



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

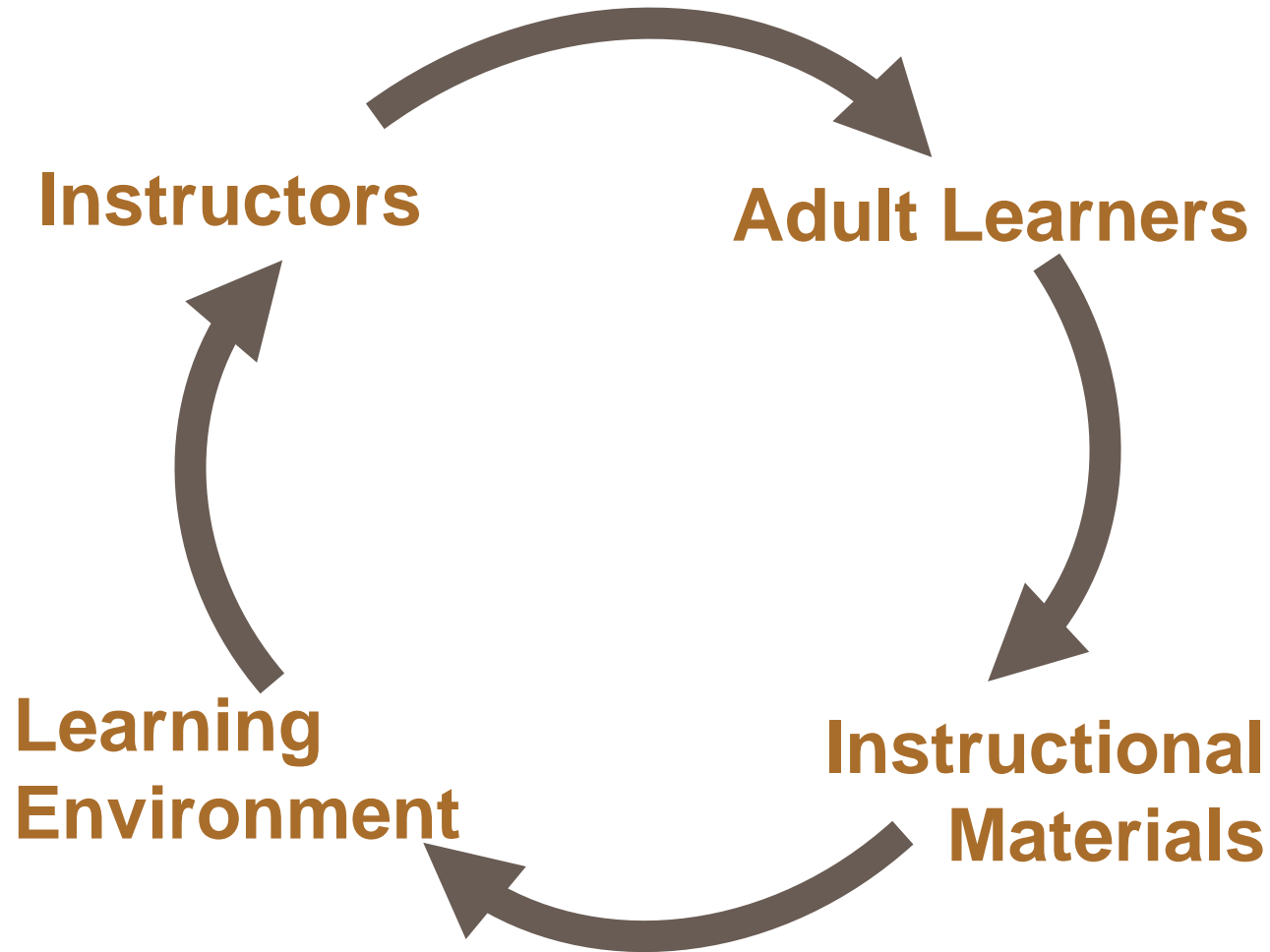
Keys to Training

- 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

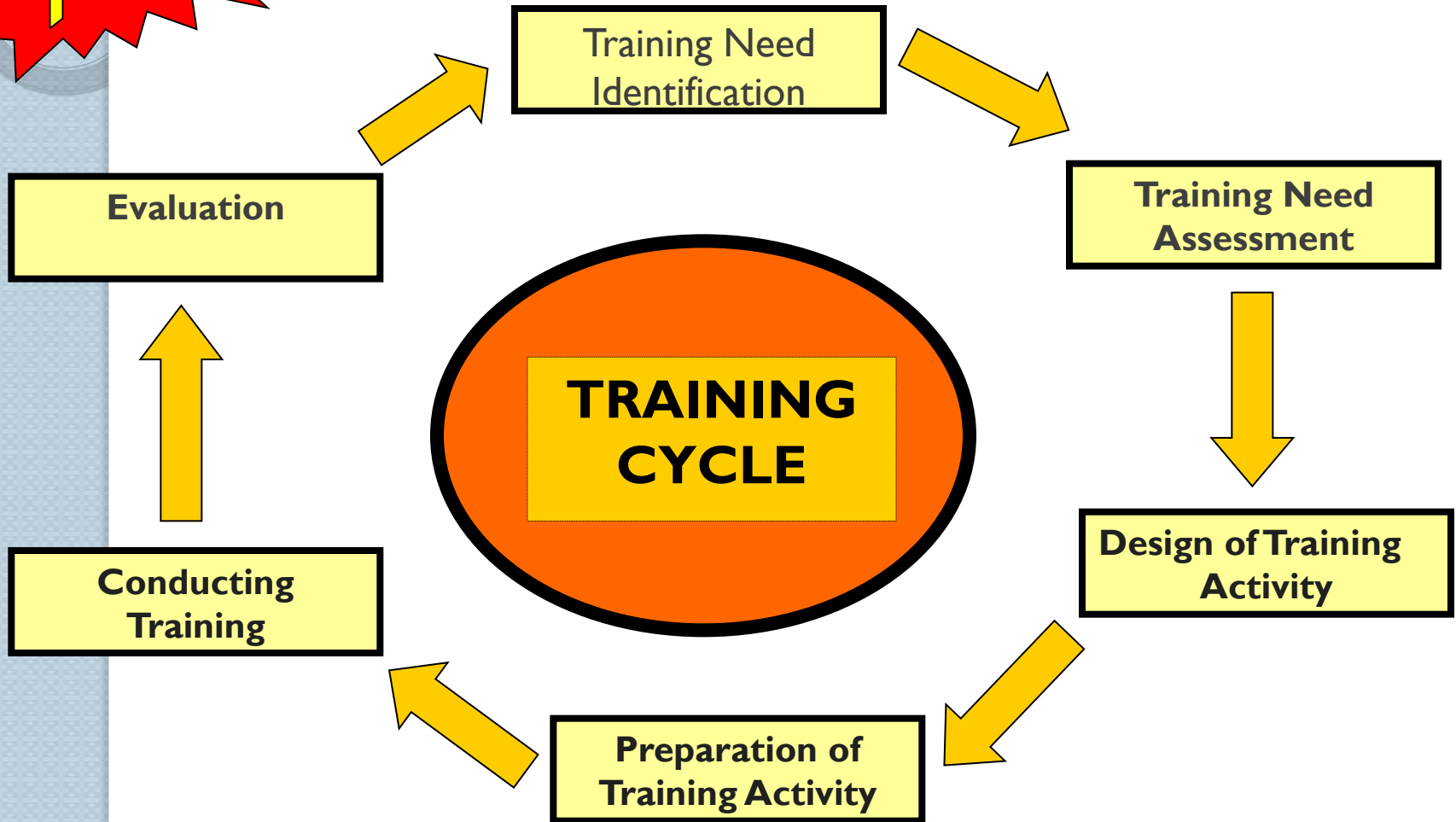


Approach to Training Mechanism

- What the participants need to know
- What the participants need to be able to do
- Availability of training material
- Instruction and outcomes
- Expectations from participants

Training Cycle

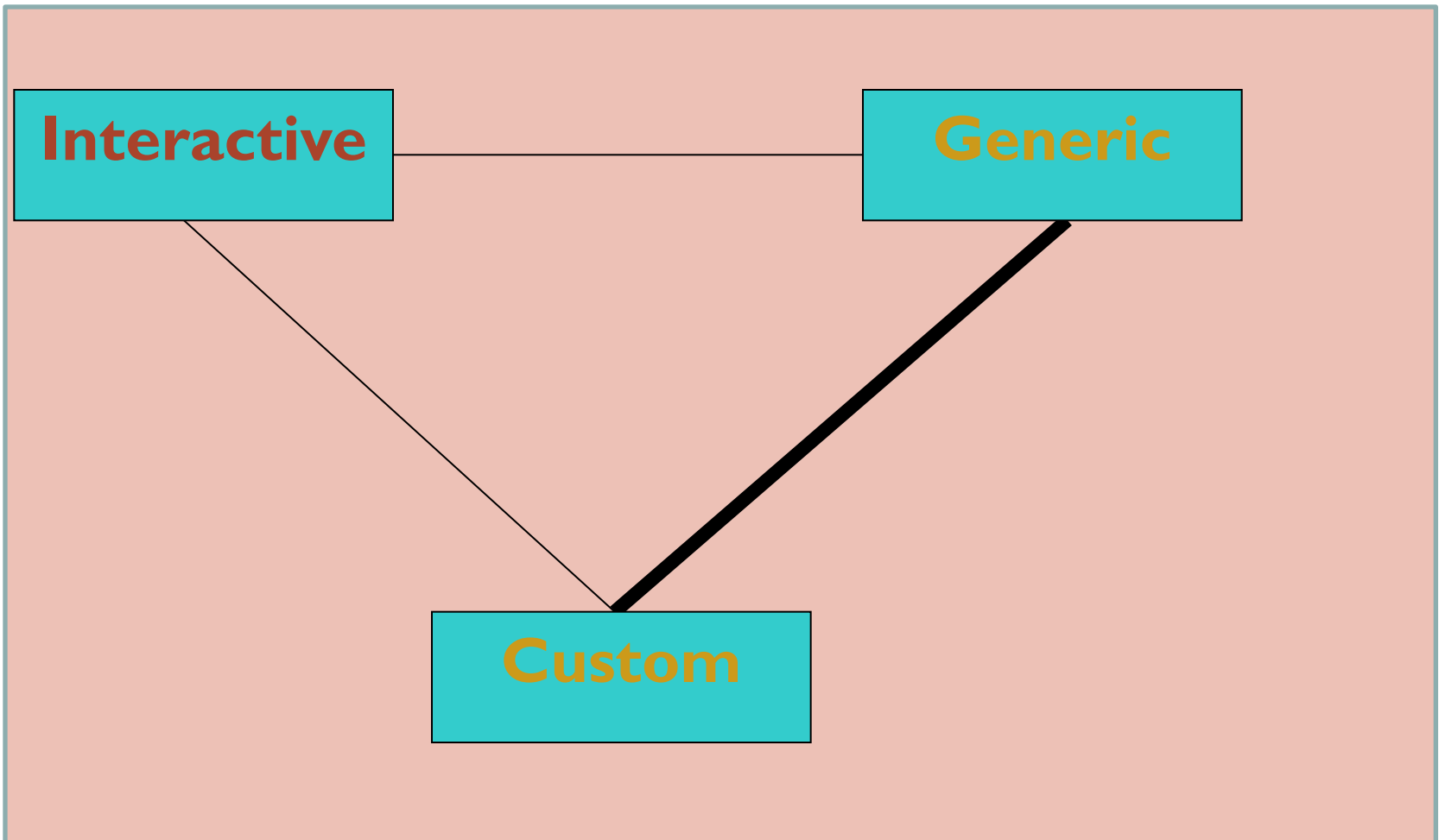
TOT



Training Cycle Chart

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

Types of Training



Differences between Standard and Interactive TOT

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

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

?	Is the atmosphere of your sessions friendly and encouraging?
?	Have you made plans to relieve any anxieties your trainees might feel?
?	Will your teaching methods allow learner's previous experiences to be acknowledged or used?
?	Will learners be 'rewarded' for their contribution?
?	Does the work allow participants to measure their own progress?
?	Do you make it clear that you are available for additional help if individuals have difficulties?
?	Are the first few minutes of your sessions always attention grabbing.
?	Do you build in frequent opportunities for reinforcement and practice?
?	Are you avoiding lectures, or at least limiting them to 10-20 minutes.
?	Have you built in regular feed back sessions?



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

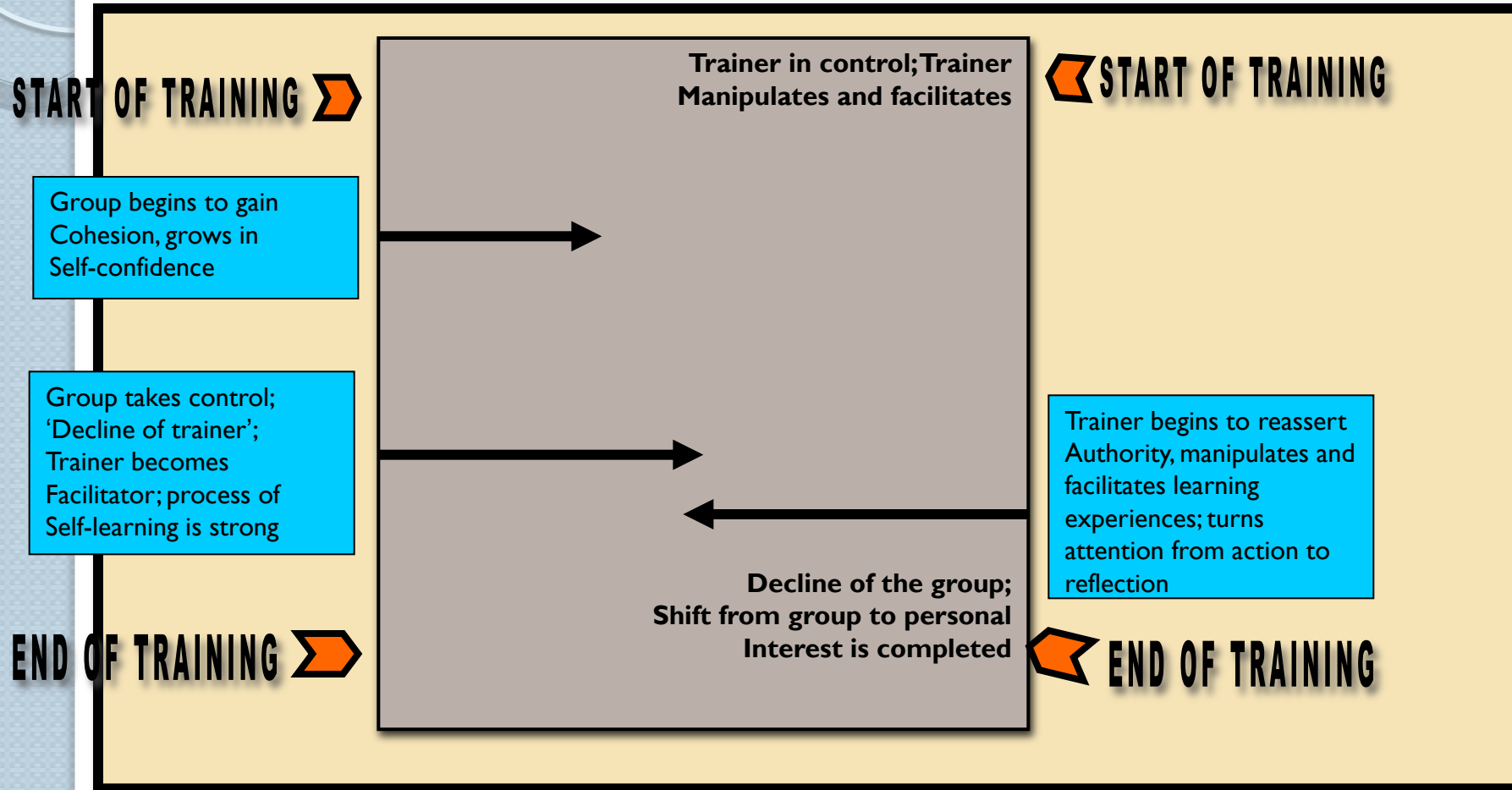
Note for the Trainer

- 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



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

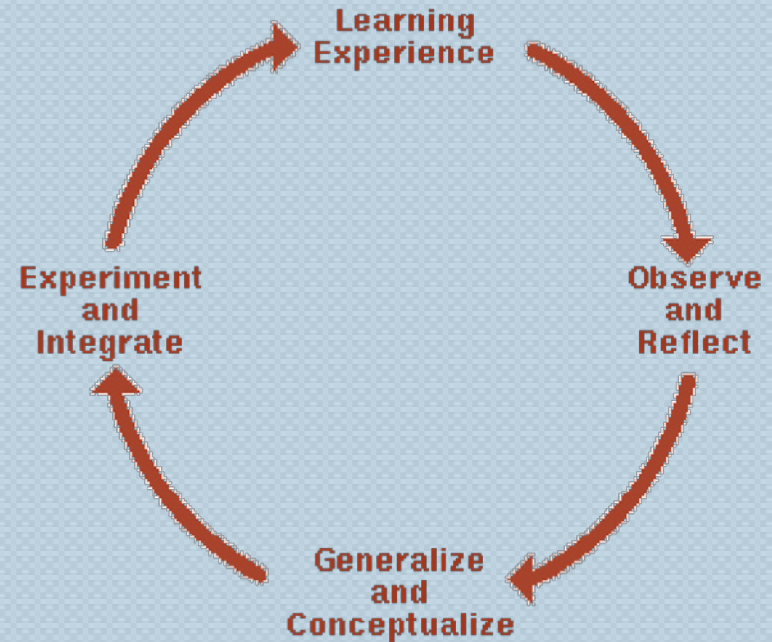
How Adults Learn

- 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.

Adult Learning Cycle



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

TRAINING SCHEDULE LAYOUT
ENTERPRISE DEVELOPMENT TRAINING
MAY 5TH – MAY 15TH, 2001
PESHAWAR
SCHEDULE
DAY ONE – MONDAY, July 5TH 2005

TIME	TOPIC OR SESSION	TRAINER
8.30 – 9.30	Introduction	SE
	Knowing each other	SK
	What is enterprise	Xx
11.00 – 11.20	Tea Break	
11.20 – 13.30	Gfdjfdhgds	GJ
	fdajhfdkjghfslkh	FDR
13.30 – 14.30	Lunch and Prayer Break	
14.30 – 17.00	Gfdkj	KL
	fdhfgdsagfhjds	SE

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

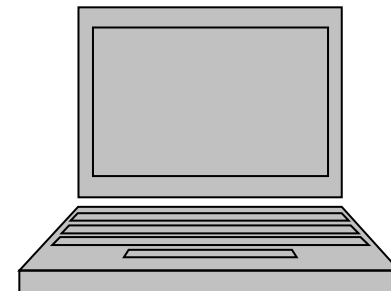
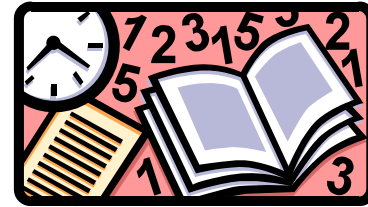
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- Style of training
- Distribution of hand outs







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

-  A Appeal to the senses
-  I Interest the trainee
-  D Develop understanding
-  S 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 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 loose control
- Don't be afraid to say you do not know
- Don't avoid eye contact

Don'ts

- Don't waste the time
- Don't pick the cell phone
- Don't raise meaningless questions.
- Don't dishearten any participant during questions / answers

