

Lesson 6.2 – Preparing the Training



The Lesson

Slide 1



Getting Started



As a bridge-in to this Lesson, participants may be asked to reflect on their positive and negative training experiences. How many of such experiences were related to the delivery of the training (as opposed to the substance)? In most cases, preparing for the training delivery (by the instructor) has a significant effect on participants' overall experiences, either positively or negatively. The purpose of this Lesson is to enhance participants' ability to deliver training effectively.

For an interactive start to this Lesson, ask the trainees if they have had experience in working as a professional trainer in any training institutions. Ask them to tell the group about their understanding of the various preparations necessary for smooth delivery of training.



Note to instructor – recommend that lesson 6.1 be presented by an instructor who has professional experience as a Trainer working in training institution. As this class is on effective

training delivery, the instructor must show exemplary skills in training delivery to the participants. Adequate preparation and practice is necessary by the Instructor before undertaking this class. Introduce the following (using the Introductory Slides):

- Lesson Topic
- Relevance
- Learning Outcomes
- Lesson Content

The topic and language can be difficult for NIO participants. As you move through the lesson remind learners of the relevance of this lesson to their specific as NIO trainers. Review the key aspects of preparation needed as a trainer and the key messages. A suggestion is to present each key word and logistical details of preparing the training on individual sheets of different colored paper and post on the wall for learners to easily refer to during the course of the training.

You may wish to print out various classroom arrangements and Maslow’s Pyramid of Needs chart which will be covered in this lesson.

Aim: To develop and practice effective how-to strategies for necessary preparation prior to training delivery.

Relevance: The purpose of this lesson is to provide good practices for effective preparation for training delivery. It is not enough to have a well-designed training programme; without effective and adequate preparation, it is unlikely that training participants will absorb the information or that the training programme will meet its objectives.

This Lesson, therefore, aims to increase facilitators’ abilities to communicate effectively, manage complex classroom dynamics and deliver content to diverse audiences.

Learning Outcomes

Slide 2

Learning Outcomes

- Explain salient aspects of preparing the environment, the logistics, the participants and yourself.
- Describe the environment conducive to learning and meeting the objectives of the training.
- Explain the logistical elements of the training.
- Explain how to establish connection with the training participants.
- Describe the importance of practicing the delivery of the training.

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Recommended Lesson Duration: 60 minutes total

1-2 minutes per slide

Use short option learning activity

The Lesson	Pages 4-22
Starting the Lesson	Intro Slides 1-3
Preparing for the Training	Slide 4
Preparing the Environment	Slides 5 -10
Preparing the Logistics	Slide 11
Preparing the Learners	Slides 12
Preparing Yourself (as the Trainer)	Slide 13
Establishing an Effective Learning Environment	Slides 14- 15
Summary of Key Messages	Slide 16

Preparing for the Training

Slide 4


Preparing for the Training

Prior to the training, the following preparations must be made:

- Environment
- Logistics
- Learners
- Yourself

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Key message: In order to effectively facilitate a training programme, it is necessary to prepare the environment, the logistics, the participants and yourself.

 **Note to instructor** Brainstorm: what elements do training facilitators need to prepare in advance of a training programme? Create a comprehensive Check List in chronological order, if possible.

Preparing the Environment

Slide 5

Preparing the Environment

- Room arrangement can have a significant impact on the training session.
- Seating should be arranged to support the learning objectives and the specific needs of your target audience.

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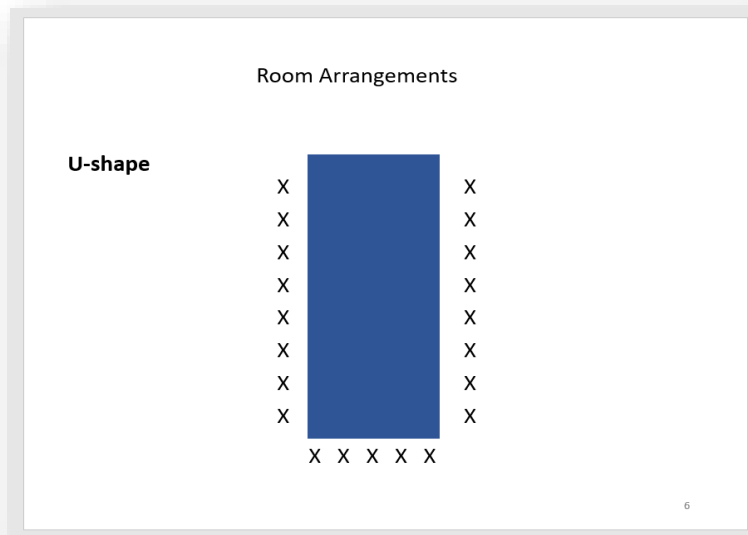
Key message: Creating an environment that is conducive to learning and meeting the objectives of the training is a critical aspect of effective facilitation.

Room arrangement: the room arrangement can have a significant impact on the training session. The room should be arranged in order to support the achievement of the learning objectives. Different seating arrangements may lead to different outcomes.

Note to instructor Show images of several different seating arrangements (Slides 6-10). Discuss: what are the benefits and drawbacks of each seating arrangement? What type of training might each arrangement be suitable for?

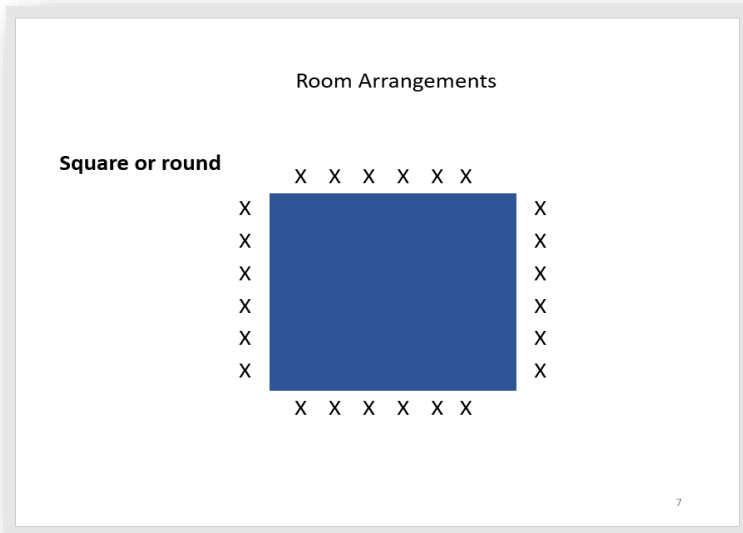
Seating arrangements

U-shape (slide 6):



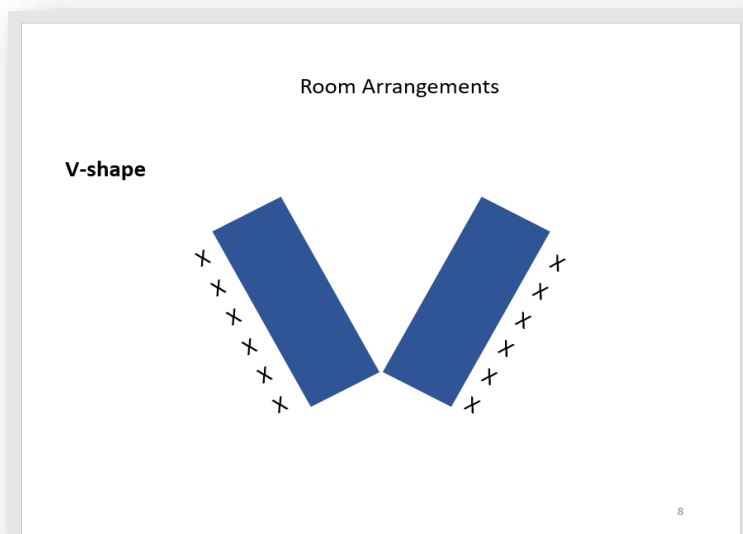
- Benefits: encourages large group discussion; allows close contact between the facilitator and participants
- Drawbacks: may limit teamwork; may limit eye-contact between learners

Single square or round (slide 7):



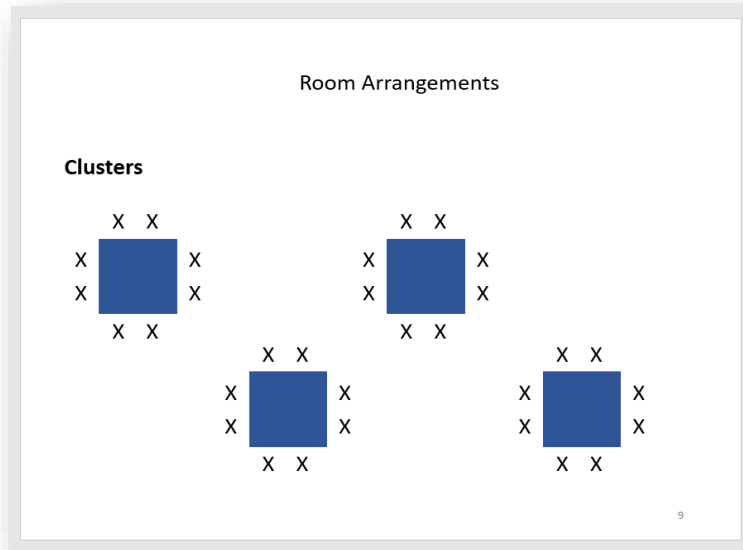
- Benefits: facilitates problem-solving; increases group involvement; allows the facilitator to step out of the action
- Drawbacks: limits the use of media and visual material

V-shape (slide 8):



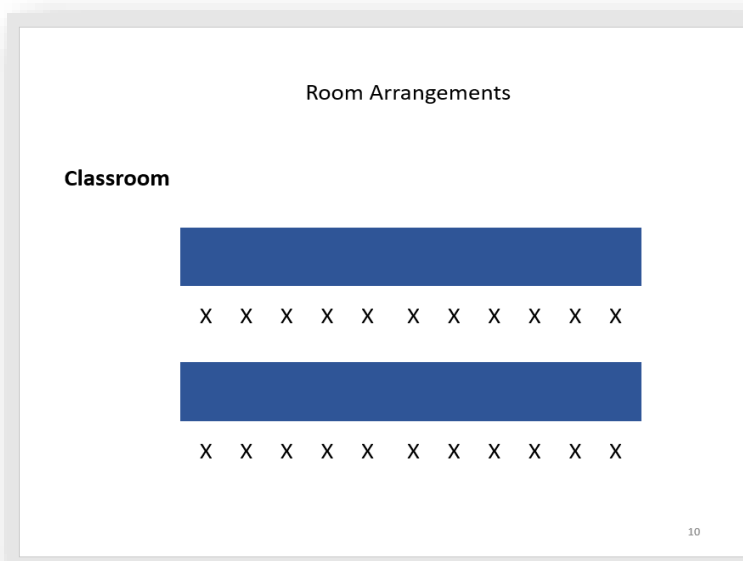
- Benefits: allows participants to have full view of the classroom

- Drawbacks: may limit teamwork
- Clusters (slide 9):**



- Benefits: promotes teamwork in each cluster
- Drawbacks: may limit involvement of participants sitting in the back; may require participants to move chairs to face the front of the room

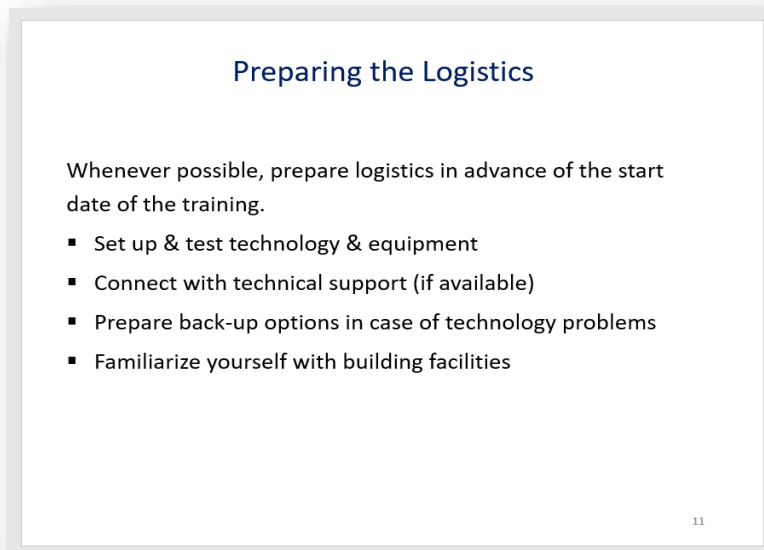
Classroom (slide 10):



- Benefits: Allows the facilitator to have full control over what is happening in the room; allows participants to clearly view the visuals
- Drawbacks: may limit involvement and communication; not suitable for small groups

Preparing the Logistics

Slide 11



Key message: Preparing the logistical elements of the training programme, including the set-up of technology and equipment, is another important part of training preparation.

If possible, logistical elements and technology should be prepared the day before the training begins (or earlier). If the training site has technical support be sure to have their contact information with you during the training programme. If possible, ask the technical support to be present during the start of the training to ensure that everything is in working order.

Always have a backup option in case certain technology does not function properly. Consider the following:

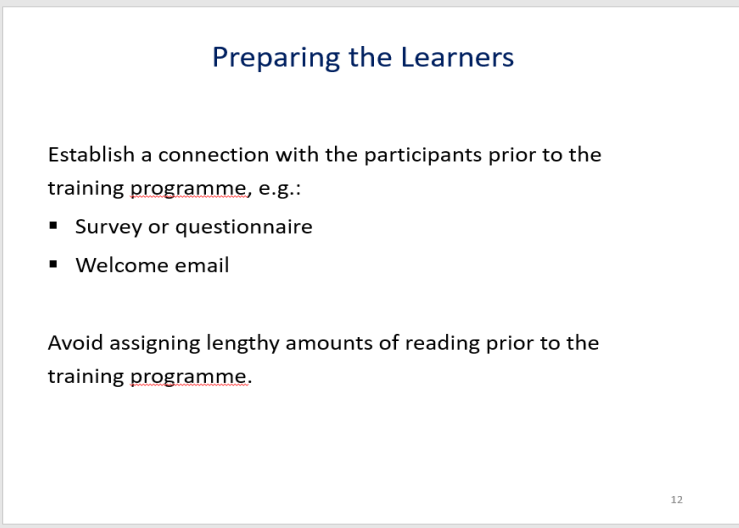
- What would you do if there was a sudden cut to electricity?
- What if a key video or slide presentation will not play? How else might you be able to present the material?
- What types of materials can be used in lieu of technology?

In particular, when delivering a training programme in an area that has poor electricity or internet access, be sure to prepare back-up materials that do not require access to technology. This may include pocket cards, flip charts, handouts or other visuals. Downloading videos on your hard drive also provides more reliable accessibility than relying on internet links.

In addition to setting up and testing technology, be sure that you are familiar with the building facilities, including the location of the restrooms, areas for coffee and meal breaks, medical/first aid care, emergency exits, etc. This information should be included in the introduction of the course so that participants are aware.

Preparing the Learners

Slide 12



The slide is titled "Preparing the Learners" in blue text. It contains two main sections of text. The first section is "Establish a connection with the participants prior to the training programme, e.g.:" followed by a bulleted list with two items: "Survey or questionnaire" and "Welcome email". The second section is "Avoid assigning lengthy amounts of reading prior to the training programme." The slide number "12" is in the bottom right corner.

Preparing the Learners

Establish a connection with the participants prior to the training programme, e.g.:

- Survey or questionnaire
- Welcome email

Avoid assigning lengthy amounts of reading prior to the training programme.

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Key message: Prior to the training programme, it is important to establish connection with the training participants. This may include sending a survey or questionnaire as part of the target audience analysis, sending a welcome email or reaching out in another manner.

Not only will reaching out to participants help establish a positive rapport in advance of the training, it also provides an opportunity to communicate the objectives and expectations of the training.

While some training programmes have pre-requisite tasks, it is generally not effective to send participants large amounts of background reading to complete in advance of the training.

Preparing Yourself

Slide 13

Preparing Yourself

Practice, practice, practice!

Tips for practicing:

- Videotape yourself giving lectures
- Practice facilitating learning activities
- Ask for feedback on your delivery
- Time yourself

13

Key message: Practice, practice, practice! There is no substitute for spending a significant amount of time practicing your training delivery. Regardless of your level of expertise in the subject matter, it is important to practice delivery of the training. This includes delivery of the lectures as well as facilitating the learning activities.

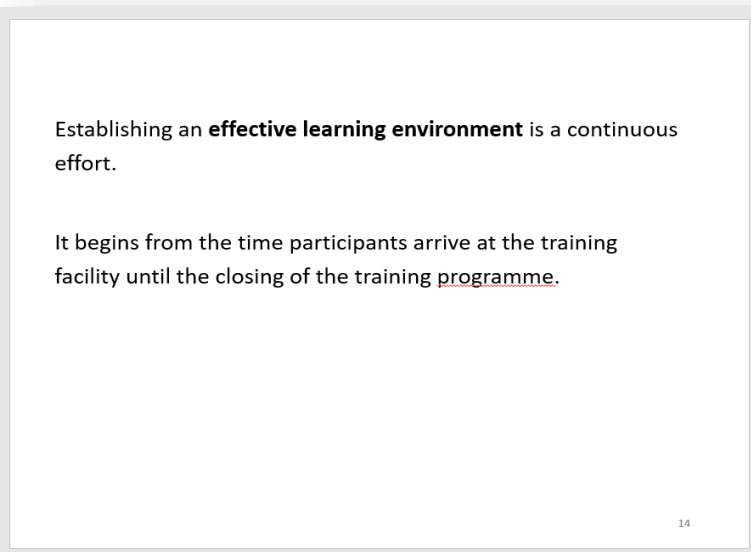
Tips for practicing:

- **Practice delivering lectures:** set up a video camera so you can watch yourself afterwards. Most individuals have certain habits that may need to be worked on, for example, speaking too quickly, not moving around the room or reading directly from the slides.
- **Practice facilitating learning activities:** see if you can get a small group of people willing to practice with you (e.g. colleagues from your team). Practice leading them through the activity. Afterwards, these individuals can give you feedback on what worked well and what could be improved.
- **Time yourself when practicing your delivery.** It can be easy to misjudge how long it will take to deliver various portions of the lesson. If conducting a CPTM course, decide if you want to use the longer or the shorter versions of the lessons. Based on the target group analysis, decide if you need to add or remove learning materials and activities in your customized lesson plan.


In advance of the training programme, take time to review information about the participants, including names, ranks, backgrounds and levels of experience. If photos of the participants are available, take time to familiarize yourself with names and faces or use name tags/plates.

Establishing an Effective Learning Environment

Slide 14



Key message: Establishing an effective learning environment is a continuous effort that begins from the time participants arrive at the training facility until the closing of the training programme.

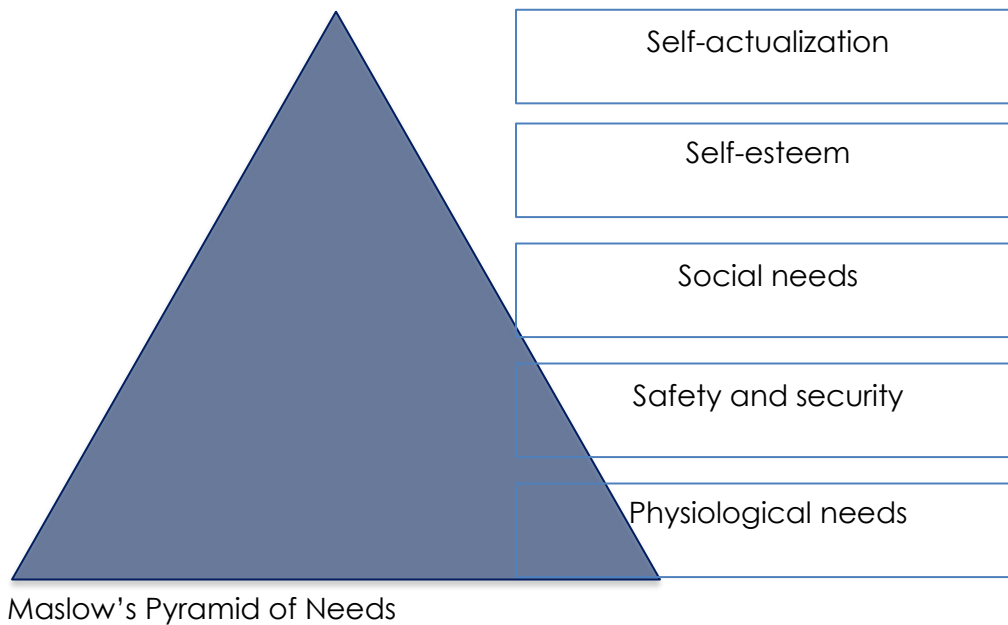
 **Note to instructor** Reflect and discuss: what are some things a facilitator can do to help establish a safe and secure environment, in which participants feel encouraged to engage? What are some practices or habits that may inadvertently make participants feel unwelcome or discouraged from participating?


Establishing an environment in which learners feel safe and secure can have a significant impact on the success of the training.

Slide 15



Key message: According to **Maslow's pyramid of needs**, the most basic layers of human needs must be met before individuals can focus on those at the top of the pyramid, where training objectives often lie.



 **Note to instructor** Based on Maslow’s pyramid and adding on to the earlier reflection question, what are some things that facilitators can do to ensure that participants’ needs are met? See examples below.

Physiological needs:

- Make sure there is enough fresh air in the room
- Ensure a comfortable temperature (if possible)
- Make sure there is enough light
- Consider bathroom and coffee breaks
- Choose a quiet location, free from distractions (if possible)
- Do not schedule trainings during periods of fasting

Safety needs (physical and emotional):

- Reserve a training location that is secure (if possible)
- Make sure the training room is well organized
- Emphasize that failing is a way to learn – mistakes are normal and a welcome by-product of learning
- Encourage participants to “leave their ranks at the door” so everyone feels comfortable speaking
- Use the “no judgment” policy
- Make sure participants feel there is a chance to learn and succeed

Social needs:

- Use a positive, welcoming voice and gestures
- Create opportunities for participants to get to know each other and work together
- Use team-building exercises
- Be aware of group dynamics and any potential for conflict
- Facilitate conflict resolution if necessary

Self-esteem:

- Create a climate of inclusion
- Set respect as a ground rule
- Acknowledge everyone’s contributions

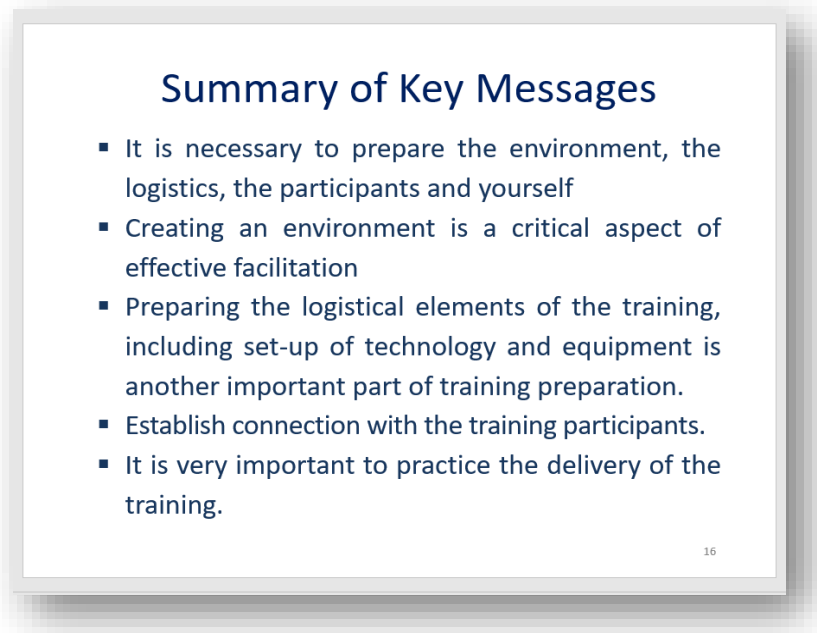
- Celebrate successes
- Stress that there is no wrong opinion
- Stress that there are no stupid questions

Self-actualization:

- Identify the learning needs and motivations of the learners
- Set achievable and motivating goals
- Provide regular feedback

Summary of Key Messages

Slide 16



Summary of Key Messages

- It is necessary to prepare the environment, the logistics, the participants and yourself
- Creating an environment is a critical aspect of effective facilitation
- Preparing the logistical elements of the training, including set-up of technology and equipment is another important part of training preparation.
- Establish connection with the training participants.
- It is very important to practice the delivery of the training.

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- In order to effectively facilitate a training programme, it is necessary to prepare the environment, the logistics, the participants and yourself
- Creating an environment that is conducive to learning and meeting the objectives of the training is a critical aspect of effective facilitation
- Preparing the logistical elements of the training, including set-up of technology and equipment is another important part of training preparation. Always prepare back up options in case technology is not available or functioning properly
- Prior to the training, establish connection with the training participants
- Regardless of your level of expertise in the subject matter, it is important to practice the delivery of the training

Evaluation

Notes on Use: An example of learning evaluation questions for this lesson may be found below.

There are different types of learning evaluation questions for the instructor to choose from (See Options). The types of learning evaluation questions are:

- 1) Narrative
- 2) True-False

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Evaluation Questions for Lesson 6.1	
Questions	Answers
Narrative <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. What are the preparations required by a Trainer prior to delivery of training?	As enumerated below: <ul style="list-style-type: none"> • Preparing the Environment • Preparing the Logistics

	<ul style="list-style-type: none"> • Preparing the Learners • Preparing Yourself (as the Trainer)
2. List the various types of classroom arrangements.	<p>These are:</p> <ul style="list-style-type: none"> • U Shape • Square or round • V shape • Clusters • Classroom
3. List down the logistics preparation needed in advance of the start date of the training.	<p>These are:</p> <ul style="list-style-type: none"> • Set up & test technology & equipment • Connect with technical support (if available) • Prepare back-up options in case of technology problems • Familiarize yourself with building facilities
4. What are the back-up options a Trainer should consider during logistics preparation for training delivery?	<p>☒ What would you do if there was a sudden cut to electricity?</p> <p>☒ What if a key video or slide presentation will not play? How else might you be able to present the material?</p> <p>☒ What types of materials can be used in lieu of technology?</p>
1. How do you establish a connection with the participants prior to the training programme?	<p>Establish a connection with the participants prior to the training programme through:</p> <ul style="list-style-type: none"> ▪ Survey or questionnaire ▪ Welcome email
True-False	
1. Seating should be arranged to support the learning objectives and the specific needs of the trainer.	False. Seating should be arranged to support the learning objectives and the specific needs of your target audience.
2. U shape seating arrangements encourages small group discussion; allows close contact between the facilitator and participants	False. U shape seating arrangements encourages large group discussion; allows close contact between the facilitator and participants.
3. V-shape arrangement allows participants to have full view of the classroom but may limit teamwork	True
4. It is generally not effective to send participants large amounts of background	True

reading to complete in advance of the training.	
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Definition/Terminology Related Questions

Key Word or Phrase	Definition
Maslow’s Pyramid of Needs	<p>According to Maslow’s pyramid of needs, the most basic layers of human needs must be met before individuals can focus on those at the top of the pyramid, where training objectives often lie. The needs are:</p> <ul style="list-style-type: none"> • Self- actualization • Self-esteem • Social needs • Safety and Security • Physiological