

**Training Manual for Specialised Course for Prison Officers
(Asst. Jailer to Superintendent of Prisons)
on Training of Trainers
(One Week)
2022**



**Bureau of Police Research and Development
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महानिदेशक

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Message

Capacity Building of the prison staff is one of the key components of Prison Reforms. This equips the Prison Officers and Staff with the essential knowledge, skills and attitude to diligently discharge their duties in varied and complex areas related to Prisons and Correctional Administration. The MHA has mandated the BPR&D to prepare Training Manuals which can be circulated to all States and UTs for training purposes.

Services of 11 Individual Consultants with subject matter expertise were hired in 2021 to prepare the 50 Prison Training Manuals for various categories of Staff in Prisons. Numerous rounds of stakeholder consultations were held to finalize the drafts. The Manuals have adopted the contemporary principles of training and learning for indoor and outdoor classes, field visits and practical sessions and these have been prepared in compliance with the national and international best practices, the laws of the land, and the technological advancements in Prisons & Correctional Administration. The drafts were also uploaded on the BPR&D website for inviting suggestions/feedback from the stakeholders and citizens.

I extend my special appreciation to the 11 Individual Consultants, the Special Consultant (Master Trainer, DoPT) and the members of the Monitoring Committee who were instrumental in the preparation of these 50 Prison Training Manuals.

I am sanguine that these Manuals will bring about standardization of the training procedures and contents to a large extent and also facilitate capacity building of the Officers and Staff of the Prisons and Correctional Administration in the country.

(Balaji Srivastava)

"Promoting Good Practices and Standards"

Patron

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- LU2: ‘Training’ and ‘Learning’
- LU3: Systematic Approach to Training (SAT)
- LU4: ‘Demonstration’ as a method of teaching/training
- LU5: ‘Coaching’ as a method of teaching/training

DAY-2

LU6: 'Lecture' as a method of teaching/training

LU7: Designing a Lesson Plan

DAY-3

LU8 : Training Needs Analysis (TNA)

LU9 : Design of Training (DoT) – concept of 'Learning Unit'

LU10 : Design of Training – Writing Objectives

LU11 : Micro-Practice of 'Lecture Method'

DAY-4

LU12 : 'Andragogy'

LU13 : 'Discussion' as a Method of teaching/training

LU14 : Story Telling as a Method of Teaching/Training : Practice Session

LU15 : 'Group Exercise' as a Method of teaching/training

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LU17 : 'Role Play' as Method of Teaching/Training

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Emergence of the Course

The BPR&D has prepared 50 Prison Training Manuals for various ranks of Staff and Officers in Prison Administration under the categories viz., 05 Basic Courses, 08 In-Service Courses, 30 Specialized Courses, 02 Vertical Interaction Courses and 05 Handbooks for improving the quality and standardizing training of all Prison Officers and Staff across the country and to augment professional competency and capacity building of Prison Officers and Staff.

These Prison Training Manuals are objective oriented, learner centric and are outcome of several brainstorming sessions, consultative meetings (Online and Offline) and workshops for conceptualizing the drafts. Comments of the Monitoring Committee, Reports of Training Needs Analysis (TNA) for Prisons & Correctional Administration, National Training Policy (2012) have also been taken into account. In addition, various national and international practices, MHA Advisories, Landmark Judgements of the Apex Court and the High Courts, Statutory Acts/Rules have also been referred to in course of preparation of these training manuals. The design perspective of the Department of Personnel & Training, Government of India, has been adopted.

Introduction

“Learning how to learn is the most basic of all skills, because it is the key to lifelong learning.”

This Manual on training fundamentals is designed to assist Instructors, (trainers) from State Prison Training Institutes and Instructors (Trainers) to deliver the training material on various topics of prison administration. Training can be simply defined as “A proactive, systematic process through which an organization’s human resources gain knowledge, skills and required behaviours by instruction and practical activities that result in improved performance”.

Training is a systematic learning event and its objective is to impart required knowledge, skills and behaviours to the employees in a methodical manner in order to bridge their competency gaps, so that it results in an improvement of the overall performance and service delivery of the organization. Training of Prison Staff is extremely important in order to implement prison reforms and improve prison management. Trainers need to be skilled in order to impart effective training. This Training of Trainers Manual strives to equip trainers with necessary training skills so that they may function as effective trainers

The objective of this one-week course on Training of Trainers for Prison Officers of the rank of Assistant Jailor to Superintendent of Prison which has sixteen Learning Units is to provide an opportunity to develop basic training /instructional skills and to enable trainers to undertake the responsibilities of designing and conducting training courses.



COURSE GUIDE

**Specialised Course for Prison Officers
(Asst. Jailer to Superintendent of Prisons)
on Training of Trainers
(One Week)**

INTRODUCTION

Organizations need to continuously grow, develop and must be prepared to face the ever-merging challenges. The Prison Department and the role of Prison Officers is no exception to this. Training is an instrument to help the Prison Administration in meeting the twin challenges of continuous improvement and demands of change.

AIM OF THE COURSE

1. To provide an opportunity to develop basic training /instructional skills; and
2. To enable trainers to undertake the responsibilities of designing and conducting training courses.

DESIGNED FOR

Assistant Jailor to Superintendent of Prison

FACILITATORS

Master Trainer (MT)/Recognized Trainer (RT) of the Department of Personnel & Training, Government of India/ Recognized Institutions of excellence in Capacity Building.

STYLE OF THE COURSE

This course encompasses a series of practical learning activities. The Course is delivered through multiple media, styles and activities with a ‘self-directed learning approach’ simulated by the use of field-based situations and sharing of best practices in prison management. Therefore, participants are acquainted to take responsibility, both for their own learning and in helping the development of other participants. Participants shall be encouraged to share their learning experience with others, and to give and received support and feedback.

OBJECTIVES

At the end of training, participants will be able to -

Unit – 1

Training Objective : Identify the qualities of an excellent trainer

Enabling Objectives

1. Describe the qualities of an excellent trainer
2. Describe the practices that an excellent trainer should avoid
3. Explain the ‘basic terminology’ used in the context of training

Unit – 2

Training Objective Explain ‘training’ and ‘learning’

Enabling Objectives

1. Define ‘learning’
2. Differentiate between ‘learning’, ‘unlearning’ and ‘re-learning’
3. Explain the ‘ways of learning’ and ‘styles of learning’ to examine ‘self-learning’ style

Unit – 3

Training Objective Explain ‘Systematic Approach to Training’ (SAT)

Enabling Objectives

1. Define ‘training’
2. State ‘Systematic Approach to Training’
3. Describe the stages involved in SAT
4. Describe the importance of SAT to improved performance
5. Identify relationship between SAT and Learning

Unit – 4

Training Objective Explain ‘Demonstration’ as a method of teaching/training

- Enabling Objectives
1. Differentiate between ‘feedback’ and ‘criticism’
 2. Explain the importance of ‘feedback’
 3. Explain ‘Demonstration’ as a method of teaching/training

Unit – 5

Training Objective Explain ‘Coaching’ as a method of teaching/training

- Enabling Objectives
1. Distinguish between ‘Productive’ and ‘Reproductive Tasks’
 2. Describe the use of ‘Coaching’ Method in the learning process
 3. Implement ‘Coaching’ Session.

Unit – 6

Training Objective Explain the process of planning, preparation and presentation of a ‘lecture’ in helping people to learn

- Enabling Objectives
1. Describe the use of ‘Lecture Method’ in the learning process
 2. Explain the importance of ‘Visual Aids’
 3. Explain the importance of ‘presentation skills’

Unit – 7

Training Objective Prepare a Lesson Plan for delivering a lecture

- Enabling Objectives
1. Outline the structure of writing a Lesson Plan
 2. Prepare and design a Lesson Plan
 3. Present a Lesson Plan

Unit – 8

Training Objective Explain Training Needs Analysis (TNA)

- Enabling Objectives
1. Define Training Needs Analysis
 2. Explain the importance of ‘dimensions’ in ‘performance’

Unit – 9

Training Objective Explain the components of a ‘Learning Unit’

- Enabling Objectives
1. Differentiate between a ‘Training Course’ and ‘Training Programme’
 2. Describe Learning Unit
 3. Identify the ‘Learning Units’ required for a Training Course
 4. Prepare a model of Learning Unit

Unit – 10

Training Objective Explain the process of writing Objective for training

- Enabling Objectives
1. Differentiate between ‘Aim’ and ‘Objectives’ of training
 2. Differentiate between ‘performance’, ‘training’ and ‘enabling’ objectives
 3. Explain the process of selecting an ‘action verb’ for Objective

Unit – 11

Training Objective Demonstrate the use of micro-practice in Lecture Method

- Enabling Objectives
1. Explain the concept of ‘micro-practice’
 2. Deliver a lecture in micro-practice session

Unit – 12

Training Objective Explain the concept of ‘Andragogy’

- Enabling Objectives
1. Explain the concept of ‘Andragogy’
 2. Explain the concept’s relevance to Design of Training

Unit – 13

Training Objective Demonstrate the use of ‘Discussion’ as a method of teaching/training

- Enabling Objectives
1. Explain the use of ‘Discussion’ in the learning process
 2. Describe the influence of ‘behaviour’ during a discussion
 3. Explain the importance and types of ‘questions’ in a discussion
 4. Lead a discussion

Unit – 14

Training Objective Demonstrate the use of Story Telling as a method of teaching/training

- Enabling Objectives
1. Describe the use of Story Telling as training tool
 2. Demonstrate the use of ‘Story Telling’ Method

Unit – 15

Training Objective Conduct a Group Exercise

- Enabling Objectives
1. Describe the use of ‘Group Exercise’ in the learning process
 2. Explain the process of running the Group Exercise
 3. Conduct a Group Exercise

Unit – 16

Training Objective Explain the importance of ‘Case Study’ as a method of training

- Enabling Objectives
1. Define ‘Case Study’ as a method of training.
 2. Explain the types of ‘Case Study’
 3. Explain the process of running a ‘Case Study’

Unit – 17

Training Objective Explain the importance of ‘Role Play’ as a method of training

- Enabling Objectives
1. Define ‘Role Play’ as a method of training.
 2. Explain the process of briefing about the Role

Unit – 18

Training Objective Explain the importance of Field Trip as a method of training

Enabling Objectives 1. Explain the process for Field Trip as a method of training
 2. Explain the format of Preparing a Field Trip Report

ASSESSMENT

The priority during the Course is to assist participants to develop their skills. Assessment is, therefore, concerned with informal feedback and advice to individual participants.

TIME TABLE

DAY/TIME	CONTENT	OBJECTIVES
DAY-1	Registration	1
0915-1000	Session – I : Ice–Breaking Session and Ground Rules Objectives of the Course Expectations of the participants Inauguration of the Course	
1000-1030	Qualities of an excellent trainer	
1045-1200	Session- II : ‘Training’ and ‘Learning’	2
1215 -1330	Session-III : Systematic Approach to Training (SAT)	3
1430 - 1530	Session-IV : ‘Demonstration’ as a method of teaching/training	4
1545 - 1645	Session- V : ‘Coaching’ as a method of teaching/training	5
DAY-2	Recap	
0915 –1030	Session -I : ‘Lecture’ as a method of teaching/training (Contd.)	6
1045–1200	Session- II : ‘Lecture’ as a method of teaching/training (Contd.)	6
1215 - 1330	Session-III : ‘Lecture’ as a method of teaching/training (Contd.)	6
1430 -1530	Session- IV : ‘Lecture’ as a method of teaching/training	6
1545 - 1645	Session-V : Designing a Lesson Plan	7

DAY/TIME	CONTENT	OBJECTIVES
DAY – 3 0915 – 1030	Recap Session -I : Training Needs Analysis (TNA)	8
1045 – 1200	Session –II :Design of Training (DoT) – concept of ‘Learning Unit’	9
1215 -1330	Session-III : Design of Training – Writing Objectives	10
1430 – 1530	Session- IV :Micro-Practice of ‘Lecture Method’ (Contd.)	11
1545 –1645	Session-V : Micro-Practice of ‘Lecture Method’	11
DAY – 4 0915 – 1030	Recap Session - I : Andragogy	12
1045– 1200	Session–II: ‘Discussion’ as a Method of teaching/training (Contd.)	13
1215 – 1330	Session-III :‘Discussion’ as a Method of teaching/training	13
1430 – 1530	Session- IV :Story Telling as a Method of Teaching/Training : Practice Session	14
1545 – 1645	Session- IV :‘Group Exercise’ as a Method of teaching/training	15
DAY – 5 0915-1030	Session-I ‘Case Study’ as Method of Teaching/Training	16
1045– 1200	Session-II: ‘Role Play’ as Method of Teaching/Training	17
1215 - 1330	Session-III :Field Trip as Method of Teaching/Training	18
1430 – 1530	Session IV : Conduct of Group Exercise by the Participants	
1545 – 1645	Session-V :Feedback of the Course / Valediction	

Note :

Session I	0915 - 1030
Session II	1045 – 1200
Session III	1215 – 1330
Session IV	1430 – 1530
Session V	1545 – 1645
Yoga	0630 – 0730
Library	1700 – 1730
Sports	1730 - 1830
Tea Break	1030 - 1045 1530 – 1545
Break	1200 – 1215
Breakfast	0800 - 0845
Lunch	1330 - 1430
Dinner	1930 – 2100

Indoor : 5.45 Hours (3.45 Hrs. in morning + 2 Hrs. in evening)

Outdoor : 1 Hr.

Library : ½ Hour

Tea / Break : 45 Minutes

Breakfast : 45 Minutes

Lunch : 1 Hr.

Dinner : 1 ½ Hr.



TRAINER GUIDE

**Specialised Course for Prison Officers
(Asst. Jailor to Superintendent of Prisons)
on Training Of Trainers
(One Week)**

INTRODUCTION

The ‘Trainer Guide’ is a comprehensive overview of the content and process of the Course. It is designed in a structured format that presents the assembled information and the planned activities with learning outcomes. Trainer Guide serves as a “Map” for sequential implementation of various content segments.

The Trainer Guide also:-

- Helps continuous recall;
- Provides scope for storing illustrations, faculty questions, anticipated participants questions and appropriate responses;
- Contains details of points for briefing & debriefing of case study, exercises, Films, etc.
- Serves as a reminder when to administer exercises; and
- Guide on the use of media

Pre-Course Preparation :

The following must be ensured :

1. Get an idea on number and list of participants from the Course Coordinator
2. Resource Kit, Name plates, Name badges of participants be kept ready.
3. Photocopies of Handout, exercises for participants should be kept separately and distributed before the session.
4. Brief introduction about Resource Persons / Guest Speakers

For Trainer :

- Trainer Guide
- Exercises

For Participants

- Course Guide
- Handouts, Checklists, Exercises, Performance Aids

DAY-WISE TIME TABLE

DAY – 1		
Time	Content	Remarks
0915 -1000	Registration	Registration Form-1 and Distribute Course Guide to participants
1000 - 1030	Session -I : Ice–Breaking Session and Ground Rules Objectives of the Course Inauguration of the Course ▪ QUALITIES OF AN EXCELLENT TRAINER– Divide the class in two teams. Ask Team-1 to present ‘Qualities of an excellent trainer’ and Team-2 What an excellent trainer should not do’. Ask them to present. Ask participants to introspect and imbibe these qualities. ▪ CONDUCT THE EXERCISE ON VERBAL AND NON VERBAL BEHAVIOUR- ▪ Distribute Handout on Training ‘Module’ ‘Manual’ and ‘Package’	Ice-Breaking Activity (FIND) Name Tags and Name Plates of Participants. They should get to know each other. Distribute- HO-1 Distribute- EX-1 Distribute- HO-2
1030-1045	Tea Break	
1045 - 1200	Session -II : ‘Training’ and ‘Learning’ ‘Learning’, ‘Unlearning’ and ‘Relearning’ ▪ Ways of Learning ▪ Styles of Learning Conduct Learning Style Exercise (Honey & Mumford)	Distribute- EX-2
1200 – 1215	Break	
1215-1330	Session- III :Systematic Approach to Training (SAT) ▪ SAT cycle	

	▪ ‘Self-learning’, Being thought’ Conduct Ozobulla Exercise on the concept of ‘self-learning’ and ‘being taught’	Distribute- EX-3
1330 - 1430	Lunch	
1430 - 1530	Session- IV : ‘Demonstration’ as a method of teaching/training ▪ Distribute checklist on ‘ Training methods’ ▪ Distribute checklist on ‘Training Strategies’	Distribute- CL-1 Distribute- CL-2
1530 - 1545	Tea Break	
1545 – 1645	Session-V : ‘Coaching’ as a method of teaching/training Explain the concept of E.D.I.P.A ▪ Conduct Micro-practice of ‘Coaching’ method with ‘Three Men in a Boat’- EX-4 & ‘Bishop’s Mitre’- EX-5	Distribute- Feedback Form- F1 Keep Paper Napkins ready Distribute- EX-4 Distribute- EX-5

DAY – 2

Time	Content	Remarks
0900 -0915	Recap	
0915 - 1030	Session-I :‘Lecture’ as a method of teaching/training ▪ PLANNING/ PREPARATION of lecture	Plan, Prepare and Presentation
1030 - 1045	Tea Break	
1045 - 1200	Session- II :‘Lecture’ as a method of teaching/training - contd..... ▪ PLANNING/ PREPARATION of lecture	.
1200 - 1215	Break – Stretch Exercise	
1215 -1330	Session-III :‘Lecture’ as a method of teaching/training - contd..... ▪ PLANNING/ PREPARATION of lecture	
1330 - 1430	Lunch	
1430 - 1530	Session- IV :‘Lecture’ as a method of teaching/training - contd..... ▪ PRESENTATION SKILLS	
1530 - 1545	Tea Break	
1545 - 1645	Session-V : Designing a Lesson Plan	Distribute- HO-3 Ask Participants to prepare a lesson plan on the assigned topic.

DAY – 3

Time	Content	Remarks
0900 - 0915	Recap	
0915 - 1030	Session -I :Training Needs Analysis (TNA) ▪ Definition of TNA ▪ Approaches to TNA ▪ Phases in TNA ▪ Activities in each phase. ▪ Conduct ‘Sales problem’ Team Exercise	Distribute- EX-6
1030 – 1045	Tea Break	
1045- 1200	Session -II : Designing of Training (DoT) – concept of ‘Learning Unit’ Components of a ‘Training Course’ Components of a ‘Training Programme’ Components of a ‘Learning Unit’ ▪ Objective ▪ Entry Behaviour ▪ Learning Event Assessment	
1200 – 1215	Break	
1215 – 1330	Session-III : Design of Training (DoT) – Writing Objectives ▪ Aim and Objectives of Training ▪ Importance of learning outcomes ▪ Components of an objective - Performance - Conditions - Standards ▪ Standards - Quality - Quantity - Speed - Accuracy	Distribute- EX-7

	- Time Difference between ‘performance’, ‘training’ and ‘enabling’ Objectives Selection of ‘action verb’ as per task i.e. Knowledge /Skill-orientation Writing Training Objectives Exercise	
1330 -1430	Lunch	
1430 - 1530	Session- IV: Micro-Practice of ‘Lecture Method’ Each participant to present a 10 minute lecture and peer feedback on format	Distribute- Feedback Form-F2
1530 -1545	Tea Break	
1545 – 1645	Session- V: Micro-Practice of ‘Lecture Method’ Each participant to present a 10 minute lecture and peer feedback on format	

DAY – 4

Time	Content	Remarks
0900- 0915	Recap	
0915 - 1030	Session - I : ‘Andragogy’ – Concept Paper Presentation ‘Andragogy’ Assumptions in the concept Implications to Design of Training	Presentation of Concept Paper by participants
1030 - 1045	Tea Break	
1045 – 1200	Session-II : ‘Discussion’ as a Method of Teaching/training Purpose of ‘discussion’ Discussion behaviours Type of Questions	
1200 – 1215	Break	
1215 – 1330	Session-III : ‘Story telling’ as a Method of teaching/training with Practice Session Learner-Centred Method Characteristics of a Story Post-Story Telling Process Importance of ‘moral of story’ Advantages and Disadvantages of Story Telling Method	
1330 – 1430	Lunch Break	
1430 – 1530	Session- IV : ‘Group Exercises’ as a Method of teaching/training Group Exercise and learning Subject-areas for Group Exercises Planning and preparation for a Group Exercise Advantages and Disadvantages of Group Exercise Conducting Group Exercise Conduct Broken Squares Exercise	Distribute- EX-8
1530 - 1545	Tea Break	
1545 - 1645	Session- V : How to conduct Group Exercise - ‘Broken Squares’ Preparation by participants to run Group Exercise	Distribute- EX-9 & EX-10

DAY – 5

Time	Content	Remarks
0900 - 0915	Recap	
0915 - 1030	Session -I : ‘Case Study’ as a method of teaching/ training ▪ Meaning of case study ▪ Types of case study ▪ Writing case study ▪ Running case study	Distribute – HO-5
1030 - 1045	Tea Break	
1045 – 1200	Session- II : ‘Role Play’ as a method of teaching/ training ▪ Meaning of ‘Role Play’ ▪ Writing ‘Role Play’ ▪ Briefing of ‘Role Play’ ▪ De-briefing of ‘Role Play’	Distribute – HO-6
1200 – 1215	Break	
1215 - 1330	Session-III : Field Trip as a Method of teaching/training	Distribute HO- 7
1330 -1430	Lunch Break	
1430 – 1530	Session IV : Conduct of Group Exercise by the participants	EX-9 -‘Rumour Clinic’ EX-10- ‘Principles Game’
1530 – 1545	Tea Break	
1545 – 1600	Feedback of the Course *	
1600 - 1645	Valedictory Address & Distribution of Certificates	

DAY-WISE TASKS

5-DAY COURSE

Day – 1

- Registration
- Inauguration
- Detailed Introduction
- Expectations of the course
- Course Overview
- Ground Rules
- Course Guide
- Distribution of the training kit (Training material, Name badges, Course Guide Note pads, etc.)
- Training

Day – 2

- Recap of Day-1
- Training
Post Lunch
- Training

Day – 3

- Recap of Day-2
- Training
Post Lunch
- Training

Day – 4

- Recap of Day-3
- Training

Post Lunch

- Training / Exercises

Day – 5

- Recap of Day-4
- Learning points of all sessions
- Training
- Feedback session

Post Lunch

- Valediction
- Certificate
- Group Photo with Chief Guest

The Course Coordinator should compile the feedback of the participants and send it to the Head of the Training Institute.

End of Course

PART – B

COURSE GRID

LEARNING EVENT

COURSE GRID

COURSE GRID

01 Qualities of an excellent trainer	02 'Training' and 'Learning'	03 Systematic Approach to Training (SAT)
04 'Demonstration' as a method of teaching/training	05 'Coaching' as a method of teaching/training	06 'Lecture' as a method of teaching/training
07 Designing a Lesson Plan	08 Training Needs Analysis (TNA)	09 Design of Training (DoT) – concept of 'Learning Unit'
10 Design of Training – Writing Objectives	11 Micro-Practice of 'Lecture Method'	12 Andragogy
13 'Discussion' as a Method of teaching/training	14 Story Telling as a Method of Teaching/Training : Practice Session	15 'Group Exercise' as a Method of teaching/training
16 'Case Study' as Method of Teaching/Training	17 'Role Play' as Method of Teaching/Training	18 Field Trip as Method of Teaching/Training

LEARNING EVENT

**SPECIALISED COURSE FOR PRISON OFFICERS
(ASST. JAILOR TO SUPERINTENDENT OF PRISONS)
ON TRAINING OF TRAINERS
(ONE WEEK)**

LEARNING EVENT

Unit		1						
Learning Unit		Qualities of an excellent trainer						
Training Objective		At the end of training, participants will be able to identify the qualities of an excellent trainer						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe the qualities of an excellent trainer	- Do's and Don'ts for an excellent trainer	Lecture-cum-Discussion	White Board, Marker, Projection System	50	MT/RT from DoPT/GoI /Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2	Describe the practices that an excellent trainer should avoid	-Personal SWOT Analysis	Team Exercise		25			
3.	Explain the 'basic terminology' used in the context of training	- Distinguish between 'education' and 'training' -Training Module -Training Manual -Training Package						

LEARNING EVENT

Unit	2							
Learning Unit	'Training' and 'Learning'							
Training Objective	At the end of training, participants will be able to explain 'training' and 'learning'							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Define ,learning'	- Definition of 'learning'	Lecture-cum-Discussion	White Board, Marker Projection System	75	MT/RT from DoPT, GoI/ Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2	Differentiate between 'learning', 'unlearning' and 're-learning'	- Learning process - 'Learning' - 'Unlearning' - 'Relearning'						
3	Explain the 'ways of learning' and 'styles of learning' to examine 'self learning' style	- Ways of learning - Styles of learning						
			'Learning Styles' Exercise					

LEARNING EVENT

Unit	03							
Learning Unit	Systematic Approach to Training (SAT)							
Training Objective	At the end of training, participants will be able to explain ‘Systematic Approach to Training’ (SAT)							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Define ‘training’	-What, Why, When, Where, How of Training	Lecture-cum-Discussion	White Board, Marker Projection System	75	MT/RT from DoPT, GoI/ Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2	State ‘Systematic Approach to Training’	- SAT Cycle						
3	Describe the stages involved in SAT	- Stages - Model of SAT						
4	Describe the importance of SAT to improved performance	-Difference between ‘Systematic’ and ‘Systems’ Approach						
5	Identify relationship between SAT and Learning	‘Self-learning’ ‘Being taught’	Ozobulla Exercise					

LEARNING EVENT

Unit	04							
Learning Unit	'Demonstration' as a method of teaching/training							
Training Objective	At the end of training, participants will be able to explain 'Demonstration' as a method of teaching/training							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Differentiate between 'feedback' and 'criticism'	- 'Feedback' - 'Criticism' - Difference between 'feedback' and 'criticism'	Lecture-cum-Discussion	White Board, Marker Projection System	60	MT/RT from DoPT, GoI/ Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2	Explain the importance of 'feedback'	- Giving feedback - Receiving feedback'						
3.	Explain 'Demonstration' as a method of teaching/training	- 'What', 'Why' and 'When' of 'Demonstration Method' - Steps in 'Demonstration Method'						

LEARNING EVENT

Unit		05						
Learning Unit		'Coaching' as a method of teaching/training						
Training Objective		At the end of training, participants will be able to explain 'Coaching' as a method of teaching/training						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Distinguish between 'Productive' and 'Reproductive Tasks'	-Productive Tasks -Reproductive Tasks -Relationship with 'Learning Event'	Lecture-cum-Discussion	White Board, Marker Projection System	60	MT/RT from DoPT, GoI/ Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2	Describe the use of 'Coaching' Method in the learning process	-'Coaching' for skill development -Steps in 'Coaching' Method' -'Steps' and 'Staging' in Coaching						
3.	Implement 'Coaching' Session	'Three Men in a Boat' 'Bishop's Mitre'	Team-Exercise (Micro-Practice Session on Coaching)					Feedback Form

LEARNING EVENT

Unit	06							
Learning Unit	'Lecture' as a method of teaching/training							
Training Objective	At the end of training, participants will be able to explain the process of planning, preparation and presentation of a 'lecture' in helping people to learn							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1.	Describe the use of 'Lecture Method' in the learning process	-Stages involved in planning and preparing a 'lecture' -Objective -Contents ▪ Selection ▪ Deciding ▪ Structuring ▪ Sequencing ▪ Short-term/Long-term memory	Lecture-cum-Discussion	White Board, Marker Projection System	285	MT/RT from DoPT, GoI/ Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2.	Explain the importance of 'Visual Aids'	-Types of Visual Aids -Importance of Visual Aids						
3.	Explain the importance of 'presentation skills'	-Floor Management -Eye contact -Use of Visual Aids -Handling Questions -Reinforcement -Summarising						

LEARNING EVENT

Unit	7							
Learning Unit	Designing a Lesson Plan							
Training Objective	At the end of training, participants will be able to prepare a Lesson Plan for delivering a lecture							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Outline the structure of writing a Lesson Plan	- Structure of Lesson Plan - Design	Lecture-cum-Discussion	White Board, Marker Projection System	60	MT/RT from DoPT, GoI/ Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2	Prepare and design a Lesson Plan							
3	Present a Lesson Plan							

LEARNING EVENT

Unit	08							
Learning Unit	Training Needs Analysis (TNA)							
Training Objective	At the end of training, participants will be able to explain Training Needs Analysis (TNA)							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Define Training Needs Analysis	- Definition of Training Needs Analysis - Approaches - Phases of TNA - Activities in each Phases ‘Sales Problem’	Lecture-cum-Discussion	White Board, Marker Projection System	75	MT/RT from DoPT, GoI/ Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2	Explain the importance of ‘dimensions’ in ‘performance’		Team Exercise					

LEARNING EVENT

Unit	09							
Learning Unit	Design of Training (DoT) – concept of ‘Learning Unit’							
Training Objective	At the end of training, participants will be able to explain the components of a ‘Learning Unit’							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Differentiate between a ‘Training Course’ and ‘Training Programme’	-Components of a ‘Training Course’ -Components of a ‘Training Programme’ -Components of a ‘Learning Unit’ ▪ Objective ▪ Entry Behaviour ▪ Learning Event ▪ Assessment	Lecture-cum-Discussion	White Board, Marker, Projection System	75	MT/RT from DoPT, GoI/ Recognized Institutions of Excellence in Capacity Building	Sample Learning Unit relating to ‘Making Roti’	Formative Q & A
2	Describe Learning Unit							
3	Identify the ‘Learning Units’ required for a Training Course							
4	Prepare a model of Learning Unit		Exercise					

LEARNING EVENT

Unit	10							
Learning Unit	Design of Training – Writing Objectives							
Training Objective	At the end of training, participants will be able to explain the process of writing Objective for training							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Differentiate between ‘Aim’ and ‘Objectives’ of training	- Aim and Objectives of Training - Importance of learning outcomes	Lecture-cum-Discussion	White Board, Marker, Projection System	75	MT/RT from DoPT, GoI/ Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2	Differentiate between ‘performance’, ‘training’ and ‘enabling’ objectives	- Difference between ‘performance’, ‘training’ and ‘enabling’ Objectives						
3	Explain the process of selecting an ‘action verb’ for Objective	- Selection of ‘action verb’ as per task i.e. Knowledge /Skill-orientation	Team-Exercise					

LEARNING EVENT

Unit	11							
Learning Unit	Micro-Practice of 'Lecture Method'							
Training Objective	At the end of training, participants will be able to demonstrate the use of micro-practice in Lecture Method							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Explain the concept of 'micro-practice'	-Concept of 'micro-practice'	Lecture-cum-Discussion	White Board, Marker, Projection System	120	MT/RT from DoPT, GoI/ Recognized Institutions of Excellence in Capacity Building		Feedback Form
2	Deliver a lecture in micro-practice session	-Importance of 'feedback' in micro-practice session -Detailed feedback for improvement by peer-group						
			Demonstration					

LEARNING EVENT

Unit	12							
Learning Unit	Andragogy							
Training Objective	At the end of training, participants will be able to explain the concept of ‘Andragogy’							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Explain the concept of ‘Andragogy’	- ‘Andragogy’	Presentation-cum-Demonstration	White Board, Marker Projection System	75	MT/RT from DoPT, GoI/ Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2	Explain the concept’s relevance to Design of Training	-Assumptions in the concept -Implications to Design of Training						

LEARNING EVENT

Unit	13							
Learning Unit	'Discussion' as a Method of teaching/training							
Training Objective	At the end of training, participants will be able to demonstrate the use of 'Discussion' as a method of teaching/training							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Explain the use of 'Discussion' in the learning process	-Purpose of 'discussion' -Discussion behaviours -Type of Questions	Lecture-cum-Discussion	White Board, Marker, Projection System	150	MT/RT from DoPT, GoI/ Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2	Describe the influence of 'behaviours' during a discussion							
3	Explain the importance and types of 'questions' in a discussion							
4	Lead a discussion		Demonstration					

LEARNING EVENT

Unit		14						
Learning Unit		Story Telling as a Method of Teaching/Training : Practice Session						
Training Objective		At the end of training, participants will be able to demonstrate the use of Story Telling as a method of teaching/training						
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe the use of Story Telling as training tool	-Learner-Centred Method -Characteristics of a Story -Post-Story Telling Process -Importance of 'moral of story' -Advantages and Disadvantages of Story Telling Method	Lecture-cum-Discussion	White Board, Marker Projection System	75	In-House/ Guest Faculty/ Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2	Demonstrate the use of 'Story Telling' Method		Demonstration					

LEARNING EVENT

Unit	15							
Learning Unit	'Group Exercise' as a Method of teaching/training							
Training Objective	At the end of training, participants will be able to conduct a Group Exercise							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Describe the use of 'Group Exercise' in the learning process	-Group Exercise and learning	Lecture-cum-Discussion	White Board, Marker Projection System	75	MT/RT from DoPT, GoI/ Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2	Explain the process of running the Group Exercise	-Subject-areas for Group Exercises -Planning and preparation for a Group Exercise						
3	Conduct a Group Exercise	-Advantages and Disadvantages of Group Exercise -Conducting Group Exercise						
			Demonstration					

LEARNING EVENT

Unit	16							
Learning Unit	'Case Study' as Method of Teaching/Training							
Training Objective	At the end of training, participants will be able to explain the 'Case Study' as a method of training.							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Define 'Case Study' as a method of training.	-Planning -Preparation -Conducting -Observation -Types of Case Study -Process of Running a Case Study	Lecture-cum-Discussion	White Board, Marker Projection System	75	In-House/ Guest Faculty / Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2	Explain the types of 'Case Study'							
3	Explain the process of running a 'Case Study'							

LEARNING EVENT

Unit	17							
Learning Unit	'Role Play' as Method of Teaching/Training							
Training Objective	At the end of training, participants will be able to explain the 'Role Play' as a method of training.							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Define 'Role Play' as a method of training.	-Planning -Preparation -Conducting -Observation	Lecture-cum-Discussion	White Board, Marker Projection System	75	In-House/ Guest Faculty / Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2	Explain the process of briefing about the Role	Demonstration						

LEARNING EVENT

Unit	18							
Learning Unit	Field Trip as Method of Teaching/Training							
Training Objective	At the end of training, participants will be able to explain the process of training evaluation							
Enabling Objectives At the end of training, participants will be able to-		Content	Method	Media	Time (Mins.)	Trainer	Performance Aid	Assessment
1	Explain the process for Field Trip as a method of training	-Planning -Preparation -Conducting -Observation	Lecture-cum-Discussion	White Board, Marker Projection System	75	In-House/ Guest Faculty / Recognized Institutions of Excellence in Capacity Building		Formative Q & A
2	Explain the format of Preparing a Field Trip Report	-Format of Report -Preparation of the Report of Field Trip	Exercise					

PART-C

RESOURCE MATERIAL

PERFORMANCE AID

APPENDICES

RESOURCE MATERIAL

Section - 1 Handouts

Section – 2 Checklists

Section – 2 Exercises

Section-1

HANDOUTS

HO-1*	Role and Attributes of a Direct Trainer
HO-2	Difference among Training ‘Module’, Training ‘Manual’ and Training ‘Package’
HO-3*	Preparing a Lecture and Lesson Plan
HO-4**	Andragogy
HO-5***	Case Study
HO-6***	Role Play
HO-7***	Field Trip

*‘Direct Trainer Skills’, **Design of Training, *** Experiential Learning Tools Courses of the Department of Personnel & Training, Government of India

DIRECT TRAINER SKILLS COURSE

ROLE AND ATTRIBUTES OF A DIRECT TRAINER

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Government of India

DTS-04

INTRODUCTION

The purpose of using the Systematic Approach to Training is to improve performance. Many people contribute to this process – managers, officers, supervisors, technical specialists, training advisers and, lastly, but most important, Direct Trainers – the people who undertake instructional duties. They include :

- ❖ Full-time trainers or instructors, often working in training centres
- ❖ People with specialist expertise who act as ‘occasional’ or ‘guest’ trainers
- ❖ Departmental personnel who act as ‘on-job’ trainers

A variety of people may, therefore, be required to undertake instructional duties. By doing so, they make a significant contribution to the success of training activities. Their role is primarily concerned with implementing training. This requires them to use appropriate training methods and instructional skills to help people learn. These may include for example :

- ❖ Convert training needs into training objectives
- ❖ Decide the Learning Units in relation to Training Objectives
- ❖ Assess Entry Behaviour of trainee
- ❖ Select appropriate training methods
- ❖ Prepare a Session Plan for each Learning Unit
- ❖ Conduct training sessions ‘on’ or ‘off’ the job
- ❖ Coach individual trainees or members of staff
- ❖ Deliver Lectures or Lead Discussions as part of training sessions
- ❖ Use less conventional, learner-centered training methods viz., Group Exercises, Role Plays, Case Studies, etc.
- ❖ Use existing instructional material or training materials supplied by a central resource agency
- ❖ Develop appropriate training materials
- ❖ Help individuals or groups with overcoming their performance problems
- ❖ Design or procure appropriate Visual Aids

- ❖ Arrange necessary infrastructural support viz., equipment, facilities, location, etc.
- ❖ Arranging seating or layout of classroom so as to maximise the participatory ethos in training sessions
- ❖ Arrange briefing of trainees prior to training
- ❖ Give feedback to trainees/review performance
- ❖ Assess training results/outcomes
- ❖ Prepare assessment tools viz., Feedback forms, Examination Papers, Quizzes, Assignments, etc.

The phrase ***‘Helping People to Learn’*** has been used to emphasise that an important part of the role of the trainer is to organize opportunities for people to learn. Another equally important part is to ensure that their learning is directed towards helping them achieve a specified standard of performance. This is what makes the difference between informal learning and organized training. This is important because an organization can only be expected to invest in training activities if there is evidence that they produce improved performance.

Although within the context of systematic training the instructional role is mainly concerned with the implementation stage direct trainer should be aware of the other stages and their effect on instructional activities. For example :

- ❖ Who is responsible for identifying training needs?
- ❖ Who is responsible for ensuring that trainees attending a Course have clearly identified training needs, and that these are relevant to the Course objectives?

- ❖ Who is responsible for the overall planning and design of Courses and other training activities?
- ❖ Who is responsible for validating training to ensure it results in improved performance?
- ❖ Who is responsible for deciding how best to deploy trainer resources, now and in the future?

These are broad questions, focusing on the issue of responsibility. The easy answer is to say that it is the responsibility of training management, but in real terms it is the responsibility of everybody who contributes to systematic training. When undertaking instructional duties, in whatever capacity, one should ask questions as given above. Failure to consider the trainee underlying issues, may result in having to deal with people who have no clearly defined training needs; working on Courses that have no overall plan or objectives; and having no, or unsuitable training resources to enable the trainer to provide effective instruction.

DIRECT TRAINER AND THE SYSTEMATIC APPROACH TO TRAINING

The four stages of the Systematic Approach to Training provide a framework for effective training that is closely related to actual performance problems. For the trainer, undertaking instructional duties, they provide the following:

Identifying Training Needs

This is an essential component of systematic training. It is the link between the instruction the trainer is providing and the performance problems of the trainees.

The more thorough the analysis of performance problems and associated training needs, the easier it will be to provide training activities suited to their needs.

Ideally, as a result of Training Needs Analysis, the trainer will be given information about specific tasks the trainees are required to perform. Alternatively, the trainer may be given specification of the knowledge and skills the trainees need to do their job. (The above two factors have direct bearing on the effectiveness of the training).

Planning and Designing

A newly appointed trainer is dependent on other, more experienced trainers to provide design and resources for training sessions. As the trainer gains experience and instructional skills, it becomes an additional responsibility to design Courses and training sessions, and to develop resource materials for use by other trainers.

A trainer finds it useful to apply the discipline of the Learning Unit to the preparation of training sessions. This can be done independently, or in consultation with colleagues. He / She should clarify objectives for the Session, adjust the Learning Event to suit the trainee's Entry Behaviour, and have agreed methods of assessment.

Implement Training

This trainers' domain, where they interact with the trainees to provide them with opportunities to learn. They will be dependent on trainer to give them ways in which they can achieve the objective. Are you going to make the learning event practical, work-related and interesting using all the Four Ways of Learning?

The imaginative choice of training methods, careful preparation and skilful instruction will help the trainees improve their performance and, in the process, give the trainer a great deal of personal satisfaction.

Assess Results

The intention of training activities is to help people and organizations with their performance problems. Intentions cannot be measured, but results can. The final part of systematic training is, therefore, to use suitable measuring techniques to assess :

- a) The quality of training provided
- b) Whether this result in improved performance
- c) Whether the training was worth doing

Of these three areas of assessment, a trainer should be particularly concerned with the first as the information it provides will enable to improve the instructional skills.

ATTRIBUTES OF A GOOD TRAINER

Behavioural Qualities

- Empathises with Trainees
- Is friendly and cheerful in disposition
- Is innovative and creative
- Is flexible and open to suggestions
- Has a positive mental attitude
- Is a keen observer and learner
- Is helpful and a team player
- Is confident and bold
- Is enthusiastic and inspiring
- Is disciplined and consistent in thought and action
- Has good inter-personal communication and presentation skills
- Is non-judgmental and encouraging in giving constructive feedback
- Is gender sensitive and proponent of gender equality & justice

Professional Qualities

- Is a role model
- Has up-to-date knowledge of the subject
- Is fully conversant with subject matter

- Is eager to acquire new skills to adapt to emerging training techniques and technologies
- Has expertise in interactive and participatory methodologies of training
- Has capability to assess training needs, design appropriate need-based training interventions, implement effective learning events responding to the entry-behaviour of trainees and assess outcomes
- Has a capacity to visualize clearly and experiment creatively
- Is zealously committed and striving to make training a creative endeavour for self-actualization and organizational development
- Is always seeking opportunities for enrichment of knowledge, skills and attitude of self as well as others

Managerial Qualities

- Is systematic in approach to training and work
- Is organized and methodical in using a step-by-step facilitation of learning
- Manage time effectively
- Is provocative in approach to Management of Training and not reactive only
- Is effective in liaison with Organizational Management to convincingly establish a high priority for training
- Is able to sell, promote and propagate the cause of ‘training for all’ to organizations, managements and policy makers
- Is able to demonstrate and validate training outcomes as effective in solving performance problems of individuals and organizations
- Has a positive mental attitude and is an advocate of human resource development for promoting a work culture of excellence in organizations and human development in society

Difference among module, manual and package

Sr. No.	Module	Manual	Package
1	A segment of an overall learning course that focuses on a specific objective. It is like a chapter of a book. It is most equivalent to a Learning Unit.	A training manual is a set of instructions that improve the quality with which a job/ process or task is performed.	A training package is a set of qualifications and units of competency developed to meet the training needs of an organization/ skill.
2	At training level.	At job level.	At organizational level. Qualification and competency level.
3	It is objective based. It is related with a study unit and a number of modules together make a complete training course.	It is a book or booklet that includes- - Onboarding a new employee - Rolling out new software and systems - New protocol/process documentation - Customer training and education - Product instruction and information	It includes the competency standards, assessment guidelines that are endorsed by the rules. It may be supported by non-endorsed components like learning strategies, assessment resources and professional development materials.
4	It can vary in format from interactive video to text rich modules to demonstrations.	It is a handbook or guideline carrying practical instructions or technical information of how to use something. Purpose – to increase productivity and ensure that everyone has the tools	It means a set of qualifications and units of competency developed to meet the training needs of an industry, or a group of industries and endorsed at the national level.

		or information to do their job effectively.	
5	Different modules can be blended to form an interesting mix of learning catering to different learning styles and promoting employee engagement.	- It is easy to follow information guide - Clear concepts, information and illustrations.	

DIRECT TRAINER SKILLS COURSE

PREPARING A LECTURE

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Government of India

DTS-08

INTRODUCTION

Lectures have been used since ancient times as a convenient method of communicating information to a large number of people. Convenience, however, is different from efficiency. Lectures are somewhat like primitive steam engines in that they provide a means of delivery, but one that is not particularly efficient. This is especially true when a lecture is being used to communicate information that people need for job performance. With modern technology, we can improve the efficiency of a steam engine considerably to make it a viable option for motive power. The same applies to lectures, because they too can become more efficient by making use of a better understanding of how people learn and by using visual aids.

A lecture gives trainees' specific information that is usually task, job or occupation-related. The trainees need the information for their work and to enable them to discharge their duties correctly. If they don't need the information there is no justification for attending the lecture. A lecture for training purposes should have a clear focus with a specific objective. The information you are providing should be essential to the trainees' performance and, taking an extreme position, failure to learn the information will affect their work.

The Glossary of Training Terms tells us that a lecture is:

"A straight talk or exposition, possibly using visual or other aids, but without group participation other than through questions at the conclusion."

STAGES INVOLVED IN PREPARING A LECTURE

We list the process below which we shall follow. We recommend that you prepare the lecture by developing each of these stages in turn, although you may find that you have to go back to modify earlier stages as you work through the process.

The Objective of a Lecture

Entry Behaviour

The Learning Event

Deciding the Content

Planning the Sequence

Planning for Maximum Recall

Structuring the Lecture

Use of Visual Aids

Performance Assessment

Review

Feedback

THE OBJECTIVE OF A LECTURE

A possible starting point for your lecture might be to ask “Why are the trainees attending your lecture?” or “What important points and principles do I want the trainees to learn?” However, it might be of more benefit to ask “What must the trainees be able to do at the end of it?”

The answer to this question provides the basis for the objective of the lecture. You will benefit from a clearly defined objective because you can then concentrate solely on providing the information needed to enable the trainees to achieve it.

What is more, trainees benefit from a clearly stated objective, because it tells them what they are expected to be able to do from attending the lecture. Note that something like 25% of the 'doing' might be achieved by simply stating the objective. Trainees can concentrate their thoughts and further study on what should be some clearly stated, needs-related, performance requirements.

The objective is a logical starting point for the lecture. Depending on circumstances you might be given the objective, or be expected to write one yourself. In the latter case this should initially be a draft objective, which may require modification as you take account of entry behaviour, content, time and performance assessment.

A lecture is a means of communicating information and can only be used to **provide trainees with knowledge only**. This means that we need to specify two things in the objective - what the trainees can do after the lecture, and how we are going to check that they can. In other words, the Performance and the Test of Performance.

Performance

This describes what the trainees can do after attending the lecture. The performance will be based on knowledge received; they can do such things as describe the information they have

received, or list Major Points you have given them, to state a principle or law described in the lecture.

Because the lecture deals with knowledge only, the statements of performance should state what the trainee will be able to do with the knowledge gained. We should phrase them in achievable and measurable terms, such as 'describe', 'list', 'state', 'recall', 'explain' and so on. The second part of the objective takes the action described in the performance and defines how it is to be assessed.

Test of Performance

This describes how we will test the trainees' performance and the criteria to be used. For example, if the objective said trainees can state the four stages of the Systematic Approach to Training the test of this performance would be to require the trainees to state all four stages.

ENTRY BEHAVIOUR

Much of the success or failure of your lecture will depend on the trainees. Consideration of their entry behaviour will enable you to plan a lecture that is effective for them, enabling the trainees to achieve the objective and preparing them for further learning events. The following points about entry behaviour need to be considered:

- The trainees' existing knowledge and previous learning experience. Awareness of existing knowledge will help you decide where your lecture will start, and the assumptions you can make about previous learning. Awareness of previous learning experiences will also alert you to the trainees' likely attitude and willingness to learn.

- Individual differences between trainees. If your lecture was to be given only to one trainee, you can match your lecture to the trainee. You would sense the trainee's response to your explanation and adjust accordingly. As the learning group grows in number and individual differences in entry behaviour arise, it becomes more difficult to adjust your lecture to suit everyone's entry behaviour. Prior knowledge of the

trainees should enable you to prepare a suitable and, therefore, a more effective lecture.

Acceptability of the Information

Acceptance or rejection of the information you are providing in your lecture is likely to be between two extremes. The information may be accepted if you have explained to the trainees the reason why they need the information and it is new, interesting and does not conflict with their existing knowledge or opinion. Occasionally you may find yourself, possibly unwittingly, moving towards trainees rejecting your information. This is likely to occur when you are dealing with contentious information, going 'over' or 'under' their heads, or making the lecture difficult to understand by using a poor structure, inappropriate lecturing technique, or poor visual aids. The essential point to consider is that you are going to deal with a group of trainees, possibly unknown to you, whose approach to learning may not be in accord with your assumptions. The likelihood of acceptance or rejection may depend on your sensitivity to their entry behaviour.

The maturity of the trainees, which will affect the way you discuss the subject, but also may influence how you assess achievement. An assessment measure for younger trainees might be by means of a written test; the same test given to older trainees might be threatening and harmful to their willingness to learn.

Your credibility to the trainees, or your perceived status as the provider of information. Are you likely to be accepted as an 'expert'? They might expose your credibility generally during a lecture and prior information about entry behaviour should enable you to avoid the worst of the pitfalls awaiting the unwary, insensitive lecturer.

Flexibility

Try to build in to your lecture some degree of flexibility. This is difficult with a large group of trainees, but often encouraging some interaction is possible. Trainees appreciate relevant anecdotes and similar means of adding variety and interest. Mature trainees may want to participate by sharing experiences, discussing interesting points in relation to their work, and generally wishing to be treated as equals. The more formalised and structured the lecture becomes, the more difficult you will find it to adapt and cater for these situations, most of which you should encourage. Where possible allow time to check entry behaviour by encouraging trainees to participate and express themselves.

THE LEARNING EVENT

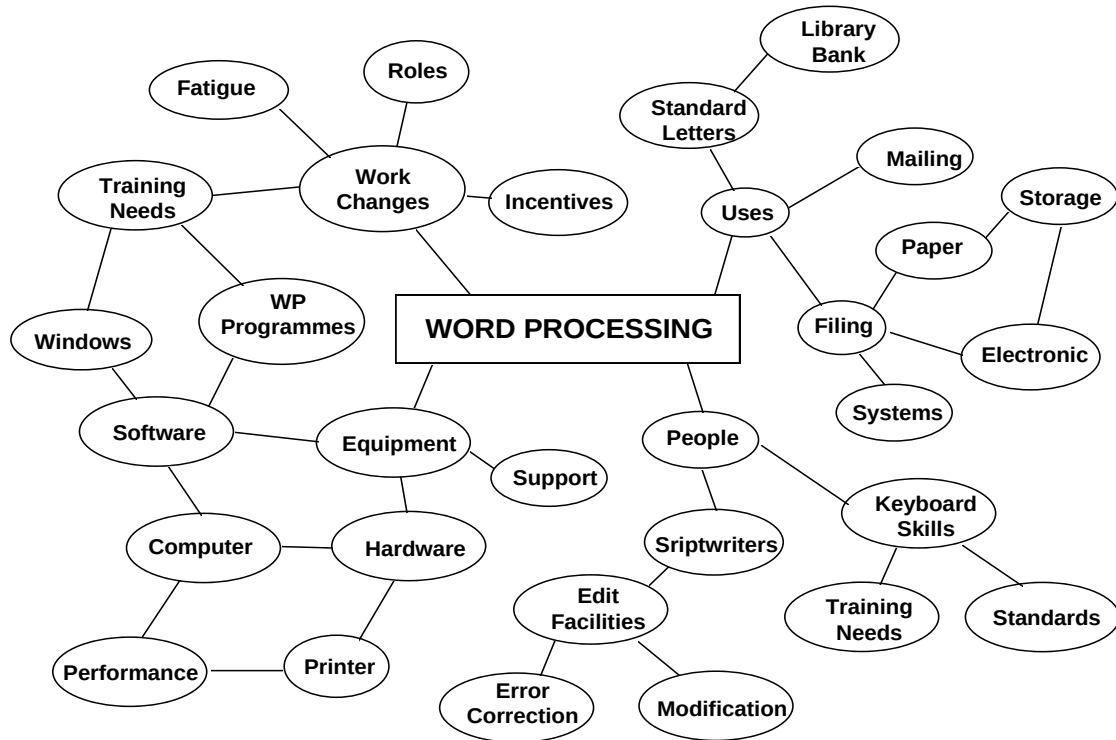
The learning event is the 'live' occasion when you are giving your lecture and communicating to your trainees. We will help their learning if they know:

- Where they are going
- How they are going to get there.

The first point has been covered because the objective of the lecture tells them where the lecture is going and what they are expected to achieve when they get there. The second point, how they are going to get there, is dealt with by considering the following aspects of the learning event you are preparing:

- Deciding the content
- Planning the sequence
- Planning for maximum recall
- Structuring the Lecture
- Use of Visual Aids
- Preparing Lecture Notes

DECIDING THE CONTENT



The objective for your lecture, should give a clear idea of information you need to communicate. However, in such a short statement it will have left unstated the many small items of information that might or might not be included. A useful technique to identify these items is the use of the 'spray diagram'. The diagram is started by stating the central theme of the objective, say 'Word Processing'. Around this central theme subsidiary elements are added until the diagram looks something like Figure 2.

Fig. 2

The diagram is far from complete and more subsidiary elements or 'balloons' can be added, each adding a small contribution to the content that might or might not be included in a lecture on 'Word Processing'. There is no real end to this process and the spray diagram can continue to be expanded until we have included all conceivable items of information. We can then edit the content shown on the spray diagram, by:

- Saying all the items on the diagram '**could**' be included in your lecture.
- Reducing these 'could' be items to ones that '**should**' be included.
- Reducing these 'should' items still further to ones that '**must**' be included.

The 'must' items form the content of your lecture and study of them may lead you to revise the draft objective. We illustrate the process in Figure 3, below:

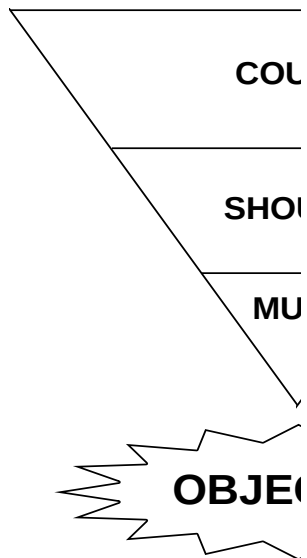
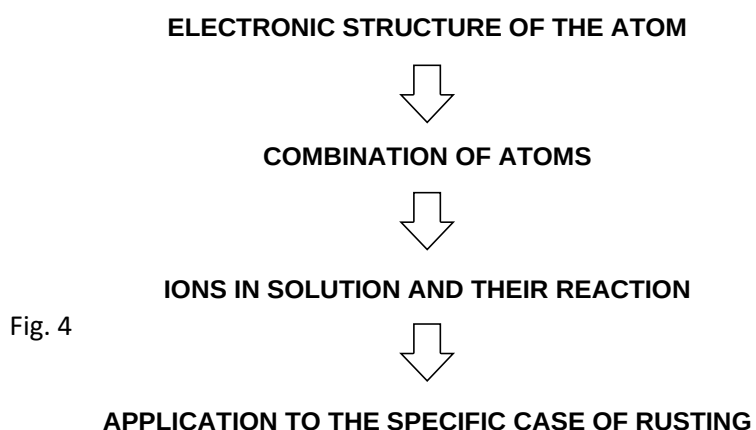


Fig. 3

PLANNING THE SEQUENCE

Having a logical sequence is important, but we must be careful. What seems logical to the lecturer may not seem so to the trainee. Consider the example in Figure. 4, below, which shows the content of a lecture arranged in a strictly logical sequence:



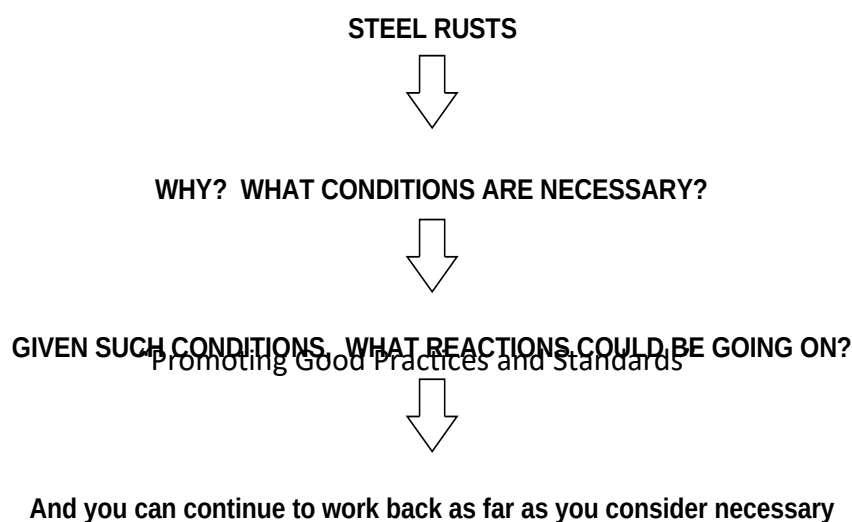
You will probably have attended lectures planned in this way. You will also recall that there is a lot of work inferred in those four headings before you get to the concrete, specific case with which you are familiar in everyday life. While having preliminary knowledge to understand the phenomenon of rusting may be necessary, this approach to planning the

sequence of the lecture runs the risk that many people will 'switch off' because of the apparent irrelevance of the early stages.

Therefore, we need to consider what is logical from a trainee's point of view - not from the point of view of an expert, a theorist, a practitioner or a researcher. Some guidelines to bear in mind when planning is that people learn by progressing from the:

- Known to the unknown
- Simple to the complex
- Concrete to the abstract
- Observation to the theory
- General to the particular

So why not change the sequence? Start by looking at the situation from the trainees' point of view - find something to 'switch them on', to justify learning the theory. Could we not start with the fact of rusting and ask a sequence of questions that would require theoretical answers at a level we think will suit the trainees? Compare the sequence shown in Fig. 4 with the one in Fig. 5, below, the content of both sequences are essentially the same and would lead to the same objective. The sequence shown in Fig. 5 takes account of the trainees' entry behaviour and uses a logical build up, free from unnecessary detail.



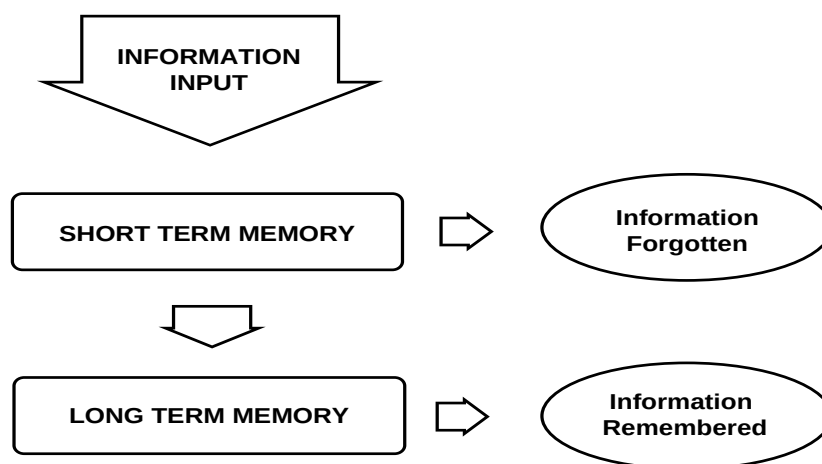


Fig. 5

**PLANNING FOR
MAXIMUM RECALL**

The purpose of a lecture is to provide an opportunity for the trainees to acquire

information. The objective defines what information they should acquire and later recall - the 'must' items in the content. The problem is to relate the information to the capacity of the trainees to remember it, and to devise ways of helping them to recall it.

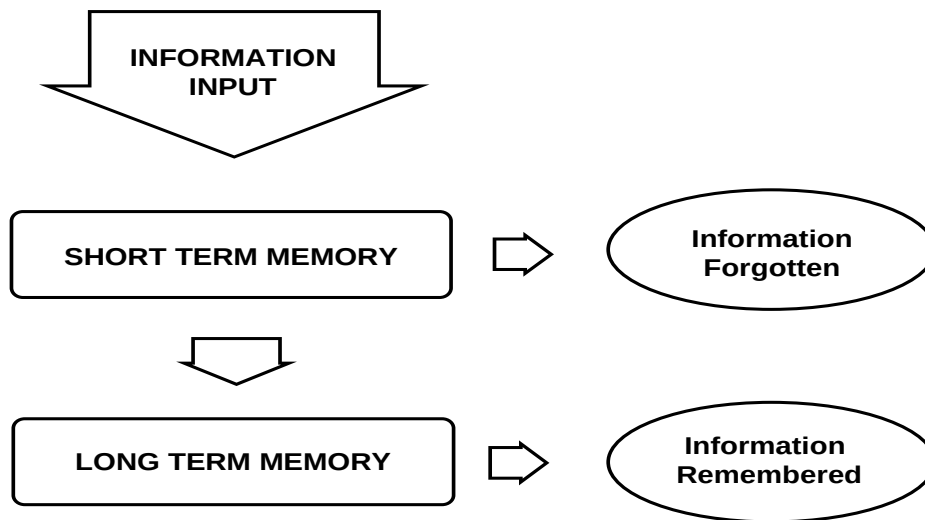


Fig. 6

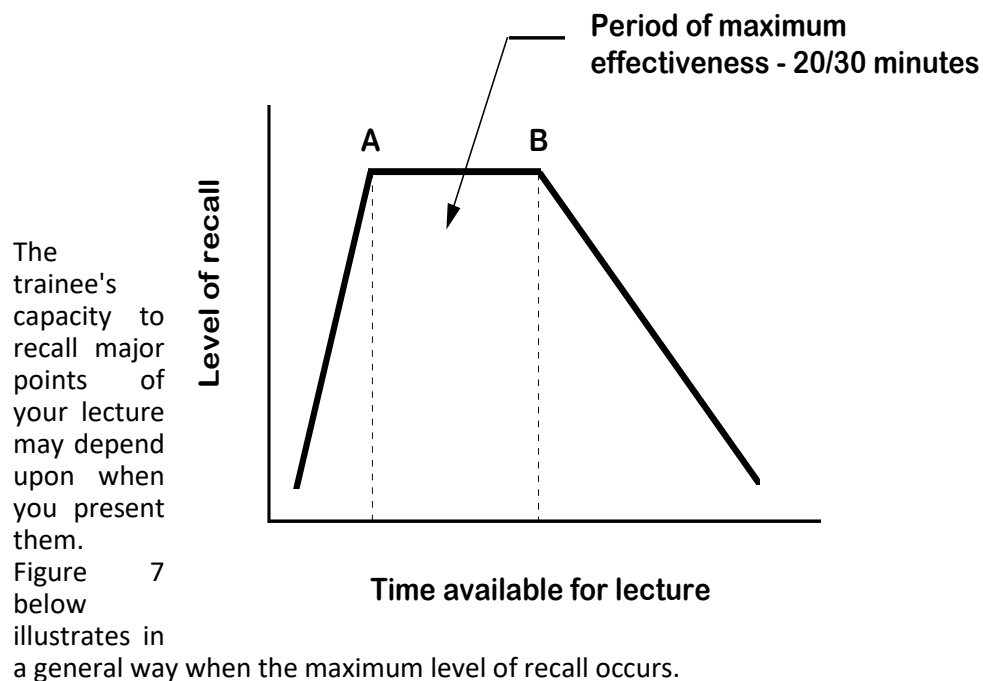
The communication process in the lecture uses the trainee's senses of sight and hearing. This input of information is then stored in the trainee's short-term memory, which has a limited capacity and can retain information for perhaps 5 - 30 seconds. Some information will be passed to the long-term memory, although most of it will be forgotten as illustrated in Fig. 6. To increase the amount remembered, make full use of the trainee's sensory inputs by:

- Emphasising major points, repeating where possible.
- Using visual aids to provide the second medium of communication for the same points.

Decide whether the recall of information can be achieved using:

- The trainee's long-term memory. This means that the trainee can recall from memory the information you provided.
- Notes, handouts, and similar sources of information. The trainee can recall information by referring to handouts etc.

Notice how this might change the objective: in one instance we require that the trainee recall from memory, whereas in the other, they can refer to handouts.



From Figure 7 we can see that the maximum level of recall occurs after some 20 minutes and can be maintained for about 30 minutes. This suggests that:

- The earlier period is less effective because the trainee's mind has to adjust to possibly an unfamiliar environment. The more suitable this is, the easier it becomes to reach (A).
- The period will be shortened if the trainees are in familiar surroundings.
- The period length depends on how we introduce the lecture: The better this is, the shorter will be the time to reach full learning recall.

The middle period between (A) and (B) is when learning conditions are most favourable. This is when the major points should be presented. Also, we will lengthen the period if:

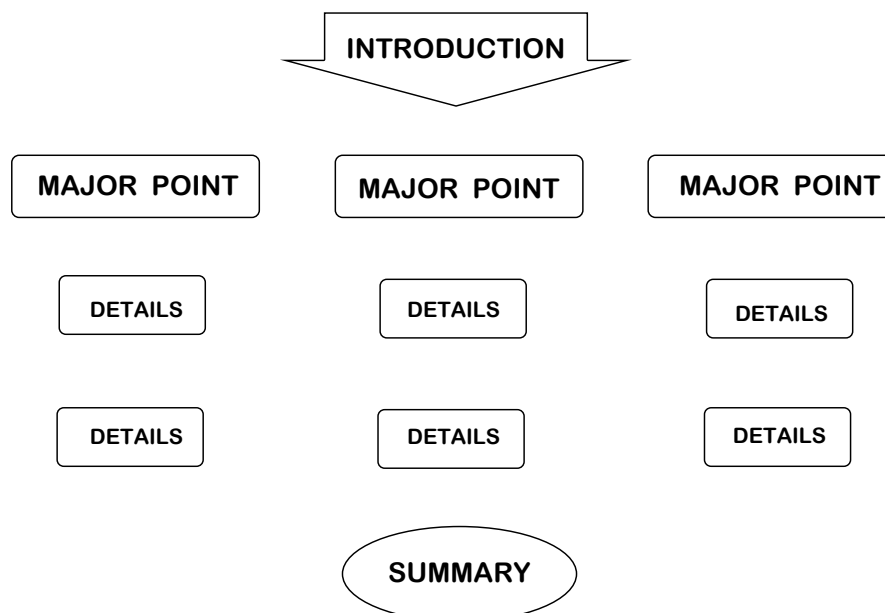
- Active participation is encouraged.
- Visual aids and demonstrations are used.
- The trainees know we will give them major points in some form of a handout.

- The learning environment is suitable - at a reasonable temperature, with circulation of fresh air and out of direct sunlight.

Mental and physical fatigue affects the later stages of the lecture after (B). This results in a decline of information retained. (B) provides the time in the lecture when we should summarise the major points. Other points to note are:

- The lecture should be kept as short as possible after (B).
- We can introduce another learning method (for example, a discussion) after (B) to maintain active participation and promote further learning.

If there are facts and explanations that they must remember, some form of a handout would help the trainees. We can regard this as 'post-lecture' learning. The lecture starts the



process, and subsequent study aids long term memory storage and recall.

STRUCTURING THE LECTURE

Figure 8, below, shows a basic structure that applies to most lectures:

Fig. 8

Introduction

You should plan to gain the audience's attention by explaining why we are asking that they attend the lecture. We should state the objective of the lecture, so that trainees know what they are expected to achieve. You should explain the lecturing structure you propose to use. Also let the trainees know what to expect and how you want them to participate.

Major Points

This is where you can effectively communicate information. It should be in an organised form that is logical to the trainee. You have around 30 minutes in which you should have the trainee's maximum attention. We should communicate all essential major points during this period. By the end of this period the trainee's attention will be waning and they will be less likely to remember.

Summary

Start this by summarising the major points of the lecture - the ones you expect the trainees to remember. Depending upon the technique used, inviting questions might be necessary.

You can check whether the trainees have achieved the performance stated in the objective. This can be done formally or informally depending on the objective and entry behaviour of the trainees.

Thanking the trainees can complete the lecture and linking what they have achieved to further learning activities.

USE OF VISUAL AIDS

Visual Aids are an essential feature of effective communication. Most lectures are improved by using visual aids that we develop as part of preparation for a lecture. Generally, they are worth using to help trainees learn the major points of the lecture; they should:

Attract and Hold Attention

When trainees are listening passively, their attention is easily distracted. An interesting visual aid can attract and hold attention.

Explain Words

If they do not understand a critical word in a sentence, or is misunderstood, not only does the sentence become useless, we weaken the trainee's belief in the prospect of success.

Illustrate Relationships/Concepts

The saying 'A picture tells a thousand words' holds true.

Consolidate Learning

The key points of a lecture can be presented on an overhead projector or recorded on a flipchart or chalkboard.

Research has shown that we take in more information from the sense of sight than we do from listening, in the ratio of something like:

75% Sight

25% Hearing and other senses

Bearing this in mind, it is not surprising that other studies have shown that lectures using visual aids are far more effective for understanding and recall than lectures that do not use visual aids.

Some further observations about visual aids:

- They should be simple
- Where possible use pictures and diagrams rather than many words.
- Use colour to give contrast to different major points.
- Where possible prepare visual aids before the lecture (e.g. overhead projector transparencies and flipcharts) Do not waste valuable learning time during the lecture.
- Use 'formal' visuals (e.g. an overhead projector) for pre-prepared material, and use chalkboards and flipcharts for 'informal' visuals developed during the lecture.
- Ensure all major points of the lecture are presented visually and orally.

PREPARING LECTURE NOTES

There is no standard format for the notes needed to give a lecture. Some lecturers rely on detailed notes - and many rarely look at them. Some use papers or cards with lists of topic headings as prompts; others rely on their visual aids and use them as prompts; others do not use notes, and however well they lecture one might ask whether their lecture would have been better if they had used them. Some general observations about lecture notes:

- They are there to help you and are therefore personal to you.
- They should be kept as simple as possible.
- They should be easy to read - you might be some distance away from your notes.

- Use colour to ensure we do not miss major points.
- Use sketches to indicate where a visual aid is to be used
- Include a time schedule.

Although your lecture notes are personal to you, there may be occasions when colleagues have to give similar lectures and would probably appreciate reference to your notes. Some training organisations require lecturers to use a standardised format and we attach an example as an appendix.

PERFORMANCE ASSESSMENT

A lecture is rarely the only element in a learning unit or a course. More usually it is used to introduce new information, or start or consolidate other forms of learning. This influences the type of performance assessment used. There are many possible forms of assessment at one extreme are formal written tests, and at the other no assessment whatever. Before deciding the assessment to be used for a lecture, it is worth considering questions such as:

- What sort of information are you communicating? If it is based on a body of facts an objective test might be used, but more complex, conceptual information is difficult to assess in this way.
- How does this lecture link in with other learning? We might develop information and ideas introduced in the lecture in a succession of learning events. Any interim assessment may hinder this process.
- What are the consequences of trainees failing to achieve the objective? Each lecture must be considered individually. Sometimes the consequences of failure to learn are important and justify careful testing; often rigorous assessment cannot be justified.

- How are trainees likely to react to assessment? Depending on entry behaviour, some trainees will expect and may require assessment, others would find it a threatening, demeaning and totally unnecessary experience.

We should state the purpose of the lecture in the 'performance' part of the objective. The second part of the objective, if included, describes how the trainee's achievement is to be measured. Because a lecture is essentially a method of communicating information, it is only this knowledge-based performance that we can measure. This limits assessment to establishing whether trainees can 'describe', 'list', 'state' and so on. Depending on the objective, the importance of the lecture, and the trainee's entry behaviour, we can suggest two general approaches to assessment.

Formal Assessment

Here we give trainees an oral or, more likely, a written test. Recall of knowledge (lower order questions, particularly) can be tested objectively. The trainees can complete the test quickly, it is easily marked and the trainees can get immediate knowledge of results. Open questions can also be used, where trainees have to answer questions in their own words. These are easily set, but are subjective and difficult to assess.

Higher order questions, possibly as assignments, can be given to consolidate learning, and to relate newly acquired knowledge to work situations. Such questions do not offer immediate knowledge of results and should be considered in addition to other assessment measures.

Informal Assessment

Sometimes the trainees' entry behaviour is such that any attempt to use a formal test would lead to discord or undue anxiety. This will be especially apparent in older trainees and where one is dealing with a controversial topic, and there is a possibility of the message of the lecture being rejected. Here performance assessment is based on your observations of trainee responses. The larger the group the more difficult this becomes to manage, but the way people answer questions, participate in discussion and generally respond to your explanation will provide ample proof of achievement. It might be argued that this approach to assessment is not scientific. Probably this is true, but it might be the only practicable way and is certainly better than not trying at all.

SUMMARY

The purpose of this handout is to help you to prepare a lecture. This is done by suggesting that you use the following procedure:

- Describe in general terms what you believe the trainees need to know.
- Develop a 'spray diagram' to show the possible extent of the content of the lecture.
- Carefully edit the spray diagram to eliminate all points that are not essential to the content of the lecture.
- List the major points of the lecture - the points the trainees must be able to recall.
- Alongside this list, note how you intend to assess whether they have learned the point.
- Review the content, taking a critical look at your list of major points, particularly ones that we cannot assess. Ask yourself whether we MUST include them.
- Write the objective for the lecture.

- Briefly describe the entry behaviour of your trainees. This might be based on precise knowledge, or on certain assumptions that you must make.
- Does the entry behaviour affect the objective? Review the objective if necessary.
- Decide the most appropriate structure for the lecture. Do this by relating the objective, the content, the entry behaviour, and how you propose to assess attainment.
- Structure the content of the lecture, taking into account the:
 - Objective
 - Analysis of the spray diagram
 - Likely entry behaviour
 - Lecture structure you consider the most suitable
 - Time available
- Plan your visual aids in relation to the structure of the lecture. Decide the 'formal' aids you will prepare beforehand, and the 'informal' ones that will be evolved during the lecture.
- Review the structure of the content to ensure that all main points are suitably presented in visual form.
- Prepare your lecture notes and visual aids.
- Run through the lecture mentally to check sequence and logic. Adjust where necessary.

- Check lecture room and the equipment you intend to use.

FEEDBACK

Trainers plan and implement lectures for the benefit of their trainees. However, the trainers themselves are also presented with a learning opportunity. At the end of a lecture you can ask yourself many questions, ponder over earlier decisions you made, and generally reflect on the changes you would make if asked to do the same lecture again.

The following questions suggest areas for you to consider:

- Was the objective appropriate?
- Was the objective achieved?
- Did you assess the entry behaviour of the trainees correctly?
- How did the content relate to the objective and trainees' learning capabilities?
- Was the sequence appropriate?
- Did you choose the right structure?
- Did you ask questions?
- Were the questions high or low order?
- Did you allow sufficient time to answer questions?
- Did you fit the major points of the lecture into the best learning period?

- Did you communicate the major points of the lecture visually and orally?
- Were your visual aids appropriate to emphasising the major points of the lecture?
- Did the trainees appear to learn from your visual aids?
- Was your introduction appropriate?
- Did you summarise the main points of the lecture?
- How was your timing in relation to your planning?
- Did you feel comfortable with the timing and content of the lecture?
- Did the method of assessing performance suit the trainees?
- Was the assessment of performance valid in relation to the purpose of the lecture?

LECTURE PLAN

Name of Trainer:

Subject:

Time Available:

Learning Aids Required

Size of Group:

Objective:

Entry Behaviour:

Means of Assessment:

Guidance:

Colour key: Use RED for points that MUST be emphasised

Time - estimate how many minutes will be needed for each part of the content

Content - provide introduction, development of content, and summary.

Aids - indicate which aid is to be used either by a brief note or a sketch.

TIME	DETAILS OF CONTENT	LEARNING AIDS

ANDRAGOGY – THE ADULT LEARNING

After reading this handout you will be able to:

1. Explain ‘Andragogy’
2. List the underlying assumptions
3. Identify its implications for *‘training’* and *‘training design’*

INTRODUCTION

The training process used usually was by some form of ‘teaching’, or ‘instruction’ often delivered to relatively inexperienced ‘trainees’. Now, we often call these people ‘learners’, and they are often mature, experienced adults possibly facing major changes in their jobs, or prospects for employment.

Most of what is known about learning and the practice of teaching is derived from studies of learning in children and animals. From this emerged the technology of ‘Pedagogy’ – a term derived from the Greek stem ‘PAID’ (meaning ‘child’), and ‘AGOGOS’ (meaning ‘learning’). So ‘Pedagogy’ means specifically, the art and science of teaching children.

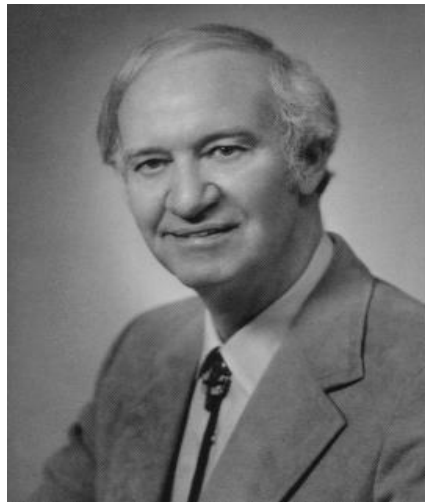
Pedagogy is also biased towards education, and is concerned primarily with the transmission of knowledge. Historically, when major changes in culture and technology were introduced only slowly, what people learned in their youth would remain valid for the rest of their lives. Recent history has changed this concept dramatically. Knowledge and gained by the time a person is, say, 20 years of age may be obsolete by the time he or she is 40. This is especially true in the world of work, where knowledge and skills acquired in early adult life may be out of date by middle age. Therefore, as trainers, we are no longer concerned with the pedagogical process of transmitting what is known and done, but more towards a concern for a lifelong process of discovering what is not known and coping with the resulting change.

Experienced trainers are well aware of the limitations of traditional teaching methods. Such methods, often requiring a trainer-centred technique, are satisfactory when dealing with children or adolescents, but become less so when the learner is mature, experienced, adult. Adults are often voluntary learners, willing to participate on the understanding that the learning event proves a rewarding experience and meets the purpose for which it was

intended. The practice of adult learning has therefore departed from the traditional pedagogical approach towards the use of more learner-centred techniques.

There is now an emerging theory of learning concerned with the technology of adult learning, and to distinguish it from pedagogy it has been given a new name 'Andragogy'. The word, again, is derived from the Greek work 'ANDRA' (meaning 'man'). Andragogy is, therefore, the art and science of helping adults to learn.

The term 'Andragogy' was originally formulated by a German teacher, Alexander Kapp in 1833. Later, it was developed into the theory of adult education by an American Educator Malcolm Shepherd Knowles.



Malcolm Shepherd Knowles (1913-1997)

According to Malcolm Knowles, an American Educator, Andragogy is the art and science of adult learning. In Greek, Andragogy means 'man-learning' in comparison to Pedagogy, which means 'child-learning'.

SOME GENERAL ASSUMPTIONS

Five assumptions of adult learners -



1. SELF CONCEPT

As a person matures her/his 'self-concept' moves from one being a dependent personality towards one of being a self-directed human being

2. ADULT LEARNER EXPERIENCE

As a person matures she/he accumulates a growing reservoir of experience that becomes an increasing resource for learning

3. READINESS TO LEARN

As a person matures her/his readiness to learn becomes oriented increasingly to the developmental tasks of her/his social roles

4. ORIENTATION TO LEARNING

As a person matures her/his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly her/his orientation toward learning shifts from one of subject-centeredness to one of problem centeredness

5. MOTIVATION TO LEARN

As a person matures, the motivation to learn is internal

KNOWLES' FOUR PRINCIPLES OF ANDRAGOGY - 1984

1. INVOLVED ADULT LEARNERS

Adults need to be involved in the planning and evaluation of their instruction

2. ADULT LEARNERS' EXPERIENCE

Experience (including mistakes) provides the basis for the learning activities

3. RELEVANCE & IMPACT ON LARNERS' LIVES

Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.

4. PROBLEM-CENTERED

Adult learning is problem-centered rather than content-centered

AN ADULT LEARNING THEORY – IN A NUTSHELL

1. Adults are people who have a good deal of first-hand experience
2. Adults are people who have ideas to contribute
3. Adults are people who have sets habits and strong tastes
4. Adults are people who have some amount of pride
5. Adults are people with very tangible things to lose
6. Adults are people who have developed a reflex toward authority
7. Adults are people who have decisions to make and problems to solve
8. Adults are people who have a great many preoccupations outside of a particular learning situation
9. Adults are people who have developed behaviours consistent with their needs
10. Adults are people who have established emotional frameworks consisting of values, attitudes and tendencies
11. Adults are people who respond to reinforcements
12. Adults are people who have strong feelings about learning situations
13. Adults are people who are secretly afraid of falling behind and being replaced

14. Adults are people who generally resist change
15. Adults are people who have long-range goals

Children enter this world in a condition of complete dependency. Their every need must be taken care of by someone else. The first image children get of themselves is that of a dependent personality whose life the adult world manages for them.

This self-concept of dependency is encouraged and reinforced by the adult world. In fact, society defines the normal role of children as that of learners this is their full-time occupation, the source of rewards and self-fulfilment. On the whole, this occupation, whether it is termed that of a pupil, student, or learner, requires a more or less passive role of receiving and storing information chosen by adults.

As children's self-identity begins to take shape, they begin to see themselves as having the capacity to start deciding by themselves. This increases as they become more mature and experienced, leading towards greater self-direction.

However, something significant happens to the self-concept when they consider themselves as adult. They see their normal role in society no longer as a full-time learner. They see themselves increasingly as a producer or doer. Their other chief sources of self-fulfilment are now performance as a worker, a parent etc. The adult acquires a new status, in their own eyes and in the eyes of others. He or she becomes essentially self-directing and able to decide and face the consequences. In fact, the point at which a person becomes an adult, psychologically, is that point at which they perceive themselves to be wholly self-directing. At that point they also experience a deep need to be perceived by others as self-directing.

Therefore, adults have a need to be treated with respect, to make their own decisions, and to be seen and treated as unique individuals. They tend to avoid, resist, and resent, situations in which they are treated like children –being told what to do, and being put in embarrassing situations. Adults are likely to resist learning conditions that conflict with their self-concept.

Often there is another factor in the self-concept of adults that affects their role as learners. They may carry from earlier school life the perception that they are, or are not, clever. This recollection of previous learning experience may be so strong that it serves as a serious barrier to becoming fully involved in learning activities. Once a trainer puts adult learners into dependent roles, repeating in a sense earlier school-based experiences, he or she is likely to face a rising resistance and resentment to the learning event created.

On the other hand, when adults are first exposed to a learning environment in which they are treated with respect, are involved in mutual enquiry with the trainer, and are given responsibility for their own learning, the initial reaction may be one of shock and disorganisation. Adults initially are often not prepared for self-directed learning; they need to go through a process of reorientation to a learning as adults – to learn new ways of learning. Once adults make the discovery that they can take responsibility for their own learning, they usually experience a sense of release and exhilaration and participate in learning events with enthusiasm and commitment.

SOME IMPLICATIONS FOR TRAINING

The acceptance of the approach of ‘Andragogy’ to training provides the trainer with a need to consider the following:

- The physical environment should be one in which adults feel at ease, with furnishings that are comfortable and informal.
- The psychological climate should be one that causes adults to feel accepted, respected and supported. There should exist a spirit of mutual respect and co-operation between the trainer and the learners, in which there is freedom of expression without fear of ridicule. A person feels more ‘adult’ in an atmosphere that is friendly and informal.
- The behaviour of the trainer probably influences the character of the learning event more than any other single factor. The trainer conveys in many ways his or her attitude of interest and respect for learners. The trainer who takes time and trouble to get to know the learners individually and calls them by their first names, is promoting the right sort of atmosphere. Very important is the willingness to listen, respect, and respond to views expressed by learners.
- Because adults are themselves a rich source for learning, greater emphasis can be placed on techniques that use their experience. Training methods such as group discussions, case studies, in-tray exercises, and action learning, promote participation in a learner-centred environment.

SOME IMPLICATIONS FOR TRAINING DESIGN

Diagnosis of Needs

The adult's concept of self-direction is in potential conflict with the more traditional practice of the supervisor, or trainer, telling them what to learn. Of course, adults will learn what others want them to learn if the other's power to punish them for not learning is strong enough. Nevertheless, they are more deeply motivated to learn those things that they see the need to learn.

In Andragogy, therefore, great emphasis is placed on the involvement of adult learners in a process of self-diagnosis of needs for learning. This process consists of three phases:

- a) The trainer and the learner developing a jointly held view of the abilities and performance to be achieved.
- b) Providing diagnostic experiences in which learners can assess their present ability and performance related to what has to be achieved.
- c) Helping learners to measure the gaps between where they are and where they (and the supervisor and trainer) would like them to be.

The Planning Process

A basic element in the technology of andragogy is the involvement of the learners in the process of planning their own learning, with the trainer acting as counsellor, guide and resource.

The function of planning consists of translating diagnosed needs into specific behavioural (in terms of knowledge, skill and attitude) objectives, designing and conducting learning events to achieve these objectives; and assessing the extent to which these objectives have been achieved. In Andragogy, responsibility for performing this function is shared between learners and the trainer.

Conducting the Learning Event

In traditional pedagogical practice the function of the 'teacher' is to 'teach'. The 'teacher', or the 'instructor', or the 'direct trainer', is expected to take full responsibility

for what happens in the teaching-learning transaction. The learner's role tends to be that of a passive recipient of instruction.

In contrast, andragogical practice treats the learning-teaching transaction as the mutual responsibility of learner and trainer. In fact, the trainer's role is redefined as that of 'procedural counsellor', 'resource person', and 'co-enquirer': the trainer is more of a catalyst than an instructor, more of a guide than a source of all relevant information. Andragogy assumes that a trainer cannot really 'teach' in the sense of making someone learn. An andragogical learning event is alive with meetings of small groups, sharing responsibility for helping each other to learn.

Assessment of Learning

Probably the crowning difference between traditional instruction and an adult's self-concept is during assessment. Nothing can make an adult feel more childlike than being judged by another adult. Therefore, the technology of andragogy suggests a process of frequent, informal, helpful, and non-threatening assessment, in which the trainer helps learners to assess their own progress to the achievement of objectives. The emphasis, again, is that it is a mutual undertaking.

In fact, what is happening in practice, is that the procedures being used for the diagnosis of learning needs are being employed to help learners measure gain in competence. For example by comparing performance in solving or coping with a simulated learning experience, learners are encouraged to assess their competence relative to similar work-related situations. Such assessment, with the trainer acting as counsellor, can provide a valuable basis upon which to build further learning.

This shift from formal assessment, towards self-assessment, places a heavy burden on trainers both for design and delivery. They must set an example by being open to feedback regarding their own performance and the design of the learning events. They must be skilful in establishing a supportive climate in which an individual's performance can be looked at objectively, although the information may be hard for the individual to accept. Self-assessment of this kind requires trainers to create and use a variety of techniques, each permitting learners to comprehend, accept and benefit from the feedback provided.

Experience

All learners enter a learning even with a different background of experience. The longer they have lived, the greater the volume of experience and, possibly, but not necessarily, the wider variety of experiences.

This presents another difference between the entry behaviour expected from a child to that of an experienced adult:

- If we ask children who they are, they are likely to identify themselves in terms of who their parents are, where they live and what school they attend. Their self-identity is largely derived from external sources.
- A somewhat modified response would be obtained from a person in their early twenties; the identification would be concerned with academic attainment, career prospects, outside interests and possibly an employer.
- But to adults, particularly ones in middle age, their experience is themselves. They define who they are and establish their self-identity based on their accumulation of a unique set of experiences. So, if you ask adults who they are, they are likely to identify themselves with their occupation, where they have worked, travelled, and what their training and experience has equipped them to do, and what their achievements have been.
- Because adults define themselves largely by their experience, they have a deep investment in its value. So when they find themselves in a situation where their experience is not being used, or its worth minimized, it is not just the experience that is being rejected- they feel rejected as a person.

These differences in experience between adolescents and younger and older adults have three consequences for learning:

- a) Some adults have more to contribute to the learning events than others; for most kinds of learning they are themselves a rich source for learning.
- b) Adults- and, again, some more than others – have a rich foundation of experience with which to consider new experience and their implications for work.
- c) Adults have acquired many fixed habits and patterns of thought and, therefore, possibly less open minded.

WAYS THAT ADULTS AND CHILDREN LEARN DIFFERENTLY

	CHILD (Immature learner)	ADULT (Mature learner)
Learner's Orientation & Awareness of Needs	Don't know their own needs. Hence, have trouble relating new learning to the "real world" unable to understand the relevance.	Have pragmatic view of learning; high need for relevance. New facts, skills, concepts are met with "What's in it for me?"
Repertoire of Entry Behaviour	Limited and different from one learner to the next: hard to find common denominators to build on.	Rich: many common experiences are shared by all adults.
Classroom Behaviour	Learners have high dependence on Instructor : parent-to-child relationship.	Learners can learn much from each other : adult-to-adult relationship.
Implications for Instructor	Need to provide simple, common illustrations. Instructor must give frequent examples in class. Easier for Instructor to teach by analogy.	Opportunity to draw on the shared experience of learners, using their examples to illustrate points.
Instructor's Role	Expert – Provider of information – Lecturer	Catalyst – arranger of experiences. Mediator. Facilitator. Processor.
Learner's Span of Attention	Becomes absorbed in interesting assignment and can work for hours on end.	Frequent shifts of attention : easily distracted.

TRAINING

The move from traditional to modern assumptions and the implications for the Trainer

TRADITIONAL	MODERN	IMPLICATIONS
The purpose of education is to produce a 'knowledgeable' person.	The purpose of education is to produce a 'competent' person – one who can apply knowledge and skill in performance	Responsibility to see that models of required competencies are developed for the various roles in the organisation.
Education is a process of transmission and skills from a teacher to student	Education is a process of acquisition of knowledge, skills and attitude by a learner with help from a facilitator and resource person	Responsibility to provide learning experiences to help individuals acquire the skills of self-directed learning and help trainers acquire skills as facilitators of learning
Learning takes place most efficiently in a formal classroom or clinical instructional setting	Learning takes place most efficiently when resources of a wide variety are accessible to learners at their convenience in time and place	Responsibility to stimulate or operate deliver systems (non-traditional study programmes, workshop, in-service programmes, etc.) that make resources accessible to individuals.

SUMMARY OF ANDRAGOGY

	Pedagogy	Andragogy
Self-concept	Dependent	Self-directed, Independent
Experience	Limited in quantity and quality to use as foundation for learning	Enormous quantity, Differential quality
Learning readiness	Imposed on child, Receptor	Developmental, Task-dependent, Need-oriented
Timeline applicability	Postponed application	Potential for immediate application of learning
Role of Trainer	Senior Expert Reservoir of Knowledge Teacher	Peer Catalyst Resource Person Co-learner
Acceptability of Trainer	Instant Credibility Experiential advantage	Need to build Credibility Challenging

Andragogy can be defined as ‘an organised and sustained effort to assist adults to learn in a way that enhances their capability to function as self-directed learners. To do this, the trainer should:

- Assist the learners to define their learning needs.
- Design learning events to suit an individual learner’s entry behaviour

- Help the learner to understand how to use learning resources, including the experience of sharing their learning experiences with others.
 - Emphasise experiential and participative training methods.
 - Facilitate problem posing, solving and participative training methods.
 - Progressively decrease the learner's dependency on the trainer.
 - Assist learners to assume increasing responsibility for planning their own learning.
 - Reinforce the self-concept of the learner to encourage achievement of objectives.
 - Encourage the use of formative assessment techniques, including free exchange of feedback.
-

THE CASE STUDY METHOD

Objectives: After reading this article, you will be able to:

- Describe uses of Case study Method
- Describe prerequisites for selecting a Case
- State salient points for preparing to use Case Study as a training method
- Explain the advantages and disadvantages of using a Case Study in a training situation.

The Case Study method is a learning technique in which a real life situation or series of events together with the surrounding facts, opinions and prejudices which influences decisions is presented to trainees for their analysis and consideration of possible solution of problems identified. The strength of the case method as a training technique is its ability to arouse the interest of the trainee by placing him or her in an active role rather than that of a passive participant. It allows the trainees to learn on the basis of a well documented series of incidents and circumstances centering round an individual, an issue or an organization.

The case method calls for participant's decisions. Trainees analyze the case situation, share views with their peers, and propose problem solutions. Participants are expected develop a plan of action for case resolution.

It has become an accepted way of transmitting knowledge through involvement of the participants and by generating a high level of interest among them.

In traditional lecture method, the trainer is the master and expert. The trainee is the listener and absorber of information. By contrast, in the case study method, the trainer plays the role of facilitator and explorer. The trainee is directly engaged as a participant and joins the instructor as a fellow explorer. The case study method relies on the active participation of trainees. Trainees, individually and collectively, take responsibility for their own learning.

While conducting a training course in the areas like, problem solving, developing analytical skills, gaining confidence in decision making, changing/ modifying the attitudes or team building, case study method helps the learning process in finding the solution.

Objective of the case study method:-

The case study method has been found to be extremely useful in acquiring knowledge, developing skills, forming attitudes and influencing behaviours. For any learner, the major motivating element in the case method is the process of engaging oneself with a situation faced by other. A better identification with the situation leads to increased involvement and enhanced learning.

Case study method can be used to develop the following skills:-

1. Qualitative and quantitative analytical skills, including problem identification skills, data handling skills and critical thinking skills.
2. Decision making skills, including generating different alternatives, selecting decision criteria, evaluating alternatives, choosing the best one, and formulating congruent action and implementation plans.
3. Application skills, using various tools, techniques and theories.
4. Oral communication skills, including speaking, listening and debating skills.
5. Time management skills, dealing with individual preparation, small group discussion and class discussion.
6. Interpersonal or social skills, dealing with peers, solving conflicts and practicing the art of compromise, in small or large groups.
7. Creative skills, looking for and finding solutions geared to the unique circumstances of each case.
8. Written communication skills, involving regular and effective note-taking, case reports and case examinations.

Selecting a Case

While choosing a case, the factors to be borne in mind are: (i) Training Objective, (ii) Entry Behaviour of the trainees and (iii) Time.

Points to be considered in respect of each factor are:

1. Training Objective: While selecting a case, training objectives to be achieved should be the most important deciding factors. Interpersonal case studies focus on issues of leadership, conflict, power, politics etc, while non-interpersonal cases focus on issues of policy, strategy, social, marketing, organization and development etc.

2. Entry Behaviour: Entry Behaviour expresses the existing knowledge, skill and attitude of a trainee relating to a specific task. Selection of a case will also depend on trainee's entry behaviour level.
3. Time: Another important parameter for choosing a case is to consider the time and timings, i.e. when it can be conducted and how long it will take.

What makes a good Case Study? Five general characteristics of a good case study are described below:

- (a) the case study must be of **significant value**. The individual case or cases are required to be unusual and of general public interest. The underlying issues are important – either in theoretical terms or in policy or practical terms.
- (b) the case study must be **complete**. The complete case is one in which the phenomenon being studied and its context are given explicit attention. The decision reached is based on the information explicitly provided in the case. If the intention of the case is to allow the participants to reach one or multiple solutions, the case should project enough and sufficient details.
- (c) the case study must provide **scope for alternatives**. While writing or choosing a case study it has to be kept in view that the case in question shall not direct the participants to a pre-conceived solution. The idea behind case study is to provide clues to the participants for choosing one of the many alternatives that may be available leading to the solution of the problem.
- (d) the case study must display **sufficient evidence**. A good case study is one that presents sufficient evidence judiciously and effectively so that the participant can reach an independent judgment based on the analysis of such evidence. This evidence is basically logical chain of events and not referring to mere "facts", which can be camouflaged in the case study.
- (e) the case study must be **composed in an engaging manner**. A common complaint about case studies is that they are lengthy, cumbersome to read and boring. This calls for a clear writing style that entices the participant to continue reading. Talent and experience do contribute to building an appeal into the written text. However, the clarity of writing increases with re-writing.

Guidelines for using the method:-

It is important for the trainer to identify the objective of the session, assess the level of knowledge and skill of the participants. As a trainer, you should possess a thorough knowledge of the topic on the issues to be discussed in the case.

The case method involves preparation both individual and in small groups, and also discussion with the help of a discussion leader (resource person) of a situation as described in the case. This is done with the aim of not only solving the problems but also of learning how to solve problems by gaining repeated experience in resolving real life problems through analysis and discussion of a variety of cases.

First, participants should go through and prepare each case individually by assuming the role of the decision-maker in the situation and then decide on appropriate decisions and action plans to resolve the problems faced. During this preparation, a participant struggles with, first, defining the appropriate decision areas; second, specifying objectives, purposes and criteria for resolving the issues; third, generating options to resolve the issues; fourth, evaluating the alternatives on the basis of information available, which is usually incomplete; and, finally, deciding the course of action and contingency plan on the basis of their best judgment. In other words, they apply a problem solving approach.

The individual participants next discuss their inferences and action plans in the forum of a small group of 6 to 10 participants. Different individuals might and in fact do, come up with different inferences and action plans. Group members need to carefully listen, understand and appreciate these different views and thus expand their range of thinking as well as depth of analysis. For this to happen effectively, the group atmosphere should be as free as possible and focusing on important issues.

Discussion in plenary should be used to reflect on group discussion. Synthesis should be made within the initial small group, aiming to arrive at both an improved understanding of and better decisions made in, the particular situation, and also tentative generalizations about individual approaches, attitudes and values for improved decision making in the future.

As a resource person you should learn how to open the discussion.

Questions

Asking questions is key to executing your strategy for the session. Of course, your most immediate concern is to generate focused participation. This makes your first question critical. When thinking about your questions, consider this observation from Albert Einstein:

“Most teachers waste their time by asking questions which are intended to discover what a pupil does not know, whereas the true art of questioning has for its purpose to discover what the pupil knows or is capable of knowing.”

Then use questions to move learners through the five typical stages of case analysis:

- ◆ What is the situation?
- ◆ What are the possibilities for action?
- ◆ What are the consequences of each?
- ◆ What action, then, should be taken?
- ◆ What general principles and concepts seem to follow from this analysis?

Within each phase, you can use questions to help trainees. These learning questions can be considered to fall into two broad categories, low order questions and high order questions. Low order questions are of value in case study to obtain information, developing data handling skills and to draw attention to related points. On the other hand, high order questions are used to stimulate discussion, encourage learners to develop ideas and suggestions and to develop analytical and problem-solving skills. Steps to be followed in Case Study method:-

- ◆ obtain information;
- ◆ clarify a point;
- ◆ confirm a point;
- ◆ draw attention to related points;
- ◆ encourage debate;
- ◆ resolve a debate;
- ◆ change the direction of the discussion;
- ◆ suggest a hypothesis;
- ◆ stimulate abstract thought; and,
- ◆ begin a summation.

Goal	Question Type
To initiate conversation and create a comfort zone for learner participation	Questions with no obvious right answers
To practice or define the rules for productive participation	Easy questions asking for description taken directly from the case narrative
To begin to generate analysis	How? Why? Was this action appropriate?
To move to evaluation	Other opinions or thoughts about . . . ?
To encourage prediction	What would be the consequences of?

Careful questioning allows you to keep trainees focused on analysis as you seek to achieve class/course learning outcomes. Questions are also good tools to help you

- ◆ emphasize that it is important to stay on a topic, or that it is time to move on to another;
- ◆ clarify previous questions—learners may not answer right away because they did not understand what was being asked the first time;
- ◆ refer trainees to a particular exhibit in the case;
- ◆ focus attention back on the case and away from a dispute that is going nowhere;
- ◆ pay attention to and honour a good point made by a trainee;
- ◆ diffuse tension or conflict through humour where appropriate;
- ◆ remove a comment put on the board during a brainstorming session that learners (and you!) recognize as no longer relevant or accurate; and
- ◆ push trainees to support their claims with empirical evidence (from the case, other class material, life experience, etc.) and/or with logic and reasoned argumentation.

A question typology is given in the **Annexure – I**

The role of Case Leader or Facilitator

The case leader starts the case discussion session with an opening statement regarding the objectives of the session and the procedure for conducting the session. The following are some of the suggestions for effective case leading:

- ◆ The case leader should make a thorough study of the case before the commencement of the session.
- ◆ He should try to create a free and supportive climate for discussion.
- ◆ There should be adequate rapport between the case leader and the group.
- ◆ There must be participation by all the members of the course.
- ◆ Only one point should be discussed at a time. The group members focus their attention on the point under discussion.
- ◆ All relevant factors must be discussed one after another, taking care to exclude extraneous factors, which takes the discussion off the track.
- ◆ The direction given by the case leader to shape the progress of the discussion depends on the level of trainees and the nature of the case. In the case of junior levels or a problem-finding case, he can guide the discussion and enable the trainees to identify the problem. In the case of senior levels or a problem-stated case, the trainer plays a sub role and allows trainees to come up with solutions. He can bring up facts of the case to light in case the trainees are not able to spot on their own. He thus supplements the resources of the group.
- ◆ He builds up discussion of the case based on the trainees' contribution. He does not project his views and predisposition into the discussion.
- ◆ He allows free discussion of the case, and without surrendering his position as a Facilitator member, becomes part of the group in discussion.
- ◆ As the case leader is aware of the objectives of the case, during discussion session he keeps the objectives in mind while participating and guiding the discussions.
- ◆ Instead of agreeing or disagreeing with the views expressed by trainees, the case leader can pose questions in such a way that the trainees among themselves may agree or disagree.

- ◆ The case leader gives a final summary outlining the findings of the group, keeping in mind the training objectives of the case and laying necessary stress on them.

Active Listening

Once the case is under way, you want to concentrate on three things: “individual comments, group thinking, and your lesson plan.” A case discussion places you in a continuing cycle of questioning, listening, and responding.

Listening is most important—without effective listening, the cycle will be stymied after the first discussion question is thrown out to the class and quickly answered. Actively listening to trainee comments allows you to use follow-up questions to push individual or collective thinking; you can take advantage of opportunities to highlight important points or to shift the conversation to a new direction. Learning to be alert and receptive to trainee comments and questions throughout a class session will help you seek clarifications when a trainee comment is unclear, lead learners to themes and assumptions that underlie a diverse series of comments, and bring the session to a positive closure. Listening also allows you to gauge the level of preparation and understanding that exists in the class in general and in individual trainees. Effective listening leads logically to the responses that a trainee makes during a case discussion.

Debriefing

To ensure that trainees leave having learned the objectives you selected for the session you will need to “debrief” them. It is best to use different approaches to this final component of “running” a case. Using any one approach quickly becomes too routine to be taken seriously. The following approaches to debriefing are useful.

Faculty-led Summary and Conclusion

Here you might return to your board space-or wherever you have kept track of the conversation – and highlight important points which connect specifics to general principles. At this point you can choose to move from the specific to the general, or vice versa. With this faculty-led approach, you will likely do most of the talking during the last ten to fifteen minutes of the class.

Learner-defined and Conclusion Process

This you can achieve by asking learners to report out-from groups or as individuals – what they consider to be the summary and conclusion of the session. Or, you may ask them to take a few minutes and write down their thoughts. If you do the latter, since you want to be sure they get the lessons you have in mind, you should

- ◆ be sure to ask a specific question – or set of questions – designed to elicit the kind of information you seek, and
- ◆ Feedback that information to them either during the next class session or as a handout for the next class session.

Advantages of the Case Study Method

Some of the advantages of Case method are:-

- ◆ It has been said that ‘wisdom cannot be told’. The case study helps one to learn administrative wisdom.
- ◆ The case method is an intensely participative method of learning.
- ◆ There is immediate feedback from fellow trainees with regard to the comments and observations made by the trainees.
- ◆ The method presents a sample of real life in slow motion.
- ◆ The case method condenses in a series of incidents; a shorter period of time opportunities for decision making which otherwise takes years. One can afford to make mistakes, which are costly in real life.
- ◆ It improves skills of problem solving, decision-making and communication.
- ◆ The method makes the trainees aware of the fact that there is a limitation in individual thinking as against group thinking and helps in developing an attitude of consulting people rather than following one’s own line of thought only.
- ◆ The case discussion also helps the formation of correct interpersonal relationships and carries conviction with the participants that there is no single right solution to any problem, as there is nothing absolutely right or absolutely wrong in the field of human behaviour in general and public administration in particular.

Disadvantages of Case Study Method

However, the Case method has its share of limitations. Some of these are:-

- ◆ It is difficult to produce good cases, as case writing is a time-consuming process.
- ◆ Where case method is the only method of instruction, a large number of cases will be required serially to illustrate all the principles of administration to be covered in a particular area. Preparation of such large number of cases is a particularly difficult task.
- ◆ No picture of a past situation, however, realistic, is identical with what is expected to portray. The case writers' interpretations of facts will be different from the facts themselves as felt and experienced by the administrators concerned in the real life situation.

Question Typology

Question Type	Sample Questions
Open-Ended	What are your reactions to this situation? What is going on here?
Diagnostic	What factors influenced the evolution of events? Why did X decide to do Y?
Information	Who are the actors? What are their interests/positions? How do we know?
Challenge	Why do you think it was appropriate (or inappropriate) for X to do Y? What challenge arguments run counter to that view?
Action	What does X need to do to achieve his stated goals? How else might he have handled the situation?
Priority/Sequence	What immediate action should he take? Should he do A or B first?
Prediction	What do you think is going to happen now?
Hypothetical	What might have been the result if X had done Z instead?
Extension	What assumptions underlie X's behaviour/actions? What are the downside risks of that approach as opposed to another?
Generalization	Would other experienced policymakers be likely to do the same? What skills do participants need in order to achieve their stated goals?
Comprehension	What led to failure here?
Application	How do you deal with conflict at work? Did they do the same things here?
Analysis/Comparison	Where else have we seen this kind of situation? How is that similar/different from what we see here?
Synthesis	How did prior actions affect—expand or limit—the options available here?
Evaluation	What is the best course of action here?

ROLE PLAY

Objectives: After reading this article, you will be able to:

- State salient points for preparing to use Role Play as a training method
- Describe prerequisites for writing or selecting a Role Play script
- Explain the advantages and disadvantages of using a Role Play in a training situation.

What it is?

It is a learning technique in which course participants are presented with a situation, which they explore, by acting out the roles of the people involved. Role Play is a popular way of teaching interpersonal skills, because it resembles real life more closely than some other training methods. As participants become actively involved they are made more aware of the connections between thought, feeling and behaviour which have such an influence on the style and effectiveness of worker. The use of role-play can :

- (1) provide a dynamic way of exploring problems;
- (2) involve participants actively;
- (3) give opportunities for participants to practise newly learned skills,. Observe and practise different ways of responding to situations;
- (4) allow people to make mistakes in a risk-free environment, without fear of failure and embarrassment.

When to use a Role Play

Since role plays are most effective as vehicles in which to practise or learn face-to-face communication skills they are most suitable for use where participants can practise ways to deal with individuals and their problems. For the trainer, role plays provide a good way to involve trainees actively and intensively in a training session, helping them to learn in a more active and participative way. Occasions for using a role play may be:

- Where the need is to practise effective communication and inter-personal skills. Examples of these situations are negotiation, performance appraisal and disciplinary interviews.
- As an opportunity for the trainer to involve trainees intensively in the learning process.
- As an opportunity to practise approaches to forthcoming real life situations.
- As an opportunity to replay a situation that was not successfully handled in the past in order to extract lessons for the future.

- Where a change of attitude is desirable, trainees can come to appreciate the viewpoint of another person or as a member of that group.

How to Choose a role play

1. CHOOSING A SCENARIO

The choice of scenario by the trainer should be governed by the need for the role play to contribute to the overall training objectives. Thereafter, the choice is affected by only 3 factors. These are:

- Credibility – the degree to which the situation described is familiar to or recognizable by the intended participants.
- Relevance – the scenario must permit the trainer to extract the learning point(s) required from the situation to be played.
- Level of complexity – this must reflect the experience, education and understanding of the intended participants.

2. Choosing the participants

When first introducing role play to a training event there is bound to be a degree of uncertainty and apprehension among the trainees unless they have previously been involved in role playing. Therefore, it is advisable to choose the most outgoing or confident of the trainees to have the first attempt (or, of course, someone who has done it before). It is sometimes a good idea to try and match people with the role play characters but in many cases playing a character very different from oneself can become a real opportunity to explore others' attitudes and feelings. It is often not necessary, for instance, to find a woman to play a female part, or an older person to play someone nearing retirement. However, to increase participants' comfort on their first go it may be advisable to choose roles that are not too distant from their own.

3. Use of Observers

While running role plays there will normally be a number of people who are not directly involved in the action. To involve them more and to enable them, as well as the role players, to learn from the role play, they can be nominated as observers or supporters. The role of the observer is to:

- Watch the action and to gauge the effectiveness of the participants behaviour, in order to be able to feedback what was observed. Some conclusions about the effectiveness of what was observed should form part of the review session.

- Remain uninvolved in order to see things that the players may not.
- Raise the learning points for the participants and the rest of the group. A structured observation sheet is good method of ensuring that the observer is looking for the relevant things.

What it will achieve?

All role plays should be organised to achieve the following objectives:

1. reproduce real life as closely as possible;
2. provide an opportunity to practise difficult situations;
3. provide an opportunity to practise new skills;
4. develop confidence;
5. enhance learning by building on success;
6. change negative habits/ reinforce positive habits;
7. develop an attitude of professionalism;
8. promote analytical skill through self appraisal and observing others

How to conduct Role Plays?

1. Preparation

- Determine the purpose of the role play and appropriateness to objectives
- If the role play has written, established roles, study and confirm suitability for trainee group, etc. (as in case study preparation)
- If the role play is not a prepared one, take the following steps:
 1. Develop a situation (realistic, not contrived) description
 2. Define the problem or issues in the situation that the role players have to deal with.
 3. Determine the number of role players needed and whether or not you want to use observers
 4. Develop the specific roles for each role person. (This may be briefly written –as a short sentence or two or as long as a few paragraphs) What should the person

be like? What characteristics and background should he or she have? How does the person feel about the other person(s)? the situation? The problem?

- Determine how you want to stage the role play, e.g. one role play enactment observed by the total group? Simultaneous enactment (“concurrent” role plays”) with everyone participating in the same role play at the same time? Take time into consideration.
- Develop a set of process questions or discussion guide for the post role play processing.

2. Introduction

- Describe the purpose for the role play.
- Describe the situation briefly and clearly, even if prepared written roles are used.
- Unless everyone is participating, select the role players.(a volunteer who gives a “bad” performance could lose face before his/her peers) Take care in assigning roles (e.g. do not chose people who might over identify with problem, etc.)
- Brief the actors. Allow enough time to understand/read roles. Tell role players to make up facts or information not covered in roles or that they forget but which seems necessary. Do not try to “stump” other actors. Do not “overact”.
- Assign tasks; structure what the audience or observers should look for.
- Set the scene. Help relieve tension/anxiety of actors by smiling, physical contact, checking for readiness.

Remember, most of the common problems in managing role plays can be avoided by a carefully prepared and delivered introduction.

3. Monitoring the Role Play

- Start the action. When several groups are involved, all should begin at the same time.
- Stay out of the line of vision of the role players. Quietly observe.
- Coach only if absolutely essential – if role player has difficulty getting started, breaks, role, etc. (unless you are using a “stop action” role play procedure where you have explained beforehand that you will be interrupting the role play at various points to discuss or add information or switch roles).
- Cut the role play. Try not to be too abrupt. Don’t continue too long; often the role play will arrive at a natural end point. Just a few minutes of interaction can provide data for a long discussion, so don’t over-load the audience.

- Thank the role players, using real names. This removes them from their roles and provides a bridge to the discussion to follow. This action is known as de-rolling.

4. Post-play discussion

- Generally, allow role players to comment first. If an adversarial situation existed for the role play, allow the protagonist – the “hero”, person in the “hot seat,” person to whom the issue is presented and who has the responsibility for problem solving – to go first; then the antagonist.
- Open discussion to audience and/or observers. Try to trace the way situation and interaction developed; why the role players behaved as they did; how the interaction might have gone differently (to achieve a better outcome).
- Encourage audience/observers to describe their own feelings as certain events occurred, rather than only analysing and dissecting the behaviour of the role players.
- Summarise major issues. Tie to role play purpose. (Do not evaluate the acting ability of the role players or get stuck in their interpretation of their roles. Rather, stay focussed on what the role play contributes to the understanding of the problem they were demonstrating and/or attempting to solve).

5. Deriving learning

Whether the group was a real client group or a class room group, several questions concerning the use of this technique should be discussed after the role play is over and results have been reviewed. Some of these questions are:

- What other situations could this technique be helpful with?
- When is it desirable not to use anticipatory practice role playing?
- What are the key points to remember if I’m trying to show someone else how to use this technique?
- Can I use the technique on my own, alone? How?

Writing Role Plays

The business of writing your own role plays is time consuming but very rewarding if you can ‘hook’ the interest and imagination of the group with a situation with which they can identify easily; their enthusiasm is enhanced and the learning greater. Review sessions under these circumstances can be more difficult, however, as one struggles to separate what happened in the role play from reality in order to concentrate on the effects of the participants behaviour.

To write your own role-plays

1. Choose a situation (industry, environment, problem) with which you are familiar.
2. Consider carefully what lessons you wish to draw and construct the characters and situations accordingly.
3. Keep the language simple and appropriate to your audience.
4. Do not tie down the players so tightly that there is no room to improvise, to react to what is said or done, or to interpret events in different ways.
5. Keep briefing as short as you can but give enough detail of the characters to make them recognisable, credible and with some depth in a given context of position, age, etc.
6. Always try to build in a difference - of opinion, of character, of attitude, etc. – to enliven the play and make the players confront the problems described.
7. Try to avoid confusion over male and female roles and be careful with the awkward language associated with that problem (she/he, his/hers/their, him/her/them). Take care with names.

Advantages of role play

1. Enables learner to express hidden feelings.
2. Enables learner to discuss private issues and problems.
3. Enables learner to empathise with others and understand their motivations.
4. Gives practice in various types of behaviour.
5. Portrays generalised social problems and dynamics of group interaction, formal and informal.
6. Gives life and immediacy to academic descriptive material (history, English, economics, geography).
7. Provides opportunity for non-articulate learners and emphasizes importance of non-verbal, emotional responses.
8. Motivational and effective because it involves activity.
9. Provides rapid feedback for both learner and facilitator.

10. Is learner-centred and addresses itself to the needs and concerns of the trainee; the group can control content and pace.
11. Close gap between training and real life situations.
12. Change attitudes.
13. Permits training in the control of feelings and emotions.

Disadvantages of role play

1. Facilitator loses control over what is learnt and the order in which it is learnt.
2. Simplifications can mislead.
3. Uses a large amount of time.
4. Uses other resources – people, space, special items.
5. Depends on the quality of facilitator and learner.
6. Impact may trigger off withdrawal or defence symptoms.
7. May be seen as too entertaining or frivolous.
8. May dominate learning to the exclusion of solid theory and facts.
9. May depend on what learners already know.

Follow up

Just as we began by stressing the importance of considering the function of the role-play within the total curriculum, so we must consider the way in which the exercise will lead naturally into the next activity.

If the role-play has been used to teach a skill or rehearse a new situation then it is logical to repeat it until the necessary degree of competence has been reached. If its purpose was to raise questions, then the follow-up should be arranged to answer them. Sometimes the role-play would have been used to arouse an awareness of a subject or problem and the group may want to discuss how to proceed; at other times the role-play will act as the final part of a sequence of instruction, a summing up as it were.

Whatever the objectives of using role-play, one must always consider the connection between it and the next activity. Such activities may include writing an essay, further reading around the subject, formal lessons, further role-plays or simulations, or even putting into practice what has been learnt. The main thing is to avoid leaving the role-play activity in a vacuum.

By following a systematic route through the use of role-play, a facilitator is more likely to make efficient use of the time and resources available. More importantly perhaps, he will finish up near the point he aimed for and with fewer detours on the way.

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FIELD VISIT

Objectives: After reading this article, you will be able to:

- Describe the purpose and use of field visit as a training method,
- Identify steps for planning and conducting a field visit, and
- State advantages and disadvantages of choosing field visit as a training method.

Introduction

Field Visit, as a training method, provides a dynamic environment near to or within the scenes of real action for learners to be a part of. It is a training method in which opportunities are provided to the learners to visit organisations, shop-floors, fields, community sites or villages, with a view to be a part of, observe, and collect information to reflect, analyse and learn. The learners use the experience undergone by them for learning during and after the visit, which stimulate thinking and triggers the process of continued learning.

Where can Field Visit be used

Field Visits can be used

- To establish familiarity with work culture, work practices, work conditions, constraints etc in organisations.
- To assure the practicality of new ideas. This in turn can generate thoughts on the aspects to be considered for implementation of these ideas. These ideas could be useful to both the trainees and the host organisations.
- To secure first-hand information from experienced people about the job, organisation etc.
- To Develop skills for managing uncertainties.
- To Challenge pre-conceived views/perceptions.
- By host organisation for problem solving.
- To sensitise learners to the ground realities as existing especially, when using Field Visit for training in the areas of health, education, rural development etc.

- In rural areas Field Visits could be used to generate a sense of caring for the poor, ownership by them to solutions possible, develop their decision- making skills, co-operative spirit etc. The potential is enormous.

Criteria for selection of Field Visit

- i) Whether learning through Field Visit is likely to be the most effective method in the area in which training is being imparted? Even if certain gaps exist, can it be filled by using other methods before, after, alongside Field Visit? Especially to capture the potential of the method to provide real experience to the learners.
- ii) What are the other methods being used in the training and what are the likely implications of using a Field Visit in combination/concurrently with these other methods in a training course?
- iii) When to use the Field Visit in a training course and the implications of the decision?
- iv) Capabilities of the trainer(s) to use the method effectively and if other methods are to be combined, then trainer(s)' skills in using those methods in combination.
- v) General considerations like availability/convenience of host organisation, safety, climatic conditions etc.

Sequencing Field Visit in a training course

Being a method with potential to provide intense experience to trainees, it's placing within a training course need special attention. More so, as it not only has implications on the effectiveness of the Field Visit but can also influence other components of the course. Other methods that would be used before and after the Field Visit as well as those that would be used along with the Field Visit also need to be viewed in this light. The diagram below represents possible alternatives of using the Field Visit in a training course.

Alternatives for scheduling the Field Visit*



* Black filled boxes indicate use of Field Visit.

Unfilled boxes indicate use of other training methods.

A few questions may be worth considering when using the Field Visits in various slots in a training course as depicted above

- I. Field Visit is slotted towards the end of the course. Few questions for consideration in this situation could be:-
 - Have opportunities been provided for collection, analysis of data, finalisation of the report etc during the Field Visit? This would be necessary for achievement of the objectives set.
 - Are any reports or projects etc required to be submitted by the trainees and if so are they individual work or group work?. Further, are the reports etc required to be presented in plenary?
 - Will it be necessary to follow up the Field Visit with some theoretical classes?
- II. If the answer to the above is in the affirmative, the trip could be scheduled towards the middle of the training course as in the II alternative. Here the questions to be considered would be:-
 - How is the intense experience of the Field Visit proposed to be sustained during the rest of the course?
 - Can it be ensured by including highly participative methods during the later stages of the course?
- III. Another (third) alternative way of scheduling the Field Visit is to do it intermittently during the training course. Here the considerations could be:-

- Whether or not there would be too much and too frequent change in the training environment?
- IV. The entire course is in the form of a Field Visit with other training methods included along with the Field Visit. Here the consideration would be:-
- The uncertainty of the methods that need be used along-side the Field Visit to draw out the learning points. This is because the outcomes of the Field Visit as it progresses itself would be quite unpredictable. Suitable training methods then will need to be used instantaneously to tap the potential for learning of these opportunities.

How to use Field Visits

Steps for implementation of Field Visit will depend upon the objective for which Field Visit is being used, its timing in the training design, location, size of the group, whether the trainer is accompanying the group etc. But irrespective of the specification of the Field Visit, there are certain activities that need to be taken care of during various stages of the Field Visit and is applicable in general. They are:

Prior to the Field Visit

- **Have a long term Institutional and individual networking to ensure co-operation from the host organisation/hosts.**
- Use class room sessions for planning and preparation by the trainees for the activities to be undertaken during the Field Visit by them. Ensure preparation of questionnaires, checklists etc
- Prepare the trainees for their field role by providing opportunities for filling the existing gaps in knowledge and skills relating to the Field Visit. Trainees would be required to visualise and thereafter ensuring participation by the persons in the host organisation. etc. The shifts required would be to:-
 - Do more listening than telling
 - Creating learning situations for themselves rather than dictating terms and conditions
 - Facilitating rather than directing or controlling the data collecting activities etc

- Address the issues relating to the trainees working in groups, effectiveness of different groupings vis-a vis the practicality, learning possibilities etc.
- Obtain reports feedback from organisers and trainees of the previous Field Visits if any to the same place. This will help in understanding the behaviour of the villagers or select communities and help overcome the blocks in the interest of learning. A discussion or interactive session with past trainers /trainees etc could also be arranged.

During the Field Visit

- Organise periodic reviews
- Encourage notes on data and the process both, with a view to improve it.
- encourage flexibility with the check list prepared to suit the ground realities.
- Be very observant if accompanying the group, if not monitor the activities very closely.

After the Field Visit

- Ensure processing of information and report writing where necessary.
- Draw out learning points
- Allow trainees to share the experience during the Field Visit to help them come out
- Thank all the persons and organisation involved with the trip.

Advantages of Field Visit

- ⇒ Ground realities of the learning environment increase trust in the learning tremendously. As Learning is in near job related situations more effective transfer of learning is also ensured as compared to other methods.
- ⇒ This method can contribute equally towards learning by trainees and the host organisation thus benefiting both.
- ⇒ Scope for unintended learning is very high and can be tapped for further learning
- ⇒ Trainee participation and involvement is of very high degree. Helps in Group Building.

Disadvantages of Field Visit

- ⇒ Very High demand on trainer on planning and preparation.
- ⇒ Logistics and arrangements if not done properly can hamper achievement of desired objectives.

⇒ There is a lot of dependence on external factors including host Organisations etc. Uncertainty is very high. Physical conditions may cause inconvenience (rain, heat, health of participants). Very High trainer skills are required to convert these uncertain situations into the rare learning opportunities that they are.

⇒ Expensive (time and cost) as compared to other methods.

Designing a Learning Intervention using a Field Visit

Selection of Field Visit as a Method

While choosing field visit as a training method certain precautions need to be taken to ensure that they become effective and fit into the overall objectives of a course.

- Relevance of field visit (can it be done by other means) to the course
- Location of the place (should not take 30-45 minutes of travel) otherwise, participants are subject to fatigue.
- Should be of practical value to the participants/related to their work place/job/role.
- Size of the group should be up to a maximum of 20-25. Otherwise, scope for each member to learn is less. Even the group should be divided into 'teams' of 4-5 for effective involvement.
- Should have enough number of facilitators.
- Identify/shortlist locations (at least 2) which are eligible for 'field visits'.
- Contact the concerned and do a 'Reconnaissance' to inform them what you want your participants to be told and also be convinced of the competency of the concerned and the "nature" of the example being shown.

Organising a field visit

- briefing participants (where, why, what is to be learnt)
- logistics(transport, food, water and other items)
- maintaining time (break activities and allot time)
- expected behaviour of participants during the field visit
- materials to be carried (charts, pens, or other material)
- who all to meet
- involve participants as Group leaders
- allot tasks to members in each group:-
 - Observing

- Facilitating
- Documenting
- Time keeping

Generally, during field visit, the group should be on its own i.e. carry own food and other items and do not depend on local functionaries to arrange. This will not only save time on these items but gives good impression of not being a burden on others. Similarly, the people/groups you are meeting spend whole day or major part of it with you. So, you need to compensate it. Beyond thanking some kind of a ‘contribution’ to the village/group fund’ would be a good idea.

Objective

At the end of the field visit, the trainees would be able to:-

- Describe processes involved in a certain activity
- Demonstrate skills required for carrying out an activity
- Compare practicability of the event to their work place.

Performance Assessment

Field visit could yield two types of performance assessment.

- (a) While on the field visit; and
- (b) Reflection on the field visit (later in the class room).

In most cases, the field visit ends, in the ‘field’, with a ‘group assessment’ of what the group has learnt. But, a more rigorous assessment is planned by giving exercises to the teams to prepare and present the next day. These group presentations are organised as a ‘plenary’ so that other teams comment on issues and seek clarification.

This method is very useful where the need is for transferring a technical knowledge coupled with technical processes involved to carry out them.

Field visit also gives a much-needed ‘breather’ to the participants to go out and see the ‘Action’.

References:

1. Shiela Vaughan, IDPM, University of Manchester, Handouts on Training Techniques

CHECKLISTS

CL 1 – Training Methods

CL 2 – Training Strategies

Checklist: Training Methods**Solo Training**

- Assignments
- Programmed Learning
- Project: individual
- Action Maze
- Computer Based Training
- Interactive Video
- Simulation
- Guided Reading
- Performance Aids

One to One Training

- Guided Practice
- Coaching
- Counselling
- Mentoring
- Demonstration
- Simulation
- Tutorial

Group Training

- Role-playing
- Micro-teaching
- Lecture
- Lesson
- Discussion: guided
- Discussion: problem solving
- Project: group
- In-tray Exercise
- Exercises: skills development
- Exercises: group
- Case Study: paper-based
- Case Study: incident
- Simulation
- Business Games
- Discovery Learning
- Support Group
- Action Learning Set
- Brainstorming
- Self-directed Learning Group.
- Field Trip
- Seminar
- Forum

TRAINING STRATEGIES

A '**strategy**' is a plan that is intended to achieve a particular purpose.

A '**technique**' is a particular way of doing something, especially one in which we have to learn special skills.

Strategy		Techniques
1.	ON-JOB (informal)	No organized training used
2.	ON-JOB (formal)	Online with Coaching & Mentoring - Supervisor/Line Manager - Travelling Tutors - Consultants - Subject Specialist
3.	ON-JOB (planned experience)	- Delegation - Deputation - Attachments - Working Teams - Job Rotation - Assignments - Projects
4.	OFF-JOB (internal course)	- General Courses -nominated - Tailored to specific need -compulsory - Self-selected
5.	OFF-JOB (external courses)	- Open Training Courses - Tailor-made Training Courses - Development training - Action Learning - Education - (for academic qualifications)
6.	OFF-JOB (planned development)	- Secondment - Visits - Study Tours - Sabbatical

- 7. Individualized
 - Technology-based (computer/video)
 - Open-learning
 - Distance-learning
 - Blended-learning
- 8. Self-development
 - With organizational support
 - By private study and reading
 - Through experience
 - Through meetings
 - Travel/Foreign Travel

Develop a '**learning organization**' culture.

A learning organization is a developing organization.

EXERCISES

- EX-1** Verbal and Non-Verbal Behaviour
- EX-2 Learning Styles – Honey & Mumford
- EX-3* Ozobulla
- EX-4* Three Men in a Boat
- EX-5* Bishop's Mitre
- EX-6** Sales Problem
- EX-7* Writing Training Objective

FEEDBACK FORMS

- F-1* Coaching
- F-2* Lecture

GROUP EXERCISES

- EX-8* Broken Squares
- EX-9* Rumour Clinic
- EX-10* Principles Game

*Direct Trainer Skills (DTS) Course

**Training Needs Analysis Course

of the Department of Personnel & Training, Government of India

BEHAVIOURS EXERCISE

Categorise the following behaviours into the three headings given below and be prepared to explain your reasons for your categorization.

1. **Behaviours which may build a relationship:**
2. **Behaviours which may build or may undermine a relationship:**
3. **Behaviours which may be expected to undermine a relationship:**

Verbal

Acting as superior
 Abrupt changes of direction by consultant
 Acknowledging limits of own competence
 Asking client about time available
 Offer or talk about solutions / ways forward
 Assuming power or authority
 Being judgmental
 Building on contributions of client
 Challenging client
 Checking understanding / clarifying
 Clarifying purpose / expectations of meeting
 Contradicting
 Coldness
 Consultant stating difficulties to client
 Criticizing others
 Dishonesty of consultant
 Empathizing with client
 Exploring feelings of client
 Establishing credibility with client
 Encouraging client to talk
 Encouraging client to make a decision
 Exploring client's willingness to act
 Following consultant's interests not client's
 Giving information to client
 Identifying issues with client
 Ignoring client's views
 Interrupting / cutting across client
 Impatience with client
 Maintaining confidentiality
 Offering approval / disapproval of client's opinions
 Offering instant solutions or selling solutions
 Presenting consultant as always successful
 Presenting professional image
 Probing (leads) exploring client concerns
 Rephrasing client statements
 Reflecting / mirroring words, examples, tone of voice
 Supporting client without taking sides
 Stereotyping client or others
 Taking responsibility away from the client
 Using client's language / vocabulary
 Using open questions
 Using closed questions
 Using leading questions

Non-verbal

Nodding
 Open body posture
 Sitting back
 Monitoring time taken
 Doodling*
 Smiling
 Fidgeting**
 Yawning
 Seeking eye contact
 Sitting forward
 Looking interested
 Grunts / encouraging noises
 Silence
 Frequently checking time
 Closing eyes
 Showing impatience
 Continuous note taking
 Mirroring body language
 Looking bored

*Doodling: To draw or scribble aimlessly, absence minded or while pre-occupied.

****Fidget:** To be constantly making restless little movements/To be uneasy, worry/To make (someone) disturbed or worried / Restlessness, accompanied by frequent nervous movements/someone who fidgets or disturbs other.

LEARNING STYLES – GENERAL DESCRIPTIONS

Peter Honey and Alan Mumford

in

‘The Manual of Learning Styles’

ACTIVISTS

Activists involve themselves fully and with bias in new experiences. They enjoy the ‘here and now’ and are happy to be dominated by immediate experiences. They are open-minded, not sceptical and this tends to make them enthusiastic about anything new. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.

Their philosophy is: ‘I’ll try anything once’.

REFLECTORS

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first-hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of any conclusion. The thorough collection and analysis of data about experiences and events are what counts, so they tend to postpone reaching definite conclusions for as long as possible. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to leave others to do the talking in meetings and discussions. They enjoy observing other people in action. They listen to others and notice the direction in which the discussion is going before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant, unruffled appearance. When they act, it is as part of a wide picture which includes the past as well as the present and the observations of others as well as their own.

Their philosophy is: ‘to be cautious’.

THEORISTS

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step- by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't accept new ideas until they can see how these ideas fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories, models and systems thinking. Questions they frequently ask are: 'Does it make sense?'; 'How does this fit with that?'; 'What are the basic assumptions?'; They tend to be detached, analytical, and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking, and anything flippant.

Their philosophy puts a high value on rationality and logic. 'If it's logical it's good'.

PRAGMATISTS

Pragmatists are keen on trying out ideas, theories, and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses with very many new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with open-ended discussions and with discussions which involve deep thought and reflection. They are essentially practical, down-to-earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'.

Their philosophy is: 'There is always a better way', and 'If it WORKS it's good'.

UNDERSTANDING YOUR LEARNING STYLES QUESTIONNAIRE RESULT

We assume that you have already completed the questionnaire and scored it. You therefore have four scores, ranging from nought to twenty, for Activist, Reflector, Theorist and Pragmatist. The question is: what do these four scores tell you?

Since the maximum score for each style is twenty, at first sight you might conclude that the highest of your four scores indicates your predominant learning style. This, however, is not necessarily so. Before drawing a conclusion you need to view your scores in relation to the general norms given below which are based on the scores obtained by well over a thousand people.

	A	B	C	D	E
	Very Strong Preference	Strong Preference	Moderate Preference	Low Preference	Very Low Preference
<i>ACTIVIST</i>	13 - 20	11 - 12	7 - 10 (mean 9.3)	4 - 6	0 - 3
REFLECTOR	18 - 20	15 - 17	12 - 14 (mean 13.6)	9 - 11	0 - 8
THEORIST	16 - 20	14 - 15	11 - 13 (mean 12.5)	8 - 10	0 - 7
PRAGMATIST	17 - 20	15 - 16	12 - 14 (mean 13.7)	9 - 11	0 - 8

To illustrate how to use norms to interpret your LSQ result let us suppose your scores are Activist 11, Reflector 11, Theorist 11 and Pragmatist 11. (We have chosen these scores deliberately because they admirably demonstrate the importance of using norms to reach an interpretation). The norms give the identical raw scores of 11 different weightings as follows:-

A score of 11 for Activist falls in the B range indicating a Strong preference for this style.

A score of 11 for Reflector falls in the D range indicating a low preference for this style.

A score of 11 for Theorist falls in the C range indicating a moderate preference.

A score of 11 for pragmatist falls in the D range indicating a low preference.

LEARNING STYLES QUESTIONNAIRE – SCORING

You score one point for each item you ticked (✓). There are no points for items you crossed (X). Simply indicate on the lists below which items were ticked.

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
Totals			
Activist	Reflector	Theorist	Pragmatist

In order to interpret these four scores, please consult the norms.

Individual Exercise

LEARNING STYLES QUESTIONNAIRE

This questionnaire is designed to find out your preferred learning styles(s). Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.

There is no time limit to this questionnaire. It will probably take you **10 – 15 minutes**. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it (✓). If you disagree more than you agree put a cross by it (X). Be sure to mark each item with either a tick or cross.

	1.	I have strong beliefs about what is right and wrong, good and bad.
	2.	I often act without considering the possible consequences.
	3.	I tend to solve problems using a step-by-step approach.
	4.	I believe that formal procedures and policies restrict people.
	5.	I have a reputation for saying what I think, simply and directly.
	6.	I often find that actions based on feelings are as sound as those based on careful thought and analysis.
	7.	I like the sort of work where I have time for thorough preparation and implementation.
	8.	I regularly question people about their basic assumptions.
	9.	What matters most is whether something works in practice.
	10.	I actively seek out new experiences.
	11.	When I hear about a new idea or approach I immediately start working out how to apply it in practice.
	12.	I am keen on self discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
	13.	I take pride in doing a thorough job.
	14.	I get on best with logical, analytical people and less well with spontaneous, 'irrational' people.
	15.	I take care over the interpretation of data available to me and avoid jumping to conclusions.
	16.	I like to reach a decision carefully after weighing up many alternatives.

	17.	I am attracted more to novel, unusual ideas than to practical ones.
	18.	I don't like disorganized things and prefer to fit things into a coherent pattern.
	19.	I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
	20.	I like to relate my actions to a general principle.
	21.	In discussions I like to get straight to the point.
	22.	I tend to have distant, rather formal relationships with people at work.
	23.	I thrive on the challenge of tackling something new and different.
	24.	I enjoy fun-loving, spontaneous people.
	25.	I pay meticulous attention to detail before coming to a conclusion.
	26.	I find it difficult to produce ideas on impulse.
	27.	I believe in coming to the point immediately.
	28.	I am careful not to jump to conclusions too quickly.
	29.	I prefer to have as many sources of information as possible – the more data to think over the better.
	30.	Flippant people who don't take things seriously enough usually irritate me.
	31.	I listen to other people's points of view before putting my own forward.
	32.	I tend to be open about how I am feeling.
	33.	In discussions I enjoy watching the manoeuvring of the other participants.
	34.	I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
	35.	I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.
	36.	It worries me if I have to rush out a piece of work to meet a tight deadline.
	37.	I tend to judge people's ideas on their practical merits.
	38.	Quiet, thoughtful people tend to make me feel uneasy.
	39.	I often get irritated by people who want to rush things.
	40.	It is more important to enjoy the present moment than to think about the past or future.
	41.	I think decisions based on a thorough analysis of all the information are sounder than those based on intuition.
	42.	I tend to be a perfectionist.

	43.	In discussions I usually produce lots of spontaneous ideas.
	44.	In meetings I put forward practical realistic ideas.
	45.	More often than not, rules are there to be broken.
	46.	I prefer to stand back from a situation and consider all the perspectives.
	47.	I can often see inconsistencies and weaknesses in other people's arguments.
	48.	On balance I talk more than I listen.
	49.	I can often see better, more practical ways to get things done.
	50.	I think written reports should be short and to the point.
	51.	I believe that rational, logical thinking should win the day.
	52.	I tend to discuss specific things with people rather than engaging in social discussion.
	53.	I like people who approach things realistically rather than theoretically.
	54.	In discussions I get impatient with irrelevancies and digressions.
	55.	If I have a report to write I tend to produce lots of drafts before settling on the final version.
	56.	I am keen to try things out to see if they work in practice.
	57.	I am keen to reach answers via a logical approach.
	58.	I enjoy being the one that talks a lot.
	59.	In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.
	60.	I like to ponder many alternatives before making up my mind.
	61.	In discussions with people I often find I am the most dispassionate and objective.
	62.	In discussions I'm more likely to adopt a 'low profile' than to take the lead and do most of the talking.
	63.	I like to be able to relate current actions to a longer-term bigger picture.
	64.	When things go wrong I am happy to shrug it off and 'put it down to experience'.
	65.	I tend to reject wild, spontaneous ideas as being impractical.
	66.	It is best to think carefully before taking action.
	67.	On balance I do the listening rather than the talking.
	68.	I tend to be tough on people who find it difficult to adopt a logical approach.
	69.	Most times I believe the end justifies the means.
	70.	I don't mind hurting people's feelings so long as the job gets

		done.
	71.	I find the formality of having specific objectives and plans stifling.
	72.	I am usually one of the people who puts life into a party.
	73.	I do whatever is expedient to get the job done.
	74.	I quickly get bored with methodical, detailed work.
	75.	I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
	76.	I am always interested to find out what people think.
	77.	I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
	78.	I steer clear of subjective or ambiguous topics.
	79.	I enjoy the drama and excitement of a crisis situation.
	80.	People often find me insensitive to their feelings.

TESTSHEET A:

39 23 47 18 36 24 45 30 7 11

Wombulla

Ozzozi

Fill in the spaces below the numbers using the appropriate numbering system.

4.331

THE OZZOBULLA EXERCISE

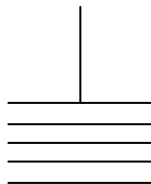
SHEET B:

Your boss has just given you a card (printed below) which explains the Wombulla Number System. You must teach this system to employees before your company can use it as a code for certain billing data that should not be read by customers or other outside organisations.

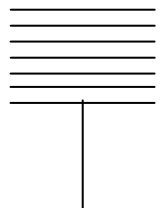
Your abilities, both as an organiser and a teacher, will be measured on the basis of how well your trainee remembers and is able to convert any Arabic number from 1 - 50 into its Wombulla equivalent.

For example:

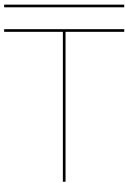
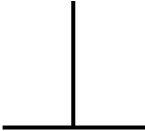
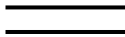
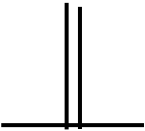
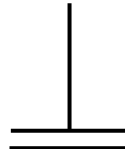
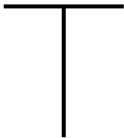
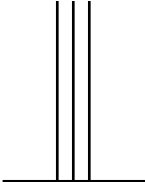
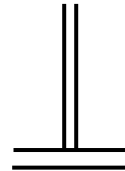
26 should be written:



and 34 should be written:



Now take five minutes to analyse the system and decide how you are going to teach it.

1.	=		5.	=		9.	=	
2.	=		6.	=		10.	=	
3.	=		7.	=		11.	=	
4.	=		8.	=		12.	=	

4.331

THE OZZOBULLA EXERCISE

Sheet C:

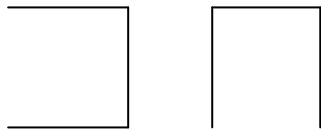
Your boss has just given you a card (printed below) which explains the Ozzozzi Number System – a system which assigns a specific symbol to each of the numerals 1 – 9. (A zero can be represented by diagonally crossed sticks **x**).

You must teach this system to employees before your company can use it as a code for certain billing data.

Your abilities, both as an organiser and as a teacher, will be measured on the basis of how well your trainee remembers and is able to convert any Arabic number from 1 – 50 into its Ozzozzi equivalent.

For example:

26 should be written:



and 34 should be written:



Now take five minutes to analyse the system and decide how you are going to teach it.

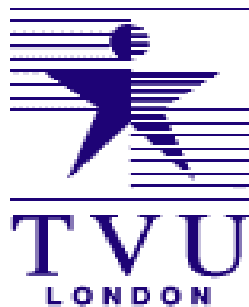
1	=		4	=		7	=	
2	=		5	=		8	=	
3	=		6	=		9	=	

4.331

BUSINESS TRAINING SERVICES

TASK BREAKDOWN

"THREE MEN IN A BOAT"



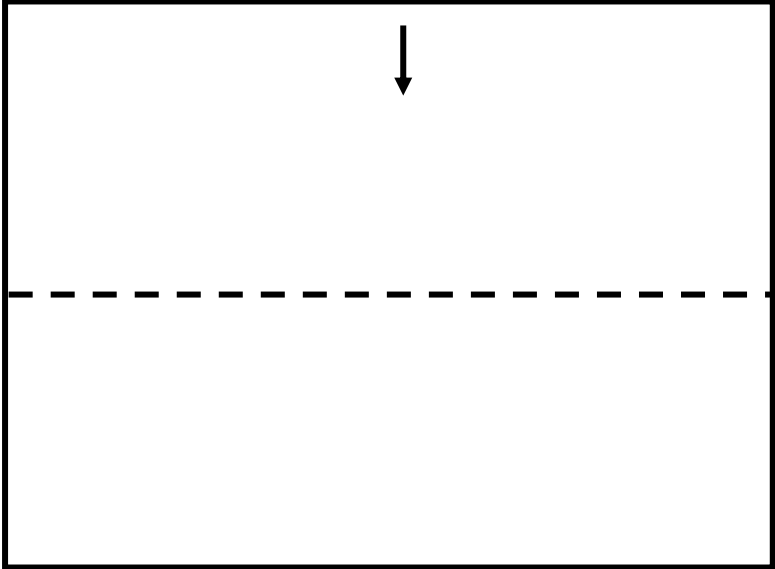
1.223

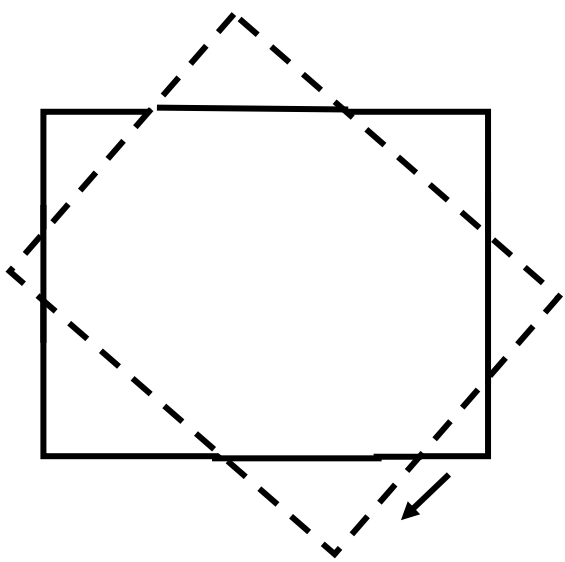
TASK : Folding Table Napkin to represent “Three Men in a Boat”

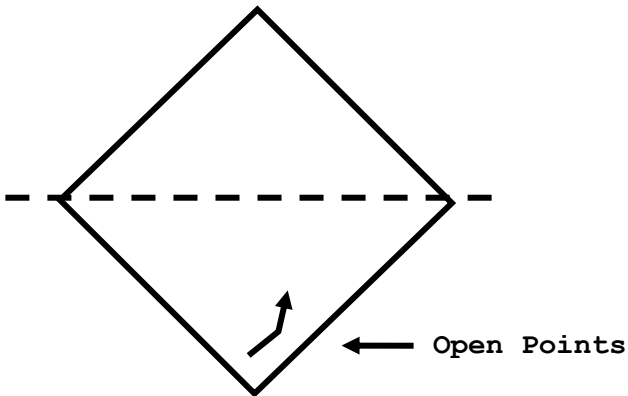
(not forgetting the dog!)

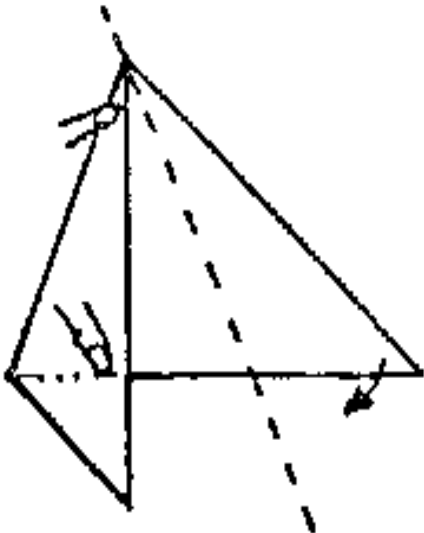
MATERIALS: Square Table Napkin – freshly laundered

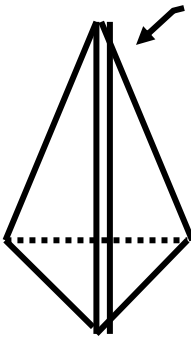
TARGET TIME: 20 Seconds

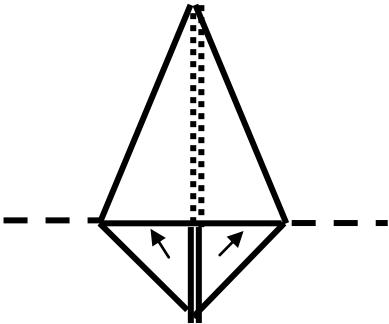
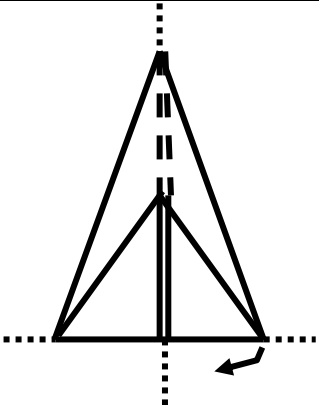
STAGES AND KEY POINTS	DIAGRAM	L/D
1. Select napkin and lay flat on table, fold in half towards you. - smooth out creases - use both hands - face table squarely - press crease along fold - rectangle formed - Keep edges square		1

2. Use left hand and fold napkin in half to right. - square formed - press creases - keep edges aligned		1
3. Turn clockwise through 90° - Open points are now downwards.		1

STAGES AND KEY POINTS	DIAGRAM	L/D
4. Fold open ends away from you to opposite corner of napkin. -forms a triangle -keep edges aligned -press crease		1
5. Place 1st finger of right hand at top point of triangle... and thumb at centre of base of triangle. - hold down firmly - keep edges neat		2
6. with left hand hold left bottom corner.. fold downwards to bring left hand side of triangle to touch finger and thumb of right hand.		2

7. Change hand positions and with 1st finger of left hand at top point of triangle.. and thumb at centre of base of triangle. Keep fold in place. With right hand hold right, bottom corner and fold towards centre line and downwards to bring right hand side of triangle to touch finger and thumb of left hand.		2
--	--	---

STAGES AND KEY POINTS	DIAGRAM	L/D
8.check edges aligned and smooth down creases		1

9. Turn napkin over and fold nearest points upwards and away from you. - use thumbs - forms a triangle - open points are now underneath at top		1
10. Hold bottom points in position with thumb – smooth creases - keep in shape		1
11. Fold triangle in half by taking right point across to cover left. - forms smaller triangle - hold firmly at base between finger and thumb - smooth creases.		1

12. use both hands and

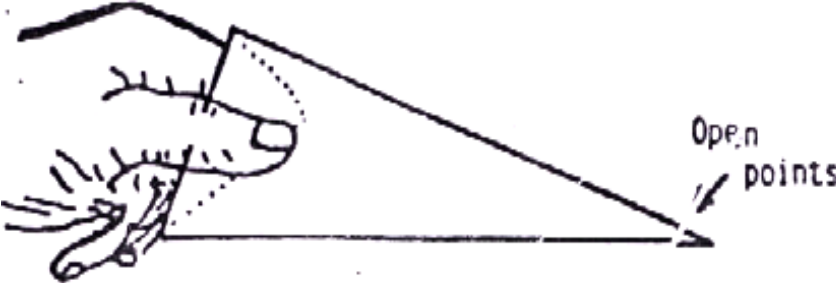
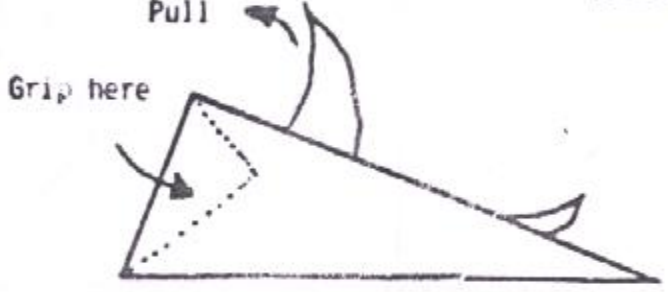
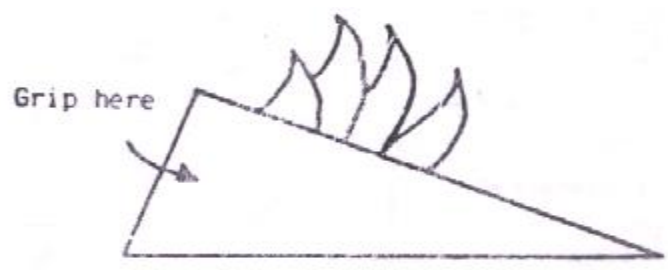
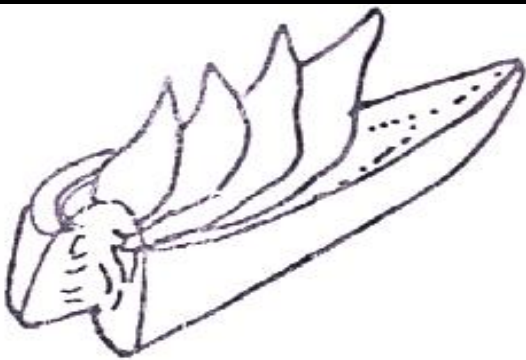
maintain a firm

grip.

Turn napkin so that
the four open points
are facing upwards.



2

STAGES AND KEY POINTS	DIAGRAM	L/D
12 (a) Use both hands and maintain a firm grip Turn napkin so that the four open points are facing upwards		2
13. Grip position marked firmly between thumb and 1st finger. Pull up and back the top most open point. - Tug back firmly.		2
14. Continue to grip firmly. Pull remaining three loose points upwards ...firmly one at a time.		1
15. Place completed napkin on table. - check for satisfactory appearance		1

Revised by John Roscoe June 1986		
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BUSINESS TRAINING SERVICES

TASK BREAKDOWN

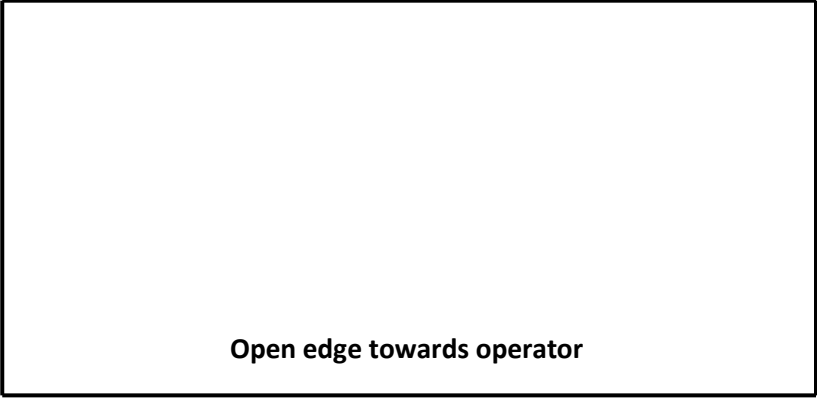
“BISHOP’S MITRE”



TASK BREAKDOWN SHEET

TASK : Folding Table Napkin to represent “ A Bishop’s Mitre “

MATERIALS : Square Table Napkin – freshly laundered. **TARGET TIME** 20 secs.

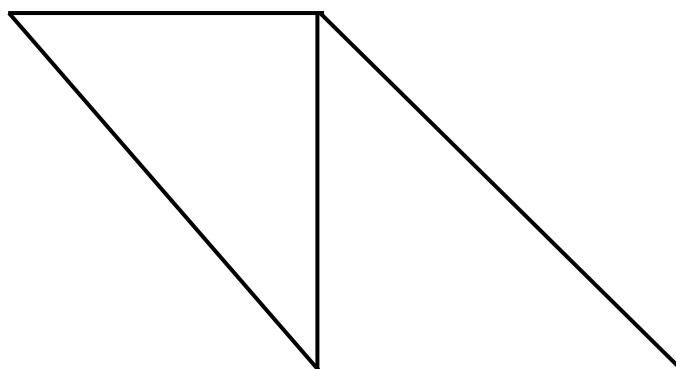
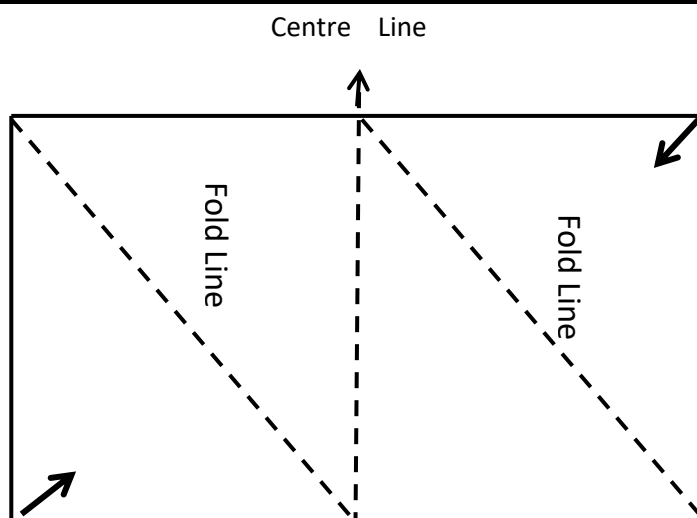
STAGES	KEY POINTS	L/Diff.
1. Lay out napkin .. folder in half lengthwise in front of operator.	 Open edge towards operator	

2.

Fold over diagonal corners to
centre

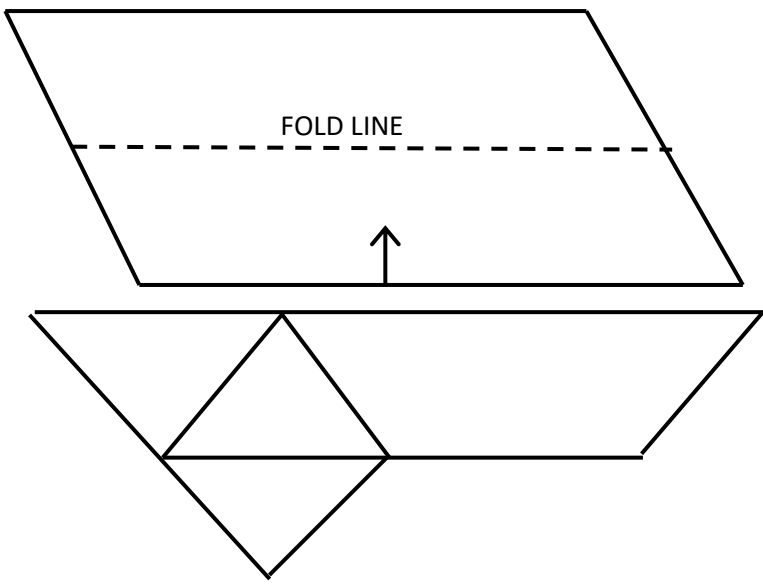
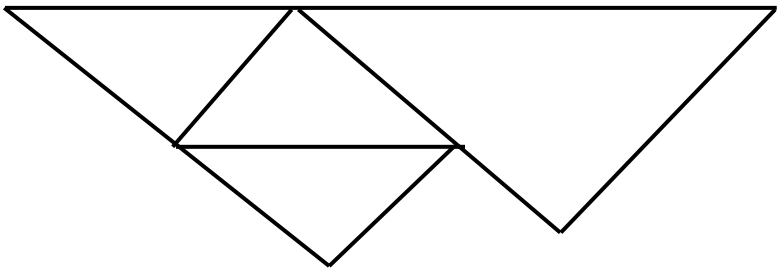
Start as (a)

End as (b)



(a)

(b)

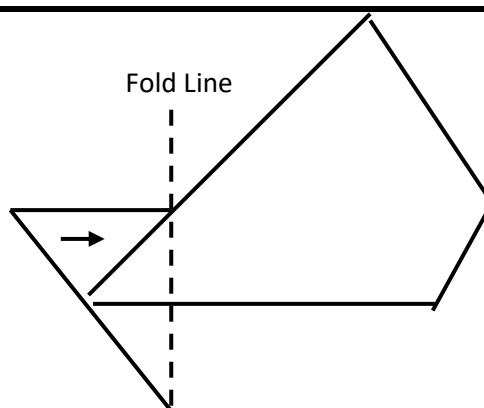
3. Holding ends of napkin, turn Over as diagram		
STAGES	KEYPOINTS	L/Diff
4. Fold in half lengthwise Start as (a) End as (b)		
5. Pull right hand point out from underside of fold		
6.		



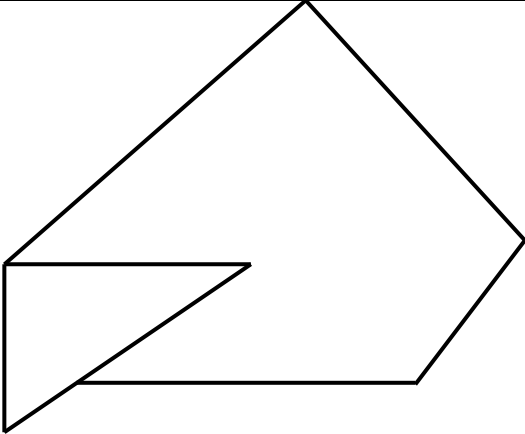
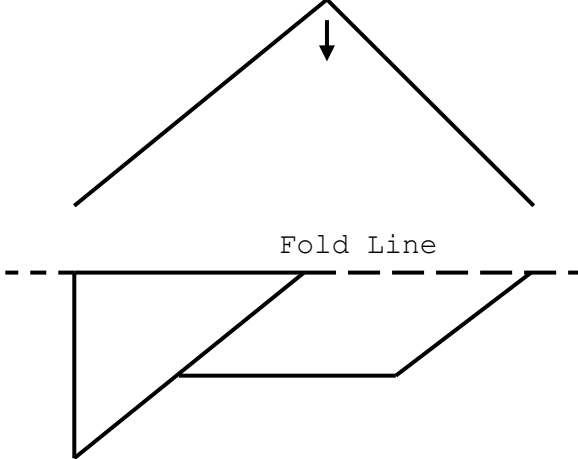
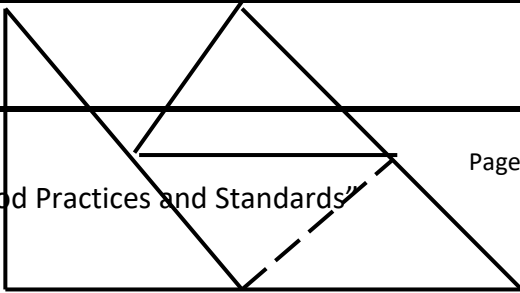
Lift right hand point back as in diagram

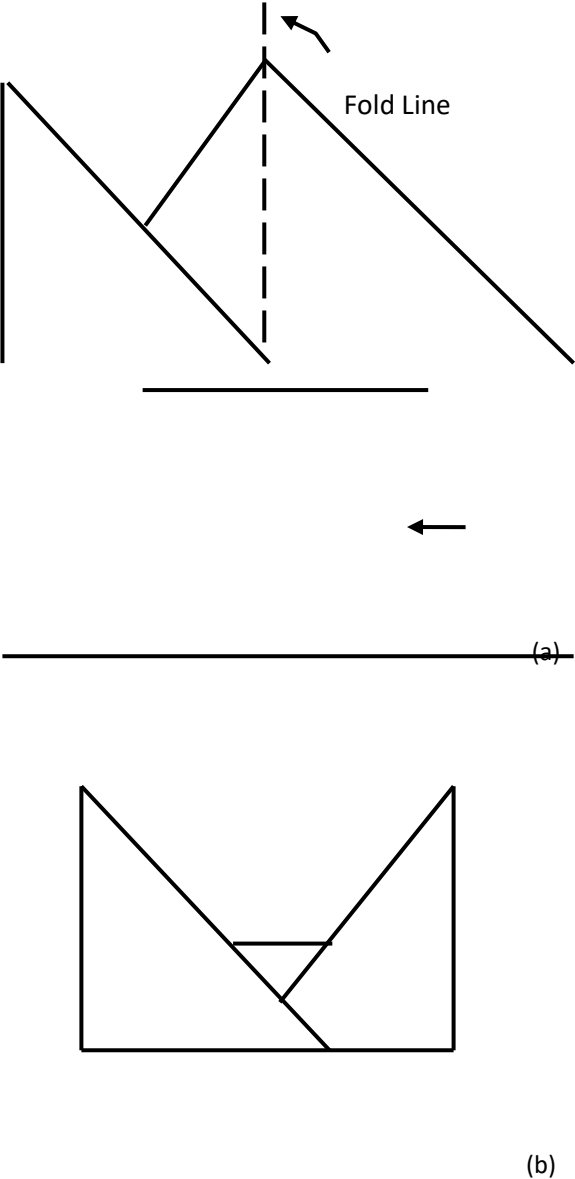
7.
Fold left side towards centre.

Start as (a)



(a)

STAGES	KEYPOINTS	L/Diff
End as (b)		(b)
8. Fold top point towards bottom as shown		
9.		

Turn napkin over and position Shown		
10. Fold right hand point to left side. Tuck the point under flat formed by the left point to lay neatly. Start as (a) End as (b) 11. To complete.. Lift napkin with two hands, pull edges apart gently so that it stands up .	 The diagram illustrates the process of folding a napkin into a standing shape. In step 10, a napkin is shown being folded with a dashed line indicating the 'Fold Line'. An arrow points to the fold line, and another arrow points to the right-hand point being folded towards the left. Below this, a horizontal line is labeled '(a)'. In step 11, the final standing napkin shape is shown, which is a rectangle with a smaller triangle in the center. This shape is labeled '(b)'.	
Compiled by K.L. Bundy (Mrs)		30.3.78

SALES PROBLEM**Briefing Note for 'Production Manager'**

You work for an engineering company which manufactures a range of valves used in the process industry.

You are an experienced, ambitious, production manager. Originally, you qualified as a chartered mechanical engineer but, having recognised the growing importance of electronics and information technology, you have been taking further courses with the Open University.

Recently, the company has started to manufacture under licence a range of electronically controlled valves. You believe that they can be manufactured more cheaply than mechanically controlled valves in current use by the process industry. They should also prove more reliable in operation.

There are problems with the final assembly and delivery schedules of these new valves. This is mainly because the electronic control units used in the valve are imported from the USA.

The workforce is highly skilled in the manufacture of mechanically controlled valves. Unfortunately, they do not have sufficient understanding of electronics and the higher standards of assembly and quality control needed. Quality is therefore a major concern to you.

Another problem is the attitude of supervisors and their staff. These people are familiar with the

production of mechanically controlled valves, which are relatively easy to manufacture, assemble and check. There is also considerable pride in the craft skills being used. You would like to introduce 'multi-skilling' for selected technical staff to improve productivity. It is also essential that a better system of quality assurance is introduced, as soon as possible. Unfortunately, there is a reluctance to change the style of supervision and working practices. The supervisors, in particular, are not helping you to make the changes you wish to make.

Continue to develop this role, using your own experiences and opinions in considering the situation from the person's point of view

SALES PROBLEM
Briefing Note for 'Service Engineer'

You work for an engineering company which manufactures a range of valves used in the process industry.

Your service sector is a rural one with only a few customers spread over a large area. A considerable amount of your time is wasted travelling from one customer to another.

You are responsible for servicing the company's full range of valves, including the newly introduced ones that are electronically controlled.

The company arranged a short course on these valves for its service engineers. You attended the course with a background in electronics; you have found the valves easy to service. At least they would be if the company offered proper planned maintenance programmes for customers. You spend most of your time 'fire fighting', dealing with breakdowns and trying to cope with a shortage of spares.

The main problem is that most of the customers have no experience of sophisticated electronics. Their maintenance staff has no knowledge of electronics so that they call you out for minor faults or damage to the valves done when attempting repairs.

Another problem with these new valves is that they are unreliable, compared to the mechanical valves they are intended to replace. In your opinion, this is caused by poor quality control in the production department and the inability of customers to carry out routine, planned maintenance.

You feel the situation has been created by the company's sales people hard selling the valves to gullible customers, promising all sorts of so-called 'benefits' without recognising the maintenance problems.

Continue to develop this role, using your own experiences and opinions in considering the situation from this person's point of view....

SALES PROBLEM

Briefing Note for 'Sales Manager'

You work for an engineering company which manufactures a range of valves used in the process industry.

The company has a major share of the national market for these valves, and has also a significant share of the international market. New technological changes to both valves and their industrial use are threatening the company's business. You are worried about the apparent complacency and inertia.

You have recently been appointed to the post having previously been a successful Senior Sales Representative. You have no experience of managing people.

The company has recently introduced a new type of electronically controlled valve. Although there might be some initial teething problems, this is the first of what is likely to be a new generation of valves for the process industry. You are aware that market trends indicate a decreasing demand for the older type of mechanically controlled valves. You estimate that the company's major competitors have a 12 month's lead in developing these new products.

One of your sales representatives has a poor sales record compared with others. You have also had complaints from contacts in the process industry.

You have decided that this person needs training and as a result of looking through trade journals, you have spotted a short course run by a reputable firm of sales training consultants. You have requested that a place be booked on the next course and sent a memo to the person concerned to inform him/her of your decision.

Because of complaints from the sales representatives about dealing with customer queries and orders, you have decided to issue all sales representatives with a new portable computer. This will be equipped with a modem and an E mail link to the Sales Office. This will enable them to communicate better with the sales support staff.

Continue to develop this role, using your own experiences and opinions in considering the situation from this person's point of view.....

SALES PROBLEM

Briefing Note for the 'Customer'

You are a long term customer of the valve manufacturing company. The company has a high reputation for its engineering and the quality of its products that are in wide use in the process industry.

The company has started to manufacture a new range of electronically controlled valves. When the company's sales representative told you about them, they appeared to be an attractive alternative to the valves you have been using. You agreed to purchase some of these valves you have been using. You agreed to purchase some of these valves to replace old, but still serviceable mechanical valves – a decision you now regret.

The underlying problem is that the valve use 'state of the art' electronics. Unfortunately, you and your staff don't understand the technologies being used.

Your staff has had problems installing and maintaining the new valves. When you first experienced difficulties the sales representatives didn't seem to understand your problems or even the practical, operational and maintenance of the valves. The company's Service Engineer is helpful, but is often not available. The delays are costing you money.

You cancelled an order for a further delivery of the electronically controlled valves, but they still delivered them. The valves have since been returned but the company's credit control is now hassling you about non-payment of their invoice.

In the past you have been very satisfied with the company's products and support services and have been a regular customer. This recent experience of being encouraged to purchase a new type of valve, and then to find it unreliable and difficult to maintain, has resulted in the decision to look elsewhere for a valve supplier.

Continue to develop this role, using your own experiences and opinions in considering the situation from this person's point of view

SALES PROBLEM

Briefing Note for 'Sales Representative'

You work for an engineering company which manufactures a range of valves used in the process industry.

Your sales sector is rural with only a few customers spread over a large area. You have worked for the company for a number of years and your background is mechanical engineering.

The company has recently started to manufacture, under licence, a new range of electronically controlled valves. This has created problems for both you and your customers. The electronic technology used in the valve is new 'state of the art' and neither you nor your customers have an up to date knowledge of electronics.

Your boss, the newly appointed Sales Manager, has annoyed you by sending a memo saying that you have been nominated for a 'Customer Oriented Selling Course' run by a well-known firm of sales training consultants. You did a similar course years ago.

You are experiencing poor support from the sales administrative staff. One example is the difficulty of communicating with the Sales Office. You have mentioned this to the Sales Manager who has decided to issue all the sales representatives with a portable computer. This is intended to improve communication with the sales office by means of a modem and e-mail. In your opinion, communication is only part of the problem and the computer will make very little difference.

Continue to develop this role, using your own experience and opinions in considering the situation from this person's point of view.

ANALYSIS OF THE 'SALES PROBLEM'

	MOTIVATIONAL FACTORS	ENVIRONMENTAL FACTORS	BEHAVIOURAL FACTORS
Sales Representative			
Sales Manager			
Production Manager			
Service Engineer			
Customer			

DIRECT TRAINER SKILLS COURSE

WRITING TRAINING OBJECTIVES

© ***Department of Personnel and Training***
Government of India

DTS-05

THE SEA HORSE SAGA

Once upon a time a Sea Horse gathered up his seven pieces of eight and cantered out to find his fortune. Before he had travelled very far he met an Eel, who said.

"Psst. Hey, bud. Where 'yagoin'?"

"I'm going out to find my fortune", replied the Sea Horse, proudly.

"You're in luck", said the Eel. **"For four pieces of eight you can have this speedy flipper, and then you'll be able to get there a lot faster"**.

"Gee, that's swell". said the Sea Horse, and paid the money and put on the flipper and slithered off at twice the speed. Soon he came upon a Sponge, who said,

"Psst. Hey, bud. Where 'yagoin'?"

"I'm going out to find my fortune", replied the Sea Horse.

"You're in luck", said the Sponge. **"For a small fee I will let you have this jet-propelled scooter so that you will be able to travel a lot faster."**

So, the Sea Horse bought the scooter with his remaining money and went zooming through the sea five times as fast. Soon he came upon a Shark, who said,

"Psst. Hey, bud. Where 'yagoin'?"

"I'm going out to find my fortune," replied the Sea Horse.

"You're in luck. If you'll take this short cut," said the Shark, pointing to his open mouth, **"you'll save yourself a lot of time."**

"Gee, thanks," said the Sea Horse, and zoomed off into the interior of the Shark, there to be devoured.

The moral of this fable is that if you're not sure where you're going, you're liable to end up someplace else - and not even know it.

Preparing Instructional Objectives.

Robert Mager

Fearon Publishers.

INTRODUCTION

As Robert Mager so colourfully illustrates in the Sea Horse Saga, if you as the trainer do not know where you are going, there is little chance of the learner knowing either. Neither you nor your trainee will finish up in a shark's mouth, but you will almost certainly have wasted your time, your trainees' time and probably a considerable amount of your employer's money.

The key question to ask is this: "What kind of things should your trainee be able to do at the end of the training session?"

Unless you have a clear, unambiguous answer both you and your learner will act like the Sea Horse.

Actually, as you read this, you are not really a trainer but a trainee and it is therefore up to me as your trainer to explain the purpose of this booklet and tell you what you should be able to do after completing it. Let us use the Learning Unit for this purpose.

LEARNING UNIT

Purpose of Unit

Trainers are frequently required to write training objectives. These should be clear, precise and unambiguous statements that both trainers and trainees can use. The aim of this learning unit is to give you an opportunity to learn how to recognise good objectives and to write them in performance terms.

Objective

At the end of this learning unit you will be able to distinguish between well written and poorly written objectives. You will also be able to write objectives in performance terms.

Entry Behaviour

The sad saga of the Sea Horse and your trainer's introduction to the benefits of using training objectives has, I trust, convinced you of the value of successfully completing this learning unit.

However, you might respond by saying you can already write training objectives. Fine! Therefore, there is no need to work through the Learning Event, just try the Performance Assessment to confirm your ability.

Learning Event

This is provided by means of a programmed text that starts on the next page. Your trainer is also available to help you overcome any difficulties you may experience. Don't hesitate to ask for assistance.

Performance Assessment

On completion of the Learning Event you will find a short test. Please complete this.

On the page following the test you will find comments about each question. Consider these in relation to your answers and discuss any doubts you may have with your trainer.

INTRODUCTION TO PROGRAMMED LEARNING

This learning event is in the form of a programmed learning text; which means that while you are reading it we will ask you some questions.

You should write down the answer to each question on a separate sheet of paper before you turn to the next page.

The answer to each question is on the following page, so that you can check whether or not you were right. If you get a wrong answer or cannot answer a question, you should go back and reread the question.

Sometimes we will give you a choice of possible answers. When you have decided which you think is the right answer, you should turn to the appropriate page, which we will suggest.

Work through the programme carefully and at your own pace. There is a time limit of 30 minutes. If you need assistance, call the trainer.

GO TO THE NEXT PAGE

You have read on Page 4 that one characteristic of programmed learning texts is that you will answer questions and then be informed whether or not you are correct. Also, at the end of a programme there is a test to see how much you have learned.

QUESTION:

What is the subject of this programmed learning text?

w_____ t_____ o_____

WRITE YOUR ANSWER ON A SEPARATE SHEET OF PAPER AND GO TO THE NEXT PAGE

ANSWER :

Writing training objectives

Anyone who is involved in imparting instructions during training should set out with a **TRAINING OBJECTIVE**. By not setting an objective, training can be vague and not to the point.

Nevertheless, this is not all. As a trainer you want your trainees to be able to achieve the performance stated in the training objective.

QUESTION:

As a trainer you want your trainees to
a _____ the training objective.

WRITE DOWN THE MISSING WORD ON YOUR SHEET OF PAPER AND GO TO THE NEXT PAGE

ANSWER:

Achieve the training objective.

There is no point in a trainer setting a training objective unless he follows it up to see whether the objective has been achieved.

QUESTION:

All training is concerned with achieving performance:

So the o_____ of training is to achieve a clearly defined p_____.

WRITE DOWN THE MISSING WORDS ON YOUR SHEET OF PAPER AND GO TO THE NEXT PAGE

ANSWER:

The **objective** of training is to achieve a clearly defined **performance**

When an objective is stated, it is reasonable to state it in terms of performance.

QUESTION:

In other words, the training objective tells us what the trainee will be able to d_____ at the end of the learning unit

WRITE DOWN THE MISSING WORD ON YOUR SHEET OF PAPER AND GO TO THE NEXT PAGE

ANSWER :

The trainee will be able to **do** at the end of the learning unit.

A training objective should contain a statement of performance that includes an action (e.g. list, write, drill, type, interview, etc.) A question to ask about a statement of performance is whether we can observe or measure it. If not, it is almost certainly too vague and should be improved by including an action word - one that can be observed or measured.

QUESTION :

Which of the following statements is written in performance terms?

- (a) The trainee will be able to appreciate the meaning of training objectives *
- (b) The trainee will be able to write training objectives.....**

- * GO TO PAGE 10 IF YOU BELIEVE THIS IS WRITTEN IN PERFORMANCE TERMS
- ** GO TO PAGE 11 IF YOU BELIEVE THIS IS WRITTEN IN PERFORMANCE TERMS

You say that:

'The trainee will be able to appreciate the meaning of training objectives'

Although this is apparently written in performance terms, it does not say what the trainee will actually be able to do at the end of the training. Also it does not contain an action.

For example appreciating how a computer operates does not necessarily mean that you can handle or operate a computer.

A PERFORMANCE STATEMENT ALWAYS STATES WHAT THE PERSON MUST BE ABLE TO DO AT THE END OF A LEARNING UNIT.

GO BACK TO PAGE 9, AND READ THE PAGE AGAIN, AND CALL THE TRAINER IF YOU STILL THINK (a) IS THE ANSWER.

ANSWER :

'The trainee will be able to write training objectives'

This training objective is written in performance terms, because it says what the trainee will be able to do at the end of the learning unit (i.e. write)

QUESTION :

Try these two options:

- (a) The trainee will be able to understand how to prepare a T.A. Bill.....*
- (b) The trainee will be able to prepare a T.A. Bill.....**

* GO TO PAGE 12 IF YOU BELIEVE THIS IS WRITTEN IN PERFORMANCE TERMS

** GO TO PAGE 13 IF YOU BELIEVE THIS IS WRITTEN IN PERFORMANCE TERMS
If the trainee understands how to prepare a T.A. Bill will he or she actually be able to select a correct form and prepare a T.A. Bill? Notice the difference between:

* able to understand - theory

* able to prepare - practice

There is a big difference between the theory and practice of preparing a T.A. Bill..

GO BACK TO PAGE 11, READ THE PAGE AGAIN, AND TRY THE OTHER OPTION.

CONSULT THE TRAINER IF YOU STILL SELECT (a)

ANSWER :

'The trainee will be able to prepare a T.A. Bill'

This is a correct statement expressed in performance terms. It states what the person will be able to do after completing the learning unit - the purpose of which was to learn how to prepare a T.A. Bill.

You will have realised by now that a good training objective includes performance terms that contain a specific action and not a vague one that cannot be observed or measured. Some of the vague words to be avoided are:

- Understand
- Comprehend
- Grasp
- Know
- Appreciate (have an appreciation of)

Here is an example of an objective stated in non-performance terms:

'The trainee will really know how to sharpen a knife.'

REWRITE THIS IN PERFORMANCE TERMS USING AN ACTION WORD ON YOUR SHEET OF PAPER AND THEN TURN TO THE NEXT PAGE

ANSWER :

You should have something like: 'The trainee will be able to sharpen a 'knife'. Notice the action word is '*sharpen*'.

We have been looking at how to write the performance part of an objective. As you have seen, this means that the objective must state what the trainee will be able to do at the end of the learning unit.

QUESTION :

Here are some more examples of performance statements. Which of them are written in performance terms and include an action word?

1. The trainee will be able to really verification of Service Rules.
2. The trainee will be able to type a D.O. letter
3. The trainee will be able to understand how to give a lecture.
4. The trainee will be able to calculate percentages.
5. The trainee will be able to use a calculator.
6. The trainee will be able to grasp the principles of store purchase rules.

WRITE THE NUMBERS OF THE ONES YOU BELIEVE ARE WRITTEN IN PERFORMANCE TERMS ON YOUR SHEET OF PAPER AND THEN GO TO THE NEXT PAGE

ANSWER :

Statements (2), (4) and (5) are written in performance terms.

If you got any of these wrong, it might be a good idea to back to Page 4 and repeat the learning event.

Stating an objective in performance terms is known as stating the 'PERFORMANCE'.

QUESTION :

Is the following a good example of stating the performance?

'The trainee will be able to fully grasp the principles of interviewing'.

GO TO PAGE 16 IF YOU BELIEVE THIS IS WRITTEN IN PERFORMANCE TERMS

GO TO PAGE 17 IF YOU BELIEVE THIS IS NOT WRITTEN IN PERFORMANCE TERMS

You say that:

'The trainee will be able to fully grasp the principles of interviewing'

Unfortunately, this is not a good example of performance because 'fully grasp' is a vague term that cannot be observed or measured.

Wouldn't a better statement be "... be able to conduct an interview"? This performance can be observed.

GO BACK TO PAGE 15, READ THE PAGE AGAIN, AND TRY THE 'NO' OPTION

SEE YOUR TRAINER IF YOU HAVE ANY DIFFICULTY.

ANSWER :

'The trainee will be able to fully grasp the principles of interviewing'

This is definitely not a good example of stating performance. The performance would be better written as:

'The trainee will be able to conduct an interview.'

QUESTION :

We must be careful when writing training objectives, not to write descriptions, but to state the actions that the trainee will be able to do in terms of p_____

WRITE THE MISSING WORD ON YOUR SHEET OF PAPER AND GO TO THE NEXT PAGE

ANSWER:

State the action that the trainee will be able to do in terms of **performance**

GO TO NEXT PAGE

PERFORMANCE ASSESSMENT

Having completed the programmed text you should now be able to recognise training objectives that include a clear statement of performance. Look at the examples below and distinguish between the ones that are well written and others that are not. Note how you would improve the ones you consider poor.

1. The trainee will be able to use the overhead projector.
2. The trainee will be able to understand Ohm's Law.
3. The trainee will be able to grasp the essentials of First Aid.
4. The trainee will be able describe how to conduct a meeting.

5. The trainee will appreciate the benefits of using a computer in data management.
6. The trainee will be aware of the need to prepare carefully for a lecture.
7. The trainee will be able to know how to adjust the focus on an OHP
8. The trainee will be able to comprehend the two main factors influencing a discussion.

ONCE YOU HAVE COMPLETED THESE EXAMPLES, TURN OVER THE PAGE FOR COMMENTS.

1. The trainee will be able to use the overhead projector.

'Use' is an observable action and the objective therefore includes a statement of performance. It is interesting to note the action word used requires knowledge and skill and the objective cannot be achieved by means of a lecture, for example.

2. The trainee will be able to understand Ohm's Law.

A poor statement. The performance cannot be observed or measured. If the trainee says 'I understand' what can he or she actually do?

3. The trainee will be able to grasp the essentials of First Aid.

Poor. Presumably 'essentials of First Aid' refers to knowledge, how does the trainee 'grasp' it? How many essentials are there?

4. The trainee will be able to describe how to conduct a meeting.

'Describe' is a measurable action giving the objective a satisfactory statement of performance. Note, however, that although the learner can describe how to conduct a meeting, he or she cannot actually conduct it. That would require a different objective and a learning event including skills training.

5. The trainee will appreciate the benefits of using a computer in data management.

Not bad, but could be better. If you were given this objective for, say, a lecture you could reasonably expect to convince the trainee of the benefits of using a computer. However, if at the end of your lecture, the trainee said 'Yes, I appreciate the benefits', what are you going to do for assessment? If the objective has included a performance statement such as '....will be able to list 5 benefits of using a computer', then you could assess by asking the trainee to recall the list of benefits.

6. The trainee will be aware of the need to prepare carefully for a lecture.

Again, not a very good objective. It includes 'carefully' but the weakness is 'will be aware'. This is not an action statement, making the performance vague and not measurable.

7. The trainee will be able to know how to adjust the focus on an OHP.

The motto here seems to be if you're not sure about an objective add a few more words. This objective finishes up as two, one containing the statement '....will be able to adjust the focus....', and the other '...to know how to adjust the focus...' One is measurable because you can observe the trainee adjusting the focus, the latter only requires the trainee to 'know' which is not observable or measurable.

8. The trainee will be able to comprehend the two main factors influencing a discussion.

You probably spotted that the word 'comprehend' is in the same category as 'know', making the objective a poor one. Another feature is 'two main factors'. Are there only two, or, if there are more could another trainer interpret the objective differently and give the trainees two others? Ideally, objectives should be clear, unambiguous and therefore transferable from one trainer to another.

FEEDBACK FORMS

F-1 Coaching

F-2 Lecture

PURPOSE

To observe a person practising a direct training skill, and to give them feedback on their performance.

PROCEDURE

Carefully observe the learning event and record your reaction to each item on the checklist. This can be done by marking the number that most closely matches your view, where:

- 1 Indicates that this item was not done.
- 2 Indicates that this item was attempted with room for improvement.
- 3 Indicates that this item was accomplished.

Alongside your reaction to each item, note any comments you consider helpful to the learner

Method:	Coaching		
Name:			
Topic:			
Observer:			
Date:			
Start:		Finish:	

ITEM CHECKLIST		REACTIONS			COMMENTS
1.	Materials and equipment available and prepared.	1	2	3	
2.	Gains attention/establish rapport	1	2	3	
3.	Explain purpose/reason for learning	1	2	3	
4.	State objective.	1	2	3	
5.	Explain participation	1	2	3	
6.	Check entry behaviour.	1	2	3	

7.	Describe the task.	1	2	3	
8.	Perform/demonstrate the task.	1	2	3	
9.	Break task into steps for the benefit of learner	1	2	3	
10.	Allow learner to practise.	1	2	3	
11.	Check understanding by questioning.	1	2	3	
12.	Help learner identify and correct errors	1	2	3	
13.	Summary	1	2	3	
14.	Assess performance/give feedback	1	2	3	

15. Thank the learner	1	2	3	
-----------------------	---	---	---	--

ITEM CHECKLIST		REACTIONS			COMMENTS
1.	Gain attention/establish rapport.	1	2	3	
2.	Explain purpose/reason for lecture.	1	2	3	
3.	State objective.	1	2	3	
4.	Link to trainee's interests/entry behaviour	1	2	3	
5.	State finish time.	1	2	3	
6.	Outline content, structure and participation.	1	2	3	
7.	Structure/flow/ key points.	1	2	3	
8.	Appropriate language/examples.	1	2	3	
9.	Use of visual aids.	1	2	3	
10.	Quality of visual aids.	1	2	3	

11.	Inviting/handling questions.	1	2	3	
12.	Voice/eye contact/mannerisms	1	2	3	
13.	Summary.	1	2	3	
14.	Thank trainees.	1	2	3	
		1	2	3	

DTS

Direct Trainer Skills Feedback

DTS-F.2

PURPOSE

To observe a person practising a direct training skill, and to give them feedback on their performance.

PROCEDURE

Carefully observe the learning event and record your reaction to each item on the checklist. This can be done by marking the number that most closely matches your view, where:

- 1 Indicates that this item was not done.
- 2 Indicates that this item was attempted with room for improvement.
- 3 Indicates that this item was accomplished.

Alongside your reaction to each item, note any comments you consider

Method:	Lecture
Name:	_____
Topic:	_____
Observer:	_____
Date:	_____
Start:	_____ Finish: _____

helpful to the learner

--

GROUP EXERCISES

EX-8	Broken Squares
EX-9	Rumour Clinic
EX- 10	Principles Game

SCHOOL OF MANAGEMENT

BROKEN SQUARES

AN EXERCISE IN NON-VERBAL PROBLEM-SOLVING

(Reproduced from "A Handbook of Structured
Experiences for Human Relations Training, Volume 1"
J. Williams Pfeiffer and John E. Jones, Editors.
La Jolla, California, University Associates
Published Inc., 1974)



BROKEN SQUARES: NON-VERBAL PROBLEM-SOLVING

Goals

- I. To analyse some aspects of co-operation in solving group problem.
- II. To enable participants to identify behaviours which may help or hinder the solving of a group problem.

Group Size

Any number of groups of six. There are five participants and an observer in each group.

Time Required

Approximately 45 minutes.

Materials

- I. A set of broken squares (prepared according to directions following) for each group of participants.
- II. One copy for each group of the Broken Squares Group Instruction sheet.
- III. One copy for each observer of the Broken Squares Observer Instruction Sheet.

Physical Setting

A table that will seat five participants is needed for each group. Tables should be spaced far enough apart so that no group can see the puzzle-solving results of other groups.

Process

- I. The trainer can begin with a discussion of the meaning of co-operation; this should lead to hypotheses about what is essential to successful group co-operation in problems-solving. The trainer tells the groups they will conduct an experiment to test these hypotheses. Points such as the following are likely to emerge.

1. Each individual should understand the total problem
 2. Each individual should understand that they can contribute towards solving the total problem.
 3. Each individual should be aware of the potential contributions of other individuals.
 4. There is a need to recognize the problems of other individuals in order to aid them in making their maximum contribution.
 5. Groups that pay attention to their own problem-solving processes are likely to be more effective than groups that do not.
- II. The trainer forms groups of six with five participants plus the observer. The observers are each given a copy of the Broken Squares Observer Instruction Sheet. The trainer then asks each group to distribute among its members the sets of broken squares (five envelopes). The envelopes are to remain unopened until the signal to begin work is given.
- III. The trainer reads the Broken Squares Group Instruction Sheet to all the groups, calling for questions or questioning groups about their understanding of the instructions.
- IV. The groups are then told to begin work. It is important that the trainer monitors groups during the exercise to check that observers are enforcing the rules established in the instructions.
- V. When all groups have completed the task, the trainer leads a discussion on the experience. Observers are asked to report on what they saw during the exercise, based on the observation sheet.

The following learning points may emerge from the discussion:

- Some team members lose sight of the total problem and see it in terms of an individual task.
- Some individuals can behave selfishly; they are pre-occupied with their own performance.
- Team members don't recognize how they can help other team members to succeed.
- Frustration is created when progress is not being made in achieving the task.
- Frustration can lead to attempts to break the rules.
- Some team members may just give up.
- The motives for giving pieces away may be interpreted as help in achieving the task or withdrawing from the task.
- Team members need to stay involved with the progress of all team members if they are to identify and take opportunities to help

- Some team members try to dominate even without talking.
- Competition is a powerful force which can be used constructively to achieve group success or destructively for personal motives.
- Lack of effective communication is a major barrier to success. If the teams were able to communicate the task would become easier.
- Non-verbal communication can be observed as being very powerful.
- Teams may develop a strategy for passing pieces between members.

When leading the discussion the trainer should be careful to ask questions based on the behaviours observed. The group should be led to draw their own conclusions about the learning points. The trainer must resist telling the group what they have learned as there is a risk that they will reject the learning and feel manipulated.

The trainer may say 'I noticed that Jean made a square and then seemed to lose interest. What happened and how did other team members feel?'

The discussion should end with the trainer encouraging the groups to relate this experience to their "back-home" situations.

Variations:

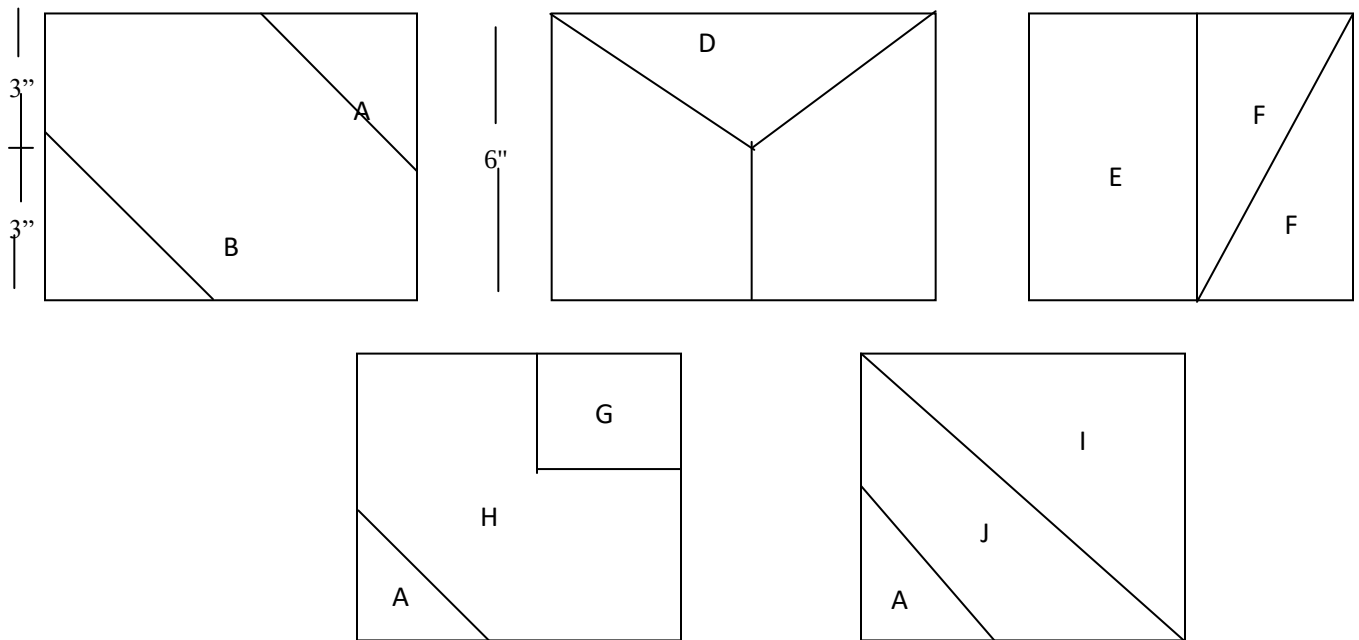
- I. When one member makes a square and fails to co-operate with the remaining members, the other four can be formed into two-person subgroups to make squares of the leftover pieces. They discuss their results, and the exercise is resumed.
- II. The five-person teams can be given advice by the trainer, the observer or by one appointed member of the team. This may be best from a person who has done the exercise before.

The advice may be limited to reminding the group of the task and the options they have to help other team members. It can extend into suggesting that a team member needs to break their square for the team to succeed: confirming the size of the square required: that all the pieces of card must be used.
- III. Ten-person teams can be formed, with two duplicate sets of five squares each distributed among them. Teams of six to nine persons can be formed; in this case, prepare a broken square set with one square for each person, duplicating as many of the five squares as necessary.
- IV. An intergroup competition can be established, with appropriate recognition to the group that solves the problem first.
- V. Members may be permitted to talk during the problem-solving, or one member may be given permission to speak.
- VI. Members may be permitted to write messages to each other during the problem-solving.

DIRECTIONS FOR MAKING A SET OF BROKEN SQUARES

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6" X 6" (150mm X 150mm). Place the squares in a row and mark them as below, pencilling the letters lightly so they can be erased.



The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" X 6". After drawing the lines on the squares and labelling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes 1, 2, 3, 4 and 5. Distribute the cardboard pieces into the five envelopes as follows: envelope 1 has pieces I, H, E; 2 has A, A, A, C; 3 has A, J; 4 has D, F; and 5 has G, B, F, C.

Erase the pencilled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope, for subsequent use, after a group has completed the task.

Each set may be made from a different colour of cardboard.

BROKEN SQUARE OBSERVER INSTRUCTION SHEET

Your job is part observer and part judge. As a judge, you should make sure each participant observes the following rules:

1. There is to be no talking, pointing, or any other kind of communicating.
2. Participants may give pieces directly to other participants but may not take pieces from other members.
3. Participants may not place their pieces into the centre for others to take.
4. It is permissible for members to give away all their pieces of the puzzle, even if they have already formed a square.

As an observer, look for the following:

1. Who is willing to give away pieces of the puzzle?
2. Does anyone finish “their” puzzle and then withdraw from the group problem-solving?
3. Is there anyone who continually struggles with their pieces, yet is unwilling to give any or all of them away?
4. Who is actively engaged in putting the pieces together during the exercise?
5. Who is taking an active interest in how other team members are progressing?
6. What is the level of frustration and anxiety?
7. Is there any turning point at which the group begins to co-operate effectively and how did it develop?

8. Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?

BROKEN SQUARES GROUP INSTRUCTION SHEET

Each of you has an envelope which contains pieces of cardboard for forming squares. When the trainer gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be complete until every individual has before them a perfect square of the same size as those in front of the other group members.

Specific limitations are imposed upon your group during this exercise.

1. No member may speak.
2. No member may ask another member for a piece or in any way signal that another person is to pass a piece. (Members may voluntarily give pieces to other members).

BUSINESS TRAINING SERVICES

RUMOUR CLINIC

EXERCISE



RUMOUR CLINIC – A COMMUNICATIONS EXPERIMENT

To illustrate distortions which may occur in transmission of information from an original source through several individuals to a final destination.

GROUP SIZE

Unlimited. There should be a minimum of eight participants.

TIME REQUIRED

Thirty minutes.

MATERIALS

1. Copies of the Rumour Clinic Observation Form for process observers.
2. Flipchart paper and a felt-tipped marker.

PHYSICAL SETTING

1. A meeting room. All observers are seated facing an area where the Rumour Clinic is staged.
2. A separate room in which volunteers can be isolated.

PROCESS

Stage 1

The facilitator asks for six volunteers (the rest of the group remains to act as process observers).

Stage 2

Five of the six volunteers are asked to go into the isolation room. One remains in the meeting room with the facilitator and the observers.

Stage 3

The facilitator distributes Rumour Clinic Observation Forms to the observers, who are to take notes on the proceedings.

Stage 4

The facilitator then reads the 'accident report' on the observation Form to the single volunteer who is with the observers in the meeting room. The volunteer may not take notes in the report.

The facilitator asks a volunteer in the isolation room to return. The first volunteer repeats the 'accident report' to the volunteer from the isolation room. It is important that the volunteers transmit the message in their own way, without help. After passing the message the volunteer can be given an observation sheet and sits in with the observers to watch the remaining volunteers passing the message.

Stage 6

Another volunteer returns from the isolation room, and the second repeats the 'accident report'. It is important that the volunteers transmit the message in their own way, without help.

Stage 7

The process is repeated until all the volunteers but the last have had the message transmitted to them.

Stage 8

Then the last volunteer returns to the room. This volunteer is told to assume the role of a police-officer. The fifth participants repeats the 'accident report' to the police-officer. Afterwards, the police-officer writes the message on flipchart paper so the group can read it.

Stage 9

The facilitator then posts the original message (previously prepared on flipchart paper) so it can be compared with the police-officer's version.

Stage 10

Observers are asked to report their notes. Volunteers then discuss their experience. The facilitator leads a discussion with the entire group on implications of the Rumour Clinic

VARIATIONS

- I. The succession of messages can be recorded (either audio or video) for reply during the processing.
- II. The message can be rewritten to be more pertinent to the particular group.
- III. The entire group can be used as conveyers of messages (no observers are used). Groups of six are formed, and five persons from each group are sent to the isolation room. The facilitator reads the message to the remaining participants. One member from each group is brought back into the meeting from to the same time to receive the message. The final members simultaneously write the message for all to see.

RUMOUR CLINIC OBSERVATION FORM

ACCIDENT REPORT

“I cannot wait to report this accident to the police. I must get to the hospital as soon as possible.

The delivery truck, heading south, was turning right at the junction when the sports car, heading north, was attempting to turn left. When they saw that they were turning into the same lane, they both honked their horns but continued to turn without slowing down. In fact the sports car seemed to be accelerating just before the crash.”

VOLUNTEER	ADDITIONS	DELETIONS	DISTORTIONS
1			
2			
3			
4			
5			
6 Police- Officer			

SCHOOL OF MANAGEMENT

PRINCIPLES GAME

[Adapted from "PEOPLE AT WORK -

A Practical Guide to Organisational Change"

Dave Francis and Mike Woodcock

(University Association Inc.,

La Jolla, California, 1975)]



18.304

PRINCIPLES GAME TALLY SHEET

DIRECTIONS

For ten rounds, the green team will choose either an 'A' or 'B' and the red team will choose either an 'X' or a 'Y'. The score for each team is determined by both teams joint decision. It is computed according to the following schedule:

<u>Green Team</u> <u>Choice</u>	<u>Red Team</u> <u>Choice</u>		
A	X	Both teams win	3 points
A	Y	Green team loses Red team wins	6 points 6 points
B	X	Green team wins Red team loses	6 points 6 points
B	Y	Both teams lose	3 points

ROUND	<i>CHOICE</i>				CUMULATIVE POINTS	
	GREEN TEAM		RED TEAM		GREEN TEAM	RED TEAM
1						
2						
3						
* 4						
5						
6						
7						
8						
** 9						

*** 10						
-----------	--	--	--	--	--	--

* Results are doubled for this round

** Results are multiplied by 5 for this round

*** Results are multiplied by 10 for this round

PRINCIPLES GAME

AIMS

1. To show how principles emerge in competition
2. To emphasis the merits of collaboration

GROUP SIZE

Two teams required of not more than eight members each.

TIME REQUIRED

Approximately one hour.

MATERIALS

Copies of Principles Game Tally Sheet for all participants.

PHYSICAL SETTING

Enough space for the two teams to meet separately without over hearing or: disrupting each other. A separate location where team representatives can meet in round 4,9 and 10.

PROCESS

1. Divide the group into two sub-groups – a “green” team and a “red” team. Seat the groups apart from each other and ask the teams not to interact with the other during the exercise except when instructed to do so.
2. Distribute a copy of the Principles Game Tally Sheet to each participant. Give members time to study the directions and scoring and ask if there are any questions.

Tell the two teams that the objective is for each group to score as many points as possible. Explain that no one will probably understand clearly how the game is played until the activity proceeds.

3. Round 1 begins. Each team is given five minutes to decide on a letter. When the time is up, each team passes its decision to the trainer. The scoring is computed on the Principles Tally Sheet and the score passes back to each team member.
4. Rounds 2 and 3 are conducted in a similar manner to Round 1 but with three minutes for discussion in each round. The scoring for each round is entered on a Principles Tally Sheet and the scores passed back to each team member.
5. For Round 4, each team sends one representative to a neutral place to negotiate for three minutes. Then the representatives return to their teams. After three minutes each team passes its decision to the trainer. The outcome of the round is doubled and the score is computed and passed to each team member.
6. Rounds 5 to 8 proceed in the same manner as the first three rounds, with three minutes for discussion in each. The score is computed after each round and passed to each team member.
7. In Round 9, another special round is conducted like Round 4 the outcome is multiplied by 5. The score is passed to each team member.
8. Round 10 is conducted in the same way as Round 9, except the outcomes are multiplied by 10.
9. The entire group meets to tally the final score and discuss who won and why. The following questions should be considered:

How do you feel about the other members of your own team?

How could you have achieved a higher score?

What lessons are there for management?

What is required for successful negotiating?

PERFORMANCE AID

Example of Learning Event- Roti Making

LEARNING EVENT

Training Objective – At the end of training, participants will be able to **DO**

Enabling Objective	Content	Method	Media Aid	Time	Trainer	Performance	Assessment
1.							
2							
3.							
4.							
5.							

LEARNING EVENT - CONTEXT

A student of Hotel Management has done a market research and finds out that there is a big demand of ready-made Roti in the market. Especially big hotels and hostels need Roti in large quantity for daily consumption. Also, good hand-made Roti is a rarity and have a good market demand. Hence, he decides to start a ***Roti Making and Supply Business***.

He has taken an industrial shed on rent in the nearby industrial area and appointed 15 ladies from poor families in nearby areas for roti making. He found out that they need uniformity in their process of making Roti. Accordingly, he planned a ***‘Two days’ Training Course’*** for them on making Roti.

Day-1 is dedicated to ***process and practice*** on roti making. Day-2 is dedicated to ***hygiene and safety***.

Size- 8 inches

Thickness- 2mm

manually

Venue- Roti –Making Unit at Industrial Estate

2-Day Training Course on Making Roti

No.	LEARNING UNIT	TRAINING OBJECTIVE	ENABLING OBJECTIVES
		At the end of training, participants will be able to-	At the end of training participants will be able to-
1.	Introduction to roti making	Explain the types and role of Rotis in the diet	1. List the various types of Roti based on regional variations 2. Explain role of Roti in diet
2.	Selection of Atta and oil for making Roti	Explain the criteria for selection of good cooking oil, wheat and atta for making Roti	1. Elaborate the role of type of atta in quality of Roti 2. Explain the need, use and selection of proper type of oil for making Roti
3.	Kneading the dough	Knead the dough for Roti as per the procedure laid down by the factory	1. Explain step by step process of kneading the dough 2. Demonstrate process of kneading dough for roti/roti
4.	Making balls of dough as per standards laid down by	Make balls of dough with uniform weight and size with the help of a weighing scale	1. Make balls of dough as per the standard 2. Use weighing scale for estimation of size of

	company	as per standards laid down by factory	balls 3. Explain storage of dough balls without letting them dry
5.	Rolling Roti as per standard	Make Roti with 8 inches diameter and 2mm thickness with a traditional chaklabelan	1. Roll Roti as per the standard- 8 inches diameter and 2mm thickness with a traditional chaklabelan
6.	Roasting Roti on a commercial Tawa on gas stove/ wood fired stove	Roasting Roti	1. Explain difference between gas stove and wood fired stove 2. Explain precautions to be taken while using wood/gas burners while roasting Roti 3. Roast Roti on a commercial tawa (griddle) with gas/ wood fired burners
7.	packaging of Roti for long lasting freshness and quality	Elaborate the procedure of storage and packing of Roti for long lasting freshness	1. Explain various ways of storing Roti at home 2. Elaborate commercial ways of packaging Roti for long lasting quality 3. Demonstrate the use of vacuum packing machine for Roti
8.	Health hygiene, safety norms in food industry	Explain Health, hygiene and safety in a food production unit	1. Elaborate need of personal hygiene and safety in food industry 2. Demonstrate use of cap, apron and slippers while on job 3. Demonstrate process of washing hands as per the standard laid down by industry 4. Demonstrate emergency evacuation process 5. Explain use of fire extinguisher

LEARNING EVENT- 1

Learning unit (LU) – 1	Introduction to roti making						
Training objective (TO)- 1	At the end of training, participants will be able to explain the role of Roti in the diet						
Enabling Objectives (Eos)	CONTENT	METHOD	MEDIA/ EQUIPMENT	PERFORMANCE AID (IF ANY)	TIME	TRAINER	ASSESS- MENT
At the end of the training, participants will be able to							
List the types of Roti based on regional variations	1. Types of Roti made in Indian households- regional types like roti, roti, phulka, paratha, lacchha paratha etc.	Discussion and lesson	-----	-----	30 min	Local trainer from Catering Institute	Observation Q & A
Explain role of Roti in diet	1. Role of wheat and cereals in diet 2. Role of roti- nutritional value	Lesson and discussion	PPT	-----	30 min	Local trainer from Catering Institute	Observation Q & A

LEARNING EVENT -2

Learning unit (LU) – 2	Selection of Atta and oil for making Rotis						
Training objective (TO)- 2	At the end of training, the participants will be able to explain the criteria for selection of cooking oil, wheat and atta for making Roti						
Enabling Objectives EO	CONTENT	METHOD	MEDIA/ EQUIPMENT	PERFORMANCE AID (IF ANY)	TIME	TRAINER	ASSESS- MENT
At the end of the training the participants will be able to							
1. Elaborate the role of type of atta in quality of Roti	1. Types of wheat- lokwan, sihare, other types 2. Effect of type of wheat on quality of roti 3. Selection of type of wheat for roti 4. Types of atta- chakki made, ready to use; coarse and fine atta and its uses 5. selection of right atta for making Roti	Discussion Lesson	Projection System	-----	30 min	Same as above	Observation Q & A
2. Explain the need, use and selection of oil for making Roti	1. Types of oils used for roti making 2. Characteristics of various oils used for making Roti 3. Role of ' <i>moyan</i> ' (oil) in quality of Roti 4. Selection of oil/ ghee for making Roti as per the SOP of the company	Discussion Lesson	Projection System-	-----	30 min	Same as above	Participation Q & A

LEARNING EVENT- 3

Learning unit (LU) – 3	Kneading the dough AND making balls of dough as per standards laid down by company						
Training objective (TO)- 3	At the end of the training the participants will be able to Knead the dough for Roti as per the procedure laid down by the factory						
Enabling Objectives EO	CONTENT	METHOD	MEDIA/ EQUIPMENT	PERFORMANCE AID (IF ANY)	TIME	TRAINER	ASSESS- MENT
At the end of the training, the participants will be able to							
1. Explain step by step process of kneading the dough	1. Measuring the quantity of dough, salt, oil for kneading dough 2. Deciding quantity of water 3. Function of dough making machine	Discussion	Projection System	----	15 min	Same as above	Q and A
2. Demonstrate process of kneading dough for roti	1. Mixing of ingredients for making dough 2. Addition of water in small quantities 3. Checking firmness of dough 4. Actual dough making on machine	Demonstration and Hands on practice	Dough maker Atta, alt, oil, water	-----	75 min	Same as above	Participation

LEARNING EVENT- 4

Learning unit (LU) – 4	Making balls of dough as per standards laid down by company						
Training objective (TO)- 4	At the end of training, participants will be able to make balls of dough with uniform weight and size using a weighing scale as per standards laid down by factory						
Enabling Objectives (Eos)	CONTENT	METHOD	MEDIA/ EQUIPMENT	PERFORMANCE AID (IF ANY)	TIME	TRAINER	ASSESS- MENT
At the end of the training, the participants will be able to							
1. Make balls/ loi/ gola of dough as per the standard	1. Standard size of dough balls and Roti as per the company's standards 2. Use weighing scale for estimation of size of balls 3. Explain storage of dough balls without letting them dry 4. Practice brings perfection	Lesson Demonstration Hands on practice	Weighing scale Dough Dry atta Plate Wet cloth	-----	30 min	Same as above	Participation Observation

LEARNING EVENT -5

Learning unit (LU) – 5	Rolling Roti as per prescribed standard						
Training objective (TO)- 5	At the end of training, participants will be able to make Roti with 8 inches diameter and 2mm thickness using a traditional chaklabelan						
Enabling Objectives (EO)	CONTENT	METHOD	MEDIA/ EQUIPMENT	PERFORMANCE AID (IF ANY)	TIME	TRAINER	ASSESS- MENT
At the end of the training the participants will be able to							
Make Roti with 8 inches diameter and 2mm thickness with a traditional chaklabelan	1. Demonstration on making Rotis as per SOP of the unit 2. Hands on practice in groups of five	Demonstration Practice	Chakla- belan Dough Oil	-----	30 min	Same as above	Observation during participation

LEARNING EVENT-6

Learning unit (LU) – 6	Roasting Roti on a commercial Tawa on gas stove/ wood fired stove						
Training objective (TO)- 6	At the end of training, participants will be able to Roast Roti on a commercial Tawa using gas stove/ wood fired stove						
Enabling Objectives (Eos)	CONTENT	METHOD	MEDIA/ EQUIPMENT	PERFORMANCE AID (IF ANY)	TIME	TRAINER	ASSESS- MENT
At the end of the training, the participants will be able to							
1. Explain difference between gas stove and wood fired stove	1. Explain difference between roasting Rotis on gas stove and wood fired stove 2. Explain need of specific thickness and metal make of the tawa 3. Explain precautions to be taken while using wood/gas burners while roasting Roti/Rotis	Discussion Lesson	PPT	-----	30 min	Same as above	Q and A
2. Roast Rotis on a commercial Tawa on gas stove/ wood fired stove	1. demonstration on roasting of Rotis on given tawa/ griddle following the SOP 2. Hands on practice in groups of five	Demonstration Hands on practice	Tawa Rolled Rotis Papers to keep roasted Rotis	SOP chart for roti making- (Tip sheet I the form of pictures)	30 min	Same as above	Participation and observation

LEARNING EVENT- 7

Learning unit (LU) – 7	Packaging of Roti for long lasting freshness and quality						
Training objective (TO)- 7	At the end of training, participants will be able to elaborate the procedure of storage and packing of Rotis for long lasting freshness						
Enabling Objectives EO	CONTENT	METHOD	MEDIA/ EQUIPMENT	PERFORMANCE AID (IF ANY)	TIME	TRAINER	ASSESS- MENT
At the end of the training, the participants will be able to							
	1. Discuss various ways of storing Rotis at home 2. Commercial ways of packaging Rotis for long lasting quality 3. Demonstrate the use of vacuum packing machine for Rotis	Discussion Lesson Demonstration	Packaging machine Weighing scale Hand gloves	-----	30 min	Same as above	Observati on during group and individual practice

LEARNING EVENT-8

Learning unit (LU) – 8		Health and hygiene norms in food industry						
Training objective (TO)- 8		At the end of the training, the participants will be able to explain importance of health, hygiene and safety in a food processing unit						
Enabling Objectives EO		CONTENT	METHOD	MEDIA/ EQUIPMENT	PERFORMANCE AID (IF ANY)	TIME	TRAINER	ASSESS- MENT
At the end of the training, the participants will be able to								
1	Elaborate need of personal hygiene and safety in food industry	- Meaning of personal hygiene - Need of personal hygiene - Norms of personal hygiene- body, nails, hair, skin, mouth - Need of daily bath, frequent washing of hands, avoid chewing betel/ tamakhu etc - Need of trimming nails, washing and tying hair - use of disinfectant soaps and hand-wash	Lesson	PPT, LCD, Film	Tip Sheet for daily hygiene routine	30 min	Health Officer from local PHC	Q & A Participati on
2	Demonstrate use of cap, apron and slippers while on job	- use of sanitizer, cap and apron, slippers - general personal cleanliness - washing and storage of personal belongings like caps, apron	Demonstration Practice	-----	-----	10 min	--“--	Observati on

3	Demonstrate process of washing hands as per the standard laid down by industry	- cleanliness of hands and especially nails - nail trimming - proper way of washing hands - practice the process of hand washing and sanitization	Lesson Demonstration Practice	PPT- film on washing hands	Hand wash chart on basins	10 min	-“--	Observation
4	Demonstrate emergency evacuation process	- Common hazards in food industry- fire, gas leakage - Need of emergency evacuation - Fire drill- actual evacuation drill - Safety boards and their meaning - Location the emergency telephone list in the premises	Lesson Demonstration Practice	-----	-Safety boards in factory -Fire exit and safety signage -Lists of contact numbers	60 min	-“--	Observation Q & A
5	Explain use of fire extinguisher	- Type of fire extinguisher used in the factory - Use of fire extinguisher	Lesson Demonstration	Fire extinguisher	-----	30 min	Fire Safety Officer	Q and A

APPENDICES

1. **REGISTRATION FORM**
2. **PRE-COURSE ASSESSMENT**
3. **POST-COURSE ASSESSMENT**
4. **FEEDBACK FORM**
5. **COURSE COORDINATOR’S REPORT**
6. **FIELD-VISIT FORMAT**
7. **NOTE FOR THE FACILITATOR ON PANEL DISCUSSION**
8. **PRISON STATISTICS, 2021 (IN BRIEF)**

(Name of the Training Institute)

(Name of the Course)

(Dates)

REGISTRATION FORM

PARTICIPANT DETAILS

1. Name :
2. Date of birth :
3. Male/Female
- 4.. Qualifications :
(a) Academic
(b) Professional
5. Designation :

ORGANIZATION DETAILS

6. Department/Organization :
7. Address
8. Telephone No.
9. E-mail id :

RESIDENTIAL DETAILS

10. Address
11. Telephone No.
12. Mobile No.
13. Emergency contact details:

Signature
Name
Date

APPENDIX- 2

PRE-COURSE ASSESSMENT EXERCISE

Answer the following –

S. No.	Name of Unit (As given in the Course Grid)	Pre-Assessment (Knowledge-level before training)		
		Absolutely Yes	Not Sure	No knowledge
_____	_____	_____	_____	_____
1.	Are you aware of.....			
2.	Do you have an understanding of.....			
.....				

POST-COURSE ASSESSMENT EXERCISE

Answer the following –

S. No.	Name of Unit (As given in the Course Grid)	Post-Assessment (Knowledge-level after-training)		
		Absolutely Yes	Not Sure	No knowledge
_____	_____	_____	_____	_____
1.	Are you aware of.....			
2.	Do you have an understanding of.....			
.....				

**(Name of the Training Institute)
(Title of the Course)
(Dates of the Course)**

FEEDBACK FORM

(To be filled-in by individual participants at the end of the Course)

1. To what extent the Objectives of the Course were met

To a great extent 4	To some extent 3	To a limited extent 2	Not at all 1

2. Did you receive advance intimation from the Institution about the Course. if so, did you respond to the Institution?

Yes

No

3. What do you think about the structure and organization of the Course to meet the objectives?

Very well Structured 4	Well Structured 3	Some-what structured 2	Un-structured 1

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4. How useful this training would be to you immediately in your job?

Very Useful 4	Quite Useful 3	Of limited Use 2	Not at all Useful 1

5. How useful this training is likely to be for the future jobs you may handle?

Very Useful 4	Quite Useful 3	Of limited use 2	Not at all Useful 1

6. Practical Orientation of the course.

Highly Practical Oriented 4	Practically Oriented to a Great extent 3	Practically Oriented to a Limited extent 2	Not Practically Oriented 1

--	--	--	--

7. How far have you been benefited from interaction with the other participants in the Course?

Substantially 4	Considerably 3	Fairly 2	Not at all 1

8. How far was the Course Material supplied relevant and related to the Course Contents?

Extremely Relevant 4	Considerably Relevant 3	Fairly Relevant 2	Not at all relevant 1

9. To what extent are you satisfied with the following:

(The Training Institution may please block the parameters not applicable)

Satisfied fully	Satisfied to a large extent	Satisfied to a limited	Not satisfied

4	3	extent	
		2	1

a) Reception & Transport

b) Residential
Accommodation

c) Food Quality & Service

d) Classroom facilities

e) Library facilities

f) Computer facilities

g) Interaction with the staff
of the Institute

10. Feedback on the Training/Faculty:
(Kindly fill up the Annexure)

11. Which parts of the Course did you find most helpful?

12. Which parts of the Course did you find least helpful?

13. Your overall impression of the course:

Excellent 4	Very Good 3	Good 2	Fair 1

14. Did the Course give you any specific ideas Yes/No
about improvements in your working
situation when you get back.

15. If yes, kindly spell them out briefly?

16. Any other comments/observations you wish to make about the Course

Date:

Name

Designation

Place:

Organisation

COURSE COORDINATOR’S REPORT
on
(Name of the Training Course)
(Duration)

1. Name of the Training Institution :
2. Whether the Course was conducted :
In the Institute’s Campus or elsewhere
3. Title of the Course :
4. Duration of the Course :
5. Number of participants :
(Attach final list of participants)
6. Details of Training Facilitators :
(Name/Designation/Organization)
(In-House/Guest)
7. States/UTs represented :
8. Details of Sessions with working hours :
9. List of Training Material distributed :
10. Details of Methods/Methodology used:
11. Feedback of participants :
(Attach copies of Feedback Forms)
12. Summary of the Feedback :
13. Summary of the Pre/Post Assessments :
14. Any areas of improvement noticed :
15. Overall impression of the Course :
Coordinator

Signature
(Name of the Course Coordinator)
Designation
Date
(Mobile Number/E-mail)

FIELD VISIT REPORT FORMAT

Format of Field Visit Report

Name of the trainee officer :

Batch No. :

Officer in charge of the visit :

Name of the Institute/organization visited :

Time and Date of visit :

Subject for which visit is made :

Signature of the trainee

Signature of the officer in charge of the visit

Structure of the Report

- Introduction about the institute
- Origin and history of the institute
- Primary duties and functions of the institute
- Officer with whom interacted
- Report of the Visit [write summary of learnings from the visit] \
- Any other Comments/ remarks about the visit and the learnings from the visit.

NOTE FOR THE FACILITATOR ON THE PANEL DISCUSSION

Instructions to Course Coordinator

Invite a member from each of the agencies to have a panel discussion

While conducting the panel discussion, faculty should act as a Moderator

The Moderator should introduce the theme and then the panellists. Each panellist can be given around 15 minutes time to speak and discuss the role of their agencies and areas where coordination is required. After all panellists have spoken, the panel should be open for discussion with question from the participants. The key points of each speaker should be summed up by the moderator and the discussion should be concluded by the moderator well within time. The participants should be instructed to ask specific questions to the panellists.

Group Discussion :

Each Participant should be encouraged to participate. Establish Ground Rules first.

Cull out the important points that emerge from the discussion

Action Plan : Group Work Activity

Prison based Rehabilitation programs

Participants should be divided into groups of 5-6 members of all ranks (warder, to Superintendent) and all should brainstorm and discuss what goals to set for prisoner rehabilitation programs in a particular prison. Action Plan should be time bound and can be short term, medium term and long term. Work Sheets, Flip chart sheets and sketch pen should be distributed to all the groups and facilitator should ensure that all contribute their ideas. Each goal should make clear the responsibility-what you can do at your level (e.g. at Deputy Superintendent level), what can be done by others (e.g. at

headquarters). Further review of action is essential. Make clear that there is a start and end date to the action, so the Plan is time bound.

APPENDIX - 8

PRISON STATISTICS INDIA – 2021

Total Number of Prison Inmates as on 31.12.2021		
Male	:	5,31,025
Female	:	22,918
Transgender	:	91
Prison Population	:	5,54,034

Prisoner Types and Demography

Convicts		Undertrials		Detenues		Others	
Male	117846	Male	409346	Male	3381	Male	452
Female	4990	Female	17745	Female	88	Female	95
Transgender	16	Transgender	74	Transgender	01	Transgender	00
Total	122852	Total	427165	Total	3470	Total	547

Number of Jails, Capacity, Population and Occupancy Rate in India at the end of 2021

Type of Jail	Number	Authorized Capacity	Population of Inmates	Occupancy Rate (%)
Central Jail	148	193536	239311	123.7
District Jail	424	163606	254214	155.4
Sub Jail	564	45436	46736	102.9
Special Jail	41	7473	6582	88.1
Open Jail	88	5953	2178	36.6
Women Jail	32	6767	3808	56.3
Borstal School	19	1775	745	42.0
Others	03	1063	460	43.3

Total	1319	425609	554034	130.2
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Source : NCRB, MHA (2021)<https://ncrb.gov.in/en/prison-statistics-india-2021>