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TRAIN THE TRAINER COURSE FOR INSTRUCTORS AND TEACHERS IN THE VTC-HOTEL AND TOURISM TRAINING CENTERS

September 2006

This publication was made possible through support provided by the U.S. Agency for International Development, under the terms of Award No. PCI-I-98-00015-00 and Task No. PCE-I-21-98-00015-00. The opinions expressed herein are those of the author(s) and do not necessarily reflect the views of the U.S. Agency for International Development or the United States Government or Chemonics Int. Inc..

This publication was produced by Chemonics International, Inc. through the USAID/Jordan Tourism Development Project.

GBTI Contract No.	PCE-I-00-98-00015-00
Task Order No.	PCE-I-21-98-00015-00
Contractor Name:	Chemonics International, Inc.
USAID Cognizant Technical Office:	Office of Economic Opportunities USAID Jordan
Date of Report:	<i>September 2006</i>
Document Title:	<i>Train the Trainer Course for Instructors and Teachers in the VTC-Hotel and Tourism Training Centers Final</i>
Author's Name:	Chemonics International, Inc.
Activity Title and Number:	Developing Human Resources in Tourism <i>4222.2 Build capacity to manage the VTC centers</i>

***Train the Trainer Course for Instructors and Teachers in the VTC-Hotel and
Tourism Training Centers
Final
September 2006***

**VOCATIONAL TRAINING
CORPORATION**

**Instructor and Teacher
Development**

COURSE HANDBOOK

**Train the Trainer Course for
Instructors and Teachers in
the Vocational Training
Corporation – Hotel and
Tourism Training Centers**

CONTENTS

Introduction.....	1
The Role of Training in the Center	2
The Learning Process.....	5
Lesson Planning	9
The Importance of Questions in Training.....	11
The Structure for Practical Training	15
The 'Attention Section of Practical Training Session	19
The 'Breakdown' Section of a Practical	22
The 'Check' Section of a Practical	25
The Structure for Group Training	28
Visual Aids.....	42
Applying Skills in the Center.....	45
APPENDIX A Learning Styles and Implications for Learners and Trainers	51
APPENDIX B Learning Styles & The Implications for Learners & trainers.....	58
APPENDIX C The Structure for Group Training.....	61

ACRONYMS

ACOR	American Center for Oriental Research
ASEZA	Aqaba Special Economic Zone Authority
BDS	Business Development Services
BOD	Board of Directors
CBO	Community Based Organization
CoE	Centers of Excellence
DCA	Development Credit Authority
DoA	Department of Antiquities
GDA	Global Development Alliance
GOJ	Government of Jordan
JAU	Jordan Applied University
JHA	Jordan Hotel Association
JHTEC	Jordan Hospitality and Tourism Education Company
JITOA	Jordan Inbound Tour Operators Association
MBR	Market Based Representatives
M&E	Monitoring and Evaluation
MICE	Meetings, incentives, conferences and exhibitions
MFI	Microfinance Institution
MOE	Ministry of Education
MoTA	Ministry of Tourism and Antiquities
MSME	Medium and Small Micro Enterprises
NGO	Non-Governmental Organization
PNT	Petra National Trust
PSP	Private Sector Participation
RSCN	Royal Society for the Conservation of Nature
SAVE	Scientific, academic, volunteer and educational
SIU	Strategy Implementation Unit
SSC	Strategy Steering Committee
TA	Tourism Associations
TOT	Institutional of Trainers
TSA	Tourism Satellite Account
USAID	United States Agency for International Development

Introduction

Trainer Skills– Aim and Objectives

Aim

This program aims to provide participants with the necessary knowledge and techniques to enable them to incorporate group training and operational skills training into their Center.

Objectives

Upon completion of the program participants will be able to:

- ❑ Describe and practice the key elements of group training and operational skills training techniques.
- ❑ Prepare, deliver and check the effectiveness of a group training session and an operational skills training session.
- ❑ Apply the learning to the Center.

OUTLINE OF TRAINING SESSIONS

Training sessions will be undertaken from 10 - 4pm daily for 2 days. The outline sessions that will be delivered are presented in the table that follows:

Time	Day 1 AM	Day 1 PM	Day 2 AM	Day 2 PM
Session 1	<ul style="list-style-type: none">• Introduction• Role of training	<ul style="list-style-type: none">• Structure of Practical training (Part 1)• Practice session	<ul style="list-style-type: none">• Structure of group training (Part 1)	<ul style="list-style-type: none">• Presentation Exercise
Session 2	<ul style="list-style-type: none">• Learning process• Lesson planning	<ul style="list-style-type: none">• Structure of Practical training (Part 2)• Practice session	<ul style="list-style-type: none">• Structure of group training (Part 2)	<ul style="list-style-type: none">• Presentation Exercise
Session 3	<ul style="list-style-type: none">• Question techniques• Overview of Structure for Practical Training	<ul style="list-style-type: none">• Structure of Practical training (Part 3)• Practice session	<ul style="list-style-type: none">• Structure of group training (Part 3)• Presentation Exercise	<ul style="list-style-type: none">• Applying training in the Center• Review

SESSION 1

The Role of Training in the Center

THE ROLE OF TRAINING IN THE CENTER

The role of training in organisations today is critical for a number of reasons, some of which are listed below:

- As an aid to recruitment and retention
- To help motivate individuals and teams
- To assist in achieving the required operational performance
- To help individuals to achieve their full potential.

A Definition of Training

“Training is the passing on of the skills and/or knowledge, **through instruction**, in order for the learner to perform to the required standards” . “Training can help to develop people as individuals”.

Importance of Standards

Standards are of critical importance in the process of training as they set down the guidelines for effective training and the level of performance that the learner is required to demonstrate. As effective trainers therefore, it is critical that we build the required standards of performance into our training from the beginning rather than to try to implement standards after training.

Who Benefits from Training?

Everyone benefits from training, specifically in our business:

Management, Trainer, Trainee and Customer

The Benefits of Training

BENEFITS TO TRAINEE	BENEFITS TO MANAGEMENT	BENEFITS TO THE TRAINER
<ul style="list-style-type: none"> • Increases job satisfaction • Aids safety and hygiene • Raises trainee motivation and morale • Allows an employee to know what is expected of him/her • Allows an employee to reach experienced worker standard more quickly • Gives employee recognition of his/her ability 	<ul style="list-style-type: none"> • Increases profit • Raises standards of performance • Maximises use of resources • Reduces wastage • Reduces complaints • Increases cash turnover • Aids recruitment of staff • Lowers staff turnover. 	<ul style="list-style-type: none"> • Makes trainer's job easier if all staff are trained and working to standard • Trainer receives fewer complaints from management and customers • Trainer develops own skills in management • Trainer can plan more easily • Plus the same 'Benefits to Staff' and many of the 'Benefits to Management'

What trainee are likely to require training, what sort of training will be required and how will you train them?

All trainee are likely to require training. However, it is sometimes useful to separate out new trainee from existing trainee because the needs of new trainee may differ from those of existing trainee, and the methods needed to respond to each must be carefully considered. For example, new trainee may need to be made aware of the standards required in a particular establishment, while both new and existing trainee will need to be trained in the use of new equipment.

Trainee are likely to have training needs in a number of areas. It can be useful to separate training needs into three main types:

- Practical Training (task-based elements of a person's job, for example, how to set a table).
- Knowledge-based training (knowledge-based aspects of a person's job, for example, principles related to hygiene, health and safety requirements, etc.).
- Correcting mistakes (particularly for existing trainee who have already undergone training in a particular area but for whom a gap in performance has been identified, for example, adherence to all correct procedures related to preparing a VIP room).

As a result of these types of training we are likely to use one of the following methods to train our trainee:

- Practical - Practical Training Techniques (one-to-one)
- Knowledge-based/Theoretical – Group Training Techniques
- Correcting mistakes - Corrective Coaching.

SESSION 2

The Learning Process, Learning Styles and the Implications for Learners & Trainers

THE LEARNING PROCESS

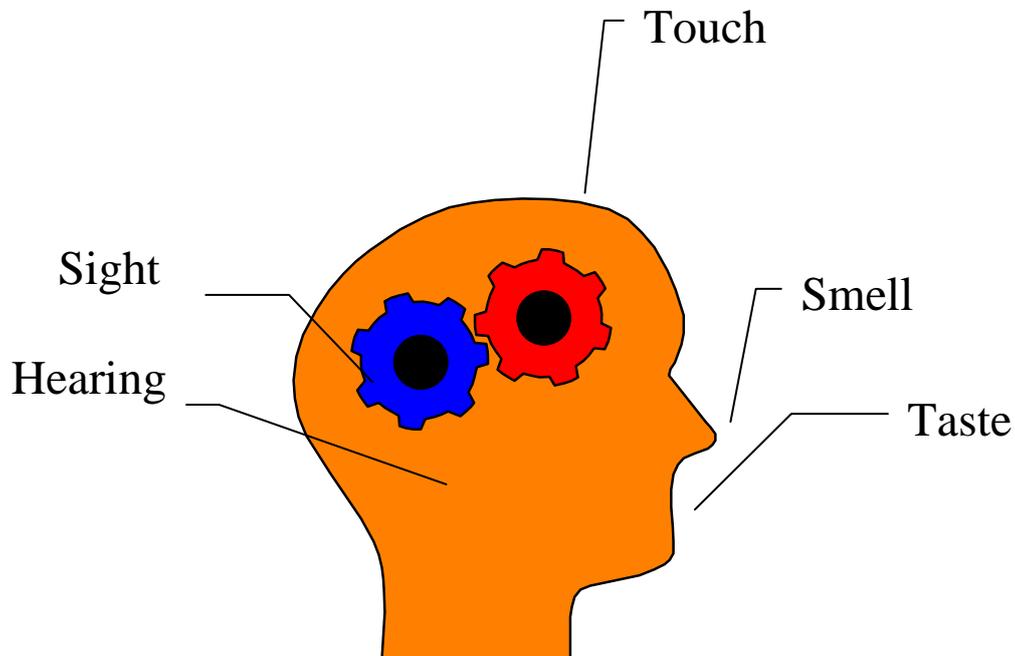
As persons responsible for training, why should we bother trying to understand the process of learning? What is its relevance to us as trainers?

The answer really is very simple:

The job of a trainer is to stimulate in trainees the desire to learn and to facilitate this learning. To do this, it is necessary to understand how and why people learn.

The Learning Process

Look back over your life and ask yourself how have you have learned anything? The answer is relatively straightforward: You have learned through one or more of your five senses, for example, through sight and hearing you learned how to read. Senses receive information and channel this to the brain:



Through the senses information is channelled to the brain. Then the brain makes sense of (interprets or translates) it and then it is stored in the memory. The senses contribute in varying degrees to learning depending upon what is being learned and the process used. Using the sense of touch is particularly important when learning a skill.

This is put very well in the Chinese proverb:

We learn something from what we hear

We learn more from what we see

We learn most from what we do

or "What I hear, I forget, What I do, I know".

Motivation to Learn

Have you ever asked yourself "why do I learn?". To learn something means making an effort, and none of us is, by nature, inclined to make an effort without reason. The short answer is that we all learn for one or other of these basic reasons:

- a. Because we expect a reward - better qualifications means better job satisfaction, or may mean more money.
- b. Because of fear - fear of being made to look stupid, perhaps fear of punishment
- c. Because we are curious - we are all, by nature, inquisitive.

Use of fear (b) is not recommended as fear can inhibit learning. Through knowing that people are inquisitive creatures, however, and that most people will make the effort to learn provided they can see it as something worthwhile, learning can be aided. **Ensuring as much as possible, therefore, that learners are motivated to learn, is part of a trainer's job.**

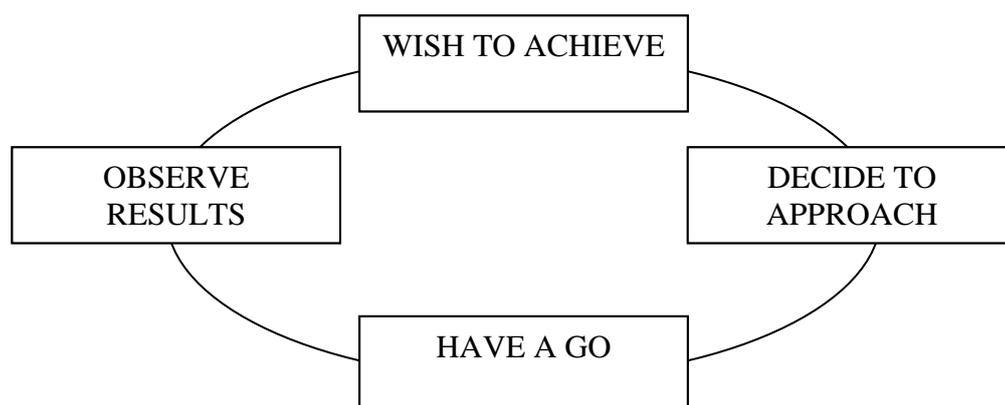
One of the most useful ways of ensuring that learners are motivated to learn is to involve trainees very quickly by asking questions and getting them to teach themselves! Get trainees doing something as quickly as possible - involve them in exercises, practices, etc. The more involved people are, the faster and more effective the learning. Remember the golden rule that enables you to judge whether or not learning a skill has taken place:

"People have learned a skill only when they can DO". You cannot see that someone has learned except when learners can DO!

The Learning Cycle

Knowing how and why people learn helps us to examine the pattern generally followed when a person learns something. This process is called the Learning Cycle.

THE LEARNING CYCLE



Wish to Achieve

An adult will only learn something if they **want** to, they may ask themselves "what is in this for me right now?"

Decide Approach

Adults will consider how to approach this learning. For example, in the case of learning to drive; Will I have to take lessons? From whom? How many days a week? etc.

Have a Go

Adults want to try it out. Rather than pretending to do something adults prefer to experience the “real thing” in every learning situation.

Observe Results

Adults want to know “how am I doing?” and “will I ever learn this?”

Trainers Role: The trainer can facilitate the learner’s learning by motivating, planning and feedback. The approach to training that you will be introduced to on this course draws on the principles of the Learning Process.

Aids to Learning

- Memory aids (called mnemonics). To help remember facts, e.g. INTRO – Interest/Involve, Need, Title/Tell, Range, Objective
- Associated Ideas
- Repetition
- Interest
- Visual Aid
- Story / Personal Experience
- Logical Order
- Mental Involvement (e.g. asking questions)
- Practical Involvement.

Barriers to Learning

- Distractions
- Environment
- Fear
- Fatigue
- Boredom
- Information overload
- Lack of preparation
- Poor attitude
- Lack of feedback from trainer.

SESSION 3

Lesson Planning

LESSON PLANNING

Importance of Lesson Plans in Training

- A lesson plan shows the various things that will happen during a training session (activities), in what order they will occur (structure) and how long they will take.
- It provides a road-map of how to get to where the trainer and learners want to go, and it provides an outline of the manner in which the journey will be undertaken and the time it is expected to take.
- Well-organised trainers capture their ideas and intentions in lesson plans – the lesson plan outlines how learners will achieve specified objectives within the time and conditions available.
- The purpose of a lesson plan is to guide the trainer in preparing what to do in the learning environment and to inform others, particularly learners, as to what will be covered in a particular training session.
- Lesson planning involves much more than making decisions about ‘what I'm going to teach today’. Many activities precede the process of designing and implementing a lesson plan.

Key Features of a Lesson Plan for Group Training & Practical Training

Session title:	State what the training session is about.
Duration :	Indicate the time allocated for each part of the session.
Purpose:	To outline why the learner(s) need to learn the particular knowledge or attitude(s) – This usually refers to some need in the establishment/business.
Preparation:	Resources needed (e.g. handouts) for training delivery.
Attention:	How the trainer is going to open the training session.
Breakdown:	How the trainer is going to deliver the group/operational skills training, step by step and with reference to stated standards/sub-headings.
Check:	How the trainer is going to assess what the learner has learned and how s/he is going to close the training session.

Assessment of what has been learned will relate to the objectives of the training and is likely to include response to questions asked or a practical exercise or a practical demonstration of the skills acquired. The job of systematic lesson planning is not complete until after the trainer has assessed the learner's attainment of the objective and, ideally, the effectiveness of the session. If desired, the resources needed for each part of the session may also be documented. The lesson plan should be flexible. Even trainers who develop highly structured and detailed plans rarely adhere to them in lock-step fashion. Such rigidity would probably hinder, rather than help. The elements of your lesson plan should be thought of as *guiding principles* to be applied as aids, but not blueprints, to instruction. Precise preparation must allow for flexible delivery. During actual sessions, the trainer needs to make adaptations and to add creativity to each lesson plan and training delivery.

SESSION 4

The Importance of Questions in Training

THE IMPORTANCE OF QUESTIONS IN TRAINING

Question technique is one of the most powerful tools a trainer can use. Carefully planned questioning by the trainer is an effective means of making the learner think, thereby helping him or her to learn, understand and remember.

Reasons for Asking Questions

- To recap previous learning
- To establish learners' previous knowledge
- To get learners involved/gain learners' interest
- To encourage learners to reason out their own answers
- To keep learners involved and to maintain interest
- To check pace and learning

When to Ask Questions

Questions should be asked throughout the training session. They *may* be asked in the Attention but must be asked in the Breakdown and Check:

Attention	To check previous knowledge To gauge ability To get learners involved and interested in the session
Breakdown	To get learners to reason out for themselves To build interaction To maintain interest To ensure key points are covered.
Check	To check key points To check understanding of session

Framing of Questions

As a trainer you should start by knowing the answer you require (i.e. the information you wish to transfer to the learner - your standards) and then frame a question which will get that response from the learner.

Questions should start with the words:

WHY? WHAT? WHERE? WHO? WHEN? HOW?

and should cover all the main points of the session.

Remember that learners may include those from different cultures, and those for whom English may or may not be their first language. It is particularly important in these contexts, and even where English does not pose a problem for learner(s), to be clear and

considerate in the use of spoken English, and to use clear questions that take account of participants' culture.

Questions to Avoid

- Leading questions (e.g. you do agree, don't you, that.....)
- Questions that allow the learner to give only yes/no answers (do you know what to do if your learner is in danger of hurting him/herself with the knife?)
- Vague and ambiguous questions (e.g. 'how many questions might you ask in a training session?')
- Very complicated questions, usually a number of questions in one and requiring more than one answer
- Questions that allow the learner to guess (e.g. 'would you use the large or the medium or the small knife for that task?').

Teaching or Testing Questions: What's the difference?

Whether a question is considered a teaching or a testing question depends on the point during the training session at which it is asked. In other words, the same question could be considered to be a teaching or a testing question, depending on when it is asked. A question is a teaching question if it is asked before the relevant information is given to the learner by the trainer, and the learner is encouraged to use information already received elsewhere to come up with the answer.

A question is considered to be a testing question if it is asked after relevant information has been given to the learner by the trainer.

- Teaching questions encourage the learner to reason alone and to establish information not already given by the trainer
- Testing questions examine the learner's memory of information given during the session, and also the understanding of that information
- Teaching questions should be posed during Development
- Only testing questions should be included in the Consolidation.

'Pose, Pause, Pounce'

Asking a question in a group training session involves three steps:

- Pose** the question
- Pause** to let participants think through the answer
- 'Pounce'** name one person to whom you want to direct the question

This technique helps listeners to focus on what is being said - therefore aiding learning.

Handling Answers

Correct answer Acknowledge the answer and use it to build and develop the next point.

Wrong answer Rephrase the question. Recap if necessary. If still wrong, give the answer and ask the question again in the Consolidation.

Partially right Identify the correct part and praise. Rephrase to get correct answer.

The trainer could also consider asking other participants to help out with wrong or partially correct answers, if appropriate.

Learner's Questions

Always allow learners to ask any relevant questions but encourage them to think through the answer. Their questions may highlight any gaps or misunderstandings that you then have a chance to clear up. If you do not know the answer it is best to admit it - say you will find out, if possible, and ask the learner to try to do so as well and discuss your joint findings.

SESSION 5

The Structure for Practical Training

INTRODUCTION TO AN APPROACH TO PRACTICAL TRAINING

A training session has three main parts. These are the:

ATTENTION SECTION

BREAKDOWN SECTION

CHECK SECTION

Attention Section

The attention section aims to get the learner's attention. It does this by telling the learner exactly what s/he is going to learn, doing something to get the learner involved and interested in the task that s/he is about to learn, and identifying the personal benefits that the learner is likely to acquire if the task is learned.

The memory aid or mnemonic 'TIP' is useful to remember the component elements of the attention section:

TIP

- Tell/Title:** What, precisely is the learner to learn?
Tell learners the **T**itle of what they are going to learn/what you are going to teach them.
- Involve/Interest:** How will the learners interest be gained?
Do or say something to **I**nvolve and focus their minds on the task.
- Personalise:** How will the learner benefit personally from learning the task?
Personalise the benefits to the learner.

These elements may come in any order but must come together at the beginning of the session.

Breakdown Section

The breakdown section involves breaking down the task that is to be learned into manageable steps.

- The task should be broken down into: **Key Steps**
- These Key Steps should be: **Demonstrated**
 Explained
 Questioned about in stages
- The Learner should then: **Practice the task in stages.**

Check Section

The check section allows the trainer to check that the learning has taken place. It is made up of a verbal check and a practical check, and it links forward to application of the skill or further training required.

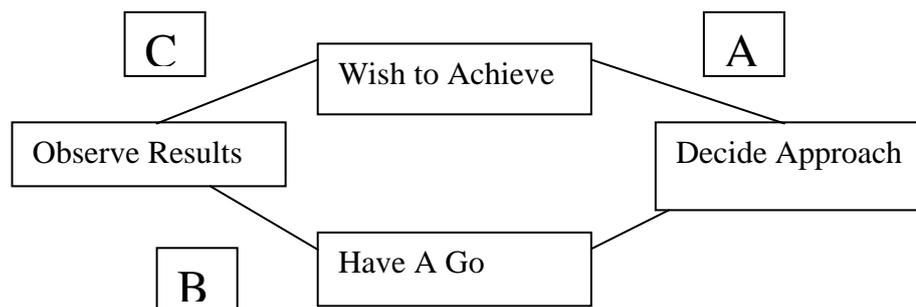
Verbal Check Ask the learner questions to check that they know what to do and that they understand what you have taught them. Ask the learner if they have any questions.

Practical Check Let the learner practise the whole task on their own. Don't get involved unless they are in danger or going very wrong. Do correct as required.

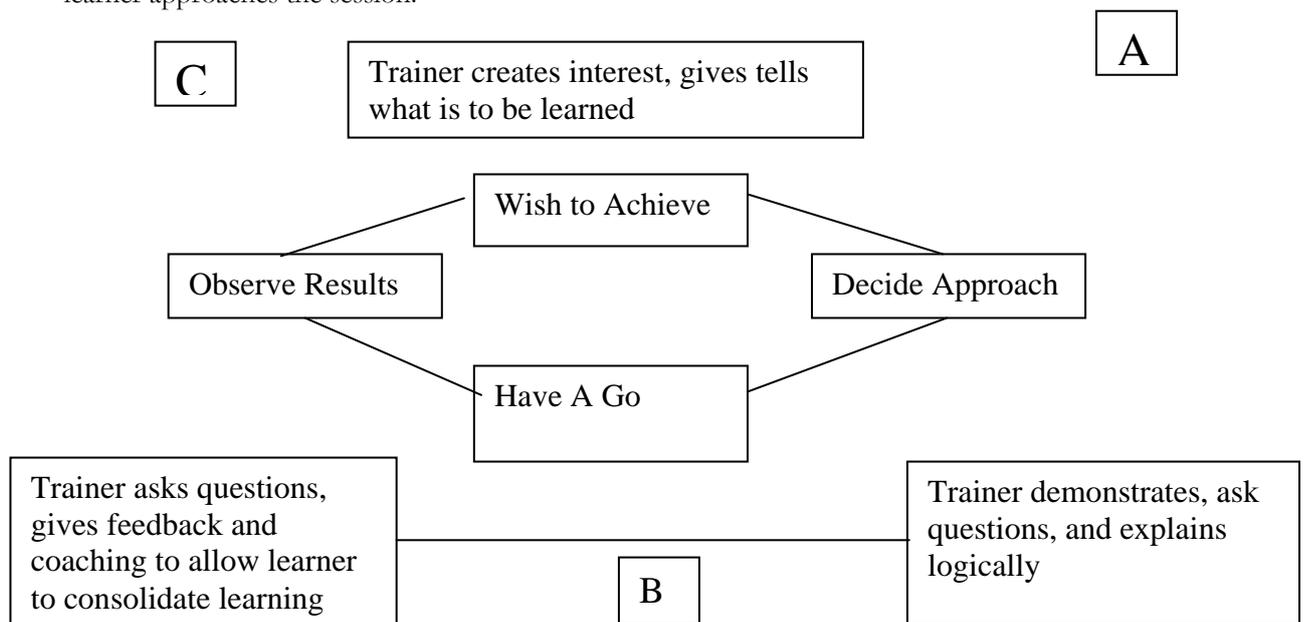
Link Forward: Feedback / Praise - any final questions?
Relate to the next piece of training or how the skill learned will be applied at work.

The Trainer's Role

As outlined in the session on learners people follow a pattern known as the Learning Cycle. It is for this reason that the training session is designed, to help them as they follow through the cycle. We can then match how the session is delivered to how the learner acts:



The trainer is helping the learner to make most use of the design by keeping in mind how the learner approaches the session.



INTRODUCTION TO AN APPROACH TO PRACTICAL TRAINING

Attention

Training Session: Trainer: Learner: Why do they need to learn? Preparation	<u>Equipment/methods required:</u>
ATTENTION Title/Tell Involve/Interest Personalise/ Personal Benefits	

Breakdown

STEP	STANDARD

Check

Verbal Check	
Any Questions?	
Practical Check	Learner practices whole task from start to finish unaided.
Link forward	

SESSION 6

The 'Attention' Section of Practical Training Session

THE 'ATTENTION' SECTION OF A PRACTICAL TRAINING SESSION

Before anyone is ready to learn, his or her mind must be prepared. It is up to the trainer to get the learner's attention, before any learning can take place.

Tell/Title

- Clearly define the subject of the session - tell the learner the title of what it is that s/he is about to learn. Give the title of the session and keep it concise and to the point. Knowing what they are about to learn, helps the learner focus more clearly.
- Emphasise standards.

Involve

Do or say something relevant to *involve the learner's mind on the task to be learned*. Get him/her interested and get him/her to think favourably about the task. This can be done in one or more ways:

- Show the end product
- Show a picture, diagram or model
- Invite a comparison between standard and substandard examples
- Tell of some historical or geographical background
- Recount a personal experience
- Ask questions
- Tell a story

Personalise/Personal Benefits

Convince the learner that there are **personal** benefits to be gained from learning the new skill. They will be more prepared to make the necessary effort if they see some gain for themselves. Adults particularly will only learn if they can see that there is something in it for them, i.e. that it is relevant to them in some way. Personal benefits may include:

- Safer/easier work
- Job satisfaction
- Enhanced team spirit
- More pride in the job
- Advancement/promotion
- Increased status
- Reward
- Recognition
- More confidence/professionalism/proficiency
- A skill that can be used at home.

Whatever you plan for your 'Title/Tell', 'Involve' and 'Personalise', they may appear in any order within your 'Attention' section.

THE 'ATTENTION' SECTION OF A PRACTICAL TRAINING SESSION

Example Session: Attention Individual Exercise

<p>Training session: Trainer: Learner:</p> <p>Why do they need to learn? Preparation:</p>	<p>.</p> <p><u>Equipment/methods required:</u></p>
<p>ATTENTION</p> <p>Title/ Tell</p> <p>Involve/Interest</p> <p>Personalise/Personal Benefits</p>	

SESSION 7

The 'Breakdown' Section of a Practical Training Session

THE 'BREAKDOWN' SECTION OF A PRACTICAL TRAINING SESSION

As already discussed in the Breakdown, the trainer must:

- **Demonstrate**
- **Explain**
- **Ask Questions**
- **and Allow learner to practice in Stages**

Although we may not realise it, we do many actions almost automatically because we are so used to doing them, like changing gear in a car. In order for the learner to achieve the standard, it is essential that the trainer gives the learner sufficient information and detail about the task. In order to do this, the task must be broken down into steps, identifying at each step the things that are relevant and important to the successful completion of the step, i.e. the standards.

When planning the 'Breakdown' section, the following must be considered:

- ▶ Break the task down into logical steps.
- ▶ Demonstrate all the steps. It may be easy to forget a step or regard it as obvious. Do distinguish between demonstrating and doing. To demonstrate you must draw the attention of your learner to the particular detail e.g. "Look at how I am holding the knife". It is not sufficient for you to hold the knife and assume that the learner appreciates all the important points of how you are holding the knife.
- ▶ Against each step list the points that are crucial to enable you to complete the task satisfactorily, i.e. the standards.
- ▶ Make use of as many of the senses as possible, they are usually what tells you that each step is up to the standard.
- ▶ Include information on safety, hygiene and legal requirements as appropriate.
- ▶ Ensure that the correct amount of information is given, i.e. enough to enable satisfactory completion of the task but not so much as to result in confusion.
- ▶ Information by way of explanations is important. When someone understands the why's or the reasons, the "how to" do a task becomes easier.

SESSION 8

The 'Check' Section of a Practical Training Session

THE 'CHECK' SECTION OF A PRACTICAL TRAINING SESSION

In the final part of the session the trainer must check that learning has taken place. So far the learner will have practised the task in stages. Now the trainer needs to check that the learner has understood the information and can complete the whole task unaided. Remember that a little time checking the learner's performance now may save you a lot of time correcting the learner later on. A successful Check also tells you that your training has been effective.

Verbal Check

First, you should ask the learner a series of planned questions. It is essential to do this before the learner is allowed to practise to clear up any misunderstandings and to give the learner the confidence to be successful in completing the task.

When planning your questions, you should consider the following points:

- ▶ Remember your Question Technique - ask well-worded questions.
- ▶ Keep to the key points of the session. Ask at least one question per key point taught.
- ▶ Do not introduce any new learning into the Check - this will only confuse your learner.
- ▶ Ask the questions in a logical sequence.
- ▶ Ask questions to check that the learner can both re-call the key points and that s/he understands them. As a guide, at least half of the questions asked should check the learner's understanding - these questions will usually start with 'Why?' and sometimes 'How?'. Other ways of checking understanding are to ask for other examples or to ask the question 'what would happen if ?'.
- ▶ Once you have asked your questions, ask the learner if they have any questions. There still may be something they are unsure of and would like clarified before they have a go at the task themselves.

Practical Check

- ▶ Now the learner can practise the task. Points for the trainer to consider are:
- ▶ Remove any equipment or materials that the learner can see, if your task can be easily copied (e.g. a table setting).
- ▶ Let the learner practise the whole task.
- ▶ Stand or sit back and let the learner get on with the task on their own - the learner should complete the task unaided.

- ▶ Keep quiet and do not interrupt unless they are putting themselves in danger or are going very wrong. If the error is small, you may decide to point it out at the end of the practice rather than interrupt their concentration.
- ▶ Praise the learner at the end if they have completed the task to your standard.
- ▶ Any mistakes must be mentioned on completion of the practical check - i.e. if the performance was not up to standard, coach the learner and if necessary let them practise the weak areas or the whole task again.

Closing the Session

Ask the learner again if they have any questions. There may be something they want clarified as a result of their practice. There may be some memory aid that will remind the learner in the work situation of what they have learned. Give this to the learner and discuss it.

Re-motivate the learner by giving them a 'link forward'. This may be:

- ▶ Telling them what the next piece of training will be.
- ▶ Explaining how the skills learned will be applied in their work situation.
- ▶ Explaining how their performance will be monitored in the work situation and what support they can receive.

SESSION 9

The Structure for Group Training

THE STRUCTURE FOR GROUP TRAINING

This session can be broken down further into a number of distinct components.

- 9.1. **Introduction to Group Training Delivery.** This session considers the initial aspects of a group training session. Issues such as preparation and structure of the group training session are dealt with here.
- 9.2. **The ‘Introduction’ phase of group training.** In this part of the session the trainer is provided with some advice on how to approach the start of a group training session.
- 9.3. **The “Development” phase of group training.** This element of session 9 considers the main part of the delivery of the group training session and highlights some of the key techniques that ensure that the transfer of learning is supported.
- 9.4. **The “Check” phase of group training.** The final element of session 9 relates to procedures that can be used to ensure that the training has been effective and the various strategies that can be employed to reinforce the learning.

THE STRUCTURE FOR GROUP TRAINING INTRODUCTION TO GROUP TRAINING DELIVERY

Preparing for Training

There are a number of different elements that are to a greater or lesser degree under your control as a trainer. These are the responsibility of the trainer and should be considered as part of your preparation. These include the training environment, yourself, your materials and your learners.

<u>Environment</u>	<u>Trainer</u>	<u>Material</u>	<u>Learners</u>
Location	Yourself	Available	Motivation
Time	Your language	Working	Ability
Distractions	Enthusiasm	Enough	Pre-program
Visibility	Knowledge	Correct	Preparation
Comfort	Humour	At the right level	
	Patience		

When we train, we need to prepare:

Ourselves	Do we need notes?
	Do we have enough time?
Our equipment and materials	Is it all there and in good working order?
	Is there sufficient equipment and material?
Our training area	Are we free from interruptions?
Our learner	Have arrangements been made to have their work duties fulfilled in their absence?
	Is this the right time for them? (e.g. not during their lunch-break)

THE STRUCTURE FOR GROUP TRAINING

INTRODUCTION TO GROUP TRAINING DELIVERY

The Structure of a Group Training Session

A group training session has three main sections, i.e.

INTRODUCTION

DEVELOPMENT

CONSOLIDATION

Introduction

The memory aid (mnemonic), 'INTRO' is useful to remember the component elements of the Introduction. The trainer must:

INTRO:

<u>I</u>nterest/Involve:	Do or say something to involve and focus the learners' mind on the subject.
<u>N</u>eeds/Personal Benefits:	Personalise the benefits (identify the personal benefits) to the learners.
<u>T</u>itle:	Tell learners what you are going to teach them.
<u>R</u>ange:	Give the learners an overview of what they are going to learn and how you will deliver the session.
<u>O</u>bjectives:	Explain what the learners will be able to do as a result of the session.

These elements may come in any order but they must come together *at the beginning of the session.*

Development

This is the main part of the training session and is where most of the learning takes place. The Development phase involves breaking down the learning into manageable units.

The material and information should be broken down into:

KEY POINTS

These Key Points should be:

Explained
Step-by-step/in logical order
Questioned about
Grouped together into
stages/manageable units of learning.

Not only are we trying to train learners but we are also trying to ensure that, as a result, they are aware of the standards required in your establishment. Standards should be built into each key point. Key points should be emphasised through the use of visual aids.

Consolidation

The Consolidation phase allows the trainer to check that learning has taken place.

It involves asking the learner questions, to check that they remember and understand the information presented, and it links forward to applying this to the Center or further training required.

THE STRUCTURE FOR GROUP TRAINING

THE 'INTRODUCTION' PHASE OF GROUP TRAINING

The Introduction Phase

It would be a waste of time to try to teach learners anything before you are sure that their minds are receptive and prepared for learning. A training session can be effective only if it is properly introduced - the first part of the session is called the Introduction.

1. **INVOLVE** the learners' minds or gain the **INTEREST** of the learners by:
 - Showing a picture, model, diagram or visual aid
 - Asking questions
 - Recounting a personal experience
 - Relating something topical
 - Producing interesting background information
 - Telling a humorous story
in a way that is relevant to the session and to the learners.
2. Make clear to the learners their **NEED** for, or the **PERSONAL BENEFITS** to be gained from, the piece of training, for example:
 - How it will help them in their job or exams
 - How it can lead to their increased pay, status or professionalism
 - How it can ensure their safety, etc.
3. Give the learners a clear and precise **TITLE** for the session – this provides a 'hook' on which the remainder of the information may hang.
4. Outline the **RANGE** of the session, that is
 - A thumbnail sketch of what will be covered [and what perhaps will be left out]
 - What the learners' degree of involvement will be
 - How long will the training session last?
 - What handouts, etc. will be given out and when?
5. State the **OBJECTIVE** of the session by telling the learners exactly what they will be able to do at the end of the session.

These five elements of the Introduction can be remembered by the mnemonic:
INTRO

INTEREST NEED TITLE RANGE OBJECTIVE

Training Objectives

There is a saying:

"If you don't know where you're going, you won't get there; but if, by chance, you do - you won't know you're there. "

In order to avoid this being true of either the trainer or the learners in a training session, the trainer **must** state a clear, realistic and measurable **OBJECTIVE**.

An objective therefore is a statement of the goal to be achieved *by the learners* at the end of the training session, in terms of recall and understanding.

Training objectives can be useful in several ways:

- to assist in planning the training session
- to help the trainer eliminate irrelevant information
- to focus the attention of the learners
- so that both the trainer and the learners know where they are going
- to test the recall and understanding of the learners.

Rules for Writing Training Objectives

An objective should be phrased in a positive way and should begin with

"At the end of the session you (i.e. the learner) will be able to..."

The objective should then go on to state the **PERFORMANCE** or behaviour of the learner when demonstrating their improved ability and understanding. This statement of performance should be made measurable by using performance words.

Measurable Performance Words include the following:

- List, Construct, Write
- Describe, Explain, Identify
- Demonstrate, State, Prepare.

Non - Measurable performance words include the following:

- Know
- Understand
- Appreciate
- Grasp the meaning of.

THE STRUCTURE FOR GROUP TRAINING
THE 'INTRODUCTION' PHASE OF GROUP TRAINING

KEY WORDS	INFORMATION	TRAINER NOTES
<u>I</u> nterest <u>N</u> eed <u>T</u> itle <u>R</u> ange <u>O</u> bjectives		

THE STRUCTURE FOR GROUP TRAINING

THE 'INTRODUCTION' PHASE OF GROUP TRAINING

Objectives Exercise

Below is a list of objectives:

Put a cross beside the ones you consider to be unclear or un-measurable objectives.

- 1. During this session the trainer will cover the main factors affecting profitability.
- 2. At the end of this session you will be able to appreciate the importance of hygiene.
- 3. At the end of the session, you will be able to explain how the beer dispense equipment works
- 4. At the end of the session, you will have been given a thorough explanation of the fire regulations.
- 5. At the end of the session, you will be able to list the appropriate accompaniments to the roast dishes served in this restaurant.
- 6. At the end of the session you will be able to complete an entry into the goods received notebook.

THE STRUCTURE FOR GROUP TRAINING

THE 'DEVELOPMENT' PHASE OF GROUP TRAINING

The Development phase of a group training session cannot be planned until clear and precise objectives have been written. The Development phase is based on the training session objectives, not vice versa.

What Information Needs to be Included?

In order to achieve your objectives you will need to examine your subject. If you do not prepare exactly what information will be presented, and when and how, the material may be confusing for learners, there may be too much for them to take in, and you may miss out on key points.

In order to maximise learners' chances of understanding and learning the material presented, therefore, the trainer must analyse the topic and break it down to key areas. From this the trainer can *prioritise the information in terms of importance towards meeting objectives* and extract what s/he *must, should and could* include in the training session.

'MUSTS'	Vital information - the facts - that must be given to ensure that the objectives will be reached.
'SHOULD'S'	Important information that should be given to help the learners to understand the 'musts' (the explanation or the 'why?').
'COULDS'	Information, though not vital to achieving objectives, that is useful in enhancing the session, including, for example, giving examples. It must be relevant and not allow the trainer or learners to be side-tracked.

The trainer will also want the learners to know about *the standards* (e.g. related to the subject) in operation in the establishment.

For example:

A session on Menu Planning has the following objectives:

At the end of this session you will be able to:

- State what factors need to be taken into consideration when planning a menu.
- Plan a three-course menu appropriate for your unit to comply with the company's Healthy Eating Policy.

THE STRUCTURE FOR GROUP TRAINING

THE 'DEVELOPMENT' PHASE OF GROUP TRAINING

The training session should be completed within 15 minutes.

This session might include the following 'musts', 'shoulds' and 'coulds':

'MUSTS' Principles of menu planning
Company healthy eating policy

'SHOULD' Nutritional content of foods
Achieving a balanced menu

'COULDS' Effects of eating a poor diet
Other types of menus.

Having analysed the information you are intending to use, you may find that there is too much to include in one training session. You must, however, ensure that learners are given all the information they need in order to reach the objectives set for them.

Note that training was defined earlier as the passing on of skills and knowledge. If you are trying to show someone how to stop a car in a hurry you will find that doing so is automatic to an experienced driver, but there is a lot involved if you want to explain to someone unfamiliar with it. The same principle applies to knowledge-based group training. The trainer may be very familiar with a particular topic, but in many cases it will be totally new to the learners.

HOW IS THIS INFORMATION PRESENTED AND THE TRANSFER OF LEARNING SUPPORTED?

Logical Order

Now that we know what information we want to include, we must present it in logical order.

Stages or Sub-Headings

Once we have decided which information we want to include and in what order, then we can group the information into manageable chunks of learning or *stages*, indicated in the group training material with sub-headings.

If you present each point of information and then ask learners about it immediately, there may be too little learning. If you present all the information first and then ask questions, however, there may be too much information and learners will be uninvolved for long periods.

THE STRUCTURE FOR GROUP TRAINING

THE 'DEVELOPMENT' PHASE OF GROUP TRAINING

To find a balance between the above two situations, we group the information into stages, where a stage is a combination of points of information that together form a manageable chunk of learning after which the learner can become involved (e.g. be asking or being asked questions). Have clearly defined stages/sub-headings and don't overload the learners.

When planning your session, think about the learners:

- Avoid jargon wherever possible, but if it is necessary then explain it
- Don't use complex words where a simpler one is available
- Begin with the simple and work towards the complex
- Start off with information that is known to the learners - build confidence
- Use humour or gravity to make a point but beware of too much becoming a distraction.

Note that '**explanation**' involves telling learners *HOW* to do something as well as indicating *WHY* it is done and/or done in a particular way.

Explanation is particularly important in training as it helps to ensure that learners *understand* (i.e. are not just recalling facts or information given to them).

Visual Aids

- Use to emphasise the 'musts'.
(See also session on Visual Aids.)

Questions

- Involve the group through questions to help the learners reason for themselves.
(See also session on Question Technique).

Group Involvement

- Primarily through questions
- Good eye contact.
- Ask questions from each individual as opposed to the same individual
- Build on the learners responses
- Sensitive reaction to incorrect responses
- Trainers tone of voice
- Good listening skills
- Correct 'dealing of difficult situations'

THE STRUCTURE FOR GROUP TRAINING
THE 'DEVELOPMENT' PHASE OF GROUP TRAINING

Development Phase

KEY WORDS	INFORMATION	TUTOR NOTES

THE STRUCTURE FOR GROUP TRAINING

THE 'CONSOLIDATION' PHASE OF GROUP TRAINING

Just because we have completed planning our Development phase that does not mean that we can consider ourselves to be fully prepared. To be effective as trainers we need to ensure that our training has been effective.

We must find out at the end of the session whether the stated objectives have been achieved. Furthermore, we can use the Consolidation session to reinforce learning.

How Will You Test Your Learners' Learning?

Your 'test' must relate to your session objectives – i.e. learners' performance should link to session objectives – learners should, at the end of the session, be able to do what was outlined in the objectives at the beginning of the session.

You may test your group by means of:

- Testing (not teaching) Questions
- Testing (not teaching) Questionnaires
- Quiz
- Practical Exercise
- Role Play.

Some of these may be more appropriate, practical or feasible than others, in some Center group training sessions.

Testing Understanding

It is important also that understanding of the session content is tested in relation to the session objectives. A quick way to see if any understanding is being tested is to see if any of your Consolidation questions begin with **WHY?** However, it may be that this type of wording may still only test recall. Try to build in questions that are asked in a reverse way to help with this. For example you could ask 'What would happen if we didn't.....?' It is particularly important to ensure that learners understand the material and information presented, rather than just recalling it.

Closing the Session

To close the session, praise the group for the work they have done. Ask participants if they have any questions, and tell them what the next stage of their training or learning will be. This will help to create the desire to learn for the next session, particularly if it can be shown to relate to 'need/personal benefits' to be gained.

THE STRUCTURE FOR GROUP TRAINING
THE 'CONSOLIDATION' PHASE OF GROUP TRAINING

Consolidation Phase

Consolidation Questions

SESSION 10

Visual Aids

VISUAL AIDS

The senses are channels by which information is supplied to the brain.

Often a diagram, picture, etc. will be clearer to understand than a purely verbal description as well as being more interesting. Good visual aids will therefore visually increase learning effectiveness. Not only do they add interest to a session, however, but they also facilitate listening and remembering. In order that they achieve the purpose for which they are intended, there are several principles to which they should adhere:

Principles

Visual aids should:

- be capable of being seen by all
- support, not contradict, what is being said
- be interesting but not distract from the presentation
- be clear in meaning, well laid out, accurate, concise and legible
- emphasise the most important or key points in the presentation
- have a heading .

Two more commonly used visual aids are the Flipchart and the Overhead Projector.

Flipchart

Advantages

Easily portable
Quick to set-up
Inexpensive
Responsive to participants' ideas and opinions

Disadvantages

Limited space
Handwriting may be a problem
Trainer may turn away from group/'talk to' flipchart
Dramatic effect can be limited/one-dimensional

Handy tips for using a Flipchart:

- Check that you have enough paper for the amount of writing you intend to do
- Check that it is positioned where all the group can see it
- Check that you have pens and that they work
- Write legibly i.e. large, clear handwriting
- Use headings and sub-headings as appropriate
- Take your time whilst writing
- Plan in advance what you are going to write
- When not needed as visual support turn to a blank sheet
- Watch your spelling.

VISUAL AIDS

Overhead Projector (OHP)

Advantages

Trainer can face the group
Potential for good impact with use of colour, good images, etc.
Clean and quick
Can easily be prepared in advance
Can be used time and time again and/or adapted easily

Disadvantages

Requirement for electricity
Requirement for screen
Less flexible during training (when pre-written)
Water-soluble pens may smudge

Handy tips for using an OHP:

- Check focus and position before starting
- Check that there are no spelling mistakes
- Allow plenty of time for the slide to be read
- Use masking to reveal information gradually
- Switch off when changing slides and when not required
- Make sure you have spare bulbs and you know how to use them
- Keep slides in exact sequence
- Check that everyone can see.

Other Resources

Remember that other resources such as newspaper clippings, sample products, technology (including data projection) and humour (used sparingly and carefully) can be used to enhance learning. It is useful to be constantly looking out for everyday resources and events to incorporate into training, but make sure that these are meaningful, relevant, etc. and therefore will support, rather than confuse, learning.

Computer and data-projection (Powerpoint) has become increasingly available and is a very versatile visual aid. However, there are drawbacks to consider; capital costs can be high and presentations require considerable advance preparation. Furthermore these kind of resources can dictate a very linear sequence whereas a training session may need to be more flexible.

SESSION 11

Applying Skills in the Center

APPLYING SKILLS IN THE CENTER

Some of the mistakes that trainers make when a performance gap has been identified in the Center, include focusing only on faults, jumping to conclusions and not getting all the facts. It is important, however, to identify strengths as well as weaknesses on **an ongoing basis**, and to give constructive feedback and address weaknesses.

Performance should be compared to **standards** set down – this assumes that standards have been set and are understood and agreed with trainees.

It is important also to **achieve consistent standards** over a period of time – customers are looking for a consistent standard of product and service, therefore trainees must achieve consistent standards of work, safety, etc.

The reasons for gaps or drop in performance include:

- Staffing levels
- Motivation/attitudes – staff, supervisor/manager
- Volume of work
- Insufficient or no training.

Feedback

How can people change and improve if they don't know what they need to change? Unless they get feedback how do they know what they do well so that they can continue doing it?

When receiving feedback people can feel:

- Angry
- Resentful
- Embarrassed
- Empowered.

Characteristics of unhelpful feedback include the following:

- Using judgmental statements ('You are....', 'That was.....')
- Using generalisations
- Saved up and 'dumped' on the person at a later stage
- It focuses on 'shoulds'
- It is imposed (and gets compliance rather than commitment)
- It refers to things over which the recipient has no control
- It asks rhetorical questions (trying to trap or 'catch out' the recipient).

Characteristics of helpful feedback include the following:

- It describes the behaviour that led to the feedback ('You did....', 'You said....')
- It is specific and direct
- It specifies the consequences of the behaviour

- It is given as soon as possible after the behaviour
- It is direct from the giver to the receiver
- It is checked by the giver to ensure that the meaning is clear to the receiver (asking the receiver to re-phrase)
- It refers to something about which the receiver can do something
- It affirms the receiver's strengths and acknowledges what has been done well
- It is respectful and takes into account the needs of both the giver and the receiver – it is not one-sided.

Dealing with Difficult Training Situations/Learners

Some of the main problems trainers encounter include the following:

1. **Lack of motivation to learn.**
2. **Learner** wanders around and off the subject and uses irrelevant examples or analogies.
3. **Shyness or silence** - lack of participation.
4. **Talkativeness** - knowing everything, manipulation, chronic whining.
5. Trying to shoot you down or **trip you up**.
6. **Heckling/arguing** - disagreeing with everything you say; making personal attacks.
7. **Overt hostility/resistance** - angry, belligerent, combative behaviour.
8. **Griping** – may be legitimate complaining.
9. **Side conversations** - whether related to the subject or personal; distracts group.

Some ways of dealing with difficult situations/learners:

1. **Lack of motivation to learn:**

Unfortunately, there is no single magical formula for motivating learners. Many factors affect a given learner's motivation to work and to learn i.e. interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. Of course, not all learners are motivated by the same values, needs, desires, or wants.

To encourage learners to become self-motivated independent learners, however, trainers can do the following:

- ▶ Give frequent, early, positive feedback that supports learners' beliefs that they can do well.
- ▶ Ensure opportunities for learners' success by assigning tasks that are neither too easy nor too difficult.
- ▶ Help learners find personal meaning and value in the material
- ▶ Create an atmosphere that is open and positive.

Good everyday training practices can do more to counter learner apathy than special efforts to attack motivation directly. Most learners respond positively to a well-organised training session given by an enthusiastic trainer who has a genuine interest in people and what they learn. Thus activities the trainer undertakes to promote learning will also enhance the learners' motivation.

APPLYING SKILLS IN THE CENTER

The following eight characteristics have been identified as major contributors to learner motivation:

- ▶ Trainer's enthusiasm
- ▶ Relevance of the material
- ▶ Organisation of the training
- ▶ Material at an appropriate level of difficulty
- ▶ Active involvement of learners
- ▶ Variety
- ▶ Rapport between trainer and learners
- ▶ Use of appropriate, concrete, and understandable examples

Another way of saying this is to point out that an effective trainer:

- ▶ is prepared
- ▶ obtains information about the learners, their performance, styles and preferences in advance
- ▶ manages the learning environment sensibly
- ▶ displays effective communication and presentation skills
- ▶ uses questioning skills and techniques effectively
- ▶ responds properly to learners' needs for clarification or feedback
- ▶ provides positive reinforcement and motivational incentives
- ▶ evaluates learner performance
- ▶ reports and acts upon evaluation information

2. Learner wanders around and off the subject and uses irrelevant examples or analogies:

- ▶ Refocus attention by restating relevant point
- ▶ Direct questions to group that is back on the subject
- ▶ Ask how topic relates to current topic being discussed
- ▶ Use visual aids, begin to write on board, turn on overhead projector
- ▶ Say: 'Would you summarise your main point please?' or 'Are you asking...?'

3. Shyness or silence - lack of participation:

Part of the reason for lack of participation may simply be that the learner does not hear or understand the language (e.g. a learner with a hearing impairment or a learner for whom English is not his or her first language), or the learner may simply not understand the meaning of what is being said.

- ▶ Change from group discussion to individual written exercises
- ▶ Give strong positive reinforcement (praise) for any contribution

- ▶ Involve by directly asking him/her a question
- ▶ Make eye contact

As you will see in the following session 'Equality Awareness for Trainers', in situations that involve learners from different cultures (and for whom English may or may not be their first language) it is particularly important to provide:

- ▶ Clear and considerate use of spoken English
- ▶ Effective visual projections and support material
- ▶ Good discussion/facilitation skills
- ▶ Exercises that are clear and that take account of participants' culture
- ▶ Individual attention.

4. Talkativeness - knowing everything, manipulation, chronic whining:

- ▶ Acknowledge comments made
- ▶ Give limited time to express viewpoint or feelings, and then move on
- ▶ Make eye contact with another participant and move toward that person
- ▶ Give the person individual attention
- ▶ Say: 'That's an interesting point. Now let's see what other people think?'

5. Trying to shoot you down or trip you up:

- ▶ Admit that you do not know the answer and redirect the question to the group or the individual who asked it
- ▶ Acknowledge that this is a joint learning experience
- ▶ Ignore the behaviour.

6. Heckling/arguing - disagreeing with everything you say; making personal attacks:

- ▶ Redirect question to group or supportive individuals
- ▶ Acknowledge positive points
- ▶ Say: 'I appreciate your comments, but I'd like to hear from others', or 'It looks like we disagree'.

7. Overt hostility/resistance - angry, belligerent, combative behaviour:

- ▶ Remain calm and polite.
- ▶ Don't disagree, but build on or around what has been said
- ▶ Allow individual to solve the problem being addressed. He or she may not be able to offer solutions and will sometimes undermine his or her own position.
- ▶ Ignore behaviour
- ▶ Talk to him or her privately

- ▶ As a last resort, privately ask the individual to leave the session for the good of the group.

8. Gripping – may be legitimate complaining:

- ▶ Point out that we can't change policy here
- ▶ Validate his/her point
- ▶ Indicate you'll discuss the problem with the participant privately
- ▶ Indicate time pressure.

9. Side conversations - may be related to subject or personal; distracts group:

- ▶ Don't embarrass talkers
- ▶ Ask their opinion on topic being discussed
- ▶ Ask talkers if they would like to share their ideas
- ▶ Casually move toward those talking
- ▶ Make eye contact with them
- ▶ Comment on the group (but don't look at them 'one-at-a-time')
- ▶ Standing near the talkers, ask a nearby learner a question so that the new discussion is near the talkers
- ▶ As a last resort, stop and wait.

APPENDIX A Learning Styles and Implications for Learners and Trainers

APPENDIX A

LEARNING STYLES AND IMPLICATIONS FOR LEARNERS AND TRAINERS

Much has been written on the topic of learning styles. Despite that some authors would suggest that there are only two styles:

Thinkers (Reflectors & Theorists) and . Doers (Activists & Pragmatist)

These two styles are often associated with the left brain (Thinkers) and the right brain (Doers).

It would be unrealistic to undertake each piece of group training four different ways to correspond with the four main learning styles. Similarly a learner, having determined his/her learning style, may (incorrectly) assume they are incapable of learning in any other but their preferred style.

The solutions to these dilemmas are that the trainer need only be aware of the different styles, help learners become aware of the different styles and encourage learners to use as wide a variety of styles as possible.

LEARNING STYLES QUESTIONNAIRE IMPLICATIONS FOR LEARNERS AND TRAINERS

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.

There is no time limit to this questionnaire. It will probably take you 20-25 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it (✓). If you disagree more than you agree put a cross by it (x). Be sure to mark each item with either a tick or cross.

- 1. I have strong beliefs about what is right and wrong, good and bad.
- 2. I often act without considering the possible consequences.
- 3. I tend to solve problems using a step-by-step approach.
- 4. I believe that formal procedures and policies restrict people.
- 5. I have a reputation for saying what I think, simply and directly.
- 6. I often find that actions based on feelings are as sound as those based on careful thought and analysis.
- 7. I like the sort of work where I have time for thorough preparation and implementation.
- 8. I regularly question people about their basic assumptions.
- 9. What matters most is whether something works in practice.
- 10. I actively seek out new experiences.
- 11. When I hear about a new idea or approach I immediately start working out how to apply it in practice.

- 12. I am keen on self discipline such as watching my diet, taking regular exercise sticking to a fixed routine, etc.
- 13. I take pride in doing a thorough job.
- 14. I get on best with logical, analytical people and less well with spontaneous, 'irrational' people.
- 15. I take care over the interpretation of data (information) available to me and avoid jumping to conclusions.
- 16. I like to reach a decision carefully after weighing up many alternatives.
- 17. I'm attracted more to novel, unusual ideas than to practical ones.
- 18. I don't like disorganised things and prefer to fit things into a coherent pattern.
- 19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
- 20. I like to relate my actions to a general principle.
- 21. In discussions I like to get straight to the point.
- 22. I tend to have distant, rather formal relationships with people at work.
- 23. I thrive on the challenge of tackling something new and different.
- 24. I enjoy fun-loving, spontaneous people.
- 25. I pay meticulous attention to detail before coming to a conclusion.
- 26. I find it difficult to produce ideas on impulse.
- 27. I believe in coming to the point immediately.
- 28. I am careful not to jump to conclusions too quickly.

- 29. I prefer to have as many sources as possible - the more data (information) to think over the better.
- 30. Flippant people who don't take things seriously enough usually irritate me.
- 31. I listen to other people's point of view before putting my own forward.
- 32. I tend to be open about how I'm feeling.
- 33. In discussions I enjoy watching the manoeuvrings of the other participants.
- 34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
- 35. I tend to be attracted to techniques such as network analysis, flow charts, branching programs, contingency planning, etc
- 36. It worries me if I have to rush out a piece of work to meet a tight deadline.
- 37. I tend to judge people's ideas on their practical merits.
- 38. Quiet, thoughtful people tend to make me feel uneasy.
- 39. I often get irritated by people who want to rush things.
- 40. It is more important to enjoy the present moment than to think about the past or future.
- 41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
- 42. I tend to be a perfectionist.
- 43. In discussions I usually produce lots of spontaneous ideas.
- 44. In meetings I put forward practical, realistic ideas.
- 45. More often than not, rules are there to be broken.

- 46. I prefer to stand back from a situation and consider all the perspectives.
- 47. I can often see inconsistencies and weaknesses in other people's arguments.
- 48. On balance I talk more than I listen.
- 49. I can often see better, more practical ways to get things done.
- 50. I think written reports should be short and to the point.
- 51. I believe that rational, logical thinking should win the day.
- 52. I tend to discuss specific things with people rather than engaging in social discussion.
- 53. I like people who approach things realistically rather than theoretically.
- 54. In discussions I get impatient with irrelevancies and digressions.
- 55. If I have a report to write I tend to produce lots of drafts before settling on the final version.
- 56. I am keen to try things out to see if they work in practice.
- 57. I am keen to reach answers via a logical approach.
- 58. I enjoy being the one that talks a lot.
- 59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.
- 60. I like to ponder many alternatives before making up my mind.
- 61. In discussions with people I often find I am the most dispassionate and objective.
- 62. In discussions I'm more likely to adopt a 'low profile' than to take the lead and do most of the talking.
- 63. I like to be able to relate current actions to a longer-term bigger picture.

- 64. When things go wrong I am happy to shrug it off and 'put it down to experience'.
- 65. I tend to reject wild, spontaneous ideas as being impractical.
- 66. It's best to think carefully before taking action.
- 67. On balance I do the listening rather than the talking.
- 68. I tend to be tough on people who find it difficult to adopt a logical approach.
- 69. Most times I believe the end justifies the means.
- 70. I don't mind hurting people's feelings so long as the job gets done.
- 71. I find the formality of having specific objectives and plans stifling.
- 72. I am usually the one who puts fun into the party
- 73. I do whatever is necessary to get the job done
- 74. I quickly get bored with detailed work
- 75. I am keen on exploring theory about things or events
- 76. I am always interested to find out what people think
- 77. I like meetings to be run according to an agenda
- 78. I steer clear of subjective topics
- 79. I enjoy the drama and excitement of a crisis situation
- 80. People often find me insensitive to their feelings.

APPENDIX B LEARNING STYLES AND THE IMPLICATIONS FOR LEARNERS AND TRAINERS

APPENDIX B

LEARNING STYLES AND THE IMPLICATIONS FOR LEARNERS AND TRAINERS

LEARNING STYLES QUESTIONNAIRE- SCORING

You score one point for each item you ticked (✓). There are no points for items you crossed (x).

Simply indicate on the lists on the below which items ticked.

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
Activist	Reflector	Theorist	Pragmatist

APPENDIX B

INTRODUCTION TO AN APPROACH TO PRACTICAL TRAINING

Name:

Task:

	First Practice				Second Practice			
	0	1	2	3	0	1	2	3
1. Structure								
Attention								
Tell/Title	<input type="checkbox"/>							
Involve/Interest	<input type="checkbox"/>							
Personal Benefits(s)	<input type="checkbox"/>							
Breakdown								
Demonstration	<input type="checkbox"/>							
Explanation	<input type="checkbox"/>							
Question Mental Involvement	<input type="checkbox"/>							
Practice Practical Involvement	<input type="checkbox"/>							
Staging Units of Learning	<input type="checkbox"/>							
Logic	<input type="checkbox"/>							
Check								
Verbal Check	<input type="checkbox"/>							
Practical Check	<input type="checkbox"/>							
Question Mental Involvement	<input type="checkbox"/>							
Practice Practical Involvement	<input type="checkbox"/>							
Staging Units of Learning	<input type="checkbox"/>							
Logic	<input type="checkbox"/>							
2. Trainer Techniques								
Question Wording	<input type="checkbox"/>							
Session Structure	<input type="checkbox"/>							
3. Interaction								
Pace	<input type="checkbox"/>							
T's Feedback	<input type="checkbox"/>							
4. Understanding								
T's Understanding	<input type="checkbox"/>							
5. Preparation								
Preparation	<input type="checkbox"/>							

Result

Pass

Re-Assessment

Assessor Name:

APPENDIX C The Structure for Group Training
Introduction to Group Training Delivery
Group Training Assessment Sheet

APPENDIX C

THE STRUCTURE FOR GROUP TRAINING INTRODUCTION TO GROUP TRAINING DELIVERY GROUP TRAINING ASSESSMENT SHEET

Name:

Task:

	First Practice				Second Practice			
	0	1	2	3	0	1	2	3
6. Structure								
Attention								
Tell/Title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involve/Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Benefits(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breakdown								
Demonstration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question Mental Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice Practical Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staging Units of Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check								
Verbal Check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical Check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question Mental Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice Practical Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staging Units of Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Trainer Techniques								
Question Wording	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Session Structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Interaction								
Pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T's Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Understanding								
T's Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Preparation								
Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Result	<input type="checkbox"/> Pass				<input type="checkbox"/> Re-Assessment			
Assessor								