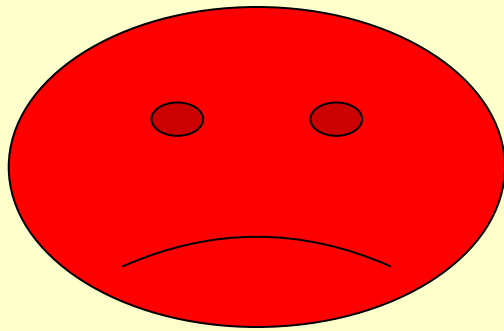


COURSE METHODOLOGY

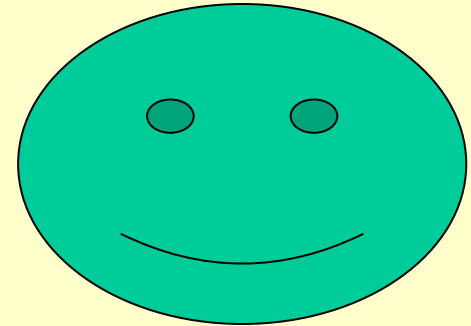
- **SKILL BASED**
- **MICRO PRACTICE SESSIONS**
- **GROUP/ INDIVIDUAL WORK**
- **PARTICIPATIVE**
- **HANDOUTS**
- **GIVING & RECEIVING FEEDBACK**
- **CHECKLISTS, FEEDBACK FORM -
DELIVERY**
- **FILMS**

WHEN TRAINING ?





BEHAVIOUR



BEHAVIOUR

'The systematic development of the attitude/
knowledge/skill behaviour pattern is essentially
required by an individual to perform adequately a
given task or job.'

DEFINITION OF `LEARNING'

- ◆ **`Get knowledge or skill, ability to - by study, experience or being taught'**
- ◆ **`Commit to memory'**
- ◆ **`Become aware of information, or ... from observation'**
- ◆ **`Receive instruction ..., become informed'**

Oxford English Dictionary

DEFINITION OF `TRAINING'

- **`A planned process**
- **to modify attitude, knowledge or skill**
- **through learning experience**
- **to achieve effective performance**
- **in an activity or range of activities**
- **to satisfy ... needs of organization'**

BEHAVIOUR

Knowledge

knowing what and how to do it

- facts, procedures
- standards
- working environment

Skills

having the ability to do it

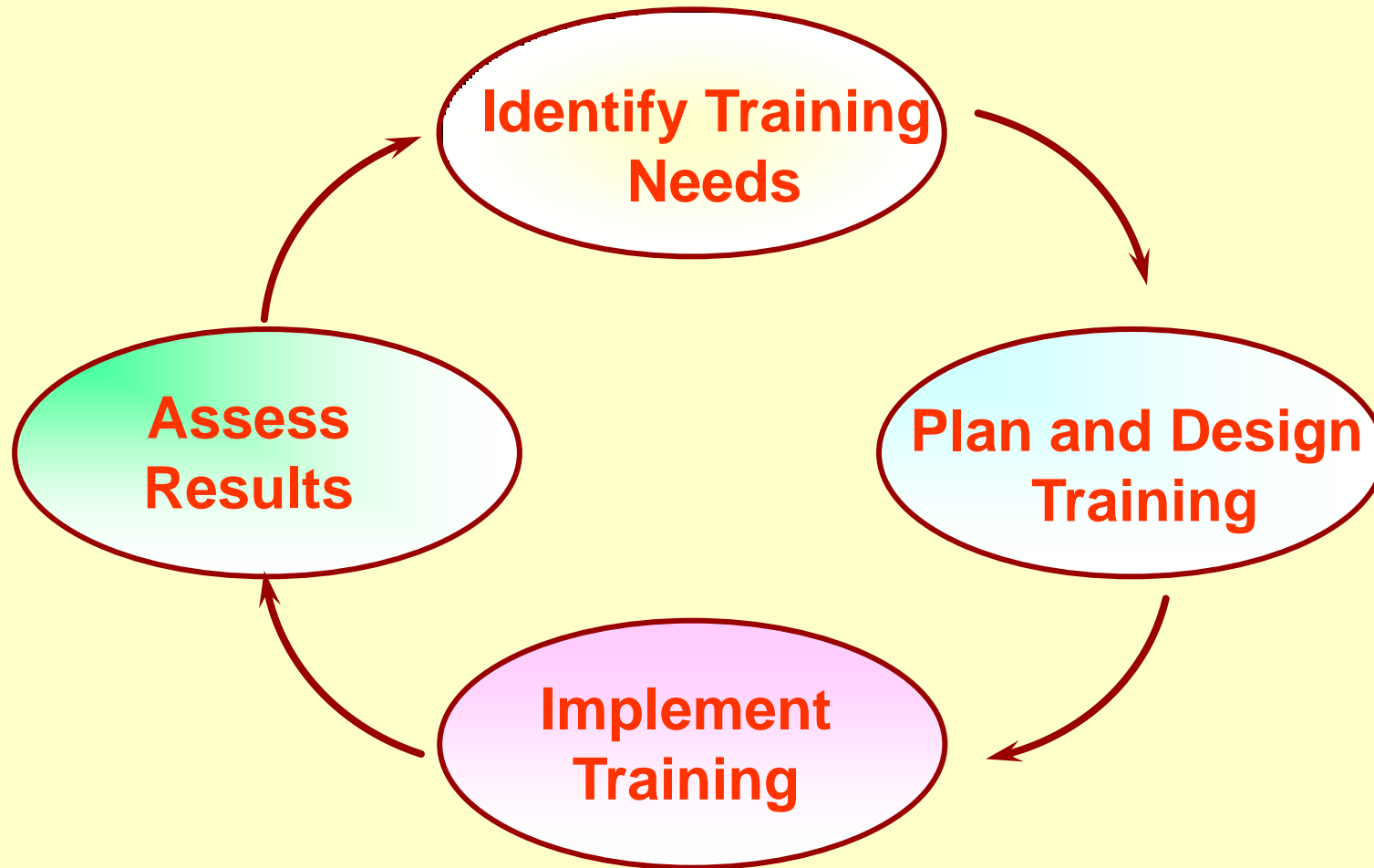
- physical
- interpersonal, social
- intellectual

Attitude

being prepared to do it

- to people, quality, safety
- willingness to change

Systematic Approach to Training





SAT - STEPS

I - IDENTIFY

N - NEED

D - DESIGN

I - IMPLEMENT

A - ASSESS

39 23 47 18 36 24 45 30 7 11

W

77	27	47	18	36	24	45	30	7	11

O

" I like to learn, but hate to be taught"

Winston Churchill

" I never teach my pupils. I only attempt to provide the conditions in which they can learn"

Albert Einstein



A Trainer Centered Approach



A Trainee Centered Approach

DIRECT TRAINER SKILLS

Duties include :

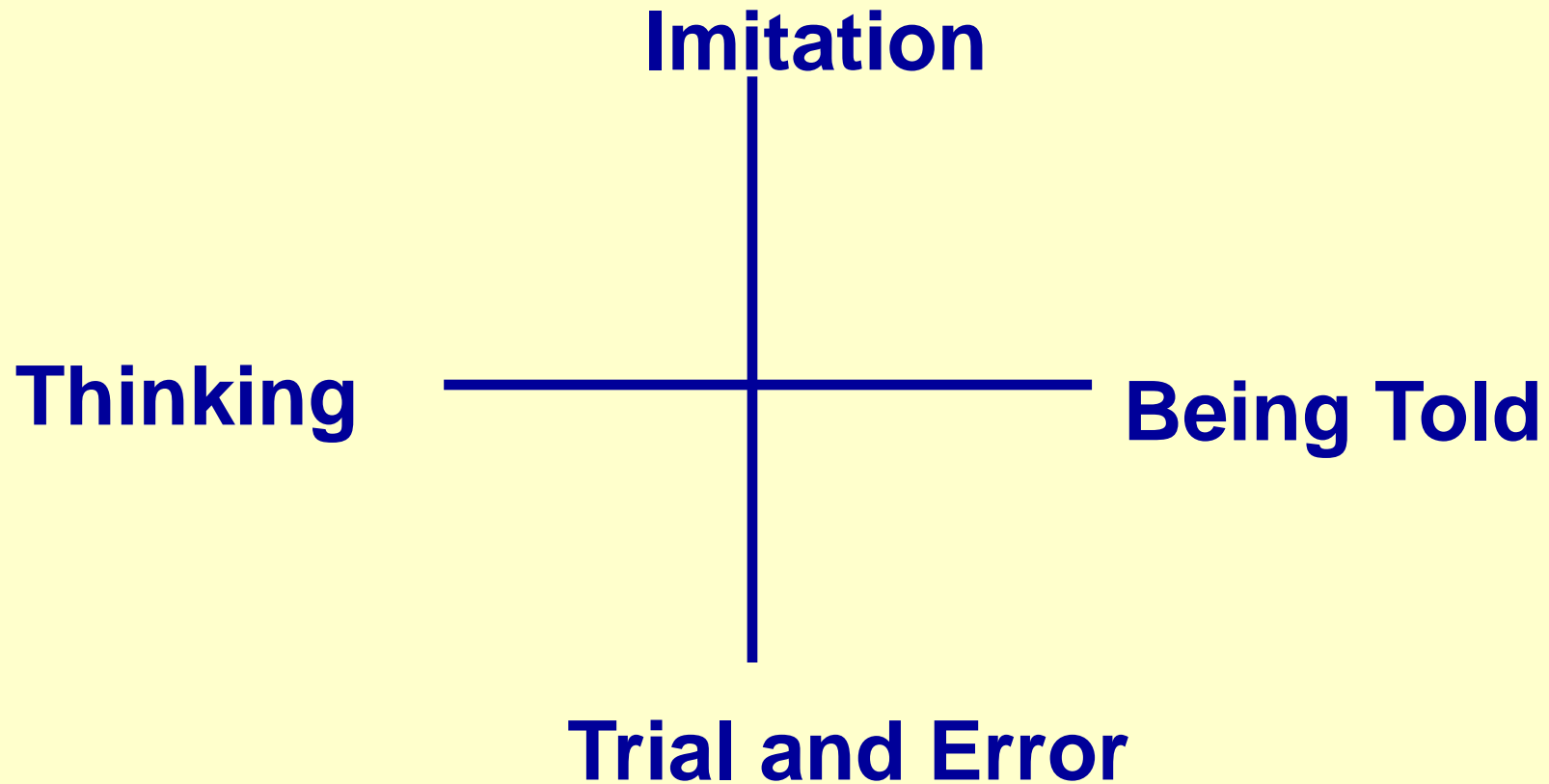
- **Planning training sessions**
- **Coaching individual trainees**
- **Giving feedback**
- **Preparing and using visual aids**
- **Giving lectures**
- **Leading discussions**
- **Using group exercises**

FOUR WAYS OF LEARNING

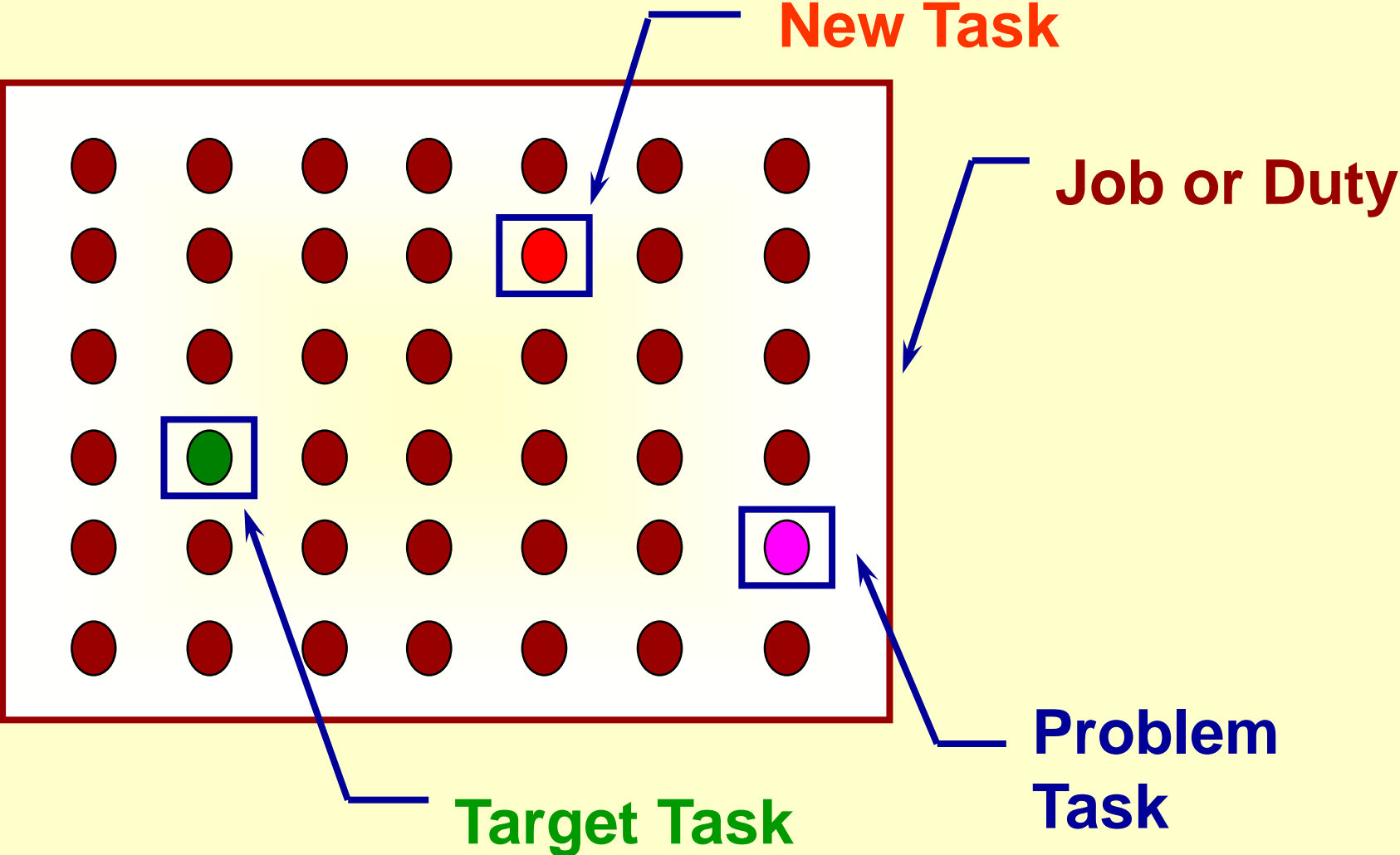
There are at least four ways in producing relatively permanent alternations in how we do things:

- Being Told**
- Imitation**
- Trial and Error**
- Thinking**

Four Ways of Learning



JOB AND TASK



**PRODUCTIVE
TASK**

**REPRODUCTIVE
TASK**



**Reproductive
Tasks**

**where there is one, clearly
defined procedure or method**

**Productive
Tasks**

**where there are alternative
ways of doing the task, or
where creativity is encouraged**

Four Ways of Learning

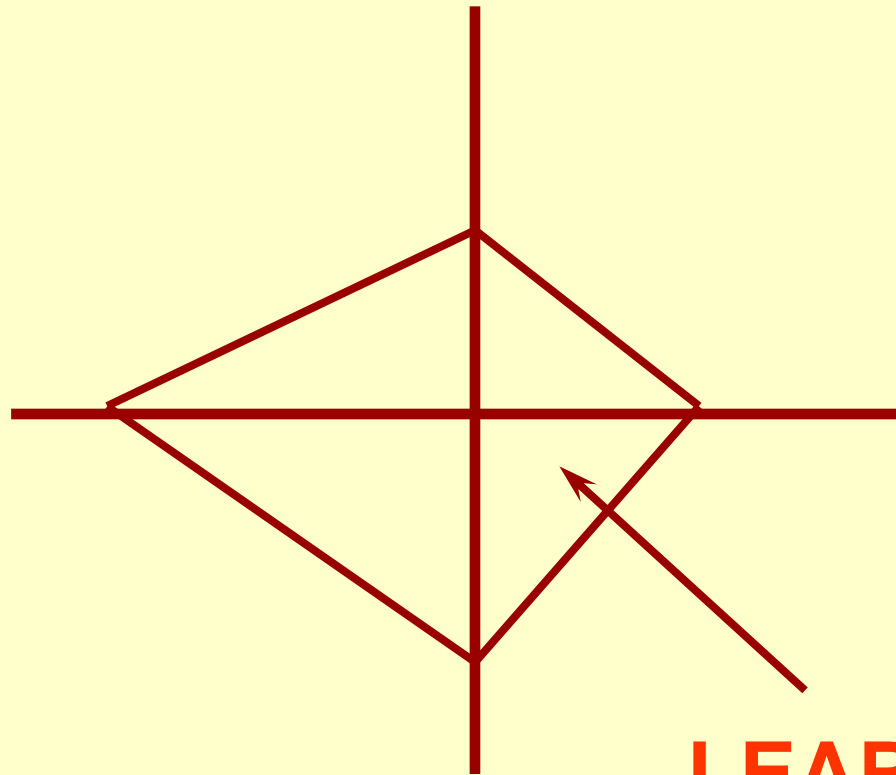
Imitation

Thinking

Being Told

Trial and Error

LEARNING EVENT



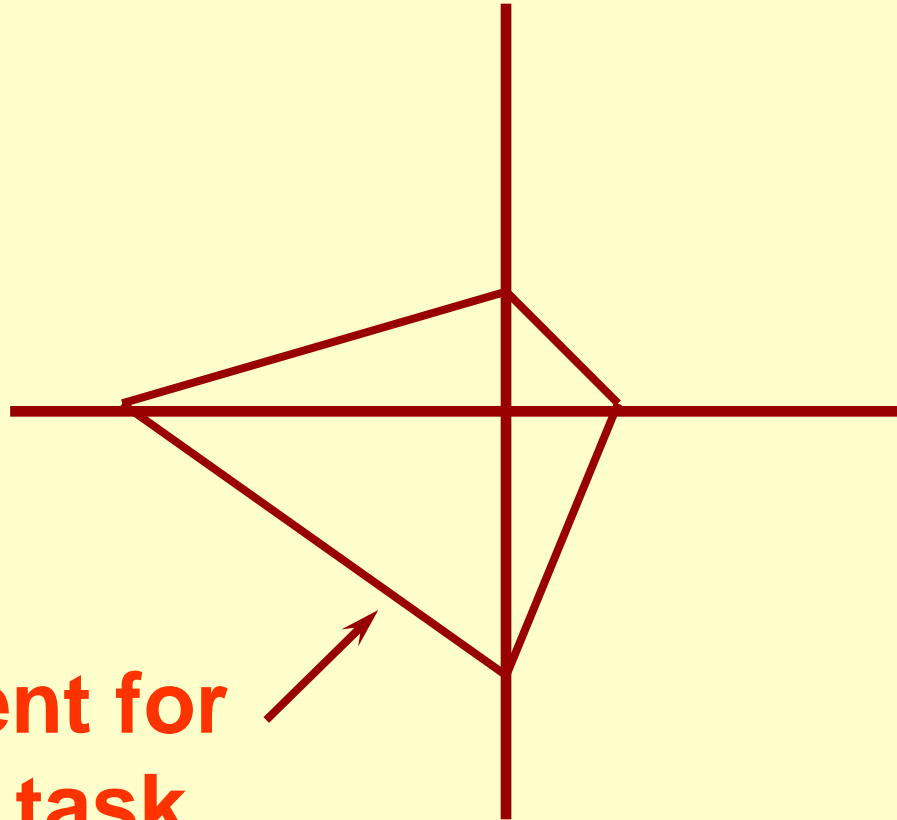
Imitation

Thinking

Being Told

**Learning event for
a productive task**

Trial and Error



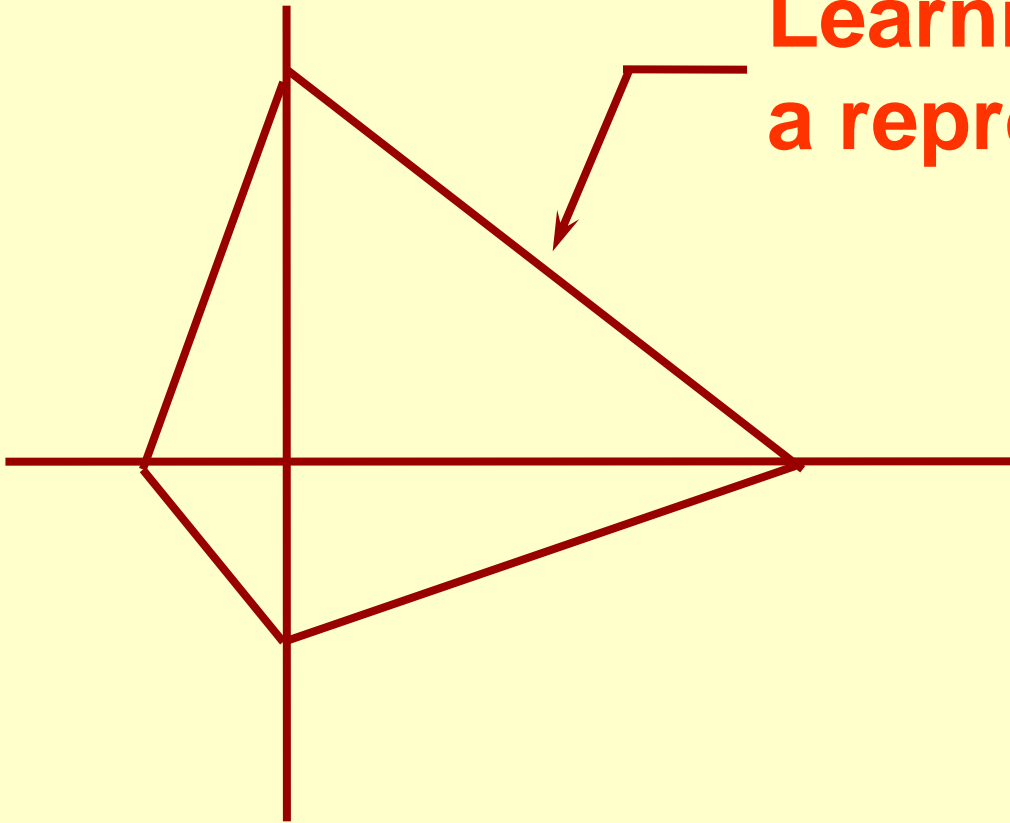
Imitation

**Learning event for
a reproductive task**

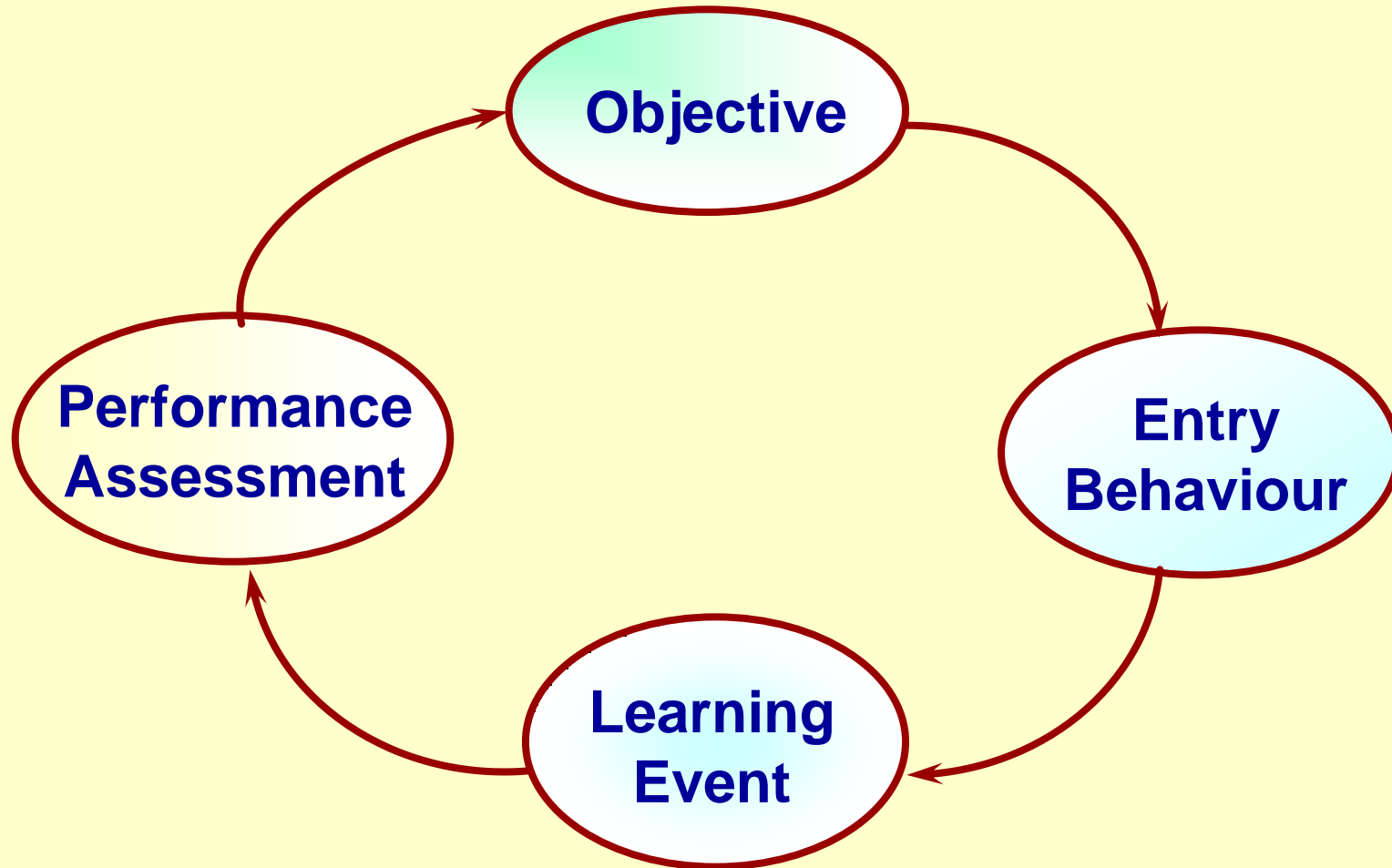
Thinking

Being Told

Trial and Error



The Learning Unit



FOUR STAGES OF A LEARNING UNIT

OBJECTIVE

States what a learner will be able to do at the end of the unit.

ENTRY BEHAVIOUR

Takes account of a learner's knowledge, skills, attitude, experience, learning style etc.

LEARNING EVENT

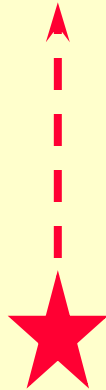
Creates a suitable opportunity for the learner to achieve the objective

ASSESSMENT

Determines whether the objective has been achieved

COACHING

Trainer



Trainee

Advantages

- one-to-one relationship
- both 'skill' and 'knowledge'
- very adaptive
- good feedback
- real situation

Disadvantages

- expensive
- depends on trainer
- small number of trainees
- working environment

STEPS IN COACHING

E - **EXPLAIN**

D - **DEMONSTRATE**

I - **IMITATE**

P - **PRACTICE**

A - **ASSESS**

PREPARATION FOR COACHING A SKILL

- Consider**
 - learner behaviour
 - facilities available
 - time constraints
 - possible learning outcomes
 - analysis of the task
- Decide**
 - objectives
 - stages
 - performance assessment
- Plan**
 - demonstration
 - involvement of learner
 - guided practice
 - performance
 - assessment
 - timing

THE LEARNING UNIT AND COACHING

Objective	What do you expect your learner to be able to DO at the end of the coaching session?
Learner	Willingness to learn? Current expertise of learner?
Learning Event	Equipment and materials available Timing Demonstration Practice Demanding from learner Encourage performance
Assessment	Observe learner performance Q & A during session.

**POSITIVE
OPINION**

**POSITIVE
FACTS**

**NEGATIVE
OPINION**

**NEGATIVE
FACTS**

RECEIVING FEEDBACK

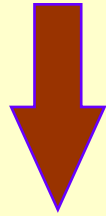
- **be positive to the feedback - value the help given**
- **listen - don't react**
- **try to see it from the giver's point of view**
- **clarify and check your understanding**
- **compare with feedback from others**
- **ask for detail not given**
- **explore options**
- **decide action you will take**

FEEDBACK : SALIENT FEATURES

- ➡ **PURPOSE : TO HELP THE RECEIVER (LEARNER) TO IMPROVE**
- ➡ **EFFECTIVE FEEDBACK MUST BE**
 - **SUPPORTIVE**
 - **CONSTRUCTIVE**
 - **UNDERSTANDABLE**
 - **WELL-TIMED**
- ➡ **REQUIRES TRUST**
- ➡ **NOT UNCOMFORTABLE & THREATENING**

LECTURE

Trainer



Trainees

Advantages

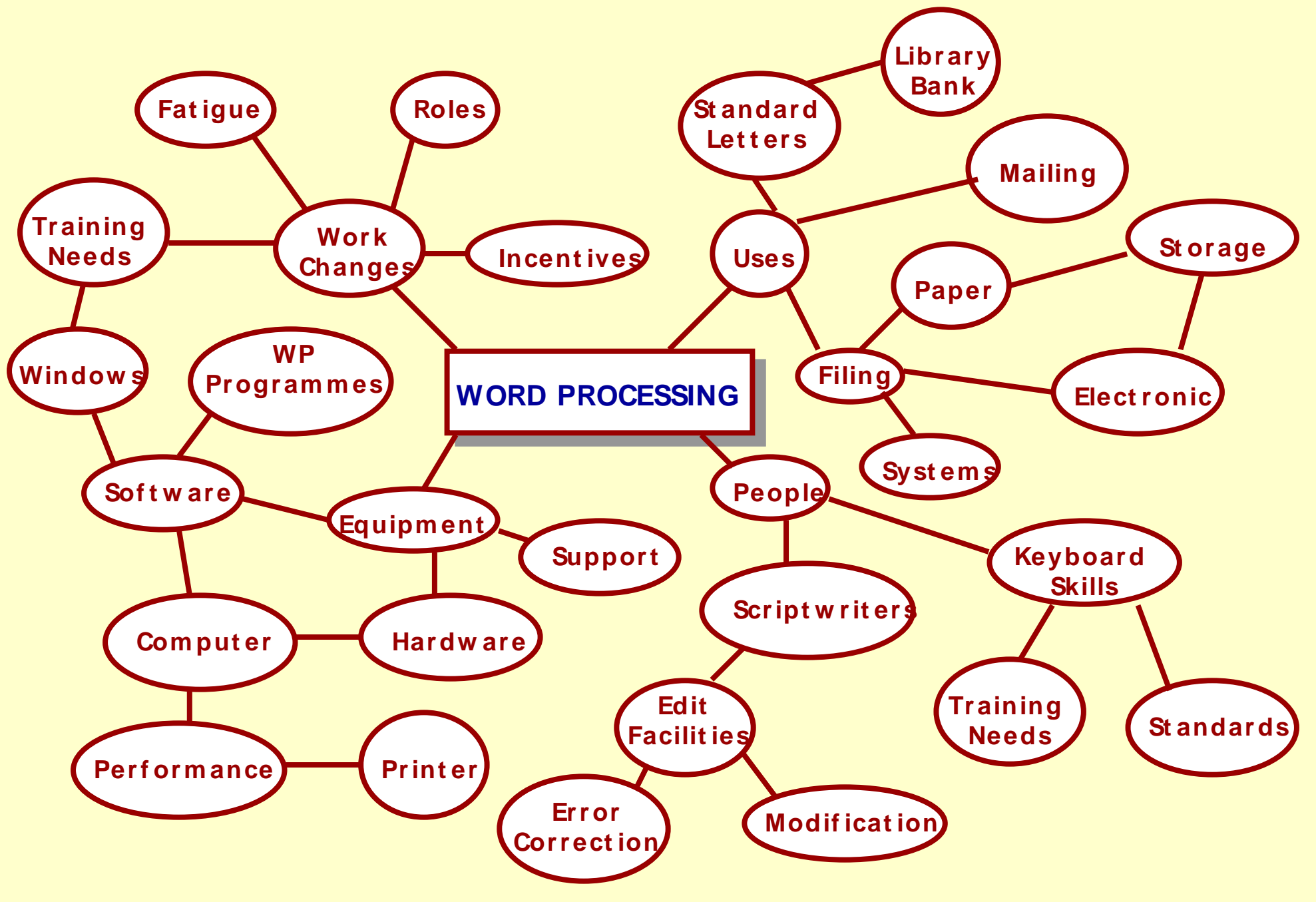
- knowledge input
- useful for special occasions
- can cater for a large number
- relatively cheap

Disadvantages

- poor trainee participation
- poor retention
- lack of feedback
- limited to knowledge
- relies on good presentation
- trainer centred

**"BEFORE THEY GET UP THEY DO NOT
KNOW WHAT THEY ARE GOING TO SAY;
WHEN THEY ARE SPEAKING, THEY DO
NOT KNOW WHAT THEY ARE SAYING;
AND WHEN THEY SIT DOWN THEY DO
NOT KNOW WHAT THEY HAVE SAID."**

Sir Winston Churchill



OBJECTIVE

At the end of this learning unit learners will be able to ...

know

understand

appreciate

working knowledge

be aware of

identify

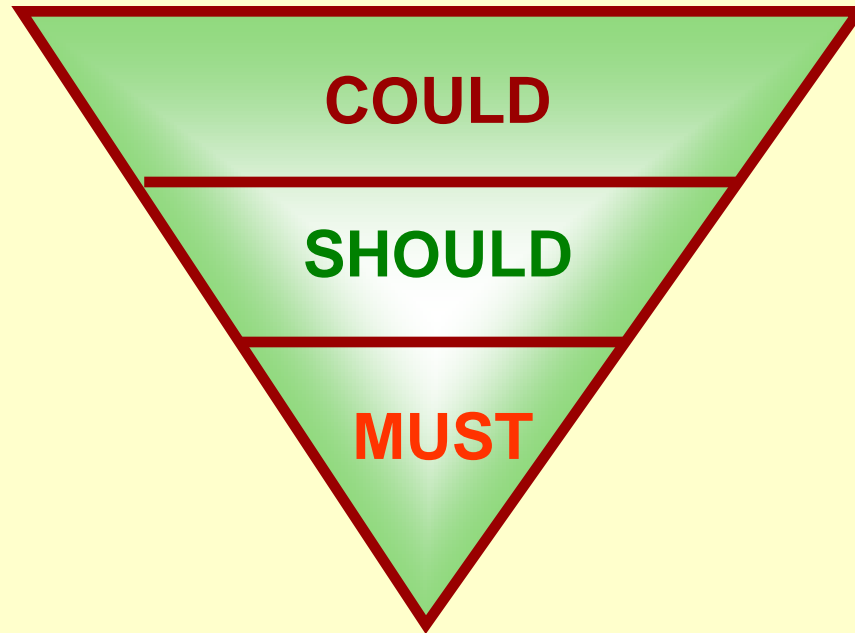
describe

state

explain

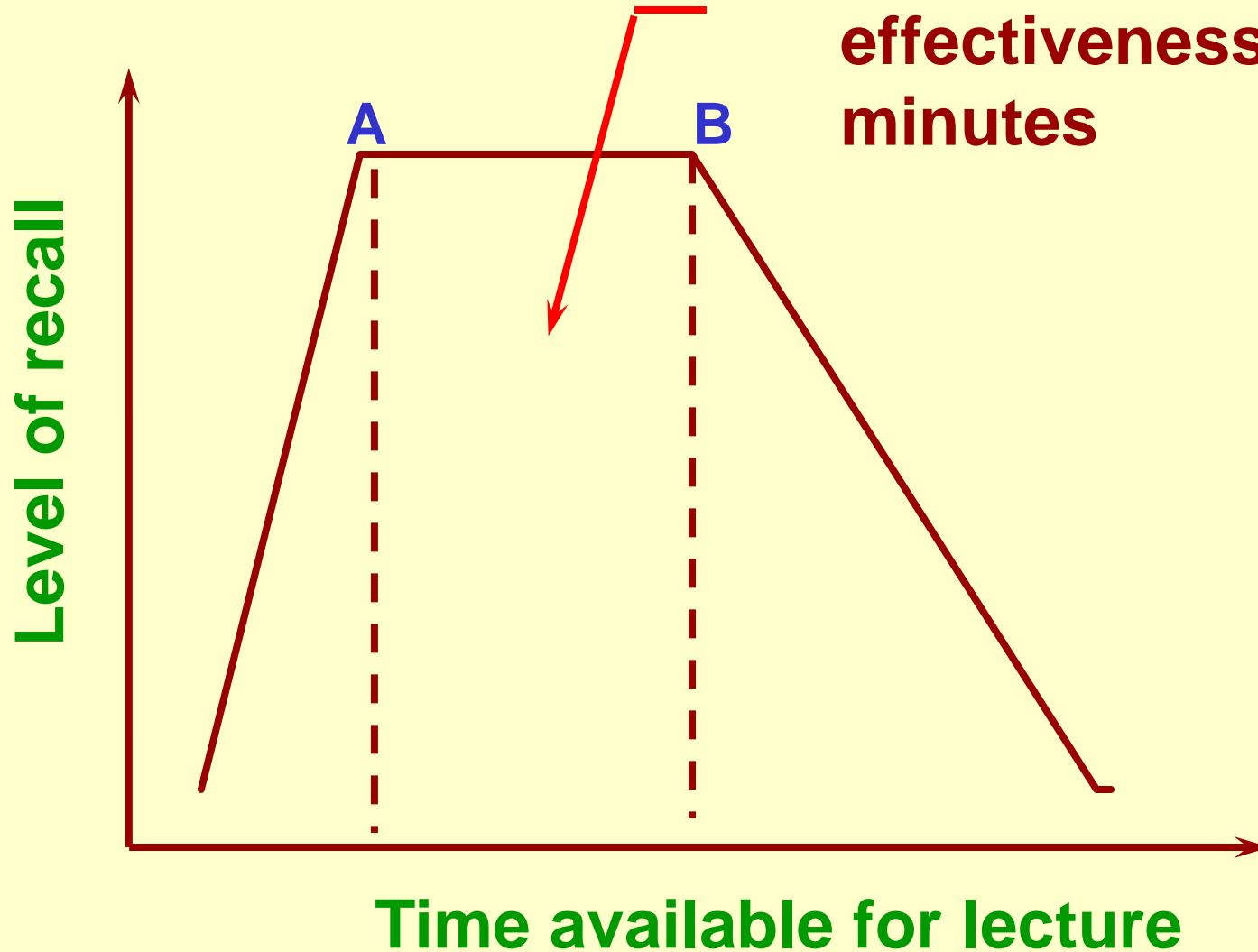
repair

Deciding Content



OBJECTIVE

ATTENTION SPAN



Period of maximum effectiveness - 20/30 minutes

STRUCTURING THE CONTENT

BEGINNING

- Where a trainee is prepared for instruction

MIDDLE

- where instruction is carried out and a trainee learns

END

- where instruction is consolidated and objective achieved.

INTRODUCTION

Interest - arouse the trainee's interest in learning

Need - explain the need for learning

Title - state the title, subject, purpose or aim

Range - state how far, how deep, what aids

Objective - observable, achievable, testable.

INTRO

STRUCTURING INFORMATION

INTRODUCTION

MAJOR POINT

MAJOR POINT

MAJOR POINT

DETAILS

DETAILS

DETAILS

DETAILS

DETAILS

DETAILS

SUMMARY

C - **CONTENT**

O - **ORDER**

V - **VISUAL**

E - **EYE CONTACT**

R - **REINFORCE**

CONSOLIDATE LEARNING

S - **SUMMARY**

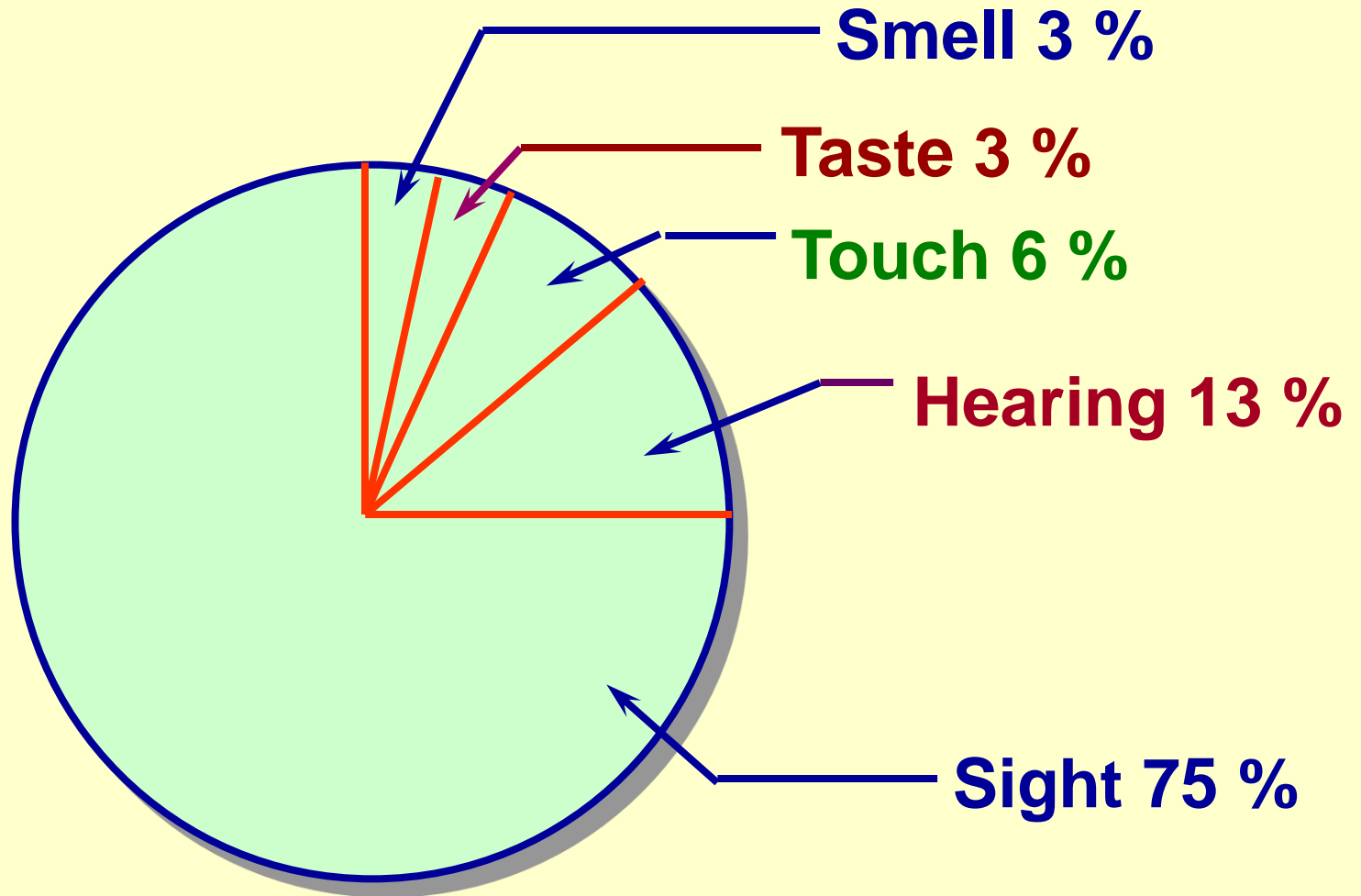
L - **LINK**

A - **ASK QUESTIONS**

T - **TEST UNDERSTANDING**

E - **EXTEND LEARNING**

POWER OF THE SENSES



WE REMEMBER :

10 % of what we read

20 % of what we hear

30 % of what we see

50 % of what we see and hear

PURPOSE OF VISUAL AIDS

- **To help learning**
- **To clarify and simplify**
- **To help maintain interest**
- **To help emphasize key points**

AVOID

- **Talking to them**
- **Reading them word by word**
- **Waving pointer**
- **Putting too many words on visual**

MANPOWER

- Is there an organisation chart?**
- In there a full establishment?**
- Are there sufficient staff?**
- What is the age distribution?**
- Who is due for retirement?**
- Is there a management register?**
- What are conditions of service like?**
- Is staff turnover high/low/average?**
- Is recruitment a problem?**
- Are new staff of the right calibre?**
- What training is given?**
- Is there an appraisal system?**
- Is accident rate high/low/average?**
- Are there many grievances?**
- Do staff know scope of their job?**
- Is there a staff development plan?**
- Is there a cover plan for key jobs?**
- Any changes that will affect manpower?**



**THE
POLITICIAN'S
PRAYER**

***Lord, make my words at all times sweet
and smooth and palatable : for the day
may come when I shall have to eat them.***

LECTURE : STAGES IN PREPARATION

- I. OBJECTIVES (DRAFT)**
- II. SELECT (PRIORITISE CONTENTS)**
- III. STRUCTURE (SEQUENCE CONTENTS)**
- IV. OBJECTIVES (FINALISE, REVISE, IF NECESSARY)**
- V. PREPARE VISUAL AIDS**
- VI. PREPARE SESSION PLAN / LECTURE NOTES**

The Learning Unit and Lecture

Objective What do you want your learners to be able to DO at the end of your lecture?

Learners Used to lectures?
Interest in topic?
Range of experience?
Your relationship with learners?

Learning Event Structuring the topic
Visual aids
Timings

Assessment Tests
Question and answer
Opinion

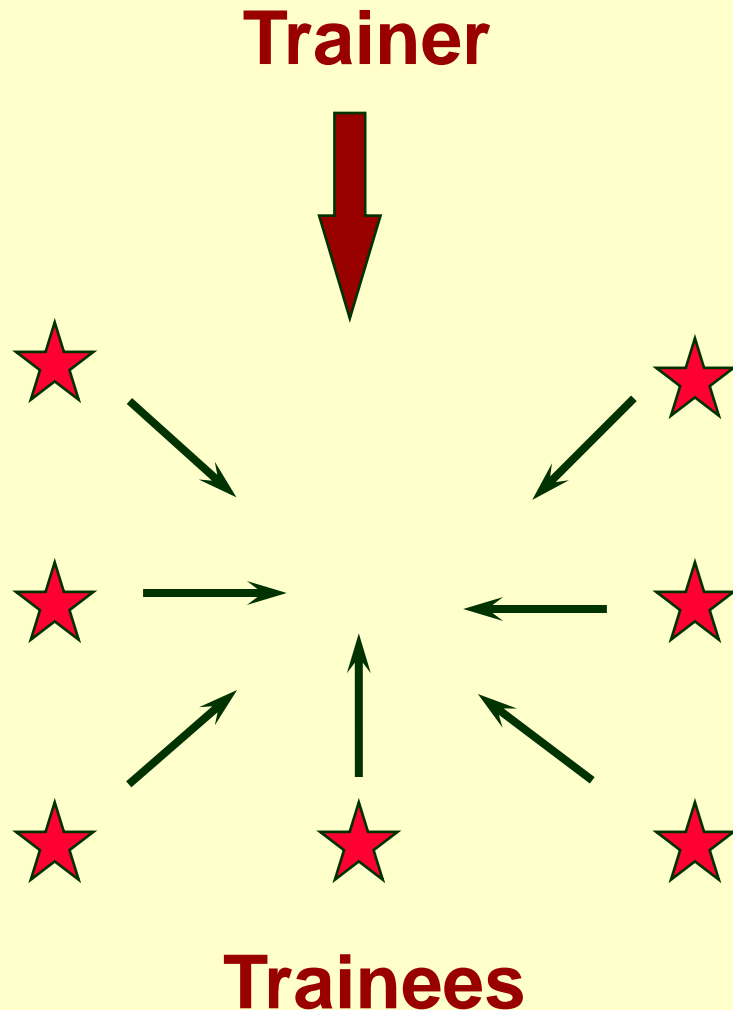
POWER OF THINKING

We can think a lot faster than we can talk.

The average person can speak at about 200 words per minute.

Tests show we can think at 600 words per minute.

DISCUSSION



Advantages

- trainee centred
- high trainee activity
- opportunity to exchange ideas, information and opinions
- good for problem solving

Disadvantages

- depends on entry behaviour
- time consuming
- requires good control
- not suited to new learning

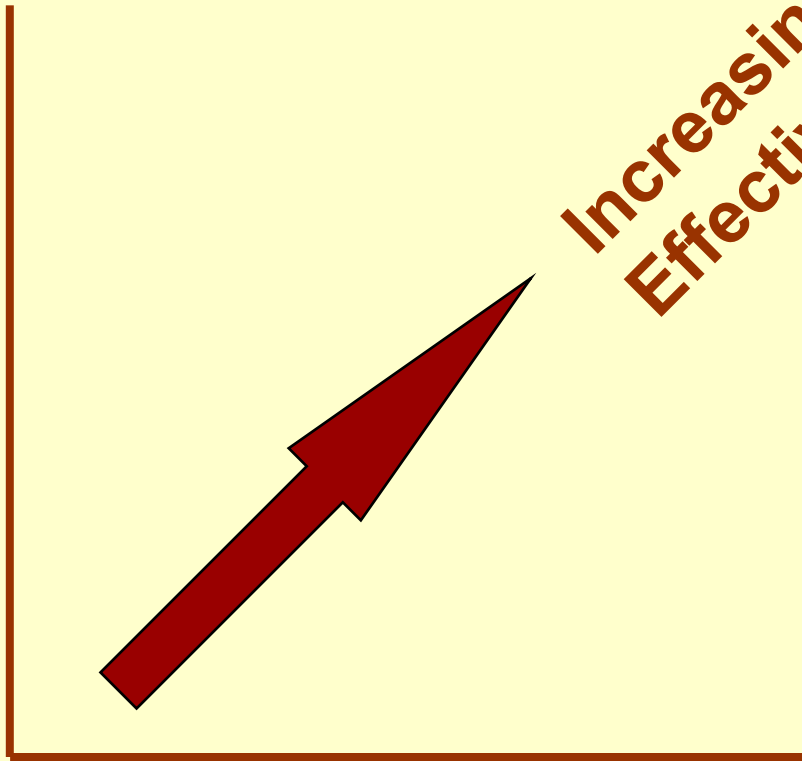
PURPOSE OF GROUP EXERCISES

- **leadership**
- **communication**
- **negotiation**
- **decision making**
- **problem solving**
- **team building**

TWO FACTORS INFLUENCING A DISCUSSION

**Group
Behaviour**

r



**Increasing
Effectiveness**

**Quality of
Questions**

INSTRUCTOR

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upper figure = **number of right answers**
lower figure = **number of wrong answers**

QUESTIONS

HIGH ORDER

Stimulate thinking

Build on existing knowledge

Apply ideas to new situations

LOW ORDER

Recall of information

Right or wrong answers

Known or existing situations

KEY QUESTIONS

- **High order**
- **Prepared in advance**
- **Open**
- **Stimulate contributions**
- **Non-threatening**
- **Relevant to learning needs**
- **Related to entry behaviour**

**"The Sunday edition of a big newspaper
printed in one million copies consumes
a hundred acres of forest"**

'No Limits to Learning'

A Report to the Club of Rome

INTRODUCTION



**KEY
QUESTION**



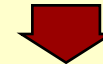
DISCUSSION



**KEY
QUESTION**



**KEY
QUESTION**



**KEY
QUESTION**



DISCUSSION

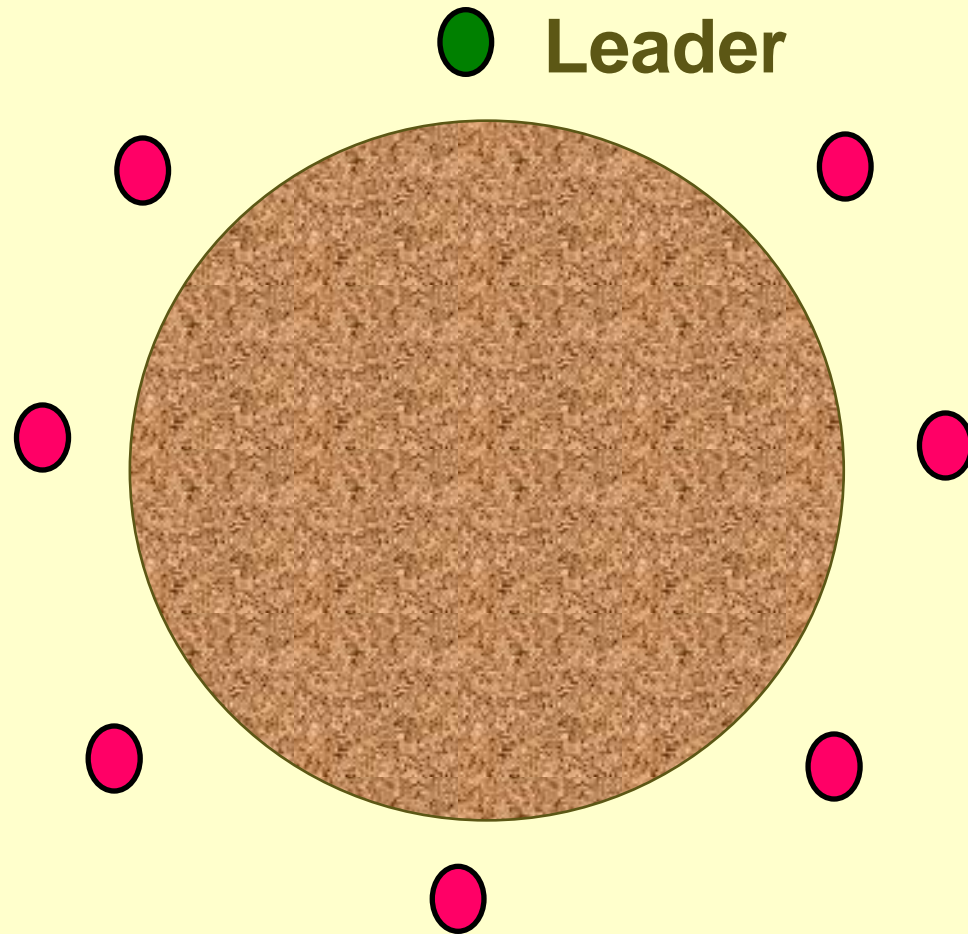


SUMMARY

DISCUSSION BEHAVIOURS

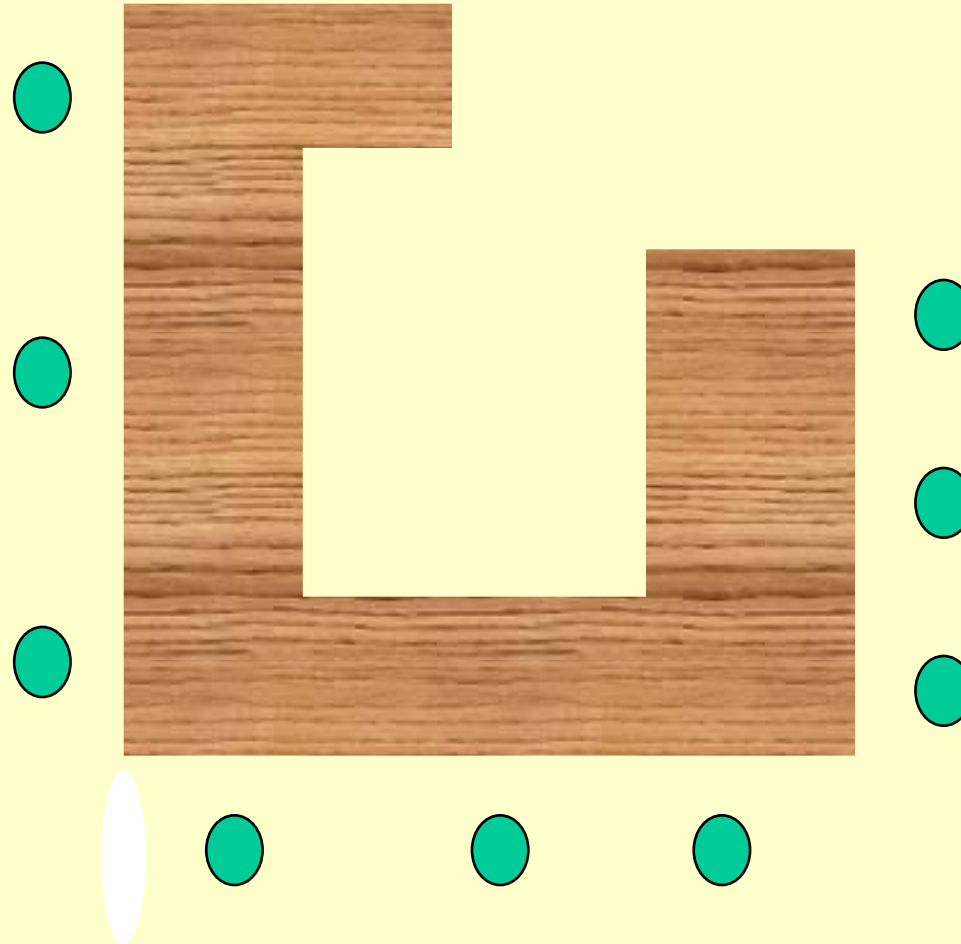
- **seeking information**
- **giving information**
- **supporting**
- **building**
- **proposing**
- **disagreeing**
- **cutting across**
- **stating difficulty**
- **summarizing**

Layout for Leading a Discussion



Layout For Leading a Discussion

● Leader



Applying Learning Unit to Leading a Discussion

Objective	What do you expect people to be able to do as a result of attending your discussion ?
Learners	What is their likely reaction to the topic? Can you expect equal participation? What is your position relative to theirs?
Learning Event	How much time is available? Can the topic be covered properly? Plan learning questions Control Record contributions Summarise
Assessment	Assessment of self and others

GROUP EXERCISE



Advantages

- trainee centred learning
- exercises to meet aim
- enables skills to be practiced
- enjoyable experience
- basis for further learning

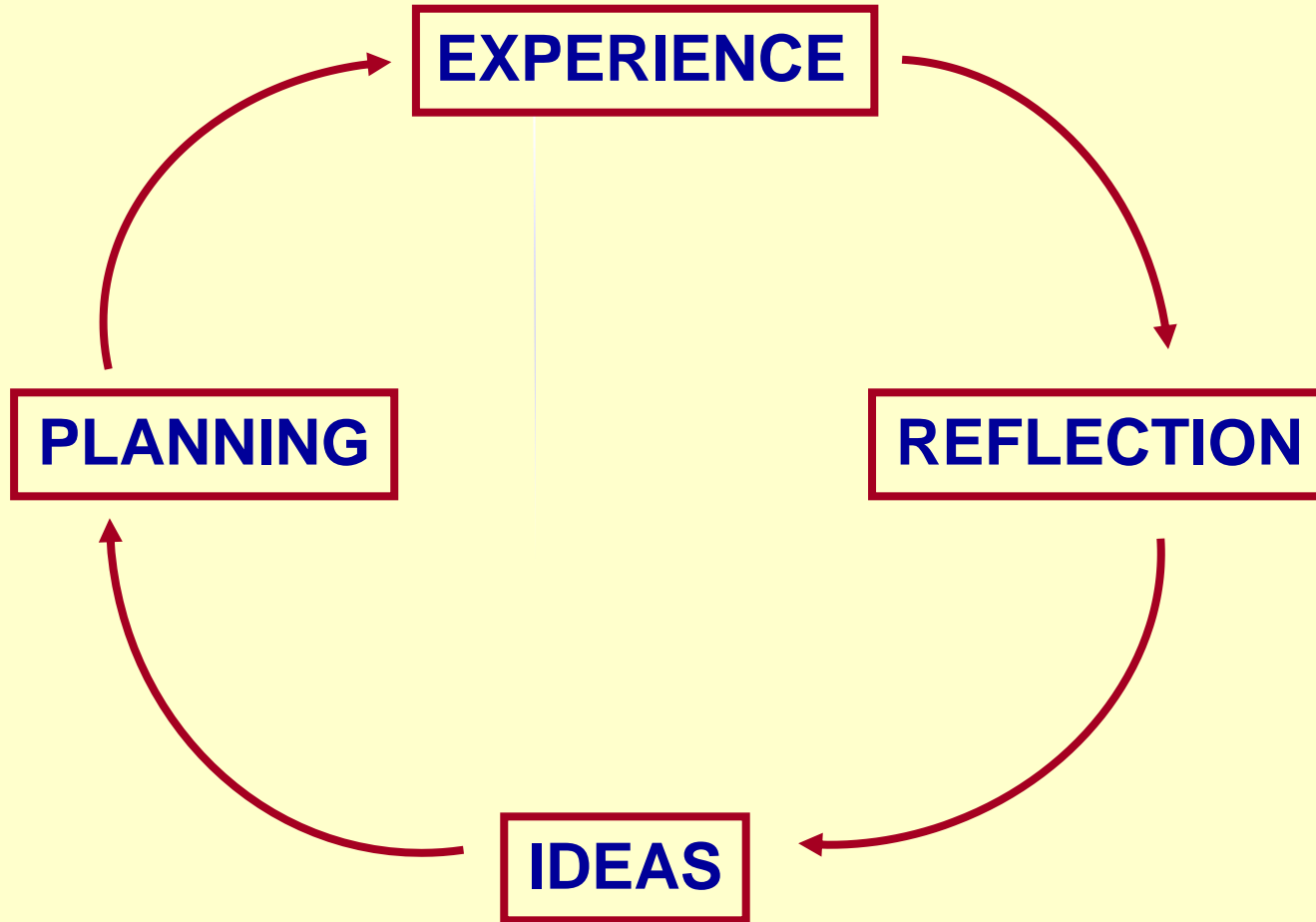
Disadvantages

- availability of exercises
- require careful planning
- outcome difficult to predict
- depends on trainee attitudes
- needs good facilitator skills

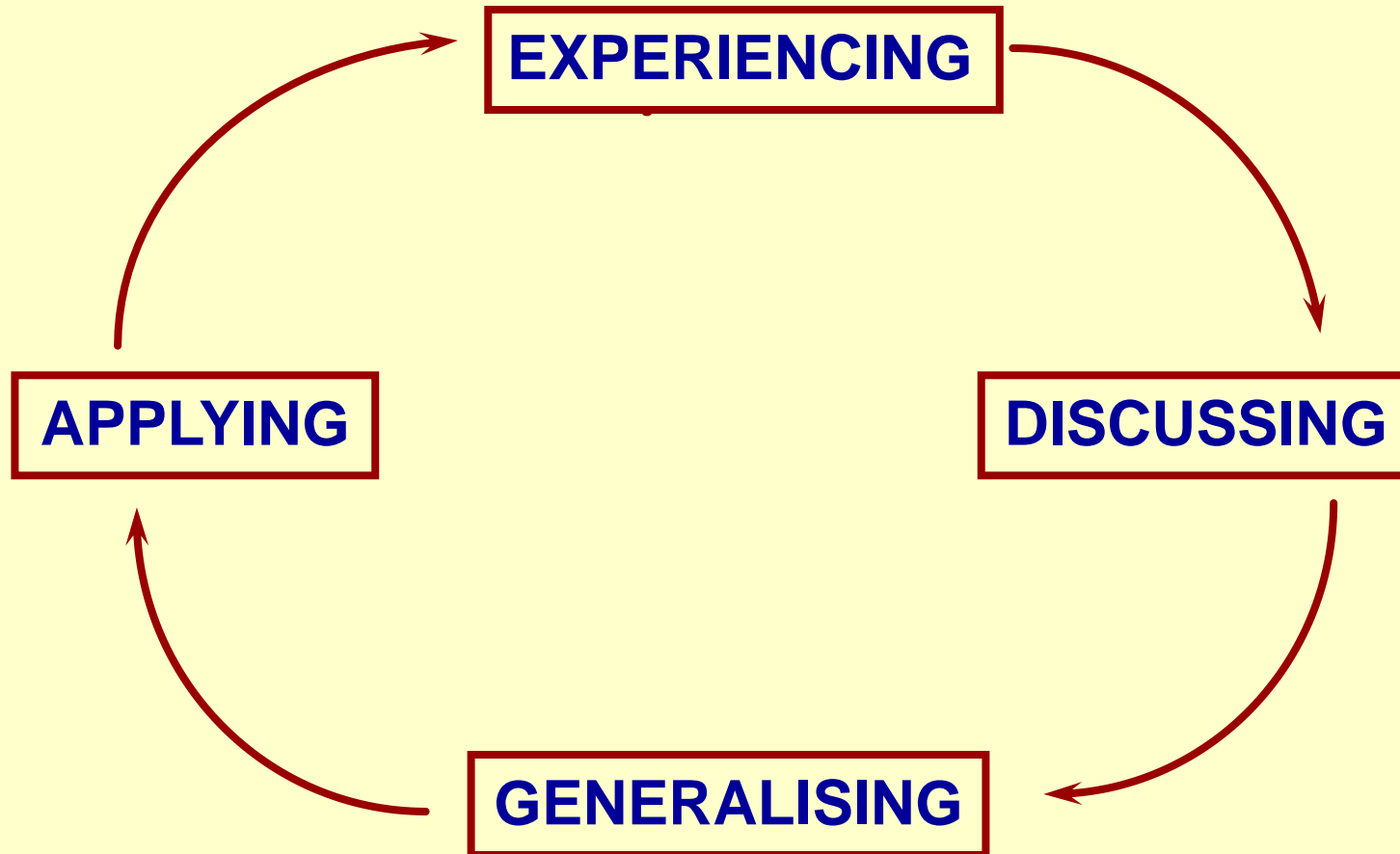
PURPOSE OF DISCUSSION

- **Share views**
- **Collect and generate ideas**
- **Obtain reactions or agreement**
- **Motivation**
- **Team building**
- **Attitude change**

THE LEARNING CYCLE

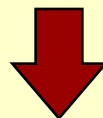


LEARNING FROM GROUP EXERCISES

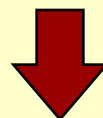


PLANNING SEQUENCE - Example 1

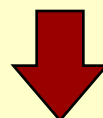
ELECTRONIC STRUCTURE OF THE ATOM



COMBINATION OF ATOMS



IONS IN SOLUTION AND THEIR REACTION



APPLICATION TO THE SPECIFIC CASE OF RUSTING

PLANNING SEQUENCE - Example 2

STEEL RUSTS



WHY? WHAT CONDITIONS ARE NECESSARY?

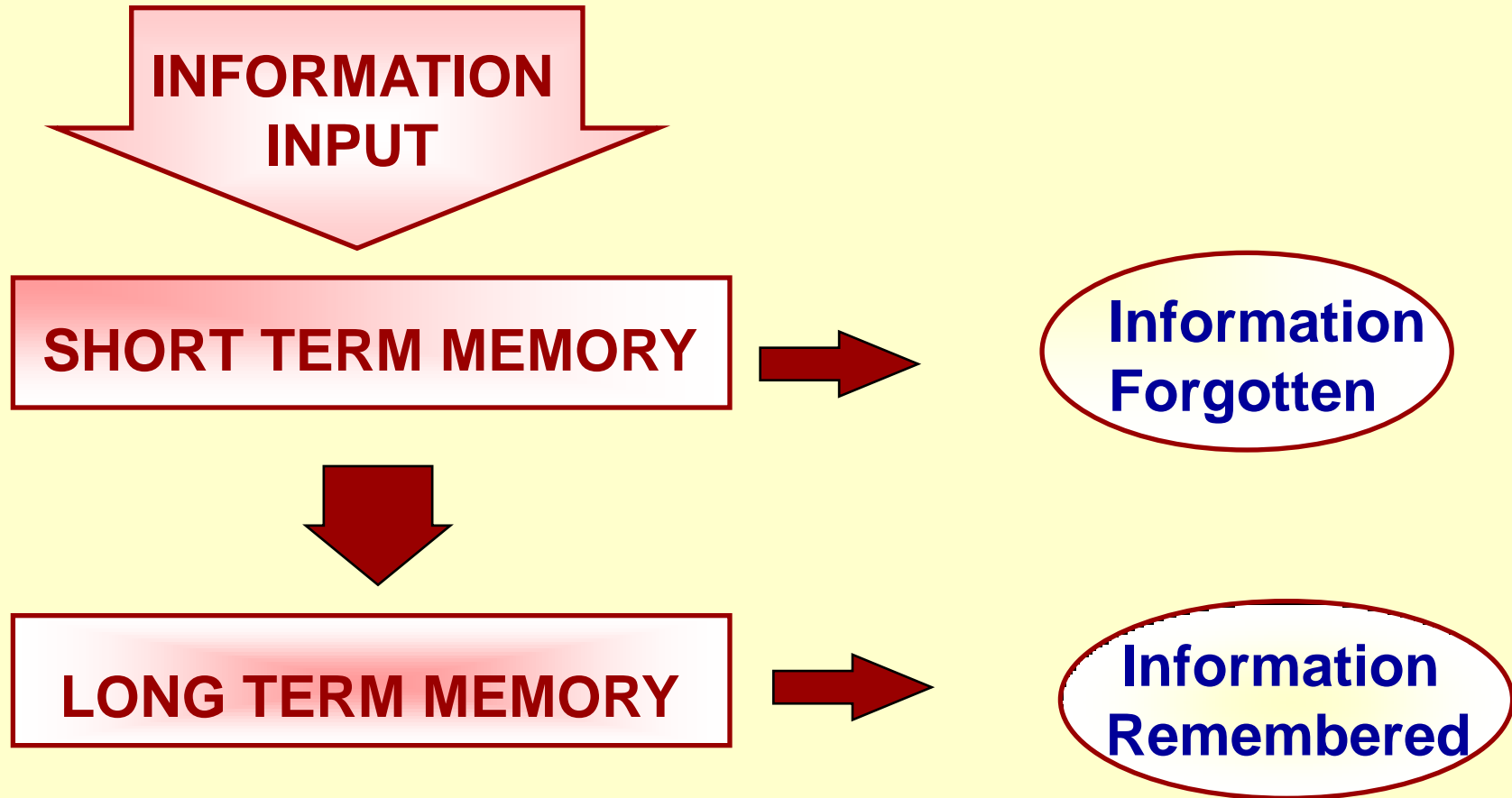


GIVEN SUCH CONDITIONS, WHAT REACTIONS COULD BE GOING ON?



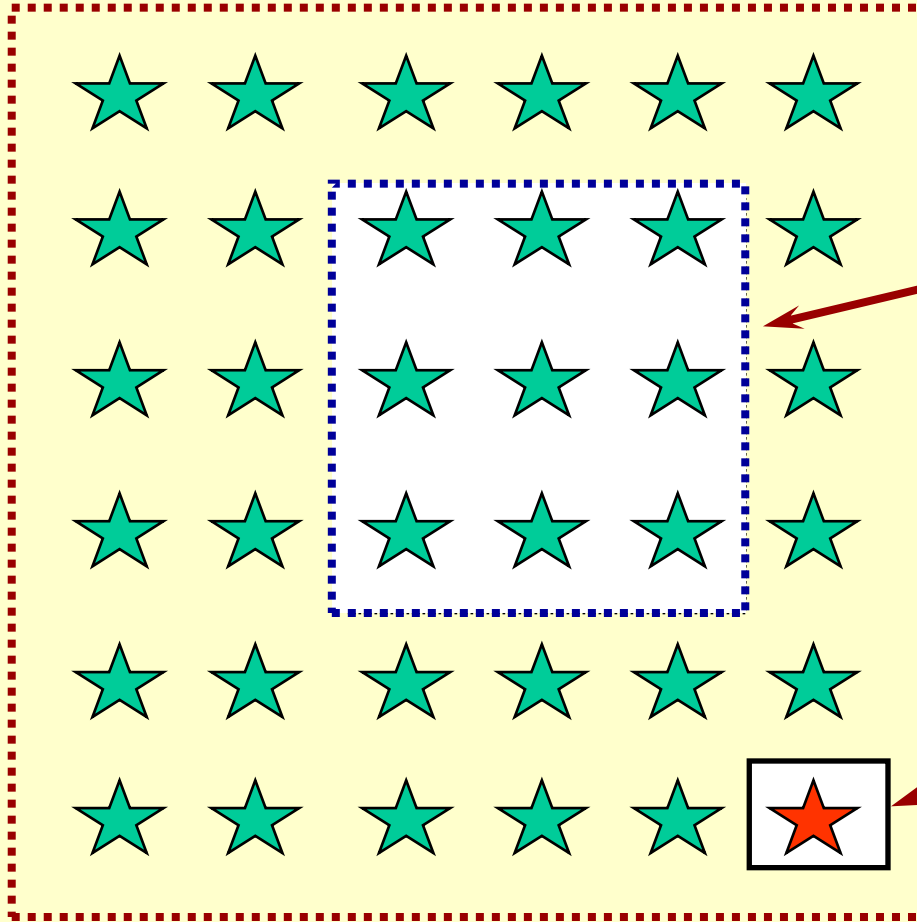
And you can continue to work back as far as you consider necessary

INFORMATION RECALL



TRAINING NEEDS

Organizational Analysis



Job Analysis



Task Analysis



DISCUSSION LEADING

- D - DELIVER INTRODUCTION
- I - INITIATE, INVITE
- S - STRUCTURE
- C - CONTROL DIRECTION
- U - USE QUESTIONS
- S - SUMMARISE

GIVING FEEDBACK

- **PROVIDE HELP FOR CHANGE**
- **DIRECT BUT POLITE**
- **PRESENT EVIDENCE**
 - **FACTS;NOT OPINION**
 - **ON BEHAVIOUR;NOT PERSONALITY**
 - **POINT TO SPECIFIC BEHAVIOUR**
 - **OBSERVATION;NOT EVIDENCE**
- **NO VALUE JUDGEMENT**
- **PROVIDE AS SOON AS POSSIBLE**
- **REINFORCE WITH REASONS AND CLARIFICATIONS(IF NEEDED)**

FINAL SUMMARY – DISCUSSION

- R - REVIEW THE POINTS COVERED**
- A - ACKNOWLEDGE SPECIFIC CONTRIBUTIONS**
- D - DEVELOP CONCLUSIONS REACHED**
- A - ACTION TO BE TAKEN – WHEN AND BY WHOM**
- R - REINFORCE UNDERSTANDING**

ROLE OF A DISCUSSION LEADER

- **IMPARTIAL**
- **SUPPORTIVE**
- **ENCOURAGING**
- **MANAGE TIME**
- **NOT CENTRE OF ATTENTION**
- **A MEMBER OF THE GROUP**
- **PREPARED TO LEARN**
- **STIMULATE THE GROUP TO CONTRIBUTE**
- **POWER TO CONTROL AND DIRECT**

PREPARING TO LEAD A DISCUSSION

- **SET OBJECTIVE**
- **ANALYSE THE TOPIC**
- **CONSIDER THE GROUP**
- **KEY QUESTION / SUB QUESTION**
- **PREPARE AN INTRODUCTION**
- **ENSURE AVAILABILITY OF RESOURCES LIKE FLIP CHART, MAP, ETC.**
- **ORGANISE PHYSICAL ARRANGEMENT**

PREPARATION FOR A GROUP EXERCISE

CONSIDER

- **number of learners**
- **their likely behaviour**
- **learning environment**
- **facilities available**
- **time constraints**
- **possible learning outcomes**

DECIDE

- **type of exercise**
- **objectives**
- **validation measures**