

HYDROLOGY PROJECT

TECHNICAL ASSISTANCE

Training module

**How to develop, manage and deliver
training**

Table of contents

| | | |
|---|---------------------|---------|
| 1 | Module context | Page 3 |
| 2 | Module profile | Page 4 |
| 3 | Session plan | Page 5 |
| 4 | Evaluation | Page 11 |
| 5 | Overhead sheets | Page 12 |
| 6 | Handouts | Page 58 |
| 7 | Additional handouts | Page 59 |

1 *Module context*

This module on *Training development, management & delivery skills*, is meant for trainers who wish to master their training skills. No prior training in other modules is needed to complete this module successfully:

| Module | Objectives |
|-------------------------------------|---|
| How to develop a training programme | <ul style="list-style-type: none">• Understand the training development cycle |
| How to manage training | <ul style="list-style-type: none">• Scheduling the preparation and implementation of a training programme• Understand responsibilities & organisational arrangements |
| Basic training skills | <ul style="list-style-type: none">• Deliver effective presentations / lectures• Give clear demonstrations and guide exercises• Facilitate group discussions• Become aware of personal strengths and weaknesses in training delivery skills and start a personal improvement plan |

2 *Module profile*

| | | |
|--------------------------|---|--|
| <i>TITLE</i> | : | How to develop, manage & deliver a training programme |
| <i>TARGET GROUP</i> | : | In house SWDES trainers |
| <i>DURATION</i> | : | 5 sessions of 210 minutes. |
| <i>OBJECTIVES</i> | : | After the training 80% of the participants will be able to : 1. Deliver effective presentations / lectures 2. Give clear demonstrations and guide exercises 3. Facilitate group discussions 4. Schedule the preparation and implementation of a training programme |
| <i>KEY CONCEPTS</i> | : | * Training development steps * Training management checks * Training methods * Evaluation processes |
| <i>TRAINING METHODS</i> | : | Open inventory, lecture & questioning. |
| <i>TRAINING AIDS</i> | : | Overhead projector, overhead sheets, flip chart, video camera, video playback unit, TV.... |
| <i>HANDOUT</i> | : | Copy of overhead sheets and additional handouts. |
| <i>REFERENCE READING</i> | : | * THE INSTRUCTOR'S POCKETBOOK by John Townsend. * NOTES FOR MANAGERS <i>TRAINING YOUR STAFF</i> by Winifred Gode |

3. Session plan

08 – 11 – 00: Day 3 – 12.00

| | | | |
|---------------------------------------|--|--------|---------------------------------------|
| 1 | Introductions-1 <ul style="list-style-type: none"> • Provide overview of the programme • List objectives • Ask participants to introduce themselves • Allow time for participants write their name cards | 30 min | OHS |
| 2 | The need for training <ul style="list-style-type: none"> ▪ Question participants on the need for training and list key points ▪ Define training | 10 min | Flip chart OHS |
| 3 | Change through training: Old lady – Young lady <ul style="list-style-type: none"> ▪ Split group into two ▪ Show individual picture of old & young lady to group 1 & 2 respectively. ▪ Show combined picture, allow time to discuss ▪ Summarise how mind perceives and trains to react. | 15 min | Additional handout OHS |
| 4 | Getting started with training development: who takes the lead? <ul style="list-style-type: none"> ▪ Explain 2 x 5 W from demand and supply side | 05 min | OHS |
| 13.00 hrs Lunch Break – 60 min | | | |
| 5 | The training development cycle <ul style="list-style-type: none"> ▪ Ask participants how they would develop their training programme. List points on flipchart. ▪ Explain training development cycle | 15 min | OHS OHS |
| 6 | Cycle highlights: Training objectives <ul style="list-style-type: none"> ▪ Stress importance of objectives and discuss how objectives are formulated. | 10 min | OHS |
| 7 | Cycle highlights: evaluation by trainers (curr dev checklist) <ul style="list-style-type: none"> ▪ Ask to go through the curriculum development checklist in handouts ▪ Clarify questions. | 10 min | OHS Handout |
| 8 | Introduction-2 <ul style="list-style-type: none"> ▪ Refer to training development cycle again to link up with previous sessions and highlight Step 8 (Conduct Training + related feedback & corrective actions) as the moment where communication skills become important. ▪ Present empty methods / objectives matrix. ▪ Stress that 3 communication techniques is enough for any trainer. ▪ Explain working methods used during the subsequent sessions. | 10 min | OHS |
| 9 | Exercise: self assessment - 1 <ul style="list-style-type: none"> ▪ To improve communication skills, one has to know oneself first. ▪ 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 presenter”. Make sure that clear talking & writing are on the list ▪ Tape results on the wall for frequent reference. | 20 min | OHS Handout Flip charts |
| 10 | 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 | 20 min | OHS Flip chart |
| 11 | Guided exercises (round 2) <ul style="list-style-type: none"> • Repeat 10 with 2nd volunteer | 20 min | Flip chart |
| 15.45 hrs Tea Break – 15 min | | | |
| 12 | Main (6) elements of presentation skills <ul style="list-style-type: none"> • Explain <i>preparations, objectives, story line, questions</i> | 20 min | OHS |
| 13 | Guided exercises (round 3) <ul style="list-style-type: none"> • Repeat 10 with 2nd volunteer | 20 min | Flip chart |
| 14 | Announcements & Review (as time allows) <ul style="list-style-type: none"> • During evening participants prepare for tomorrow's exercises • Recorded presentations can be self-analysed | 30 min | VCR-TV |

09 – 11 – 00: Day 4 – 09.30

| | | | |
|---------------------------------------|---|----------------|------------------------------|
| 1 | Icebreaker - Buzz game | 15 min. | |
| 2 | Exercise: <ul style="list-style-type: none"> Cover <i>use of visual aids</i> through open inventories in 4 groups. Ask one presenter from each group. These are also presentations! | 60 min | OHS |
| 10.45 hrs Tea Break – 15 min | | | |
| 3 | Main (6) elements of presentation skills <ul style="list-style-type: none"> Summarise tips on visual aids. Agree on actual use right now. Explain <i>personal style</i> with funny impersonations. Recap, refer to checklist in handout Tips on the walls and in handouts are to be applied Lecturing has serious limitations | 20 min | OHS OHS OHS OHS |
| 4 | Introduction-3 <ul style="list-style-type: none"> Introduce topic, explain importance, check job skills and instruments available for practice: forms, equipment, formulas Ensure that some people are not familiar with selected skills / instruments | 10 min | OHS |
| 5 | Exercise: how to process new information in a training (text analysis) <ul style="list-style-type: none"> Individually: Distribute text and (vague) training objective for analysis & objective 15 min In 4 groups: ask to compare and consolidate findings (20 min). Plenary: Invite representative of one group to present result. Facilitate discussion. Comment on useful and not so useful ideas. (25 min). | 60 min | New handout & OHS Handout |
| 6 | Guided exercises (round 1) <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 the skill: can he do it now? Add (some of) your own observations Tape tips on the wall | 30 min | OHS Flip chart |
| 13.00 hrs Lunch Break – 60 min | | | |
| 7 | Tips <ul style="list-style-type: none"> Note that the same is applied in this training! | 05 min | OHS |
| 8 | Demonstrate <ul style="list-style-type: none"> Making a paper plane | 15 min | |
| 9 | Guided exercises (round 2) <ul style="list-style-type: none"> Other instruments, one more volunteer, more critical reviews, as under 4 | 30 min | Flip charts |
| 10 | Guided exercises (round 3) <ul style="list-style-type: none"> Other instruments, three (if possible four) volunteer, more critical reviews. (Computer operations – opening & saving a file in a specific location, OHP, Screen etc...) | 60 min | Flip charts |
| 15.45 hrs Tea Break – 15 min | | | |
| 11 | More tips <ul style="list-style-type: none"> Explain the golden rule - structure of skills training Note that the same is applied in this training! | 10 min | OHS |
| 12 | Guided exercises (round 4) <ul style="list-style-type: none"> Other instruments, three (if possible four) volunteer, more critical reviews. (Computer operations – opening & saving a file in a specific location, OHP, Screen etc...) | 20 min | Flip charts |
| 13 | Announcements & Review (as time allows) <ul style="list-style-type: none"> During evening participants prepare for tomorrow's exercises Recorded presentations can be self-analysed | 60 min | VCR-TV |

10 – 11 – 00: Day 5 – 09.30

| | | | |
|---|---|----------------|---------------------------------|
| 1 | Icebreaker - Volley ball | 20 min. | |
| 2 | Exercise: self assessment <ul style="list-style-type: none"> ▪ Once again to improve discussion skills, one has to know oneself first. ▪ 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” ▪ Tape results on the wall for frequent reference. | 30 min | OHS Handout Flip charts |
| 3 | Introduction <ul style="list-style-type: none"> ▪ Give overview of <i>inventory</i> discussion styles ▪ Compare with situation in meetings ▪ Explain applications of <i>inventory method</i>. Refer to self-assessments as examples. | 10 min | OHS |
| 4 | Guided exercises (round 1) <ul style="list-style-type: none"> ▪ Ask one participant to do the inventory ▪ Review: personal, group, yourself | 20 min | OHS Flip chart |
| 10.45 hrs Tea Break – 15 min | | | |
| 5 | Guided exercises (round 2) <ul style="list-style-type: none"> ▪ Apply in groups for <i>paper clip</i> ▪ Ask participant to do the inventory ▪ Review: personal, group, yourself | 30 min | OHS Flip chart |
| 6 | Tips <ul style="list-style-type: none"> ▪ Explain inventory method | 15 min | OHS |
| 7 | Conclusions <ul style="list-style-type: none"> ▪ Linking up with your observations, explain personal improvement plan ▪ Tips on the walls and in handouts are to be applied ▪ Last questions and discussion, if time allows | 15 min | OHS |
| 8 | Guided exercise: <ul style="list-style-type: none"> • Ask participants to select method vs objective | 20 min. | |
| 9 | Management areas <p><i>Candidate trainers may not be the one and only course managers, but they should at least make sure that at least their own sessions are properly managed.</i></p> <p>Area 1: the training development cycle Area 2: the trainees Area 3: the trainers Area 4: materials Area 5: logistics</p> <p>Refer to <i>management checklist</i> in the handout, allow reading time, answer questions.</p> | 30 min | OHS |
| 10 | Announce: Finale for everything learned <ul style="list-style-type: none"> ▪ Explain proceedings | 10 min | OHS |
| 13.00 hrs Lunch Break – 60 min | | | |
| 11 | Exercise: Finale for everything learned <ul style="list-style-type: none"> ▪ Explain proceedings ▪ Withdraw from the scene if you appointed a course manager ▪ Keep note of main mistakes & outstanding performances during the resulting mini course ▪ Summarise you observations after a break | 120 min | OHS All trainer tools OHS |
| 12 | 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. | 45 min | OHS Handout |
| <ul style="list-style-type: none"> • Last questions and discussion, if time allows • Farewell • Get your materials and tools together. Collect evaluation forms, trainer profiles and attendance list. Return properties of the host (equipment etc.). Leave a clean venue behind. | | | |

4 Suggestions for evaluation

To check whether participants understood and mastered the training skills, observe their performance during the sessions.

5 *Overhead sheets*

Training of Trainers

**Good morning
and
welcome to you all**

Why are we here?

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
 - SWDES + 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 status as trainer
- Update curriculum and (some) training modules
- Train data entry staff in the States & CWC Regions
- Coach staff during SWDES implementation
- Keep your knowledge up-to-date

Why are we here: any doubts ?

How to become a SWDES trainer in just 1 weeks ...

- Technical SWDES training
- Training development
- Communication skills
- Training management

Our programme for the next three days

- Day 1 Training development & presentation skills (1)
- Day 2 Presentation skills (2) & Skills training
- Day 3 Discussion techniques, Training management
 & YOUR SHOW

Our style

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

Our objectives:

After the next sessions you will be able to:

1. deliver presentations / lectures
2. give demonstrations & guide exercises
3. facilitate group discussions
4. know your strong & weaker training skills & take corrective actions.

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

How are you & who are you ?

- Your name ?
- Your technical specialisation ?
- Your training specialisation ?

Why training

?

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

- New knowledge
- New skills
- New working attitudes

(insert old lady + young lady)

The 5 Ws

Why is training needed ?

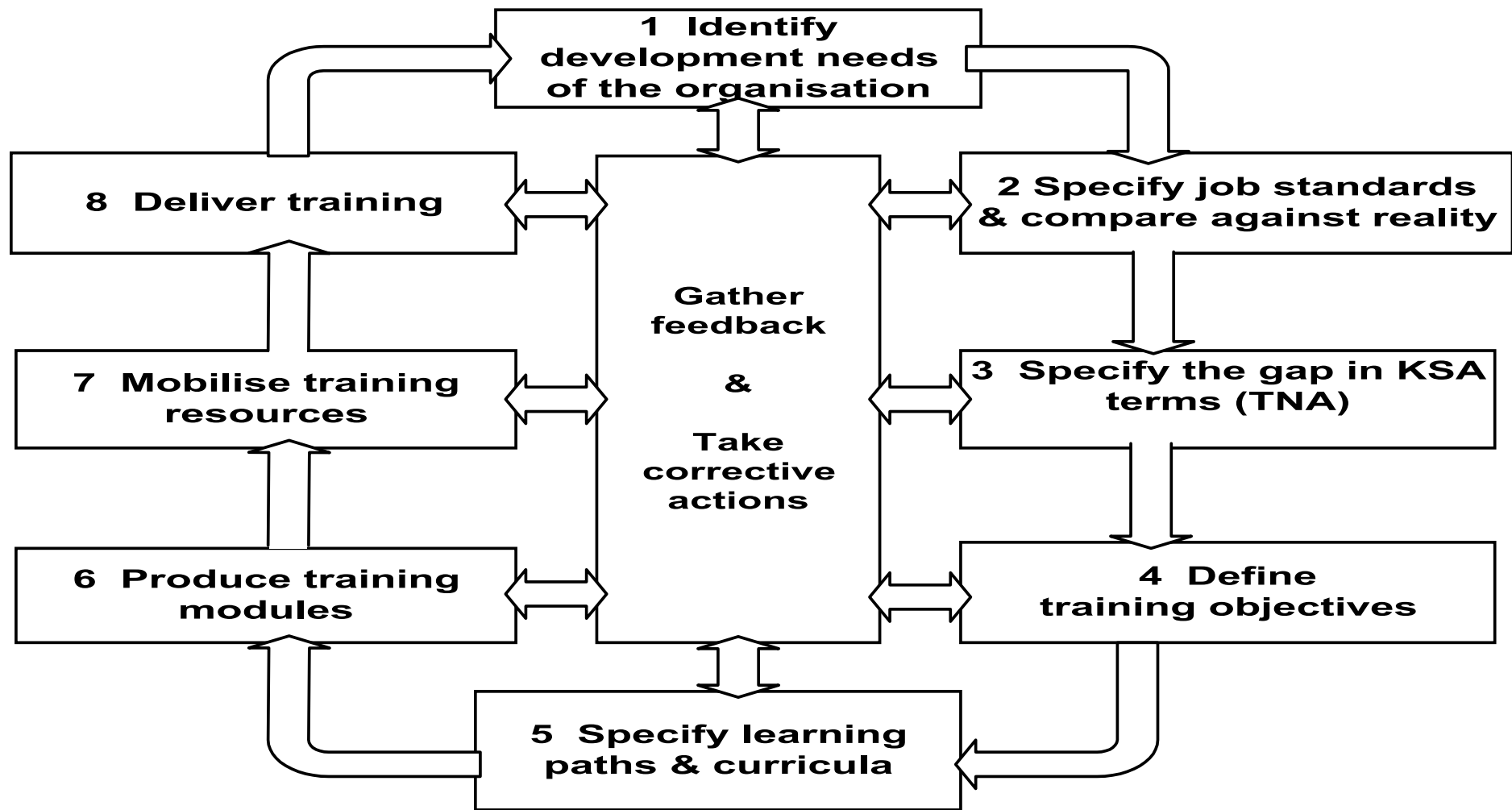
What is to be trained and *What* type of training would fit ?

Who is to be trained ?

When is the training to take place ?

Where does it take place ?

What steps would you follow to develop a training programme?



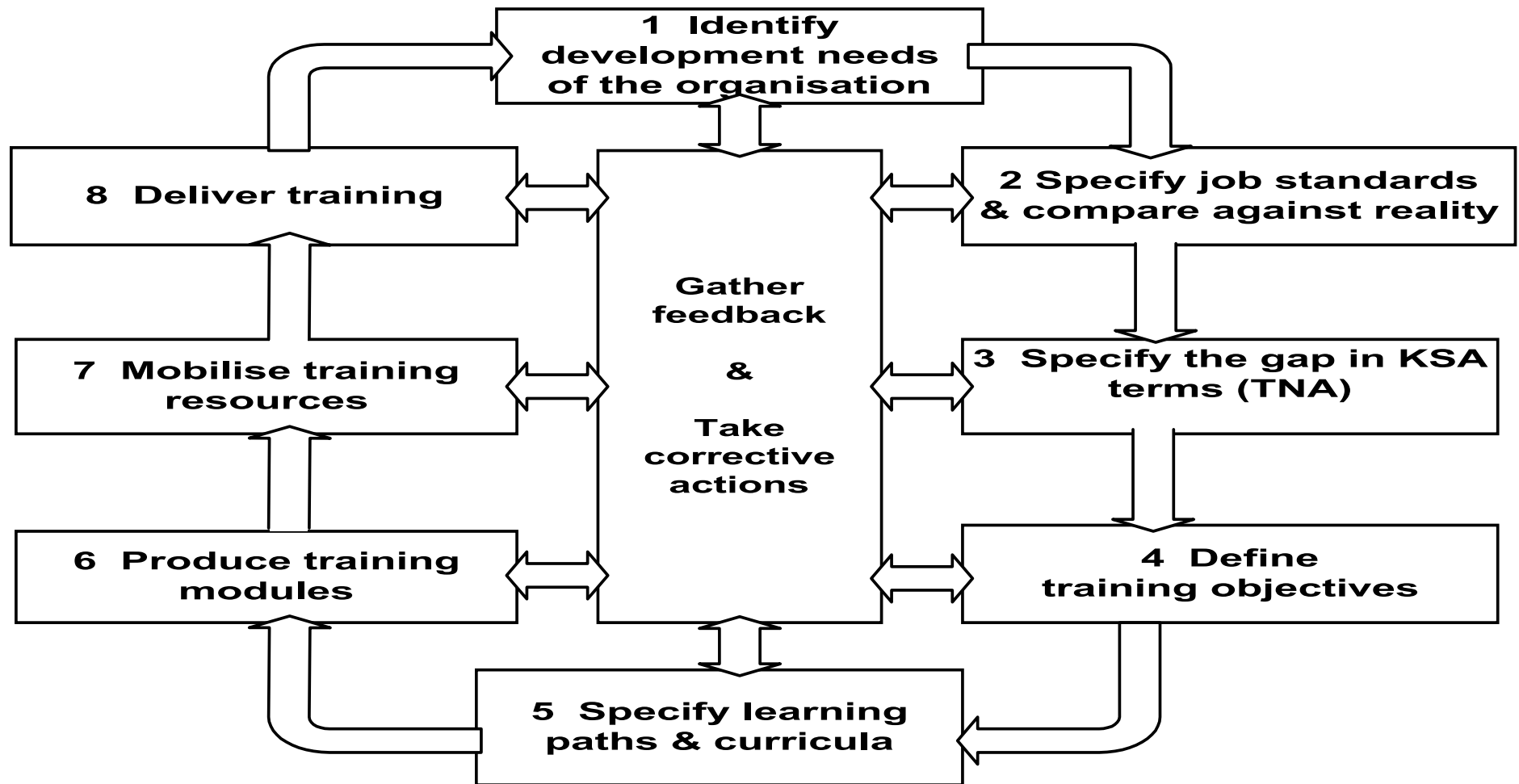
Training objectives

- **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 your handout

How do you deliver your training ?



Overview of basic communication skills

Types of objectives

| Training methods | knowledge & concepts | skills |
|--|---------------------------------|---------------|
| lectures / presentations | | |
| demo & exercises | | |
| group discussions (<i>open</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 |

Our Working method

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

Self assessment - 1

How do you communicate right now ?

What are your strong & weaker points ?

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 language.
- Rehearse your show with critical test audience

Presentation skills (2) *relevant objectives*

- Study the job descriptions and real tasks
- 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
- Use good examples
- Don't use complex tables & drawings
- Stick to the sequence you planned
- Mark transitions, continuity
- Summarise often

Tail / rounding off

- Repeat the topic, give a one line key 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, reword for everybody to hear
- If you do not know the answer: say so !
- 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

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

Let's play 'the *Buzz* game'

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

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, charts, graphs **do not copy from books**
- 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 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 process new information in your training? (text analysis)

1. Go through the text, individually (15 min)
2. Note **knowledge & skills** parts
3. Mark essential skills for training
4. Check ideas with others (20 min)
5. How would you deliver the training ?

How to train skills ? practice

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

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 !

How to train skills ? more practice

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

(More) tips: how to run a skills training session

The Golden rule

1 Tell

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

2 Demonstrate

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

3 Guided exercises / practice 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

Self assessment – group discussions

What are your present stronger and weaker points as a facilitator?

Discussions in groups

Open inventory of facts, ideas, opinions

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

Applications of open discussions (inventories)

- Raise interest for a topic
- As general wake-up call
- Clarify participants' experience: quick TNA
- To clarify and use participants' experience

How to manage a group discussion? practice

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

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)

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

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

Selecting training methods

| Training methods | Types of objectives | |
|--|----------------------|--------|
| | knowledge & concepts | skills |
| lectures / presentations | | |
| demo & exercises | | |
| group discussions <i>open inventories</i> | | |

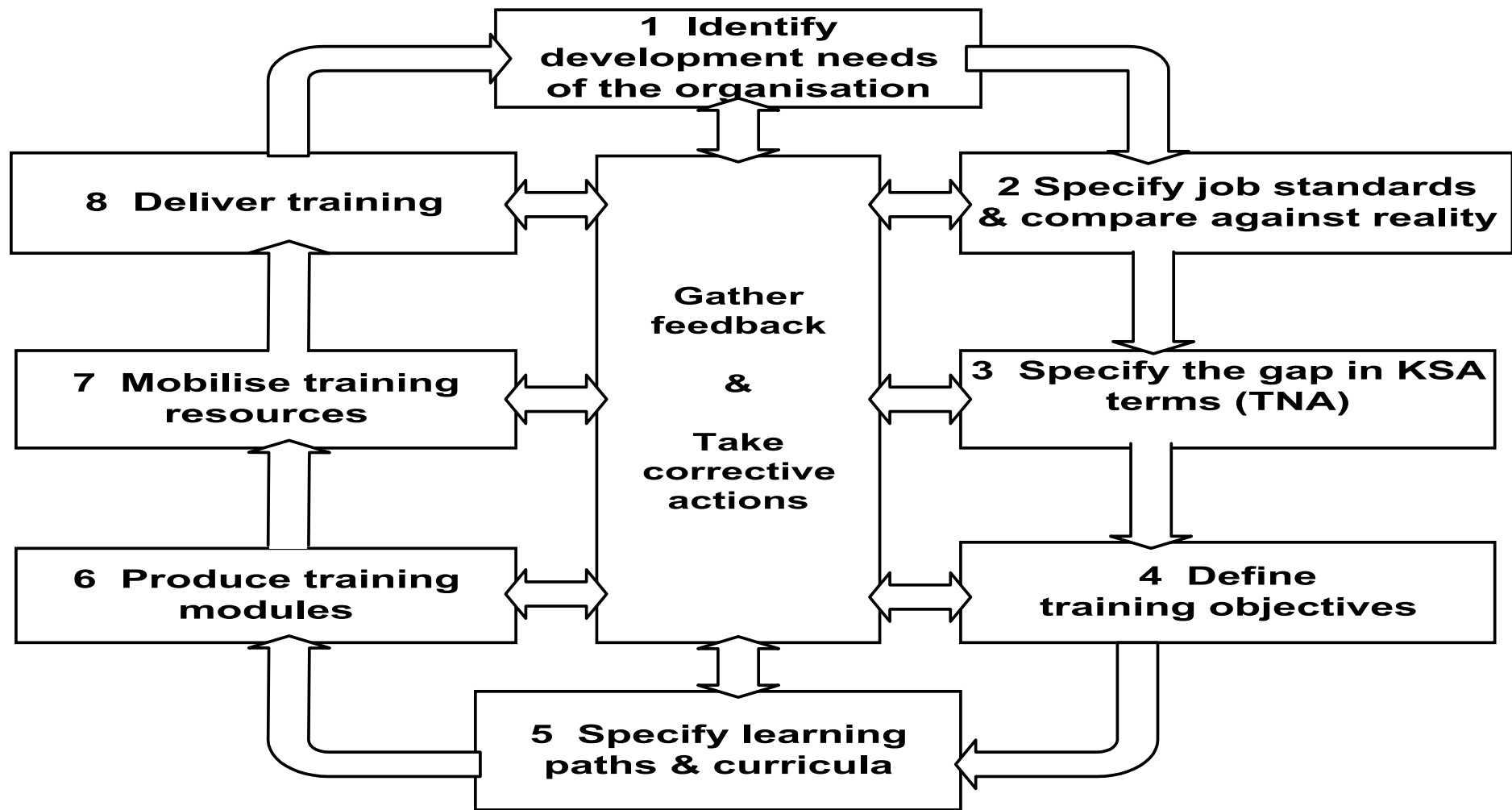
Indicate links with:

+ = strong

0 = neutral

- = weak

What is to be managed in training ?



Management of

1. Trainees
2. Trainers
3. Training materials
4. Logistics

1 What trainees will ask:

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

2 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 ?

3 Managing training materials

- What do you display ? *slides, video, flip charts, instruments*
- What do you need in front of you ? *Markers, tape, session plan, slides, watch*
- What do you distribute ? *Parts of module, programme, manuals/procedures, computers + HYMOS software, local data, exercises, evaluation forms*
- What back-up do you need ? *Spare lamps, photocopier, helper, typing facilities*

4 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

Finals -prepare

3 Topics / objectives / methods

Finals

- 3 Topics / objectives / methods
- 3 Groups
- 120 Min. preparation
- Mini course with 3 sessions of 20 min each
- Roles:
 - trainers
 - material development teams
 - one course manager
 - review audience

Training evaluation

What do you want to know

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

How do you evaluate

1. Observe the participants during training
2. Use evaluation forms in your handout. Adapt as needed.
3. Take corrective actions.

Evaluation – this course

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 Trainers' handout

HYDROLOGY PROJECT

TECHNICAL ASSISTANCE

Trainers handout

**How to develop, manage and deliver
training**

SWDES ToT - training skills programme

08 – 11 – 00: Day 3 – 12.00

| | | |
|----|--|-----------------------|
| 1 | Introductions-1 | 30 min |
| 2 | The need for training | 10 min |
| 3 | Change through training: Old lady – Young lady | 15 min |
| 4 | Getting started with training development: <i>who takes the lead?</i> | 05 min |
| | | 13.00 hrs Lunch Break |
| 5 | The training development cycle | 60 min |
| 6 | Cycle highlights: <i>Training objectives</i> | 15 min |
| 7 | Cycle highlights: <i>evaluation by trainers (curriculum development checklist)</i> | 10 min |
| 8 | Introduction-2 | 10 min |
| 9 | Exercise: <i>self assessment - 1</i> | 20 min |
| 10 | Guided exercises (round 1) | 20 min |
| 11 | Guided exercises (round 2) | 20 min |
| | | 15.45 hrs Tea Break |
| 12 | Main (6) elements of presentation skills | 15 min |
| 13 | Guided exercises (round3) | 20 min |
| 14 | Video review | 30 min |

09 – 11 – 00: Day 4 – 09.30

| | | |
|----|--|-----------------------|
| 1 | Icebreaker - <i>Buzz game</i> | 15 min |
| 2 | Exercise: <i>visual aids</i> (round 4) | 60 min |
| 3 | Main (6) elements of presentation skills | 20 min |
| 4 | Introduction-3 | 10 min |
| 5 | Exercise: how to process new information in a training (text analysis) | 60 min |
| 6 | Guided exercises (round 1) | 30 min |
| | | 13.00 hrs Lunch Break |
| 7 | Tips: skills training | 60 min |
| 8 | Demonstration: skills training | 05 min |
| 9 | Guided exercises (round 2) | 15 min |
| 10 | Guided exercises (round 3) | 30 min |
| | | 60 min |
| | | 15.45 hrs Tea Break |
| 11 | More tips: skills training | 15 min |
| 12 | Guided exercises (round 4) | 10 min |
| 13 | Video review | 20 min |
| | | 60 min |

10 – 11 – 00: Day 5 – 09.30

| | | |
|----|---|-----------------------|
| 1 | Icebreaker - <i>Volley ball</i> | 20 min |
| 2 | Exercise: <i>self assessment</i> | 30 min |
| 3 | Introduction <i>Inventory method</i> | 10 min |
| 4 | Guided exercises (round 1) | 20 min |
| | | 10.45 hrs Tea Break |
| 5 | Guided exercises (round 2) | 15 min |
| 6 | Tips | 30 min |
| 7 | Conclusions | 15 min |
| 8 | Exercise: training method v/s objective | 15 min |
| 9 | Management areas | 20 min |
| 10 | Announcement: <i>Finale for everything learned</i> | 30 min |
| | | 10 min |
| | | 13.00 hrs Lunch Break |
| 11 | Exercise: <i>Finale for everything learned</i> | 60 min |
| | | 120 min |
| | | 16.00 hrs Tea Break |
| 12 | Evaluation: <i>Formal & questionnaire based</i> | 15 min |
| | | 45 min |

- Last questions and discussion, if time allows
- Farewell

Why are we here?

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
 - SWDES + 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 status as trainer
 - Update curriculum and (some) training modules
 - Train data entry staff in the States & CWC Regions
 - Coach staff during SWDES implementation
 - Keep your knowledge up-to-date
-

Why are we here: any doubts ?

How to become a SWDES trainer in just 1 weeks ...

- Technical SWDES training
 - Training development
 - Communication skills
 - Training management
-

Our programme for the next three days

| | |
|--------------|---|
| Day 1 | Training development & presentation skills (1) |
| Day 2 | Presentation skills (2) & Skills training |
| Day 3 | Discussion techniques, Training management & YOUR SHOW |

Our style

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

Our objectives:

After the next sessions you will be able to:

1. deliver presentations / lectures
 2. give demonstrations & guide exercises
 3. facilitate group discussions
 4. know your strong & weaker training skills & take corrective actions.
-

Your personal improvement depends on your active participation

How are you & who are you ?

- Your name ?
 - Your technical specialisation ?
 - Your training specialisation ?
-

Why is training needed?

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

- New knowledge
 - New skills
 - New working attitudes
-

The 5 Ws

Why is training needed?

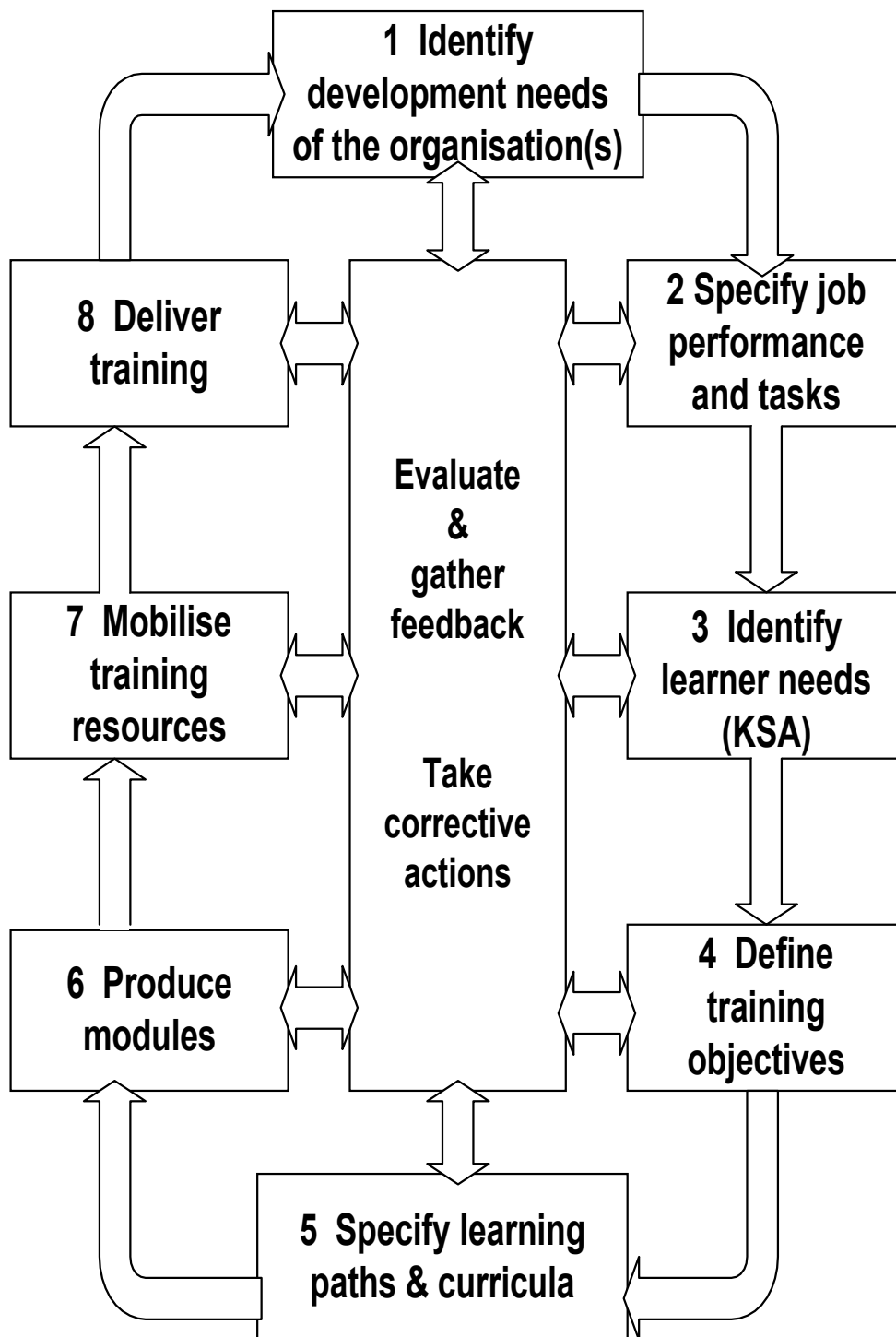
What is to be trained and *What* type of training would fit?

Who is to be trained?

When is the training to take place?

Where does it take place?

What steps would you follow to develop a training programme?



Training development cycle

Training objectives

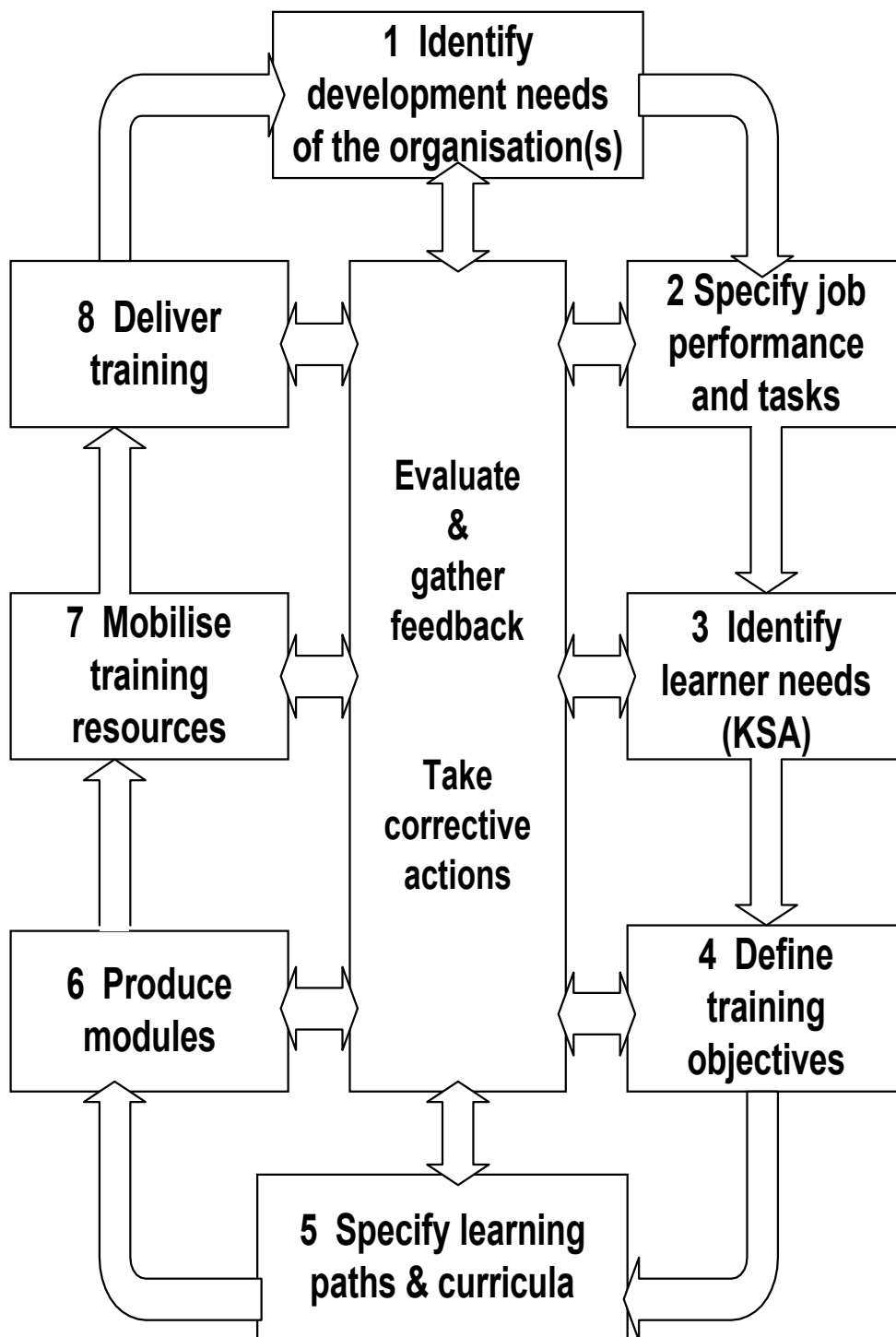
- **Job related** (and nothing else)
 - **Describe changes** which take place during and after the training course
 - Use **active verbs** to indicate what participants will be able to **do**
 - Try to **quantify** intended changes and actions
-

Curriculum development checklist

When you have your draft training course and modules ready, check it against the following guidelines and critical questions:

1. Are objectives clearly stated, operational and split in knowledge, skills, attitudes?
 2. Which level of the class should we train: top, middle or bottom?
 3. What factors are important in deciding the sequence of subjects taught? What is the proper sequence?
 4. Should you send out readings in advance to participants?
 5. What can you do to improve the rhythm of the course and the emotional climate among the participants?
 6. Is there enough practical work to do? Is there a proper balance between (morning) lectures and exercise/case studies/discussions (in the afternoon)?
 7. Don't have lectures in the afternoon. Instead, schedule exercises/workshops or small group work.
 8. Debrief exercise/case-work results the next morning and discuss issues.
 9. Schedule 'hard' work (perhaps exercises) in the first week of a course to set a tone of serious business.
 10. In new subjects or techniques, start with a simple exercise and build up the participants' confidence with progressively more complicated skills.
 11. Build as much participation as possible into all sessions.
 12. Use a mix of different methods to change the pace.
 13. After several days of a 'hard' subjects, provide several sessions of lighter subjects.
 14. Don't schedule two hard sessions on the same day with different topics and long home work requirements.
 15. Should all exercises be scheduled during classroom time or is home work required?
 16. Should multipurpose cases/examples/field trips be used throughout the entire course or just towards the end ?
 17. Will you try to simulate the real life situation of participants? How?
 18. How about free time for digesting and relaxation?
 19. Should you apply pre-tests for distributed materials or organise (simulated) pilot training sessions?
 20. Should you attempt more self-directed learning?
 21. Should you include (more) tests to measure whether skills are really mastered?
 22. How important is it to develop an analytical approach and critical thinking? How is this developed during the course?
 23. Should you ask for more written essays or presentations by the participants to demonstrate understanding?
-

How do you deliver your training - Step 8?



Training development cycle

Overview of basic communication skills

| Training methods | Types of objectives | |
|-----------------------------------|----------------------|--------|
| | knowledge & concepts | skills |
| lectures / presentations | | |
| demo & exercises | | |
| group discussions (<i>open</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 method for these sessions

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

Self assessment - 1

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

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

1.
2.
3.

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

1.
2.
3.

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 language.
 - Rehearse your show with critical test audience
-

Presentation skills (2) *relevant objectives*

- Study the job descriptions and real tasks
 - 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
- Use good examples
- Don't use complex tables & drawings
- Stick to the sequence you planned
- Mark transitions, continuity
- Summarise often

Tail / rounding off

- Repeat the topic, give a one line key 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, reword for everybody to hear
- If you do not know the answer: say so !
- 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

- 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, habits

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, charts, graphs **do not copy from books**
- 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

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
- ◇ Expression 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
-

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 process new information in your training? (text analysis)

1. Go through the text, individually (15 min)
 2. Note **knowledge & skills** parts
 3. Mark essential skills for training
 4. Check ideas with others (20 min)
 5. How would you deliver the training?
-

How to train skills? practice

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

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 !

How to train skills? more practice

(More) tips: how to run a skills training session

The Golden rule

1 Tell

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

2 Demonstrate

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

3 Guided exercises / practice 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
-

Self assessment 2 – group discussions

What are your present stronger and weaker points as a facilitator?

1 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.

2 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.

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

1.

2.

3.

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

1.

2.

3.

Discussions in groups

Open inventory of facts, ideas, opinions

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

Applications of open discussions (inventories)

- Raise interest for a topic
 - As general wake-up call
 - Clarify participants' experience: quick TNA
 - To clarify and use participants' experience
-

How to manage a group discussion? practice

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

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 lose control (poor reaction)

- Summarise findings
- Reformulate the topic
- Provoke with questions

When you lose control (over-reaction)

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

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
-

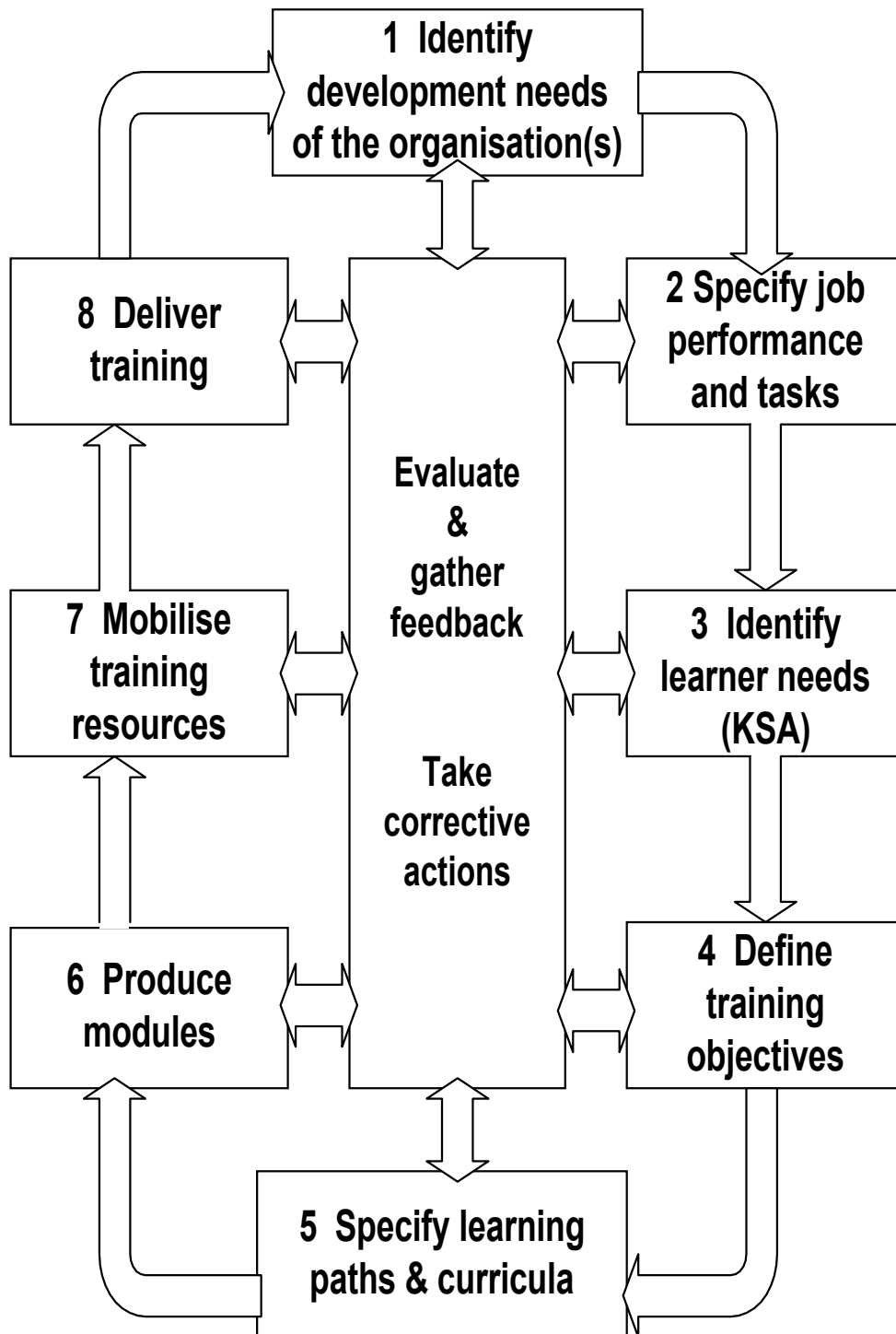
Selecting training methods

| Methods | Types of objectives | |
|--|----------------------|--------|
| | knowledge & concepts | skills |
| lectures / presentations | | |
| demo & exercises | | |
| group discussions <i>open inventories</i> | | |

Indicate links with:

+ = strong
0 = neutral
- = weak

What is to be managed in training ?



Training development cycle

Management of

1. Trainees
2. Trainers
3. Training materials
4. Logistics

1 What trainees will ask:

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

2 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 ?

3 Managing training materials

What do you display ? *slides, video, flip charts, instruments*

What do you need in front of you ? *Markers, tape, session plan, slides, watch*

What do you distribute ? *Parts of module, programme, manuals/procedures, computers + SWDES / HYMOS software, local data, exercises, evaluation forms*

What back-up do you need ? *Spare lamps, photocopier, helper, typing facilities*

4 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

Training management checklists

NOTE 1. *To make training management checklists really effective, you should note for each item WHO is responsible and WHEN it should be ready. The training manager would keep an eye on the progress made and regularly check such progress during work meetings and on the spot.*

NOTE 2. *Checklists like these are based on experience, Each time you manage a course, you may find that certain items are not needed and others should be added. Do not hesitate to delete irrelevant items and add your own.*

Check list 1 Before the training course

Programme

- Prepare draft
- Get draft approved
- Print
- Distribution: trainees
- Distribution: trainers and demo site managers
- Distribution: management
-

Trainers

- Selection
- Invitation
- Confirmation
- Prepare inventory of their equipment and training aids requirements
- Procure / rent / arrange equipment
- Make equipment availability plan which matches with syllabus.
- Secure participation of demonstration sites
-

Trainees

- Trainee badges
- Trainee name table cards
- Who handles incoming queries
- Prepare enrollment forms
- Arrange accommodation
- Prepare training modules and other handouts for distribution. Consider folders.
- Prepare list of addresses, telephone, time tables trains, buses, city info
-

Institute / campus

- Direction signs outside and in the building
- Bath room facilities
- Stand-by power supply
- First aid box
- Meals / refreshments / catering
- Cleaning
- Transport
- Photography / publicity
-

Class room

- Install / position / test equipment
- Seating arrangement, comfort, leg room.
- Platform arrangements
- Writing boards, chalk, markers, dusters, ruler/pointer
- Charts/illustrations and methods of fixing.
- Lighting, ventilation, fans, general noise level.
- Video
- Ash trays, and *no smoking* signs
- Note-book / pen / pencil / other stationery for participants
- Training in progress* displays
-

Administration

- Prepare budget
- Seek approvals and administrative sanctions
- Collect course fees
- Arrange direct payments
-

Check list 2 *After the end of the training course*

- Collect evaluation results
- Secure transport for participants and trainers
- Farewell tea for speakers and main guests
- Store / return training equipment / aids
- Store / return hydrology equipment used for training.
- Store master / left-over modules and handouts
- Store unused stationery
- Hold evaluation sessions and make notes.
- Write letter of thanks to speakers, chairman etc.
- Prepare report and distribute
- Prepare list of participants with complete bio-data.
- Clear all bills, determine final cost
- Fill up information in related TIS forms
- Prepare record file
- Initiate follow-up actions
-

Finals -prepare

3 Topics / objectives / methods

Finals

- 3 Topics / objectives / methods
- 3 Groups
- Min. preparation
- Mini course with 3 sessions of 20 min each
- Roles:
 - trainers
 - material development teams
 - one course manager
 - review audience

Training evaluation

What do you want to know

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

How do you evaluate

1. Observe the participants during training
2. Use evaluation forms in your handout. Adapt as needed.
3. Take corrective actions.

Evaluation – this course

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

7 Additional handouts

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. Steps on “how to create a shortcut for Swdes”.
5. Evaluation forms
6. Certificate of attendance?

Extra

Announcement letter, requirements letter, other relevant correspondence
Blank A-4 sheets
HP trainers visiting cards
Pens
Note pads
Check toolkit: masking tape, pencils, sharpeners, erasers, scotch tape etc

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).

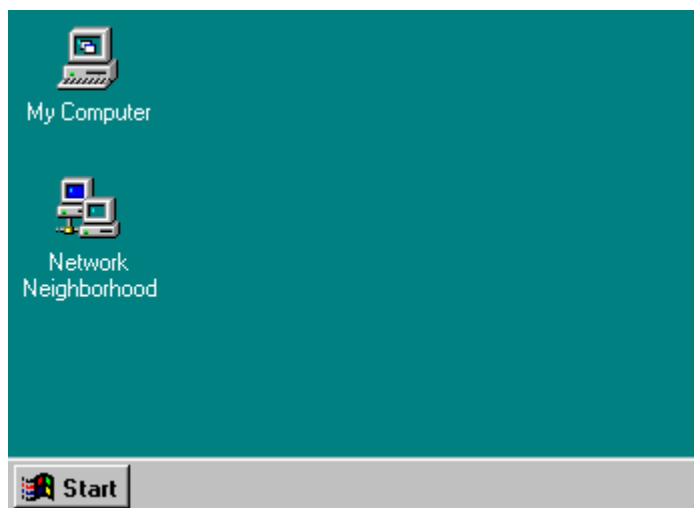


Figure 1

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.

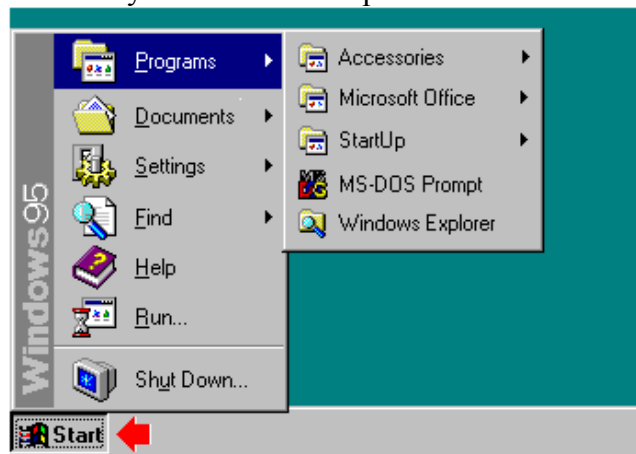


Figure 1.3

- **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**.

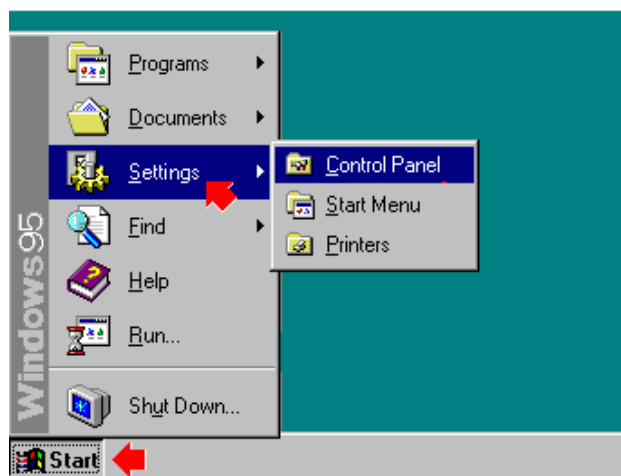
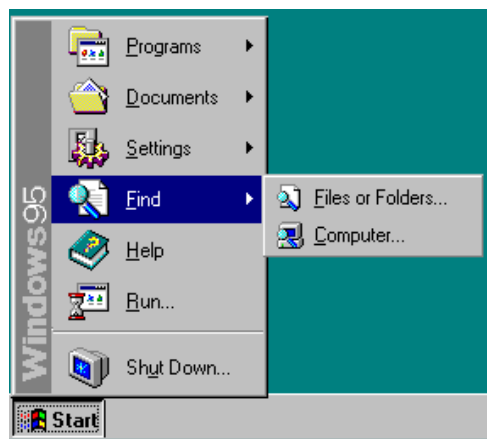


Figure 1.4

- **S**ettings 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.

- **C**ontrol 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.
- **S**tart Menu is used to customise the **P**rogram folders, create new folders, and move applications from one folder to another.
- **P**rinters 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.
- **F**ind option on the **S**tart menu, is used to search for **F**iles or folders & softwares on the **M**icrosoft Network (Figure 1.5)



- **H**elp option on the **S**tart menu, gets help to troubleshoot.
- **R**un option on the **S**tart menu, run a program and helps in loading new software.
- **S**hut down option on the **S**tart 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 form 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.

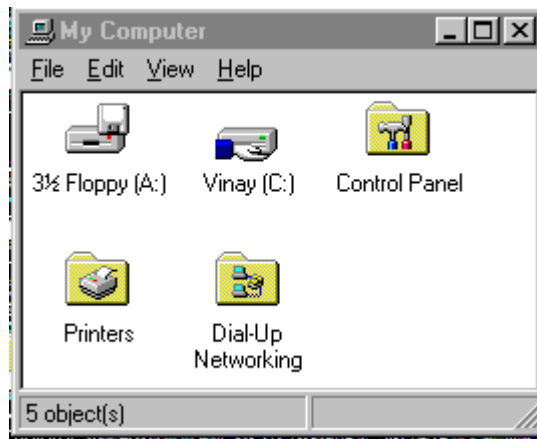


Figure 1.6

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)

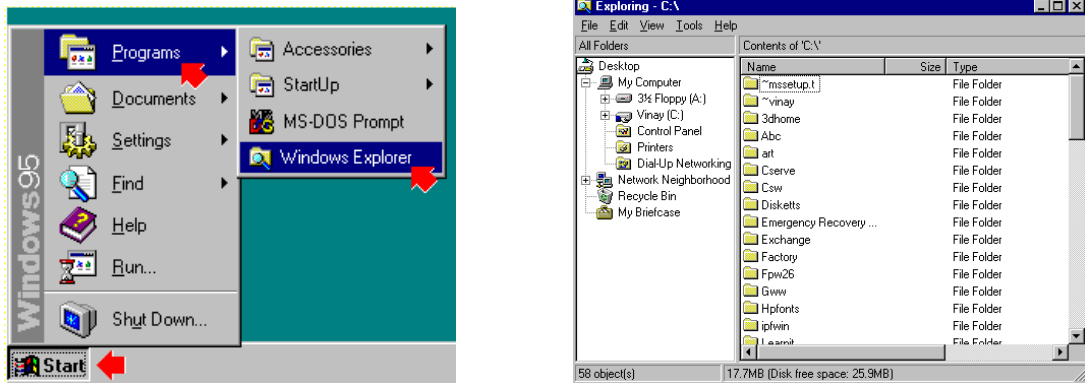


Figure 1.7

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.

Note:

- * 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).

How to create a shortcut for “Swdes” in the programs group

Steps to follow:

1. Right click on the taskbar
2. Move selection band to **Properties**
3. Left click on **Properties** for *Taskbar Properties window* to appear
4. Left click on **Start Menu Programs** tab
5. Left click on **Advanced** button for *Explorer window* to appear
6. Double click left button on **Programs** folder
7. Right click on the right pane
8. Select **New** from the menu and move selection band to **Shortcut**
9. Left click for *Create Shortcut window* to appear
10. Left click **Browse** to select the path of the program
11. Double click left button on **Swdes** folder
12. Select **All Files** in **Files of type** box
13. Select file **Swdes.mde**
14. Left click on **Open** button for the path to appear in the *Command line* box
15. Left click on the **Next** button
16. Type the name of the shortcut as **Swdes** in the *Select a name for the Shortcut* box
17. Left click the **Finish** button for the Shortcut to be created in the *Programs* group
18. Close *Explorer window*
19. Left click the **OK** button for closing the *Taskbar Properties window*
20. Left click **Start** button
21. Select **Programs** for *Program Group window* to appear
22. Check the list for **Swdes** shortcut.

Final evaluation

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 Chowdhary | | |
| S. Jagota | | |
| R B Walimbe | | |

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.)

Faculty & trainer information

Photograph

| | | |
|---|---|--|
| Name: | Mr. / Mrs surname | first name(s) |
| Education / prof'l qualifications: | | Date of birth (dd/mm/yy) |
| CTI/ Central/ State | | Designation: |
| Correspondence address: | | Telephone |
| Employer's address: | | Employer's telephone, fax, E-mail |
| Date of joining HP: | | Other role in HP than training: |
| Specific training task(s) in the HP: (tick one or more) | <input type="checkbox"/> training needs analysis <input type="checkbox"/> course / curriculum design <input type="checkbox"/> training management <input type="checkbox"/> training delivery <input type="checkbox"/> | <input type="checkbox"/> training evaluation <input type="checkbox"/> preparation of lecture notes <input type="checkbox"/> desktop publishing of modules <input type="checkbox"/> module translation <input type="checkbox"/> |

Hydrology training received under the HP

| Name of course, workshop, etc. | Provider | Place and dates |
|--------------------------------|----------|-----------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

Training services provided under the HP

| Name of course, workshop etc. | Training task(s) | Place and dates |
|-------------------------------|------------------|-----------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |