

Programme overview

Day 1

09.30	Opener	30 min
10.00	Introductions.	60 min
11.00	Tea break	15 min
11.15	The need for training	15 min
11.30	Exercise: needs analysis in an organisation	45 min
12.15	Getting started with training development: who takes the lead	15 min
12.30	The training development cycle	30 min
13.00	Lunch break	60 min
14.00	Cycle highlights: Training objectives	20 min
14.20	Exercise: how to process new information in training (text analysis)	40 min
15.00	Tea break	15 min
15.15	Cycle highlights: Module production	60 min
16.15	Cycle highlights: Evaluation	15 min
16.30	Introductions: communication skills	15 min
16.45	Introductions: methods / objectives matrix	15 min
17.00	Announcement: homework	05 min

Day 2

09.30	Ice breaker: Buzz game	20 min
09.50	Recap Introductions: methods / objectives matrix	10 min
10.00	Exercise: self- assessment + inventory	30 min
10.30	Guided exercises (round 1) & review	30 min
11.00	Tea break	15 min
11.15	Main (6) elements of presentation skills	30 min
11.30	More guided exercises (round 2) & review	20 min
11.50	More guided exercises (round 3) & review	20 min
12.10	More guided exercises (round 4) & review	20 min
12.30	More guided exercises (round 5) & review	20 min
12.50	Conclusions	10 min
13.00	Lunch break	60 min
14.00	Ice breaker: Text analysis: 100%	20 min
14.20	Introduction: Skills training	15 min
14.35	Guided exercises: Skills training (round 1)	20 min
15.00	More tips: Skills training	30 min
15.30	Tea break	15 min
15.45	Guided exercises: Skills training (round 2)	20 min
16.00	Guided exercises: Skills training (round 3)	20 min
16.20	Conclusions	10 min
16.30	Video Review session	60 min

Day 3

09.30	<i>Ice breaker: Volley ball</i>	<i>20 min</i>
09.50	<i>Exercise: self- assessment discussions</i>	<i>30 min</i>
10.15	<i>Guided exercises: Inventory method (round 1)& review</i>	<i>30 min</i>
10.45	<i>Tea break</i>	<i>15 min</i>
11.00	<i>More tips</i>	<i>15 min</i>
11.15	<i>More guided exercises (round 2) applications of a paper clip</i>	<i>30 min</i>
11.45	<i>Introduction: focused questioning</i>	<i>15 min</i>
12.00	<i>Guided exercises: focused questioning method (round 1)& review</i>	<i>20 min</i>
12.20	<i>Conclusions</i>	<i>10 min</i>
12.30	<i>Exercise: Find objective - method linkages</i>	<i>30 min</i>
13.00	<i>Lunch break</i>	<i>60 min</i>
14.00	<i>Introductions: Management areas</i>	<i>15 min</i>
14.15	<i>Exercise: roles in training development</i>	<i>30 min</i>
14.45	<i>Ice breaker: Planning logic: the Titanic experience</i>	<i>30 min</i>
15.15	<i>Tea break</i>	<i>15 min</i>
15.30	<i>Introduction to the training calendar</i>	<i>15 min</i>
15.45	<i>Example training calendar</i>	<i>15 min</i>
16.00	<i>Exercise: prepare State / Region's training calendar</i>	<i>60 min</i>
17.00	<i>Announcement: homework</i>	<i>15 min</i>
17.15	<i>Video Review session</i>	<i>60 min</i>

Day 4

09.30	<i>Exercise: preparations for the Finale</i>	<i>120 min</i>
11.30	<i>Exercise: Finale- the course</i>	<i>90 min</i>
13.00	<i>Lunch break</i>	<i>60 min</i>
14.00	<i>Trainer information</i>	<i>20 min</i>
14.30	<i>Course evaluation:</i>	<i>30 min</i>
15.00	<i>Farewell</i>	<i>15.00</i>

Session plan

0 Preparations:

- Arrange room: seating in U-shape, name cards, OHP etc name cards
 - Certificates 20
 - Place 20 items in the center of the class objects
-

Day 1

09.30	Introductions 1:	30 min.	
	<ul style="list-style-type: none"> • Official address(es) by • Summarize programme 	10–15 min. 10 min.	OHS
10.00	Introductions 2:	60 min.	
	<ul style="list-style-type: none"> • Ask participants to pick one object and introduce themselves, associating symbols verses training • Ask for motivating / de-motivating experiences as trainers' 		OHS OHS
11.00	Tea break	15 min	
11.15	The need for training	15 min	
	<ul style="list-style-type: none"> • Question participants on the need for training and list key points • Describe the needs assessment process in an organization. 		Flip chart OHS
11.30	Exercise: needs analysis in an organisation	45 min	
	<ul style="list-style-type: none"> • Give participants a set of organisational problems. • Ask to write out possible training & non-training solutions (individual) • Ask to compile and test findings in 4 groups • Make plenary inventory of findings 		OHS & Handout with example problems
12.15	Getting started with training development: who takes the lead?	15 min	
	<ul style="list-style-type: none"> • Explain reservations towards training • Explain 2 x 5 W from demand and supply side • Ask how matching supply and demand would be possible. Stress the need for consultations with beneficiaries. Can this ever take place? 		OHS OHS OHS
12.30	The training development cycle	30 min	
	<ul style="list-style-type: none"> • Ask participants how they develop their training programme. List on flipchart. • Explain training development cycle 		OHS OHS
13.00	Lunch break	60 min	
14.00	Cycle highlights: Training objectives	20 min	
	<ul style="list-style-type: none"> • Stress importance of objectives and discuss how objectives are formulated. • Levels: i) organisational ii) course iii) session • Ask to go through the curriculum development checklist in handouts • Clarify questions 		OHS handout

14.20	<i>Exercise: how to process new information in training (text analysis)</i>	40 min	
	<ul style="list-style-type: none"> • <i>Individually:</i> Distribute text and (vague) training objective for KSA analysis, better objective and session plan • <i>In 4 groups:</i> ask to compare and consolidate findings for skills only • <i>Plenary:</i> Invite representative of one group to present result. • Ask participant to facilitate discussion. Comment on useful and not so useful ideas in the provided text 		<p>Addl. handout & OHS</p> <p>Handout</p>
15.00	<i>Tea break</i>	15 min	
15.15	<i>Cycle highlights: Module production</i>	60 min	
	<ul style="list-style-type: none"> • Describe module format and production steps • Distribute (or circulate) example module 		OHS Example module
16.15	<i>Cycle highlights: Evaluation</i>	15 min	
	<ul style="list-style-type: none"> • Introduce three sources <ul style="list-style-type: none"> - Participants' views - Trainers/ faculty's views - Organization's views • Discuss basic format 		
16.30	<i>Cycle highlights: Training delivery</i>	30 min.	
	<ul style="list-style-type: none"> • Refer to training, where communication skills become important. • Present empty methods / objectives matrix • Stress that 4 communication techniques is enough for any trainer • List objectives • Explain working methods used during the subsequent sessions 		OHS OHS OHS OHS
17.00	<i>Homework announcements</i>		

Day 2

09.30	Icebreaker: Buzz game	20 min.	
09.50	Recap methods / objectives matrix Introductions: <ul style="list-style-type: none">• Present empty methods / objectives matrix• Stress that 4 communication techniques is enough for any trainer	10 min.	OHS OHS
10.00	Exercise: self- assessment <ul style="list-style-type: none">• To improve communication skills, one has to know oneself first.• Ask to reflect on personal communication skills. Explain the questions. Stress anonymity.• Do not collect results• Make inventory of "good presenter". Make sure that at least clear talking & writing is on the list	30 min.	OHS Handout Flip charts
10.30	Guided exercises (round 1) <ul style="list-style-type: none">• Invite first presenter for 10 minutes presentation: volunteers first• Ask presenter for +/- response, rephrase as tips• Ask audience for +/- response, rephrase as tips• Add (some of) your own tips, be kind for the first volunteers• Tape review notes on the wall	30 min	Flip chart
11.00	Tea break	15 min	
11.15	Main (6) elements of presentation skills <ul style="list-style-type: none">• Explain <i>preparations, objectives, story line, questions</i>• Ask to prepare <i>use of visual aids</i> through open inventories in 4 groups.	30 min	OHS
11.45	More guided exercises (round 2, 3, 4 & 5) <ul style="list-style-type: none">• Ask one presenter from each group. These are also presentations.• Summarise tips on visual aids. Agree on actual use right now• Explain <i>personal style</i> with funny impersonations.• Refer to media checklist in handout	80 min	OHS OHS OHS
12.50	Conclusions <ul style="list-style-type: none">• Tips on the walls and in handouts are to be applied• Lecturing has serious limitations	10 min	OHS
13.00	Lunch break	60 min	
14.00	Ice breaker: Text analysis: <ul style="list-style-type: none">• Game: 100 % Inspection Explain, list scores, allow recounting of F's• Benefits of text analysis, highlight importance of "close reading" to prepare for skills training	20 min	Handout flip chart OHS

14.20	<i>Introduction: Skills training</i>	15 min	
	<ul style="list-style-type: none"> • Introduce topic, explain importance, check job skills and instruments available for practice: forms, equipment, computer, formulas • Ensure that some people are unfamiliar with selected skills / instruments 		OHS
14.35	<i>Guided exercises: Skills training (round 1)</i>	30 min	
	<ul style="list-style-type: none"> • Invite first volunteer, check whether he really prepared, check the objective he has in mind • Don't guide, allow 10-15 minutes • Ask volunteer for +/- response • Ask audience for +/- response, start with person who was unfamiliar with skill: can he do it now? • Add (some of) your own observations • Tape tips on the wall 		OHS Flip chart
15.05	<i>More tips: Skills training</i>	25 min	
	<ul style="list-style-type: none"> • Explain the structure and tips on skills training • Note that the same is applied in this training! 		OHS
15.30	<i>Tea break</i>	15 min	
15.45	<i>Guided exercises: Skills training (round 2 & 3)</i>	45 min	
	Other instruments, one or two more volunteers, more critical reviews, as earlier		
16.30	<i>Conclusions</i>	15 min	
	<ul style="list-style-type: none"> • Tips on the walls and in handouts are to be applied 		
16.45	<i>Review session</i>	45 - 60 min	
	<ul style="list-style-type: none"> • During evenings, participants review video recordings a/o prepare for tomorrow's exercises 		TV & VCR

Day 3

09.30	Icebreaker: Volley ball	20 min	
09.50	Exercise: self- assessment <ul style="list-style-type: none">• Refer to self assessment questionnaire in handout. Ask to reflect on personal communication skills. Explain the questions. Stress anonymity.• Do not collect results• Make inventory of “good discussion leader”.	30 min	OHS Handout Flip charts
Inventory method			
10.15	Guided exercises (round 1) <ul style="list-style-type: none">• Explain applications of <i>inventory method</i>. Refer to self-assessments and visuals inventory as examples.• Apply in groups for <i>paper clip</i>• Ask participant to do the inventory• Review: personal, group, yourself	30 min	OHS Flip chart
10.45	Tea break	15 min	
11.00	More tips <ul style="list-style-type: none">• Explain inventory method	15 min	OHS
11.15	More guided exercises (round 2) <ul style="list-style-type: none">• Other topics, other volunteers, more critical reviews	30 min	Flip charts
Focused questioning			
11.45	Introduction: focused questioning <ul style="list-style-type: none">• Explain applications of <i>focused questioning</i> method.	15 min	
12.00	Guided exercises (round 1) <ul style="list-style-type: none">• Ask participant to try a session (20 min)• Review: personal, group, yourself	15 min	OHS Flip chart
12.15	Conclusions & more tips <ul style="list-style-type: none">• Explain focused questioning in detail	15 min	OHS
12.30	Exercise: Find objective - method linkages <ul style="list-style-type: none">• Explain matrix• Allow 15 min to find links in 4 groups• Make <i>open inventory</i> of findings. Usually they are correct• Confirm exclusive knowledge/lecture & skills/exercise links• Confirm all-round use for discussions.	30 min	OHS
13.00	Lunch break	60 min	

14.00	Management areas <i>Candidate trainers may not be the one and only course managers, but they should at least make sure that their own sessions are properly managed.</i> Area 1: training development cycle Area 2: trainees Area 3: trainers Area 4: materials Area 5: logistics Refer to <i>management checklist</i> in the handout, allow reading time, answer questions.	15 min	OHS
14.15	Exercise: roles in training development <ul style="list-style-type: none"> • Ask to rate involvement in all steps of the dev. cycle (+/0/-) • Make inventory (hand raising) of + / 0 / - scores for the trainer (“you”) on OHS 	30 min	OHS & Handout
14.45	Lets be logical: Game – The Titanic experience <ul style="list-style-type: none"> • Individual attempt • Group findings • Experts’ results • Calculate results, find the winner(s) • Hand-out expert result 	30 min	OHS Handout
15.15	Tea break	15 min	
15.30	Introduction to training planning	10 min	OHS
15.40	Exercise: Make state / region's training calendar <ul style="list-style-type: none"> • Ask to form 4 pairs of training teams (pairs: 1CTU + 3 NIH) CWC - 3 & 1 per MP, MAH, GUJ are extras • Ask the choice of states / regions per pair • Ask for the date of delivery & coaching 	60 min	Flip chart
16.45	Review session <ul style="list-style-type: none"> • During evenings, participants review video recordings a/o prepare for tomorrow’s exercises 	45-60 min	TV & VCR

Day 4

09.30	Icebreaker: Buzz game or ???	20 min.	
09.50	Exercise: State / Region's training calendar <ul style="list-style-type: none">• Collect completed tables (Basic data processing SW)• Understand & ask clarification to doubts	15 min	
10.15	Exercise: Finale of everything learned <ul style="list-style-type: none">• Explain proceedings• Withdraw from the scene if you appointed a course manager• Allow independent preparation	90 min	OHS all trainer tools
	Tea break	15 min	
11.45	Exercise: Finale- the course <ul style="list-style-type: none">• Keep note of main mistakes and outstanding performances during the resulting mini course	60 min	
13.00	Lunch break	60 min	
14.00	Review <ul style="list-style-type: none">• Summarise your observations after a break• Linking up with your observations, explain personal improvement plan	15 min	OHS
14.15	Evaluation Formal & questionnaire based <ul style="list-style-type: none">• Explain purpose of training evaluation• Explain evaluation form• Remain standby for questions, but do not read results in front of others.	30 min	OHS Handout
14.45	Trainer profiles <ul style="list-style-type: none">• Ask to fill trainer profile, time allows• Collect profile sheets, attendance list.	15 min	Addl. Handout
15.00	Beating the retreat <ul style="list-style-type: none">• Last questions and discussion, if any• Farewell• Get your materials and tools together. Leave a clean venue behind.	15 min	

Training of Trainers

***Good morning
and
welcome to you all***

Why are we here?

Training helps to bridge the gap between new job requirements and present job performance

- New knowledge
- New skills
- New working attitudes

HIS implications

- Technical
- Organizational
- Human Resource
Development

Who is to be trained in what ?

- All HIS functions: field, laboratory, advanced equipment, data entry, data processing, communication, storage and reporting
- All CWC/CGWB Regions and eight States
- Not one course, but a series per jobholder

HP training volume

- 85 types of training courses
- for more than 27,000 staff
- in 3 years

Your share in HYMOS training: 400 - 450 staff

Variety of HP training providers

- In-house training by in-house trainers on agencies & labs.
- Designated CTIs: **CTU**, RGI, **NIH**
- Advanced laboratories in India
- Other institutes and universities in India and abroad
- Consultants

HP data processing training

1. Overseas familiarisation
2. Basic HYMOS - ToT
3. Sub-division & Division staff training
4. Implementation coaching
5. Advanced HYMOS - ToT
6. Division staff training
7. Implementation coaching
8. WQ data processing

Consultants' roles in data processing training

1. Build sustainable training capacity
 - In-house & external institutes
 - State and National level co-ordination
2. Update technical validity of training contents
 - Technical documentation
 - HYMOS software
 - Production and review of training modules
3. Improve quality of training
 - This ToT
 - Evaluate each course delivery
 - Follow organisations' response
 - Coach trained staff
 - Maintain training information system

Your roles

- Keep in touch with local HP Training Co-ordinator & H/SMC
- Ensure your position as trainer
- Update curriculum and (some) training modules
- Train data processing staff in the States & CWC Regions
- Coach staff during HYMOS implementation
- Keep your knowledge up-to-date

How to become a HYMOS trainer in just 3 weeks ...

- Technical HYMOS training (two rounds)
- Training development
- Communication skills
- Training management

***Your personal
improvement depends on
your active participation***

Why are we here: any doubts ?

Our programme for the next four days

Day 1 Training development

Day 2 Presentation skills &
skills training

Day 3 Discussion techniques &
training management

Day 4 YOUR SHOW

Our style

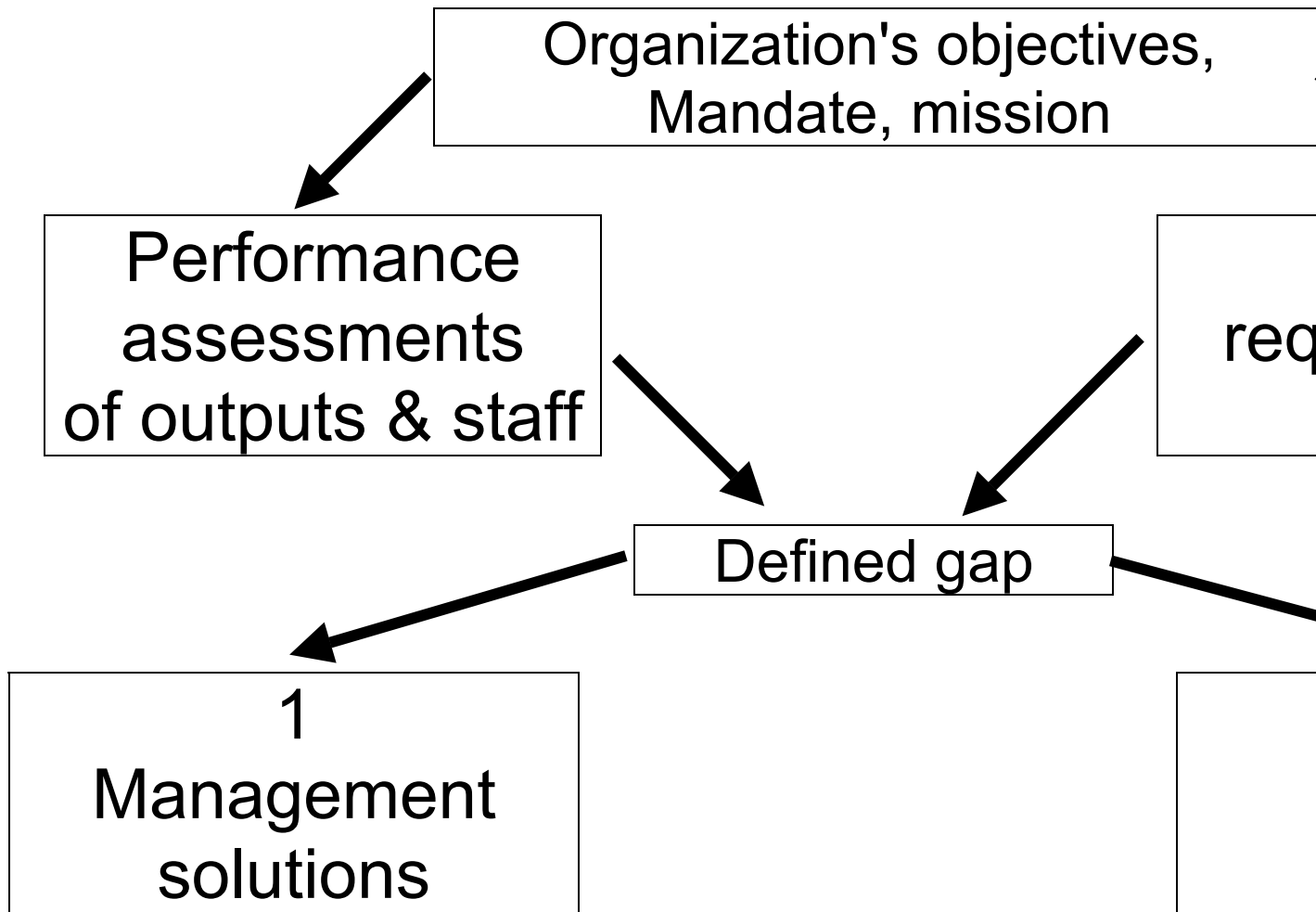
- Informal
- Fun & games
- Use us as examples
- Learning by doing

How are you & who are you ?

- Your name ?
- Your technical specialisation ?
- Your training specialisation ?
- What keeps you going in training: likes & dislikes ?

Why training ?

Recognition of training needs



***How would you address
performance problems
in HP data processing units
through training ?***

“HYMOS training is important, but.....”

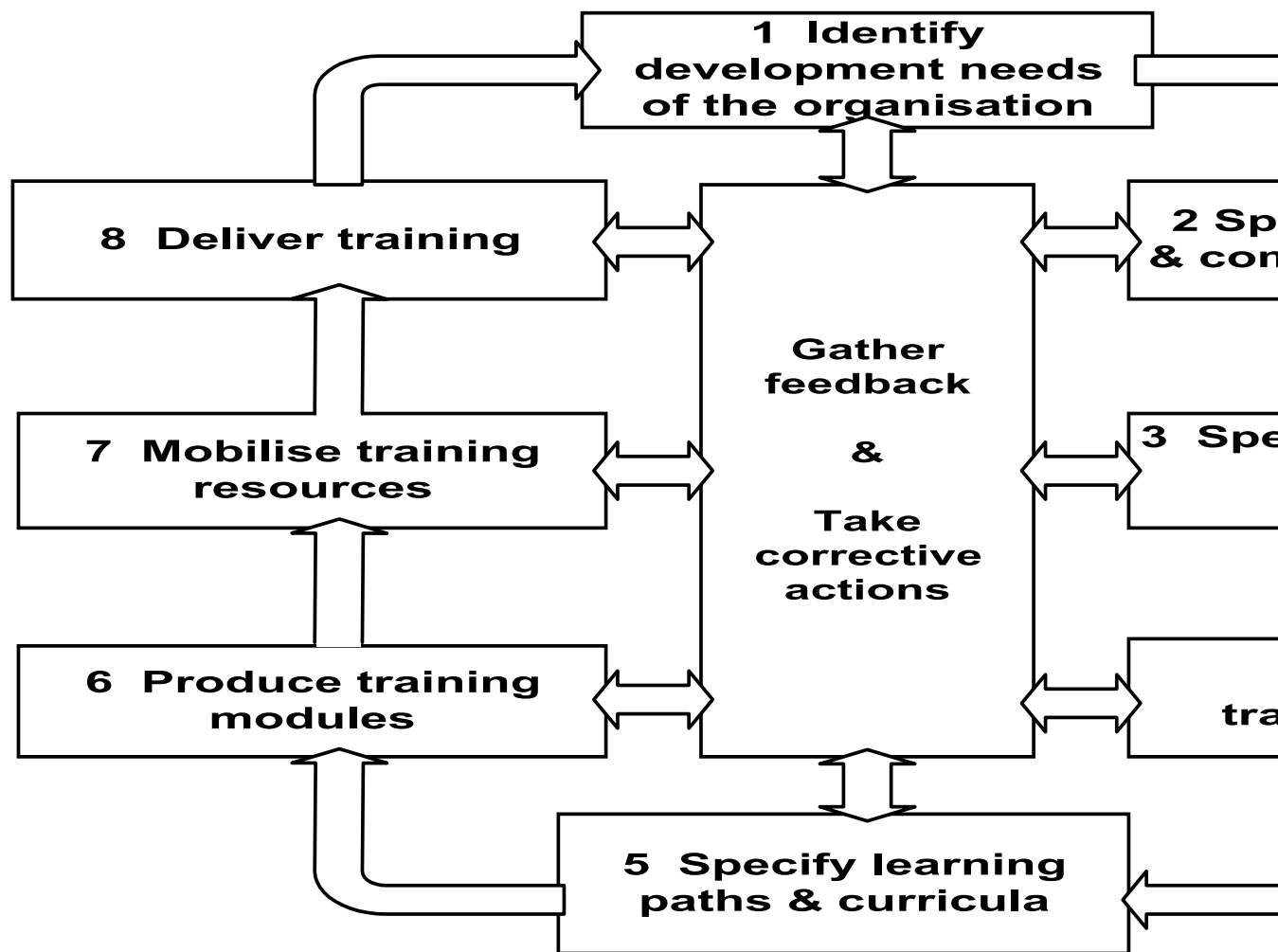
- Can't we survive without training ?
- Does everybody need training ?
- Can we deliver training ourselves ?
- Is there time to participate ?
- Do we have the facilities ?
- We have no budget...
- Are we to be judged ?
- Can we expect any real improvements ?

The 5 Ws of training

- **Why** is training needed ?
- **What** is to be trained & **What** type of training fits ?
- **Who** is to be trained ?
- **When** is the training to take place ?
- **Where** does it take place ?

How do we match training demands with supply ?

***What steps would you
take
to develop a training
programme?***



Training objectives

- **Levels:** organisational, staff, training course, sessions &

module, small events in a training session

- **Job related** (and nothing else)
- **Describe changes** which take place during and after the training course
- Use **active verbs** to indicate what participants will be able to **do**
- Try to **quantify** intended changes and actions

Curriculum development checklist

See handout

How to process (new) information in your training ?

1. Go through the text, individually
2. Note **knowledge, skills and attitude parts**
3. Mark essential skills for training
4. Check ideas with others
5. How would you deliver the training ?

Module production steps

- Step 1 Write / obtain valid technical text (lecture notes)
- Step 2 Prepare module profile sheet
- Step 3 Consider module context
- Step 4 Make session plans
- Step 5 Specify evaluation method
- Step 6 Produce overhead sheets
- Step 7 Produce handouts
- Step 8 Produce additional handouts

Module format

1. Cover page
2. Table of contents
3. Module context
4. Module profile sheet
5. Session plan
6. Evaluation
7. Overhead sheets (masters)
8. Handouts (masters)
9. Additional handout (masters)
10. Table of contents for main text
11. Main text
12. Annexes for main text

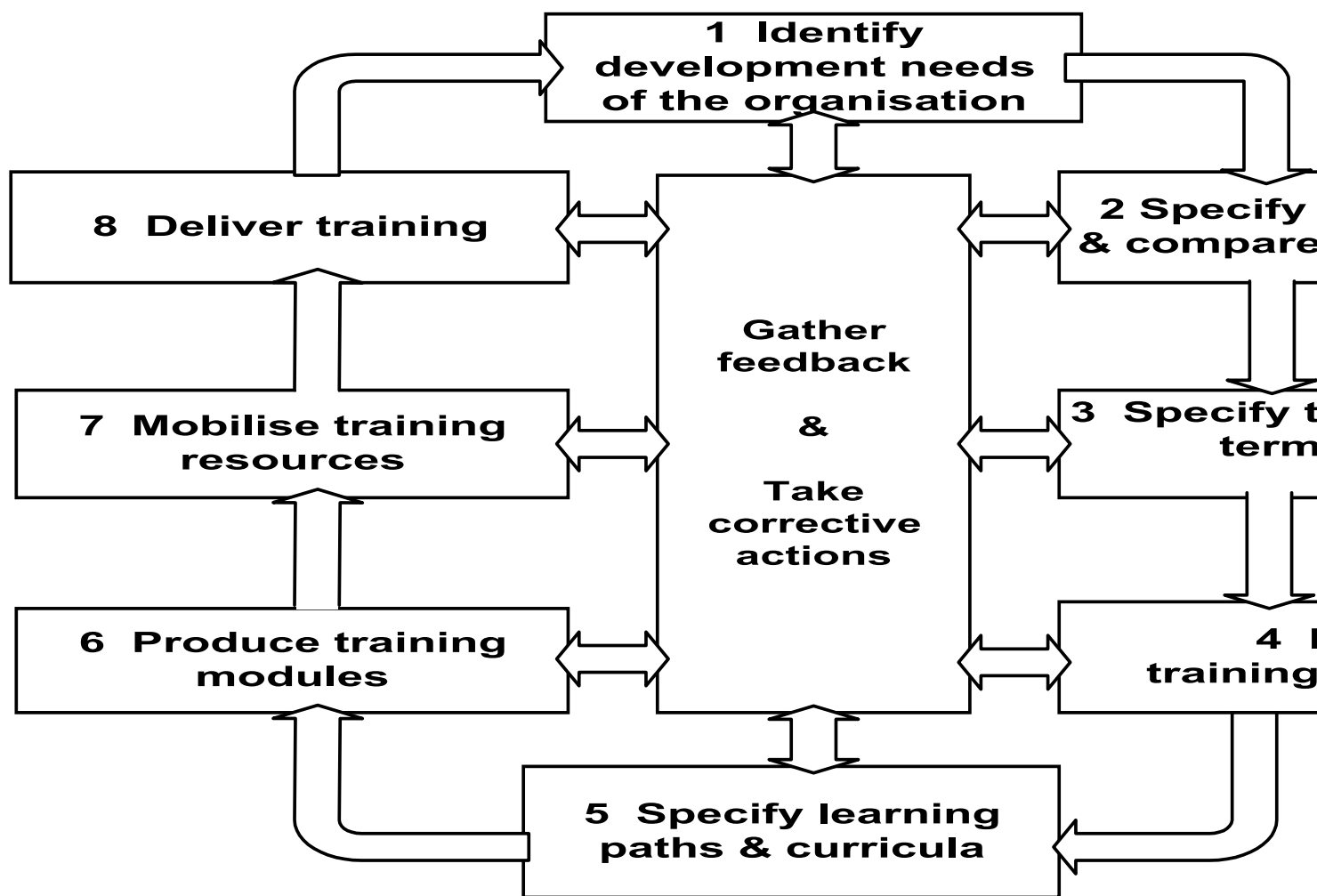
Training evaluation

What

1. Did **participants** benefit ?
2. Could **trainers** do better ?
3. Are **materials** useful ?
4. What about **logistics** ?

How

1. Observe participants during training
2. Use quick open inventory or formal questionnaire (handout)
3. Consult with colleagues and client organisations
4. Take corrective actions



Communication skills: program

Day 2 09.30 - 17.30

- Overview and self-assessment
- How to make presentations

- How to run exercises
- Video feedback & home work

- Day 3** 09.30 - 17.30
- How to manage group discussion
 - How to manage group discussion
 - Review: selecting training materials
 - Video feedback & home work

- Day 4** 09.30 - 16.00
- Simulation: running your own training
 - Review: personal improvement
 - Evaluation and farewell

Overview of basic communication skills

Training methods	Types of objectives	
	knowledge & concepts	skills
lectures / presentations		
demo & exercises		
group discussions (1) <i>open</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 |
| 07 Conference | 21 Simulations and |
| 08 Convention | 22 Programmed Learning |
| 09 Forum | 23 Nominal Group |
| 10 Role Playing | 24 Peer-Mediated |
| 11 Distance education | 25 Multi-Media Packages |
| 12 Seminar | 26 Sensitivity Training |
| 13 Institute | 27 Listening Team |
| 14 Interview | 28 Panel |

Communication training: objectives

After the next sessions you are able to more effectively:

1. Deliver presentations / lectures
2. Give demonstrations and guided exercises
3. Facilitate group discussions
4. Select appropriate training methods for specific objectives and learning situations

Working methods

- No theory, but lots of exercises
- Copy example behaviour
- Everybody active
- No personal records or ranking
- Strict time management
- Video reviews

Basic communication skills

Training methods	Types of objectives	
	knowledge & concepts	skills
lectures / presentations		
demo & exercises		
group discussions (1) <i>open</i>		
group discussions (2) <i>focused</i>		

Self assessment: presentation skills

What are your present stronger and weaker points ?

Exercises: presentation skills

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

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 and 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 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 lecture ?

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

Head / start

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

Body

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

Tail / Round off

- Repeat the topic, give one line key message
- Link-up with next session

Presentation skills (4): *questions*

- Never interrupt, listen carefully: information, opinion, confrontation, multiple
- 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 in your answers
- 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 to 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 and not more than 3 information levels
- Re-make drawings, do not copy from books. Consider overlays.
- Prepared series: logical, fixed and numbered
- Face the audience, not the screen. Practice your movements
- Be consistent with what you say
- Use masters for handouts
- Check equipment & space, assume the worst. Bring your own equipment
- Use sheets to memorise your story

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

100 % Inspection

- Read the text
- Count the small **f** 's and capital **F** 's
- Do not read two times: 200 % inspection
- Complete in 10 minutes

Why skills training is 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 ?

How to train skills ?

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

How to run a skills training session (1)

Prepare

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

How to run a skills training session (2)

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

How to train skills ?

1. Prepare
2. Run a 10-15 minutes session
3. Reviews
4. Next

How to run a skills training 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
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- Allow mistakes, don't correct too quickly
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Self assessment: discussion skills

What are your present stronger and weaker points as facilitator?

Discussions in groups

1 *Open inventory*

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

2 *Focused questioning*

- Only your outcome is acceptable
- Preparation required

Application of open discussions: inventories

- Raise interest for a topic
- Wake-up your audience
- Clarify participants' experience: quick TNA
- Clarify participants' experience: sometimes they do know better

Tips for open inventories **(1)**

- 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

Tips for open inventories **(2)**

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

Applications of focused discussions: *questioning*

- Get participants involved (again)
- Good alternative for a (boring) lecture
- Make participants feel important
- Get consensus on difficult issues

Tips for questioning (1)

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: not as list but pre-organised
- Summarise and add as appropriate

Tips for questioning (2)

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 to reduce variety of opinions & neutralise dominant persons

Selecting training methods

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

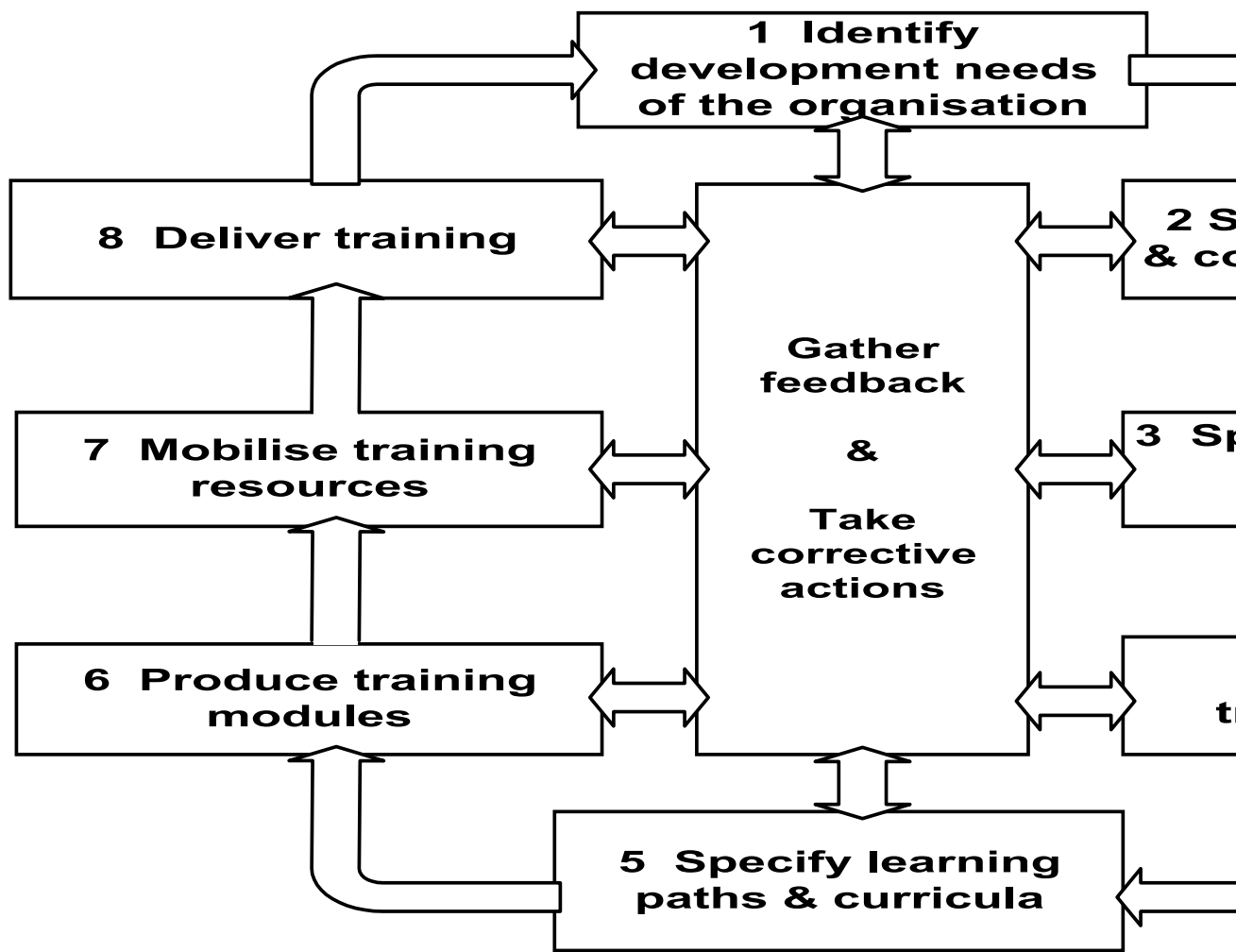
Indicate links with:

+ = strong

0 = neutral

- = weak

What should be managed in training ?



Other areas of training management

1. (Training development cycle)
2. Trainees
3. Trainers
4. Materials
5. Logistics

2 What trainees will ask:

- Clear objectives
- Programme details
- Proper logistics
- Clear entry requirements
- Friendly reception, coaching, acceptance
- Will I learn something useful ?

3 What colleague trainers will ask:

- Who is the target group ?
- What is their entry level ?
- What is the objective ?
- Course details
- Delivery duration
- Lots of logistical details: date, time, place, travel, tools
- Who pays my bills ?

4 Managing training materials

- What do you display ? *slides, video, flip charts, instruments*
- What do you need in front of you ? *Markers, tape, session watch*
- What do you distribute ? *Parts of module, program manuals/procedures, HYMOS software, local exercises, evaluation*
- What back-up do you need ? *Spare lamps, photocopying facilities*

5 Managing training logistics

- Training venue: *hall, sites, seating, ambiance*
- Coming and going: *trainee & trainer travel, reception / registration / departure*
- Staying: *board, lodging, recreation*
- Training aids: *boards, flip chart, OHP, instruments*
- And..... many other things that may go wrong

Use your training management check lists

- Familiarise with all items
- Improve / extend the lists
- Divide & delegate tasks
- Do not assume that things are done.
- Use long term, medium and last minute checks

Discover the logic in training planning: *the Titanic experience*

- Rank your survival kit (1 to 15) > 10 min.
- Do others have better ideas? > 15 min.
- Decide on your final ranking > 5 min.
- Listen to the experts
- Count good and ± 1 scores in your final ranking
- Find out if you are going to survive...

The Titanic experience: professional opinions

Prepare your training plan

(1)

- 1 *Define courses***
 - Maximum of 2 weeks of uninterrupted
 - Split long courses in linked shorter courses
 - DPC staff follows variety of other courses

- 2 *Cluster participants***
 - Deliveries for smaller geographical areas
 - Centralize in well equipped institutes
 - No of PCs and trainers determine group size
 - Combine CWC and State DPC staff

- 3 *Sequence deliveries***
 - Bottom-up or top-down?
 - Which States / Regions come first?

Prepare your training plan (2)

4 Set dates

- Not too early or late for you
- Not too early or late for participants
- Avoid hot season, monsoon, holidays
- Simultaneous deliveries ?

5 *There is more to plan than just deliveries:*

- Training preparations
- Other HP and non-HP activities
- Sanctioning of training budget
- Timely announcements and notices
- Getting fully familiar with HYMOS

Let's prepare your HYMOS training plan

Finals

- 4 Topics / objectives / methods
- 4 Groups
- min. preparation time
- 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
- Start with selected manageable improvements
- Switch methods within a session
- Learn from evaluations (3 types)

Evaluation

Why

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

How

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

How do others reach you ***?***

Please complete the HP trainer
profile sheet

Additional handouts

Check list

1. Handouts: in blue folder, with label.
2. Text for analysis: **2 Introduction to Microsoft Windows 95**

(Ensure that the solution is not attached to the above text)

3. Text analysis solution sheet: **2.02 Starting Windows 95**
4. Professional responses to Titanic experience
5. Example training plan
6. Empty format for training planning
7. Certificate of attendance?

Extra

Announcement letter, requirements letter, other relevant correspondence

Blank A-4 sheets

HP trainers visiting cards

Pens

Note pads

Booklet: *Training your staff*

Check toolkit: masking tape, pencils, sharpeners, erasers, scotch tape etc

The Titanic experience: professionals' response

1. Shaving mirror	<i>Getting external help is the first priority, used as a reflector to attract attention</i>
2. Two-gallon can of oil-gas mixture	<i>To get help is a priority, to make a fire & attract attention, but may not last to long</i>
3. Five-gallon can of water	<i>Seawater is not fit for human consumption, can survive only on water for seven days</i>
4. One case of Army C rations	<i>Basic rations are essential, but water takes precedence</i>
5. Twenty square feet of opaque plastic	<i>Means of protection against rain, wind, cold weather, one has to remain healthy to survive</i>
6. Two boxes of chocolate bars	<i>Army C rations will not last forever, handy source of calories, is a good option.</i>
7. Fishing kit	<i>Again, Army C rations & chocolate bars will not last forever, nature provides</i>
8. Fifteen feet of nylon rope	<i>For safety, to tie up self and the equipment on the life boat, in case of rough sea conditions</i>
9. Seat-cushion (flotation device)	<i>For safety, to keep afloat in case the lifeboat overturns</i>
10. Shark repellent	<i>Again for safety purpose, but a lower priority than 8 or 9 above</i>
11. One quart of 160-proof Jamaican rum	<i>Medication yes, merrymaking certainly not</i>
12. Small transistor radio	<i>May help to indicate land proximity</i>
13. Maps of the Atlantic Ocean	<i>Are of no real use in such a situation</i>
14. Mosquito netting	<i>Not required, no mosquitoes in subzero conditions, too flimsy to catch fish</i>
15. Sextant	<i>Of no use without a drawing board and other drawing equipment</i>

2 Introduction to *Microsoft Windows 95*

2.01 *What is Windows?*

Windows is the class of software called graphical user interface (GUI). In days before Windows, all the functions were performed with keyboard commands and were often very cryptic. With the advent of **Windows**, many routine computing tasks, viz; running programs, opening files, choosing commands, changing a word to italic, etc. can now be done using a graphical approach. This approach is much more intuitively obvious to users who are new to computers. Further all **Windows** softwares can be operated essentially by the same commands and graphical items on the screen. Having mastered the first **Windows** program, learning others becomes much easier.

Windows owes its name to the fact that it runs each application or document in its own separate *window*. A **Windows** is a box or frame on the screen. One can have numerous **Windows** on the screen at the same time. Each contains its own program and/ or documents. A user can easily switch between programs without having to close one and open the next.

In addition to the existing applications, **Windows** comes with quite a handful of its own little programs, for example, there is a word-processing program called WordPad; a drawing program called Paint; utilities for keeping your hard disk in good working order etc. to name a few.

Windows 95 is Microsoft Corporation's latest upgrade to its phenomenally successful and universal software, and has generically been dubbed *Windows*.

2.02 *Starting Windows 95?*

To start Windows it is necessary to remove any floppy disk from the computer's floppy disk drive/s. Then one can switch on the computer, screen and other devices you are likely to use. e.g. an external CD ROM or external modem etc. Then we wait while Windows 95 loads from the hard disk into the RAM. Unlike **Windows 3.x**, the DOS prompt (C:\>) will not appear. After a few seconds the **Windows 95** startup logo appears. The **Windows 95** starting screen- the Desktop appears (Figure 1).

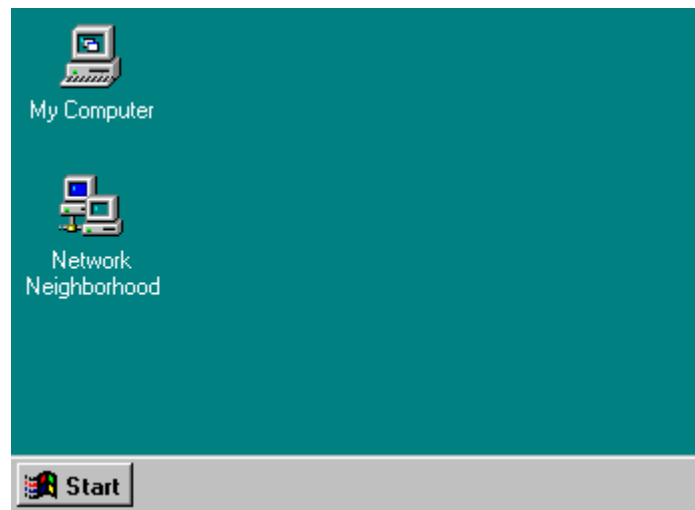


Figure 1

2.02.01 *Parts of Windows 95 Screen*

Windows 95 start-up screen comprises three basic parts - Desktop, icons and Taskbar.

- ***Desktop***

The ***Desktop*** is the overall work area while in **Windows 95**. It's called the desktop because **Windows 95** uses the whole screen which is analogous to the way one uses the surface of a desk. Working in **Windows 95**, items can be moved around on the desktop as performed in the day- to- day tasks. All this is done using graphical representations of the work. The most often used items can be placed on the desktop, thus retrieval requires less hunting around. Figure 1 above displays a typical Desktop where nothing new has been added to the Desktop. There are only two graphic items ready for use.

- ***Icons***

Icons are the second basic element of the **Windows 95** screen. One finds a few icons along the left side of the desktop. Icons are small graphic symbols with titles under them.

- **Taskbar**

Taskbar is the third element of the **Windows 95** screen. It is located on the bottom of the screen by default and can be moved to any of the four corners. The Taskbar has two primary functions: one to launch a program and two to switch tasks . It also works as a status bar, containing a clock and little icons to indicate printing, volume settings for sound, etc..

2.02.02 Start button

Start button is positioned at the left end of the Taskbar. It is used for the launching application ie. opening documents and making settings. Clicking on the **Start** button, a menu **Window** appears (Figure 1.3). Four of these menu choices; Programs, Documents, Settings and Find, are *cascading* menus. Choose any one of these to open a sub-menu.

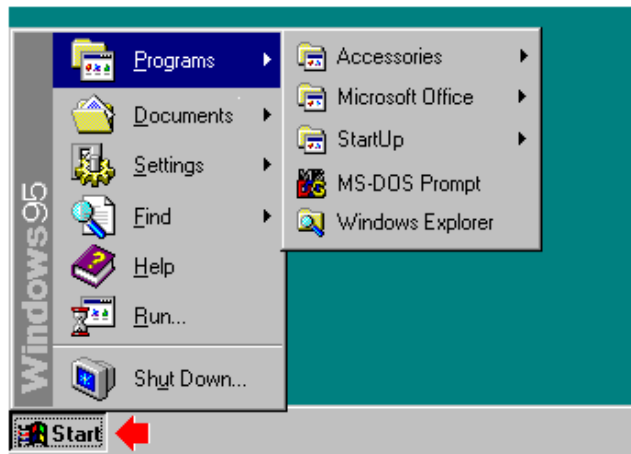


Figure 1.3

- **P**rogram option on the **Start** menu helps set up program groups within groups with everything in an alphabetical order. Every application/ program on the computer is segregated and categorised in this **Window**.
- **D**ocuments option on the **Start** menu, displays a list of the recent documents on which work has been done. Click on the document required to be opened. It appears in the appropriate software application **Window**.

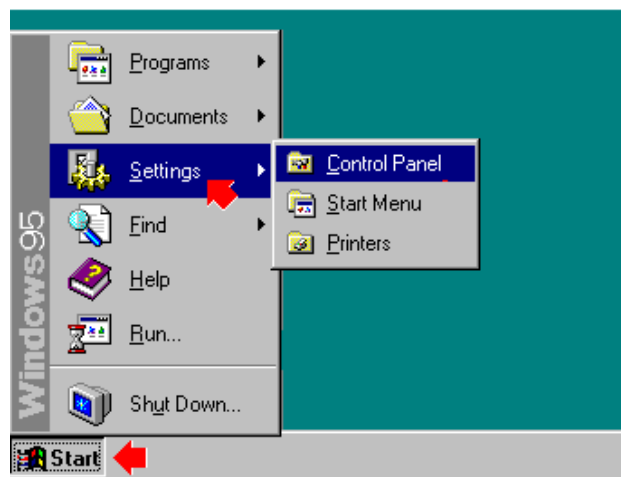
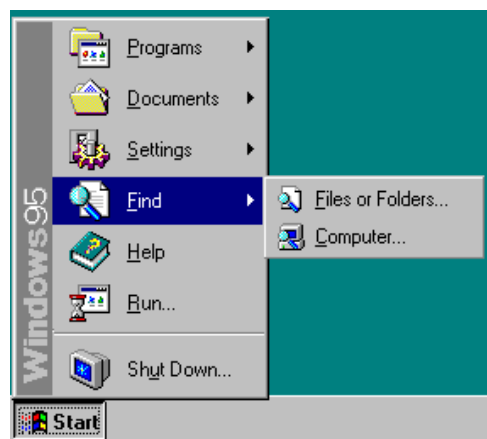


Figure 1.4

- **Settings** option on the **Start** menu, on clicking, opens a new **Window**. It provides more options viz. Control Panel, Printers and Taskbar. Click to see the menu shown on the last page in Figure 1.4.
 - **Control Panel** which operates much the same way as the old **Windows 3.x**. To customise the graphics, numerous alterations can be made through this function e.g. adjustments to screen colours, modems, adding new hardware, mouse settings etc.
 - **Start Menu** is used to customise the **Program** folders, create new folders, and move applications from one folder to another.
 - **Printers** is next on this sub-menu. Clicking displays a list of icon for each installed printer and an additional icon for adding a new printer. You can change the settings for the printers from here.
- **Find** option on the **Start** menu, is used to search for **Files** or folders & softwares on the **Microsoft Network** (Figure 1.5)



- **Help** option on the **Start** menu, gets help to troubleshoot.
- **Run** option on the **Start** menu, run a program and helps in loading new software.
- **Shut down** option on the **Start** menu, shuts down **Windows 95** and ensures that the work is saved on the hard disk.

2.02.03 My Computer *icon*

In **Windows 95**, the programs, documents and data files are all accessible from the **My Computer** icon. Double clicking on the icon opens the My computer Window, showing various components i.e. Floppy drive, Hard disk drive, Control panel, Printers, CD-ROM (if attached to the computer). Double clicking on any of these icons displays the contents of the respective component. A typical My Computer **Windows** is displayed in Figure 1.6 below.

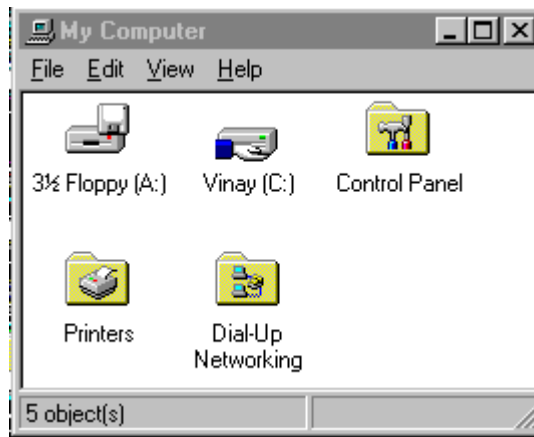


Figure 1.6

Windows Explorer is an alternative Program for seeing what's on the computer. Opening Windows Explorer gives a view of the computer's contents as a hierarchy or a "tree with branches". One can easily see the contents of each drive and folder on the computer, as well as the network drives connected. (Figure 1.7)

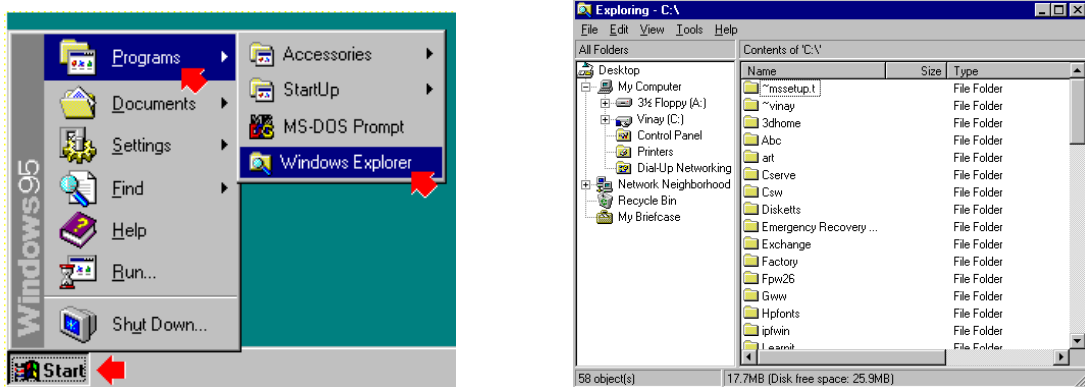


Figure 1.7

2.02 *Starting Windows 95?*

- **Steps to follow**

1. **Remove** any floppy disk from the computer's floppy disk drive/ s.
2. **Switch on** the computer, screen and other devices you are likely to use.
e.g. an external CD ROM or external modem etc.
3. **Wait** while **Windows 95** loads from the hard disk into the RAM .
 - * Unlike **Windows 3.x**, the DOS prompt (C:\>) will not appear.
 - * After a few seconds the **Windows 95** startup logo appears.
 - * The **Windows 95** starting screen- the Desktop appears (Figure 1).

Final evaluation

Course: ToT: Basic SW data processing HYMOS-4. NIH, Roorkee; November 15 - December 02, 1999

1 Contents and job relevance

Which job related knowledge, skills or attitudes did you expect to improve during this course?

- 1
- 2
- 3

Did this course meet your personal training objectives and expectations?

- Yes, absolutely
- Yes, except for
- No, because

Which specific tasks in your job do you expect to improve after attending this course?

- Especially
- I doubt whether I will apply newly acquired knowledge on because.....
- I doubt whether I will apply newly acquired skills in because

*What is your overall rating of the course **contents and their relevance** in your job as (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 facilitators:

	strong points	weaker points
H Ogink		
H Chowdhary		
H Raman		
Marc V Dijk		
S Sangal		
D Rao		
S. Jagota		
H Wittenberg		

What is your overall rating of the **trainers** in this training course (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, text) provided to you:

- 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 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 course organisation:

- All arrangements were fine
- I suggest the organisers to pay more attention to
- Disappointing, because

What is your overall rating of the logistics / management of this training course (circle one figure)

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

5 General

Would you recommend this training skills course to your colleagues ?

- Yes, because
- No, because

What improvements would you recommend for courses like this ?

- 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. Please return it now to the trainers.)

3		
4		
5		
6		
7		
8		
9		
10		
11		
12		