



Ministry of Medical Services &
Ministry of Public Health and Sanitation

TOT COURSE FOR EFFECTIVE MANAGEMENT OF MEDICAL LABORATORY COMMODITIES

Trainers Manual

NOVEMBER 2012



USAID
FROM THE AMERICAN PEOPLE



MSH Health Commodities and Services Management

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FOREWORD

Effective laboratory services are an essential part of a functional health service system. Laboratory services support the prevention, diagnosis, management and surveillance of diseases, leading to improved management of disease, essential public health outcome and disease surveillance. The Ministry of Medical Services (MOMS)/ Ministry of Public Health and Sanitation (MOPHS) are both charged with the responsibility of ensuring the availability of safe, efficient and quality laboratory testing services.

The Ministries of Health have been implementing strategies aimed at ensuring laboratory services provide reliable, valid and timely results required in supporting the health programs. Uninterrupted availability of functioning equipments, tests kits, reagents and consumables including their rational use is mandatory to realize this support.

Inadequate/lack of laboratory management skills and knowledge coupled with limited resources has resulted in inadequate availability of the commodities supporting the laboratory services. The in-service training of Laboratory staffs in Laboratory commodity Management including developing TOT pools from those trained is part of the ministries' strategy to address these gaps at the health facility level to realize fully functioning diagnostic and monitoring laboratory services.

The Ministry of Public Health and Sanitation and the Ministry of Medical Services wishes to recognize all the stakeholders for their input, without which these Commodity management materials would not have been developed.

The ministries would also like to sincerely thank the partners for providing the support required to come up with these critical Commodity management materials.



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CONTENTS

Acronyms and Abbreviations	5
1. Introduction	6
2. Purpose of the course	6
3. Target group	6
4. Course duration	6
5. Certification	6
6. Course organization	7
7. Training/facilitation	7
8. Performance assessment	7
9. Curriculum implementation	7
10. Curriculum review and change	7
Session 1: Course overview	8
Session 2: Effectiveness in training	13
Session 3: Training methods and skills	22
Session 4: Presentation and facilitation skills	35
Session 5: Application of principles learnt	47
Session 6: Evaluation of training programs	50
Session 7: Planning and preparation for a training workshop	54
Session 8: Action planning	66
Appendix 1: Sample course timetable	68
Appendix 2: Self evaluation / assessment	73
Appendix 3: Session evaluation and feedback	75
Appendix 4: Overall course evaluation	76

ACRONYMS AND ABBREVIATIONS

DOMC	Department Of Malaria Control
CDC	Center for Disease Control
EDARP	Eastern Deanery Aids Relief Program
GOK	Government of Kenya
HCSM	Health Commodities Services Management Program
KEMSA	Kenya Medical Supplies Agency
KNH	Kenyatta National Hospital
KMTC	Kenya Medical Training Centre
LCM	Laboratory Commodity Management
MOH	Ministry of Health
MOMS	Ministry of Medical Services
MOPHS	Ministry of Public Health and Sanitation
MSH	Management Sciences for Health
NPHLS	National Public Health Laboratories Services
ToT	Training of Trainers
USAID	United States Agency for International Development
WHO	World Health Organization

1. INTRODUCTION

Laboratory services have been affected by shortages, stock outs, expiries and wastage of essential commodities. These are as a result of poor documentation of the use of lab supplies, poor selection of laboratory commodities to be provided, limited knowledge and skills on laboratory commodity management due to inadequate training.

Laboratory personnel in Kenya are over 2000. Most have undertaken their training in local medical training institutions that do not incorporate Laboratory commodity management in their curricula. The few who have been trained on Laboratory Commodity Management have benefitted from in-service training programs. To bridge the gap in the number of staff requiring these skills and knowledge, MOMS/MOPHS have sought to develop the skills of laboratory staff to train their colleagues on LCM and therefore reduce the challenges noted above.

2. PURPOSE OF THE COURSE

The goal of this course is to equip participants with the necessary knowledge, skills and attitudes to be able to organize and execute training of laboratory personnel on Effective Management of Medical Laboratory Commodities,

Specific objectives of the course are to enable participants to:

- Define effective training & adult learning
- Name factors that would influence effective training
- Outline characteristics of adult learners
- Describe conducive learning environment for adult learners
- Select appropriate training methods
- Apply modern training methods
- Apply effective training skills
- Make presentations effectively
- Describe elements of planning a training
- Evaluate training programs

3. TARGET GROUP

The course is designed for laboratory managers and senior laboratory managers who have undergone the training on laboratory commodity management.

4. COURSE DURATION

The course is designed to take two (2) days and will focus on the theory and practice of effective training.

5. CERTIFICATION

The participants of the course will be awarded a certificate of attendance after attending all sessions outlined in this curriculum.

6. COURSE ORGANIZATION

This course is organized into seven (8) sessions which are closely related.

Session 1: Course Overview

Session 2: Effectiveness in Training

Session 3: Training Methods and Skills

Session 4: Presentation and Facilitation Skills

Session 5: Exercise: Application of Principles Learnt

Session 6: Evaluation of Training Programs

Session 7: Planning and Preparation for a Training Workshop

Session 8: Action Planning

7. TRAINING/FACILITATION

This course will involve various teaching methods and will emphasize methods appropriate for adult learners. These methods will include overview and illustrated lectures, small group discussions, class exercises and demonstrations.

8. PERFORMANCE ASSESSMENT

Facilitators will continuously assess participants through question and answer sessions. Pre- test and post-test questions will be administered at the beginning and at the end of the course. Assignments will be given and the learners will be expected to make decisions based on the information provided in the assigned case studies. This will form an important part of the assessment. In addition, evaluations will be administered to obtain feedback on the course content, delivery and trainer.

9. CURRICULUM IMPLEMENTATION

The trainers/facilitators for the course will be drawn from healthcare providers who have expertise and experience in laboratory commodity management. The time schedule for the course will be between 8 am to 5 pm with tea breaks and a lunch break in between. The course will last approximately 2days providing 8 hours of didactic and practical sessions as outlined in this curriculum..

10. CURRICULUM REVIEW AND CHANGE

There will be a course evaluation by participants and implementers at the end of each course and appropriate changes should be made where necessary. After the first course there will be a review of the curriculum by all stakeholders. The stakeholders will evaluate the course objectives, course content and all the resources for the course. Subsequent periodic reviews will be conducted after 5years.

SESSION 1: COURSE OVERVIEW

Session Outline

Duration: 30 minutes

Objective

The objective of this session is to describe the course goal, objectives, target audience and structure; teaching methodology and materials.

Content

Course objectives, structure, methodology, outline, teaching and reference materials and course program.

Lesson Plan Guide:

UNIT	CONTENT	ACTIVITY	TIME
1	Course objectives, structure methodology, outline, teaching and reference materials and course program.	Lecture/Discussion	30 Minutes

Trainer: Use this presentation to give the participants an overview of the course.

Session 1: Course Overview



Goal

- To strengthen the capacity of participants (*by imparting the required knowledge, skills and attitudes*) to successfully organize and execute a training on Effective Management of Laboratory commodities



Specific Objectives (1)

By the end of the workshop, participants should be able to—

- Select and apply appropriate training methods
- Define effective training & adult learning
- Name factors that would influence effective training
- Apply effective training skills
- Outline characteristics of adult learners



Specific Objectives (2)

By the end of the workshop, participants should be able to—

- Describe conducive learning environment for adult learners
- Describe elements of planning a training
- Organize for presentation techniques
- Evaluate training programs
- Discuss practical tips for workshop facilitation



Role of TOT Training in Laboratory Commodity Management

- TOT training will develop skilled trainers for LCM.
- A skilled trainer is an asset in LCM
 - Develop competent and committed HR for LCM
 - Support staff to conduct LCM efficiently and effectively
 - Great confidence in handling and disseminating LCM related information
 - Engage in continuous learning and adopt best practices



Benefits of ToT

The training of LCM trainings will lead to :

- Implementation of standardized curriculum on LCM
- Provision of quality lab services through systematic training



Target Audience

- Laboratory managers and other Senior Laboratory personnel who have been trained on Effective management of Laboratory Commodities



Course Methodology

- ❖ Pre and Post Training Self Assessment
- ❖ Adult learning Training Methods
 - Lectures, Discussions, Buzz sessions, Role Plays, Class exercises/practice sessions, Case Studies & presentations
- ❖ Session and Overall Course Evaluations
- ❖ Certification



Course Structure

Two (2) day residential training comprising of didactic class sessions and practical sessions

This course is comprised of 7 sessions

- Session 1: Course Overview
- Session 2: Effectiveness in Training
- Session 3: Training Methods and Skills
- Session 4: Presentation and Facilitation Skills
- Session 5: Application of Principles
- Session 6: Evaluation of Training Programs
- Session 7: Planning and Preparation for a Training Program
- Session 8: Action Planning



The facilitator to give the names of the course facilitators present in the particular training

Course Materials

Participant Materials

- Pen, Writing Pad, Name Tag
- Lecture Power points & Reference Materials
- Trainers Notes & Participant Handouts for “Effective Management of Medical Laboratory Commodities”



Course Program

Day	Activities
1 (8am-5pm)	Session 1: Course Overview Session 2: Effectiveness in training Session 3: Training methods and skills Session 4: Presentation and Facilitation Skills Session 5: Application of principles learnt
2 (8am-5pm)	Session 5 Cont'd: Application of Principles Learnt Session 6: Evaluation of Training Programs Session 7: Planning and Preparation for a Training Program Session 8: Action Planning Way Forward, Course Evaluation, Closing Ceremonies and awarding of certificates



Let's Start!



SESSION 2: EFFECTIVENESS IN TRAINING

Session Outline

Duration: 1 Hour 15 Minutes

Objective

At the end of this session, participants will be able to:

- Define key terms e.g. effective training, adult learning
- Outline characteristics of adult learners
- Name factors that would influence effective training
- Describe conducive learning environment for adult learners
- List the roles of a trainer

Content

Key terms, characteristics of adult learners, characteristics of child learners, factors influencing effective teaching, environmental factors necessary for adult learning, handling various personalities during training

Lesson Plan Guide:

UNIT	CONTENT	ACTIVITY	TIME
1	Key terms, characteristics of adult learners, characteristics of child learners, factors influencing effective teaching, environmental factors necessary for adult learning	Lecture Discussion Buzz groups Case scenarios	1 Hour 15 Minutes

Session 2

Effectiveness in Training



Objectives

At the end of this session, participants will be able to:

- Define key terms e.g. effective training, adult learning
- Outline characteristics of adult learners
- Name factors that would influence effective training
- Describe conducive learning environment for adult learners
- List the roles of a trainer



Definition of Effective Training

Effective Training refers to a successful, planned and systematic process that aims to modify the knowledge, skills and attitudes of a trainee in order to improve performance.



Systematic Approach to Training

- **Step 1: Identification of training needs**
 - Collection of information on target group, gaps in performance
 - Assists in tailoring the training to identified needs
- **Step 2: Plan and design of the training program**
 - Should address purpose of the training, required resources, order of events etc
- **Step 3: Implementing Training Programs**
- **Step 4: Evaluation of Training Programs**
 - Assesses whether the objectives were met, training solved identified problems etc



What is Adult learning?



Adult Learning

- The acquisition of knowledge, skills and attitudes by adults
- “....A cooperative venture in non-authoritarian informal learning , the chief purpose of which is to discover the meaning of experience...” (*Eduard Lindeman*)



Adult Learners Vs. Child Learners

Adult Learners	Child Learners
Learning dependent on usefulness of information	Learning product of curiosity and academic pressure
Independent (not dependant on the teacher)	Dependant on teacher
Question what they are taught	Accept what they are taught without question
Have experience	Lack experience
Focus on problems(prefer	Focus on the subject

More Characteristics Of Adult Learners

1. Have own perceptions about how to learn
2. Are self-directed
 - need to take some responsibility in the learning process
3. Have high expectations
4. Have varied backgrounds
5. Have other competing interests
6. Enjoy open-minded, critical, reflective sharing.



Key Considerations for Adult Learners

- Need time to absorb
- Need feedback on progress
- Need to maintain self-esteem even among peers
- Need a variation in learning methods



Conducive Environment for Adult Learners

- Physical Settings
 - Comfortable & free from distractions
- Encourage mutual respect.
- Advocate for openness-freedom of expression
- Promote collaboration and not competition
- Ensure group interactions
- Deliver supportive training
 - Accommodate trainees feeling, ideas
- Opportunity for active learning



Discussion

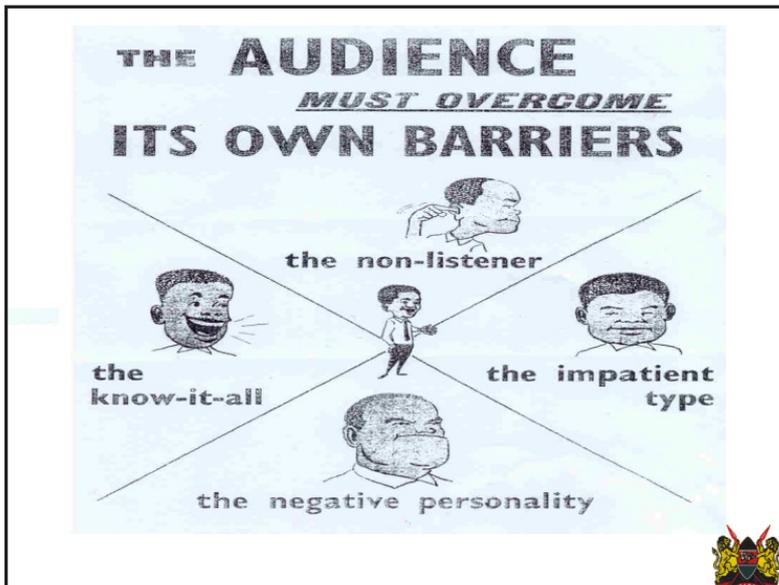
Name factors that can influence effective training



Factors Influencing Effective Training (1)

1. Physical setting of the training venue
 - *Temperature, lighting, location, accessibility*
2. The trainer
 - *Impression, listening and communication skills, level of knowledge*
3. Trainee
 - *Attitudes, level of knowledge*





Factors Influencing Effective Training (2)

- 4. Training Materials
 - *Content, Presentation, Evaluation, References and recommended reading*
 - 5. Teaching methods and aids
 - *Involvement & evaluation of trainee, summary of the session, assignments*
 - 6. Time management
 - 7. Group Dynamics
- A small crest is visible in the bottom right corner of the slide.

Group Dynamics

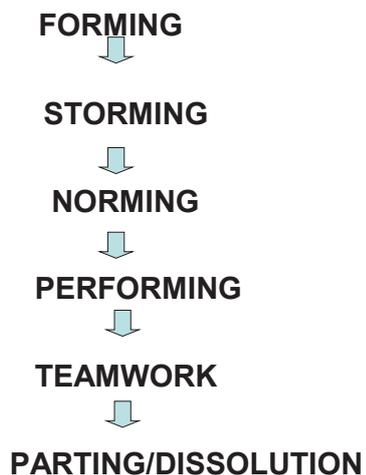
- Adults in a setting are governed by group dynamics which evolve with time.
 - It is a process that goes through several sequential steps.
 - It is important for the facilitator to be aware of these group dynamics so he/she can accelerate the process so that learning can be achieved.
- A small crest is visible in the bottom right corner of the slide.

Group Dynamics

- Adults in a setting are governed by group dynamics which evolve with time.
- It is a process that goes through several sequential steps.
- It is important for the facilitator to be aware of these group dynamics so he/she can accelerate the process so that learning can be achieved.



GROUP DYNAMICS



What are the Roles of the Trainer ?



Roles of the Trainer

- Group leader
 - Guides in setting goals and keeps the group focused
- Planner
 - Identifies knowledge, skills & attitudes to be acquired and sets objectives and activities
- Group member
 - Engages participants in discussions
- Facilitator
 - Provides resources, activities, speakers etc



Roles of the Trainer

- Audience
 - Listens and assesses participants when they are presenting
- Learner
 - Students may present new ideas that the trainer can also learn
- Role model
- Communicator



Qualities of a Good Trainer

- Experience
- Knowledgeable
- Good communication skills (listening and speaking)
- Observant
- Respectful



Qualities of a Good Trainer

- Experience
- Knowledgeable
- Good communication skills (listening and speaking)
- Observant
- Respectful



Case Scenario (2)

- You are facilitating an update session on CD4 testing methodologies to a group of medical officers and Lab Technologists in a national training. One participant keeps raising up her hand to ask you about newer and cheaper CD4 testing methods that you have never heard of.
 - *How would you handle the situation?*



Thank You



SESSION 3: TRAINING METHODS AND SKILLS

Session Outline

Duration: 1 Hour 25 Minutes

Objective

At the end of this session, participants will be able to:

- Describe various training methods and skills
- Discuss the application, advantages and disadvantages of various training methods
- List some factors to consider when selecting a training method/ skill

Content

Types of training traditional and modern methods and skills, application, advantages and disadvantages of each teaching method. Teaching aids, advantages and disadvantages of each, tips for use of teaching aids

Lesson Plan Guide:

UNIT	CONTENT	ACTIVITY	TIME
1	Types of training traditional and modern methods and skills, application, advantages and disadvantages of each teaching method. Teaching aids, advantages and disadvantages of each, tips for use of teaching aids	Lecture Discussion Buzz groups Case scenarios	1 Hour 25 Minutes

SESSION 3: TRAINING METHODS AND SKILLS

Session 3

Training Methods and Skills



Objectives

At the end of this session, participants will be able to:

- Describe various training methods and skills
- Discuss the application, advantages and disadvantages of various training methods
- List some factors to consider when selecting a training method/ skill



Dale's Learning Pyramid



Discussion

Which conventional training methods do you know?



Conventional Training Methods (1)

- Lecture
 - Useful when presenting ideas, concepts, theories, principles etc
 - Requires an outline and summary
 - Limited two way communication



Conventional Training Methods (2)

- Brainstorming
 - Spontaneous method of generating innovative and creative ideas
 - Highly participative, productive and synergistic
 - Useful for problem solving
 - Effective for small groups



Conventional Training Methods (3)

- Role play
 - Useful for training interpersonal and communication skills
 - Effective when changing attitudes
 - Time consuming, requires good planning, may be offensive to some participant



Role Play



Conventional Training Methods (4)

- Simulations
 - Involves reproduction of situations close as possible to real life while in the training room.
- Demonstration
 - Showing how something works practically
 - Suitable for training in skills
 - Has quick results and immediate feedback



Conventional Training Methods (5)

- Field Trips/ Practicals
 - Trainees travel to a field location to observe processes, systems etc
 - Enhances relation of theory and practice
 - Requires clear objectives, good planning and adequate resources



Field Trips/ Practical Sessions



Conventional Training Methods (6)

- Case Study Method
 - Uses real or imaginary but realistic situations to train in problem solving, decision making or learning concepts and principles
 - Brings realism in a session, allows for group interaction and sharing
 - Slow, time consuming





Group Discussions



Conventional Training Methods (7)

- Buzz Groups
 - Small group discussions of 2-4 people; held for 1-2 minutes
 - Aim to come up with ideas or examples
- Group Exercises
 - Provides hands on practice without the risk involved when the activity is done in the real working set up



Conventional Training Methods (8)

- Group Discussions
 - Verbal interactions in problem solving, planning, strategy formulation etc
 - Effective when clarifying ideas, sharing knowledge and experience, team building



Group Discussion Session On SOP Development



Tips for Group Discussions (1)

- Be prepared
- Be focused
- Speak clearly
- Face your audience
- Establish a friendly atmosphere
- Be attentive to participants
- Praise participants for good work—
acknowledge hardworking and attentive participants



Tips for Group Discussions (2)

- Keep instructions for activities clear and concise
- Check participants' understanding of the task
- Proceed one step at a time – make sure everyone has completed each step before moving on to the next one
- Summarize each small group activity
- Use relevant examples from your own experience



Discussion

What modern innovative teaching methods are recommended?



Innovative Teaching / Learning Methods

- Small group tutorials
- Problem Based Learning
- Computer Assisted Instruction (e- learning)
- Self-Directed Learning e.g. Independent Study
- Project development
- Case study
- Electives



Buzz Group

What traditional teaching skills are used in medical education?



Traditional Teaching

Microteaching Skills

1. Set Induction
2. Reinforcement
3. Stimulus Variation
4. Questioning
5. Use Of Examples And Illustrations
6. Closure



Buzz Group

What modern innovative training skills are recommended?



Modern Training Skills

- Facilitate
- Advise
- Guide
- Inform
- Participate



Facilitation

- Involves conversion of the subject to be discussed into key questions, experiential exercises, group activities etc so as to draw out group's collective knowledge on the subject
- Aims to allow trainees to be part of the process



Trainer vs. facilitator vs. teacher

- **Trainer**
 - gives trainees necessary knowledge, skills and attitudes to enable them to adjust to certain situation or perform specific tasks
 - Main source of information and knowledge
 - Occasionally allows trainees' contributions
- **Facilitator**
 - Enables learners to analyse issues
 - Co-learner
- **Teacher**
 - gives information, directs, controls
 - Learners have little contribution to the process



Selection of a Training Method and Skill

- Understand application, advantages and disadvantages of each method/ skill
- Factors to consider
 - Human factors e.g. participants' intellectual level, size of group,
 - Training objectives
 - Nature of the subject
 - Time and other required resources allocated
 - Link between training method and principles of effective learning



Teaching Aids:

- Flipchart or whiteboard
- Print materials/Handouts
- Wall charts
- Slides
- Videos
- Overhead projector and transparencies
- Samples of materials mentioned in the training for demonstration purposes:
 - Charts, test kits, forms and registers, reagents sample



Group Discussion (10 min)

What are the advantages and disadvantages of each teaching aid?



Summary: Teaching Methods & Skills

Encourage:

- Performance based instruction
- Ensure active participation & individualized instruction to increase learning
- Give and request for immediate feedback
- Apply a variety of teaching methods and skills
- Practice positive reinforcement and motivation



Thank You



Additional Reading Material on Teaching Aids

Teaching Aid	Advantages	Disadvantages	Tips
Power point Presentations and overhead / LCD projectors	<ul style="list-style-type: none"> o Professional in appearance o Ideal for both large and small groups o Animated ones can create interest o Easy to update o Evidence of preparation o Enables interaction with audience 	<ul style="list-style-type: none"> o Require special equipment/ facilities (electricity, screen) o Require training to create and use o Development takes time o Formal and impersonal 	<ul style="list-style-type: none"> o Switch off when not in use in order to draw the audience's attention away from a blank screen o Check that the projector has an extra bulb and you are able to replace it o Only one topic per slide o Use outline formats, not paragraphs o Use bullets, not numbers (unless showing rank) o Try to use the 6 x 6 rule o Use readable type size and font o Choose color carefully
Whiteboards	<ul style="list-style-type: none"> o Flexible- easy to erase and amend information 	<ul style="list-style-type: none"> o Limited capacity o No permanent record 	<ul style="list-style-type: none"> o Use a clean white board o Use appropriate pens and eraser
Videos	<ul style="list-style-type: none"> o Professional in appearance o Good for both large and small groups 	<ul style="list-style-type: none"> o Relatively expensive o Require special equipment o Not good for discussion or interaction 	<ul style="list-style-type: none"> o Preview the video before presentation o Cue the video so that it is ready to roll when required o Provide some lighting that allows participants to take notes o Play the video at an appropriate volume (if necessary, use speakers) o Pause the video at appropriate times to allow for discussion
Transparency	<ul style="list-style-type: none"> o Good for large groups o Easy to create o Easy to transport o Open to interaction with groups 	<ul style="list-style-type: none"> o Impermanent; they yellow with age 	<ul style="list-style-type: none"> o Check pens to be used o Check best position to avoid blocking the screen o Use a pencil as a pointer to emphasize the details o Avoid putting too much detail on a transparency
Flip Chart/ Posters/ Pictures	<ul style="list-style-type: none"> o Easy and inexpensive to make and update o Portable o Good for interaction with the audience 	<ul style="list-style-type: none"> o Unsuitable for large groups o Anxiety provoking for a facilitator with poor handwriting or poor spelling 	<ul style="list-style-type: none"> o Consider using more than one flip chart o Identify suitable locations in the room o Use a range of pen colours o Identify how you are going to secure the sheets o Write rapidly and quickly o Talk as you write and face the audience if possible o Use symbols, circles and underlines to help separate ideas and highlight key concepts

SESSION 4: PRESENTATION AND FACILITATION SKILLS

Session Outline

Duration: 1 Hours 30 Minutes

Objective

By the end of this session, participants should be able to—

- Identify and discuss issues associated with making a presentation
- Discuss how to prepare for an oral presentation
- Give examples of helpful hints toward improving presentation and facilitation techniques

Content

Preparation for oral presentations, structure of oral presentation, handling questions, asking questions

Lesson Plan Guide:

UNIT	CONTENT	ACTIVITY	TIME
1	Preparation for oral presentations, structure of oral presentation, handling questions, asking questions	Lecture Discussion Buzz groups Case scenarios	1 Hour 30 Minutes

SESSION 4: PRESENTATION AND FACILITATION SKILLS

Session 4

Presentation and Facilitation Skills

Objectives

- By the end of this session, participants should be able to—
 - Identify and discuss issues associated with making a presentation
 - Discuss how to prepare for an oral presentation
 - Give examples of helpful hints toward improving presentation and facilitation techniques

“I’ve learned that you can get by on charm for about fifteen minutes. After that, you’d better know something.”

H. Jackson Brown, Jr.

Features of a Good Presentation

- Persuasive or informative content
- Interesting visuals
- Engaging delivery

Characteristics of Effective Oral Presentations

- Organized, logical, coherent
- Focused and relevant to audience needs
- Short; within assigned time limits
- Active
- Positive
- Engaging
- Jargon free
- Visually aided

This is an introductory slide. Specific content will be dealt with in following slides. Introduce each point with a brief comment supporting the characteristic. Points 1, 2, 3 and 8 are self-explanatory. For the others:

- Active: Keep the flow going. Don't let it get bogged down in unnecessary detail
- Positive: Stress positive aspects rather than negative. Rephrase problems as challenges.
- Engaging: Keep the audience interested and engaged using a variety of techniques, some of which will be covered later in the presentation
- Jargon free: Avoid acronyms even if there is only one person in the audience who does not know their meaning.

Preparatory Stage

Before You Start

Review—

- Proposed outcomes
- Learning objectives
- Instructional design
 - Match activity to learning goal
 - Performance based
 - Variety and interest
 - Interactivity

Before You Start Preparing Your Presentation (1)

- Know—
 - Who your audience will be—
 - Numbers
 - Needs
 - Attitude
 - Knowledge level
 - Environment
 - Demographic information

PMain message to deliver from this slide

Elaborate on the need for all the information listed in the slide:

- Numbers: Try and get a feel for how many will be attending. It will also mean that you will not be surprised by either large or small attendance. It will give an indication as to whether the presentation will lend itself to more or less interactivity
- Needs: Presumably you know the topic, but what are the needs of the audience? Will it be general or specific and detailed.
- Attitude: Try and get a fix in advance on whether the audience will be positively or negatively inclined to the message you will be presenting. This can change the nature of your content from say information only to persuasion.
- Knowledge level: Important as a guide to what

Before You Start Preparing Your Presentation (2)

- Know—
 - What your presentation is trying to accomplish
 - Information
 - Persuasion
 - Motivation
 - Your presentation space
 - Setup
 - AV equipment

Before You Start Preparing Your Presentation (3)

- Decide—
 - Formal or informal
 - Lecture style or interactive
- Recognize—
 - Your presentation limits
 - Target time; length of presentation
 - Your personal limits
 - That it is YOUR presentation

Preparing for Your Presentation: Content

- Title of presentation; name of presenter
- Introduction
- Objectives
- Main points
 - As many slides as necessary and as time allows
 - Each supported by a limited number of critical detail slides
- Summary
- Credits

level you should pitch your presentation – basic or advanced.

- Environment: Try and determine information about the site at which you will be presenting. It will give you an idea of the size room, equipment available and other logistic details.
- Demographic information: Know where your audience is coming from so you can relate examples to their own situation. It will also give an indication of language problems in the presentation to participants for whom English is not their first language.

? Question for discussion

- Ask whether any participants have had experiences where the audience was misjudged
- Make it crystal clear what you are trying to achieve.
- Differentiate between a presentation that is essentially delivery of information, is persuasion or motivation or some mix of each. This will influence both the flavor and content of your material and style of presentation.

- If possible, determine in advance what the room setup and availability of equipment will be. This will tell you whether you should prepare slides, a PowerPoint presentation or overhead transparencies.

? Question for discussion

Any questions or experiences?

- Discuss issues about presentation style. Sometimes these are predetermined and you have to live with it. In other cases you may have flexibility to be more interactive. You need to decide this early as it will affect not only your content but also timing. If there are to be opportunities for questions and or discussion either during or at the end of the presentation.

- This in turn will determine the length of the presentation within the confines of the time allocated.

- Be aware of what you can achieve and remember that it is your decision what to do and how to do it.

? Question for discussion

- Is it clear what the purpose of this session will be?
- Point out that the materials including content notes for these sessions have already been prepared, but that the next few slides will help put them together in a format that suits the individual presenter.

- Introduce this as the bare bones of an outline that can be further developed. These will most likely be in working up the main points.

? Question for discussion

- Does anyone have an alternative approach that they use in developing the content for a presentation? What works for you?

Types of Activities: Choose the appropriate activity

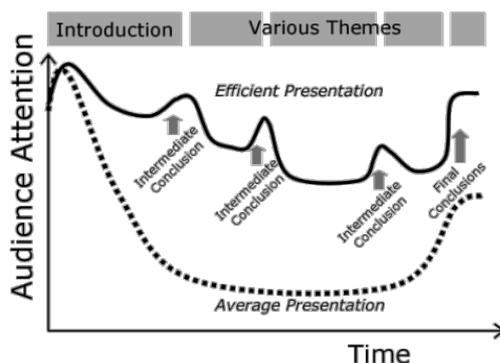
- Mini-presentation
- Whole group discussion
- Small group discussion
- Two-person discussion
- Role play
- Simulation
- Case studies
- Video

Introduction Styles for your Presentation

- Different styles
 - Position, action, benefit
 - Anecdote
 - Humor
 - Involving question
 - Rhetorical question
 - Shocking statement
 - Quotation

- If possible give examples of each type of introduction:
- Position, action, benefit: Example -
- Most of us at some time or other are required to make presentations.
- In order to meet this request we have decided to include a session on this topic.
- As a result we expect that you will feel more confident about doing this.
- Anecdote: Tell a story to help illustrate a point
- Humor: Humor can be a good way to break the ice, but be careful. Avoid sex, race, religion or any other personal topic. If you use one make sure the joke has relevance to the topic.
- Involving question: Ask the audience an open-ended question, or ask for a show of hands.
- Rhetorical question: A question with an obvious answer, e.g. How many people here would like bigger grants?
- Shocking statement: Every minute X people die of Y.
- Quotation: If used limit to one or two sentences. Paraphrase to a new situation if that works.

Keep the Audience Engaged



? Question for discussion

How many of you have used one of these rather than:
“Today I want to talk about...”?

Preparation for Your Presentation— Practice!!

- Importance of being well prepared
 - Finalize your presentation before the last minute
 - Practice with “dry run-throughs”
- Assume and plan for the worst
 - None of the AV equipment works
 - The LCD doesn’t have your version of PowerPoint
 - You’re the last speaker on and everyone else speaks over their allotted time

- Emphasize that you should not leave things to the last minute

? Question for discussion

- What would you do in each of these circumstances?
- Do any of you have other experiences of disasters? If so, what did you do?

Summary: Preparation

- Features of a good presentation
- Audience
- Content
- Organization of presentation
- Prepare for the worst
- Practice, practice, practice

- Briefly recap on each point.

? Question for discussion

- Are there any other questions about preparation before we move on to the next section?

Presentation

It's Your Big Day!

- Arrive early for setup
- Check the room setup
 - Lights
 - Temperature
 - Audio Visuals
 - Microphone
 - Water
 - Pointer
- Dealing with nerves

- If there is a technician you should arrange to meet before the event. If not, be prepared to check out each of these factors yourself to see that equipment is available and working. Test them all and decide what to do if they don't.
- Dealing with nerves: Try the following
 - Breathe deeply
 - Move around
 - Use your notes if you have to
- ? Question for discussion
- Any other ideas for dealing with nerves?

Making the Presentation: Some General Tips

- Start on time
- Gesture—non-verbal communication
- Eye contact—where to look?
- Breathing
- Microphone
- Notes pages—slides; OHP
- Use of laser pointer

- Briefly review each point.
- Start on time: This is important if you are part of a program that needs to keep on schedule.
- Non-verbals: adopt a positive stance. Don't lean on the podium. Use body language that supports what you are saying Nod, smile, stand during your presentation.
- Eye contact: Choose three areas of the audience, or even three people, and move your scope of vision between them.
- Breathing: If you are getting nervous or start to talk too quickly, slow your breathing down and relax
- Microphone. You should have checked whether this worked before you started. If you need it, use it. Check out if people at the back can hear you.
- Notes pages; The PowerPoint notes pages and the edges of OHP transparency slide holders are excellent places to write your prompts. Make the writing or typing big enough to read from a distance.
- Use a laser sparingly to identify a particular point in a slide.
- Audience attention: Refer back to notes on introduction and non-verbal communication
- Speak at a reasonable speed. Feel free to change pace for variety but do not race,
- Enunciate clearly – there are different accents and people need to get used to your intonation
- Slang and acronyms: Don't confuse your audience. Use regular speech and use acronyms only if you are sure that everyone in the room knows what they mean.
- Reading slides: An absolute no no. Your audience can do that just as well as you can. Remember what the slides are for from earlier part of the presentation. If you want to make the same points, rephrase and expand them. Exceptions: There are two schools of thought about reading quotations and definitions. If you think it makes things clearer, particularly with a long quote, by all means read it. Some of your audience may get tied up in the grammar.
- Reading presentations: Preferably try not to, but if you must, write your presentation out in a conversational manner. Rehearse it well so you can look at the audience as much of the time as you can

Speaking Pace and Style (1)

- Catch the audience's attention
- Do not race through your presentation
- Enunciate clearly
- Do not use slang or acronyms
- Try not to read your slides or presentation

Speaking Pace and Style (2)

- Look at your audience; speak as if to an individual
- Avoid a monotonous tone; express yourself
- Stay focused and on time
- Remember that you are in charge—this is your presentation

- Refer back to where to look and reinforce the concept of varying your point of vision.
- Speak as if to an individual where you are looking
- Change pitch and speed of speech for variety
- Stay on time: It is useful to have a time schedule in advance so you know how you are progressing. Times can be highlighted on your notes.
- Reinforce that you control the room. It is your presentation. If others want to delay by asking questions, determine whether this is desirable and move on if necessary to keep to time.

Other Ways of Retaining Interest and Attention

- Use a summary slide
- Break for discussion
 - Pose a question to discuss with neighbor
- Ask for show of hands
- Stop for questions on that section before continuing
- Remain silent while the audience reads a slide—most often a quote

- Briefly address each suggestion
- ? Question for discussion
- Does anyone have other suggestions about what works for them?

Handling Questions and Discussion

- Repeat the question asked, but make it brief and to the point
- Respond to the point raised; do not ramble
- If you do not know an answer—
 - Say so
 - Provide follow-up to person asking the question

- Elaborate briefly on each point
 - Repeat the question: Try repeating the question back you make sure that others in the audience have heard it. It also acts as a check that you have interpreted it correctly.
- ? Question for discussion
- Does anyone else have suggestions?

Summary: Presentation Techniques

- Presentation techniques—
 - Be prepared
 - Voice and non-verbal communication
 - Keep points simple
 - Introduction
 - Keeping interest
 - Use clear handouts and visual aids
 - Handling questions

- Reiterate the main points of this section.

? Question for discussion

- Are there any other questions arising out of this section?

Using Questions

- Purpose—
 - Cause attention
 - Give information
 - Start participants thinking
 - Bring discussion to a conclusion
 - Get information
- Questions should preferably require reasoning rather than memory

Asking Questions (1)

- Ask questions that encourage responses
- Ask open ended questions e.g. “what do you think about...?”
- Pause to give participants time to think
- If there is undue hesitation, direct the question to a group or person
- Listen to the answer—repeat if you think the others did not hear

Asking Questions (2)

- Respond or ask other participants to comment
- When responding, don't speak only to that person, speak to the whole group
- If YOU are asked a question, consider deflecting it back to the group for answers

Some Final Tips

- Learn your participants' names
- Keep presentation sections to a minimum and make them short
- Prepare well
- Avoid too many visuals
- Allow time for story telling
- Keep the participants involved
- Keep to your time schedule—you are in charge

Time Management

“Time is nature’s way of keeping everything from happening all at once.”

Anonymous

WHAT TO DO WHEN THINGS GO WRONG

If your materials get lost, stolen, or held up somewhere:

1. Remember extra transparencies and transparency markers – bring these in your baggage
2. Bring hard copies of the binders with you
3. Handouts and all original copies should remain in Originals Box - handouts/overheads/power points/reference documents
4. Bring lots of flip chart markers in case you end up using mostly flip charts
5. Buy lots of white paper so that when you are supposed to use note cards or print out signs, you can write what you need on the sheets.

If Equipment does not work properly:

1. Extension cables – If you can, bring your own
2. Bring BOTH power point slides and overhead transparencies in case one does not work
3. Any forms you plan to use (i.e. Pre-post tests, Final Evaluation forms) – have done and print out before you leave in case you do not have access to a printer
4. Any signs you will need for the training (e.g. Name and hall where the training is at) should be printed out and brought with you to the training

WHAT CAN SAVE YOU WHEN EVERYTHING STILL GOES WRONG

If your materials get lost, stolen, or held up somewhere:

1. Plan on buying more supplies when you get to the place where the training is going to be held
2. If you cannot print out transparencies before you get to the training, you can try and print them out when you get to the training
3. If you cannot print at the training, write them on flip chart paper

If Equipment does not work properly:

1. If both the power point and overhead projectors fail, plan on using flip charts
2. If the computer does not work, take notes by hand

DON'T FORGET!!!

1. Don't make assumptions.
2. If you don't know if you will have access to it where you are going, bring it with you.

SESSION 5: APPLICATION OF PRINCIPLES LEARNT

Session Outline

Duration: 3 hours 15 minutes

Objective

At the end of this session, participants will be able to:

- Identify the presentation and workshop techniques appropriate to each session of the course on effective management of Laboratory commodities
- Understand the outline and content of the course on effective management of Laboratory commodities for staffs handling Lab commodities
- Be able to execute all training methods used in the course

Content

Individual exercise to assess presentation and facilitation skills, group discussion management and case study execution

Lesson Plan Guide:

UNIT	CONTENT	ACTIVITY	TIME
1	Individual exercise to assess presentation and facilitation skills, group discussion management and case study execution	Lecture Group and Plenary Discussion	3 hours 15 minutes

SESSION 5: APPLICATION OF PRINCIPLES LEARNT

Session 5

Application of Principles Learnt



Objectives

- By the end of this session, participants should be able to—
 - Identify the presentation and workshop techniques appropriate to each session of the course on effective management of Laboratory commodities
 - Understand the outline and content of the course on effective management of Laboratory commodities for staffs handling Lab commodities
 - Execute training methods used in the course



Activity 1: Individual Take Home Exercise

- Select a unit from the Laboratory Commodity Management Curriculum.
- Review the outline and content of the unit by reading through the power points, trainers notes and participant handouts
- Prepare a 5 Minute presentation that you will make incorporating the training principles you have learnt.

Suggested Units: Receiving Laboratory Commodities, Storage of Lab Commodities



Trainer: evaluate the trainee on preparation, presentation and communication skills .
Rate the participant on the areas of timing, maintaining attention, gestures, voice control, eye contact, breathing, use of visual aids (simplicity, amount of text, font, clarity of key points).
Provide feedback to each participant on their strengths and weaknesses.

Activity 2: Case studies & Plenary Discussion

- Select a case study in the Effective Management of Laboratory Commodities Curriculum
- Prepare and conduct the case study session.

Suggested case study: Completing the FCDRR



The facilitator should ask participants for comments on the delivery of the case study

Main Message

- case studies are used to enhance understanding of concepts taught during the lecture session
- Participants need to understand the case study in order to fully participate
- Case studies should be clearly outlined so that concepts being emphasized are not mixed up but are introduced stepwise
- If there is too much information that is not pertinent then learners get confused
- Asking direct questions enhances learning using case studies

Activity 3: Group Discussions

- Select a group discussion from the Effective Management of Medical Laboratory Commodities Curriculum
- Prepare and conduct the group discussion exercise

Suggested group discussion: How to prepare an SOP



Trainer: evaluate the performance of the participant in executing a group discussion activity. Re-emphasize the tips for conducting group discussions

Thank you



SESSION 6: EVALUATION OF TRAINING PROGRAMS

Session Outline

Duration: 45 Minutes

Objective

At the end of this session, participants will be able to:

- Explain the rationale for evaluating training programs
- List methods of evaluating training programs

Content

Training evaluation methods, reasons for evaluating training

Lesson Plan Guide:

UNIT	CONTENT	ACTIVITY	TIME
1	Training evaluation methods, reasons for evaluating training	Lecture Discussion	45 Minutes

SESSION 6: EVALUATION OF TRAINING PROGRAMS

Session 6

Evaluation of Training Programs



Objectives

- At the end of this session, the participants will be able to:
 - Explain the rationale for evaluating training programs
 - List methods of evaluating training programs



Why Evaluate?

- Trainers **MUST EVALUATE** in order to:
 - Maintain standards and improve learning
 - Establish whether the objectives have been met/ the problem being addressed through training has been solved
- Feedback is sometimes negative and participants can be cruel. Nevertheless, feedback is helpful and must be sought for **ALWAYS!!!!**



Discussion

How can you evaluate a training program?



Training Evaluation

- Can occur at various levels:
 - Reaction level
 - Participant Learning level
 - Job Performance level



Training Evaluation

- Reaction level: Reaction of trainees to the trainer, content, teaching methods etc during learning
 - Check for facial expressions and accompanying emotions
 - Pay attention to questions asked and comments by the participants
 - Assess the feedback provided and responses to exercises/ group discussion reports
 - Self, peer, participant or expert evaluations can be useful



Training Evaluation

Participant Learning level: Immediate effects of the training. Evaluates knowledge, skills and attitudes that participants have gained through the training

- Pre and Post test questions
- Self evaluation/ assessment
- Continuous assessment tests (CATS)
- End of term/ semester/year exams (ETEs)



Training Evaluation

Job Performance level: Measures whether participants are applying the knowledge and skills learnt

- Check for changes in outputs, realization of targets



Sample Evaluation Form

	V. adequate	Adequate		Poor	V. poor
	5	3	4	2	1
The teacher was able to:					
• Arouse my interest					
• Encourage participation					
• Simplify complex ideas					
• Relate issues to real world					
• Provoke me to think					
• My overall reaction for this session is					



SESSION 7: PLANNING AND PREPARATION FOR A TRAINING WORKSHOP

Session Outline

Duration: 1 Hour 15 minutes

Objective

At the end of this session, participants will be able to:

- Discuss practical tips for planning and preparation for a workshop
- Develop a checklist for workshop preparations
- Outline the process of planning for a field/ site visit

Content

Logistical preparations for a workshop, useful checklists, preparations and considerations for field/ site visits

Lesson Plan Guide:

UNIT	CONTENT	ACTIVITY	TIME
1	Logistical preparations for a workshop, useful checklists, preparations and considerations for field/ site visits	Lecture Discussion	1 Hour 15 minutes

SESSION 7: PLANNING AND PREPARATION FOR A TRAINING

Session 7

Planning and Preparation for a
Training Workshop



Objectives of the Session

- By the end of this session, participants should be able to;
 - Discuss practical tips for planning and preparation for a workshop
 - Develop a checklist for workshop preparations
 - Outline the process of planning for a field/ site visit



- The purposes should be outlined and elaborated so that it should be clear what should be achieved
- ? Question for discussion
- Is it clear what the purpose of this session will be?
- Any questions before we start?

Planning for a Training Workshop

“People don’t plan to fail, they fail to plan”

5Ps - “Prior planning prevents poor performance”



Planning for a Training Workshop

Vital Questions

- *What is the training about?*
- *Who should attend the training?*
- *When to hold the training?*
- *Where to hold the training?*
- *What training methods to use?*
- *What training materials will be needed?*
- *Who will be the facilitators?*
- *How much will it cost?*



Group Discussion

- You have been asked by your DMOH to organize a one day workshop on determining Internal Quality Control (IQC) in the Lab. Develop a “to do list” for the workshop



Trainer:

Divide class into 5 groups of 6 each. Provide each group with a flipchart

Activity length:=20 minutes

Things to remember are like running Controls for internal QC.

Workshop Checklist (1)

- Set training Dates
- Venue
 - Select appropriate venue
 - Visit training venue prior to the training
 - Check the set-up : U- shape, cabaret, classroom
 - Check the lighting, ventilation, rubbish bins, sockets
 - Set up equipment
 - Discuss meal plans and ensure special diets can be availed



Workshop Checklist (2)

- Equipment
 - select appropriately (projectors, microphones, flip chart stands, extension cables), DVD player, camera
 - Test the equipment
- Budget
 - Develop a budget capturing all the required resources e.g. venue, materials, meals, equipment hire
 - Seek approval from relevant authority/person



Workshop Checklist (3)

- Participants, Facilitators and guest
 - select appropriately
 - send invitation letters
 - send copy of program and materials to facilitators and guest speakers
 - Conduct facilitators meeting prior to training



Workshop Checklist (4)

- Training Materials
 - Prepare training materials (handouts, evaluations, training program, stationery, name tags)
 - Prepare registration package- registration and reimbursement forms, welcome letter, certificate name list



On the Training Day (1)

- Arrive early for final checks
- Greet participants at door, if possible
- Direct participants to the registration desk for name tags, handouts
- Advise participants where to sit, especially if pre-arranged
- Facilitate introductions and icebreakers



On the Training Day (2)

- Collect receipts and finalize expense reimbursement forms
- Ask participants to sign attendance sheet every day
- Finalize and distribute certificates



Preparing for a Field/ Site Visit



How to Prepare for a Site Visit

1. Selecting the Site

Criteria

- Site that has been offering laboratory services for at least 1 year
- Site that has good Laboratory commodity management practices
- Site that has at least 1 Laboratory Staff trained in Lab commodity Management
- Adequate space to accommodate participants as well as allow for usual activities
- Proximity to training venue

2. Write a [letter](#) to the site requesting use of their facility

3. Follow up on the letter stated above



How to Prepare for the Site Visit

4. Visit the site

- Assess stations for adequacy of space (bulk store & working area)
- Identify preceptors
- Brief site staff on:-
 - Number of participants expected
 - Time of visit, duration at each station
 - Key areas of observation
 - Their role
 - guiding participants through practicum visit
 - briefing participants on processes at each station
 - answering questions
 - participation in plenary discussion (at the training venue) if possible



How to Prepare for the Site Visit

5. Make Transport Arrangements

6. Review the Practicum Power point and insert complete Group Assignment Flow and Logistics

7. Contact the site to re-confirm prior arrangements.

8. Reconfirm transport arrangements



Group Assignments: Flow

Station	Group 1	Group 2
	Insert facilitator 1	Insert facilitator 2
Store	9.00 am to 10.am <i>Insert time if different</i>	10.am to 11 am <i>Insert time if different</i>
Work area/Laboratory (different departments)	10 am to 11 am <i>Insert time if different</i>	9.00 am to 10 am <i>Insert time if different</i>



Time table for Preparing For a Site Visit

Activity	Timeline
Site Selection	1 month before start of training
Sending Letter	3 weeks before start of training
Follow up on Letter	2 weeks before start of training
Visiting Site	2 weeks before start of training.
Arranging for Transport	1 week before start of training
Review Practicum Orientation PowerPoint	1 week before start of training
Reconfirm with Site. Reconfirm transport arrangements	2-3 days before start of training



Thank You



Sample Workshop Checklist for Training Course on Effective Management of Medical Laboratory Commodities

PART 1: PREPARING FOR THE TRAINING		
	Tick if Completed	Comments
1. Write an official letter to Heads of NPHLS/DMLNTBS to request the training and accompanying materials.		
2. Obtain materials from supplier <ul style="list-style-type: none"> • CD Rom • Trainers manuals • Participants handouts 		
3. Select participants in collaboration with Provincial Medical Lab Technologist (PMLT) or other appropriate staff.		
4. Send a list of participants to NPHLS/DMLNTBS and request for certificates		
5. Select Trainers. Liaise with NASCOP/ NPHLS/DMLNTBS and MSH to get list of TOTs.		
6. Send invitation letters to participants		
7. Send invitation letters to facilitators		
8. Prepare timetable using template timetable in CD Rom		
9. Liaise with all facilitators to ensure that sessions are updated to reflect most current changes in guidelines, policies.		
10. Review each trainers sessions		
11. Ensure certificates have been printed and signed by appropriate authorities		
15. Print sufficient copies from CD rom of <ul style="list-style-type: none"> • Self assessment questionnaires • Pre Test • Post Test • Participant Evaluations (session and overall) • Participant Registration List • Facilitator Registration List 		

PART II: DURING THE TRAINING		
	Tick if Completed	Comments
1. Administer a. pre-test b. pre training self assessment questionnaires		
2. Complete marking the pre-test		
3. Hold facilitators meeting at the end of each day to review progress		
4. Administer a. post-test b. post training self assessment questionnaires		
5. Mark post-test		
6. Administer participant evaluations a. after every session b. overall evaluation at the end of the training		
7. Administer facilitator evaluations after each of the session taken (one form per facilitator)		
PART III: AT THE END OF THE TRAINING		
1. Send to PMLT and sponsor • Copy of participant registration list		
10. Review each trainers sessions		
11. Ensure certificates have been printed and signed by appropriate authorities		
2. Send To sponsor • Results of pre and post tests • Results of evaluations (participants and facilitators) • Copy of participant registration list • Copy of certificate template • Training report		



Materials and Logistics Checklist

Room:

1. Reserve conference room or negotiate who is going to do that.
2. There are enough tables and chairs for participants to be comfortable and for group work.
3. Participants can see the trainers without having to turn around or strain their necks.
4. Participants can see and hear each other easily.
5. The flip chart stands are placed where all participants can see them.
6. There is a trainer's table at the front of the room for materials and one at the back or side of the room for trainers to sit at when a colleague is in charge of a session.
7. Lighting and ventilation are adequate.
8. All electrical equipment (projectors, microphones, etc.) is in working order.
9. There are working electrical outlets
10. There are trash bins
11. Participant materials are ready to be handed out

Equipment:

1. Flip chart stands
2. LCD projector
3. Laptop for overhead projection
4. Extension cables
5. Adapter (if needed)

Supplies:

1. For each Participant
 - a. Name tag
 - b. Desk name plate
 - c. Writing Pad
 - d. Training Course Participant Handouts
 - e. Pen
 - f. Pencil
 - g. Pencil sharpener
 - h. Eraser
 - i. Folder
2. Staple Supplies (Things you will need at every Training)
 - a. Flip chart paper
 - b. Flip chart markers
 - c. Masking tape
 - d. Scotch tape
 - e. Tape dispenser
 - f. Glue stick
 - g. Paper punch
 - h. Stapler
 - i. Staple remover
 - j. Staples
 - k. Paper clips
 - l. Scissors
 - m. Extra printing paper

SAMPLE LETTER FOR PRACTICUM SITE VISIT

Date:.....

Address:

RE: USE OF FACILITY LABORATORY AS PRACTICUM SITE FOR TRAINING COURSE ON
EFFECTIVE MANAGEMENT OF MEDICAL LABORATORY COMMODITIES

This letter is to kindly request your authorization to use the _____
Hospital Laboratory as a practicum site for the above mentioned training workshop on
_____ from 9.30 am to 12 noon.

The training is organized by _____ and shall take place from
_____ at the _____ in Nairobi. The goal of this
workshop is to provide the necessary knowledge, skills and attitudes to Laboratory staff to
enable them function efficiently and effectively in the provision of Laboratory commodity
management services.

The course strives to provide participants the opportunity to visit a site that is already providing
efficient laboratory services.

Thank you for your continued support.

Yours Sincerely

Dr. _____

Cc: Chief Laboratory Technologist, XXXX Hospital

SESSION 8: ACTION PLANNING

Duration- 1 hour

Action Planning



Action Plan

- Number of workshops
- Number of participants per workshop
- Proposed dates of workshops
- Proposed venues for workshops
- Tentative budgets for accommodation, meals and transport

*Note: Training materials will be provided
Assume 2 days per workshop*



Budget template

Province _____		County _____		District _____	
#	Proposed Dates	Number of participants	Names of Proposed Venue	Estimated Cost Per Workshop	
				Item	Cost
				Accommodation	
				Conference Package	
				Transport Reimbursements	
				Dinner Allowances	
				Accommodation	
				Conference Package	
				Transport Reimbursements	
				Dinner Allowances	

Note: Each province should retain a copy of the plan



ACTION PLANNING TEMPLATE FOR IMPLEMENTATION OF TRAINING COURSE ON EFFECTIVE MANAGEMENT OF MEDICAL LABORATORY COMMODITIES

Province _____ County _____ District _____

#	Proposed Dates	Number of participants	List of Facilities	Proposed Venue	Estimated Cost Per Workshop		Total Cost
					Item	Item Cost	
					Accommodation		
					Conference Package		
					Transport Reimbursements		
					Dinner Allowances		



APPENDIX 1: SAMPLE COURSE TIMETABLE

TRAINERS OF TRAINERS (TOT) COURSE ON EFFECTIVE MANAGEMENT OF MEDICAL LABORATORY COMMODITIES

Venue: _____ Dates: _____

DAY 1		
TIME	SESSION	FACILITATOR
8.30-9.00 AM	<ul style="list-style-type: none"> • Registration 	
9.00- 9:30 AM	<ul style="list-style-type: none"> • Climate Setting, Norms • Introductions 	
9.30- 9.45 AM	<ul style="list-style-type: none"> • Welcoming Remarks 	
9:45 – 10:00 AM	<ul style="list-style-type: none"> • Self Assessment 	
10.0-10.30 AM	Session 1: Course Overview	
10.30-10.50 AM	TEA BREAK	
10.50-12.05 PM	SESSION 2: Effectiveness in Training	
12.05- 1.30 PM	SESSION 3: Training Methods and Skills	
1:00-2:00 PM	LUNCH	
2.00 - 3.30 PM	SESSION 4: Presentation and Facilitation Skills	
3.30 - 3.45PM	SESSION 5: Application of Principles Learnt	
3.45 – 4.45PM	Session 5 Assignments -Group and Individual Preparations	
4.45- 5.15 PM	TEA BREAK	

DAY 2		
TIME	SESSION	FACILITATOR
8.30 – 8.45 AM	Recap	
8.45 – 10.45 AM	Session 5 Presentations By Individuals and Groups plus Plenary Discussion	
10.45-11.15 AM	TEA BREAK	
11.15- 12.00 AM	Session 6: Evaluation of Training Programs	
12.00-1.15 PM	Session 7: Planning and Preparation fro a Training Workshop	
1.15- 2.15 PM	LUNCH BREAK	
2.15- 3.15 PM	Session 8: Action Planning	
3.15 – 3.40 PM	Way Forward Self Assessment/ Evaluation Overall Course Evaluation	
3.40- 4.10 PM	Closing remarks and Certification	
4.10-4.30 PM	TEA BREAK	

Assessment of Presentation/ Facilitation Skills/Participants

No	Aspect	Rate (/10)	Comments
1	Introductions		
2	Gestures		
3	Eye Contact		
4	Content		
5	Physical Presentation		
6	Voice control		
7	Handling questions		
8	Interaction with participants		

Lab TOT Course: Sample Test Questions

1. Indicate whether True or False

The following characteristics describe adult learners

a.	They focus on the subject area being discussed	
b.	They have experience	
c.	They have low expectations on a training session	
d.	They learn better when one main training method is used	
e.	They accept what they are taught without any questioning	
f.	They have varied backgrounds	

2. Circle the correct answer (s). Which of the following factors influence effectiveness in training?

- a. Time management
- b. Lighting of the training room
- c. Knowledge of the trainer
- d. Content of the training course
- e. All of the above
- f. None of the above

3. A good trainer should be

- a. Experienced
- b. Knowledgeable
- c. Respectful
- d. Observant
- e. All of the above

4. State whether true or false: In general, people remember

- a. only 5% of what they hear _____
- b. 75% of what they practice by doing _____
- c. 20% of what they see and hear _____
- d. 50% of what they discuss with their colleagues _____

5. List 4 training methods you know

- a. _____
- b. _____
- c. _____
- d. _____

6. List 3 teaching aids you know

- a. _____
- b. _____
- c. _____

7. Circle the correct answer(s). Michael was asked to make an oral presentation on storage of laboratory commodities. Which of the following factors should he consider when preparing for the presentation?

- a. The size of his audience
- b. The language understood by his audience
- c. The venue of the meeting
- d. The time allocated for the presentation
- e. The equipment available for the presentation

Lab TOT Course: Sample Test Questions

Unique No. _____

1. Indicate whether True or False

The following characteristics describe adult learners

a.	They focus on the subject area being discussed	F
b.	They have experience	T
c.	They have low expectations on a training session	F
d.	They learn better when one main training method is used	F
e.	They accept what they are taught without any questioning	F
f.	They have varied backgrounds	T

2. Circle the correct answer (s). Which of the following factors influence effectiveness in training?

- a. Time management
- b. Lighting of the training room
- c. Knowledge of the trainer
- d. Content of the training course
- e. All of the above
- f. None of the above

3. A good trainer should be

- a. Experienced
- b. Knowledgeable
- c. Respectful
- d. Observant
- e. All of the above

4. State whether true or false: In general, people remember

- a. only 5% of what they hear T
- b. 75% of what they practice by doing T
- c. 20% of what they see and hear T
- d. 50% of what they discuss with their colleagues T

5. List 4 training methods you know

- a. Case studies
- b. Group Discussions
- c. Lectures
- d. Simulations
- e. Demonstrations
- f. Buzz groups
- g. Field trips
- h. Role plays

6. List 3 teaching aids you know

- a. Flip charts
- b. Posters
- c. White boards
- d. Black boards
- e. Projectors
- f. Transparencies
- g. Power point programs
- h. Videos

7. Circle the correct answer(s). Michael was asked to make an oral presentation on storage of laboratory commodities. Which of the following factors should he consider when preparing for the presentation?

- a. The size of his audience
- b. The language understood by his audience
- c. The venue of the meeting
- d. The time allocated for the presentation
- e. The equipment available for the presentation

APPENDIX 2: SELF EVALUATION / ASSESSMENT

Part A:

Please answer the following questions as candidly as possible. Your responses will guide the trainers on areas to emphasize on during the training.

1. My strengths as a trainer/facilitator are...

2. Areas I want to develop are...

3. Areas I have improved in are...

APPENDIX 2: SELF EVALUATION / ASSESSMENT

Part B: Rate yourself by putting a check mark in the appropriate box.

How well can you identify and apply the following?

	OBJECTIVE/ABILITY AREA	Very Poorly 1	Poorly 2	Average 3	Well 4	Very Well 4
1	Appropriate curricula and sources for teaching materials					
2	Components of effective teaching					
3	Effective and likeable teaching					
4	Microteaching skills					
5	Modern innovative teaching skills					
6	Group dynamics in teaching of adults					
7	Techniques for audiences/barriers for effective communication					
8	Traditional teaching methods					
9	Modern innovative teaching methods					
10	Techniques of assessing teaching					
11	Techniques of teaching attitudes					
12	Powerful presentation techniques					
13	Illustration techniques in medical education					
14	Planning for and evaluation of medical education					
15	Facilitation techniques for workshops					
16	Course preparation logistics					
17	Theories of learning					

APPENDIX 3: SESSION EVALUATION AND FEEDBACK (Make the required copies during training)

Date _____

Instructions: Please put a check mark in the box that best represents what you feel.

#	Performance	Very Poor 1	Poor 2	Average 3	Good 4	Good 4	Very Good 5
1	Rate the performance of the facilitator						
2	Rate the performance of the participants						
3	Rate the small group activities						
4	Rate the management of plenary sessions						
5	Rate the extent to which the objective of the session was met						

6. What did you like best about the session?

.....

.....

7. What did you like least about the session?

.....

.....

8. What improvements would you make for this session?

.....

.....

9. Additional Observations/Remarks?

.....

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APPENDIX 4: OVERALL COURSE EVALUATION

ToT COURSE ON LABORATORY COMMODITIES MANAGEMENT FOR STAFFS HANDLING HEALTH COMMODITIES

PART A: ACHIEVEMENT OF OVERALL WORKSHOP OBJECTIVES

Please indicate to what extent the overall workshop objectives were achieved by putting a check mark in the appropriate column

#	Objective	NOT MET	TO SOME EXTENT	GOOD EXENT	GREAT EXTENT
		1	2	3	4
A	Enable you to identify and use appropriate adult learning techniques for facilitation				
B	Enable you to demonstrate a range of training and teaching methods				
C	Enable you to improve presentation and oral skills.				
D	Enable you to apply various multimedia aids for training workshops				
E	Enable you to organize training workshops based on available resources				
F	Enable you to identify critical steps in organizing a workshop				
G	Enable you to create a checklist for organizing and executing a workshop				

PART B: OVERALL COURSE ORGANIZATION

Please indicate what you feel about the following aspects by circling the number of your choice

	POOR	AVERAGE	GOOD	VERY GOOD
1. Organization of the workshop	1	2	3	4
2. Time Management	1	2	3	4
3. Time allocated to sessions	1	2	3	4
4. Management of discussion sessions	1	2	3	4
5. Meals and Accommodation	1	2	3	4
6. Conference room facilities	1	2	3	4

PART C: OVERALL CONTENT

Please circle where appropriate

1. The content was	Simple	Appropriate	Complex
2. The workshop covered all essential topics	No	To some extent	Yes
3. How well were topics covered?	Poorly	Well	Very Well
4. Facilitators were clear and easy to understand	No	To some extent	Yes
5. Were the topics covered relevant?	No	To some extent	Yes
6. Will this workshop enable you to train others	Yes	No	To some extent

PART D: GENERAL COMMENTS

1. What expectations were not met?

.....

.....

2. How can this TOT training course be improved?

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