Theme:

Training Design and Planning

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Training the Trainer Award

Agenda

- **The Training Cycle: - Training Needs Analysis; Training Design; Training Delivery; Training Evaluation**

- **Characteristics of an Effective Training Programme**

- **Steps in designing a Training Programme**

- **Interactive Training Techniques**

- **What makes an Effective Trainer?**

- **Training Planning and Organisation:**

    - Writing Training Materials

    - Participants; Logistics, Venue

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Stage 1
Identify the learning needs

Stage 2
Design the training

Stage 3
Deliver the training

Stage 4
Evaluate the training

The Training Cycle

Phase 2 Design & Develop

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Introduction

Once the assessment phase has been completed, translate the issues identified into clear **objectives** for the Training programme.

This should also facilitate the **development of clear lesson plans** concerning what should be done in the programme.

Selecting **the best person to deliver the programme** is also an important decision, depending on the resources available.

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If the organisation employs a group of Trainers, the choice will depend largely on the expertise and work schedules of those persons.

However, if the organisation does not have Trainers as staff, it will have to rely on other people, including managers, supervisors, co-workers, or outside consultants.

Using such individuals raises a host of issues, from costs to their willingness, ability, and availability to train.

why is training design important?

professional development

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"...the 'good' trainer is one who has a good design and knows how to use it."

(Showers, Joyce and Bennett)

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A Training Design is a detailed plan for:

- *What you do*

- *Why you will be doing it*

- *The best way to reach your training objectives*

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What are you trying to achieve?

- **B** ackground

- **O** bjectives

- **R** equirements

- **O** utcomes

•Initial Considerations

- **Organisational Vision; Strategic Orientations**

- **Department Aims & Function**

- **Effectiveness and efficiency**
 What is the most effective and efficient way of teaching the subject to participants?

- **Duration and Timing**
 Course, sessions, breaks

- **Budget - Cost Efficiency**

"*You cannot teach a man anything.*

You can only help him discover it within himself."

Galileo Galilei

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Characteristics of an Effective Training Programme

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7 Characteristics of an Effective Training Programme

1. Moderate level of content
2. Balance between affective, behavioural; and cognitive learning
3. Variety of learning opportunities
4. Opportunities for group participation
5. Utilisation of participants' experience
6. Building on learned concepts and skills
7. Real life transfer of learning

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1. Moderate level of content

Participants will forget far more than they will ever learn

Be selective: choose the need to know before the nice to know

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2. Balance between affective, behavioural and cognitive learning

**Participants must not only know about something
but be able to do it and consider how it works for them.**

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3. Variety of learning approaches and methods

- **Maintains interest**

- **Adults learn in different ways**

An Active Training Programme is characterised by
Activity, Variety and Direction

4. Opportunities for group participation

From passive to active

From disinterest to engagement

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5. Utilisation of participants' experience

Experiences shared

Stories shared

Cross fertilisation of participants knowledge

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6. Building on learned concepts and skills

Participants review

what they have learned and apply it/adapt it to their situation (role/performance/challenge)

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7. Real-life transfer of learning

The 'real world'

How will what has been learned be transferred to the workplace?

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Steps in designing a Training Programme

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Steps in designing a Training Programme

1. **Assess participants**

2. **Set general learning goals**

3. **Specify aim & objectives**

4. **Design training activities**

5. **Macro Level Planning**

6. **Start detailed planning**

7. **Evaluate design details**

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1. Assess participants and their needs

Find out as much as possible about the participants:

Roles

Knowledge; Experience

Performance; Attitude

Learning Entry

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2. Set General Learning Goals

• **Identify potential learning goals for participants in…**

    - affective awareness

    - cognitive understanding

    - behavioural skills building

    - real-life problem solving

    - on the job application

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3. Specify Aim & Objectives

"To give a good overview of management skills" might be your generic aim.

"To enable participants improve interpersonal skills" is an objective.

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Objectives need to be more specific and verifiable.

They are set on different types of learning:

- cognitive: knowledge, comprehension

- psycho motor: skills, abilities, techniques

- affective: feelings, attitudes, valuing

- *What do we expect them **to know** at the end that they didn't know at the beginning?*

- *What must participants be able **to do** at the end of the course that they didn't know at the beginning?*

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Written objectives will serve:

- As a guide to learning

- As guide to teaching

- As a guide to evaluation.

They aid motivation since participants direct more energy towards goals which are clearly defined and seen to be desirable and attainable.

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- **Choose a Training Area**
- **Give it a Title to the Programme**
- **Identify the Audience**
- **Design a generic AIM**
- **Write 2-3 Learning Objectives**

Prepare to share with the group

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4. Macro-level: Overall Planning

Find out what type of research is needed: Purpose; Content; Audience

Set learning objectives: to improve knowledge, skills, attitude or behaviour

Prioritise and sequence training content within the programme

What is needed for beginning, middle and end

Schedule the programme

Inherent in these decisions is the issue of whether to develop the programme in-house or purchase it from an outside vendor.

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Scheduling the programme may not be as easy as it appears!

- **Issues to be resolved…**

- **include lead time to notify potential participants,**

- **programme length and location,**

- **covering participants' regular job duties,**

- **and potential conflicts (such as vacations, busy periods, and venue availability).**

Creating a Training Outline:
Rules of Thumb

- Start with simple concepts and proceed to more complex ones.

- Build in time for reflection, discussion and for questions and answers.

- During a multi-day event, allow time at the beginning of each day to introduce the day's events, bridge one day to the next, take and discuss feedback etc.

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5. Micro-level: Detailed Planning

How is it to be taught and what format ?

- Draw up a programme to meet objectives

- Plan when the training is to be carried out

- Decide on length, frequency and timing

- Developing an appropriate lesson plan for the programme

- Select methods and techniques

- Prepare introductory remarks; breaks; and ways to end

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Design the Training

- Developing or acquiring the appropriate materials for the trainees to use

- Decide on visual and learning aids

- Decide on who is going to instruct and facilitate learning

- Decide on the training logistics

- Select the Evaluation method

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Logistics

- Choosing the most appropriate setting for the programme (e.g., on the job, in a classroom, online, or some combination)

- Techniques used to facilitate learning (such as lecture, discussion, role play, simulation),

- The materials to be used in delivering the programme (such as workbooks, internet-based materials, videos, Microsoft® PowerPoint® presentations, etc.)

6. Design training activities

What resources are needed?

Internet requirements; video clips; questionnaires, case scenarios

Methods and Approaches to achieve each objective

Schedule activities...

which require the greatest concentration during times when people are more focused and energetic - such as the morning

and interactive sessions during low energy times, such as after lunch.

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Micro-Level: The Training Session

Each session should have 4 phases:

1. **Nurturing** – set a warm, positive tone
2. **Energising** – participation/taking ownership
3. **Peak Activity**- achieving learning
4. **Relaxing** – easing/rounding off

(Randall & Southgate)

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7. Evaluate design details

…allowing for flexibility and contingency

mentally walk through the design

any improvements?

…if so re-design.

"I never teach my pupils; I only attempt to provide the conditions in which they can learn."

Socrates

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Interactive Training Techniques

From prescriptive to participative training.

Prescriptive Training = Traditional Lecture based training

Participative Training = Engaging learning

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Interactive training techniques

- **include a variety of activities that demand the active involvement of both participants and presenters.**

- **The following suggestions can enhance facilitation of sessions; however, not all groups will respond in the same manner to the different techniques.**

- **Flexibility is central to working with groups and changing approaches until the one that best meets participants' needs is found.**

- **Various techniques are available to trainers to increase the involvement of and the interaction between workshop participants, including:**

  asking key questions,

  using examples

  visual aids

  facilitating group work

  and action planning.

It is important to first develop training objectives and define the audience and then decide which tool is most appropriate to meet the programme goals.

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Asking questions

- Asking questions is a way to encourage participants to share ideas and experiences with each other and to foster participant interest in the training content.

- In designing the programme, the facilitator should be prepared to ask questions that might spark a lively exchange of ideas.

Using examples

- As much as possible, trainers should use examples drawn from news articles or actually situations to illustrate points made during the training experience or as a starting point for introducing elements of a presentation.

Using visual aids

- Visual aids such as slides, video presentations and flip charts will enhance the learning experience.

- Participants often rely on such visual aids to understand key points of the presentation.

- These materials should highlight the most important concepts and information in the technical sessions and serve as reference material for the participants once they return to their jobs.

Group work

- Group work is undertaken by dividing a large group into small discussion groups of four to six persons.

- In this way, participants can better focus their thinking and reach a consensus on a particular issue.

- Group work increases participants' involvement and ownership.

-

- The leader selected by each group would take notes and present the group's conclusions to the larger group at a designated time in the schedule.

- Either at the end of the small group discussion session, or after a series of discussion sessions, depending on the size of the groups, the programme topics and the flow of the schedule.

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When incorporating these interactive tools into a training programme, it is important to ask these questions:

- *What are the goals of the programme?*

- *Why is this information relevant to the trainees?*

- *How will they apply this information on the job?*

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When selecting an exercise, keep in mind:

- **What are your learning objectives?**

- **Which exercise best meets these objectives?**

- **Who are your trainees? How many are there?**

- **Is this exercise appropriate for their level of experience?**

- **Does this exercise fit your timeframe?**

- **How could you modify the exercise to better fit your learning objectives, trainees and available time?**

- **Examples:** **Training Resources on Border Management and Gender**

 https://www.dcaf.ch/sites/default/files/publications/documents/9.TR_BOR.pdf

Discussion Leading

- **Some training events may require facilitated discussions as part of and/or instead of exercises.**

- **Here are a few ways to engage your audience in discussions.**

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Discussion Leading – Tip 1

- *Tell the trainees to brainstorm individually on sticky notes, then post the sticky notes with their ideas to a large flipchart and discuss.*

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Discussion Leading - Tip 2 Buzz Groups

- *Split the audience into "buzz groups" of two to three people.*

- Commonly used for introductory exercises, a buzz group is a small discussion group formed for a specific task, such as generating ideas or reaching a common viewpoint on a topic in a specific period of time.

- Hence, you could ask buzz groups to discuss a chosen topic during a pre-defined timeframe and then have them report back to the plenary.

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Discussion Leading - Tip 3

- *Write four different answers to a question on four large sheets of paper and post one in each corner of the room.*

- **Ask each trainee to go to the answer she/he most agrees with and then ask the group in each corner to discuss and persuasively present the group's point of view.**

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Discussion Leading – Tip 4

- Write four quotations that sum up different aspects of the question you are discussing, on large pieces of paper, then number and post each quotation in a different corner of the room.

- Assign each trainee a number from one to four. Ask trainees to move to the paper that has their number. Trainees discuss their group's quotation and write down their responses to it on the paper. Stop the discussions after a few minutes.

- Ask trainees to move to the next piece of paper so that each group faces a new quotation. Repeat the process until all groups have discussed and responded to all four quotations.

- Ask the groups to move back to their original quotation. Instruct them to read the responses written by others and compare them with their own.

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Other effective Participative Training Techniques:

- **Ice Breakers**
- **Simulations**
- **Case studies**
- **Learning games**
- **Role plays**

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Briefing / Debriefing

- **Participative activities should have a(n):**

    - **Objective - related to instructional objectives.**
    - **Method**
    - **Format – Individual v Group**

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Conclusion

- **Learner-centered training that uses active participatory methods and is relevant to adult learning needs provides opportunities for the learner to:**

-Engage in an activity.

-Critically review the activity.

-Draw useful insight from the analysis.

-Apply the result in a practical situation.

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What makes an Effective Trainer?

- A Professional Approach

- Training Planning and Organisation

- Tips for how to prepare training materials

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PROFESSIONALISM

What makes an effective trainer?

- The success of any training programme depends on the effectiveness of the trainer.

- The trainer's role *is to promote the learning process by taking into account the challenges faced by participants at their workplaces and the challenges represented by the material used in the training* itself.

- Although there is no one way to facilitate a programme, some tasks are performed by all effective trainers

- **Check audio-visual equipment in the classroom before the workshop starts.**

- **Introduce programme presenters to participants and let the participants introduce themselves.**

- **Initiate discussions by asking questions and ensuring that participants' questions are addressed in the session or raised again in a subsequent, more appropriate session.**

- **Highlight examples and participants' concerns that presenters can reference in their sessions.**

- **Listen to and acknowledge all ideas.**

- **Link session content and key points to subsequent or previous sessions.**

- **Help participants ask questions that they are uncomfortable to ask on their own.**

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- **Clarify for participants their responsibilities for learning activities once assignments for session activities have been presented to them and they are working in small groups.**

- **Observe groups and be aware of situations in which participants become confused, disillusioned, fatigued or saturated, so that programme discussions can be clarified, interrupted for a break or shortened.**

- **Understand and articulate participants' needs to connect with the appropriate people, ensuring that participants are able to leave the programme satisfied and fully empowered to address their challenges.**

- **Listen to discussions inside and outside the classroom in order to assess how the programme is proceeding and to identify ways in which to address participants' emerging needs or concerns.**

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- **Praise participants' ideas when appropriate.**

- **Allow other members of the group to attempt to answer questions raised by participants.**

- **Write down participants' ideas on a board in front of the group to show that their ideas are valid and valuable.**

- **Remind participants of points made earlier in the train ing to demonstrate the relationship among concepts.**

- **Refer to presenters by name when referencing points they made during their technical discussions so they become familiar to the participants.**

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- Point out positive behaviours displayed by participants and their effects.

- Reinforce group compliments to an individual and elaborate upon them.

- Share own experiences. And ask for examples from the group's own experiences.

- Diffuse arguments and avoid expressing judgement on what may be considered "right" or "wrong" in discussing different options.

- Spend additional time with participants and presenters during breaks and before and after the day's sessions to learn more about their backgrounds, training needs, assessment of training experience and expectations.

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- **Focus on the participants' concerns and always try to address them.**

- **Give complete instructions when advising participants on the sched- ule and activities and explain why requests are important.**

- **Take notes and fulfil promises to provide assistance or additional information.**

- **Begin and end sessions on time.**

- **Give constructive feedback and build behaviours through positive reinforcement.**

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Training Planning and Organisation

- **The organisation of a successful training programme is a complex task that requires dedication and organisational skills.**

- **Together, the following must be addressed during the preparation of training workshops in general.**

- **Define the overall time frame, objective, scope, target group and approach for the training programme.**

- **Decide whether the training will be designed as a daytime, evening or week-end course, and whether it will be on-the-job training, training as part of ongoing refresher courses, or training integrated in training programmes for new Customs officers. Define the duration of each training programme.**

- **In planning, take into account the different ports of entry, the number of training workshops to be held and the number of trainees.**

- **Consult and co-ordinate with the resource persons, participants and other relevant stakeholders.**

- **Determine appropriate milestones and deadlines such as recruiting the presenters, selecting the participants, providing the venue, preparing and reproducing the training materials and briefing the media.**

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- **Determine the financial, human and physical resources available, and estimate the resources needed to organise the training. Compromises may be needed to accommodate the required resources within the available funding.**

- **Define the contents and agenda of the training module, and identify the necessary training materials and tools.**

- **In the concept note, summarise the objective, scope, target group, approach and contents of the training programme. Also explain the organisational arrangements and indicate the training location and dates.**

- **In planning, consider local habits such as festival seasons or peaks in the workload, as well as the usual working time of the participants, which will differ from country to country. Also consider local traffic conditions.**

Participants

- **Prepare a register of potential participants and define the criteria for determining which officers should receive priority in training.**

- **Invite participants well in advance of the training programme.**

- **Replace participants who do not confirm their participation with participants from the reserve list.**

- **Careful selection of the right participants is crucial for a successful workshop.**

- **Prior to the training, send participants a preliminary agenda and some back ground information on the training programme.**

- **Have each participant complete the registration form with his or her full name, function, contact details before the workshop begins.**

- **During registration, give the participants their training materials, nameplates, badges and other workshop information. Place all papers in one folder.**

- **Check attendance every workshop day.**

- **Ensure that participants who successfully attend all workshop days receive a participation certificate at the end of the workshop.**

- **Update the register/ Training records of trained officers.**

Training Material

- Plan out and brainstorm which are the critical areas to address during the Training Sessions. (Link to Training Needs Analysis)

- Research and use Office Software e.g. Powerpoint to outline key points as headings and sub headings.

- Ensure clarity, appearance and logical sequencing of material.

- Plan how you will ensure understanding of the lesson key points.

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Tips for how to prepare training materials

1. Know your audience and write for them

- You can't communicate effectively without knowing who your audience is.

- If they're from the same department as yours, chances are they already understand most of the jargons, so you won't need to refrain from using those.

- However, if you're developing training materials for coworkers from a different department, or for new hires - make sure you scrutinize for technical/industry language.

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2. Use accessible, approachable language

- The best practice is to write your training materials to be understood by everyone.

- Don't use overly big words. The wisest training content creators know that the goal is to inform, not impress.

Of course, you should also know to use jargons where they fit.

If your audience is already used to using a certain amount of technical language, they'll process those words more easily than simpler (or oversimplified) terms.

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3. Keep it short

- **Punch up your training material by keeping it short and visually impactful. Too many words on a page dilute your message.**

- **Focus on the most important stuff and toss out the rest.**

- **This is especially important for handouts or worksheets, which are two very popular types of training resources.**

- **Your colleagues rely on these documents as a memory refresher, so it's best to keep them to the point and memorable.**

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4. Break it up

- When you do have a larger quantity of information to share, chunk it out into smaller chunks using headers and graphics to break up the flow.

- This job aid makes the most use of illustrations to guide readers through how the company's internal processes work:

5. While creating learning content and courses for your participants, keep in mind that they'll each have different learning styles and methods too, the same way the rest of the employees do.

Make sure you have learning materials available for each type of learning style.

Training Material

- **Prepare the folders containing the workshop information and training materials in advance.**

- **Preparation may include photocopying documents so plan in advance.**

- **Distribute the training materials to participants during registration and explain the materials at the beginning of the workshop.**

Logistics

- **Plan to have sufficient support personnel available for registration, photocopying, preparation and distribution of documents (such as the list of participants and workshop recommendations), local transport and lunch and coffee arrangements, among other tasks.**

- **Inform all participants and presenters of the logistical arrangements, such as location, travel arrangements, meal arrangements and availability of materials.**

- **Inform all participants of the lunch arrangements. If possible, arrange for lunch to be served at the training site to save time**

Venue

- **Prepare the classrooms well in advance and equip them with the necessary equipment such as chairs, tables, overhead projectors, television monitors, video, slide projectors, a screen and extension cables.**

- **Training Room Layout: Theatre / U shape / classroom?**

- **Connect and check all electrical equipment in advance.**

- **Arrange for a table display of training documentation and other training aids.**
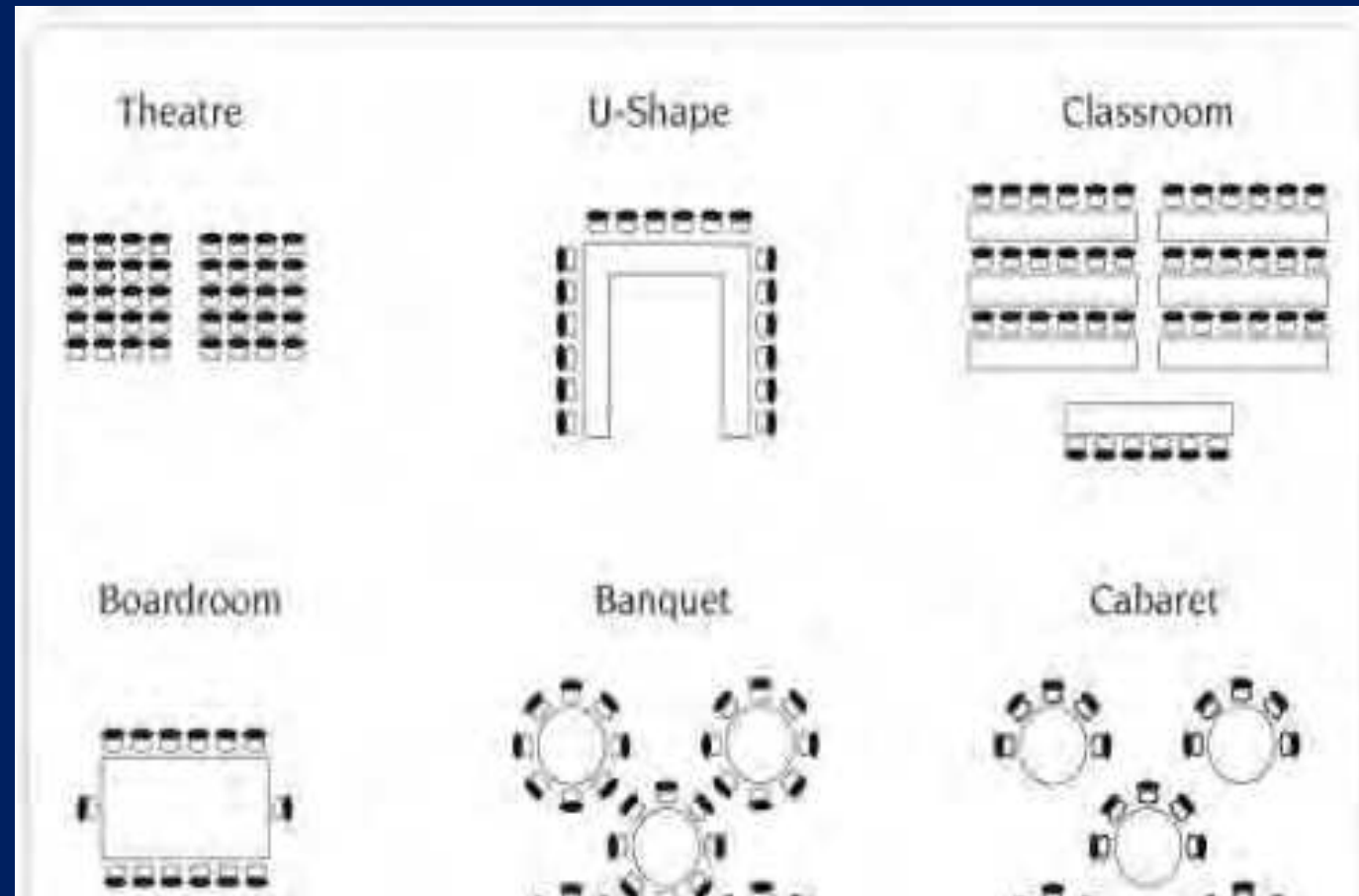
- **Discuss Advantages and Disadvantages of each Layout.**
- **Recommend possible uses of each layout.**

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