

Romanian Family Health Initiative

A Comprehensive Reproductive Health Curriculum

Training of Trainers for Family Planning



USAID
DIN PARTEA POPORULUI AMERICAN



SECS

TRAINING OF TRAINERS WORKSHOP FOR MASTER TRAINERS

National Center for Postgraduate Training of Physicians, Pharmacists, Other Post-graduate Personnel and Medical Assistants
in collaboration with Romanian Family Health Initiative/John Snow, Inc. and UNFPA

Bucharest 1-5 October 2002

Tuesday, 1/10	Wednesday, 2/10	Thursday, 3/10	Friday, 4/10	Saturday, 5/10
9:00-10:45 Introduction to Training	9:00-9:15 Where Are We? 9:15-10:30 Group Dynamics	9:00-9:15 Where Are We? 9:15-10:30 Evaluation of training	9:00-9:15 Where Are We? 9:15-10:30 Facilitation of training sessions (Group 1)	9:00-9:15 Where Are We? 9:15-10:30 Facilitation of training sessions (Group 3)
10:45-11:00 Break	10:30-10:45 Break	10:30-10:45 Break	10:30-10:45 Break	10:30-10:45 Break
11:00-12:30 Adult Learning Theory	10:45-12:30 Group Dynamics (continued)	10:45-12:30 Evaluation of training	10:45-12:30 Facilitation of training sessions (Group 1)	10:45-12:30 Facilitation of training sessions (Group 3)
12:30-1:30 Lunch	12:30-1:30 Lunch	12:30-1:30 Lunch	12:30-1:30 Lunch	12:30-1:30 Lunch
1:30-3:30 •Experiential Learning Cycle •Feedback (theory) •Transactional analysis	1:30-3:30 Asking and Responding to Questions	1:30-3:30 Preparation of training sessions	1:30-3:30 Facilitation of training sessions (Group 2)	1:30-4:00 Facilitation of training sessions (Group 4)
3:30-3:45 Break	3:30-3:45 Break	3:30-3:45 Break	3:30-4:00 Break	4:00-4:30 Break
3:45-4:45 Feedback (practice)	3:45-5:45 Co-facilitation of training sessions	3:45-4:45 Preparation of training sessions	4:00-5:45 Facilitation of training sessions (Group 3) Post test	4:15-6:00 Coaching in Practicums Evaluation of the training Closing
4:45-5:00 Reflections	5:45-6:00 Reflections	4:45-5:00 Reflections	5:45-6:00 Reflections	

SESSION GUIDE 1: INTRODUCTION

OBJECTIVES: By the end of the session, participants will be able to:

- 1.1 Give the names the trainer and other participants wish to be called during the workshop
- 1.2 Describe their learning expectations for this workshop
- 1.3 Reconcile their workshop expectations with the objectives proposed for the training program
- 1.4 Name at least four group norms the group will adhere to in order to facilitate a productive workshop
- 1.5 Assess their knowledge of training concepts and skills

METHODS: Interviews, Pre-test, Discussion

TIME: 2 hours 30 minutes

MATERIALS:

Flip charts:

- General objectives
- Day 1 objectives
- Day 1 schedule

Handouts:

- General objectives
- Workshop schedule
- Training needs assessment: Interview questions
- Pre-test

Trainer document:

- Pre/Post test key

Sets of words with opposite meaning; or proverbs/sayings for introductory exercise

Flip chart paper

Markers

Masking tape

Note pads

Pencils and erasers

Pens

Pencil sharpeners

INSTRUCTIONS:

I-II. INTRODUCTIONS AND EXPECTATIONS (1 hour 30 minutes)

Welcome participants to the workshop.

Explain the following activity *Opposites Attract*, the purpose of which is to 1) facilitate introductions of participants, 2) promote a positive group dynamic, and 3) bring out participants' perceptions of the role and functions of their training team.

- Participants stand and the trainer tapes a piece of paper on each person's back so that the individual cannot see it. On each piece of paper is a word. For each word taped on a person's back, someone else in the room will have a piece of paper with the word that is the opposite. Each person's task is to find the person with the word that is the opposite of his/her own (for example "tall" & "short"). Participants circulate. A participant looks at the word on a colleague's back and thinks of what the opposite of that word would be; then asks the colleague if he/she might be the opposite.
Alternatively, proverbs may be used rather than words. In this case, for each proverb used, one half of the proverb is taped to one person's back and one half to the another person's back.
- Once all participants have found their opposites, distribute the interview questions and ask each pair to discuss them and record the responses of their partners. Explain that what participants can hope to get out of the training will depend in part on what they put into it. An important element of what they put into it is sharing what they feel they need to, and want to, get out of the workshop.
- In the large group, members of each pair to introduce their partners and share their partners' responses to the interview questions. Note on a flip chart the answers to question 3.

III. GENERAL OBJECTIVES OF THE WORKSHOP (20min)

Post the flip chart: General Objectives. Read through them with the group and ask if there are any questions or clarifications.

Lead a discussion on the similarities between the proposed workshop objectives and participant expectations. Where there is divergence, discuss with the group the possibilities of responding to their stated concerns. If an expectation cannot feasibly be met during the workshop, discuss other ways in which it might be met.

Distribute copies of the General Objectives of the workshop. Note changes as appropriate to respond to additional participant expectations.

Distribute copies of the proposed workshop calendar/schedule

Post the flip charts:

- specific objectives for Session 1
- schedule for Day 1

IV. GROUP NORMS (10 min)

Explain that an important element in training is group dynamics (which will be discussed in a later session) and the fact that everyone's understanding of their responsibilities as a group member contributes to a positive learning environment. Ask participants to think of what group norms they feel they should adhere to in order to facilitate everyone's participation and learning. Suggest important group norms, including rules of the workshop venue, if they do not come from the group.

Common group norms:

- Respect the workshop schedule
- Respect and encourage others' participation
- Do not interrupt
- Listen to others
- Respect confidentiality of what others share
- Do not make personal attacks
- Everyone is responsible for their own learning
- No smoking in the training room
- No mobile phone conversations in training room

V. PRETEST (30 min)

Explain that in addition to asking participants what they think their training needs are, a second way in which to assess the training needs of the group is to conduct a pretest. A pretest, followed by a post test at the end of the training, also contributes to the assessment of the effectiveness of the workshop.

Distribute the pretest. Ask each participant to put either his/her name or a code on his/her test so that he/she will be able to identify his/her test when the tests are returned at the end of training. Allow participants 25 minutes to complete it.

Collect the pretests. Correct the pretests in the evening, post test results the next morning and to use test results to better orient the training program to participants' needs.

Handout

Training Needs Assessment: Interview Questions

1. What has been your experience as a trainer?

2. Describe an aspect of your work as a trainer in which you feel comfortable and confident

3. Please consider your experience in training (either formally in the classroom or informally on-the-job) and any problems or frustrations you have encountered. In what ways can this workshop help you to improve your skills in these areas? Please be specific!

**TRAINING OF TRAINERS WORKSHOP FOR DISTRICT TRAINERS
in Reproductive Health**

Goal: To improve the knowledge of district trainers in the implementation and evaluation of training programs.

General Objectives: By the end of the workshop, participants will be able to:

1. Describe the application of adult learning theory and the experiential learning cycle to the implementation of training sessions
2. Describe the process of the development of competency-based training
3. Describe how to use the following three training methodologies in a workshop: case study, role play, and demonstration
4. Describe the importance of promoting positive group dynamics within a training setting
5. Explain principles of active listening and giving instructions in the context of training
6. Describe principles of using and responding to questions in the context of facilitation of learning
7. Describe principles of the co-facilitation of training sessions
8. Describe the process for evaluating personnel performance before, during, at the end, and following training.

TRAINING OF TRAINERS WORKSHOP FOR DISTRICT TRAINERS

Pre/post test

True/False Questions

For each of the following phrases, put a T in the space indicated at the left of the statement if the phrase is true or an F if it is false. Each correct response is worth one point.

- _____1. The concept “group dynamics” is used to describe the interaction between members of a group.
- _____2. Testing participants’ knowledge at the end of training is the most effective way to evaluate training.
- _____3. In group discussion, the trainer should direct questions to participants who are sure to know the answers so that everyone will hear the correct answer.
- _____4. In training, quantitative evaluation of learning is more valid than qualitative evaluation of learning.
- _____5. The trainer should discourage divergent points of view in group discussions in order to prevent conflict in the group.
- _____6. The first step in the development of competency-based training is to formulate the training objectives.
- _____7. An important way to evaluate participant learning during a training session is to assess the quality of their participation in the learning activities.
- _____8. When a participant asks a question, ask another member of the group to respond first.
- _____9. In the case of disruptive behavior in workshops, it is important to maintain the dignity of the disruptive individual.
- _____10. When feedback is given, the receiver should defend why he/she said or did what he/she said or did.

Multiple Choice Questions

Each of the following questions is followed by a certain number of possible responses. For each question, choose the best response/s, according to the number of correct responses indicated in the trunk of the question. Indicate your response by circling the appropriate letter/s next to your choice/s. Each correct response is worth one point. If you circle more than the requested number of responses to a question, you will receive no points for the question.

1. Which of the following are principles of giving feedback in the context of training? (2 correct answers)
Feedback should be:
 - a. given for the purpose of correcting the other person's behavior
 - b. specific
 - c. accepted by the receiver of the feedback
 - d. given at the right moment
 - e. based on why the person said or did what he/she said or did

2. Which of the following are principles for facilitating positive group dynamics within a training workshop? (3 correct answers)
 - a. tell the group to work however they wish to achieve the training objectives
 - b. share responsibility with the group for successes
 - c. use a maximum of lecture to cover as much information as possible
 - d. ensure that learning tasks are relevant to the group
 - e. treat all problems as group problems

3. Which of the following are principles for responding to participants' answers to a question? (2 correct answers)
In the case of:
 - a. correct responses, comment positively and repeat the response
 - b. incorrect responses, accept the response so as not to offend participants
 - c. incorrect responses, immediately give the correct response so that the group will know the correct response
 - d. partially correct responses, tell the group that the response was incorrect and ask them to try again
 - e. partially correct responses, comment positively on the correct part of the response and ask if anyone can add anything else to the response

4. In order to improve the quality of co-facilitation of a workshop, co-trainers should (3 correct responses):
 - a. decide in advance when to intervene in sessions facilitated by their colleague
 - b. distribute sessions in advance
 - c. offer their opinions at the end of a session so that participants know that there are different points of view about the subject
 - d. be present at all times and follow the learning activities closely
 - e. sit in front of the group so they can intervene easily at any time

Short answer questions

- 1. Name the four steps (or phases) of the Experiential Learning Cycle.
 - a. _____
 - b. _____
 - c. _____
 - d. _____

- 2. Name four phases in the progression of learning.
 - a. _____
 - b. _____
 - c. _____
 - d. _____

Matching questions

Below are two general types of learning (Traditional education and Adult learning) and characteristics of each of these types of learning. Read the items “a” through “l”. For each item, identify whether it is a characteristic of traditional education or adult learning. Put the letter of the item (a, b, c, d, e, f, g, h, i, j, k, or l) in one of the spaces indicated below either Traditional education or Adult learning. Note that each item may only be used once.

<u>Traditional education</u>	<u>Adult learning</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- a. The teacher/trainer is responsible for the learner’s learning
- b. Learners learn what they want and need to learn
- c. The teacher/trainer provides structures for learning and encourages participation in learning activities
- d. There are “right” and “wrong” answers to all questions
- e. Learners depend upon the teacher/trainer for new knowledge
- f. The teacher/trainer uses learners as resources for learning
- g. Learners contribute to the determination of what needs to be learned
- h. Learners learn better when their learning experiences are based on real life situations
- i. Learners accept responsible for their own learning
- j. Learning activities are based on the “20/40/80” rule
- k. Learners’ motivation to learn is primarily externally induced
- l. Learners’ experience is of little value in their learning

TRAINING OF TRAINERS WORKSHOP FOR DISTRICT TRAINERS

Pre/post test

Key

True/False Questions

For each of the following phrases, put a T in the space indicated at the left of the statement if the phrase is true or an F if it is false. Each correct response is worth one point.

- T 1. The concept “group dynamics” is used to describe the interaction between members of a group.
- F 2. Testing participants’ knowledge at the end of training is the most effective way to evaluate training.
- F 3. In group discussion, the trainer should direct questions to participants who are sure to know the answers so that everyone will hear the correct answer.
- F 4. In training, quantitative evaluation of learning is more valid than qualitative evaluation of learning.
- F 5. The trainer should discourage divergent points of view in group discussions in order to prevent conflict in the group.
- F 6. The first step in the development of competency-based training is to formulate the training objectives.
- T 7. An important way to evaluate participant learning during a training session is to assess the quality of their participation in the learning activities.
- T 8. When a participant asks a question, ask another member of the group to respond first.
- T 9. In the case of disruptive behavior in workshops, it is important to maintain the dignity of the disruptive individual.
- F 10. When feedback is given, the receiver should defend why he/she said or did what he/she said or did.

Multiple Choice Questions

Each of the following questions is followed by a certain number of possible responses. For each question, choose the best response/s, according to the number of correct responses indicated in the trunk of the question. Indicate your response by circling the appropriate letter/s next to your choice/s. Each correct response is worth one point. If you circle more than the requested number of responses to a question, you will receive no points for the question.

1. Which of the following are principles of giving feedback in the context of training? (2 correct answers)
Feedback should be:
 - a. given for the purpose of correcting the other person's behavior
 - b.x specific
 - c. accepted by the receiver of the feedback
 - d.x given at the right moment
 - e. based on why the person said or did what he/she said or did

2. Which of the following are principles for facilitating positive group dynamics within a training workshop? (3 correct answers)
 - a. tell the group to work however they wish to achieve the training objectives
 - b.x share responsibility with the group for successes
 - c. use a maximum of lecture to cover as much information as possible
 - d.x ensure that learning tasks are relevant to the group
 - e.x treat all problems as group problems

3. Which of the following are principles for responding to participants' answers to a question? (2 correct answers)
In the case of:
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4. In order to improve the quality of co-facilitation of a workshop, co-trainers should (3 correct responses):
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 - d.x be present at all times and follow the learning activities closely
 - e. sit in front of the group so they can intervene easily at any time

Short answer questions

1. Name the four steps (or phases) of the Experiential Learning Cycle.
 - a. Experience
 - b. Reflection
 - c. Generalization
 - d. Application

2. Name four phases in the progression of learning.
 - a. Unconscious incompetence
 - b. Conscious incompetence
 - c. Conscious competence
 - d. Unconscious competence

Matching questions

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Traditional education

 a
 d
 e
 k
 l

Adult learning

 b
 c
 f
 g
 h
 i
 j

- a. The teacher/trainer is responsible for the learner’s learning
- b. Learners learn what they want and need to learn
- c. The teacher/trainer provides structures for learning and encourages participation in learning activities
- d. There are “right” and “wrong” answers to all questions
- e. Learners depend upon the teacher/trainer for new knowledge
- f. The teacher/trainer uses learners as resources for learning
- g. Learners contribute to the determination of what needs to be learned
- h. Learners learn better when their learning experiences are based on real life situations
- i. Learners accept responsible for their own learning
- j. Learning activities are based on the “20/40/80” rule
- k. Learners’ motivation to learn is primarily externally induced
- l. Learners’ experience is of little value in their learning

TRAINING OF TRAINERS WORKSHOP FOR DISTRICT TRAINERS

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Traditional education

Adult learning

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Short answer questions

1. Name the four steps (or phases) of the Experiential Learning Cycle.
 - a. Experience
 - b. Reflection
 - c. Generalization
 - d. Application

2. Name four phases in the progression of learning.
 - a. Unconscious incompetence
 - b. Conscious incompetence
 - c. Conscious competence
 - d. Unconscious competence

Matching questions

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Traditional education

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 d
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Adult learning

 b
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- g. Learners contribute to the determination of what needs to be learned
- h. Learners learn better when their learning experiences are based on real life situations
- i. Learners accept responsible for their own learning
- j. Learning activities are based on the “20/40/80” rule
- k. Learners’ motivation to learn is primarily externally induced
- l. Learners’ experience is of little value in their learning

SESSION GUIDE 2: ADULT LEARNING & FEEDBACK

OBJECTIVES: By the end of the session, participants will be able to:

- 2.1 Describe at least five principles for facilitating adult learning
- 2.2 Describe the steps in the progression of learning
- 2.3 Describe the experiential learning cycle and its purpose in training
- 2.4 Define the purpose of feedback in the context of training
- 2.5 Explain how the concepts of “parent”, “child” and “adult” apply to training, and particularly to feedback within the context of training
- 2.6 Give and receive feedback according to the principles taught

METHODS: Exercises, discussion, mini-lecture

TIME: 7 hours

MATERIALS:

Flip charts:

- Questions for Analysis of Learning Experiences
- Principles for Facilitating Adult Learning
- Experiential Learning Cycle
- Principle of Experiential Learning
- Johari Window
- Feedback
- Living and Learning: People Learn What They Live

Handouts:

- Traditional Teaching versus Training
- Principles for Facilitating Adult Learning
- Steps in the Progression of Learning
- Experiential Learning Cycle (text)
- Principle of Experiential Learning (with Experiential Learning Cycle diagram)
- Johari Window
- Johari Window: Self-rating sheets (hard copy only)
- Feedback
- Living and Learning: People Learn What They Live

Trainer documents:

- *Analyzing and Increasing Open Behavior: The Johari Window*
- Examples: transactional analysis interactions
- *Feedback exercise* (from Thiagi Gameletter)

Cards or Post-its (5 for each participant)

INSTRUCTIONS:

I. PRINCIPLES FOR FACILITATING ADULT LEARNING (2 hours)

Introduce the session by suggesting that:

- We all have experience as learners (both as children and as adults)
- As trainers we need to prepare and conduct our training so that it responds to the ways in which adults learn
- Adults and children learn in different ways

Explain that:

- We are going to use our experience as learners to help us think about how adults learn and how this applies to how we train adults.

Invite participants to sit in pairs. Ask them to:

- Describe to each other the best (most positive and useful) learning experience they have had as adults. Emphasize that this experience may have been brief or long, formal or informal. What is important is its significance to them.
- Analyze together what made their individual learning experiences so positive, using the following questions (posted on the flip chart *Questions for Analysis of Learning Experiences*):
 - 1) Why did you learn it (what the participant learned)?
 - 2) Who helped you learn it? What was the relationship between you and the person who helped you learn it?
 - 3) What was the situation in which you learned it (formal, informal; obligatory, by choice etc)?
 - 4) In what way did you learn it (by doing what: reading, listening, watching, doing, etc)?
 - 5) What made your learning easier or more difficult?
- Individually write answers to the questions on small pieces of paper, cards or Post-its (using different piece of paper, card or Post-it for each question and numbering the responses according to the numbers of the questions on the flip chart).

NB: Have participants use markers if possible so that their responses can be read from at least a short distance.

Post the small papers on a common flip chart, with each response under the question to which it corresponds.

In the large group, ask a volunteer to read the responses to each question. After the responses to each question have been read, ask participants to indicate similarities

between the responses. On a separate flip chart, note common themes in their answers to the questions.

Ask participants to review the group's answers to the questions. Ask them:

- What generalizations can we draw from your experiences about how adults learn?

Ask participants to return to their small groups and to:

- Discuss their general learning experience as children in school, focusing on the same five questions (posted on the flip chart):
 - 1) Why did you learn?
 - 2) Who helped you learn? What was the relationship between you and the person who helped you learn?
 - 3) What was the situation in which you learned?
 - 4) In what way did you learn?
 - 5) What made your learning easier or more difficult?

In the large group, ask for several volunteers to share their responses to each question.

Divide the large group into 2 groups. Ask the groups to reflect on their answers to the two exercises and sets of questions, and to their group discussions. Ask one group to:

- Describe the characteristics and roles of learners and teachers in a traditional educational environment (writing them on a flip chart)

Ask the second group to:

- Describe the characteristics and roles of learners and trainers in an adult learning environment, based on their initial discussions of “best learning experiences” (writing them on a flip chart)

The groups share the results of their discussions in the large group.

Distribute the handout Traditional Teaching versus Training and ask volunteers to read and comment on the characteristics of traditional teaching and of training. Ask participants to note similarities between characteristics and roles of learners, teachers and trainers that they identified and those listed in the handout.

Traditional teaching:

Teachers:

- The teacher knows what the learner needs and determines the lesson alone
- The teacher is responsible for the learner's learning
- The teacher is the source of all information
- There are “right” and “wrong” answers to all questions
- The teacher measures results of teaching by the “knowledge” or amount of facts

learned

Learners:

- The role of the learner, regardless of his/her state of maturity, is a dependent role
- The experience of the learner has little value as a resource for learning
- Learners perceive the process of learning as one of accumulating information
- Motivation to learn is primarily externally induced

Training:

Learners:

- Contribute to the determination of what needs to be learned
- Accept responsibility for their own learning
- Learn from: each other, past experience, new information, the trainer and other resources
- Have experience that is a rich resource for learning
- Have preoccupations and priorities in life and recognize that their training must be an effective use of their time
- Face real problems that training must help them to overcome
- Are independent and will learn what they want and need to learn
- Are problem-/task-oriented in learning; they learn better when learning experiences are organized around life situations

Trainers:

- Create learning situations in which participants can find their own answers and solutions to their problems
- Use participants as a valuable learning resource in defining their own needs
- Serve as facilitators to the group, providing flexible structures for learning and encouraging active participation of members in learning activities
- Develop training programs based on an assessment of participants' learning needs
- Seek out and acknowledges participants' contributions in problem-solving
- Apply the 20/40/80 rule (people remember 20% of what they hear, 40% of what they hear and see and 80% of what they do)
- Structure learning activities as group activities (to facilitate participants learning from each other)
- Emphasize the application of all learning activities to the relevant job roles of participants

Ask the group:

- How can you apply 1) your experience as learners, and 2) the characteristics of traditional teaching versus adult learning to your approach to the training of personnel?

The training of adults must be based on their characteristics as learners. The trainer assumes the role of facilitator, providing a structure and an environment which facilitates:

- active learning relevant to the immediate needs of learners
- participants' learning from each other

Post the flip chart *Principles for Facilitating Adult Learning*. Ask volunteers to read and explain the principles, and to relate them to the participants' discussion of their approaches to training adults.

II-III. PROGRESSION OF LEARNING AND THE EXPERIENTIAL LEARNING CYCLE (1 hour)

Progression of Learning

(Note to trainer: the purpose of the following activity is to introduce participants to the concept of the progression in learning which applies to all learning. At the same time, the activity follows the Experiential Learning Cycle and thus enables the trainer to demonstrate the utility of adults learning from their own experience (see handout, Experiential Learning Cycle for further details of this learning process). Each stage of this activity corresponds to a step in the Experiential Learning Cycle (Experience, Reflection, Generalization, Application) and is so noted in the trainer's instructions below in order to assist the trainer to make the connections in the subsequent discussion of the activity and its application to adult learning. Do not refer to these learning cycle steps during the actual activity but rather in the discussion of the Experiential Learning Cycle which follows.)

Give only the following very brief introduction: We have just talked about the characteristics of adult learners and how they apply to our roles as trainers. We'll now look at another aspect of learning.

Ask participants which hand they normally write with. Ask them to take out a piece of paper and to:

- *Experience*
 - write their name (once) with the hand they normally write with.
 - write their name with their other hand (that they do not use for writing). Ask them to continue to practice writing with this hand 5-6 times. Monitor their progress and give encouraging comments.

Ask the group:

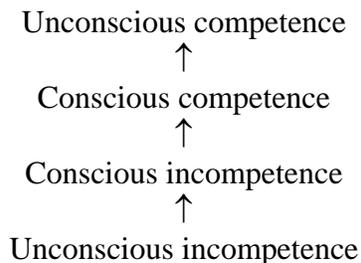
- *Reflection*
 - What did you just do?
 - What happened during this experience?
 - How did you feel during this activity?

- *Generalization (interpretation)*
 - Was the task easy or difficult the first time (writing with the hand you normally write with)?
 - What happened when you changed hands?

- Did the task, using the hand you normally do not write with, become easier or more difficult with practice?
- What differences did you note between writing with one hand and the other?
- Has it always been easy for you to write your name with the hand you normally use? If not, through what steps did you pass?
- Why did the trainer ask you to write first with the hand you normally write with, then with the other hand?
- What have you learned from this experience? What does this suggest to you regarding learning?

Learning is progressive. People pass through the following stages in most everything they learn, from infancy to old age. (For some things, people pass rapidly through the steps from unconscious incompetence to unconscious competence. For others, they may remain forever at an intermediate step.)

- All learning begins with *unconscious incompetence*: the person has not yet contemplated, and is therefore unaware of, his/her incompetence regarding a particular skill. (You may use the example of a baby who takes his/her first steps.)
- With one's initial effort, one becomes *consciously incompetent*, that is one becomes aware of his/her incompetence relative to that skill, his/her inability to do it.
- With practice, one becomes *consciously competent*: able to do the task but with conscious effort.
- And finally, with practice, one becomes *unconsciously competent* and performs the task automatically and without reflection.



Note to trainer: Note these stages on a flip chart as you present the concept, beginning at the bottom: *unconscious incompetence*, and moving up.

- *Application*
 - How can you apply this experience to:
 - ✓ This training program?
 - ✓ Your role as a trainer?

- In training, relating new information and skills to something a person already knows facilitates learning. Start with what participants already know or are familiar with and relate new information and/or skills to it.
- Practice is important in mastering any skill. In training, plan for the practical

application of knowledge, attitudes and skills covered in the training session.

Experiential Learning Cycle

Post the flip chart *Experiential Learning Cycle*.

Ask the group:

- If we consider the activity we just did as a learning experience, what happened? What was the sequence we followed?

The group passed through the following steps:

- They did a task/had an experience
- They reflected on what happened
- They generalized about what happened and drew certain principles from the experience
- They applied the experience to the learning process in a training setting

- What did the trainer do at each step (reflection, generalization, application) to facilitate participants' learning?

Asked questions in order to help participants to:

- Think about their experience, how they felt about it, what it meant to them
- Draw from their experience important principles or conclusions
- Apply the principles or conclusions to their lives/jobs

- What kinds of questions did he/she pose at each step? For what purpose?

Open questions that require participants to reflect on the learning process, its relevance to them and its application to their own learning situations.

Ask participants:

- How does the Experiential Learning Cycle apply to the training you will do?

The training will be more effective if it 1) builds upon what participants already know about the subject of the training, and 2) is based on relevant learning experiences from which participants draw the conclusions. (NB: This is more easily done with some subjects than with others.)

Distribute the handouts *Steps in the Progression of Learning*, *Experiential Learning Cycle (text)* and *Principle of Experiential Learning*.

Review with the group the handout *Experiential Learning Cycle (text)*: each step, appropriate activities and questions to help participants learn from the learning activity they have just experienced).

Explain that the design of this training is based on the Experiential Learning Cycle. District trainers will be encouraged to apply this model in their training in order to facilitate participant learning and the application of learning to job performance.

IV. FEEDBACK (1 hour 15 minutes)

Introduce the topic of feedback by asking:

- How do trainers (or clinicians/service providers or anyone) know how effective their work is?

- | |
|---|
| <ul style="list-style-type: none">• By results they achieve• By feedback from others |
|---|

Introduce and lead the group through the following exercise: *Analyzing and Increasing Open Behavior: The Johari Window* (exercise, adapted from University Associates 1973 Handbook for Group Facilitators. See Trainer Document)

Distribute the handout Johari Window.

V. CONCEPTS OF PARENT, CHILD, AND ADULT (30 min)

Refer to some of the reasons given for people's hesitancy to give feedback (concern for reactions of others) or resistance to receiving it (often due to the way in which it is given).

Ask if anyone is familiar with the concept of Transactional Analysis, Eric Berne's theory of communication, otherwise known as the concept of Parent-Child-Adult. Introduce the concept as follows:

- According to this theory of communication, all people have three persons as dimensions of their personalities: the parent, the child and the adult. These represent habitual ways of thinking, feeling and reacting (sometimes referred to as ego states). The following are characteristics of the Child, Parent and Adult.
 - The **Child** is what one was when he/she was very young (until around the age of 7). The Child reacts to situations based on feelings (spontaneously, instinctively and emotionally).

There are three expressions of the Child:

□ *Natural Child*

- Joyful
- Creative
- Trusting
- Spontaneous

(The Natural Child's behavior tends to be loud, active and unpredictable. Society acts to inhibit Natural Child behavior in adults. In response, adults seek out and structure situations that permit it such as parties and sports events.)

□ *Submissive Child*

- Fearful
- Submissive
- Shameful

□ *Rebellious Child*

- Angry
- Rebellious

(The Submissive and Rebellious Child becomes dependent from the demands to give up certain behaviors and from restrictions put on him by his parents and other sources of authority. This creates frustration and negative feelings.)

- The **Parent** imitates the behavior of his/her parents or other authorities. This behavior is learned; it reflects the behavior of one's parents from the time one was very small. It represents the approval as well as the disapproval of parents and other authority figures. The influence of parents is important to the development of the personality of the individual because when one is a young child, one's parents "know everything". As adults, we continue to hold certain values and to repeat certain of the behaviors of our parents, even though some of these values and behaviors are no longer useful (at least in certain situations). There are two expressions of the Parent:

□ *Critical Parent*

- Sets limits
- Gives advice
- Disciplines (blames, punishes)
- Makes rules and regulations about how life should be: the do's, don'ts, always, nevers, shoulds, shouldn'ts, musts, ought-to's, have-to's, can'ts, goods, bads
- Judges
- Criticizes

□ *Nurturing, Compassionate Parent*

- Guides
- Nurtures
- Protects

- **Adult** behavior is based on reflection, logic and reasoning. The Adult seeks explanation and clarification, seeks out multiple sources of information to make a decision, analyzes the situation, and researches several solutions to a problem; and determines which of the parental behaviors are still useful to a particular situation and which child behaviors can be expressed without risk. The Adult is unemotional and is concerned with what is most rational, logical and useful.

The Adult in us begins to develop at about 10 months of age when a young child begins to develop the ability to move on his own and begins to explore his/her environment. It is observable when a child is told not to do something and does it anyway (thus using Adult evaluative skills). The Adult is very fragile at this moment: disapproval by the Critical Parent reinforces the reticence and fear of the child, leading to an increasingly Submissive Child and, for some, sooner or later to a Rebellious Child.

- Everyone has all three dimensions to his/her personality. All three are important. No one is better than any other. The situation and the Adult determine what is appropriate. All of us can act from any one of these three states of mind, given the right circumstances. Most of us prefer particular states and are inclined to act from them more frequently.
- In any interaction between individuals, one of the “persons” (or dimensions of the personality) tends to dominate in each of the individuals involved. Certain behaviors tend to provoke certain other behaviors in other people.
 - If the person behaves as an Adapted Child, others may easily become Critical Parents or Nurturing Parents. The Adapted Child will almost always adopt a reactive role – acceptant to a point but, when pushed, rebellious.
 - If one person behaves as a Critical Parent, the other will often behave as a Submissive Child or a Rebellious Child (particularly in relationships in which there is a difference in power).

Ask if participants can think of, and would share with the group, examples they have observed in which the behavior of Parent, Child and Adult were clear (for example in clinic environments). If no examples are forthcoming, read examples from the trainer document *Examples: transactional analysis interactions.*

Ask the group:

- What application does this concept have for your roles as trainers, (colleagues and family members), and for giving feedback to others?

- | |
|--|
| <ul style="list-style-type: none"> ● Allows us to have a better understanding of the actions and reactions of others to what we say and how we say it ● Helps us modify our own behavior in order to minimize conflict |
|--|

- Helps us learn how to “dose” our feedback to others:
 - Be more understanding about another person’s situation,
 - Be clearer and more objective when giving feedback, for example about:
 - *Why* an action is being requested or refused
 - *What* is the issue
 - expectations of *How* things should be done
 - *What if’s* (conditions that apply)

VI. FEEDBACK PRACTICE (2 hours 15 minutes)

Introduce *Feedback exercise* (from Thiagi Gameletter.)

Explain that throughout the workshop, there will be presentations, practical exercises and an opportunity to apply new skills. Lead the group in the following exercise enabling them to practice giving feedback in face-to-face situations. (See Trainer document *Feedback exercise* for instructions.)

Lead a discussion on:

- The characteristics and effects of negative feedback on participation and learning:
 - Is generally evaluative
 - Communicates lack of respect for the person to whom the feedback is directed
 - Often makes the receiver feel bad, resentful, guilty; may lower his/her self-esteem
 - May lead to a negative reaction, a resistance to hearing and/or applying what is said
- The principles of positive and constructive feedback:
 - Provides information the individual can use to make his/her own evaluation.
 - Begins by putting oneself in the shoes of the other person and asking “How can I formulate what I have to say in a way that will be most useful to this person?”

Ask the group to practice the principles of giving feedback when giving feedback to colleagues throughout the workshop.

Post the flip chart *Feedback* as a guide for participants to follow during the workshop

Post the flip chart *Living and Learning: People Learn What They Live*. Ask the group to review it and to comment on its application to training and to the provision of services.

The way in which we treat people helps determine the way in which they feel about themselves and act.

Distribute the handout *Living and Learning: People Learn What They Live*.

Handout

TRADITIONAL TEACHING VERSUS TRAINING

Traditional teaching:

Teachers:

- The teacher knows what the learner needs and determines the lesson alone
- The teacher is responsible for the learner's learning
- The teacher is the source of all information
- There are "right" and "wrong" answers to all questions
- The teacher measures results of teaching by the "knowledge" or amount of facts learned

Learners:

- The role of the learner, regardless of his/her state of maturity, is a dependent role
- The experience of the learner has little value as a resource for learning
- Learners perceive the process of learning as one of accumulating information
- Motivation to learn is primarily externally induced

Training:

Learners:

- Contribute to the determination of what needs to be learned
- Accept responsibility for their own learning
- Learn from: each other, past experience, new information, the trainer and other resources
- Have experience that is a rich resource for learning
- Have preoccupations and priorities in life and recognize that their training must be an effective use of their time
- Face real problems that training must help them to overcome
- Are independent and will learn what they want and need to learn
- Are problem-/task-oriented in learning; they learn better when learning experiences are organized around life situations

Trainers:

- Create learning situations in which participants can find their own answers and solutions to their problems
- Use participants as a valuable learning resource in defining their own needs
- Serve as facilitators to the group, providing flexible structures for learning and encouraging active participation of members in learning activities
- Develop training programs based on an assessment of participants' learning needs
- Seek out and acknowledges participants' contributions in problem-solving
- Apply the 20/40/80 rule (use a maximum of experiential learning activities) at all times
- Structure learning activities as group activities
- Emphasize the application of all learning activities to the relevant job roles of participants

Handout

PRINCIPLES FOR FACILITATING ADULT LEARNING

- Respect (adults learn best from trainers who respect them and treat them as adults, and allow them to be self-directing in their learning)
- Relevancy (adult learning must be relevant to their lives/work)
- Immediacy (adult learning must be immediately applicable)
- Learn by doing (adults retain approximately 20% of what they hear, 40% of what they hear & see, and 80% of what they do/discover themselves)
- Adults believe more in knowledge they have discovered themselves than in knowledge presented by others
- Learning is more effective when it is an active rather than a passive process
- Change:
 - It takes more than information to change ideas, attitudes and behavioral patterns
 - Behavior change will be temporary unless the ideas and attitudes underlying the behavior are changed
 - Changes in perception of oneself and one's social environment are necessary before changes in ideas, attitudes and behaviors will take place
 - The more supportive, accepting and caring the social environment, the freer a person is to experiment with new behaviors, attitudes and ideas

Handout

STEPS IN THE PROGRESSION OF LEARNING

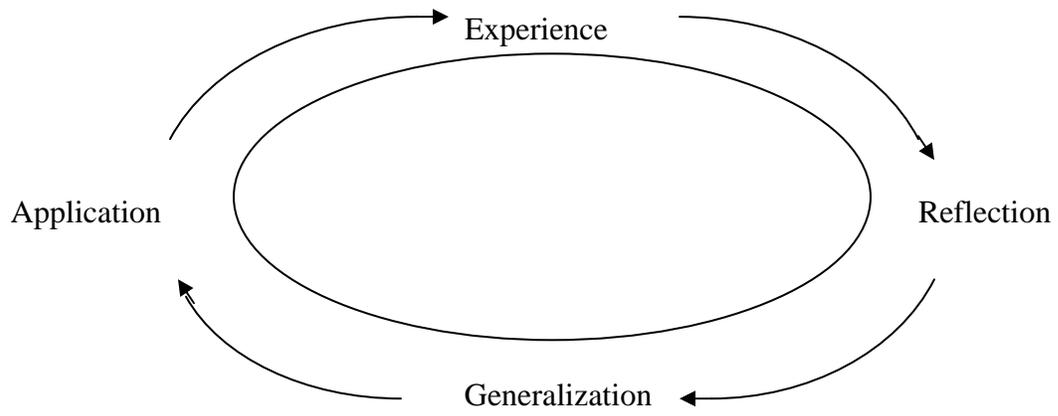
Everyone passes through certain steps in learning.

- Prior to making our first attempt at anything, we are at the stage of **unconscious incompetence** (that is we are unaware of what we have never contemplated doing)
- At the time we first attempt to learn something new, we move from unconscious incompetence to **conscious incompetence** (that is we become aware of our incompetence vis-à-vis this new endeavor)
- With practice, we move up to a stage of **conscious competence** (we begin to master the task but with a conscious effort required)
- Finally, we arrive (although for some things we never arrive) at a stage of **unconscious competence** (doing the task becomes automatic/routine and we no longer need to concentrate on the process of doing it)
 - ❖ Examples: walking, talking, writing, reading etc

The relationship between this process and professional training:

- To the degree that a skill is new and/or difficult, trainers must plan for practice (experiential training)
- It is important to link new knowledge and skills to those already mastered by, or at least familiar to, the learner in order to facilitate his/her learning
- It is important to link new learning experiences to learners' future learning and/or to their jobs so that they may better appreciate the relevance and application of what they are learning

EXPERIENTIAL LEARNING CYCLE

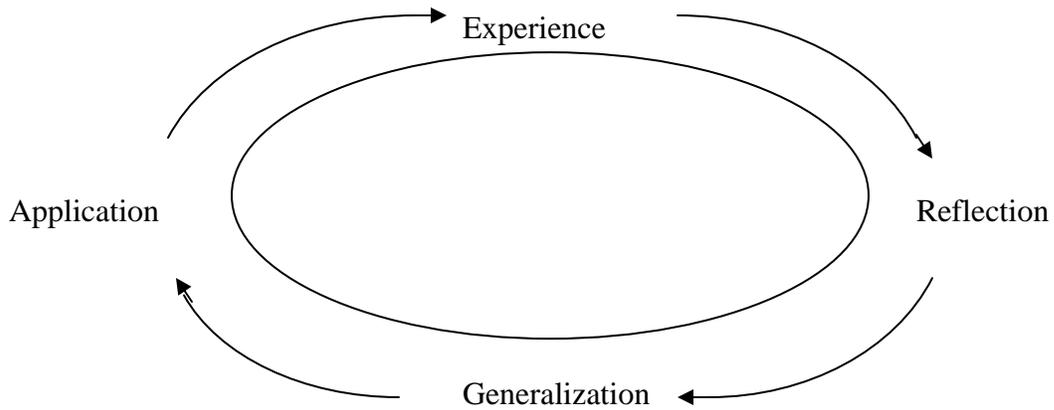


Flipchart

PRINCIPLE OF EXPERIENTIAL LEARNING

- What I hear, I forget
- What I hear and see, I remember a little
- What I hear, see and ask questions about or discuss with someone else, I begin to understand
- What I hear, see, discuss with others and do allows me to acquire knowledge and skill
- What I teach to another, I master

EXPERIENTIAL LEARNING CYCLE



Principle of Experiential Learning

- What I hear, I forget
- What I hear and see, I remember a little
- What I hear, see and ask questions about or discuss with someone else, I begin to understand
- What I hear, see, discuss with others and do allows me to acquire knowledge and skill
- What I teach to another, I master

Handout

EXPERIENTIAL LEARNING CYCLE

Experientially designed training is based on principles of adult learning. Adults learn better when:

- Their knowledge, experience and effort is recognized and validated
- Their learning is relevant to their knowledge, experience and needs
- Communication occurs in both directions (there is dialogue between facilitators and participants)
- They are engaged in relevant group work and discussion
- They can immediately apply what they have learned
- They are respected for their participation
- The facilitator respects the 20/40/80 rule in designing and conducting training:
 - People retain 20% of what they hear
 - People retain 40% of what they see and hear
 - People retain 80% of what they express themselves and do

Adults have much experience and learn from their experiences in every day life. The experiential learning cycle is designed to build upon the existing knowledge, skill and experience of participants as a way of facilitating their learning. The cycle is composed of four steps:

- Experience
- Reflection on the experience,
- Generalization about the experience
- Application of the experience to the participant's personal or work situation

Step 1:

The cycle begins by involving participants in an *experience*, engaging them in an activity designed to help them discover new information.

Training methods/activities may include:

- Games or exercises
- Role plays
- Case studies
- Group tasks
- Discussions of knowledge or skills they already possess or experiences they have already had

If there is resistance in the group to participate in the experience, it may be necessary to:

- Verify that the instructions are complete and clear

- Ensure that there is adequate trust and security within the group for participants to be willing to risk their participation in the activity
- Pose questions to allow participants to express their resistance to participating in the activity and, if necessary, process the resistance as part of the learning.
 - Would you be willing to try _____?
 - Have you thought about _____?
 - What would you prefer?
 - What are your objections?
 - What is the worst/best thing that could happen?

The primary role of the trainer during this step is to structure the learning experience, including ensuring that all instructions are clear regarding the activity. The trainer may ask some of the following questions in order to facilitate the group's progress:

- Are there any questions about the task?
- Is there anything else you need to know?
- What do you need to know about _____?
- How's everything going?

Step 2:

In the second step of the cycle, the trainer asks open questions to assist participants in *reflecting* upon their experience.

Training methods/activities generally include one or more of the following:

- Small group discussion (including reporting from small groups)
- Large group discussion

The primary role of the trainer is to structure activities and ask questions to help participants reflect on the learning experience, what it meant to them and how they felt about it. Questions may include:

- What happened?
- How did you feel about it?
- How did you feel when _____?
- Who else had a similar experience? Different experience?
- What did you observe?
- What did you notice about _____?
- What were you aware of?
- Do you agree or disagree with what others in the group are saying? Why?

Step 3:

In the third step of the cycle, the trainer asks questions to help participants *generalize* about their experience, interpreting the information the participants have gained from the experience in order to determine what they have learned from it.

Thus, the training method/activity used for this step is most often group discussion.

The trainer's role in this step is to guide the participants in focusing on the implications of what happened during the experience.

Questions that may be used to facilitate this step include:

- What did you learn from this?
- What does that mean to you?
- How was that significant? What do you associate it with?
- How might it have been different?
- What does this suggest to you about yourself, the group, how to _____?
- What might we conclude from that?
- How does this relate to other experiences you have had?

Step 4:

In the fourth and final step, the trainer directs questions toward the *application* of participants' learning to their professional and/or personal lives.

Training methods/activities often used for this step include:

- Practicing new skills
- Discussion
- Action plans
- Field visits

The role of the trainer is to assist the participant to make the connection between their learning experience and the real world, and to coach the participant in the application of what he/she has learned to his/her professional situation.

Questions that may be useful in facilitating learning at this stage include:

- How could you apply what you have just learned to your job/your own life?
- What do you think will be most difficult when you apply this?
- If you were to do this in your own situation, how would you do it differently?
- Do you anticipate resistance from colleagues? If so, how do you plan to deal with it?
- If you had this experience to do over again, how would you do it differently?

The above lists of questions are not exhaustive but serve as a guide for the kinds of issues to address at each step.

In general, the role of the facilitator in this process is to guide participants to learn in ways that are meaningful to them regardless of whether they fit within the facilitator's conceptual scheme. Thus, the facilitator does not lead participants to conclusions, but rather stimulates participants' thinking and encourages them to use their learning as it applies to their own situations.

ANALYZING AND INCREASING OPEN BEHAVIOR: THE JOHARI WINDOW

Introduce the **Johari Window** and ask if anyone is familiar with this concept. Post the diagram *Analyzing and Increasing Open Behavior: The Johari Window* and explain that the Johari Window is 1) widely used as a model for self awareness, and 2) can help us to consider the purpose of giving and receiving feedback.

In this model, there are two dimensions for understanding oneself: 1) those aspects of the person's behavior that are known to him/her, and 2) those aspects of the person's behavior that are known to those with whom he/she interacts. Using the diagram, review with the group the four areas of knowledge about oneself:

- Open area: that part of the individual's characteristics and/or behavior that is known both to the individual and to others with whom he/she interacts. (Examples: name, age, physical appearance, familial and/or organizational affiliation; and for more open people certain things they like and do not like)
- Blind area: those aspects of a person's characteristics and/or behavior that others see but that the person himself/herself is not aware of. (Examples: certain mannerisms, prejudices, arrogance, habits)
- Closed/hidden area: those aspects of a person's characteristics and/or behavior that he/she is aware of but does not reveal to others. (Examples: annoyances with others that cannot be shared easily, feelings and/or fears of being threatened or hurt by others)
- Unknown/unconscious area: those aspects of a person's characteristics, style and/or behavior that are unknown to both the individual and to those with whom he/she interacts. (Examples: potential talents that have never been tried/tested)

Invite participants to participate in an exercise that will help them assess their own awareness about 1) how they are perceived by others, and 2) the degree to which they share their perceptions of other people's behavior with them. Distribute the Johari Window Self-Rating sheets.

Suggest that one goal we may have as trainers is to become more aware of how we are perceived by others (greater awareness of our own behavior and its effect on others allows us to improve our effectiveness). The only way we can do this is by receiving feedback: both soliciting feedback and being receptive to it when we receive it. In terms of the Johari Window Model, the vertical line will move to the right as the "Blind Spot" is decreased. Illustrate the decreasing "Blind Spot" on the flip chart.

Ask participants to look at their Self-Rating sheets. Point out that the scale (from 1-9) across the top of the sheet describes the extent to which a person solicits feedback. Ask participants to:

- Think about group meetings (for example professional meetings) you participated in during the past week, and of the times during these meetings when you felt curious about how you were being perceived by other group members.
 - ✓ How many times did you want to know how other group members felt about you and how you were perceived by the group?
 - ✓ Find a spot on the scale that describes the extent to which you actually solicited feedback.

NB: Emphasize that they are not rating how many times they felt the need for feedback but how many times they actually asked for it. Tell them to draw a vertical line from the point they have located at the top of the scale to the bottom of the window.

Suggest that another goal we may have as trainers is to become more open by disclosing some of our reactions to others (regarding the other person’s interactions, contributions etc). We can do this by giving feedback to others (and thereby decreasing what we hide from others). Illustrate on the flip chart how the horizontal line drops when the “Hidden” area is decreased. Tell the group to notice how when the “Blind Spot” and “Hidden” areas decrease, the “Open” area increases. Ask them to look at their Johari Rating sheets and notice on the left-hand margin a scale running from 1-9, indicating the extent to which an individual discloses himself/herself or gives feedback to others.

Ask participants to:

- Think about the same group meetings as in the last case and about how many times you felt the need to give feedback to others, to express your feelings and perceptions about others, or to take a stand on group issues.
 - ✓ Locate on the scale at the left-hand margin the extent to which you actually gave feedback or disclosed your reactions to the group

NB: Emphasize that they are only to rate the extent to which they actually gave feedback, not how many times they felt like doing so. When they have located the position on the scale they are to draw a horizontal line across the window pane.

Illustrate the use of the Johari Window by interpreting variously constructed windows: 1) Ideal (open person), 2) Interviewer (always focuses the conversation on other people to avoid disclosing what the individual thinks him/herself), 3) Bull-in-China-Shop (blind to the effects he/she has on others), 4) Turtle (in his/her shell).

NB to trainer: Review the following parts of the exercise (the next two paragraphs) and decide whether or not it is appropriate for the participants in this training. You may decide to, or not to, implement this part of the activity. If you decide not to, continue with the questions that follow which help participants draw conclusions from their experience with the exercise, followed by the final paragraph.

Divide the group into threes or fours. Ask that each individual in turn 1) shares his/her window with his/her colleagues in the small group, and 2) asks his/her colleagues how they would have rated him/her in terms of soliciting and giving feedback, thus enabling participants to compare their self-ratings with others' perceptions. After all participants have shared within their small groups, ask them to begin to identify the forces in their groups (in the training or in their work environments) that make it easy or difficult to solicit or give feedback. (15-20 min).

In the large group, ask small groups to share the information generated in the small groups. Ask them to review the final list of facilitating and limiting factors and to discuss what steps they might take in order to increase facilitating forces and decrease inhibiting forces affecting the feedback process.

To summarize participants' experience with their self assessments, ask the group:

- What did you do when you marked your spot and drew the lines on the self-rating sheets?

Rated ourselves in terms of openness in giving and receiving feedback

- What did you learn from doing this?

How open we are or are not based on our own perceptions

- (If the small group activity was done) What did you learn from sharing perceptions with others?

Either 1) that we are sometimes perceived differently than we perceive ourselves, or 2) confirmation of our perceptions of ourselves

Reasons why we do not always give or receive feedback

- How does the concept of these four dimensions apply to training and to the role of the trainer?

Important dimensions of personal effectiveness include:

- Openness (to sharing ideas, feelings, experiences, impressions, perceptions etc with others in ways appropriate to the situation)
- Perceptiveness (the ability to perceive verbal and nonverbal cues from others, checking them out with others to verify their validity)
- The importance of communicating clearly and objectively:
 - Giving feedback to others without creating misunderstandings
 - Exercising influence through trust, confidence & empathy
 - Ensuring congruence between verbal and nonverbal cues in giving feedback

Close by emphasizing that people (trainers, clinicians, anyone) can increase their personal effectiveness by increasing their openness (in appropriate ways). This requires learning to take risks in giving feedback (in objective and descriptive ways) to others and using in an appropriate manner the feedback that they receive (reducing both the Blind and Closed areas and increasing the Open area).

Flip chart

JOHARI WINDOW

	Known to self		Not known to self
Known to others	<i>Open</i>	f e e d	<i>Blind</i>
	self		disclosure
Not known to others	<i>Hidden</i>	b a c k	<i>Unknown</i>

JOHARI WINDOW

The Johari Window is a graphic model of our awareness of our attitudes and behavior in interpersonal relations.

	Known to self		Not known to self
Known to others	<i>Open</i>	f e e d	<i>Blind</i>
	self		disclosure
Not known to others	<i>Hidden</i>	b a c k	<i>Unknown</i>

- How can these different dimensions influence our effectiveness as trainers and providers of RH services?
 - To the extent that the Open dimension is small, the individual may be less effective: neither he/she, others he/she interacts with, or possibly neither he/she nor others is aware of what is behind his/her behavior and/or attitudes

- What can we do during this training in order to enlarge our Open dimension?
 - Create training and work environments of trust so that colleagues can reveal hidden attitudes (for example) which may block their effectiveness as trainers and/or providers of RH services
 - Give and receive feedback in order to enlarge the Open dimension and reduce our blind spots
 - Provide new experiences to allow colleagues to learn/discover new things about themselves and thus reduce the Unknown dimension

Trainer document

Examples for Transactional Analysis

Example 1:

It is 9:00 in the morning. Dr. Andre is at his office. He is looking for his mobile phone that he needs to take with him when he leaves for a meeting. He begins throwing things all over the place as he cannot find the mobile phone he is looking for. He gets angrier and angrier, blaming everyone for the disappearance of his phone. Finally, he sweeps a pile of papers off the floor; the mobile phone is with the papers, falls on the floor and breaks. This makes him even more furious.

What did you notice about Dr. Andre's behavior?

Example 2:

The next morning, Dr. Andre's colleague, Dr. Stan, starts looking for a training document she needs that day. She also starts getting emotional and making a mess, similar to Dr. Andre the previous day. Dr. Andre comes in and starts scolding her: "You ought to put your papers away more carefully! That's why you can never find anything! etc." The more he scolds her, the more angry and unreasonable Dr. Stan becomes.

What did you notice about Dr. Stan's behavior?

What did you notice about Dr. Andre's behavior?

Example 3:

A week later, Dr. Andre begins looking for a document that he needs to take to the Minister of Health that afternoon. He cannot find it. Dr. Stan comes in and asks what the trouble is. When Dr. Andre explains, she starts to help look for it, and she asks questions such as, "When can you last remember seeing it? What were you doing with it? What other papers were you working with?" Both try to think through the whole process carefully and reasonably. Suddenly, Dr. Andre remembers that he was working on another document for another program. He looks in that dossier and finds the document he needs.

What did you notice about the behavior of each person?

FEEDBACK

Feedback is communication to a person or group about the effect of their attitude or behavior on another person. It consists of the perceptions, feelings and reactions of the person giving the feedback. It is not critical or evaluative but rather descriptive. Feedback provides information which the individual can use to make his/her own evaluation. If he/she is not evaluated, he/she will feel less need to react defensively.

Feedback is more effective when:

1. It is specific rather than general. Instead of saying a person is “authoritarian”, it would be more useful to say: “When you just made that decision, you didn’t listen to what others had to say and I felt as though I was forced to agree with you.”
2. It concerns the attitude or behavior of the person and not the person him/herself. It is more useful to tell the person that he/she “talked more than anyone else during the meeting” rather than saying he/she is a “loudmouth”.
3. It takes into consideration the needs of the person receiving feedback. Feedback can become destructive when it only serves our own needs and does not consider the needs of the receiver. Feedback is for helping others, not for hurting them.
4. It is directed toward an attitude or behavior the person can change. Feedback about physical characteristics the person cannot control only hurts and frustrates.
5. It is wanted and not imposed. Feedback will be more useful if the receiver has asked for it.
6. It is an exchange of ideas and information rather than advice. In exchanging information and ideas, we leave the person the liberty to draw their own conclusions and make their own decisions, according to their goals, needs, etc. When we offer advice, we tell people what they should do which assumes that they lack the liberty to decide themselves.
7. It is given at the right moment. In general, feedback should be given as soon as possible after the action in question (depending upon the receptivity of the receiver). Feedback may provoke several kinds of emotional reactions. The most effective feedback, given at the wrong moment, could do more harm than good.
8. It includes the quantity of information the receiver can use and not the quantity we want to give. If the person is overwhelmed by feedback, his/her ability to use it will be less. When we give more feedback than necessary, it is probably to satisfy our own needs rather than to help the other person.

9. It concerns what was said or done and not why it was. The “why” takes us from what we observed to assumptions about the motives or intentions of the person. Pretending to understand the motives or intentions of the receiver usually only serves to alienate him/her and create suspicion and distrust which does not facilitate learning or change. It is presumptuous to assume we know why someone said or did something. If we are uncertain as to a person’s motives or intentions, this uncertainty may be our feedback.
10. It is verified to assure that it was clear, that the person understood our feedback. To do this, one can ask the other person to repeat the feedback in their own words.
11. It is positive and constructive, and not negative. Negative feedback hurts while the purpose of feedback is to help the receiver to change his/her behavior.
12. The receiver listens without defending his/her behavior. When someone is giving feedback (and respecting the above rules for giving feedback), the receiver may only listen, except if there is something he/she does not understand: then he/she may ask for clarification. When we begin to defend ourselves, usually we cease to hear what is being said.

Flipchart

FEEDBACK

Feedback is more effective when:

1. It is specific rather than general.
2. It concerns the attitude or behavior of the person and not the person him/herself.
3. It takes into consideration the needs of the person receiving feedback.
4. It is directed toward an attitude or behavior the person can change.
5. It is wanted and not imposed.
6. It is an exchange of ideas and information rather than advice.
7. It is given at the right moment.
8. It includes the quantity of information the receiver can use and not the quantity we want to give.
9. It concerns what was said or done and not why it was.
10. It is verified to assure that it was clear.
11. It is positive and constructive, and not negative.
12. The receiver listens without defending his/her behavior.

Trainer document

Feedback exercise (from Thiagi Gameletter)

1. Distribute the handout *Feedback*. Ask volunteers to read the handout.
2. Explain that participants will participate in a role play to practice giving feedback to one another. Stress the importance of effective face-to-face feedback in helping colleagues to improve their performance.
3. Work with participants to come up with a scenario for the first role play. Specify that the situation must be one that requires face-to-face feedback (preferably with a difficult interaction you experienced as a trainer or witnessed as a participant. What was the person's behavior? What did they do? What effect did it have on the training and on the group?) Clarify who is to give feedback and who is to receive it. Agree on only the minimum information required for the role play so that there is plenty of room for interpretation and improvisation by the role players.
4. Organize two groups and assign roles:
 - Feedback giver (FG)
 - Feedback receiver (FR)
 - FG's coach
 - FR's coach
 - Any remaining participants can be observers
5. Allow three minutes for 1) the feedback giver (FG) and his/her coach to plan how to give feedback based on an analysis of the situation and the FG's identification of key items from the handout; and 2) the feedback receiver (FR) and his/her coach to plan how to react to any feedback in a realistic (but sufficiently challenging) manner. If there are observers, they should meet and decide who will be observing which behaviors from the handout.
6. Ask groups to set up the role-play area by placing two chairs facing each other for the Feedback Giver and the Feedback Receiver. Arrange chairs off to the side for the observers. Ask the FG's Coach to stand behind the FR, holding blank sheets of paper and a marker. Position the FR's Coach behind the FG with similar supplies. Explain that during the role play, the coaches can hold up suitable suggestions to their colleagues being coached (for example: "ask for permission to give feedback", "be insistent about explaining that it was not your fault" etc). The coaches must offer their suggestions without distracting the other role player.
7. When participants have taken their positions, ask them to begin the role play (which will last for three minutes). Stop the role play at the end of three minutes. Ask all members to reflect on what happened during the role play and to share one piece of feedback with the FG.

8. Have the group repeat the role play, based on a new scenario, to provide opportunity for other participants to practice giving feedback. Ask participants to change roles as follows:
 - FR becomes FG's coach
 - FG's coach becomes an observer
 - Observer becomes FR's coach
 - FR's coach becomes FG
 - FG becomes FR

Work with participants to come up with another scenario. As before, provide three minutes for planning and three minutes for the role play. Invite participants to give feedback to the FG.

9. Following the second round, ask participants how many of them acted as FG during the role plays. (Point out that everyone had at least two opportunities to give feedback because they all gave feedback to the FG following the role plays.)
10. Lead a debriefing discussion, using the following questions:
 - How did you feel:
 - About giving feedback to other participants?
 - About receiving feedback from other participants?
 - Which item from the handout:
 - made you feel most uncomfortable? Why?
 - is the most important? Why?
 - is the most difficult for you to implement? Why?
 - is the most frequently violated in your workplace? Give an example.
 - Which item from the handout should you personally focus on? How do you plan to implement it?

Flip chart, handout

LIVING AND LEARNING: PEOPLE LEARN WHAT THEY LIVE

A person who lives with:

criticism	learns to condemn
hostility	learns to fight
ridicule	learns to be shy
shame	learns to feel guilty
tolerance	learns to feel patient
encouragement	learns confidence
praise	learns to appreciate
fairness	learns justice
security	learns to have faith
approval	learns to like him/herself
acceptance and friendship	learns to find love in the world

SESSION GUIDE 3: OVERVIEW OF THE TRAINING PROCESS

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

1. Define the term “competency-based training”
2. Name the ten steps in the development of competency-based training
3. Describe two ways to assess training needs of health personnel
4. Describe the task analysis process
5. Describe at least two learning experiences that are appropriate for teaching each of the following: knowledge, attitudes and skills
6. Explain the difference between goals, general objectives and specific objectives in the context of training
7. Explain how to develop a training schedule
8. Name five components of a session guide for training
9. Identify at least four criteria for the choice of training methods to be used

METHODS: exercises, practical work, discussion

TIME: 4 hours

MATERIALS:

Flip chart

- Sample task analysis

Handouts:

- Two sets of cards, each with the name of a step in planning training written on it
- Diagnostic Tool for the Assessment of Training Needs
- Sample task analysis
- How to Teach Knowledge, Attitudes and Skills
- Diagrams: Give Meaning to Your Training (hard copy only)
- Tips on Selecting Training Methods
- Small pieces of paper, each one with the name of a training method written on it
- Lecture
- Brainstorming
- Small group discussion
- Demonstration
- Role play
- Case study
- Exercises

INSTRUCTIONS:

I-II. COMPETENCY-BASED TRAINING (30 min)

Introduce the session by explaining to participants (district trainers) that:

- their task in training will be to train family doctors and nurses in contraceptive technology and in counseling skills, using a standard curriculum in order to

ensure uniformity in the training of family doctors and nurses throughout the country.

- it will be useful for them to know how the curriculum for this training was developed so that they know why different items are included in it.

Ask the group:

- What is our purpose in training family doctors and nurses in the provision of family planning services?

To improve:

- Their competence
- Their performance
- The quality of family planning services

- How can you ensure that the training personnel receive will improve their competence and performance, and the quality of family planning services they provide?

The training needs to be based on the competencies personnel need in order to perform their jobs well, and that personnel lack or are weak in.

Other non-learning factors that may limit their performance must also be recognized but be addressed outside of training.

Invite the group to participate in an exercise to define the process by which a trainer would develop competency-based training.

Exercise: Divide the group into two small groups. Give each group a set of cards, each card with the name of one of the steps in training program development written on it. Ask the groups to put the cards in the order in which they would plan a training program (5 minutes). When the groups have finished, ask them to look at each other's sequences of steps. Ask the groups to justify their sequence of steps and to indicate if there are other steps that have been left out.

Suggested sequence of training program planning steps:

- Needs assessment
- Task analysis
- Goal
- General objectives
- Specific objectives
- Training calendar/schedule
- Session guides
- Logistics
- Budget preparation

- Preparation of support materials

Tape the agreed upon sequence of steps on a flip chart.

Refer to the sequence of steps and ask the group:

- As trainers, how will such a detailed training design help you in your training?

It is useful in the context of the implementation of training by:

- Ensuring completeness of training content (information)
- Ensuring clarity in the use of training methods
- Facilitating the development of a logical sequencing of topics
- Facilitating the linking of subjects
- Serving as a guideline for participants
- Facilitating the budgeting process for training
- Facilitating time management by the trainers
- Facilitating the efficient organization of work for the support staff
- Providing tools for the evaluation of training (allowing the comparison of what occurred in training with what was intended)

III. TRAINING NEEDS ASSESSMENT (15 minutes)

Ask the group:

- What do you need to do first in order to develop a competency-based training program?

- Analyze personnel performance, identify performance problems and determine what contributes to them

Ask the group to think of the kinds of “continuing education” training they have received. Ask them:

- After you finished your medical training, did you know all you will ever need to know to practice medicine?
- Based on your experience, for what two major reasons are health personnel given further professional training after they have finished their studies and are working?

- When personnel have never been trained to do a certain activity/task (for example, family planning).
- When personnel have been trained to do a task but lack certain competencies

necessary to implement the task correctly.

- What would you do to identify the training needs of personnel in each of these situations?

For the needs of personnel who have never been trained to do a certain activity/task: base the training on a description of the ideal performance of that job, on what a competent person should be capable of doing.
 For the needs of personnel who have been trained to do a task but lack certain competencies: Assess their competencies against the description of the ideal performance on the job and identify their weaknesses. Base the training on their weaknesses.

Present and explain the following diagram.

		Task accomplishment	
		<i>Accomplishes the tasks</i>	<i>Does not accomplish the tasks</i>
Capacity to do the work	<i>Knows how to do the task</i>	Satisfactory (do not intervene) 1	Organizational problem (requires further diagnosis) 4
	<i>Does not know how to do the task</i>	Intuition (do not intervene or intervene with care) 2	Training problem 3
		<u>Actual personnel performance</u>	

In analyzing personnel performance and ability, one sees that :

- in category 1, tasks are accomplished correctly by competent personnel. No action necessary
- In category 2, tasks are accomplished correctly by personnel who have a certain natural intuition for the work, even though they may not be able to fully describe what they do nor how they do it. Often, no intervention is necessary.
- In category 3, tasks are not accomplished correctly due to the fact that personnel lack the necessary competence. Personnel need training.
- In category 4, personnel are competent but tasks are not accomplished correctly. This situation suggests organizational problems:
 - Lack of resources
 - Organizational structure (unclear goals, lines of communication, planning, decision-making, organization of tasks and/or of personnel to do the tasks etc)
 - Interpersonal rapport, individual problems, management style etc.

Explain that training is only useful when applied to personnel in category 3 (and occasionally in category 2). Training personnel who are competent and/or doing an

adequate job is not only useless and a waste of resources but is also a source of frustration to competent personnel who recognize that there are other causes of their problems which are never addressed. Thus, in assessing training needs, it is important to:

- Identify personnel who need to improve a given competency and select what they need to learn to be able to carry out the tasks that are required of them
- Identify other causes of poor performance (category 4) and seek appropriate solutions
- Acknowledge the quality of work of personnel (in categories 1 and 2).

IV. ANALYSIS OF TRAINING NEEDS (45 min)

Post the flip chart Sample Task Analysis. Indicate to the group that once tasks have been identified that are poorly performed by personnel because of incompetence, the next step is to determine the knowledge, attitudes and skills that are necessary so that personnel can perform these tasks correctly, and the learning experiences that will enable the personnel to learn the knowledge, attitudes and skills.

Ask participants:

- What is meant by the following terms: knowledge, attitudes, skills and learning experiences?

- Knowledge: what one knows
- Attitudes: the manifestation of one's sentiments (toward or against something)
- Skills: one's abilities
- Learning Experience: a practical experience that corresponds to a task that an individual must learn to do, or to the knowledge, attitudes and skills necessary to implement the task

Review with the group the flip chart Sample Task Analysis (which represents the tasks of a district trainer in family planning). Suggest that it represents some of the tasks, knowledge, attitudes and skills district trainers must have in order to train family doctors and nurses in contraceptive technology and counseling.

V. LEARNING EXPERIENCES (45 min)

Ask the group:

- What are some learning experiences that might be used to teach the knowledge, attitudes and skills of personnel to be trained in family planning?

- Discussion

- Case studies
- Role plays
- Mini-lectures/presentations
- Reading
- Demonstrations
- Simulation
- Exercises
- Practical work
- On-the-job application (practicums)
- Brainstorming

➤ Which of these methods would you use to teach knowledge, attitudes and skills?

Make a table on a flip chart (as below) and work with participants to fill it in.

To teach:	You may choose:
Knowledge	Lecture Reading Discussion (small and large group) Videos (followed by discussion)
Attitudes	Exercises (including values clarification) Case study Role play Discussions Demonstration Exercises Videos (followed by discussion) On-the-job application (practicum)
Skills	Role play Brainstorming (for certain problem-solving skills) Demonstration Case study Simulation Exercises Practical work (in the classroom) On-the-job application (practicums)

➤ What are some criteria you would use to choose learning experiences for a given training session?

- The learning experience should correspond to:
- The knowledge, attitudes and/or skills that participants must learn
 - The actual versus desired level of competence of participants (levels of knowledge, attitudes and skills)

- The time and resources available

Work with the group to fill in several learning experiences appropriate for the teaching of knowledge, attitudes and skills in the Sample Task Analysis.

Distribute the handout *How to Teach Knowledge, Attitudes and Skills*.

VI. GOALS AND OBJECTIVES (20 min)

Ask participants to refer to: 1) the goal of this workshop, 2) the objectives for this workshop, and 3) the objectives for this session. Ask the group:

- Based on reading the goal, objectives to be achieved by the end of the workshop, and objectives to be achieved by the end of this session, how would you define the terms goal, general objective and specific objective? What differences do you see between them?

Goal: a general statement of what the workshop aims to achieve. Goals are generally not measurable.

General objectives: describe what participants should be able to do, the performance they should be able to demonstrate, at the end of the workshop

Specific objectives: describes what participants should know or be able to do at the end of a session of the workshop

Refer to the steps of 1) assessment of training needs, and 2) task analysis. Ask the group:

- What relationships do you see between 1) the identified performance problem, tasks associated with the performance problem, and knowledge, attitudes and skills necessary to accomplish the tasks, and 2) the goal, general objectives and specific objectives of this workshop?

The goal is the opposite of the problem. It states the intention of improving the performance.

General objectives represent the tasks the participants should be able to perform as a result of the training.

Specific objectives represent the knowledge, attitudes and skills the participants should have acquired as a result of each session of the training.

- Why is it important to know how all of these pieces fit together?

Because any time a trainer decides to modify any of the objectives of training, it is important to be sure that such changes correspond to the training needs of the participants to be trained.

VII. TRAINING SCHEDULE (20 min)

Exercise: *Give Meaning to Your Training*

- ❑ Show to the group the two diagrams (at the same time or one after the other) for 2-3 seconds.
- ❑ Ask participants to reproduce on a piece of paper what they have seen.
- ❑ Ask participants:
 - How many of you succeeded in reproducing correctly the first design? The second design? Why?

- Participants will have had problems reproducing the first design because there is no logical organization/form and no significance.
- Participants will have reproduced correctly the second design because it has a recognizable form. The lines are organized in a logical form which facilitates their recognition(3 squares joined together)

NB: Emphasize that each design has the same number of lines. The difference is only in the form/organization

- What does this exercise have in common with the development of a training schedule?

- In developing a training program schedule, it is important to:
 - put the content and learning experiences in a logical learning sequence
 - begin with what is most simple or familiar (1 square) and proceed to what is more complex (2 or more squares); go from the known to the unknown
- Build one theme upon another

- What is the purpose of a training calendar/schedule?

- To program the content in a logical learning sequence in the time allowed for the training, estimating the time necessary to cover each topic:
 - In such a way that each session or concept reinforces the previous session and leads to the following session or concept
 - Programming the content in relationship to the level of energy of the group (for example morning versus end-of-day)
- To manage the time during the implementation of the training
- To facilitate learning (indicating the links between the subjects and allowing participants to anticipate up-coming subjects). Refer to the squares.
- To facilitate modification of the training program if necessary. (It is easier to

make modifications based on a logical sequence than based on disorder.)

VIII. SESSION GUIDES (10 min)

Ask the group:

- What elements of information do you need in order to conduct a training session? What are the functions of each of these elements?

- Objectives (especially specific objectives): guide decisions regarding all other components of the Session Guide; are necessary for evaluation
- Methods: indicates training method/s to be used to achieve objectives
- Length of the session: specifies the time allowed for the session; this is important for managing time during the training
- Materials: indicates resources necessary for the session; allows trainers and support staff to verify availability of resources in a timely manner
- Instructions: specifies the content and the training methodology at the level the trainer needs in order to conduct the training in a participatory manner and based on the Experiential Learning Cycle

IX. CRITERIA FOR THE SELECTION OF TRAINING METHODS (55 minutes)

Refer to the task analysis and the discussion of learning experiences. Explain that this initial identification of learning experiences to correspond to the knowledge, attitudes and skills to be learned provides a list from which to select training methods for the sessions.

Explain that:

- One of the important decisions a trainer makes is the selection of training methods
- Training methods have been selected for teaching family planning and they are detailed in the curriculum
- If trainers should need to change the methods in the curriculum, they must do so based on certain criteria (the need to change, time available and necessary for using the new methodology, appropriateness of new methodology to participants' actual and needed levels of competence, and trainer skill in using the new methodology) in order to ensure that they will still be able to achieve the training objectives

Distribute the handout *Tips on Selecting Training Methods* and review with the group criteria for the selection of training methods.

Exercise: Grab bag

Ask volunteers to draw, one at a time, a common training method from a sack. After a volunteer has drawn a method, ask him/her to describe:

- the principle functions of the method (why one would use it, what it would help to teach: knowledge, attitudes or skills)
- advantages of using the method
- disadvantages of using the method

Distribute the following handouts:

- Lecture
- Small group discussion
- Brainstorming
- Role play
- Demonstration
- Case study

Explain that the following three methods are useful and often used in family planning training, and that the following three sessions will focus on the use of these methods in implementing family planning training:

- Role play
- Demonstration
- Case study

Handout

DIAGNOSTIC TOOL FOR THE ASSESSMENT OF TRAINING NEEDS

The purpose of training is to teach personnel to do a task which they were not capable of doing due to a lack of competence.

There are two types of needs assessments for training:

1. Needs assessment for basic training (training of personnel who have never been trained to do a certain task).
2. Needs assessment for the improvement of competencies in areas in which personnel have been trained but lack certain competencies necessary to implement correctly certain aspects of their work.

In general, the process of needs assessment is the same. However, there is one difference:

- In the case of basic training, the needs assessment begins with an assessment of the health needs of the community in order to arrive at a complete list of health worker tasks relative to the identified health needs.
- In the case of improving the skills of personnel already trained in a particular area, it is necessary to assess:
 - The degree to which personnel accomplishes the targeted tasks correctly
 - The capacity of personnel to carry out correctly these tasks

The diagram below describes this analysis.

Task accomplishment		
	<i>Accomplishes the tasks</i>	<i>Does not accomplish the tasks</i>
Capacity to do the work	<i>Knows how to do the task</i> Satisfactory (do not intervene) 1	Organizational problem (requires further diagnosis) 4
	<i>Does not know how to do the task</i> Intuition (do not intervene or intervene with care) 2	Training problem 3

Actual personnel performance

In analyzing personnel performance and ability, one sees that:

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 - Interpersonal rapport, individual problems, management style etc.

Training is only useful when applied to personnel in category 3 (and occasionally in category 2). Training personnel who are competent and/or doing an adequate job is not only useless and a waste of resources but is also a source of frustration to competent personnel who recognize that there are other causes of their problems which are never addressed. Thus, in assessing training needs, it is important to:

- Identify personnel who need to improve a given competency and select what they need to learn to be able to carry out the tasks that are required of them
- Identify other causes of poor performance (category 4) and seek appropriate solutions
- Acknowledge the quality of work of personnel (personnel in categories 1 and 2).

Handout

HOW TO TEACH KNOWLEDGE, ATTITUDES AND SKILLS

To teach:	You may choose:
Knowledge	Lecture Reading Discussion (small and large group) Videos (followed by group discussion)
Attitudes	Exercises (including values clarification) Case study Role play Demonstration Discussions Videos (followed by group discussion) On-the-job application (practicums)
Skills	Role play Brainstorming (for certain problem-solving skills) Demonstration Case study Simulation Practical work (in the classroom) On-the-job application (practicums)

TIPS ON SELECTING TRAINING METHODS

The requirements of the learner should dictate the selection of training methods. Here are some questions and ideas to consider in selecting the appropriate method for a particular learning situation.

1. Does the method allow the achievement of the objective of the session?
2. Does the method facilitate the learning of knowledge, attitudes or skills?
3. Is it possible that there could be more than one type of learning from the same method?
4. Does the method require a greater or lesser degree of background knowledge or skill or awareness of attitudes than participants presently possess?
5. How much time does the method take:
 - To prepare?
 - To use?
6. How much space is required to use the method?
7. Is the method appropriate to the size of the learning group?
8. What kind of equipment and/or materials does the method require? Are they available?
9. What special skills are required of the trainers in order to use the method? Are the trainers competent in these skills?
10. Does the method call for active participation of the learners?
11. Does the method achieve the learning objective in the simplest, most economical and most interesting way possible, or is it needlessly complicated?
12. Interest of participants: do not use a single method throughout the workshop nor so many methods that the training becomes perceived as a superficial game or manipulation

Handout

DEMONSTRATION

WHAT IT IS

A presentation carefully prepared for the purpose of showing how to conduct a task or procedure. It is accompanied by verbal and visual explanations, illustrations and questions. The basic process is: show, tell, practice.

WHEN TO USE IT

Use demonstrations to:

1. Teach staff how to do or make something or to use/apply a new procedure.
2. Give confidence to staff that a procedure is feasible.
3. Promote staff interest to learn and use a new procedure.

ADVANTAGES:

Demonstration provides an occasion to:

1. Practice under the direction of someone who has mastered the task
2. Correct immediately any errors.
3. Experience directly doing the task one needs/wishes to learn

DISADVANTAGES

Demonstration:

1. May be costly, cumbersome and inconvenient to organize and conduct
2. Limits the number of people who can benefit from it at one time.

ELEMENTS OF AN EFFECTIVE DEMONSTRATION

An effective demonstration:

1. Is conducted by a competent individual who is accepted by/credible to the participants.
2. Uses real equipment; is not simulated
3. Gives each participant the opportunity to practice
4. Ensures in advance effective security precautions (if applicable)
5. Includes criteria for evaluating the degree to which each participant has mastered the task
6. Is conducted in a comfortable environment.
7. Separates, and applies, the following elements: show and tell.

[Demonstration p. 2]

HOW TO CONDUCT IT

Preparation

1. Master the task and how to demonstrate it to others
2. Bring together all of the equipment and materials necessary (and ensure that they are available to participants at their work sites)
3. Allow sufficient time so that all participants will be able to practice.
4. Establish performance criteria in order to verify mastery of the task by participants.
5. Ensure that all participants will be able to see and hear your demonstration

Implementation

1. Present the task and its purpose
 - Explain and demonstrate the task
 - Proceed step by step, using a checklist of the steps (which are detailed in a logical sequence)
 - Emphasize important points, including difficult aspects
 - Write new terms on a flip chart as appropriate
 - Summarize, asking participants questions and repeating any parts of the demonstration that appear to be unclear
2. Participant practice of the task
 - Ask a participant to conduct the task in front of the group, explaining what he/she is doing and why.
 - Ask the participant questions to monitor his/her learning:
 - Why are you doing _____?
 - What would happen if _____?
 - What else would you do if _____?
 - Invite all other participants to practice conducting the task (in small groups if appropriate, with each group monitored by a trainer)
3. Summarize the key points of the demonstration and:
 - Ask the group if they have any questions
 - Ask the group open questions to clarify their understanding of the task and its application in their work situations

CASE STUDY

WHAT IT IS

A case study is a description of events that happened in a particular situation (facts and sometimes the feelings of the individuals involved). It is used to apply knowledge to a real situation. Because it is used for the purpose of diagnosing and resolving a situation, it must include all of the information relevant to the situation. It does not include solutions nor effects of solutions; these come out of the group discussion. A well-developed case study has the following qualities:

- Precision in the facts that are presented
- Objectivity in the manner in which the facts are presented
- Clarity in the presentation of the situation
- Logic in the description of facts
- Sensitivity in the presentation of characters and their behaviors

WHEN TO USE IT

Case studies are used to:

- Help participants master and apply the skills of diagnosis, analysis and/or resolution of problems.
- Help participants develop the capacity to choose appropriate alternatives based on facts, and commit to a course of action.

ADVANTAGES

1. Facilitates the application of decision-making/problem-resolution skills:
 - Procedures to follow in the case of secondary effects, contraindications and warning signs of contraceptive methods
 - Procedures to follow in certain counseling situations
2. Active participation
3. The discussion allows observation of certain aspects of group dynamics (differences of opinion &/or approaches to a problem)

DISADVANTAGES

1. Requires the ability to develop an effective case for training purposes and to facilitate the discussion concerning the case.
2. Some participants may not take seriously the case study because they will not be responsible for the consequences of their decisions

HOW TO CONDUCT IT

Preparation

1. Prepare the case study based on the learning objectives of the session (so that the case study serves to develop participant skills in selecting important information and analyzing and evaluating it in order to make a decision).
 - The case study must be real and relevant to the experience/problems encountered by participants.
 - The case study must not reflect opinions nor points of view nor the author's solutions to the situation.
 - The case study must not hide facts essential to the situation. Even if the case is complicated, participants must have access to all facts and be able to determine what is relevant. However, if there are too many superfluous facts or if the points are not clear, participants may be easily distracted and lose much time.
2. Formulate open questions at the end of the case study, based on the learning objectives of the session (based on what you want to come out of the case study).

Implementation

1. Divide the group into small groups (of 3-4)
2. Distribute the case to the groups.
3. Allow sufficient time for participants to:
 - Read the case individually
 - Discuss the case in their small groups and answer questions posed in the case
4. In the large group, lead a discussion on:
 - What participants found relevant in the case and why
 - The identification of essential elements
 - The “pros” and “cons” of actions taken in the case
 - The identification of the actual problem and why
 - Possible actions or solutions
 - Similar problems or cases in their work sites and how the participants anticipate addressing them, based on their experience with this case study

NB: 3 stages of the discussion:

- Following participants' discussion of the initial impressions, go back to the text to pin-point key facts. Examine the relationships among the key facts in order to understand the dynamics of the situation. Diagnose the situation/problem (make an objective judgment based on the facts, without distorting it due to prejudices).
- Identify possible solutions and advantages and disadvantages of each in order to choose the best one according to identified criteria
- In order to reinforce the group's learning, go back to the problem-solving approach used and review the principles used so that participants become more conscious of this problem-solving methodology that they may easily transfer to a similar situation in the future.

Handout

GROUP DISCUSSION

WHAT IT IS

Group discussion is a part of nearly all training activities. It is used for:

- Learning facts, concepts and principles
- The development of attitudes
- The development of problem-solving skills

WHEN TO USE IT

1. To introduce an activity:
 - To bring out participants' knowledge
 - To draw a link between an activity or concept and a previous session and/or another skill already taught
 - To orient the group to a task
2. At the end of an activity to analyze the activity and its application to participants' work
3. To cover concepts/information that participants already know something about

ADVANTAGES

1. Active participation of everyone, particularly if it is done in small groups.
2. Brings out the knowledge, attitudes and experience of participants

DISADVANTAGES

1. The discussion may deviate from the subject to the point of losing its purpose. The purpose needs to be clear and the trainer needs to circulate (in the case of small groups) to ensure that the discussions focus on the subject.
2. The discussion may be dominated by one or two members of the group.

HOW TO USE IT

Preparation

1. Formulate key discussion questions based on the session objectives; note the principle points to discuss
2. Plan for a summary of the discussion:
 - A conclusion
 - A list of principles
 - Application of the discussion to the work of participants

Instructions

1. Introduce the subject and draw a link between it and the last session and/or its relevance to the work/experience of the participants.
2. Ask open and relevant questions.
3. Ensure that everyone is given the possibility to express him/herself and that no one dominates the discussion. Ask questions to those who participate/respond less and ask others to allow everyone to participate.

[Group discussion p. 2]

4. Ensure that different opinions are freely expressed.
5. Provide a synthesis or summary at the end. For learning purposes, this is best done by asking participants to share what they see as the conclusion, principles and/or application of the subject of discussion (respecting principles of both Adult Learning and the Experiential Learning Cycle).

Suggestions for the efficient and productive organization of small group discussion.

1. Define clearly the subject or ‘product’ of the small group work and ensure that everyone understands the instructions.
2. Indicate the size of the groups that will be formed, the members of each group and where each group will work, before asking participants to join their groups.
3. Encourage participants to join their groups quickly.
4. Ensure that the groups organize themselves so that everyone is involved in the discussion.
5. Use groups of different sizes for different discussions, depending upon the subject and time limitations. Change group membership often so that participants benefit from working with a variety of colleagues.
6. Before the groups begin working, ask them to designate a reporter to share the results of their work with the large group.
7. Circulate among the groups while they work in order to monitor their understanding of the task, answer questions they may have and to note essential points of their discussions. You may encourage certain small groups to present to the large group specific elements of their discussion or work that you consider essential to their learning.
8. For certain activities or discussions, it may not be necessary that all groups present all of their work. Ask for a sample of what the groups discussed, or ask a limited number of groups present and other groups to add additional key items that were missing in the initial presentations.

Handout

ROLE PLAY

WHAT IT IS

A training method in which the trainers or participants play a realistic role in a simulated situation.

3 principle types of role plays

1. Spontaneous: The trainer or a participant decides spontaneously to demonstrate something through a role play
2. Structured:
 - a. Open: All of the information is known to all participants/players in the role play. There are no unknowns, hidden facts nor special instructions. The role play occurs in an organized fashion; the players coordinate their efforts to arrive at a predetermined ending (often to show a particular situation to the audience).
 - b. Blind: The trainer gives each player individual instructions which are not shared with the other player. Each player follows his/her instructions (plays his/her role) without knowing what the other player's specific instructions are. This type of role play is often used for the purpose of teaching certain competencies in interpersonal communication.

WHEN TO USE IT

Role play is most often used to:

1. Practice competencies in interpersonal communication.
2. Examine a problem situation, or incident, in order to learn how one could have reacted/dealt with it better.
3. Help participants to become more aware of the effects of attitudes and/or behavior on others in order to facilitate changes in attitude and/or behavior.
4. Evaluate the performance of personnel in certain interpersonal situations (in order to improve them).
5. Facilitate reflection about a difficult decision (by playing the situation).

[Role play p. 2]

ADVANTAGES

1. Facilitates active participation of participants.
2. An essential method for developing interpersonal communication skills.
3. May reduce the threat of learning certain interpersonal competencies. (In a role play, one can experiment with certain behaviors in a controlled situation without the risk of embarrassment.)
4. Provides an occasion to learn by observation and feedback.

DISADVANTAGES

1. Participants may not take the learning seriously. The trainer can minimize this problem by asking participants to submit the cases to be used for the role plays.
2. Sometimes, the roles reinforce existing stereotypes. Roles must be realistic and players must portray/follow them.
3. When roles plays are conducted before a passive audience, learning may be minimal. Members of the audience must have an active role of observation. In order for participants to master the specific competencies, role plays must be conducted in small groups of 3-4.
4. Role play may personalize too much a particular situation. The players may perceive the roles and the feedback too personally; or reveal things that they regret later. The trainer must clearly define the learning environment (the purpose of the role play, the rules for giving and receiving feedback etc).

HOW TO CONDUCT IT

Preparation

1. Ensure that the role play:
 - Responds to the learning objectives for the session
 - Is realistic in terms of the identified problems of the participants
 - Is interesting
 - Offers a challenge to the players as well as to the observers
2. Develop the situation to be played (based on cases submitted by participants)
 - Describe the situation
 - Describe the role of each player
 - Prepare an observation guide to help the players as well as the audience to analyze the role play
3. Prepare a plan for the discussion following the role play, in order to be sure of developing the essential points.

[Role play p. 3]

Instructions

1. Give the instructions to the group:
 - The goal of the role play
 - The structure of the role play and how it will be conducted
 - Role plays (in the case of family planning counseling training) will be conducted in small groups of three
 - There will be three role plays within each group, with three different cases, so that each member plays all three roles: doctor or nurse, client, and observer
 - Ask small groups to determine who will play which role for the first role play
 - Indicate how much time is allowed for the role play
 - Post the observation questions and rules for feedback
 - Distribute the cases to the players (according to the type of role play)
2. Conduct the role play (10-15 minutes maximum)
3. Discussion following each role play (within the small groups in the case of family planning training), based on the observation questions and the Experiential Learning Cycle. The discussion should begin with the persons who played the role of doctor/nurse, followed by the persons who played the role of client, followed by the observers. (5 minutes)
 - What went well
 - Problems encountered
 - Questions raised
 - Effectiveness of the doctor's/nurse's counseling (questions, interventions etc)
 - Alternative strategies
 - Application to participants' work
4. Discussion following all three role plays (in the large group), based on the observation questions and the Experiential Learning Cycle. The discussion should begin with the persons who played the role of doctor/nurse, followed by the persons who played the role of client, followed by the observers, and finally the trainers.

NB: In using role play as a training method, it is important for the trainer to indicate to the group how much time is allowed for each part of the activity and to call time at the end of each activity. This helps participants to use their time efficiently and to focus on their work.

Handout

BRAINSTORMING

WHAT IT IS

A teaching method used to help participants to reflect in a creative manner. This technique is composed of two steps:

1. Participants are encouraged to all of their ideas and/or solutions possible concerning the subject or problem posed to them. One person writes all of the ideas on a flip chart. No one comments on the ideas nor indicates whether they are good or bad, relevant or irrelevant.
2. When the group has exhausted their ideas, the groups proceeds to the analysis of the ideas. The group discusses the ideas, one by one, and decides which of them are valid.

WHEN TO USE IT

1. To help a group to think of the largest number possible of new ideas.
2. To help persons who are extremely practical to think in a more creative manner.
3. To resolve a difficult problem when the traditional problem-solving techniques have failed.

ADVANTAGES

1. May be very effective for the resolution of a problem when the group is seriously blocked.
2. Engages the participation of everyone.

DISADVANTAGES

1. People who like to be practical may not take the technique seriously
 2. Many of the suggestions offered may not be very useful
 3. Criticizing ideas during the analysis step makes some people uncomfortable.
- NB: 'Brainstorming' is frequently confused with 'discussion'. The purposes of these two methods are different and the ways in which they are used are different. Brainstorming should not be used when the trainer wants the group to come up with/consider already known items.

[Brainstorming p. 2]

HOW TO USE IT

1. Introduce the subject to be discussed
2. Explain the goal and process of brainstorming (including why and how it will be used).
3. Ask the group to share all of their ideas related to the subject
4. Write participants' ideas on the flip chart without comment. No one is allowed to indicate whether the ideas are good or bad.
5. When the group has exhausted its ideas, lead a discussion of the ideas one by one. Ask the group to decide which are valid/relevant in relationship to the objectives/subject. Then eliminate the rest.
6. Help the group to summarize the subject.

Handout

MINI-LECTURE

WHAT IT IS

A brief presentation given for the purpose of assisting participants to acquire certain knowledge, or to expose them to a principle, process or situation relevant to their learning.

WHEN TO USE IT

1. To introduce an activity/group experience (if the activity/experience needs an introduction). **NB:** Never use lecture to share with the group the principles that should be drawn from a learning experience before doing the experience. The principles must come out of the discussion that follows the experience: respect the Experiential Learning Cycle.
2. Explain and/or summarize a particular point during the summary of a learning experience (especially in the case of a concept that is new to the group).
3. Provide additional new information.

ADVANTAGES

1. Economize the time.
2. Present certain facts in an orderly manner.
3. Reinforce the relationship between a learning experience and:
 - Certain complex concepts or principles
 - Its relationship to the participants' work

DISADVANTAGES

1. Can be boring
2. Does not elicit group participation

HOW TO USE IT

Preparation

Ensure that the lecture:

1. Is relevant, that it:
 - Responds to the leaning needs of the group
 - Corresponds to their level of knowledge and experience
 - Corresponds to the activities they have just done as well s to the activities that follow
2. Will be brief (less than 20 minutes). Do not plan more information than the group can absorb
3. Includes questions that will promote group participation
4. Is planned to occur:

[Mini-lecture p. 2]

- before an activity if the information to be given is necessary to the conduct of the activity
 - at the step Application (of the Experiential Learning Cycle) if it concerns principles to be drawn from the experience, or to be applied later – principles that the participants do not yet have any knowledge of).
5. Is supported by visual aids. Tips for using visual aids:
- Do not speak and write at the same time.
 - Your writing must be readable and visible to everyone
 - Choose carefully what to put on the board (a new word, an important point, a diagram relevant to the lesson, a summary of what was said)
 - Diagrams must be as simple as possible. It may be better to prepare some diagrams and summaries in advance to be sure to include the key elements and to not waste time in class.

Instructions

1. Share the objectives of the lecture
2. Indicate if participants should take notes (or if handouts will be provided)
3. Link the session with the previous session
4. Follow a plan
5. Cite references if appropriate. Use diagrams to show relationships between ideas and to show processes and procedures
6. Define new ideas
7. Pay attention to the reaction and understanding of the group as well as to the ambiance. It may be necessary to go a bit faster, a bit slower, introduce certain participatory activities or solicit participant input or examples in order to ensure effective understanding of the material presented.
8. Present the material in an organized and clear manner, using simple words, concrete examples, and a logical sequence.
9. Distribute handouts covering essential points to eliminate the need for participants to take notes (which can be distracting for them)
10. Change your tone of voice, maintain eye contact with the group, and use gestures to support the message

Handout

EXERCISES

WHAT IT IS

Exercises used in training are structured activities designed to teach certain concepts, principles or problem-solving skills

WHEN TO USE IT

Exercises can be used:

- As part of any session, provided that the particular exercise contributes to the achievement of the objectives of the session.
- As ice breakers at the beginning of the program to help participants feel comfortable with the group
- As energizers to re-energize the group (for example, when the group has been working very hard on something and has a low level of energy)

ADVANTAGES

1. Changes the pace and structure of learning and the learning environment
2. Contributes to positive group dynamics (due to the change of pace and practical nature of exercises)
3. Can be a very effective training tool if the exercise is relevant to the objectives and the Experiential Learning Cycle is respected in its application
4. Generally raises the energy level of the group.

DISADVANTAGES

1. Draws away from the learning environment if the exercise has nothing to do with the learning; the exercise may be seen as an irrelevant game.
2. Is ineffective for learning if the trainer is unable to apply adequately the Experiential Learning Cycle to the discussion following the exercise.

HOW TO USE IT

1. Decide in advance whether or not, and how, to introduce the exercise.
 - In some situations, it may be important to introduce the exercise. However, be careful in the introduction to not share with the group what they should learn from the exercise; this will likely reduce their learning.
 - In many situations, simply begin the exercise by giving instructions to the group.
2. Following the exercise, proceed through the steps of Reflection, Generalization and Application (of the Experiential Learning Cycle) in order to help the group to draw from the activity the intended principles and apply them to participants' work situations.

NB: Physical exercises can also be used in training for the simple purpose of energizing the group. If the group's energy is lagging, simply propose (with enthusiasm) a short physical exercise or ask a participant if he/she would like to lead such an activity.

SESSION GUIDE 4: CASE STUDY

OBJECTIVES: By the end of the session, participants will be able to:

1. Define the concept of case study
2. Explain the purpose of using case studies in the context of family planning training
3. Name at least two advantages of using case studies as a training technique in family planning training.
4. Describe at least two problems a trainer could encounter in using case studies and what to do in each situation.
5. Explain the process of using case studies in the context of family planning training.
6. Facilitate the use of case studies in the context of family planning training.

METHODS: Discussion, practical work

TIME: 1 hour

MATERIALS:

Handouts:

- Case Study (distributed in previous session)
- Case (to be developed in the context of the contraceptive technology component of family planning training)

INSTRUCTIONS:

I-II. DEFINITION AND PURPOSE OF CASE STUDIES (10 minutes)

Refer to the discussion of training methods that are often used in family planning training; case studies were mentioned among these common methods. Ask the group:

- What is a case study?

A case study is a description of events that happened in a particular situation (facts and sometimes the feelings of the individuals involved). It is used to apply knowledge to a real situation. Because it is used for the purpose of diagnosing and resolving a situation, it includes all of the information relevant to the situation. It does not include solutions nor effects of solutions.

- For what purposes would you use case study in family planning training?

Help participants master and apply the skills of diagnosis, analysis and/or resolution of problems, particularly related to:

- Making clinical decisions regarding contraindications of methods
- Counseling regarding side effects of methods
- What to do in case of warning signs.

Help participants develop the capacity to choose appropriate alternatives based on facts, and commit to a course of action.

III-IV. ADVANTAGES AND PROBLEMS OF USING CASE STUDIES IN THE CONTEXT OF FAMILY PLANNING TRAINING (10 minutes)

Ask the group:

- In what training situations would you use case studies in family planning training rather than lecture or group discussion? Why?

Facilitates the application of decision-making/problem-solving skills which is difficult to achieve with lecture or group discussion. This requires a situation to which participants can apply these skills. Examples:

- Procedures to follow in the case of secondary effects, contraindications and/or warning signs of contraceptive methods
- Procedures to follow in certain counseling situations

Active participation

- What problems might you anticipate in using this method of training in a family planning workshop?

Case studies that do not respond to the objectives of the training.

Inadequate facilitation of the discussion concerning the case which limits achievement of the objectives.

Some participants may not take seriously the case study because they will not be responsible for the consequences of their decisions

V-VI. USING CASE STUDIES IN FAMILY PLANNING TRAINING (40 minutes)

Briefly review with the group the process of using case studies in training, then implement the process with the group, using a case prepared in relation to teaching contraceptive technology:

1. Divide the group into small groups (of 3-4)
2. Distribute the case to the groups.
3. Allow sufficient time for participants to:
 - Read the case individually
 - Discuss the case in their small groups and answer questions posed in the case

4. In the large group, lead a discussion on:
- What participants found relevant in the case and why
 - The identification of essential elements
 - The “pros” and “cons” of actions taken in the case (if action was taken in the case)
 - The identification of the actual problem and why
 - Possible actions or solutions
 - Similar problems or cases in their work sites and how the participants anticipate addressing them, based on their experience with this case study

Explain that the discussion is often a three-part process:

- Following participants’ discussion of the initial impressions, they should:
 - Go back to the text to pin-point key facts.
 - Examine the relationships among the key facts in order to understand the dynamics of the situation.
 - Diagnose the situation/problem (make an objective judgment based on the facts, without distorting it due to prejudices).
- Identify possible solutions and advantages and disadvantages of each in order to choose the best one according to identified criteria
- In order to reinforce the group’s learning, go back to the problem-solving approach used and review the principles used so that participants become more conscious of this problem-solving methodology that they may easily transfer to a similar situation in the future.

CASE STUDY

WHAT IT IS

A case study is a description of events that happened in a particular situation (facts and sometimes the feelings of the individuals involved). It is used to apply knowledge to a real situation. Because it is used for the purpose of diagnosing and resolving a situation, it must include all of the information relevant to the situation. It does not include solutions nor effects of solutions; these come out of the group discussion. A well-developed case study has the following qualities:

- Precision in the facts that are presented
- Objectivity in the manner in which the facts are presented
- Clarity in the presentation of the situation
- Logic in the description of facts
- Sensitivity in the presentation of characters and their behaviors

WHEN TO USE IT

Case studies are used to:

- Help participants master and apply the skills of diagnosis, analysis and/or resolution of problems.
- Help participants develop the capacity to choose appropriate alternatives based on facts, and commit to a course of action.

ADVANTAGES

1. Facilitates the application of decision-making/problem-resolution skills:
 - Procedures to follow in the case of secondary effects, contraindications and warning signs of contraceptive methods
 - Procedures to follow in certain counseling situations
2. Active participation
3. The discussion allows observation of certain aspects of group dynamics (differences of opinion &/or approaches to a problem)

DISADVANTAGES

1. Requires the ability to develop an effective case for training purposes and to facilitate the discussion concerning the case.
2. Some participants may not take seriously the case study because they will not be responsible for the consequences of their decisions

HOW TO CONDUCT IT

Preparation

1. Prepare the case study based on the learning objectives of the session (so that the case study serves to develop participant skills in selecting important information and analyzing and evaluating it in order to make a decision).
 - The case study must be real and relevant to the experience/problems encountered by participants.
 - The case study must not reflect opinions nor points of view nor the author's solutions to the situation.
 - The case study must not hide facts essential to the situation. Even if the case is complicated, participants must have access to all facts and be able to determine what is relevant. However, if there are too many superfluous facts or if the points are not clear, participants may be easily distracted and lose much time.
2. Formulate open questions at the end of the case study, based on the learning objectives of the session (based on what you want to come out of the case study).

Implementation

1. Divide the group into small groups (of 3-4)
2. Distribute the case to the groups.
3. Allow sufficient time for participants to:
 - Read the case individually
 - Discuss the case in their small groups and answer questions posed in the case
4. In the large group, lead a discussion on:
 - What participants found relevant in the case and why
 - The identification of essential elements
 - The “pros” and “cons” of actions taken in the case
 - The identification of the actual problem and why
 - Possible actions or solutions
 - Similar problems or cases in their work sites and how the participants anticipate addressing them, based on their experience with this case study

NB: 3 stages of the discussion:

- Following participants' discussion of the initial impressions, go back to the text to pin-point key facts. Examine the relationships among the key facts in order to understand the dynamics of the situation. Diagnose the situation/problem (make an objective judgment based on the facts, without distorting it due to prejudices).
- Identify possible solutions and advantages and disadvantages of each in order to choose the best one according to identified criteria
- In order to reinforce the group's learning, go back to the problem-solving approach used and review the principles used so that participants become more conscious of this problem-solving methodology that they may easily transfer to a similar situation in the future.

SESSION GUIDE 5: ROLE PLAY AS A TRAINING METHOD

OBJECTIVES: By the end of the session, participants will be able to:

1. Define the concept of role play
2. Describe three types of role plays and the purpose of each.
3. Explain the purpose of role play in the context of family planning training
4. Name at least two advantages of using role play as a training technique in family planning training.
5. Describe at least two problems a trainer could encounter in using role play and what to do in each case.
6. Explain the four steps in preparing and conducting role plays in the context of family planning training.
7. Develop role play situations based on cases provided by workshop participants.
8. Facilitate the implementation of a role play in the context of family planning training.

METHODS: Discussion, practical work, role play

TIME: 2 hours

MATERIALS:

Flip chart:

- Questions for observers

Handouts:

- Role play
- Questions for observers

INSTRUCTIONS:

I-II. ROLE PLAY: CONCEPT & TYPES (10 min)

Refer to the discussion of training methods that might be used for family planning training; role play was mentioned as one of these. Ask the group:

- What is role play?

A teaching method in which the trainers or participants play a realistic role in a simulated situation.

Explain that there are three basic types of role plays that are used in training, and that they differ by 1) how they are organized, and 2) their purpose:

- 1) Spontaneous role play. The trainer or a participant decides spontaneously to demonstrate something through a role play
- 2) Structured role play. May be either open or blind.

- a) Open: all of the information is known to all participants/players in the role play: there are no unknowns, hidden facts nor special instructions. The role play occurs in an organized fashion. The players coordinate their efforts to arrive at a predetermined ending. This type of role play is often used to show a particular situation to the audience.
- b) Blind: the trainer gives each player individual instructions which are not shared with the other player. Each player follows his/her instructions (plays his/her role) without knowing what the other player's specific instructions are. This type of role play is most often used for the purpose of teaching certain competencies in interpersonal communication in the context of the delivery of health services. In this case, the instructions to the person playing the role of the service provider (doctor, nurse, midwife etc) are to apply the knowledge, attitudes and skills taught in the workshop. The person playing the role of the client is given instructions to play certain characteristics or problems of a given client. (Ideally, these characteristics and problems are based on cases the workshop participants have encountered and found difficult.)

III-V. PURPOSE, ADVANTAGES AND PROBLEMS OF USING ROLE PLAY IN THE CONTEXT OF FAMILY PLANNING TRAINING (30 min)

Explain to the group that among the challenges of the provision of quality family planning services is that while family planning is essential to the promotion of maternal and child health, 1) it is voluntary in the sense that the client's health (most often) is not in immediate danger, and 2) it concerns issues that are, for many people, private (relationships with partners, sexuality etc). For these reasons, service providers must be able to offer the service in a way in which clients feel comfortable discussing their needs and concerns.

During the family planning training, interpersonal issues that may influence a family planning consultation will be addressed. Participants' participation in role plays is a most useful way for them to improve their skills in dealing with these various issues.

Ask the group:

- Think of yourselves as the trainers you will soon be, organizing a group of fellow doctors and nurses to participate in role plays in order to improve their skills in counseling clients about family planning. What are:
 - ✓ Some of the advantages you see for asking all of them to participate in role plays?
 - ✓ Some of the problems you could encounter in the organization and implementation of role plays with these groups? How could you deal with these?

Divide the group into small groups of 3-4. Ask them to discuss and respond to these questions and to share their responses in the large group.

Advantages

- Through active participation, all participants have the opportunity to practice and improve their attitudes and skills
- Role play is interactive
- Role play is a principle method for developing interpersonal communication skills
- Role play provides an occasion to learn by observation and feedback
- Role play may reduce the threat or reluctance of learning certain interpersonal competencies. It allows participants to try certain behaviors in a controlled situation without the risk of embarrassment.

Possible problems

- Participants may not take the learning seriously.
 - Minimize this problem by asking participants to submit the cases to be used in the role plays, based on their experience
- The roles sometimes reinforce existing stereotypes.
 - Ensure that client roles are realistic. Encourage players to portray/follow them
- When role plays are conducted in front of large and/or passive groups, learning may be minimal
 - Family planning role plays are more useful when conducted in small groups of 3-4
- Role play may personalize too much a particular situation.
 - Clearly define the task and the learning environment (that it is to practice skills in interpersonal communication)

VI-VII. STEPS IN CONDUCTING ROLE PLAYS (30 min)

Explain to the group that it is important that role plays be carefully prepared so that they are effective. This means that they:

- Correspond to the learning objectives of the training
- Are realistic: they are based on real problems faced by participants
- Offer a challenge to the players as well as to the observers
- Must be developed by the trainer (based on problems experienced by participants)
 - Ask participants to submit difficult cases (early in the training)
 - Transform the cases in to role plays:
 - Describe the situation
 - Describe the role of each player

There must also be:

- An observation guide to help the players and observers to analyze the role play in a way that allows them to learn from it.

- A plan for the discussion following the role play, in order to be sure of developing the essential points.

Ask 3 volunteers for examples of service provider – client situations in family planning that were difficult for them. Divide the group into three small groups and work with the groups to develop 3 role plays, based on the situations provided.

Share with the group an example of an observation guide for observing role plays in family planning counseling situations.

VIII. IMPLEMENTATION OF ROLE PLAYS (50 min)

Explain to the group that three elements are important to communicate to the group at the time of conducting the role play.

- Instructions for the role play:
 - Form small groups of three
 - In each group, participants decide who will be the service provider, the client, and the observer for the first role play. (Emphasize that there will be three role plays so that each participant will have the opportunity to play all three roles.)
 - Post the questions for the observation of the role play and review them with the group. These questions provide guidance for feedback about the effectiveness of the family planning counseling
 - Give the description of the client and the situation to the individual in each group who is playing the role of the client. (Do NOT share this information with the rest of the group.) Give the individual a few minutes to read the information and prepare him/herself for playing the role.
- Conduct the role play.
 - Signal to participants to begin their role plays and indicate that they will have 5 minutes. (This period of time will be longer in the family planning counseling training.)
 - At the end of 5 minutes, call an end the role plays
- Discussion (within the small groups) following the role play (5 min)
 - In the discussion following the role plays, always begin by asking the individuals who played the role of “service provider” to share their feedback to themselves first, followed by the “clients”, then the observers, then the trainers. (Feedback begins with the “service provider”: it is easier for this person to whom others will give feedback to comment on his/her performance, and possible mistakes, before receiving the feedback of others.). Feedback should focus on the role play questions posted on the flip chart.

- Following the first role play, ask participants in the small groups to change roles so that each person has a new role.
- Distribute a second role play case to the person who is to be the “client” for this role play.
- Follow the instructions as for the first role play.
- Following the second role play, ask participants in the small groups to change roles so that each person has a new role.
- Distribute a third role play case to the person who is to be the “client” for this role play.
- Follow the instructions as for the first role play.
- Following the third role play, including the discussion within the group, ask participants to re-join the large group. Lead a discussion on what participants learned from the experience, using the role play questions posted.

Lead a discussion with the group about the organization, implementation and usefulness of role play in teaching family planning counseling skills.

- How useful did you find this training method for learning counseling skills?

NB: Acknowledge that in an actual family planning workshop:

- Earlier sessions of the workshop will have covered knowledge, attitudes and skills that the participants are now asked to practice through role play.
 - The role play situations will be developed by the trainer, based on situations submitted by participants (anonymously) in advance. Thus, only the “client” will have knowledge of the details of the situation, making the situation more real.
- What thoughts do you have about organizing and implementing this method?
 - Any other reactions or comments?

ROLE PLAY: QUESTIONS FOR DISCUSSION

Questions for service providers

1. What did you do to put the client at ease, to gain her/his confidence?
2. How did you encourage the client to talk about her/his problem and/or clarify information regarding her/his problem?
3. Did you respond to the preoccupations of the client? If yes, how? If no, why not?
4. Were there any obstacles in the consultation (at the level of communication, the reaction of the client, lack of information etc)? What did you do to resolve this problem? What might you have done differently?

Questions for clients

1. How did you feel at the beginning of the consultation?
2. Did the service provider put you at ease, gain your confidence? How? If not, why not?
3. Was the service provider interested in your problem? Did he/she help you in the resolution of your problem? How? If not, why not?
4. What more could the service provider have done to help you?
5. Did the service provider give you clear and relevant information in a manner in which you could understand?
6. Did you feel any judgments from the service provider? Which ones?

Questions for observers

1. Did the service provider:
 - Respect the steps of GATHER (respect the elements that were relevant to the consultation and limit her/himself to these elements at the appropriate step)?
 - Utilize different techniques of active listening (active listening, paraphrase, clarifying questions)?
 - Make judgments or moralize? Give an example.

2. How effectively did the service provider listen to the client? Did he/she:
 - Encourage the client to talk (of her/his needs, hopes, preoccupations, knowledge etc)?
 - Bring out relevant information in the consultation?

3. What did the service provider do that demonstrated:
 - That he/she gave his/her attention to the client?
 - That he/she respected the client?

4. What was the quality of information given to the client, in terms of:
 - Clarity of the information?
 - His/her explanations (were they simple, correct, complete etc)? Did the service provider lack certain information? Which ones?

5. Did the service provider:
 - Verify the client's understanding of all information given to her/him (including the date of the next appointment if appropriate)?
 - Offer to see the client again if the client desires?

6. Did the consultation end in a positive manner?

SESSION GUIDE 6: DEMONSTRATION

OBJECTIVES:

1. Name in a logical sequence the steps for conducting a demonstration.
2. Prepare a demonstration, using an example from family planning service delivery (demonstration of condom use to a client)
3. Implement the demonstration
4. Evaluate the effectiveness of the demonstration

METHODS: Exercise, discussion, small group work

TIME: 1 hour

MATERIALS:

Flip charts:

- Demonstration check list
- Check list for demonstrating condom use

Handouts:

- Demonstration steps (random list)
- Demonstration check list
- Check list for demonstrating condom use

Other training materials:

- Condoms (one per participant plus several extra for large group demonstration)

INSTRUCTIONS

I. DEMONSTRATION ALGORITHM (20 minutes)

Explain to participants that an important training method for developing certain family planning skills is demonstration. Ask them:

- What are the most important things to consider when learning to perform a new skill?

- The skill is composed of several gestures that are to be performed in a specific order
- When learning a new skill, all gestures are done in a conscious manner
- Once the skill is well learned, it becomes an unconscious process and the gestures are automatically performed (one goes from unconscious incompetence to unconscious competence)
- If the skill is learned incorrectly from the beginning, the errors will continue every time the skill is performed. Thus, it is important to learn a skill correctly from the beginning.

Exercise:

Propose the following exercise, focusing on the sequence of steps to be followed when conducting a demonstration for training purposes.

- Ask participants to group themselves in pairs
- Distribute to each small group the handout Demonstration Steps (random list).
- Ask participants to place the steps in a logical order. (5 minutes).
- At the end of the small group work, ask a person from each dyad to indicate the correct sequence of the steps for conducting a demonstration. Each pair will mention two steps.
 - After each answer, ask the other small groups:
 - Do you agree with what your colleagues said or have you a different opinion? Please justify your position.
- After the small groups have finished, post the flip chart Demonstration check list (the correct sequence of steps for conducting a demonstration).

DEMONSTRATION CHECK LIST

1. Practice the skill yourself.
2. Check the materials and/or equipment to be sure that they are functioning
3. Arrange the chairs so that all participants can see the demonstration and hear the presentation and discussion
4. Do not spread the materials for the demonstration before they are needed
5. Explain the purpose for doing the demonstration
6. Show the procedure step by step, using a check list and writing down and explaining new terms
7. Perform the demonstration slowly a second time, step by step
8. Ask participants specific questions about the procedures they saw, to verify their understanding
9. Divide participants into small groups (of 2-3), provide materials and invite them to practice
10. Ask the group for feedback about what they learned, and any difficulties they encountered
11. Summarize the key points of the demonstration

Ask participants:

➤ What observations do you have regarding this algorithm?

- The importance of respecting the sequence of steps for conducting a demonstration is often overlooked.
- The more precise the steps of the check list are, the less the risk for learning mistakes.

II. PREPARATION OF A DEMONSTRATION (20 minutes)

Invite the group to name the steps they would follow for demonstrating condom use (how they would demonstrate condom use to a client). Ask them to list these steps even if they are not in order.

Work with the group to put the steps in a logical order.

Post the flip chart Check list for demonstrating condom use. Compare the group's list with the checklist from the flip chart.

Discuss with the group the logic of the steps (of the check list) as appropriate.

III-IV. IMPLEMENTATION AND EVALUATION OF DEMONSTRATIONS (20 minutes)

Ask a volunteer to prepare and implement a demonstration of condom use, using the checklist. Other participants will observe the demonstration, following the checklist.

Ask the volunteer about the implementation of the demonstration:

- What if any difficulties they encountered?
- What questions they have, if any, about any aspect of the demonstration?

Ask the group:

- What observations do you have regarding the demonstration?
- Were all of the steps followed?
- Was the demonstration useful? In what way?

- Allowed participants to see how to conduct a demonstration of condom use, respecting a logical sequence of steps which will help clients better learn how to use the method
- Allowed participants to learn how to conduct a demonstration

Divide the group into pairs. Invite participants to repeat the demonstration in their small groups.

- While one person practices the demonstration, his/her colleague observes (using the checklist).
- At the conclusion of the individual's demonstration, the colleague gives feedback regarding the respect for the steps to be followed. Distribute the condoms.

Following the practice in small groups, invite participants to rejoin the large group. Ask the group:

- What are your reactions to this experience?
 - ✓ Should family doctors and/or nurses demonstrate condom use with their clients? Why or why not?
 - ✓ Should trainers emphasize the importance of clear demonstrations as a part of training other trainers?
- Is there anything that should be different if you were to repeat this demonstration?
- How can you apply this experience in your future work as a trainer?

- | |
|--|
| <ul style="list-style-type: none">• Allow sufficient time for the group to practice skills that are being taught• Emphasize the importance of respecting the sequence of steps in a checklist for the application of a particular skill |
|--|

NB: Emphasize that in the context of providing condoms to clients, it is important to verify their understanding of how to use them:

- Ask open questions regarding the steps of condom use
- Demonstrate condom use and have the client repeat the demonstration and explain the importance of each step.

Handout

DEMONSTRATION STEPS (random list)

1. Summarize the key points of the demonstration.
2. Arrange the chairs so that all participants can see the demonstration and hear the presentation and discussion
3. Ask the group for feedback about what they learned, and any difficulties they encountered
4. Ask participants specific questions about the procedures they saw, to verify their understanding
5. Check the materials and/or equipment to be sure that they are functioning
6. Divide participants into small groups (of 2-3), provide materials and invite them to practice
7. Do not spread the materials for the demonstration before they are needed
8. Explain the purpose for doing the demonstration
9. Perform the demonstration slowly a second time, step by step
10. Practice the skill yourself
11. Show the procedure step by step, using a check list and writing down and explaining new terms

DEMONSTRATION CHECK LIST

1. Practice the skill yourself.
2. Check the materials and/or equipment to be sure that they are functioning
3. Arrange the chairs so that all participants can see the demonstration and hear the presentation and discussion
4. Do not spread the materials for the demonstration before they are needed
5. Explain the purpose for doing the demonstration
6. Show the procedure step by step, using a check list and writing down and explaining new terms
7. Perform the demonstration slowly a second time, step by step
8. Ask participants specific questions about the procedures they saw, to verify their understanding
9. Divide participants into small groups (of 2-3), provide materials and invite them to practice
10. Ask the group for feedback about what they learned, and any difficulties they encountered
11. Summarize the key points of the demonstration

Handout

CONDOM USE: CHECKLIST

1. Explain to the client the importance of:
 - Using condoms for protection from STIs, including HIV (as well as for prevention of pregnancy if this is the client's contraceptive choice).
 - Placing the condom on the erect penis before any sexual contact (for both contraceptive protection and/or for the prevention of STIs as some semen may be released during foreplay).
 - Not using Vaseline, cooking oil or grease to lubricate the condom as any of these will weaken the condom quickly and allow it to break during intercourse. Most condoms are already lubricated. If not, one should use a contraceptive jelly for lubrication.
2. Verify the expiration date on the condom package and show the client how to verify it. Tell the client not to use condoms if the expiration date has passed.
3. Verify the integrity of the package. Tell the client:
 - If the package is already open, the condom may not be in good condition.
 - Not to leave condoms for long periods of time in warm places (for example, in automobile glove boxes in the summer heat nor in men's wallets in the back pocket).
4. Open the package gently where indicated. Explain to the client that it is important not to damage the condom when opening the package.
5. Verify the integrity of the condom. Explain to the client that if the condom is dry and stiff or like paper, it should not be used.
6. Show the client how to verify that the condom is right side out (so that it can be unrolled easily down the penis).
7. With one hand, grasp the tip of the condom and with the other hand guide its application on the model. Explain the importance of pinching the tip of the condom: to be sure that there is no air in the tip and thus to leave room for the semen during ejaculation. Explain that if there is air in the tip of the condom, the condom may break during ejaculation or the air may push the semen up the sides of the condom, causing leakage and loss of protection.
8. Unroll the condom on the model.
9. Explain to the client the importance of withdrawing the penis soon after intercourse before it becomes soft and semen leaks out.
10. Explain to the client the importance of holding on to the condom during withdrawal of the penis to prevent the condom from slipping off. Demonstrate this step.
11. Make a node/knot at the top of the condom to keep its contents from spilling.
12. Explain the importance of throwing the condom in the garbage where children will not find it.

SESSION GUIDE 7: GROUP DYNAMICS

OBJECTIVES: By the end of the session, participants will be able to:

- 3.1 Describe the influence of the groups of which one is a member on the behavior of the individual in the context of training
- 3.2 Name the four stages of group development
- 3.3 Explain the importance of group development to the productivity of training workshops
- 3.4 Explain the term “group dynamics” and its influence on training
- 3.5 Name at least five organizational factors that may contribute to negative group dynamics
- 3.6 Describe at least five types of behavior that may contribute to negative group dynamics
- 3.7 Describe at least three principles for facilitating positive group dynamics
- 3.8 Describe at least three possible actions a trainer might take to respond to negative group dynamics

METHODS: Exercise, discussion

TIME: 4 hours

MATERIALS:

Flip charts

- The Groups to Which I Belong (hard copy only)
- Stages/Steps in Group Development in the Context of Training: four flip charts, each one with the participant behavior/feelings of one of the four stages
- Group dynamics is concerned with:

Handouts

- The Groups to Which I Belong (hard copy only)
- Stages in Group Development in the Context of Training
- Group Dynamics
- Indicators of Positive and Negative Group Dynamics
- Facilitation of Positive Group Dynamics and Responding to Negative Group Dynamics

Trainer document

- Examples of Difficult Situations in Workshops

INSTRUCTIONS

I. INFLUENCE OF GROUPS ON INDIVIDUAL’S BEHAVIOR (45 minutes)

Explain to the group that now that we have covered some of the principles of developing training programs, and have practiced several training methods commonly used in family planning training, we will turn our attention to group dynamics in the context of training:

- What participants bring to a group
- How groups form in the context of workshops

- The effect of group dynamics on the effectiveness of a workshop
- Some of the things a trainer can do to facilitate positive group dynamics and to respond to negative group dynamics

Refer to the following topics that were discussed earlier in the training, and on their influence on the training process:

- How adults learn (Adult Learning Theory)
- How to facilitate adult learning (applying the principles of the Progression of Learning, and the Experiential Learning Cycle to the design and implementation of training sessions)
- Certain dimensions of our personalities that influence our interaction with others (Child, Parent and Adult)
- How to give and receive feedback in the context of training

Introduce the concept of **group dynamics** by suggesting that all of us belong to a variety of groups and that these groups have a certain influence on our behavior.

Post the flip chart The Groups to Which I Belong and distribute the handout The Groups to Which I Belong. Invite participants to fill in the first 2-3 groups together on the flip chart in order to ensure that everyone has an understanding of what is being asked of them. Then give participants 5 minutes to fill in the petals of their own flowers, indicating to them that some may find the flower has more petals than needed while others may need to add petals. We are all different.

Ask participants to share some of the groups to which they belong. Note them on the petals of the flip chart The Groups to Which I Belong.

Examples:

- Family
- Social circle (groups of friends)
- Work
- Hobbies
- Education
- Religion
- Politics (party/candidate supporters etc)
- Cliques
- Service groups
- Profession
- Professional organizations

Ask participants:

- What are some of the characteristics of the groups to which you belong? What makes them a group?

In general, they have:

- A common goal, reason to exist
- A hierarchical structure (more in formal groups, less in informal groups)
- A decision-making structure
- A system of communication and feedback
- Rules that govern the behavior of members
- Similar ideas and values (on at least some things)

- What effect do these different groups have on you? How do they influence your behavior?

They influence:

- What we believe is acceptable and unacceptable vis-à-vis social, and often unspoken, “rules” within groups; religious beliefs; “rules” of professional groups (unrelated to competence and/or capacity but sometimes related to perceptions of differences in competency and/or capacity) etc.
- How we view others (example: doctors are sometimes uncomfortable receiving training with nurses and midwives and visa versa).
- Our patterns of communication (our ways of communicating, including giving and receiving feedback, within different groups based on our perception of where we are in the hierarchy of the particular group).
- The degree to which we may be willing and/or comfortable to join new groups, depending upon how alike or different the values of the new group are in relation to the values of other groups to which we already belong. (Example, it is often difficult for Catholic sisters who are also nurses to feel comfortable in professional associations or training groups focused on family planning.)
- Our behavior in the sense that the more we wish to be a member of a group, the more influence the group may have on us and visa versa.

- As a trainer, how can you apply this information to the facilitation of positive group dynamics?

It is important to:

- Recognize that individuals’ behavior patterns often have origins independent of what happens in the workshop even if they are not apparent
- Pose open and neutral questions to individuals who display challenging behavior in the workshop setting in order to help them to reflect on the origin and logic of certain values and behaviors in the context of the training environment

II-III. STAGES IN GROUP DEVELOPMENT (45 minutes)

. Ask the group:

- In your experience as members of groups in a workshop, do members interact in the same way from the time they join the group until the end (in the case of training programs) or does group behavior change over time?

Group behavior changes noticeably from the beginning to the end of participatory workshops.

- Why does this happen? How do groups develop? What are the stages of group development?

Without discussing the answers to these questions, review briefly the four stages of group development, as follows:

When groups form or come together, they typically pass through the following steps:

- Forming (Orientation)
- Storming (Organization and conflict/rebellion)
- Norming (Information sharing)
- Performing (Goal-oriented problem-solving)

Divide the group into four small groups. Give each group one of the flip charts with the characteristics of participant behavior for a particular stage of group development. Ask each group to study the characteristics of participant behavior of their particular stage of group development and to write on their flip charts how they would facilitate group development at that step.

Invite small groups to present their work in the large group. Pay close attention to the presentations and the degree to which the groups have presented the essential facilitation techniques for each step. If important elements are missing, pose open questions to enable them to consider these elements. Following each presentation, ask the large group:

- How would you know when the group has passed from one step to another? What are the signs of the conclusion of each step?
- Why is it important for a trainer to recognize steps of group development?

- The step a group is in influences the levels of comfort and trust of its members, their manner of interacting, and their productivity
- Attempting to avoid or stifle rebellion (at step 2) is often futile. If participants are not allowed to resist different aspects of group formation and/or training tasks, process etc, rebellion is likely to simmer and re-surface throughout the workshop
- Trainers can use different strategies to help a group develop and, at the same time, progress through the planned content of the training

Divide the group into four small groups (changing the membership of the groups). Assign one of the following training activities to each group. Ask the groups to discuss and present the purpose of their assigned training activity (in terms of group development). Ask:

- What is the purpose of each of the following in terms of facilitating group development?
 - ✓ The first session of any training program
 - ✓ Daily “Where Are We?” and revision session
 - ✓ Ice breakers
 - ✓ Daily “Reflections”

Purpose of the first session of any training program:

- To create a positive social environment conducive to sharing and learning
- To address participant expectations of the training
- To allow the group to agree on the structure of the workshop, and to begin to take responsibility for group decisions in order to facilitate their concentration on the workshop content
- To form a cohesive group, with all participants having contributed to and understood the expectations, norms etc

Daily “Where Are We?” and revision session:

- To address any preoccupations or concerns members of the group may have that might interfere with learning
- To review any concepts from the previous day that are unclear or that participants have questions about

Ice breakers/warm-ups:

- To allow the group to relax, particularly during long periods of concentration when productivity begins to slow down
- To energize the group (when the trainer notices that their energy level has ebbed)
- To allow expression of the “natural child”

Daily “Reflections”

- To focus on what was learned during the day and its relevance/application to the work of the participants (using the Experiential Learning Model)
- To allow participants to resolve questions regarding any of the training content that wasn’t clear to them

IV-VIII. GROUP DYNAMICS (2 hours 30 minutes)

Refer to the activity participants engaged in, filling in the petals of their flowers with the groups to which they belong. Ask the group:

- What is the influence of the groups to which we all belong on our behavior in a training workshop?

Participants unconsciously bring to any new group values and attitudes, expectations and perceptions they have also unconsciously picked up from other group experiences, which, in turn, influences their behavior in this new group.

Post the flip chart Group dynamics is concerned with:. Suggest to the group that the interaction between members of a group, including all the dimensions that accompany it (group morale, group atmosphere, positive and negative styles of influence and the effect of different sources of influence within the group, levels of participation, struggles for leadership, conflict, competition, collaboration, the degree of acceptance or inclusion of various members in the group etc) is what we often refer to collectively as **group dynamics**.

Ask the group to:

- Think of the interaction between members of this group (and other work/meeting /professional groups that you are members of). What indicates to you that these groups have positive or negative group dynamics?

Split the group into two small groups. Ask one group to make a list of indicators of positive group dynamics, and the other group to make a list of indicators of negative group dynamics. (10 minutes). Ask the groups to share their responses in large group.

Pay close attention to the presentations. If the lists do not include essential elements (as per the handout *Indicators of Positive and Negative Group Dynamics*), distribute the handout and ask the groups to share the additional details that were not covered in their respective presentations.

Ask the group:

- What is the importance/relevance of group dynamics to the effectiveness of a training program?

Negative group dynamics can destroy the functioning and productivity of a group and prevent learning, even if the training plan/design is good

Divide the group into three groups and ask participants to discuss in their groups the following question:

- What are some of the possible causes/sources of negative group dynamics in a training environment, in addition to participants' membership in other groups:
 - ✓ at the organizational level?

- ✓ at the personality or behavioral level of individual participants?

Participants share their responses in the large group. If they do not include essential items from the following lists, pose open questions to help draw out some of these items.

- Organizational aspects of the training
 - Lack of clarity regarding norms, expectations, administrative questions, training process; imposition of norms, training program etc
 - Lack of cohesion within the group, provoking a sense of “camps”, often because the trainer did not allow the group to go through the group development step of rebellion
 - Frustration resulting from the lack of respect/support of certain participants by their fellow participants or by the trainer
 - Persons obliged to attend training against their will
 - Training content unresponsive to group needs/interest
- Certain personalities and/or behaviors
 - Non-stop talkers
 - Know-it-alls
 - Timid personalities and passive-aggressive personalities
 - Participants who always come late or who are frequently absent
 - Participants who carry on side conversations
 - Participants who criticize/judge
 - Comedians

Distribute the handout *Group Dynamics*. Ask volunteers to read suggestions, and to give examples from their experience, of what a trainer can do to:

- Encourage positive group dynamics in the group?
- Respond to negative group dynamics, conflict and/or to certain difficult personalities and/or behaviors within the group?

Invite participants to participate in a Grab Bag activity. Explain that you have placed in a bag (basket or box) small pieces of paper, each one with a challenging situation which could occur in a workshop. Invite volunteers, one at a time, to draw a piece of paper from the bag (basket or box), read it to the group, and share with the group what he/she would do in that situation if he/she were the trainer. Invite other participants to ask questions and/or to contribute their own ideas and comments.

Suggest to the group that:

- The element of group dynamics is among the most difficult aspects of training when problems begin to arise.
- They will be given an opportunity to practice dealing with certain aspects of group dynamics while doing their practice training later in the week.

Flip chart, handout

THE GROUPS TO WHICH I BELONG

I am a member of several groups

ME

.... each of them influences my behavior.

STAGES/STEPS IN GROUP DEVELOPMENT IN THE CONTEXT OF TRAINING

- ***Forming (Orientation)***
 - Participant behavior/feelings. Participants:
 - Question why they are there
 - Depend upon the leader to provide all structure
 - Have feelings of excitement, apprehension, confusion
 - Superficial courteous communication
 - Facilitation
 - Help participants clarify their expectations of the workshop
 - Review the workshop goal and general objectives with the group
 - Introduce the adult learning process (to help participants to see that their existing knowledge and experience is important and will contribute to the learning process)
 - Conclusion of step 1:
 - General agreement that the workshop purpose is clear, and that the objectives are achievable and respond to their needs

- ***Storming (Organization and conflict/rebellion)***
 - Participant behavior/feelings. Participants:
 - Begin establishing group norms
 - Begin taking and assigning responsibility
 - Begin to experience conflict regarding differences in style and leadership; and different levels of appreciation for the task &/or change
 - Resist change, desiring to do things their own way
 - Facilitation
 - Clarify the roles of trainers and participants, including participants' responsibility for their own learning
 - Use the problem-solving process to help the group diagnose and resolve issues of resistance
 - Clarify the goal and objectives of the workshop
 - Acknowledge differences in style and leadership, and different levels of appreciation for the task and/or change. Help the group to learn to 1) assist individuals to recognize the effect of certain of their behaviors on others, and 2) accommodate certain differences
 - Conclusion of step 2:
 - Partial resolution of personal relations
 - Agreement on how the group will do the work

- ***Norming (Information sharing)***
 - Participant behavior/feelings. Participants:
 - Begin to experience group cohesion (feelings of belonging)
 - Become increasingly open regarding their participation in tasks and risk-taking (sharing information, ideas, feelings)
 - Become more comfortable giving and asking for feedback
 - Become more comfortable accepting others' views
 - Facilitation
 - Coach the group regarding their respect for rules for giving and receiving feedback
 - Monitor and facilitate group process
 - Re-define the role of leader (trainer) and group (the leader becomes increasingly the facilitator while the group takes on increasing responsibility for the content of the training, through practical work designed to apply what they have learned)
 - Conclusion of step 3:
 - Positive group identity begins to emerge
 - New learning occurs in terms of insights and problem-solving abilities

- ***Performing (Goal-oriented problem-solving)***
 - Participant behavior/feelings. Participants:
 - Are committed to the group's activity
 - Tasks are well defined within the group
 - Have a sense of responsibility for group success
 - Participate in a climate of acceptance, consensus and interdependence
 - Are able to work independently, in any small group & in large group
 - Are both collaborative and competitive
 - Are aware of group strengths and individual contributions to the group
 - Facilitation
 - Ask the group to identify their strengths
 - Discuss the group development process with the group
 - Discuss how the group was able to accomplish its tasks
 - Conclusion of step 4:
 - Purpose and goals of the group are accomplished
 - Desire of group members to keep contact

Flip charts

(Four flip charts, each with characteristics of participant behavior of a different step of the group development process)

Flip chart 1:

Forming (Orientation)

- Participant behavior/feelings. Participants:
 - Question why they are there
 - Depend upon the leader to provide all structure
 - Have feelings of excitement, apprehension, confusion
 - Superficial courteous communication

Flip chart 2:

Storming (Organization and conflict/rebellion)

- Participant behavior/feelings. Participants:
 - Begin establishing group norms
 - Begin taking and assigning responsibility
 - Begin to experience conflict regarding differences in style and leadership; and different levels of appreciation for the task &/or change
 - Resist change, desiring to do things their own way

Flip chart 3:

Norming (Information sharing)

- Participant behavior/feelings. Participants:
 - Begin to experience group cohesion (feelings of belonging)
 - Become increasingly open regarding their participation in tasks and risk-taking (sharing information, ideas, feelings)
 - Become more comfortable giving and asking for feedback
 - Become more comfortable accepting others' views

Flip chart 4:

Performing (Goal-oriented problem-solving)

- Participant behavior/feelings. Participants:
 - Are committed to the group's activity
 - Tasks are well defined within the group
 - Have a sense of responsibility for group success
 - Participate in a climate of acceptance, consensus and interdependence
 - Are able to work independently, in any small group & in large group
 - Are both collaborative and competitive
 - Are aware of group strengths and individual contributions to the group

Flip chart

GROUP DYNAMICS IS CONCERNED WITH:

- Group morale
- Group atmosphere
- Positive and negative styles of influence and the effect of different sources of influence within the group
- Levels of participation
- Struggles for leadership
- Conflict, competition
- Collaboration
- The degree of acceptance or inclusion of various members in the group

GROUP DYNAMICS

Group dynamics concerns the manner in which members of a group participate in the group and communicate with each other. It concerns also the effects of the following on group behavior:

- Group morale
- Group atmosphere
- Positive and negative styles of influence and the effect of different sources of influence within the group
- Levels of participation
- Struggles for leadership
- Conflict, competition
- Collaboration
- The degree of acceptance or inclusion of various members in the group

Group dynamics is influenced by:

- The level of interest participants have in the subject (and thus the importance and relevance of the training content and methodology to the needs of the group)
- The environment
 - Physical
 - Group/interpersonal:
 - The level of consideration/respect for differences of opinion within the group
 - The level of freedom of expression
- Distractions and professional or personal pre-occupations of participants
- Groups of which each participant is a member
- Personal concerns of participants
 - Identity within the group
 - Each individual's feeling of being accepted by the members of the group
 - Each individual's feeling of where he/she fits in the hierarchy of the group
 - Members' sense of affection for members of the group
 - Members' needs and goals within the group: their capacity to obtain what they want from the group and their perception of what they must contribute in return

INDICATORS OF POSITIVE AND OF NEGATIVE GROUP DYNAMICS

Indicators of positive group dynamics

- Active participation
- Taking of initiative
- Accomplishment of tasks
- Positive tone of voice
- Responsibility taken for time management
- Positive group morale
- General ambiance (open, sharing, positive)
- Respect for rules for giving and receiving feedback
- Supportive communication (listening, empathy etc)

Indicators of negative group dynamics

- Negative tone of voice
- Silence (may indicate a lack of interest or understanding, conflict, fatigue, boredom, timidity)
- Low level of participation
- Minimal to no initiative taken (participants wait to be told/asked to do everything)
- Giggling (may indicate discomfort with the topic)
- Sarcasm (may indicate dissatisfaction/frustration with the trainer, group, training or work)
- Open conflict (between any combination of trainers and participants)
- Participants avoid looking at the person speaking; ignoring certain people
- Defensive communication
- Manner in which participants participate (constant arguing, disagreeing; withdrawing, whispering, leaving the group; constant digression from subject)
- Negative group morale
- Attempts by some members to control decisions and/or impose their will or values on other group members
- General ambiance (defensive, guarded, negative)
- Confrontation rather than attempts to respect rules for feedback

Handout

FACILITATION OF POSITIVE GROUP DYNAMICS AND RESPONDING TO NEGATIVE GROUP DYNAMICS

To facilitate positive group dynamics:

- Take decisions with the group
 - Ensure that decisions affecting the group are taken following group consultation/discussion involving all members
- Learn names participants wish to be called and use them
- Encourage the exchange of opinions and ideas within the group
- Use training methods that facilitate maximum participation of group members
 - Ensure that participants understand the relevance of what they are asked to do
 - Encourage questions
 - Provide support to participants
 - Recognize differences in the ways different individuals learn
 - Give written instructions for activities when they are complex
 - Encourage members to express their opinions, suggestions and ideas
 - Assist the group to clarify their tasks, instructions, their roles etc
 - Ask clear, open, constructive and relevant questions that require reflection
 - Summarize group ideas and suggestions, or have a participant summarize them, in order to facilitate understanding
- Be flexible
 - Establish group norms but be flexible to modifying them if needed
- Pay attention to possible feelings of isolation of some members
 - Recognize and appreciate differences (in beliefs and values) among members
 - Avoid the formation of 'cliques'
- Continually evaluate participant progress with the group so that members are aware of their progress and the application of their learning to their needs and expectations
 - Use the experiential learning cycle to facilitate participant learning from their own experiences (rather than being told) and to apply learning to participants' jobs
 - Use revision sessions each morning to address aspects of topics which may not have been clear to all participants
 - Engage participants in practical work, followed by presentation of their work and feedback
- Recognize that the group needs to pass through the steps of group development, and facilitate this process
- Program easier and more familiar training content early in the workshop in order to allow the group to succeed
- Provide sufficient structure so that the group succeeds in their task, and ensure that the task is relevant to them
- Share responsibility with the group regarding:
 - Group expectations and how the training can respond to them
 - The formulation of group norms

- Decision-making (while respecting workshop objectives)
- Include activities that address participants' "child" and help animate the group
- Ensure that:
 - Learning experiences are relevant to the objectives
 - Everyone is encouraged to participate
- Remain in your "adult" state:
 - Listen to what participants say (to understand their perspective/s)
 - Test all assumptions (rather than taking them as truth and passing judgment)
 - Prevent the group from making personal accusations; treat all problems as group problems
- Share responsibility for success and for failure; emphasize group results
- Ask for and give feedback
- Recognize that the trainer is always a model for participants: his/her manner of interacting with participants often influences their manner of interacting among themselves

To respond to negative group dynamics and/or conflict within the group:

- Acknowledge the negative group dynamics or conflicts that exist and discuss with the group possible sources. Ask the group where it is coming from.
- Share responsibility regarding expectations, norms, decision-making (while respecting workshop objectives)
- Emphasize participant responsibility for learning
- Respect the principles of feedback
- Paraphrase complaints to verify your understanding and to allow the other person to hear his/her complaint
- State problems as group problems
- Help the group clarify the misunderstanding and to move on
- Take an individual aside to give him/her feedback regarding his/her behavior (if the problem is not being otherwise resolved)
- Recognize difficult personalities and:
 - Reinforce positive points and give constructive feedback regarding negative behaviors
 - Remain in your "adult" state (neutral & objective)
 - Allow participants to "test" at the beginning (while helping them recognize their agreement to group norms) to allow them to pass through "rebellion"
 - Give individuals tasks which require 'adult' responsibility
 - Emphasize the reality and limitations of the situation that some members react to, in terms of what can or cannot be done. If necessary, use the problem-solving model to help the group focus on:
 - What is the problem?
 - What are the alternatives?
 - What are the pros and cons of each alternative?
 - What if anything can be done realistically to overcome the disadvantages of the alternative?
 - What is the best solution?

- Monitor the formation of group cohesiveness and the group's ability to correct behavior problems
 - Support everyone's participation, including those who pose problems, in order to gain their trust. Rejection often provokes more negative behavior.
- Do not provoke "win-lose" situations (critical parent-rebellious child struggles for power)

EXAMPLES OF DIFFICULT SITUATIONS IN WORKSHOPS

You have just finished processing a small-group activity that seemed to go well. You announce a 15-minute break. After the rest of the group leaves the room, one participant, obviously upset, approaches you and says that she is going to leave because someone in her small group made some remarks during the last activity that she found offensive and took personally.

As you begin your workshop, you sense a great deal of hostility in the room. The participants' arms are folded in a defensive mode, and they respond only when called on. This continues even after the icebreaker and a small-group activity.

You are one-third into your workshop and are making a particular point about a subject under discussion. A participant exclaims, "I disagree. You are totally out of touch with the real world. That's great in theory, but it will not work here."

You are about to engage the group in an experiential activity (for example, a role play or demonstration). One participant announces to you and the rest of the group that he "will not do it."

A participant who obviously has no interest in your session continues to do other things: she digs in her purse for gum or candy and draws cartoons of you, which you can see plainly.

During your brief lecture, several pairs of participants engage in side conversations. This is not the first time they have done so. You have so far ignored the situation, hoping they would stop on their own, but the situation seems to be getting worse.

The entire group begins talking among themselves, sidetracking the discussion you are attempting to lead. In fact, they seem to be trying to take control away from you.

While a participant is practicing conducting a condom demonstration, the participant becomes a comedian, making jokes about the demonstration and the use of condoms.

During the initial discussion of participant expectations in the workshop, one participant continually interrupts with comments about his/her expectations and the expectations of everyone else.

During your presentation of the GATHER method of conducting a family planning consultation, a participant (family doctor) responds that this is irrelevant and has nothing to do with his/her job.

SESSION GUIDE 8: ACTIVE LISTENING AND GIVING INSTRUCTIONS

OBJECTIVES: By the end of the session, participants will be able to:

1. Identify at least 3 obstacles to communication in the context of training
2. Describe 3 behaviors that indicate that an individual listens attentively.
3. Define active listening.
4. Explain the importance of active listening in the context of training
5. Apply active listening in a simulated situation.
6. Explain at least two principles for giving instructions in the context of training

METHODS: Discussion, simulation

TIME: 1 hour

MATERIALS:

Trainer document: Squares for One-way, Two-way Communication (hard copy only)

INSTRUCTIONS:

I. OBSTACLES TO COMMUNICATION (15 min)

Introduce the session by explaining that:

- Trainers have an important influence on group dynamics, positive or negative depending upon their performance
- We all may feel that we are at a level of *unconscious competence* as trainers in terms of our communication skills, but in fact all of us can benefit from reflecting on our communication skills as trainers.

Invite the group to participate in the following activity:

Engage the group in a discussion of a topic of interest. As they contribute their comments and/or respond to your questions, demonstrate by your behavior certain obstacles to communication: ignore participants' responses by doing the following things:

- write instructions on the board for another exercise,
- consult your co-trainer about other issues
- interrupt and contradict the participants' responses
- ask another question while the person is still talking
- make a comment that has nothing to do with the previous participant's response
- answer your mobile phone
- complete participants' responses (or questions if they ask them)
- your co-trainer completes your responses to the point of taking over the session

After you have demonstrated all or nearly all of the above obstacles to communication, ask:

- What did you notice about my behavior during the discussion we just had?

The trainer:

- wrote instructions on the board instructions for another exercise
- consulted the co-trainer
- interrupted and contradicted the participants' responses
- asked other questions rather than listen to what was being said
- made a comment that had nothing to do with the previous participant's response
- answered his/her mobile phone
- attempted to complete people's thoughts
- the trainers competed for attention

- How did that make you feel?
- What effect does this have on training?

- It makes individuals feel that their participation and what they have to say is not important.
- It contributes to negative group dynamics:
 - participants withdraw from discussions, becoming disinterested and/or submissive
 - participants withdraw from discussions, becoming frustrated and/or rebellious
- It reduces the effectiveness of training as there is no longer any dialogue. Discussions are no longer real discussions.

II-IV. ACTIVE LISTENING (10 min)

Ask participants to think about what they have observed about the trainers' behavior in this training. Ask them:

- Aside from this most recent experience, what have you observed that indicates that the trainers in this workshop listen to participants?

- Trainers direct their attention to the individual who is talking, nodding and giving other non-verbal cues that he/she is listening
- Trainers reformulate (paraphrase) what participants have said
- Trainers ask questions to further clarify what participants have said

Explain to the group that the combination of these three behaviors is what is referred to as **Active Listening**. Active listening is applicable to many situations of communication, including training and the provision of family planning services.

Refer to the three behaviors that make up active listening and ask the group:

- What is the purpose of active listening?

- To ensure that you have understood what the other person said
- To indicate to the person that you are interested in what he/she says and to encourage him/her to continue
- To be able to respond effectively to what the person said or asked

Ask the group:

- In the context of active listening, what are two types of questions one can ask?
 - ✓ What is the difference between an open and a closed question?
 - ✓ Which of these types of questions is the most useful in training? Why?

Closed questions: require “yes” or “no” answers, or facts.

Open questions: Have no pre-determined answer.

Open questions are more useful in the context of training because they:

- Invite critical thinking
- Invite experienced-based reflection
- Stimulate creativity
- Do not invalidate responses to the question; thus they eliminate the fear of answering right or wrong
- Give the trainer more information about what the learner understands and does not understand

Closed questions requiring a “yes” or “no” response are less valuable in terms of 1) learning for the participant, and 2) the trainer getting useful information.

In using closed questions to inquire about facts, the trainer knows the answer and the learner searches for the answer that will be acceptable to the trainer. This process does not invite critical thinking, reflection nor creativity.

Emphasize the importance of asking open questions in the context of training in order to encourage reflection and learning on the part of the participants.

V. APPLICATION OF ACTIVE LISTENING TO TRAINING (15 min)

Lead a discussion on a different subject of interest to the group and encourage the group to discuss the subject among themselves. Encourage the application of the principles of active listening in their discussions:

- Direct your attention to the individual who is talking: nod and give other non-verbal cues that you are listening
- Before responding to anything another person said, reformulate (paraphrase) what the other person said
- Ask open questions to clarify what the other person said

At the end of the discussion, when everyone has had an opportunity to practice active listening skills, lead a discussion on the difference between this experience and the last. Emphasize:

- The general productivity/effectiveness of the two discussions
- The feelings of the participants in terms of being heard, respected etc
- The application of active listening skills to training

VI. GIVING INSTRUCTIONS (20 min)

Exercise: One-way, Two-way Communication

NB to trainer: *The following exercise is divided into two parts. In the first part, the trainer is a traditional teacher who simply delivers his/her lesson. In the second part, the trainer focuses on the learners' abilities to learn and accomplish the task correctly. Do NOT share this with the group. They should be able to draw these conclusions after participating in the exercise.*

Follow the instructions exactly.

Exercise 1:

Tell participants that in this exercise, they will be asked to draw four squares according to the instructions given by the trainer.

- The trainer will read each phrase instruction to the group twice only.
- Participants are to follow the instructions individually.
- Participants may not speak nor ask questions.

Give the participants the following instructions (reading each one twice, not more):

1. Draw a square
2. Draw a second square on the oblique. Its top side is touched in the middle by the right lower corner of the first square.
3. Draw a third square. Its top left corner touches the right lower corner of the second square.
4. Draw a fourth square. Its top right side touches 1/3 of the bottom side of the third square.

Exercise 2.

Tell participants that in this exercise, they will be asked to draw a second series of four squares according to the instructions given by the trainer

- The trainer will read each instruction as many times as is necessary so that each member of the group understands it completely.
- The participants follow the instructions individually.
- Each person asks as many questions as he/she wishes.

Give the participants the following instructions (repeating them as many times as necessary and circulating among the participants to see how they are doing the task and assisting them with instructions as necessary).

1. Draw a square.

2. Draw a second square. Its top side touches the left $\frac{2}{3}$ of the bottom side of the first square.
3. Draw a third square on the oblique. Its top side is touched in the middle by the right lower corner of the second square.
4. Draw a fourth square. Its top side is touched in the middle by the lowest corner of the third square.

When the exercise is finished, show the group both of the sets of squares and lead a discussion based on the following questions:

- How many of you drew the squares correctly as instructed:
 - ✓ In the first exercise?
 - ✓ In the second exercise?
- Which exercise was easier? Why?
- How did you feel:
 - ✓ During the first exercise?
 - ✓ During the second exercise?
- How did you find the behavior of the trainer:
 - ✓ In the first exercise?
 - ✓ In the second exercise?
- What could the trainer have done to make the tasks easier, to have ensured that the learners learned how to do the task?

If the trainer really wanted the group to be able to draw the squares in the specified manner, he/she could have shown the pictures to the group and asked them to copy (depending upon the objective of the exercise).

- How can you apply this experience to your roles as trainers?

- Instructions need to be clearly stated and reformulated until they are understood.
- Trainers need to focus on their goal: to improve the performance of personnel; and they need to work with personnel so that the objective is achieved
- Trainers need to think of creative ways to help all participants achieve the training objectives (we do not all learn in the same way)
- Positive and constructive feedback is important. Positive feedback validates what participants have accomplished and constructive feedback helps them to identify weaknesses or problems and to solve them.

SESSION GUIDE 9: ASKING AND RESPONDING TO QUESTIONS

OBJECTIVES: By the end of the session, participants will be able to:

- 4.1 Name at least four reasons for asking questions in a training session
- 4.2 Describe at least three ways to address questions to the group and at least one advantage and one disadvantage of each
- 4.3 Explain at least one way to respond to each of the following types of participant responses to a question: correct response, partially correct response, incorrect response
- 4.4 Name at least three kinds of difficult questions that participants may pose
- 4.5 Explain at least one appropriate way to respond to each of the difficult questions identified above

METHODS: Discussion, small group work

TIME: 2 hours

MATERIALS:

Handout

- Asking and Responding to Questions

INSTRUCTIONS:

I. PURPOSE OF QUESTIONS IN TRAINING (15 min)

Ask the group:

- What are some of the reasons why trainers ask questions in a training session (in relationship to the various training methods one might use)?

- Verify participant comprehension of a concept
- Clarify a point, reinforce essential points
- Stimulate/promote reflection (about an issue)
- Facilitate learning (by asking participants to test and confirm their knowledge by sharing it with others)
- Promote group participation, and maintain group interest and attention especially as concerns:
 - Complexes concepts
 - Long sessions
 - When using lecture method
 - When teaching important but less interesting subjects
- Help participants to:
 - Master difficult concepts
 - Remember information that has not been mastered well (for example via morning revision sessions)
- Make the link between classroom learning and job application

Refer to the Experiential Learning Cycle and the importance of providing a certain structure to enable participants to move from an experience to:

- Reflection about what happened during the experience
- Generalization about the meaning of the experience
- Application of what they learned from the experience to their work

Emphasize that while there is need for spontaneity and flexibility in the training process, it is also important to consider in advance how to bring out, and reinforce, essential concepts and information; and it is important to formulate key questions to facilitate this process. The curriculum that trainers will use to train family doctors and nurses in family planning will include in the instructions for the trainer key questions to facilitate participants' learning from their previous experience and from learning experiences developed as part of the training.

II. DIRECTING QUESTIONS TO THE GROUP (30 min)

Ask participants:

- How do you tend to address questions to a group in the context of training?
 - ✓ Why do you choose one or another strategy? (Advantages of the strategy)
 - ✓ Why would you not choose a particular strategy for posing a question to the group? (Disadvantages of the strategy)

Trainers may pose questions:

- *To everyone:*
 - Why:
 - Gives everyone an opportunity to respond
 - Why not:
 - May allow more verbal participants to monopolize discussions
- *To a particular participant, addressing him/her by name:*
 - Why:
 - Encourages participation of timid participants
 - Prevents monopolization of the discussion by more verbal participants
 - Why not:
 - Participants to whom questions are not directed may not pay attention to the question
- *Ask the question, then direct it toward a particular participant*
 - Why:
 - Encourages the participation of timid participants,
 - Prevents the monopolization of the discussion by more verbal participants
 - Brings participants who are whispering or otherwise distracted back to the subject
 - Why not:

- Participants to whom questions are not directed may not pay attention to the question

- What do you do if a participant/the group gives the impression of not wanting to respond to a question?

- Ask if the question was clear
- Reformulate the question
- Ask the question of someone else. After the other person has responded correctly, return to the first participant and verify that he/she understood the response (in order to reinforce his/her participation).
- Check on the level of energy in the group (possible need for break or energizer, or change in methodology)
- Pay attention to group dynamics. If something is blocking participation at that level, it may need to be addressed.

- What do you write on the board/flip chart?

Essential points to remember and/or to refer to later. NOT everything.

III-V. RESPONDING TO QUESTIONS AND TO PARTICIPANT RESPONSES (1 hour 15 minutes)

Indicate to the group that there are many ways to respond to questions posed by participants. Some of these are more useful than others in facilitating learning and positive group dynamics. Ask the group:

In general:

- What have you observed that the trainer does when participants ask questions?
 - ✓ What is the purpose in answering in each of these ways?
 - ✓ Under what conditions would each type of response be most appropriate?

- Answer the question
 - Most appropriate if you know that no one in the group has the answer (or the authority to answer)
- Ask another participant, or the group, to respond or to give their point of view.
 - Encourages/allows participants to benefit from their own knowledge and experience which contributes more to their learning than listening only to the “wisdom” of the trainer
- Reformulate the question
 - to verify that you have understood it
- Thank the participant: “That is a good question.”
 - Contributes to openness, risk-taking (in asking questions), participation,

Difficult questions:

- Do participants sometimes ask questions that are difficult to respond to? What kinds of questions?

- Questions that have little or nothing to do with the subject
- Questions to which the trainer does not know the answer
- Questions which relate to a subject to be taken up later in the training program
- Questions that are too long (more a statement than a question)
- Intimidating questions (may be meant to be intimidating)

Divide the group into two small groups and ask them:

- How would/ should you respond to the above types of difficult questions?

In the large group, ask each group, in turn, to present its responses to the question; and the second group to share any additional responses it has to the question. If important elements are lacking, ask open questions to assist participants to consider these additional points.

- Questions that have little or nothing to do with the subject:
 - Acknowledge the “interesting point” and indicate that for the moment, however, the group is discussing [the subject]. Ask if you can take the question up with the individual later (during the break, at the end of the day).
- Questions to which you do not know the answer:
 - Admit that you don’t know the answer. Ask if anyone else does. Volunteer to seek the answer elsewhere or direct the person elsewhere for the answer.
- Questions which relate to a subject to be taken up later in the training program:
 - Thank the participant for the question and indicate that it will be taken up later, indicating the session (or give a brief response in order to not demotivate the group).
- Questions that are too long (more a statement than a question):
 - Indicate your uncertainty regarding the individual’s intent: are they asking a question or making a statement? Ask him/her to specify the question.
- Intimidating questions (may be meant to be intimidating):
 - Don’t panic. Take time. Reformulate the question to a co-trainer or other participants (to verify your understanding of the question). Admit you don’t know the answer (if so) and ask if anyone else has an answer.

Responding to participant responses to questions

Suggest to the group that a related issue in training is how to respond to participant responses to a trainer's question, and that there are a variety of ways of responding. Ask the group:

- How would you categorize participant responses to questions in a way that would help you decide how to respond?

- Correct responses
- Partially correct responses
- Incorrect responses
- Responses that add unanticipated but enriching ideas

Ask the group to reflect on previous sessions of this workshop and to share ways in which the trainer responded to participants' responses to questions.

- Correct responses
 - Repeat the response in order to reinforce it and ensure that everyone heard it.
 - Make a positive remark ("Very good response", "Correct", "Exactly", "True" etc) in order to encourage participation.
- Partially correct responses
 - Make a positive comment about the correct part of the response, then reformulate a related question to the same participant or to others, in order to draw out the rest of the appropriate response. Examples:
 - "I agree with the first part of your response. Could you explain _____?" (reformulating the question so it addresses the part of the response that was missing or incorrect).
 - "Is there anyone who can give a hand to _____ (name of participant)?"
 - "Is there someone who can add another element?"
- Incorrect responses
 - Indicate in a diplomatic way that the response is not correct and reformulate the question in order to help the participant give the correct response.
 - "That's not exactly what I was talking about/mean/had in mind. Let me reformulate the question" (and reformulate the question to make it clearer according to your perception of the source of blockage).
- Responses that add unanticipated but enriching ideas
 - Thank the participant and acknowledge his/her additional contribution, relating it to the subject as appropriate

Explain that participants will have an opportunity to practice asking and responding to questions as they facilitate their training sessions.

Handout

ASKING AND RESPONDING TO QUESTIONS

Asking questions:

Questions may be directed:

- *To everyone:*
 - Advantage:
 - Gives everyone an opportunity to respond
 - Disadvantage:
 - May allow more verbal participants to monopolize discussions
- *To a particular participant, addressing him/her by name:*
 - Advantage:
 - Encourages participation of timid participants
 - Prevents monopolization of the discussion by more verbal participants
 - Disadvantage:
 - Participants to whom questions are not directed may not pay attention to the question
- *Ask the question, then direct it toward a particular participant*
 - Advantages:
 - Encourages the participation of timid participants,
 - Prevents the monopolization of the discussion by more verbal participants
 - Brings participants who are whispering or otherwise distracted back to the subject
 - Disadvantages:
 - Participants to whom questions are not directed may not pay attention to the question

If a participant/the group gives the impression of not wanting to respond to a question:

- Ask if the question was clear
- Reformulate the question
- Ask the question of someone else. After the other person has responded correctly, return to the first participant and verify that he/she understood the response (in order to reinforce his/her participation).
- Check on the level of energy in the group (possible need for break or energizer, or change in methodology)
- Pay attention to group dynamics. If something is blocking participation at that level, it may need to be addressed.

Responding to questions:

In general:

- Answer the question
 - Most appropriate if you know that no one in the group has the answer (or the authority to answer)
- Ask another participant, or the group, to respond or to give their point of view.
 - Encourages/allow participants to benefit from their own knowledge and experience which contributes more to their learning than listening only to the wisdom of the trainer
- Reformulate the question
 - to verify that you have understood it
- Thank the participant: “That is a good question.”
 - Contributes to openness, risk-taking (in asking questions), participation, positive group dynamics

Difficult questions:

- Questions that have little or nothing to do with the subject:
 - Acknowledge the “interesting point” and indicate that for the moment, however, the group is discussing [the subject]. Ask if you can take the question up with the individual later (during the break, at the end of the day).
- Questions to which you do not know the answer:
 - Admit that you don’t know the answer. Ask if anyone else does. Volunteer to seek the answer elsewhere or direct the person elsewhere for the answer.
- Questions which relate to a subject to be taken up later in the training program:
 - Thank the participant for the question and indicate that it will be taken up later, indicating the session (or give a brief response in order to not demotivate the group).
- Questions that are too long (more a statement than a question):
 - Indicate your uncertainty regarding the individual’s intent: are they asking a question or making a statement? Ask him/her to specify the question.
- Intimidating questions (may be meant to be intimidating):
 - Don’t panic. Take time. Reformulate the question to a co-trainer or other participants (to verify your understanding of the question). Admit you don’t know the answer (if so) and ask if anyone else has an answer.

Responding to participant responses to questions:

- Correct responses
 - Repeat the response in order to reinforce it and ensure that everyone heard it.
 - Make a positive remark (“Very good response”, “Correct”, “Exactly”, “True” etc) in order to encourage participation.

- Partially correct responses
 - Make a positive comment about the correct part of the response, then reformulate a related question to the same participant or to others, in order to draw out the rest of the appropriate response. Examples:
 - “I agree with the first part of your response. Could you explain _____?” (reformulating the question so it addresses the part of the response that was missing or incorrect).
 - “Is there anyone who can give a hand to _____ (name of participant)?”
 - “Is there someone who can add another element?”
- Incorrect responses
 - Indicate in a diplomatic way that the response is not correct and reformulate the question in order to help the participant give the correct response.
 - “That’s not exactly what I was talking about/mean/had in mind. Let me reformulate the question” (and reformulate the question to make it clearer according to your perception of the source of blockage).
- Responses that add unanticipated but enriching ideas
 - Thank the participant and acknowledge his/her additional contribution, relating it to the subject as appropriate

SESSION GUIDE 10: CO-FACILITATION OF TRAINING SESSIONS

OBJECTIVES: By the end of the session, participants will be able to:

- 5.1 Identify at least four tasks involved in co-training
- 5.2 Name at least five advantages of training with a co-trainer
- 5.3 Name at least five problems that may occur in training with co-trainers
- 5.4 Describe a strategy for overcoming each of the problems identified above

METHODS: Discussion, small group work, practical work

TIME: 2 hours

MATERIALS:

Handout:

- Co-facilitation of Training
- Advantages and Disadvantages of Co-facilitation of Training
- Principles for the Co-facilitation of Training
- De-briefing Questions for Co-trainers

INSTRUCTIONS:

I. TASKS OF CO-FACILITATION (15 min)

Ask participants:

- What have you observed co-trainers doing when you've been a participant in a training program that was co-facilitated (for example in this workshop)?
 - ✓ What does co-facilitation mean?
 - ✓ What are the responsibilities and tasks of the lead trainer and the co-trainer?

In general, co-facilitation involves two (or more) trainers working together to design and conduct a training session or program, sharing skills, expertise and experience.

In an administrative sense, the lead trainer has the overall responsible for the planning, organization and assignment of tasks. This includes:

- Ensuring that the training room is prepared for the day
- Ensuring that all training materials are prepared and organized
- Ensuring that necessary equipment is available and functioning
- Monitoring the use of time in relationship to the training design
- Monitoring the effectiveness of the training

In reality, responsibility for these tasks is often shared with the co-trainer throughout the training process.

In terms of the facilitation of training sessions, the roles of lead trainer and co-trainer alternate as each member of the team takes the lead role in facilitating a particular

session. In this case:

- The lead trainer of a session facilitates the learning activities of the session.
- The co-trainer of the session supports the trainer of that session in the following ways:
 - Observes the training process, including group dynamics and the achievement of objectives
 - Adds relevant points to the discussion (in the manner in which trainers have agreed to in advance)
 - Clarifies points as appropriate (in the manner in which trainers have agreed to in advance)
 - Monitors small group tasks and assists as needed
 - Helps respond to participant needs or requests
 - Asks questions as appropriate to assist the lead trainer to become “unstuck” (in the manner in which trainers have agreed to in advance)
 - Asks key questions the trainer may have overlooked (in the manner in which trainers have agreed to in advance)
 - Helps timid participants to enter discussions
 - Writes participant responses on the board as appropriate

Distribute the handout *Co-facilitation of Training*.

II-IV. ADVANTAGES AND PROBLEMS OF CO-TRAINING (1 hour 45 min)

Ask the group:

- What experience have you had in co-facilitating training sessions (routine – rare, positive – problematic, etc)?

Note several positive and negative comments on the board.

Divide the group into two small groups. Ask each group to make a list of:

- Advantages of facilitating training with a co-trainer (what they have appreciated, or think they would appreciate, about working with a co-trainer).
- Problems encountered in facilitating training with a co-trainer (based on past experience or problems they have seen or anticipate)

Ask the groups to share their responses in the large group: one group presenting the advantages and the other group completing the list; a second group presenting the problems and the first group completing the list. Record participant responses on the board, under headings: Advantages Problems.

Distribute the handout *Advantages and Disadvantages of Co-facilitation of Training*. Ask participants to review it individually for several minutes. Ask if they have comments or questions about any of the items. Call their attention to important items that participants did not list in the previous exercise.

Ask volunteers to:

- Suggest things they could do, have done, or have seen done to prevent the problems cited from occurring.

Ensure that everyone contributes at least one idea. When the group has contributed their ideas, distribute the handout *Principles for the Co-facilitation of Training* and ask volunteers to read and comment on the principles.

Distribute the handout *De-briefing Questions for Co-trainers*. Ask volunteers to read and comment on the use of the questions.

Explain that the facilitation of training sessions in part 2 of the TOT for district trainers will be done by teams of two, and that an important part of the task will be to apply the skills of co-facilitation.

CO-FACILITATION OF TRAINING

In general, co-facilitation involves two (or more) trainers working together to design and conduct a training session or program, sharing skills, expertise and experience.

In an administrative sense, the lead trainer has the overall responsible for the planning, organization and assignment of tasks. This includes:

- Ensuring that the training room is prepared for the day
- Ensuring that all training materials are prepared and organized
- Ensuring that necessary equipment is available and functioning
- Monitoring the use of time in relationship to the training design
- Monitoring the effectiveness of the training

In reality, responsibility for these tasks is often shared with the co-trainer throughout the training process.

In terms of the facilitation of training sessions, the roles of lead trainer and co-trainer alternate as each member of the team takes the lead role in facilitating a particular session. In this case:

- The lead trainer of a session facilitates the learning activities of the session.
- The co-trainer supports the trainer of that session in the following ways:
 - Assists with trainer responsibilities
 - Observes the training process, including group dynamics and the achievement of objectives
 - Adds relevant points to the discussion (in the manner in which trainers have agreed to in advance)
 - Clarifies points as appropriate (in the manner in which trainers have agreed to in advance)
 - Monitors small group tasks and assists as needed
 - Helps respond to participant needs or requests
 - Asks questions as appropriate to assist the lead trainer to become “unstuck” (in the manner in which trainers have agreed to in advance)
 - Asks key questions the trainer may have overlooked (in the manner in which trainers have agreed to in advance)
 - Helps timid participants to enter discussions
 - Writes participant responses on the board as appropriate

Handout

ADVANTAGES AND DISADVANTAGES OF CO-FACILITATION OF TRAINING

Advantages of co-facilitating training:

- Trainers have complementary styles and competencies
- Allows trainers to learn from each other
- Improves trainer capacity to perceive:
 - Group understanding of concepts
 - Issues in group dynamics
 - Weaknesses/problems with the training process
- Facilitates professional development (from sharing feedback between colleagues)
- Provides more than one model of training to participants
- Allows trainers:
 - Time to observe and reflect
 - To better understand participant questions, to avoid judgments
 - To benefit from the experience of others/exchange experience and ideas
- Prevents monotony
- Provides support and encouragement to trainers (in preparation, implementation and evaluation of training)
- Provides better time management for group work (the presence of two trainers allows a division of labor which is particularly important when the group is large)
- Helps trainers to better follow participants' practical work
- Sharing tasks reduces the workload for each trainer; avoids overload; allows each trainer a "breather"
- Facilitates problem-solving (with both trainers analyzing and/or thinking of ways to improve training); trainers de-brief sessions together
- Allows trainers to substitute for each other as necessary
- Allows each trainer to teach what he/she knows best and/or to benefit from assistance from his/her colleague in teaching subjects with which he/she is less familiar

Potential problems in co-facilitating training:

- Differences in orientation to training (for example ‘professor’ versus ‘facilitator’)
- Additional energy is required to develop and maintain rapport with co-trainer/s (in addition to participants)
- To the degree that participants feel threatened or intimidated by trainers, they may feel more threatened or intimidated by more trainers
- Threat, competition or conflict among trainers
- Too many interventions
- Negative model if there are misunderstandings/conflicts in front of participants
- Different levels of commitment or competence
- Lack of teamwork inhibits feedback and reduces productivity
- Refusal to invite/accept co-trainer’s assistance in case of blockage
- Non-solicited, unexpected and/or irrelevant interventions by co-trainers
- Imposition of ideas by the co-trainer
- Lack of consultation with the co-trainer during workshop preparation, leading to misunderstandings about roles of co-trainers etc
- Creation of dissention among participants
- Critical (unconstructive) feedback among trainers
- Trainer/Co-trainer disappears without explanation
- Trainer/Co-trainer doesn’t accept feedback
- Poor time management by trainer/co-trainer
- Non-respect of decisions taken

Handout

PRINCIPLES OF CO-FACILITATION OF TRAINING

To ensure productive co-facilitation of training, trainers/co-trainers should:

Before beginning the workshop:

- Decide lead trainer and co-trainer roles for the different segments of the workshop.
- Discuss with your colleague your and their orientations to, and experiences with, problem situations.
- Come to consensus with your colleague about objectives of the training, trainer roles, commitment, participation, feedback etc.
- Come to a consensus with your colleague about how you will respond to participant expectations; and about how you perceive working with the composition and size of this group, within this training facility etc
- Establish norms for teamwork:
 - When to intervene in a discussion facilitated by your colleague (generally at the end, after participants and the trainer have contributed their ideas).
 - What to do if you have an opinion contrary to the trainer (discuss it during the trainer feedback session; bring it up if appropriate next morning during the revision session).
 - At what moment, and how, to assist your colleague when he/she is blocked, misses an instruction or makes an error. (For example, ask a question of the group in order to guide the discussion and/or put it back on track, or to enable the lead trainer to correct instructions or other errors; or suggest an idea that may help “unfreeze” the lead trainer’s blockage. Retreat as soon as possible.)
 - In case of necessary absence from training, inform your colleague as soon as possible.
 - Decide where to sit during training session so as to be available but not distract either the participants or your colleague
 - Agree on the manner in which co-trainers will participate; and on the full-time presence of co-trainers during sessions.

- Agree on what to do in case of divergent opinions or conflict between trainers.
- Prepare training sessions together (to ensure the readiness to both trainers to lead sessions) if both trainers are competent in all content
- Decide how to give and receive feedback
- Decide on organizational roles and tasks and respect them (examples: breaks, meals, daily opening and closing activities)
- Distribute sessions so each trainer facilitates some sessions each day.
- Share specific items around which you would like feedback from your colleague during the workshop.
- Distribute sessions in advance so each trainer has time to prepare.
- Present, or discuss, difficult sessions with co-trainer in advance.

In general:

- Solicit feedback from your colleague regularly and frequently.
- Follow the session guide as your colleague is facilitating the session and stay alert to all that happens in the group, including progression of the training process, in order to be able to intervene appropriately if necessary.
- Constantly test your assumptions about your colleague. Do not jump to conclusions.
- Keep up-to-date on training content.
- In case of imposition of opinion or negative feedback by your colleague, give constructive feedback.
- Respect group norms.
- Make decisions together to prevent unexpected, unsolicited and irrelevant interventions.
- Discuss in advance plans to modify sessions so that your colleague is aware of changes you plan to make.

Handout

DE-BRIEFING QUESTIONS FOR CO-TRAINERS

At the end of each day of training, it is useful for the trainers to meet and share their observations concerning the learning activities of the day, as well as to prepare for the sessions for the following day.

The following questions may be useful in these debriefing sessions:

1. To what extent do you feel today's objectives were achieved? What indications do you have that they were achieved or not achieved? If they were not fully achieved, what may have contributed to their lack of achievement?
2. Were there problems in the implementation of training activities? What happened? Why? How could the situation be improved another time?
3. How did our training team work together? What worked well? What problems were encountered? What can we do to improve co-facilitation of the sessions in the following days?
4. What changes need to be made in the training design for tomorrow, based on what happened today?
5. What did each trainer do that was:
 - Effective?
 - Ineffective?
6. Feedback to each other on specific items around which you agreed earlier that you would like feedback during the workshop

SESSION GUIDE 11: EVALUATION OF TRAINING

OBJECTIVES: By the end of the session, participants will be able to:

- 6.1 Define the term “evaluation”
- 6.2 Explain the purpose of the evaluation of training
- 6.3 Identify four occasions when the evaluation of training is done
- 6.4 Name at least one factor to evaluate at each of the above-mentioned occasions
- 6.5 Identify at least one method of evaluation appropriate to each of the above-mentioned occasions
- 6.6 Describe six steps of evaluation
- 6.7 Explain the difference between quantitative and qualitative evaluation

METHODS: Discussion, mini-lecture, practical work

TIME: 1 hour

MATERIALS:

Flip chart:

- Sample evaluation questions

Handouts:

- Training evaluation

INSTRUCTIONS:

I. CONCEPT OF EVALUATION (5 minutes)

Refer to the first day of this workshop. Ask the group:

- What did we ask you to do the first day that was a kind of evaluation?

- Share their perceptions of their needs in training
- Take a pretest that assessed their knowledge of different aspects of training

- What was the purpose of the discussion of your needs and of the pretest?

To determine:

- What participants felt were their most important needs for training (interviews)
- What participants knew about certain aspects of training (pretest)

- If we think of these initial activities as forms of evaluation, what does one do when one evaluates (definition of evaluation)?

Makes a value judgment about an actual situation, comparing it with the desired, or ideal, situation.

Explain that:

- The assessment of participant needs the first day was based on a description of the skills of a district trainer
- Some people might not call this initial needs assessment a kind of evaluation. However, it is an initial evaluation of the level of knowledge and skills of participants that 1) indicates priorities for training, what the training content should be; and 2) serves as a baseline by which to compare end-of-training evaluation results.

II-V. PURPOSE OF EVALUATION AND WHEN, WHAT AND HOW TO EVALUATE (35 minutes)

Give a brief presentation of the following aspects of training evaluation.

Occasions when training evaluation is done:

- Before training: Needs assessment
- During training: Monitoring
- End of training: Results
- Several months after training: Outcome

For each occasion: why, what and how to evaluate:

Before training: needs assessment

- Why evaluate
 - Make the training more responsive to participant needs, to select training content and methods based on participants' identified needs
- What to evaluate
 - Training needs of the target population (as was described in Session 3)
- How to evaluate
 - Interviews of several members of target population, and supervisors of the target population
 - Observation of the delivery of services
 - Pretests & self-assessments
 - Reports (monthly clinic reports, supervisory reports etc)
 - Review of program standards & protocols; job descriptions

During training: monitoring

- Why evaluate
 - Make the training more responsive to participant learning (particularly in the context of the present training, but also in the context of future training programs):
 - to modify training content and/or methods based on trainers' perceptions of participant learning and on participant feedback
- What to evaluate
 - Participant learning (achievement of objectives):

- Appropriateness of training content (and its relationship to the objectives)
- Appropriateness of training methodologies used
- Group dynamics
- Participant satisfaction (participant reaction to the training)
 - How well participants feel the training responds to their needs and interests and their ideas about how to improve it
- How to evaluate
 - “Where Are We?” sessions
 - Revision sessions
 - Reflection sessions
 - Feedback
 - Observation of:
 - The quality of practical work
 - The level of participant energy, interaction, participation in small and large group activities
 - The quality of participants’ practical application of content

End of training: results

- Why evaluate
 - Make the training more responsive to participant learning (in future training programs):
 - Know the extent to which organizational aspects of training, resources used and training activities contributed to the achievement of training objectives
- What to evaluate
 - Effectiveness of the training in terms of achievement of training objectives and the improvement of competencies
 - Participant satisfaction with and/or assessment of the quality of training and their ideas about how to improve it
 - Quality of administration, logistical & organizational aspects of training
- How to evaluate
 - Post test
 - Evaluation of participant performance
 - Participant evaluation of training
 - Trainer assessment of the organization of the training and the use rational us of resources

Several months after training: outcome

- Why evaluate
 - Appreciate the degree to which knowledge, attitudes and skills addressed during the training have been applied in the work situation
 - Relevance of the training to the performance of personnel
 - Relevance of the personnel’s change in performance to the improvement of the quality of family planning services
- NB: The application of new skills may also be influenced by:
- Personnel motivation
 - Opportunities to use new competencies

- Support of supervisors
- What to evaluate
 - Participant/personnel behavior change as a consequence of training
 - The effects of personnel behavior change on their productivity: quantity and quality of service
 - Opportunities taken by trained personnel to apply new competencies
 - Short-term effects (may be difficult to measure): increase in the number of clients served, client satisfaction etc
 - Participant appreciation of the relevance of training to program needs and needs of target population
- How to evaluate
 - Observation of performance
 - Interviews: with workshop participants, supervisors, clients

VI. STEPS IN EVALUATION (5 minutes)

Review with the group the process of evaluation:

- Define the desired situation (the ideal or desired performance based on a combination of program objectives, norms, standards, protocols, and/or job descriptions)
- Determine the actual situation (the actual performance: by testing, observation, reports/records, client interviews, service provider feedback, supervisor feedback)
- Compare the actual situation (performance) with the desired situation (performance)
- Interpret the results
- Make a judgment
- Take a decision, and act

VII. QUANTITATIVE AND QUALITATIVE EVALUATION (15 minutes)

Post the following questions and ask the group to study them briefly:

- How useful was the training methodology used for the session on Group Dynamics?
- What are the three criteria for the correct formulation of a learning objective?
- What are the six steps in the process of evaluating the effectiveness of training?
- What did you learn from the session on Adult Learning?
- What did you learn from your experience in co-facilitating a training session?
- What is the purpose of a pretest at the beginning of a training program?

Ask the group:

- What differences do you see between the formulation of the above evaluation questions?

Some ask for pre-determined quantifiable answers. Others seek responses based on individuals' subjective reactions to the question.

- Based on your study of these questions, how would you distinguish between quantitative and qualitative evaluation?

Quantitative evaluation:

The response can be objectively quantified (as in the case of tests of participants' knowledge of certain information).

Qualitative evaluation:

The response is judged subjectively/qualitatively (as in the case of participants' appreciation of the quality or usefulness of certain aspects of training)

Explain that by nature some aspects of training can be evaluated more objectively than others. This is normal (for example, knowledge can generally be more objectively evaluated than can performance). However, both are important and in fact performance, which represents the application of knowledge, is perhaps the most important to evaluate. The evaluation of performance can be made much more objective and quantifiable by the development of checklists that are based on norms, standards and protocols.

Summarize this part of the TOT by saying that this is the theoretical part of the TOT, and that the next part will necessarily involve the trainers in practicing the facilitation of sessions that they will use in the training of family doctors. It will be their opportunity to apply all of the knowledge and skills that have been the subject of this training.

Handout

EVALUATION OF TRAINING

Occasions when training evaluation is done:

- Before training: Needs assessment
- During training: Monitoring
- End of training: Results
- Several months after training: Outcome

For each occasion: why, what and how to evaluate:

Before training: needs assessment

- Why evaluate
 - Make the training more responsive to participant needs, to select training content and methods based on participants' identified needs
- What to evaluate
 - Training needs of the target population (as was described in Session 3)
- How to evaluate
 - Interviews of several members of target population, and supervisors of the target population
 - Observation of the delivery of services
 - Pretests & self-assessments
 - Reports (monthly clinic reports, supervisory reports etc)
 - Review of program standards & protocols; job descriptions

During training: monitoring

- Why evaluate
 - Make the training more responsive to participant learning (particularly in the context of the present training, but also in the context of future training programs):
 - to modify training content and/or methods based on trainers' perceptions of participant learning and on participant feedback
- What to evaluate
 - Participant learning (achievement of objectives):
 - Appropriateness of training content (and its relationship to the objectives)
 - Appropriateness of training methodologies used
 - Group dynamics
 - Participant satisfaction (participant reaction to the training)
 - How well participants feel the training responds to their needs and interests and their ideas about how to improve it
- How to evaluate
 - "Where Are We?" sessions
 - Revision sessions
 - Reflection sessions

- Feedback
- Observation of:
 - The quality of practical work
 - The level of participant energy, interaction, participation in small and large group activities
 - The quality of participants' practical application of content

End of training: results

- Why evaluate
 - Make the training more responsive to participant learning (in future training programs):
 - Know the extent to which organizational aspects of training, resources used and training activities contributed to the achievement of training objectives
- What to evaluate
 - Effectiveness of the training in terms of achievement of training objectives and the improvement of competencies
 - Participant satisfaction with and/or assessment of the quality of training and their ideas about how to improve it
 - Quality of administration, logistical & organizational aspects of training
- How to evaluate
 - Post test
 - Evaluation of participant performance
 - Participant evaluation of training
 - Trainer assessment of the organization of the training and the use rational us of resources

Several months after training: outcome

- Why evaluate
 - Appreciate the degree to which knowledge, attitudes and skills addressed during the training have been applied in the work situation
 - Relevance of the training to the performance of personnel
 - Relevance of the personnel's change in performance to the improvement of the quality of family planning services
 - NB: The application of new skills may also be influenced by:
 - Personnel motivation
 - Opportunities to use new competencies
 - Support of supervisors
- What to evaluate
 - Participant/personnel behavior change as a consequence of training
 - The effects of personnel behavior change on their productivity: quantity and quality of service
 - Opportunities taken by trained personnel to apply new competencies
 - Short-tem effects (may be difficult to measure): increase in the number of clients served, client satisfaction etc
 - Participant appreciation of the relevance of training to program needs and needs of target population

- How to evaluate
 - Observation of performance
 - Interviews: with workshop participants, supervisors, clients

Steps in evaluation:

- Define the desired situation (in terms of training, the performance criteria which are based on program objectives, standards and protocols, and job descriptions)
- Determine the actual situation (actual performance)
- Compare the actual situation (performance) with the desired situation (performance)
- Interpret the results based on the performance criteria
- Make a judgment
- Take a decision, and act

SESSION 12: EVALUATION OF THE TRAINING

OBJECTIVES: By the end of the session, participants will be able to:

- 9.1 Assess their knowledge of training concepts and skills, and compare it with their knowledge prior to the workshop
- 9.2 Evaluate the effectiveness of the training

METHODS: Post test, Self-assessment questionnaire, discussion

TIME: 1 hour

MATERIALS:

Handouts:

- Post test
- Training evaluation form

INSTRUCTIONS

I. POST TEST (30 min)

Summarize the TOT by referring to the general objectives of the workshop and its focus on the implementation of training programs.

Distribute the post test and ask participants to complete it. Refer to the session on evaluation and emphasize that the post test is one of several elements that will be used to evaluate the effectiveness of the training program.

III. EVALUATION OF THE TRAINING (30 min)

Referring again to the session on evaluation, explain to participants that their evaluation of the training (their impressions, reactions and ideas) are very important to the evaluation process, and will help the trainers in improving TOTs for the district trainers in the future.

Distribute the workshop evaluation form and ask participants to complete it.

Once everyone has completed and returned the evaluation form, ask the group if they have any feedback they wish to share and/or discuss in the group.

Discuss briefly with the group the next steps (if appropriate), including the timing of the training of family doctors.

TRAINING OF TRAINERS WORKSHOP FOR DISTRICT TRAINERS

Proposed evaluation form

EVALUATION OF THE TRAINING OF TRAINERS

You have just participated in the training of trainers workshop for District Trainers in reproductive health. Please respond to the following questions which will allow us to evaluate this training and improve future training.

I. Achievement of the objectives.

Listed below are the general objectives of the training. For each general objective, please indicate 1) to what degree you feel it was achieved, circling the number that best responds to your point of view; and 2) if an objective was not entirely achieved, why you felt it was not (for example, a problem of time, inadequate explanation, lack of practice, inappropriate training method, or other reasons that you perceive).

	<u>Well achieved</u>	<u>Achieved</u>	<u>Not achieved</u>		
1. Apply adult learning theory and the experiential learning cycle to the implementation of training sessions	1	2	3	4	5
2. Demonstrate the ability to promote positive group dynamics within a training setting	1	2	3	4	5
3. Demonstrate the ability to use questions to facilitate learning	1	2	3	4	5
4. Demonstrate the ability to co-facilitate participatory training sessions	1	2	3	4	5
5. Evaluate the knowledge, attitudes and skills of participants before, during and at the end of training	1	2	3	4	5
6. Facilitate training sessions, using a standard curriculum	1	2	3	4	5
7. Plan for the coaching of district trainers in the context of their training	1	2	3	4	5

