Lesson 6.3 – Delivering 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
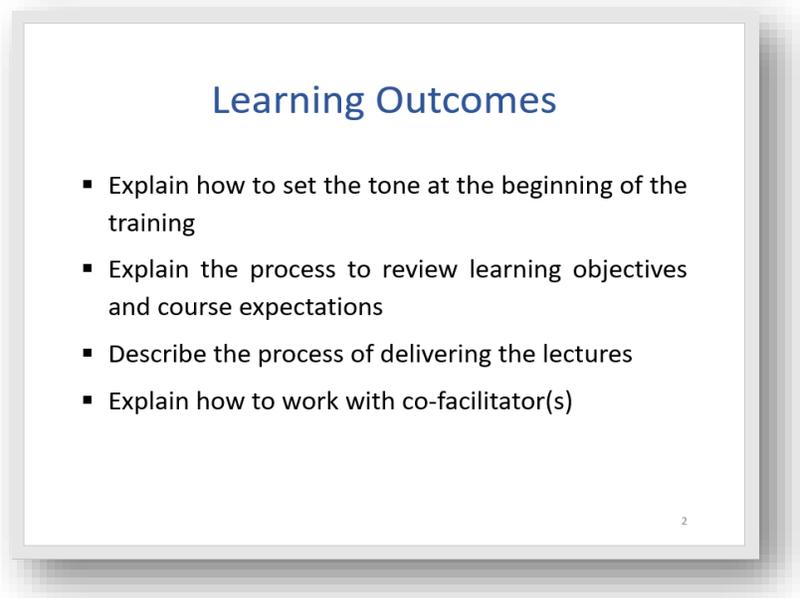
Recommended Lesson Duration: 60 minutes total
1-2 minutes per slide
Use short option learning activity

The Lesson	Pages 4-22
Starting the Lesson	Intro Slides 1-3
Setting the Tone	Slide 4
Delivering the Training	Slides 5-12
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Learning Activity 6.3.2	Slide 15
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Setting the Tone

Slide 4

Setting the Tone

Setting the tone helps establish an effective learning environment.

It also helps meet participants' safety and social needs.

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Key message: Setting the tone at the beginning of the training is an important part of establishing an effective learning environment. It helps to meet participants' safety and social needs as identified in Maslow's pyramid of needs.

Slide 5

Delivering the Training

Setting ground rules helps meet participants' safety needs and contributes to the smoothness of the training.

Ground rules should be:
- Participant-led
- Posted for the duration of the training programme
- Modified as needed

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Key message: Setting ground rules for the training helps meet participants' safety needs and also contributes to the smoothness of the training.

Establishing ground rules should be participant-led, with the facilitator shaping and adding as needed. Ground rules should be posted for all to see for the duration of the training programme. Rules can be added or modified as needed throughout the training.

☞ **Note to instructor** Brainstorm a list of ground rules that may be helpful for most training programmes. How does the target audience or nature of the training programme affect the type of ground rules that might be necessary?

Slide 6
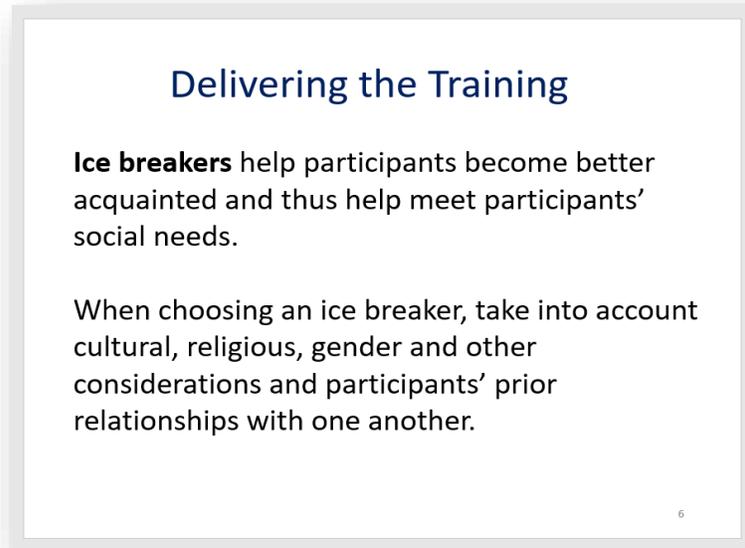
Delivering the Training

Ice breakers help participants become better acquainted and thus help meet participants' social needs.

When choosing an ice breaker, take into account cultural, religious, gender and other considerations and participants' prior relationships with one another.

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Key message: In addition to the training's opening ceremony and introductions, it is useful to include an activity to **break the ice.** Ice breakers allow participants to become acquainted with one another, helping to meet their social needs.

When choosing an ice breaker, be sure to take into account cultural, religious, gender and other considerations, as well as participants' prior relationships with one another. The type of activity chosen may differ depending on whether participants are meeting for the first time or if they have worked together in the past.

☞ **Note to instructor** If time allows, spend time going over ideas for ice breaker activities. There are a number of suggested activities in the appendices of the UNITAR Toolbox on Facilitating Learning. Participants may also share ice breakers they have participated in or used in the past.

Slide 7
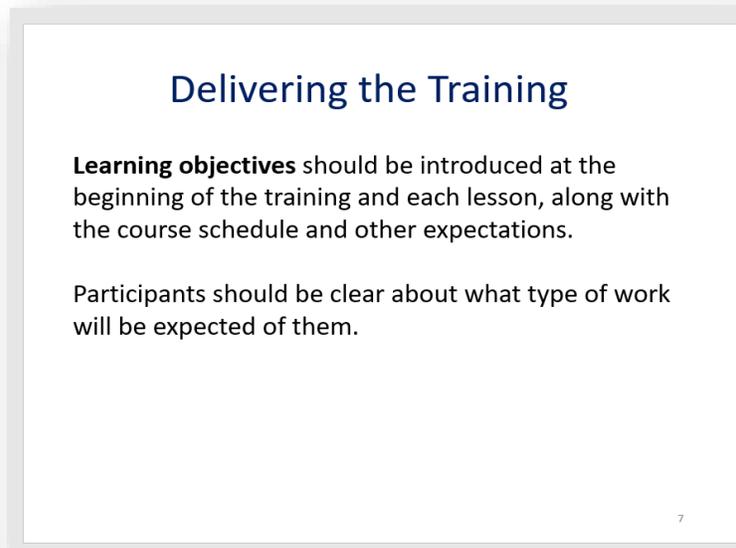
Delivering the Training

Learning objectives should be introduced at the beginning of the training and each lesson, along with the course schedule and other expectations.

Participants should be clear about what type of work will be expected of them.

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Key message: At the beginning of the training programme and each lesson, if appropriate, facilitators should take time to **review the course objectives** as well as the overall schedule and other expectations.

Participants should be clear about what type of work will be expected of them, as well as the type of assessments they will be completing. While some of this will have been communicated in advance of the training programme, it is important to reiterate and confirm these expectations.

Course Delivery

Slide 8

> # Delivering the Training
>
> **Lectures should be kept short and to the point**
>
> Tips for lecturing:
> - Speak clearly & at an appropriate volume
> - Use an engaging vocal tone
> - Move around the room
> - Integrate participants' perspectives
> - Integrate real life examples
>
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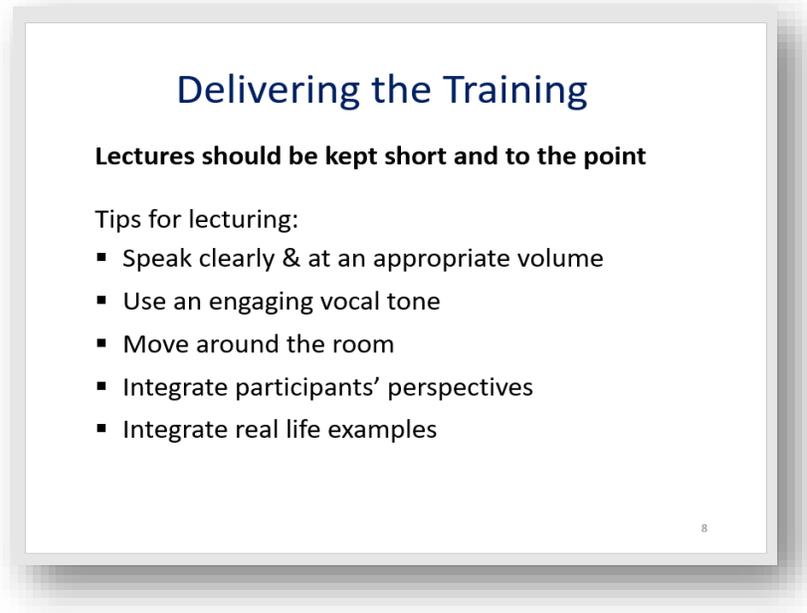
Key message: As discussed in Module 4, **lectures should be kept short and to the point**. Generally speaking, lectures should be kept to about fifteen minutes or less for a lesson of 45 minutes.

When lecturing, speak in a way that is dynamic and that captures the audience's attention.

Tips for lecturing:

- **Speak clearly and at an appropriate volume** based on the room size. Depending on the room, it may be necessary to use a microphone. Check with the participants periodically to ensure everyone can hear. The pace of speaking will be particularly important if some participants speak a different native language.
- **Your vocal tone should be engaging**, with varied inflection, rather than monotone. Use appropriate hand gestures and body language to keep the audience engaged.
- **Move around the room** – avoid standing in one spot or behind a podium for a long period of time. While moving around too much can be distracting, some movement can help to keep participants' attention.
- Just because you are giving a lecture does not mean participants cannot be involved. As much as possible, **integrate participants' perspectives and ideas into the lecture**. Regularly ask questions and elicit feedback throughout the lecture.

- **Integrate real life examples**, in particular examples from the field (though personal anecdotes may not be appropriate). Carefully selecting and using stories is an engaging way to make a point and helps participants see how concepts are applicable to on-the-job contexts.

Slide 9

Delivering the Training

PowerPoint slides should be used effectively.

Tips for using PowerPoint:
- Avoid too much text
- Do not read directly from the slides
- Use large font size and strong colour contrast
- Design for persuasion, not distraction
- Incorporate other types of visual aids

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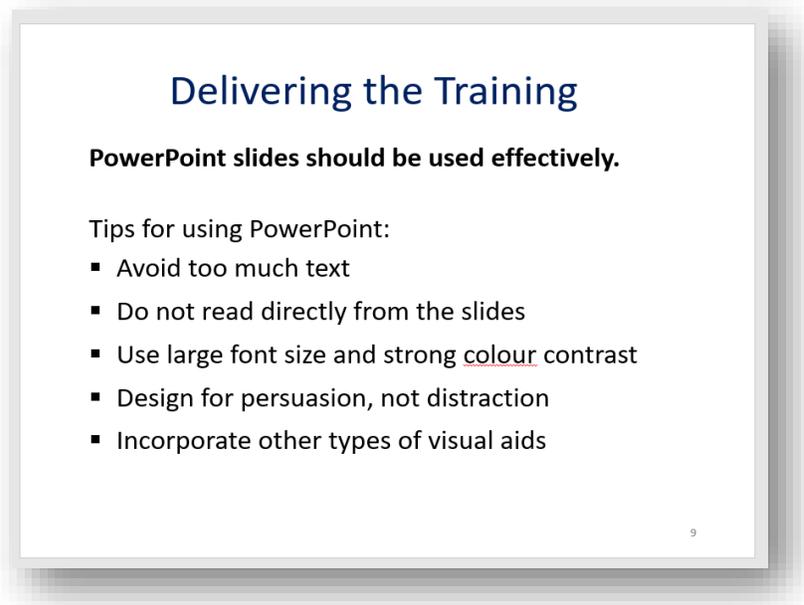
Key message: PowerPoint or slide projection can be an effective tool to use while lecturing. However, **slides must be used in an effective manne**r.

Tips for using slides:

- **Avoid too much text**. A good rule of thumb is no more than three to five bullet points per slide.
- **Never read directly from the slides**. Slides are only there as a general guide and a way to help keep your presentation organized and on track.
- **Use a large font size and strong colour contrast** so participants can easily read what is on the slide.
- Design your power point for persuasion not for distraction. Use visuals to ground abstract concepts and visual metaphors to highlight important points. Try including photos or other images, graphs, charts and mind maps to capture their attention. Always ensure visibility of the text when experimenting with slide designs and colours.

- In addition to slides, try **incorporating other types of visual aides**, as variety is a good way to keep participants' interest. For example, flip charts, handouts, short videos, photos or other visual materials can be effective.

Asking Questions

Slide 10

Key message: As noted above, it is important to **regularly ask questions while lecturing**. This is a good way to keep participants engaged and make lessons participatory. It is also a way to check for understanding.

There are many types of questions that can be asked, some of which are more suitable than others to stimulate thought and reflection. For example:

- **Close-ended questions** are usually simple and can be answered with a yes or a no. Though at times it may be appropriate to ask this type of question, it does not promote much engagement.
- **Open-ended questions** by contrast do not have a single right or wrong answer. They often require a statement of opinion or further explanation. These types of questions are good for spurring group discussion.
- **Leading questions** are those that have a clear intended answer. These types of questions should be avoided, as they do not encourage genuine reflection.

- **Probing questions** are those that intend to bring more information to light. These questions can be good for encouraging participants to think further about a situation or concept. For example, "why do you think they reacted in that way?" Or, "what would be an example of *X*?"
- **Hypothetical questions** help participants to think about the application of a concept to a potential context, for example, "What if…?" Or, "how would you…?"

Slide 11

> ## Delivering the Training
>
> **Tips for asking questions:**
> - Give participants time to formulate a response
> - Avoid calling on the same participants every time
> - Find ways to engage all participants
> - Be sensitive in correcting "wrong" answers
> - Be a good listener
>
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Key message: The following are tips for asking questions**:**

- **Give participants time to formulate their responses**. It can be tempting to jump back in too soon if you are uncomfortable with silence.

- There are often some participants that raise their hands sooner and/or more often than everyone else. **Avoid calling on the same participants** each time. Give others in the room time to respond as well.

- Depending on the situation, you may choose to **call on participants who have not raised their hands, though this must be done sensitively**. You do not want to put someone on the spot that does not feel comfortable responding. On the other hand, sometimes individuals need encouragement or permission to speak up, in particular if they are in a room with their superiors.

- This can be done indirectly, rather than singling out a specific individual. For example, "I have not heard from anyone on this side of the room yet. Would someone over here be willing to respond?" Or, "I'd like someone who is new to peacekeeping (or at a lower rank, etc.) to respond".

- If someone answers a question incorrectly, be **sensitive in correcting them**. If possible, find a way to validate portions of the response, while gently correcting those parts that were incorrect. This can be particularly sensitive if the incorrect response comes from a participant with a high level of seniority. Nevertheless, responses that are contrary to UN doctrine or practices must be clarified and corrected.

- **Be a good listener**. It can be easy to mentally move on to the next point while someone is still speaking. Make sure to listen to responses and respond thoughtfully.
    - Being a good listener includes your body language. If you are looking at your notes or fiddling with technology, participants may assume you are not listening. Be sure to give your full attention, including eye contact, when listening.
    - When listening to participants' responses, do not assume or generalize their experiences. Even if you are an expert in the subject matter being discussed, never presume to understand individual contexts or situations better than the individual sharing. Be open to hearing about and learning new things and contextual situations.

Co-Facilitating

Slide 12

Key message: When working with a co-facilitator, be sure to establish a clear division of responsibilities for the training.

Regularly handing off between or among multiple co-facilitators can be helpful as it provides variety in approach and style. This helps to appeal to diverse audiences of learners and keeps their attention.

Tips for co-facilitating:

- In addition to establishing which facilitator will lead each portion of the lesson, you should also establish what the other facilitator(s) can do to **support whoever is taking the lead**, e.g. taking notes, circulating the room, passing out materials, running slides, etc.
- **Spend time getting to know your co-facilitator(s).** Being comfortable with one another will help to ensure a smooth training process.
- **Take advantage of one another's areas of strength**, both in terms of subject matter and in training facilitation.
- **Debrief after each training session** to take note of lessons learned.
- **Avoid jumping in** when your co-facilitator is leading. Never correct them in front of the class. Speak afterwards, if necessary.
- When your co-facilitator is leading, **stay focused on them**. Avoid doing things that are distracting or that suggest you are not paying attention (e.g. checking your phone or email).

Learning Activity 6.3.1

Practicing Training Delivery (Slide 13)

METHOD

Small group work

PURPOSE

To practice training delivery

MATERIALS

Individual lesson plans; other materials needed to run 10-15 minute portions of their lessons. Each group needs a separate break out room, especially during individual presentations and recording.

TIME

60-90 minutes

INSTRUCTIONS

- Participants will work in groups of 3-4 to practice training delivery. Each person will present 10-15 minutes of their individual lesson plans.
- Have participants videotape one another – preferably using their own phones or devices so they can watch themselves later on. Ask participants to share the video with the facilitator. The video file could be part of participants' portfolio and records.
- Most likely, there will not be slide projection available for each group. Therefore, participants should choose a portion of their lesson that does not depend on technology. They can prepare flip charts if needed (this should be done in advance of the activity).

ASSESSMENT

- **Peer assessment:** Following each participant's presentation, other individuals in their group will give them feedback. See Annex A for a list of prompts for feedback.
- **Self-assessment:** Individuals will assess themselves by watching the video recording as homework. As part of their written portfolio they should include a written reflection of the video of their presentation (see Annex B for the Performance Reflection worksheet). Participants will be prompted to set goals for their final

evaluation. When completing their post-evaluation reflections, they will assess how well they did in achieving these goals.

Classroom Management
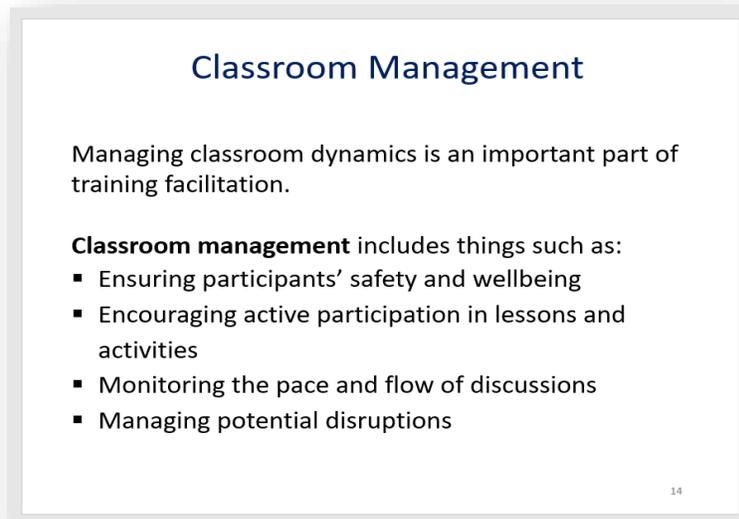
Slide 14

Key message: Managing classroom dynamics is an important part of training facilitation. Setting the tone at the top of the training establishes an important foundation for classroom management. However, facilitators must continuously monitor and manage classroom dynamics.

Classroom management includes things such as:

- Ensuring participants' safety and wellbeing
- Encouraging active participation in lessons and activities
- Monitoring the pace and flow of discussions
- Managing potential disruptions

While it can be uncomfortable to address disruptive behaviour, it is incumbent on the facilitator to do so for the well-being of all participants and to ensure the objectives of the training programme are met.

Learning Activity 6.3.2

Classroom Management Scenarios (Slide 15)

METHOD

Small and large group discussion

PURPOSE

To discuss strategies for responding to various classroom management scenarios

MATERIALS

Classroom management scenarios (see Annex C) are also included in the Participant Handbook.

TIME

25 minutes

INSTRUCTIONS

- Refer to classroom management scenarios to participants in the handbook, on page 29.
- Participants will work in small groups (table groups) to identify why the problem may be occurring (underlying causes) as well as a list of dos and don'ts for managing each situation.
- Share out in large group discussion. Make a list of good practices. If time allows, participants can share other challenges and/or good practices in managing difficult classroom dynamics.

Summary of Key Messages

Slide 16

> ## Summary of Key Messages
>
> - Setting the tone is an important part of establishing an effective learning environment.
> - Take time to review learning objectives, review course expectations and getting to know one another.
> - Lectures should be short and to the point; use PowerPoint slides effectively.
> - Establish a clear division of responsibilities for the training with co-facilitator (if any).
>
> 16

- 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 6.2	
Questions	**Answers**
Narrative *Note: Frame narrative evaluations as questions, requests or directions*	
1. Why setting the tone is an important part of establishing an effective learning environment?	It helps to meet participants' safety and social needs as identified in Maslow's pyramid of needs.
2. What should be considered while setting ground rules for the class?	Establishing ground rules should be participant-led, with the facilitator shaping and adding as needed. Ground rules should be posted for all to see for the duration of the training programme. Rules can be added or modified as needed throughout the training.
3. Why is it important to review the course objectives?	At the beginning of the training programme and each lesson, if appropriate, facilitators should take time to **review the course objectives** as well as the overall schedule and other expectations. Participants should be clear about what type of work will be expected of them, as well as the type of assessments they will be completing. While some of this will have been communicated in advance of the training programme, it is important to reiterate and confirm these expectations.
4. List down the key tips for lecturing.	• Speak clearly and at an appropriate volume.

	• Your vocal tone should be engaging, • Move around the room • integrate participants' perspectives and ideas into the lecture. • Integrate real life examples,
1. List the various types/forms of question that can be asked to the participants.	• Close-ended questions • Open-ended questions • Leading questions • Probing questions • Hypothetical questions
True-False	
1. Establishing ground rules should be trainer-led, with the participants shaping and adding as needed.	**False.** Establishing ground rules should be **participant-led**, with the **facilitator** shaping and adding as needed.
2. Facilitators should take time to review the course objectives as well as the overall schedule and other expectations.	**True**
3. Your vocal tone should be engaging, with varied inflection, rather than monotone.	**True**
4. A good rule of thumb is no more than six to eight bullet points per slide.	**False.** A good rule of thumb is no more than **three to five** bullet points per slide.

Definition/Terminology Related Questions

Key Word or Phrase	Definition
Ice Breaker	Ice breakers allow participants to become acquainted with one another, helping to meet their social needs. When choosing an ice breaker, be sure to take into account cultural, religious, gender and other considerations, as well as participants' prior relationships with one another. The type of activity chosen may differ depending on whether participants are meeting for the first time or if they have worked together in the past.
Probing questions	Probing questions are those that intend to bring more information to light. These questions can be good for encouraging participants to think further about a situation or concept. For example, "why do you think they reacted in that way?" Or, "what would be an example of X?"