Active Training

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Dubravka Velat and Radmila Radić Dudić

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Manual for Trainers

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Written by
Dubravka Velat i Radmila Radić Dudić
TIM TRI, Građanske inicijative

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■ Introduction

By this Manual on ACTIVE TRAINING, we have concluded a series of publications prepared within the project: "Technical Assistance for the Preparation and Implementation of Legal Legislation – Phase 2 – Republic of Serbia" (abbreviated: DIAL), financed by the European Agency for Reconstruction and implemented by the consortium headed by "Eurecna", Italy. This project is a continuation of several already implemented projects funded by the European Agency for Reconstruction, and they all aimed at improving the state administration system and setting up the new civil service system in the Republic of Serbia. The Manual is intended for use, at the first place, by those state administration employees who have already received training in trainer's skills, and through this Manual they would have the possibility to advance such skills, as well as to all other civil servants who are going to face challenge of teaching others and, for such purpose, they will need to acquire elementary knowledge on the basic aspects of adult teaching. The training of trainers aimed at the transfer of required knowledge and skills to other employees; it represents the basis for successful realization of the professional development programme, which is one of the main assignments of the Human Resource Management Service, the same service that collaborated with DIAL in the preparation of this Manual.

This Manual aimed at encouraging the civil servants interested in the role of a trainer to accept this challenge and decide to perform such an interesting and, in the same time, hard work. Any such employee who chooses this direction to step forward, should be given special attention, since his/her trainer's work will contribute a great deal to more efficient, systematic and professional development of civil servants, that will ensure an easier and speeder process of the reform implementation and modernization of the state administration.

The Manual is prepared by Dubravka Velat and Radmila Radic Dudic, the trainers from "Tim TRI" – Civil Initiatives – the citizens' association for democracy and civic education from Belgrade. Both authors are the well-recognized training experts with the nine year experience in all phases of the training cycle, beginning from the training needs analysis, through the training design, up to the delivery of training and training evaluation. They developed and implemented more different trainings of trainers for the employees from the public and private sectors. Their professional careers have included important engagements on various education decentralization projects in Serbia, as well as specific trainings designed for the representatives from the State administration of the Republic of Serbia, trainings of the representatives from the local authorities and the Serbian Parliament employees. They are also proficient facilitators during workshops and they were and are currently involved in the implementation and development of many other programmes and projects.

They developed and delivered lately several trainings on Trainer's skills in favor of the representatives of the Human Resource Management Service and other employees of the state administration authorities. The experiences collected by these two authors, not only in the said period, but also during the training programmes implemented in the earlier period, were compiled in this Manual, in the manner that fully responds to the needs of the state administration.

Peter Miklič
Editor

■ Continuous learning and development

As Harrison[1] (1997) comments: "In organizational life, everyday experience is the most fundamental influence on learning. The experience consists not simply of the work that people do, but of the way they interact with others in the organization, and the behaviour, attitudes and values of these others". Consequently, if the work is continuous the development shall be continuous, provided that people think about their work and exchange experiences. The chances for this to happen are much higher if thinking and learning are encouraged and to a reasonable extent incorporated in the general framework of progress management.

The Institute for Personal Development (IPD) precisely states the following in its Code of Practical Continuous Development: "to the greatest extent possible, learning and work must be integrated". This means that all employees must be encouraged to learn from problems, challenges and success in their daily activities".

In this manual, development is defined as noticeable change with an individual or a group – in their knowledge and understanding and behaviour and views.

Development is conducted through different processes. Training[2] is only one of the processes – one of the means to achieve the development of an individual or a group. Other processes include the following:
- ■ Monitoring
- ■ Observation
- ■ Consultations/Technical support
- ■ Learning at work
- ■ Reading books
- ■ Watching videos
- ■ Study visits.

Training may be conducted in several ways that include the following:
- ■ Open course or seminars[3] - which are mainly directed to one or more specific topics. They are called "open" since participants come from different organisations (state administration units). For example, open courses about change management, team work, communication, web page design;
- ■ Closed trainings which are conducted within one organisation (state administration unit). For example, training of management employees of the Ministry of Finance on tender procedure and training of employees in certain ministry for drafting the Annual Operating Plan…

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1 A Handbook of Human Recourses Management Practice, Michael Armstrong

2 Different terms are used for the notion of training in this text – seminar, course and training. A trainer is used for a person who undertakes training. We deliberately do not use term "lecturer" in order to emphasise the difference in working method.

3 In the English language the term "seminar" is often used for a session conducted by a group member (not lecturer) who prepares topics for discussion. The course is a session conducted by a tutor and this word is often used to describe a series of sessions dealing with many issues. Certificates may appear as a result of these courses. A workshop is a more informal event where the desirable objective is achieved through an easier process.

■ Training at work where members of the organisation train new persons who have just started to work; for example training a person to keep financial records.

At the same time training may differ in relation to design. There are one day courses, divided modules where participants have chance to practice, and programmes on other locations which help participants to move from a daily working environment and learn together.

It is very important to mention that individual development (human potential) may be achieved in several ways and not only through training. Besides, it is very useful to remind readers that there are different forms and manners in maintaining training. Methods of training and development which we will use shall depend on many things such as the needs of individuals and/or groups, available time or means, existing skills and knowledge such as the culture around us. All these issues will be elaborated in the manual – firstly we shall elaborate the real meaning of active training and development (by understanding how people learn).

☐ Why active training?

Training entailing active inclusion of participants is based on our knowledge of how adults learn. Namely, researchers and many authorities[4] in this field point at the main characteristic of adult learning – they want to be included; to be treated with respect; to have possibilities to ask questions and respond to different challenges. This also resulted from changes in the global environment that entail a high extent of activism of certain groups in society, changes in organisation which tend to be participative management, discovery in the world of training and the use of methods and techniques based on the group behaviour and use of human potential; at the end the most recent research on how the human brain functions (beside level side of the brain which is logical and rational) indicate the need to use the right side of the brain (spontaneous and creative); participative methods to a great extent contribute to this.

When we compare an active model of training with the classical working method we may notice that they differ in the respect of a role of a person who learns, motivation for learning and the choice of content and subject matter to which learning is focused. We may see that a person who learns by using the classical method and follows instructions, passively receives new information and the responsibility for the learning process is small. With an interactive model, ideas based on the experience are offered; there is a mutual dependence between a person who teaches and the person who learns; it en-

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4 We just enumerated certain approaches and notions: "action learning" and "team learning" (Alvin Toffler), advanced learning (McGill and Beaty), learning from experience (Denis Kolb, Carl Rogers), as well as "thinking in the action of learning" (Donald Schon, Edgar Schein). Movements of facilitative learning (Schwartz) and transformative learning (Jennifer Moon) are also present. The constructive approach puts the accent on learning with meaning (D.P. Ausubel). Those who are focused on social aspects promote "cooperative learning" (D.Johnson and R.Johnson) and "integrated learning".

courages active participation, while the one who learns takes responsibility for the learning process. There are significant differences regarding motivation. With the classical method it comes from outside and from the pressure deriving from the surrounding environment: from a director chief, colleague, family and other sources. A person who learns immediately does not see the benefit. When an active approach is used motivation comes from inside and the person is encouraged to immediately learn and see the possibility to apply knowledge. With the classical method the choice of content is controlled by the lecturer and a person who learns has very little sources. On the other hand, with the active model the learning content is focused on life problems and problems in the job position indicated by the participant. In relation to the classical method a participant is focused on receiving information and facts; with an active method to exchange and build on existing knowledge and experience of a person who learns.

Sometimes the difference between classical and active learning is simplified and it ignores the importance of a lecture. Lectures are a legitimate and necessary learning method both with formal and informal education.

Active training in Serbia is to a great extent undertaken as a part of the informal educational process. State administration in Serbia recognized the need to introduce methods which will differ from classical methods and in its training programmes enumerated a great number of lecturers and trainers that use these methods. This need was recognized in the programme for training the trainers of the Human Resources Management Service, by training staff who would enrich training programmes with new approaches, techniques and methods in accordance with the trends in society. In 2002 the Ministry of Education and Sport defined informal education in its publication: "Quality Education for all". It stated: "informal education entails the acquisition of knowledge and skills outside programmes within the formal system of education and which leads to development of personal, social and professional competences. The statement that informal education is education outside formal programmes means that it concerns educational programmes which may be organized equally in the following institutions: institutions for formal education, educational institutions and organizations outside formal systems and institutions and organizations in which education is not a primary function".

■ How do Adults Learn?

Learning has numerous key characteristics which are described in the "Declaration on Learning", a work of various leading authorities in the field of learning within organisations (Honey,1998):

- Learning is complex and multi-functional, covers different notions such as knowledge, skills, insights, certificates, values, positions and habits;
- Learning may be done individually but also collectively in groups and organisations;
- Learning may be obtained from any experience – failure, success or something in between;
- Learning is at the same time a process and result;
- Learning may be a growth in the same direction or transformation;
- Learning may be conscious and unconscious;
- Learning may be planned and unplanned;
- Learning results may be desirable and undesirable;
- No learning without changes;
- Learning may be the cause and consequence of a change;
- Learning may have a moral dimension.

Learning and selection connect past and present and create the possibility which leads us from the known to the unknown. Learning for the future may give us options for sustainable development, clear visions and values as well as behaviour required for the achievement of goals. There is not only one correct learning method since it is necessary to adjust different possibilities and the most desirable learning styles. Although the learning process is in essence an internal thing, it receives an additional value when it is explicit and shared with others. The efficiency of the learning process may be improved. People, regardless of whether they learn individually or in groups, in teams or in organisation may learn to: analyse how to learn; adopt disciplines and habits which improve the learning process; experiment and develop new methods of learning; learning from people from their surroundings and transfer learned items into new situations.

To learn how to learn is the most important of all types of learning. When learning is independent it becomes more efficient and offers greater pleasure.

In order to understand the learning process the following should be taken into consideration:

- Learning process;
- Concept of learning graph;
- Key factors of learning psychology;
- Main learning theories: rewarding, encouragement, answer, cognitive theory and self-efficiency;
- Kolb learning cycles and learning styles;

- Learning styles (Honey and Mumford);
- Learning how to learn;
- How to successfully apply this theory – conditions for successful learning.

In relation to the learning process, it is important to bear in mind three learning fields:
- knowledge   - what people need to know (cognitive learning);
- skills   - what people know to do;
- positions   - how people experience their job.

As it was defined by Reay[5] (1994), learning is a continuous and natural phenomenon. The best learning is connected with practice.

Key factors of learning psychology according to the author Reay (1994) are the following:
- *Motivation or a sense of purpose – people learn best when they see a worthwhile end-product to the process*.
- *Relevance to personal interest and choice* – learning will be motivated best if it is seen as relevant by the learner.
- *Learning by doing* – the old saying is: "I hear and forget. I see and remember. I do and understand." Understanding is essential to effective performance and only doing can promote real understanding.
- *Freedom to make mistakes in safety* - learning by doing means that people run the risk of failure. Learning events or experiences must therefore ensure that individuals know that it is safe and permitted to fail, but trainers have to help them learn from their mistakes. As Samuel Beckett expressed it "Try. Fail. Try Again. Fail again. Fail better"
- *Feedback* - learners need feedback on how they are doing but this is best provided by giving learners the means to evaluate their own progress, i.e. self-checking.
- *Freedom for learners to learn in their own time and at their own pace* - learning will be more effective if trainees can manage it themselves in accordance with their own preferences as to how it should progress.

One of the best statements about how adults learn was declared by Confucius, 451. B.C.:

What I hear, I forget
What I see, I remember
What I do, I understand

These three simple statements speak for themselves about the about the need for active learning. Author Mel Silberman has modified and expanded the wisdom of Confucius into what he called the Active Learning Credo:

- When I hear, I forget;
- When I hear and see, I remember a little;
- When I hear, see, and ask questions or discuss with someone else, I begin to understand;
- When I hear, see, discuss, and do, I acquire knowledge and skill;
- When I teach to another, I master.

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5 A Handbook of Human Recource Management Practice, Michael Armstrong

The author gives the data on average memorisation by using different instructive methods:

Lecture	5%
Reading	10%
Audio-visual means	20%
Demonstration	30%
Discussion	50%
Practice through work	75%
Teaching others	90%

☐ Kolb Learning Cycle

Kolb and associates in 1974 defined the learning cycle which contains four phases and it is outlined in the following scheme:
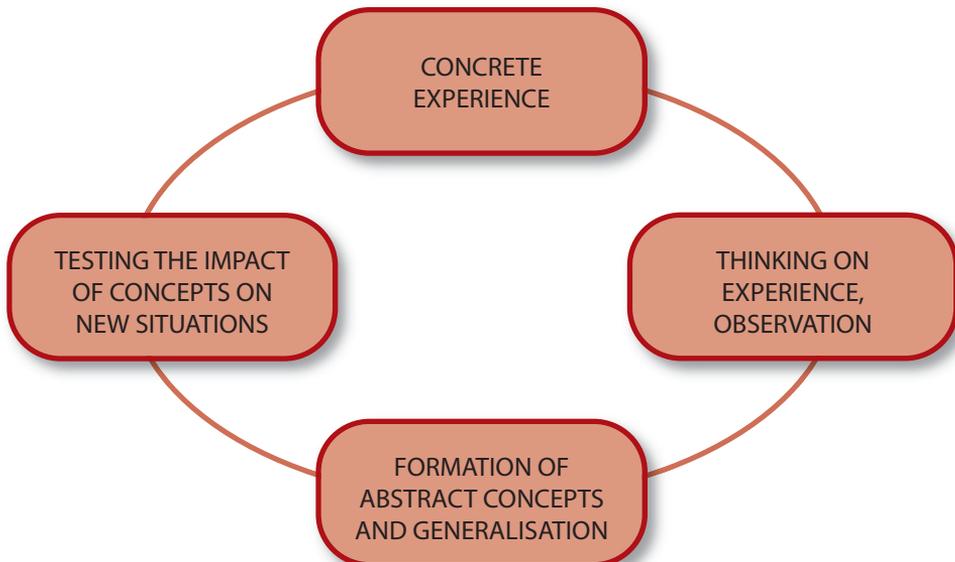
Kolb defined the following thesis:

- *Concrete experience* − it may be planned or accidental;
- *Reflexive observation* − includes active thinking on experiences and their meaning;
- *Abstract conceptualisation (theory)* − generalisation of experiences with the aim of creating different concepts and ideas which may be applied in similar situations;
- *Active experimenting* − testing of concepts and ideas in new situations. This will provoke new concrete experience and the cycle starts again.

The key to Kolb's model is that entails a simple description of transferring the experience into concepts which are used as guidelines for the selection of the new experi-

ence. In order to learn efficiently, people must advance from observers to participants; from directly included to objective analysts. Subsequently, we will speak more on how the learning cycle phases are used in training design. Thus, what is the role of trainer in each learning phase?

☐ Learning Styles

Do you remember how you learned to swim? Some of you learned to swim or someone threw you in the water and you started to swim. Some went to a swimming course, listened to a trainer's instruction and received a certificate; some wanted to read first about swimming, looked from the side while others swam and then tried to apply what they saw. These examples speak about different modes which Kolb defined in the following manner:

- *"Accommodators"* learn through attempts and mistakes, combining concrete experience and experimental phases of cycles;
- *"Divergers"* prefer concrete situation more than abstract cases and thinking from active inclusion. These persons have the capacity for imagination and are able to survey a complete situation from different angles;
- *"Convergers"* prefer to experiment with ideas which are observed from their practical sides. Their main worry is whether the theory is applicable in practice, combining abstract and experimental dimensions.
- *"Assimilators"* − create individual theoretical models and assimilate numerous, different observations in the entire joint explanation. In that manner they aspire to reflexive and abstract dimensions.

However, the description of styles outlined by Honey and Mumford (1986) are mostly used in practice. As analysts of learning styles they identified four styles (which to a great extent overlap with Kolb's learning phases).

- *Activists* fully commit to new experiences and enjoy new challenges;
- *Thinkers* observe new experiences from different angles. They collect data, think about them and reach conclusions.
- *Theorists* adjust and apply their observations in the form of logical theory. They tend to be perfectionists.
- *Pragmatists* want to experiment with new ideas, approaches and concepts and to make sure that they function.

Nevertheless, none of these styles is exclusive. It is possible for a person to be at the same time a thinker or theoretician and someone else activist or pragmatist, thinker or pragmatist or even theoretician or pragmatist. The learning style is a category which changes depending on the topic, experience, context in which it is learned, level of interest and other criteria.

Every person has his or her own personal learning style and one of the most important skills a trainer should develop is the adjustment of the personal approach to learning styles of those who learn. Trainers must know those learning styles and subject their

own approaches, bearing in mind that a trainer never knows who is in the group and which styles are predominant. It is expected that all preferable learning styles shall be equally present. Thus, training design should be equally adjusted to all learning styles (to all participants).

Hence, each individual finds his or her learning styles which are more efficient than other styles. However, by developing we may discover that we tend to aspire to learn from one of the phases within the cycle to a greater extent than other phases – this is what we called a **preferable learning style** (tendency towards learning style).

☐ Preconditions for Successful Learning

In order to have a successful training, you should have in mind several main preconditions which need to be satisfied. At the same time one should not forget that average attention span is 20 minutes, which renders the trainer's job very demanding. Nevertheless, if we follow several simple rules on learning we may be sure that the training will be successful.

- The art of training entails that learning is not a forced process. Thus, it is important that participants are **motivated** to learn. It should either concern their personal motivation or result from their surrounding (bosses, managers, trainers);
- People are ready to apply what they learned, if there are others in their organisation or environment who are also trained and who acquired new knowledge. This is very important in relation to the culture of the organisation and to the question whether it **encourages and supports learning**.
- **Encourage** the participants, lead them, support them and give them positive feedback information;
- Ensure that the training **satisfies the learning needs** of participants. Present what participants already know in their own words. Show them respect. Ensure to connect your speech with participants' skills and their understanding. Adults shall have a raised capacity for learning if they think that they are getting what is necessary for their success, development recognition and better job performance. Ensure that participants understand that what they learn has a practical side and that is a part of their real word.

The classical training cycle is composed of four steps which shall be presented in this manual:

- *Assessing needs* - In this part we deal with problem identification, difficulties, deficiencies, and/or some new situations indicating the training needs.
- *Training designs and training programmes* - On the basis of assessed needs, we plan and design training or programmes which will meet the assessed needs.
- *Training delivery* - The direct training follows. Use of different methods is the most important aspect of this cycle part.
- *Evaluation of success* - We observe the difference; namely we measure the training results. It is important to know if the training created changes in the sphere of knowledge, skills, positions and behaviours.

Training Cycle

Assess needs

Evaluate training results

Design Training

Training Delivery
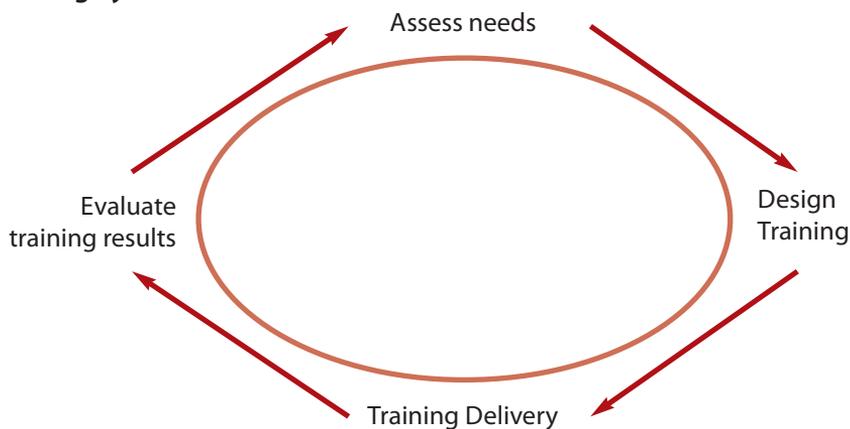
☐ **Assessing Needs**

One of the preconditions for successful training is to asses the learning needs of participants. Only when we identify the real needs of people who will be participants in the training, workshop or lecture or some other form of transferring knowledge, we may start to design training. There are at least three types of needs that need to be examined before we start the training. They are the following:

- Physical needs;
- Needs for establishing relations with others in the group;
- Needs to acquire knowledge.

Physical needs

Satisfaction of physical needs is of key importance for successful learning and it is often neglected. It is important that participants feel comfortable during the preparations. There is nothing worse than the lack of feeling of comfort. Firstly, it prevents one focusing on learning. Secondly, in a symbolic manner it demonstrates attention of trainers or organisations towards participants. It is not always possible to control the premise, furniture and other equipment for needs of the course. However, it is best to use in the most appropriate manner things at one's disposal and openly present problems; also to promptly react in order to adjust them. For example, we shall have more breaks during a hot day. If it is cold in the premise we shall ensure additional heating.

Physical needs that need to be treated are the following:
- Transparency of flipchart and screens (video and overhead projector);
- Room temperature;
- Lay out of furniture (chairs) in the room – in the form of a horse shoe, without tables;
- Level of noise;
- Food and drink;
- Comfort and breaks;
- Ventilation;
- Lightning;
- Security, for example in the case of a fire.

Needs for establishing relations with others in the group;

In order for a person to become a participant it is necessary to satisfy social needs from the very beginning. This entails the following:
- Personally greet each participant;
- Start with an introductory class in order to organise a presentation of others, to encourage participation, develop confidence, raise trust and create an enjoyable atmosphere;
- Satisfy all specific needs of participants, for example where a visually impaired person should sit; need for big letters on the flipchart, etc.
- To organise seating of participants in the manner which is optimal for smooth communication;
- Limit the number of participants depending on the nature of training;
- Agree on a group's working methods.

Needs for acquiring knowledge

Identification of needs for acquiring knowledge before the seminar or at the beginning of the programme enables the following:
- To set out aims and tasks which are most appropriate for participants;
- To adjust the structure of the seminar to participants and not *vice versa*;
- To identify the working environment of your participants;
- To prepare relevant examples and seminars;

- Determine the basis for course evaluation;
- Create an atmosphere "necessary for you".

There are many ways of establishing learning needs of your participants. The choice of methods shall depend on available time and money at one's disposal, as well as how much information about the participants a trainer has before the seminar.

There are several types of different methods for assessing participants' needs for acquiring certain knowledge and skills:
- Participants fill the questionnaire before the seminar;
- Brief interview with the main person or persons responsible for training;
- Selective interviews by phone with a representative sample of participants;
- Analysis of critical event. This is done by requesting participants to tell us about events when they lacked confidence; when they did not know what they were doing; when they conducted an evaluation in a wrong manner; when they lost confidence or you betrayed someone. By remembering this event people may identify knowledge, skills and positions which may help in understanding the situation.
- Request participants to keep the diary of learning process, for example the continuous analysis of the critical events;
- Request participants to conduct an analysis of their personal qualities and weaknesses or SWOT analysis in order to establish development needs, use chances and avoid danger;
- Certain participants describe situation that drew them to attend the seminar and outline future change;
- Organise group discussion on the content of the seminar and ask about expectations;
- Ask participants to write on post-it note what they except from them programme and then to ask them, working in groups, to allocate the post-its according to category of needs.

As much as your method encourages participants to think creatively about their previous behaviour and how they would like to change in future, you have a greater chance to establish a good basis for the seminar.

□ Training aims

Set out training aims

After the trainer determined the participants' needs, those requirements have to be converted into the training aims. Training aims are based on participants' needs and represent a statement on what participants should receive during the training in the sense of knowledge, skills and change of position. They are contained in the topical fields which are elaborated by a trainer during the course (content); they influence the choice of a method which is used (process) and serve as a basis for estimate if participants' needs were satisfied.

It is important to stress that aims are differently formulated depending on the types of

changes we want to have: to influence the participants' knowledge, their skills or to influence their views (positions).

KNOWLEDGE / INFORMATION / FACTS

Aims for learning knowledge / information / facts contain the following words:

turn pages	explain
appoint	describe
tell	familiarise

For example, if knowledge is acquired in the HR field, aim may be formulated as: "Explain the importance of introducing new people in the job" or "Familiarise with the new things in the normative practice".

SKILLS

There are many skills, including physical, communication, cognitive, skills for problem solving / decision-making and leader skills. Objectives for learning new skills contain the following words:

prepare	to do
use	create
differentiate	generate
compare	decide
evaluate	plan
analyse	question
draft	prepare
develop	

For example, the aim may state the following when it concerns computer skills: "Develop understanding on the importance of the IT role in the public administration system" or "Prepare participants for understanding the act on…".

POSITIONS

Changes in positions are the most complex for learning and evaluation; learning is measured indirectly by observing the behaviour. Aims for learning new positions contain phrases such as "Make participants sensitive to the needs of disabled persons".

Teaching about positions and their evaluation includes the following: trust for application of new knowledge and skills, respect of feelings and fears of participants, patience, care, and mildness in interrogation, truthfulness, sensibility, curiosity, tolerance for different opinions, trust in the importance and usefulness of some things, integrity, diplomacy, tact, commitment, enthusiasm and satisfaction.

Proper definition of aims, as was mentioned, opens the door for a successful education. In the literature you will often find different levels of generalisation in using the word "aim" and it will be often used together with the word "tasks". It is important to know that we speak about what we expect to happen before the end of the training, workshop or multi-module education. In the literature an acronym SMART is used which should be followed in defining the aims/tasks of the seminar:

(**S**pecific)
(**M**easurable)
(**A**chievable)
(**R**elevant, **R**eal)
(**T**imed)

An aim defined according to SMART criteria:

1. Introducing civil servants with the evaluation process;
2. Informing civil servants about the position and role of successful writing of job tasks in undertaking evaluation process;
3. Practising the writing of job tasks.

Training aims must be clearly determined in order to plan what is achievable in the given time period of the seminar. Aims / tasks of training must be elaborated together with the participants in the preparatory phase before the seminar or at the beginning of the course. During the seminar determined aims should be repeated; thus, at the end of a seminar participants may evaluate which training aims have been achieved. Thus, they should be reminded about the aims before the start to fill in the evaluation questionnaire at the end of the training.

Small assistance for trainers:
COMMON TERMS FOR FORMULATION OF TRAINING AIMS

- analyse
- estimate
- demonstrate
- discuss
- formulate
- identify
- illustrate
- appoint
- inform
- initiate
- install
- question
- examine
- challenge
- avoid
- build
- explain
- scan
- isolate
- sharpen/delete
- express oneself
- derive
- classify
- construct
- locate
- manipulate
- find
- draw
- emphasise

- write
- explain
- evaluate
- select/choose
- decide
- approve
- determine
- describe
- observe
- organise
- feel
- reflect on …
- discover
- divide
- demonstrate
- try
- assist
- become conscious of
- set out
- practise
- negotiate
- recognise
- produce
- present
- accept
- adjust
- apply
- prepare
- produce

- promote
- entrust
- realise
- clarify
- differentiate
- develop
- imitate
- solve
- revise
- revise
- cooperate
- compile
- study
- create
- interpret
- do / complete
- adjust
- compare
- familiarise with..
- edit
- adjust
- establish
- verbalise
- visualise
- conduct
- conclude
- protect
- and many others …

☐ Training design

The next step after setting out the training aims is the training design. Training design is time consuming and entails putting a great deal of thought. Thus, significant time should be devoted to training design before beginning the training.

The first key element is the determination of the number of seminar days and a rough schedule for those days. A generally accepted model is a seminar in two parts since it proved to be the most beneficial in terms of knowledge application. This means that lectures are divided into two parts (a certain number of days) with a time period in between in which participants can apply acquired knowledge. In general, these seminar programmes (for a longer time period, the same number of participants and structured application of knowledge) are more efficient than short courses of one to five days – results are better since each participant may have individual consultations or technical support.

After agreeing on the appearance of the seminar it is time to move to elements of design. It is important to notice that a good trainer is flexible when it concerns needs and unplanned circumstances which may occur during the seminar. During preparations determine which lectures may be avoided, if it happens that there is no time for everything that was planned. It is more important that participants have a chance to fully go through a whole course and learn how to apply it than to receive a large amount of information in a short time period. Quality and not the quantity is the leading rule. All design elements should be unified in order for a course to be dynamic, variation of topics, methods and trainers (if there are several trainers). A seminar has to be exciting and to maintain the interest of participants. Plan a "performance" and rehearse it before you go on the stage. As in the theatre you need a script for your performance (see appendix: table for training design).

Flow

A logical training flow must be prepared – which topics will be elaborated, the required time for each topic, the order of topics and the interlinking different topics. For example, for designing a seminar about the selection process of candidates for the civil service the first topic will deal with the importance of a job position and the with the process of filling the vacant job position. When it concerns financial management, the first topic will deal with the introduction to financial management and internal control followed by topics dealing with roles in organisation, overview of KOSO framework, etc.

Level

Ensure that the training is at the appropriate level which will depend on the participants and their previous experience. These organisers may partially achieve this in advance by publicising who are the members of the target group of the seminar (for example new volunteers, experiences executive directors, members of executive board, project mangers, etc). Careful selection of participants is very important (if possible) since it en-

sures a common and balanced basis. This means that, for example, a basic course will be organised for those who do not have developed computer skills where firstly they will be introduced with computer components and subsequently they will get information about basic programmes. For those who already have basic knowledge, an advanced course will be organised in which they will be familiar with more demanding programmes such as Power Point and Access as well as other necessary programmes.

Main messages (key learning points)

Determine main and key messages (key points) for each session. During the design bear in mind the most important 3 to 5 things for each topic addressed at the seminar. This enables the trainer to know what he or she needs to say to participants and to fully understand and master the course content from respective field. For example, if it concerns strategic planning training and the introductory part refers to the importance of strategic planning in general, the key learning points addressed in the session will be the following: understanding the notion of strategic thinking, the importance of strategic thinking for each institution / organisation, familiarisation with the key steps in strategic planning. **It is of vital importance that the trainer fully understands the issues he or she is addressing.**

Methods

Decide which educational methods optimally correspond to certain planned sessions. There are numerous methods which you may use. It is a real art to decide which method is the most suitable for relevant content. A chosen method must always enable the transfer and learning of key training points. Interesting and amusing methods that do not serve for transferring knowledge will lead to dissatisfaction and frustration of participants. For example, if it concerns the training on civil servants appraisal it would be very good for participants themselves to write working objectives after introductory part. Subsequently, you may divide them into small groups in order to enable participants to exchange knowledge and experience among themselves and to try to write working objectives; to hear and see examples of others and through discussion and exchange of information on how well they wrote their objectives. At the end of this chapter more will be said about certain methods.

Audio-visual equipment

Secure in advance adequate audio-visual equipment (flipcharts, overhead projector, video projector, slides, pictures, posters, models). Remember that audio-visual equipment is an auxiliary learning means and not the replacement for a trainer (there is more about audio-visual equipment in the part referring to presentation skills).

Written material

Well prepared written material is very important since participants will not have to take notes and will be focused on the lecture. These materials shall be the source of useful

information after the seminar. Occasionally, articles, text on relevant topics or a list of books are given at the lecture – participants may analyse relevant issues in depth.

Other material and equipment

We have to always carry necessary material with us. Trainers often carry stationery such as markers, bluetack, sellotape, scissors, labels, etc. However, sometimes it is necessary to prepare special educational means for certain session, for example cards, photo-copies of newspapers articles, pictures, envelopes, tests, schemes, etc.

Division of responsibility

If there are several trainers, a responsible person must be appointed. It is very impor-tant to make a clear division of responsibility as well as to divide responsibility propor-tionally. This has to be agreed in advanced and it depends on the competence of each trainer.

The design table is given in the page below and it may facilitate the planning of training.

TITLE OF THE SEMINAR:

DATE:

Aims:

1.
2.

Co/trainers

LOCATION:

Time / Duration of the Session	Name of the session	Key learning points	Methods	Audio-visual equipment	Required means	Leading trainers

☐ Methods and techniques of training

As it was already mentioned, in choosing the educational methods and techniques we must bear in mind our main aspiration to transfer knowledge in the best possible way; to enable participants to apply acquired knowledge and experiences and to ensure that whole process proceeds at a certain pace. There are many educational methods. We will describe those which are frequently used and we will present good and bad sides. Remember that a successful trainer is creative; he or she creates new methods or adjusts old methods in order to serve the purpose.

Method	Good sides	Bad sides
Brainstorming A trainer asks questions and demands quick answers which he or she writes on a flipchart. The rules are the following: no sub questions; the idea is to present more ideas, regardless of how crazy they are.	Stimulates the participation of all. Obtained data may be put in certain framework. Creative ideas and solutions are presented in order to see what participants already know.	The work is very quick since it easily becomes boring. The loudest participants dominate the group. Received data must be "analysed" on the spot which is an additional effort for the trainer.
Work in small groups (Buzz) After the lecture the participants are divided in the small groups to discuss their reactions, experiences or examples for examined issues. We may ask that each group presents 2 to 3 key issues.	Enables discussions on the most important issues. It gives an opportunity to examine the applicability of what was taught. A man feels more secure in a larger group. Gives time for thinking.	It may lead to deviation from a path – that is why it is important to appoint a person who will assist the group. It may last for long. The pace is lost if each group makes a presentation – it is better to apply "exhibition" with filled flipcharts or to verbally present the most important issue.
Case study A group receives a description of a situation with all information (often it concerns a life situation). Participants should answer questions about the content of the problem, options for problem solving etc.	Group work with realistic situation. It shows the importance of different perceptions and approaches. Builds consciousness on individual efforts.	Separates (releases) participants from their life situation. It must be topical, from real life, authentic and relevant in order to attract attention. Requires careful preparation in order to cover main tasks / objectives of the seminar.
Consultations A session is focused only to one person (a trainer and / or a small group of participants examines the case or a problem of one group member).	Helps participants to think about issues different from those in their working environment. An insight into someone else's problems is ensured as well as assistance of others in solving personal problems. Very relevant for real life.	It requires an assistance of experienced guide to direct the interview – to help the participants to reach conclusions on their own. Time consuming. Tiring. Participants mainly with own worries.
Debate Two teams argue different views of a certain problem. Audience should vote or pass a decision on the most convincing argument.	Requires from participants to think well about the reasons that back up their arguments. Requires the use of presentation skills and eloquence. Most participants are passive.	Requires participants skilful in a debate; the most dominant personalities are most noticeable.

Metod	Dobre strane	Loše strane
Fishbowl There are two groups: a performance group and a group of observers. One group performs an act in the scene or discusses a topic while the others have role of an observer (participate non- verbally). Variation: some of the observers become actors at the sign of the host.	Enables to observe and / or enjoy the experience through role play. It gives a possibility for a feedback. It gives insight into the problem and it has impact on several levels.	Great risk – a good coordinator and clear rules are necessary in order not to incur damage to the participant. Especially entrust special tasks to observers in order to avoid passivity.
Games and "icebreakers" Amusing games which create trust, develop identity and self-confidence of the group, bring dynamic and pace.	Increases the energy level. Facilitate freedom of expression. Learning becomes amusing.	Some experience these games as trivial; often they need to have a certain purpose or aim. Sometimes there are too many games.
Lecture or presentation Well structured lecture by a trainer who outlines key issues in a beneficial and interesting way (see presentation skills).	Useful method to transfer basic knowledge. It is easy to control duration.	It may be boring, if there is no audio-visual equipment. Depends on how long a trainer can attract attention – it should not be longer than 20 minutes without changing the modality. Requires a trainer to be an entertainer.
Role play Each member of a small group receives a role which may or may not be priory explained; following this they act out in a situation where they have to play their role.	It is dramatic and everyone enjoys it. Enables participants to experience different roles. Eliminates tension and intrigues of daily life.	Acting may be exaggerated or too poor; thus the purpose of learning is lost. It may get out of control. Over-emphasises members of the group who like to show off.
Demonstration Presentation of methods on how to do something. To be used for learning special skills or for demonstrating a step-by-step approach.	It is easy to keep participants' attention. It demonstrates the practical application of methods. Include participants when they apply the method themselves.	Requires planning and prior preparation. Demonstrator has enough material to try out their method. It is not useful for bigger groups. Requires giving of feedback information to participants since they tried the method.

■ Training **Delivery**

After you assessed your needs, set out training aims and design the working plan by using the design table and then you may start with the training delivery. Preparation is an important precondition to show the participants. The following characterises this training phase: manner of opening training; chosen working methods and techniques; your presentation skills, facilitation skills, namely overall training style.

☐ How to begin - opening

Opening of the seminar to a great extent indicates your approach to teaching philosophy, your training style, and your approaches towards participants as persons who came to learn something. If you have chosen the approach which actively introduces participants in the topic, many things have to be done in the initial phase of the seminar. This entails the following:

- You must ensure that participants feel welcome and that you appreciate their existing knowledge and skills. In order to achieve this, greet them and introduce them even before the session starts. Bear in mind that they will be as nervous as you are.

- Confirm your credibility – the trainer should say few words about himself or herself in order to demonstrate that he or she is qualified to stand in front of the group. Ensure that extensive self-praising in your culture is not acceptable. Thus, the choice of information should be balanced in order to present you in the best way (at the same time to be relevant for participants).

- Introduction of participants – badges with names are of vital importance if people do not know each other. Participants cannot memorise names at beginning and you will not be able to do the same. Badges with names will help you in this since it is essential to use name and surnames in communication in order to create a good atmosphere and group dynamic. If your working method allows that use icebreakers or some method of introduction which is brief and efficient. Draw their attention to the fact that they will have enough chances to get to know each other during the seminar.

- Set out objectives / tasks and go together with participants through the course programme. Verify if set objectives correspond to learning needs of your participants and leave room for adaptation.

- Establish basic rules or the agreement on working methods. They are determined by participants as a method they want to use (respecting different opinions, ban on smoking, confidentiality, and turning off of mobile phones). All this is written down and put on the wall; the trainer emphasizes that all

participants have equal responsibility to respect those rules. This is an appropriate moment to draw attention to practical details such as the use of toilets, lunch arrangements and details related to travelling.

- If you decide on an interactive working method, at the beginning demonstrate that participants will have a dynamic seminar, fast pace (introductory session shall be brief, swapping with co-trainer, if possible), by using different modalities such as, introduction in subsequent different activities. Already emphasise that this is an interactive seminar and that you expect engagement of all participants. Draw attention that the learning responsibility lies on participants and that you as a trainer bring new knowledge and skills but at the same time you are facilitator of the learning process.

Our experience is that if participants do not try to speak to each other in 20 minutes or do not mingle within first hour and a half, the training will not be very interesting for them.

☐ Role of a trainer in a learning process

As we already mentioned that adults have preference regarding learning styles. Each trainer should be conscious about what each aforementioned style entails, which are the best styles for learning, what is the desired atmosphere in order to encourage a person to learn. Here is the brief description of these styles:

Those who best learn from experience are **ACTIVISTS** – they prefer to learn from new exciting experiences, where the situation changes quickly, where they have a leading role, where they can create many ideas and where other participants return ideas. Activists learn the least from passive roles, when they have to find their own way, when they are given theories and tasks which are repetitive, when they are given precise instructions and when they do not have time for their creativity.

Those who learn by thinking about experience are called **THINKERS**. They prefer learning by having time to think about different things before acting; to perform previous "research", to stand on the side and observe; to revise what happened and to have "secured" and structured exchange with others. Thinkers learn the least if they need to conduct an exercise if they act before thinking, if they do not have enough time, if they cannot deal with details or if they do not get clear instructions.

Those who learn the best by finding the meaning of the experience are called **THEORISTS** – they prefer to learn when they can examine logic being what was said, when they are in structured situations with clear objectives, when they are fully intellectually engaged, when they can analyse what happened to them and when they are presented with complex ideas and interesting concepts. Theo-

reticians learn the least when they learn in activities where the accent is on feelings, in activities which do not have clear structure and those who require them to act without the clear logic.

Those who learn the best when the experience is turned into action are called **PRAGMATISTS** - they prefer learning which is connected to practice, which may be applied to their work as well as what is practical and provides chances for application. Pragmatists learn the least from activities which are not clearly to practice, which lack guidelines concerning application and which do not offer any visible benefit, such as improved team work or productive meetings. .

Trainers must structure events which enable the satisfaction of needs coming from all learning styles. The learning cycle requires a student[6] to make progress through four different phases in the learning cycle. Successful learning requires capability to apply what was learned in phase 3 – Generalisation of experience (understanding the meaning of experience), in which you *form principles* based on the analyses of phase 2 (Thinking about experience) and experiences persons had in phase 1 (To experience a certain experience). This is not easy for everyone and especially not for those who are used to learning on the basis of a lecture. Adult learning requires active participation of students in the learning process since in this manner we come to phase 4, namely Application (Reaction to experience).

The role of the trainer is to ***assist*** the student in the learning process. A good trainer must have capacities to understand what is happening in each phase and to facilitate the learning process.

In this manual[7] we will go through each of four phases and we will identify:
- Appropriate activities during the training;
- Role of the trainer;
- Types of questions that trainer may ask the student.

Phase 1: TO EXPERIENCE CERTAIN EXPERIENCE
A student discovers new information which requires an answer.

Activities that need to be used
Solving problems in the group;
Case studies;
Role play;
Visits in the field;
Practicing skills;
Games;
Group activities.

6 A term "student" shall be used together with the term "person who learns or participant of education" and shall refer to adults in the learning and educational processes.
7 Taken from (and adjusted) " TRAINING TRAINERS FOR DEVELOPMENT" Conducting a Workshop on Participatory Training Techniques, The Centre for Development and Population Activities, 1995;

Trainer's role

The primary role of the trainer is to **structure the process**. He or she should present objectives and activities and clarify the rules, procedures and time limit. Information should be presented in a way that makes sense for participants and which will stimulate their interest (for example, with the assistance of visual additions and by asking questions).

For activities in smaller groups a trainer should have a very clear task. The task includes writing questions on the flipchart or on paper. The roles may be divided or individuals may volunteer to measure time within small groups, to lead discussion, report and etc. Although most processes are undertaken in the later phase a trainer may ask questions such as:

- *Do you have any other questions in relation to the task?*
- *Do you need any other information?*
- *How is your progress?*
- *Did it cross your mind to...?*
- *Can you be more specific?*
- *Can you say more about…?*
- *Do you have some other ideas?*
- *Are you ready to write down your work on the flipchart?*
- *How much time more do you need?*

Phase 2: THINKING ABOUT THE EXPERIENCE

Participants process information they develop in phase 1. They will use this information to develop key learning points on the subject matter in the subsequent phase. However, before doing this they have to analyse the experience.

Activities that need to be used

Working in small groups;
Presentations done by participants;
Discussions in large groups;
Small groups reporting.

Trainer's role

The Trainer's role is to assist the participant to **think (observe)** about what happened in Phase 1 and to see what it means for him or her. A trainer should ensure that all important aspects of experience are not ignored. The successful manner to assist the participant is to ask questions about what happened and how he or she reacted. Phase 2 begins when the participant shares his or her ideas and reactions with others. Here are several different types of questions that the trainer may ask:

- *What happened?*
- *Who did you feel when...?*
- *Did anyone feel differently?*
- *What did you notice in relation to...?*
- *How do you feel about the experience...?*

- *Does anyone in the group feel the same in relation to...?*
- *Do you agree / disagree with what the others said? Why?*
- *Does anyone want to add something? What?*
- *Did that surprise you? Why?*
- *Would you share with us how you understood...?*
- *Why did not you...?*

Ensure that the trainer uses open questions in order to stimulate the discussion. Open questions are those that encourage participants to think and to avoid yes or no answers.

Phase 3: GENERALISATION OF EXPERIENCE
(understating the importance of experience)

Participants interpret issues that were discussed in Phase 2 in order to determine their meaning, to learn a lesson and to establish principles.

Activities that should be used

Synthetical discussions in a large group;
Lectures;
Demonstrations;
Reading tasks.

Trainer's role

A trainer has an educative role, namely he or she leads the participants. More than in any other phase a trainer should master the subject matter and to be a reliable source of information. This does not mean that a trainer should have answers to all questions in this phase. In fact, participants will probably learn more if they find answers themselves.

As a guide, a trainer helps a participant to focus on the consequences of the experience and thoughts in order for a participant to confirm that he or she learned something new. There are two approaches: 1) a trainer may secure a summary for participants (for example a lecture or a homework that entails reading at home) or 2) a trainer may ask questions which enable the participants to autonomously reach conclusions (as in discussion for reaching consensus). The latter approach entails strong facilitation skills[8].

Here are several useful questions that a trainer may ask:

- *What did you learn from this?*
- *What does this all represents for you?*
- *Is there any joint principle?*
- *How does this all fit in our discussion?*
- *Do you have some new views of...?*
- *What are the most significant issues raised here?*
- *Are there any lessons to be learned from this?*

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8 More will be said about facilitation skills in the special part.

Phase 4: IMPLEMENTATION (Reacting to the experience)

In order for a participant to feel the importance of training, new learning should be connected to his or her life situation. During phase 4 a participant makes a connection between the training and the real world and the two are rarely similar. This connection may be strengthened through practice and planning of implementation after the training.

Activities that should be used

Action planning;
Visits in the field;
Practicing new skills;
Discussion.

Trainer's role

The primary role of the trainers is to lead a participant and to represent a source. As a participant tries to do something on his or her own, a trainer provides advice and encourages him or her to improve his or her skills. The key question is the following: "How can we perform this differently the next time?" Here are several questions that a trainer may ask:

- *What did you like the best in relation to…?*
- *What was the most difficult for you?*
- *How you can apply this in your work or in some other field?*
- *Can you imagine yourself working alone in a fortnight?*
- *What do you want to do the most after the training?*
- *What will be the most difficult in using this…?*
- *How could this exercise have been more meaningful in your situation?*
- *Do you expect resistance at your work?*
- *What can you do to overcome the resistance of others?*
- *Are there any other areas in which further training should be organised?*
- *Do you have any other questions?*

☐ Successful trainer: certain characteristics

For those who undergo training one of the most challenging issues is the following: what makes a trainer successful? All trainers posses characteristics they should be aware of and to use them to their advantage. The list of characteristics of a successful training which follows, should be used as assistance in thinking about your strengths and developing needs and not as a recipe for success. Moreover, the list of characteristics should not be considered as final − maybe you can make your own list of **characteristics which you would like to have as a successful trainer**.

Successful trainer

- To have knowledge and to be always well prepared;
- To trust yourself and to be original − to use natural capacities and not to consider training solely as a "performance";

- To have an empathetic relationship with participants and a capacity to show to participants that they are accepted within the group;
- To possess social skills and above all a capacity to maintain the group together and to "control" it in a positive way:
- To teach and to use ideas and skills of participants;
- To be fully committed to participants and to understand what they feel, how they react, how they learn and not to think about yourself and how successful you are;
- To notice problems of participants and to solve them;
- Incorporate the system of equal opportunity[9] in all forms of training work;
- To promote enthusiasm in relation to the issue in question and to explain that issue in an interesting manner;
- To facilitate learning and not to present yourself as an expert. This includes the following: using experiences of participants and to issues connected with those experiences; to be honest about the gap in your knowledge; to call others to contribute; to avoid a participant's dependence on a trainer and to encourage relying on colleagues in the leaning process. Briefly, it concerns the division of powers and developing self-confidence with participants.
- To give positive support and feedback information;
- To be flexible in relation to changed needs of a participant;
- To encourage the feeling of being relaxed and openness directed at joint responsibly for learning and mutual respect;
- To confront presumptions and improper behaviour in a manner that encourages learning;
- To be open to change;
- To have self-confidence and to inspire trust. He or she creates models in relation to the main rules and ensures that the groups are focused on those models; offers parameters to participants and encourages participants to accept risks in learning;
- To intensify the learning process by emphasising key things, encourage change, emphasise quality and not quantity and encourages the constructive cooperation between participants;
- To understand how adults learn (from experience and not only on the basis of a theory); to introduce diversity in his or her programme; to set out clear objectives with the group and to regularly verify if those objectives are achieved; to include all participants and not to allow labelling nor to allow exposure to aggression by a group member;
- To focus his or her attention to what participants really need and to ensure the joint responsibility in the learning process;
- To use appropriate humour, case studies, examples, stories and other means in order to make training dynamic and exciting;
- To have organisational skills and to ensure that all resources and logistical support are ensured;

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9 More about equal opportunities you may found at the end of this chapter.

☐ Presentation skills

Presentation skills are important since their use is directed to a better transfer of knowledge and skills to participants. It is important to know yourself well, to get an insight into how you look in front of the participants, what are your strengths, in which way you can use them more and to see what skills you need to develop. During personal education you have a chance to see and hear different presentation styles. Some you may like more, some less. When you find something you like yourself you will definitely want to incorporate in your presentation. Always take care to use what is good for you and to stay original. In each trainer there is an artist, an actor waiting to express him or herself. If you want to be a successful trainer you must give a chance to that actor to become famous. Remember that you as trainer are your the best support and fully use your potentials. Also remember that over 50 per cent of messages are transferred in the way you pronounce them.

Presentation – List of Skills

▪ **Moves and gestures**
- ☐ Have a relaxed, calm attitude – your attitude should show a person ready to stand in front of participants to examine issues with them. Stand on both feet since that makes you stable. Do not cross your legs since it gives an impression of uncertainty and it creates danger and you might slip.
- ☐ Slowly approach people when they speak. If you move while you speak or you talk to participants do it slowly. That creates a peaceful and friendly atmosphere and it encourages participants to follow you.
- ☐ Avoid static poses – for example when we cross or stretch out our arms. If you make this gesture and you become aware of it, desist. Do not keep any writing instruments in your hands while you speak. You need a marker when you write on the board and do not wave it about when you speak since it distracts participants. Attention should be on you and not on other objects.
- ☐ Let each gesture have a certain meaning (to be relevant). Your gestures should follow what you say. Hands in the air, for example may visually follow your story about the extent of the budget.
- ☐ Let your gestures last for a while – as your gesture follows what you say, if for example you speak about the interest rates (how high they go) your hand should go up and to stay in the air for a while in order to make the gesture relevant to your sentence.
- ☐ Some gestures have to be more emphasised than in a daily life. Gestures of a trainer must be more emphasised than in casual conversation and the moves should be also more emphasised in relation to pronounced sentences.

- **Eye contact**
  - It has to be adjusted with your behaviour – eye contact is important and with it you will establish a relationship with the participants of the seminar. This means that you hold maintain eye contact briefly within each person.
  - Sufficiently, do not exaggerate – all the time you refer to participants of the seminar and look at them. If you did not develop this skill you should take care that eye contact should follow your story and you should not exaggerate. At the same time, avoid looking over the participants, looking down or to looking at the ceiling since you lose eye contact.
  - Make sure that you do not ignore participants sitting on the sides. It happens often that we look in front of us and we forget about the people on the right and left side. Especially ensure not to focus on someone who gazes at you and nods as a sign of approval, since it happens often. We often tend to lean towards one side and to refer mainly to right or left side. Think whether you do that and if you tend to refer to one side think about the ways to change this.
  - Ensure that you do not look.
  - Ensure that that you do not constantly glance from left to right, or vice versa. Maintaining eye contact does not mean that you incessantly look from one side to another like radar. It is a common mistake of those who try to maintain contact with all participants.
  - Make small breaks and smile when you have an eye contact with a person – a friendly relationship with participants is demonstrated with a mild smile while looking at someone.

- **Language, rhythm and humour**
  - It should be measured and accessible – avoid jargon. Your language is one of your strongest points. Speak correctly, in a comprehensible manner, avoid expressions that participants might not know. Most importantly, avoid jargon.
  - Better be concrete than abstract – be concrete and clear in explanations, illustrate what you say with examples. Complicated issues may be transferred in a simple way. It will give good results in the process.
  - Think before you speak – do not rush, master the scene and let your words follow your thoughts.
  - Vary the rhythm but never hurry up – avoid monotony and adjust the rhythm to what you are saying, make dramatic pauses when you emphasise something and then speed up.
  - Humour must be appropriate – a good atmosphere is characterised by appropriate humour. Humour encourages participants' interest and facilitates training. It is important not to exaggerate. Otherwise, a seminar may become frivolous.
  - Avoid standard jokes – anecdotes and your experience are better. Illustrate your story with anecdotes, personal and foreign experiences. Never use jokes common in daily life. Sometimes they can be offensive, especially jokes which are discriminatory.

■ **Voice**
- Control your breathing – breathe calmly, learn to control your voice when you are excited. Breathe deeply to calm your breathing and then continue.
- Check if everyone hears you – the premises will never be ideal nor will the number of participants. If a premise is large for the number of participants one's voice gets lost. Thus, verify if everyone hears you, especially if your voice is low.
- Vary your rhythm, strength and tone of voice – use voice as means to attract participants' attention. Vary slow and fast ways of speaking and the tone of voice.

■ **Include participants**
- Ask questions – asking questions should become a habit. Ask questions concerning the issue you are talking about.
- If any of the participants knows more than others let him or her speak instead of you. In this way you show that you respect someone else's knowledge.
- Bear in mind that attention span decreases after twenty minutes – those who listen to you are maximally focused for 20 minutes; thus, it is important to engage them.
- Ask them to give examples – it is good to use examples you get from participants. Ask for examples, work on them; that will be most beneficial and they will highly appreciate it.
- Encourage them to use their hands – when this statement is made it means that they wish to participate; that you give them exercises whereby they will look for solution while you supervise the work.
- Direct questions to the whole group. Refer to the whole group with questions; do not call individuals in order to prevent feelings of discomfort. Those who have answers and want to give their views shall give answers. Your good management skills will help in including others in the discussion.

■ **Adequate audio-visual equipment (AVE)**
- Use it when you want to emphasise the message or when it carries the message – audio-visual equipment has important role in the work you do. It transmits messages and emphasises them. Thus, plan it carefully.
- There is no need to have too much AVE – you may combine different types of AVE. Do it with measure, do not exaggerate with different AVE since it may be counter productive.
- Do not exaggerate with the use of AVE – participants follow your presentation so bear in mind not to exaggerate with the use of AVE.
- Everything has to be legible if you write on the board or if you prepare slides or overheads in advance. Always try to make it legible.
- Otherwise, your presentation will be interrupted with questions regarding your writing or the participants will speak among themselves.

□ Do not speak to them – they cannot hear you. If you are on the board do not speak while you have your back turned. It may happen that participants do not hear you and it is not polite.

□ Avoid standing in front of the board since certain participants like to copy from the board when you say that you prepared material containing that information; they have right to do that.

□ Let them follow you – you are a lecture not them.

■ **Planning the use of audio-visual equipment**

□ The use of audio-visual equipment must be planned before the seminar. Their purpose is to:

□ Emphasise main ideas and content;

□ Improve memorising of the main points;

□ Draw attention;

□ Make the written word alive;

□ Change pace.

All audio-visual equipment assists the trainer to organise his or her presentation. Audio-visual equipment should never replace a trainer. A trainer is always the main audio-visual equipment.

■ **Types of audio-visual equipment:**

□ **Flipchart** – several key words may be written down or even better to use the flipchart in interactive work by drawing a model together with participants. Advice: brief notes written by pen at the end of the flipchart help you not to forget the main issues. We may cover already a full page and slowly turn the page when needed (although this is much better achieved by using overheads or computer presentation). With post-its we may mark the pages we want to use. In any case, write the titles beforehand that you will use later.

□ **Pictures and posters**

□ **Overheads and computer presentations** – It is important that overheads of power point presentations are not overloaded with text. They should contain ideas which will be the subject matter of the speech. There is nothing more boring than when a trainer reads what he or she prepared.

□ **Video tapes** – we may use them to record participants. There are commercial tapes on specific issues and / or with relevant footage from the TV.

□ **Models and different objects**

□ **White boards.**

■ **Golden rules for using AVE are the following:**

□ In order to emphasise your main idea during the presentation, to help in memorising main points, attract attention, make the written world alive, change pace ensure the following:

□ Write in capitals and use bold letters if it concerns a computer presentation;

□ Use only a few key words (there is nothing worse than a page with many smaller letters or complicated tables on the flipcharts or overheads);

□ Ensure what your writing is legible and visible;
□ Ensure what your writing is simple and interesting;
□ Ensure it is exciting;
□ Transmit only one idea and not many at the same time.

☐ Co-training (team work)

Co-training may be a pleasure both for a trainer and for participants. Trainers may try ideas, get support and feedback information, have a rest, get energy from a colleagues and may replace each other when things are going in the wrong direction.

Participants have in from of them audio-visual equipment which improves dynamics and diversity of seminar. Additional presence of two trainers enables better monitoring of participants, their reactions and identification of needs for better flexibility during the training.

In order for training to be beneficial for a participant, it is important to follow the main principles:

- Co-training begins with joint planning of the training, designing and preparation of everything that will be used during the training – never work in a team with a person with whom you did not adequately participate in preparations. Unpreparedness is very easily observed at the seminar.
- Do not try to outsmart your co-trainer – it is not a competition, but a team work which should be designed towards the participants. The training success is a joint success and failure is also shared.
- Give practical help. For example, distribute written materials; put flipchart papers at the wall…
- Proportionally schedule sessions;
- Be a second pair of eyes and ears which follow the reaction of participants. Be ready to actively engage when a co-trainer expects you to do so;
- Establish several other rules as, for example whether it is ok to intervene in the session that your colleague leads;
- Sit and try not to disturb the work of co-trainer – do not rummage through papers while your colleague works;
- Give non-verbal support and encouragement, for example by smiling – show that you are interested and that you carefully follow his or her presentation;
- Give feedback information to the co-trainer after the completed training. Give constructive suggestions.

☐ Equal opportunity for everyone

Equal opportunity is the notion that denotes policy, principles and measures undertaken in order to establish equality of all people in all fields of life. People have same rights which were initially defined by the Universal Declaration of Human Rights and

subsequently by many national statutes. However, long term experience of human rights proponents indicated that it is not sufficient to guarantee these rights but to offer equal opportunity for all people.

People differ in age, sex, race, health and physical and mental capacities. We are all different, which does not exclude the most important human rights principle of equality. Training organised within the public administration authorities should ensure the principle of equal opportunity, by teaching about the need of respecting human rights and society development in which those rights are exercised. It is important that a trainer bears this in mind when he or she plans and holds a seminar.

When we spoke about the needs we emphasise the importance of different physical needs for establishing the relationship between the group and the need for knowledge. One of first things that should be taken into consideration by the trainer is accessibility – we should enable each employee to fully participate in the seminar. Trainers should not make presumptions on accessibility – they have to ask people about their needs in relation to this. Disabled persons must be able to come to the place where the seminar is held and to enter and exit without the assistance of others. Signs and entrances for disabled persons are of vital importance for disabled persons.

Before seminars and during the seminar incorporate the *principle of equal opportunity* in all that you do:

- Ensure that all groups are working on distributed material in a positive atmosphere and there is no discrimination on the basis of language, roles or illustrations;
- Ensure that your language and examples are not discriminatory;
- Be conscious that there is a danger of isolation of marginalised groups – persons from minority groups, women, people with disabilities, displaced people and refugees, different nationalities, religious beliefs or elderly people.
- Be prepared to react to racist, sexist and other discriminatory objections and events – seminar is a life learning process. Do so in a way that the person concerned may learn something and not to feel punished;
- Verify if all participants can see audio-visual materials, especially the visually impaired. Ask people where they would like to sit so they can lip read or to see better;
- Ensure adequate equipment for hearing impaired, if possible;
- Ensure that in all games and exercises you include all participants – do not exclude anyone;
- Humour is of vital importance for a good seminar – there is no room for discriminatory jokes and those with insinuations.

■ **Group Dynamics and Facilitation Skills**

□ **Introduction to group dynamics**

In order to better understand the notion of group dynamics ad especially what happens between participants during the seminar, it is important to know the phases through which a group goes in its development. Different researches demonstrated that groups go through several phases on the road to becoming an efficient team: formation, conversion, regulation, presentation and appeal. This is a special field of research and we shall deal with development phases of a team to the extent that is important for training. Thus, besides the relationship between the trainer and a group, the relationships between group members are also established. This will be demonstrated during training that lasts for several days or multi - module seminars.

□ **Phases in team development**

1. Forming

The first phase of the seminar entails group gathering and interaction between members. Individuals just came to the seminar and they are asking themselves: "why am I here?", "what is expected from me". There is a certain dose of insecurity which directly depends on the amount of information that a participant already possesses. Interaction among people in this phase reflects relationships and prejudices. Roles which people initially try to play in the new group are often similar to those that are played outside the group. They try to find a new identity there: their roles in the group. However, a careful observer may notice a certain degree of excitement in this phase since members of the group believe that there will be no problems. Use that in order to make training successful.

2. Storming

A group is presented with the task to complete or an objective to achieve. It may raise disagreements between those who want to complete job quickly and those who want to be careful and slow. Disagreements may come up between those who have already decided how to complete the job and those who want to experiment. There is always a lot of personal interest. Certain members want to have influence over the group and some see themselves as natural leaders (as experts) for discussed topics – or because they want to see how the group accepts their methodology or priorities. Others want to use the group in order to increase personal transparency and force. Members who are highly task ori-

ented may become careless towards those who want to draw attention to the group dynamics (which happens between people). Conversion starts when individuals realise that there are different views within the group. Group members in that situation practically test the borders and there are the first conflicts and divisions within the group.

3. Norming

The regulation phase begins when people realise that they have to give and take, accept compromise and commit to the interest of the group. Subsequently, the group lays down the rules of behaviour which regulate the functioning and mutual relationship.

Members feel that they are not a group of individuals, each with their own personal objectives and interests, but the real group members who work together in achieving joint objective. Regardless of how each person sees his or her role, now group members see their roles as the function of the group. People oriented towards the task now understand that it is necessary to pay attention to the group process – interaction between members. A group receives a unique identity in the same way that its members are unique personalities.

4. Performing

After the group went through initial difficulties and create rules of behaviour, the group begins to function well and efficiently perform tasks. Not only do members work together on the tasks and objective, they estimate their personal efficiency. Formal leadership may be less expressed, if everyone acts as a leader for some duration of time. Members of the team search for ways to function hoping that they will develop more efficient manner to reach group objectives. This phase is the best for learning.

5. Mourning

Regrets start when the group ceases to exist for any reason. In our case it is the end of the training. A group was formed to undergo a training programme and at the end of the training there is sadness amongst members. Maybe they will meet on some other training, but they know it is unlikely to be the same group composition.

It should be known that these phases do not always go in a straight line. Sometimes a person suddenly leaves the group, sometimes a new person joins the group or new tasks are added. Hence, new relationships are established and the group may advance from the performance of work phase to most productive phase – conversion. It is important that the appearance of a problem (sometimes a very serious one) does not necessarily lead to group disruption of the group. When a group decided to consolidate defining rules according to which a group will function, its results may be fascinating. In all this a role of an individual is very significant which has impact on the relationships within the group, namely to group dynamics. More will be said about the treatment of disruptive individuals to the functioning of the group in the next chapter.

☐ Facilitation

The word facilitation is translated differently in our language – most often as undertaking, conduct, and facilitation of the process. The International Association of Facilitators defines this term as process of enabling groups to work efficiently and to cooperate. The role of the facilitator is defined in the following manner: "a facilitator is a person who uses knowledge concerning group dynamics and processes in the group in order to formulate required structure, to make interaction effective during meeting and workshop. A facilitator is focused on the process efficiency (dynamic), allowing participants to focus on the content of their joint work."

Thus, we see the facilitator as a person who enables and assists others in the process of discussion of problems regarding some issues, directs the discussion in order for a group to reach solutions.

There are several key steps which need to be borne in mind and are connected to the time period before the meeting, conference and education. It concerns the arrival of the group. A facilitator should greet the participants and present him or herself. A room for work is already ready, chairs are allocated to the number of participants and the size of the premises and if possible in a semi-circle so that participants may look at each other and to communicate directly. This is a possibility to establish a harmonic relationship. Subsequently, there is an **Introduction** (Demonstration of respect) - gathering begins by formal greeting of the group and thanking at the beginning. The Facilitator presents him or herself, explains the purpose of gathering (training, meeting, training, events) and enables participants to present themselves. The time used for the introductory part should be proportional to the time planned for the whole event. If training lasts one day, the introduction lasts up to 20 minutes. If training lasts five days it is certain that the introducing may last up to two hours. **Facilitation** represents a process in which a person that leads it enables participants to come to desirable results, namely to achieve set objectives. The Facilitator does not necessarily have to be an expert on the discussed topic. He or she facilitates knowledge on group processes in order to formulate and sketch out the required structure for interactions between participations during the training, meetings, workshops and round tables. The Facilitator focuses on the efficiency of the process by enabling participants to focus on the content and to possibility to achieve what was planned for the gathering. The facilitator emphasizes that group possesses knowledge and facilitator is there to help. He or she is neutral in relation to the discussed topic and does not give his or her opinion. He or she leaves the group to decide by listening to the participations and leading them to establish joint procedures. It is important that he or she recognizes feelings and ensures that the integrity and dignity of everyone in the group is respected. His or her work is based on the belief that everyone is of equal worth in the group, that everyone has his or her opinion and that everyone is given a chance to express his or her views. He or she starts the discussion with open questions or statements; use of open, interrogative questions, re-directing questions; reformulation; encouragement of the participants and control over the dominant members. The facilitator especially pays attention to the difficult participants and does not question their self-confidence. When progress is made during discussion the summing up is the next step to confirm the achieved results within

the group. Finally, facilitator "pushes" for closing, summing up and leads participants to sum up the discussion. At the end, the facilitator ask questions about the value of what was done and **ends the event** – schedules the next meeting, time and place and the next step. He or she thanks the participants for their role and contribution.

The role of the trainer and facilitator differs. In the manual we speak about the facilitation since it is a component of each interactive training bearing in mind the high degree of participants' involvement. Although in each process a trainer is partly a facilitator, these functions may be clearly separated, namely their roles are constantly changing. We describe the role of facilitator and we may recognize the main differences between the role of the facilitator and the trainer.

The trainer introduces new knowledge, ideas and skills, while the facilitator assists the group to process its own knowledge, ideas and skills. For example, a trainer shall inform participants on all aspects of evaluation (new ideas, information) and in the capacity of a facilitator he or she shall assist in the discussion of new ideas, to express their experiences, to compare different solutions and to jointly solve the problem. The trainer shall lead all steps in order to promote all new knowledge and encourage the learning process; the facilitator works with the intention to use existing knowledge in the group. During the learning process a trainer tests knowledge, manages learning process by asking questions, encourages participants to apply new ideas; the facilitator manages only the process which should lead to outlined objectives and expected outcomes and does not put up new knowledge. For example, speaking about a topic the trainer presents tasks to participants which they can solve in small groups. When representatives of small groups present results he or she encourages mutual exchange, gives feedback information and explains what could have been done differently. The facilitator reformulates statements of the participants in the group and verifies if they all agree on results. The trainer evaluates and analyses activities by evaluating achievements jointly with the group and the facilitator sums up the reached conclusions and formulates conclusions. In both roles participants are encouraged to give their contributions and to be maximally engaged.

Briefly, it may be concluded that each trainer who uses interactive methods in his or her work, who bases his or her training on a high degree of participant's involvement, must have necessary skills of facilitation in order to engage all activities and encourage mutual exchange.

Language of Facilitator

Trainers utilize form for using languages in different phases of transferring knowledge. Firstly we speak about asking questions, reformulation and summing up.

1. Asking questions

- Open questions: *"Can you give an example of passing decisions with consensus?"*
- Questioning: *"Will you explain more about the ways in which a Word document may be sent via email".*

- Directing to another participant: *"Does anyone have any other ideas about phases of team development".*
- Encouraging views of others: *"Does anyone have a different view of this?"*
- Summing up: *"Does anyone want to sum up presented points?"*

2. Reformulation:

- Reformulation starts with:

"You said that the strategic plan may be done for a time period longer than five years. Did I understand well?"

"I believe you said that the employment process requires to bear in mind not only the candidate's experience and degree but informal education. Am I right?"

"I believe that you argue that if the law is not precisely formulated it may lead to a wrong interpretation of statutory provisions. Did I formulate this correctly?"

"Your opinion differs from Mina's since you believe that only a clear balance between theoretical knowledge and practical exercise an individual may master the computer. Did I understand correctly?"

3. Summing up

- Initial phase for summing up:

If I understood well you feel this way about the situation.

It seems that there are different view points in relation to this issue.

It seems that the following have been presented.

I believe we agree on the following: what we want to say is that…

☐ "Difficult" participants

In ideal conditions all members of the group shall participate equally in the discussion. However, this ideal rarely happens in practice. Training participants differ in the following ways: to the extent they participate, their level of interest, previous knowledge, motivation for training, readiness to cooperate, respect of the programme, level of assertiveness, desire to show off. Therefore, we speak about group dynamics which differs with each new group, even when the programme of education, use of methods and level of knowledge of two groups are the same for both. The expression "difficult" is used to denote a member of a group who either does not participate or his or her behaviour is disturbing. The role of the mediator and trainer is to encourage active and equal participation, to keep under control disturbing or controlling behaviour in order to prevent the group to perform task.

In order to perform this task in a satisfactory manner the one who facilitates the training or conducts the training must know ways in which disturbing behaviour may be demonstrated as well as reasons due for which this behaviour occurs and how it is solved. We give certain guidelines for trainers and facilitators in case if they encounter difficult participants:

1. **Bear in mind the aim:**

- Eliminate or reduce behaviour so that is does not impede the group process or to isolate a participant from taking part. Your aim is to have full participation and to use time intended for achieving the set out aim.

2. **Establish a timely diagnosis: give yourself time to think about it**

- Think about a type of problematic behaviour and its cause. Follow group dynamics.

3. **Wait for the answer/reaction**

- When it is identified that one of the participants disturbs the process do not react immediately. Give time to a person to change his or her behaviour. Give time to a group to control its behaviour. The majority of people are attending the seminar because they want to and want to use the time and they will try to react. Everything is fine as long as the group maintains order by inviting a troublemaker to cooperate without insults and aggressive behaviour. Make sure that a group is not rough and discriminating. You want to hold a group together and to achieve what was planned.

4. **Take care about everyone in the group**

- Each person has his or her needs and these should be respected. Try to behave with all participants in accordance with their needs. Maintain self-respect of a troublemaker by reacting cautiously and appropriately.

5. **Undertake appropriate action and continue to ensure group dynamics:**

- Approach the problem calmly. Choose the best possible alternative in order to reduce disturbance and at the same time maintain self-respect of all participants in the group. Only in this manner will you maintain a group's attention. Otherwise, you may turn the group against you.

More advice for working with a group

The main message of this chapter may be the following: be natural; make every participant engaged all the time and have fun. However, there are thousands of small pieces of advice for working with a group – some of them come after years of practice and they are your personal advice. Here are some useful suggestions – try to accept one at the time.

- Stand in front of the group, especially at the beginning of the session. It is important that you look relaxed but at the same time to be direct and self-confident.
- Pay attention at the body language of participants – if anyone yawns go ahead, make a break and change the rhythm;
- Maintain eye contact with everyone in the group while you speak. Do not look as if you favour certain participants.

- Move around the room without troubling the group. Do not move quickly and speak to the group from a place where they can see you well.
- Let participants think themselves, to make their conclusions – do not tell them what they can tell to you.
- Difficult questions – before you answer anything, say the following: "this is a very interesting question." Say that you will come back to that after the break and then present the question to the whole group and say that you will find answer for next class.
- Avoid reading out loud from a flipchart or from a projector – a participant can do that themselves – your task is to clarify the problem and to practice orations.
- Respect time, unless otherwise agreed.
- Ensure that all groups or individuals have same share, the same time for presentation, the same feedback.
- Be composed – if a group or an individual know that you can get confused they will constantly target your weak points;
- Summarise the main points, formulate what you receive from participants, lead discussion in desirable direction, exchange ideas, ask questions and be challenging, use participants' words – be a role model; treat them as you would like to be treated.
- Give precise guidelines (write them down) and verify if they all understood them.
- Reformulate by repeating statements in your own words. You can verify if you understood participants and eventually redefine their statements.
- Summarise discussion. Check if all participants understood it and lead the discussion in a desirable direction. See if there are disagreements and list conclusions.
- Strengthen statements by using your own relevant experience. You may say: "it reminded me at something that happened last year".
- Verify if small groups or couples of individuals do the exercise correctly.
- Do not act as an expert or a professor – as you are above them your failure will be more difficult for you.
- Maintain contact with the group – you have to sense when there is an undesirable situation and how to solve it.
- You are responsible for solving conflicts and improper 'showing off' by individuals – if necessary, give a break and ask those individuals. Remember you have the authority to ask the aforementioned to go out and leave the seminar.
- The participation of individuals may be controlled by thanking them, encouraging them or discouraging certain individuals, by pronouncing their names or communicating with them in non-verbal manner (turn to other person) and ask them if anyone has to add something. Always show that you are listening to them.

... and remember the important message of unknown author: **"Maybe they will forget what you thought them, but they will never forget how you treated them".**

■ Feedback **Information**

☐ **Introduction**

A specific form of interpersonal communication is "feedback information". It is very important for successful communication. Here we shall deal with the feedback information in the function of training.

Feedback is **a reaction** to given information or behaviour and this is why it is called feedback. It shows how we understood another person and her or his behaviour and what we think about it. It is a mechanism for giving information to a person (or a group) on how the behaviour of that person influences us.

During the training participants have a negative reaction to criticism concerning their behaviour or performance. Thus, the capabilities of giving constructive feedback as well as encouragement of self-reflection are key skills in the learning process. Feedback is not a criticism but also a suggestion and assistance in learning. When we do something we need to know what we did right and how we can be better. If the trainer does not say to participants what they do right they will not be able to recognise quality and repeat what was good. Many adults confront the problem of recognising something that it is not well done, to notice when they made mistakes or when they need to act differently. Very often they hide behind defensive statements and behaviours, avoid confronting with past experience and non-understanding and in that way they block their own progress. As a trainer you will be always in a position to lead participants to self-reflection and to give feedback information on the spot. At the same time, participants, with their comments, reactions, suggestions, answers or in other way will give a feedback information about what they understood; how your behaviour influences them, whether they acquired new knowledge and skills and to what extent they are satisfied with a trainer. The purpose of a feedback is to learn, to change things if necessary and to think about different issues, to exchange experiences, to discuss. Constructive feedback increases self-confidence, offers options and selection and encourages personal development. Its role in the learning process is significant in many ways. It raises self-conscience, enables a better insight for a trainer and participant into how the others perceived them; what is their impact on others; it is a sign that it is time to make changes; it encourages, motivates and enables a good communication and encourages thinking.

Feedback information may be given carefully and skilfully, otherwise it is not useful and it may become destructive. Instead of giving useful information to a receiver and an option how to use it, it creates a negative feeling with the recipient and he or she does not get anything or very little to be relied on in his or her future work.

☐ Types of feedback information

We very often give and receive feedback information. Sometimes they are given consciously (by nodding) and sometimes unconsciously (yawning, looking through the window). Feedback information may be expressed spontaneously (bravo, thank you, applaud) but also intentionally ("Yes, this was very beneficial", "Thanks to this I learned greatly about…"). Very often feedback information is expressed verbally (we pronounce a sentence) or in another way – for example when we applaud, or when we lean towards someone since we are interested in what a person said. All these ways may be combined such as when we confirm verbally with the speaker but nod at the same time.

As we already emphasised, the purpose of giving feedback information is primarily to emphasise what is good and what may be changed in a colleague's work, additional clarification of parts that were not well done or misunderstood, correcting mistakes, encouragement for future learning and application of acquired knowledge. In this process it is important that a person feels that she received something, that feedback information was beneficial and what needs to be changed.

☐ Guidelines for giving feedback information:

- Feedback information must be well prepared and planned;
- In preparing and formulating feedback information a person must be very cautious and objective to a great extent;
- It is given directly after the event that preceded it, since the memory is fresh as well as feeling connected to the event. (Except in exceptional circumstances when we estimate that a person is not emotionally ready for it). In that case giving of feedback may be moved for some later date.
- Feedback information begins with positive statements and continues with what needs to be changed. The positive part enables the possibility for a person to hear you.
- It is given only in relation to things that may be changed by that person. You may not give feedback information on someone's height or tone of voice. No-one can influence that.
- A limited amount of information is given, formulated in a way that information is brief and precise.
- When you have to move from positive statements to feedback information on what needs to be changed use conjunctions "and" instead "but", "however", "although", "only";

- Formulation of feedback information should be specific, concrete and determined in order for a person to know what her or his strengths and weaknesses are and what he or she needs to change. Comments as "you were great", "you were bad", do not help the learning process since a person does not know what was good or bad.
- Feedback information always refers to behaviour and not to a person. This means that a sentence should not state "you were bad" or "you were great" but "your pronunciation was great", "the structure of your lecture was great", "it would be very good to use more examples in your lectures". It is a way to help people to have self-insight and to think. You offer them ideas and suggestions; they will choose what they will change in future;
- You should always give your personal view and not the general opinion;
- Always check if the person understood you;
- If possible follow the effect of feedback information;

Self-reflection is a key component of feedback information which tends to encourage learning. By asking your students to critically estimate their work you in fact indicate their learning responsibilities. The same applies to you as a lecturer which means that you have to critically evaluate your work and see when you performed well and when there is room for improvement. However, many adults have problems in identifying, accepting and recognising in public that their work needs to be improved. Although, well given feedback information is useful sometimes it may happen that a person to whom this information is addressed reacts badly. In that case it is important that you preserve your peace. What are your options? When a person objects to the comments listen to that person, be open for additional information and be ready to change your opinion, if there are grounds for that. Give that person time to think about your comments and your arguments. When someone loses patience listen to him or her without discussion, continue discussion when that person calms down. A trainer should take care of participants who are not loud and do not engage and who seem passive and do not react. Give them a chance to say what they have to say, encourage them by asking open questions.

Upon completion of the training, critically evaluate your performance, talk to a colleague, exchange information about your work in the team and verify if you gave your best (and if you received the feedback information which supports that) so that participants go home with new knowledge and skills. A person that is not able to do a self-evaluation in this way or to receive information from a colleague or a participant should not do this job.

■ Evaluation of the **Training Results**

□ Introduction

Evaluation of the training results is a component of the training and an important development element. It is important in order to receive information about the extent to which the aims were fulfilled (aims that were set out during the planning of the training). It enables to identify where the improvements or changes are necessary and how the training may be more efficient. The evaluation of training results may be considered as the component of the training. Setting of aims and establishment of methods for measuring results must be a main part of planning the training.

Most trainers use the model developed by Donald Kirkpatrick (1994). The model outlines four level of evaluation of training results:

1. Evaluation of reactions – how participants react to training. The current satisfaction of participants is measured at this level.

2. Evaluation of knowledge and skills acquired by participant or improved by participant at the training (Kirkpatrick suggests testing the participants before and after the training).

3. Evaluation of behaviour – how to apply acquired knowledge in work. According to Kirkpatrick ideally an evaluation should be done before the training and some time after the training.

4. Evaluation of results – What is the influence of results on the organisation? It concerns training benefits in relation to expenses. This is hard to determine as the exclusive result of the training. Very often Kirkpatrick words are quoted: "Be satisfied with what is obvious since the proofs are often impossible to get".

In relation to this it should be mentioned that the evaluation of results should be done during the training, at the end of the training and some time after the training (after a month) when a participant comes back to work and has a chance to apply the acquired knowledge.

Evaluation may be done on all mentioned levels. In Kirkpatrick's model it is easier to start with the first level and go to the fourth with all the difficulties of clear identification of changes exclusively based on knowledge acquired at the training.

□ How to evaluate (evaluation means)

There are numerous and diverse methods for evaluating course / training:
- Questionnaire;
- Telephone interview;

- Group discussions;
- Encourage participants to interview each other;
- "Passing the baton": entails that a person says what he learns he passes the baton to the next person and so on.
- Sketches on "what is in my bag";
- Wall papers – each participants puts post-its on two flipchart papers with titles: "What I liked the most on this training" and " What needs to be improved on this training …
- Participants with their bodies indicate how they feel about the training;
- Drawing with the objects put on the line – participants cross each object along the line and thus show whether their learning needs were met fully or partially
- Exchange of gifts (on a piece of paper) where each participant writes on the piece of paper what he or she learned and what can be useful for others. Those papers are then folded and put in the hat. Members of the group draw papers out of a hat and discuss how this gift (piece of paper) may be applied in their learning environment.
- Sketches that present how participants feel about the context, content and learning process during the training;
- Use "current situation" when participants express their feelings about the training;
- "Game of consequences" in which each participant writes what he or she learned and then gives the paper to the next participant. Each participant gives his or her suggestions on how she or he can use acquired knowledge. These lists (papers) are returned to the first participant who reads them out loud as the issue for discussion;
- Diaries – participants fill in their diaries with information and facts they gained ….
- Action planning.

Example of the evaluation questionnaire:

Evaluation questionnaire for the seminar

Title of the seminar: _____

Date of the session: _____ Venue: _____

With your comments, answers and suggestions please evaluate and contribute to the improvement of our future work.

1. **Are the seminar's objectives fulfilled?** ☐ Fully

☐ Partially

☐ Not achieved

Your comment:

_____

_____

_____

2. **Are there any aims that were not achieved and, if so, which?**

3. **During the seminar we examined the following topics:**

☐ Topic 1   ☐ Topic 2   ☐ Topic 3

☐ Topic 4   ☐ Topic 5

In which way the aforementioned topics may be improved?

_____

_____

_____

4. **The work of trainers was:**

☐ excellent   ☐ very good   ☐ good   ☐ not satisfactory

Your comment:

_____

_____

_____

5. **What should be improved in the work of a trainer?**

_____

_____

_____

6. **What did you like the best at the seminar?**

_____

_____

_____

7. **What did you like the least at the seminar?**

_____

_____

_____

8. **Your suggestions or comments regarding any training aspect:**

_____

_____

_____

Thank you for filling in the form!

Evaluation assists the trainer and a person who is trained!

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