
Hand-Outs to Trainers Training Module 2

Hand-outs

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Foreword

This revised training-of-trainers manual is derived from the understanding that training is a strategic tool for change. Trainers are an important resource base for trade unions in relation to educate trade unionists and members, while at the same time inform local union leaders on the day-to-day issues affecting its membership.

Training processes and labour markets are organic and evolve constantly and, as such, training materials need to be updated to take this into account. This revised training manual from 2019 is evidence to this fact.

On the basis of the education strategy of the DTDA (The Danish Trade Union Development Agency - formerly LO/FTF Council), this modular-based manual provides trade union trainers and educators with guidelines, power points and practical instructions that leads trainers through each stage of the three modular-based processes on how to develop and support the adult pedagogical skills of potential trainers as well as progressive trade union leaders.

It is our hope that this training-of-trainers manual will continue to empower trainers and educators in the trade union movement with adult pedagogical and facilitator competencies and methodologies. Since its launch over 20 years ago, the DTDA and its education strategy and training-of-trainer materials in this training package have demonstrated that they are relevant and useful means of developing leadership and education capacities of national centres and trade unions globally.

Much of this manual remains from the first edition in the 1990s and our consultations with ICFTU-APRO (now ITUC Asia Pacific), FES (Friedrich Ebert Stiftung), CTUC (Commonwealth Trade Union Council) and others. Therefore, acknowledgement to these contributors is reiterated. Acknowledgements are also due to numerous other colleagues and partners who have collaborated and commented on various aspects of the revised manual.

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DTDA – The Danish Trade Union Development Agency
Copenhagen, January 2019

www.ulandssekretariatet.dk

The Education Strategy of the DTDA

A Strategic Tool for Change (STC)

Introduction

The Danish Confederation of Trade Unions (FH) and its development agency DTDA (The Danish Trade Union Development Agency) have developed a training concept, which aims at achieving a host of objectives, depending on the contexts, within which, it is applied.

The concept comprises in essence of a series of trainers training modules, a group of competent trainers and resource persons combined with a systematic approach to the training and learning.

The implementation of the strategy in cooperation with a partner organisation requires a number of prerequisites, but first and foremost is; the support, the commitment and the will of the union's principal officers, to use training as a strategic tool in policy development, campaign and capacity building within the organisation.

Experience show that leaders who were ready to embrace and internalise the STC have had significant organisational results and a ready network of young committed trainers, wanting to make a difference.

To ensure this outcome it is crucial to perform a thorough, participatory needs assessment process in order to identify the realistic possibilities, policies and priorities and to determine capacity, objectives and sustainability of the organisation.

The STC combines competent trade unions leaders/activists with practical training methods. The education strategy focuses on young active leaders/activists and the importance of participants implementing their own local follow-up activities as a precondition to completing the education successfully.

It is important to utilise the practical labour market skills of the participants and at the same time combine them with the specific labour market challenges and immediate needs when using the methodologies of training and learning. The aim of this combination is to develop and support competent trade union leaders and facilitators.

The STC has been utilised as a point of departure when assessing and discussing the many different challenges and dramatic changes around the world ranging from basic awareness-raising about labour rights at the local company sites to national campaigns on broader societal issues.

The STC simultaneously supports developed trade union organisations since the various elements of the LCT in reality are tools that easily can be used separately and/or combined with existing educational structures within the partner organisations to further strengthen their internal education policies.

Trade unions striving to become democratic, strong and legitimate organisations, with a vast number of dues paying members, need to develop education structures and a large pool of trainers as these are a prerequisite for carrying out collective bargaining, campaigns and policy dissemination as well as training and education programmes aiming at developing appropriate services to the members.

The point of departure for developing educational structures and a pool of trainers is the trainers' training programme: *Training a Strategic Tool for Change*, which was developed during the nineties. The training of trainers goes through training modules (TTM) and systematic membership meetings. The training of trainers is based on participatory learning techniques and practices and enable trainers to disseminate knowledge to different target groups (leadership and members) on issues such as trade unions and human rights, basic trade

unionism, gender awareness, OHS, leadership and trade union administration, collective bargaining and grievance handling.

Below is a generic illustration of the education strategy including the strategic elements employed by the STC. The strategy can be adapted to different situations and contexts depending on the partner organisation's economy, political priorities and objectives.

Strategic element 1: The selection of participants is a crucial point of departure for the whole exercise: the participants must be young and familiar with the union agenda and the values associated herewith. Preferably, they have been elected to a position within the union. Whether it is as youth, women, OHS committee representative, or as a shop steward is of less importance, the point is that he/she must have a basic understanding of the structures and the mechanics of a democratic union. The trainers training module itself should be conducted by means of modest facilities, firstly, to reduce the incentive to participate in the course, for other reasons than the content, thus, ensuring the right level of participation, secondly, to further the consideration of sustainability and continuity of the education activities, from the outset of the programme cooperation.

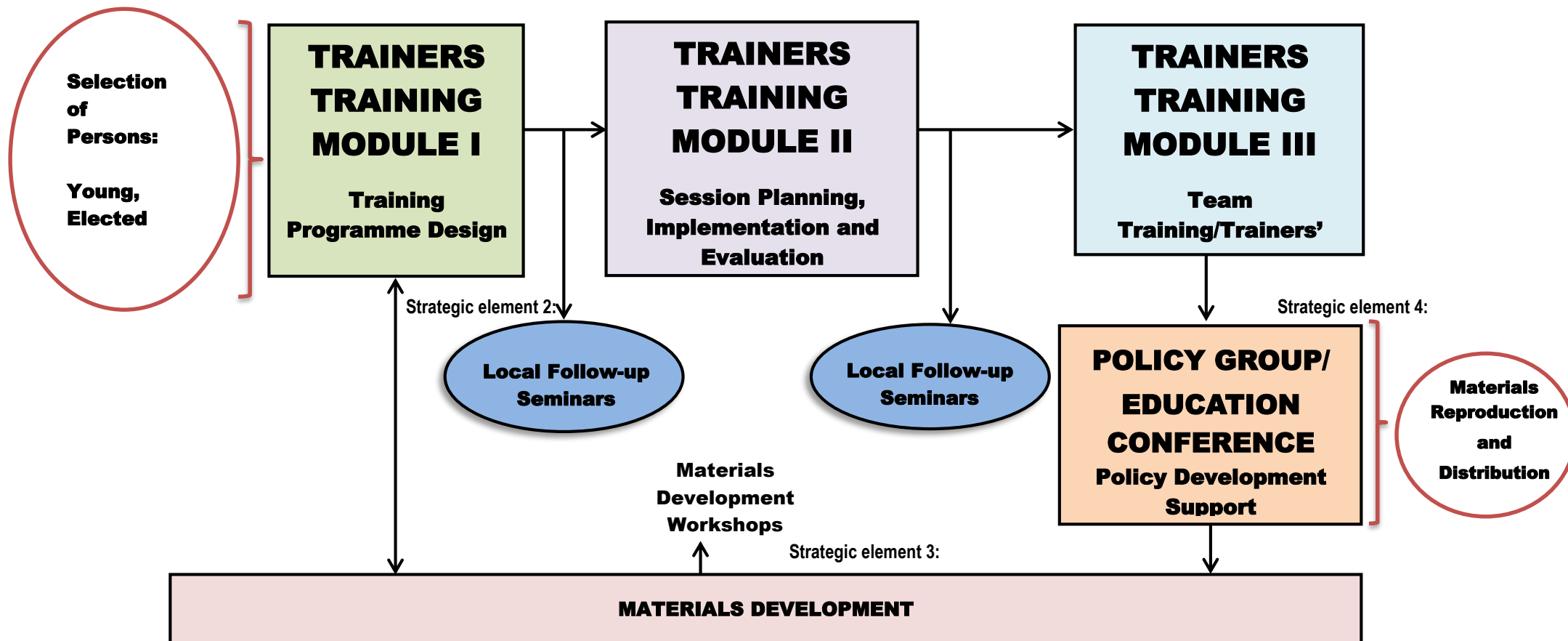
Strategic element 2: The follow-up seminar is the single most important strategic element:

1. It ensures a possibility for "on the job training" as participants can apply for a contribution to the financing of a follow-up seminar provided that the TTM I methodology is adhered to and that the activity is within the local union's priorities.
2. The follow-seminar guarantees a level of "out-reach" to rank-and-file members about labour market issues pertinent to their interests and the development objectives of the cooperation.
3. The registration and assessment of the local follow-up seminars may give an indication of the priorities of the local unions and serve as an input to the National Centre's policy development efforts.
4. The completion of a weekend seminar, including narrative and financial reporting, serve as the entrance criterion for the individual trainer to participate in the next module of the system. In this way, only participants who have shown the will and ability to carry out activities with the rank-and-file members will be given the opportunity to further educate themselves.

Strategic element 3: The education materials development activities ensure that the unions have access to relevant educational materials in local languages. Simultaneously, the activities provide additional opportunities for the most talented and active young trade unionist to engage and further develop their commitment to the union agenda in a creative and stimulating environment.

Strategic element 4: Education conferences are held when a suitable number of trainers are active and the conferences provide; firstly, the principal union officers with an opportunity to explain policies and priorities to the trainers, secondly, the trainers with an opportunity to discuss with leaders and build a trainers network within the organisation. Throughout the programme, focus is on ensuring that the training activities are developed and implemented in concert with the union leadership and in accordance with the priorities of the union. If the education activities are not integrated in the policy development and implementation, they will fast become irrelevant to the development of the union and only serve as a "donor outlet" without any chance of being sustained and continued within the frame of an education department.

Strategic element 1:



The trainers are an important resource base for trade unions with their knowledge of learning systems, structures and techniques. This is particular in relation to educating members and local union leaders on issues affecting members as well as building the capacities of local union leaders to provide services to members in terms of grievance handling, collective negotiations and enforcement of national legislations (labour law) and international instruments (ILO Conventions, UDHR, CEDAW, and the like).

With emphasis on improving working and living conditions for workers, trade unions can utilise the trainers with their knowledge on pedagogical methods to train members and trade union leaders in different sectors. In addition, training and education programmes on workers' rights and concerns may support awareness raising of workers in all sectors. Furthermore, training and education programmes may also be utilised to promote knowledge and skills of shop stewards and trade union leaders from all sectors.

The Strategic Tool for Change (STC) will result in the following:

Establish and increase sustainable pools of trainers in the unions

Trainers are responsible for developing and implementing training and education programmes including implementing membership meetings at plant level to raise awareness amongst members and enhance local and national trade union leaders' capacity to provide members with relevant services. The trainers are important elements in establishing education structures within the national level and/or sectoral level organisations when continuous human resource development is required.

An important element of the education strategy is to include trainers' practices when facilitating training activities that ideally leads to providing new trainers with a possibility to develop as trainers. It also provides the opportunity to involve a co-trainer so that organisations are provided with a sustainable number of trainers in the long run.

It is important to conduct follow-up practices for trainers after the basic training modules in order to ensure that skills and competencies remain within the trained pool of core trainers. The sustainability dimension is strengthened among the core trainers group by ensuring that there is always more than one core trainer facilitating a specific topic. While developing the core trainers' experiences in facilitating training (as part of follow-up activities), core trainers should also be assisted by an "apprentice" core co-trainer in the development phase.

Database /Library of trainers

An overview of trainer practices and skills must be developed in order to support the planning and monitoring of training activities. The organisation creates a database/ library in which the levels of education of the trainers as well as their academic, practical and facilitation experiences are recorded and monitored. Once training activities are planned, it is then easier for the organisation to select a qualified trainer.

Potential pitfalls

- It is inevitable that some trained trainers may leave the organisation. In order to avoid potential skills-deficits, it is very important to ensure that sufficient numbers of trainers on all topics are available to retain the trainer skills within the organisations;

- Education of trainers is not enough to create a strong pool of trainers - new trainers need to practice their newly obtained skills to ensure they continuously develop as trainers;
- Continuous updates of the database/library of trainers need to be part of the daily work of organisations;
- The complete strategy is costly, but can be customised and made flexible to lower overall costs, and
- Potential security risks need to be studied and analysed before new actions are carried out.

Development of Education Materials

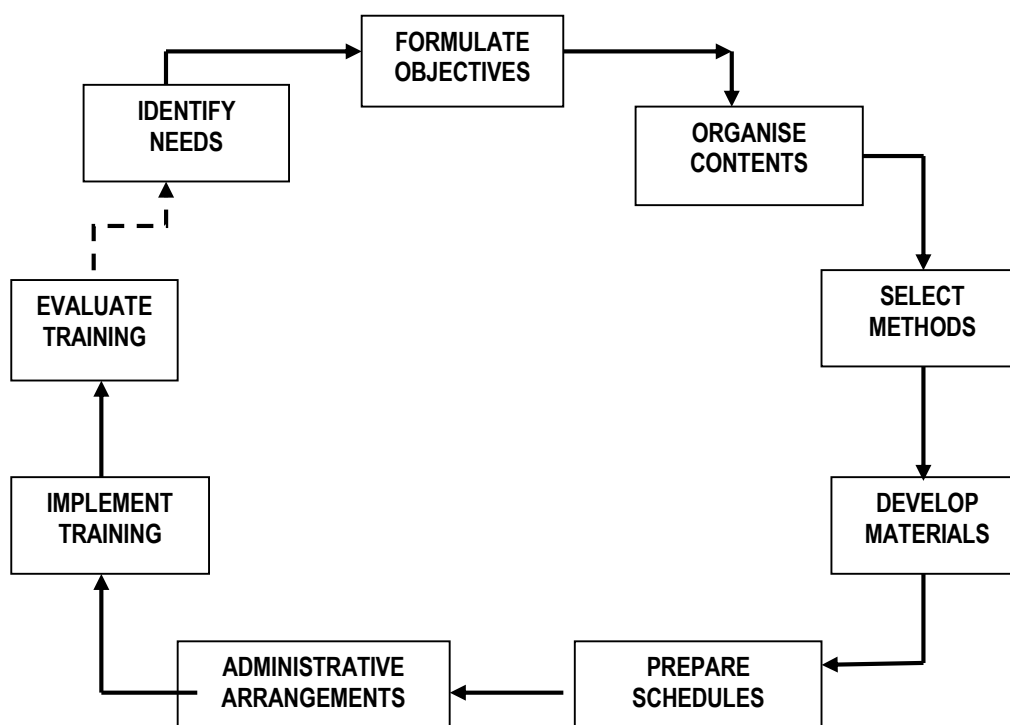
Production groups will be established (and/or expanded) to include trainers trained (as a minimum) with a view to develop and produce education materials. Trained trainers will be provided with further training on production of simple educational materials including training on how to compose simple training materials, development of training aids and utilisation of computers to develop training materials. The training will feed into the development of a learning package that includes training modules, hand-outs, session plans and training aids. Moreover, the production groups will also develop posters and brochures to support advocacy activities and campaigns for workers' rights.

Development of a Training Management Information System

Shop stewards and trade union leaders' awareness, knowledge and skills trade union organisations need to continue to provide relevant training and education programmes in order to be able to continuously update and enhance members. Members, shop stewards and trade union leaders will have different needs, while new members, shop stewards and trade union leaders will need basic awareness-raising and skills training. Others may need more advanced training and education programmes to enhance their qualifications further. Based on the feedback from members, local shop stewards and trade union leaders the elected leadership of the national unions will be able to prioritise which specific training and education programmes that should be implemented to meet the different needs. In order to monitor and plan the future needs for training programmes, a Training Management Information System will be helpful. The system will contain data concerning the number of members, elected shop stewards and union leaders and the trainings they have attended. The system will be utilised as a tool to assist the partner organisations in planning the supply of training and education programmes according to the needs of members, shop stewards and trade union leaders.

Process Description of the Various Modules

The point of departure for all the modules implemented under the DTDA Education Strategy is the Systematic Approach to Training Programme Development illustrated below:



Below are brief key descriptions of the different modules as ideal-types. It may, however, be appropriate to customise numbers of days, budget, content, venues etc. to the specific partner situation, needs and context(s).

Trainers Training Module 1:	<p>Introduction of the systematic approach to training programme development to participants.</p> <p>Ideally over five days, the programme takes the participants through the different stages/processes. Concepts and key learning points in each of the stages are introduced through active lecture, and are applied through group activities in the development of a training design (curriculum) of a one-day/two-day plant level/local follow-up activity.</p> <p>After completing the 5-day Trainers' Training Module, the participants (in groups) should have produced a training design (curriculum) of a plant level one-day/two-day local activity using the method this seminar is advocating.</p>
Trainers Training Module 2:	<p>Whereas Trainers Training Module 1 focuses on the overall design of curriculum, TTM 2 deals on a more detailed planning, conduct, and evaluation of the different sessions contained within a training curriculum.</p>

	<p>In the various steps/procedures in the planning, implementation, and evaluation of the training sessions, again the systematic approach to training programme development is referred to.</p> <p>The programme takes off with experiential sharing amongst the participants of their training experiences – their participation in Trainers Training Module 1 and the respective training activities (plant level/local follow-up activity) implemented as a follow – up activity after participating in TTM 1.</p> <p>TTM 2 provides theoretical inputs and interrelated activities during the first two days necessary to give enough foundation towards the production of session plans (during the whole day of the 3rd day), activity sheets, hand-outs, and other materials needed for the conduct of the participants’ respective 30 minute sessions and one activity. The sessions will be recorded on video and commented upon by other participants and trainers.</p> <p>Parts of the theoretical inputs/activities are deeper discussions with the tools for analysis, particularly on the two most important concepts introduced in the previous module: a.] Initial Behaviour, and b.] Terminal Behaviour. Additionally, the new concepts of <i>Passage Criteria</i>, <i>Learning Areas</i> and <i>Learning Levels</i> are introduced.</p>
<u>Trainers Training Module 3:</u>	<p>Kicking off with reviews of the concepts and learnings in TTM 1 and TTM 2, this module proceeds with theoretical inputs and activities on <i>Analysis of Target Groups</i> enabling the participants to adjust the sessions, objectives, and contents of a given two-day/five-day training programme in accordance with the target group and the session objectives.</p> <p>In teams, the participants will get an opportunity to conduct the adjusted training session, and thus promote team teaching and networking among the trainers in the long run.</p> <p>The reviews and further reinforcement on key concepts from TTM 1 and TTM 2 include the topics: a.] Communication; b.] Instructor’s Role; c.] Questioning Techniques; and d.] Body Language/Trainer Types.</p>
<u>Local Activities:</u>	<p>Often referred to as “Local Activities”, these follow-up activities define the very essence of the whole DTDA Education Strategy since it ensures that trade union education continuously reaches out to a larger proportion of its target groups particularly at the “grass roots”.</p> <p>After completing any of the series of courses under the strategy, each participant is given the opportunity to develop/conduct a one/two-day follow-up programme based on identified needs of his/her union, and can come in the form of plant level activities, membership meetings, round table discussions or study circles. The accomplishment of the activity and the documentation hereof becomes then a prerequisite for participating in the next course.</p>

<u>Materials Production</u> <u>Module 1:</u>	<p>After completing TTM 1 and their follow-up activities, active trainers go through the Materials Production Module 1 that provides them with knowledge and skills in developing and producing low-cost educational materials in local languages using local technologies.</p> <p>Among the expected outputs in MPM 1 are simple pamphlets, learning elements, and information materials and are developed/adapted through the application of “simple texts, lots of illustrations” principle.</p> <p>The core group of trainers then form production groups and provided with opportunities through Production Group Meetings develop low – cost training support materials based on priorities defined by local leadership.</p>
<u>Materials Production</u> <u>Module 2:</u>	<p>As and when the Production Group is fully operational with the initial package of low-cost training materials developed, additional knowledge and skills in terms of developing and producing more advanced types of training materials will be provided to the trained trainers-cum-materials developers.</p> <p>Materials Production 2 originally was focused on pictures and slides, and the effective use of slides projection as a training aid. But with the advancement of multimedia technology, Materials Production 2 can instead now focus on the development of Power Point slides. The sessions dealing with the basic principles of pictures and photography, being the basis for slides, Power Points or otherwise, will of course, remain.</p>

<u>Education Conferences:</u>	<p>Education Conferences are avenues where political leaders and union educators discuss and assess how existing education resources and capacity can best be put into use and/or further strengthened to respond to organisational policies, development needs and priorities.</p> <p>Apart from active trainers who have completed at least TTM 2 and elected union officials, participation in the Education Conferences can be extended to other organisations with background on workers’ education for information and experience sharing.</p> <p>It is usually during Education Conferences where an established Trainers Network is endorsed by the organisation.</p>
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Course requirements, Objectives, Target participants, Content, Methodology

TITLE OF THE PROGRAMME:	Lesson Planning, Delivery and Assessment
TARGET PARTICIPANT:	<p>Twelve (12) male and female participants</p> <p><i>The recommended size of module 2 is fixed to 12 participants. Any additional participants may lead to increasing the workshop days to ensure the quality. For instance, 13-16 participants and the workshop time will increase to six days. More than 16 participants will lead to an additional module 2.</i></p>
COURSE REQUIREMENTS:	Participants must have undergone trainers training module 1 and must have conducted at least one local activity.
COURSE INPUT:	<p>Curriculum of a local activity</p> <p>Trainers Training Module 1</p>
DESCRIPTION/OBJECTIVE:	<p>The overriding objective of this seminar is to enhance the knowledge and skills of the participants. It specifically aims to:</p> <ul style="list-style-type: none"> • Analyse experiences in conducting a local follow-up activity • Assess the extent of utility of module 1 • Plan and develop a complete 30 min lecture and one exercise • Deliver the session utilizing various methods and participatory approach.
CONTENT:	<ol style="list-style-type: none"> a) Trainers Training Module I: Review and Analysis of Experience b) Task Analysis c) Passage Criteria & Learning level d) Lesson Planning e) Training Aids Development f) Communication during Sessions g) Techniques in Training h) Training Assessment
METHODOLOGY:	<p>The following methods of instructions should be utilised:</p> <ul style="list-style-type: none"> - Lecture - Discussion - Group Discussion - Group Dynamics - Exercises - Critiquing - Demonstration

Programme Overview

PROGRAMME ADMINISTRATION: DTDA

DTDA – Five-day Workshop on Training of Trainers' module II

Time	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
8.00 - 9.00	Registration of participants Opening Introduction of: Participants & trainers Practical Information	Registration of participants Report of day 1 Recapitulation Passage criteria	Registration of participants Report of day 2 Recapitulation	Registration of participants Report of day 3 Recapitulation Video check Handling Projector & Training aids	Registration of participants Individual presentations Evaluation & Feed back
9.00 - 10.00	Workshop rules Group duties Level of expectations	Organizing the presentation & Lesson Planning	Communication	Individual presentations Evaluation	Individual presentations Evaluation
10.00 – 10.15	Break	Break	Break	Break	Break
10.15 - 11.00	Review of Module I (Experiential Analysis)	Trainers check list	Methods in Training	Individual presentations Evaluation	Individual presentations Evaluation
11.00 - 12.00	Experiential Analysis Motivation	Session planning	Methods in Training	Individual presentations Evaluation	Individual presentations Evaluation
12.00 13.00	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break
13.00 - 14.00	Task analysis	Session plans	Planning, designing a 30 min. training session	Individual presentations Evaluation	Evaluation
14.00 - 15.00	Task analysis	Training aids	Planning, designing a 30 min. training session	Individual presentations Evaluation	Follow-up activities
15.00 15.15	Break	Break	Break	Break	Break
15.15 -	Passage Criteria & Learning Degrees	Training aids			Closing

17.00		Communication	Planning, designing a 30 min. training session	Individual presentations Evaluation	
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INTRODUCTION

Dear participant,

By now, we expect you to have some experience in training through your participation in module 1 (mandatory) and your training activities (minimum one local follow-up activity) undertaken after having participated in module 1.

The module requires spacious and professional venue facilities and at least two trainers:

- Large room for plenary sessions
- White or black board
- Flipcharts
- Enough additional space to make 12 workplaces
- Good photocopying facilities
- Power plugs and cables for all electronic equipment
- Access to at least 4 computers (at least one laptop)
- Access to printers
- Projector screen / extra TV monitor
- Video camera / player for recordings
- Projector for laptop connection

In the last exercise of this seminar, you should produce a 30 min. session and one exercise using the tools shown to you in this and the previous seminar.

You must deliver a session, which will be recorded on video and commented upon by other participants and trainers.

We suggest that you aim at producing a session on a subject that you intend to use in your educational activities after this seminar. Of course you should also bring the Module I handouts along.

This seminar provides theoretical inputs during the first three days. This is necessary to provide a solid foundation towards the production of materials etc.

With this module in hand, we intend go a little deeper with the tools for analysis and build on the two most important concepts introduced in the previous module:

Initial behaviour

Terminal behaviour

Apart from that, we will be working with a few new concepts such as passage criteria as well as learning areas and levels. Finally, we will make extensive use of interrelated exercises culminating in the presentation of Activity 8.

For this particular module:

The Initial behaviour of our participants is that they must have conducted a local follow-up activity and participated in Module I prior to attending this seminar, and

The Terminal behaviour is that they will use their materials and designs of lecture in a local follow-up activity sponsored by DTDA.

The Aim of the seminar(s) is to maximise output and results of locally conducted training and to initially facilitate a more organised approach to education in the unions.

Steps in designing the training program

1. OBTAIN INFORMATION ABOUT THE TRAINEES
(THE NEEDS)
2. DESIGN TRAINING OBJECTIVES Always consider Psychological Principles of Learning
3. DETERMINE AND STRUCTURE CONTENTS
4. SELECT TRAINING METHOD
5. DESIGN TRAINING AIDS & TRAINING MATERIALS
6. WORK OUT A TIME-TABLE
7. ARRANGE TRAINING FACILITIES
8. RUN THE EVENT
9. EVALUATE THE TRAINING

1st Session

Introduction / Activity Sheet 1

ACTIVITY:

Introduction

OBJECTIVES:

To get to know each other better.

To practice interviewing skills

To practice taking notes of interview

TASK:

Please choose a partner you know the least, and interview her/him seeking information on the following points:

1. **Name**
2. **Age**
3. **Position in union**
4. **Trade union experience**
5. **Expectations from this seminar**

Talk to your partner for 5-10 min and introduce her/him to the rest of the group for 1-2 min.

2nd Session

Experiential Analysis / Activity Sheet 2

ACTIVITY: Analysing Experiences of Trainers Training Module 1 users.

OBJECTIVES: To identify the strengths and weaknesses of Module 1.

To reinforce the concepts used by participants to conduct local follow-up activities.

TASK: Discuss with your group members your own experiences with conducting of local activities following the systematic approach to the training you have learned from Module I.

Comment in concrete terms on the following areas:

- a. Design of curriculum:
 - Initial behaviour
 - Terminal behaviour
 - Aim
 - Objectives
- b. Training methods utilised:
- c. Programme administration:
 - Venue
 - Food
 - Logistical facilities
- d. Results of the local follow-up activity:
 - Initial behaviour
 - Terminal behaviour
 - Aim
 - Objectives

TIME: 45 minutes to complete the task

MOTIVATION

In the last module we mentioned two examples of motivation for participants to attend a seminar. One was motivated by the possibility of promotion if the seminar was successfully concluded. We named that **direct motivation**. Another person was motivated by the prospects of meeting friends and having a good time during the course. We named that **indirect motivation**.

These two types of motivation have something in common. They are both directed by rewards outside of the person.

This is the most common type of motivation we experience in our daily life, in society and in the workplace. For instance:

Why do we work? - To get money, of course. Why are overseas seminars popular? - Because you get free travel and per diem. Why would you make a point of getting to your workplace at 08.00 hours sharp? Because you risk to get fired if you do not. Why do we leave the rich people alone without taking their money? - Because we will go to jail if we do not.

Our motivation is guided by rewards and “funny punishment” (e.g. jokes), actions and conditions outside of ourselves. We call this kind of motivation:

EXTRINSIC MOTIVATION

On the other hand, we do not do everything just to gain something. Some activities we do just because we enjoy it. We are motivated from inside of ourselves.

Why will a musician sit and play every day for hours year after year, when everybody knows that chances to make it big as a musician are very small? - Because he or she enjoys what s/he is doing. Why will a typical car owner spend four hours every Sunday washing his car, shining it and cuddling it only to see it stained and dirty the next day? - Because he enjoys washing his car.

The reason why we do all these things are quite simply because we like doing them. Nobody asks us to do them and nobody pays us to do them. We call the kind of motivation that comes from inside:

INTRINSIC MOTIVATION

When people are intrinsically motivated they are **active**, they **do** and they **participate**, but first and foremost they learn better and faster.

We can utilise this in our training efforts if we can find ways and means to build intrinsic motivation in people.

The first step in building this kind of motivation is to let people **participate as much as possible** during the sessions through constant use of **participatory methods**. This is exactly what Trainers Training seminars are all about.

CHARACTERISTICS OF ADULT LEARNERS

GENERALLY, ADULTS:

ARE:

- Self-directed
- Likely to be rigid in thinking
- Realistic and not easily fooled
- Impatient to achieve their own objectives
- Very different because of their different life experiences
- Anxious about failure

ARE NOT:

- A captive audience
- Willing to participate if anxious or have a low self-esteem

PHYSICALLY:

- Need good lighting and few distractions
- Are likely to be tired after work
- Must cope with competing demands of their time
- Energy, hearing, vision and short-term memory deteriorate with age

NEED:

- To feel success

EXPECT:

- To be treated as mature people
- Value for money
- An enjoyable and satisfying environment

RESPOND:

- To basic good manners and courtesy
- Positively to acknowledgement and praise from instructors
- To have their knowledge, skills and experience used by the trainers as a learning resource
- To the rejection of their experience as a rejection of them personally.

RESENT:

- Trainers talking down to them

3rd Session / Task Analysis

Task analysis is the process of breaking down a task into smaller and more detailed constituent units and then sequencing these units of analysis in an order or priority based on their importance in the process.

Using this term varies a great deal between users and occupations: very little is standard. We will concentrate on what you do when you make a task analysis for training purposes.

In training, analysing a task usually means breaking it down into teachable topics and/or skills sessions. But whether we are concerned with analysis of any of them or not, the process is the same i.e.:

BREAKDOWN

Into smaller and more detailed units

Let us take a topic we are all equally familiar with - the external appearance of the human body (illustrated page 19) and make a Task (Topic) analysis of that.

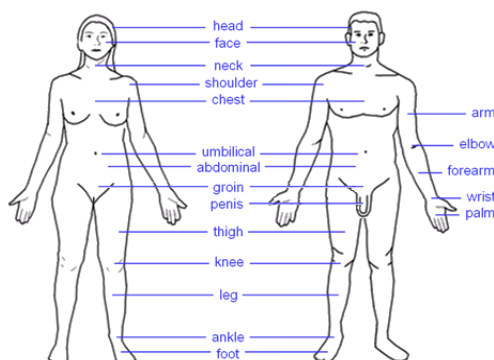
It is quite a number of surprising details you can find when you make a task analysis of a topic which appears quite familiar.

Task analysis helps to organise your thinking in an orderly way.

It is useful anywhere. It is really a tool to help you think **logically**. If we are to fit task analysis into our systematic approach, it is recommended to use it as a technique in needs analysis. It must be carried out before we can proceed with designing our training, so that we know what training we have to do and which areas we have to cover in detail.

It is unlikely that we can decide on the length of training required until we have completed a task analysis.

It depends on you how many levels of analysis you wish to carry out. You keep on analysing until you have the sort of details that you want or until your task of jobs are completely covered. When writing a topic analysis, you may refer more to text books and manuals as well as real life situation. It is a question of emphasis. See for example the task analysing of a union topic on page 19.



As active unionists and trainers, we need to deal with topics that educate the members.

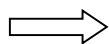
We may be asked to do a workshop on Occupational Safety and Health (OSH) with focus on increasing knowledge and skills for union representatives at plant level. To develop a teachable 30 min. session, we need to break down the topic into subtopics and continue until we have a “teachable” topic (Task Analysing).

OSH - for plant level workers

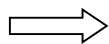
Rights

Hazards

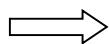
Protection



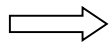
ILO conventions
National law on OSH
Internal rules



Safety councils
Safety representatives
Employers' responsibilities in OSH



Article 25 and 26 - Safety representatives
Rights, protection and education of safety representatives
Rules for election of Safety representatives
Responsibilities' of Safety representatives



Clause a, b, c
a. Number of Company employees
b. Voting procedure and candidates
c. Publish election results

Training session **teachable in 30 min**

Here are some rules for sequencing when you are writing your learning elements as part of your planning: i.e. first thing is first:

- a. **Known to unknown**
 - b. **Concrete to abstract**
 - c. **Observation to reasoning**
 - d. **Simple to complex**
 - e. **The overall view to the detailed view**
 - f. **Follow the correct chronological order**
1. From Known to Unknown – in a Gender Awareness training for example, the topic “*Biological Differences between Male and Female*” comes before the topic “*Gender Definition*”. The former is a subject matter universally known to everyone of age while the latter is a conceptual knowledge NOT known to all.

When you organise the contents of your trade union programme with this method, it allows for easy introduction of unknown principles by using familiar concepts.
 2. From Concrete to Abstracts – simply means putting what is concretely experienced by the participants as the starting topics before you discuss a topic that is not immediately tangible for the participants. For instance, by opening a Workers’ Rights workshop with the topic “*Identifying Problems at the Workplace*” you are provided with opportunities to discuss concrete problems through which the discussion of the more abstract topic “*What Is Workers’ Right*” can then unfold.
 3. From Observation to Reasoning – this method begins with topics that give the participants the opportunity to observe. This is followed-up with topics where learning is gained from the previous topics applied.

For instance, in an occupational health and safety programme, the topics “*Types of Chemicals*” and “*Chemical Hazards*” are introduced before the topic “*Proper Handling of Chemicals*”.
 4. From Simple to Complex – this method of organising the contents of a trade union training programme places the most simple and easily understandable topic/subjects in the beginning of the programme. The not so simple topics are next, and it ends off with the most complex or difficult topic in the end.

5. From General to Particular – on *knowledge workshops* such as “Contents of a Standard CBA”, the programme normally introduces a general description of what a CBA is and its different sections.

This is then followed-up with discussions on each of the particular sections within a standard CBA format.

6. According to the Logical Procedure of Doing the Process – this method of organising topics/subjects normally applies to *skills workshops* such as “Registering a Union”, “Operating the Multi-Media Projector”, “Developing a Curriculum”, and the like.

In this method of organising contents, the different steps (topic contents) identified are sequenced in the programme according to the order in which they are performed – that is, the first step in the set of procedures as the first topic, the second step as the next topic, and so on and so forth.

Then number the learning elements accordingly. Keep the learning elements in a sensible and logical sequence. Finally ask yourself: Is this learning element (which I am presenting) essential to participants to understand the topic. If in doubt, then leave it out.

Whatever type of task analysis you conduct, it is important to ask yourself the following question when you have completed your last level of analysis:

What has the participant to do in order to prove that s/he has learned the unit?

When asked about the unit, will s/he be able to answer them with the training explanations, descriptions and demonstrations that I have arranged for them?

Do the units cover all the fundamental parts of the topic, job or skill?

What changes is my training going to bring about in the attitudes of the participants?

Am I sure that my organisation wants these attitudinal changes, anyway?

A last question that covers all of those above: If they do not, why not then?

Task analysis is a process that carries out an "Audit" or conducts an "Inventory" check of the knowledge skills and sometimes attitudes associated with performing a job, considering a training topic or examining a need statement.

3rd Session

Task Analysis / Activity Sheet 3

ACTIVITY:	Task Analysis
OBJECTIVE:	To analyse a topic based on the identified training need and to sequence the units of analysis.
TASK:	<p>1. With the example shown on page 19, make a task analysis of one of the subjects as stated below to identify the range of topics to be included in a 2-day local follow-up activity for plant level members.</p> <p>2. List your findings on a flipchart:</p> <ul style="list-style-type: none">➤ Occupational Health and Safety➤ Basic Trade Unionism➤ Trade Union Administration➤ The main topic you have already chosen for your follow-up activities or one of the topics decided by your organisation
TIME:	<p>60 MINUTES</p> <p>Presentation: 15 minutes per group</p>

4th Session / Passage Criteria and Learning Areas

In the previous module, we dealt with the two concepts namely Initial Behaviour and Terminal Behaviour.

The definition of the initial behaviour is the result of our knowledge and research of the target group. It deals with our assessment of skills and qualifications already acquired by the participants.

In short, it is all about what happens **before** our seminar takes place.

The terminal behaviour is our wishful thinking about what we expect our participants to achieve and what actions they are going to take when they have undergone our training. It is also a way to set a parameter to check whether **we** have been successful in achieving **our** original aim with the seminar.

In short, it is all about what is going to happen **after** our seminar has taken place.

But what about during the seminar?

We would like to have an instrument to assess progress **during** the seminar. To do this we will use the concept called:

THE PASSAGE CRITERIA

The passage criteria: the minimum of knowledge and/or skills we can accept a participant to have achieved after having been trained in a particular subject. For instance,

After a session on basic labour laws for newly elected union officials, the passage criterion is:

The participant must be able to list down three vital rights provided by the legislation.
If s/he is unable to do so, the training should be repeated or the approach changed.

We trainers operate with three **AREAS** of learning:

1. **Knowledge**
2. **Skills**
3. **Attitudes**

But, in order to set fair and reasonable passage criteria for our sessions, we have to define what degree of learning we expect from our participants.

LEARNING DEGREES:

KNOWLEDGE

Degrees: Recognition

 Reproduction

When defining the passage criteria, we can ask the question:

"WHAT?

The learning area **KNOWLEDGE** is the learning area we are most commonly exposed to in our daily life.

Take as an example TV commercials. They will be repeated over and over again to make sure that we will be able to **recognise** the product being promoted. But the commercials are intended to make us reach the higher degree of learning in this area, namely **reproduction**. The idea is that we first **recognise** the product in the shop, then we **reproduce** it in our homes by buying it.

A lot of trade union training also operates in this area of learning. If we had conducted a session on toxic chemicals in agriculture, the **passage criterion** depending on the desired learning level could be as follows:

Recognition:

Out of 10 listed toxic chemicals the participant must be able to **identify** at least three of the most dangerous.

Reproduction:

The participant must be able to **list down** at least three of the most dangerous chemicals.

In both cases the most important question is: **WHAT** are the three most dangerous chemicals? **SKILLS**

Types:

1. Physical skills
2. Knowledge skills
(Cognitive)
3. Affective skills

Degrees:

1. I have tried
2. Initial routine
3. I have routine

When defining the passage criteria, we may ask the question:

HOW?

If we want to teach a person how to ride a bicycle, the most sensible thing to do is to get hold of a bicycle and let the person try while explaining how to do it. Within one or two days, this person will be able to ride a bicycle on his/her own.

If we tried to train the person in a classroom, even after a half year of intensive training on how to ride a bike, s/he would not be able to actually ride the bicycle. This suggests that whenever we want to give training in specific skills, there has to be a strong element of participation during training in order to provide the necessary **initial experience**.

On the other hand, once you have reached a certain **plateau of learning**, you are not likely to forget easily your skill; Even if you do not ride a bike for 10 years, you would still be able to do it if you tried again after having once learned how to do it.

This applies equally to knowledge skills such as administration and negotiation.

If we have been conducting a session on how to produce a poster, we must provide the opportunity for participants to actually try to produce one for themselves in order to reach the learning level **initial experience**.

The **passage criterion** for that session could be:

The participant must be able to show the techniques involved in producing a poster. The question we would ask in this case could be:

HOW do you produce a poster?

If we had conducted a session on trade union administration, we would have had to provide all the forms necessary to perform the task and an opportunity to try the procedures.

The **passage criteria** in this regard could be:

The participant must be able to demonstrate procedures and the use of forms in connection with trade union administration.

The question we could ask in this case is:

HOW do the administrative procedures of a trade union function?

ATTITUDES

When acquired, KNOWLEDGE and SKILLS can be applied in **new** situations and contexts.

When defining the passage criteria, we can ask the question:

WHY? ...

During our trainers training programme, we have provided participants with **skills** such as how to design a curriculum, how to make educational materials, we have provided **knowledge** about psychological principles of learning, characteristics of adult learners etc., and our objective is that trained trainers should change their **attitudes** to trade union training away from lecture type training towards more participatory methods and approaches.

When working within shorter time frames, you can attempt to change **attitudes** based on applied **skills and knowledge**:

After a CBA negotiation, there is a meeting (a session) with the general membership. The objective of this meeting is to get the membership to vote in favour of the agreement although the negotiation panel did not succeed in getting all claims through.

The **skills** that the membership possesses are their capability of analysing the labour situation in the country in general and of their workplace in specific. The **knowledge** they get from the negotiating panel is about the results obtained and the reasons for not getting it all.

The **passage criterion** in this case could be:

After the meeting, the individual will change his **attitude** to the demands and vote in favour of the new CBA.

The question you could ask could be:

WHY do you vote in favour of the CBA?

4th Session

Defining Passage Criteria / Activity Sheet 4

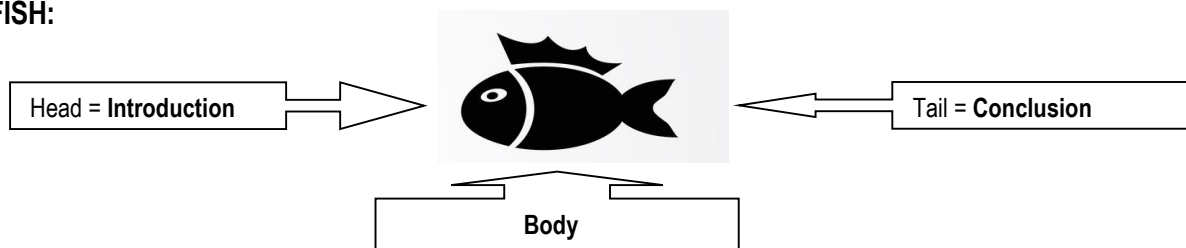
- ACTIVITY:** Defining passage criteria for different learning areas.
- OBJECTIVE:** To connect passage criteria with learning areas.
- TASKS:**
- a. Individually develop the passage criteria for your own training session (30 min)
 - b. Discuss different learning situations in your group and give one example of passage criteria for each **learning levels**: (15 min)
- *Knowledge***
****Skills***
- Please take into account the different levels of learning.
- Transfer your findings to a flipchart and present it to the rest of the group.
- TIME:** 45 minutes
- Presentation of each group - 10 minutes

5th Session / Organising the Presentation

You will recall that the outline of a session is:

Introduction	-	Tell them what the aim/objective of the session is
Main Body	-	Tell them
Conclusion	-	Tell them what you have told them

Sometimes it is easier to remember new learning if you think of a picture, you could for an example think on a **FISH**:



INTRODUCTION - the attention and interest of your participants must be grasped and aroused in the opening moments of your introduction. It is useful wherever possible to relate your subject to some item of topical news (press, T.V. radio, etc.), an area of general knowledge or a visual aid.

Your participants will look at you, but you must look at them and not your notes, aids, floor, ceiling etc.

MAIN BODY - it should progress in clear and logical steps from one step to the next. Illustrate your subject with examples, verbal or visual. Take accounts of the experience of your participants and relate to familiar things. Use controlled humour and keep relaxed.

STAGE CHECKS - it is always useful to restate the main points of the stage before moving to the next. This is an aid to memory, adds structure to the session and is a good place to take questions. Do not be afraid of hammering home your main points.

CONCLUSION/SUMMARY - this is your last opportunity to achieve your objectives, and it is sound practice to let your participants know that you are about to sum up. The summary should not be rushed:

- restate the main points of your session
- state the action required
- seek commitment- thank your participants

THERE IS NO SUBSTITUTE FOR SOUND PREPARATION

TRAINERS' CHECKLIST

DO NOT FORGET:

- What is the aim, theme, and subject objective of your session?
- Why are you giving this session? Is it your experience, your position or are you qualified by education etc.?
- What specific changes do you wish to effect in your participants in terms of knowledge, belief, attitude, or action?
- In what way is it important to you and your participants?
- How much time do you have to present your message? How can you make your session within the time available?
- Have you planned a way of capturing the attention of your participants?
- Have you planned to end your talk with a conclusion, summary or call to action?
- Do all your plans on what to say contribute usefully to your objectives?
- Have you prepared examples, illustrations and visual aids to ensure your session will be clearly understood?

PRESENTING A SESSION

Pre-Session

Prepare venue and materials. Clean writing boards, chalk and pens at hand, visual aids working, all proposed visuals clearly seen by participants. See to it that you have session plan, notes, power points, charts, etc.

Session Commencement

The trainer should bear in mind the different stages of communication in order to support learning process effectively.

- Gain attention and interest;
- Inform learners of expected outcomes;
- Stimulate recall of relevant previous knowledge, encourage discussion and use knowledge available in the group;
- Present new materials;
- Offer guidance for learning, answer questions;
- Give learners practice, performance, activity to test new learning;
- Obtain and give feedback and do not proceed further unless you are sure the group is coping, and
- Ensure that each stage is connected to the previous one

Summary

Use visual aid or refer back to selected aim of the session. Assess performance.



6th Session / Lesson Planning

Subject preparation is very important. It is essential in giving "confidence" to the trainer and "structure" to the session. When analysing the subject matter trained, the trainer will feel appreciated and understood by the participants.

HOW TO PREPARE TRAINER'S NOTES

1. If the whole subject can be separated into smaller parts or "stages", these will assist the participants to understand and these could occur at:

- * natural break points
- * after a period of time
- * a specific learning situation

The duration of the stages will depend upon "ability" and "complexity". The purpose of the stage is to enable the trainer to assess participants' progress. If the trainer is satisfied with the instruction proceeds, then s/he can continue. If the trainer is not satisfied, then the instruction is repeated or reinforced. This is accomplished by what is known as a **STAGE CHECK**.

Example: Before we continue with the next topic, can you possibly tell us the first step to systematic approach to training design?

2. Break each stage down to "steps". Indicate the logical sequence of activities within each stage. STEPS will include:

"Key points": These are critical pieces of information, which indicate how and why each step is performed.

3. Think about composing questions so that the answers highlight the key points.

Remember: Consider what the participants:

MUST know
SHOULD know
COULD know

In that order, do not concentrate on the "**could know**" at the expense of the "**must know**".

Trainer notes can take many forms. The method that we will cover should be used by all trained trainers under this project. We are in no way attempting to state that this is the best or only method to produce trainer's notes. But we have found, however, that this method is very effective with learner-centred approach.

Educational Aid	Time	Topics/Keyword
<ul style="list-style-type: none"> - Laptop, - Projector - Screen for projector - Power point (PP) no. 3 with the 9 systematic steps -Whiteboard - 12 Copies of hand-out no. 3 	<p>Total 30 min</p> <p>2 minutes.</p> <p>20 minutes</p> <p>5 minutes</p> <p>3 minutes</p>	<p>Topic:</p> <p>Intro: This systematic approach to training design will create an overview and structure when you design your programme:</p> <p>Body: <u>Key words using PP no. 3:</u> Explain the nine steps and be open for Q/A along the way.</p> <p>Hide the PP and proceed with:</p> <p>Stage check: Ask participants to mention at least the first step Q/A - note down answers on the whiteboard,</p> <p>Conclusion: Correct mistakes and give feed back</p> <p>Distribute hand-out no 3.</p>

Properly planned sessions permit the trainer to make the most efficient and effective use of time, resources, materials and consequently lead to cost-effective training.

Session plans come in a variety of forms depending on the topic trained, and an important part of each is the detailing of the learning activities. Session plans should indicate how the participants should participate actively.

Session plans provide a structure within which the learning is planned to take place. Careful checking of the session plans should be undertaken to ensure that this learning has every chance of being successful. Session plans are vehicles for the delivery of learning through the use of objectives, training methods and techniques and exercises.

6th Session / Activity Sheet 5

ACTIVITY:	Session Planning
OBJECTIVE:	To analyse a subject/topic and organise the session systematically
TASK:	<p>Develop a draft session plan for your topic</p> <p>Use the form provided and prepare your notes; Develop your session plan using the computer so you can present it in an electronic document</p>
TIME:	<p>You have 60 minutes to complete the task</p> <p>Individual presentation: 5 minutes</p>



7th Session / Training Aids Development

Seeing is not only believing - it is remembering.

Training aids "dress up" the session and make it more effective.

It is an advantage to use training aids because they:

- clarify verbal explanations
- present more information in less time than talking
- demonstrate principles difficult to visualise
- add realism and interest
- help memory retention



Here are some types of training aids and their uses:

1. Articles, Newsletters and Bulletins

Used to reinforce and emphasise the value of knowledge and skills covered in training as well providing information of both a factual and motivational nature.

2. Information Sheets, Working Papers and Short Summaries

These can be duplicated by the trainer as guide sheets which then can form the basis of discussion to facilitate detailed study of the lecture's content and serve as a lesson guide. Handouts should be easy to understand and:

- not too difficult, clearly formulated in short sentences appropriate to the level of participants
- well designed, clearly written and structured
- not too long and content-focus on essential parts
- contain variety of styles such as direct speeches, examples and graphics.

VISUAL AIDS

Visual techniques can significantly increase and reinforce learning. The planning and preparation of such aids requires time, thought, and imagination in the following areas:

- selecting the points to be visualised
- choosing the best medium
- layout design and colour selection
- evaluating effectiveness and as an aid for future revision

A visually aided speech is composed of many parts. It is not just a speech with added visuals. A lecture for instance will often have to be modified and simplified in order to make proper use of visuals.

Visuals can be used:

- to illustrate a series of facts and highlights conclusion
- to focus attention
- to present complex processes
- to introduce new and familiar objects and concepts
- to show the relationship that exists between facts and objectives

TECHNICAL AIDS

1. Chalk or Blackboard



- use for heading, diagrams, unusual words, emphasis
- use systematically from left to right
- do not clutter up with non-essentials
- use colour pen/chalk to emphasize point
- use print or block capitals

2. Pin Board/Magnetic board (thin sheet of steel)

- permits the addition of various elements like graphics,
- words, pictures, etc.
- elements can be moved to create a new order (living structure)
- the working results generated can be put together to form scenario which leads to an outcome
- all instruction is present (any extension is possible)

3. Flipcharts

Consist of a number of sheets of paper of the same size which are clipped together. The name is derived from the technique of flipping over one chart once it has been presented and discussed to reveal the next one.

- records survive the lesson for protocols, repetition, or as basis for further tasks
- single sheets can be stuck side by side on the wall as an entire result

- need only packing paper clips and a stand easy to remove
- easy to use and remove

4. Electronic pages shown with a Projector linked to a laptop/equipment



- can be operated from the front and by remote control
- can use prepared power points/ or other types of electronic files/pictures
- electronic files are easy to carry on a USB flash or CD/e-mail/smart phone/tablet etc.
- all kind of steps, programs, pictures, collars, text, etc. can be used
- can be used in conjunction with a chalk or white board
- printed drawings or illustrations can be scanned into an electronic file



When using it:

- do not stand in front of the projector
- set up the projector and check focus and screen size
- arrange power points/ electronic pictures in correct order
- cover the lens when not in use
- letters in power points/electronic files should not be too small
- pay attention to proper spacing and positioning
- use colour to enhance structure and emphasis

5. Film, Electronic pictures, Video Recorder,

- movie/documentary, electronic pictures and PC/DVD/video can be very helpful and are among the finest training aids
- they enhance learning, save time and offer a desirable variety to other training activities
- real life situations can be introduced at the session

Electronic pictures - can motivate the participants, and enhance explanation and demonstration and create impressions from real life situation

Movie/Documentary - provide excellent variation in the teaching process. Some movies are designed to help teach facts and exact steps of procedures, which others are meant to develop understanding of complex social, historical problems and for influencing attitude.

In all cases, any audio visual must be discussed in detail after it has been used during a session in order to evaluate its messages. Too often a documentary or a power point presentation is being used merely as entertainment it should be made clear why a particular audio-visual is being used in the session. Video equipment (T.V. screen, recorder and video camera) offers multiple applications.

Video recorder - can be used to produce your own learning DVDs/files, to show pre-recorded learning documentaries, to record participant's activities (group work, role-plays, games etc.). It is also used to record interesting TV programmes for showing in the classroom. The technical handling is quite easy but to produce useful learning materials takes a lot of experience. Ideas and abilities are necessary. The expenses involved add limits to its use to be a special seminar or workshop.

6. Handbook

As the name suggests, handbooks are very good reference materials. It provides comprehensive information on specific subject. Some contains detailed illustrations and procedure guides to perform tasks or produce something.

7. Own Models

There is no limit to what a trainer can construct in terms of using imagination, initiative and patience. A trainer can make various training aids to strengthen instruction.

Planning Your Writing Task

The Nine Stages

It is possible to break down the process of developing materials into a number of distinct stages. It is useful to be aware of these stages when you plan your work.

It is essential that someone in your team is responsible for keeping track of the schedule that you make and ensures that deadlines set by the team are met.

Stage 1 Choosing your reader and your subject

The first stage is to decide whom to write for. Some materials have been written for shop stewards, others for branch officials and others for members.

Having decided whom to write for, you also have to decide what to write about. You may decide on a general book - like a handbook for shop stewards - or a more specific topic - like health and safety.

Stage 2 Deciding on the contents

Having decided the target group and the overall subject area you are dealing with, the next stage will be to decide on the content - what major subjects or issues you wish to deal with.

Stage 3 Researching

Once you have decided the issues you are going to deal with, you will need to find useful information to help you. Some of this information may help you as writers. Much of it will be basic resources which you may refer to in the book. Useful sources are union constitutions, rule books, labour laws and collective agreements.

Stage 4 Writing clearly

This is the most difficult stage and you may decide to split up into pairs to tackle separate subjects and issues. You may be writing in a workshop or at home.

Stage 5 Breaking down text

Once you have written a section you should review or improve it. It is important to make sure that text is broken down into manageable amounts following a logical order.

One idea would be to swap a section you have written with a section other team members have written and improve each other's.

Stage 6 Testing/Piloting

Once you have a reasonable draft of your materials or sections of them, they will be tested. This testing of educational materials is sometimes referred to as piloting. The purpose of piloting is to make sure your materials work. You should prepare reports of the pilot sessions and highlight improvements to be made.

Stage 7 Rewriting and Sub editing

Once the material has been piloted it may need to be rewritten. This rewriting stage may be straightforward if the material is basically sound. At this stage, it is also useful to sub-edit your material. This will involve improving what you have written and making it easier to understand.

Stage 8 Designs and Layout

After rewriting, you will need to do design and layout on your material. You will have to collect suitable photos, cartoons and other items to illustrate the text. You should try and get into the habit of collecting useful materials as you go along. Professional help may be needed for some of this work.

Stage 9 Printing

Once the material has been designed, it can be printed. The printing method used - photocopying, PC printing and pro printing will depend on how many books you need and the resources available.

Target group

Additional information to analyse when doing: a writing profile (**Stage 1**):

- How old they are likely to be
- How many are women and how many men
- The education they have received
- If they can read and write
- The kind of jobs they have
- How active they are in the union
- The skills and knowledge they will need most
- The action you would like them to take to help strengthen their union(s)

7th Session / Activity Sheet 6

ACTIVITY:	Teaching Aids Development
OBJECTIVE:	To develop your appropriate training aids
TASK:	Refer to your chosen topic for your Session and develop your teaching aids. (Power points, hand-outs, 3 in 1 etc.)
TIME:	60 minutes Each participant is provided 2 minutes to briefly present his/her output.



8th Session

Message Sending / Activity Sheet 7

ACTIVITY: Message Sending

AIM: To strengthen trainers' communication skills

TASK: You must only look at the pictures for one minute.
Try to remember as much of them as you can. After looking at them, you should describe them to the next participant as though you make up one picture saying:

(Briefing for one of the six volunteers)

I am going to describe a picture to you. After I have told you about it once, I will repeat what I have said. You are then to describe it to the next participant who will be called in. You will not be allowed to see the picture at any time, and when you have completed your description, please sit down.

TIME: Max. 3 minutes for each participant.



8th Sessions / Communication during Sessions

Communication is the transfer of information and ideas through the use of common symbols.

As trainer, you must be aware that information is picked selectively by our brain through our five senses. An effective trainer should learn and appreciate the value of each sense in the communication process. Good communication means reinforcing our message by appealing to more than one of the participants' five senses.

All people communicate. You do not have to say anything to convey your message. A lift of an eyebrow can "say" a lot as we all know. Communication is a fundamental activity in our lives, so it must be equally basic to our training.

How do you define communication?

What are the aims of communication?

Are there any models of communication?

Some important points to remember:

- *Two-way communication is made when feedback happens*
- *The sender knows what the receiver's response is to his message when he gets feedback*
- *If the receiver's response is what the sender had in mind, then communication is successful*
- *You can only have communication when sender and receiver are connected by a channel through which a medium carries a coded message.*
- *Messages must be coded and decoded*
- *Noise acts as a barrier to communication*

The Communication Process

Effective communication follows a process:

Who ... says what ... in what way ... to whom ... with what effect.

In training, we do away with one-way communication and encourage two-way communication. Two-way communication allows clarification of messages, reveals whether messages are understood or not, allows feedback from receiver of message and it avoids communication breakdown.

Trainers communicate through:

Verbal communication is where we use written or spoken words. Sometimes verbal communication is understood differently by the receiver of the message because:

- same word different meaning
- different words have same meaning
- use of acronyms and abbreviations
- wrong word used
- disorganised ideas
- language barrier

There is a story of the trainer who said to a participant "When I crook my finger like this, it means that you are to come to me". "And when I shake my head like this, it means I am not coming" replied the participant.

Non-verbal communication is a silent language that does not use words but actions such as gestures, eye movement, symbols, facial expression, etc.

In order to improve communication skills, the trainer should:

1. Paraphrase by restating what the person said to you

For example: You said a while ago that two-way communication is more effective, now how do we ensure . . .

2. Behaviour description by reporting the specific observable action without accusing or judging their motives.

For example: Does your silence mean understanding of what we have discussed, or do I need to explain further?

3. Perception check by describing what you perceive to check if your understanding is correct.

For example: Are you trying to say that verbal communication is more widely used than

Another useful way of communicating is asking questions. This technique is used basically to teach and to test.

Reasons for asking questions are:

- to get feedback
- arouse interest

- maintain interest
- obtain attention
- provoke thinking
- open a discussion
- limit or end the discussion
- direct participants' attention
- discover weaknesses
- correct mistake
- check knowledge and understanding

A trainer can use any of the question techniques as follows:

1. **Open question** - allows maximum freedom to answer questions:

For example: What do you think the impact of the trainers training programme is in the trade union?

2. **Closed Question** - requires specific information:

For example: What is an initial behaviour?

3. **Probes** - encourage further clarification of information. For example: Can you explain more about the point you have raised?

4. **Mirror** - restatement of information.

For example: We have said that participatory methods are effective because they allow for active involvement of participants in learning activities.

Communication in training is the successful sharing and interchange of information and meanings, and to be successful it must be received, understood, accepted and result in some action on the part of the receiver, who is the participant.

Models help us to understand how communication is carried out. The sender, usually the trainer, who transmits the learning message, codes it suitably for an appropriate medium and sends it via a channel. The sender hopes that his or her message will result in an intended receiver response, and in training these responses may result in the fulfilment of desired learning outcomes such as the learning of knowledge, skills and attitudes.

Transmitter ⇒ message ⇒ media ⇒ receiver

One of the models emphasises the role of the trainer as "change agent" and of feedback, which monitors the accuracy of the receiver's response and therefore the success of the communication. Our exercise "message sender" emphasises what happens when feedback is absent and how receivers have different perception of

messages. Because good communication is basic to effective learning, it can also handicap the learning itself if it is inefficient.

WAYS TO MINIMISE COMMUNICATION BREAKDOWN

1. **Provide feedback** - it helps check whether the participants got the message intended.

For example: As we have discussed earlier, what do we mean again by communication?

2. **Develop emphatic speaking habit** - emphasise "with" the participants, get to know them, and be sensitive to their needs and feelings.

For example: I understand your problem - it is not only you who have experienced that.

3. **Avoid credibility gaps** - participants will not believe you if you do not put your words into action.

For example: If you encourage punctuality during training, then a trainer must see to it the s/he comes on time.

4. **Choose the right time to communicate** - present your message or important points when you have everyone's attention. You should not compete with other distractions.

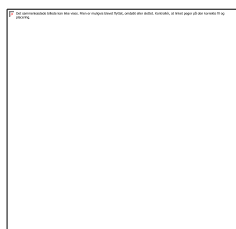
5. **Avoid wordiness** - remember the "KISS".

K-EEP

I-T

S-IMPLE

S-WEETHEART



9th Session / Methods in Training

METHODS are the means by which a trainer manages the learning tasks, which are necessary to meet an objective. Each technique is a type of activity in which learners can be involved. Each technique has a different purpose, and it is necessary for the trainer to be familiar with these techniques, their purpose and limitations in order to select and use them effectively.

1. **Active Lecture** - with questions and discussions. Present information and ensure that it is understood and remembered. Questions allow for involvement of participants and clarification of points made. It is flexible and informal, avoids boredom and takes advantage of experience and different background. It is done by mixing one-way and multi-way communication. It needs however a confident and effective trainer to respond to questions and keep discussion on course. Group size should be no more than 30 people.
2. **Debate** - used to examine alternative views on a contentious subject and to give practice in preparation as well as presentations of such views. It is done alternating one-way communication by a series of speakers on a set topic. There is no, guarantee, however that materials adequately cover the debate. Group size can be any size.
3. **Forum** - (also symposium and panel) used to present a range of expert opinion on a topic and interaction between views. This provides information and stimulates interest in a topic. Here, experts sit in front of a group and present their views. It uses one-way communication although occasionally questions may be addressed to panel. It is difficult to ensure a balance of views and needs a competent chairperson.
4. **Buzz group** - used in conjunction with lecture to voice out interests, views, and opinions in audiences. Involve everyone. Break up lecture and increase participants' activity and alertness. This may be used to provide feedback.

After a segment of information presentation, the lecturer asks participants to talk among themselves for a short time (no more than 5 minutes) in response to a question or topic he/she presents. Feedback may or may not be asked for. Here, amount of participation is limited and discussion may be superficial, feedback may be contradictory or difficult to integrate into session. Size of a buzz group is usually 3 or 4.

5. **Group Discussion** - used to actively involve participants in the learning process. It improves self-confidence and takes advantage of existing knowledge and experience of group. It stimulates group to think, question, and express themselves and to clarify their problems and ideas. It is done through interactive situation, usually with an appointed leader, there is a set topic, main points and conclusions are usually reported back to large group. Group size is from 6 - 10 participants. Participation varies and can be hard to guide or manage.
6. **Brainstorm** - use to develop creative thinking. May be used as part of a planning exercise or to get ideas in order to solve a problem. Here, all participants contribute their ideas on a subject or problem. All ideas are recorded. Participants are urged to be as open as possible. Contributions are not discussed or evaluated until recording stage is complete. As to its limitation, many ideas may not be subsequently used.

It is necessary to be critical on some suggestions, because they may need time for full process to occur. Group size is better with 30 or less.

7. Case study - provides discussion and aids understanding of real issues, aids listening and discussion skills. Assists in problem analysis and provides participants with learning, which may be directly applied to similar situation in their work. Detailed information about a situation or event that illustrates a particular problem is necessary. The group then addresses the problem in any way, which they feel constructive. This however needs careful preparation. The case may not be relevant to everyone. Participants and contributions vary. It is time-consuming and careful guidance and intervention maybe required. Group size should be 3-6 members.

8. Structured Exercise - there is a range of exercises, which can be used to aid learning in groups. They are prepared in detail as activities and require participants to participate according to certain rules or in response to structure or plan. Exercise includes simulation, games, role-plays, drama or scripts.

Exercises are used to simulate real life situations or incidents in order to highlight interaction and group process or to focus on problem solving. The purpose, structure and operation of exercise are outlined by the trainer. Roles of various participants are described and allocated to various people. Observers may be appointed, audio recording of the activity is vital and the trainer usually does not intervene during operation. Review and evaluation form a critical part of the learning process.

9. Demonstration - used to explain and demonstrate a process or skill so that each group member can understand and reproduce the action. Immediate practice is a necessary part of this technique, because otherwise the process or skill may be forgotten.

10. Practice - used to provide learners with an opportunity to demonstrate their mastery of new skills or knowledge in a real life situation.

11. Study/Field trip - (field work, site work, outside visit) allows participants to observe the operation of an activity or process on site and record their observation for later analysis.



10th Session / **ACTIVITY** Sheet 8

ACTIVITY:	Planning, designing and conducting a session including input and an exercise.
OBJECTIVE:	To give the participants an opportunity to practice the principles and training methods described in this manual.
TASKS:	<p>Design and conduct a 30 min. lecture and develop an activity/activity sheet.</p> <p>You should use minimum three different audio-visual aids and provide a handout to your participants.</p> <p>You must be able to explain and discuss about:</p> <ul style="list-style-type: none">➤ The initial behaviour of participants➤ The terminal behaviour of participants➤ Your target group➤ The objectives of your session <p>The passage criteria of your session are based on which learning level you are.</p>
Preparation TIME:	4-5 hours
Presentation TIME:	30 minutes
Evaluation/ individual feedback estimated:	30 minutes

Your performance will be video recorded and evaluated.

REMEMBER BEFORE and DURING YOUR SESSION:

- Double-check your notes, materials and session plans
- Double-check training equipment
- Speak clear and speak so all in the local follow-up activity room can hear you
- Create eye contact and remember you can use body language
- Do not speak into the board and be sure not to cover your board/screen with your body
- Control the participants and control the time
- Remember the fish / Intro + body + stage check + conclusion
- Good luck 😊

Guide for Analysis of a Session

Objective:	Did we know from the very beginning what we were about to learn and <u>what</u> was expected of us? (What is the passage criteria)
Motivation:	Why did we want to learn the subject? Did the trainer try to motivate us? How?
Task:	Did we achieve the goal?
Lesson plan:	What happened to timing - and why?
Audio Visual Aids	a. Design b. Usage c. Variation
Handouts:	Design Usage
Activity:	Was the activity sheet clearly written and explained? Did it serve its purpose?
Trainer:	Did the trainer create a good learning atmosphere?

EVALUATION

Evaluation is seen as an important tool to training programmes as well as developer, implementer, administrator, curriculum writers, trainer and people who actually participated in the programme. Feedback and other information obtained from evaluation are used as:

- (a) Basis for decision-making
- (b) Aids to training
- (c) Guides to improving on the programme
- (d) Measure of programme effectiveness and efficiency
- (e) Measure of knowledge and skills acquired

It is therefore of paramount importance to be able to process evaluation response before we can draw significant points based on analysis of data generated.

The following steps will guide you to do the task: -

<u>NUMERICAL RATING</u>	<u>ADJECTIVE RATING</u>
5	EXCELLENT
4	VERY GOOD
3	GOOD
2	FAIR
1	POOR

Using numbers to indicate the level of learning, trainers, materials, topics, etc. we can rapidly calculate an average for each issue/ topic. If your average is lower than three, then maybe you should start analysing on the issue/topic and try to improve it.

For example: We have the topic *Course content in relation to the objectives* and your 10 participants rate it to: 2+1+3+1+2+3+3+1+1+1 = 18 points divided with 10 participants. Your average is **1,8 points** for that specific topic (between fair and poor). Here will be space for improvement.

Often, we may need more than numbers to measure, thus also written or oral comments from the participants is needed so we learn exactly where we can improve. Here, it is important to take notes as it can give you the specific details where exactly to improve. When you want to change an issue or a topic, it is good to involve more than one workshop to ensure a more detailed view and then you have more than one time to analyse specific topic feedback from your participants.

Local Follow-up Activities

The _____ and the DTDA intend to have follow-up activities of the trainers training module 2.

To get further training, one of the criteria is:

You must have conducted at least one local follow-up activity in which you have used some of the methods presented during module 2.

We are aware that not all unions have funds to run local follow-up activities. Consequently, the _____ and the DTDA (also after TTM 2) provide the opportunity for trained trainers to run a local training activity on their own sponsored by the DTDA.

To avail this opportunity, you must:

Send a proposal, at least one month in advance of the local follow-up activity to the responsible organisation stating:

- TARGET GROUP
- INITIAL BEHAVIOR
- TERMINAL BEHAVIOR
- AIM
- OBJECTIVES
- PROGRAMME
- VENUE
- DATES
- BUDGET
- DATE OF YOUR ATTENDANCE TO MODULE 2

The local follow-up activity is non-residential and the budget must not exceed _____

BUDGET BREAK DOWN:

(20 participants)		Local Currency
Lunch/snacks for 20 @ XX (2 days)	=	_____
Rent of room/hall	=	_____
Materials (stationary etc.)	=	_____

Coordinators meals + transport	=	_____
Miscellaneous	=	_____
<hr/>		
Total expenditure max.		_____

REPORTS:

Once you have conducted your local follow-up activity, you must send:

- a brief report and group photos
- a statement of accounts supported by bills and vouchers and
- a list of participants (specify male/female).

We hope you will utilise this opportunity for the benefit of your union.

.....(name of responsible partner organisation/ DTDA – The Danish Trade Union
Development Agency

Outline of a report (example):

<p><i>Conducted by Mr./Mrs.....</i></p> <p><i>Local Activity on:.....</i></p> <p><i>Date:</i></p> <p><i>Key Issues:.....</i></p> <p>(..)</p> <p>(..)</p>
--

PROGRAMME EVALUATION

To the participant:

In order to improve and strengthen the programme that you just completed, we kindly ask you to answer the following the questions sincerely and honestly.

Please note that you do not have to write your name.

Please rate the following programme components in terms of the indicators provided using the numerical choices which best describe your opinion. Put a check on the numerical scale provided at the right opposite each item.

<u>Adjectival Rating</u>	<u>Numerical Rating</u>
Outstanding	5
Very good	4
Good	3
Fair	2
Inadequate	1

DATE: _____

PROGRAMME TITLE: _____

PERIOD OF PROGRAMME: _____ VENUE: _____

<u>PROGRAMME COMPONENT INDICATORS</u>	<u>RATING</u>
A. PROGRAMME DESIGN AND ORGANISATION	5 4 3 2 1
1. Time allocated and scheduling of activities	— — — — —
2. Understanding/discussion of objectives at the start of the program	— — — — —
3. Organisation of course activities	— — — — —
4. Learning at the end of the programme	— — — — —
5. Attainment of objectives	— — — — —
B. COURSE CONTENT	5 4 3 2 1

- | | |
|---|-----------|
| 1. Course content in relation to the objectives | — — — — — |
| 2. Extent of relevance of the course content to the participants' needs | — — — — — |
| 3. Extent of satisfaction to individual participant's needs | — — — — — |
| 4. Sequencing of topics | — — — — — |
| 5. Sufficient information | — — — — — |

C. PROGRAMME METHODOLOGY

- | | |
|---|-----------|
| 1. Training methods/approaches utilised during the conduct of the programme | — — — — — |
| a. Group work | — — — — — |
| b. Plenary sessions | — — — — — |
| c. Illustrated lectures | — — — — — |
| 2. Effectiveness of selected methods | — — — — — |
| 3. Sufficient variety of methods | — — — — — |
| 4. Appropriateness of methods to learning objectives | — — — — — |

D. TRAINING VENUE/FACILITIES

- | | |
|---------------------------|-----------|
| 1. Condition of the Venue | — — — — — |
| 2. Food | — — — — — |
| 3. Lodging | — — — — — |

E. RESOURCE PERSON(S)

- | | |
|---|-----------|
| 1. Knowledge of subject matter | — — — — — |
| 2. Ability to provide adequate practice | — — — — — |

F. OTHER COMMENTS: _____

THANK YOU FOR COOPERATING!

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