

Government of India  
Netherlands  
Ministry of Water Resources  
Hydraulics

Government of The  
DHV Consultants / Delft

# Hydrology Project

## Technical Assistance

Training module no.....

*How to communicate in training*

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# 1 Module Context

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This module on training skills is meant as a "stand-alone" series of sessions. Basically it is a very condensed mini-course on a few selected training skills and it could be easily expanded to a full week of training by including more preparation time for exercises and allowing more participants to practice under guidance.

In case this module is part of a wider technical *training of trainers* programme, it is advised to insert this module after at least one week of technical training sessions. This way, the technical topics already dealt with can be used as subject matter for exercises in training skills.

Available modules in this category of training skills include:

<b>Module</b>	<b>Code</b>	<b>Objectives</b>
How to develop a training programme	Gen ...	<ul style="list-style-type: none"><li>• Understand the importance of training</li><li>• Develop training programmes</li><li>• Develop training modules</li></ul>
How to manage training	Gen ...	<ul style="list-style-type: none"><li>• Scheduling the preparation and implementation of a training programme</li><li>• Understand administrative responsibility and organizational arrangements</li><li>• Maintain training records</li></ul>
Communication skills	Gen ...	<ul style="list-style-type: none"><li>• Deliver effective presentations</li><li>• Give clear demonstrations and guide exercises</li><li>• Facilitate group discussions</li><li>• Select appropriate training methods for given objectives</li><li>• Become aware of personal strengths and weaknesses in basic communication skills and start a personal improvement plan</li></ul>

## 2 Module Profile

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- Title** : Basic communication skills for trainers
- Target Group** : CTI faculty and State trainers
- Duration** : Crash course: 3 days for a group of 10-12 persons. Not all participants may have the opportunity to practice under guidance.
- Objectives** : After training, those participants who exercised will be able to:
1. Deliver effective presentations
  2. Give clear demonstrations and guide exercises
  3. Facilitate group discussions
  4. Select appropriate training methods for given objectives and under changing learning conditions
  5. List personal strengths and weaknesses in basic training skills and start a personal improvement plan
- Key concepts** : Presentation skills, demonstrations, exercises, open discussions, focused discussions, flexibility in training methods, farewell to lecturing
- Training Methods** : Mainly exercises and direct feedback, active participation by audience for assessments, small groups. The trainer himself performs as example.
- Training Aids** : Overhead projector, sheets, flip charts. Video unit for micro-teaching not essential (see also checklist on next page)
- Handout** : All overhead sheets and evaluation / assessment forms
- Further reading** : None

## **Trainers checklist**

**Tool kit** (standard contents, carried by facilitator/organizers)

- ◇ Briefcase for small items
- ◇ 20 black markers (white board/paper, non-permanent)
- ◇ 10 red markers (white board/paper, thick, non-permanent)
- ◇ 10 green markers (white board/paper, thick, non-permanent)
- ◇ 10 sets of transparency markers (multicolored, medium, permanent)
- ◇ Two (emergency) hooks for flip chart paper
- ◇ Two packs of heat resistant overhead sheets
- ◇ One pack of A-4 paper
- ◇ 50 Large thumb tacks
- ◇ Alarm clock / stop watch
- ◇ Masking tape
- ◇ Scotch tape
- ◇ White card board sheets, for names, ideas etc. (Cutting and folding on the spot.)
- ◇ Two scissors
- ◇ Stapler + spare staples
- ◇ Two glue sticks
- ◇ Black / green cloth for exhibits (if walls can not be used)

**Larger items, not available in tool kit, carried by trainer or available at training venue**

- ◇ Overhead projector, spare lamps, extension cable
- ◇ Flip chart stand (one, two)
- ◇ White board
- ◇ Flip chart paper
- ◇ Prepared overhead sheets, holders
- ◇ (Portable) PC + printer + drivers + cables
- ◇ Digital video/PC projector
- ◇ Handouts for participants: programme, work sheets, background reading
- ◇ Photo camera + films
- ◇ Writing pads & pens for participants
- ◇ Projection screen
- ◇ Photocopier and stock of paper
- ◇ Video camera and play-back unit
- ◇ Soft board or cloth for exhibits (in case walls can not be used)
- ◇ 10 green markers (white board/paper, thick, non-permanent)

# 3 Session plan (1/6): *Introductions*

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<b>1</b>	<p><b>Introductions-1</b></p> <p>1 Refer to training development cycle again to link up with previous modules and highlight Step 8 (<i>Conduct Training + related feedback &amp; corrective actions</i>) as the moment where communication skills become important.</p> <p>2 Provide overview of the programme</p> <p>3 List objectives</p>	OHS 1-3
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<b>2</b>	<p><b>Exercise: self assessment</b></p> <p>1. To improve communication skills, one has to know oneself first.</p> <p>2. Refer to self assessment questionnaire in handout. Ask to reflect on personal communication skills. Explain the questions. Stress anonymity.</p> <p>3. Do not collect results</p> <p>4. Make inventory of "good presenter". Make sure that at least clear talking &amp; writing is on the list</p> <p>5. Make inventory of "good discussion leader"</p> <p>6. Tape results on the wall for frequent reference.</p>	OHS-4  Handout  Flip charts
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<b>3</b>	<p><b>Introductions-2</b></p> <p>1. Present empty methods / objectives matrix</p> <p>2. Stress that 4 communication techniques is enough for any trainer</p> <p>3. Explain working methods used during the subsequent sessions</p>	OHS-5  OHS-6  OHS-7
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# Session plan (2/6): Presentation skills

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<b>1</b>	<p><b>Guided exercises (round 1)</b> <b>30 min</b></p> <ol style="list-style-type: none"> <li>1. Invite first presenter for 10 minutes presentation: volunteers first</li> <li>2. Ask presenter for +/- response, rephrase as tips</li> <li>3. Ask audience for +/- response, rephrase as tips</li> <li>4. Add (some of) your own tips, be kind for the first volunteers</li> <li>5. Tape review notes on the wall</li> <li>6. Repeat 1-5 with 2nd volunteer</li> </ol>	Flip chart
<b>2</b>	<p><b>Main (6) elements of presentation skills</b> <b>60 min</b></p> <ol style="list-style-type: none"> <li>1. Explain <i>preparations, objectives, story line, questions</i></li> <li>2. Cover <i>use of visual aids</i> through open inventories in 4 groups. Ask one presenter from each group. These are also presentations !</li> <li>3. Summarise tips on visual aids. Agree on actual use right now .</li> <li>4. Explain <i>personal style</i> with funny impersonations. Refer to checklist in handout</li> </ol>	<p>OHS 9-13</p> <p>OHS - 14</p> <p>OHS - 15</p> <p>OHS - 16</p>
<b>3</b>	<p><b>More guided exercises (round 2)</b> <span style="float: right;"><b>60 min,</b></span> or as time allows</p> <ol style="list-style-type: none"> <li>1. Get more people to exercise presentations. Use same method of reviews as under 1</li> <li>2. If video is used, recorded presentations can be analysed</li> <li>3. During evenings, participants may review video recordings a/o prepare for tomorrow's exercises</li> </ol>	Flip charts

<b>4</b>	<b>Conclusions</b> 1. Tips on the walls and in handouts are to be applied 2. Lecturing has serious limitations	OHS - 17
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# Session plan (3/6): *Skills training*

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<b>1</b>	<p><b>Introduction</b> <span style="float: right;"><b>15 min</b></span></p> <ol style="list-style-type: none"> <li>1. Introduce topic, explain importance, check job skills and instruments available for practice: <b>forms, equipment, computer, formulas</b></li> <li>2. Ensure that some people are unfamiliar with selected skills / instruments</li> </ol>	OHS - 18
<b>2</b>	<p><b>Guided exercises (round 1)</b> <span style="float: right;"><b>30 min</b></span></p> <ol style="list-style-type: none"> <li>1. Invite first volunteer, check whether he really prepared, check the objective he has in mind</li> <li>2. Don't guide, allow 10-15 minutes</li> <li>3. Ask volunteer for +/- response</li> <li>4. Ask audience for +/- response, start with person who was unfamiliar with skill: can he do it now ?</li> <li>5. Add (some of) your own observations</li> <li>6. Tape tips on the wall</li> </ol>	OHS - 19  Flip chart
<b>3</b>	<p><b>More tips</b> <span style="float: right;"><b>15 min</b></span></p> <ol style="list-style-type: none"> <li>1. Explain the structure and tips on skills training</li> <li>2. Note that the same is applied in this training !</li> </ol>	OHS - 20
<b>4</b>	<p><b>Guided exercises (round 2)</b> <span style="float: right;"><b>60 min or more</b></span></p> <p>Other instruments, more volunteers, more critical reviews, as under 2</p>	Flip charts

### 3 Session plan (4/6): *discussion techniques*

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<b>1</b>	<b>Introduction</b> <b>10 min</b> 1. Give overview of both discussion styles 2. Compare with situation in meetings	<b>10</b>	OHS - 21
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#### *Inventory method*

<b>2</b>	<b>Guided exercises (round 1)</b> <b>60 min</b> 1. Explain applications of <i>inventory method</i> . Refer to self assessments and visuals inventory as examples. 2. Apply in groups for <i>paper clip</i> 3. Ask participant to do the inventory 4. Review: personal, group, yourself		OHS - 22  Flip chart
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<b>3</b>	<b>More tips</b> Explain inventory method	<b>15 min</b>	OHS - 23
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<b>4</b>	<b>More guided exercises (round 2)</b> <b>60 min or more</b> as time allows Other topics, other volunteers, more critical reviews		Flip charts
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#### *Focused questioning*

<b>5</b>	<b>Guided exercises (round 1)</b> <b>45 min</b> 1. Explain applications of <i>focused questioning</i> method. 2. Do game on open & closed questions 3. Ask participant to try a session (20 min) 4. Review: personal, group, yourself		OHS - 24  Flip chart
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<b>6</b>	<b>More tips</b> Explain focused questioning in detail	<b>15 min</b>	OHS - 25
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<b>7</b>	<b>More guided exercises (round 2)</b> <b>60 min or more</b> as time allows Other topics (try controversial ones), other volunteers, reviews.		Flip charts
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<b>8</b>	<b>More tips on consensus building, as needed</b>		OHS - 26
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Optional		
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# Session plan (5/6): *method selection & summaries*

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1	<p><b>Exercise:</b> <i>Find objective - method linkages</i> 45 min</p> <ol style="list-style-type: none"> <li>1. Explain matrix</li> <li>2. Allow 15 min to find links in 4 groups</li> <li>3. Make <i>open inventory</i> of findings. Usually they are correct</li> <li>4. Confirm exclusive knowledge/lecture &amp; skills/exercise links</li> <li>5. Confirm all-round use for discussions.</li> </ol>	OHS - 27
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2	<p><b>Exercise:</b> <i>Finale for everything learned</i>      <b>At least 2 hours</b></p> <ol style="list-style-type: none"> <li>1. Explain proceedings</li> <li>2. Withdraw from the scene if you appointed a course manager</li> <li>3. Keep note of main mistakes and outstanding performances during the resulting mini course</li> <li>4. Summarise your observations after a break</li> <li>5. Linking up with your observations, explain personal improvement plan</li> </ol>	<p>OHS - 28</p> <p>All your trainer tools</p> <p>OHS - 29</p>
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## 4 Evaluation

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Several types of evaluation are used in this session. Related forms are included in this section:

1. Self assessment at the start

2. Personal reviews after communication exercises

3. Standardised personal checklist for presentation skills

4. Video registrations, if video is available

5. Formal, post-session evaluation. The present forms are used after 4 days of training skills training. The same forms can be easily adapted for other training courses, or individual training sessions/modules.

## 4.1 Self assessment

*1 Who do you consider a **good speaker or lecturer** in front of groups or on television?  
What makes this person a good speaker or lecturer? List three qualities:*

1. ....
2. ....
3. ....

*2 Who do you consider a **poor presenter or lecturer** in front of groups or on television?  
What makes this person a poor speaker/presenter? List three characteristics:*

1. ....
2. ....
3. ....

*3 Who do you favour as **good facilitator or chairperson** in meetings and group discussions? What exactly makes this person stand out as good discussion leader?  
Lists three qualities:*

1. ....
2. ....
3. ....

*4 Who do you consider a **poor facilitator/chairperson** in meetings and group discussions?  
What exactly makes this person fail as discussion leader?  
Lists three characteristics:*

1. ....
2. ....
3. ....

**5**      *What makes **you** a good presenter / lecturer in front of groups? List three personal strong presentation points:*

1. ....
2. ....
3. ....

**6**      *What makes **you** a poor presenter / lecturer in front of groups? List three personal weak presentation points you wish to improve:*

1. ....
2. ....
3. ....

**7**      *What makes **you** a good discussion leader or facilitator in groups? List three personal strong points:*

1. ....
2. ....
3. ....

**8**      *What makes **you** a poor discussion leader or facilitator in groups? List three personal weak points, you wish to improve:*

1. ....
2. ....
3. ....

## ***4.2 personal checklist for presentation skills***

### **Structure, story line**

- ◇ Subject made clear at beginning
- ◇ Presentation structure made clear at beginning
- ◇ Attention of group obtained at opening
- ◇ Transitions between main points are clear
- ◇ Subject/content summarised at the end

### **Argument**

- ◇ Subject is relevant to group
- ◇ Only relevant information/statements included
- ◇ Main points form logical progression
- ◇ Contributions from participants extracted and used

### **Language use**

- ◇ Conversational, simple words and phrases
- ◇ Personal examples used (I / we)
- ◇ Talk is not too concise
- ◇ Filler words (er, um) limited
- ◇ Articulation is clear
- ◇ Speaks loud enough to be heard at back
- ◇ Balance articulation / volume / speed is good

### **Body language**

- ◇ Posture upright, normal
- ◇ Gestures are made and can be seen
- ◇ No distracting mannerisms
- ◇ Expression is friendly, open

### **Interaction with group**

- ◇ Eye contact is maintained with all
- ◇ No part of group is excluded
- ◇ Speaker responds to group's body language
- ◇ Speaker deals adequately with questions

### **Audio-visual aids**

- ◇ Use of board/flip chart/overhead projector
- ◇ Speaker talks to group, not the medium
- ◇ Images are powerful
- ◇ Lettering / detail large enough to read

When you use this checklist:

- Assess presentation skills, **not** the contents of a presentation
- Take note of the most critical and manageable shortcomings.

## 4.3 Evaluation

Training development, management and communication skills for WQ trainers.  
Hyderabad 16 - 21 April 1998

### 1 Contents and relevance

***In this training course, you were exposed to various practical training skills. Please indicate what specific improvements you made during the course:***

- In *training development* I specifically improved in  
.....  
.....  
.....
- In *training management* I specifically improved in  
.....  
.....  
.....
- In *communication skills* I specifically improved in  
.....  
.....  
.....
- Most training skills covered during the sessions were familiar to me and I did not learn anything in particular. In ToT courses like this, I expect more time would have been devoted to  
.....  
.....

***In your (new) role as water quality trainer, you are expected to apply the various training skills you have just mastered. Would you confidently start playing your role as trainer, once you are back in your office / laboratory?***

- No, because  
.....  
.....
- Yes, generally speaking I expect no difficulties in my function as trainer, because  
.....  
.....
- Yes, but in *training development* I expect difficulties with .....  
.....  
.....
- Yes, but in *training management* I expect difficulties with .....

.....  
.....

Yes, but in *communication skills*, I expect difficulties  
with .....

.....  
.....

**What is your overall rating of the relevance of the past  
sessions for your new function as water quality / hydrology  
trainer (circle one figure):**

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

**2 Trainers**

*Please comment in key words on performance of the main HP trainers:*

	strong points	weaker points
S. Jagota		
H. Wittenberg		

*What is your overall rating of the trainers (circle one figure)*

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

**3 Materials**

*Please comment on the materials (transparencies, handouts, demonstration equipment)*

- They are good, because  
 .....  
 .....  
 .....
- They are fine, but I suggest to improve  
 .....  
 .....  
 .....
- They are disappointing, because  
 .....  
 .....  
 .....

*What is your overall rating of the materials used in this ToT course (circle one figure)*

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

**4 Logistics**

*Please comment on the logistics and organization during the past week*

All arrangements were fine and I particularly appreciated  
 .....  
 .....  
 .....

I suggest the organizers should pay more attention to  
 .....  
 .....  
 .....

I found the training logistics and management rather disappointing, especially  
 .....  
 .....

*What is your overall rating of the logistics / management during the past week (circle one figure)*

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

**5 General**

*Would you recommend a similar Training of Trainers course to your colleagues?*

Yes, because  
 .....  
 .....

No, because  
 .....  
 .....

*What improvements would you recommend for future similar courses in training skills?*

1  
 .....  
 .....

2  
 .....  
 .....

3  
 .....  
 .....

**What is your overall rating of this training course (circle one figure)**

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

## 5 Overhead sheets

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# ***Communication skills for trainers***

## **Day 2            14.00 - 17.00**

- Overview and self-assessment
- How to make presentations (1)
- Video feedback & home work

## **Day 3            09.00 - 13.00**

- How to make presentations (2)
- How to run laboratory exercises (1)
- Video feedback & home work

## **Day 5            09.00 - 17.00**

- How to run laboratory exercises (2)
- How to manage group discussions (open)
- How to manage group discussions (focused)
- Video feedback & home work

## **Day 6            09.00 - 16.00**

- Review (1): selecting training methods
- Review (2): personal improvement plan
- Simulation: running your own training course
- Evaluation and farewell

# ***Objectives***

After the next sessions you are able to more effectively:

1. Deliver presentations / lectures
2. Give demonstrations and guide laboratory exercises
3. Facilitate group discussions
4. Select appropriate training methods for given objectives and learning situations
5. Become aware of your strong & weaker communication skills and take corrective actions.

# ***Self assessment***

How do you communicate right now?

What are your strong and weaker points ?

# Overview

Methods	Objectives		
	knowledge & concepts	skills	attitudes & motivation
lectures / presentations			
demo & exercises			
group discussions (1) <i>open inventories</i>			
group discussions (2) <i>focused</i>			

And what about the other methods ???

# ***(Other) training methods***

- |                               |                               |
|-------------------------------|-------------------------------|
| 01 Audience Reaction Team     | 15 Skit                       |
| 02 Brainstorming              | 16 Interactive video          |
| 03 Case Studies               | 17 Symposium                  |
| 04 Computer assisted training | 18 Workshop                   |
| 05 Colloquium                 | 19 Exhibit                    |
| 06 Committee                  | 20 Film, video, tape-slide    |
| 07 Conference                 | 21 Simulations and role plays |
| 08 Convention                 | 22 Programmed Learning        |
| 09 Forum                      | 23 Nominal Group Technique    |
| 10 Role Playing               | 24 Peer-Mediated Instruction  |
| 11 Distance education         | 25 Multi-Media Packages       |
| 12 Seminar                    | 26 Sensitivity Training       |
| 13 Institute                  | 27 Listening Team             |
| 14 Interview                  | 28 Panel                      |

# ***Working methods***

- No theory
- Lots of exercises
- Copy behaviour
- Everybody active
- No personal records or ranking
- Privacy
- Strict time management
- Video reviews

# ***Presentation skills***

- Prepare
- Present (10-15 minutes)
- Review
- Next

# ***Main elements of presentation skills***

1. Preparation
2. Clear objectives
3. Story line
4. Dealing with questions
5. Use of visual aids
6. Personal style, habits

# **Presentations skills (1)**

## ***preparation***

- Reserve 4-10 x delivery time
- Know your audience, don't assume
- What is the context of your session?
- Re-produce materials and handouts  
Simplify pictures and academic texts.
- Rehearse your show with critical test audience

# **Presentation skills (2)**

## ***relevant objectives***

- Study the job descriptions and real tasks
- Analyse personal training needs (TNA)
- Familiarise with issues at the work place
- Use active verbs: what do you want the audience to do during and after your presentation ?

# **Presentation skills (3)**

## ***structure / story line***

### **Head / start**

- Indicate topic context, link up with previous sessions
- State your objective
- Define your role: who are you?
- Summarise the contents
- Indicate time limits
- How will you deal with questions?
- Make an interesting start

### **Body**

- Limited number of messages / topics
- Move from general to specific, or v.v. ?
- Use good examples
- Skip detailed facts, tables & complex drawings
- Stick to the sequence you planned
- Mark transitions, continuity
- Summarise often

### **Tail / rounding off**

- Repeat the topic, give a one line key message, solution or advice
- Link-up with next sessions

# **Presentation skills (4)**

## ***questions***

### **Recognise type of question:**

- More information ?
- Your opinion ?
- Confrontation ?
- Multiple questions ?

### **Your response:**

- Never interrupt, listen carefully
- Remain polite
- Simplify, rephrase for everybody to hear
- If you do not know the answer: say it !
- Ask the audience
- Ask counter questions: “What do you mean?” “Could you be more specific?”
- Park for later
- Be short & clear
- Control time

# **Presentation skills (5)**

## ***visual tools***

### *Group 1*

List training equipment on the market and note advantages & limitations

### *Group 2*

Prepare guidelines for flip-charts

### *Group 3*

Prepare operation guidelines for overhead projectors

### *Group 4*

Prepare guidelines for production of overhead sheets

- Choose presenter
- Take 15 minutes
- Organise findings
- Present in 10 minutes

## ***(More) tips on visuals***

- Readability: size, printed, lower case
- Hand-written is good enough
- Use key words, short sentences
- One topic per frame
- Not more than 3 information levels
- If the sheet is full: reorganise / split
- Re-make drawings, do not copy from books. Consider build-up with overlays
- Prepared series: logical, fixed and numbered
- Face the audience, not the screen
- Be consistent with what you say
- Use masters for handouts
- Practice
- Check equipment & space, assume the worst. Bring your own equipment
- Use sheets as presentation guide

# ***Main elements of presentation skills***

1. Preparation
2. Clear objectives
3. Rigid structure
4. Dealing with questions
5. Use of visuals
6. **Personal style, habits**

***Use your personal checklist***

***Limitations of lecturing***

- Mainly for concepts and knowledge
- Little feedback on impact
- Creates passive audience
- Ignores audience experience
- Counter productive if not done well

# ***How to train skills ?***

## **Why skills are important:**

- Jobs are based on skills, not knowledge
- Skills in one job imply understanding in other jobs

*Which skills / procedures are you going to train ?*

*What equipment are you going to use?*

# ***How to train skills ?***

- Prepare yourself
- Run a 10-15 minutes session
- Reviews
- Next

# ***How to run a skills training session***

## ***Prepare***

- Get the real thing and make sure it works
- Master all details yourself, over and over again
- Write out step-by-step actions / procedure
- Golden rule: tell, demonstrate, practice for all under your guidance. It's a cooking session !

## ***1 Tell***

- Define final result
- Break down the action in clear, successive steps
- Always avoid background stories, related skills and special conditions

## ***2 Demonstrate***

- Make sure everybody sees what you are doing
- Repeat exactly the steps of action

## ***3 Guide exercises for all***

- Allow mistakes, don't correct too quickly
- Give lots of positive support
- Stick to original sequence of steps, no deviations
- Avoid questions and other distractions
- Split in coached groups to save time

# ***Discussions in groups***

## **1 *Open inventory of facts, ideas, opinions***

- Any outcome is acceptable
- Often no need to prepare on topic

## **2 *Focused questioning towards pre-defined outcome (information, concepts)***

- Only your outcome is acceptable
- Preparation required

# ***Applications of open discussions (inventories)***

- Raise interest for a topic
- As general wake-up call
- To clarify and use participants' experience
- For a quick TNA and last-minute focusing of your training session

# ***Tips for open inventories***

- Note the topic
- Facilitate, do not lead or judge responses
- Stand up, move around
- Note key words & organise information
- Involve all participants
- Pause for answers
- Keep the pace, don't discuss

## **When you loose control (poor reaction)**

- Summarise findings
- Reformulate the topic
- Provoke with questions

## **When you loose control (over-reaction)**

- Make a break
- Reduce opinions: split in smaller groups

# Discussions in groups

## *focused questioning*

Applications:

- Get participants involved (again)
- For facts, opinions, concepts
- Good alternative for a (boring) lecture
- To make participants feel important
- To get consensus on difficult issues

# ***Tips for questioning***

## **At the start**

- Note the issue or topic
- Give short introduction
- Set time limits

## **When you do it**

- Use open and closed questions
- Steer/manipulate unnoticed
- Note useful key words, organise information
- Summarise and add as appropriate

## **In case of poor reaction**

- Summarise findings & conclusions
- Reformulate the issue
- Provoke with questions

## **In case of over reaction**

- Make a break
- Split in smaller groups

# ***When you have to build a difficult consensus***

## **Preparation & start**

- Master your topic, know all pros and cons
- Define negotiation margins and some compromises for yourself
- Keep your real objective hidden
- Note the issue in neutral terms
- Sit with the group, keep lower profile
- Give short and neutral introduction
- Set time limits before you start

## **During the discussion:**

- Use open and closed questions
- Save some arguments for later
- Compromise when possible
- Avoid impression of manipulation
- Note useful key words/arguments
- Spot your supporters & use them
- Summarise often, with acceptable jumps to conclusions

# Selecting training methods

Methods	Types of objectives		
	knowledge & concepts	skills	attitudes & motivation
lectures / presentations			
demo & exercises			
group discussions (1) <i>open inventories</i>			
group discussions (2) <i>focused questioning</i>			

Indicate links with:

**+** = strong

**0** = neutral

**-** = weak

# ***Finals***

- 4 Topics / objectives / methods
- 4 Groups
- ..... Min. preparation
- Mini course with 4 sessions of 15 min
- Roles:
  - trainers
  - module development teams
  - one course manager
  - critical review audience

# ***Personal improvement plan***

- Prepare, prepare, prepare
- Know your trainees
- Use your strong points
- Rehearse with colleagues
- Learn from public response / evaluations
- Start with selected manageable improvements
- Switch methods within a session

# ***Evaluation***

## **Why**

- We want to improve
- Analyse present learning process
- Use the same forms in your own training

## **How**

- Use distributed forms
- Give specific, honest answers
- Take your time
- Anonymous, if you wish

# 6 Communication skills: handouts

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## **Programme**

### **Day 2            14.00 - 17.00**

- Overview and self-assessment
- How to make presentations (1)
- Video feedback & home work

### **Day 3            09.00 - 13.00**

- How to make presentations (2)
- How to run laboratory exercises (1)
- Video feedback & home work

### **Day 4            Sunday**

### **Day 5            09.00 - 17.00**

- How to run laboratory exercises (2)
- How to manage group discussions (open)
- How to manage group discussions (focused)
- Video feedback & home work

### **09.00 - 16.00**

- Review (1): selecting training methods
- Review (2): personal improvement plan
- Simulation: running your own training course
- Evaluation and closing

**Objectives:** After the next communication sessions you are able to more effectively:

1. Deliver presentations
2. Give demonstrations and guide laboratory exercises
3. Facilitate group discussions
4. Select appropriate training methods for given objectives and learning situations
5. Become aware of your strong & weaker communication skills and take corrective actions.

### ***Self assessment***

How do you communicate right now?    What are your strong and weaker points ?

# Self assessment

*1 Who do you consider a **good speaker or lecturer** in front of groups or on television? What makes this person a good speaker or lecturer? List three qualities:*

1. ....
2. ....
3. ....

*2 Who do you consider a **poor presenter or lecturer** in front of groups or on television? What makes this person a poor speaker/presenter? List three characteristics:*

1. ....
2. ....
3. ....

*3 Who do you favour as **good facilitator or chairperson** in meetings and group discussions? What exactly makes this person stand out as good discussion leader? Lists three qualities:*

1. ....
2. ....
3. ....

*4 Who do you consider a **poor facilitator/chairperson** in meetings and group discussions? What exactly makes this person fail as discussion leader? Lists three characteristics:*

1. ....
2. ....
3. ....

**5**      *What makes **you** a good presenter / lecturer in front of groups? List three personal strong presentation points:*

1. ....
2. ....
3. ....

**6**      *What makes **you** a poor presenter / lecturer in front of groups? List three personal weak presentation points you wish to improve:*

1. ....
2. ....
3. ....

**7**      *What makes **you** a good discussion leader or facilitator in groups? List three personal strong points:*

1. ....
2. ....
3. ....

**8**      *What makes **you** a poor discussion leader or facilitator in groups? List three personal weak points, you wish to improve:*

1. ....
2. ....
3. ....

## Overview of communication skills in training

Methods	Objectives		
	knowledge & concepts	skills	attitudes & motivation
lectures / presentations			
demo & exercises			
group discussions (1) <i>open inventories</i>			
group discussions (2) <i>focused</i>			

### ***Other training methods***

- |                               |                               |
|-------------------------------|-------------------------------|
| 01 Audience Reaction Team     | 15 Skit                       |
| 02 Brainstorming              | 16 Interactive video          |
| 03 Case Studies               | 17 Symposium                  |
| 04 Computer assisted training | 18 Workshop                   |
| 05 Colloquium                 | 19 Exhibit                    |
| 06 Committee                  | 20 Film, video, tape-slide    |
| 07 Conference                 | 21 Simulations and role plays |
| 08 Convention                 | 22 Programmed Learning        |
| 09 Forum                      | 23 Nominal Group Technique    |
| 10 Role Playing               | 24 Peer-Mediated Instruction  |
| 11 Distance education         | 25 Multi-Media Packages       |
| 12 Seminar                    | 26 Sensitivity Training       |
| 13 Institute                  | 27 Listening Team             |
| 14 Interview                  | 28 Panel                      |

### ***Working methods***

- No theory, copy behaviour
- Lots of exercises
- Everybody active
- No personal records or ranking
- Privacy
- Strict time management
- Video reviews

### ***Main elements of presentation skills***

1. Preparation
2. Clear objectives
3. Story line
4. Dealing with questions
5. Use of visual aids
6. Personal style, habits

### ***Presentations skills (1) preparation***

- Reserve 4-10 x delivery time
- Know your audience, don't assume
- What is the context of your session?
- Re-produce materials and handouts. Simplify pictures and academic texts.
- Rehearse your show with critical test audience

### ***resentation skills (2) relevant objectives***

- Study the job descriptions and real tasks
- Analyse personal training needs (TNA)
- Familiarise with issues at the work place
- Use active verbs: what do you want the audience to do during and after your presentation ?

### **Presentation skills (3) *structure / story line***

#### **Head / start**

- Indicate topic context, link up with previous sessions
- State your objective
- Define your role: who are you?
- Summarise the contents
- Indicate time limits
- How will you deal with questions?
- Make an interesting start

#### **Body**

- Limited number of messages / topics
- Move from general to specific, or v.v. ?
- Use good examples
- Skip detailed facts, tables & complex drawings
- Stick to the sequence you planned
- Mark transitions, continuity
- Summarise often

#### **Tail / rounding off**

- Repeat the topic, give a one line key message, solution or advice
- Link-up with next sessions

### **Presentation skills (4) *questions***

#### **Recognise type of question:**

- More information ?
- Your opinion ?
- Confrontation ?
- Multiple questions ?

#### **Your response:**

- Never interrupt, listen carefully
- Remain polite
- Simplify, rephrase for everybody to hear
- If you do not know the answer: say it !
- Ask the audience
- Ask counter questions: “What do you mean?” “Could you be more specific?”
- Park for later
- Be short & clear
- Control your time

### **Presentation skills (5) *visual tools***

1  
Identifying equipment on the market and note advantages & limitations

2  
Prepare guidelines for flip-charts

*Group 3*  
Prepare operation guidelines for overhead projectors

*Group 4*  
Prepare guidelines for production of overhead sheets

### ***(More) tips on visuals***

- Readability: size, printed, lower case
- Hand-written is good enough
- Use key words, short sentences
- One topic per frame
- Not more than 3 information levels
- If the sheet is full: reorganise / split
- Re-make drawings, do not copy from books. Consider build-up with overlays
- Prepared series: logical, fixed and numbered
- Face the audience, not the screen
- Be consistent with what you say
- Use masters for handouts
- Practice
- Check equipment & space, assume the worst. Bring your own equipment
- Use sheets as presentation guide

### **Presentation skills (6): *Personal style and habits***

# ***Personal checklist for presentation skills***

---

## **Structure, story line**

- ◇ Subject made clear at beginning
- ◇ Presentation structure made clear at beginning
- ◇ Attention of group obtained at opening
- ◇ Transitions between main points are clear
- ◇ Subject/content summarised at the end

## **Argument**

- ◇ Subject is relevant to group
- ◇ Only relevant information/statements included
- ◇ Main points form logical progression
- ◇ Contributions from participants extracted and used

## **Language use**

- ◇ Conversational, simple words and phrases
- ◇ Personal examples used (I / we)
- ◇ Talk is not too concise
- ◇ Filler words (er, um) limited
- ◇ Articulation is clear
- ◇ Speaks loud enough to be heard at back
- ◇ Balance articulation / volume / speed is good

## **Body language**

- ◇ Posture upright, normal
- ◇ Gestures are made and can be seen
- ◇ No distracting mannerisms
- ◇ Expression is friendly, open

## **Interaction with group**

- ◇ Eye contact is maintained with all
- ◇ No part of group is excluded
- ◇ Speaker responds to group's body language
- ◇ Speaker deals adequate with questions

## **Audio-visual aids**

- ◇ Use of board/flip chart/overhead projector
- ◇ Speaker talks to group, not the medium
- ◇ Images are powerful
- ◇ Lettering / detail large enough to read

### ***Limitations of lecturing***

- Mainly for concepts and knowledge
- Little feedback on impact
- Creates passive audience
- Ignores audience experience
- Counter productive if not done well

### ***Why skills are important:***

- Jobs are based on skills, not knowledge
- Skills in one job imply understanding in other jobs

### ***Which skills / procedures are you going to train ?***

- Equipment / tests
- Calculations
- Reporting
- Supervision
- Management

### ***How to train skills***

#### ***Prepare***

- Get the real thing and make sure it works
- Master all details yourself, over and over again
- Write out step-by-step actions / procedure
- Golden rule: tell, demonstrate, practice for all under your guidance. It's a cooking session !

#### ***1 Tell***

- Define final result
- Break down the action in clear, successive steps
- Always avoid background stories, related skills and special conditions

#### ***2 Demonstrate***

- Make sure everybody sees what you are doing
- Repeat exactly the steps of action

#### ***3 Guide exercises for all***

- Allow mistakes, don't correct too quickly
- Give lots of positive support
- Stick to original sequence of steps, no deviations
- Avoid questions and other distractions
- Split in coached groups to save time

### ***Discussions in groups***

- 1**     ***Open inventory of facts, ideas, opinions***
  - Any outcome is acceptable
  - Often no need to prepare on topic
  
- 2**     ***Focused questioning towards pre-defined outcome (information, concepts)***
  - Only your outcome is acceptable
  - Preparation required

### ***Applications of open discussions (inventories)***

- Warming up for a topic
- As general wake-up call
- For a quick TNA and last-minute focusing of your training session
- To clarify and use participants' experience

### ***Tips for open inventories***

- Note the topic
- Facilitate, do not lead or judge responses
- Stand up, move around
- Note key words & organise information
- Involve all participants
- Pause for answers
- Keep the pace, don't discuss

#### **When you loose control (poor reaction)**

- Summarise findings
- Reformulate the topic
- Provoke with questions

#### **When you loose control (over-reaction)**

- Make a break
- Reduce opinions: split in smaller groups

### **Discussions in groups: *focused questioning***

Applications:

- Get participants involved (again)
- For facts, opinions, concepts
- Good alternative for a (boring) lecture
- To make participants feel important
- To get consensus on difficult issues

### ***Tips for focused questioning***

#### **At the start**

- Note the issue or topic
- Give short introduction
- Set time limits

#### **When you do it**

- Use open and closed questions
- Steer/manipulate unnoticed
- Note useful key words, organise information
- Summarise and add as appropriate

#### **In case of poor reaction**

- Summarise findings & conclusions
- Reformulate the issue
- Provoke with questions

#### **In case of over reaction**

- Make a break
- Split in smaller groups

***When you have to build a difficult consensus***

**Preparation & start**

- Master your topic, know all pros and cons
- Define negotiation margins and some compromises for yourself
- Keep your real objective hidden
- Note the issue in neutral terms
- Sit with the group, keep lower profile
- Give short and neutral introduction
- Set time limits before you start

**During the discussion:**

- Use open and closed questions
- Save some arguments for later
- Compromise when possible
- Avoid impression of manipulation
- Note useful key words/arguments
- Spot your supporters & use them
- Summarise often, with acceptable jumps to conclusions

## *Selecting training methods*

<b>Methods</b>	<b>Types of objectives</b>		
	<b>knowledge &amp; concepts</b>	<b>skills</b>	<b>attitudes &amp; motivation</b>
<b>lectures / presentations</b>			
<b>demo &amp; exercises</b>			
<b>group discussions (1)</b> <i>open inventories</i>			
<b>group discussions (2)</b> <i>focused questioning</i>			

Indicate links with:

+     =     strong  
 0     =     neutral  
 -     =     weak

### ***Finals***

- 4 topics / objectives / methods
- 4 groups
- ..... minutes preparation
- Result: mini course with 4 sessions of 15 min
- Roles:
  1. four trainers
  2. four module development teams
  3. one course / training manager
  4. critical review audience

### ***Personal improvement plan***

- Prepare, prepare, prepare
- Know your trainees
- Use your strong points
- Rehearse with colleagues
- Learn from public response / evaluations
- Start with selected manageable improvements
- Switch methods within a session

### ***luation***

- We want to improve
- Analyse present learning process
- Use the same forms in your own training
  
- Use distributed forms
- Give specific, honest answers
- Take your time
- Anonymous, if you wish

## ***Final evaluation***

Course: training development, management and communication skills. Hyderabad  
16 - 21 April 1998

### **1 Contents and relevance**

***In this training course, you were exposed to various practical training skills. Please indicate what specific improvements you made during the course:***

- In *training development* I specifically improved in  
.....  
.....  
.....
- In *training management* I specifically improved in  
.....  
.....  
.....
- In *communication skills* I specifically improved in  
.....  
.....  
.....
- Most training skills covered during the sessions were familiar to me and I did not learn anything in particular. In ToT courses like this, I expect more time would have been devoted to  
.....  
.....

***In your (new) role as water quality trainer, you are expected to apply the various training skills you have just mastered. Would you confidently start playing your role as trainer, once you are back in your office / laboratory?***

- No, because  
.....  
.....
- Yes, generally speaking I expect no difficulties in my function as trainer, because  
.....  
.....
- Yes, but in *training development* I expect difficulties with  
.....  
.....  
.....
- Yes, but in *training management* I expect difficulties with  
.....

.....  
.....

Yes, but in *communication skills*, I expect difficulties with  
.....  
.....  
.....

**What is your overall rating of the relevance of the past sessions  
for your new function as water quality / hydrology trainer  
(circle one figure):**

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

## 2 Trainers

*Please comment in key words on performance of the main HP trainers:*

	strong points	weaker points
S. Jagota		
H. Wittenberg		

*What is your overall rating of the trainers (circle one figure)*

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

## 3 Materials

*Please comment on the materials (transparencies, handouts, demonstration equipment)*

They are good, because

.....  
 .....  
 .....

They are fine, but I suggest to improve

.....  
 .....

They are disappointing, because

.....  
 .....

*What is your overall rating of the materials used in this ToT course (circle one figure)*

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

#### 4 Logistics

*Please comment on the logistics and organization during the past week*

All arrangements were fine and I particularly appreciated  
 .....  
 .....  
 .....

I suggest the organizers should pay more attention to  
 .....  
 .....  
 .....  
 .....

I found the training logistics and management rather disappointing, especially  
 .....  
 .....

*What is your overall rating of the logistics / management during the past week (circle one figure)*

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

#### 5 General

*Would you recommend a similar Training of Trainers course to your colleagues?*

Yes, because  
 .....  
 .....

No, because  
 .....  
 .....

*What improvements would you recommend for future similar courses in training skills?*

1  
 .....  
 .....

2  
 .....  
 .....

3  
 .....  
 .....

**What is your overall rating of this training course (circle one figure)**

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

**(Thank you for completing this evaluation form. Pls return it now to the trainers.)**