There is no processing of this activity in plenary.

Total time = 10 minutes

Exercise Feedback Representatives

See the preparation instructions for this exercise in Session 6. At the end of the day, invite the two ears and two eyes to share their observations. To help facilitate a strong closing, you might want to provide them with a list of 3-5 questions that you would like them to consider when they make their comments. Possible questions include:

1. What learning did you hear or see taking place today? Did you notice anyone making connections with the content from yesterday?
2. Are there any topics that are participants are still unclear about or would like to discuss in more detail or from a different perspective?
3. When in the day was energy the lowest and why?
4. What would participants like to do differently? Should we change something about the training tomorrow? Was there something about today that was not very effective that we can change in future trainings?
5. What were some the most enjoyable moments of the day? Did anyone teach us how to do something funny or think about something in an unusual way? (These comments do not have to be related to the course content.)

If the feedback representatives do not offer a strong summary of the key messages from the day, be prepared to do so as part of your brief closing remarks and link to tomorrow's agenda.

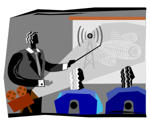
Session Nine: Developing Resource Materials

Learning Objectives

By the end of this session, participants will:

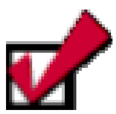
- Possess guidelines for developing materials under the *MicroSave* brand
- Practice developing an effective PowerPoint slide
- Identify at least one opportunity to use a visual or audio aide in their 15-minute training design
- Formulate open-ended questions to guide the discussion activities in their 15-minute training design
- Discern the characteristics of a supportive session plan

Time: 185 minutes (138 for exercises)



Methods:

- Lecture
- Large group discussion
- 10 exercises (1 relay race quiz, 1 drawing, 4 individual tasks, 2 learning partner activities, 2 large group activities, 1 task in trios)



Materials:

- PowerPoint presentation entitled "Session 9 Developing Resource Materials" which is found in the Day 3 slideshow and consists of 40 slides
- Prize for the winners of the content review quiz
- Index cards (or paper squares) numbered from 1 to 12
- Handout 9.1 BN#32 Beyond the Classroom: *MicroSave*'s Training Philosophy and Strategy
- Handout 9.2 Guidelines for Developing *MicroSave* Toolkits
- Handout 9.3 SEEP/CGAP Guidelines on Financial Ratios and Terms
- Handout 9.4 Working with PowerPoint
- Handout 9.5 Graphic Design and Layout Principles
- Handout 9.6 Questioning Techniques
- Handout 9.7 Implementation Guidelines
- Handout 9.8 Training Design Checklist
- Handout 9.9 Testing a Session Plan
- Exercise 9.2 Develop a PowerPoint slide
- Exercise 9.3 Improving Your Slide
- Exercise 9.4 Developing Effective Handouts
- Exercise 9.10 Comparing Plans

Overview: Once a combination of methods and activities has been selected, the designer's next task is to create materials that can support the delivery of those activities. Since the designer will rarely be the only person to deliver the developed materials, this step is critically important to the ultimate implementation of an effective training event. This session explores the different types of resources that a designer can develop and offers guidelines for doing so effectively.

1. Opening

Time: 20 minutes (10 minutes for content review relay race)

Slides: 7

Reinforcement
Immediacy
Enjoyment

After reviewing the content of the first two days of the course using the relay quiz, introduce the topic of this session. Assert the importance of developing resource materials to support training delivery and overview the different kinds of materials that can be developed. Highlight the importance of creativity, and knowing the requirements of both your audience and your client before materials development begins.

Teamwork
Accountability

2. Developing Materials for *MicroSave*

Time: 30 minutes (20 minutes for Exercise 9.1)

Slides: 4

Explore *MicroSave's* approach to training and curriculum development, the contents of a standard toolkit, and the guidelines that service providers should follow when developing materials for the *MicroSave* brand.

3. Tips for Effective Materials Development

Activity Immediacy

Time: 45 minutes (15 minutes for Exercise 9.2; 10 minutes for Exercise 9.3; 8 minutes for Exercise 9.4; 5 minutes for Exercise 9.5)

Slides: 9

This set of slides provides guidelines for developing PowerPoint presentations, handouts, and other visual and audio aides. Three activities give participants practice building these skills while the fourth gives them time to complete the resource materials column of the training plan they began completing in Exercise 6.8.

4. Developing Effective Questions

Activity Enjoyment

Time: 30 minutes (5 minutes for Exercise 9.6; 5 minutes for Exercise 9.7; 10 minutes for Exercise 9.8)

Slides: 14

Well-written, thought-provoking questions can be a valuable resource for facilitating discussion, encouraging participation and guiding activities toward the achievement of objectives. Designers can assist training delivery by articulating these questions in advance. Two exercises allow participants to practice techniques for asking open questions and constructing questions that are appropriate for each phase of the ELC. The final exercise gives participants a chance to develop questions for the training session they have been planning.

5. Pulling Everything Together

Teamwork

Time: 60 minutes (30 minutes for Exercise 9.9; 20 minutes for Exercise 9.10)

Slides: 6

A peer review helps participants to focus on their overall design—does it meet the defined objective while responding appropriately to adult learning principles? Building on the suggestions from peers for additional support materials, draw attention to the fact that few training designs will consist of only one 15-minute session. The designer's final task is to bring the objectives, methods, activities and resource materials for multiple sessions together into a document (or documents) that can guide training delivery to achieve overall course objectives. The handouts and final exercise in this module provide ideas for making this final package of resources more useful.

Exercise Content Review Relay Quiz

Preparation:

1. Organize the room so that participants have space to run from one side of the room to another.
2. Post cards numbered from 1 to 12 on the wall at one side of the room. Mix them up so the order isn't obvious.
3. Place a line of tape across the side of the room that is opposite the wall where you have posted the cards. The line should be far enough away from the wall that all participants can comfortably stand behind it.
4. Have a flipchart ready to record group scores.
5. Print the list of questions below (adapt them as you deem necessary).
6. Have a prize to award to the winning group.

Implementation: Divide participants into three groups and instruct group members to stand together behind the line of tape. Explain that you will read a question out loud. To earn the right to answer the question, someone must run to the other side of the room and grab the card on the wall that has the number of the question being asked. ONLY the person that grabs the card can answer the question. Before running to grab the card, participants may discuss the answer with their team mates, but they may not discuss the answer or receive assistance answering the question after the card has been taken. If the person answering the question gets the answer correct, his or her team receives two points. If the answer is incorrect, the team loses a point. The winner is the team with the most points after all 12 questions.

Questions:
- What are the two main points of reference for any business presentation?
- What does the acronym ELC stand for?
- What are the six ELC stages?
- Give two reasons why the ELC is a valuable design tool.
- What are the three fundamental requirements for an effective training?
- Name 5 out of 10 of the adult learning principles.
- List four characteristics of an effective objective.
- List 7 different training methods.
- Name 5 components of the opening session agenda.
- Describe one scenario under which an on-site needs assessment would be useful.
- When do you need a closing?
- Describe four ways that closings can motivate.

Total time = 10 minutes

Exercise 9.1 Working with *MicroSave*

MicroSave embraces a particular approach to training. Depending on how much work participants have already done with *MicroSave*, they will have varying levels of understanding about what that approach consists of. This exercise is not designed to quiz participants on how much they know, but rather to present and discuss participant perceptions in an enjoyable way, to address misconceptions, and to clarify what the approach and the *MicroSave* brand are all about. This discussion is particularly important for those who will be designing or delivering training on behalf of *MicroSave*, but it should be useful to anyone who uses or plans to use *MicroSave* materials in the future.

To facilitate the exercise, simply divide participants into three small groups and give each one a sheet of flipchart papers and a variety of coloured markers. Ask each group to create a drawing that describes *MicroSave*'s approach to training. Many participants will be nervous about their artistic abilities, so be sure to communicate that you're not looking for masterpieces; you're looking for creativity. Assure everyone that stick figures and symbols are welcome. Encourage the groups to have fun and to not take the drawing too seriously – after all they only have 10 minutes!

Invite each group to post and present its drawing briefly in plenary. Then facilitate a discussion about the similarities and differences among the drawings. The output of the exercise can guide your presentation of the next three slides, which should clarify any misconceptions and fill in any major gaps with respect to participants' understanding of the *MicroSave* approach.

Total time = 20 minutes (10 minutes drawing in small groups + 10 minutes to present and discuss the drawings in plenary)

Exercise 9.2 Developing a PowerPoint Slide

This exercise gives participants practice developing a PowerPoint slide that follows the guidelines discussed in the previous slides. Ask each participant to create at least one PowerPoint slide for the training session he or she is designing. (If computers are in short supply, participants can work in pairs to develop at least one slide for one of their sessions.) Give participants a choice between building on the *MicroSave* template provided in the file for this exercise, using a standard PowerPoint template, or editing a design they have used in the past. Do not encourage participants to design their own template from scratch at this time because it will take too long.

As participants are developing their slides, move around the room to answer questions or provide assistance as requested. You do not need to critique the slides at this point because Exercise 9.3 will create an opportunity for participants to critique each other.

Total time = 25 minutes

Exercise 9.3 Improving Your Slide

Once participants have drafted a PowerPoint slide, ask them to recruit a partner who has not yet seen their work and to review each other's slides against the checklist provided for this exercise. Request that they give each other feedback on how their slides could be improved and encourage them to go ahead and make some changes, if time permits.

Total time = 10 minutes

Exercise 9.4 Developing Effective Handouts

Use this exercise to help participants generate guidelines for developing an effective handout. Ask everyone to individually review the handout for this exercise and to consider what they like and dislike about it. Does it present information clearly and creatively? What could be done to make it a more useful resource? After approximately 3 minutes, facilitate a large group discussion that addresses these questions. The next slide can be used to conclude the discussion.

When reviewing the handout, consider:

1. The header and footer
2. Inconsistent justification
3. Appropriateness of the title
4. Page numbers
5. Sub headings
6. Labeling for the table
7. Clarification of abbreviations
8. Does it contain enough information to stand on its own once the training is over?

Total time = 8 minutes (3 minutes to review the handout individually + 5 minutes to discuss in plenary)

Exercise 9.5 Get Creative!

After encouraging participants to share some examples of how they have used audio and visual aids effectively and discussing the guidelines provided in slide 19, use this exercise to force participants to get creative. Refer to them once again to the worksheet for Exercise 6.8 – the one they used yesterday to design their training session – and ask them to identify at least one opportunity to use a visual or audio prop in their training design. Instruct them to record where they will use the prop in the last column of their worksheet

Total time = 5 minutes

Exercise 9.6 Asking an Open Question

Use this exercise to test participants' ability to distinguish between open and closed questions, and to clarify any confusion that may remain with respect to the difference between the two. You can start with a burst of energy by declaring that the last person to stand up will be the one who has to begin the exercise. Ask this person to pose an open-ended question to the person on his or her right, for example, "Why did you become a ***trainer***?" The person who receives the question must then pose an open-ended question to the person on his or her right that contains the last word of the first person's question, for example, "As a ***trainer***, how do you encourage participation?" Continue until everyone has asked a question.

Total time = 5 minutes

Exercise 9.7 Firing Off Questions

This exercise gives participants an opportunity to practice asking questions that can guide a learner through different stages of the ELC. It can also be an energiser if you facilitate it with enthusiasm! Ask everyone to stand up and explain that they are on the firing line. The only way to escape being shot is to fire off a question before you can load your gun (let them know that it only takes you 5 seconds to load your gun). Communicate that you will only accept open-ended questions in the order that they appear in the ELC. Invite them to work in pairs (because two heads are always better than one).

Starting with the first pair on the left, ask for an opening question. If the pair provides one within five seconds, move on to the next pair and ask for an experience question. Ask the next pair for a processing question, followed by a generalization question, an application question, a closing question, and then start over with an opening question. If ever a pair fails to respond or repeats a question that has already been asked, pretend to shoot them with your hands as pistols and tell them to be seated. Then ask the next pair for a question from the stage in which the previous pair failed. Continue the exercise until there is only one pair left standing. Congratulate them and consider awarding them a prize.

Total time = 5 minutes

Exercise 9.8 Developing Your Questions

Invite participants to return one last time to their session planning worksheet from Exercise 6.8. This is their chance to apply what they have learned about the design of effective questions. Ask them to focus on the discussion activities in their plan and to detail the questions they want to ask during those discussions using the resource materials column on the right.

Total time = 10 minutes

Exercise 9.9 Peer Review

By now, participants should have completed the planning worksheet for their 15-minute training design. Ask them to swap their worksheets with a partner who is not their neighbour and to peer critique each other's plan. Does it respond to the ten adult learning principles? Will it achieve the stated learning objective in the time available? What else would they need to be able to implement their partner's plan?

Each participant should suggest to their learning partner at least two ways that their design could be improved.

Some specific issues participants might look at:

- Style: Does the session plan move through all stages of the ELC?
- Experience: Will discussion questions encourage the sharing of experiences?
- Activity: Are there participatory activities incorporated into the plan
- Safety: Is there an opening that creates a productive climate?
- Relevance: Is the topic and discussion questions relevant?
- Teamwork: Will there be an opportunity to jointly establish objectives?
- Accountability: Will there be any opportunity to monitor performance against objectives or celebrate success?
- Immediacy: Is the opening powerful? Will it grab attention?
- Reinforcement: Will the closing reinforce the key message(s)? Will audio or visual aides be used?
- Enjoyment: Is there anything fun about the plan?

After approximately 20 minutes, bring everyone back to plenary and ask for a show of hands: how many participants reviewed a plan that will meet its objective? Then ask how many of the ten adult learning principles do they think their partner's design will fulfill (participants can indicate a number using the fingers of their two hands). Note these responses so that you can refer to them in Session 10 when you review progress towards the course objective. If less than two-thirds of the audience reviewed a plan that will meet its objective, or if the average number of adult learning principles fulfilled was less than five, you might want to spend some time processing and reinforcing the steps that participants decided they need to take in order for their designs to be more successful.

Spend whatever time remains for the exercise discussing participants' responses to the third question posed above: What else would they need to be able to implement their partner's plan? Is the worksheet for Exercise 6.8 sufficient to guide them or would they prefer to have some other information or resource material made available to them? This discussion should transition nicely into the next set of slides.

Total time = 30 minutes (20 minutes for peer review and 10 minutes for processing in plenary)

Exercise 9.10 Comparing Plans

Rather than present a recommended template for structuring a session plan, this exercise allows participants to review excerpts from three different session plan formats and to decide for themselves which elements they find useful.

To begin the exercise, ask participants to work in trios to compare the three individual session plans found in the handout for this exercise and to consider the following questions:

- What do the plans have in common?
- How do they differ?
- What do you particularly like/dislike and why?
- How might the intended audience influence the style of a session plan?

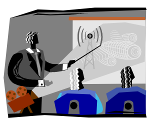
After approximately 10 minutes, facilitate a plenary discussion that processes the output from the trio conversations. Conclude the exercise by summarising the most important components of an individual session plan as presented in slide 39 and introduce Handout 9.7 as a source of ideas for items that a designer might include in the implementation section of the session plan to guide training delivery.

Total time = 20 minutes (10 minutes in trios + 10 minutes processing in plenary)

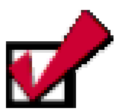
Session Ten: Next Steps

Learning Objectives
By the end of this session, participants will:
- o Review key messages from the first half of the course
- o Identify at least one learning gained as a result of the training thus far
- o Assess the degree to which individual and course objectives are being achieved
- o Articulate how they will use their new knowledge, skills and attitudes after leaving the training event
- o Suggest follow up actions for themselves and for the trainers

Time: 60 minutes (40 minutes for exercises)



Methods:
- Lecture
- Large group discussion
- 3 exercises (1 town meeting, 1 paired interview, 1 individual)



Materials:
- PowerPoint presentation entitled "Session 10 Next Steps" which is found in the Day 3 slideshow and consists of 10 slides
- Two index cards for each participant (preferably 1 green and 1 white, but any two colours will do)

Overview: This is the closing session for the design component of the course. It reviews the lessons learned, assesses learning and invites participants to define a few specific next steps before transitioning to the delivery component of the ToT.

1. Reviewing and Assessing Learning

Reinforcement
Accountability

Time: 25 minutes (10 minutes for Exercise 10.1)
Slides: 6

Review the content covered thus far in the course and assess the progress made towards the achievement of individual and course objectives. Invite participants to remove from the wall any expectations that have already been met and to share how they have been met.

2. Action Planning

Relevance
Accountability

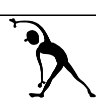
Time: 30 minutes (25 for Exercise 10.2; 5 minutes for Exercise 10.3)
Slides: 2

Two exercises focus on applying the learning from this course. First, participants share how they plan to use what they have learned. Second, they suggest follow up actions for both themselves and for the trainers.

3. Moving Forward

Time: 5 minutes
Slides: 2

Transition to the second half of the course by using the final slides of this session to initiate a discussion that helps participants shift from thinking about effective training design to effective training delivery.

Exercise 10.1  What Have We Learned?

Ask participants to take a minute or two to reflect on what they have learned thus far in the course. Explain that each person will be asked to comment on one of the following:

- Something they know now that they didn't know when the training began
- Something they can do now that they couldn't when the training began
- Something they believe or feel now that they didn't before attending this course

Request a volunteer to share the first learning. Once that person has mentioned something, ask him or her to choose the next person to speak. Explain that each person who speaks will select the next person to speak until everyone has had a chance to comment.

Total time = 10 minutes

Exercise 10.2 Now What?

Exercise 10.1 should demonstrate that much has been learned during the first half of the course. This exercise focuses participants on the transfer of that learning to their real life environments. Ask participants to interview their neighbour to find out how he or she will make sure that he/she uses the knowledge, skills and attitudes gained in the course after leaving this training event.

After 5 minutes, invite each participant to share their neighbour's best idea with the rest of the group. The purpose of this exercise is to identify a range of strategies for facilitating transfer. Participants can then pick and choose from these ideas as well as their own to plan what they will do differently in the future.

Total time = 25 minutes (5 minutes for interviews + 20 minutes for processing in plenary)

Exercise 10.3 Two Cards

Ask participants to identify one thing that they really want to do with the knowledge, skills and/or attitudes gained during this course before the next two months are over. To support participants as they transfer their learning to their real life environment, offer to send each participant a reminder of this intention after one month. All they have to do is complete the following sentence on the green (or whatever colour you can find) index card provided: "In one month's time, please send me an e-mail to remind me about…"

To support you as a trainer in improving your future delivery of the course, give participants a second card (ideally, a different coloured card) and ask them to complete the sentence, "The first half of this course would be more effective if…"

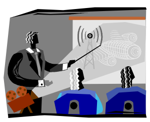
After approximately 5 minutes, collect the cards and move to the closing discussion.

Total time = 5 minutes

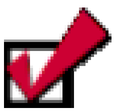
Session Eleven: Effective Training Delivery Overview

Learning Objectives
By the end of this session, participants will:
- Reflect on the characteristics of effective training delivery
- Recognize five skill sets that trainers must develop to be effective
- Debate the pros and cons of co-facilitation as a strategy for meeting delivery challenges
- Formulate three requests for support from their colleagues

Time: 95 minutes (70 minutes for exercises)



Methods:
- Lecture
- Large group discussion
- 4 exercises (1 training audit, 1 set of participant presentations, 1 debate, 1 individual)



Materials:
- PowerPoint presentation entitled "Session 11 Effective Training Delivery Overview" which can be found in the Day 3 slideshow and consists of 14 slides
- 2 index cards per participant for providing feedback to a presenter
- A hat, basket or bowl containing slips of paper, each with the name of one participant written on it
- Handout 11.1 Action Planning Workbook

Overview: This session introduces the second half of the course, which focuses on training delivery. It draws inspiration from two participant presentations to explore the characteristics of effective delivery and identify the five skill sets that trainers must develop in order to deliver effective training events. Each of these skill sets will be developed in a subsequent session with the overarching goal of enabling participants to better meet their current delivery challenges.

1. Opening

Accountability
Reinforcement

Time: 7 minutes (5 minutes for Exercise 11.1)
Slides: 4

Introduce the delivery component of the course. As a training audit, participants identify a delivery challenge with which they struggle and list the strategies they have used in the past to deal with that challenge. Explain that the objective for the second half of the course will be met if, on average, participants leave the event with 50% more solutions to their challenge than they possess at the moment. Introduce the action planning workbook and encourage participants to record on page one any delivery notes or ideas they wish to remember for the future.

Experience
Immediacy

2. The Characteristics of Effective Delivery

Time: 45 minutes (35 minutes for Exercise 11.2)
Slides: 3

Two participants are selected at random to deliver the 15-minute training session they designed during the first half of the course. The subsequent discussion provides feedback for the presenters and an opportunity for all participants to reflect upon the characteristics of effective delivery. Stress the relationship between effectiveness and the ten adult learning principles.

3. Five Skill Sets for Effective Training Delivery

Time: 5 minutes
Slides: 1

Building on the results of Exercises 11.2 and 3.1 (on Day 1), observe that effective training delivery demands far more from a facilitator than just effective presentation. Introduce the five skill sets required for effective training delivery. Explain that each of the remaining sessions of the course will focus on strengthening one of these skill areas. Refer also to the personal objectives set by participants during Session 1 that should be addressed during the second half of the course.

4. Too Big a Task for One Person?

Time: 28 minutes (20 minutes for Exercise 12.2) activity
Slides: 5

Acknowledge that effective delivery is a challenging task. Use the debate to help participants consider the pros and cons of co-facilitation as a strategy for meeting delivery challenges.

5. A Closing Request

Relevance
Teamwork

Time: 10 minutes (all for Exercise 12.3)
Slides: 1

Ask participants to reflect on their current strengths and weaknesses in the five skill areas and to identify three specific aspects of their performance with which they would like to request their colleagues' support.

Exercise 11.1 Training Delivery Audit

After briefly introducing the second half of the TOT, which will focus on effective training delivery, launch the session with a demonstration of one technique for on-site needs assessment. This exercise will help you assess the challenges currently being faced by participants and will give everyone a point of reference against which they can measure their progress during the second half of the course.

For maximum impact, it is important that participants first define one thing that they find difficult about training delivery (before thinking about solutions to that challenge). The slide for this exercise is animated to initially reveal only the first set of instructions. Move around the room to ensure that everyone has identified a challenge before continuing with the exercise. If you reveal all of the instructions at once, participants could be tempted to choose an "easy" challenge – something they already know a lot about.

Once everyone has defined a challenge, give the group exactly three minutes to list the strategies they have used in the past to try to meet that delivery challenge. Use a clock to measure time exactly so that you can repeat this exercise at the end of the training and assess how many new strategies participants have identified as a result of the training.

When three minutes have passed, ask each participant to count the number of strategies identified and write that number in a circle in the upper right hand corner of their paper. Introduce the Action Planning Workbook in Handout 11.1 and ask each participant to copy only their question/challenge onto page 12 of their workbook (not the strategies they identified) and then to pass their list of strategies up front. You should review participants' output from this exercise as soon as possible to inform your delivery of the remaining sessions of the course. Adapt the course material as necessary to address the issues raised by the audience.

Total time = 5 minutes

Exercise 11.2 First Two Deliveries

After spending so much time looking at adult education theory and design, participants will likely be eager to dive into the delivery content of the course. It is for this reason that we place the first two participant presentations near the beginning of this session; doing so also respects the immediacy principle and gives everyone a relevant experience from which to begin discussing delivery techniques. To keep participants from being shocked or made too uncomfortable by the dive into delivery, be sure to communicate on the very first day of the training, and at the end of Day 2, that on Day 3 they will begin presenting their 15-minute training sessions and should come prepared.

To help participants manage time, you may want to hold up a card when each presenter has 5 minutes and 1 minute remaining in their presentation.

After each presentation, ask participants to complete a feedback card for the presenter. On the card, they should comment on one thing that was effective about the delivery and one thing that could be improved. Encourage them to be as specific as possible about their improvement suggestions so that it is easy and clear for the facilitator to identify what and how to improve. While the participants are completing their feedback cards, the next presenter can prepare to begin. Save plenary discussion until after both presenters have finished delivering their sessions. This will make it possible for participants to compare and contrast the techniques used in the two presentations

Collect the feedback cards after 1-2 minutes and give them to the presenter. Draw everyone's attention to the pocket or envelope on page 3 of their Action Planning Workbook where they can store the feedback cards that they receive following their presentation.

When processing these and all other presentations in plenary, there are two important questions to consider: "Was the objective of the session achieved?" and "Did the session respect the 10 adult learning principles?" (As part of this conversation, you should question whether participants knew what the objective of the session was.) Post two scoreboard flipcharts on the wall, one entitled, "Was the objective achieved?" and the other entitled, "Did the session respect the 10 adult learning principles?" Place a mark of some kind on each flip chart to track the number of sessions for which the audience says YES vs. NO. These scoreboard flip charts will be used in Session 17 to evaluate the overall success of the course.

Although these two questions are important to track for evaluation purposes, it is important to consider more than this for learning purposes. Each set of participant presentations should be used to explore a different set of delivery strategies and techniques, as well as to reinforce key messages from earlier sessions. In this first set of presentations, focus on the basic requirements for effective training: 1) new material or a new ways of looking at old material was presented; 2) the material is presented in a way that participants can understand; 3) the material is presented in a way that makes participants want to use it to make some kind of productive change in the future.

Note that the questions for reflection on slide 56 begin with a look at what was effective about the presentations. Regardless of whether you use this slide to guide your discussion, always begin the plenary feedback sessions with a focus on the positive. This feedback technique will be officially presented in Session 14 on Communication Skills, so if you demonstrate it during each of the earlier feedback sessions, you can refer to the training room experience as an example. Another feedback technique that can be useful here is to invite the presenters to briefly comment on their own performance before recruiting feedback from the audience. Both techniques respect the safety principle by giving presenters an opportunity to feel successful (at least to some degree) and to acknowledge their own mistakes (rather than having to hear the criticism from others). Peers can then focus on giving constructive suggestions for improving future performance.

You may want to take notes during the participants' presentations to remind yourself of specific techniques that were effective or ineffective so that you can raise awareness of them in the plenary discussion if the audience does not do so. Facilitate the feedback sessions carefully so they balance compliments and criticism, giving presenters something to be proud of and something to improve in the future. Also, actively look for opportunities to broaden the lessons learned so that they are applicable to all participants and not only the presenters.

Total time = 35 minutes (5 minutes for the introduction and feedback cards + 15 minutes each for 2 presentations; the plenary discussion receives an additional 10 minutes of time in the agenda, but this is not counted as part of the exercise)

Exercise 11.3 **Too Big a Job for One Person?**

This exercise provides an opportunity to demonstrate another training method – the debate – and should serve as an energiser as well. Divide the audience into two teams and ask them to debate the following statement: "The most effective way to deliver a training is through co-facilitation". Assign one team the PRO position (they will agree with the statement) and the other team the CON position (they will disagree with the statement). Explain that each team will have 10 minutes to prepare its position and select a spokesperson. That person will have 3 minutes to present the team's arguments. Each team will then have one minute to reinforce its arguments and respond to the statements made by the other team. During the rebuttal any or all members of the team may speak, but they will only have one minute to respond. The debate will end after each team has had an opportunity for rebuttal.

Successful debates are dependent on very clear initial instructions, careful time management, enthusiastic participation and a clear conclusion. The closing for any debate activity can be challenging because successful debates tend to focus on a controversial question that has no unanimous conclusion. Therefore, it is important for you to decide in advance: 1) whether you want to have a winner announced at the end of the debate and if so, how the winner will be determined; and 2) what main message or conclusion you want participants to take away from the debate. Your message may simply be that there is no agreement on this question among experts, so participants must take factors XYZ into account when deciding which strategy is the right strategy at a particular point in time. In this case, the main message to convey is that effective delivery is a huge challenge and one of the strategies that can be used to meet that challenge is co-facilitation, but if participants wish to apply this strategy they need to spend time in advance to plan for productive co-facilitation and make sure that they can cover their costs. (Two trainers cost more than one, so if they want to co-facilitate, they have to be able to charge a higher price for their services or be willing to expect a lower fee than they would have received for facilitating on their own.)

If you want to be able to announce a winner at the end of this debate, we recommend basing the evaluation criteria on the strength of each team's argument as well as the enthusiasm of delivery and communicating to the audience in advance that these are the criteria. This can help increase the dynamism of the event. You may also want to appoint the three participants in the middle of the room to be a panel of judges, so that you do not have to be the one passing judgement.

Total time = 20 minutes (2 minutes for instructions + 10 minutes to prepare arguments + 6 minutes for opening arguments by both teams + 2 minutes for a rebuttal by both teams + 1 minute to close the activity; there is an additional 7 minutes built into the agenda to process and generalize the output of the debate using the next three slides)

Exercise 11.4 **Request for Support**

Building on the last bullet point of slide 63, this exercise responds to the teamwork principle and invites participants to request support from their colleagues. Ask everyone to turn to page 2 of their Action Planning workbook and to identify three questions that they would like the audience to consider when it gives them feedback on their presentation. Once they have written these questions in their workbook, they should copy them onto a flipchart in large enough print that they can be read at the back of the room. Henceforth, each participant should post his/her questions at the start of his/her presentation so that the audience can do its best to provide feedback in one or more of those areas.

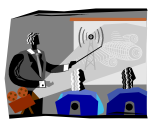
Total time = 10 minutes

Session Twelve: Preparation Skills

Learning Objectives
By the end of this session, participants will:

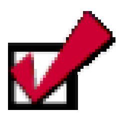
- Recognise the five main areas in which preparation can improve training delivery
- Agree on the trainer's three main responsibilities
- Share experiences with useful preparation techniques
- Practice adapting a *MicroSave* toolkit for a particular audience and time frame
- Generate strategies for using time more wisely to improve the quality of their preparation
- Identify changes they wish to make in their preparation habits or processes to strengthen future training delivery

Time: 255 minutes (175 minutes for exercises)



Methods:

- Presentation
- Large group discussion
- 8 exercises (1 large group demonstration, 1 individual task, 2 small group task 2, 1 learning partner exercise, 1 set of participant presentations, 1 town meeting, 1 large group activity)
- Feedback activity at the end of Day 3
- A to Z review at the beginning of Day 4



Materials:

- PowerPoint presentation entitled "Session 12 Preparation Skills" which can be found in the Day 3 and Day 4 slideshows. The entire presentation consists of 50 slides (18 in Day 3 and 32 in Day 4)
- Edited slide for the feedback activity at the end of Day 3
- Prize for winners of the A to Z review
- Graffiti feedback board for Day 4 (see instructions below)
- Several CD-ROMs of flash disks with copies of the *MicroSave* toolkits to be used in Exercise 12.4
- Strips of paper with adaptation options sorted into three containers for use in Exercise 12.4
- Paper strips or coloured cards to organize participants into groups for Exercise 12.7
- Handout 12.1 From Pedagogy to Androgogy
- Handout 12.2 Training Styles Inventory
- Handout 12.3 Sample Toolkit Architecture
- Handout 12.4 Event Preparation Checklist
- Handout 12.5 Trainer Preparation Checklist
- Exercise 12.5 Adapt a *MicroSave* Presentation (PPT)
- Exercise 12.5 Adapt a *MicroSave* Presentation (Instructions)

Overview: Session 12 focuses on preparation as the first of five skill sets that trainers must develop for effective delivery. Most trainers understand that preparation is important but they underestimate the scope of the task and fail to devote enough time to it. This session aims to broaden participant understanding of what effective preparation consists of and then encourage the group to allocate more time to these activities as a strategy for increasing effectiveness and decreasing stress during the training event itself. It explores five main areas in which preparation is required.

1. Introduction and Overview

Time: 5 minutes
Slides: 4

Immediacy
Relevance

Discuss why preparation is important and what benefits it can provide to a facilitator. Then overview the five main areas in which preparation is needed.

Teamwork
Style
Experience

2. Preparing Yourself

Time: 75 minutes (10 minutes for Exercise 12.1; 32 minutes for Exercise 12.2; 5 minutes for Exercise 12.3)

Slides: 12

Stress the importance of trainers taking the time to prepare themselves personally to be capable of delivering an effective training. This includes understanding their role, responsibilities and bias; being knowledgeable about the subject matter, training methods and delivery techniques; and making an effort to learn from past experience.

3. Day 3 Closing Day 4 Opening

Time: 25 minutes reinforcement relevance

Slides: 7

Three activities facilitate a break in the content of this module. "Looking Back" reviews the training methods that have been demonstrated thus far in the course and gives participants a chance to identify and discuss those that they expect to be most difficult to prepare themselves to deliver. The closing feedback activity responds to the outcome of Exercise 8.4, while the A to Z review opens Day 4 with a general review of memorable messages delivered in the first three days of the course.

4. Preparing Your Training Plan

Time: 60 minutes (50 minutes for Exercise 12.4) activity

Slides: 11

To maximise their effectiveness, trainers must adapt every training design to fit the available timeframe, environmental circumstances and, most importantly, needs and expectations of the audience. After providing some guidance on how to adapt a training plan, use the hypothetical scenarios in Exercise 12.4 to give participants practice adapting existing *MicroSave* toolkits.

5. Preparing Your Materials

Time: 45 minutes (40 minutes for Exercise 12.5) activity

Slides: 5

Provide guidelines for adjusting the design of materials and preparing to deliver them. Since *MicroSave* toolkits are slide-based, the exercise in this section is designed to increase participants' level of comfort with the preparation of PowerPoint slides.

6. Preparing Your Environment

Time: 12 minutes (8 minutes for Exercise 12.6)

Slides: 4

Argue that trainers should be proactive about making their venue work for them rather than simply accepting it as it is. Invite participants to share their strategies for preparing a productive environment.

7. Preparing Your Participants

Time: 8 minutes

Slides: 4

A final area in which preparation can improve training delivery is participant preparation. Explore what trainers can do before and during a training event to help participants be as focused and ready as possible to engage with the training content by the time the first content session is introduced.

8. Improving Preparation

Time: 25 minutes (15 minutes for Exercise 12.7; 5 minutes for Exercise 12.8) accountability, relevance

Slides: 3

Participants share strategies for confronting the biggest challenge facing any trainer who wishes to improve his or her preparation – finding the time to do so. A final exercise invites participants to articulate specific actions that they will take to improve their preparation for training delivery in the future.

Exercise 12.1 A Knotty Problem

Recruit one volunteer to be the trainer. Ask the volunteer to leave the room while you instruct the rest of the group. Instruct the remaining participants to hold hands in a circle and tie themselves into as entangled a knot as possible by twisting and turning, stepping over some people's arms and dipping under others, but they must not let go of each other's hands. Explain that when the trainer enters the room, they should follow his or her instructions literally and not make the trainer's job easier by doing what they have not been told to do.

Once the knot is completed, bring the trainer into the room and ask him or her to unravel the knot using verbal instructions only (you may want to have the trainer hold his/her hands behind their back). Time how long it takes the trainer to accomplish the objective. Then repeat the exercise, but this time you play the role of trainer and ask the previous trainer to time how long it takes you to undo the knot. Turn your back so that you cannot see the participants knot themselves and ask them to tell you when they are ready. Remind them that they must not let go of each other's hands. When they are ready, turn around and simply encourage the group to get out of the knot themselves. Tell them you know they can do it, cheer them on, promise them a reward, give them whatever incentive you like to inspire them but give them few if any detailed instructions on how to actually untie themselves. It should take the group much less time to achieve the objective under these conditions than in the first scenario.

Process the activity in a way that illustrates the role of an effective trainer as someone who facilitates rather than instructs. Draw the conclusion that participants who are empowered to solve their own problems will learn much more and apply much more than those that passively listen or receive solutions from others.

Total time = 10 minutes

Exercise 12.2 Presentation Practice

Choose the names of two more participants out of the hat and invite them to deliver their 15-minute training session. Before each one begins, make sure they post their feedback requests on the wall so that the audience knows what to pay attention to. Pause after each presentation so that the audience can complete its feedback cards as explained in Exercise 11.2. Do not process the presentations in plenary until after the next exercise.

Total time = 32 minutes (15 minutes each for 2 presentations + 2 minutes for feedback cards after the first presentation)

Exercise 12.3 Learning from Experience

Use this exercise to build on the content of slide 77 and create an opportunity for everyone to learn from their experience with the first four participant presentations. Invite those who made presentations to make a few notes on page 4 of their Action Planning Workbook, and ask all participants to answer the two questions on page 5:

- What have you learned from the first four presentations and the discussions thus far that can help you deliver better in the future?
- What do you want to focus on when you prepare yourself to deliver your next training session?

After approximately 5 minutes, begin processing the presentations made in Exercise 12.2 and reflecting on the lessons that can be learned from all of the presentations made thus far with respect to preparation techniques. The questions on slide 80 can help guide your facilitation of the feedback session (for which there are approximately 20 minutes built into the agenda). You may want to give participants another minute or two at the end of this discussion to return to page 5 of their workbook just in case there were more ideas that came out of the discussion that they would like to record. Don't forget to record on the scoreboard flipcharts whether these two presentations met their objectives and respected adult learning principles.

Total time = 5 minutes (with additional time built into the agenda for processing the output of both Exercise 12.2 and 12.3)

Exercise Looking Back

This exercise is a closing activity that reviews content, focuses on application of that content, and provides a Q&A opportunity. Launch the activity by asking participants to brainstorm the training methods that have been demonstrated thus far in the training. Then ask participants to discuss in BUZZ groups which of those methods they think will be the most difficult for them to prepare themselves to deliver. To set boundaries on the exercise, you might ask them to identify a specific number of methods, e.g., the three most difficult ones.

After 2-3 minutes of BUZZing, ask each group to list the methods it identified as the most difficult and as they do so, place a checkmark by each item on the flipchart as it is mentioned. As time permits, discuss the methods that received the most checkmarks. Why will they be difficult to prepare for and what strategies can be used to facilitate easier or more effective preparation?

For your reference, the training methods that have been demonstrated thus far include:

1. Lecture
2. Demonstration
3. Case Study
4. Readings
5. Small Group Tasks
6. Large Group Discussion
7. Large Group Exercise
8. Stories
9. Brainstorming
10. Learning Partners
11. BUZZ Group Discussions
12. Interviews
13. Individual Exercises
14. Quiz or Test
15. Response Cards
16. Games
17. Puzzles or riddles
18. Drawings or mapping
19. Display or exhibition

Exercise A to Z Review

Just as you did at the start of Day 2, organize participants into groups once the training day officially begins and assign late participants to join one of those groups as they enter the room. Explain that the review challenge for today is to write a phrase for each letter of the alphabet that refers to content covered during the course, for example:

- Audience is one of the two main points of reference for any training design
- Bloom's taxonomy is useful for writing learning objectives

The winner can be the first team to complete the alphabet, or the team to complete the most letters by the end of the 10 minute time limit for this exercise. Consider awarding a prize to the winning team.

Total time = 10 minutes

Exercise Graffiti Feedback

Preparation: Create a large drawing space by taping four sheets of flipchart paper together and posting them on a wall somewhere accessible to participants during break times. On that paper, write a few questions (in clear, colorful ink) to stimulate comments and feedback. For example:

- What was your favourite part of the day?
- Which of the strategies discussed today will be most useful to you in the future? Why?
- What would you change about today if you were to deliver this course?
- Which of the strategies discussed today do you think will be most difficult to implement? Why?

Implementation: You do not need to give participants time during this session to write on the graffiti feedback board. Simply introduce it as the technique that will be used to gather feedback today and encourage each participant to write at least on thing on the board before the end of the day. You may want to remind participants to contribute their graffiti before each tea break and lunch, especially if you see that the board is not being used.

Total time = 1 minute

Exercise 12.4 Adapting a *MicroSave* Toolkit

Preparation: Download the three toolkits you wish to use as resource material for this exercise. Copy this material onto several CD-ROMs or flash disks for transfer to participants' laptops. In three separate containers, place strips of paper with the names of the toolkits, time frames and audiences that you would like participants to work with during their adaptation (see recommendations below). If there are fifteen participants, you can divide the audience into five groups and you would need five strips of paper in each container.

Recommended toolkits: You can choose any combination of toolkits for analysis, but those that have worked well in the past include pilot testing, risk analysis, and customer service.

Recommended time frames: 4 days, 3 days, 2 days (most toolkits are designed to be delivered in 3 days, so if you use this mix, some groups will have to recommend adaptations to accommodate a shorter time period and some for a longer time period).

Recommended audiences: Create a range of scenarios so that different groups will have to make different adaptations; this will make the processing of the exercise more interesting. Audience scenarios that have worked well in the past include:

1. CEOs from a variety of MFIs in the East African region
2. Staff from one large MFI in Asia
3. Young university graduates who want to become Certified Service Providers
4. Staff from a group of MFIs in West Africa who have never heard of *MicroSave*
5. Independent consultants from various regions of the world

You will want to adapt these scenarios to fit your context, but aim for a mix of participant levels, occupations and geographic or cultural contexts.

Implementation: Divide participants into the planned number of groups and ask each group to choose a toolkit, audience and time frame from the three containers at the front of the room. Explain that each group needs to look at the materials for the course it selected and identify at least 5 things that should be changed in order to deliver the course to its selected audience in the selected time frame. Instruct the groups to first identify five things that need to be changed, and then if time permits, to look in detail at how they might implement those changes. Give the groups a simple criterion for identifying who should present its results (e.g., the person with the smallest feet should present). Communicate that is not necessary to post the results on a flipchart.

When processing the group work, ask the first group to share its results one at a time (the group's representative can do this from his or her seat). As each adaptation is identified, ask whether any other group identified that same item as something that would need to be adapted and facilitate a discussion about how different groups decided to implement that adaptation. You may want to keep track of the output of the exercise by making a few notes on flipchart entitled, "Common Adaptations". Push the group to go beyond basic adaptations such as language and timing and to focus more how to make the training relevant and enjoyable for a different type of learner in a different professional environment. Staff from large MFIs will not be interested in the same issues as staff from small MFIs or international consultants. Challenge the group also to go beyond generalities such as "the training time needs to be cut by one day" and to define which content should be cut or added and why. You can facilitate a higher quality discussion by rotating among the groups during their group work and encouraging them to think in these directions.

Total time = 50 minutes (30 minutes for small group work + 20 minutes processing in plenary)

Exercise 12.5 Adapt a *MicroSave* Presentation

This exercise provides another opportunity for participants to practice adapting materials that have been developed by others. It focuses specifically on the adaptation of a PowerPoint presentation. Distribute a printed copy of the instructions for this exercise and ask participants to open the PowerPoint file entitled, "Exercise 12.5 Adapt a *MicroSave* Presentation (PPT)". Invite them to work in pairs to adapt the presentation as described in the instructions provided. Remind them to follow the *MicroSave* toolkit guidelines found in Handout 9.2.

After approximately 20 minutes, begin encouraging the pairs to finish their adaptations and to save their file on a flash disk for projection onto the screen. In the next 10 minutes, gather as many presentations as you can onto your computer to review in plenary. Then spend the next 10 minutes reviewing as many of the presentations as time allows and facilitating a discussion that identifies particularly effective adaptations and areas for improvement. You may move rather slowly through the first two presentations, but can move more quickly through the others, drawing attention only to adaptations that have not already been seen or commented upon in other presentations.

Total time = 40 minutes (25 minutes to adapt the presentation in pairs + 5 minutes to transfer everyone's product to your computer + 10 minutes to project participants' presentations onto the screen for discussion and review)

Exercise 12.6 Town Meeting

This exercise provides another opportunity to demonstrate a training method often referred to as the "town meeting". (If you implemented the feedback Exercise 11.1 as planned, you will have already used this technique and can refer back to it.) This technique is useful for encouraging contributions from all members of the audience and for implementing the teamwork principle, since it puts control of the discussion entirely in participants' hands.

Ask everyone to consider the strategies they have used in the past to make their training venue productive. Invite the tallest person in the room gets to comment first and explain that when he/she finishes speaking he/she should call on someone else who wishes to speak. Allow the discussion to continue until the time available for this activity runs out, or until no one else has anything to add. Conclude the activity by reviewing the next two slides to see if there are any additional ideas that can be put on the table.

Total time = 8 minutes

Exercise 12.7 How to Find the Time?

The principle challenge facing trainers with respect to preparation is finding the time to do so. There is no magic solution to this challenge, so this exercise is designed simply to provide an opportunity for participants to share the strategies that they use to make time available for preparation and to spend whatever time they do have as wisely as possible. Through the cross-fertilization of ideas, we hope everyone will be able to identify at least one way to manage their preparation time more effectively.

To begin the exercise, organize participants into four groups and give each group a different question to answer. Explain that they will have 5 minutes to discuss their answers and then the shortest member of the group will be asked to share the responses in plenary. You have 10 minutes to process the exercise, so if a group articulates only a few ideas, see if the rest of the audience can add others.

One technique for organizing the groups is to write the questions on different coloured strips of paper and then invite each participant to choose a strip. Or, you can place coloured dots on participants' name tents in the morning and prepare one card for each question written in a different colour marker (that corresponds to the dots on the name tents) and post these in different corners of the room. Then you can organize participants into groups by telling them to move to the question that has the same colour as their name tent.

The four questions for discussion are as follows:

1. What strategies can you recommend for reducing the amount of time it takes to prepare for training delivery?
2. What are your strategies for preparing in a pinch (i.e., when you have very little time to prepare)?
3. Assuming that you have less time than you would like to have to prepare for delivery, what should your priorities be?
4. Even if you are busy, how can you make time for preparation?

Total time = 15 minutes (5 minutes for small group work + 10 minutes for plenary discussion)

Exercise 12.8 A Quick Review

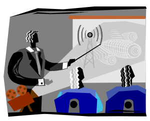
This exercise is focused on application, but is also designed to be an energiser. Ask everyone stand up and move around the room in a circle to the left. Participants can move however they like – walking, jogging, running, hopping, flying – encourage creativity. Explain that the only way they can earn the right to be seated again is to share one thing that they will do differently in the future to improve their preparation. They can wave their arms in the air when they're ready to answer and you'll invite them to contribute.

Total time = 5 minutes

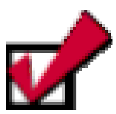
Session Thirteen: Presentation Skills

Learning Objectives
By the end of this session, participants will:
- Articulate strategies for organizing an effective presentation
- Discuss techniques for delivering more accurate and attractive messages
- Collect ideas for managing delivery anxiety productively
- Critique the presentation skills of four peer facilitators paying particular attention the organization, clarity and attractiveness of the messages delivered
- List three actions they will take to make a stronger impression in their next presentation

Time: 130 minutes (88 minutes for exercises)



Methods:
- Presentation
- Large group discussion
- 5 exercises (1 brainstorming, 2 sets of participant presentations, 1 interview, 1 individual)



Materials:
- PowerPoint presentation entitled "Session 13" which can be found in the Day 4 slideshow and consists of 27 slides
- Graffiti feedback board
- Handout 13.1 Presentation Tips from the Pros
- Handout 13.2 Presentation Skills for Emergent Managers
- Handout 13.3 Seven Deadly Sins of Speakers
- Handout 13.4 Flipcharting Guidelines
- Handout 13.5 Slide Show Keyboard Shortcuts
- Handout 13.6 Psyche Yourself Out of Pre-Presentation Jitters

Overview: This session develops the second set of skills that are necessary for effective training delivery. It focuses on the delivery of messages and the development of platform skills.

1. Requirements of an Effective Presentation
Time: 5 minutes immediacy
Slides: 3

Introduce the two main requirements for an effective presentation: 1) the preparation of a clear and relevant message; and 2) the attractive, accurate delivery of that message. Both these requirements need to be met with reference to the audience and objectives. Quickly review the aspects of preparation that are particularly relevant for presentations.

2. Organising the Message
Time: 50 minutes (5 minutes for Exercise 13.1; 34 minutes for Exercise 13.2)
Slides: 5

Build on the results of the brainstorming exercise to provide guidelines for organizing a clear and relevant message. Highlight the adult learning principles that are particularly relevant here – immediacy, reinforcement and relevance. Use the participant presentations as experiences through which to discuss organising strategies and techniques.

3. Delivering the Message
Time: 18 minutes reinforcement enjoyment
Slides: 13

Convey that a presentation is not delivered only through words; it is also delivered through the presenter's tone of voice, body language, and whatever audio or visual props she employs. Facilitate discussion around techniques that assist trainers in delivering attractive and accurate messages.

4. Dealing with Nerves

Time: 12 minutes (10 minutes for Exercise 13.3) experience
Slides: 3

Communicate that anxiety is common among presenters, but is not necessarily a destructive force. Draw out strategies that participants use to manage their nerves productively.

5. Application

Time: 48 minutes (34 minutes for Exercise 13.4; 5 minutes for Exercise 13.5) experience, relevance, accountability
Slides: 3

Two more participant presentations provide the experience through which to discuss the application of techniques discussed in this session. Conclude by inviting participants to make an entry on page 6 of their action planning workbook.

Implementation Guidelines

Preparation is always the first step

- Bullet three: the right content will be relevant to the objective and the audience
- Bullet five: you might even want to try to predict the kinds of follow up questions that could be asked and prepare your responses in advance
- There's no activity in the delivering the message slide series so it makes it a good place for a content related energizer. Try bad habits or gesturize me.

Exercise 13.1 Brainstorming

This exercise begins by reinforcing the ten principles of adult learning and then using those principles to open a discussion of how a presentation needs to be organized if it is going to facilitate maximum learning.

As you launch the exercise, you may want to bring out your ten colourful cards with the adult learning principles written on them and post these on the wall as participants recall them. Then invite the large group to reflect on those principles and to brainstorm as many ideas as they can think of in three minutes for organizing a presentation so that it is as easy as possible for participants to learn something from it. Record all answers (even the ones that you don't necessarily agree with) and save any discussion of the strategies until after you've closed the list. You can use the results of this exercise together with the next two slides to provide guidelines for organizing a clear and relevant message.

Total time = 5 minutes

Exercise 13.2 Presentation Practice

Choose the names of two more participants out of the hat and invite them to deliver their 15-minute training session. Before each one begins, make sure they post their feedback requests on the wall so that the audience knows what to pay attention to. Pause after each presentation so that the audience can complete its feedback cards as explained in Exercise 11.2 and the presenters can make some notes on page 4 of their workbook to help them learn from their experience.

When processing this set of participant presentations, follow the guidelines provided in Exercise 11.2, making note of whether the presentations achieved their objectives and respected adult learning principles. In addition, discuss the way these presenters organized their messages and identify elements that were effective as well as those that could use improvement.

Total time = 34 minutes (15 minutes each for 2 presentations + 2 minutes for feedback cards after each presentation; additional time is provided in the agenda for discussing the presentations)

Exercise 13.3 Dealing with Nerves

After acknowledging that nerves affect nearly every trainer's performance, give participants an opportunity to share their own experiences and strategies for dealing with nerves before presenting any strategies yourself or introducing Handout 13.6.

Invite participants to interview their neighbour to find out what strategies they use for reducing their anxiety about a presentation and keeping their nerves under control. Then ask participants to share the strategies they heard from each other that they found new or interesting.

Total time = 10 minutes (5 minutes for paired interviews + 5 minutes for sharing strategies in plenary)

Exercise 13.4 More Presentation Practice

Choose the names of two more participants out of the hat and invite them to deliver their 15-minute training session. Before each one begins, make sure they post their feedback requests on the wall so that the audience knows what to pay attention to. Pause after each presentation so that the audience can complete its feedback cards as explained in Exercise 11.2 and the presenters can make some notes on page 4 of their workbook to help them learn from their experience.

When processing this set of participant presentations, follow the guidelines provided in Exercise 11.2, making note of whether the presentations achieved their objectives and respected adult learning principles. In addition, discuss the clarity and attractiveness of the messages delivered and identify elements that were effective as well as those that could use improvement. Some of the areas you might address include: the presenter's verbal articulation and expression, gestures and body language, humour, use of visual aids, time management, and involvement of the audience.

Total time = 34 minutes (15 minutes each for 2 presentations + 2 minutes for feedback cards after each presentation; additional time is provided in the agenda for discussing the presentations)

Exercise 13.5 Strengthening Presentation Skills

Conclude the session by inviting participants to turn to page 6 of their Action Planning Workbook and to individually answer the two questions posed there:

1. List three actions that you can take to make a stronger impression in your next presentation.
2. What presentation techniques would you like to practice or learn more about?

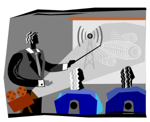
The exercise is designed to help participants review the content of the session from their own perspective, commit to specific steps they can take to improve their presentations, and to identify opportunities for future learning.

Total time = 5 minutes

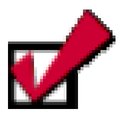
Session Fourteen: Communication Skills

Learning Objectives
By the end of this session, participants will:
- Recognize the barriers to communication faced by trainers
- Identify strategies for communicating effectively in the face of those barriers
- Practice paraphrasing as a technique for active listening
- Analyse the communication skills of two peer facilitators
- Record at least one idea for improving their own communication during training delivery

Time: 145 minutes (103 minutes for exercises)



Methods:
- Lecture
- Large group discussion
- 8 exercises (1 large group demonstration, 2 large group tasks, 3 activities in pairs, 1 set of participant presentations, 1 individual task)
- Graffiti feedback activity



Materials:
- PowerPoint presentation entitled "Session 14 Communication Skills" which can be found in the Day 4 slideshow and consists of 34 slides
- Four sheets of paper for Exercise 14.1
- Approximately 15 large index cards or strips of flip chart paper for Exercise 14.2
- A fishbowl-like container with folded question strips for Exercise 14.6
- Handout 14.1 Barriers to Verbal Communication
- Handout 14.2 Techniques for Encouraging Feedback

Overview: This session develops the third set of skills that are necessary for effective training delivery. It focuses on what trainers can do in the face of communication barriers to get their messages across, paying special attention to techniques for obtaining feedback.

1. Barriers to Communication

Time: 10 minutes (5 minutes for Exercise 14.1) enjoyment
Slides: 4

Use observations generated by the paper folding demonstration to launch a brief discussion about the barriers to communication faced by trainers.

2. Strategies for Effective Communication

Time: 20 minutes (15 minutes for Exercise 14.2) immediacy
Slides: 4

Challenge participants to identify strategies for communicating effectively in the face of those barriers. Highlight three strategies in particular that support adult learning principles: 1) viewing communication as a two-way team effort; 2) using multiple channels; and 3) getting feedback.

3. Getting Feedback through Observation

Time: 10 minutes (3 minutes for Exercise 14.3) activity experience
Slides: 3

Focus on the third strategy and introduce three ways to obtain feedback. Use Exercise 14.3 to stimulate discussion around some of the techniques for getting feedback through observation.

4. Listening for Feedback

Time: 30 minutes (8 minutes for Exercise 14.4; 15 minutes for Exercise 14.5) activity experience
Slides: 9

Exercise 14.4 generates a gap between what participants want to see in a listener and the listening techniques that their colleagues actually exhibit. Facilitate a discussion about the gap and identify techniques for improved listening. Practice paraphrasing as a skill for demonstrating attentiveness.

5. Encouraging Feedback

Time: 25 minutes (20 minutes for Exercise 14.6) experience
Slides: 6

Use Exercise 14.6 to generate and discuss a variety of strategies for encouraging and responding to feedback, particularly in situations when no one wants to reply, the feedback generated is negative, or a question is asked that is difficult to answer.

6. Giving Feedback

Time: 5 minutes
Slides: 4

Still inspired by the output of Exercise 14.6, discuss effective techniques for giving feedback. Invite participants to reflect on the feedback they have been giving to their peers and identify what they can do to make the feedback they give more motivating and productive in the future.

5. Application

Time: 45 minutes (34 minutes for Exercise 14.7, 3 minutes for Exercise 14.8) experience relevance, accountability?
Slides: 4

Two more participant presentations provide the experience through which to discuss the application of concepts and techniques discussed thus far in the course, placing particular emphasis on communication skills. Conclude by inviting participants to make an entry on page 7 of their action planning workbook and inviting end of day feedback.

Exercise 14.1 Folding Paper Demonstration

The objective of this demonstration is to show how easy it is for even simple instructions to be misinterpreted by the receiver, especially if ambiguous words are used, or the receiver does not (or cannot) ask for clarification.

Begin by asking for four volunteers from the audience. Ask all four to stand in front of the room, facing the other participants. Give each of the volunteers a sheet of paper and explain the two rules of the game: 1) each volunteer must close their eyes during the exercise; and 2) they may not ask questions.

Instruct participants as follows:

1. Fold your paper in half and then tear off the bottom right corner of the paper
2. Fold the paper in half again and tear off the upper right hand corner of the paper
3. Fold the paper in half one more time and tear off the lower left hand corner of the paper
4. Open your eyes and display your unfolded paper to each other and the audience
5. Invite the volunteers to be seated again.

When processing this activity, first ask the group what happened. Encourage participants to describe what they saw in the demonstration. Then ask them why the volunteers produced such different results with the same set of instructions. What could be done differently to make the instructions more effective, i.e., to help all participants achieve the same result?

There is no need to exhaust this discussion, as the next exercise will explore this challenge in more detail, but facilitate enough generalization for participants to link the demonstration to their own real life experience and to pique interest in the content of the session. You can easily use the output from this exercise to lead into slide 62 with the 70% statistic. Ask participants why they think that statistic is so high. What gets in the way of effective communication (most of the time we won't be blindfolded and we'll be allowed to ask questions, so what is it)? This conversation can then lead nicely into the discussion of communication barriers.

Exercise 14.2 So What Can a Trainer Do?

Given the many barriers to communication, what can a trainer do? How can we remove, reduce or overcome the barriers and get our messages across?

Ask participants to discuss in pairs what they as trainers do in the face of communication barriers to effectively get their messages across. After 5 minutes, ask each pair to join another pair and compare strategies. Together the two pairs should choose 3 strategies to write on response cards or strips of flip chart paper and to post these at the front of the room. Invite everyone to gather around the postings and read the strategies contributed by other groups. Encourage them to ask questions at this time if any of the postings are unclear or they would like to have an example of how a particular strategy works. If time permits, you can ask participants to comment on any other strategies they discussed in their groups that did not get posted.

Be sure to build on the output from this exercise when presenting the next three slides.

Total time = 15 minutes (5 minutes in pairs + 5 minutes for joint pair discussion and posting + 5 minutes of large group discussion)

Exercise 14.3 How Observant Are You?

This quick exercise is designed to energise the group and get them thinking about the skills required for effective observation.

Instruct participants to work in pairs, with the younger person in the pair playing the role of "person A". Explain that when you say "let's go", all person As should assume a position (any position they want). The other member of the pair ("person B") will need to observe A's position and try to memorize it. After about 15 seconds, you'll tell the Bs to turn around so they cannot see their partner. At that time, the As should change one detail about their position. You'll then tell the Bs to face their partner and the Bs will have to detect what has changed by observing the position of their partner. You can give everyone a minute or so to try to figure it out and then tell everyone to swap roles so you can do it again.

After the second round invite everyone to return to their seats and use the experience to stimulate discussion about the techniques for gathering feedback through observation.

Total time = 3 minutes (additional time is provided in the agenda to process the exercise as part of a larger discussion about observation techniques)

Exercise 14.4 How Well Do You Listen?

This exercise is designed to create an experience that will stimulate discussion about effective listening techniques. Most trainers think they are good listeners, but there is almost always room for improvement.

Preparation: Position two flip chart stands on opposite sides of the room facing away from each other (so that the group writing on one cannot read what the other group is writing). On one flipchart write the question, "What is it in a listener that encourages you to be more expressive?" On the other flipchart write the question, "As a listener, what techniques did you use in an attempt to receive the message accurately?"

Implementation: Ask participants to work again in pairs and designate the partner wearing the highest-heeled shoes as the speaker. Explain that the speaker should talk to the listener for 3 minutes about someone who has been influential in his or her life.

When 3 minutes have passed, instruct everyone to stop speaking. Ask all speakers to gather around a flipchart that says, "What is it in a listener that encourages you to be more expressive?" and ask the listeners to gather around a flipchart that says, "As a listener, what techniques did you use in an attempt to receive the message accurately?" Ask the members of each group to list answers to the question on its flipchart drawing from the experience they just had.

After approximately 5 minutes, ask everyone to return to their seats and use the output from this exercise to illustrate gaps between what participants want to see in a listener and the listening techniques that their colleagues actually exhibited. This should transition nicely into a discussion about techniques for improved listening, which is supported by a set of five slides.

Total time = 8 minutes (with 7 more minutes built into the agenda for discussing techniques for improved listening)

Exercise 14.5 Paraphrase It!

Paraphrasing is one technique that trainers can use to show that they are listening while also gathering feedback. It is a technique that is underutilized by many trainers, so this exercise provides an opportunity for participants to practice it.

Recruit a volunteer to be a storyteller (you may want to do this earlier in the day to give the volunteer time to think of a story). He or she can tell a story about anything; it can be true or false, personal or something from the newspaper. The topic does not matter and it does not have to be related to the course. Explain that you will ask the storyteller to begin speaking, and when he or she pauses to take a breath or collect his or her thoughts, you'll point to someone in the audience who must paraphrase what the storyteller has just said. If the paraphrase was good, the storyteller continues the story. If not, the storyteller restates what has just been said so that someone else can try to paraphrase. Continue the exercise until everyone has had a chance to paraphrase or until you run out of time.

To encourage participants to use different paraphrasing techniques, set a rule at the beginning that once an opening phrase has been used, it cannot be used again. You can help everyone keep track of which openings have been used by recording them on a flipchart as they are mentioned.

Total time = 15 minutes

Exercise 14.6 Feedback Fishbowl

This exercise facilitates the sharing of participant experiences with respect to encouraging and responding to feedback.

Preparation: Pre-title three flipcharts and post them side by side on a wall near the front of the room: "Encouraging Feedback," "Responding to Feedback" and "Giving Feedback". Obtain a small fishbowl or fishbowl-like container and put seven strips of folded paper into it, each one containing one of the following questions:

1. How do you encourage feedback?

2. What techniques have you seen used in the training thus far to encourage feedback?
3. What do you do if you ask a feedback question and get no reply?
4. What do you do with feedback once you get it?
5. What strategies do you use for responding productively to negative feedback?
6. What if the feedback you receive comes in the form of a question that you do not know the answer to?
7. When you give feedback, what rules or guidelines do you follow?

Implementation: Start with the person wearing the most brightly coloured clothing. Give that participant the fishbowl and ask him/her to choose a question from the bowl. Ask that participant to provide one answer to the selected question and encourage as specific a response as possible. Once the first participant has answered a question, he/she should pass it and the fishbowl to the next participant.

The second participant has a choice between providing another answer to the same question and choosing an unknown question from the fishbowl. Whatever question is drawn from the bowl must then be answered and the previous question should be folded and placed back in the bowl. The exercise continues in this manner, with each participant having a choice between answering the same question as the previous participant and choosing another question out of the fishbowl. You can stop the exercise once everyone has had a chance to answer one question or, if participants are enjoying the exercise and not all of the questions have been addressed, you can allow the group to continue answering questions until the available time expires.

As participants answer their chosen question, help the group process and generalize the responses by recording a key phrase from each participant's answer on the appropriate flipchart. Answers to questions 1, 2 and 3 can be recorded on the "Encouraging Feedback" flipchart; answers to questions 4, 5 and 6 can be recorded on the "Responding to Feedback" flipchart; and answers to question 7 can be recorded on the "Giving Feedback" flipchart.

Once you stop the fishbowl activity, give participants a chance to add strategies to the three flip charts that have not yet been mentioned. Then use those flip charts and the next eight slides to conclude the discussion of techniques for encouraging, responding to, and giving feedback.

Total time = 20 minutes (with 10 additional minutes to discuss feedback techniques)

Exercise 14.7 Communication Practice

Choose the names of two more participants out of the hat and invite them to deliver their 15-minute training session. Before each one begins, make sure they post their feedback requests on the wall so that the audience knows what to pay attention to. Pause after each presentation so that the audience can complete its feedback cards as explained in Exercise 11.2 and the presenters can make some notes on page 4 of their workbook to help them learn from their experience.

When processing this set of participant presentations, follow the guidelines provided in Exercise 11.2, making note of whether the presentations achieved their objectives and respected adult learning principles. In addition, discuss the communication techniques that were used, identifying those that were effective as well as those that could use improvement. Be sure to consider the variety of communication channels used and the extent to which feedback was sought out.

Total time = 34 minutes (15 minutes each for 2 presentations + 2 minutes for feedback cards after each presentation; additional time is provided in the agenda for discussing the presentations)

Exercise 14.8 Improving Communication

After discussing the participant presentations in Exercise 14.7 and drawing some general conclusions about how to apply the communication techniques that were covered in this session, Exercise 14.8 gives participants a chance to consider how they might apply this learning in their own situations. Ask everyone to turn to page 7 of their Action Planning Workbook and make a note of at least one effective communication technique that they don't want to forget to apply in the future.

Total time = 5 minutes

Exercise Graffiti Feedback

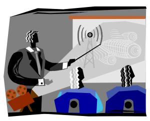
This exercise will have already been introduced at the beginning of Day 4 (see the exercise notes in Session 12). All that needs to be done here is to reserve a few minutes at the end of the day for participants to add something to the board. If you give them some official training day time and enthusiastically encourage them to make a contribution, you should be able to obtain feedback from most members of the audience before everyone leaves for the day.

Total time = 5 minutes

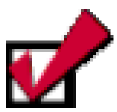
Session Fifteen: Motivation Skills

Learning Objectives
By the end of this session, participants will:
- Understand the connection between successful motivation strategies and adult learning principles
- Apply the skills and knowledge gained in previous sessions to identify strategies for motivating learning
- Design and deliver a content-related energiser
- Record at least one idea for motivating participation in their future training delivery

Time: 175 minutes (129 for exercises)



Methods:
- Presentation
- Large group discussion
- Opening content review
- 5 exercises (1 game, 2 small group, 1 set of participant presentations, 2 individual)



Materials:
- PowerPoint presentation entitled "Session 15 Motivation Skills" which can be found in the Day 5 slideshow and consists of 20 slides (including 2 slides for the Day 5 opening)
- One index card per participant for the opening review activity
- Approximately 80 reward tokens (see Exercise 15.2)
- Prize for the team with the most reward tokens
- Exercise 15.1 Motivation Bingo
- Handout 15.1 Motivation Techniques

Overview: This session develops the fourth set of skills that are necessary for effective training delivery. It aims to broaden participants' awareness of strategies for motivating participation and link the success of familiar strategies to adult education principles. The last quarter of the session focuses on expanding participants' toolbox of energisers.

1. Day 5 Opening

Time: 20 minutes (nearly all for content review activity) reinforcement
Slides: 2

Introduce the final day of the course and organise an opening activity to review and reinforce the content covered thus far. The "Asking Questions Getting Answers" exercise described below provides one idea for such an activity.

2. What Motivates Learning?

Time: 30 minutes (25 minutes for Exercise 15.1) enjoyment
Slides: 3

A game of motivation BINGO introduces the topic for this session and gets participants thinking about the variety of factors that motivate adults to learn and to apply their learning. Conclude the activity with a link to the four adult learning principles that have the strongest influence on motivation – enjoyment, safety, accountability and relevance.

3. Motivation Strategies

Time: 30 minutes (30 minutes for Exercise 15.2) reinforcement
Slides: 2

A small group activity invites participants to apply the knowledge and skills gained in Sessions 12, 13 and 14 to identify strategies for making their training fun, creating an atmosphere in which everyone is comfortable, helping learners feel successful, and demonstrating that learning will be useful.

4. Putting the Strategies to Work

Time: 43 minutes (34 minutes for Exercise 15.3) experience relevance

Slides: 2

Participants examine the motivation strategies employed in two presentations by their peers and suggest ways to make their delivery even more motivating.

5. Fighting Boredom

Time: 44 minutes (35 minutes for Exercise 15.4) enjoyment activity

Slides: 10

Given adults' short attention span, trainers must develop techniques for building and sustaining interest among participants. Explore some of these techniques in plenary and then focus on how energisers can be used strategically to expand the attention span. Invite participants to practice these techniques by designing and delivering a content-related energiser.

6. Closing

Time: 6 minutes (5 minutes for Exercise 15.5) experience relevance accountability

Slides: 2

Assuming that energy levels will be high after all the energisers, use a cool down activity to help participants reflect on the session's content in the context of their past experience. End the session by encouraging everyone to record a few ideas for motivating more participation in their trainings in the future.

Exercise Getting Questions Giving Answers

To open Day 5 with this review activity, ask each participant to write on an index card one question that they still have about the content of this course. Collect the cards, organize participants into 3 or 4 groups, and distribute the cards amongst the groups. Ask each group to review the cards it has been given and to select one question that it can provide an answer to and one question that it would like to hear the answer to.

Gather everyone together for a plenary discussion and invite one group at a time to first read and respond to the question it knows how to answer; and then pose the question that it would like to hear others answer. Facilitate a brief conversation in response to the question, seeking answers from other participants first and then contributing information or suggestions as appropriate to fill in a gap or articulate an alternative perspective. The time for the exercise is limited, so keep the maximum number of groups to 4. Collect the cards at the end of the exercise and review them when you get a chance to see if there are any other questions that you might be able to answer during the remainder of the day.

Total time = 10 minutes (2 minutes to complete the cards + 3 minutes to review them in small groups + 5 minutes to discuss answers)

Exercise 15.1 Motivation BINGO

Use this exercise to launch the session and to get participants thinking about motivation from a broader perspective than just energisers. Divide the audience into three teams and distribute the handout for this exercise. Instruct the teams to fill in each box of their BINGO board by answering the questions at the top of the chart. Each box must contain a unique answer. Advise each team to appoint two scribes who will complete two copies of their team's BINGO board at the same time. One copy will remain with the team and one copy should be cut into squares once the board is complete and the pieces brought up front and put in a bag or bowl.

After all three teams have contributed their cut up squares, explain how the BINGO game works. You will choose a square out of your bag (or bowl) and read it aloud. Any team that has that motivation technique on its BINGO board should place an "X" in the square that contains it. You will continue drawing and reading techniques until one team completes a row of 5 X's on its board – either horizontally, vertically or diagonally. The first team to do this should shout "BINGO" and will win the game and a prize.

Have the winning team read the five motivation techniques that lay under its X's just to make sure they have all been mentioned. Congratulate the winners and conclude the activity by making the observation that there are many ways to motivate learning. The main strategies correlate with adult learning principles and are summarized in the next slide.

Total time = 25 minutes (an extra 5 minutes is provided in the agenda for the concluding discussion)

Exercise 15.2 **Motivation Strategies**

This exercise focuses on the four main strategies for motivating learning that will have emerged from the previous exercise. Divide participants into four groups—red, green, black and blue. Ask the members of each group to consider how they can apply their preparation, presentation and communication skills to achieve one of the following:

- Make a training fun
- Create an atmosphere in which everyone is comfortable
- Help everyone feel successful
- Demonstrate that learning will be useful

Give the groups 10 minutes to identify and list their strategies on a flipchart (if possible, give each team a marker with the same colour ink as its name). Then invite each group to present its list and give the team one reward token for each item identified (the "reward token" can be a circle or star that you cut out of coloured paper, a bottle cap, a bean or any other object you wish to collect for this purpose). After a group finishes presenting, invite other participants to identify additional strategies for achieving the objective in question and award one reward token for each additional contribution made. Limit the discussion of each objective to a maximum of five minutes.

Conclude the exercise by introducing Handout 15.1 and instruct the teams to hold onto their tokens because they'll have another opportunity to earn tokens later in the session (with a prize being awarded to the team with the most tokens at the end of the session).

Total time = 30 minutes (10 minutes for small group work + 20 minutes to process the results in plenary)

Exercise 15.3 **Putting the Strategies to Work**

Choose the names of two more participants out of the hat and invite them to deliver their 15-minute training session. Before each one begins, make sure they post their feedback requests on the wall so that the audience knows what to pay attention to. Pause after each presentation so that the audience can complete its feedback cards as explained in Exercise 11.2 and the presenters can make some notes on page 4 of their workbook to help them learn from their experience.

When processing this set of participant presentations, follow the guidelines provided in Exercise 11.2, making note of whether the presentations achieved their objectives and respected adult learning principles. In addition, discuss the motivation techniques that were used, identifying those that were effective as well as those that could use improvement. The questions on slide 8 can guide your facilitation.

If time permits, you might want to remind everyone of the discussion about techniques for giving feedback and ask them how they would handle a situation in which a participant answers a question incorrectly or delivers a poor performance. Criticizing the performance could de-motivate the participant, but complimenting the poor performance might appear hypocritical and de-motivate other participants. So, what can or should be done?

Total time = 34 minutes (15 minutes each for 2 presentations + 2 minutes for feedback cards after each presentation; additional time is provided in the agenda for discussing the presentations)

Exercise 15.4 Energise Me!

After discussing what energisers are and how they can be used strategically, this exercise provides an opportunity for participants to "do it". Ask them to return to the same groups they worked in for Exercise 15.2 and to design a content-related energizer for one of the *MicroSave* toolkits. Adapt the slide for this exercise so that it presents the same options as you presented in Exercise 12.4 (that way participants will have the toolkit materials to refer to if they are not yet familiar with the content).

After 15 minutes, bring everyone together and distribute small squares of white paper which will be used as ballots. Ask each person to draw a circle on the paper with the same colour marker as the team to which they belong. Then invite each group to demonstrate its energiser. After all the groups have had their chance, instruct each participant to vote by secret ballot for the group that best recharged their batteries. They should vote by writing the name of the group's colour inside the circle on their ballot. No one should vote for their own team; anyone who does so will have their vote disqualified (and you will be able to check very easily if anyone has done so by comparing the colour of the circle with the name of the colour written inside the circle). Count the ballots and give each team one reward token for each vote it receives. You do not need to count the ballots immediately; you or your co-facilitator can do so as participants complete the next activity and you can report the results at the close of the session.

Total time = 35 minutes (approximately 15 minutes to plan and prepare the energisers + 16 minutes to present them (4 minutes per group) + 4 minutes for voting and organization)

Exercise 15.5 Motivating More

After inviting participants to reflect on the content of the session from their own perspective, ask them to turn to page 9 of their Action Planning Workbook and identify at least one thing that they can do to motivate more participation in their trainings in the future.

Total time = 5 minutes

Q. What questions should I read out loud during the calming down exercise?

You can design your own list to meet the needs of this particular audience and also to reflect the nature of your discussion during this session. However, here are some ideas examples of questions you could pose. Pause after each one to give participants a brief opportunity to reflect.

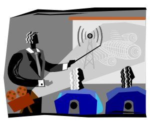
1. How do you usually try to motivate participation and learning when you are the one delivering the training?
2. Are your sessions fun? Do you encourage laughter? Can you think of anything you might do to make them more fun?

3. Do you and your audience know what your objectives are? Is there anything else you can do to regularly illustrate how the training content can help participants meet their needs?
4. Do you do anything to help your audience feel proud of itself? Do you track progress towards objectives and celebrate when milestones are achieved?

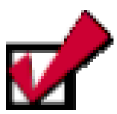
Session Sixteen: Management Skills

Learning Objectives
By the end of this session, participants will:
- Describe scenarios under which eleven different question types can be useful
- Choose creative techniques for enforcing ground rules
- Apply the four functions of management framework to identify a wider range of actions that trainers can take to facilitate productive and efficient interaction among participants
- Assess the techniques used by their peers to manage time and interaction
- Identify at least one management tool that they can use to manage time and interaction more effectively in their future training delivery
- Recognise the connection between their own retention and the adult learning principles embraced in this course

Time: 175 minutes (131 for exercises)



Methods:
- Lecture
- Large group discussion
- 6 exercises (2 trio activities, 1 large group demonstration, 1 role play, 1 individual task, 1 set of participant presentations)



Materials:
- PowerPoint presentation entitled "Session 16 Management Skills" which can be found in the Day 5 slideshow and consists of 24 slides
- Handout 16.1 Effective Questioning
- Exercise 16.1 Asking the Right Questions
- Handout 16.2 Processing Techniques
- Handout 16.3 Ten Interventions to Regain Control of the Group
- Handout 16.4 Dealing with Difficult Participants
- Handout 16.5 How Trainers Fulfil the Four Functions
- Handout 16.6 Time Management Strategies
- Handout 16.7 Stages of Group Development
- Handout 16.8 Assigning Participants to Small Groups
- Handout 16.9 Ten Steps for Facilitating Experiential Activities
- Handout 16.10 Ten Tips when Facilitating Discussions
- Handout 16.11 Helping Groups Work More Effectively
- Handout 16.12 Ten Tricks for Calling Participants to Order

Overview: This session focuses on the fifth and final set of training delivery skills to be addressed by the course. It explores eight tools that can be used by the trainer to better manage delivery challenges, particularly those related to time and group interaction.

1. What Trainers Must Manage

Time: 5 minutes
Slides: 3

The session begins with a brief discussion of the trainer's role as manager and the particular challenges of managing time and the interaction among participants.

2. Tools for Managing Time and Interaction

Time: 75 minutes (25 minutes for Exercise 16.1; 5 minutes for Exercise 16.2; 35 minutes for Exercise 16.3) experience activity immediacy
Slides: 10

Introduce eight tools for managing time and interaction. Discuss the first four, paying particular attention to the art of questioning. Use the role play as an opportunity for participants to apply some of these tools while also creating an experience that can fuel discussion of the remaining tools.

3. Ground Rules and a Functional Framework

Time: 20 minutes (10 minutes for Exercise 16.4)
Slides: 7

Consider ground rules and the four functions of management as two additional tools for dealing with the challenges of time and interaction. Explore strategies for enforcing ground rules and use Handouts 16.5 through 16.12 to support a discussion about how the four functions framework can assist trainers to think more broadly about the actions they can take as managers to facilitate more productive and efficient interaction.

4. Application

Time: 65 minutes (5 minutes for Exercise 16.5; 51 minutes for Exercise 6.6) experience relevance accountability
Slides: 3

Invite participants to determine which of the eight tools they could to use to manage time and interaction more effectively in their future training delivery. Examine the extent to which the tools are employed in the final participant presentations and assist the group to identify which tools might have been used more effectively and how.

5. Closing

Time: 10 minutes reinforcement
Slides: 1

Conclude the session by linking retention to the adult learning principles and encourage participants to use the ELC and the four functions of management framework to plan, organize, lead and control training activities in a way that fulfils those principles. Doing so is the best strategy for ensuring that participants not only receive new information, but also understand how to apply it and are motivated to apply it in their own circumstances.

Exercise 16.1 Asking the Right Questions

Ask participants to work in trios to complete the worksheet for this exercise. First, they should match each question type with its definition. Then they should try to identify a situation or scenario in which each question would be the right type of question to ask. After about 15 minutes, bring everyone together in plenary to discuss the results. The main conclusion to draw from this exercise is that questions are a tremendously powerful management tool in the training room. There are many different ways to ask a question and each one can be useful, depending on the situation.

Total time = 25 minutes (15 minutes for work in trios and 10 minutes for plenary discussion)

Exercise 16.2 Body Language Techniques

Use this brief exercise as an energiser. Ask participants to take turns demonstrating how they can communicate the following messages without saying a word:

- "I would really like to hear from you"
- "Please stop talking now"
- "This side of the room has talked enough"

Feel free to add other messages to the list.

Total time = 5 minutes

Exercise 16.3 Role Play

This role play exercise is introduced in the middle of the session to give participants an opportunity to apply the techniques already discussed as well as to raise issues for subsequent discussion. The challenges that should be experienced during this exercise are designed to pique participants' interest in the remaining content of the session, especially with respect to how to better manage participant interaction.

Preparation: Create enough instruction strips for each participant to choose one out of a hat (or other container). On each strip, write one of the roles described below. The roles are listed in order of their importance, so if there are 15 participants, use the first 15 roles; and if there are 18 participants, use the first 18 roles, etc.

Roles for the role play:

1. Trainer 1 – You should begin the role play by opening a large group discussion on a topic of your choice. You can choose any topic you like. Together with your co-trainers, you are trying to make sure that everyone in the room makes at least one contribution to the discussion. When you return to your seat, you should assume the role of a cooperative participant.
2. Trainer 2 – You should take over wherever Trainer #1 leaves off and continue facilitating the same discussion. Together with your co-trainers, you are trying to make sure that everyone in the room makes at least one contribution to the discussion. When you are not playing the role of trainer, you should participate in the discussion as a cooperative participant.
3. Trainer 3 – You should take over wherever Trainer #2 leaves off and continue facilitating the same discussion. Together with your co-trainers, you are trying to make sure that everyone in the room makes at least one contribution to the discussion. When you are not playing the role of trainer, you should participate in the discussion as a cooperative participant.
4. Trainer 4 – You should take over wherever Trainer #3 leaves off and find a way to wrap up the discussion within the next three minutes. If your co-trainers did not succeed in drawing out at least one contribution from each participant, make one more effort to do so before concluding the session. When you are not playing the role of trainer, you should participate in the discussion as a cooperative participant.
5. Observer #1 – You are a quiet participant, but if the trainer invites you to contribute, please do so. Your main role is to observe how well the trainers listen and respond to participant contributions.
6. Observer #2 – You are a quiet participant, but if the trainer invites you to contribute, please do so. Your main role is to observe the extent to which the trainers are encouraging participants to build on each other's comments rather than responding themselves
7. Observer #3 – You are a quiet participant, but if the trainer invites you to contribute, please do so. Your main role is to observe the questioning techniques used by the trainers. What do you notice that is particularly effective or ineffective?
8. The curious one – You love to ask questions. Ask the 2nd and 4th trainers a question that you don't think they will be able to answer.
9. The dominant one – You think you know everything there is to know about this subject and love to talk
10. The challenger – You love to argue with the trainer just for the sake of being difficult, try to find a way to challenge the 1st and 3rd trainers, but be respectful.
11. The helper – You like this discussion and want to participate in as productive and helpful a manner as possible
12. Whisperer – Sometimes you don't understand what's going on and seek clarification. Typically, you ask your next door neighbour and not the trainer.
13. The talker – You take a very long time to say what you want to say. Your answers may be complex or you might repeat yourself.
14. The wrong one – Once or twice during the discussion, you should give a wrong answer or make a mistake

15. Cooperative participant – You enjoy participating in the discussion
16. The nonsense speaker – When you say something, it doesn't make much sense. Try to get the trainers to ask you for clarification.
17. Cooperative participant – You enjoy participating in the discussion
18. Storyteller – You like to give examples that relate to whatever is being discussed. If the trainer doesn't give you an opportunity to speak, feel free to share your stories with your next door neighbour.
19. Cooperative participant – You enjoy participating in the discussion
20. The resister – You don't like this topic, don't find it interesting and don't want to discuss it.
21. Cooperative participant – You enjoy participating in the discussion

Implementation: Introduce the exercise as a role play and invite each participant to select a role out of your hat or other container. Explain that everyone is participating in a training, the topic of which will be articulated by the first trainer. The role play will run for approximately 12 minutes and will be co-facilitated by four trainers, each of whom will have the opportunity to facilitate approximately 3 minutes of discussion. Trainer #1 will begin the role play and will continue facilitating until you shout "SWITCH" at which point Trainer #2 should take over as smoothly as possible. Encourage everyone to play their selected role as enthusiastically as possible.

Give the fourth trainer a chance to conclude the discussion, but if he/she does not succeed within an acceptable time period, intervene to end the role play and thank everyone for their participation. Process the role play in the following manner:

- First ask the participants who played the role of a trainer to comment on what happened – How do they feel about the discussion? Were they able to get each participant to contribute? What techniques did they feel were most successful? What techniques didn't work and why? What might they do differently if they were to role play again?
- Then ask participants to comment – How do they feel about the discussion? What encouraged them to participate? What discouraged them? What particularly effective facilitation techniques did they observe? What do they think could have been done better?
- Invite the observers to comment if they didn't already do so – How well did the trainers listen and respond to participant contributions? Did they observe and respond to participants' body language? To what extent did the trainers encourage participants to build on each other's comments rather than responding themselves? How did they do this? What questioning techniques were used effectively or ineffectively? Did any of the trainers summarize effectively to facilitate communication?
- Discuss what other strategies could be used to deal with "problem participants" and facilitate better communication among the members of an audience.
- Introduce Handouts 16.3 and 16.4 as potentially useful reference materials on this subject.
- Call attention to how this exercise was processed (both in terms of feedback techniques and the ELC).

Total time = 35 minutes (2 minutes for role distribution and instructions +13 minutes for role play +20 minutes for plenary discussion)

Exercise 16.4 Enforcing the Rules

Invite participants to discuss in trios the techniques they have used in the past to successfully enforce ground rules. Ask them to choose their most creative technique to share with the large group. The purpose of this exercise is simply to share experiences and expand the database of ideas from which participants can draw to enforce rules creatively and productively.

Total time = 10 minutes (5 minutes in trios + 5 minutes (1 minute for each group) to share ideas in plenary)

Exercise 16.5 Improved Management

Once all eight management tools have been discussed, ask participants to turn to page 10 of their Action Planning Workbook and to identify which tools they would like to use more or more effectively in the future. Encourage them to make a few notes to remind themselves of how they might manage their training delivery better in the future.

Total time = 5 minutes

Exercise 16.6 Final Presentations

Invite the remaining three participants to deliver their 15-minute training session. Before each one begins, make sure they post their feedback requests on the wall so that the audience knows what to pay attention to. Pause after each presentation so that the audience can complete its feedback cards as explained in Exercise 11.2 and the presenters can make some notes on page 4 of their workbook to help them learn from their experience.

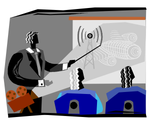
When processing this set of participant presentations, follow the guidelines provided in Exercise 11.2, making note of whether the presentations achieved their objectives and respected adult learning principles. In addition, discuss the techniques used to manage time and participant interaction, identifying strategies that were effective as well as those that could use improvement. Since this is the final set of participant presentations and you are nearing the end of the course, it is also a useful time to discuss the extent to each presenter reserved sufficient time for an effective closing.

Total time = 51 minutes (15 minutes each for 3 presentations + 2 minutes for feedback cards after each presentation; additional time is provided in the agenda for discussing the presentations)

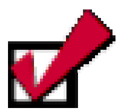
Session Seventeen: Next Steps Delivery

Learning Objectives
By the end of this session, participants will:
- Reflect upon and record lessons learned with respect to effective training delivery
- Seek out solutions to an identified delivery challenge
- Measure the achievement of objectives
- Commit themselves to three priority actions they want to take to strengthen their training delivery

Time: 80 minutes (58 for exercises)



Methods:
- Lecture
- Large Group Discussion
- 5 exercises (1 trio activity, 1 large group activity, 3 individual tasks)



Materials:
- PowerPoint presentation entitled "Session 17 Next Steps Delivery" which can be found in the Day 5 slideshow and consists of 11 slides
- Handout 17.1 Course Evaluation
- Exercise 17.5 Commit Yourself

Overview: This is the closing session for the delivery component of the course, and for the training overall. It reviews important messages, demonstrates that learning has taken place, celebrates achievements and encourages the retention and application of lessons learned outside the training room.

1. Golden Nuggets

Time: 15 minutes (15 minutes for Exercise 17.1)
Slides: 3 reinforcement

Focus on the main messages or learning that participants want to be sure to carry home with them. The most popular ones are posted on the wall to help ensure that they get incorporated into participants' action plans.

2. Revisiting Participants' Training Delivery Challenges

Time: 25 minutes (20 minutes for Exercise 17.2; 3 minutes for Exercise 17.3)
Slides: 2 relevance, experience, reinforcement

Two exercises provide participants with an opportunity to review the training delivery challenges they identified during the training audit at the beginning of Session 11 and to see how many strategies they can now list for dealing with those challenges.

3. Did We Meet Our Objectives

Time: 10 minutes
Slides: 3 accountability, teamwork, enjoyment

Together with participants, determine whether the objective for the delivery component of the course, the overall course objective, and participants' personal objectives have been met. Celebrate accomplishments and discuss expectations that were not fulfilled. Consider the extent to which the course material has prepared participants to meet any unmet expectations or objectives outside the training room. Take time to address any remaining questions or parking lot items.

4. Action Planning

Time: 25 minutes (10 minutes for Exercise 17.4; 10 minutes for Exercise 17.5)
Slides: 3 accountability, activity

End the training on a positive and proactive note by inviting participants to define three priority actions they wish to take to strengthen their training delivery in the future. Use Exercise 17.5 to encourage each participant to commit to a timeline and strategy for implementing those actions. Conclude with appreciation and the course evaluation.

Exercise 17.1 Golden Nuggets

Invite participants to reflect on the content from the 2nd half of the course (preparation, presentation, communication, motivation and management) as they turn to page 11 of their Action Planning Workbook. Ask them to list five "golden nuggets" (i.e., messages or lessons learned) that they don't want to forget when they leave the training room.

After 5 minutes, organize participants into trios and ask the members of each trio to share their golden nuggets and to choose the five they like best to post on the wall. Instruct them to write each nugget on a strip of flip chart paper in large enough letters that it can be read by all participants.

Total time = 15 minutes (5 minutes for individual work + 10 minutes for trio discussion and posting of nuggets)

Exercise 17.2 Revisiting Your Challenge

Ask participants to turn to page 12 of their Action Planning Workbook and to reflect for a moment on the delivery challenge that they identified at the beginning of the delivery section of the course. Then explain that they will have one more opportunity to seek assistance from their colleagues to identify strategies for dealing with that challenge. Remind everyone of the Margolis Wheel technique used in Session 4 and briefly repeat the instructions.

Organize participants into two circles—an inner circle and an outer circle. If there are an odd number of participants, you can join the outer circle. Explain that each person sitting in the inner circle will have a chance to ask people in the outer circle for advice on how to meet their delivery challenge. They should feel free to probe particular aspects of their challenge; they do not have to phrase their question exactly as it is written in their workbook. Every two minutes the outer circle will shift to the right so that people in the inner circle can seek advice from four or five people. After approximately 10 minutes, the inner and outer circles will be asked to swap places so that those who were giving advice can have an opportunity to seek advice for meeting their own delivery challenge.

Total time = 20 minutes

Exercise 17.3 Meeting Your Challenge

When you ask participants to return to their seats after Exercise 17.2, draw everyone's attention to the golden nuggets on the wall and remind them of the value of thinking of themselves as managers with planning, organising, leadership and control responsibilities. Encourage them to use this framework, the nuggets, and the advice they have just receive from their colleagues to help them list on page 12 as many strategies as they can in the next three minutes for meeting their identified delivery challenge.

Time the exercise carefully and insist that everyone put down their pen or pencil when the three minutes are up. Ask participants to count the number of items listed and to circle the number at the bottom of the page. Then ask everyone to retrieve the sheet of paper on which they wrote their original list of strategies during Session 11 and to compare the number of items listed on this sheet with the number on page 12. Create a flipchart with two columns ("Before" and "After") and ask participants to record on that chart the number of strategies they identified before the delivery component of this course and the number they identified after. There is no need for participants to list their names.

Once everyone has listed their scores, consider awarding a prize to the participant with the highest number of answers and the largest increase from "before" to "after". Sum the scores in each column to find the average percentage increase so that you can answer the question on the next slide.

Total time = 3 minutes for the exercise itself (with another 3-5 minutes built into the agenda to count and analyse the results in order to assess whether the delivery objective was met)

Exercise 17.4 Improvement Priorities

Invite participants to return one last time to their Action Planning Workbook. Encourage them to review the pages already completed and then to turn to page 13 to identify three priority actions that they want to take to strengthen their future training delivery. After 5 minutes, ask participants to share one of their actions in plenary.

Total time = 10 minutes (5 minutes for individual work + 5 minutes for sharing in plenary)

Exercise 17.5 Commit Yourself

To conclude the delivery component of the course, ask participants to make a commitment to themselves. Distribute the worksheet for this exercise and ask them to define when and how they will implement (or at least take a step forward with respect to) the three priority actions listed on page 13 of their workbook. After completing the scroll, they should sign it and show it to you. You can also sign and/ or stamp it "approved", roll it up, tie it with a ribbon, give it to the participant as you would a diploma, and congratulate him or her. This bit of ceremony can demonstrate one creative technique for celebrating success and motivating continued engagement with the content of the course.

Total time = 10 minutes