



ULANDSSEKRETARIATET – DTDA
DANISH TRADE UNION DEVELOPMENT AGENCY

A Trainers Guide to Trainers Training Module 3

Trainers Guide and Session Plans

Table of Contents

Preliminary Note	2
Session Plan 1 - Opening of the Programme	3
Session Plan 2 - Introduction of Programme, Staff and Participants; Levelling of Expectations Workshop Discipline, Group duties and Tasks, Education strategy and Programme Overview	4
Session Plan 3 – Experiential Analysis and Educational terms (Activity 2)	8
Session Plan 4 - Analysis & Target groups	11
Session Plan 5 - Communication (Activity 3, 4 and 5)	12
Session Plan 6 - Team building and Training (Activity 6)	18
Session Plan 7 - Belbin Test (Activity 7)	20
Session Plan 8 - Team Communication (Activity 8)	22
Session Plan 9 - Two Instructors	24
Session Plan 10 - Topic, target group and <u>Main task</u> (Activity 9)	26
Session Plan 11 - Questioning Techniques	29
Session Plan 12 - Trainers types & roles	31
Session Plan 13 - Develop, conduct and evaluate a team session (main task)	33
Session Plan 14 - Summary	35
Session Plan 15 - Follow up	36
Session Plan 16 - Evaluation	37
Session Plan 17 - Closing	38

Preliminary Note

We assume that preparations to this Trainers Training Module 3 have been completed in line with the specifications mentioned in the hand-outs. This Training of Trainer module 3 targets **12 (with translation) to 16 participants (without translation)**.

Please refer to the enclosed **Checklist to a Seminar**.

Before the seminar:

Before the participants can enter the seminar hall, make sure that the following are in order and ready at the seminar:

1. Seating arrangements should be arranged in a way that creates a good working environment. You can move the table so they stand in a U-shaped form or you can create small "Islands" group tables with 4-5 participants each island.

The U-shape form ensures that you can easily keep eye contact with all participants at all times, and it encourages discussions amongst the participants. Alternatively, the Island-shaped forms can ensure group spirits and a safe working environment. Depending of your room/table opportunities you can arrange the seminar room.

2. Equipment & educational aids must be ready for use.

Check projector and laptop for focus, clarity, and angle. Also ensure that a plug point with the right voltage is available.

Clean the whiteboard. Sometimes people have been using permanent markers on the board. If so, you can erase the writings either by using alcohol and if this is not available, you can remove the permanent ink, by carefully, overwriting with a whiteboard marker, exactly following the lines on the whiteboard, and immediately wiping with a cloth (Remember to write your name on the board).

Remove all permanent markers from the proximity of the whiteboard (whiteboard markers works perfectly well on flipcharts therefore there is really no need at all to have permanent markers in use during the seminar).

If you intend to use a video camera, please check:

- a) Systems compatibility between the video camera and the projector/laptop, and
- b) Run a video test – check-up picture and sound qualities.

Make sure that your **electronic files/power point slides** are in order, that your **session notes** are prepared and arranged on your table, and that your **hand-outs** have been sorted out and are ready for distribution.

Stationeries (writing pads, pens, registration forms etc.) should be distributed on the tables of the participants.

All these preparations ensure that your seminar starts off on an efficient and active note. It enhances your credibility, and helps you to overcome initial nervousness and uneasiness.

January 2019

Session Plan 1 / Opening of programme

Learning Objectives:

Time: 20 min.

Educational Aids	Time	Keywords
Registration Forms	10 minutes	Introduction: Distribute the form and ask participants to fill in the form as accurately as possible (double-check the forms during the seminar to ensure that they have been filled in correctly).
	10 minutes	Body: The opening is deliberately allocated very short time. This is because it takes away time from the actual participatory training process. Sometimes, unions insist on more elaborate openings for political reasons, and you just have to adjust the time accordingly in the programme. All you really need to say in the opening session is your wish that this seminar will be beneficiary to the participants, and to express your vote of thanks to the people/organisations that made it possible. However, very often during openings, a row of chairs for the dignitaries are put in the front of the participants. Before you proceed to do the actual introduction of the programme, ensure that the chairs (and the dignitaries) are moved away, and the "stage is set" for the seminar.

Session Plan 2 - Introduction of Staff and Participants

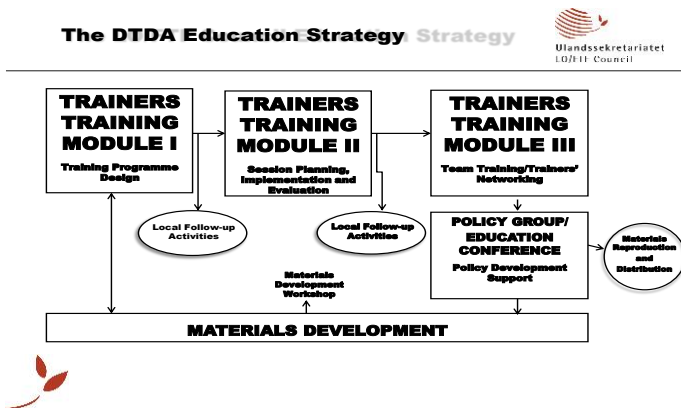
Levelling of Expectations, Group duties and Programme Overview

Learning Objectives:

- To introduce participants to each other;
- To create an atmosphere conducive for learning and participation, and
- To give participants an idea of what can be expected in the coming five days.

Time: 1 hour 30 minutes

Topics/ Educational Aids	Time	Keywords
Exercise on Introduction of Participants Activity Sheet 1	60 minutes	<p>Introduction:</p> <p>Divide the participants into groups of two. Distribute the <u>Activity Sheet 1 on Participants' Introduction</u> and ask them to interview one another. The interview should include the following information:</p> <ul style="list-style-type: none"> ☞ Name ☞ Age ☞ Position in union ☞ Trade Union experience ☞ Expectations from this seminar <p>Facilitate the introduction of the participants, yourself and other staff to participants.</p>
Lecture Board/Flip Chart (Workshop Discipline/rules)	10 minutes	<p>Inform the participants that they will be spending five days for the specific reason of acquiring knowledge on TTM 3. So in order to attain these objectives and to spend three pleasant days. they have to formulate workshop rules. They will have to adhere to these workshop rules all five days.</p> <p>Ask participants for suggestions to the workshop rules and write their suggestions on the flip chart. Suggestions to be included in the code of ethics could be: smoking policy, speaking policy (when and how), breaks, cell phone policy etc. For their reference, you can choose to distribute (to the participants) an already prepared workshop rules (see attached).</p> <p>After its completion, underline to participants that these rules are formulated by themselves so they will also have to abide by them. The workshop rules will be posted on the wall during all the five days of the seminar and any violations to them shall be pointed out (example for punishment could be singing, dance, tell a story etc.).</p>
Group duties and task	15 minutes	<p>Body: Divide participants into three/four different groups and explain in details daily duties to each group. Inform them that they must carry out</p>

		<p>their prescribed duties daily regarding administrative matters, reports, attendance and for telling jokes (in the case of three groups, then one group has two duties). Reports are presented day 2, 3, 4 and 5.</p> <p>Present attached sample of Table of group tasks and duties or explain the scheme on the white-/blackboard etc. Transfer the group duties to a flipchart/ printed copy and post at the wall in the seminar room.</p>
DTDA Education Strategy	10 minutes	<p>Explain briefly the DTDA education strategy links between the module 1+2 and the module 3 (team training).</p>  <p>The DTDA Education Strategy</p> <p>The diagram illustrates the DTDA Education Strategy. It features three main training modules: TRAINERS TRAINING MODULE I (Training Programme Design), TRAINERS TRAINING MODULE II (Session Planning, Implementation and Evaluation), and TRAINERS TRAINING MODULE III (Team Training/Trainers' Networking). These modules are interconnected by arrows. Below Module I and II are ovals for Local Follow-up Activities. Below Module III is a box for POLICY GROUP/ EDUCATION CONFERENCE (Policy Development Support). A box for MATERIALS DEVELOPMENT is at the bottom, with arrows connecting it to the training modules and the policy group. A final oval on the right represents Materials Reproduction and Distribution. The logo for Ulandssekretariatet (LOFT) Council is in the top right corner.</p>
Systematic approach to curriculum design Power point 1 - "Systematic approach.."	5 minutes	<p>Trainers briefly brush up the systematic approach:</p> <ol style="list-style-type: none"> 1. OBTAIN INFORMATION ABOUT TRAINEES (NEEDS) 2. DESIGN TRAINING OBJECTIVES 3. DETERMINE AND STRUCTURE CONTENTS 4. SELECT TRAINING METHODS 5. DESIGN TRAINING AIDS & TRAINING MATERIALS 6. WORK OUT A TIME-TABLE 7. ARRANGE TRAINING FACILITIES 8. RUN THE EVENT 9. EVALUATE THE TRAINING.
Daily schedule	5 minutes	Distribute and briefly explain the daily schedule
Camera	During the workshop	Explain that you – as the facilitator of the workshop - will take close-up photos of each participant. Remember to explain that the photos will be kept in the education department of the trade union organisation or in the project office, if any.

Workshop Discipline

Example for Trainers

1. Daily Sessions start at 8:00 in the morning with 15-minute break at 10:00 in the morning. Lunch is at 12:00 noon;
2. Afternoon sessions start at 13:00 in the afternoon with a break at 15:00 hours and closing at 16:00 in the afternoon;
3. Participants must be on time;
4. Cell phones are to be switched-off or to vibration mode in the seminar room;
5. Silence should be observed during sessions by facilitators and/or fellow participants;
6. No talking to neighbours during presentations by facilitators and/or co-participants.
7. Raise your hand if you have some comments and/or questions. Do not blur out your comments or questions before the floor is given to you.
8. Promote and respect discipline during the entire workshop.
9. Do not interrupt fellow participants while they present or raise a point.
10. During discussions everyone should be calm. Avoid long and out-of-topic talks. Speak briefly and straight to the point.
11. Try to understand all of other participants' questions.



Workshop Group Duties and Tasks

Example for Trainers

Sample table of group duties and tasks.

Every morning these issues are presented / checked-up upon.

GROUPS/DAY	Day 2	Day 3	Day 4	Day 5
Group1	Administration	Attendance	Energizer	Reporting
Group2	Attendance	Energizer	Reporting	Administration
Group3	Energizer	Reporting	Administration	Attendance
Group4	Reporting	Administration	Attendance	Energizer

Administration: Daily group check-ups to ensure that rooms are fine (no mess etc.) - do we have flipcharts and materials, pens and markers etc.?

Attendance: Group keeps reports on attendance (absent or late participants);

Energizer: Group ensures a daily energizer (exercises, jokes etc.), and

Reporting: Group reports on all key point and conclusions from the topics of the day.

DTDA 5-day Training of Trainers Module 3

Time /Flexible	Day 1	Day 2	Day 3	Day 4	Day 5
08.30 - 10.30	Introduction - Opening - Practical matters - Workshop Rules and duties (Reports) - Introduction (AS.1) - Education strategy	Report from day one Teambuilding (AS 6)	Report from day two -Questioning technique - Trainers types - Trainers role	Report from day three Team number 3	Report from day four Team number 8
	<i>Break.</i>	<i>Break.</i>	<i>Break.</i>	<i>Break.</i>	<i>Break.</i>
10.45 – 12.00	Participants' experiences with local training activities. Educational terms (AS.2)	Belbin Test (AS 7)	Main task / Preparation for team sessions (AS.9)	Team number 4	Summary
12.00 - 13.00	<i>Lunch.</i>	<i>Lunch.</i>	<i>Lunch.</i>	<i>Lunch.</i>	<i>Lunch.</i>
13.00-	Educational terms Analysis /Target groups	Team Communication (AS 8) Two instructors	Main task / Preparation for team sessions (AS.9) Flow and introduction to team sessions	Team number 5	Follow up Evaluation
	<i>Break.</i>	<i>Break.</i>	<i>Break.</i>	<i>Break.</i>	<i>Break.</i>
15.00 -	Communication	Main task / Preparation for team sessions (AS.9)	Team number 1	Team number 6	Certificates and Closing
..... -17.00	Communication (AS 3,4, 5)	Main task / Preparation for team session (AS.9)	Team number 2	Team number 7	

Facilitators: ...

Session Plan 3 - Experiential Analysis and Educational Terms

Learning Objectives:

- To exchange training experiences to strengthen future training activities and trainers' capacity, and
- To reinforce the concepts and educational terms used by participants to previously conducted local activities.

Time: 120 minutes

Topics/ Educational Aids	Time	Keywords
Analysing experiences	5 minutes	Introduction: Introduce the topic for participants and ask them to focus on: <ul style="list-style-type: none"> • Exchange of experience from previously conducted local activities, and • Success/mistakes or other related issues to improve our training.
Plenary discussions	20 minutes	Body: Through plenary discussion, make participants reflect on recently conducted local training activities during module 2. Ask as follows: <ul style="list-style-type: none"> • What kind of experiences have you had with your own seminars? • What was good and what was bad? • Did you achieve the short term objectives? • Did you follow your plans? • Were there any problems with the participants, facilities or materials? • Did you use trade union materials? • Was the target group appropriate compared to contents? • Was the level of training appropriate compared to participant group? • Were the participants motivated, or did you have to motivate them? • Were you satisfied with yourself and your seminar?
Lecture	5 minutes	<u>As a trainer, browse through the educational terms/design of curriculum:</u> Target group, Initial behaviour, Terminal behaviour, Aim, Objectives Training methods utilised, Programme administration etc.
Lecture: Activity sheet 2 Annex. 2.1 Educational terms	10 minutes	<u>Pass out activity sheet 2 and annex 2.1 and explain it:</u> Task: Read the sentences and discuss in your groups which educational terms the different sentences express. Record your answers. After this, ask participants if there are any questions and clarify further, if needed. <u>Pass out Hand-out 1 - Training terms</u>

		Divide participants into four groups and initiate the group work.																				
Group work	30 minutes	<i>On-going group work</i>																				
Presentation of group work	45 minutes	<p>Divide the white-board into four columns and headline it with group 1-2-3-4 (one column for each group) and ask all groups to answer first question about which educational terms are expressed in the first sentence.</p> <p>Record the answers in the different group columns, and lead a brief plenary discussion on each sentence. Make preliminary conclusions before continuing to the next question/sentence.</p> <table><tr><td>Sentences</td><td>Group 1 answers:</td><td>Group 2</td><td>Group 3</td><td>Group 4</td></tr><tr><td>Sentence1</td><td><i>Terminal behaviour</i></td><td><i>Session objective</i></td><td><i>Session objective</i></td><td><i>Objective</i></td></tr><tr><td>Sentence 2</td><td></td><td></td><td></td><td></td></tr><tr><td>Etc.</td><td></td><td></td><td></td><td></td></tr></table>	Sentences	Group 1 answers:	Group 2	Group 3	Group 4	Sentence1	<i>Terminal behaviour</i>	<i>Session objective</i>	<i>Session objective</i>	<i>Objective</i>	Sentence 2					Etc.				
Sentences	Group 1 answers:	Group 2	Group 3	Group 4																		
Sentence1	<i>Terminal behaviour</i>	<i>Session objective</i>	<i>Session objective</i>	<i>Objective</i>																		
Sentence 2																						
Etc.																						
Summary/ Active lectures/Q+A	5 minutes	Summarise the educational terms through Questions and Answer techniques in plenary.																				

Answer-list for Educational Terms (See Activity 2):

1. Terminal behaviour	1. After the workshop, the participant must be active participants when the union have campaigns to recruit new members.
2. Workshop objective	2. After the workshop, participants are able to make budget for a 2-day workshop.
3. Aim	3. To have 200.000 members in their respective Unions in 2015.
4. Target group	4. The participants are not members of a union.
5. Workshop objective	5. After the workshop, the participants are able to plan a session.
6. Aim	6. In year 2020 to organise 80% of all workers in the country.
7. Terminal behaviour	7. After the workshop the participant have to make propaganda for the union.
8. Session objective	8. After the session, the participants are able to read and use salary statistics as a part of their preparation for a negotiation.
9. Target group	9. The participants are workers.
10. Passage criteria	10. At the end of the session each participant must be able to explain at least five advantages of welfare facilities.
11. Passage criteria	11. At the end of the session, the participants must be able to name ten reasons for joining a union.
12. Workshop objective	12. After the workshop, the participants are able to plan an organising campaign to recruit new members.
13. Aim	13. The Confederation and their affiliates have to complete the educational structures in 2015.
14. Workshop objective	14. After the workshop, the participants will be able to create power point slides.
15. Terminal behaviour	15. The participants have to participate in creating a trainers' network.
16. Target group	16. The participants must not have participated in education before this workshop.
17. Passage criteria	17. The participants have to answer the test without any mistakes.
18. Target group	18. The participants are less than 25 years.
19. Session objectives	19. After the session, participants will be able to design passage criteria for their session.
20. Initial behaviour	20. The participants do not care for the safety on their jobs.

Session Plan 4 - Analysis and Target Group

Time: 45 minutes

Topics/ Educational Aids	Time	Keywords
Analysis of Target groups Whiteboard/ Method: Active lecture (Q and A)	2 minutes	Introduction: Ask participants: <ul style="list-style-type: none"> • Why is it important to know your target group? • In light of our target group, what kind of issues do we need to analyse to be able to decide on our content/methodology for our seminar?
Plenary discussion/ Active lecture Flipcharts Whiteboard	18 minutes	Body: Note down participant answers on flipcharts and explain about the areas that were not mentioned by participants. Reflect – as a trainer - on some of the following questions: <ol style="list-style-type: none"> Which union do the participants belong to? Which districts in the country do the participants come from? Can the participants read? Can the participants write? How old are the participants? Have the participants ever gone to school? Are there any religious barriers that may inhibit their learning curve? What do the participants know about the topic? How are participants motivated? What kind of relationship do participants have with the union? Do the participants have any fears of participating, and why if they do? Any specific problems? Environmental background. Post flipcharts on the wall in the seminar room.
Hand-out of systematic steps no. 2 Laptop + projector	20 minutes	Show hand-out no. 2 as an electronic file and practice as you explain them step by step. Pass out Hand-out no. 2 afterwards.
Active lecture Q and A	5 minutes	Summarise the characteristics of the target groups by using questions and answer techniques.

Session Plan 5 - Communication

Learning Objectives:

- To use the communication model when planning a session. Especially when participants conduct a task group analysis.

Time: 135 minutes

Topics / Educational Aids	Time	Keywords
White /Blackboard or Flipchart	5 minutes	Introduction: Ask participants: <ul style="list-style-type: none"> What is important when we communicate with each other? Note down some of the answers on the board.
Power point 2 - Communication Active lecture		Body: Show power point 2 - Communication <u>Explain the following:</u> To communicate means "to do something together"; Good communication is very important in a learning setting; Communication can be illustrated like this: Transmitter ⇒ message ⇒ media ⇒ receiver ⇒ Response The transmitter - in our situation a trainer - has something important that s/he wants to communicate to participants (the receiver). The transmitter has to choose a media to communicate the message. <i>But</i> , before the trainer chooses the media, s/he has to look at the receiver. It is no use to show a picture to a blind man or play a song for a deaf one. The media must fit the receiver. <u>The media you can use among other things:</u> <ul style="list-style-type: none"> Lecture, Writing on the whiteboard, Use of projector, Hand-outs etc.

		<p>At the other end of the communication model is the receiver.</p> <p>When a transmitter sends a message, the only way that s/he can be sure that the receiver has received the message, is to get a response.</p> <p>You can get a response by asking questions.</p> <p><u>This is called two-way communication or dialogue.</u></p> <p>Two-way communication is very difficult because there are many barriers in communicating. Below are listed some frequent barriers:</p> <p style="text-align: center;"> It is said - but maybe it is not - heard Heard - does not always mean - understood Understood - does not always mean - accepted Accepted - does not always mean - I will use it I will use it - does not always mean - In all situations </p> <p>Another problem in communication is that our ears only hear what they want to hear.</p> <p>Listening to another person is very difficult because in reality we only want to reply the other person.</p> <p>As soon as a person starts to speak, our brain prematurely begins to construct our answer, and we only hear a part of the speech.</p> <p>Once our own constructed answer is ready, then we merely wait for a pause to present our own response. This happens once the other person stops to pause.</p> <p>Although communication is difficult, it is necessary when solving problems.</p> <p>In the following three small exercises, we will see how communication can solve problems.</p>
Activity sheet 3 Puzzle pieces for the triangle (annex 3.1) Active lecture		<p>Pass out Activity sheet 3, the puzzle pieces and explain the activity.</p> <p>Use the groups from earlier activities.</p> <p>Explain to participants that there must be absolute no communication. You are only allowed to move your own part of the triangle. The group work must stop after exactly 10 minutes. Let the groups work in the workshop room, if possible.</p> <p>After the group work, show/draw on the board how to make the triangle.</p>

Summarise the three exercises and explain how difficult it is to solve problems if you do not communicate.

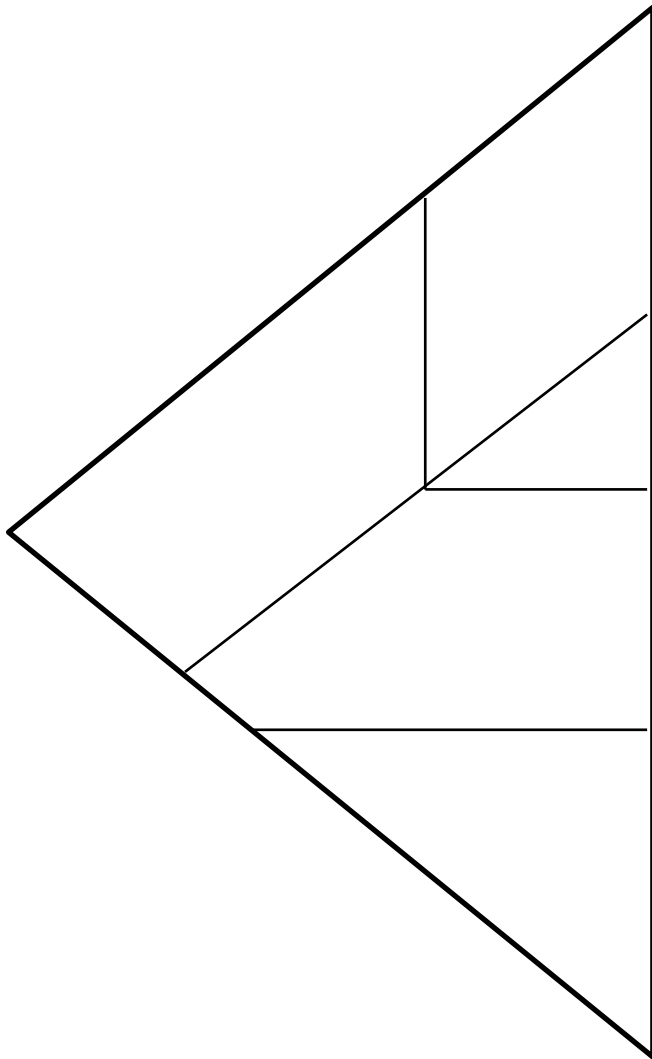
Annex 3.1

Dear Trainer,

From this annex sheet you need to make copies so each of the groups can have one example each (in puzzle pieces).

- Make the copies you need depending on the number of groups, and
- Cut out the illustration in pieces very precisely

Note: If you have access to a copy machine which can zoom up the A4 size of the illustrations to a larger size it would be easier to use the pieces in the puzzle activities (Activity sheet 3, 4 and 5).



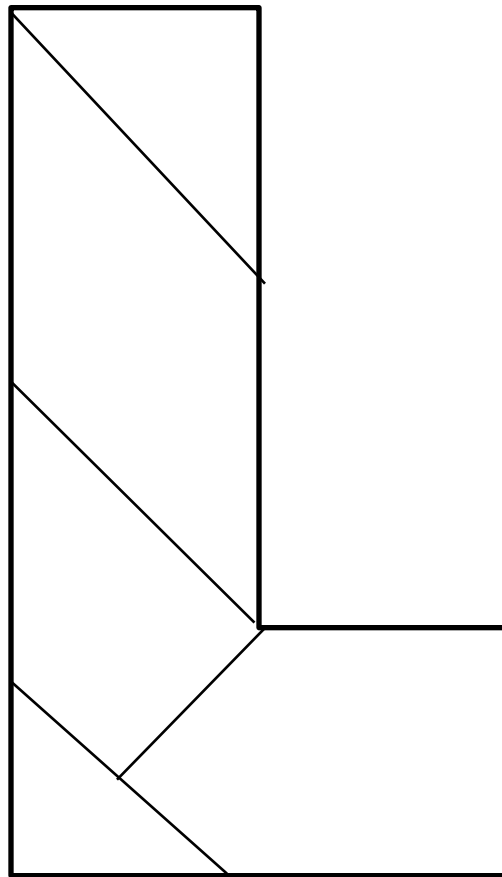
Annex 4.1

Dear Trainer,

From this annex sheet you need to make copies so each of the groups can have one example each (in puzzle pieces).

- Make the copies you need depending on the number of groups, and
- Cut out the illustration in pieces very precisely

Note: If you have access to a copy machine which can zoom up the A4 size of the illustrations to a larger size it would be easier to use the pieces in the puzzle activities (Activity sheet 3, 4 and 5).



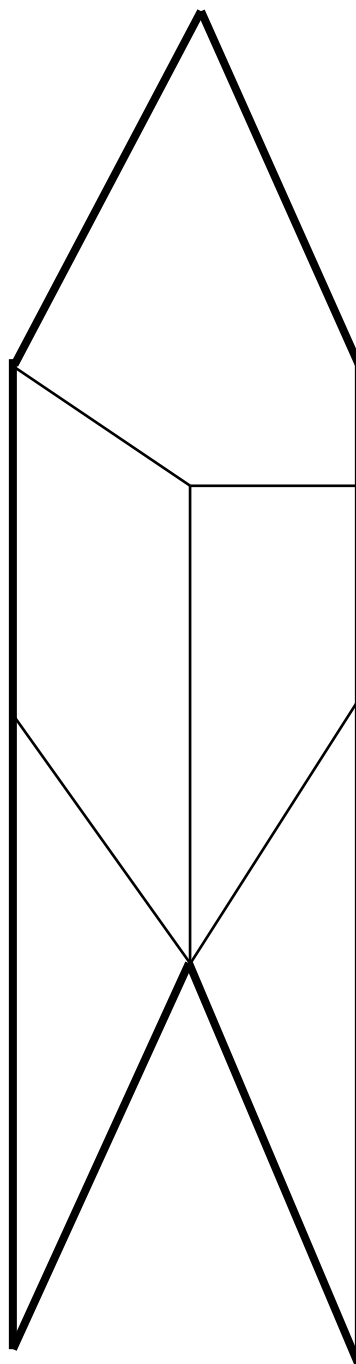
Annex 5.1

Dear Trainer,

From this annex sheet, you need to make copies so each of the groups can have one example each (in puzzle pieces).

- Make the copies you need depending on the number of groups, and
- Cut out the illustration in pieces very precisely

Note: If you have access to a copy machine which can zoom up the A4 size of the illustrations to a larger size, it would be easier to use the pieces in the puzzle activities (Activity sheet 3, 4 and 5).



Session Plan 6 – Team teaching and team building

Learning Objectives:

- To share your own team training experiences to create a joint understanding about weak and strong areas of team training, and
- To be aware of the different types of persons who can participate in teambuilding.

Time: 90 minutes

Educational Aids	Time	Keywords
Whiteboard Active Lecture Activity sheet 6	10 minutes	Introduction: - Why teams? When you work in teams, the process and product will often be of a better quality and produced quicker compared to individual work. You can also say that six eyes see more than two, or four brains often think better than one. <u>Introduce group work:</u> Pass out Activity sheet 6 - Why Team training? and explain it.
Activity sheet 6 Group work	20 minutes	<i>On-going group work</i>
Group presentations	20 minutes	Groups present their output on flipcharts. After each presentation, the flipcharts are posted on the wall in the workshop room. Lead plenary discussions during presentations.
Whiteboard and Active Lecture Power point 3 - Team roles	30 minutes	Body: In order to optimise team work, there are some basic rules-of-thumb to follow: <ol style="list-style-type: none"> 1. The team members must know each other. If not, then spend some time to let them know each other first. 2. The team must have a common objective. 3. They must have accepted the working procedure, and that each individual plays different roles. 4. The team members must have confidence in each other. 5. The team must have effective communication. When working in teams, each individual member must utilise their own qualities and contribute with the best part of themselves.

		<p><u>Present Power Point 3 and explain it.</u></p> <p>Generally, there are eight different kinds of roles in a team. However, one person can play multiple roles. Here are eight types of roles:</p> <ol style="list-style-type: none"> 1) The co-ordinator 2) The initiator 3) The ideas person 4) The analyser 5) The administrator 6) The resource person 7) The mediator 8) The finisher
Q and A	10 minutes	Summarise on Why Teams - Be aware of types - How can we use it?

Session Plan 7 – Belbin Test

Learning Objectives:

- Identify weaknesses and strengths of different types of participants in a team and relate it to their upcoming teambuilding (team training).

Time: 75 minutes

Topics/ Educational Aids	Time	Keywords
Active lecture Whiteboard or Power point s	5 minutes	<p>Introduction:</p> <p>Introduce the advantages of knowing about the different types in a team. Initially, we will analyse each of our types so we can get an indication of who we are.</p> <p>We all have different personalities, and we will often be more than one type. However, we will now use the Belbin test to find out which type we are (mostly) dominated by.</p> <p>The Belbin test is developed by professor Dr. Belbin as a test to develop leader teams all over the world. We have used most of the types from Belbin.</p>
Active lecture Whiteboard or Laptop/projector	15 minutes	<p>Body:</p> <p>Explain how to complete the Belbin test (an example). Pass out the two activity sheets 7 and 7.1 and explain it, if needed.</p> <p>Participants have to read all statements in a section before they distribute points.</p> <p>All participants must understand that there are 10 points to share in every section - no more no less.</p> <p>The 10 points can be used in one statement or be distributed between several statements depending on which statement each participant considers as most important. The more important the statement is; the more points should be allocated to that particular statement.</p> <p>The participants can double-check every section by adding the points. The overall score must be 10 in total.</p>
Activity sheet 7 +.7.1	30 minutes	<i>On-going individual work</i>

Individual presentation	20 minutes	<p>Ask participants to write their names and their main type on a flipchart in relation to the Belbin test results.</p> <p>Trainer flipchart example:</p> <table border="1" data-bbox="639 346 1484 625"> <tr> <td>1.</td><td>Muhammad</td><td>Initiator</td></tr> <tr> <td>2.</td><td>Maria</td><td>Mediator</td></tr> <tr> <td>3.</td><td>Bun Thim</td><td>Analysar</td></tr> <tr> <td>4.</td><td>Etc.</td><td>Etc.</td></tr> </table> <p>Post the name list on the wall.</p>	1.	Muhammad	Initiator	2.	Maria	Mediator	3.	Bun Thim	Analysar	4.	Etc.	Etc.
1.	Muhammad	Initiator												
2.	Maria	Mediator												
3.	Bun Thim	Analysar												
4.	Etc.	Etc.												
	5 minutes	<p>Summary:</p> <p>Summarise and explain that it is easier to understand people's different reactions and attitudes if we (in our future team building/team training) are aware on these different types and roles in a team.</p> <p>Underline how we can jointly use our different skills and team knowledge to cooperate more effectively.</p> <p>Please note that you – as a trainer – should take a second-look at the name/type list and remember the new insights and knowledge about the participants when you later on in this workshop need to choose a team training partner for the main task.</p>												

Session Plan 8 – Team Communication

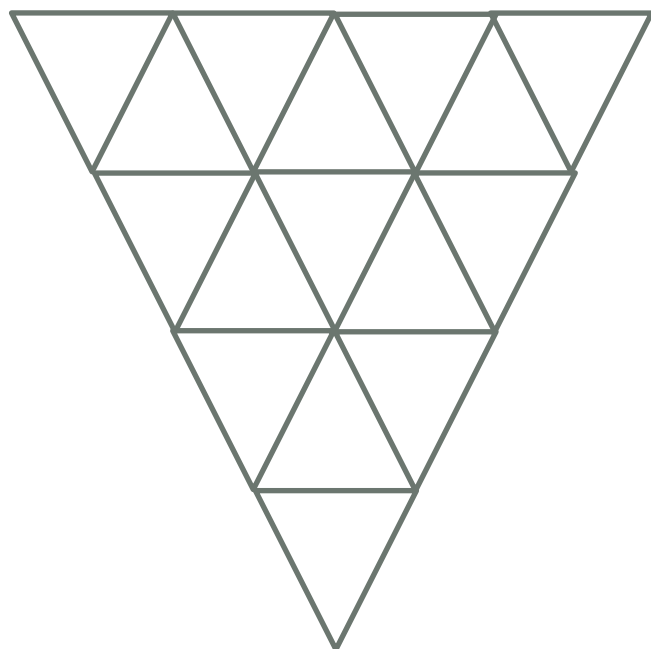
Learning Objectives:

- Participants are aware of challenges in communication, and
- To practice three levels of communication.

Time: 60 minutes

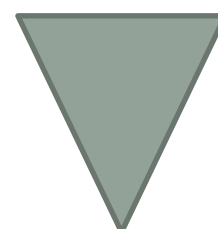
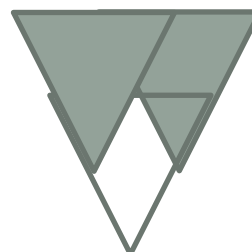
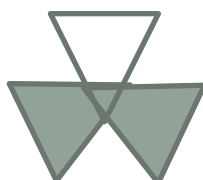
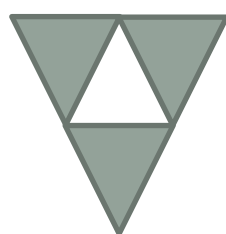
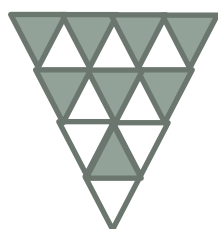
Topics/ Educational Aids	Time	Keywords
Active lecture	2 minutes	Introduction: Team work and team communication are linked and can provide us with synergy and open up for other challenges. But first, we will run a small team building exercise.
Whiteboard Active lecture Activity sheet 8	5 minutes 5 minutes 5 minutes 3 minutes 10 minutes 20 minutes	Body: <u>Pass out activity sheet 8 and explain first task:</u> Task 1. How many triangles can you count individually? Do not discuss with other participants or copy results. Presentations of individual results. Record each result on the whiteboard. <u>Divide participants into three groups:</u> Task 2. Go into groups and agree on a number of triangles. Presentation of group results. Record results on the whiteboard. <u>Task 3. Lead plenary discussions</u> with all groups, and agree on the final number of triangles.
Whiteboard Active lecture	10 minutes	Stage Check and Conclusion: Ask participants: What do these exercises illustrate, and what can we learn from it? Lead plenary discussions and note down some answers. Conclusion: If team building and team communication is used <u>effectively</u> , it is possible to reach a higher level and a better result. But we must always be aware of our communication process.

Activity 8:



Number of triangles: 27

16 4 3 3 1



Session Plan 9 – Two instructors

Learning Objectives:

- To be aware of the principles of cooperation between two instructors in one session.

Time: 30 minutes

Topics/ Educational Aids	Time	Keywords
Active lecture Plenary discussion	10 minutes	<p>Introduction:</p> <p>Explain to participants that there are some issues you need to be aware of when planning a session as two instructors. Explain to them that they – together with another trainer – will have to conduct a 45 minutes' team training session later in this workshop.</p> <p>Earlier, we discussed team building and communication issues, but a number of other areas are also relevant when working as two trainers.</p> <p>Ask participants to come up with issues to be aware of when performing as two trainers and note participants' answers on the whiteboard while you lead brief plenary discussions.</p>
Whiteboard Active lecture	15 minutes	<p>Body:</p> <p>Two-instructor facilitation in a seminar can be very difficult. But if the difficulties are solved then there are at least three major advantages when two instructors train effectively together.</p> <ol style="list-style-type: none"> 1. It is possible to focus on the subject from different angles. 2. The instructors can be specialists in one particular subject. Another advantage is that one instructor can teach while the other one observes all participants. 3. During group work, the groups can be assisted by two instructors instead of one. <p>A few simple rules, must however, be respected before teaching together as two instructors.</p> <p><u>First</u>, prior to the session, the instructors must agree on the following:</p> <p>Subject to disagreement with one another, the two instructors must agree whether to show it in front of the participants, or alternatively wait and discuss it in the break. A correction can be made afterwards, if necessary.</p>

		<p><u>Second</u>, who is responsible for the session? It must be agreed “who” is the main lecturer, while the other one supports with comments.</p> <p><u>Thirdly</u>, it is a good idea that one instructor is responsible for a complete topic, while the other instructor is in charge of the next topic.</p> <p><u>Fourth</u>, it demands good partnership to teach jointly.</p> <p><u>Fifth</u>, make sure that the session does not end as a competition between the two instructors i.e. who is the smartest or who is talking mostly etc.</p> <p>Disagreements between instructors - even through seemingly innocent body language - can confuse participants and cause a difficult and tense environment.</p>
Whiteboard Active lecture	5 minutes	<p>Conclusion:</p> <p>Training can be improved with two instructors but be aware of challenges, and ensure coordination when planning sessions.</p> <p>Team training is not about sharing the time equally between each trainer (e.g. 20 minutes each). Team training is about using different strengths and synergies to increase the level of learning and quality of training. You could say $1+1 = 3$.</p> <p>Think about these issues next time you (very soon) plan your own team training.</p>

Session Plan 10 – Topic/Target Group and Main Task

Learning Objectives:

- To create a joint point of departure in relation to choosing a main topic for the main tasks;
- Through plenary discussion, divide the main task into a 3-days workshop curriculum with 6 to 8 subtopics/ training session and to divide participants into team training couples (2-pers.) in relation to the number of sessions, and
- To initiate the training teams to develop flow, methods and materials for their 45 minutes sessions.

Time: 150 minutes:

Educational Aids	Time	Keywords
Active Lecture Whiteboard	10 minutes	<p>Introduction: <u>Explain the four (4) tasks/objectives</u> and that we will now start working on the main task:</p> <ol style="list-style-type: none"> 1. Agree on a main topic for a 3-day programme and agree on a target group (as mentioned, we cannot add subtopics without knowing our target group); 2. Divide the programme into sessions so that you get (a least) the number of sessions needed to ensure that each training team (two trainers) is provided with a session/sub-topic to develop; 3. Divide participants into strong teams in relation to the task. Remind the participants to consider the results of their Belbin tests in selecting their co-facilitators; 4. Look into the details in the main task which is to develop a 45 minutes team training session in relation to your selected sub-topic. <p>Open up for questions and clarify the above, if needed.</p>
Active Lecture Plenary discussion Whiteboard	50 minutes	<p>Body: Facilitate a plenary discussion on the main topic chosen.</p> <p><i>(In some occasions, the trade union organisation has already selected a main topic or more than one. Choose from their list).</i></p> <p><i>(Alternatively, you can pick out the most common programme and target participants resulting from the exercise and discussions in Session 4 on Analysis of Target Groups).</i></p> <p>Lead a plenary discussion with the aim of choosing the <u>target group</u>.</p> <p>Make sure that the previous workshop training about target groups is included in this process (<i>Level of knowledge, Age, Gender, Experience etc.</i>)</p> <p>Once the main topic and target group are selected, facilitate a plenary discussion with the aim of formulating session sub-topics. Ensure enough session topics so all training pairs/teams are provided with a sub-topic to develop to a 45 minutes session.</p> <p>Draw the 3-day daily schedule on the whiteboard and fill in the agreed sub-topics to be covered by 45 minutes sessions:</p>

Activity sheet 9

Active lecture

Team work in pairs	2-2½ hours	On-going preparation - Teams develop content, flow and materials for their 45 minutes team training sessions
Q and A	30 minutes	(Stage-check) Check participants to see if they have finalised the task, materials are produced, and if they are ready to present their session

Session Plan 11 – Questioning Techniques

Learning Objectives:

- To introduce questioning techniques

Time: 30 minutes:

Time: 00 minutes

Educational Aids	Time	Keywords												
Active lecture Whiteboard	5	Introduction: During TTM 2, we talked about two main groups of questions: - Open and closed questions where the open questions were used to “force” the participants to give elaborated answers, and - Closed questions to get some concrete knowledge or just a yes or no response. The open- and-closed questions can be divided into different kinds of questions.												
Active lecture Power point 4 - Questioning techniques	20	Body: There are six (6) different kinds of questions and each type of question will get different kind of answers. Therefore, it is important that you ask the right kind of questions. <u>Present power point 4 - The six kind of questions are:</u> <table><tr><td>1) Categorical questions.</td><td>Closed question</td></tr><tr><td>2) Informative questions.</td><td>Closed question</td></tr><tr><td>3) Elaborated questions.</td><td>Open question</td></tr><tr><td>4) Guiding questions.</td><td>Closed question</td></tr><tr><td>5) Alternative option.</td><td>Closed question</td></tr><tr><td>6) Rhetorical questions.</td><td>Closed question</td></tr></table> <p>It is recommended to use a combination of all the types of questions throughout a session.</p> <p>But avoid using guiding questions too much because the answers from that type of questions often reflect your own opinion(s). You actually prevent the participants from presenting their own opinion(s).</p> <p>If you want a dialogue with the participants, then use elaborated questions, because you then force participants to give you a detailed answer.</p> <p>If the participants are passive, un-concentrated or talk with the neighbours, then your best tool to stop that is to ask questions.</p>	1) Categorical questions.	Closed question	2) Informative questions.	Closed question	3) Elaborated questions.	Open question	4) Guiding questions.	Closed question	5) Alternative option.	Closed question	6) Rhetorical questions.	Closed question
1) Categorical questions.	Closed question													
2) Informative questions.	Closed question													
3) Elaborated questions.	Open question													
4) Guiding questions.	Closed question													
5) Alternative option.	Closed question													
6) Rhetorical questions.	Closed question													

		<p>Questions are the trainers' best tool. The trainer can activate the participants, arouse interest, get attention, provoke and start a debate, limit or end an argument, correct mistakes and check knowledge and understanding.</p> <p>The difference between a good trainer and <u>a very good</u> trainer is often the trainer's ability to ask good questions.</p> <p>When the trainer asks the participants a question you can do it in two ways: Directly to one of the participants or as a free question where all the participants may answer.</p> <p>If you want an open dialogue then use the open questions, while direct questions are preferred if you want particular participants to answer.</p>
<p>Power point 4 – Questioning Techniques</p> <p>Hand-out 6</p>	5	<p>Summary:</p> <p>The questions you ask is also a part of your planning as it is a way to do stage check, monitoring the time, and use participatory methods.</p> <p>Of course you can adjust your questions along the way in relation to how your sessions develop.</p> <p>To summarise, remember how to ask questions. Take the different types of questions into consideration when you plan and conduct your session.</p> <p>Pass out hand-out 6.</p>

Session Plan 12 – Trainer types and roles

Learning Objectives:

- To present trainers types and facilitate plenary discussions about the roles of trainers.

Time: 60 minutes

Topics/Educational Aids	Time	Keywords
	10	Introduction: <u>Explain and provide a few practical examples by using your own body language. Present the following:</u> <ul style="list-style-type: none"> - We will now look into types of trainers and how we use our body language. - All human beings communicate with their <u>voice</u> as well as with their body. - Some people do not notice that they <u>communicate with their body</u>. - People with open and very effective body language are often very good communicators. - People with <u>closed or no body language</u> are often not so good communicators. - A good trainer is one who uses her/his body, <u>eyes</u> and <u>facial expressions</u> during a session. - Some people are born to use their body language, while others have to work year after year and still in vain.
Power point 5 – Types of Trainers + in hand-out version	20	Body: Normally, trainers are divided into six types of body language. Present power point <u>5 - Types of Trainers</u> : <ol style="list-style-type: none"> 1. The professor type 2. Stress trainer 3. The very smart trainer 4. The indirect trainer 5. The flexible trainers. 6. Combination of the different types. Distribute power point 5 as a hand-out version.
Active lecture Plenary discussion Whiteboard	20	Topic: The roles of trainers: <u>Introduce this topic</u> by underlining that a trainer is a leader, and must always act like that.

		<p>Ask <u>participants</u> what that means in their own view? Note down the answers on the board and explain that a good trainer is a person who is able to be flexible, has flair for the situation and acts accordingly. Explain that there are two main types of roles of a trainer.</p> <p>1. The role where the trainer is the "king". The trainer knows everything, wants to talk all the time, and does not feel like listening to participants - because s/he knows better. The trainers' word is law, and s/he tells the participants when and what to do, and merely ask categorical and informative questions.</p> <p>The trainer is the law-maker and judge in the class-room, and executes the final punishment. S/he only helps 'preferred' participants and acts malicious to other participants s/he dislikes. You may recognise this type of teacher from your time in school. You may also remember if you liked that type of teacher?</p> <p>He is <u>not</u> the type of a trainer, who creates an atmosphere where the participants can work and feel comfortable while sharing own knowledge with other participants and trainers.</p> <p>2. The type of trainers that trade unions want are the trainers who are able to listen to participants, start and lead a discussion, while also sharing their knowledge with participants. They are also able to teach participants how to use their own prior knowledge.</p> <p>The good trainer always starts with the everyday life and current situation of participants while acknowledging that there are other complex aspects than the ones presented to the trainer.</p> <p>The good trainer is a person who is always present when participants need help, but instead of providing the answers him/herself – the trainer provides self-help techniques to participants for them find the answers themselves. S/he is in the background, but always near.</p> <p>The good trainer conducts a participatory session with participants having been active all the time. Participants have had real influence on the session, and this is also called democratic training.</p>
Whiteboard Active lecture Hand-out 8	5	<p>Summary: Remember we all have our different ways of conducting training. Although we are different, always remember that trainers - as leaders – must show a good example.</p> <p>Remember always to involve your participants. When you plan your sessions try to keep the learning objective in focus.</p> <p>Pass out hand-out 8.</p>

Session Plan 13 – Develop, conduct and evaluate a team session (main task)

Learning Objectives:

- Practice in developing materials/flow for a 45 minutes team training session;
- Practice to implement participants' own developed team training sessions, and
- Practice on how to evaluate a team session.

Time: 60 minutes + one/two days team sessions:

Educational Aids	Time	Keywords												
Whiteboard Active lecture	2 minutes	Introduction: Inform participants that they now have the final exercise (60 minutes) to prepare and plan their sessions,												
Active lecture Activity sheet 9	20 minutes	Body: <u>Repeat and explain the task from activity sheet 9</u> - The main team task is as follows: <div><div>1. Develop and conduct a 45 minutes session.</div><div>2. Both members of the team must do an active lecture</div><div>3. Use at least three different training methods.</div><div>4. Include: Introduction, the main body, passage criteria, summary and a message in the session.</div><div>5. The target group, initial and terminal behaviour, session objectives and passages criteria must be written on a paper and one copy on paper for the trainers.</div><div>6. Max. 10 minutes group work/role play etc.</div><div>7. Copy of your developed session plan/materials to trainers/observers.</div></div> <u>Ask participants if there are any questions</u> and provide clarifications and/or feedback, if needed. Ensure that observers have been nominated to all teams by adding the observers' names to the list /flow of sessions: <table><tr><th>Time</th><th>Day 1</th><th>Day 2</th><th>Day 3</th><th>Teams</th><th>Observers</th></tr><tr><td>10.15-11</td><td></td><td></td><td></td><td>Muhammad/Mona</td><td>Vanny / Muni</td></tr></table> Ensure that teams get a break once they have completed their session before they become observers.	Time	Day 1	Day 2	Day 3	Teams	Observers	10.15-11				Muhammad/Mona	Vanny / Muni
Time	Day 1	Day 2	Day 3	Teams	Observers									
10.15-11				Muhammad/Mona	Vanny / Muni									
Active lecture	10 minutes	Stage Check/Summary:												

Observers evaluation activity sheet 9.1 & self-evaluation 9.2		<ul style="list-style-type: none"> - Inform about start time for the first team and the first observers; - Explain and distribute the evaluation sheet/activity sheet 9.1; - Explain and distribute self-evaluation activity sheet 9.2; - Remind participants to check IT/AV equipment; <p>Initiate last 60 minutes session preparation.</p>
White-/Blackboard Whiteboard marker or Chalk Laptop Projector Flipcharts Markers	1 to 2 days 3 minutes 45 minutes 20 minutes 5 minutes	<p>Participants implement team training sessions:</p> <ul style="list-style-type: none"> - Ensure that observers are ready. Request them to focus on sheet 9.1 and take notes; - Give the floor to the first team; - Start time-keeping (max. 45 minutes) and stop the time after precisely 45 minutes; <p><i>(Alternatively, ask observers to check time-keeping).</i></p> <p>After the session has been implemented:</p> <p>Facilitate feedback to the team by yourself and observers;</p> <p>Praise good work. Avoid negative words, while still pointing out room-for-improvement;</p> <p>Observers provide feedback;</p> <p>Through discussion, ask teams to which extent their sessions went according to plans and make sure they are actively involved in their own feedback.</p> <p>Next Team Training session</p> <p>Upon completion of the first evaluation/feedback session, make sure that next team is provided with 5 minutes to prepare their equipment before they start.</p>

Session Plan 14 - Summary

Learning Objectives:

- To clarify any doubts in relation to the topics, and
- To emphasize the main points in each of the topics.

Time: 60 minutes:

Educational Aids	Time	Keywords
Active lecture Whiteboard	5 minutes	Introduction: Explain that all participants should jointly develop a summary of the week and avoid misunderstandings of any topics, and request participants to ask questions if they have any doubts about any of the topics.
Active lecture Whiteboard Q/A	45 minutes	Body: List down the main topics one by one: Ask participants to explain each of the topics. For example: <u>1. Can you mention and explain the educational terms?</u> <u>2. Why is it important to analyse the target group - and which areas do we analyse?</u> <ul style="list-style-type: none"> • Educational terms • Communication • Teambuilding • Team communication • Two instructor • Questioning techniques • Trainer types • Trainer roles • Evaluation of sessions
	10 minutes	Ask participants about any other details or questions while finalising the topic or related issues. Provide feedback.

Session Plan 15 – Follow-up

Objectives:

- To ensure focus on continuous improvement, finalising and testing of developed materials.

Time: 30 minutes:

Educational Aids	Time	Keywords
Active lecture Q/A Whiteboard	5 minutes	Introduction: Lead a plenary discussion on how to follow-up on the work done during the workshop. Ask how can we (if they want to): <ul style="list-style-type: none"> • Finalise and revise the developed training materials? • Test the training materials?
Evaluation forms	20 minutes	Body: Encourage responsibility and networking among the trainers (production groups) to ensure follow-up on the work done during the workshop. Facilitate discussion on ideas from participants. Explain to them that conclusions made during the workshop will be reported to the organisation/s.
	5 minutes	Note and report the feedback/conclusions from participants on follow-up work/requests to the organisation/s and/or contact coordinators.
	5 minutes	Summary: Ask participants if they have further comments and feedback in relation to the reporting of the workshop.

Session Plan 16 - Evaluation

Objectives:

- To ensure feedback from the workshop for future improvements/revisions.

Time: 45 minutes:

Educational Aids	Time	Keywords
Active lecture Q/A Whiteboard	10 minutes	Introduction: Explain the evaluation form to participants; Do not fill in your name. If you have further comments, please write it on the back of the evaluation form; After this, facilitate a brief oral evaluation; Distribute and explain the evaluation form, and Ask participants if there are any questions.
Evaluation forms	20 minutes	Body: Participants fill out the evaluation forms.
	5 minutes	Collect the evaluation forms.
	10 minutes	Summary: Ask participants if they have further comments and feedback in relation to the workshop.

Session Plan 17 - Closing

Time: 60 minutes

Educational Aids	Time	Keywords
Participant list including contact details Certificates	50 minutes	Introduction: Close the workshop, and Distribute copies of list of participants including their contact details (for networking between the trainers), and Body: Give the floor to leaders and thank them for their participation in the workshop closing; Thank staff, assisting trainers and participants, and Wish the participants good luck with their future activities. Distribute certificates
Camera	10 minutes	Summary: Group photos and goodbye

ULANDSSEKRETARIATET
DTDA

Islands Brygge 32D
2300 København S
Telefon: 33 73 74 40
Fax: 33 73 74 65

E-mail: mail@dtda.dk

www.ulandssekretariatet.dk