Training of Trainers

For Judiciary

Approach and Methodology

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Expectations

Hopes and Fears about:

1. Learning from training
2. Trainer’s help, suggestions and behaviour
3. Fellow participant’s help, suggestions and behaviour
4. Training organization
5. Others if any!
Norms

- Punctuality
- Ownership
- No smoking
- Mobile on silent
- One person speak at one time
- Simple language
- Can use Urdu or English
- Micro meetings to be avoided
- Have a parking lots for issues
- Keep discussion pertinent and focused
- Respect others opinion and differences
- Have some fun!
Goals and Objectives

- To build the capacity of the trainers
- Improving one’s capability, capacity and performance
- Sharing useful techniques
- Improving teaching and learning styles
- Learn the value of training and how it helps individuals and organizations
Admin & Logistic Details

- Proposed daily schedule
- Attendance
- Penalty
- Suggestion box
- Daily evaluation thru mood chart
- End of the training evaluation
- Maximise your participation
- Maximize the use of facilitators
- Maximize your benefits from the presence of co-participants
- Style of training
- Distribution of hand outs
What is Training

- Training is the acquisition of knowledge, skills, and competencies as a result of the teaching of practical skills and knowledge that relate to specific useful competencies.
- Training is a structured intervention, focused for awareness raising and capacity building.
- Training is an artificially created learning environment in which certain objectives are to be achieved.
Begin with the End in Mind

- What is the purpose of the training?
- Who wants it done?
- What do you want the participants to come away with?
- What has to happen in the training?
- Fill up pre-training evaluation form
Keys to Training

- Understand adult learning principles
- Embody the right trainer characteristics
- Connection with the participants
Training of Trainer

Training of trainer is an added step to have a multiplier effect with cross-fertilization of ideas that would create ripple effect across the board.
Training Mechanism

- Instructors
- Adult Learners
- Instructional Materials
- Learning Environment
Approach to Training Mechanism

- What the participants need to know
- What the participants need to able to do
- Availability of training material
- Instruction and outcomes
- Expectations from participants
## Training Cycle Chart

<table>
<thead>
<tr>
<th>Training Need Identification</th>
<th>Request</th>
<th>Overall assessment</th>
<th>Prioritization of activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Need Assessment (TNA)</td>
<td>Select appropriate method of TNA</td>
<td>Obtain info; about the trainees</td>
<td>Determine needs</td>
</tr>
<tr>
<td>Design of Training</td>
<td>Selection of trainers / resource persons (circle of trainers)</td>
<td>Select type of event (training, seminar, workshop etc)</td>
<td>Design training objectives</td>
</tr>
<tr>
<td></td>
<td>Select training methods / techniques</td>
<td>Design training aids and training materials</td>
<td>Feed Back</td>
</tr>
<tr>
<td>Preparation of Training Activity</td>
<td>Workout schedule / programme</td>
<td>Arrangement logistics and facilities</td>
<td>Selection of resource persons</td>
</tr>
<tr>
<td>Conducting Training</td>
<td>Responsibilities chart</td>
<td>Feed back mechanism</td>
<td>Review of the day and plan for the next day</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluation of the event</td>
<td>Follow up</td>
<td>Post training utilization study</td>
</tr>
</tbody>
</table>

**Problems**

- Analysis of the observation

**Design module**

- Design module and their objectives
Types of Training

- Interactive
- Generic
- Custom
## Differences between Standard and Interactive TOT

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>STANDARD TOT</th>
<th>INTERACTIVE TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pre-defined</td>
<td>• Dynamic</td>
<td></td>
</tr>
<tr>
<td>• Simple</td>
<td>• Complicated</td>
<td></td>
</tr>
<tr>
<td>• Structured and formal</td>
<td>• Unstructured and formal</td>
<td></td>
</tr>
<tr>
<td>• Top down</td>
<td>• Bottom up</td>
<td></td>
</tr>
<tr>
<td>• Based on earlier conducted TNA</td>
<td>• Based on need of participants</td>
<td></td>
</tr>
<tr>
<td>• Rigid, once designed</td>
<td>• Flexible all along</td>
<td></td>
</tr>
<tr>
<td>• Fossilized</td>
<td>• Organic</td>
<td></td>
</tr>
<tr>
<td>• Responsive to need identified earlier</td>
<td>• Responsive to needs during training events</td>
<td></td>
</tr>
<tr>
<td>• Easy to setup</td>
<td>• Difficult to setup</td>
<td></td>
</tr>
<tr>
<td>• Pre-planned</td>
<td>• Evolved</td>
<td></td>
</tr>
<tr>
<td>• Designed by experts</td>
<td>• Designed by participants</td>
<td></td>
</tr>
</tbody>
</table>
The Role of Trainer

- Presenter
- Facilitator
- Coach
Trainer Key Responsibilities

- Full prepare for the trainings
- Creating an effective environment for learning
- Motivate participants in the learning process
- Be accepting of comments, avoid getting defensive
- Control disruptive participants
- Offer yourself as a resource
## Trainer’s checklist: adult learning

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the atmosphere of your sessions friendly and encouraging?</td>
<td></td>
</tr>
<tr>
<td>Have you made plans to relieve any anxieties your trainees might feel?</td>
<td></td>
</tr>
<tr>
<td>Will your teaching methods allow learner’s previous experiences to be acknowledged or used?</td>
<td></td>
</tr>
<tr>
<td>Will learners be ‘rewarded’ for their contribution?</td>
<td></td>
</tr>
<tr>
<td>Does the work allow participants to measure their own progress?</td>
<td></td>
</tr>
<tr>
<td>Do you make it clear that you are available for additional help if individuals have difficulties?</td>
<td></td>
</tr>
<tr>
<td>Are the first few minutes of your sessions always attention grabbing.</td>
<td></td>
</tr>
<tr>
<td>Do you build in frequent opportunities for reinforcement and practice?</td>
<td></td>
</tr>
<tr>
<td>Are you avoiding lectures, or at least limiting them to 10-20 minutes.</td>
<td></td>
</tr>
<tr>
<td>Have you built in regular feedback sessions?</td>
<td></td>
</tr>
</tbody>
</table>
**WHAT MAKES A GOOD TRAINER**

- A warm personality, with an ability to show approval and acceptance of trainees;
- Social skill, with an ability to bring the group together and control it without damaging it;
- A manner of teaching which generates and uses the ideas and skills of participants;
- Organizing ability, so that resources are booked and logistical arrangements smoothly handled;
- Skill in noticing and resolving participants problems;
- Enthusiasm for the subject and the capacity to put it across in an interesting way;
- Flexibility in responding to participants changing needs;
- Knowledge of the subject matter
Examination of Trainer

- Have looked at some different types of trainer
- Have learned some tips for giving positive and negative feedback to learners
- Have discussed how to pick up on signs from the class
- Have looked at the principles of presenting
- Have considered how to evaluate your own courses
Trainer’s Skills

- Aware about variety of training techniques
- Assess the address the participants ‘ readiness for the training content and any obstacles that might decrease the effectiveness of the training.
- Use mental sets to create motivation for learning.
- Teach to the learning objectives.
Trainer’s Skills

- Use of wide variety of training methods to achieve learning objectives including lecture, group discussion, guide practice and hands on activities.
- Assess and address the participants learning styles. Adjust training styles, pace and activities as necessary to address the diverse learning style.
Trainer’s Skills

- Model skills correctly
- Facilitate group discussion and bring discussion to closure.
- Raise open ended questions
- Solve the difficult question with the active participation of the participants
- Give clear and concise instruction
Trainer’s Skills

- Manage time effectively
- Work effectively, efficiently and collaboratively with the participants
- Create an environment of trust, openness, mutual respect & understanding and collegiality
- Project a professional and confident manner
Presentation Skills

- Clarity of the topics
- Confidence and credibility
- Clear voice
- Ability to raise questions
- Ability to answer the question
Training Delivery

- Have discussed the importance of objectives and purpose
- Have shared different learning activities and techniques
- Have practised giving demonstrations
- Have considered ways of reviewing what is being learned
- Have discussed ways of getting information across
- Have practised some techniques and activities
- Have drawn up a list of dos and don’ts for trainers
Delivery Skills

- Make sure you speak so that participants in the back have no trouble hearing you.
- Enunciate your words clearly.
- Avoid distracting mannerisms such as jingling change or playing with pencil.
- Involve the participants by encouraging and asking questions.
- Start on time; make sure that established breaks, lunch and ending times are adhered to.
Delivery Skills

- Pace your delivery according to the allotted time and the material to be covered
- If working from a syllabus, make sure you cover everything that is on it, or explain changes
- Recognize your strengths and weaknesses
- Work to maximize your strengths and minimize your weakness
Delivery Skills

- If you don’t know something:
  - Discuss the question with the class
  - Let the student know you will get the answer, but be sure to remember to follow up
Demonstrations

- To show visually (and simply) how things work
- To show cause and effect
- To explain a sequence of events
- To encourage the learner to use the equipment
- To discover the learner’s needs
- To show the capabilities of the equipment
Giving Instructions

- Clear voice
- Simple steps
- Check understanding
- Call to action
Trainer’s Various Hats

- Motivator and inspirer
- Mediator or referee
- Mentor or coach
- Quality controller
- Chairperson
- Presenter
- Counsellor
Note for the Trainers

- The body language of the trainer plays an important role for the interactive process of learning. The trainer must take this aspect in mind during his presentation.
- Time management must be properly followed up.
- Trainer needs to be familiarized with the context of each session before conducting...
Note for the Trainer

- The trainer must make sure that all the training materials prepared in advance.
- Interactive introduction of the participants may be carried out so that participants may come close to each other in a free and frank environment.
- Ensure that supplementary literature, hand-outs and manuals are distributed among participants well in time.
Note for the Trainer

- The role plays, panel discussions, group exercises and participatory learning techniques may be highlighted.
- Everyday recap of the last day sessions may be properly followed with the objectives of effective leaning.
- Instead of dissemination of information on the patterns of lectures, the trainer must use different methods of teaching.
Note for the Trainer

- Trainer must be very much familiar with the audio visual tools to be used during the training sessions.
- All of the group learning exercises as included in the trainees’ manuals as well as in the training workshop agenda must be well-prepared by the trainer a day before the training module is delivered.
- The trainer must provide sometime for ice-breaking exercises to create pleasant learning environment.
Strive to Improve

- Use the input from participants’ evaluations to improve your performance
- Update your materials to keep the participants aware about current way of techniques
- Continue to improve your knowledge of the subject matter
Stages Of Control In The Training Process

START OF TRAINING

Group begins to gain Cohesion, grows in Self-confidence

Group takes control; 'Decline of trainer'; Trainer becomes Facilitator; process of Self-learning is strong

END OF TRAINING

Trainer in control; Trainer Manipulates and facilitates

Decline of the group; Shift from group to personal Interest is completed

Trainer begins to reassert Authority, manipulates and facilitates learning experiences; turns attention from action to reflection

END OF TRAINING
Characteristics of Adults Learners

- Adults are capable of lifelong learning
- Adults want to know why it’s important (purpose) and how they can use it
- Adults like to participate in decision making regarding learning/training
Characteristics of Adults Learners

- Learn in their own ways
- Are not children
- Need organization
- Preconceptions and abilities
- New vs. Old learning
Characteristics of Adults Learners

- Have considered what makes a good learner
- Have considered what contributes to a good and a poor learning experience
- Have identified different learning styles and sensory learning preferences, and thought about how these can inform our training
- Have looked at various learning theories
- Have seen the importance of establishing need in the mind of the learner
Characteristics of Adults Learners

- Have developed an understanding on how to identify training needs of your teams
- Have looked at some caricatures of typical participants
- Have discussed the pros and cons of learning in groups
How Adults Learn

- Adults are voluntary learners. They perform best when they want to attend the training rather than being forced by the organization.

- They usually come with an intention to learn. If this motivation is not supported, they will switch off or stop coming.

- As adults have experience, the sharing of experience enriches the learning experience and creates motivation for them.

- Adults learn best in an atmosphere of active involvement and participation.

- Adults learn best when it is clear that the context of this training is close to their own jobs and they can relate it to real world approach.
**Adult Learning Theory**

1. Does something concrete or has a specific experience which provides a basis for
2. The learner's observation and reflection on the experience and their own response to it. These observations are then
3. Assimilated into a conceptual framework or related to other concepts in the learner's past experience and knowledge from which implications for action can be derived; and
4. Tested and applied in different situations.

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**ADULT LEARNING THEORY AND MODEL**
Learning Styles - Active

• Participate
• Field tips
• Hands-on
• Presentations
Learning Styles - Active

- Read
- Listen
- Observe
PRINCIPLES OF ACTION LEARNING

Action learning enhances a natural learning process. It is based on three principles:

- People learn best from reflected practice, by stepping back and thinking about what they are doing and why.
- The best test of any learning is to implement it (action0.
- The learning process is strengthened by regularly sharing the experiences with those who are also learning by doing.
Preparation Skills

- The better you know your subject the more confidence you will have
- The more you practice the better you will be
Planning & Preparation

- Preparation of rules for the participants
- Set-up and test all equipment before the start of the session including computer, laptop, LCD projector, white board, flipchart, slide projector, projector screen, paper, handouts, and marker, etc.
Planning & Preparation

- Presentation of training sessions with schedule to the participants
- Learning environment
- Become familiar with the participants
- Know your audience
- Communicate the session objectives at the outset of your presentation
Planning & Preparation

- Be familiar enough with your materials so as to avoid reading directly from slides
- Supplement the information that will be on the slides with real world examples
- Expect to be nervous
- Do an extensive review of your material so you are thoroughly familiar with the topic you are going to present
<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC OR SESSION</th>
<th>TRAINER</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30 – 9.30</td>
<td>Introduction</td>
<td>SE</td>
</tr>
<tr>
<td></td>
<td>Knowing each other</td>
<td>SK</td>
</tr>
<tr>
<td></td>
<td>What is enterprise</td>
<td>Xx</td>
</tr>
<tr>
<td>11.00 – 11.20</td>
<td>Tea Break</td>
<td></td>
</tr>
<tr>
<td>11.20 – 13.30</td>
<td>Gfdjfdhgds</td>
<td>GJ</td>
</tr>
<tr>
<td></td>
<td>fdajhfdkjghfslkh</td>
<td>FDR</td>
</tr>
<tr>
<td>13.30 – 14.30</td>
<td>Lunch and Prayer Break</td>
<td></td>
</tr>
<tr>
<td>14.30 – 17.00</td>
<td>Gdfdkj</td>
<td>KL</td>
</tr>
<tr>
<td></td>
<td>fdhfgdsagfhjds</td>
<td>SE</td>
</tr>
</tbody>
</table>
Improving your Training

- Practice in home
- Use colleagues as silent partners
- Thoroughly review the training topics
- Concentrate on one area of improvement at a time
Admin & Logistic Detail

- Proposed daily schedule
- Attendance
- Penalty
- Suggestion box
- Daily evaluation thru mood chart
- End of the training evaluation
- Maximise your participation
- Maximize the use of facilitators
- Maximize your benefits from the presence of co-participants
- Style of training
- Distribution of hand outs
Training Aids
Definition of Training Aid

A Training Aid is any material or device that is used to assist an Instructor in the preparation and presentation of Instructions, and that facilitates trainee learning.
Importance Of Training Aids

- Appeal to the senses
- Interest the trainee
- Develop understanding
- Save time
Categories of Training Aids

- **Non-projected visual aids**
  - White Board
  - Charts
  - Posters
  - Soft Board

- **Projected visual aids**
  - Slides
  - Transparencies
  - Microfilm

- **Audiovisual aids**
  - Films
  - Sound-on-slides
  - Videotape
Charts

- Advantages
  - Available and inexpensive
  - Easy to edit
  - Can be prepared in advance
  - Dynamic, change during session

- Disadvantages
  - Must turn back to group
  - Noise
  - May be hard for all to see
  - Can be tiring to use
How to Use Charts

- If possible, have them prepared ahead of time.
- Use bold lettering.
- Use chalk, crayons, or water based markers.
- Always tear off or flip over old information.
- Writing on alternate sheets helps avoid having information on the chart, which has not yet been addressed.
- Use different colors
Overhead

- **ADVANTAGES**
  - Easy to edit and sequence.
  - Trainer faces audience.
  - Easy to point to topics.
  - Can use overlays.
  - Easy to produce.
  - Fairly inexpensive

- **DISADVANTAGES**
  - Special effects may be expensive
  - Keystone effect.
  - Requires a projector and screen.
Board

- ADVANTAGES
  - Usually available.
  - Inexpensive
  - Easy to edit.
  - Can use colors for emphasis.

- DISADVANTAGES
  - Can be tiring to use.
  - Information is temporary.
  - Must turn your back to the group to write on it.
  - Can become messy and hard to read
Board, Charts and Overheads

WHEN TO USE

- As the presentation medium.
- As an updating device.
- As a recording device.
- To show emphasis.
- As a reference list.
- To synthesize, summarize, or review.
- To display cartoons, illustrations, or diagrams that enhances a concept.
Films, Filmstrips, Video & Audio Recordings, Slides

HOW TO USE:

◦ Prepare the learners.
◦ Introduce the topic.
◦ Identify the issue the medium addresses.
◦ Specify information to watch or listen for.
◦ Follow-up
◦ Discuss the production.
◦ Analyze information pertaining to the issue.
Audio Tapes

- **ADVANTAGES**
  - Sequence & content fixed.
  - Inexpensive
  - Distribution is easy.
  - Easy to use, store, & transport.
  - Use with large groups, small groups, or individuals.
  - Tape is reusable.
  - Can be integrated with visuals.

- **DISADVANTAGES**
  - Hard to edit once created.
  - Can be boring.
  - Scripting is time consuming.
GUIDELINES FOR DEVELOPING AND USING HANDOUTS

- Consider how this handout relates to skills/knowledge/behavior being taught and tasks to be performed
- Title the handout and date it
- Identify the purpose of the handout
- Specify when and how the handout is to be used
- Reference any additional materials that are needed in using it
- Bold print, underline or capitalize to emphasize information
- Space information so it is easy to read
- Use short, active sentences
- Avoid unnecessary information
- Fully credit any source of information
Questions & Answers

- Listen the questions & answers of the participants carefully
- Make sure to clearly answer the loaded questions
- Raising questions on the participants
- Judge the capacity
- Discussion on important topics
- Feedback from the participants
- Fill-up post training evaluation form
Do’s

- Positive mental attitude
- Dress appropriately
- Be enthusiastic
- Be energetic
- Avoid excessive slang and vernacular
- Do ask the participants what they expect from the trainer.
Do's

- Speak up clearly
- Trust in yourself
- Practice what you preach
- Keep fresh your body language
- Be the best ‘you’ that you can be
- Do ask for clarification if someone doesn’t understand
Do’s

- Be prepared
- Be sensitive
- Acknowledge learners
- Use your sense of humor
- Be respectful
- Do hear patiently
Do’s

• Be accessible and approachable
• Be responsive
• Allow learners to lead
• Be flexible
• Maintain your schedule
• Do pay attention to what the participants during their assignments.
Don’ts

- Don’t be too formal
- Don’t be unprepared
- Don’t lose control
- Don’t be afraid to say you do not know
- Don’t avoid eye contact
Don’t waste the time
Don’t pick the cell phone
Don’t raise meaningless questions.
Don’t dishearten any participant during questions / answers