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# **Hand-Outs to Trainers Training Module 3**

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## Handouts

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## Foreword

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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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Copenhagen, January 2019

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## 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) has 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 complete 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 enables 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.

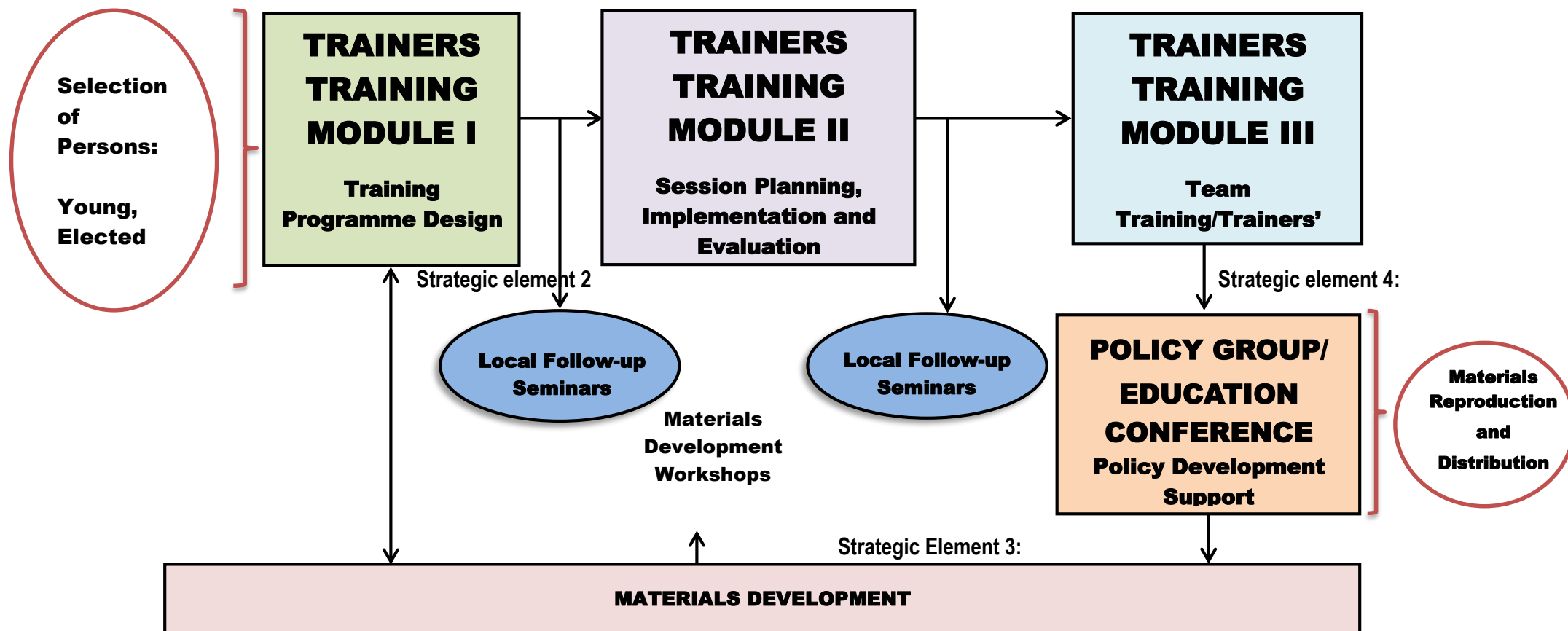
Strategic element 2: The follow-up seminar is the single most important strategic element:

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 guaranties 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*

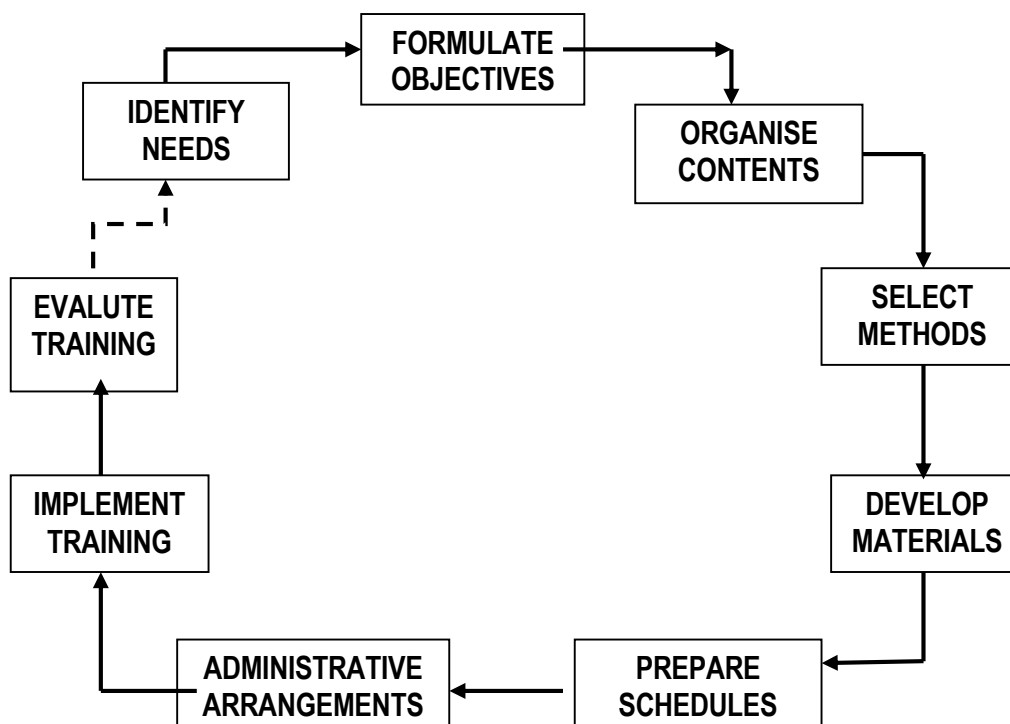
Production groups will be established (and/or expanded) to include trainers trained (as a minimum) with a view to develop and produce education materials. Trained trainers will be provided with further training on production of simple educational materials including training on how to compose simple 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).

<b>Trainers Training Module 1:</b>	<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>
<b>Trainers Training Module 2:</b>	<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 3<sup>rd</sup> 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 learning 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 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</p>



	<p>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</u> <u>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 PowerPoint 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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## 1<sup>st</sup> Session

### Workshop requirements, Objectives, Target participants, Content and Methodology

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<b>TITLE OF THE PROGRAMME:</b>	Workshop on how to design a three-day seminar <i>(Designing, delivery &amp; assessment of a team session)</i>
<b>TARGET PARTICIPANTS:</b>	16 female and male participants
<b>WORKSHOP REQUIREMENTS:</b>	Participants must have undergone trainers training module 1 and 2 and must have conducted a number of local training activities.
<b>WORKSHOP INPUT:</b>	Curriculum of a local training activity Trainers Training Module 1 and 2

#### DESCRIPTION/OBJECTIVE:

By the end of the workshop, the participants will be able to do analysis on a target group. With the results of the analysis, the participants will be able to draft a three-day seminar daily schedule in plenary (and by co-operating). In trainer teams, they will be able to develop team sessions for the training programme in accordance with target group needs and the objectives.

- The participants will also be able to work in teams to conduct team sessions.
- The participants will be able to plan, conduct and evaluate a team session.
- The participants will know about and use different communication models in their team sessions.

#### CONTENT:

- Educational terms
- Analysis & Target groups
- Communication
- Roles in a Team & Team Training
- Belbin Test
- Team communication
- Two instructors
- Main task - develop 45 min. team sessions
- Questioning Techniques
- Trainer is a leader
- Trainers types and roles as a Trainer
- Team session presentations
- Evaluation of a session - self evaluation

#### METHODOLOGY:

The following methods of instructions should be utilised:

- Lecture
- Exercises
- Group - Team & Plenary discussions
- Group dynamic
- Demonstration
- Critiquing

## Programme Overview / Five-day Workshop on 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 roles	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	

## Introduction

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Dear participant,

By now, we expect you to have some experience in training through your participation in Module 1 and 2 and expect that you have undertaken a number of local training activities (*minimum two local follow-up activities*).



The module requires a spacious venue with good facilities (at least):

- Large room for plenary team sessions
- White- or blackboard
- Flipcharts
- Enough additional space to make 16 workplaces
- Good photocopying facilities
- Power plugs and cables for all electronic equipment
- Access to at least 8 computers / at least one of them is a laptop
- Access to printers
- Projector screen
- Projector for laptop connection

During the workshop and as the last exercise, your team should produce a 45 minutes session which indicates that you are able to work as a team during your session (normally two trainers /max three trainers in a team). Your session will be assessed by participants and trainers.

Your aim is to produce a team session on a specific sub topic which should be concordant with the selected main topic. Your session should also fit into the flow in the daily schedule which will be developed in a joint plenary process as a point of departure to draft materials for a three-day seminar.

The materials your team creates will be a potential draft to be included in the combined drafted training materials which will be a joint output of this TTM 3 workshop.

As your session (in later stage) could be pilot tested by other trainers, it is the responsibility of your team to also ensure a clear and precise trainers guide (session plan).

This workshop provides theoretical inputs during the first three days. This is necessary to provide both as a brush-up of TTM module 1 and 2 as well to introduce new knowledge in relation to communication methods and team training. This new knowledge should support you in creating team training sessions and could also in future actions add further inputs to the production of materials.

With this module in hand, we intend to advance to a higher theoretical and practical level on how to use the TTM methodology learned during module 1 and 2. The main objective of this module is to further develop your skills and knowledge as a trainer with focus on communication and team training.

## 2<sup>nd</sup> Session

### Introduction of participants / Activity Sheet 1

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**ACTIVITY:** Introduction of participants.

**SHORT TERM OBJECTIVES:**

- To get to know each other better;
- To practice interview skills;
- To practice taking notes, and
- To practice presentation techniques.

**TASK:** Everyone in the group presents themselves individually to the rest of the group.

The presentation must take between three minutes and (max.) five minutes, and must include:

1. Name;
2. Age;
3. Position in the union;
4. Trade union experience;
5. Expectations with this seminar;
6. Experience from your own five-day seminar, and
7. What are your plans for the future?

The other members of the group take notes of each presentation.

When the group returns to the workshop room, the instructor decides who should be presenting whom *from the group*.

It is very important that each participant takes detailed notes on each group member as they do not yet know whom to present later.

### 3<sup>rd</sup> Session

## Experiential Analysis and Educational Terms/Activity Sheet 2

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**ACTIVITY:**

Discuss the meaning of educational sentences.

**SHORT TERM  
OBJECTIVES:**

- To decide what the following sentences express.

**TASK:**

- Write down each group decisions electronically or on a flipchart.
  - The groups must be able to argue their results in the presentation.
1. After the workshop, the participants must be active when the union runs organising campaigns to recruit new members;
  2. After the workshop, participants must be able to make a budget for a two-day workshop;
  3. To have 200.000 members in their respective unions in year 2015;
  4. The participants are not members of a union;
  5. After this workshop, the participants are able to plan a session;
  6. In year 2020, the aim is to organise 80% of all workers in country;
  7. After the workshop, the participants must make propaganda for their unions;
  8. After the session, the participants are able to read and use salary statistics as a part of their preparation up to a negotiation;
  9. The participants are workers;
  10. At the end of the session each participant must be able to explain at least five advantages of welfare facilities;
  11. At the end of the session, participants must be able to name ten reasons to join a union;
  12. After the workshop, the participants must be able to plan an organising campaign to recruit new members;
  13. The Confederation and their affiliates have to complete their educational structures in 2015;
  14. After the workshop, the participants will be able to create a power point slides;
  15. The participants have to participate in creating a trainers network;

16. The participants must not have participated in education before this workshop
17. The participants have to answer the test without any mistakes;
18. The participants are less than 25 years;
19. After the session, the participants will be able to design passage criteria for their session, and
20. The participants do not care for the safety on their jobs.

**TIME:**

30 minutes

## Experiential Analysis and Educational Terms/Activity Sheet 2.1

Question number	Group 1	Group 2	Group 3	Group 4
1				
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# Experiential Analysis and Educational Terms / Hand-out 1

We operate with following terms:

- |                               |                     |
|-------------------------------|---------------------|
| 1. Session topic              | 8. Passage criteria |
| 2. Session objectives         | 9. Motivation       |
| 3. Target group               | - Extrinsic         |
| 4. AIM - Long term objectives | - Intrinsic         |
| 5. Workshop objectives        | 10. Learning area   |
| 6. Initial behaviour          | 11. Learning level  |
| 7. Terminal behaviour         |                     |

## 1. Session topic

Session topic is a headline for what the session is about. In concrete terms, the session topic is the title of the session.

## 2. Sessions objectives

Session objectives are the goals we wish participants to reach after the end of the session. We also use session objectives when we create our questions to the passage criteria - where we test skills and knowledge.

## 3. Target group

It is very important to know "Who is my target group?" and "Who are the participants"? What part of the country do they come from? Which union do they come from? What's their age? Are the participants men or women or maybe both sex, what is the educational level? Can they read and/or write? What do they know about the subject? Do you expect that some of the participants may be afraid of participating? If yes, what are the reasons for their fears? What is their interest in the subject? Why do they come? Are the participants used to physical work, or are they used to work sitting on a chair, reading, writing and listening to other people?

## 4. AIM - Long term objectives

Long term objectives are goals set to be reached after a long period, and it is often very difficult to predict if/when you have reached them.

Another characteristic with long term objective is that it often consists of several short term objectives. In concrete terms, a long term objective is what we wish for in future.

## 5. Short term objectives

Short terms objectives are statements of what participants should be able to do immediately after the seminar/workshop/module. Short term objectives are goals and must be achievable and measurable for the participants. Short term objectives need to be measurable because we want to know if the training has had any effect. The only way we can control the effect is to know exactly what we expect from the participants after the seminar/workshop/module.

In concrete terms, short term objectives are steps that contribute to the achievement of the long term objective.

## 6. Initial behaviour

Initial behaviour is in short a description of the patterns of activities of the target participants before attending the seminar. What do the participants do or what do they not do?

Initial behaviour is an element of our analysis that has to be done before we describe our short term objectives and the contents.

## 7. Terminal behaviour

Terminal behaviour is a description of the actions that we want the participants to do - or alternatively stop doing - after a session. The description of the terminal behaviour must be clear and measurable, and it must be connected to the short term objectives.

## 8. Passage criteria

To assess the progress during the session, we use the concept "passage criteria." Passage criteria are in fact a kind of control/evaluation of participants, learning levels and contents. Passage criteria express the minimum of knowledge or skills that participants must have achieved after a session.

Just before summarising in a session, it is important to run a stage check. If the "test" shows some general mistakes you can correct them in your summary. The "test" will show you to which extent you have reached or not reached your session objectives.

You can either have a written test/evaluation or an oral questions and answers. When you prepare your session plan, you have to assign three to five minutes to passage criteria, and you have to form the questions in your preparation. You have to define your terminal behaviour before you can describe the contents of the session.

## 9. Motivation

There are two kinds of motivation:

- 1) *Extrinsic motivation* is the kind of motivation that is guided by reward and punishment. Actions and external conditions steering our motivation.
- 2) *Intrinsic motivation* is the kind of motivation that comes from within (internal). We are motivated because we do it for our own sake.

## 10. Learning area

We talk about three different learning areas; knowledge, skills and attitudes.

Knowledge means that the participants must have some minimum knowledge of a topic. Knowledge is mostly linked to theoretical topics than practical ones. Knowledge is often about facts. The participants must know something about the topic.

On the other hand, skills are related more to practical topics, where participants have to do things themselves. Skill is often used as an expression of a combination of theoretical and practical topics.

The learning area attitude is to provide participants with knowledge (not necessarily facts) so that they can change their attitudes. We are daily bombarded with information from commercials, school, government and many other places where the objectives are to change our attitudes. In the trade union, we also try to change the attitude of our members to work collectively in the trade union movement to reach the same objectives.

## 11. Learning levels

We operate with three levels of education. An education level is an expression of how much or how deep the learning needs to be. The three levels are: Information, knowledge and “use of skills” levels.

We use the educational level as an indicator of how deep the education level needs to be, and secondly to identify the passage criteria. The higher the educational level, the more specific the passage criteria.

### Information level

The information level is the lowest educational level with low expectations of terminal behaviour apart from what participants may have heard about the topic. Under normal circumstances hardly any questions are phrased to the passage criteria. We normally use the word “informed” when/if we make questions to passage criteria.

### Knowledge level

At the knowledge level, the terminal behaviour is that participants can recite and summarise what they have learned. We can use words such as recite, name list, underline, re-call, identify, and select when we describe the terminal behaviour.

The passage criteria can often be determined by asking oral questions to participants. Use open and elaborate questions in order to make participants answer more than yes or no.

### Use of skill level

At the use of skill level, the terminal behaviour has to be written in terms of what participants are able to do for themselves. At the use of skill level, we have expectations that the participants know, understand and are able to use what they have learnt during the session or in the seminar.

To describe the terminal behaviour, we can use word as differentiate, construct, contrast, compare, to be active and solve problems.



## 4<sup>th</sup> Session

### Analysis and Target Groups / Hand-out 2

#### 9 steps in Systematic Approach

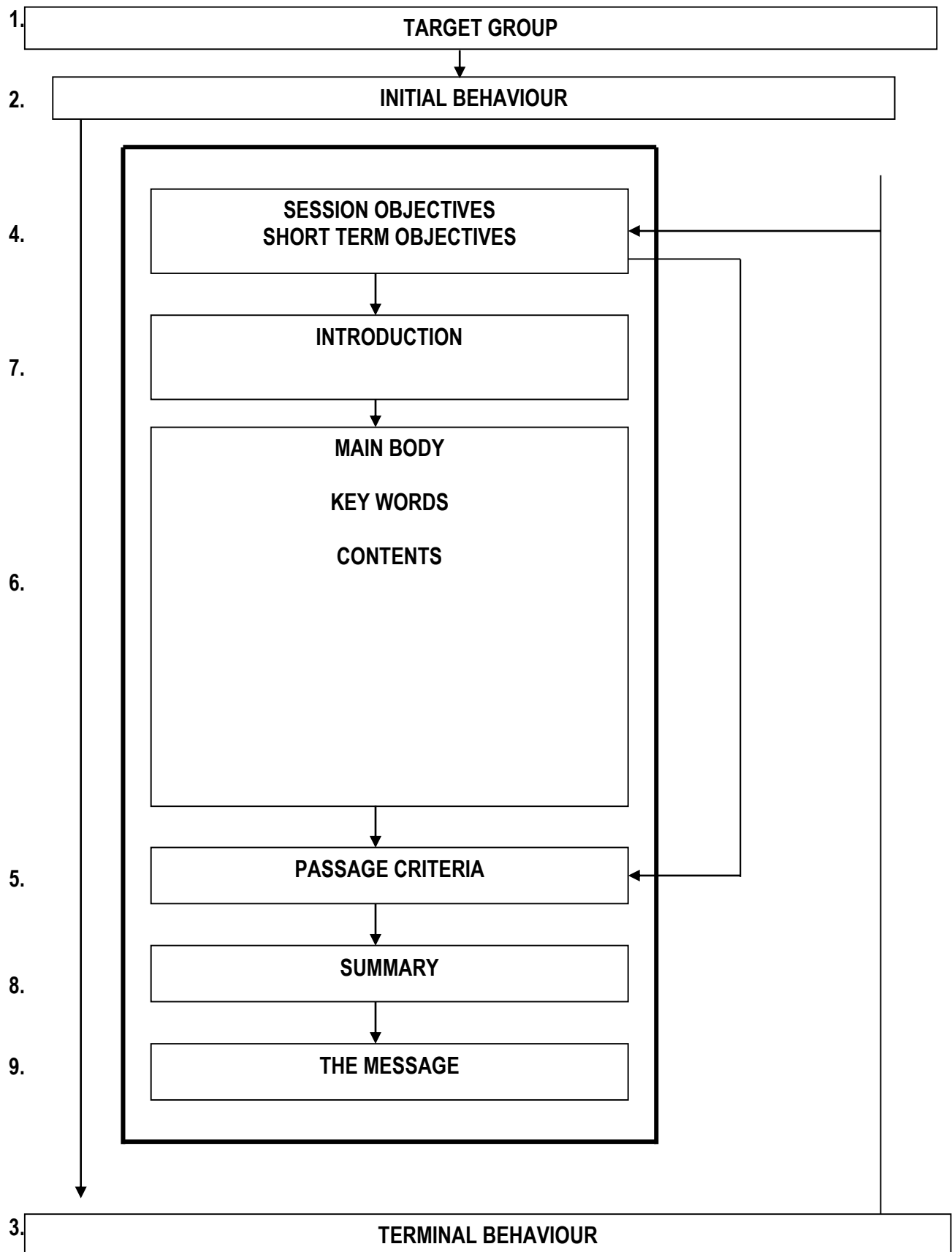
Trade unions have developed manuals for many seminars. The manuals are developed for specific target groups which mean that the session objectives, the contents and the teaching methods must be customised to that particular target group.

If you use the manuals for other target groups than those for whom the manuals were developed for originally, then your training will not be successful. You have to make some considerations before using them in your own setting.

Whenever you wish to use one of the manuals, it is important to go through the following procedures. Double-check that you have selected the appropriate session objectives, methods and contents.

On next page, a systematic model illustrates the linkages between the different topics.





## 1. Target group:

When planning a session, always analyse and describe your target group first.

In TTM 2, you learned how to analyse step-by-step. When analysing the target group, another method can also be used. It is called “the questioning technique” where you ask yourself questions about the participants such as:

- a. Which union do the participants belong to?
- b. Which districts in the country do the participants come from?
- c. Can the participants read?
- d. Can the participants write?
- e. How old are the participants?
- f. Have the participants ever gone to school?
- g. Are there any religious barriers that may inhibit their learning curve?
- h. What do the participants know about the topic?
- i. How are participants motivated?
- j. What kind of relationship do participants have with the union?
- k. Do the participants have any fears of participating, and why if they do?
- l. Any specific problems?
- m. Environmental background.

### a. Which union do the participants belong to?

If participants come from the same union, you can use examples from their daily life and technical language.

If different unions are represented, then use general examples without technical language.

### b. Which districts of the country do the participants come from?

Consider potential problems in group formations and seating because of religious, geographical and/or ethnic differences. Does it influence your choice of examples in your training?

### c. Are the participants able to read?

It is not a good idea to pass out written materials to illiterate participants. When you produce transparencies then use drawings instead of words.

### d. Can the participants write?

If the participants cannot write, then avoid group work requiring public presentations on a flip chart or on paper. Prioritise oral evaluations.

### e. How old are the participants?

Some people say that older people learn slower than younger, but that is incorrect. Rather, elderly people learn in another way than young people, because they learn by hearing and practicing. In fact, elderly people may see things in a perspective and are often able to relate and link multiple topics, while younger people generally learn by doing or listening. That is why younger people are perceived as faster learners.

### f. Have participants ever gone to school?

It is important to investigate how many participants have participated in a learning setting before. If only few, then avoid theoretical subjects, but prioritise practical and participatory exercises instead.

**g. Are there any religious barriers that can prevent the learning?**

In case of any religious barriers that may prevent learning, it is important to take them into consideration in your planning.

**h. What do the participants know about the subject?**

The more participants know about the subject/s, the higher level you can plan. Higher level means more detailed and substantial information and preferably on participant's terms.

**i. How are participants motivated?**

If the participants are extrinsically motivated, then plan your seminar/session with the use of rewards and limited "punishment". If, on the other hand, participants are intrinsically motivated, then plan your seminar/session with short term objectives as motivational factors by visualising to participants what they may achieve.

**j. What kind of relationship do the participants have with the union?**

If the participants are members of a union, you must find out if they are leaders or ordinary members. How much do they know of the objectives? What is their status in the union? Can they participate on equal conditions as other participants?

In case of non-union participants, find out what they know about the union, what they want, and what they expect from the seminar? The last question is very important to ask ALL participants.

**k. Do the participants have any fears of participating, and why if they do?**

There are different kinds of fears you have to take care of. It can be fear from new learning or fear stemming back from bad school experiences as a child.

The first two kinds of fear can be minimised through the creation of a good atmosphere and comfort (sense of safety) in the class room. Make sure that participants respect each other as individuals, and promote constructive criticism, while using group work.

To promote mutual respect, build up networking amongst participants by making sure that participants have contact with one another throughout- and after - the seminar.

**l. Any specific problems?**

If you are in doubt about anything, then never hesitate to ask participants. Call or write to participants if your concerns arise prior to the seminar. During the seminar, it is easy to simply ask them rather than acting in an inappropriate or incorrect manner.

On the following pages is an example of a form to use when analysing the target group followed by a blank form you can use to note down your analysis of your target groups.

## **2. Initial behaviour**

Once you know your target group, it is possible for you to assess their initial behaviour.

## **3. Terminal behaviour**

Once you have your target group and their initial behaviour in place, you (or the leaders of the union) can decide what kind of terminal behaviour we expect from the participants after the session.

## **4. Session objectives**

Once you have described the participants' terminal behaviour, then you are able to describe your session objectives.

*Example:* What kind of topic do I have to teach the participants, if I want a specific terminal behaviour?

At this stage, you can use the analysis methods you learned in TTM 2 (step-by-step).

## **5. Passage criteria**

Once you have described your session objectives, then you are able to describe the passage criteria.

Passage criteria are connected to the session objectives because we want to check if participants have learnt what we described in our session objectives.

## **6. Key word/contents**

Once you have formulated your session objectives, you can start to analyse the topic you have selected, to reach your session objectives and your terminal behaviour.

What kind of education methods and what kind of aims will you use?

## **7. Presentation**

Once you have formulated your key words (most of your session plan), you can make your presentation to the session.

## **8. Summary**

The summary has two functions in a session. The first one is to repeat all the most important topics from the session and at the same time provide participants with a brief review.

The second function is to correct any possible mistakes or misunderstanding. Most mistakes may already be identified during stage check prior to the summary.

## **9. The message**

Use it if you have some news or pieces of information that has nothing to do with the session.



*Examples of analysis of a target group by using questioning techniques:*

If the participants	Then	Aids	Methods	Notice/instruction
Do not read/write	Use	<ul style="list-style-type: none"> <li>- drawings</li> <li>- speaking in visual terms.</li> <li>- documentary</li> <li>- video</li> <li>- posters</li> <li>- cartoons</li> </ul>	<ul style="list-style-type: none"> <li>- group works</li> <li>- team work</li> <li>- class discussion</li> <li>- only little individual work</li> </ul>	<ul style="list-style-type: none"> <li>- no written material</li> <li>- no writing on boards</li> <li>- participation</li> </ul>
Afraid of participating because they have never participated in a seminar before.	Use	<ul style="list-style-type: none"> <li>- all kind of aids</li> <li>- use a lot of visual aids.</li> </ul>	<ul style="list-style-type: none"> <li>- group work</li> <li>- small group discussion in the class</li> <li>- not too much individual work</li> </ul>	<ul style="list-style-type: none"> <li>- take care of every participant</li> <li>- use positive words</li> <li>- give constructive feed back</li> <li>- "nurse" participants</li> <li>- let them feel success</li> <li>- create a good atmosphere</li> <li>- use time to let the participants know each other</li> </ul>



### Analysis form: Target group

If the participant	Then	Aids	Methods	Notice/instructions

## 5<sup>th</sup> Session

### Communication / Hand-out 3

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To communicate means "to do something together".

A good communication is very important in a learning situation. In fact, it is a pre-condition in any learning situation.

A communication can be illustrated like this:

Transmitter  $\Rightarrow$  message  $\Rightarrow$  media  $\Rightarrow$  receiver

#### Response

The transmitter, in our case a trainer, has something important that s/he wants to communicate to the participants (the receiver).

The transmitter has to choose a media to communicate the message. But, 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. The media must fit the receiver.

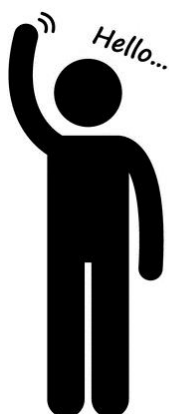
The media you want to use may be a lecture, writing on the blackboard, use of a projector or may be a written piece of paper to participants etc.

On the other end of communication model is the receiver. 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. You get a response by asking questions.

That is called a two-way communication or a dialogue.

Be aware if the transmitter is an important person with a high rank. You may risk that the receiver says yes, but does not understand the message (embarrassed that s/he did not understand the message).

That is called a false two-way communication or a false dialogue.



Two-way communication is very difficult because there are potentially many barriers in the communication. In the following are listed the most frequent barriers:

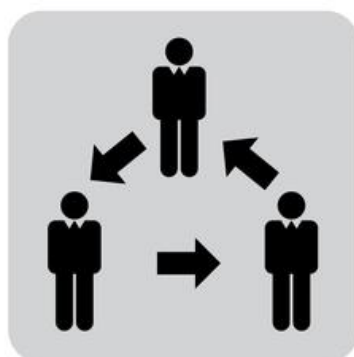
<b>It is said</b>	but maybe it is not	<b>heard</b>
<b>Heard</b>	doesn't always mean	<b>understood</b>
<b>Understood</b>	doesn't always mean	<b>accepted</b>
<b>Accepted</b>	doesn't always mean	<b>I will use it</b>
<b>I will use it</b>	doesn't always mean	<b>In all situations</b>

Another problem in communication is that we only hear what we want to hear.

Listening to another person is very difficult because we want to reply to the other person. As soon as a person starts to speak, our brain prematurely begins to construct the answer, and we only hear a part of the speech. Once our constructed answer is ready, then we merely wait for a moment of peace to give our own response. That happens when the other person stops to pause.

Although communication is very difficult, it is necessary if we want to solve problems.

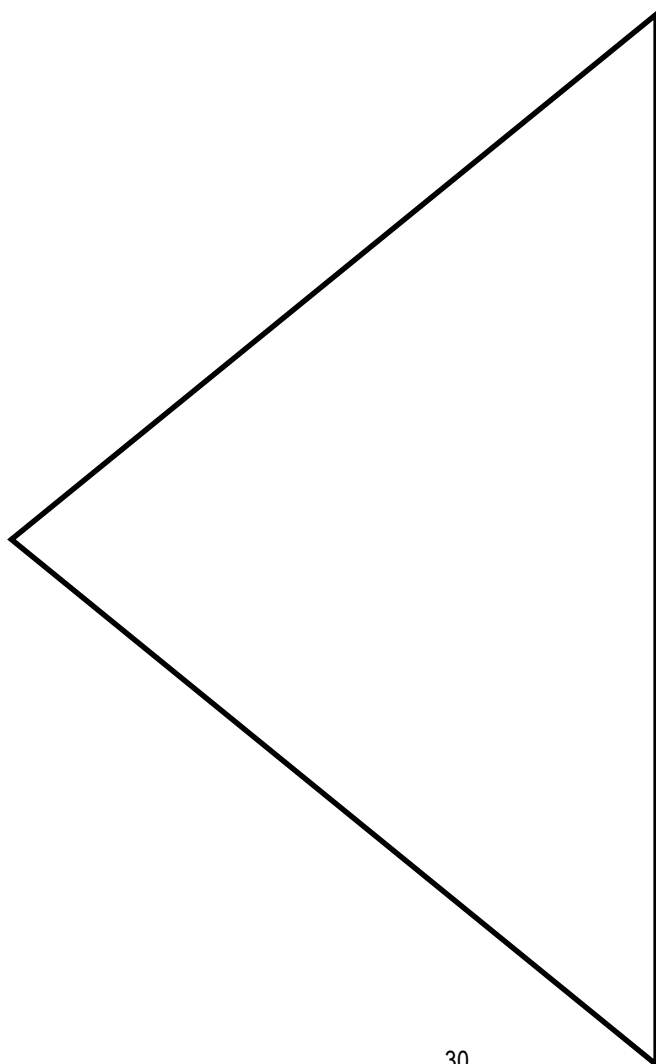
In the following three small exercises, we will see how communication can solve problems.



## Communication / Activity Sheet 3

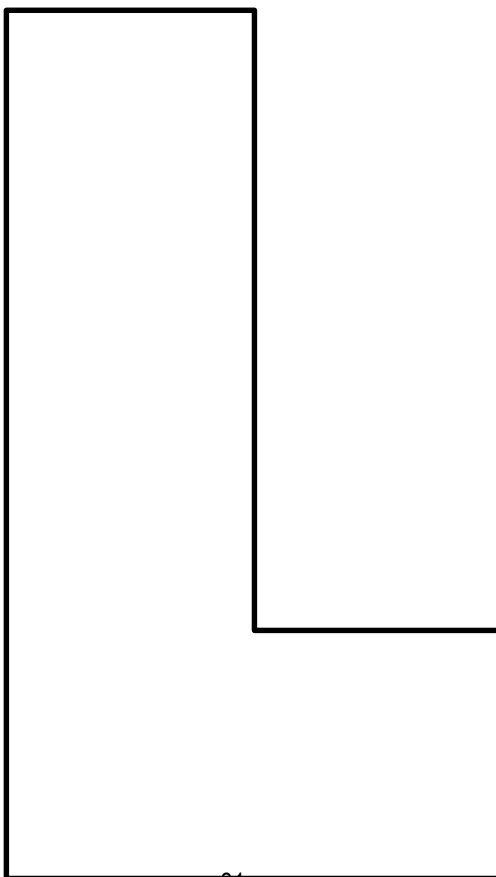
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- ACTIVITY:** Put together a triangle.
- SHORT TERM OBJECTIVES:** To put together the triangle parts correctly as quickly as possible without talking or mimicking.
- TASK:** The group must as quickly as possible put together the triangle. Each member has one part and no one else must touch that part. Each group member has to place his/her part of the triangle him/herself.
- Once the group has put together the triangle, then call the trainer.
- TIME:** Maximum 10 minutes.



## Communication / Activity Sheet 4

<b>ACTIVITY:</b>	Put together the letter L.
<b>SHORT TERM OBJECTIVES:</b>	To put together the parts correctly as quickly as possible. Only one person is allowed to talk. The rest of the group is not allowed to talk or mimic.
<b>TASK:</b>	<p>The group must as quickly as possible put together the letter L. Each member has one part and no one else must touch that part. Each group member has to place his/her part of the letter L him/herself.</p> <p>The group chooses a person who is allowed to talk.</p> <p>Once the group has put together the letter "L", then call the trainer.</p>
<b>TIME:</b>	Maximum 10 minutes.



## Communication / Activity Sheet 5

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- ACTIVITY:** Put together an arrow.
- SHORT TERM OBJECTIVES:** To put together the parts correctly as quickly as possible.
- TASK:** The group must as quickly as possible put together the arrow. You are allowed to talk and to touch each other's arrow parts.  
Once the group has gathered the arrow, then call the trainer.
- TIME:** Maximum 10 minutes.



## 6<sup>th</sup> Session

### Why Team Training / Activity Sheet 6

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<b>ACTIVITY:</b>	Why Team Training? (group discussions)
<b>SHORT TERM OBJECTIVES:</b>	To introduce challenges and (focus on) advantages in team training.
<b>TASK:</b>	<p>Initially, the group has to brainstorm on the subject “why team training?” and each participant briefly presents his/her opinion on team training.</p> <p>Take notes during the group work and choose a group member to present the group answers.</p>
<b>TIME:</b>	Maximum 20 minutes.





## Team building and roles in a team / Hand-out 4

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### Why teams?

When working in teams, the process and the product often result in better quality and faster compared to individual work.

You can also say that six eyes see better than two or four brains often think better than one.

If you set up a team and expect it to work effectively, it is important to follow some fundamental principles.

1. Team members must know each other. If they do not, then spend some time to let them know each other.
2. The team must have a common objective.
3. Each individual must have accepted the working procedures and that each play 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 feed in with their “best” role.

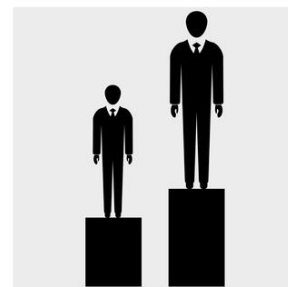
While bearing in mind that there are normally eight different kinds of **roles in a team**, one person can play multiple roles. Here are the eight roles (most have been taken from the Belbin test):

- a. The co-ordinator
- b. The initiator
- c. The ideas person
- d. The analyser
- e. The administrator
- f. The resource person
- g. The mediator
- h. The finisher

## The Co-ordinator

The Coordinator is a stable, dominant and out-going person.

“Co-ordinator” is not a precise word for this type, because the person is usually not the conventional “formal” leader of the team, but leading the group is what he does best.



He talks on behalf of the group and co-ordinates the work in the group to reach the short – and long term objectives.

S/he looks at the short term objectives, but new ideas do not necessarily come from him. S/he works in a very disciplined manner and demands similar levels of discipline from other team members. While dominating in nature, s/he masters it in a good way and does not put her-/himself first or misuse her/his position in the team. S/he believes in people until proven otherwise.

The Co-ordinator quickly assesses the strong/weak qualities of each team member, and encourages them to emphasise and utilise their comparative advantages. S/he assigns roles to each team member, identifies missing competencies and takes initiatives to fill the ‘gap’ in the team.

As a fluent speaker and communicator, s/he is often a good listener in the team. Normally, it is the coordinator who sets the agenda and priorities on behalf of the team.

In the first phase of the teamwork, s/he will ask questions, listen and draw the conclusions after discussions.

## The Initiator

The initiator is impatient, dominating and out-going.

The initiator is filled up with "nervous energy" and an outgoing personality. S/he is emotional, impulsive, impatient and easily gets frustrated.

S/he is quick to respond to challenges, and s/he likes to discuss. S/he easily gets angry, but only for a short time, and never appears to bear a grudge.

With his/her paranoid tendencies, s/he often fears a conspiracy and often feels victimised.

Despite a confident attitude, the initiator seldom enjoys inner confidence. While only focusing on the final product of the teamwork, s/he does not care for anything else, and only wants the team to work non-stop.

The initiator prefers competition and appears intolerant to team members who do not know exactly what to say. While often appearing as arrogant and unsympathetic with the consequences that other team members feel uncomfortable, the initiator will always insist of starting the group dynamic process.



## The ideas person

The 'ideas person' is dominating, very intelligent and introvert (often shy).

The ideas person is the one who spreads the seed in the team.

S/he is imaginative, original and the most intelligent person in the team. Nothing is 'impossible' to the ideas person, and will often view a problem from a new angle to any discussion.

While being a colourful person, s/he can easily insult other team members if they dare to criticise his/her ideas. The purpose of the insult is to ensure that his/her own ideas or counterproposals come through.



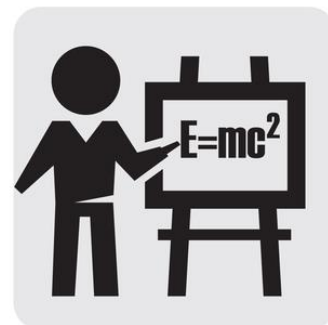
S/he will spend all time (incl. the team's) thinking of new ideas – even ideas that have nothing to do with the project. On the other hand, the initiator does not like to be criticised and may as a consequence stop working and do nothing.

To make him/her "good" again, the co-ordinator has to praise the initiator as the unique team member.

### The analyser

The analyser is very intelligent, stable and introvert (shy).

In contrast to the “ideas person”, the analyser is what we can call a cold-blooded person with little temper. As a serious team member, his/her contribution to the team as an analyser is more valued compared to the new ideas person.



His/her criticism is always based on facts and often the less motivated person in the team. Since s/he uses time to make a decision, s/he is the most objective team member.

One of the most valuable qualities of the analyser is the ability to handle and understand a large number of complicated materials and scenarios, and is able to analyse the other team members' proposals. Sometimes his announcements of analysis results may seem rude and may ruin the climate in the team.

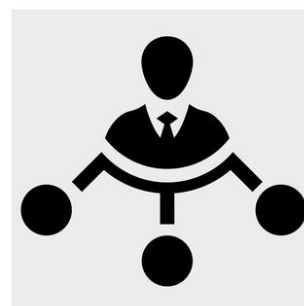
The analyser is reliable but with a low sense of humour and has only little fantasy and spontaneity. Nevertheless, the qualities of the initiator are indispensable to the team and her/his assessments are nearly always right.

### The administrator

The administrator is stable and able to control her/himself.

The administrator is the practical member in the team and is able to convert the team decisions to well-defined objectives making it easier to solve problems.

S/he is action-minded and is capable of prioritising the topic in a logical way and plan. S/he works in a disciplined way. Being honest with a good spirit, the administrator enjoys confidence from team members.



The administrator does not like sudden changes, but prefers stability. In lack of stability, s/he will endeavour to seek stability by organising everything into forms, schedules and diagrams. While working very effectively, systematically and methodically, the administrator can also be very inflexible and does not like new ideas - especially not types of ideas that are in-concrete.

If any of the team members asks about the team decisions, it is the administrator who can give the answer to that question.

### **The resource person**

The resource person is stable, dominating with an out-going personality.

The resource person is probably the most sympathetic member of the team. S/he is mostly relaxed, socialising and curious. S/he appears to be positive and enthusiastic in nature although with a tendency to put things away as quickly as s/he takes them up.



The resource person brings information back to the team. He can easily get new friends and enjoys many contacts outside the team.

S/he is seldom in the office, and when s/he is, s/he prefers to talk over the telephone. S/he is the sales person, the diplomat, and the link to the outside world on behalf of the team.

While appearing competent to stimulate and create new ideas, the resource person is not the one doing that in the team.

### **The mediator**

The mediator is stable, non-dominating with an out-going personality.

The mediator is the most sensitive person in the team. S/he is very conscious of every member needs and worries. S/he notices if anything is wrong in the team. S/he knows about the private lives and families of other team members.

S/he is interested in the intern communication in the team. Due to his/her sympathetic and popular charisma, s/he is central platform of the team.



Being loyal to the team, s/he will work positively with an idea from a team member rather than using time criticising it.

As a good listener to the other members of the team, s/he communicates effectively in the team and is prepared to help anyone in need. The mediator does not like person-related (as supposed to subject-related) conflicts.

While under pressure or in a difficult situation, the mediator will be sympathetic, understanding, loyal and supportive of team members.



### **The finisher**

The finisher is worried with an introvert personality.

The finisher worries about everything. Time pressure, can we do the job? Where can we get help, what about tomorrow etc.?

The finisher is only relaxed once s/he controls everything and in every little detail.

Due to his/her high degree of self-control and strength of character, s/he is impatient and intolerant with team members relaxing. The finisher only aims at one thing: To finish.

## 7<sup>th</sup> Session

### Belbin Test / Activity Sheet 7

#### About the test:

This test indicates strengths and weaknesses of a participant when working in a team.

#### Guidance:

Read all the statements and decide which ones characterises your behaviour in the best way.

You have 10 points to place in each of the 7 main questions (sections) below. Each section consists of 8 statements. Divide your 10 points between the 8 statements as you please e.g. all 10 points on one statement or alternatively place 5 points in one statement, while you place 3 to another and 1 in each to two other statements.

The following breakdown illustrates a filled-out and completed test:

1. In a team, I contribute effectively to:		
1a.	3	See and take advantage of new opportunities.
1b.		Work with many different kind of persons.
1c.	1	Produce ideas is one of my natural qualities.
1d.		Involve other people when I know they can add significant value to the task of the team.
1e.	3	Carry out a task. This has a lot to do with my personal efficiency.
1f.	2	Good results even if I have to accept to be unpopular for the time being.
1g.		Assess quickly the optimal impact in an un-usual situation.
1h.	1	Provide rational reasons for taking alternative actions without being prejudiced.
	10	



The sum in this column must amount to 10 in total.

You have 30 minutes to complete the test.

<b>1. In a team, I contribute effectively to:</b>		
1a.		See and take advantage of new opportunities.
1b.		Work with different kind of persons.
1c.		Produce ideas is one of my natural qualities.
1d.		Involve other people when I know they can add significant value to the task of the team.
1e.		Carry out a task. This has a lot to do with my personal efficiency.
1f.		Good results even if I have to accept to be unpopular for the time being.
1g.		Assess quickly the optimal impact in an un-usual situation.
1h.		Provide rational reasons for taking alternative actions without being prejudiced.

<b>2. I have problems working in a team because</b>		
2a.		I feel uncomfortable if meetings are neither well-structured, controlled nor well-chaired.
2b.		I am ready to assist another person with a good point of view even though it is not discussed sufficiently.
2c.		I have a tendency to talk too much when the team discusses new ideas.
2d.		My goal-oriented mind sometimes prevents me from quickly joining other team members enthusiastically.
2e.		I am sometimes regarded as powerful and authoritarian when I find it necessary to finalise a task.
2f.		I find it difficult to lead – may be because I am extraordinarily sensitive to the mood in the team.
2g.		I have a tendency to be intrigued by my own ideas and therefore lose track of what actually “happens” in the team.
2h.		My colleagues find me unnecessarily worried about details as well as possible risks of something going wrong.



<b>3. When I am preoccupied co-operating with other persons in a project, I</b>		
3a.		Influence others without pressuring.
3b.		Make often sloppy mistakes and neglects other issues.
3c.		Can put pressure on meetings to ensure effectiveness and that objectives are always visible.
3d.		Want to be seen as someone contributing with something original regularly.
3e.		Always support a good proposal that is to the benefit of the team.
3f.		Watch out for the newest ideas and trends in time.
3g.		Feel appreciated by others for my down-to-earth judgement.
3h.		Feel like a reliable team member that takes care of the important part of the work

<b>4. I am particularly interested in working in teams because</b>		
4a.		I am curious about my colleagues.
4b.		I am not afraid of criticising other people's point of views or maintaining a controversial position.
4c.		I usually find a way to argue against untenable proposals.
4d.		I have coordination and planning talents when a plan has to be launched.
4e.		I have a tendency to go beyond the obvious and bring out the unexpected instead.
4f.		I strive for perfection in any task I set out to solve.
4g.		I can utilise outside contacts to find the best solution to a problem.
4h.		I am curious about all points of views, but do not hesitate to stick to my own decisions once the final decisions need to be taken.

5. I feel satisfaction in pursuing a task because		
5a.		I like to analyse situations and consider various scenarios.
5b.		I am interested in practical problem solving.
5c.		I like to feel that I further good working relations.
5d.		I seek major influence on decisions.
5e.		I meet people who give me "something" back.
5f.		I can convince others to take the necessary steps voluntary.
5g.		I feel like "a fish in the water" when I have time to focus entirely on one single task 100%.
5h.		I like to identify a theme or problem, where my creative problem solving is needed.

6. When facing a difficult task or limited time (with people I don't know), I prefer to:		
6a.		Sit in a corner and develop a strategy by myself.
6b.		Always work together with another person with the best procedures regardless of possible difficulties.
6c.		Reduce the complexities of any task by identifying the strengths of every team member.
6d.		Finalise the task quickly and avoid any delays.
6e.		Maintain complete self-control and sense of clear thinking.
6f.		Maintain goal-orientation regardless of time pressure.
6g.		Lead a team if there is no progress.
6h.		Start brainstorm discussions to generate new ideas that may initiate the processes.

7. To work in a team is difficult because		
7a.		I need to avoid showing my impatience towards those who delay progress.
7b.		Other team members may criticise me for being too analytic and not intuitive enough.
7c.		I prefer to do the work properly with the consequence that it may delay the process.
7d.		I am bored easily and expect that other team members will inspire me to participate constructively.
7e.		I find it difficult to work in teams unless the objectives are clear.
7f.		I sometimes find difficulties in explaining my own complex ideas.
7g.		I may not be able to practice what I preach. My expectations from others are high.
7h.		I hesitate to fight for my views when facing strong resistance.

## Summing-up Belbin Test / Activity Sheets 7.1

### Summing-up Form

#### Guidance:

Transfer the scores that you gave in the seven main sections into this format. Note that the letters are placed differently for each question. Add the points to each column.

The column (team role) with the highest score shows where your strengths lie in a team. The column with the second highest score is the support role that should be invested in.

The two columns with the lowest points are the team role types with your weaknesses. You have to become aware of your different strengths and weaknesses when working in teams. The other persons must have their strengths where you have your weaknesses.

In this way, you can set up a powerful and qualified team.

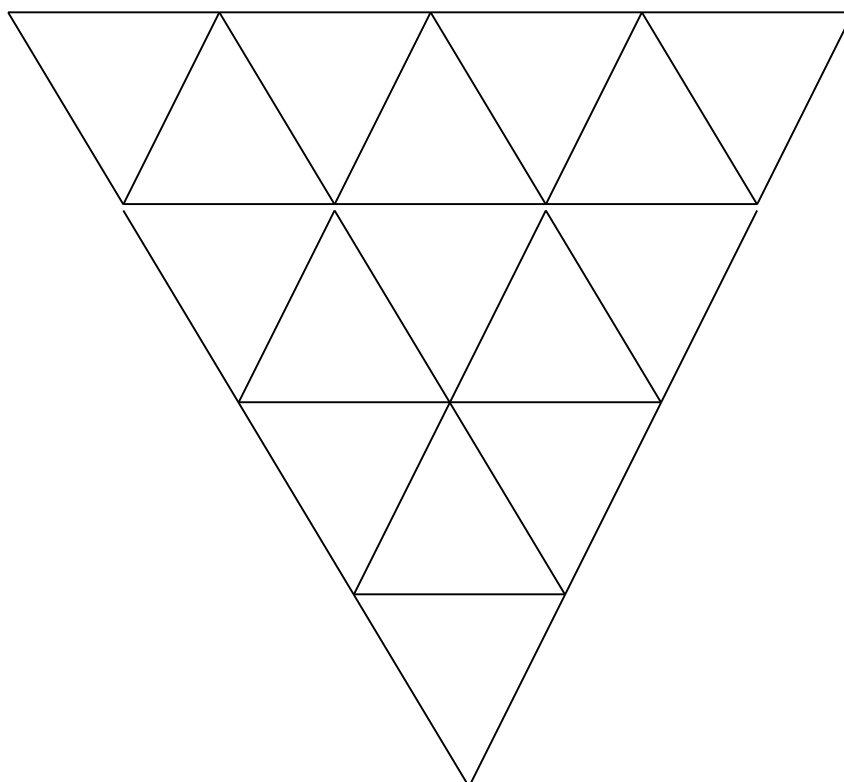
The 7 main questions (section).		Administrator		Co-ordinator		Initiator		Ideas person		Resource person		Analyser		Mediator		Finisher
1	G		d		f		C		A		h		b		E	
2	A		b		e		G		C		d		f		H	
3	H		a		C		D		F		g		e		B	
4	D		h		B		E		G		c		a		F	
5	B		f		D		H		E		a		c		G	
6	F		e		G		A		H		c		b		D	
7	E		g		A		F		D		b		h		C	
Sum																

## 8<sup>th</sup> Session

### Team Communication – How many triangles? / Activity Sheet 8

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- ACTIVITY:** Count number of triangles.
- SHORT TERM OBJECTIVES:** Find as many triangles as you can in 10 minutes.
- TASK:** Count number of triangles.  
When you are finished, write down the number in the right corner of the paper.
- TIME:** Maximum 10 minutes.



Number of triangles: \_\_\_\_\_

## 9<sup>th</sup> Session

### Two instructors / Hand-out 5

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Two-instructor facilitation in a seminar can be very difficult. But if the difficulties are solved then there are many advantages when two instructors train effectively together.

It is possible to focus on the subject from different perspectives.

The instructors can be specialists in one particular subject. Another advantage is that one instructor can lecture while the other one observes the class. During group work, the groups can be assisted by two instructors instead of one.

A few simple rules must, however, be obeyed before teaching together as two instructors.

First, prior to the session, the instructors must agree on the following:

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.

Second, who is responsible for the session? It must be agreed who is the main lecturer, while the other one supports with comments?

Thirdly, it is a good idea that one instructor is responsible for a complete topic, while the other instructor takes the next topic.

Fourth, it demands a good partnership to teach together.

Fifth, 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 and so on.

The difficulty can be if participants become confused due to disagreements between instructors.

The union payments should be divided into two separate fee payments to the two instructors.



## 10<sup>th</sup> Session

### Main Task / Activity Sheet 9

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**ACTIVITY:** Conduct and develop a 45 minutes team training session

**SHORT TERM OBJECTIVES:** To complete a session of 45 minutes.

To work as a team.

**TASK:** The task for the team is to:

1. Develop and conduct a 45 minutes session.
2. Both members of the team must do an active lecture.
3. Use at least three different training methods.
4. Include: Introduction, the main body, passage criteria, summary and a message in the session.
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.
6. Max. 10 minutes group work/role play etc.
7. Copy of your developed session plan/materials to trainers/observers.

**TIME:** 45 minutes to the session. (incl. group-work of max. 10 min)  
4 hours for preparation.  
25 minutes for evaluation of each team session.



## Main Task (Trainer Evaluation) / Activity Sheet 9.1

### Participant/Trainer Evaluation by the Participants

Evaluate the session and give feedback to the team with advice on what to do better next time and how to do it better. Compliment them and explain what was good and why.

Following are illustrative questions that you may wish to ask them (you can also pose own questions).

<b>Target group</b> <ul style="list-style-type: none"> <li>Did the level of the session match the target group?</li> <li>Was there a link between target group, session objectives and terminal behaviour? If yes - how was the link? If no - what was missing?</li> <li>Any suggestions to change sessions to better match the target group further?</li> </ul>	
<b>Short term objectives</b> <ul style="list-style-type: none"> <li>Were the session objectives clear?</li> <li>Any change suggestions?</li> </ul>	
<b>Passage criteria</b> <ul style="list-style-type: none"> <li>Did the team complete the stage check?</li> <li>Was there a link between session objectives and questions in the passage criteria?</li> <li>Were the participants active through the "test"?</li> </ul>	
<b>The trainers</b> <ul style="list-style-type: none"> <li>The trainer contact with the participants - was that ok?</li> <li>The trainer's body language - was that ok?</li> <li>The trainer's mimic - was that ok?</li> <li>The trainer's voice - was that ok?</li> <li>How was the dialogue with the participants?</li> </ul>	
<b>Team building</b> <ul style="list-style-type: none"> <li>How was the cooperation between the two trainers?</li> </ul>	
<b>Methods, Equipment, Materials</b> <ul style="list-style-type: none"> <li>Were the methods used participatory methods?</li> <li>Was the equipment sufficient?</li> <li>Readable and clear presentations?</li> <li>Did the sessions lack hand-outs?</li> <li>Were materials sufficient?</li> </ul>	



## Main Task (Self-Evaluation) / Activity Sheet 9.2

	Self-evaluation	Everything ok.	Need some changes	Have to be changed completely	Comments
1.	Was my planning ok?				
2.	Did I know the target group?				
3.	Did I know the participants' initial behaviour?				
4.	Were the contents on the correct level of learning?				
5.	Did I choose the right training methods?				
6.	Did I follow my plan?				
7.	Did I have a good contact with the participants?				
8.	What did the seminar give me?				
9.	Did the participants understand the session objectives?				
10.	Did participants reach the short-term objectives?				
11.	Was there a good co-operation between the participants and me?				
12.	Was there a good co-operation between the participants?				
13.	Did the participants learn what they should?				
14.	Were the participants motivated?				
15.	Should the seminar be repeated?				
16.	Should some changes be made?				
17.	Should there be a lot of changes?				
18.	How was the co-operation between the two trainers?				

## 11<sup>th</sup> Session

### Questioning techniques / Hand-out 6

During TTM 2, we talked about the two main groups of questions: Open and closed questions where the open questions were used to “force” the participants to give elaborated answers. Closed questions were used to get some concrete knowledge or just a yes or no response.

The open- and-closed questions can be divided into different kind of questions. There are six 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.**

The six kind of questions are:

- |                           |                 |
|---------------------------|-----------------|
| 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 |

**Categorical** questions are types of questions where you only give the participant the choice to say yes or no.

You use these types of questions when you want the participants to confirm information or if you want the attention of a particular participant, while you wish to continue your speech at the same time.

Examples:

- Have you participated in TTM 2 - Yes
- Do you like participatory methods - Yes
- Do you think the seminar room was cold today? No
- Did you do your session plan? - Yes.

**Informative questions** can be replied with a short answer. You use these types of questions in the same way as you use categorical questions.

Examples:

- Where did you participate in TTM 2 - In Denmark
- What kind of participatory method do you like most - I like group work
- How many degrees cold must it be in the seminar room before you feel it is cold? – 17 degrees
- How long did it take you to do your session plan? - It took two hours.

**Elaborated questions** are often the best types of questions to ask because this kind of questions forces the participant to think and explain rather than merely answer yes or no

If you want a discussion among the participants, then you ask elaborated questions.

Elaborated questions often begin with what, why, who and how.

Examples:

- Why did you go to TTM 2? - Because I want to be a Trainer
- Why do you like group work most? - Because I like to have a dialogue with other participants
- Why is it by 17 degrees you feel that it is cold? – Because many years ago I ....

- Why did it take two hours to do the session plan? - Because I spend a lot of time to analyse the target group and ....

**Guiding questions** are types of questions you ask where you indicate what kind of answer you expect. If you use this kind of questions, you must know that you may be manipulating the participants.

Examples:

- I suppose you have participated in TTM 2 and done local follow-up activities?
- You like group work, don't you?
- You only feel it cold if it is below 17 degrees, right?
- It took you a long time to do your session plan, didn't it?

**Alternative options** are types of questions where you give a choice between two options.

Examples:

- Do you like TTM 1 or TTM 2 - I like ...
- Do you like group work or role play? - I like ....
- Do you think it is cold or warm in the seminar room? - I think it is ...
- Did your session plan take one or two hours? - It took ...

**Rhetorical questions** are types of questions where the questioners will answer the questions themselves. This kind of questioning is often used when you want to "wake up" the participants.

Examples:

- Have you ever been to TTM 2 in Denmark? - Yes you have.
- Do you like group work? - Yes you do.
- Do you think it is cold? - No. I don't think it is cold.
- Did it take a long time to do your session plan? - Yes, it took two hours.

**It is a good idea** to use a combination of all the types of questions throughout a session.

The problem with guiding questions is that the answers from those types of questions are often your own opinion in reality. You actually prevent the participants to express their own opinions.

However, if you wish to initiate a dialogue with participants then use elaborated questions, because you force the participants to give you a complete answer. If the participants are passive, un-concentrated or talk privately with their neighbour(s), your best tool to stop that is to ask questions.

Questions are the trainers' best tool. S/he 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.

The difference between a good trainer and a very good trainer is often the trainer's ability to ask good questions. When you ask 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.

If you want an open dialogue, then use the open question and if you want particular participant to answer then use a direct question.

## **12<sup>th</sup> Session**

### **A trainer is a leader – Trainer types and roles / Hand-out 7**

---

A good trainer is a person who is able to be flexible, has flair for the situation and acts accordingly.

There are two main kinds of roles of a trainer.

The first trainer role is the traditional type with the trainer being 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 word of the trainer is law, and s/he tells the participants when and what to do, and merely asks categorical and informative questions. The trainer is the law-maker and judge in the class-room, and executes the final punishment. S/he only helps his preferred participants, while acting 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?

S/he is not 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.

The second trainer role type is the kind of trainers that trade unions want. They are 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.

The good trainer always starts with the everyday life and current situation of participants while acknowledging that are other complex aspects than the ones presented to the trainer.

The good trainer is a person who is always present when participants need help, but instead of providing answers him/herself – the trainer provides self-help techniques to participants for them find the answers themselves. He is in the background, but always near.

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 democratising in teaching.

## 13<sup>th</sup> Session

### Evaluation of a session-self-evaluation / Activity Sheet 9.1+9.2

#### Participant/Trainer Evaluation by the Participants

Evaluate the session and give feedback to the team with advice on what to do better next time and how to do it better. Compliment them and explain what was good and why.

Following are illustrative questions that you may wish to ask them (you can also pose own questions).

<b>Target group</b> <ul style="list-style-type: none"> <li>• Did the level of the session match the target group?</li> <li>• Was there a link between target group, session objectives and terminal behaviour? If yes - how was the link? If no - what was missing?</li> <li>• Any suggestions to change sessions to better match the target group further?</li> </ul>	
<b>Short term objectives</b> <ul style="list-style-type: none"> <li>• Were the session objectives clear?</li> <li>• Any change suggestions?</li> </ul>	
<b>Passage criteria</b> <ul style="list-style-type: none"> <li>• Did the team complete the stage check?</li> <li>• Was there a link between session objectives and questions in the passage criteria?</li> <li>• Were the participants active through the "test"?</li> </ul>	
<b>The trainers</b> <ul style="list-style-type: none"> <li>• The trainer contact with the participants - was that ok?</li> <li>• The trainer's body language - was that ok?</li> <li>• The trainer's mimic - was that ok?</li> <li>• The trainer's voice - was that ok?</li> <li>• How was the dialogue with the participants?</li> </ul>	
<b>Team building</b> <ul style="list-style-type: none"> <li>• How was the cooperation between the two trainers?</li> </ul>	
<b>Methods, Equipment, Materials</b> <ul style="list-style-type: none"> <li>• Were the methods used participatory methods?</li> <li>• Was the equipment sufficient?</li> <li>• Readable and clear presentations?</li> <li>• Did the sessions lack hand-outs?</li> <li>• Were materials sufficient?</li> </ul>	

	<b>Self-evaluation</b>	Everything ok	Need some changes	Have to be changed completely	Comments
1.	Was my planning ok?				
2.	Did I know the target group?				
3.	Did I know the participants' initial behaviour?				
4.	Were the contents on the correct level of learning?				
5.	Did I choose the right training methods?				
6.	Did I follow my plan?				
7.	Did I have a good contact with the participants?				
8.	What did the seminar give me?				
9.	Did the participants understand the short term objectives?				
10.	Did participants reach the session objectives?				
11.	Was there a good co-operation between the participants and me?				
12.	Was there a good co-operation between the participants?				
13.	Did the participants learn what they should?				
14.	Were the participants motivated?				
15.	Should the session be repeated?				
16.	Should some changes be made?				
17.	Should there be a lot of changes?				
18.	How was the co-operation between the two trainers?				

## 16<sup>th</sup> Session

### Programme Evaluation

To the participant:

In order to improve this programme, we kindly ask you to answer the following questions sincerely and honestly.  
**Please note that you do not need to write your name.**

Please rate the following programme components with the numerical choices (from 1-5) to 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>
<b>A. PROGRAMME DESIGN AND ORGANISATION</b>	<b>5 4 3 2 1</b>
1. Time allocated and scheduling of activities	— — — — —
2. Understanding/discussion of objectives at the start of the program	— — — — —
3. Organisation of workshop activities	— — — — —
4. Learning at the end of the programme	— — — — —
5. Attainment of objectives	— — — — —
<b>B. WORKSHOP CONTENT</b>	<b>5 4 3 2 1</b>
1. Course content in relation to the objectives	— — — — —

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 2. Extent of relevance of the workshop 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 programme | - | - | - | - | - |
| a. Group work  | - | - | - | - | - |
| b. Plenary sessions  | - | - | - | - | - |
| c. Illustrated lectures                                      | - | - | - | - | - |
| 2. Effectiveness of selected methods                         | - | - | - | - | - |
| 3. Sufficient variation of methods                           | - | - | - | - | - |
| 4. Appropriate 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 participating**



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