

Iraq Civil Society Program



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Trainee Manual

For

*The Training of Trainer
(ToT)*

For

Civil Society Organizations

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Introduction:

The Iraqi Civil Society Program is well aware to the fact that the capacity building and development of civil society organizations is essential to achieve continuing and safe development. The methodologies it is using is based upon the fact that the public participation depends on the existence of a strong civil society consisting of different independent and active economical, social, political, and cultural organizations in the society.

Accordingly, the ICSP support the effectiveness of CSOs through training and capacity building programs.

In this sense, the ICSP take interests in developing the capacity building of CSOs in different and specialized areas that foster performance of CSOs in interacting with and influencing the community in general, accordingly, appeared the importance of developing the systems of internal governance in organizations and CSOs. Thus, came this manual about “Training of Trainers” to introduce some experience for the CSOs in preparing and qualifying different expertise within the Iraqi CSOs to be effective elements in managing those CSOs and become more effective participants in decision making.

Since the CSOs is the third pillar in the society and the active partner in the community development process therefore, all expectations are put on the CSOs to participation in the community building and development process for its capacity to deal with and face the negative trends that grow within the society, and also participate in the decision making and taking process.

This manual tend to help the responsible person in CSOs to prepare/develop different qualified expertise in their CSO as well as in the society, and improve their capacities to be best used for community benefit

Manual Description:

This manual was designed to form an easy to use concept introducing the training process. It is divided into training sections, as each section is covering a certain topic and should be distributed to the trainees at the end of the training session covering this particular topic.

The first half of the manual – also the training program – presents historical overview of the training concept development from ancient different civilization to modern ages and also presents the basic skills for trainers. And the second part of the manual presents the training cycle and all related elements and components that give a complete view of the training process starting by identifying the training needs to the final stage of evaluating the training program.

Training program objectives:

By the end of the training program the participants will have the capacity to design, implement and evaluate a training program.

The Training

The human resource is the base of any organization; private, governmental or social, and the success mainly depends on the staff. The training is considered an important factor for the human resource development and improvement, because it refines individual's knowledge, skills and concepts in a way that enable better and more effective performance of duties and tasks.

There are many definitions for the Training, such as:

- *"A planned and organized operation to improve or modify the capacities to effectively perform certain duties and tasks in order to achieve organizational objectives, and this process may include workshops, courses, in-service training, on-site projects, or planned experience sharing through programs' cross-visits". **Thomas Wemlon***
- *"A planned activity aiming to make positive and needed changes in the individuals' knowledge, skills and concepts to enable them to better achieve the current and future assigned tasks in a way that best reach their organization's objectives".*
- *"Training is a continuing process in an individual's life that starts with birth and go on till the end of his/her life according to his/her needs as an individual and as a member of the society, and it seeks to change the behavioral patterns by introducing the individual to advanced training methods based on full understanding of the trainees' psychology and the factors identifying their behavior".*

Training depends in the first place on the learning process and not education. As we seen prior that the learning process depends mainly on the learner initiatives as the key and effective factor in the learning operation, unlike the education process in which the learner plays a negative role. Thus, we can find a lot of differences in comparison between learning and education since education is based on the "Learning About" when the learning (training) is based on the "Learning How". Education has broader objectives than training that may include some information on the presented subject, but mainly focus on empowering and supporting individuals, improve their performance and acquire certain skills. Therefore, we find the training objectives are more specific and clear than the education's objectives.

As a result of diverse objectives of training and education we find dissimilarities in the strategies and methodologies used, however, we find a similar problem for all trainers which is renouncing the teaching methodologies they have acquired through their years of school. Quitting the instructional behavior that the teacher follows is a step in the right direction of becoming an effective training.

Training dimensions:

There are three dimensions in any training activity:

Knowledge: Concept, facts, bases and ideas.

Skills: Behavior or performance ability.

Attitudes: principles and beliefs.

Fereirre's main principles

Paolo Fereirre is a Brazilian professor and a philosopher who worked in education and wrote several classics in this field like "Self independence pedagogical", "Principles of teaching aggrieved people". Fereirre was the minister of education in San Paolo at the eighties for several years before he retire to writing. Fereire had an impact on the understanding of education and freedom, his thoughts made revolutionary changes in the educational programs and the human development in modern time. Hereafter, we introduce Fereire's main principles on education.

1. Education cannot be neutral

Education is design in one of two conceptions:

- It is either aiming to maintain a present culture and values that is mainly of the dominant segment (In other words, tame people and teach them obedience)
- Or, aiming to liberate people and support their criticism, creativity, freedom, being initiative and responsible in the community they live in.

2. Relating to issues of interests to the community

People deal with issues and matters of priorities to them. Thus, all development projects, training and education should start with issues of priorities to the community and what is called "Hot Issues".

3. Presenting the problems

One of the education and training objectives in development is seeking to identify problems and search for solutions, it is important that the trainer/facilitator's objective be to help people identifying their problems, determine the main reasons of these problems and try to find practical and solutions for it, Also the trainer should not be just giving instructions of solutions since there is a big difference in instructing solutions and presenting the problems and participatory reach for solutions.

4. Dialogue

It's hard to achieve a fair community with individual efforts. In order to have a fair community each one has to be a student and a teacher at the same time, since the dialogue is an open education process through which influential people are gathered to discuss problems of concern to them and try to reach solutions for it.

5. Thoughts and practices

Learning usually makes the changes when a group of people feel upset and unsatisfied with a certain situation, in this case, the trainer/facilitator establish an atmosphere that permits the participants to look closely and criticize their present situation to determine the what information, skills and concepts are needed in order to plan and implement the work. And this process is repeated as needed.

6. Consciousness level

Fereire describes the different consciousness levels. Fereire states that to reach the critical consciousness level is a process that takes a lot of time and the individual undergoes several levels before reaching this level such as the superstitious, naïve and fanatic consciousness. And it is worth mentioning that these levels are interrelated and it is not easy to distinguish the change of levels.

Difference between education and learning

Learning is differs from Education in its focus on individual (or group)'s initiative and his right to choose what he needs to learn. Thus we see the individual as a positive initiator and not a negative recipient in the learning process. Following are the characteristics of the traditional education and learning:

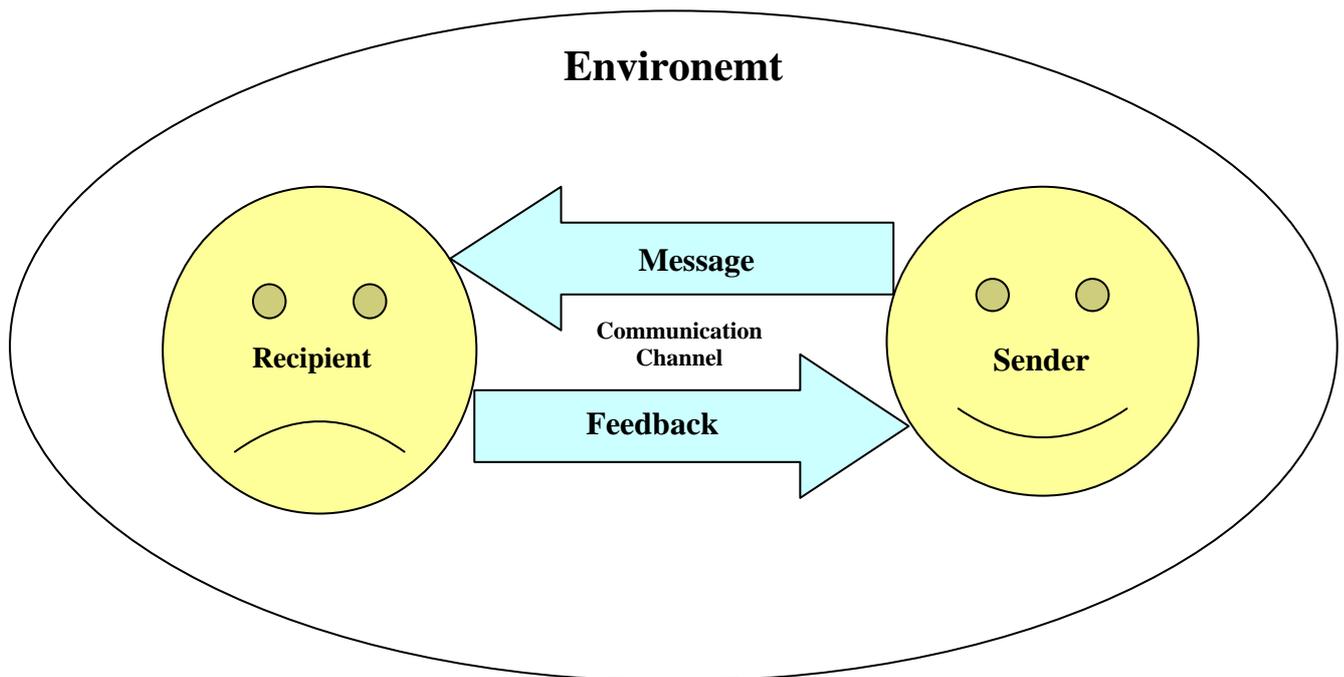
Education Characteristics	Learning Characteristics
<ul style="list-style-type: none"> • Teacher teaches & students receive lessons • The teacher talks and students listen • The teacher knows everything and the students know nothing. • The teacher thinks for the students • The teacher imposes his choices and the students obey • Teacher sets the rules the students follow • The teacher performs the skills and the students only watch it without practicing. • The teacher select the curriculum and the students comply with its context • The teacher mixes his authority as a resource of information and institutional authority to restrict students' freedom. • The teacher represents the educational process and students are just like subjects. 	<ul style="list-style-type: none"> • The students learn more easily when they seek to knowledge • Learning is affected by the social relationship between participants (Teacher & students, and students themselves). • The information transferred to the students have to be clear • The learning process is much faster when students realize what they're studying will give benefits in the future • People learn much better when information or new skills relates to what they knew or can do. • Learning is much faster when the students are actively engaged in handling data, solving problems or practicing skills

Communication in the training process

The individual's personal life depends primarily on his ability to communicate his thoughts, feelings, and needs to others, it represents a major social need for human. Human lives evolve around humanitarian relationship in home, work or daily life one communicates with others every day.

What is Communication?

Communication is the process of sending and receiving messages or information from one individual to another, one individual to a group or a group to an individual. Many of the problems we face are strongly related to lack of communication between people. We may misunderstand one another, express ourselves the wrong way, choose the wrong time to deliver a message or we may neglect non verbal messages the others are delivering to us.



Forms of Communication

A. Verbal Communication

This is considered the main communication method we depend on in message delivery to others. Verbal refer to the words, linguistic expression which the recipient hears it. And it is worth mentioning that the meaning of words differs from a place to another and from culture to another therefore, it is important to:

- Use the language that the recipient understands with clear and simple articulation.
- The opening should be strong and interesting to the recipient
- Change the tone of voice according to the importance of the subject or to attract the recipient's attention
- Use the right pronunciations
- Avoid using the vague expressions like "hmm, ...Ahs", you may try silence when you don't have anything to say, sometimes silence is a suspense factor.

- Avoid repetition of words without a reason (Learn to speak in complete sentences)
- Avoid speaking fast.
- Put yourself in the recipient's place to be able to better understand his perception.

B. Non Verbal Communication

1. Standing/movement

The Standing position: If you were nervous and confused in your stand, this will be reflected on your performance. The first thing to learn as a trainer is to take the standby position calmed and relaxed. We call it the standby position because in such a position you are ready to talk and move.

Movement: The trainee will be bored if the trainer remained standing still, therefore, the trainer has to move around the hall giving attention to every trainee. On the other hand, the trainer should not move a lot otherwise distracting the trainees' attention. It is best to move normally and be visible to all the trainees, and make sure not to turn your back to any trainee so he won't feel neglected.

2. Gestures and hands movement

We all use gestures and nods in our daily conversations with our friends, colleagues and family. But when an individual address a group of people he freezes and act in an abnormal way. As a trainer you should always act normally in front of the trainees and use nods and gestures that are normally used in daily life because it helps more expressing yourself. Examples are:

Explanatory motions: when explaining a certain word to the trainees you may use your hands to illustrate what you're saying like; when you are describing a spiral stair and you move your hand in an upwardly or downwardly circular movement to further express the word or, when you mention the number Three and you hold up three fingers.

Assertion motions: Motions used to confirm what you're trying to say like when you say to the trainees not to use something, you wave your hand left and right expressing the word No.

3. Facial expressions:

Facial expressions is one of the things affected by the person's psychological and health condition although many people have the ability to hide their true feelings behind a mask. As a trainer you have to be natural and relaxed with your facial expressions. Also, you have to pay attention to the trainees' facial expression and interpret it since it reveals their concentration and interests.

4. Eye contact

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One of the best ways to create connection between the trainer and trainees is looking to them.

Eye contact is something that you will always be doing when you are talking to anyone. However, in many instants, the trainer neglects this factor and do not maintain eye contact with trainees while talking to them as if he considers the trainees as a source of threat. Instead of looking to the trainees many trainers choose to look at the ceiling, floor or any other thing other than the trainees. There are several advantages of maintaining eye contacts:

- Feedback: You can instantly measure the trainees' reactions as you see it. Did they get bored, doubting, interested? Is it time for break?
- Show interest: when you look to someone when you talk to him it proves interest to this person.
- Maintain attention

Tips

- You should distribute your looks randomly and equally to everyone in the hall.
- Do not neglect people sitting in the back or sides.
- Do not focus only on the friendly faces otherwise you will lose other's attention.
- Make sure you don't use an artificial look and that it doesn't exceed 3 – 5 Seconds.

5. Sense of humor

The use of humor in the training program is very effective for the following reasons:

- Helps the trainees remember
- Maintain their attention
- In some instants, it is easier to provide the information in a humorous way.

Use your stories and comments and be ready to laugh about yourself with the trainees. You have to be fast in your perception and reaction. Humor creates a convenient and friendly atmosphere in the training room but you have to bear in mind the following:

- That the humorous stories are related to what's being presented otherwise you distract the trainees' attention; they will remember the humor and forget the main subject.
- Choose the right time for stories or humor.
- Avoid badinage and racist.

6. Appearance

Your appearance has to match with the social and cultural background of the trainees and the type of training you're providing. The wrong choice of cloths may create a barrier between you and the trainees.

Hindrances for good communication

Busyness: When one's busy with something it may be difficult for him to concentrate in what the other party is saying.

Linguistic problems: lack of clarity and use of vocabulary and words that may have different meanings.

Psychological hindrances: it relates to the perception since in many cases the beliefs, opinions and perception of people affect their interpretation for a message.

Aggression: this takes place when connecting with someone for whom there are feelings of hatred due to previous interactions.

Also, the subject may be provoking. When two person engage in a provoking conversation usually misinterpretation occurs

Charisma: In many instants the Charisma of the Sender (the one delivering the message) affects the recipient and this may lead to misinterpretation of the message.

Previous experience: Sometimes the previous experience hinders the recipient from receiving any new message related to the same subject in a proper and practical way.

Hidden agendas: The presence of personal interests for the message sender or recipient may interrupt the message. If the recipient has a personal interest he may interpret what he/she hears to meet his interests.

Hindrances related to surrounding environment: Surrounding environment may hinder communication process like; noise, weather, illumination.

Wrong selection of communication method: The appropriate communication method has to be selected according to the sender, recipient and the message.

Misuse of communication method: The communication method may be appropriate but the sender's misuse of it may hinder the message delivery.

Conversation interruption: When the conversation interruption occurs between the sender and recipient either by one of them or/and outside factor, it causes disorder in the sending and receiving process for both the sender and recipient.

Sarcasm from the speaker: Sarcasm from the speaker either he/she is the sender or recipient creates a psychological barriers negatively affecting the message delivery process, as well as causing a lack of confidence state and unwillingness to communication continuing.

Argument: In some case, the argument enriches the communication process. However, in other cases it deflects the communication process away from its main objective.

Controlling the conversation: Communication is a two way process between the sender and recipient, therefore, it should be equally managed because if it was controlled by one end, it will be more of instructions giving and not communication.

Jumping to conclusion: Not giving proper time for receiving the message may result in misinterpretation.

Use of strong or unproductive critic: The communication between the sender and recipient should be a convenient environment for productive discussion and disagreement should be aiming to reach a better place accordingly, there shouldn't be strong and critic.

How to improve the communication process?

"I know you believe you understood what I said but I am not sure if it was what I meant"

- You have to have a clear idea about what you want the other end to understand
- Analyze the nature and level of your concepts towards the discussion subject and the recipient
- Realize that disagreement in opinion is a personal freedom
- Present thoughts in the simplest possible way.
- Present your thoughts separately
- Use appropriate and effective repetition
- Identify which of the presented ideas need further clarification and explanation
- Speak in a clear tone and change it as needed.
- Use the appropriate communication channels for the subject and recipient
- Reduce the noise and disturbance as much as possible
- Pay attention to the recipient reaction and don't neglect any questions or inquiries
- Be a good listener
- Show interest when the recipient talks to you and express that verbally and non-verbally
- Reconfirm the recipient's understanding of the message and constantly ask him about his proper comprehending of the message.

Speaking skills

Talking with others is a process that a person does since childhood and any one can learn to do it. These are some recommendations when preparing for a speech:

- Good preparation for the speech topic
 - What is the topic
 - Who is the audience
 - How you are going to speak
 - How to measure the audience convincement
- Get an idea about the audience
 - Background/culture/interests/language
 - The audience's opinion about the topic
- Prepare aiding materials like graphs/pictures... etc.
- Physical and mental relaxation

Effective speaking skills

- Identify the objective of the speech
- Be yourself
- Don't interrupt the speaker and don't takeover the discussion
- Identify your weak points so you can improve it.
- Apologies when you say a wrong information and correct it
- Speak clearly and loudly
- Monitor the audience's reaction
- Avoid humming
- Be sincere in your speech
- Try not to use complex words or inappropriate for the audience's culture
- Maintain a real smile

Listening skills

People use their ears to listen to others, we listen to the radio and we don't need to see it. However, listening is an advanced stage for hearing where one uses his other senses like the eye, thinking and body motions. Listening means paying attention to the meanings of what we are hearing. There is a further advanced level of listening which is **Effective Listening** which is a skill that helps people solve their problems. In order for listening to be effective the listener has to realize the speaker's needs to communicate. Also for the listening to be effective the listener has to take the responsibility of proper interpretation and understanding of what the real meaning of the discussion, as well as the feelings of the speaker. For the listener to understand the speaker's message he has to put himself in the speaker's shoe.

Effective listening skills

- Fully concentrate with the speaker
- Don't make early judgments, consider the complete thoughts instead not just the words
- Pay attention to what is said and not said, it means try to read what's between the line
- Maintain eye-contact with the speaker
- Focus on the major thoughts; if the speech is long try to write notes so you don't forget.
- If a matter was vague to you ask the speaker to clarify it
- Don't assess the speaker and pass judgments.

Facilitation skills

What is the facilitation process?

Facilitation is a method of leadership without authorities. The trainer's role as a facilitator is to make the group members take the responsibility

What does the facilitator do?

- Help the group identify the main objective and the goals
- Help the group identify their needs

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- Lead the group discussion
- Take notes reflecting the trainees' thinking
- Help the group take decisions that reflect all the different perspectives
- Assist the group to communicate effectively
- Provide the trainees with feedback to help them evaluate themselves

In what does the facilitator believe?

Facilitators believe that two are better than one, and that in order for one to perform effectively he should be taken seriously.

- Human beings are smart, able and willing to do what is right.
- Decisions taken by a group of people are better than a decision taken individually.
- All opinions are equally valuable despite the person's status or post.
- People are more committed to ideas and plans they participate in putting.
- The groups have the ability to manage the conflicts, behaviors and different relationships is provided with the proper tools and training.

Essential skills for a facilitator:

- Neutrality/objectivity:

You have to use questions and present suggestions that help the trainees to think but, you should never impose your opinion.

- Listen carefully to speakers:

Look at the speaker and repeat what he is saying to make sure of your interpretation. You have to maintain eye contact with the speaker when you repeat what he said and when summarizing thoughts. Use eye contact to inform someone that he can speak and to encourage the individuals not participating enough.

- Asking questions:

Questions are the most important tool you have as a facilitator because it:

- Test participants assumptions
- Invite participants' feedback
- Collect information
- Used for exploring vague points
- Help realizing the full picture

- Rephrasing the content for clarification:

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This include repeating what the participants were saying to confirm you are listening to them, to let the others hear what was previously said and to clarify the main ideas. This confirms the listener's concentration and ensures right interpretation, like:

Do you mean to say

What I understood is that you're saying

Do you mean

- Not to consider only one opinion:

Don't just record the trainees' thoughts but rather give an opportunity to the rest of the group to ensure that the thoughts written on the flipchart represents the thoughts of the whole group together. This supports agreement and commitment. An example:

- Hany, what do you have to add to Omar's comments?

- Stay within the context:

Identify time frame for discussion and assign someone for time keeping

- Accept and provide feedback:

In specific times evaluate the situation with the group to identify if there's any amendment needed

(Is there any progress? What can we do to become more effective?)

- Test the established assumptions:

You have to raise and present the assumptions on which the participants build their thoughts to be understandable for everyone. Perhaps you may have to challenge these assumptions before proceeding with the discussion. For example:

- On what bases you judge a narrow minded idea?

- The ability to compile ideas:

You have to assess new ideas and final decisions made by the group. Write a clear and detailed summary on the flipchart for everyone to see. Points have to be summarized, clear and complete. And have to reflect what the trainees said not your interpretation.

- Clear summary:

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The effective facilitator listens carefully to whatever is said and then presents summaries in specific times. Do a summary when you feel the discussion may reach a dead end or when you wish to end it.

Asking questions skills:

The skills of asking the question is an essential skill for any facilitator since questions encourage participation; sometimes you may as a neutral facilitator present your point of view in the form of questions. Questions are used to get a feedback from trainees to evaluate the situation.

Effectively asking questions means:

- Asking the right question in the right time
 - Choose the proper type of questions and phrase it in the form that will give the best results, and then ask it to the proper person.
- If you wanted to
 - You should
- Provoke the trainees' thoughts and response
 - Ask the question to the whole group
- The trainees to cooperate willingly or that you're avoiding to ask a specific person
 - Ask "Which one of you faced this problem before?"
- Provoke a specific person to think and respond
 - Ask that person "What do you think Hesham, how can we handle this subject?"
- To benefit from a particular person's expertise within the group
 - Ask that person "You have huge experience in this field, can you share your view with us?"

The ability to handle different answers to questions

You have to support the right answers but most importantly that you remain unbiased. Compliment all participants for the answers regardless. These are some reactions that may respond to wrong answers:

"I can see how you figure this out"

"This is an interesting point, any other idea?"

"You're on the right track, do you have other ideas?"

Interacting with questions:

If a trainee asked a question within the content and asked you to participate with your personal opinion, you will have three options:

- Redirect the question to someone whom you think will have the answer or to the group as a whole.
- Do not answer questions that the group fails to answer, instead say that you will get back with an answer.
- As a last resort, you can answer the question personally if you're the only one who has can answer.

Presentation skills

Often the trainer presents the training material as a presentation or session and this requires the trainer to have several skills like; communication skills, and presentation skills. We previously dealt with the communication skills, and we here present some guidance that assist the trainer in his plan for presentation.

Successful presentation planning:

The presentation you are about to do is like a journey in which you lead the attendance from one place to another.

Your role in this journey is vital since you know the way better than any of the attendants and you have to make sure that all are walking together in the same route (you didn't lose anyone in the way). In order for you to be able to do that you have to know the objective you're heading to and how to reach it. If the whole group is not all together at the target point (The objective) then you did not perform your task adequately.

Before doing any presentation you have to know some information that will be of use for you:

- 1- What do you want the attendants to know, and what's the objective of the presentation?
- 2- Who are the attendants? (Number, age, professional and scientific background, knowledge/preferences/concepts) and that help in:
 - i. Selecting the points that need stressing and clarification in the presentation.
 - ii. Prepare and develop an appropriate level of details
 - iii. Selecting and preparing the proper training aids
 - iv. Creating a proper atmosphere in the training room for the participants.
- 3- Is your presentation going to be persuasive or informative? Informative presentations aim to provide the attendants with information and educate them, but persuasive presentations aim to change the conceptual and behaviors of attendants.

Identify the title of the presentation

- After answering the above three questions, you will need to think of a title for the presentation. The title should answer to the following "What is the subject we will discuss?"

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- The next step after identifying the title is to perform brainstorm training. Write whatever comes to your mind about what you want the attendants to know about the subject you're presenting. After using all the ideas that comes to mind, divide a piece of paper into four squares as shown in the next table, then review the thoughts you wrote and assort it in three groups each group in one of the four cells in the table. The fourth cell in the table will contain the thoughts that didn't fit in any of the other three groups.
- The next step is to review each cell separately. Are the thoughts within the cell form a subject? Review each cell until you identify a title. When you finish with this process you will have a table like the following:

Major Title					
Subject title 1			Subject title 2		
Details	Details	Details	Details	Details	Details
Subject title 3			Miscellaneous Ideas		
Details	Details	Details	Details	Details	Details

- You will use the three cells in the table to design the presentation, as for the thoughts in the fourth cells you will not include in the presentation since it was proved scientifically that it's easier remembering the trilogies (matters consisting of 3 elements). The attendants cannot digest more than three subjects per time.
- When announcing the sub-topic titles use the following guides:
 - Inform the attendants that you will present 3 topics
 - Present the topics numbered (The first topic we will talk about ..., the second topic is..., the third on is....)
 - Use short titles and do not go into details now.

Transitional sentences

The purpose of these sentences is to prepare the attendants for, or transfer them from a state to another. The trainer can carry on with his presentation without stopping using the transferal sentences since it identify/divide the presentation. Transferal sentences helps the attendants identify the presentation details.

Characteristic of effective presentation:

To make an effective presentation you will need more than good organizing of what you will say since you are responsible as a trainer to perform a lively, interesting, beneficial and enthusiastic presentation to the attendants to maintain their concentration.

These are some notes that help you your presentation:

- Enthusiasm is essential in any presentation. Try to smile and maintain eye contact as much as possible with trainees, and remember if the trainee felt that you are bored and uninterested they will not listen to you.

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- Speak loudly and clearly, and change your voice tone according to the need. The monotone may cause the attendants to get bored. Pause every now and then to capture the attendants' interest.
- Short sentences and simple words will have a greater effect than long sentences and complex words.
- Use gestures appropriate with what you are saying.
- Do not speak with a language the attendants do not understand
- Know the presentation's subject in full details to be prepared for any question
- Well prepare the presentation

Training methods

The training methods is considered one of the tools the trainer uses to make the necessary changes to achieve his training objectives, the effective trainer is the one able to effectively manage the session. Many trainers ask about the best training method, but the professional experienced trainer knows that the word "Best" is related to many factors like; the trainees, the trainer, training objectives, required outcomes, the training environment. There are a lot of training methods each has its characteristics that distinguish it from the other.

The effective trainer has to have extensive understanding of the different training methods, the advantages, disadvantages and capability of each method.

Selecting the Training method

Selecting the training method is based on:

- Suitability of the method to the material presented
- The Subject and its objective
- Type of participation required
- Training method suitability to trainees, place and time available
- Trainer's experience
- Experience and cultural background of the trainees
- Number of the trainees

Lecture

The lecture method could be defined as presenting a subject through an experienced person with trusted source of information to provide a set of ideas, theories and principles.

The lecture method is used when:

- The subject is new for the trainees
- To give a general idea or a summary
- To deliver information, facts and/or statistics
- To address a large group

- The first advice in any training program "*Do not lecture*" because lecturing is based on a one way communication as shown in the above figure and thus,

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lack the participation of the attendants (Which is the core in any training program)

- Advantages
 - Disadvantages
- Dealing with a lot of materials at the same time
 - Based on a one way communication
- Suitable for a large group of people
 - Limited application
- May precede the practical training
 - Limited response from trainees
- The trainer is in control
 - The trainee has a negative role since he is the recipient of information

How to prepare a lecture

Presenting the lecture requires the following:

- Preparation
 - Usually the preparation for the lecture requires twice the time for presenting it even if the trainer is well experienced in the subject he is lecturing.
 - When planning for the lecture you have to bear in mind that it does not exceed 20 min. divide long lecture into parts using aids like films
 - Divide the material into three categories:
 - Information have to be presented
 - Information should be presented
 - Information good for presenting
 - Make sure you cover the first two categories in the available time. The last category is optional.
 - Do not place a lot of information in the lecture
 - Plan the questions time and place within the lecture
 - Prepare the training aids
 - Read your notes before the lecture even if you presented it many times

Presenting

- Avoid reading long verses
- If you are reading a specific verse, identify the main points (Highlight or underline) then talk to the trainees
- IF you are well aware of the subject write down the titles and main points on paper cards for reminder.

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- Maintain eye contact with the trainees to ensure non-verbal communication with them
- Identify if the trainees need to take notes for reminder or you will provide them with some materials at the end
- If you prepared materials for distribution to trainees, identify whether you will deliver it before or after the lecture. If you will provide it before the lecture you can read it with the trainees so they can take notes. But be aware of their focus on reading and stop listening to you.

You can stimulate their interest by:

- Explaining what they will gain from the lecture in the beginning
- Use example personal experience and real facts
- You personally are enthusiastic about the subject
- Using the audio visual aids

Questions

- Educate the trainees when they can ask questions
- If the trainees are shy divide them into small groups
- The questions will demonstrate how clear the material presented and if it stimulated their interests
- Make sure you clearly heard the question and if not, ask the trainee to re ask it
- If you don't know the answer to the question, you have two options:
 - Redirect the question to the group
 - Tell the trainees you will find an answer and get back to them
- Be brief in your response to give all the others the opportunity to ask their questions
- Make sure the question asked are clear to everybody

Summarizing

- Emphasis another time on the main points of the lecture for reminding
- The good summary enable the trainees to get the whole idea
- Prepare materials for distribution to trainees instead of wasting their time and concentration during the lecture in writing what you're saying.

Demonstration

The practical presentation is the live example for the trainees to see how something is done.

When and why you use demonstration:

- At any time during the session
 - After the theoretical discussion of a certain subject
 - To help the trainees understand through experimenting how something is done
 - To teach the trainees a certain skill
 - To explain in details the process of doing something
-
- Advantages

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- Disadvantages
- Enable the trainee to concentrate
 - Need very good preparation
- Present practical application
 - Enough materials should be provided for the trainees to participate
- Encourage trainees' participation
 - Unsuitable for large group
 - Needs a lot of the session time

How to use demonstration:

- Prepare the material you will need in advance
- Practice adequately before the training session to ensure everything goes as planned
- Explain what you will present and the its objective
- Explain what you do step by step
- Make sure everyone is following
- Make room for questions
- Let the trainees experiment
- Summarize what you've done after making sure that everybody followed the process

Debate

The debate method could be defined as an opportunity for a group of trainees to discuss the advantages and disadvantages of a particular idea or subject, or presenting a concept

When and why use debate

- After presenting a particular subject
- When trainees are divided into two groups, each adopting a concept
- Used to convenes the majority with a specific subject
- To give experience in new practices
- Advantages
 - Disadvantages
- Introduce different concepts
 - Needs very good preparation
- Accept other opinions
 - Needs a lot of time
- Shape thoughts and clarify inquiries
 - The trainer have to be firm in managing sessions
- Interesting and stimulating
 - Might be emotionally driven

How to utilize the debate method?

- Use this method only when the trainees are on a certain level of intellectual maturity, and their relation permits subjectively handling of matters
- Identify the subject of the debate provided that it is related to the training program
- Present the subject in a sentence not a question
- Select the two parties of the debate, and go through the discussion points with each one of them
- The trainer's role is to manage the debate, identify the time for each one and prevent interruption
- After each speaker present his point of view give the participants the opportunity to comment (1 minute for each participant)
- Then you have to summarize what the two have said
- Review votes of the group on the discussed issue

Questions

What is meant is that the trainer asks the trainees questions. The trainees start thinking either in responding or listening to the responses. The questions may come from the trainees' side as well.

When and why using Questions method?

- When the trainer wants to get the trainees' attention
 - To present a new subject
 - This method is used to get the group's experience and knowledge in a particular subject
 - To make sure of proper understanding and interpretation
 - To help a member of the group to understand a certain thing
 - To deliver experience on new practices
 - May be a part of another training method or might be a method by itself
- Advantages
 - Disadvantages
 - Clarify particular meanings and points
 - Takes time
 - Give an opportunity for everyone's participation
 - Needs the trainer's control
 - Offer exchange of points of view between the trainees
 - Some of the questions asked by trainees will not relate to the subject discussed
 - Some questions maybe embarrassing for participants and they can easily be bored

How to use Questions method:

There are three ways to ask questions:

- You can ask a question to the whole group. The "Leader" trainee will be among the firsts to answer, and this is a good start for a training session. Those who have the answer will instantly respond, and you can later ask those who did not participate using one of these two methods:
 - o Ask a question to the group then pause for a while and choose one of the participants to answer. By pausing for a while between asking the question and selecting the participant you give the group a chance to think about the answer and thus, you can engage everyone with this method.
 - o Or, you select the participant you would like to ask. However, the problem in such a case is that you may lose the others' concentration in this process. On the other hand, you may use this method when you want the group to benefit from the experience and knowledge one of the participants has.

There are many questions that you may ask like:

- **Close-ended questions** are questions which could be answered by "Yes or No" or, one or two words. You can use these types of questions with trainees whom you deal with for the first time, or to present a new subject.
When didhappen?
Where did you see?
 - **Open-ended questions** are questions that give the participant the free will to answer as he wishes. These questions are used to encourage the participant to speak. For you to practice open-ended questions, use the words "what", "Where", "How", and "Why"
What happened when ...?
Can you tell me why?
Can you describe?
 - **Cogitative questions** that help meditating and studying of the situation and provide an opportunity to extract more information and help the participant express his feelings.
You mentioned while ago Can you explain?
What do you think about?
 - **Verifying questions** which are used when the trainer needs to get the detail of something.
How did you deal with?
- Clearly ask the question
 - Face the group when you ask questions

Brainstorming

The subject title is recorded on the flipchart and the participants are invited to share their thoughts about this subject. These thoughts are clearly written on the flipchart so

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everyone can see it. The participants are asked to provide as much thoughts as possible one by one. Brainstorming is a way to mentally stir the trainees and urge them for positive participation and creative thinking rather than organized thoughts; the objective is that the trainer asks questions that the trainees start thinking while they participate either by responding or listening.

When and why use brainstorming

- Brainstorming method could be used when presenting a new subject or in the beginning of one.
- It could be used when the trainer wants to change the subject discussed and move to another one
- To explore a subject's dimensions
- When the trainer wants to get the trainees' attention and put them on alert.

- Advantages
 - Disadvantages
- Support everybody's participation
 - Takes along time
- Allow creative thinking
 - Needs the experience and control of the trainer
- This method generate great deal of information
- Clarify the meaning of certain points
- Give the opportunity for all to participate

How to use Brainstorming

- The trainer introduce the method and its rules which the group will follow during the discussion
- The trainer writes a certain word or subject on the flipchart
- The trainer asks the trainees to participate with the first word that comes on their minds on the mention of that word/subject
- The trainer writes what the participants say without any comment from him or any other participant
- This process is repeated until the trainees are through of giving their thoughts
- The trainer asks the participants on how their responses should be categorized in terms of the subject in hand
- In order to allow all the group to participate the trainer asks the participants to respond according to their seating turn

Rules of the Brainstorming

1. Criticizing, evaluation, judgment or defenses on presented thoughts are not allowed.
2. There are no limits or ban on the thoughts presented no matter how impossible, unpractical or even imaginative it is. Any idea or thought has to be expressed.
3. The quantity of thoughts presented are more important than the quality
4. Building on thoughts is important

Case Study

The case study is a detailed written explanation of a case/problem/realistic or presumed situation which drive the trainees to analyze and discuss the situation and come up with suggestions or decisions thus, eventually develop their analytical and managerial skills.

When and why use Case study?

- This method is used after introducing the trainees to a sum of information to measure their understanding and ability to implement what they learned.
- Introduce the trainees to the different managerial situations that needs decision taking.
- Enable the trainees to practice the implementation of the theoretical knowledge.
- Develop the ability to think, analyze, allocate available and suggested alternatives, decision taking and finding the best solution
- Increase the trainees' participation in the learning process and develop their confidence in implementing the new skills.

- Advantages
 - Disadvantages
- Presenting a practical case that increase the trainee's participation
 - Takes along time for prepare and implementation
- Encourage the trainee to think and find solutions
 - The inability for the participants to generalize the findings
- Develop and furnish the trainees' sense of judgment
 - Needs special skills for the trainer to prepare, supervise the implementation, beside its rarity.
- Helps clarifying the different aspects of the case
 - The trainees' concern on the correct solutions although there usually several solutions
- Clarify and support the different concepts and theories.

How to use the Case study method:

There are four recognized types of case studies (Willings 1968), these are:

- Personal problem
- Individual incident
- Organizational problems
- A mixture of the above

The case study could be focusing on a person, incident or situation. The written case study contains all the information about the incident/situation, also should have pointing data to possible solutions or outcomes of such solutions that should come from the trainees. The case study presents actual facts that happened in an organization/association to demonstrate the complications that happens in practical life. The case study should include elements related to the training objectives.

Preparation

- Identify the training need that the case study will handle, like; problem analysis, evaluate different alternatives, selecting the best alternative or highlighting the problems resulted from a change in the organization/association.
- Identify the objective of the case study, like;
 - o Practical case analysis after theoretical view.
 - o To encourage the trainees to make a research
 - o Develop problem analysis and communication skills
 - o To encourage the group to review and evaluate their motivations

- Select the case that will achieve the desired objective within the time available for it. The trainer should ask himself "What are the trainees' and the training program's objectives?"
- When selecting the case study make sure it is interesting and attractive (With emphasis on the objective not amusement)
- The trainer should have clear understanding of the subject of the case-study before presenting it. He have to study it before the training session (Even if he used before)
- The implementation of the same case-study differs from group to group, therefore, the trainer should be aware of the discussion that may result from the group discussion accordingly, he has to prepare the different alternatives in terms of the group analysis to the study, different discussions, the questions that may be raised and possible answers.
- Wilings (1968) suggests that the trainer asks himself the following questions when preparing for the case-study:
 - o What could be the outcome of the case-study?
 - o What is the problem being presented in the case-study? Actual problem/problems?
 - o The trainer should not have any prepossession
 - o Does any written part in the case-study helps better introduce and understand the actual problem?
 - o How the trainer can solve this problem?
 - o What are the expected questions from the trainees' side?
 - o How long would the case-study approximately take?

Presenting the case-study to the trainees:

- Presenting the case-study and explaining the benefits of it to the trainees
- The trainer distributes the case-study if it's written or may present it through a video tape.
- The trainer can read the case-study with the trainees or leave them read it separately and allow inquiries before assigning them into work groups (Better not to exceed 8 person in each work group)
- The trainer asks the trainees to identify the negative and positive points in the presented case through the work groups, or the trainer can asks them to answer previously prepared questions on the case-study.

Discussing the case-study

- The trainees gather another time to discuss the case
- Each group introduce their analysis and results
- The trainer facilitate a discussion on the presented results
- Introducing the available solutions
- The trainer asks the trainees about what they've learned from this experience and its relation to their practical reality
- Summary

Games and exercises

The reason for Riddles and exercises prevalence is that we all learned to play when we were young.

The Riddles and exercises are considered a safe method through which the trainees could interact together to reach specific objectives. One of the advantages of Riddles and exercises is the incorporation of attendants in it – their roles and the target objective – therefore, they act naturally as in real situations.

When using the games and exercises in the training, the trainer has to ask some questions

Objectives, content and phrasing

- What is the objective of the game? What is the name of the game/exercise?
- What are the training objectives in this game/exercise? What is the training frame in which the game/exercise is used?
- What is the focus of the game/exercise (group decision taking, planning, forecasting)
- Is there a relation between the game/exercise and the practical life situations?
- Is it suitable with the trainees' objectives and expectations?
- Could the game/exercise be improved?

The physical requirements, time needed, cost

- What is the suitable number for this game/exercise? (Participants, teams, is there a minimum/maximum)
- Is there a cost for this game/exercise?
- What is the required area to do this game/exercise?
- What are the needed tools?
- What's the needed time to make and discuss the game/exercise?

Role playing

A group of participants will play a role in a situation related to actual/virtual problems in human interactions. There is no prepared line to play these roles but there is a certain scenario or situation where the actors should act spontaneously as if they were in an actual situation.

When and why use Role playing?

- To practice new behavior.
- Give the opportunity for individual to change situation
- Review a previous problem/situation to reach the best way to handle it in the future
- To reveal the motivation and position of the attendant and the others

The main focus in role playing is development and improvement of new skills in dealing with others. When facing a practical situation one is not sure what's the best way to deal with such situations, therefore the group may play and repeat the situation and deal with it in different ways to learn about the outcomes.

- Advantages
 - Disadvantages
- It is a flexible method. The trainer can change the roles while the trainees are doing it
 - The method may lose value due to acted situations
- Provide a safe environment for trainees, and thus enable them to explore themselves
 - The actors may get carried away
- Use the attendants' expertise in a way that develops their sense of ownership of the learning process. Also, helps improving and amending individual's behavior
 - This method may intimidate minority within the group of trainees and the trainer should be aware for that.
 - Role playing sometimes emphasis the same pattern that people use in dealing with each other

How to use Role playing method

Identify the objective

- Identify the objective of the role playing. Examples are:
 - Create awareness for the factors affecting a certain situation
 - Develop the trainees' sense of understanding to others' feelings and beliefs

Situation description

- Prepare the required environment using the situation description and required actors
- Carefully select the situation

Actors' selection

- ask the trainees for volunteers
- The actors should realize and understand the role's objective and approve to play it.
- Identify an observer for each actor to monitor the actor and take notes

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Giving instructions to the actors

- The entire situation should be introduced to the actors, and identify what is required from them
- The actors may select the lines according to the need
- The actors should be encouraged to live the role they're playing

Observer's role

- Ask the observer to monitor the actor's emotions and orientations so he can report it to the rest of trainees.
- Ask the rest of trainees (Audience) now to notice the situation's dynamics (Actors' emotions, trend, and behavior).
- Ask the audience to identify the problems and assess possible solutions

Prepare the place

- Prepare the stage and identify the place where the audience will set
- Prepare a place for observers

Start Role playing

- Introduce the actors to the audience and start the role playing

End of role playing

- You can stop the role playing in these situations:
 - o You feel that the actors have done what's required
 - o You feel that the actors starting getting tired
 - o If the role playing is not achieving the required objective
 - o To explain the discussion activities
- Thank the actors and ask them to return to their seats

Actors' performance evaluation

- Ask the actors about their feelings and impression toward their role
- Ask the audience and observers to share their opinions and comments on the roles
- Discuss the different reactions
- Use the question and answer method to ask the participants the following:
 - o You can ask the observer:
Explain to the group the emotions that the actor used in his role play?
 - o You can ask the audience:
In your opinion what is the reason for the actors' behavior?
What would you do if you were in their place?
What are the deficiencies in the actors' performances?
What are the suggested solutions?

Summary

It is important that the trainer:

- Phrase the opinion that were mentioned
- Group it and categorize it
- Identify the problem that the role played for and link it to the actor's performance
- Clarify the lessons learned

Training Aids

The use of audio/visual aids maximizes the effectiveness of the training presentations. However, it is worth mentioning that the training aids are only tools that are used for assistance. The training aids enable the trainer to increase the interaction between the trainee and the training subject since it draw his attention by means of attracting his different senses.

The training aids are used for:

1. attract the trainees' attention
2. emphasis the main points of the subject
3. clarify and stress on the main ideas
4. help organize the trainer's thoughts

Flipchart

The flipchart are easy to use with low cost. The flipchart is used with small number of attendants (Not more than 25 people). It is easy to find the papers and markers.

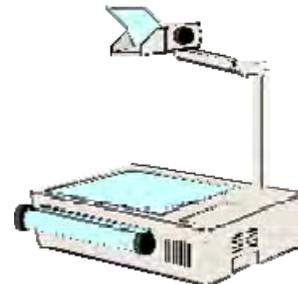
- **Advantages**
 - **Disadvantages**
- Easy to use
 - Sometimes it needs hand writing and drawing skills to make it attractive specially if it is the main or only aid available
- Used in participants' discussion, brainstorming, impression and opinion recording.
 - Not suitable for large number of attendants
- Useful for writing titles and figure clarification
 - Might be hard to move from place to another
- You can easily flip back to previous papers
 - Communication may be interrupted while the trainer is writing on the chart
- The data recorded on the flipchart may be transferred to slides
 - Might be hard to deal with in narrow places
- May be used daylight (Doesn't need special light)
 - The papers could be damaged

Guides for using the flipchart:

- Make sure that each paper contain only one idea
- Write the words, figures, tables, symbols in big letters that everyone can see
- Leave a space at the bottom of the paper
- Use the wide end of the marker
- Place the board closer to the trainees so everyone can see it
- Don't talk to the board
- The trainer should pay attention to where he stand so he doesn't block the trainees' sight to the board
- Use more than one color, two or three, Use dark color (Brown & blue, Violet & green, Black for titles and red for identification)
- Don't use yellow, orange, pink
- Make notes with a pencil in small letters that no one will see but the trainer
- Don't speak and write at the same time.

Note: You can use what's called "a prearranged chart" which the trainer arranges it before the training session to use in his presentation.

Overhead projector for transparencies



The overhead projector is one of the famous equipment used in training programs, it could be used for a number of 25 – 50 trainees, and can be set easily with no extra cost. Any paragraph, picture or drawing can be easily transferred to a transparency provided there is a good photo copier machine and the special transparency for that. There are two types of transparencies: a transparency that the trainer uses for hand writing and the other is used in the printer and photocopier machines. The one that is used in the printers can either be used in color printer or laser printer.

- Advantages
 - Disadvantages
- It is attractive
 - Needs electric power outlet
- Easy to set and use
 - Takes time to prepare
- Can demonstrate picture and explanatory figures

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- Needs equipment to prepare the transparencies, specially the colored ones
- Allow the trainer to rephrase the subject freely
 - Sometime it makes sounds and heat
- Let the trainer face the trainees all the time and manage the dialogue
 - Block the sight for some trainees (depending on their sitting places)
- The trainer can hide parts of the presentation using a white paper
 - Needs presentation skills and measurement adjustment so the transparency is showed fully on screen

Guides to use the overhead projector

- Make sure the slide contain only one idea
- Write the words, figures, tables and/or symbols in big letters that everyone can see
- Use the same type of font (When using the computer to prepare the slides)
- Don't write more than ten words per line
- As we mentioned you can write on the transparency using a flumaster, also color the slides, however, it is better using the computer and printers (Color or laser) in writing on slides
- Use the same empty margins on top of each transparency
- Before any training program, the projector should be tried and tested to get to know its capabilities, how to adjust the picture and ensure that the room space is suitable for it.
- The projector work using a lamp. It is best to have a spare bulb in case of any malfunction, and the trainer should make sure he knows how to fix it before the training session.
- Make sure there is a clear vision from every angle in the hall before the training session
- Not to stand in front of the projector otherwise blocking the projection, also avoid passing in front of it during the show.
- Use a pen when pointing on the transparency
- Speak to the trainees not the transparency
- Turn off the projector when switching transparencies and then turn it on again

Blackboard and chalk

In any training hole there's a blackboard and chalk and it is used for writing and drawing. From hundreds of years Blackboard are used in classrooms however, it is decreasingly used nowadays

- **Advantages**
- Easy to use
- Available in almost every training hole
- Can easily amend the content
- Very cheap
- Can be used to make a discussion
 - **Disadvantages**
 - The trainer turns his back to the trainees while writing

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- Cannot keep what's written
- It hinder movement
- Sometimes it is not clear
- Needs good handwriting
- When using the chalk it creates dust

Guide for using blackboard and chalk

- make sure the board is clean so the trainees can follow what is being written
- writes only the main details
- make sure the board is not full of writing and drawing sot the trainees don't lose their concentration
- write in big and clear letters
- try to maintain the flow of discussion
- avoid speaking to the board
- practice writing and drawing on the board

PowerPoint presentation

Can be used instead of the slideshow since in it we can have the option of adding audio and video.

- Advantages
- Can present all kinds of moving and still photos, and video
- High quality and very clear show
 - Disadvantages
 - Needs special skills in preparation
 - Needs a Data-show device which is not always available in all training rooms
 - Not flexible in usage like the slideshow
 - Expensive

Guide to use the PowerPoint Presentation

- Make sure the Data-show device is working properly before the training session
- It is suggested to prepare slides just in case a malfunction occurs
- Do not intersect the light

Projector and Negative slides

It is considered one of the oldest tools used and it is not popular because of the high price of the device. It started with a device in which the slides are fed manually, and modified to an automatic version which takes more than a slide and project the slides in timely with sound

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You should make sure of the relation between the presented and the training subject. This tool requires a dark room in addition to a specialist to prepare it. Thus, takes a long time for preparation

- **Advantages**
- Allow a clear vision
- The slides could be easily changed
- One speaker can control the show using a remote control
- Real photos can be used
- **Disadvantages**
- The slides don't show motion
- Only used to show pictures
- Problems may occur during the show
- Difficult to change the slides after the show start
- Many slides can make the attendants bored

Guide to use negative slides projector

- number the slides before the show
- the room should be darkened
- do not mix poor with high quality pictures
- stand at the end of training room and speak from behind the trainees
- make sure the slides are in order so it is not projected reversed

Video films

The video tape shows the sound, photo, colors and motion in an attractive form that helps the trainee to concentrate. The films provide diversity for the trainer and permit presenting issues which are difficult to explain without the video

- **Advantages**
- Highly attractive for the trainee
- Suitable for participants up to 30 trainee
- Show actual examples that influence the trainee and support what the trainer's saying
- Used to show field activities
- Can be used to encourage and activate the discussion
- The video tape can be used numerous times without being corrupted
- Can be used to present expertise and examples from around the globe
- Can be used in any place provided the existence of a TV set and a video player
- Can be used to record the trainees performance for future evaluation
- **DISADVANTAGES**
- Needs a electric power supply, a TV set and a video
- Devices malfunctions
- The expenses of producing a video tape
- In case of copying an other video produced by another organization, their permission have to be obtained

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- Not suitable for large group of people unless the availability of a video projector.

Guide to use video

- Select the tape and the way it would be used
- Lay the tape and make sure the content is suitable for the training subject
- Make sure it does not contain any unsuitable scenes for the trainees and their culture
- In case of showing foreign videos, make sure there is translation, otherwise the trainer should provide instant translation without interrupting the trainees' concentration
- Watch the video prior to the training and record the main points which the trainer will use in the discussion
- Prepare the questions that will be used
- Before starting the training session:
 - Make sure the TV set and the video player is ready as well as the video tape
 - Placing the TV Set in a suitable place where everyone can clearly see
 - Adjust the volume so that it is clearly heard all around the room
 - Adjust the tape so that it is ready to play
 - Provide a place for the trainer to sit and/or stand
- Right before the presentation:
 - Introduce the trainees to what they are about to watch
 - Clarify the tasks they have to do
 - Identify that all questions will be answered after the end of the video film
 - Inform the trainees of the film duration
 - Make sure the brightness is suitable
- During the film preview
 - Pause the film at previously set scenes and ask the trainees questions
 - Make sure the trainees are paying attention to the film
- After the preview
 - Turn off the device
 - Ask the trainees the prepared questions
 - The trainees' responses

Selecting the appropriate training aid

The selection of the appropriate training tool depends on the following:

- Number of the trainees
- Their culture and background
- Size of the training room

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- Place of the training and the equipment available
- Time of the training program
- Suitability of the training aid to the subject of the training

The Trainer

The trainer's role

The trainer plays many roles inside and outside the training hole. Following are the most important roles every trainer should carry on:

	Analysis	Design	Develop	Implementation	Evaluation
Facilitator	*	*	*	*	*
Deliverer	*	*	*	*	*
Writer	*	*	*		*
Analyst/Evaluator	*				*
Leader/Motivator				*	
Manager	*	*	*	*	*

The Facilitator

The trainer plays many roles and one of the most important is facilitator – Who facilitates the learning process – The facilitator's role is essential for any trainer and flexibility is considered the most important characteristic of the facilitator. It might be required for the trainer to have the upper hand in some situations and he may be required to be passive in some other. The trainer should be quick in his responses and have the ability to adapt to any circumstances. Some cases the facilitator should be aware of, and these include:

1. Adult learning theory; as we previously mentioned, researches showed that adults control what they learn. Therefore, the trainer should play as a facilitator who facilitates the learning process without playing the traditional teacher's role.
2. The trainer's recognition to the human's different needs whether physical or psychological that would facilitate the leaning effectively
3. We live in an information era, therefore the trainer should have a lot of information that he continuously updates.

The communicator

Communication is the most important element in the training process. The successful trainer will have good and effective communication skills. When two or more people meet, there communication will have to take place. In can be through words exchange, eye or physical contact, or can take the form of certain movement (gestures, nods, ..etc)

The trainer should have verbal and non-verbal communication skills. Most of the

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time, the trainer should have written communication skills. The trainer's role as a communicator has two parts:

- communication as a mean to facilitate learning
- Train the trainees on effective communication skills

We find that communication skills training is a part of many training programs, accordingly the trainer will have to be model for the trainees.

The writer

The person who cannot express himself in writing limits his ability to express himself, especially in the business administration world.

Today's trainer has to be able to communicate with trainees in writing in several ways like:

- The training material: training plans, session plans, the distributed material, the used material in different activity (case studies, exercises ...etc)
- The audio/visual tools, stories and different scenarios
- User guide: the different references, trainee manual, trainer manual
- Daily correspondences: letters, memos, reports and evaluation forms

The Analyst/evaluator

We live in the systems era, when we look into the big picture before we divide it into different elements; this is what we call system analysis

Evaluation is a type of analysis, it is subsequent analysis which we conduct to identify if the required objectives have been achieved through the activities we conducted. In addition to the system analysis, there are other elements important to the success of any evaluation process like; feedback and objectives setting.

The analysis identify if there is a need for training.

The evaluation identify if the training is successful or not (Did achieve its objectives)

The trainer's role as an analyzer/evaluator requires doing the following:

- Identify/evaluate needs
- Analyze tasks and skills
- Planning for the training
- Evaluate performance
- Evaluate the training

Leader/mativator

Leadership is the ability to mage other. Management is responsible for procedures, principles and operations. An essential part in the leadership is the human factor and the different interaction between individuals. The trainer's perception to the human behavior's principles will certainly improve and enhance hid leadership skills.

Motivation is a main part of leadership, either if it is psychological or physiological motivation. Motivation affects the human behavior and thus the trainer's role here includes:

- Leadership/motivate trainees
- Train them on human relations

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The Manager

Management includes these known roles about planning, coordinating, directing, delegation and supervision. Also include human resource management.

The trainer's role here is:

- Manage the training process or part of it (Human / different resource)
- Develop the management (train others to become managers)
- Effective cooperation with other management and organizations/associations
- Manage interventions that enhance and develop the organizations (Organizational development)

Effective trainer Characteristics

- Has enough information about the training subject
- Continuously updates his information
- Has the ability to organize and uses the available scientific material
- Motivates and encourages participants
- Has effective presentation skills
- Can use many training methods and aids
- Has a clear and loud voice which everyone can hear
- Confident
- Enthusiastic about the material he is presenting

Trainer evaluation tool

Trainer's name:

Subject' name:

Date:

Duration:

Task	Great	Good	Poor	N/A	Notes
1. Gives an effective introduction					
2. Identify the session' objective in the beginning					
3. His voice is loud and clear					
4. Hears more than speak					
5. Let all the group participate in the discussion					
6. Pays attention to the trainees who opt out , or with little participation					
7. Uses the trainees' names when addressing them					
8. Link the trainees' thoughts together effectively					
9. has the ability to manage the dialogue					
10. Provide the trainees with feedback					
11. Summarize what he says					

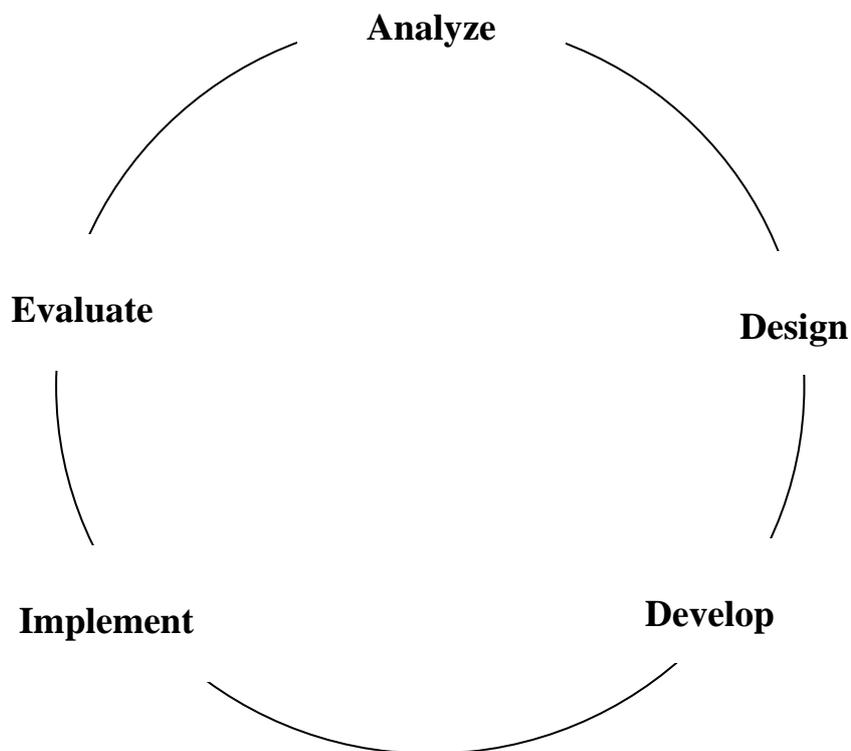
12. Professional with the training aids					
13. interact with the trainees' inquiries					
14. address persons with the questions					
15. Move effectively in the room					
16. Maintain eye contact with trainees					
17. Has a sense of humor					
18. Smiley and joyful					
19. Provide implementation to the presented principles					
20. Implement the training session plan					
21. Can alter the training session' plan to achieve the required session goals					
22. Gives clear instructions when implementing an activity					
23. Asks the trainees several questions					
24. Can attract trainees' attention					
25. Confirm the participants' understanding					
26. Has magnetism					

Other comments: -----

The Training cycle

The training was previously introduced as a planned activity that aim to make positive and required changes in the individual knowledge/information, skills and concepts to enable him to perform the assigned tasks more efficient in the present and the future in a way that better achieve the objectives of the organization he works for. The definition does not explain how to make these changes, it only mention it is a planned activity. In the next section we will deal with the rest of the guide for this plan and what are the different activities the trainer performs in this process.

The training process consists of several stages or elements and it is shown in the following figure, we will be discussing each stage in details.



Analysis

There are two main objectives in this stages which are:

- Identify if there was real need for training
- If there is a need for training, what is that need

In this stage the trainer should identify the problem or need that lead to the design of the training program around it (Identify the training needs) and the inquiry about the skills and tasks needed for a certain job and identify the trainees.

Design

The trainer identifies the strategies used in the training and identifies the training objectives in addition to designing the concept that the training program will adopt. The trainer identifies the training techniques used, training tools, and suitable timeframe for each, in addition to identifying the skills, information and concepts which he wants the trainees to acquire.

Preparation

The trainer prepares the material used in the training program along with the training methods. The trainer designs the training sessions, training material to be distributed for the trainees, and other managerial preparation.

Implementation

The trainer implements the training program. Meanwhile, monitors the participants' performances and the changes that happen in their performance during the training program. During the training program, the trainer makes any necessary changes on any part of the program to make it more suitable for the participants. Any notes taken in this stage will be helpful in the training program evaluation stage.

Evaluation

Evaluation is made based a number of elements including:

- Trainees (The trainer evaluates the trainees' performance)
- The trainer
- The training program' management

The evaluation stage is considered the most important stage in any training program, at the same time, the most neglected. If the evaluation is made carefully and precisely, it provides important information on the trainer's performance in addition to the achievement of the training objectives.

Identifying the training needs

The main objective of any training is to prepare and empower the employees in any association to achieve its objectives. If we want to improve the employees' effectiveness and skills in any association we have to design the training program based on the association' needs. Accordingly, the training programs are meaningless if it doesn't satisfy the association's needs.

The definition of "training needs" convey the group of changes that have to occur in the individual specially in his information, expertise, behavior and orientation to qualify him for a better job or enable him to better achieve his present duties and responsibilities. Identifying the training needs is one of the main steps in the training activity

Identifying the training needs process is the tool used to determine why the organization needs training, the kind of training required, who needs the training besides being the main method to identify the areas of development and staff performance improvement through the training process.

Why do we identify the needs?

- **Determine if there is a need for training:** the training does not mend the problems related to poor performance. In some instance, the problems related to the employees' performances are resulted from bad organizational and managerial practices or inappropriate organizational systems. Therefore, the training is not a magic stick that can cure every organizational problem. If the

association properly made need assessment it will result in identification of whether the training program is needed or not instead of wasting the time, effort and money

- **Determine the reasons for poor performance:** as we mentioned, there could be a number of reasons for poor performance including; lack of motivations, lack of confidence for the employees. And in some cases, a feel of injustice in bonus distribution, lack of efficiency of the organizational structure, wrong employment decisions and deficiencies in the communication channels within the association. One of the most popular problems is the wrong person in the wrong place. In that case, no training will be able to fix this problem regardless of its quality. On the other hand, the employees would be depressed when there is vagueness in authorities, responsibilities and tasks required. In many cases we find that the employee do not know what is expected from him in work, he may have the skills/knowledge required for his post but his boss did not explain what is expected from this employee. In such a case, the boss is the one who needs the training.
- **Determine the content and scope of the training:** The needs assessment will help determine the type of training necessary to achieve the required objectives. Should it be a workshop, onsite training, and personal study? And it will also help determine the duration of the training program, the trainees and the level of need.
- **Determine the expected results:** The needs assessment process will identify the skills, knowledge and orientations the training program should address, which will help the trainees to better perform their responsibility efficiently.
- **Provide a measurement and evaluation tool/method:** the needs assessment provides a reference to measure the results upon.
- **Obtain top management support:** Top management/Board/Executive manager should be involved in the needs assessment process so there will be support for the training program to fix the problems available in the organization

Levels of needs assessment

The data of the organization needs can be collected on a three separate levels but meanwhile, interrelated, and these are: The organization, the task/job, the individual (McGhee & Thayer 1961)

- **The association's organizational analysis:** realize the training needs of the organization as a whole through gathering data about the organization's objectives, values, and available resources to determine if the training will assist the organization in its objectives. In this level we concentrate on the strategic needs.
- **Task/job analysis:** review specific tasks and the related circumstances. Data are gathered on the knowledge, skills, capacity and orientations required to successfully and efficiently achieve it. In this level it is concentrated on the content and environment of the job.
- **Personnel analysis:** emphasis on the organization's staff that needs training. Data is gathered on staff' knowledge, skills, orientations and performance, and compare it to those required (previously stated in the Job description). This level emphasis on what the staff needs to improve their performance' efficiency.

Steps of the Training needs assessment:

1. Identify the problem/need
 - Determine the organizational frame
 - Make a gap analysis
 - Identify the objectives
2. Plan/design the needs assessment process
 - Determine the methods for needs assessment
 - Evaluate the advantages and disadvantages of each method
3. Data collection
 - Arrange interviews
 - distribute surveys
 - Monitor personnel during the work
4. Data analysis
 - Make a quantitative analysis
 - Make a qualitative analysis
 - Identify solutions/suggestions/recommendations
5. Present recommendations
 - Write a report
 - Identify the next step

1. Identify the problem/need

- A good place to start is reviewing the organization's mission statement, vision and objectives. If not available, it is recommended to prepare a strategic plan for the organization before going into training issues.
- Identify the required performance and the actual to determine the gap
- Identify the objectives

2. Plan/design the needs assessment process

- determine the needs assessment ways and means
- Select between the different ways based on available time, cost and resources available.

Data collection

Select the needs assessment tools which include:

- Tests
- Interviews
- Observation
- Surveys
- Group discussion
- Records and reports
- Work samples
- Performance appraisal reports
- Previous training evaluation results
- Reviewing the job description cards
- Reviewing the organization's strategic plans and make a SWOT analysis
- Exit interviews

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Tools are selected according to the following:

- Time
- Cost
- Number of participants in the needs assessment process
- Level of difficulty/complexity
- Confidentiality
- Level of confidence
- Knowledge, expertise and efficiency of the responsible for the needs assessment operation
- Support of the board/top management

Data collection tools for the needs assessment process

- **Observation**

- This can be conducted through the managerial meetings, the way managers' deal with employees or through observing the employee in his daily work.
- This method is used to analyze work behavior more than Organizational and administration problem analysis.
- Observation is used to confirm data collected through other means like; interview and surveys.

- Advantages

- Gives accurate and actual data and examples that can be used in the training program.

- Considered not expensive

- Minimize the work interruption

- Disadvantages
- Requires extensive knowledge of the job being observed
- Needs someone with high observation skills
- The employee may feel insecure and tense

- Interviews

- It may be formal and it is done through asking specific questions or, it may be informal and done through a discussion and not restricted to specific questions. Interviews could be held individually or in group
- Can be implemented with a sample of a certain segment (The board, particular department staff, middle management) or with whomever is concerned

Example of questions could be asked to staff

What do you usually do in your day?

Who do you interact with regularly?

What kind of training did you receive to perform your job?

What is the training you think you need to better perform your work?

What are the difficulties you find in your job?
What do you like the most about your job?
How do you know you perform well?
What kind of feedback do you receive on your performance?

Example of some of the questions that could be asked to managers

What are the things you like your staff to do differently?
How you describe the present performance for the department you supervise?
What are the issues, problems, changes that your staff faces presently?
What are the skills/knowledge/orientations/behavior that you think your staff needs to perform better?
What are the methods used to measure the staff' performance?
What is the biggest challenge you face as a manager?

- Advantages
- Reveal the people's emotions, reasons and solutions for the present problems.
- Give the interviewee the opportunity to express himself
- Grant the interviewer flexibility to select the best approach for data collection
 - Disadvantages
 - Takes a lot of time accordingly it is expensive
 - It maybe difficult to analyze the results and come out with conclusions specially when it is indefinite
 - Needs an interviewer with special skills to make the interviewee feel comfortable and safe
 - The interview is affected by the interviewer and interviewee's background
- Questionnaires
 - Could be in the form of opinion polls for a random or segmental sample of individuals, or full representing sample
 - Can use many kinds of questions like open, close ended, priority arrangement, multiple choice
 - An individual can answer it alone or with assistance to explain the questions
- Advantages
- Can reach a large number of people in a little time
- Considered not expensive
- Give the opportunity to express oneself without fear or embarrassment
- The data it provides is easy to summarize and prepare report with
 - Disadvantages
 - Gives a narrow space for free and unexpected responses
 - Takes time and special skills in preparation of an effective questionnaire
 - It is considered limited when trying to know the reasons for certain problems and possible solutions
- Review Job description cards

Reviewing the job description cards, asks and responsibilities of every job and then analyze each task in terms of knowledge, skills, and orientations that should be available to effectively implement the task

3. Data analysis

This operation could be simple or complex depending on the data collection method used. Data could be divided into two parts:

Qualitative Data

These data is collected through interviews (Public/personal), open questions or observation. Data are analyzed depending on the content and categorization of information (like, negative and positive responses) and identifying common issues. The objective of analyzing the content is to categorize and group the data.

Quantitative Data

Such data is collected through closed questions or questionnaires. Data are collected and analyzed using mathematical operation like the median and the middle number. If the data analysis showed the need for a training the trainer should then determine the required training; workshop, on site training or personal study. The training should address a problem.

The trainer should explain and identify the problem. Usually by the time the trainer is interacting with an organization the management has an idea about the available problem. However, the trainer should confirm it through data collection and analysis to help clarify and identify the real problem.

4. Recommendations

After data collection and analysis, and determining the area of needs recommendations are made in a written form to the management identifying if there is need for a training or not, and in case there's a need, what is it and to whom the training program would be presented.

Training program designing

The first step as seen in the figure is needs assessment to identify the problem/s that face the organization and determine if this problem/s can be solved by the means of training.

If it is, then the next step is to design a training program.

Elements of the design stage:

There are many important points in this stage which we have to stress on:

1. Identify the main objective (Objectives) of the training program. The objective is phrased shortly to identify what the program aims to achieve based on the training needs assessment stage.

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2. Select the training subject which will be represented in the program.
3. Set a general training plan in which the training subject is divided into main consecutive and related units (These units can become the raining units or can be further divided into several training units). These main units are introduced in the training sessions.
 - Make sure when dividing the training subject into main units that each unit consist of a homogenous group of knowledge and skills that the trainee can learn separate from the other units.
 - Make sure that duality meets and that the program components are interrelated.
4. Identify the educational/training objectives of each main unit (Knowledge/skills/orientations). Training objectives are considered the bases of the training process since without it a single training session cannot be designed, and this issue will be handled in details later.
5. Set the training duration
6. Set the number of trainees
7. Major clarify idea on methods and training aids used

Prepare a training program

After setting the general frame for the training program in the design phase, comes the training program preparation phase which include the details of the training program

Elements of the preparation phase

Include the following:

- Setting the training frame
- Dividing the main units into training session. If the training session include a main units then the educational/training objectives that was previously identified in the design phase will become the session' objectives. However, if the main unit is made into several training sessions accordingly the training objectives will be redistributed depending on the training session
- Set the time for each session
- Prepare each session and put a session plan that include:
 - Session name
 - Session objectives
 - Training methods used
 - Training aids used
 - Session duration
 - Training material used
 - Time sequence and detailed explanation of the steps the training should follow in the session
 - Identify a plan and evaluation tools (Pre/post evaluation, Training session evaluation form, program evaluation form ...etc,)
 - Prepare a trainer and a trainee manuals
 - Identify the way the trainees will be seated in the training room
 - Program administration preparation

Trainee and Trainer manual

1. Trainee manual

The trainee manual contains the training material which will be distributed to the program participants. When preparing the Trainee manual, make sure of the following:

- The manual is ready for distribution before the beginning of the training program (The trainer needs to know the number of trainees).
- The manual is divided into training units in a way that each unit will form a complete homogenous set of information by itself.
- The trainee manual contain in its final version the following:
 - The main objective of the training program in the beginning of the manual
 - Numbered index for the subjects
 - Duration of the training program
 - List of the names of participants in the program
 - List of the names of trainers with brief description about each one
 - The training material divided in the form of training units
 - Administration information on the program
- Most of the trainers prefer to distribute the training material at the end of the training session so it does not distract the trainees' concentrations on the session activities.

List guide to improve the trainee manual

The trainee manual is the trainee's record and reference to the provided service therefore has to be easy to use and related to his needs and has to feel comfortable using it. Usually the trainee puts it beside the other references that he posses in his library and will return back to it several times after the training program is over.

Following is the guide list to help you improve and prepare the trainee manual:

1. Emphasize on the skills when preparing the manual
2. Organize the manual in the form of specific training lessons/units
3. Clearly explain the new definitions used
4. Use short sentences
5. Write direct in present tense
6. Use the same font size for titles
7. Number the figures and tables
8. Use simple, expressive and easy to understand words
9. Start form the known to the unknown. If you want to explain a new process start with what the trainees knows.
10. use examples and case studies
11. Organize the material in a way that makes it easy to read and look at

2. Trainer manual

The trainer manual is considered the guide that leads the trainer in the implementation of the training program/ the trainer program includes the following:

- The program time frame
- Training session' plan
- The training material (from the trainee manual) for each session associated with each training session plans
- The transparency which the trainer use in his presentation
- Drawing and figures that the trainer uses during the program
- Exercises, case studies and questionnaire that the trainer distributes on the trainees
- The answers to the exercises
- Evaluation forms used in the sessions
- List of the training materials used for each session to make it easier for the trainer to confirm the availability of these materials before the training session

Make sure when organizing the trainer manual to arrange all the mentioned above items according to its use (timely) to make it easier to find.

Prepare a training session plan

The trainer should prepare in writing a plan for each training session he will presents, the session plan will include a clear scenario for every step the trainer will take during the session, and it is more like a session map.

The session plan includes the following elements:

- The session title: it has to be short, clear and gives an idea about the content of the session
- Training objectives: These are the objectives expected to achieve by the end of the session and it have to be phrased in a way that clarify what it is expected from the participants to do.
- Session duration
- The training methods used in the session and make certain that the most suitable method for the trainees are selected which will achieve the required objectives
- The training aids used in the session emphasize its suitability for the trainees and the raining material.
- The training materials the trainer will handout to the trainees, and these include:
 - The training material for the session (trainee manual). To be hand out at the end of the session
 - Exercises
 - Case studies
 - Articles
 - Questionnaires
- The evaluation methods the trainer uses to confirm :
 - Achieving the training session's objective
 - The clarity of the elements

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- How suitable the training methods to the content

This could be made through the pre/post evaluation form, the training session evaluation forms, and exercises, different discussions, observing the participants in the work group or through the application of what was learned from the training.

Session plan model

Address:

Training objectives: By the end of the training the trainees are capable of:

-
-

Session duration:

Training methods:

Training aids:

Training tools:

Evaluation tools:

Task	Training method	Training aid	Training materials	Duration

Comments:

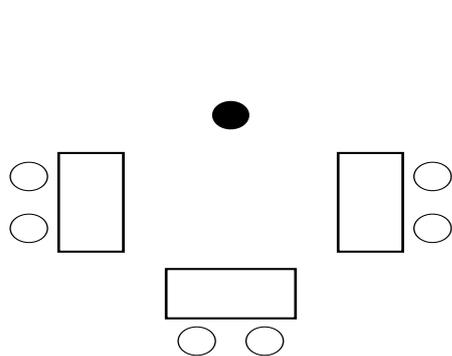
The Training hall' organization

The selection of how the training hall will be organized depends on several factors:

- Numbers of the trainee
- Training method used
- The type of furniture available in the training hall

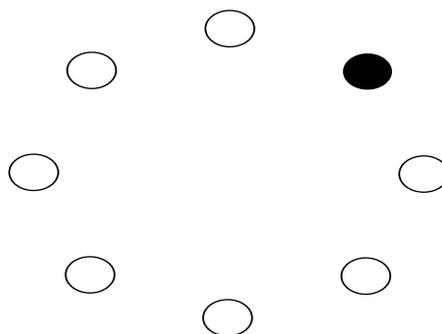
Margolis and Bell (Margolis and Bell 1986, Goad 1982) suggest the following organization for the training hall:

- Small group of trainees (up to 20 trainee): Figure (1) shown on the next page is suggested because it helps create an atmosphere of participation and interaction among trainees. The formation shown in figure (2) gives the same benefits as I figure (1) but rather inflexible in the use of training aids. However, very useful for discussions in which the trainer can take an equal part as the others.



U-Shaped Arrangement

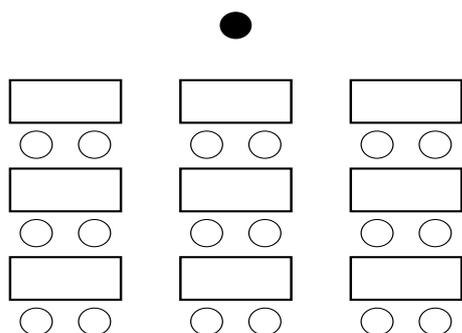
Figure (1)



Circle

Figure (2)

- Medium size group (20 – 40 trainees): The figure (3) is suggested however the organization in figure (4) could also be suggested for such a group. This organizing is suitable when the learning process requires the trainer to present the training material in the form of a lecture and when the trainees need to work on groups.



Row Arrangement

Figure (3)

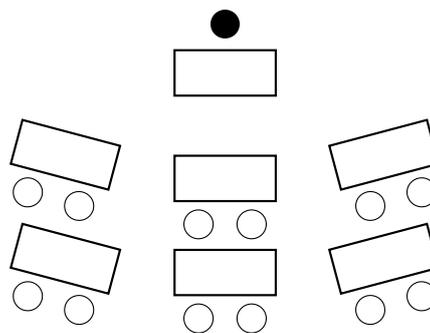


Figure (4)

Classroom-Seating Arrangement

- Figure (5) is used when the trainer presents a training material so all trainees can clearly see the trainer and training aids, also can be useful dividing the large group into small work groups each on a separate table. A disadvantage to this formation is that groups could be separated form the others.

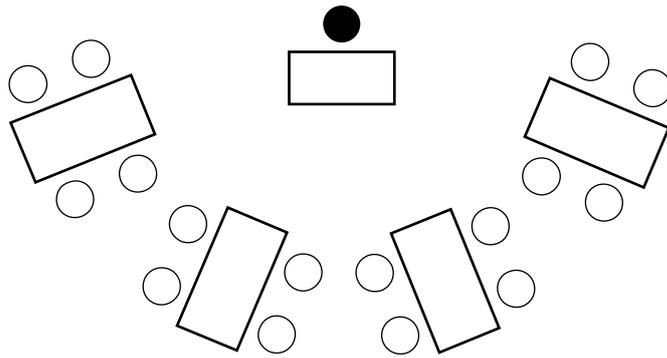


Figure (5)

Fan Arrangement

- Large trainees group (more than 40 trainees) The formation in figure (6) is used. This formation is best used when the trainer presents the training material with no need for interaction with the trainees. However, if interaction is required, the large group could be divided into couples or groups of four people.

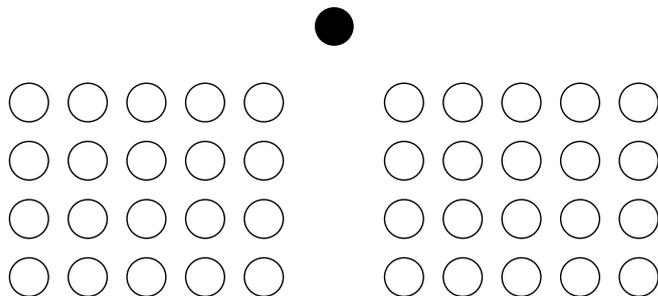
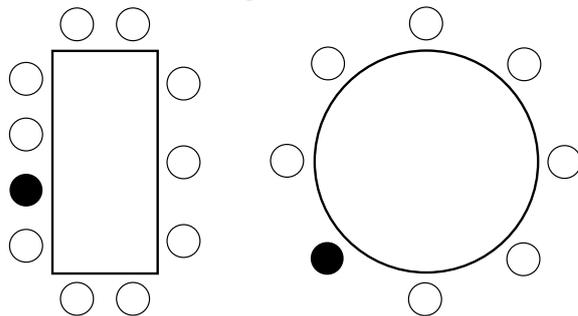


Figure (6)

Theater-Style Seating

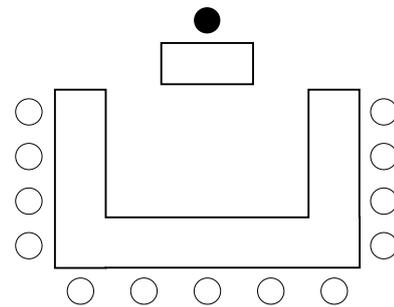
- If the situation required discussion among the trainees with little presentations from the trainer either one of the formation showed in figure (7) can be used. If the learning requires that the trainer provide a lecture/presentation in addition to the large group discussions, it is best to use the formation in figure (8).

Figure (7)



Conference-Table Arrangement

Figure (8)



Horeshoe-Seating Arrangement

When organizing the training hall make sure of the following:

- There is enough space to put the chairs, tables and the training aids.
- There is enough space for the trainees to easily move.
- IF the trainees will have assignments that require writing, you should provide a place for their tools
- If the training hall is big it can be divided into two parts, one used for training and the other could be used for break times.

Training objectives

The training objectives identify what the participants should be able to do by the end of the training program. It explains and expresses the expected results from the training. The objectives are the required results of the training program and not the training process itself.

Why do we set the training objectives?

- The training objectives are considered like a contract. If the participants recognized the training program objectives from the start they will be able to expect what they would learn. The training objectives show the trainees the path they will take.
- The training objectives are the bases on which the design and development of the training program is built upon. It is the target to which the trainer wants to go. The design of a training program is like a plan for a voyage, the training objectives are the place we aim to go, and the training program is the mean we will use. We have to determine the place we aim to go (Training objectives) before planning for the trip (Training program).
- The training objectives unify the trainer and trainees' expectations
- Training objectives are used to measure and evaluate the success of the training program.
- Help selecting the suitable training methods.

Types of training objectives

1. Knowledge development: This relates to knowledge, facts, the ability to present and interpret information, understanding facts and different concepts' analysis.
In case of lack of information "I don't know" is used.
2. Skills development: these objectives relates to behavior. The objectives focus on the ability to do a specific mission or task.
In case of lack of needed skills "I can't do" Is used.
3. Attitudes development: These objectives relates to concepts/emotions/values. These objectives are appropriate when it is intended to change participants' concepts/orientations or increase their awareness for some issues.
When de-motivated "I don't want to" Is used.

The trainer has to be clear about which of the mentioned types will be the focus of the training program. When the trainer gives a lecture in a certain subject, it is obvious then that the training is concerned with the Knowledge development and thus, the objective is to tell the participants about the subject or introduce them to its main elements. The objective here is not to improve their skills because skills cannot be developed through lectures.

Training objectives' characteristics

- Subjective and measurable: the training objectives should describe what the trainee will be able to do.
- Result oriented/clear/specific
- Focusing on the job's important aspects
- Determining the required action from trainees

Factors of the training objective

Writing the training objectives is not an easy task. There are several challenges involved when writing the objectives:

- The training objectives should be written from the trainees' perspective
- State the training objectives in the form of results related to performance (what the trainee would be able to do)

There are three factors for any training objective:

- **Performance**

The objective should clearly describe the expected performance the trainee will perform after the end of the training program. In some case it is not possible especially when dealing with objectives related to orientations and emotions. When the objective is not clear, identify the expected behavioral results that the trainee should acquire during the training as a proof of objective achievement.

- **Performance environment**

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This mean the circumstances (probable hindrances or restrictions expected) when the trainee implements the acquired skills (during the training program) in his work.

- **Criteria**

The objective set precisely the quality of the required performance to successfully achieve the task. Example, ".... According to the rules learned through the training session".

Training program management

The training program management includes many details that need planning and organizing since the organization of a training program requires a homogenous work team than perform effectively to ensure the availability of all what the trainer and trainees may require during the training perform. These are few guidelines on how to organize and manage a training program.

Tasks before the training program:

- Set the training program date
- Reserve the training place
- Select the work team
- Set the training program's objectives
- Identify the training curriculum and sessions plan
- Prepare the training materials
- Send confirmation letters to participants with details on the program
- Reconfirm the training place reservation
- Confirm the meal menu and break times
- Confirm the number of trainees with the training place
- Secure transportations
- Prepare certificates
- Arrange the training aids
- Print badges with the trainees' names (Introduction cards)
- Print the time schedule
- Purchase required stationeries (Pins, papers, block notes ...etc.)
- Prepare daily attendance sheet
- Prepare the session evaluation forms
- Prepare files for participants
- Arrange the training hall and check the lights, A/C, tools are in place and functioning well.

Tasks during the training program

- Confirm each day before the training that the training hall is prepared and the equipments are working well.
- Attendants registration procedures is working as planned
- Manage and monitor meals and break times and confirm with the training venue' management on the agenda daily
- Prepare a participants' data list for distribution at the end of the program

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- Make sure participants fill the evaluation forms each session
- Advise the trainees for checkout
- Troubleshoot trainees accommodation problems

Tasks after the training program

- Settle the training venue's account
- Review the training program evaluation forms and analyze results
- Evaluate the program with the work team
- Prepare the trainer's report
- Follow up the trainees on their worksites

- **Revision list**

Task	Person in charge	Projected date	Actual date	Remarks
<ul style="list-style-type: none"> - Training needs assessment - Send confirmation letters and the program details to participants - Draw a map for the training venue - List of the visiting/amusement places available - Reservation of the training venue and meals arrangement - Purchase of stationeries - Photocopy the training materials - Prepare the certificates - Distribute a list of participants' names and data - Program evaluation forms analysis - Writing the final report 				

- **Registration List**

Task	Person in charge	Projected date	Actual date	Remarks
<ul style="list-style-type: none"> - Prepare the registration place (Table and a chair) 				

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<ul style="list-style-type: none"> - Prepare welcome signs - Prepare introduction cards - Time schedule - Information about the training venue - Participants' names and data List - Pins and Block note - Trainee manual 				
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- List of the tools used

Task	Person in charge	number	Remarks
<ul style="list-style-type: none"> - Flipchart and papers - Markers - Scissor - Tape - Punch - Stapler - Pins for participants - Block notes - Trainee manual - Training sessions evaluation forms - Training program evaluation forms - Certificates - Overhead projector - Electrical wires - Wide TV screen - Video player - Data show - Computer - Microphone - Camera - Video tapes 			

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Training venue preparation list

Required halls:

Main training hall:	Required date		Reconfirmation?	
Additional hall	Required date		Reconfirmation?	

Training hall preparation

* Put a mark in front of the available elements in the hall

- number of round table, each table can have trainees
- ... Number of squared tables, each table can have ...trainees
-number of chairs

- Day light is sufficient
- Enough light
- A/C
- Sound echo
- Noise surrounding the hall
- Curtains for sunlight
- Enough space for trainees to move

Training aids

*Put a mark in front of the available elements in the hall

- Overhead projector
- Data show
- Wide TV screen
- Video player
- White board
- Flipchart
- The wall is appropriate for papers and stickers
- Blackboard
- Projector
- Computer

Training hall formation

*Put a mark in front of the available elements in the hall

- U shape
- Meeting room
- Theatre - Number of lines - number of chairs in each line

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- () Class - Number of lines
- () Trainer table – location

General arrangement

*Put a mark in front of the available elements in the hall

- () Place for breaks
- () Phone/fax/computer/printer/copier
- () Clean restrooms
- () Outer space
- () Training venue is close to public transportation
- () Easy to reach

Training difficulties

Despite the good detailed planning for any training program, some unexpected situations occur. In some instance the trainer finds that well started sessions ends up worst. The trainer should try to anticipate the situations that may face him and plans for it.

Some of the training hindrances

There some hindrances that may face the trainer through the training like:

- Some trainees' resistance to work in a group
- Trainees who pretend they “don't know what they are required t do”
- Lack of belief about the importance of the training program from the participant
- Trainees' late attendance or absence
- Some participants may control the group's behavior through sarcastic, aggression or even silence.
- Formation of couples or coalitions that prevent the one team work
- Trainees' mistrust in the trainer's capabilities.
- Side talks
- Mismatch or repels between some characters within the attendants

Characters forming a challenge to the trainer

- Character
 - Type of challenge
 - How to deal with it
- Who knows everything
 - This type may have a lot of information about the subject but he still can use the other's expertise and views.
 - Provide him a statue and admit he has a wealth of information

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- Have a talk with him during break time and ask him a specific question. Meanwhile express your interest in having the participants share their opinion and ask his help in this matter.
- Who doesn't want but have to attend
 - Usually these are asked to attend the program however they have no interest in this matter.
 - Inform the trainees your recognition that some are obligatory attending
 - Ask for their help to make the program a productive and useful experience
 - Ask specifically "How can I make this program useful for you?"
- Who is always asking
 - It might be curiosity
 - Testing you by asking sudden questions
 - Has an opinion but cannot properly express it
 - Communicate that you realize he has many questions concerning a particular subject
 - Do not rush into answering the question
 - If the question is related to something of redundancy to the rest of trainees, inform him that you answer his questions after the training session
 - Rephrase the question and ask it back to him.
- Arguer person
 - Such a person usually has a rivalry personality
 - Doesn't wish to be in the training program
 - May hassle the other trainees
 - Hold you temper and do not let the annoyance get to the group
 - Try honestly to find a useful point in his conversation and move to another point "This is a good point" or "we heard many, does any one have other idea?"
 - If he gave wrong information, ask the group about their opinions
 - As a last resort, have a personal conversation with him and ask him for his cooperation "Let us talk during the break time and see how we can be one team.

The Training's evaluation

The training's evaluation is more than counting the hours of the training or the number of people attended. Getting a few negative or positive statements from the participants is not enough to evaluate a training program.

Evaluation is a set of organized and planned activities aimed to evaluate the effectiveness of the training. The evaluation activities in addition to the training programs are considered a part of the training process. It is a cycle in which the evaluation represents the phase where the feedback of the training system is provided (Goldstein 1986).

Why we do evaluation?

- To identify if the training objectives were met
- Identify the value/importance of the training program
- Identify the training program parts which need further development and improvement
- Review and emphasis to the trainees the major points
- determine the participants' educational level
- determine the participants' satisfaction

What do we evaluate?

- Trainees
- Training program' objectives
- Training techniques used
- Training aids
- Training program duration
- The trainer
- The content
- Training materials
- Training program' administration
- Training venue

Evaluation level

There are many factors to implement an effective evaluation program. One of the most famous models or theories used in evaluation is the one developed by Donald Curck Patrick (1979). This module contains 4 evaluation levels:

- Reaction
- Learning
- Behavior
- Result

First level: Evaluate the reaction

The first level deal with the participant's reaction "Client satisfaction", usually this level of evaluation is called "Smile Sheets" symbolizing the trainees' enjoyment in the training session. In many cases this level is overlooked from the evaluation. Kurck

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Patrick explains that this level represents how the participants loved the training program. The reaction evaluation is based on measuring the emotion not the learning.

Second level: Evaluate the learning

Kurck Patrick introduces the learning as “Concepts, facts and methods/skills realized and absorbed by the attendants”. It is clear that evaluating the learning is difficult and harder to measure than the first level. In addition, measuring the knowledge and skills acquired by the trainees is a lot easier than measuring the change in their perception, opinions, values and beliefs.

The three methods for evaluating the level of learning are:

- Tests
- Observations
- Interviews

Third level: Evaluate the behavior

The major question that the third level answers is “How did the training program influence the trainees in their work?” despite the fact that most managers and trainers agreed that the success of any training program depends on what the trainees do and what the information and skills they learn but, in many cases these results are not achieved. The third level evaluation costs a lot of money and time.

Guides for evaluating the third level

- Prepare the trainees; In the end of the training program inform the trainees that there will be a follow up evaluation to the implementation of what they learned in their work.
- If the training program is not effective, the trainer should know the reason. The trainer should encourage the trainees to know the reasons if not improved in their work and what hindered that. In some cases there are factors preventing the trainee to apply what he acquired of information and skills in his work.
- Share the evaluation results with the trainees’ managers and supervisors. These parties have to learn about the training program and evaluation’ results to help their staff apply what they learned.

Several methods to evaluate this level:

- Observation
- Interview
- Surveys

The fourth level: Results evaluation

This level measures the effect of the training program on the organization as a whole. This level should clarify the training program’s contribution to the organization’s objectives achievement. If an organization made this evaluation, the criteria for measurement should be the same identified in the training needs assessment. This level of evaluation is known to be difficult and needs a lot of time. It is difficult to measure because it is affected by many factors.

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Training session evaluation form model

Session name:

Trainer's name:

Date:

	Strongly agree	Agree	Not sure yet	Disagree	Strongly disagree
1. Session's objectives were clear from beginning					
2. The trainer was enthusiastic about the subject					
3. The session contents are related to my work					
4. Training aids were helpful to understand the content					
5. The trainer used effective training methods that clarified the training content					
6. The trainer answered all the questions I've asked					
7. The trainer made the trainees participate in the session					
8. Session duration was enough for the training content					
9. The subjects were presented in sequential order					

Comments: -----

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Training Program Evaluation Form Model

Training program name:

Date:

	Unsatisfactory	Poor	Good	Very Good	Excellent
Training program objectives achievement					
Your level of understanding the training content					
How the program relates to your learning needs					
How the program relates to your job					
The training contribution to your skills development needs					
Trainees' participation					
Quality of the training materials					

	Not enough	Enough	Long
The program duration for fitting the content			

What are the subjects that should be added canceled or elaborate on?

What are the things you will apply in your work as soon as you're back? (Brief and specific explanation)

Did you have any expectation that was not met? If yes, what is it?

How effective and suitable the following training methods in this program?

Quantity wise	Too much	Appropriate	Few	N/A
Lecture/presentation				
Role playing				
Case study				
Exercises				
Work groups				
Brainstorming				
Discussion				

Quality-wise	Poor	Low	Average	Good	Excellent	N/A
Lecture/presentation						
Role playing						
Case study						
Exercises						
Work groups						

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Brainstorming						
Discussion						

The Trainer

Trainer's name:

Please evaluate the trainer in the following aspects:	Poor	Good	Very Good	Excellent
1. His understanding to the material presented				
2. Preparation and organization				
3. Presentation technique				
4. Interaction with the participants				
5. Ability to create a proper learning atmosphere				
6. Support for trainees to participate				
7. Providing precise feedback continuously				
8. Enthusiasm				
9. Ability to handle questions and interruptions				
10. Attract trainees' interest				
11. Provide needed training materials				
12. Use of understood languages and expressions				
13. Give examples				
14. Provide application opportunities				

Administration

The Administrative issues	Unsatisfactory	Poor	Good	V. Good	Excellent
Training hall preparation					
Meals					
Break times					
Accommodation					
Cooperation of the Training admin coordinator					
Transportation					

Other comments: -----

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