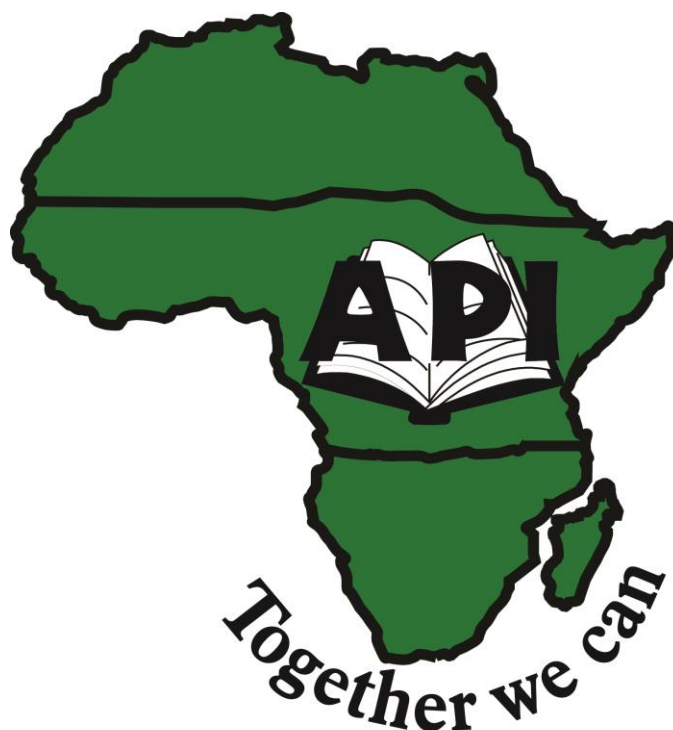# AFRICA POPULATION INSTITUTE (API)

TRAINER OF TRAINEES (ToT) HANDBOOK

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Forward:

EAPI is a registered organization with 3 years' experience of supporting voluntary organizations, agencies and individuals in developing quality systems. A major part of our work is providing external evaluations and trainings to organizations or specific projects and also building capacities of the members to have relevant skills applicable to their working environment.

How we work

We aim to understand the precise needs of your organization and to offer you good value, an integrated service, and work which is based on clear principles. Our style is inclusive, participatory and flexible.

We aim to help you:
- Develop your skills, reflect and gain focus
- Make your organization more confident, effective and efficient, and able to demonstrate this to others
- Help you plan more effectively and strategically for the future
- Demonstrate the benefits (or outcomes) for your service users.

Our approach
- Starts by listening carefully to what you need and tailoring our services accordingly
- Includes clear and practical advice, plans and reports
- Is based on extensive knowledge and experience of the voluntary sector
- Is supportive and friendly.

Some of the other areas offered in our training workshops that are client tailored
- Monitoring and Evaluation training(M&E)
- Public Health and HIV/AIDS management
- Research methods and data analysis
- Training of Trainers course(TOT)
- Guidance and counseling techniques
- Family planning and RH issues
- Specialized statistical packages for data analysis
- Management and leadership skills development
- Procurement and contract management
- Project planning and management(PPM)
- Peace and conflict management/resolution
- Disaster preparedness and management course
- Communication skills/ technique
- Business sales and marketing
- Health Care Administration (HCAD)
- Substance Abuse and Addictions Management (SAAM)
- Interdisciplinary Environmental Health(IEH)
- Advocacy and Lobbing Techniques

Definition of terms

Learning: permanent change in cognition (i.e understanding and thinking) that results from experience and that directly influences behavior.

Skills: as the general capacities to perform a set of tasks developed as a result of training and experience and this is different from ability in that, ability can be defined as a result of heredity.

Attitudes: are employee beliefs and opinions that support or inhibit behavior and this motivation.

Instruction: this view is backed up by Reigeluth's (1997) asserts that is "anything that is done to help someone learn", and ID theory is "anything that offers guidance for improving the quality of that help" Spector (1997) refers to *instructional design* as ☐ structuring of the learning environment for the purpose of facilitating learning or improving learning effectiveness. Ely (1996) defines the term *instructional design* as that used by professionals who work with direct applications of technology in teaching and learning. He differentiates between the following two terms:

Instructional technology: usually used specifically to "designate the process of teaching and learning through purposeful use of teaching/learning strategies and communication media" and

Educational technology: used as a broader term to indicate the "use of technology in any aspect of the educational enterprise" (Ely 1996)

Definition of Training
It is a planned and systematic process of providing an opportunity to learn Knowledge, Skills and Attitudes. (KSAs) for current or future use,
 i.e Training provides the opportunity for learning and development is the result of the learning. It requires resources and it is worth the investment to change the business environment and calls for continuous development and re-equipping of employee.
Education is a process which enables individuals to assimilate and develop knowledge, skills, attitudes, values and understanding, not simply related to a narrow range of issues and problems for definition, analysis and solutions. Thus education is typically differentiated from training and development by the types of KASs developed. Training specifically focuses on job KASs and education focuses on more general KASs, but not specifically tailored to a person's career or job.
Development focuses more on the learner than on the learning per se and it shifts from specific job (training) and specific discipline (education) to a person's career interest and well being. It also pays attention to life planning and intellectual curiosity.

Training and education differences

Training	Education
Job oriented	Person oriented
Predictable	Less predictable
More specific	More general
Immediate results	Long
Performance measurable against clear criterion	Less easily isolated as being dependent on specific inputs

The importance of Training to the organizations
- Minimizes costs, reduces wastes and errors
- Attract high quality employees
- Increases commitment of employees

- Help to manage change
- Improve individual, corporate performance and overall productivity and profitability
- improves operational flexibility
- Help develop a positive culture in the organization oriented towards performance improvement.
- Gives a feeling of personal satisfaction and achievement and broaden opportunities for career progression.
- Active job satisfaction

The benefits of training to the individuals
- It increases confidence, competence, commitment and motivation of staff.
- Provides recognition, enhanced responsibility and possibility of increased pay and promotion.
- Helps to improve the availability and quality of staff.

Introduction to training of trainers

Training has been recognized as an integral component for facilitating the development process by creating awareness, improving skills, bringing change in attitudes and building confidence of the people so that they can be efficient in performing their work and responsibility. That is why training is considered to be one of the best means of improving performance.

Training objectives are two-fold. These are: immediate objective and ultimate objective. The immediate objective of training is to bring expected change in the knowledge, skills and attitude. The ultimate objective is to improve the job performance of the clientele groups.

To-day, there is hardly any government institution that does not see the importance of training in developing human resources. EAPI, in this regard, is no exception. Since its inception EAPI has been imparting training to develop a cadre of skilled and capable human resources from among officials of different GOs and NGOs or individuals who are, as it is believed, the prime contributor to organizational effectiveness and productivity in the sphere of development. With the passage of time, it has emerged as pioneer institution of training. EAPI follows a flexible training policy to serve a wide range of clientele.

EAPI started TOT courses in 2007 with professional and experienced people to act as trainers. On the basis of its accumulated experience, EAPI offers a specialized Training of Trainers (TOT) course for those officials who are supposed to be future trainers in their respective fields.

TOT will enable the participants of various training institutions to develop a comprehensive notion about training programmes, materials and other resources. It would build up their confidence to make rapport with the training clients and to be successful trainers. Moreover, the TOT course will make them acquainted with the latest development of training policy and methodology.

Objectives

The general objective of the course is to develop understanding of the participants on training cycle and to enhance skills in designing, implementing, conducting and evaluating training courses. On completion of the course, the participants will be able to:
- Describe the principles of training and adult learning;
- Carry out a training needs assessment and set the training objectives
- Design and develop appropriate training courses to address special needs of development programmes;
- Select suitable methods and techniques for conducting training sessions;
- Develop skills in presentation and use of suitable audio-visual aids; and
- Manage and implement training courses efficiently.

Course Contents

In order to fulfill the course objectives, the contents of the course over such major topics as: (i) Learning: Theories, Concepts and Principles of Adult Learning; (ii) Training Need Assessment: Objectives,

Techniques and Methods (iii) Setting Training Objectives; (iv) content Analysis and Selection; (v) Selection of Training Methods and Techniques; (vi) Effective Communication Techniques; (vii) Preparation and Use of Audio-visual Training Materials; (viii) Communication Game; (ix) Public Speaking; (x) Management of Training Programme; (xi) Time and Task Analysis and Review of Trainers' Guidelines; (xii) Managing Difficult Situation in Training; (xiii) Preparation of Course Completion Report; (xiv) Principles and Types of Assessment/Evaluation

Programme/ Session outline

1st session	• Registration • Course objectives • Course expectation • Course overview • Concept of training
2nd session	• Systematic Approach to Training • Training policy • Training cycle
3rd session	• Learning Style • Effective Training of Adult Learning • Training Needs Assessment /Identification of training Needs
4th session	• Setting Training Objective • Training Methods and Techniques
5th session	• Designing and Implementation of Training Programmes • Communication Skills
6th session	• Organizing and Leading Discussions • The Role and Challenges of a Trainer • Evaluation of training programmes • Personal action plan and • Budgeting for Training Programmes

Methodology

  Good training programs always respond to the needs and characteristics of the trainees, and naturally we also pursue this ideal in this ToT. Moreover, effective training follows experiential learning principles: people learn best if they are actively engaged. This training therefore provides situations in which you, as participants, learn from your own experience and make intimate use of each others knowledge, insights and abilities. We will videotape individual and group performance for reflection and feedback

   EAPI is equipped with modern training materials and follows up-to-date methods which are widely used in the classroom sessions. The whole training would be exclusively participatory and practice oriented. The methods which will be used in this TOT course are: (i) Lecture-cum-discussion;   (ii) Group Work and Presentation; iii) Panel Discussion; (iv) VIPP; (v) Field Visit; (vi) Role Play; (vii) Fish Bowl; (viii) Case Studies; (ix) Brainstorming; and (x) Workshop. Multi-media, Over-head projector, VIPP board, white board, flip chart, and video etc. will also be used as effective training materials   and   aids.

Participants

    The participants of the training course will be mid-level officials of both government and non-government organizations. Graduation degree would be minimum qualification.

Award

On successful completion of the course, the participants will be awarded with certificates of attendance.

Systematic Approach To Training (SAT)

Problems of training in Developing Countries
- Training tends to be treated as a separate event rather than an integral part of the human resource development.
- The training function is seldom regarded by line managers as their concern
- Training policies rarely exist and where they exist, often bear little relationship to wider development policies and tend to be implemented
- Training needs seldom assessed accurately or tend to be acted upon.
- Design of training programs ignores both policies and needs

Thus this calls for Systematic Approach to Training (SAT)
SAT: it is used to describe well organized training and it is an orderly, logical approach to determining what people must know. This ensures that people are prepared for their work by having the necessary knowledge, skills and attitudes to do the job.

The process of Systematic Approach training (SAT)

It encompasses the following phases
- Analyzing training goals
- Designing training objectives, content, sequence of lessons
- Developing training "package" of resources and materials
- Implementing training
- Evaluating before, during and after implementation.

Training Plan cycle

(This is a replication of the **Framework of Standards for Training and Development**)
Training Policy
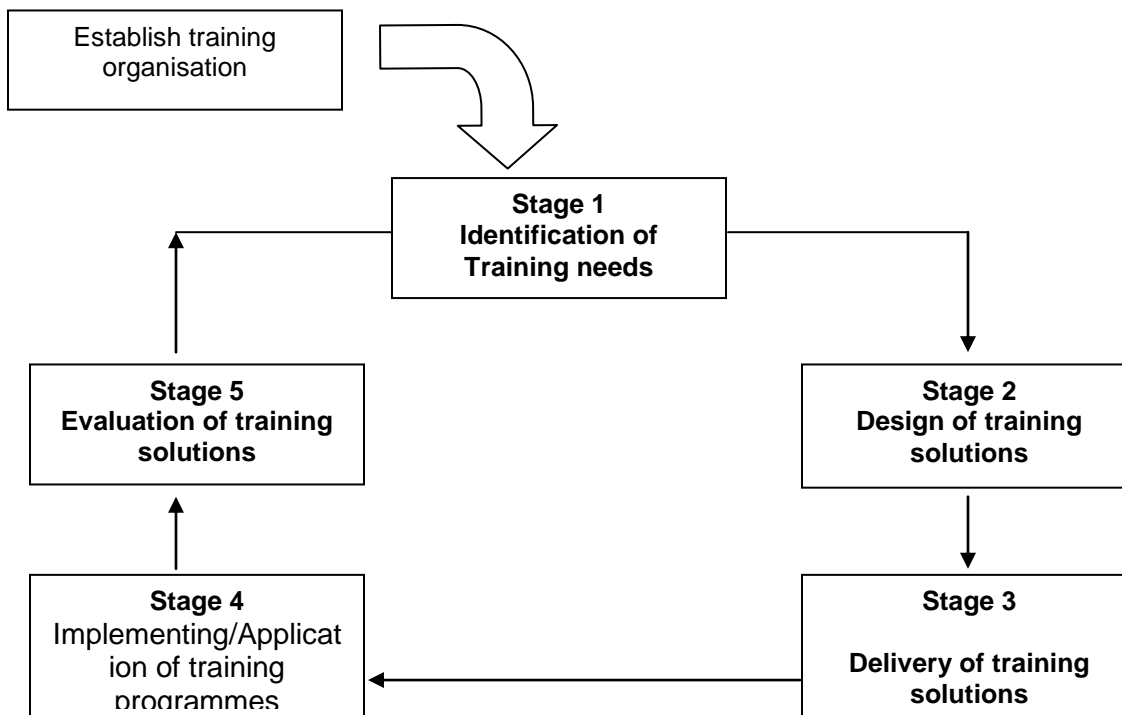
Stage 1 - Identification of training needs

This initial stage of the training cycle addresses finding out if there is, or identifying, a training need. If a need is identified, it is at this stage that who needs trained (target audience), in what and how you will know the training has had the intended impact success criteria***** of the training should be identified. This stage will help those who identify training needs to consider why the training is required and its expected outcome and impact. ***** How you will measure if the training has met the original need i.e. brought about intended change in behaviour, performance etc.

Stage 2 - Design of training solutions

This stage covers planning, design and development of training. It aims to ensure that a systematic and consistent approach is adopted for all training solutions. Training solutions cover face to face training and open and flexible learning including e-learning.

Stage 3 - Delivery of training solutions/ instruction phase

This stage of the training cycle ensures that the delivery of the training is effective and provides opportunities for the learners to learn. This will involve choosing the most appropriate format for meeting training needs, and taking advantage of different training methods. It consists of order, timing and combination of elements used in training. Things consider are; methods, materials, equipments and media, facilities.

Stage 4 - Application of training/ implementation phase

This stage of the training cycle is concerned with ensuring that all learning outcomes are applied and reinforced in practice within the training environment/ all aspects of the training program come together during this phase. This stage will help those who monitor the development of individual learners and review their progress.

Stage 5 - Evaluation of training solutions

This stage of the training cycle deals with the collection, analysis and presentation of information to establish the improvement in performance that results from this, this stage will help those who evaluate learning programmes, or who respond to developments in learning, or plan and introduce improvements in learning interventions. Although it is discussed last, it actually begins during the development phase. The evaluation can be process or outcome evaluation.

Characteristics of Systematic Approach Training

- A training policy exist and the training unit is well established
- Human Resource development strategy exists and is respected by management
- Employee participate in setting performance activities
- Training unit is well staffed
- Training activities are well-documented with standardized records.

Characteristics of Ad hoc Training

Ad hoc training is the training process that is not planned

- It is unsystematic, causal and haphazard approach to training.
- It does not emanate from the training policy in the organization
- Lacks human resource development strategies
- Lacks training budget
- The selection of trainees is not based on training needs assessment but on other "needs"

There fore all organizations need to continuously train their staff in order to keep updated and training should be approached in a very systematic style

Training and Development Policy

The core work on developing knowledge, skills and employability is implemented through the Training Policies and Programmes Group. This work aims to help member States reform and strengthen their national training policy frameworks, and improve training systems, including the design and delivery of skills development programmes. Particular emphasis is placed on promoting innovative learning and training strategies in the workplace. Training for the working poor is also a high priority in the programme's technical advisory services. In implementing this work, the Training Policies and Programmes Group engages all major stakeholders concerned with skills development, with the aim of assisting constituents, through advice and technical support, to introduce the necessary policy reforms to improve productivity and expand opportunities for women and men to obtain decent work. And an organization committed to the process of training and development should consider producing a policy statement.

This should outline:

- Commitment to the training and development of all employees
- Training that is available or which the organization intends to provide
- The purpose of this training
- How this process relates to the overall vision and aims of the organization.

The organization recognizes that its most important resource is its employees. It is committed to the training and development of its entire workforce so that they will gain the necessary skills to reach their full potential. This will assist in enabling the organization to achieve its aims and objectives that are to provide specialized, high quality care and rehabilitation to vulnerable people through a well trained and supported working team. By increasing the skills and knowledge of its staff the organization will produce confident, highly qualified staff working as an effective and efficient team.

The individual training and development needs will be identified through

- A training needs analysis questionnaire
- An annual performance appraisal
- Requests from employees.

The training and development needs identified will be met through a variety of activities depending on the nature and extent of the requirements deemed necessary after assessment.

A policy must state the way in which compliance will be monitored and may need to impose appropriate forms and schedules

The importance of a policy is to provide consistent guidance to people in the organization. Derived from the strategy, it provides a set of guidelines and requirements that reflect culture and values, and are reviewed and changed as needed. The policy is supported by processes and procedures

Learning Styles and Effective Training of Adult Learners

By the end of this session participants should be able to:

- Identify the characteristics of adult learners
- Describe the principles of adult learning
- Explain how a trainer can apply the principles of adult learning in developing and conducting training

Statement goes: we can not teach anyone anything; we can only help them to learn by **Einstein**

The approach in training used to adults is different from that used to teaching children

Malcolm Knowles might well be considered the founding father of adult learning. He contrasted the "concept of andragogy, meaning "the art and science of helping adults learn,"…with pedagogy, the art and science of helping children learn"

Knowles' original studies and writings arose from the assumption that there are significant, identifiable differences between adult learners and learners under the age of eighteen. Primarily, the differences, according to Knowles, relate to an adult learner being more self-directing, having a repertoire of experience, and being internally motivated to learn subject matter that can be applied immediately – learning that is especially "closely related to the developmental tasks of his or her social role" .

Knowles labeled andragogy as an emerging technology which facilitates the development and implementation of learning activities for adults. This emerging technology is based on five andragogical assumptions of the adult learner

Assumptions of adult learning

- Self-Concept: As a person matures, he or she moves from dependency to self-directness human being.
- Experience: Adults draw upon their experiences to aid their learning.
- Readiness: The learning readiness of adults is closely related to the assumption of new social roles and development tasks.
- Orientation: As a person learns new knowledge, he or she wants to apply it immediately in problem solving.
- Motivation (Later added): As a person matures, he or she receives their motivation to learn from internal factors.

Speck (1996) notes that the following important points of adult learning theory should be considered when professional development activities are designed for educators:

Principles of learning

- "Adults will commit to learning when the goals and objectives are considered realistic and important to them. Application in the 'real world' is important and relevant to the adult learner's personal and professional needs.
- Adults want to be the origin of their own learning and will resist learning activities they believe are an attack on their competence. Thus, professional development needs to give participants some control over the what, who, how, why, when, and where of their learning.
- Adult learners need to see that the professional development learning and their day-to-day activities are related and relevant.
- Adult learners need direct, concrete experiences in which they apply the learning in real work.
- Adult learning has ego involved. Professional development must be structured to provide support from peers and to reduce the fear of judgment during learning.
- Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into professional development activities that allow the learner to practice the learning and receive structured, helpful feedback.
- Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences. You share ideas and find new ways to solve problems. Training is a sharing, a two-way dialogue. Trainers are learners too.
- Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in the professional development planning.
- Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained."
- Adults tend to be problem centered in their orientation to learning. Adults have to solve problem every day of their lives .If you can present new ideas inform of problems to solve and questions to be answered, people can use the skills and experiences they already have and develop them. Adults are not empty vessels to be filled up by you.
- Straight lectures should be few. your standing up and talking does not mean that people are listening and learning. Learning by doing is the best. Discussions, practical work, role plays ,case studies and other dynamics are more fun and effective than chalk and chalk
- Adults learn at different speeds: Thus trainers must accept and show that it is perfectly acceptable. Arrange your materials and activities well and do not put pressure on people who are slower. They may

be the people who do the best jobs in the end. Some are slow, some are quick, **but all can learn**.
- They need to feel good, be friendly and a approachable, smile, have a joke and show that you are humane
- Adults respond to the classroom atmosphere: if there is pressure and anxiety, l earning will not occur .if the trainer is too casual or seem not to care, learning will not occur. So be professional in your approach but not solemn
- Adults respond to suitable language and material.

Differences between children and adult learners

Children	Adults
Rely on others to decide what is important to be learned	Decide for themselves what is important to be learned
Accept the information being presented at face value	Need to validate information based on their beliefs and experiences
Expect what they are learning to be useful in their long-term future	Expect what they are learning to be immediately useful
Have little or no experience upon which to draw..	Have much experience upon which to draw ideas
Have little ability to serve as acknowledgeable resource to the teacher or fellow classmates	Have significant ability to serve as knowledgeable resource to the trainer and fellow learners.

Overview of Learning Styles

Many people recognize that each person prefers. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles indifferent circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

Using multiple learning styles and "multiple intelligences" for learning is a relatively new approach. This approach is one that educators have only recently started to recognize. Traditional schooling used (and continues to use) mainly linguistic and logical teaching methods. It also uses a limited range of learning and teaching techniques. Many schools still rely on classroom and book-based teaching, much repetition, and pressured exams for reinforcement and review. A result is that we often label those who use these learning styles and techniques as "bright." Those who use less favored learning styles often find themselves in lower classes, with various not-so-complimentary labels and sometimes lower quality teaching. This can create positive and negative spirals that reinforce the belief that one is "smart" or "dumb."

By recognizing and understanding your own learning styles, you can use techniques better suited to you. This improves the speed and quality of your learning.
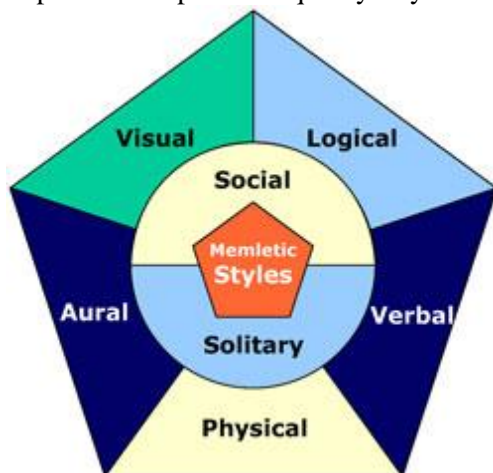
The learning styles are:
- **Visual (spatial).** You prefer using pictures, images, and spatial understanding.
- **Aural (auditory-musical).** You prefer using sound and music.
- **Verbal (linguistic).** You prefer using words, both in speech and writing.
- **Physical (kinesthetic).** You prefer using your body, hands and sense of touch.
- **Logical (mathematical).** You prefer using logic, reasoning and systems.
- **Social (interpersonal)**. You prefer to learn in groups or with other people.
- **Solitary (intrapersonal).** You prefer to work alone and use self-study.

Why Learning Styles? Understand the basis of learning styles.

Your learning styles have more influence than you may realize. Your preferred styles guide the way you learn. They also change the way you internally represent experiences, the way you recall informatiSon, and even the words you choose. We explore more of these features in this chapter.

Some of the Conditions Required for Effective Learning

Learning is a complex process of acquiring knowledge, understanding, skills and values in order to be able to adapt to the environment in which we live Or a relatively permanent change in behavior occurring as a result of experience. The latter definition implies that learning can only occur when a person shows different behavior e.g when he or she can prove the knowledge of new facts or do something the individual was unable to do before Changes in behavior due solely to aging or injury would not be examples of learning.

Individuals must be motivated to learn

- Learners need to have a clear picture of why they learn (benefits of learning to the individual or organization or organization). Learning is enhanced when the learner is motivated .An individual must want to learn when the desire exists; the learner will exert a high level of effort.
- Learners must gain satisfaction from learning and this is related to motivation also.
- Learning is an active and not passive process and hence must be involved in the leaning process
- Appropriate techniques should be used depending on the audience and level of understanding
- Learning methods should be varied to cater for different learning styles.
- Time must be allowed to assimilate the learning.
- Learners must receive reinforcement of correct behavior. The principle of reinforcement tells us that behaviors that are positively reinforced (rewarded) are encouraged and sustained. Learning will be facilitated by providing feedback through positive feedback.

The psychology of adult learning

- Are motivated by needs, ambitions, drive, stimulation and goal setting
- May have a high or low self-conception which affects their ability to learn.
- Have a wealth of experience and there fore want new learning to relate to this and be relevant to immediate needs. This means that experiential techniques should be used. Learning should be related to and make use of the experience of learners and should be involved in the learning process and new concepts and broad generalizations are illustrated by life experiences drawn from the learners.
- Have concrete needs to be satisfied and problems to be resolved
- May be impatient in theoretical sessions because they are often 'now oriented' and want or need immediately applicable knowledge and skills
- May exhibit rigid patterns of behavior or change attitude.
- They may be slower to react and so complete tasks more slowly
- Have fears, anxiety and frustration from past learning experiences which may act as barriers to further learning.
- Are self-directed and do not want their own autonomy taken away in training session by being told what

to do and think.
- **Adults are ready-**they are ready to learn. The stage of readiness is related to physical and mental processes

What are the implications for a trainer?
- Any group of trainees will have a variety of such psychological characteristics. Be aware of this. Ensure that the learning situation you create acknowledges such characteristics as you discover for they will influence the trainees' ability to learn and so the effectiveness of your training.
- How ever you can use them to you advantage in training, for example by making sure that the learning relates to their experiences and is relevant to their work. You will make the learning experience stimulating, pleasant and satisfying

Identification of Training Needs (Training Needs Analysis)   TNA
It is important to identify training needs before trying to implement any training solutions. The identification of training needs is the first step in a uniform method of instructional design. TNA is the process of data gathering and causal analysis to determine which performance problems should be addressed by training. Information needs to be collected from the organization as a whole, from operational areas where problems exist and from the people within the operational areas. The information collected is the input to the phase and the output of the analysis phase consists of identification of training and non training needs and their priorities. Non training needs become inputs to other functional areas (eg reward, compensation, labor relation, organization development)

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The identification of training needs is the first step in a uniform method of instructional design.

Types of Needs Analyses
Many needs assessments are available for use in different employment contexts. Sources that can help you determine which needs analysis is appropriate for your situation are described below.
- *Context Analysis*. An analysis of the business needs or other reasons the training is desired. The important questions being answered by this analysis are who decided that training should be conducted, why a training program is seen as the recommended solution to a business problem, what the history of the organization has been with regard to employee training and other management interventions.
- *User Analysis*. Analysis dealing with potential participants and instructors involved in the process. The important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject, what is their learning style, and who will conduct the training.

- *Work analysis*. Analysis of the tasks being performed. This is an analysis of the job and the requirements for performing the work. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required. This helps ensure that the training which is developed will include relevant links to the content of the job.
- *Content Analysis*. Analysis of documents, laws, procedures used on the job. This analysis answers questions about what knowledge or information is used on this job. This information comes from manuals, documents, or regulations. It is important that the content of the training does not conflict or contradict job requirements. An experienced worker can assist (as a subject matter expert) in determining the appropriate content.
- *Training Suitability Analysis*. Analysis of whether training is the desired solution. Training is one of several solutions to employment problems. However, it may not always be the best solution. It is important to determine if training will be effective in its usage.
- *Cost-Benefit Analysis*: Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training

Several basic Needs Assessment techniques include:
- direct observation
- questionnaires
- consultation with persons in key positions, and/or with specific knowledge
- review of relevant literature
- interviews
- focus groups
- tests
- records & report studies
- work samples

On the basis of needs assessment, **training objectives are to be defined** (preferably together). In advance set training objectives show what should be achieved through appropriate training measures. When formulating training objectives, the following should be considered:
- the observable changed behavior of the training participant
- the object (training matter)
- the conditions under which participants have to present results (e.g. allowed resources)
- the evaluation criteria, showing if and to what extent the participant has reached the training goals

Based on the training objectives, the necessary programmes, contents and instruments are planned and developed. An essential goal of training planning and of the development of appropriate measures is to create training activities in such a way that the learning party can go through learning processes that lead to learning results which, in turn, correspond with the training objectives.

When planning and developing training measures, the following parts are to be included:
- planning of structure (structure of programme, sequence of contents, classification, textual coherence, schedule)
- planning of content and methods (didactics, forms of learning)
- target group planning
- Evaluation planning ("how will we know that we reached our objectives and what will show us that we did?)

Within the concrete learning situation the participant is actually confronted with the teaching staff (as well as with the contents and activities). This step leads to learning processes and finally to the results aimed at.

When implementing training measures, the following aspects should be paid special attention:
- increased application of on-the-job training and project-work

- intensification of internal know-how transfer
- use of new methods of teaching and learning, as well as the use of new learning technologies

A central position within the training process holds the transfer and the implementation of the acquired knowledge into the work situation, the applicability of training results to the work place represents a main factor of successful training.

(As indicated in the training cycle already discussed thus refer)

Checklist for Training Needs Analysis

It is helpful to have an organized method for choosing the right test for your needs. A checklist can help you in this process. Your checklist should summarize the kinds of information discussed above. For example, is the test valid for your intended purpose? Is it reliable and fair? Is it cost-effective? Is the instrument likely to be viewed as fair and valid by the test takers? Also consider the ease or difficulty of administration, scoring, and interpretation given available resources. A sample checklist that you may find useful appears on the following page. Completing a checklist for each test you are considering will assist you in comparing them more easily.

Setting Training Objectives

Training objectives are the statements describing the changes in behavior or performance that are desired outcomes of trainee and instructor interaction.

Good training objectives should be learner-based objectives: stating what exactly the learner will be able to do at the end of the training.

Importance of training objectives

- Facilitates communication between the trainees and their trainer
- Important in selecting the most appropriate instructional/facilitation method and materials required.
- Motivates trainees since they know what to expect
- A basis for establishing clear cut trainee and trainer goals and
- Constitute an effective evaluation basis for effective training

Objectives are very important to a trainer because they provide a starting point in designing any programme or session .trainers are enabled to know where they are going with a person or group of people before they decide on a plan of action and this reflected in training objectives. The clearer and realistic the objectives are the easier the task of designing the training.

A good training objective:

- Describes what performance has to be achieved by the training
- Forms foundation of effective training, so you know where to go in the design ,execution and evaluation
- Defines what the trainee is expected to be able to do after training but not what the trainer is going to do.
- Keep the objectives SSMAL
  - Simple
  - Specific
  - Measurable in behavior terms(hands, head and heart)
  - Attainable in time and acceptable for the target group
  - Learner-based

The focus of training objectives

Cognitive Behaviour HEAD Knowledge & abilities	Psycho-motor Behaviour HANDS Motor skills	Affective Behaviour HEART Attitudes & feelings

Kinds & levels of behaviour objectives

HEAD	HANDS	HEART
Knowledge	Motor	Attitudes/feelings
Knowledge; memorising	To be able	Accept
Understanding:	To be	Beleve:
Reasoning	Competent	Concern
Analysis: recognise	To skilled	Value:commitment

Learning objective: be able to

Knowledge and abilities	Motor skills	Attitude and feelings
• Analysis • Define • Identify • List • Prepare • Tell • Explain • select	Apply Assemble Build Clean Inspect Make Implement Use Create Plan Examine Develop and evaluate	Accept Ask Favour Promote Realize Avoid assist

Writing objectives for different kinds of learning could there fore focus on:

a) **Knowledge/information/facts:** the words to use would be as those addressing knowledge and abilities as indicated in the table above**.**

b) Skills: the skills could be many including manuals skills, communication skills, cognitive, problem solving/decision making and leadership skills. Objectives for learning new skills use such words as those above in the motor skill category.

c) Attitudes: attitude changes are the hardest to teach and evaluate. Learning is measured indirectly by observing behaviors. In writing an attitude objective quite often we use phrase such as: "demonstrate …………by………..”(Demonstrates interest in his job by reaching on time, doing it with care…".Attitude change can be seen from curiosity, integrity, diplomacy, tact, dedication, enthusiasm, satisfaction, thoroughness etc.

It is recommended that training objectives should take the form of learner objectives.(learner based instead of trainer-based). And they should state what the learner will be able to do at the end of the training instead of telling of what the trainer is to do in the session. Since the trainer does not always learn what the trainer thinks he or she has taught.

NB: And since objectives state behavior, they are sometimes referred to as' behavior objectives"

To use behavior objectives:
*   Define what you want the trainees to be able to do as a result of training
*   Determine the knowledge, skills and attitudes required for the trainees to accomplish behavior change
*   Specific how the behavioral objective can be used to show that training has been successful.

Training Methods and Techniques

Session objectives:
At the end of this session participants should be able to:
*   Describe the various training methods

- Explain the advantages and disadvantages of the various training methods.
- Explain the criteria for selecting a training method to use.

Some wise quotes;
*The How and what is taught has a relationship with the how and what is learnt (Wilson **muyinda Mande**)*
What we hear, we forget
What we see, we remember
What we do we know?
Confucius

Tell me and I will forget
Show me and I will remember
Involve me and I will understand
Chinese proverb

Training methods are means by which we intend to communicate information, ideas, skills, attitudes, and feelings to learners.(GA cole, 1999)
Thus methods are very crucial in the trainer's success. There are three general criteria taken into consideration when selecting methods for the training.

1**. The learning objective(s):** will the method most effectively lead the learner towards a accomplishment   of the learning objectives?
2. **The learners**: Does the method take into account the group size, experience levels and other special characteristics of the group?
3. **The practical requirements**: is the method feasible given the physical environment, time (both presentation and classroom time), materials and any cost limitations you have?
Considering the three criteria in mind, also consider the advantages and drawbacks of specific training methods

Methods of Training
This component looks at the various methodologies recommended in the delivery of a training programme. The lay out of this section looks at a definition of the method, steps in using the method, advantages of the method and disadvantages of the method. It is recommended that facilitators run through these before delivering a training course

Debate
Definition: A systematic oral discussion of a given issue by two or more groups or persons.

Steps	Advantages	Disdvantages
Decide on a clear motion, Determine groups and their stand point, Outline ground rules and method Allocate time slots Appoint moderator Debate Summary: tie loose ends together Vote Fun	Spontaneous discussion activated Broad issues explored Challenges ideas Oral and appropriate for all categories of participants Learning from others made possible Controversial issues explored	Can get personal Groups restricted to expressing one point of view Time consuming Can digress from original topic Success dependent on issue and participants Can be superficial

Lecture
Definition: Subject expert delivers information to an audience and it is used to transmit facts and information to a large group of people. it usually involves a person talking with out interruption for 45 minutes. (Lecture lasts for around 20 min)

Steps	Advantages	Disadvantages
Research	One specialist can benefit many people	Can be dull
Preparation of content and visual aids	New ideas communicated· Useful for a big group	Not participatory
Delivery	Good for an academic subject	Facilitator centred
Participant observations	Good for introducing new subjects	Suffers from personal
Facilitator response	Good if time constraints exist	Weaknesses of the lecturer
Conclusion		

Group Work
Definition: Participants are divided into smaller groups where they share ideas and discuss a given topic freely under the facilitators' guidance. Discussion is a verbal exchange of ideas on a topic or problem of mutual interest. It enhances problem solving skills critical for formation and molding of attitudes and clarification of personal values

Steps	Advantages	Disadvantage
Brief on topic	Small units (max.8) increase concentration	Time consuming
Set time limit	Enables the less vocal to air their views	Not foolproof against domination
Form groups	Interactive	
Choose leader and spokesperson within group	Enables exchange of experience and information	
	Time saving	Blurs individual creativity
Facilitator monitors progress	Relaxed	Can lead to exploitation of enthusiastic members by lazy ones
Return to plenary	Breaks monotony	
Presentation of report to plenary	Contributes to team building	
	Breaks group tensions and conflicts	
	Enables in-depth exploration of topic	
	Allows expression and creativity	
	Needs controlled time	
	Can lead to digression from issue	

Case Study
Definition: An actual or fictional account, which presents a reality out of which relevant lessons can be drawn. The learners are given information a bout a situation and are directed to come to decisions or solution. It is a written description of an actual or imagined event, incident or situation which is used as a basis for analytical discussion. The information can be presented verbally, in writing, pictorially, cinematically or in Which ever form is possible. It should be close to reality

Steps	Advantages	Disadvantage
Facilitator to review and thoroughly understand material	One can create own materials	It is difficult to identify or
	Provides examples hence vivid	compile good case-studies
	Realistic hence lesson-laden	
Design study tasks	Good for testing participants.	Risk of information over/under-load
Present task to group	Comprehension of subject	
Give clear instructions	Acts as a guide to deeper understanding	
Allow time for study	Useful to	Time consuming
Monitor progress	explore controversial issues	Risk of hostility if participants
Feedback session	trainee can pinpoint problems	adversely identify with case
Discussion	identify and analyze the causes; there after suggests alternative solutions	

Audio-Visuals: Video
Definition: Taped motion pictures, descriptions or analysis usually for reemphasizing what has been taught in session

Steps	Advantages	Disadvantages
Choose video corresponding to session	Illustrative of reality	Expensive to produce
Preview and thoroughly understand video	Useful for reinforcing session	Can be seen as mere entertainment
Design study tasks	Breaks monotony	
Ensure video is of good quality	Enjoyable	Can be controversial
Set up equipment and pre-test	Memorable	
Introduce video and explain relevance to topic	Appeals to both reason and emotion	May present outdated information
Show		
Discussion using study tasks in groups or plenary		

Role-Plays
Definition: Participants assume real life situations and act them out in relation to training.

Steps	Advantages	Disadvantages
Facilitator introduces role-play	Informative	Time consuming
and issues instructions	Entertaining	Tend to deviate from original
Set time limits	Participatory	issues
Ensure for a well developed story line	Exploration of subtle and complicated issues	Stigmatization of those who play outstanding roles possible
Participants discuss concepts to role-play		
Participants compose scripts		
Participants assign and divide roles	Memorable	May be seen as fun not
Rehearsal		learning
Dramatization in plenary		
Discussion		

Brainstorming:
Participants suggest ideas on given issues, which are later discussed and the facilitator normally engages the participants in a brainstorming session by asking general questions to the participants
Advantages:
- stimulation of interest on the part of the participants
- active participation in the learning process
- allows for enhancement and clarification of ideas through discussion
- helps participants to learn from experience

Disadvantages
- participants can be easily derailed
- difficult to apply to a larger audience
- requires ample time

Designing and Implementation of Training Programme

The important questions in training work shop programme design.
I why should the training program exist
II who is it aimed at? The target group
III how will the target be selected
IV what do you want people to get out of it? Objectives
V what content and the sequence?
VI where and when will you hold the training?
VII what training methods will be used?
VIII what materials or resources will be used?

Ix How is the program going to be evaluated?
- by who
- which instrument
- At what interval of time?

X what instructional factors should you take into account**?**

Narrative of some questions asked about programme

QI. why should the programme exist?

This refers to the overall objectives or the aim of the training and should flow directly from the Training Needs Identified, this should be performance based e.g. to enhance the knowledge and experience of Uganda police officers in crime detection and prevention techniques

QII. who is it targeting

From the TNA findings you should have been able to determine who specifically needs what type of training and these will form your target group

QIII. How will they be selected?

It is common for non nomination/selection processes to be non-transparent. E.g. why is it always the same person nominated for any training that comes up? So it should be fair, focused on those who genuinely need and deserve the training. There exist negative consequences of poor selection of participants

Q IV. what do you want to get out of the training?

This means that, there should be a SMAL
- Specific objectives which are consistent with the overall aim of the training and focus on the trainees (trainee oriented)
- Measurable (with the performance indicators, that can be verified at each stage)
- Achievable (realistic and time bound by a time frame)

QV. what is the content and the sequence/

Content should be:
- consistent with the training needs identified
- consistent with the general objectives/Aim
- begin with broader issues to more specific, namely; main topics, subtopic or sessions
- with specific objective, which is in line with the general objectives
- example:
- Topic: performance management system
- General objectives .to enhance the implementation of the new performance management system
- Sub topic: performance Appraisal
- Specific objectives: participants gain an understanding of the benefits of PA and how to effectively administer anew PA form

QVI. where and when to hold the training
- Concerns the venue and timing
- May also depend on the adopted policy like mid-night courses at MUK
- May depend on the standard of the participants/ students
- Nature and requirements of the industry/ organization from where the participants come.
- Must take into account the participants work schedule
- Interruptions and other issues engendered
- Distance to be covered by participants (resource implication)
- Other activities concurrently running with the training

QVII. **what methods will you use**?
- There are various methods of training
- Each of them has its strengths and weaknesses
- Take into account socio-cultural characteristics of trainees including their level of understanding
- Participatory methods should be encouraged to enhance conceptualization, reflective ness and behavioral change
- Must be relevant and consistent with the training content.

VIII. what essential training materials/ resources are needed?
- Effective training requires that appropriate teaching materials and resource persons be carefully selected.
-where will they come from?
-what quality of resource persons?
-what competence
- Then determine whether to use; Audio visual, OHP, flip charts or video clips etc

QIX. Design and Institution setting
- This is a bout:-organizational priorities ,partner interests, donor conditionality, budget considerations, other resource constrains.
- Some may be beyond the control of the training coordinator BUT must ensure training success.

QX. how are you going monitor and evaluate?
- An essential component on the programme design.
- Aims at determining whether the course ;
-is taking the right course of action,
-requires any adjustments or has met stated objectives.
- Helps to take corrective actions

Group Discussion and Presentation
Design a training programme on cross generation sex for 15 councilors of Ghetto District for 3 days. Include all aspects of the training design

IMPLMENTATION OF TRAINIG PROGRAMMES
By the end of this session, participants should be able to
- Describe what Implementation
- Explain the stages in training implementation
- List the causes of training implementation failure.

What is implementation?
- This means putting training/ plan into operation
- Implies the actual implementation of the delivery
- Actual coordination of the programme

10 directives for a Trainer!
a). Do a participant needs Assessment prior to the commencement of the training e.g. interests, backgrounds, prior exposure etc
b). Develop a course curriculum and break the course into modules, with timings for each. They could be adjusted to fit the learning pace.
c). Start off funny or at least warm and friendly gently built humor works best .Avoid jokes related to: sex, religion, ethnicity or politics
d). Go around the room and give each one a chance to introduce themselves
e). Be as company or as industry specific a s possible
f). Be as accompany or as industry specific as possible and customize the session by of the examples,

especially from participant.

g). Take the temperature of the e.g. with a quick assessment feed back on the progress of the class.

h). Put the "human "in the Human resources and minimize lectures, mix discussions

i). Carry reference tools, like hand outs, article reprints, checklist

j). To find out how well you have done, administer and evaluation form , with some questions like;

- What information can you take from this training session and immediately implement on your job?
- What information was of little use to you and why?
- What additional information could we provide to help maximize this training experience

k) Constantly strive to improve your training program as the days/weeks/months go by.

Before, during and after the training

Before the training(planning)
-Determine the venue, resources (cash) etc
-Confirm participants' arrival, resource person's availability
-Arrange the materials, venue, reimbursements, accommodation etc
-Invite participant, guest of honour, local official etc

During the training: (execution)
-Is the venue ready?
-Are the participants ready?
-Are the materials ready: tools, visual aids etc
-Have rapport among the participants-like introductions and briefings?
-Are the logistics ready-accommodation, out of pocket, meals and refreshments etc
-What techniques are to be used and when?
Conduct mid M&E (like on course of the training, plausible techniques, movement of trainees etc

After the training (assessment)
-Way forward: like ups action planning, future trainings etc
-Evaluation (course facilitators, participants)
-Awards (certificates, medals, mementos, prizes etc
-Cock tail/fair well

Common challenges to implementers

"Implementation of training can some times turn out to be the most challenging event"
Common challenges to implementers
Despite good plans, designs and implementation for trainings, most trainings fail why?

- poor TNA exercises
- poor training objectives
- poor training techniques
- poor selection of target groups
- poor selection of trainers
- too many trainings by different organizations targeting similar participants
- too many expectations from the participants
- poor timings
- training for wrong needs
- poor application of the 3Rs
- Trainees negative attitudes
- poor coordination
- lack of leadership support-if they didn't generate the idea
- Inadequate financial resource

Roles and Challenges of a Trainer
- The trainer is the kingpin in any training programme and is an important element in any training process.He/she identifies and deals with most important training needs of the organization**.**
- Trainers must convince people about the value of training and gain their cooperation.
- Most importantly ,improved trainer effectiveness will result in improved trainee job performance and ultimately achieving organizational objectives

The Roles of a Planner:
Planning of the programme is primarily the responsibility of a trainer. Planning may involve the following activities
- Identifying and analyzing training needs
- Setting out the programme objectives
- Identifying the program content
- Determining the programme out come
- Time tabling
- Deciding on the training methods and techniques
- Deciding on support materials, facilities and equipments
- Determining evaluation methods
- Preparing reports of training for internal and external use**.**

Facilitator of the Learning Process:
This involves creating a learning environment that stimulates and motivates participants:
a). meeting participants on they arrival for training
b). materials they receive on they arrival
c). opening the programme
d). establishing rapport with the participants
e). maintaining harmony between programme content and training process
f). receiving and giving feedback
g). monitoring the programme and making necessary changes

Setting the Climate:
- Brief participants on training arrangements like on meals, accommodation etc
- Then conduct self introductions which are relaxed and full of jokes. Introduce your self first to start them off
- Find out the participants expectations out of the training
- Introduce the training time table
- Discuss and draw up some regulations (ground rules) that will help you all achieve your objectives
- Ask them to select their own leader(helping hands) to select/ to assist in the management of the programme

Subject Matter Specialists
- Participants assume that the level and range of knowledge the trainer possess in covered areas is higher than their own
- Participants expect trainer to clarify issues related to the topic
- And this requires plenty of preparations before the programme
- Trainer must have experience ,professional commitment and interest in the topic

As a manager
- The trainer is expected to oversee the administrative and managerial aspects of the programme
- Is expected to market the programme to prospective client organizations
- And mobilize resources e.g. financial, manpower and facilities
- Must ensure that training is cost effective so that organization gets full value for money.

- Must ensure the smooth passage of the program
- Should attend to participants who may need the support and direction
- To counsel trainees when they face a crisis situation
- Must ensure that the participant behavior conforms to the norms, working procedures and ground rules, adopted by the group at the start of programme

Training and Development
- The trainer should appraise his/her performance continuously and keep in touch with other trainers inside and out side the organization to share experiences and learn about developments in training**.**
- Need to become member of a professional body or training association as to keep in touch with developments in training

The Required Skills of Trainer

The trainer must have the ability to;
- Organize
- Revise training on the basis of feedback
- Select appropriate instructional methodologies
- And interpret feedback results
- Interface with subject matter expects
- Plan and make presentations
- Organize cognitive content of training
- Develop appropriate evaluation plans and apply appropriate learning and motivation theories
- Formulate behavioral learning objectives based on identifying learning needs
- Select and develop appropriate audio-visual materials and devices and conduct classroom training.

Some of the Constraints of a Trainer

The following are some of the constraints of a trainer
-Insufficient management support towards training
-lack of resources like funds, time etc
-resistance to change and lack of training policies
-unwillingness of line managers to release staff for training
-failure to apply the acquired skills by trainees

What Support is Needed by Trainers
- The following are some support needed by trainer
- Adequate resources…time, money ,staff etc
- Release people to attending training programmes
- Managers getting involved in training by helping with TNA
- Providing career structure for trainees
- Acknowledging the contribution of training
- Not making training a scapegoat in times of economic stringency

Communication Skills

It's a Process of passing information from one person to another. However, communication goes beyond just passing on information, it involves dialogue, transmitting and sharing ideas, opinions, facts and information which should be perceived and understood by the receiver.

Here, there is meaningful interaction among people and thoughts are transferred from one person to another and the value and meaning are still the same between the two communicating. What can be shared in communication?

- Feelings
- Attitudes
- Opinions
- Facts
- Beliefs
- Hopes
- Knowledge Etc

For management to perform its functions successfully there must be effective communication. Many operations fail because of poor communication, misunderstood messages and unclear instructions. Thus communication is a two way system by which one can communicate with people and not two people. Similarly, each person communicates constantly by what he or she says and does not say and by what he/she does and does not do.

One way and two way communication

What is one way communication?
This is the communication where information flow is from only one source. It involves directions, orders, no questions as a result the sender is seen as a dictator and the receiver looks a fool ,disturbed ,powerless, loses respect and confidence, gets bored etc. however, there is one way communication from religious bodies.

What is two way communications?

This is a system of communication where the sender and the receiver exchange views, ideas and discuss openly and freely. This communication involves asking questions, arguments and the decision is reached at. This is the most effective communication and it creates mutual understanding, confidence, trust, friendship and hope among the communicators. This duo/multi-communication is called dialogue where as the one way system is monologue communication system.

Learning to listen
Learning is one of the most challenging practices that must be done by anybody claiming to be a good communicator. It involves and demands 'whole self' mentally/psychologically and physically.

Qualities of a good listener
- Respectful
- Accepting
- One who shows interest in the topic
- One maintaining eye contact
- Openness
- Humble, compassionate
- Accommodative
- Ready to surrender ill formed opinions etc

Barriers to listening
- Difficult language
- Boring speaker
- Proud speaker
- Unclear message
- Long statements
- Noises
- Too many ideas at a time.

Objectives of communication

- To develop information and understanding among all workers
- To foster any attitude necessary for motivation, co-operation and job satisfaction
- To discourage misinformation, ambiguity and rumours
- To prepare workers for a change in methods of environment by giving them the necessary information in advance.
- To encourage subordinates to supply ideas and suggestions for improving upon the product of work environment
- To improve labor management relations by keeping the communication channels open.
- To encourage social relations among workers by encouraging inter-communication.

Levels of communication

1. Intrapersonal communication. This is the communication with in oneself. It is this type of communication that enables one to formulate what to communicate to other people. This type of communication is in form of dreams, personal research and intuitive thinking. After the message has been formulated, then it is packed for dissemination.

2. Interpersonal communication is the communication between two people. This takes place in everyday life. Two people conversing on phone, on face to face etc .In this type of communication, various forms are applied; these are verbal and non verbal as well as written communication. Care should be taken to avoid the common mistakes. These are poor handwriting, use of jargon which is not known to the other person, signs and symbols should be chosen carefully with culture in mind and the list is endless.

3. Group communication should be divided into small group (about 3 to 10 people) and a large group (over 10 people).This communication should thoroughly be researched and barriers to communication be taken into account. This communication is in form of group discussions, religious congregations, meetings etc. the difference between group communication and mass communication is the former can have a rapport with the audience and receive a faster feed back than the latter.

4. Mass communication is the communication to a larger audience normally not known to the communicator. this type of communication is done through news papers, radio programs, television etc.

Model of communication process

Source ⟶ Encording ⟶ channel ⟶ Decording ⟶ Reciever ⟶

⟵ Feedback ⟵
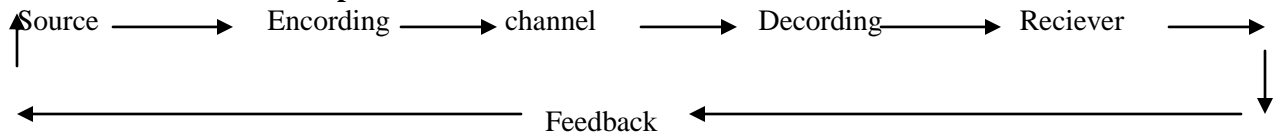
The sender is the source of the message and originates the message or thought or idea and initiates the process of communication. The sender has a purpose and reason or desire to send information to somebody.

Encoding which is transforming into symbols. The idea or thought transformed into symbols in form of words, gestures with the same meaning

Message: what the source has encoded, it may be oral, written or felt by touch.

Channel the way the message can be transmitted; this may be on paper, telephone, cameras and videos for visual. For communication to be effective the sender must choose the appropriate channel

Decoding or interpretation: the receiver interprets and translates into meaningful information. Thus communication is effective if the receiver decoding matches with the sender's intended message and meaning

Receiver: one who receives the message from the sender (analyzing and acting feedback?)

Feedback (Decision and Action) the only way to confirm that the message has been transmitted

Types of communication

The most common types of communication are Verbal, nonverbal and written.

Verbal communication: this done by mouth, spoken words in a language that is understood by the person one is communicating with. It is face to face interaction through formal and informal contacts, conversation, interviews, discussions and talks, video-conference etc

Advantages
- direct, simple, time saving ,and least expensive
- allows for feedback and spontaneous thinking
- helps in avoiding delays and other formalities
- conveys personal warmth and friendliness
- misunderstanding can be cleared

Disadvantages
- Non formal record of transaction
- Distortion can occur if verbal message is passed along the hierarchical chain of command
- Length and distant communication can not be effectively conveyed
- Perception may be different from the intended message.

Non verbal communication
The messages are conveyed through body language. These are gestures such as: body movements, eye movements/contacts, hand signal, head nodding or shaking and facial expression.

Written communication
Communication is put down in writing. The written words are in form of mails, reports, minutes, rules and regulations, bulletin.

Advantages
- Serves as evidence of events and proceedings
- Provides permanent record for future references
- Reduces possibility of misunderstanding and misinterpretations
- Time saving when contacting may people
- Reliable for transmitting length statistical data
- Appears formal and authoritative for action
- Can be checked for accuracy unlike verbal communication

Disadvantages
- Time consuming for lengthy reports
- No immediate feedback opportunity to ensure the receiver understood the message
- Written material may leak out before time, causing disruption in its effectiveness
- Leads to excessive formalities in personal relations.

Characteristics/ qualities of good communication
- Relevant for its purpose
- Sufficient accurate for its purpose
- Complete enough for the problem
- From a source in which the user has confidence
- Communicated to the right person
- Communicated in time for its purpose

- That which contains the right level of detail
- Communicated by an appropriate channel of communication
- That which is understandable by the user.

Barriers to Effective Communication

Communication must be interpreted and understood in the same which was intended by the sender. Otherwise, it will give a different result and there will be a communication breakdown. How ever there are some bottlenecks to effective communication and they are below:

Noise Barriers

It is any external factor, which interferes with the effectiveness of communication. It does so by destructing, blocking part of the message or diluting the strength of communication e.g. accents, poor/ illegible writing, poor picture quality, actual physical noise.

a) Semantic barriers .differences in interpretations of words and symbols. Poor choice of words, wrong words and comas, spelling mistakes.
b) Feedback barriers
c) Cultural barriers ; It happens because of cultural differences in an organization like in mult-national company
d) Perception ;relating to the process through which we receive and interpret information from our environment and create a meaningful word out of it
e) Stereotyping, basing on a single trait, having similar perception
f) Lack of sender credibility
g) Use of mult-meaning words
h) Lack of access to the right channel
i) Language barriers
j) Unclear message
k) Interruption
l) Overloaded or long messages
m) Intermediaries in the communication process
n) Disinterest from the listener
o) unnecessary information
p) Joking, anger, silence, false agreement etc

How to Overcome the Communication Barriers
- Feedback –reduces misunderstanding and shows that information is accurate. It is a two way communication process.
- Improve listening skills- listening is a very important part of the communication process. and it is an active mental process, which goes beyond hearing it leads to better understanding and good relationship with each other
- Develop writing skills-be precise and clear.clear messages reduces semantic perception barriers, eliminates misunderstanding and misinterpretation
- Avoid credibility gaps- there must be an understanding between managers and subordinates.

Guidelines for Effective Communication
- The ideas and messages should be clear, brief and precise
- Sense of timing
- Integrity
- Consult with others who are involved in planning the communication
- Be prepared to help the receiver
- Mode of delivery
- Use proper follow-up
- Communication should be comprehensive

To be a successful communicator
· Use your voice effectively
· Know your subject
· Know what you want to say
· Prepare your message carefully
· Arrange your points logically
· Display interest and enthusiasm
· Sound convincing and sincere

THE ART OF QUESTIONING

The Importance of questioning

To be effective, trainers must be skilled questioners. Carefully devised questions, skilfully asked, are the basis of the lecture/discussion method of training, and questions should also feature prominently in other methods of training. Few people question well, and to do so requires careful preparation and practice. Questioning is one of the essential skills for any good trainer. Unless you question properly you cannot hope to know how much (if any) of your message is getting across.

Types of questions

Rhetorical: A rhetorical question is a question to which no answer is expected.
Examples:
· Now that is simple enough, isn't it?
· What could be clearer?
· Anybody could understand that, don't you agree? Do not overuse this type of question.
Direct: A direct question to a named person can be a useful management device in a class situation.
Example:
· Prakash, what detergent would you use for washing fish crates?
Do not overuse direct questions.
Overhead: An overhead question is asked to the whole group, and then a person named to answer.
Example:
· What detergent is used for washing fish crates? Prakash, do you know?
Leading: A leading question suggests the answer.
Example:
· If chlorine kills microorganisms in water, what is it likely to do to them elsewhere?
Leading questions are of limited use.

Purpose of questions

Questions are used for all sorts of purposes in training. Some of the more common purposes are:
- · Getting trainees to participate
- · Checking on a trainee's understanding
- · Attracting a trainee's attention
- · Testing a trainee's knowledge of the subject
- · Breaking the ice and initiating a discussion
- · Stimulating confidence in shy trainees
- · Reviewing earlier work
- · Changing the topic

How to ask questions

· Ask the question in a friendly and natural way to the group. Pause, then name one individual to answer.
· Vary tempo with pauses.
· Spread questions throughout the group at random.

Preparation of questions

· Prepare questions before the lesson, but use them flexibly.
· Introduce questions with such words as: what, when, explain, compare, how, why, outline, contrast, define, trace, describe, illustrate.

An effective question

· Is simple and direct
· Is clear and well expressed in a complete sentence
· Contains one main thought
· Has only one correct answer;
· Requires more than a "yes" or "no" answer

Dos and Don'ts of questioning

Dos	Don't
· State questions clearly, concisely and audibly	· Interrogate people
· Ask in a friendly and natural way	· Embarrass people
· Use questions carefully and time them appropriately	· Trick people
- to create interest, lift attention and evaluate	· Get sidetracked by answers
· Involve the whole group	· Ask questions with more than one correct answer
· Include one main thought in each question	· Answer your own questions
· Know the answer	· Ask more than one question at a time
	· Ask questions with a "yes" or "no" answer

Questions asked by trainees

Genuine: Answer if you can. Do not bluff. If you cannot answer, say so, but indicate that you will try to find out the answer.
Ulterior: A trainee may be trying to embarrass the trainer or someone in the group. The options are:
· Ignore the question
· Reply negatively: "Let's leave that. I don't think it's entirely relevant."
· Relay the question: "Would somebody in the group like to answer that?"
· Reverse to questioner: "What do you think the answer might be?"

Monitoring and Evaluation of Training

Monitoring: Monitoring assesses or judges the implementation of the work plan on an ongoing basis; the work plan is a blueprint that outlines all project activities

Evaluation: Is the determination of the extent to which training activities have met their goals. It's applied to determine the extent to which the training programme has met the objectives identified prior to the training. Planning for evaluation should start at the same time that planning for the programme begins.

The need for evaluation

It is not good enough for a trainer to feel self-satisfied with his or her training performance without evaluating it. All effective trainers not only evaluate or measure the degree of success of their course, they also evaluate their personal performance at the conclusion of each session or at least at the end of each training day. Neglecting to make any attempt at evaluation reflects disinterest and lack of professionalism and is symptomatic of a non-caring attitude. Evaluation is a must; it is an integral part of effective training.

The Purpose is improve training by discovering which training processes are successful in achieving their objectives (to "sort out the good from the bad")

There are various levels of assessment / evaluation

Donald L. Kirkpatrick developed the best known and widely used frame work for the evaluation of training programmes. He identified four levels of evaluation which each answers a very important but different question about the effectiveness of the programme.

LEVEL 1: RE ACTION
- The first level is called reaction or participants feelings about the programme
- That trainees enjoyed a programme does not mean that the program was useful to the organization.
- Reaction information is usually gathered by questionnaires during and immediately after the program.

Questions such as
- Did the trainees like the programme, the trainers, the facilities?
- Do they think the course was useful?
- What improvements can they suggest?

Some of the things you might want learners to react on include:
- Training content
- Training activities
- The trainer/ instructor
- Length of training
- Class environment (temperature, training space etc

Advantages of Reaction level Evaluation
- Low cost and easy to administer
- Provides insights to participants personal feeling about the course
- Provides quick feedback on successes and failures to the training providers

Disadvantages of Reaction level Evaluate
- Only reflects a quick reading of the participants while they are still in the   class
- Results should not be used as the solid basis for changing the training content or strategy

LEVEL 2: LEARNING
- To what degree trainees have mastered the concepts, information and skills that the training tried to impact
- Learning is assessed during and at the end of the training programme with paper and pencil tests, performance tests and graded simulation exercises.
- Questions being asked at this level:
- To what extent do trainees have greater knowledge or skill after the training programme than they did before?

Advantage of level 2 Evaluation
- It provides more compelling evidence of whether the training programme works.

Disadvantages of learning Evaluation
- Requires more time and money
- Requires greater insight to the evaluation process to develop valid measures of learning

LEVEL 3: BEHAVIOR

Behavior measures ask whether employees are doing things differently on the job after training, whether they are visibly using what they have been taught. Behavior rating can be collected from the superior, peers, subordinates or clients of trained employees.

Questions being asked at this level
* Are trainees behaving differently on the job after training?
* Are they using the knowledge and skills they have learnt in the training?

Advantages
* Provides stronger evidence that the investment in training yields the desired returns
* If designed properly, can also identify barriers and obstacles to improved performance.

Disadvantages
* requires significantly more investment of time and money
* requires significant insight into performance interventions and root causes of performance deficiencies

LEVEL 4: RESULTS EVALUTAION

At this level, the impact of the training programme on the work group or organization as a whole is assessed objectively and the appropriate measures depend on the content and objectives of the training.

The sample measures of the results include cost savings, profit, productivity, and quality, accidents, and turnover and employee attitude.

Questions asked: is the organization or unit better because of the training

Advantages

* Provides strong evidence that the training programme has impact on organization
* Addresses whether the performance is important to the organization's bottom line eg production, safety, sales etc

Disadvantages
* Substantial levels of investment and expertise are required
* linkage from training to the organizational results is hard to establish

Why monitor and evaluate?
To improve the design and performance of an ongoing programme -A formative evaluation
* What are the programme's strength and weaknesses?
* What kinds of implementation problems have emerged and how are they being addressed?
* What is the progress towards achieving the desired outputs and outcomes?
* Are the activities planned sufficient (in quality and quantity) to achieve the outputs?

To generate knowledge about good practices
* What types of interventions are successful under what condition ?
* How can output or out come best be measured?
* What lessons were learned?
* What policy are available as a result of programme activities?

To make an overall judgment about the effectiveness of a completed programme, often to ensure accountability (summative evaluation)

Why training is not evaluated in organization?
* Trainers do not want to hear negative feedback
* There is no time to carry out evaluation
* Those to do evaluation do not know how to do it properly

Three Evaluation steps

Step 1: Develop Training Evaluation plan and this involves
   - Data source
   - Data collection methods
   - The data you want to gather

Step 2: Develop data collection instruments and procedures you will use in your evaluation,

Step 3: Reporting the results

Why report the results
- enhance perception of your professionalism
- get resources or other help you might need
- stimulate interest in your training

Action Planning/ Follow Up Activities

Session Objectives: by the end of the session, participants should be able to:

Define action plan, describe the key components of an action plan and develop training action plans

Define action plan
It is the process of planning what needs to be done, when it needs to be done by whom it needs to be done and what resources or inputs are needed to do it. It is a process of operationalising your strategic objectives and it specifies actions needed to address an organizational issue.
Objective: To plan the follow-up to the training of trainers including the identification of opportunities, gaps, materials and methodologies that are most suitable for different groups.
Most training, assess this in terms of: What is happening what gaps exist? What opportunities exist? What are the needs for further action? Plans of Action: Develop plans of action at country/programme level indicating possible follow up actions. Individual plans of actions should indicate what individuals hope to achieve after the training

Most action plans consists of the following elements:
- A statement of what must be achieved (the out put or results)
- A spelling of what has to be followed to achieve these objectives
- Some kind of time schedule for when each step must take place and how long it is likely to take (when)
- Who will be responsible for making sure that each step is followed
- What inputs/resources that are needed

Action planning checklist
The checklist could also be used for annual planning:
1. Issues to resolve
2. Tasks (activities)
3. Inputs (Resources)
4. Planned outputs (Targets)
5. Performance indicators
6. Time frame (deadline)
7. Responsibility center
8. Important assumptions

An action plan should be SMART
- **Specific-** should be focused on specific issues
- **Measurable**-specify outputs and activities which can be measured and monitored
- **Achievable/ Attained**
- **Realistic/ Relevant/ Result-oriented**
- **Time-bound**

Format of Action plan

Activities	Time Frame	Person responsible	Costs/inputs

NB Participants to develop organizational and or individual action plans for presentation to the plenary.

Planning and Budgeting for Training

Session objectives are that by the end of this session, participants should be able to:
- Identify items to plan and budget for in a training programme
- Distinguish between direct and indirect costs of training
- Examine the causes of training budget deficit

Introduction to this session

Planning and budgeting for a training programme is not only about costing, it is also about:
- ways of improving efficient (same results with lower inputs)
- ways of improving effectiveness (better results with same costs)
- ways of improving productivity(achieve better results with lower costs)
- its all a bout identifying what will be the cost of things-which enables us to:

Compare cost effectiveness of learning activities and conduct the cost benefit analysis of the chosen training and development activity.

Why concerned with costing

It may not be possible to cost every item on the training plan but its important to cost items which have resource implication and help to communicate the investment in training. A training manager/ officer should identify direct costs and indirect costs to training.

Its important to consider every cost at all stages of the training programme, namely
- Design and preparation
- Implementation
- Follow up, support and supervision (FUSS)
- Monitoring and evaluation

Why do we budget for training?
- For planning purposes
- Efficient allocation of the 3Rs(Resources, Roles and Responsibilities)
- Gain support for the training
- And a step towards accountability

Direct costs include the following:

1. Equipment
- Hire
- Purchase
- Maintenance
- Videos recorders
- photocopiers

2. Materials
- -flipcharts
- -Pens
- -paper folders
- -writing pads
- -markers
- -transparencies etc

3. Other materials
- Purchase or development of manuals
- Training manual
- Reference materials
- Samples illustrations

4. Venues
- Rent/hire
- Maintenance of training facilities
- Stand by generator

5. Transport
- Vehicles
- Fuel
- Servicing
- Hire for field work
- transport refund/allowance

6. Food
- Meals
- Break teas

7. Accommodation

8. Communication for participants
- Phones,
- Fax,
- Internet / e-mail

9. Travel
- Visas
- Fares
- Transit allowance

10. Per diems;
- Daily allowances

11. Trainers;
- Fees,
- Travel,
- Accommodation,
- Food,
- Socialization-
- Drinks,
- Clubbing

The following are the indirect costs
- Administration :office supplies, expenses eg postage, phone/fax typing and photocopying
- Salaries: to participants, internal trainers, administrative support and temporary staff
- Design and preparation
- Depreciation cost-buidings, cars etc
- Monitoring and evaluation

Why training budgets shortfalls happen
- Unrealistic budgeting
- Corruption
- Emergencies
- Uncertainty in funding –budgeted versus actual funding
- Inflation/ price differentials
- Unbudgeted for participants

Concluding remarks
A good training budget improves efficiency, effectiveness and productivity of a training programme. It is important to cost the training programme at all levels of its development and implementation**.** It's also vital to take time and discover both direct and indirect (hidden) costs and trainers should be a ware of what causes budget shortfalls and how to overcome.

Microteaching Vs Micro Learning

Microteaching is a teaching method whereby the teacher reviews a videotape of the lesson after each session, in order to conduct a "post-mortem". Teachers find out what has worked, which aspects have fallen short, and what needs to be done to enhance their teaching technique. The goal is to give instructors confidence, support, and feedback by letting them try out among friends and colleagues a short slice of what they plan to do with their students. Ideally, microteaching sessions take place before the first day of class, and are videotaped for review individually with an experienced teaching consultant. Microteaching is a quick, efficient, proven, and fun way to help teachers get off to a strong start. One of the advantages of microteaching is that "you get some hands-on experience - you actually do what your job is."

As many as six teachers from the same or similar courses can participate in a single microteaching session. Course heads, a few experienced instructors, and a staff member are usually invited to serve as facilitators.

While one person takes his or her turn as teacher, everyone else plays the roles of students. It is the job of these pretend pupils to ask and answer questions realistically. It is the job of the pretend teacher to involve his or her "class" actively in this way. Such a scenario typically runs for five to ten minutes. When finished, the person conducting the class has a moment or two to react to his or her own teaching. Then everyone else joins in to discuss what they saw that they especially liked. Finally, the group may mention just a few things that the practice teacher might try doing differently in the future.

Videos of these sessions are for the benefit of those taped and will not be seen by anyone else without the explicit permission of the practice teacher. Session tapes can even be erased immediately if the practice teacher wishes. Nearly everyone, however, finds it extremely helpful to make an appointment to view and discuss their tape together with a consultant

Most course heads provide micro teachers with scenarios to prepare in advance. If not, think of a few minutes of material that you especially would like to make sure your students understand by the end of your next class. As always, you should not only plan out how to treat the subject matter, but also give some thought to how you are going to present yourself, manage the class, and involve the students. There are, of course, many different ways of teaching a given lesson well. That is why participants find that, along with what they learn from their own experience practice teaching, they can also pick up many helpful ideas from observing fellow micro teachers. Inherent in the process of microteaching is what is called the "component skills approach", i.e. the activity of teaching as a whole is broken down for learning purposes to its individual component skills.

These individual skills which go to make teaching are;

I. Lesson planning - having clear cut objectives, and an appropriate planned sequence. Set induction - the process of gaining pupil attention at the beginning of the class. Presentation - explaining, narrating, giving appropriate illustrations and examples, planned repetition where necessary.
II. Stimulus variation - avoidance of boredom amongst students by gestures, movements, focusing, silence, changing sensory channels etc.
III. Proper use of audio - visual aids.
IV. Reinforcement- Recognizing pupil difficulties, listening, encouraging pupil participation and response.
V. Questioning - fluency in asking questions, passing questions and adapting questions
VI. Silence and nonverbal cues (body language)
VII. Closure - method of concluding a teaching session so as to bring out the relevance of what has been learnt, its connection with past learning and its application to future learning.

Microteaching has several advantages.

* It focuses on sharpening and developing specific teaching skills and eliminating errors.
* It enables understanding of behaviors important in classroom teaching.
* It increases the confidence of the learner teacher.
* It is a vehicle of continuous training applicable at all stages not only to teachers at the beginning of their career but also for more senior teachers.
* It enables projection of model instructional skills.
* It provides expert supervision and a constructive feedback and above all if provides for repeated practice without adverse consequences to the teacher or his students.

Criticism of microteaching

Lack of adequate and indepth awareness of the purpose of microteaching has led to criticisms that microteaching produces homogenised standard robots with set smiles and procedures. It is said to be (wrongly) a form of play acting in unnatural surroundings and it is feared that the acquired skills may not be internalised. However, these criticisms lack substance. A lot depends on the motivation of the teacher to improve himself and the ability of the observer to give a good feedback. Repeated experiments abroad have shown that over a period of time microteaching produces remarkable improvement in teaching skills

Micro learning deals with relatively small learning units and short-term learning activities

The dimensions of micro learning

The following dimensions can be used to describe or design micro learning activities:

Time: relatively short effort, operating expense, degree of time consumption, measurable time, subjective time, etc.

Content: small or very small units, narrow topics, rather simplex issues, etc.

Curriculum: small part of curricular setting, parts of modules, elements of informal learning, etc.

Form: fragments, facets, episodes, "knowledge nuggets", skill elements, etc.

Process: separate, concomitant or actual, situated or integrated activities, iterative method, attention management, awareness (getting into or being in a process), etc.

Mediality: print media, electronic media, mono-media vs. multi-media, (inter-)mediated forms, etc.

Learning type: repetitive, activist, reflective, pragmatist, conceptionlist, constructivist, connectivist, and behaviorist; also: action planning classroom learning, corporate learning, etc.

Examples of micro learning activities

- reading a paragraph of text , email or sms
- listening to an informational (short) pod cast or an educational video-clip
- viewing flashcard
- memorizing a word, vocabulary, definition or formula
- sorting a set of (micro content) items by (chrono) logical order
- selecting an answer to a question
- answering questions in quizzes
- playful learning with micro-games
- composing ahaiku or a short poem

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