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Building a Better Tomorrow

A Life Skills and Employability Skills Training

TRAINING OF TRAINERS

TECHNIQUES OF TRAINING – TRAINER'S WORKBOOK

WORLD BANK GROUP

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2016

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1. COURSES OBJECTIVES

Upon completing the *Techniques of Training Module* Trainers will be able to:

- Describe the predesigned curriculum and training guides from all the four learning themes to be delivered.
- Describe the three components of the Trainer Success Model and how they impact participant learning.
- Demonstrate the effective physical skills of eye contact, vocal projection, gestures and stance.
- Describe the youth learning principles and their relationship to effective training.
- Explain the difference between Presentation and Facilitation.
- Effectively use "visual learning" to enhance participants' understanding and retention of course content.
- Use questioning techniques to facilitate discussions.
- Describe the process for facilitating experiential activities.
- Facilitate activities using the Set-Up, Monitor and Debrief framework of skills.
- Describe techniques for managing group energy.
- Demonstrate techniques for managing group dynamics.
- Identify strategies for classroom management and co-facilitation.
- Describe their roles as trainers to ensure the transfer of training.

2. Activity: Who Am I?

What Are My Expectations?

Purpose

To make introductions and identify participant expectations.

Directions

1. Write down one or two of your expectations for the course.
2. When directed by the instructor, introduce yourself and share your expectations with your team members. You may also wish to share some of the following information:
    - Location
    - Length of time teaching
3. Together with your team, create a colorful pictogram or mural on a flipchart that represents the main goals of each member of your table team.
4. Select a spokesperson to introduce the team to the entire class, focusing only on names and length of teaching time. The spokesperson should also summarize the group's expectations.

3. Learning Journal Day 1

Goals:

Accomplishments:

Additional Learnings:

4. Notes on Curriculum

5. Trainer Success Model - Notes

6. Trainer Success Model: Skills Assessment

Name_____Day/Practice_____

Directions: Assess whether the person performed each skill <u>consistently</u>. Circle the answer that reflects your assessment. Space has been provided for additional comments.

PRESENCE: Demonstrate confidence and build credibility

1.	Eye contact is sustained (3-7 seconds) and balanced	YES	NO
2.	Voice is audible: good intonation and pace	YES	NO
3.	Gestures are appropriate and underscore ideas	YES	NO
4.	Stance is solid; moves with purpose and regains stance	YES	NO

COMMENTS:

DELIVERY: BE AUTHENTIC (TRUE TO OWN STYLE) AND FLEXIBLE

5.	Uses energy effectively: manages nervousness	YES	NO
6.	Gets & keeps attention through clear organization (Hook, etc.)	YES	NO
7.	Uses visual aids appropriately	YES	NO
8.	Adapts information based on audience needs	YES	NO

COMMENTS:

ATTITUDE: CREATE A NON-THREATENING & ENJOYABLE ATMOSPHERE (SUPPORTIVE AND FUN)		
9. Checks participant understanding: handles questions well	YES	NO
10. Listens accurately and empathetically to the participants	YES	NO
11. Uses appropriate interventions to manage group dynamics	YES	NO
12. Displays a sense of humor: allows learning to be fun	YES	NO

COMMENTS:

APPROACH: BE INVOLVING AND FACILITATIVE		
13. Uses appropriate balance of lecture, discussion & activities	YES	NO
14. Asks clear, interesting questions to start & guide discussions	YES	NO
15. Effectively uses a variety of instructional options	YES	NO
16. Helps group draw maximum learning from activities (Debriefs)	YES	NO

COMMENTS:

CONTENT: PROVIDE CONTENT THAT IS LOGICAL AND CLEAR		
17. Describes overview and purpose of topic or activity	YES	NO
18. Provides transitions from one topic to another	YES	NO
19. Gives information in easy-to-understand language	YES	NO
20. Presents information that flows logically (i.e. Rule of 3)	YES	NO

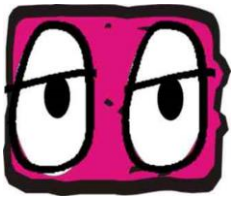
COMMENTS:

PURPOSE: ENSURE MEANING AND VALUE FOR THE GROUP		
21. Clearly establishes benefits of content to the audience	YES	NO
22. Relates information to on-the-job uses	YES	NO
23. Provides job aids and hints for remembering information	YES	NO
24. Supports transfer of training to on-the-job behavior	YES	NO

COMMENTS:

Assessor's Signature

7. Physical Skills: NOTES



Eyes

One-on-One contact

Connect for a complete thought

Voice

Project to the back of the room

Pause and breathe

Gestures

Keep hands neutral (relaxed at your side)

Use big gestures

Stance & Movement

Plant your feet.

Move with purpose.

8. Activity: Physical Skills Practice

Purpose

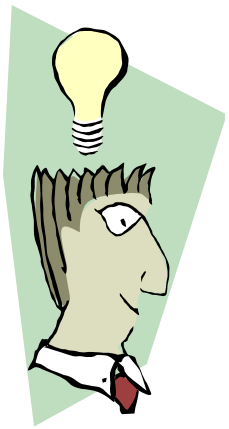
This activity gives you the opportunity to practice using all of the physical skills in a 2-minute "impromptu" presentation.

Directions

Prepare a 2-minute "impromptu" presentation.

1. Write your name and two things you would be willing to talk about for 2 minutes on the card given to you by the instructor. For example, "My First Car", "My Favorite Restaurant", "The Funniest Thing That Ever Happened To Me Was" etc.
2. Take 3 minutes to gather your thoughts about the two topics you selected. Organize your thoughts into an introduction, a body and a conclusion. You will NOT be allowed to use notes during this presentation.

9. Managing Nervous Energy: NOTES



Psychological Control

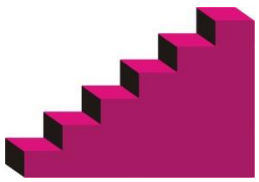
Physical Control

10. Adult Learning Principles: NOTES

Self-directed

Pragmatic

Build Competence



Be Active

Adult Learning Principles

Self-directed

Principle	*What It Means*	*What Trainers Should Do*
Adults bring considerable experience with them and want to share it.	Adults wish to speak, participate and contribute.	
Adults have something to lose. They need to maintain self-esteem.	Allow adults to be successful in training and learning opportunities. They need to feel respected.	
Adults are accustomed to being self-directed. They are capable of taking	Adults are internally motivated to develop increased effectiveness. Adults need to have some control over their learning;	

Principle	*What It Means*	*What Trainers Should Do*
responsibility for their own learning.	e.g., time and activities. Trainer should not take an authoritarian approach	

Adult Learning Principles

	Principle	*What It Means*	*What Trainers Should Do*
Pragmatic	Adults learn best when the focus is on real-life problems and tasks. They learn what is perceived to be useful to their life situations.	Information and learning opportunities should be relevant to job responsibilities and apply to real-life situations. Otherwise, the training may be viewed as "nonsense" or a "time waster". The learners may respond negatively to the materials and/or the trainer.	
	Adults have a here and now viewpoint. They wish to focus on current issues rather than materials that may be relevant in the distant future.	Adults are motivated by learning information and skills that are useful and applicable immediately to them.	
	Adults want to know what is expected of them.	State expected outcomes clearly and concisely.	

Adult Learning Principles

Build Competence

Principle	*What It Means*	*What Trainers Should Do*
Adults see learning as a means to an end rather than an end in itself.	Adults need to know how the training will be beneficial to them. They need to see personal progress and gains being made toward achieving learning goals and objectives.	
Adults learn best if they feel the instructor is credible and knowledgeable.	The instructor should demonstrate an in-depth understanding of course/training content and be a proper role model for demonstrating behaviors.	
Adults learn best in a collaborative environment.	Adults often have a bank of previous experience upon which to draw. Allow them to validate their expertise and to share it with others. Treat learners as partners in the learning process. Adults learn through reflection on their own experiences as well as that of others.	

Build Competence

Principle	*What It Means*	*What Trainers Should Do*
Adults learn best in an open, informal, and non-threatening environment.	Make it a safe learning environment. Adults learn when they feel supported in experimenting with new idea ands skills.	

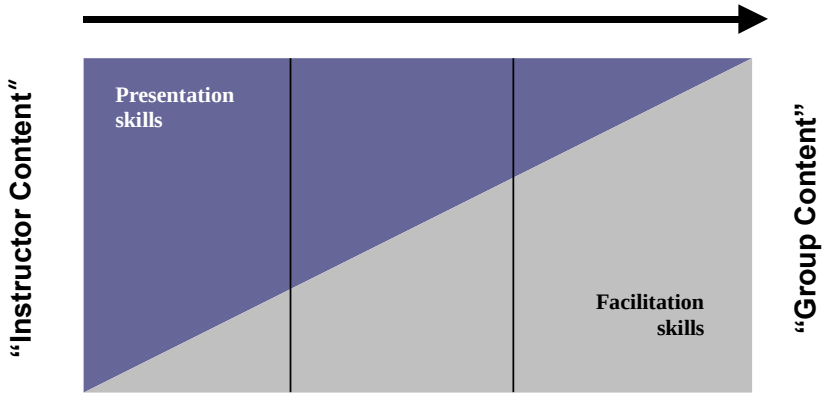
Adult Learning Principles

Be Active

Principle	What it Means	What Trainers Should Do
Adults respond to reinforcement.	Provide constructive, tactful feedback continuously. The learner cannot address gaps that they don't recognize.	
Adults learn by building on existing skills and knowledge.	Provide challenging learning opportunities.	
Adults are accustomed to being active.	Build active participation into the learning opportunities.	

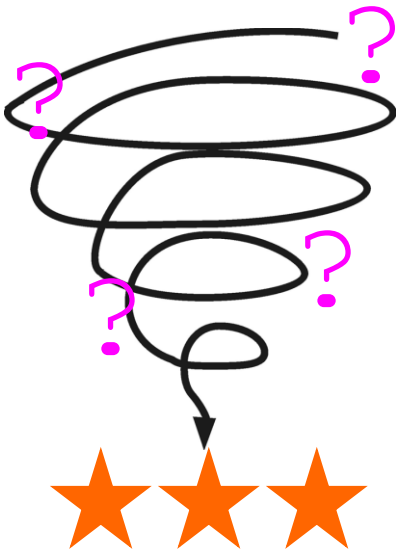
14. Adults have preferred methods for learning new knowledge and skills.	Adults respond best when new material is presented through a variety of instructional methods, appealing to their different learning preferences.	

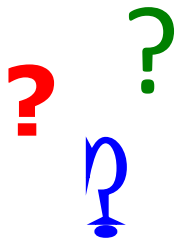
11. Presentation / Facilitation: NOTES



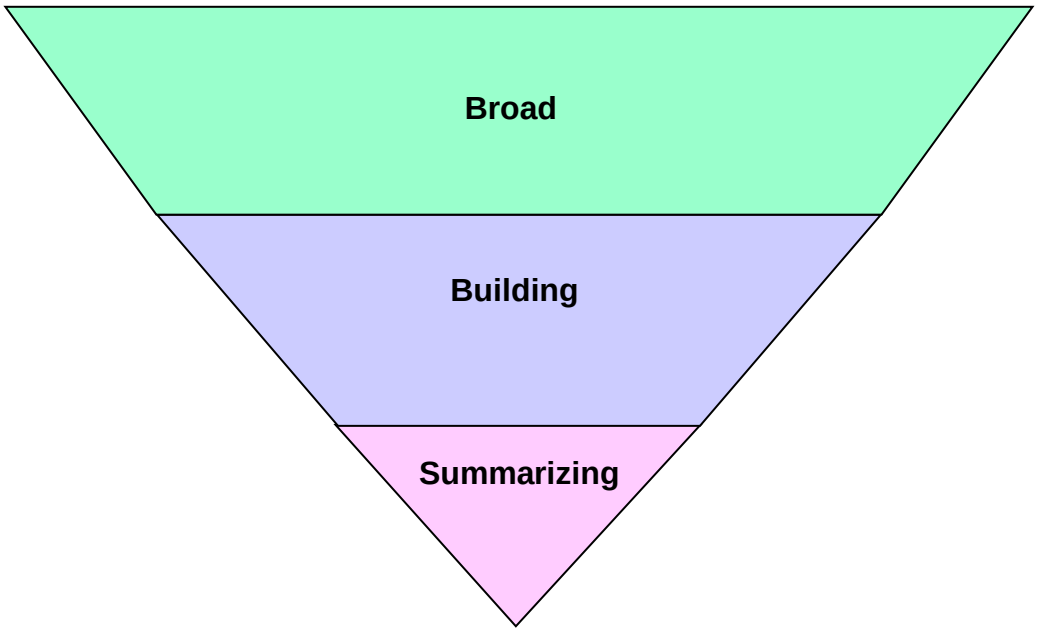
12. Facilitating Discussions: NOTES

Spiraling Discussions





Types of Questions

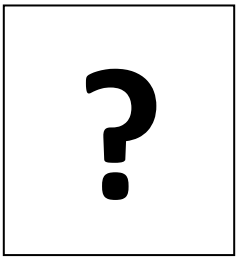


13. Facilitating Experiential Activities: NOTES

Plan

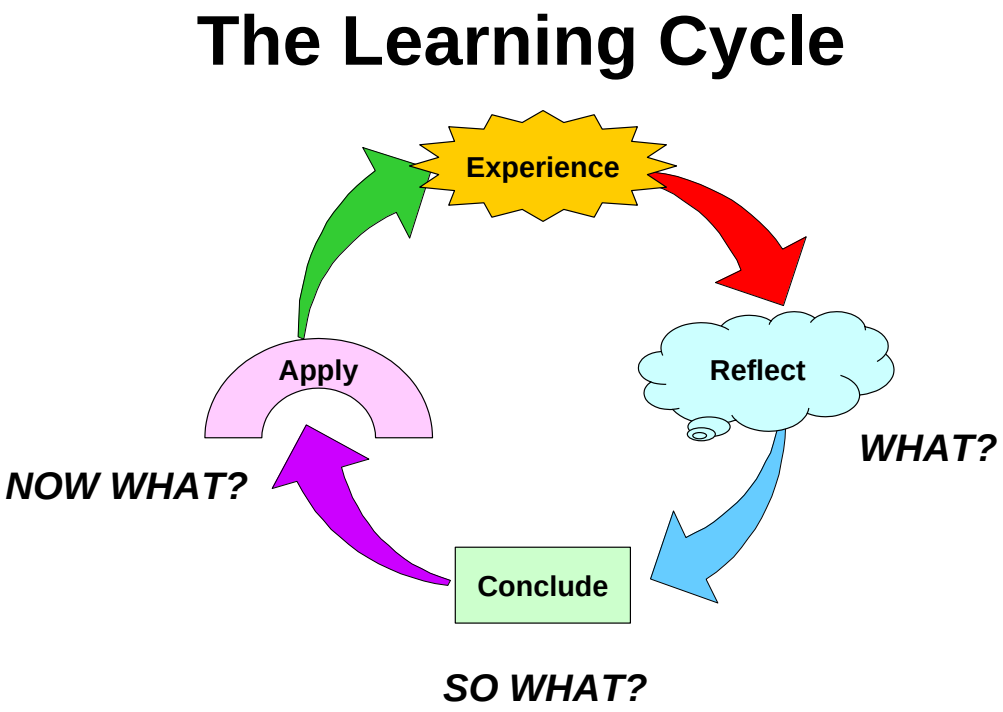
Set-Up

Monitor



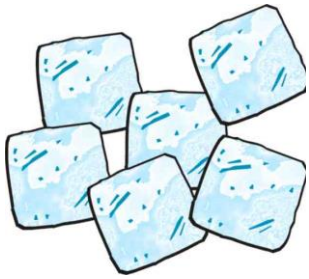
Debrief

14. The Experiential Learning Cycle: NOTES

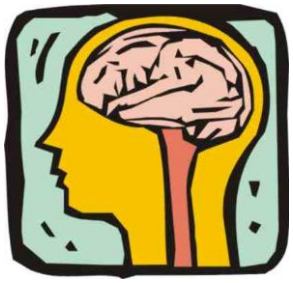


15. Managing Group Energy: NOTES

Icebreakers



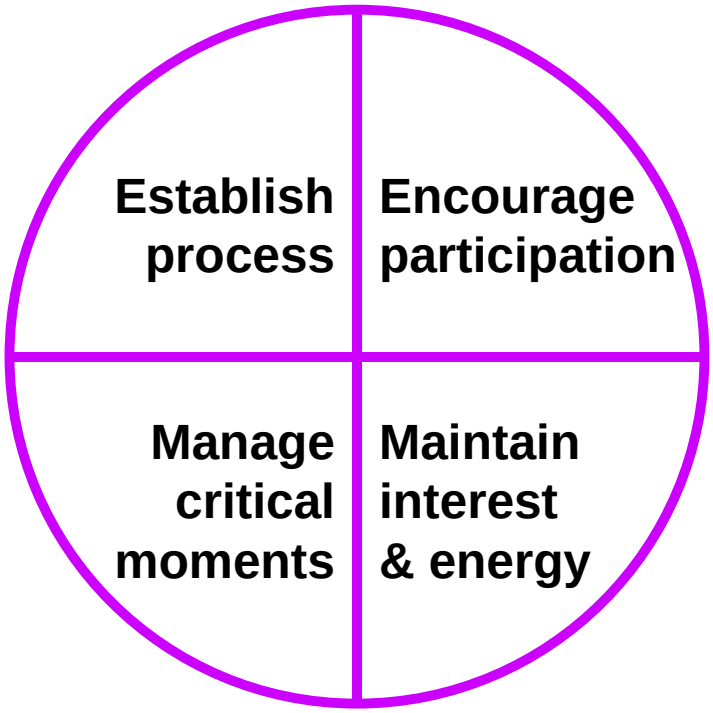
Brainteasers



Energizers

16. Group Dynamics: NOTES

4 Key Responsibilities



17. Class Management: NOTES

18. Activity: Class Management

Purpose

To create a checklist of what to do before, during, and after a class to ensure success.

Directions

1. In your groups, brainstorm and list what needs to happen in one of the following time frames:

    * 2 weeks before
    * 1 day before
    * During
    * After a class

2. Identify one example or "war story" you experienced in which critical class management tasks were not completed on time or were not done correctly. What happened? How did you address the problem? What would you do more of, less of, or differently in the future?

Timing

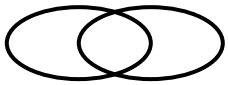
20 inutes

19. Checklist: Class Management

2 Weeks Before	1 Day Before
During	**After**

20 Co-Facilitation: NOTES

Co-Facilitation IS a partnership!



Benefits:

Tips for Success:

21 Transfer of Training Commitment

Transfer of Training is important to me because:

I will do the following things to ensure the **Transfer of Training** in my community:

1. _____

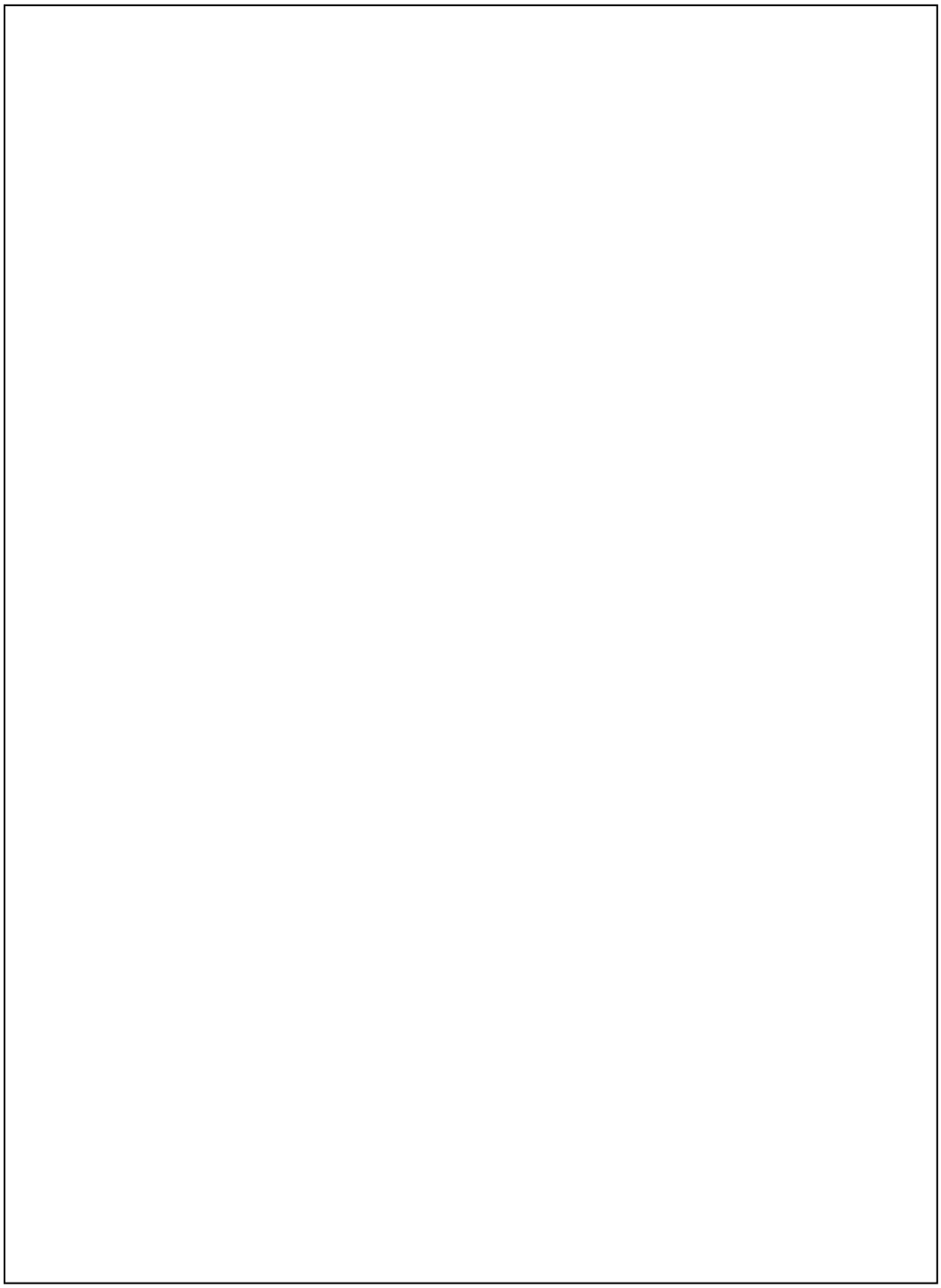
2. _____

3. _____

22 Commitment Letter

Directions

You have 10 minutes to write a letter to yourself or to draw a picture describing how you will implement what you have learned. Focus on the progress you've made and specifically what you intend to work on in the coming weeks.

When you're finished, place your letter / drawing in the envelope provided for you and address it to yourself. Give it to one of the instructors. Your letter / drawing will be mailed to you in one month.

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