Train the Trainers III

Train the Trainers III - What Every Educator Must Know!!

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Version / Date : v 1.0 2006

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for it@coops

it@coops

About: ToT 3

In this course, the participants must be able to:
1. Enumerate and explain the 5 stages of the training and education process,
2. Describe the major tasks involved in the training design stage,
3. Perform the critical tasks necessary in designing a course module for the coop's use;
4. Present the training design using the learning gained in Train the Trainers

About it@coops - Information Technology for Southeast Asian Cooperatives

Train the Trainors II

(what every educator must know!!)

Gaite Training Hall
March 13-16, 2006

it @ coops

The Training Objective(s)

At the end of the 4-day seminar-workshop, the participants must be able to:

- enumerate and explain the 5 stages of the training and education process,

- describe the major tasks involved in the training design stage,

- perform the critical tasks necessary in designing a course module for the coop's use; as well as,

- present the training design using the learning gained in Train the Trainors

Our Activities

What every educator must know

Day One

- Preliminary Activity
- Training and Education Process: An overview
- Training Needs Analysis (TNA)

Day Two

- Continuum Objective and the Learning Framework
- Training Design: the overview
- Objective Formulation
- Identification of Contents
- Sequencing of Contents
- Exercise on

  _____

  _____

  _____

  _
- Selection of Methods

Day Three

- Materials Preparation
- Revision and Finalization
- Implementation
- Evaluation
- The Inter-relationship of the Stages
- Finals Preparation

Day Four

- Presentation of the comprehensive exercise
- Closing Activity

What every educator must know

A Match the TITLE cards with the DEFINITION cards

B Arrange the TITLE cards based on CHRONOLOGY

Training and Education Process

every educator must know

Training Design

Process of conceptualizing and developing specific modules within the defined training continuum.

Continuum Objective

Process of determining the statement of long term intent of the whole training continuum on the target group

Evaluation

Process of critically assessing the training program for the purpose of defining areas of improvement

Training Continuum:
Set of packages envisioned to effect knowledge, skills and attitudes of a defined target group to improve competency

Implementation

Process of actual conduct of training engagement for a defined target group

Training Needs Analysis

Process of determining the knowledge, skills and attitudinal deficiencies of the target group.

Training and Education Process
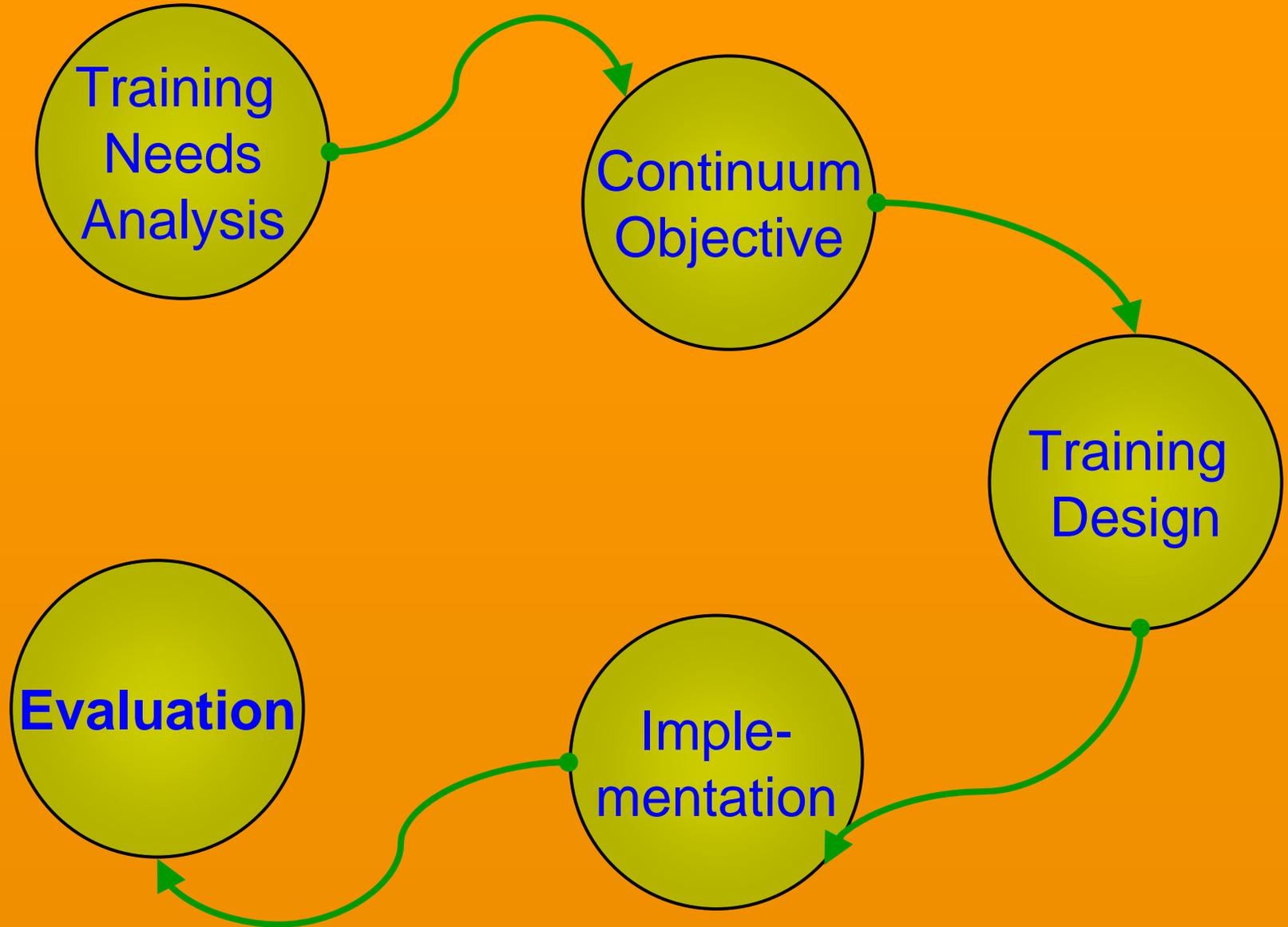
What every educator must know

- Training Needs Analysis
- Continuum Objective
- Training Design
- Imple-mentation
- **Evaluation**

TRAINING NEEDS ANALYSIS

Process of determining the knowledge, skills and attitudinal deficiencies of the target group.

What every educator must know

Is it necessary for us to conduct a training needs analysis?

Is it safe to say that we are familiar with the educational needs of our target group?

What every educator must know

1. National Situation
2. Structural Analysis
3. History of International Cooperation
4. Philippine Coop history
5. Local Coop history
6. Coop Definition, concept, nature and philosophy
7. Principles and practices
8. Organizational Structure
9. Our Coop's vision: looking into the future
10. Types of deposits
11. Types of loan and the loan prioritization scheme
12. Lending process and related policies
13. Other coop service and to use them
14. Members rights, duties, privileges and obligations

What every educator must know
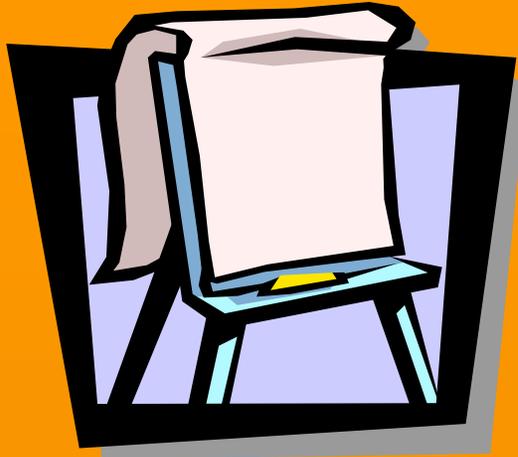
- To avoid conducting useless programs
- To facilitate evaluation of training
- To set appropriate training objectives
- To set basis for development programs

- Interview
  - Simply asking the target group of what they need to learn, helpful in some cases, but the "needs" may really be more of "want".

- Levelling of expectations
  - Done usually at the start of the seminar, not ideal TNA, but helps in clarifying the needs of the participants.

ASPIRED K S A

Less **(-)**

ACTUAL K S A

Equals **(=)**

DEFICIENCY K S A

For Managers

Aspired Learning	→	Liquidity Management
Less:		
Actual capabilities	→	(k) Liquidity Ratios
		(s) Preparation of FS
		(a) Objective
Deficiency	→	Interpreting F/S using Liquidity related ratios

Sample:

For Trainors

Aspired Learning	→	Electronic Presentation
Less:		
Actual capabilities	→	(k) Use of colors laws of learning
		(s) Lettering Visualization use of windows-based computer
		(a) creative
Deficiency	→	MS PowerPoint (or similar program)
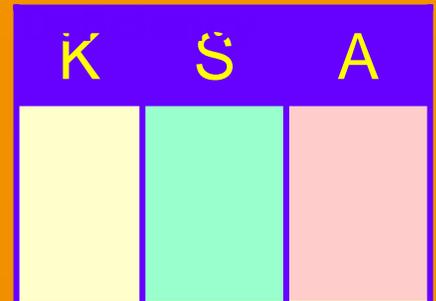
What every educator must know

APPROACHES	SUITED FOR

Task Analysis
- study of general and specific tasks that the trainee is expected to perform.

Pre-Service course
- for new and relatively inexperienced target trainees

Problem Analysis
- for study of actual problems that the trainee encounters in the performance of duties.

In-service course
- for upgrading the performance of the trainees with moderate to high experience

In most situations however, a highly experienced TNA Team actually makes use of a combination of both!!!

What every educator must know

1. **Task Profile** → detailed and qualification of all tasks that the target trainees are expected to perform.

2. **Problems Profile** → detailed enumeration and qualification of actual problems encountered by the target trainees.

3. **Target Trainees Competence** → detailed enumeration of the target trainees actual competences.

CONTINUUM OBJECTIVE

Process of determining the statement of long term intent (aspired impact) of the whole training continuum on the target group

Comparative Exercise

Continuum Objective

To develop committed, competent Trainors capable of managing, facilitating multi-levelled training programs to enhance skills, values in support of self-reliant, people-based cooperative.

Session Objective

Thru the course of the session, the participants will be able to identify, define and differentiate the five stages that make up the Training and Education Process

Can you spot the difference??

To develop socially responsible professional managers capable of effective and optimal operation of people based cooperative organization

What every educator must know

- ❑ **SCOPE/INTENTION**
  - ❑ Capture the essence of TNA.
  - ❑ Regarded as aspiration towards a specified target group, thus a vision and long term commitment.

- ❑ **TIME/DURATION**
  - ❑ Undefined for an informal sector. Free choice.

- ❑ **RESPONSIBILITY**
  - ❑ assumed by the whole Training Institution.

- ❑ **ASSESSMENT**
  - ❑ comprehensive impact assessment is only possible after the whole continuum has been availed.
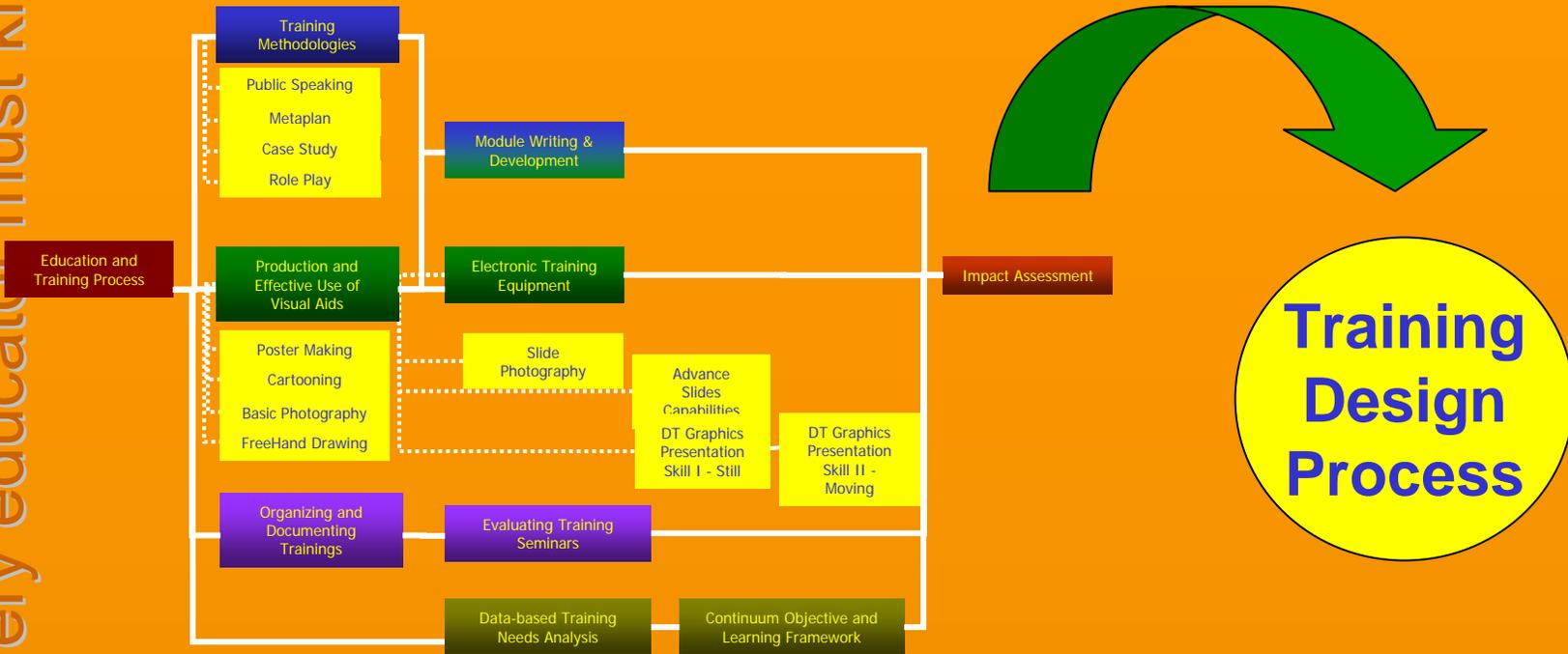
TRAINING DESIGN

Process of conceptualizing and developing specific modules within the defined training continuum.

Training Design Activities

1 Module Objective

2 Main Contents

3 Sequencing into Sessions

4 Session Objectives

5 Session Contents

6 Sequence of Contents

7 Selection of Methods

8 Materials Preparation

9 Time Session

10 Validation

11 Revision and Finalization

1 **Module Objective**

Comparative Exercise

Continuum Objective

To develop committed, competent Trainors capable of managing, facilitating multi-levelled training programs to enhance skills, values in support of self-reliant, people-based cooperative.

Module Objective

Through the course of the 4 day seminar-workshop, the P's will be able to:

- clarify each and establish the relationship of the major stages within the Training and Education Process; and

- acquire fundamental skills to perform the specific tasks/activities within each of the major stages

Session Objective

Thru the course of the session, the participants will be able to identify, define and differentiate the five stages that make up the Training and Education Process.

Can you spot the difference??

What every educator must know

By the end of the 3-day seminar, the participant-managers must be able to evolve a comprehensive marketing strategy for the coop's financial products.

Module 0bjective

- **SCOPE/INTENTION**
  - →captures the essence of a seminar or module
- **TIME/DURATION**
  - →based on the number of days (seminar duration)
- **RESPONSIBILITY**
  - → training team assigned under the leadership of the Seminar Director
- **ASSESSMENT**
  - →can be done immediately after the seminar and further assessed based on the action plan

SMART-B Formula

S → Specific (subject, topic)

M → Measurable (tangible, concrete)

A → Attainable (can be done)

R → Reasonable (practically important)

T → Time Bounded (duration, time frame)

B → Behavioral (an observable action)

What every educator must know

What every educator must know

MODULE OBJECTIVES must describe what the participants **SHOULD/MUST** be able to do at the **END OF THE TRAINING**

ACTION-ORIENTED: focuses on the participants

Also called

BEHAVIORAL OBJECTIVE

The only way to get somewhere is to figure out where you are going before you get there

Why write the objectives (module/ session) in

BEHAVIORAL TERMS?

- Gives direction. Helps measure how much participants have learned

- Help communicate what participants are expected to do.

- It makes communication among trainors easy

What every educator must know

What every educator must know

Devise a plan

Recite

Formulate

Draw

Know

Sing

Recall

Learn

Formulate

Rehash

Calculate

Remember

Make

Become

Understand

Destroy

Familiarize

What every educator must know

Pre-Membership Seminar

At the end of the 2-day seminar-orientation, the potential member-participants must be able to:

- discuss the essential characteristics of institutional cooperation (cooperatives).

- enumerate the benefits of being a cooperative member.

At the end of the 1-day orientation course for the BOD, the participants must be able to discuss their duties and responsibilities as officers of the coop

What every educator must know

WORKSHOP:

1. Write the **TNA** of the particular target group.

2. Formulate the **MODULE OBJECTIVE** of your assigned module using the SMART-B criteria.

2

Main Contents

CRITERIA 1: MSN Criteria

❖ **MUST:**
Most vital information or competencies which are essential to learning the session/topic. Must be provided at all cost.

❖ **SHOULD:**
Important information which are helpful to provide. May be shortened, due to lack of time.

❖ **NICE:**
Incidental information, of general interest, but not of significant importance to the understanding of the subject.
Put across if there's a lot of time. Fillers.

CRITERIA 2: **MSt** Criteria

What every educator must know

❖ Is this a **MAIN TOPIC/ SUBJECT** or just a Sub-TOPIC?

❖ If a Sub-Topic, to which MAIN Topic/Subject does it belong to?

Steps in session (contents) Identification

1. Do a laundry listing of all possible topics (brainstorming) "accept everything said/suggested.

2. Apply the **MSN** Criteria

3. Apply the **MSt** Criteria

4. Sequence (Prioritized) the identified topics/ contents

What every educator must know

3

Sequencing into Sessions

Vertical left margin text: What every educator must know

❑ **LOGIC**

what must be", either

      inductive → specific to general concept

      deductive → general to specific idea

Warning: what may logical to one is not to another

❑ **INTEREST**

key interest or motivation most interesting to less interesting

Warning: presents a problem of participation after

        having attained motivation

❑ **DEGREE OF DIFFICULTY**

simple to more complex learning/skills

Advantage: success can lead to learning more

Sequence Into Sessions

What every educator must know

❑ **FREQUENCY OF USE**
regularly performed activities
to periodically performed ones

❑ **CHRONOLOGY**
actual sequence of facts, steps or process

The ultimate basis of **SELECTION** would
be how learning would be perceived to be
most **FLUID** or **NATURAL**. In other word,

"Magaang o malumanay and dating"

What every educator must know

WORKSHOP:

1. Identify the contents of the assigned module.

2. Arrange to the topics based on what you think would be the most fluid flow ….

4

Session Objectives

What every educator must know

At the end of the session, the participants will be able to enumerate and discuss the various financial product pricing schemes.

Session Objective

- **SCOPE/INTENTION**
  - → states the specific learning and competencies expected to gain as a result of a single session.

- **TIME/DURATION**
  - → based on the number of hours (session duration)

- **RESPONSIBILITY**
  - → assumed by the Trainor but under the concept of commander responsibility, the Seminar Director is just as liable.

- **ASSESSMENT**
  - → assessed immediately at the end of the session.

Select one session from the identified contents and do the following:

- write the session objective
- identify the possible topics.
- sequence the identified topics

7 **Selection of Methods**

What every educator must know

The Facilitator/Trainor
- Knowledge
- Skills
- Attitude

The Participants
- Intellectual and background level
- Age and experience

The Socio-Cultural Factors
- Respect for formal authorities
- traditional religion

Human Factor

Generally, the objective of all training is to affect a positive improvement

Methods ability to impart Knowledge, Skills and Attitude

Bear in mind, however that these three, K-S-A, are interrelated.

What every educator must know

Objective of the Training

Subject area is one primary factor for the selection of method
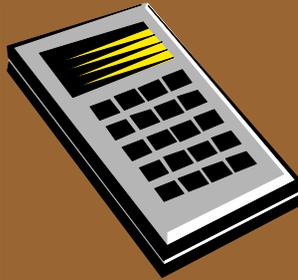
Accounting, involves classification, analysis and mathematics

Structural Analysis, involves peoples experiences and cause & effect relationship

What every educator must know

Subject Area

What every educator must know

Decision are not independent of the time and materials consideration

Factors to consider include:
- preparation time
- the length of course
- the time of day

Time and Material Factors

Individual Approach
Must enable the participants feel that they are respected and given importance as individuals

Motivation
- Alive – practical application of learning
- Exciting – sustain interest of participants

Active Involvement
- What I hear, I Forgot, What I seem, I Remember, What I Do, I Learn

Principles of Learning

What every educator must know

Sequencing & Structuring

- Learning must be presented in the most fluid manner.

Feedback

- Must enable both the facilitator and participants to get involve in a two-way exchange.

Transfer

- must enable for the most comprehensive transfer of knowledge, skills and values towards and among the participants.

Principles of Learning

8 **Materials Preparation**

What every educator must know

FACILITATORS GUIDE

Contains step by step instruction of how a session is being delivered.

PARTICIPANT HANDOUTS

Materials given to the participants to support learning. Handout may be classified into, as reference (materials needed to support the discussion or talk) or supplemental reading (given as reinforcement to the topic discussed)

VISUAL AIDS

Aids that helps the trainor send his/her message to the participants on a creative manner.

SAMPLE SESSION PLAN

What every educator must know

OBJECTIVE(S): By the end of the session, the participants will be able to:	MATERIAL REQUIREMENTS	VENUE REQUIREMENTS

TIME	TOPICS	METHODS	DOCUMENTS	TRAINING NOTES		

IMPLEMEN-
TATION

Process of actual conduct of a training engagement for a defined target group

- Logistic Administration
  - Budget
  - Venue and Meals
  - Audio-Visual Equipment
  - Handouts and other program materials
  - Transportation

- Actual Training Program

What every educator must know

- Logistical preparation should ideally be initiated 3 months prior to training.
  - Venue
  - Invitations
  - Equipment
- Conduct timely follow-up especially for an public-type seminar
- Always review and prepare
  - Notes, alternative activities, etc.
  - Guide questions,
- Reflect
  - Difficulties, sensitivities, contradictions, time problems
- Have a complete set of materials for pick-up

What every educator must know

- Setting Up

- The Start

- Classroom Styles

- Process (methodologies)

  – Lecture, Discussion leading, Exercise, etc.)

- Time keeping

- The Conclusion

The Start

- Pre-course Checklist (exercise)
- Introductory Items
  - Welcoming of the participants
  - Introduction of pax's and facilitator
- Housekeeping
  - Breaks, catering, host teams
- Course Objective and Contents
- Basic Approach to Learning

Classroom Styles

- **Tell** – "This is what you must know and this is what you will do."

- **Tell and Sell** – "I'm sure this is true and let me convince you."

- **Tell and Discuss** – "This is what I believe is true. Let us talk it through and see how you feel this is true."

- **Participation** – "Let us share this experience, and in doing so make it our own."

- **Facilitation** – "I'm here at your disposal, with certain knowledge, skills and other resources, Use me as you think best to help you learn"

The Process (methodologies)

- Lecture (input, lecturette)

- Discussion Leading (small group, big, plenary)

- Role Play

- Case Study

- Metaplan (cards technique)

- Structure Learning Experiences)

- On-job-training

- In-tray exercise

- Demonstration

- Business Games

- Nominal group techniques

What every educator must know

- Don't publish a detailed time table
- Build sufficient time for briefing, handling question, physical movement,
- Divide the materials into Must and Useful (Should)
- Keep a close, but not obvious eye on clock
- Avoid showing signs of impatience
- If time pressure builds up, tell the group
- Respect the group needs; adequate breaks, icebreakers, etc.

What every educator must know

- As crucial as the start. Key impression.
- Try the "sweep-up" session, inviting participants to ask key questions. Unpopular
- Action plan or commitment from participants is necessary for follow-up
- If training is good, ask participants to generate learning points.
- Conclude by revisiting the objectives.
- Conduct a course appraisal either by

- **Make your clothes work for you.**
  - Buttoned clothing
  - Avoid dark clothes, eyeglass, something that will dull you!!
- **Feel the training room**
  - Lights, switches,
  - Blind spots
  - Positioning, allowable movements
  - Effects of voice
  - Where is the CR, water, trashcans?
  - Place where notes can be placed
  - Resting sports
  - Venue
    - Work space
    - Storage space

EVALUATION

Process of critically assessing the training program for the purpose of defining areas of improvement

What every educator must know

After having conducted a "perfect" training/seminar, that is content filled and process adequate, do we still need to assess such activity?"

What every educator must know

1. To improve the next conduct.
   - Contents
   - Process
   - Handout
   - Venue
   - Visual aids
2. Reaction of the participants
3. To assess the impact of the training
   - to the participants institution
   - to the participants life (personal/professional)
4. To see the need for follow-up.
   - Training (what's the next training)
   - Plan of action
5. To assess the attainment of Training Objective

What every educator must know

- Training Efficiency
- Short-term Effectiveness
- Long-term Effectiveness
- Cost Effectiveness

What every educator must know

PROFESSIONAL QUALITY OF THE TRAINING

- Administrative arrangement efficient?
  - Booking and payment arrangement
  - Travel advice, car parking
  - Pre-course literatures/instructions
- Facility appropriate and efficient?
  - Reception arrangement
  - Comfort/heating/noise level
  - Catering administration
  - Equipments and visual
- Training efficient and professional?
  - Contents (session by session)
  - Presentation
  - Handouts/other teaching materials

What every educator must know

IMMEDIATE OBSERVABLE CHANGES IN TRAINEES

- Objectives set and met?

- Examinations/test/practicum passed?

- Measures of performance?
  - speed
  - accuracy
  - rejects/corrections/complaints
  - creativity

- Whose opinions can contribute?
  - the trainees
  - the customers
  - the colleagues
  - the boss

LONG-TERM CHANGES IN TRAINEES

- The tendency is to slip back to old traits/ways
- Forgetting New Skills due to:
  - New skills not used regularly
  - Management understanding or support inadequate
  - Colleagues doesn't value the new skills
  - Skills only partly developed during training
  - Lack of confidence

Thus evaluate training after 1 year, part of the normal follow-up process

MONEY VALUE OF TRAINING

- Organizational capability been improve
- Work done faster, saving time and staff
- Quality improved, less rework,
- Cost of attracting and recruiting new ready-trained staff avoided
- Customer service improve, resulting in gaining, retaining or getting additional work from customers

Some Evaluation tools

- Democratic Wall
- Temperature Check
- Individual session Evaluation
- Session Evaluation Form
- Daily Evaluation
- Seminar/Module Evaluation
- Evaluation thru Mail

TRAINING METHODOLOGIES

THE LECTURE METHOD
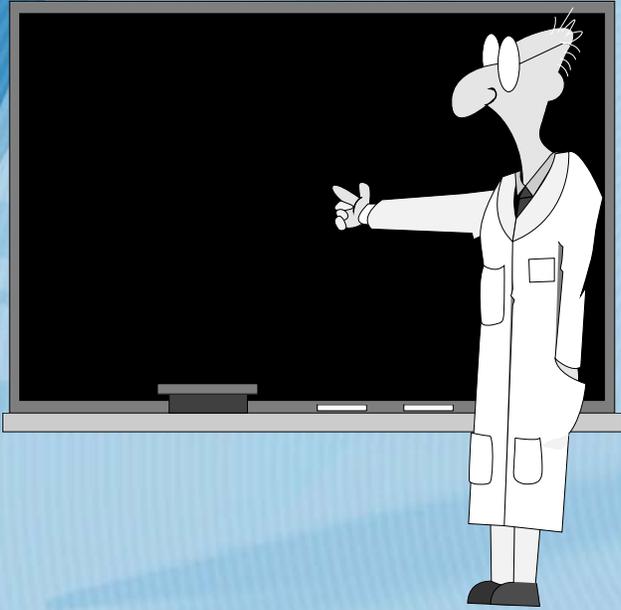
(Primarily) A one-way communication: a person (the lecturer) presents a series of information or a prepared speech on a particular topic.

THE LEARNING PHILOSOPHY:

Participants minds are blank and thus must be filled from the outside.

2

THE LECTURE METHOD

- ☑ Time-saving
- ☑ Control of Topic
- ☑ Repetition
- ☑ Economy
- ☑ Flexible Group Size

ADVANTAGES

- ☒ One-way Communication
- ☒ Boredom
- ☒ Attention Span
- ☒ Low Retention Rate
- ☒ The Canned Talk
- ☒ Feedback

DISADVANTAGES

PLANNING THE LECTURE

When
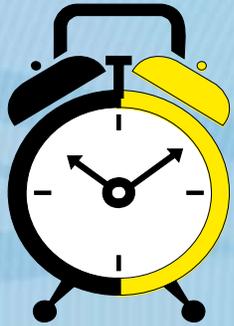
AM or PM

1 hour

What?

Accounting

Coop Principles

BOD-MANAGER CONFLICT

Who

Age

Education

Culture

What?

NEW CAREERS

For Women Only

Knowledge

Skills

Attitude

4

ORGANIZING THE LECTURE

AIM

INTRODUCTION

BODY

Discussion   Illustration

Examples   Questions

Demonstration

CONCLUSION
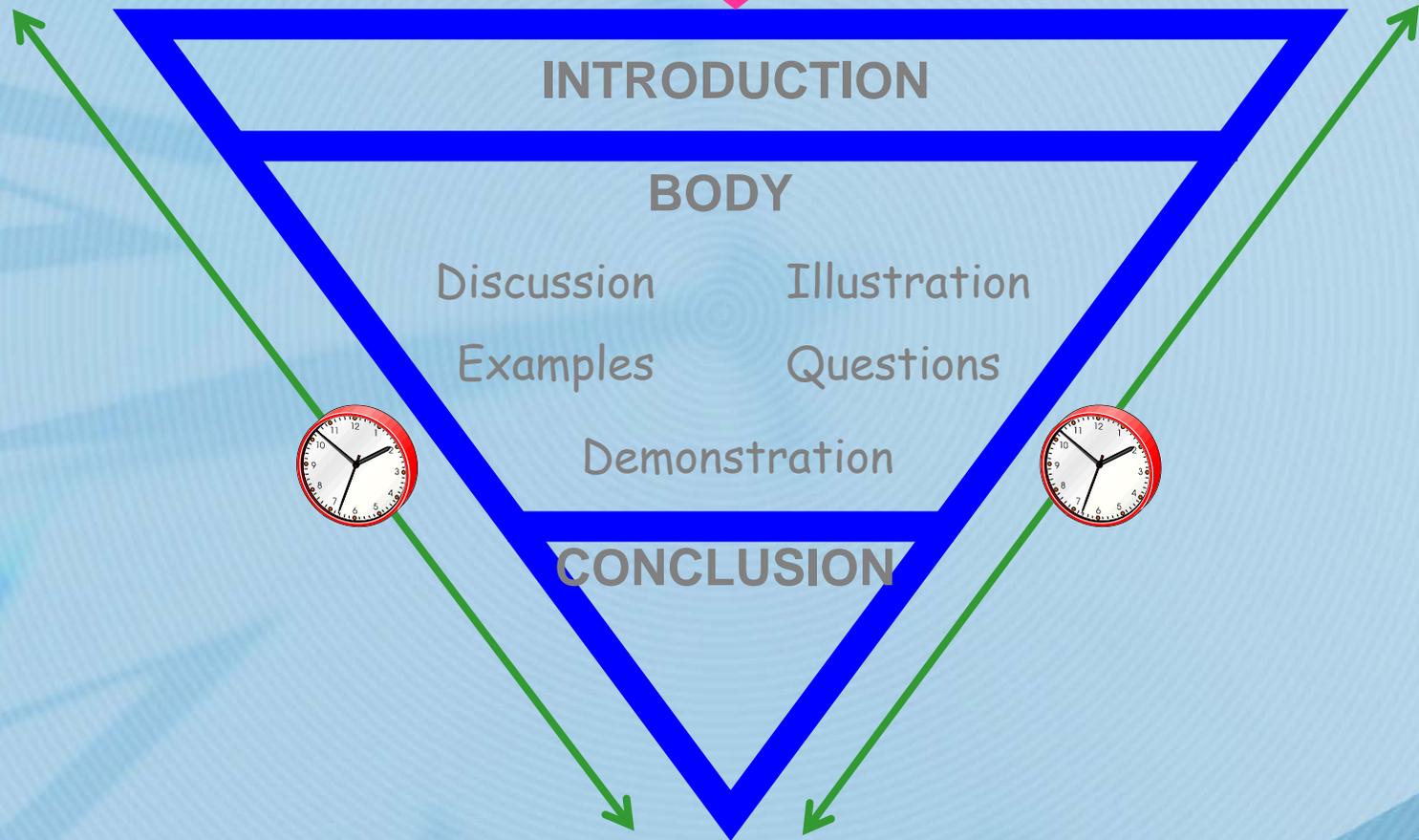
TYPES OF CREATIVE OPENERS

① Statement or question of fact or opinion

② Discuss a subject matter of mutual interest

③ Give a sincere compliment

④ The Shocker

⑤ The Teaser

⑥ The Finance-related Pitch

⑦ The Testimonial or Referral

⑧ The Offer of Help

ENHANCING YOUR LECTURE

① Arrive at least one session ahead; observe to make adjustments

② Reserve the right most side of the blackboard to list topics as you progress

③ State your preference as to the manner of entertaining questions

④ Reinforce your lecture with visuals

⑤ Provide a change of pace (humor, icebreakers)

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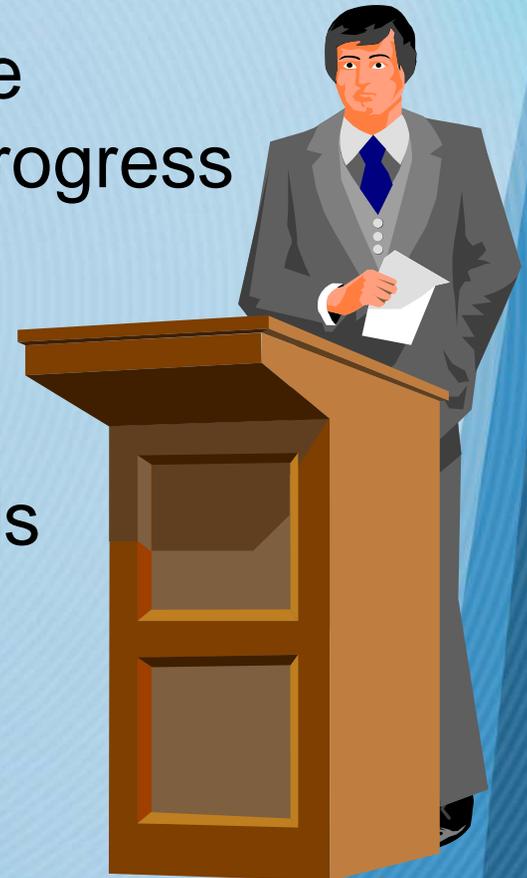
Participatory teaching is concerned to encourage students to discover things for themselves and to learn by bringing their own experiences, ideas and skills into active participation in the process of learning.

Participative teaching methods help to cultivate:

- verbal skills (ability to explain or advocate);
- mental skills (ability to weight and assess facts and understand relationships); and
- social skills (ability to work with others),

all of which, are of the greatest importance in **COOPERATIVE WORK.**

DIFFERENCE BETWEEN
TEACHING AND FACILITATING:

TEACHER	FACILITATOR
❑ Presents information	❑ Guides discussion
❑ Provides the right answers	❑ Provides the right questions
❑ One-way communication	❑ Two-way communication
❑ Gives assignments	❑ Coordinates learning activities
❑ Dictates objectives	❑ Melds group's goals
❑ Teacher-oriented	❑ Learner-centered

GETTING A GOOD START It is important to begin a session in a way that creates a good climate and develops interest. The following ideas will help you set the stage and keep interest and attention throughout the session.

- ❖ Be prepared.
- ❖ Build interest from the first minute.
- ❖ Use case studies.
- ❖ Keep the training on the track.
- ❖ Change the pace.
- ❖ Ask for questions.
- ❖ Keep control.
- ❖ Encourage humor.
- ❖ Summarize.
- ❖ End on a high note.

CREATIVE QUESTIONING SKILLS

WHY ASK QUESTIONS?

➢ Encourages involvement by providing an opportunity for exchanging ideas and information.

➢ Elicits comments from the participants, which enables the instructor to assess what the participants already know as well as what they need to learn.

➢ Provides a way to arouse interest and create curiosity.

➢ Can be used to emphasize and reinforce the significant points of information presented.

➢ Teaches critical thinking.

TYPES OF QUESTIONS

❑ **Direct** – addressed to one person, may elicit response but dangerous if the person doesn't know answer or embarrassed.

"Victor, what are some ways we can increase our income?"

❑ **Indirect** - presented to the entire group, answer may not be quick, so be prepared to call somebody.

"What are the ways we can improve our products?"

TYPES OF QUESTIONS

❑ **Factual** - closed-end questions and, while not recommended for continuing discussion, they can serve as a check on progress.

"What the number one reason why people don't attend coop meetings?"

❑ **Attitude** - a subtle check on overall feelings or the pulse of the group. question evokes a response and, since there is no right or wrong answer, it encourages others to also comment.

"What do you think …?"

TYPES OF QUESTIONS

❑ **Double-Check -** allows the facilitator to assess participants' understanding and can very nicely confirm one's position. Non-threatening way to get feedback

"So what you mean is …"

❑ **Assumptive** - good method to assist your participants in a positive way. subtly suggesting something.

"You'll probably be using a flipchart for your practice session, won't you?"

TYPES OF QUESTIONS

❑ **Summary -** A final way to recap or review respective parts of the session the summary question attempts to bring closure to a point. It is an excellent tool with which the facilitator can determine if he or she is on target.

"So what we've agreed on is …"

THE ROLE PLAY METHOD

A spontaneous portrayal (acting out) of a situation, circumstance, or condition by a selected members of a learning group.

THE LEARNING PHILOSOPHY:

Practice leads to spontaneity and readiness.

THE ROLE PLAY METHOD

☑   Participation

☑   Increased self-confidence

☑   Empathy

☑   Variety of solutions

☑   Real world solutions

ADVANTAGES

☒   Artificiality of the situation

☒   Discomfort of participants

☒   Lack of productivity

☒   Time consuming

DISADVANTAGES

WHEN ROLE PLAY IS...

USED:

- ☑ Relations between BOD/Committees and Managers

- ☑ Personal relations

- ☑ Members and Public relations

- ☑ Relations between salesperson and customers

WHEN ROLE PLAY IS...

NOT USED:

- ☒ Technical skills

- ☒ Order of step-by-step procedure

- ☒ Presenting factual materials

- ☒ Doing computations

HOW ROLE PLAY OPERATES

📖 **Orientation of the Actors**

- maximum of five
- provide the situation, the character/ role to play, first scene

📖 **Orientation of the Participants**

- acts as observers, taking down notes, offers analysis on human problems and   motivation
- provide the situation and scene only

HOW ROLE PLAY OPERATES

📖 Conduct of Role Play
- dialogue is made as the role is acted out, responds to the situation, no one knows what will happen
- trainor may stop the action before the problem is resolved or as soon as factors (problem/emotional) are revealed.

📖 Group Discussion of the Learning

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THINGS TO REMEMBER!

☞ **Make the Role Play Real**
- prepare a well-thought description
- have a single focus situation

☞ **Equip the Players**
- provide the players a copy of the description
- maybe useful to brief them separately

23

THINGS TO REMEMBER!

☞ Never Humiliate Anybody
- never assign a person to a role he/she is incompetent of doing in real life.

☞ Store Some Surprise
- assign a hidden actor
- have some participants observe gestures/mannerism, positive remarks and contrary remarks

THE METAPLAN METHOD
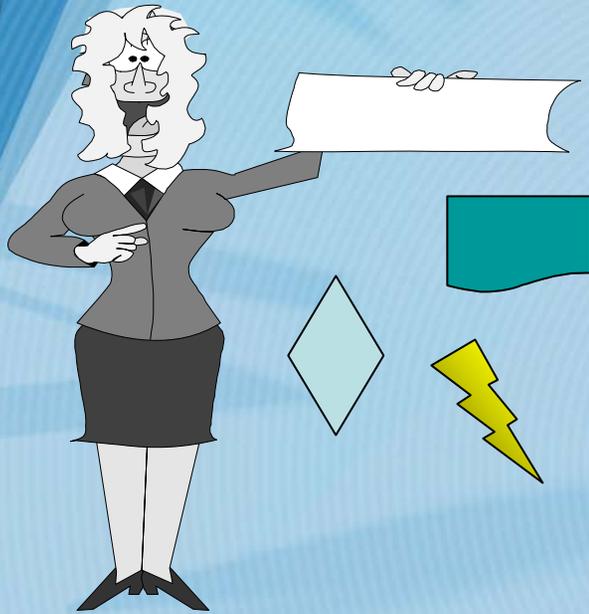
A brainstorming technique using cut-outs (cards) as a means of sharing and facilitating.

THE LEARNING PHILOSOPHY:

People have a desire to share/contribute but are hesitant due to various reasons.

THE METAPLAN METHOD

☑ Participation

☑ Generates a lot of ideas

☑ Less pressure

☑ Easy to classify or process

ADVANTAGES

☑ Unsuited to some participants

☑ Quite expensive

☑ Time consuming

DISADVANTAGES

TOOLS AND GADGETS

✂ **Cards of various colors, shapes and size**

✂ **Pens of various colors**
    - crayons may be used

✂ **Posting Board**
    - Metaplan/tack board (ideal)
    - Black/white board
    - Flat surface

✂ **Writing Board**

TOOLS AND GADGETS

✂ **Adhesion for cards to stick**
- **tackpins (for tackboard)**
- **masking tape (black or whiteboard, flat surface)**

✂ **Stickers of various shapes, sizes, colors**

✂ **Others**
- **scissors   - pencil**
- **glue   - stapler**

PRINTING ON THE CARD

- Each participant must be provided at least one pentel each.

- Provide at least 3 cards per participant

- Define the focus of the brainstorming

# PRINTING ON THE CARD

Printing Guidelines
- **One Idea, One Card**
- **Use Key Words Only**
- **(Ideally) One line only but not more than three lines**
- **Write BIG, BOLD LETTERS**
- If you can't write well, then **PRINT**

THE PROCESS

❶ **Post the guide question.**

❷ **Provide the printing guidelines (discussed earlier).**

❸ **Distribute the printing supplies and tools.**

❹ **Allow for individual brainstorming**
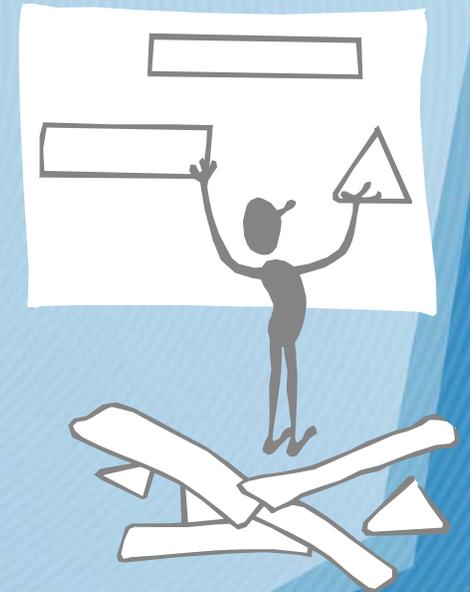
THE PROCESS

❺ **Random collation**

❻ **Grouping or clustering by commonality**
> **do not guess the meaning (clarify if possible)**
> **never disregard any card (unless space is limited)**
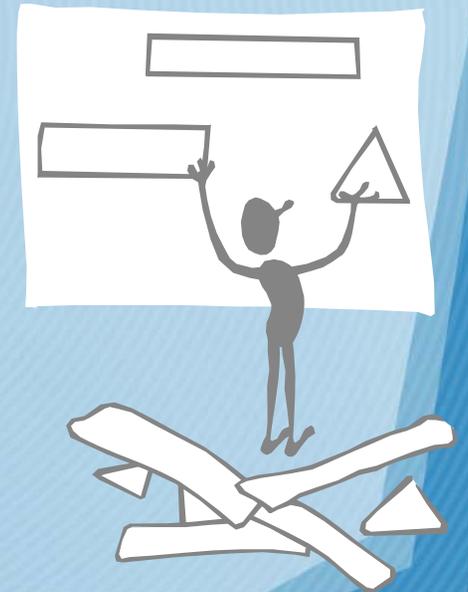
THE EXERCISE METHOD

An activity relying on the physical, emotional or mental capacity of the participants, ideally in a game-like manner.

THE LEARNING PHILOSOPHY:

Enjoyable learning can lead to optimum learning.

Practice makes it perfect.

The Exercise Method...

Advantages:

- Serves as a test/indicator

- Encourages improvement of attitude towards self-reliance.

- Promotes scientific and logical thinking.

Disadvantages:

- May lose self-confidence due to frustration.

- Unsuitability of exercise to some participants.

- Time consuming.

Types of Exercises

- **Matching or Multiple Choice**
  - **Titles and Functions, Stages and Definition**

- **Sequencing or Ranking Exercise**
  - **Steps, Importance**

- **Mathematical Exercise**
  - **accounting and finance, loan interest, etc.**

- **Group Dynamics o Structured Learning Exercise (SLE)**
  - **wire game**
  - **broken squares**
  - **loan prioritization**
  - **house building**

- **Mechanical**
  - **machine maintenance, equipment repairs**

The Show Person in YOU!!!

☺ **BE NATURAL.**
- be who you are.
- enthusiastic and positive attitude are contagious.

☺ **MANNERISMS**
- mannerisms can become very annoying.
- the listener normally concentrates on mannerism.
- be aware of distractive mannerisms and try correcting them.

The Show Person in YOU!!!

☺ **DRESS FOR THE AUDIENCE.**
- first impression last.
- if in doubt, dress conservatively.

☺ **CONTROL ATTENTION.**
- keep eye contact with your audience.
- use equipment that allows eye contact.
- optimize the use of lights.
- the stage movements give emphasis to the presentor.

The Show Person in YOU!!!

☺ **KEEP A SURPRISE IN STORE**
- don't be afraid to surprise your audience.
- unexpected conclusions and surprising visuals add dramatic emphasis to your presentation.

☺ **BE PREPARED**
- being prepared is a way of winning the audience and influencing their decisions

3

The Show Person in YOU!!!

THE 4 Ps of VOICE

Project your voice

Pronounce carefully

Pause frequently

Pace is varied

4

The Show Person in YOU!!!

MERK

Modulate the tone

Emphasize certain parts

Repeat key words

Keep eyes away from notes

The Show Person in YOU!!!

☺ THINK OF THE VENUE AS A STAGE.

REAR = WEAK

| THE LEFT IS STRONGER THAN THE RIGHT. | THE CENTER IS STRONGER THAN THE TWO SIDES.

FRONT CENTER IS THE STRONGEST | REAR RIGHT IS THE WEAKEST |

FRONT = STRONG

The Show Person in YOU!!!

OHP

SUPPLIES

PARTICIPANTS

A TYPICAL LAYOUT

7

The Show Person in YOU!!!

PUBLIC
8 FEET AND BEYOND

BUSINESS
OUT TO 6 FEET

PROXEMIC ZONES

SOCIAL
OUT TO 3 FEET
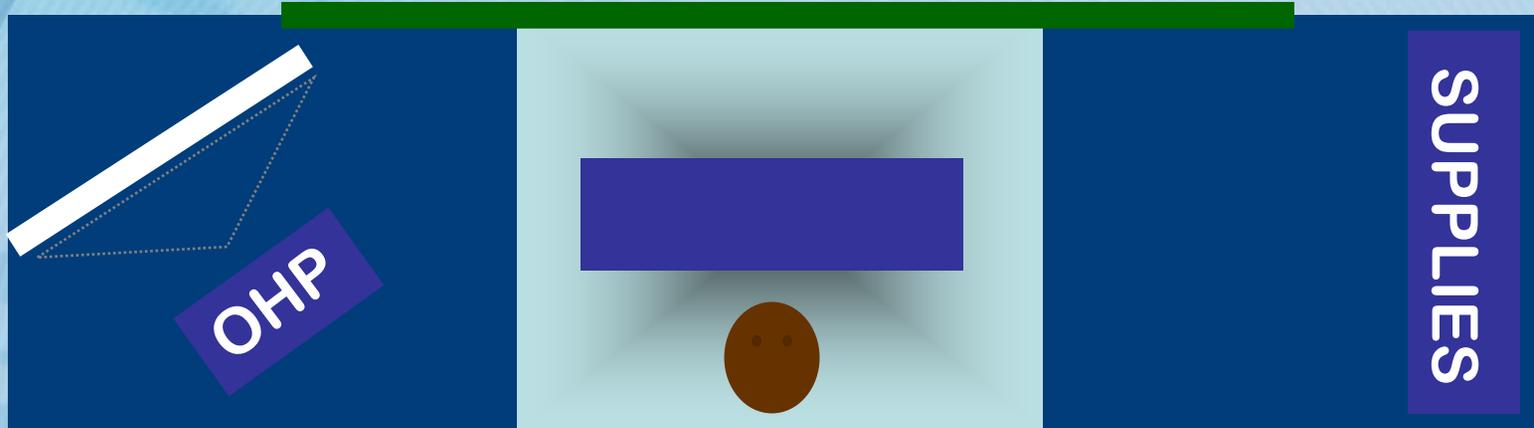
PERSONAL
1 TO 1.5 FEET
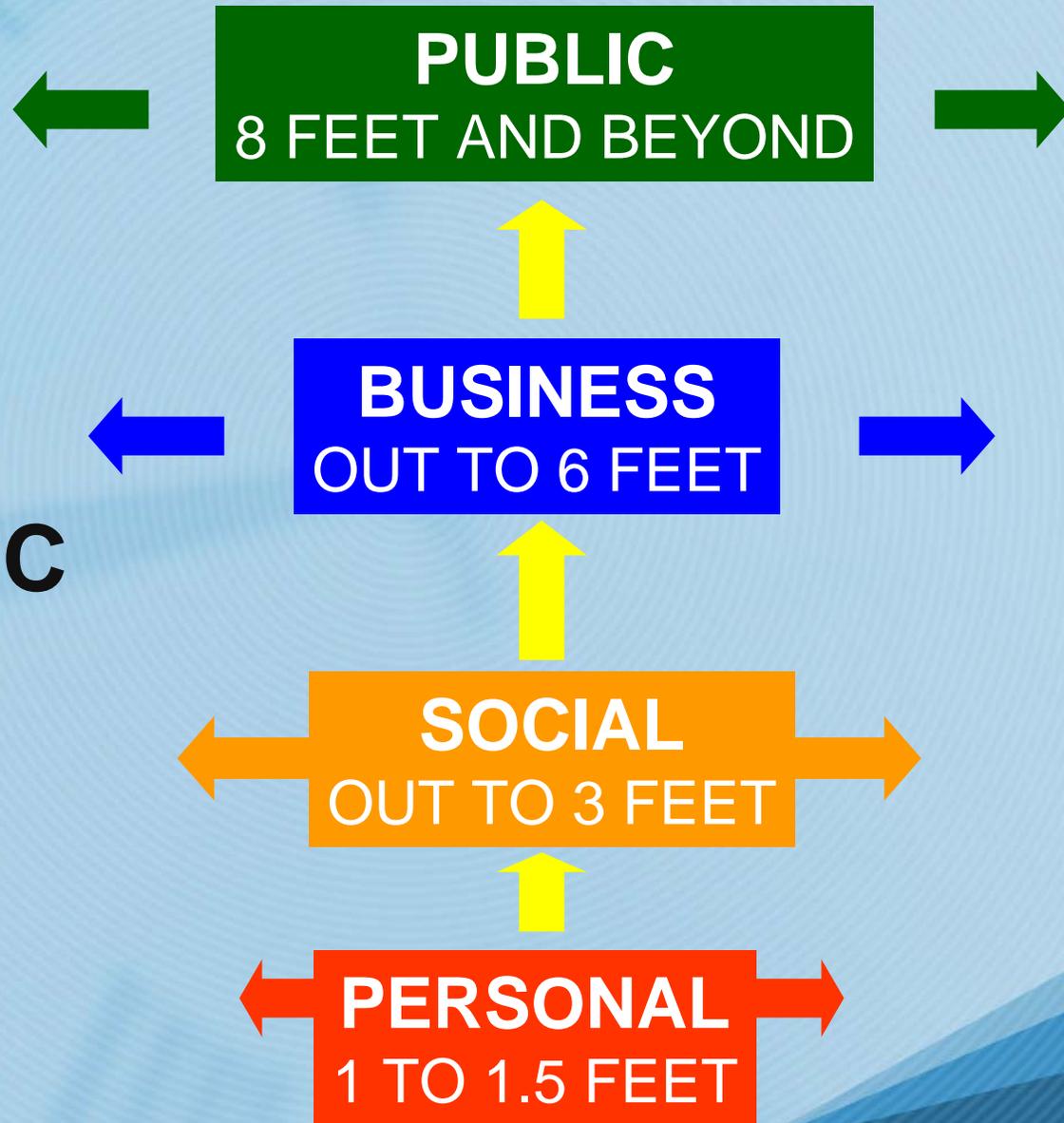
SUMMARY ...

▶ education and training is a strategic, but not the only enabling factor for human development.

▶ conducting TNA is a must before any training.

▶ absence of TNA deficiency = no training

▶ continuum objective states the institutional intention towards the target participants.

▶ training design is performed for all modules

▶ always formulate the module/session objective in SMART-B

▶ always apply the MSN criteria in selecting contents

▶ topics must fluidly link with other topics

▶ methodology selection is more important than time

SUMMARY ...

- the chosen method must enhance, not reduce the impact of learning

- material preparation documents the activities performed earlier.

- always validate your design

- revision is necessary to improve the module

- never take implementation for granted. always prepare

- always assess your training activity

- education/training is a continuous process. it always evolve

- know your self. know your potentials. apply them correctly

The Training Objective(s)

At the end of the 4-day seminar-workshop, the participants must be able to:

- enumerate and explain the 5 stages of the training and education process,

- describe the major tasks involved in the training design stage,

- perform the critical tasks necessary in designing a course module for the coop's use; as well as,

- present the training design using the learning gained in Train the Trainors

TTTEEEEESSSSSTTTTTTTTT ......

- **Explain in your own words the five stages and how they relate with one another.**

- **Discuss the 11 sub-stages of the training design.**

- **Describe your understanding of the adult trainees**

- **Among the many factors to consider in the selection of methods, which do you think is the most important? Why?**