WELCOME

DTS COURSE
(DIRECT TRAINER’S SKILLS)

FACILITATOR:
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Adviser
Mauritius Prisons Service
INTRODUCTION

- NAME
- ORGANIZATION
- EXPERIENCE
- TRAINING BACKGROUND
- EXPECTATIONS
• Why Train?
  • More rapid development
  • Increased output
  • Improved quality of products and services
  • Less waste - time, money, materials, people
  • Better utilisation of resources
  • Fewer accidents
WHEN TRAINING?

ORGANISATION

TECHNOLOGY

TRAINING

POLICY

PEOPLE
DEFINITION OF `TRAINING'

- A planned process
- to modify attitude, knowledge or skill
- through learning experience
- to achieve effective performance
- in an activity or range of activities ....
- to satisfy … needs of organisation'

Glossary of Training Terms
BEHAVIOUR

Knowledge
- knowing what and how to do it
- facts, procedures
- standards
- working environment

Skills
- having the ability to do it
- physical
- interpersonal, social
- intellectual

Attitude
- willingness to do it
- to people, quality, safety
- willingness to change
"I like to learn, but hate to be taught"

Winston Churchill

"I never teach my pupils. I only attempt to provide the conditions in which they can learn"

Albert Einstein
A Trainer Centered Approach
Trainer

Trainees
PURPOSE OF VISUAL AIDS

• To help learning
• To clarify and simplify
• To help maintain interest
• To help emphasize key points

AVOID

• Talking to them
• Reading them word for word
• Waving pointer
• Putting too many words on visual
Advantages
• knowledge input
• useful for special occasions
• can cater for a large number
• relatively cheap

Disadvantages
• poor trainee participation
• poor retention
• lack of feedback
• limited to knowledge
• relies on good presentation
• trainer centred
DISCUSSION LEADING

Trainer

Trainees
PURPOSE OF DISCUSSION

• Share views
• Collect and generate ideas
• Obtain reactions or agreement
• Motivation
• Team building
• Attitude change
DISCUSSION

Advantages

• trainee centred
• high trainee activity
• opportunity to exchange ideas, information and opinions
• good for problems solving

Disadvantages

• depends on entry behaviour
• time consuming
• requires good control
• not suited to new learning
Group Exercise

Trainer

Trainees

Trainees

Trainees
PURPOSE OF GROUP EXERCISES

• leadership
• communication
• negotiation
• decision making
• problem solving
• team building
GROUP EXERCISE

Advantages
• trainee centred learning
• enables skills to be practiced
• enjoyable experience
• basis for further learning

Disadvantages
• availability of exercises
• require careful planning
• outcome difficult to predict
• depends on trainee attitudes
• needs good facilitator skills
SYSTEMATIC APPROACH TO TRAINING

1. Identify Training Needs
2. Plan and Design Training
3. Implement Training
4. Assess Results
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FOUR WAYS OF LEARNING

There are at least four ways in producing relatively permanent alternations in how we do things:

• Being Told
• Imitation
• Trial and Error
• Thinking
Four Ways of Learning

- Imitation
- Being Told
- Thinking
- Trial and Error
FOUR STAGES OF A LEARNING UNIT

OBJECTIVE
States what a learner will be able to do at the end of the unit.

ENTRY BEHAVIOUR
Takes account of a learner's knowledge, skills, attitude, experience, learning style etc.

LEARNING EVENT
Creates a suitable opportunity for the learner to achieve the objective

ASSESSMENT
Determines whether the objective has been achieved
The Learning Unit

Objective

Entry Behaviour

Learning Event

Performance Assessment

Objective

Entry Behaviour

Learning Event

Performance Assessment

Objective

Entry Behaviour

Learning Event

Performance Assessment
At the end of this learning unit learners will be able to ...

- know
- understand
- appreciate
- working knowledge
- be aware of
- identify
- describe
- state
- Explain
- repair
At the end of this learning unit learners will be able to ...

- know
- understand
- appreciate
- working knowledge
- be aware of
- identify
- describe
- state
- Explain
- repair
STEPS IN COACHING

E - EXPLAIN
D - DEMONSTRATE
I - IMITATE
P - PRACTICE
A - ASSESS
JOB AND TASK

- New Task
- Job or Duty
- Problem Task
- Target Task
Learning event for a reproductive task

- Imitation
- Thinking
- Being Told
- Trial and Error
Learning event for a productive task
FEEDBACK: SALLIENT FEATURES

◆ PURPOSE: TO HELP THE RECEIVER (LEARNER) TO IMPROVE

◆ EFFECTIVE FEEDBACK MUST BE
  ● SUPPORTIVE
  ● CONSTRUCTIVE
  ● UNDERSTANDABLE
  ● WELL-TIMED

◆ REQUIRES TRUST

◆ NOT UNCOMFORTABLE & THREATENING
GIVING FEEDBACK

• PROVIDE HELP FOR CHANGE
• DIRECT BUT POLITE
• PRESENT EVIDENCE
• FACTS; NOT OPINION
• ON BEHAVIOUR; NOT PERSONALITY
• POINT TO SPECIFIC BEHAVIOUR
• OBSERVATION; NOT INERENCE
• NO VALUE JUDGEMENT
• PROVIDE AS SOON AS POSSIBLE
• REINFORCE WITH REASONS AND CLARIFICATIONS (IF NEEDED)
RECEIVING FEEDBACK

• be positive to the feedback - value the help given
• listen - don't react
• try to see it from the giver's point of view
• clarify and check your understanding
• compare with feedback from others
• ask for detail not given
• explore options
• decide action you will take
POSITIVE OPINION

NEGATIVE OPINION

POSITIVE FACTS

NEGATIVE FACTS
**PREPARATION FOR COACHING A SKILL**

**Consider**
- learner behaviour
- facilities available
- time constraints
- possible learning outcomes
- analysis of the task

**Decide**
- objectives
- stages
- performance assessment

**Plan**
- demonstration
- involvement of learner
- guided practice
- performance
- assessment
- timing
### Objective
What do you expect your learner to be able to DO at the end of the coaching session?

### Learner
- Willingness to learn
- Current expertise of learner

### Learning
- Equipment and materials available

### Event
- Timing
- Demonstration
- Practice
- Demanding from learner
- Encourage performance

### Assessment
- Observe learner performance
- Q & A during session.
Advantages
• one-to-one relationship
• both `skill' and `knowledge'
• very adaptive
• good feedback
• real situation

Disadvantages
• expensive
• depends on trainer
• small number of trainees
• working environment
"BEFORE THEY GET UP THEY DO NOT KNOW WHAT THEY ARE GOING TO SAY; WHEN THEY ARE SPEAKING, THEY DO NOT KNOW WHAT THEY ARE SAYING; AND WHEN THEY SIT DOWN THEY DO NOT KNOW WHAT THEY HAVE SAID."

Sir Winston Churchill
DECIDING CONTENT

- COULD
- SHOULD
- MUST

OBJECTIVE
ATTENTION SPAN

Period of maximum recall - 20/30 minutes

Level of recall

Time available for lecture

A

B
STRUCTURING THE CONTENT

• Where a trainee is prepared for instruction

• Where instruction is carried out and a trainee learns

• where instruction is consolidated and objective achieved.
INTRODUCTION

**I**nterest - arouse the trainee's interest in learning

**N**eed - explain the need for learning

**T**itle - state the title, subject, or purpose, or aim

**R**ange - state how far, how deep, what aids

**O**bjective - observable, achievable, testable.

INTRO
INTRODUCTION

MAJOR POINT

DETAILS

DETAILS

DETAILS

MAJOR POINT

DETAILS

DETAILS

MAJOR POINT

DETAILS

DETAILS

SUMMARY
C CONTENT
O ORDER
V VISUALS
E EYE CONTACT
R REINFORCE
CONSOLIDATE LEARNING

S - SUMMARY
L - LINK
A - ASK QUESTIONS
T - TEST UNDERSTANDING
E - EXTEND LEARNING
We can think a lot faster than we can talk.

The average person can speak at about 200 words per minute.

Tests show we can think at 600 words per minute.
POWER OF THE SENSES

- Smell 3%
- Taste 3%
- Touch 6%
- Hearing 13%
- Sight 75%
WE REMEMBER:

10% of what we **read**

20% of what we **hear**

30% of what we **see**

50% of what we **see and hear**
Lord, make my words at all times sweet and smooth and palatable: for the day may come when I shall have to eat them.
LECTURE : STAGES IN PREPARING

I. OBJECTIVES (DRAFT)

II. SELECT (PRIORITISE CONTENTS)

III. STRUCTURE (SEQUENCE CONTENTS)

IV. OBJECTIVES (FINALISE, REVISE, IF NECESSARY)

V. PREPARE VISUAL AIDS

VI. PREPARE SESSION PLAN/ LECTURE NOTES
# The Learning Unit and Lecturing

<table>
<thead>
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<th>Objective</th>
<th>What do you want your learners to be able to DO at the end of your lecture?</th>
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<td>Interest in topic?</td>
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<td>Range of experience?</td>
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<td>Your relationship with learners?</td>
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<td>Opinion</td>
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DISCUSSION LEADING

D - DELIVER INTRODUCTION
I - INITIATE, INVITE
S - STRUCTURE
C - CONTROL DIRECTION
U - USE QUESTIONS
S - SUMMARISE
TWO FACTORS INFLUENCING A DISCUSSION

Group Behaviour

Increasing Effectiveness

Quality of Questions
DISCUSSION BEHAVIOURS

- seeking information
- giving information
- supporting
- building
- proposing
- disagreeing
- cutting across
- stating difficulty
- summarising
1. 'Quarrelsome' Type
2. 'Positive' Type
3. 'Know-All' Type
4. 'Over-Talkative' Type
5. 'Stalker' Type
6. 'Unco-operative' Type
7. 'Thick-skinned' Type
8. 'High-brow' Type
9. 'Silent' Type
QUESTIONS

LOW ORDER

Recall of information
Right or wrong answers
Known or existing situations

HIGH ORDER

Stimulate thinking
Build on existing knowledge
Apply ideas to new situations
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upper figure  =  number of right answers
lower figure  =  number of wrong answers
"The Sunday edition of a big newspaper printed in one million copies consumes a hundred acres of forest"

`No Limits to Learning'
A Report to the Club of Rome
KEY QUESTIONS

• High order
• Prepared in advance
• Open
• Stimulate contributions
• Non-threatening
• Relevant to learning needs
• Related to entry behaviour
Role of Discussion Leader

R - Review
A - Acknowledge
D - Deliver
A - Action to be taken
R - Review
LAYOUT FOR LEADING A DISCUSSION

Leader
Layout for Leading a Discussion
LEARNING FROM GROUP EXERCISES

EXPERIENCING

APPLYING

DISCUSSING

GENERALISING
THANK YOU
Experiential Learning Tools

- Academic learning
- Training
- Off job training
- On job training
- Experiential learning
ELT cycle

- Experience
- Reflection
- Conceptualisation
- Experiment
ELT

- Increases motivation
- More autonomous
- Work experience more meaningful
- Most transferable (TOL)
- Social learning
ELT trainer

- Be open to risk taking
- Plan carefully
- Determine skills level
- Enough time for trainee to reflect.