INTRODUCTION

• NAME
• ORGANISATION
• EXPERIENCE
• TRAINING BACKGROUND
• EXPECTATIONS FROM COURSE
  FOR -SELF
          -ORGANISATION
TRAINERS EXPECTATIONS

• TIMING
• BE OPEN
• ASK QUESTIONS
• DON’T BE DEFENSIVE
• AGREE TO DISAGREE
• READY TO UNLEARN
• MOBILE PHONES
COURSE METHODOLOGY

- SKILL BASED
- MICRO PRACTICE SESSIONS
- GROUP/INDIVIDUAL WORK
- PARTICIPATIVE
- HANDOUTS
- GIVING & RECEIVING FEEDBACK
- CHECKLISTS, FEEDBACK FORM - DELIVERY
- FILMS
COURSE OVERVIEW

• COACHING

• LECTURE

• GROUP DISCUSSION

• GROUP EXERCISE
THIS WILL BE SUPPLEMENTED BY THE ESSENTIALS OF TRAINING------

• SAT
• DUTIES OF DIRECT TRAINER
• WAYS OF LEARNING
• TASK
• APPROACHES TO TRAINING
• FEEDBACK
• “LU”
COURSE GUIDE
DISTRIBUTION PLEASE!!!!
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 `LEARNING'

- `Get knowledge or skill, ability to - by study, experience or being taught'
- `Commit to memory'
- `Become aware of information, or ... from observation'
- `Receive instruction ..., become informed'

Oxford English Dictionary
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 organization'

Glossary of Training Terms
DIFFERENCE BETWEEN LEARNING & TRAINING
CLASS TO DISCUSS
DIFFERENCE BETWEEN TRAINING & EDUCATION

Education:
- Life long process
- Leads to general outcomes
- It is for overall development

Training:
- Leads to specific outcomes
- It is for specific period
- It is for job performance
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  being prepared to do it
  - to people, quality, safety
  - willingness to change
BEHAVIOUR → TRAINING → BEHAVIOUR

BEHAVIOURAL CHANGE
Systematic Approach to Training

Identify Training Needs
Plan and Design Training
Implement Training
Assess Results
SAT - STEPS

I - IDENTIFY
N - NEED
D - DESIGN
I - IMPLEMENT
A - ASSESS
OZZOBULLA!!!
OZZO BULLA EXERCISE

- 2 Alternative Sheets (B & C)
- Self Learning – 10 Minutes
- Training – 5 Minutes
- Be Trained – 5 Minutes
- Test – 5 Minutes
"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

A Trainee Centered Approach
DIRECT TRAINER SKILLS

Duties include:

- Planning training sessions
- Coaching individual trainees
- Giving feedback
- Preparing and using visual aids
- Giving lectures
- Leading discussions
- Using group exercises
LUNCH BREAK
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 (REFLECTOR)

Thinking (THEORIST)

Being Told (PRAGMATIST)

Trial and Error (ACTIVIST)
• PRODUCTIVE TASK

• REPRODUCTIVE TASK
Reproductive Tasks: where there is one, clearly defined procedure or method.

Productive Tasks: where there are alternative ways of doing the task, or where creativity is encouraged.
Thinking  Being Told 

Learning event for  
a productive task 

Imitation 
Trial and Error
Imitation

Learning event for a reproductive task

Thinking

Being Told

Trial and Error
The Learning Unit

Objective

Entry

Behaviour

Performance Assessment

Learning Event

Entry Behaviour

Learning Event

Objective
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
EXERCISE
WRITING TRAINING
OBJECTIVES
COACHING

Trainer

* (Star)

Trainee
1:1 RELATIONSHIP
TWO WAY COMMUNICATION
IMMEDIATE FEEDBACK
PRIMARILY SKILLS WITH BIT
OF KNOWLEDGE TRANSFER
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
STEPS IN COACHING

E - EXPLAIN
D - DEMONSTRATE
I - IMITATE
P - PRACTICE
A - ASSESS
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
# THE LEARNING UNIT AND COACHING

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you expect your learner to be able to DO at the end of the coaching session?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner</td>
<td>Willingness to learn? Current expertise of learner?</td>
</tr>
<tr>
<td>Learning</td>
<td>Equipment and materials available</td>
</tr>
<tr>
<td>Event</td>
<td>Timing</td>
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<td></td>
<td>Demonstration</td>
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<td>Practice</td>
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<td></td>
<td>Demanding from learner</td>
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<td></td>
<td>Encourage performance</td>
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<tr>
<td>Assessment</td>
<td>Observe learner performance</td>
</tr>
<tr>
<td></td>
<td>Q &amp; A during session.</td>
</tr>
</tbody>
</table>
STRAIGHT LINE EXERCISE
OPINIONS & FACTS IN FEEDBACK

<table>
<thead>
<tr>
<th>POSITIVE OPINION</th>
<th>POSITIVE FACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEGATIVE OPINION</td>
<td>NEGATIVE FACTS</td>
</tr>
</tbody>
</table>
FEEDBACK : SALIENT 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

- **OBSERVATION** NOT **INTERPRETATION**
- **DESCRIPTION** NOT **EVALUATION**
- **SPECIFIC** NOT **GENERAL**
- **SHARE IDEAS** THAN **GIVE ADVICE**
- **ASK QUESTIONS** THAN **MAKE STATEMENTS**
- **BEHAVIOUR** THAN **PERSONALITY**
- PROVIDE AS SOON AS POSSIBLE
- **OF VALUE AND USE TO RECEIVER**
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
HUMAN
•H: HEAR
•U: UNDERSTAND
•M: MOTIVATE
•A: ACCEPT
•N: NEGOTIATE
DISTRIBUTE HANDOUTS!!!!!
TASK FOR DAY 2

• READ HANDOUT ON COACHING

• GO THROUGH CHECKLIST & OBSERVATION SHEET

• PREPARE FOR COACHING SESSION

• WE MEET AT 0900 AM
LECTURE

Trainer

Trainees

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
"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
OBJECTIVE

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

- know
- identify
- understand
- describe
- appreciate
- state
- working knowledge
- explain
- be aware of
- repair
Deciding Content

- **MUST**
- **SHOULD**
- **COULD**

**OBJECTIVE**
ATTENTION SPAN

Period of maximum effectiveness - 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

Interest - arouse the trainee's interest in learning
Need - explain the need for learning
Title - state the title, subject, purpose or aim
Range - state how far, how deep, what aids
Objective - observable, achievable, testable.
STRUCTURING INFORMATION

INTRODUCTION

MAJOR POINT

MAJOR POINT

MAJOR POINT

DETAILS

DETAILS

DETAILS

DETAILS

DETAILS

DETAILS

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

S - SUMMARY
L - LINK
A - ASK QUESTIONS
T - TEST UNDERSTANDING
E - EXTEND LEARNING
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**
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 by word
• Waving pointer
• Putting too many words on visual
Any changes that will affect manpower?

Is there a cover plan for key jobs?

Is there a staff development plan?

Do staff know scope of their jobs?

Are there many grievances?

Is accident rate high/low/average?

Is there an appraisal system?

What training is given?

Are new staff of the right calibre?

Is recruitment a problem?

Is staff turnover high/low/average?

What are conditions of service like?

Is there a management register?

Who is due for retirement?

What is the age distribution?

Are there sufficient staff?

Is there a full establishment?

Is there an organisation chart?

MANPOWER
THE POLITICIAN'S PRAYER

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 PREPARATION

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 Lecture

<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you want your learners to be able to DO at the end of your lecture?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners</td>
<td>Used to lectures?</td>
</tr>
<tr>
<td></td>
<td>Interest in topic?</td>
</tr>
<tr>
<td></td>
<td>Range of experience?</td>
</tr>
<tr>
<td></td>
<td>Your relationship with learners?</td>
</tr>
<tr>
<td>Learning Event</td>
<td>Structuring the topic</td>
</tr>
<tr>
<td></td>
<td>Visual aids</td>
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<tr>
<td></td>
<td>Timings</td>
</tr>
<tr>
<td>Assessment</td>
<td>Tests</td>
</tr>
<tr>
<td></td>
<td>Question and answer</td>
</tr>
<tr>
<td></td>
<td>Opinion</td>
</tr>
</tbody>
</table>
POWER OF THINKING

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.
DISCUSSION

Advantages
- trainee centred
- high trainee activity
- opportunity to exchange ideas, information and opinions
- good for problem solving

Disadvantages
- depends on entry behaviour
- time consuming
- requires good control
- not suited to new learning
PURPOSE OF GROUP EXERCISES

- leadership
- communication
- negotiation
- decision making
- problem solving
- team building
TWO FACTORS INFLUENCING A DISCUSSION

Quality of Questions

Group Behaviour

Increasing Effectiveness

Quality of Questions
### INSTRUCTOR

<table>
<thead>
<tr>
<th>1</th>
<th>1</th>
<th>0</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
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<td>2</td>
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<td>1</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td></td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

**upper figure** = number of right answers

**lower figure** = number of wrong answers
QUESTIONS

HIGH ORDER
- Stimulate thinking
- Build on existing knowledge
- Apply ideas to new situations

LOW ORDER
- Recall of information
- Right or wrong answers
- Known or existing situations
KEY QUESTIONS

• High order
• Prepared in advance
• Open
• Stimulate contributions
• Non-threatening
• Relevant to learning needs
• Related to entry behaviour
"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
DISCUSSION BEHAVIOURS

- seeking information
- giving information
- supporting
- building
- proposing
- disagreeing
- cutting across
- stating difficulty
- summarizing
Layout for Leading a Discussion

Leader
Layout For Leading a Discussion
<table>
<thead>
<tr>
<th>Objective</th>
<th>What do you expect people to be able to do as a result of attending your discussion?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners</td>
<td>What is their likely reaction to the topic? Can you expect equal participation? What is your position relative to theirs?</td>
</tr>
<tr>
<td>Learning Event</td>
<td>How much time is available? Can the topic be covered properly? Plan learning questions</td>
</tr>
<tr>
<td>Control</td>
<td>Record contributions Summarise</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment of self and others</td>
</tr>
</tbody>
</table>
GROUP EXERCISE

Advantages
- trainee centred learning
- exercises to meet aim
- 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
PURPOSE OF DISCUSSION

- Share views
- Collect and generate ideas
- Obtain reactions or agreement
- Motivation
- Team building
- Attitude change
THE LEARNING CYCLE

EXPERIENCE

PLANNING

REFLECTION

IDEAS
LEARNING FROM GROUP EXERCISES

- EXPERIENCING
- APPLYING
- GENERALISING
- DISCUSSING
PLANNING SEQUENCE - Example 1

ELECTRONIC STRUCTURE OF THE ATOM

COMBINATION OF ATOMS

IONS IN SOLUTION AND THEIR REACTION

APPLICATION TO THE SPECIFIC CASE OF RUSTING
PLANNING SEQUENCE - Example 2

STEEL RUSTS

WHY? WHAT CONDITIONS ARE NECESSARY?

GIVEN SUCH CONDITIONS, WHAT REACTIONS COULD BE GOING ON?

And you can continue to work back as far as you consider necessary
INFORMATION RECALL

INFORMATION INPUT

SHORT TERM MEMORY

LONG TERM MEMORY

Information Forgotten

Information Remembered
TRAINING NEEDS

Organizational Analysis

Job Analysis

Task Analysis
DISCUSSION LEADING

D - DELIVER INTRODUCTION
I - INITIATE, INVITE
S - STRUCTURE
C - CONTROL DIRECTION
U - USE QUESTIONS
S - SUMMARISE
GIVING FEEDBACK

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

R - REVIEW THE POINTS COVERED

A - ACKNOWLEDGE SPECIFIC CONTRIBUTIONS

D - DEVELOP CONCLUSIONS REACHED

A - ACTION TO BE TAKEN – WHEN AND BY WHOM

R - REINFORCE UNDERSTANDING
ROLE OF A DISCUSSION LEADER

- IMPARTIAL
- SUPPORTIVE
- ENCOURAGING
- MANAGE TIME
- NOT CENTRE OF ATTENTION
- A MEMBER OF THE GROUP
- PREPARED TO LEARN
- STIMULATE THE GROUP TO CONTRIBUTE
- POWER TO CONTROL AND DIRECT
PREPARING TO LEAD A DISCUSSION

- SET OBJECTIVE
- ANALYSE THE TOPIC
- CONSIDER THE GROUP
- KEY QUESTION / SUB QUESTION
- PREPARE AN INTRODUCTION
- ENSURE AVAILABILITY OF RESOURCES LIKE FLIP CHART, MAP, ETC.
- ORGANISE PHYSICAL ARRANGEMENT
PREPARATION FOR A GROUP EXERCISE

CONSIDER
- number of learners
- their likely behaviour
- learning environment
- facilities available
- time constraints
- possible learning outcomes

DECIDE
- type of exercise
- objectives
- validation measures