TRAINING EDUCATORS IN THE PUBLIC SECTOR

INNOVATIVE TRAINING COURSE FOR TRAINERS:
DETAILED COURSE CURRICULUM AND DELIVERY GUIDELINES

LSPA , KSAP, HAUS

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Latvian School of
Public Administration

K S A P
Lech Kaczyński
National School
of Public Administration

HAUS

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Within the framework of the EU's Erasmus+ Programme, the Latvian School of Public Administration (LSPA), in partnership with KSAP - The Lech Kaczyński National School of Public Administration in Poland; and HAUS – the Finnish Institute of Public Management Ltd., has designed a sample Course for trainer educators and trainers that stimulates innovative and interactive approaches to training and learning in the public sector.

THE PROJECT TEAM

The Project Team bringing together the three institutions has selected, tested and described in these Guidelines learning activities and methods that will encourage innovation and leadership development in the public sector.

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- Vita Valdmane – Teacher of English, Teacher Trainer, Gestalttherapist.

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GLOSSARY

ACTIVITY

Each Module consists of several Activities, with each of these having a specific learning focus seeking to develop a particular skill, understanding, and/or attitude. Activities are marked according to the time necessary for their implementation, the group size, and the level of difficulty.

LEVEL OF DIFFICULTY

The level of difficulty indicates what level of preparations, previous knowledge, and/or experience a trainer should have to successfully run an activity. “Beginner” level of difficulty foresees that a trainer with no or minimal subject-matter knowledge and experience in training can deliver the activity, also no or minimal preparations are necessary. On the other hand, “Advanced” level indicates that a certain amount of time and effort will be needed to prepare the Activity (extra reading, preparation of materials, etc.), and that the trainer may well need a certain level of knowledge in the subject area of the activity, and previous experience in running similar activities, to be comfortable with the delivery of a particular Activity.

COURSE

A selection of modules and activites tailored to the need of participants / target audience.

COURSE GUIDELINES

Guidelines include suggested learning content, methodological approach and delivery of learning activities for the course material selected.

FACILITATOR

He/She is a neutral third party acceptable to all members of the group. The facilitator’s purpose is to help a group increase its effectivness by diagnosing and intervening largely on group structure, learning and process.

MODULE

Module comprises a set of activities compiled on one topic /with the focus on one topic and which can be delivered as a stand-alone seminar.

PARTICIPANT

A participant is a civil servant or/and employee in public sector who is being trained.

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TRAINER

Trainer is a subject-matter expert with little or no training experience / with no experience as a trainer, interested in improving his/her training skills.

TRAINER EDUCATOR

Trainer educator is a trainer working on capacity development of less experienced trainers in public sector being able to take on and inspire others to take different roles of a trainer.

TRAINING

Training is any formal learning context where participants and/or trainers come together to learn and/or be trained by one or a team of trainer educators.

MODULE 1: EFFECTIVE TRAINER

”Teaching and imparting knowledge make sense in an unchanging environment. This is why it has been an unquestioned function for centuries. But if there is one truth about a modern man, it is that he lives in an environment that is continually changing.”

“The only person who is educated is the person who has learned how to learn; the person who has learned how to adapt and change; the person who has realised that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge, is the only thing that makes sense as a goal for education in the modern world.”

(Rogers 1983)

PRESENTATION OF CORE CONCEPTS

Since many trainers employed or hired by schools of public administration are subject-matter experts, it is very important that these people should be further equipped with skills most conducive to effective training. The private sector is not alone in needing more dynamic, advanced, sophisticated trainers, and neither is it alone in undergoing major change. However, in several ways, the public sectors of the Project partners' countries (Finland, Latvia and Poland) are similar, in that they are experiencing quite far-reaching reorganisation.

The Project Team made up of experts from those three countries espouses two main approaches to becoming a more effective trainer. One involves constant practice and effort to improve practical facilitation skills like instruction-giving or presenting, as well as work to ensure that activities engaged in with learners become more and more interactive. The other approach relates to raised awareness in the trainer – in respect of that role, but also as a person. This would, for example, entail a better and better understanding on the part of the trainer about what his/her strengths in the classroom might be, in order for those strengths to be deployed in a quite conscious way whenever necessary. A further part of the process would be to instil and deeper and fuller understanding of what an effective trainer should be and should know, and how he or she should act or perform. Awareness is the key notion here, since training as such is a very complex notion to encapsulate.

With all this in mind, the “*Effective Trainer*” Module takes in:

1) ***Mindfulness* techniques.** In line with the *Cambridge English Dictionary* definition, *Mindfulness* is a practice by which fuller awareness of body, mind and feelings is achieved. It is an important insight – perhaps not especially obvious – that a trainer arrives at the training venue with body, mind and senses; and a heightened awareness of that fact can really help a trainer to understand what is happening, and to detect any shortcomings should they arise. That reflects the greater speed with which an aware mind may react, and indeed sense if what is being done is truly the right thing, or at least the most efficient thing. In addition, as *Mindfulness*

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helps a person learn more about their own sensations and mind functions, an opportunity is provided for a trainer to receive participants' reactions in a less anxiety-provoking way. *Mindfulness* has further earned a place for itself in our era of information overload and multi-tasking, given the way it helps people to relax, reset and restore, as well to retain knowledge, and so enhances the mind's state of health and productivity. Concentration may also be facilitated, and self-awareness further developed.

2) **Assumptions about a trainer's work.** What is involved here in particular is the underlying motivation in each trainer to get involved in the training of others. It is crucial that trainers should understand these kinds of underlying aspects, as their personalities can be "unwrapped" in this way, with self-awareness enhanced as a result. A next stage can involve the verbalising of relevant findings, with one effect being for a person to achieve full(er) self-acceptance as human being and trainer, and another being facilitated acceptance of others – obviously no small matter when training is founded upon close contact and involvement with such "others".

3) **Trainers' Competences.** Trainers should be aware of the competences they ought to possess, and indeed develop if they are to become even more effective. Almost equally crucial is a person's awareness of the competences they do not feel comfortable with, and how those competences too might be developed. This Module emphasises the importance of the peer-development activity shown to be amongst the most effective ways off achieving that kind of further development. Learning from colleagues is therefore involved here, with the knowledge or skill acquired then being brought into classroom practice, ahead of a process whereby what has been learnt is reflected upon deeply.

4) **Trainers' roles.** Trainers can find themselves in different roles depending on who, when and what they teach, as well as how much time is available for training. Are trainers facilitators only, or are they also (even simultaneously) leaders? Which of these roles can a given trainer take on naturally, and which seem(s) more alien? The axis developed by American psychologist and business coaching expert Stephen G. Fairley helps explore this.

5) **Andragogy.** It is essential that those who train adults in the public sector should be aware of adult-learning assumptions, or principles specific to adult learning and training; as opposed to those of the more familiar approach of pedagogy, i.e. the teaching of children. In the context of this Module, a closer look will be taken at key ideas and concepts developed by renowned American educator Malcolm S. Knowles; in particular in regard to the deployment of critical thinking skills, and the exploration of principles for adult learning experienced in the public sector.

6) **Active Listening.** Learning is obviously critically dependent on communication with the learner. It is the trainer who needs to be seen as responsible for adding meaning to any information he/she presents; and achieving that also means sharing a way of seeing the subject matter, and the emotions experienced in relation to the field and the way in which learners respond to it. If insight into learners' ways of understanding and feelings is to be gained, and much-needed feedback given, it is essential that the skills of active listening be put into effect. To find out how learners learn best, we must listen to those learners.

ACTIVITY 1.1.
A MINDFULNESS TECHNIQUE

5 - 10 MINUTES

3 - 30 PEOPLE

INTERMEDIATE

AIMS:

This Activity designed for trainers has them as participants trying out one of the Mindfulness techniques to facilitate concentration and encourage the habit of looking inwards whenever neccesary – and most especially when anxiety or tension are being experienced at any stage during training. If a trainer is not to burn out and is to remain efficient and effective, a balance needs to be achieved in the focus between the extrinsic zone (i.e. what is happening with learners, the subject being taught, activities, etc.) and the intrinsic zone (i.e. what is happening inside the trainer, feelings experienced, the ways in which activities resonate, the impacts exerted by what learners are saying, and so on).

LEARNING OUTCOMES:

By the end of this Activity, trainers as participants will:

- have become aware of (be able to describe) the steps involved in focusing on breathing and bodily sensations, and the benefits of achieving such focus;
- be ready and able to apply the focusing technique as necessary.

PREPARATION AND MATERIALS:

1. a *PowerPoint* slide, or information on a flipchart, on why it is important for this technique to be practised – with suggested information and concepts to be referenced relating to:

- the sense of safety or security (a trainer may feel more secure when paying attention to – or focusing on – the physical body and sensations present in it);
- the way in which a focus on the body may help a trainer become "grounded" and be "more present" – HERE and NOW (with this ability founded upon full awareness and consciousness at the given present moment);
- the ability to listen to the body (which sends out signals to help with the determining of courses of action – even during training; with these readable for a trainer if only a relevant reading ability has been cultivated and perfected);
- the balance between the extrinsic and intrinsic zones.

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ACTIVITY DELIVERY STEPS:

1) The trainer informs participants about the activity they are to engage in, unwrapping the reasons for doing it, and what their interest in it could be; and if possible providing personal examples as to how he or she has been helped to deal with challenging situations while training. The trainer encourages learners to remain seated and to close their eyes, as well as to continue listening to what he/she says.

2) As soon as all eyes are closed, the trainer begins saying: *"Pay attention to your breathing – how you inhale and exhale, inhale and exhale, inhale and exhale (4 more times). Then notice what sensations you feel in your body. Do you feel anxiety? Where does it dwell? What makes you think it is anxiety? What is it about? Do you feel any joy or pleasure? Where can you feel it? What is this joy about? Do you feel any boredom? Where can you feel it? Do you feel anger? Where can you feel it? Are there any other sensations in your body? In your head? Neck? Shoulders? Arms? Chest? Back? Stomach? Knees? Legs? Feet? What kind of sensation is it?"*

3) The trainer stops and invites participants to focus again on their breathing, and to open their eyes as soon as they are ready.

4) The trainer waits until all eyes are open, before requesting feedback on how the Activity has gone. He/she may also share observations, or recount the sensations experienced as the Activity was pursued.

5) The trainer presents, and speaks about, the information on the slide or flipchart, as to why trainers may find it helpful to practice *Mindfulness* techniques.

ADDITIONAL REMARKS FOR THE TRAINER:

If anywhere between 3 and 20 people are participating, it is recommended that each one of them should offer some feedback on the Activity, given how very important it is for participants to be free to express themselves, and thus demonstrate the way in which they are being heard.

ACTIVITY 1.2.
ASSUMPTIONS REGARDING A TRAINER'S WORK / MOTIVATION TO WORK AS A TRAINER

30 MINUTES

3 - 30 PEOPLE

INTERMEDIATE

AIMS:

This "exhaustive questioning" Activity designed for trainers has them reflecting on what that role means, and working to raise their level of awareness of the underlying motivations. This is therefore an Activity helping trainers learn more about themselves, in line with the way that self-knowledge – and its acceptance – encourages a greater sense of confidence. The more we understand ourselves, the more we can understand our learners. In addition, one of the most crucial aspects as other people are being trained by a trainer is for the latter to understand the reasons for that situation, and the inner motivations for involvement in teaching/training. In this kind of way, a trainer may be helped to build a complete self-profile, as well as to experience greater sympathy for learners, and to develop a more holistic approach to the interlinked activities that are teaching and learning.

LEARNING OUTCOMES:

By the end of this Activity, participants will:

- be fully aware of (and able to describe) their reasons for working as trainers;
- have developed an attitude towards those reasons.

PREPARATION AND MATERIALS:

1. a *PowerPoint* slide or information on a flipchart with a sample of a dialogue between two people (P1 and P2) (suggested slide/flipchart content would be as follows):
    - P1: I like teaching because I like working with people.
    - P2: Why do you like working with people?
    - P1: I like working with people because I can see that they can learn something and I can teach something.
    - P2: Why do you have to be able to teach something and see people learn?
    - P1: I need to see that I am a good teacher.
    - P2: Why do you need to see that you are a good teacher? etc.

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ACTIVITY DELIVERY STEPS:

1) The trainer pairs up the participants, or requests that they form pairs.
2) The trainer gives instructions to the effect that: one member of each pair goes first with answering questions while the other is the first to pose them. The questioner starts by asking *Why do you work as a trainer?*, and the answerer responds. It is the role of the questioner to listen to what a partner says carefully, so as to respond directly and closely with a relevant *WHY*? question. The process of answering and asking continues for perhaps 10 minutes – until the trainer stops pairs actively, or until they themselves exhaust the questioning and answering possibilities.
3) The trainer asks the pairs to switch roles, allotting a further 10 minutes to that.
4) A request for participant feedback in the full group revolves around the (kinds of) conclusions arrived at thanks to the Activity.

ADDITIONAL REMARKS FOR THE TRAINER:

It is definitely a gain if trainers themselves can share their motivation to teach, in order to ensure a more open atmosphere in the classroom environment. The more we share about ourselves, the more we allow our learners to learn and become part of a real and meaningful process of contact with us.

ACTIVITY 1.3.
TRAINERS' COMPETENCES

40 MINUTES

4 - 35 PEOPLE

BEGINNERS - INTERMEDIATE

AIMS:

In this further Activity designed specifically with them in mind, trainers as participants practise a **peer-to-peer method**, with a view to their becoming more aware of what their well-developed competences in training are, as well as receiving sound advice in weaker areas.

LEARNING OUTCOMES:

By the end of this Activity, trainees will:

- be aware of (able to name) a competence's constituent parts, as well as several competences essential to being an effective trainer;
- be acquainted with ways in which they can develop certain competences they do not feel comfortable with;
- have experienced the Mastermind Group activity pioneered by bestselling American self-help author Napoleon Hill – which is predicated on all members being equal, and attaches great importance to the opinions of each and every participant;
- have developed an attitude to the Mastermind Group means of working in a group;
- be enlightened about the usefulness and necessity of the "**peer advisory board**" widely considered crucial to the professional development of every trainer.

PREPARATION AND MATERIALS:

1. a slide and handout 1 with information on what constititutes a competence, and a handout 2 listing trainer competences (see Appendix)
2. a flipchart and markers

ACTIVITY DELIVERY STEPS:

1) The trainer explains what each competence consists of, in the view of a 2012 paper from Lithuanian trainers and linguists Kestutis Pukelis and Antanas Smetona (Handout 1). Trainees ask questions or make comments should the need arise.
2) Each participant receives Handout 2, and proceeds to mark competences they feel they are good at, and others in which they note room for improvement. They

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also add any competences they feel have been missed out.

3) The trainer assigns participants to sub-groups of 4-5 people, and in this context each person divulges a competence he/she feels less good at. The rest of the sub-group draw on their experience to advise on how that particular competence might be improved. The participant in receipt of all those ideas either agrees and accepts them, or objects, if so providing arguments against. The advice-giving process continues for as long as there are solutions participants are pleased with and ready to try.

4) Members of the sub-groups share the names of competences they regard as “missing from the list”, before agreeing on one they will share back when the full-group session reconvenes. The trainer asks each sub-group for feedback on those missing competences, entering names on a flipchart or PP slide for all to see.

ACTIVITY 1.4.
TRAINERS' DIFFERENT ROLES

20 - 30 MINUTES

3 - 30 PEOPLE

BEGINNERS - INTERMEDIATE

AIMS:

This Activity has been designed to encourage awareness of the different roles played by trainers actively engaged in training. The theoretical input here involves the axis developed by American psychologist and business coaching expert Stephen G. Fairley.

LEARNING OUTCOMES:

By the end of this Activity, trainers as participants will have:

- acquainted themselves with the different roles Fairley felt could be ascribed to trainers, and described and got to know the specific features of each;
- talked about (and so enhanced their awareness of) the most frequent role they find themselves in as they train people;
- developed a new mindset regarding the trainer roles best suited to different situations.

PREPARATION AND MATERIALS:

1. a slide and handout with Stephen Fairley's depiction of roles
2. a flipchart and markers

ACTIVITY DELIVERY STEPS:

1) The trainer provides theoretical input concerning the axis developed by Stephen Fairley. Participants ask questions and comment on the information supplied, as necessary.
2) The trainer divides participants into sub-groups of 3 and assigns one role (e.g. facilitator, mentor, friend, consultant and manager) to each. Each sub-group takes time to discuss its assigned role, in terms of how much trainers or trainees are experts, who is asking questions and giving answers more, and in what kind of learning-environment situation a trainer could find himself/herself in the role in question. The participants who are trainers also discuss whether they often are in the given role as they supply training .
   [The example of mentor: a trainer in the role of mentor is more likely to be an expert and the one who has the answers. He/She does not ask much, but tells

people how things should be done. There would probably be a situation in which a trainer novice comes to practice and starts training without having much real live teaching experience, thus he/ she has to rely on the expert's knowledge in the field].

3) The sub-groups share their findings with the group as a whole.

4) Participants continue in the same sub-groups, now receiving a handout on which the roles are pictured, and being tasked with locating themselves on the picture – in line with where they feel they most often find themselves when delivering training. Although identification with one of the roles is permitted, it is not mandatory for participants, who may simply locate themselves somewhere between the axes, albeit where they truly feel they belong. They will be required to justify the choice made, with the rest of the sub-group listening and reacting to all that is said.

ADDITIONAL REMARKS FOR THE TRAINER:

It is recommended that the trainer also share his/her vision on the roles he/she adopts most often when training, as this will facilitate openness and transparency in the learning process.

ACTIVITY 1.5.
ANDRAGOGY, OR PRINCIPLES OF ADULT LEARNING

20 - 30 MINUTES

3 - 40 PEOPLE

INTERMEDIATE

AIMS:

Since the participants are trainers being prepared for training work with adults, it would seem essential for them to better familiarise themselves with **andragogy** – adult learning principles. The theoretical input for this Activity is founded on the adult-learning concepts developed by renowned American educator Malcolm Shepherd Knowles.

LEARNING OUTCOMES:

By the end of this Activity, participants who work as trainers will have:

- familiarised themselves with (be able to name) Malcolm Knowles's five critical adult-learning **assumptions**;
- developed the skill to think critically about adult-learning principles;
- acquired a set of beliefs concerning adult learning.

PREPARATION AND MATERIALS:

1. a slide and handout 1 (see Appendix) showing the Knowles assumptions on adult learners

ACTIVITY DELIVERY STEPS:

1) The trainer shows the group Malcolm Knowles's five assumptions about the characteristics of adult learners, and tells them that it was Knowles who introduced the term **andragogy** as opposed to **pedagogy** (child education).

2) The trainer talks about each assumptions, presenting the ideal case, though acknowledging that things may prove less predictable in real life. The trainer thus applies the critical-thinking skills that must of necessity be honed in the circumstances of a modern world subject to information overload; also making it clear how important it is for information to be digested and internalised via a person's own prism and experience. That process is a further key element in andragogy.

   *[Example of the assumption **Motivation to learn** being developed further by the trainer: As a person matures, the motivation to learn is intrinsic. However,*

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when adult learners enter the classroom, they may not prove easy to motivate to engage in any more challenging task, even though they are aware intellectually that performance of the task would help with their further development. What is more, it is easy for them to become demotivated if a course lasts longer, or if they encounter a negative experience not dealt with appropriately].

3) Participants should feel free to add something, and to comment as necessary. Indeed, this Activity should not reduce to frontal feeding, but also be interactive and engaging.
4) The trainer pairs up participants and asks them to come up with their own assumptions regarding adult learning. Pairs share their findings with the full group and the trainer is meticulous in writing these up on the flipchart.

ADDITIONAL REMARKS FOR THE TRAINER:

It is recommended that the trainer also shares his/her assumptions regarding adult learners, in this way facilitating openness and transparency of the learning process.

ACTIVITY 1.6.
ACTIVE LISTENING

90 MINUTES

4 - 30 PEOPLE

INTERMEDIATE

AIMS:

As the main constituent part of any learning is communication, this Activity relating to active listening is designed to encourage participants who are trainers to reflect on their communication skills, and to enhance their awareness of what might block communication with learners as they go on to deliver more training.

LEARNING OUTCOMES:

By the end of this Activity, participants will:

- know (be able to describe) what active listening means, and why it is crucial in education and training;
- be able to name the blocks of communication in the training context;
- have practised communication and active-listening skills by way of active participation;
- possess a developed set of beliefs and attitudes regarding the importance of effective communication and active listening.

PREPARATION AND MATERIALS:

1. a slide and/or a Handout 1 with what is active listening
2. Handout 2 on why active listening is essential in education and training
3. Handout 3 on what blocks communication

ACTIVITY DELIVERY STEPS:

1) The trainer explains what active listening means and the importance and benefits of it, answering any questions that arise (with Handouts 1 and 2).
2) The trainer explains what blocks communication (referencing Handout 3),
3) The trainer pairs participants up and gives them the task practising active listening skills. One person in the pair should remember one specific situation from training experience (positive, negative or neutral) and share that with the partner, who listens without interfering, seeking clarification or asking questions. After the first partner has finished sharing the situation, the second partner should share his/

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her emotions experienced as the story was listened to, before going on to share what he/she observed in the partner *[for example: your hands were shaking when you were speaking about this person, your face seemed emotionless, you were smiling constantly while speaking, etc.]*. The partners switch roles.

4) In the full-group context, the trainer elicits feedback by asking: *“How was it? Was it easy to just listen without interfering? If yes, why? Do you usually want to interfere when someone is speaking? What do you generally feel like doing when someone is telling you something? Was it easy to notice any emotions in the partner or in yourself as listening was taking place? What was harder? Why? How does this usually look in your life? How did it feel to share your own emotions? What was it like for the speaker to listen to the listener’s emotions? What was it like for the speaker to listen to the emotions the listener had noticed in the speaker?”*

ADDITIONAL REMARKS FOR THE TRAINER:

If there are too many participants (>35) there is another option for conducting the feedback session (Step 4): questions can be typed up on a separate sheet and given to the pairs as a handout dealt with at pair-level first, prior to final insights and findings being shared at the whole-group level.

APPENDIX
HANDOUTS FOR ACTIVITIES 1.3,1.5 AND 1.6

HANDOUT/SLIDE 1 FOR ACTIVITY 1.3. TRAINERS' COMPETENCES

What does a competence consist of? Structure of the competence.

- **Knowledge** (what we know about something)
- **Values** (what are our values regarding the competence and the knowledge)
- **Responsibility** (how we take responsibility for our knowledge and pass it on)
- **Attitude** (towards the competence in general and the knowledge we possess, as well as generally towards learning)
- **Skills** (of a practical nature)

(Pukelis & Smetona, 2012)

HANDOUT/SLIDE 2 FOR ACTIVITY 1.3. TRAINERS' COMPETENCES

- Presentation skills / Providing input
- Time management
- Planning and preparing sessions, structuring sessions
- Groupwork management / Group dynamics
- Creating an atmosphere and a learning environment
- Involvement of learners
- Asking questions / dealing with questions
- Listening / active listening
- Giving feedback
- Logistics
- Knowledge of adult-learning principles

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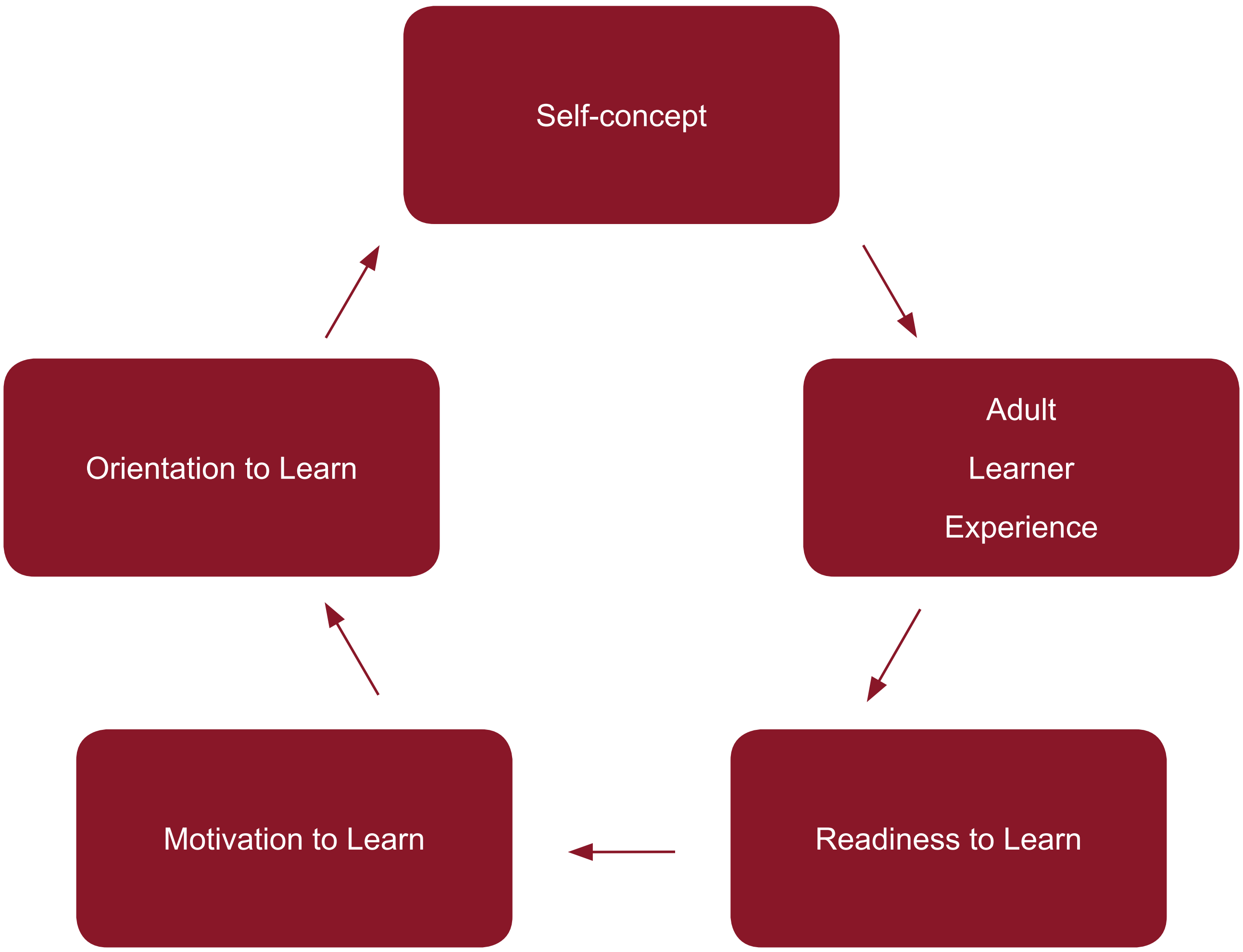
HANDOUT/SLIDE 1 FOR ACTIVITY 1.5. ANDRAGOGY, OR PRINCIPLES OF ADULT LEARNING

Andragogy
(Malcolm Shepherd Knowles)



See more information here: https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles

HANDOUT 1 FOR ACTIVITY 1.6. ACTIVE LISTENING

What is active listening?

As the name suggests, '*active listening*' means full concentration on what is being said, rather than just the passive 'hearing' of a speaker's message. "Listening with all the senses" is what is involved here. As well as paying full attention, 'active listeners' must also be 'seen' to be listening – otherwise speakers may conclude that what they are talking about is uninteresting. Interest can be conveyed to speakers both verbally and non-verbally, i.a. by maintaining eye contact, head-nodding and smiling, and agreeing by saying 'yes' or simply 'Mmm hmm' to encourage continued delivery. When provided with such 'feedback', a person speaking will usually feel more at ease, and therefore communicate more easily, openly and honestly.

HANDOUT 2 FOR ACTIVITY 1.6. ACTIVE LISTENING

Benefits of active listening

The benefits of active listening include:

- a positive classroom culture that can lead to a positive school culture,
- improved teaching and learning,
- better trainer-participant relationships,
- learners seeing themselves as active partners in their own education, ready to invest far more into it,
- learners feeling they are in a safe environment, in which they are willing and able to express concerns, ask questions, ask for help and take risks.

Research shows that it is listening – really listening – to students that proves critical to the student/teacher relationship. In the face of an awareness that their teacher is interested in what they are saying, students feel cared about, and experience emotional connection with a school. Since research also shows that a feeling of connectedness underpins a student's motivation to learn, a capacity to demonstrate that we are listening is important, not only as a matter of kindness, but also as a motivational strategy (https://www.thoughtco.com/active-listening-for-the-classroom-6385).

British counsellor, expert in motivated learning and educator-trainer Peter Hudson believes listening by teachers is important...

to show respect for students, and to ensure their motivation,
to find out what is really going on with students,
to ensure a status as an effective role model,

and because...

to be heard is one of the most essential human needs,
listening to others helps others to listen,
active listening is conducive to deeper learning.

More information on listening skills for educators can be found at: https://usergeneratededucation.wordpress.com/2018/04/15/educators-as-active-listeners/

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HANDOUT 3 FOR ACTIVITY 1.6 ACTIVE LISTENING

What blocks authentic communication?

1) **Criticising**, i.e. the negative evaluation of another person and their actions or attitudes;
2) **Name-calling**, i.e. the “putting down” or stereotyping of another person;
3) **Diagnosing**, i.e. analysis as to why people are behaving the way they are; or an attempt to play amateur psychiatrist;
4) **Praising evaluatively**, i.e. the making of positive judgments on the other people, their actions or attitudes (many find it difficult to believe that a behaviour like praise is actually high-risk, but repeated use of these responses is shown to be detrimental to relationships) (Bolton; 1986)
5) **Ordering**, i.e. the issuing of commands to another person with the aim of having what you want done;
6) **Threatening**, i.e. efforts to control another person’s actions by warning of negative consequences that can be instigated;
7) **Moralising**, i.e. telling another person what they should do, or “preaching” at another person;
8) **Excessive/Inappropriate questioning**, i.e. where closed-ended questions (those that can usually be answered in a few words – often yes or no) impose barriers;
9) **Advising**, i.e. the offering of solutions to another person’s problems;
10) **Diverting**, i.e. the use of distraction to push the problems of others aside;
11) **Giving the logical argument**, i.e. attempts to convince on the basis of an appeal to facts or logic, usually without the emotional factors involved gaining consideration;
12) **Reassuring**, i.e. efforts to stop others from feeling negative emotions they are experiencing.

(Readings in Teacher Development; K. Head and P.Taylor; 1997)

MODULE 2: PLANNING AND DELIVERING TRAINING

TARGET-AUDIENCE ANALYSIS

<u>Characteristics of the group of participants</u>: An understanding of the target audience is of cardinal importance to effective training or learning development. If learners are known, the message being aimed at them can be shaped and targeted so it resonates as effectively as possible. Also, a thorough knowledge of an audience at the time training is being prepared helps with the choice of appropriate informational material, the most effective instructional strategy, and an optimally-designed audience-sensitive message.

Analysis of a target audience homes in on factors like demographics, psychology (mental makeup, likes and dislikes, and belief systems), previous knowledge of the topic to be taught, and so on. Each of these factors can be linked to certain questions assisting with thinking about the audience. These questions will help trainers get into a thinking groove, and guide them through a process that generates answers reflecting the mindset of the target audience.

(Shiftelearning.com, 2019)

<u>Demographics of the participants:</u>

- age
- gender
- formal educational background
- profession
- current role in an organisation
- size
- career level (e.g. novices, executives, experts?)
- geographical location

<u>Context relevant to participants:</u>

- What does their typical working day look like?
- How much time can they devote to learning?
- What are their professional goals?

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- What job-related problems do they face? What frustrations, challenges and pain points do these generate?

Audience expectations:

- Why have participants come for training?
- Are they doing so as an obligation, or voluntarily?
- Would they have come, had there been no obligation?
- How would they expect the course to resolve any of their workplace concerns?
- How would they expect the course to help with achievement of professional goals?
- What do they expect to be able to do by the end of the course?

Participants' prior knowledge:

- Do they have previous knowledge on the topic?
- If they have no prior knowledge, what knowledge will be a prerequisite?
- What specific skills do participants already possess?
- What do they need to know?
- What do they not know on the subject?

Participants' attitudes to training:

- How much passion for the topic about to be taught is there likely to be?
- What views on the course topic are there likely to be?
- What questions will participants have?
- What answers for those questions can be listed for inclusion in the training?
- Do they believe in the course's capacity to help with workplace advancement?

Learning preferences:

- What do they want to learn?
- What do they not want to learn about?
- Where do they like to learn?
- What motivates them to learn?

Target-audience analyses link up closely with pre-training problem-defining and objective-setting, and hence with service design and design thinking for the planning and delivery of training, as the following sections will make clear.

TARGET-AUDIENCE INSIGHTS FROM PRACTICE

The LSPA-HAUS-KSAP Project Team worked to test Activities forming part of this Module with various public-sector groups in their own countries. As regards the issue of the target audience , the following key points emerged, and look suitable and interesting for would-be trainers to consider

- Where **group size** is concerned, a basic tenet would tend to be that the smaller the group, the greater the possibility of closer, individual-level relationships being founded, and the greater the opportunity afforded for all participants to express themselves. From among the three partners, it was KSAP that delivered its test sessions to rather smaller groups (of around 10 participants), and these people used their feedback and experience-analysis opportunities to stress the benefits of an intimate learning atmosphere that encourages participants to open up and share. The LSPA Team Members worked with groups around 35-strong, making necessary adjustments through the deliberate choice of group work methods, think-pair-share and so on to manage and ensure interactive learning and sharing among participants. Working with groups of 50 and more, HAUS took an online approach to the delivery of training. In these ways, group size helped determine trainer-group relations, as well as the relationships among participants. These factors shaped the methods trainers elected to apply, as well as the amounts of time devoted to certain tasks, and so on.
- In regard to **the background of a group**, preparation of high-quality training requires that trainers have at least overall information on this, especially regarding previous experience and level of expertise, but also in other aspects. This information can be and is typically gathered at the application stage, and trainers should take full advantage as they work to make ready training that meets at least a majority of the participants' expectations. Nevertheless, in practice, the Project Team have come across various situations in which information of the above kind is not of any particular use, it anyway being agreed that a great trainer remains flexible as groups are worked with, most especially where participants are characterised by a diversity of previous experience.
- Beaing in mind this Course's specific focus on **digital-skills development**, our finding has to be that a target-audience's level of competence in this area can have a significant impact on both training content and applied methodology.
- A status as **external or internal trainer** emerged from the testing phase as a quite significant factor, the Team concurring how different things can be when a trainer knows a group well and is part of the participants' organisation, or else is from the outside. An internal trainer knows the group better, and can be assumed to have a fuller appreciation of participants' learning needs and trajectories of development. An internal trainer may come from a unit whose focus is on employees' learning and development, with training on either subject matter or soft skills made available. At the same time, an internal trainer can be someone with expertise in a certain area who has agreed to train colleagues on a subject they are working on. An example might be a legal officer training other legal officers in an institution regarding a specific topic already worked on. Thus, if an effective relationship is to be bult during a training course, trainers need to give prior consideration to various nuances relating closely to internal group dynamics and relationships.

These are just few aspects relating to the target audience, and it is advisable for trainers to devote time and reflection to their specific audience and its background, as well as to factors that could influence work during the training, to the methods potentially usable or non-usable, and to the further building of trainer-participant and participant-participant relationships that is likely to be ongoing. At the same time, the facts that every group is new and every training situation unique need constant emphasising – to the point where it may well be that a trainer encounters the same situation more than once, but with the repercussions proving quite different in each case.

DEFINING THE PROBLEM

"Training professionals is often blind when we talk about solving problems – learning is the precondition and possibility for all change, but it cannot solve all problems. Many times training is not the most cost-efficient or user-friendly solution". So opines the *Pedagogical Playbook 2019* at www.eoppiva.fi/pelikirja [this book, offering an introduction to digital learning, pedagogy and learning design, was put together to help specialists and trainers in the process of planning and creating training content for *eOppiva*, the Government of Finland's digital learning platform].

In turn, Julie Dirksen is an independent consultant and instructional designer with an M.S. Degree in Instructional Systems Technology from Indiana University, who now has 15+ years of experience creating highly interactive e-Learning experiences. She writes about learning from many different perspectives in her 2016 book *Design for How People Learn* (2016), and highlights the importance of a problem being defined multiple times. She notes the barriers to change inherent in many types of gap (i.e. gaps in knowledge, skills, motivation, habits, environmental circumstances or communication). Dirksen describes learning, by reference to the learning journey that begins in the present state of the learner and ends when the learner succeeds and becomes an "*Awesome Future Learner*". A learner's journey does not necessarily end in knowing more, but in possessing the knowledge or skills to make more and better.

A key message is thus that a problem's root cause demands careful thought, in order that the right way from the present through to the objective can be found. And the best solution arrived at may not always demand training, or be best suited to a training-based solution.

Focusing in on the gaps, Julie Dirksen presents the following problems seen to obstruct the learning journey:

13. Knowledge gaps

If a person's only problem is lack of knowledge, the solution looks easy. Knowledge can be shared via many familiar channels, including intranets, press releases, emails or other kinds of message, other channels of communication and online posting. Any or all of these methods look promising, as long as the people in need of knowledge are reached by them.

However, first problems arise with lack of certainty that a problem really reflects nothing more than a knowledge gap. The proof of the pudding comes as we check whether the person in receipt of the necessary information acts in line with it … or not. Are some kinds of practical skill in fact needed, as well as just knowledge?

14. Skills Gaps

It is naturally a typical circumstance for people to have familiarised themselves with something in theory, but lacked the chance to turn this into skill tested and developed in practice. Can work to achieve the right answer in fact be mastered without practice? If the answer is no, then a gap in skills exists beyond the gap regarding knowledge.

15. Motivation Gaps

There might be a motivation gap or challenge, not necessarily having much to do with lack of interest or laziness. For example, a motivation gap might arise where a person is sceptical that a result actually takes him or her in the right direction, or – especially – where a conviction develops that a result can be obtained more readily by some other means.

A learner might also be nervous about a (potentially-irreversible) change needing to be made to achieve a given result. Focus might then be lost, with distractions looking more attractive, or else with development of an interest in the matter being precluded. A learner might not have (or consciously or unconsciously choose not to have) an understanding of the bigger picture and the way it relates to their own work. In that circumstance too, motivation to learn will be very limited.

Motivational challenges may prove hard to influence with training, but in a first planning-stage step a trainer can at least acknowledge how many of the decisions to be taken impact upon participant motivation in one way or another.

16. Habit Gaps

Daily chores (like phone use, e-mail checking and social-media updating) are done by force of habit. They entail recurring tasks discharged rather "on autopilot", and that means that achieving change (even desired change, let alone undesired) is hard. It is at least as hard to alter existing bad habits (such as staying up too late), as it is to adopt new habits.

It is (much) easier to declare that one's emails have been checked only twice during the day than it is to make that claim an in-practice reality. The breaking of such habits needs a different learning perspective, in line with the way that habits are changed slowly, through repetition. This means that the founding of a new habit – as a substitute for an old one – should begin will small steps taken. Pulitzer Prize-winning American journalist and non-fiction author Charles Duhigg wrote his 2012 book *The Power of Habit* bearing just that kind of thing in mind. In his view, attempts to make changes to habits often fail because:

- motivation is based on external factors, ensuring that emotion-based reasons for change continue to be lacking;
- there is talk but no action: no concrete steps are taken and/or the goals remain too big;
- people forget when there is no nudging (i.e. regular reminders of goals, and steps to be taken in order to achieve them).

A majority of decisions emerge without us acknowledging them, given a status as habit-based. Small changes in behaviour produce gradual changes of mindset. New habits form slowly, but once they are learned, they also run on autopilot.

17. Environment-related gaps

Sometimes a barrier to learning might be a challenge in the operating environment. If, for example, there has been a need to change the practices of the personnel within a work community, some might usefully question whether processes in place do or do not work to support the desired change.

Do personnel have all the information, resources and technology they need to achieve a change of practice? Have people been offered "carrots" to change or simply received

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“the stick? What are the rewards? And is the change somehow reinforced?

If the operational environment does not support change of practice achieved by learning, it is no use trying to enforce lasting change through training alone.

18. Communication Gaps

Sometimes communication can obstruct goal-achievement. Then the problem is not with learning, but simply with bad communication. Bad communication or misunderstandings happen for many reasons, e.g. when the communicator does not really know in which direction they are trying to guide others, does not know how to explain clearly enough, or simply is caught up in contradictory messages. Gaps in communication can sometimes be mistaken for learning problems, so good communication is something worth taking trouble to achieve.

All of the above gives rise to the conclusion that, as we seek to design a training experience, we start of by defining the problem.

In learning design, as in service design or Design Thinking (dealt with in more depth in Module 5), it is important to keep the objectives and destination clearly in mind during the planning stages. Learning objectives are meant to help a learner stay on the learning path, but that will not be true if the problem the training seeks to solve has not been defined carefully.

Julie Dirksen feels it is not enough for a learning path to have a clearly-defined stating point and end point. Rather, effort must be put in to outlining the nature of the gap that separates these. Many training courses are in fact planned with an objective or goal in mind (only), it then being easy to fall into work to resolve problems that do not even exist.

So learning-experience design should always kick off with problem definition, and Dirksen (2016) lists questions that help a lot with this:

- What bad things happen if people lack this particular knowledge?
- What, in practice, would people do with that knowledge?
- How would one know if people are or are not doing things correctly?
- What if they do those things incorrectly?
- Why is it important that the target audience has the knowledge in question?

SETTING AIMS AND OBJECTIVES FOR TRAINING AND LEARNING

As training is planned, it is important to dwell on how this is likely to support the short- and long-term learning objectives of the organisation (or government) in regard to the big picture. This is not to downplay the idea that learning does begin with individuals. But if training is to be effective, and its goals achievable, qualitative and quantitative objectives must be set.

Organisational objectives are mostly better discussed with somebody, for example a colleague, network or supervisor. Which strategic objectives of the organisation will come closer to being achieved thanks to the training? And is the training in fact in line with government goals?

Trainers should also consider what concrete measures of training's effectiveness might look like, as well as how knowledge gained will make its presence felt within the organisation. It is recommended that quantitative objectives from the point of view of effectiveness and productivity should be pursued.

How useful a participant considers training has much to do with learner motivation. Mapping out the usefulness of training from the point of view of the individual, the organisation and the government will also help with the objective-setting process.

The questions posed below could well be helpful as the objectives of training are considered. Of course, the place of free discussion might be taken by facilitated and interactive ways of working with groups, such as the "me-we us" method introduced later in this chapter, or Open Space Technology (in Module 3), assuming there are a large number of participants and sufficient time.

Which strategic objectives of the organisation/government does this training further, and how?

- As regards the quantitative objective:
  - how many people will complete the training in some specific timeframe (of 6, 12, 18 or 24 months), or is this to be one-off training?
- As regards the qualitative objectives:
  - how does knowledge gained from training reveal itself in the normal practice of the organisation and in the work of specialists?
- As regards the benefits of training, what makes the training beneficial:
  - to the learner?
  - to the organisation?
  - to the government?
- As regards the target group:
  - Which group of people constitute the essential target group for this training?
- What indicators are used to measure the training's effectiveness in the organisation?

(eOppiva, Pedagogical playbook 2019)

LEARNING OBJECTIVES

Learning objectives guide training content and methodology, so time should be devoted to consideration and validation. When appropriate and realistic learning objectives have emerged, it becomes far easier to plan training.

What is the very least a participant should know following training? Why so? What changes of behaviour in practice would be anticipated once something has been learned or mastered? What does achievement of the learning objectives mean for improved expertise in the learner?

In all of this, objectives will obviously differ greatly in both qualitative and quantitative

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terms, if we are thinking of a 30-minute e-learning course or 7 hours of face-to-face training, or even a 12-day session of coaching.

Trainers can still make good use of the taxonomy arrived at in 1956 by American educational psychologist Benjamin Bloom. Published as a kind of classification of learning outcomes and objectives, this has gained much use in everything from the framing of digital tasks and evaluaton of apps to the writing of questions and assessments). Help with determining the position of a target audience is likely to be forthcoming if we address the learning hierarchy and then consider which verb might be most appropriate. Competency level can also offer a clue as to what level of Bloom's taxonomy objectives should be at.

- **Remembering:** retrieving, recognising and recalling relevant knowledge from long-term memory.
- **Understanding:** constructing meaning from oral, written and graphic messages, through interpretation, exemplification, classification, summary, inference, comparison and explanation.
- **Applying:** carrying out or using a procedure to pursue or implement something.
- **Analysing:** breaking down material into its constituent parts, then determining how these relate to one another and to some overall structure or purpose, by way of differentiation, organisation and attribution.
- **Evaluating:** making criteria- and standard-based judgments by way of checking and critiquing.
- **Creating:** combining elements to form a cohesive or functional whole; and reorganising elements into a new pattern or structure through generation, planning and production.

WAYS OF DELIVERING CONTENT, AND PROCESS OPTIONS

Learning is an interactive process, in which the learner builds upon previous knowledge and experience together with other people. The objective of the learning is for a lasting impact to be exerted on knowledge, skills, attitudes and above all behaviour. Learning can be hard to notice, because it operates on a learner's inner thinking, with the modification achieved only making itself visible in practice after a certain amount of time has elapsed.

Often learning can indeed be noticed afterwards only, with in-depth learning usually only becoming tangible very much later. People can learn things by way of digital or face-to-face training, but a deepening and utilisation of knowledge almost invariably happens after a short time lag. But something that has been learned does have its effect on behaviour in practice.

Ultimately, learning is always the learner's own responsibility. Not even the best learning experience, trainer or learning environment can force learning to take place if the learner is resistant to that. But the planning of a thorough, purposeful and stimulating learning experience can smooth an individual's learning path, and ensure that the learning process becomes as inspiring and motivating as possible.

(eOppiva, Pedagogical Playbook, 2019)

MACRO- AND MICRO-LEARNING

Learning can also be examined in terms of its macro- or micro-manifestations. These can in fact be thought to denote complementary ways of learning, given the focus on different stages of the process.

The acquisition of broader concepts and learning of new things over a longer period of time are examples of macro-learning, which is usually based on thorough learning materials, such as theories. Macro-learning-based situations are often led by a trainer, and many traditional courses and training sessions, lectures, coaching sessions and workshops are representative of them.

However, if a learner needs information immediately, in order to go on working, this is a matter of micro-learning. The term *just-in-time* is also applied. Micro-learning is often connected to specific and detailed subject-matter (knowledge- or skills-related), such as how to use an Excel spreadsheet. Indeed, the YouTube and Google searches so characteristic of our era are more and more likely to be seen as learning tools, and they represent micro-learning at its best.

In present-day working life, the most important thing is not the skills employees or specialists in an organisation have, but what they are able to learn, and how they can apply what they have acquired at work.

(eOppiva, Pedagogical playbook 2019)

WORKPLACE LEARNING

In many organisations, the work community culture and means of management do not yet fully support the development of work-related expertise. Digitisation can help solve many problems relating to accessibility, time management and efficiency, but on its own this cannot achieve the change of mindset or attitude forming a critical precondition for learning in an expert organisation.

Workplace learning also takes time, so organisations need to invest in the upskilling process of personnel by allocating that time. Workplace learning is also closely connected to the learning of the organisation. Work and work-related learning are also affected by political, economic and social change. The social view is in particular emphasised where work is for the government. Changes occurring in the social context have a significant effect on the organisation and the planning of work.

(eOppiva, Pedagogical playbook, 2019)

FLIPPED LEARNING

All that is written above addresses our complex and changing world, and denotes people being able to learn more rapidly, and more and more in digital form. While digital learning cannot take the place of interaction or traditional training, it can for example help ensure that learners coming for contact training have first acquired some of the basics. A subsequent session of contact training may then be used to deepen knowledge and skills, and to ensure trainer-participant reflection and interaction. Digitisation also allows for the achievement of reversed learning or flipped learning.

In flipped learning the role of the learner is an active one. Materials are usually studied

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in advance using video-based materials. Digital content always provides for skipping back, rewinding, stopping and repeating. In that way all get to learn the basics at their own pace, leaving only the more-challenging content to be acquired collectively, in cooperation with a trainer who is met with, in the context of a learner being able to experience immediate feedback and interaction. Of course, the flipped learning method can also be used without any digital dimension, on the basis of theory first acquired from books or articles (albeit ones that are quite often also capable of being located online).

(eOppiva, Pedagogical playbook 2019)

PROCESS OPTIONS IN FACE-TO-FACE TRAINING, AS OPPOSED TO A ONE-HOUR BULLETIN OR WEBINAR

Whether in the classroom, engaging in face-to-face training or being online "on air or live" in webinars with participants, a trainer should have a specific structure for the training (day), ensuring an interactive, confidential and friendly atmosphere in which learning and communication can take place. It is very important for enough time at the beginning of a period of training to be set aside for "warmup" issues, in line with both the overall objective and participants' expectations, as these phases are crucial to the establishment of an open connection between trainer and participants. This is to say that a process that might be termed grouping is taking place. Described below are process options relevant as training structure is taken account of, in relation to both a 1-day training session and a 1-hour bulletin or webinar. There are similarities, but also differences.

TRAINING STRUCTURE:		
	Training, 1 day	**Bulletin, 1 hour**
Goals	Discuss the purpose of the training and participants' expectations	Explain the purpose of the bulletin and what is expected of participants following it
Motivation	Emphasise the importance and benefits of the training for the participants. Discuss: ◆ how learning will facilitate work ◆ what happens if things are not done properly. Ask participants for their experiences and comments.	Explain to the participants: ◆ why the bulletin is important ◆ how it benefits participants.
Mapping experiences	Discuss: ◆ what the participants know in advance ◆ What they think about the subject	Ask briefly: ◆ who is familiar with the subject ◆ who considers it important to learn.

Perceiving the overall picture	Bring up in conversation: ◆ the main topics of the study unit ◆ how these things are linked to each other and to participants' experiences	Explain: ◆ the main topics within the subject being studied ◆ how those topics are related ◆ the kind of entity that is formed
Studying	Bring out themes interactively: ◆ linking them to participants' experiences ◆ lectures, discussions, queries, working in groups, individual tasks.	Bring up themes ◆ linking them to participants' experiences ◆ lectures, short questions, examples.
Practising and testing personal know-how	Prepare participants to go and train themselves: ◆ tasks, cases, experiments, workshops, individual tasks	Ask and discuss briefly: ◆ what mattered most to the participants ◆ how they will apply information
Processing exercises	Encourage discussion and reflection: ◆ What do we learn? ◆ How are we going to use the lessons learned? ◆ What more guidance / knowledge is needed?	in their own work. (This can be done alone or in pairs. There are only a few points of view in the joint debate. Tell the participants where to find out more. Answer questions.
Filling the gaps	Revise and practise: ◆ pairing, discussion, questions	
Conclusion	Explain or ask the participants to tell you what the training was like.	At the end, briefly summarise the newsletter's key issues.

Päivi Kupias (non-fiction author, M.A. in Education), and Mia Koski (non-fiction author, M.A. in General and Adult Education), both of Helsinki, Finland

MOTIVATION TECHNIQUES AND TALKING ABOUT CONCERNS

As learning starts with motivation to learn something new, a key issue is how useful a learner considers a session of training will be. This accounts for the use of different kinds of facilitation method at the start of training, in order that the benefits of training for participants can be pointed out. While the most effective way of all has learners figure things out for themselves, a measure of guidance is likely to be needed to steer them towards that. As content being learned by civil servants often relates to complex laws or regulations, motivation really needs to hint at the concrete benefits likely to arise out of training, and the extent to which this is work-related. It may be a must for participants to hear explicitly that their proper coping on the job is dependent on an acquaintanceship with the theme of the training, and an ability to handle it. But if they also hear that their work will become more flexible, smoother or more interesting as a result, that is naturally an even better circumstance.

As a learning experience must ultimately be pleasant and rewarding, course design can be described simply as the creation of a pleasant, inspiring and rewarding learning path for the learner. The recipient will then develop positive feelings and experience a measure of joy at being engaged in learning. In turn, if a learner feels crushed under the training burden, or else feels that the whole thing can be sailed through without any special attention having to be paid to anything, then the learning situation is by definition an unsuccessful one (*eOppiva, Pedagogical playbook*). Annika Hultén, a post-doctoral researcher at the Department of Neuroscience and Biomedical Engineering of Aalto University, Helsinki, notes that a motivated and focused person does indeed experience pleasure in a learning situation, and experiences a brain-state conducive to readier creation of new connections between cells.

It is also very important that any concerns participants may have in regard to the training subject-matter or the session itself do become the subject of dialogue. However, such conversations are not always easy, by any means; and participants may simply lack the courage to bring up matters regarded as negative in some way.

Introduced in what follows are several methods deployable to ensure universal participation in discussion – of the benefits of training, obviously; but also (and almost as importantly) of any concerns there may be in relation to either subject methods or training methods and approach. Using these same methods and activities, it also possible for trainers to better sense the feelings and emotions present among participants at and in the course of a session of training.

VISUALITY IN LEARNING

Different styles of learning among people have long been talked about, with strong assertions for example made regarding visual, auditory, social or conceptual learners. A problem here is therefore the lack of any burden of scientific evidence for the existence of these different learning styles, as well as obvious problems with these ever being measured or assessed, anyway. What is sure is that everyone learns in their own, individual way, such that each learning process and learning path is unique (*eOppiva, Pedagogical playbook 2019*). Dirksen (2016) does in fact refer to learning visually, auditively and kinetically, before however going on to suggest that we all do all of them.

Equally, the age of predominantly visual communication we are living in has definitely increased the importance of visual learning. For Dirksen, “everyone is a visual learner”, and it is easier to affect emotions with the help of visuality – a matter of importance, given that emotions leave a more permanent mark on our brains than other avenues. Furthermore, as our brain automatically forms a visual representation when presented with verbal stimuli, visuality has to be seen as something for trainers to take into consideration as they plan and deliver the training of today, and most especially tomorrow.

Useful tips (originally mainly for presentations, but also seemingly relevant to training generally):

- The target group should be identified and analysed, with targets for presentation set. One way of doing this entails answering questions as follows:
  - What is the goal of what is being presented?
  - What is its purpose?
  - Why is a session being held?
  - What is wanted from participants?
  - Who is this for?
- The style and tone of what gains presentation are then shaped in line with the previous step, with further questions concerning…
  - How to personalise what is presented, and make it interesting?
  - How to bring out your own persona as this is all done?
- Time and place of are considered by way of questions as follows:
  - Where is the venue?
  - What restrictions on space are there? What technical tools are available? What needs to brought in?
  - How many participants (or attendees) are there?
- Limits are set, key learning points chosen, and further choices of what to include or exclude made, by reference to questions as follows:
  - What information is necessary?
  - What do participants need to learn, and want to learn?
  - What information is non-essential?
  - How can the power of pictures be taken advantage of?
  - How can the purely textual be left behind as far as possible?
    - Less is more power in text when talking about graphic presentations
- Brainstorming tools, such as post-its and mindmaps are used to plan out what will be presented.
- The length of the session is adjusted in line with learning goals.
- A structure is planned out, in which:
  - something at the beginning is able to “capture” the participants;
  - a core section offers the main content;
  - an ending concludes the main messages and answers a question posed.

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ACTIVITY 2.1.
"ME-WE-US"

10 - 15 MINUTES

2+ PEOPLE

BEGINNER

AIMS:

This Activity works to ensure that all present have the opportunity to participate in discussion.

LEARNING OUTCOMES:

By the end of this Activity, participants will:

- have revealed a wide range of opinions, expectations or attitudes related to the specific theme of training;
- supply information helping trainers adapt course content;
- gain reassurance that their voices are being heard, and notice taken;
- engage in simultaneous adaption of their own expectations in line with the anticipated training agenda.

PREPARATION AND MATERIALS:

1. no compulsory material needs, but paper for notes if wanted, or a flipchart, or computer
2. a data projector for the concluding phase

ACTIVITY DELIVERY STEPS:

1) Participants are first given a minute to consider what their own opinion(s) on the question posed might be (example questions might be: *what do you expect to learn today? which aspects of the subject feel easy to you, and which difficult?*)
2) The trainer arranges participants into pairs or small groups to discuss the theme and air their relevant thoughts and opinions (for 2 minutes)
3) The thoughts and opinions of participants are brought to the group as a whole, with the trainer/facilitator collecting ideas in a place where all can see them.

ADDITIONAL REMARKS FOR THE TRAINER:

be sensitive about the timing, as there is no need for strict limits, and it should be possible to sense when the time is right to move on to the next phase, in relation to the amount of talk among participants.

ACTIVITY 2.2.
THE MINUTE ROUND

3 - 12 MINUTES

3 - 12 PEOPLE

BEGINNER

AIMS:

This Activity works to ensure the generation of spontaneous opinions on a given theme from each training participant, by way of a strictly time-controlled approach that may sometimes give the power relations in a group something of a shake! The method can also be used to obtain feedback at the end of a training session.

LEARNING OUTCOMES:

By the end of this Activity, participants will:

- have presented their opinions or expectations in relation to a specified theme.

PREPARATION AND MATERIALS:

1. an hourglass or clock

ACTIVITY DELIVERY STEPS:

1) The trainer givers every participant a minute to give his/her opinion about the specific theme, the timing being adhered to by the speaker's holding an hour glass in his/her own hands (or else the previous speaker is asked to keep time if there is a clock). The one-minute timeframe is adhered to strictly.
2) No comments are to be made during this round, with participants merely listening to what others are saying.
3) A participant is permitted to remain quiet, if he/she does not wish to say anything.

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ACTIVITY 2.3.
THE FEELINGS METER

5 - 10 MINUTES

3 - 12 PEOPLE

INTERMEDIATE

AIMS:

This Activity will serve to gauge participants' feelings or emotions at a given phase of a session of training. This may equally well be done at the beginning, middle or end of training, and in each case the information is of relevance to the trainer, as the possibility of adaptation is allowed for, during the given session or in the future.

LEARNING OUTCOMES:

By the end of this Activity, participants will:

- have disclosed their feelings and emotions at a specific phase of training.

PREPARATION AND MATERIALS:

1. flipcharts
2. marker pens

ACTIVITY DELIVERY STEPS:

1) The trainer draws a y-axis and an x-axis on a flip chart.
2) A happy face, a neutral face and an unhappy face are drawn along the y-axis.
3) The x-axis is annotated with time, in relation to whether the start, middle or ending of the training is being referred to.
4) Participants are asked to locate an X in relation to the phase they consider themselves to be in, in line with the faces at the specific time.

ADDITIONAL REMARKS FOR THE TRAINER:

Because positive feelings and emotions are very important as something new is being learned, it is important that learners' feelings be monitored in the course of a training session. But also be aware that negative feelings will be present sometimes, and can "infect" a group. In any event, it is probably better to know about this, and of course to be prepared to try and deal with it in some way.

MODULE 3: DESIGN THINKING FOR LEARNING

INTRODUCTION

This Module provides trainers with knowledge and understanding of key components of the learning process, and introduces approaches they can use as courses or sessions of training are being designed and planned.

The learning content of the Module covers an introduction to *Instructional Design* and *Design Thinking*. The *Instructional Design* model from American educational psychologist Robert Gagné (as set out in "*Nine Events/Steps of Instruction*" of 1985) is used to deepen trainers' understanding of the learning process, supplying them with guidelines under which they may plan training systematically. Gagné's approach to *Instructional Design* gives a comprehensive overview of those "steps of instruction", and summarises the specific elements and activities needing to be included in training activity, in order for learning goals and the needs of training participants to be met. This will then be of particular use to trainers with no or little experience, as it will provide them with an outline utilisable as they develop their training plans.

As was also noted in Module 2, a key aspect in the design and delivery of successful training is a trainer's knowledge and understanding of the audience they are preparing to train. But before the questions of "what?" and "how?" are dealt with, a trainer should reflect on "why?" and "for whom?". Two Design Thinking tools – the *User Profile* and the *Customer Journey Map* – are therefore introduced with a view to trainers being offered techniques allowing them to empathise with participants, as well as gathering information on their needs, challenges, behaviour and goals; in order to ensure a better match between the learning experience and the audience profile.

As an approach made wide use of in various fields, *Design Thinking* is strongly focused on human-centred solutions. This also ensures its usefulness to trainers, as they seek to develop a mindset in line with which their own ideas on what and how a training activity should be delivered are set against audience needs and characteristics.

The methodological approach taken in this Module aligns with adult-learning principles (as also covered in Module 1), promoting an approach advocating the acknowledgement and active use of all participants' contributions, as well as previous knowledge and experience.

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ACTIVITY 3.1.
WHAT MAKES TRAINING GREAT?

30 MINUTES

OPTIMALLY 20 - 25 PEOPLE

EASY

AIMS:

Through a process of the presentation and exchange of insights and experiences, this Activity will permit current or potential trainers to recognise the most important aspects they should take into consideration as they plan and deliver high-quality training.

LEARNING OUTCOMES:

By the end of this Activity, participants will understand:

- the main categories and aspects to be taken account of as high-quality training is planned and delivered;
- the major value of knowledge and experiences being shared in learning, and particularly in adult education.

PREPARATION AND MATERIALS:

1. flipchart paper
2. marker pens (2 colours at least)

ACTIVITY DELIVERY STEPS:

1) Participants are asked to think about the last training activity they took part in, and to identify what they valued most about it. The trainer encourages thinking on various aspects of training, i.e. the performance and/or personality of the trainer, the learning content, the way in which the room was organised, etc. Afterwards, each participant introduces himself or herself, and shares one main aspect most valued about the training activity reflected on. The trainer writes down all the views on a flipchart and thus makes a list of various important aspects to be taken account of in delivering high-quality training.

2) When views of the participants have been collected together, the trainer reflects on these, and categorises them in line with the main constituent elements of training, i.e. "trainer" (and his/her knowledge, skills, experience, attitudes, personality, etc.), "aim of the training", "learning content and methodology", "participants" and "setting".

3) The trainer points to the way in which this activity demonstrates the application of adult-learning principles, with the insights and experiences of participants

accumulated to co-create a list of aspects important in successful training activity.

4) The trainer may elect to pose a question for reflection – on how things might have been different had he/she presented a theory on high-quality training, instead of allowing for a sharing of views and joint arrival at conclusions. It is in this way stressed that adult-learner participants must be encouraged to share their experiences, in order that a higher level of participant engagement can be achieved.

ADDITIONAL REMARKS FOR THE TRAINER:

- A PowerPoint slide or flipchart can be used by the trainer to present a task-question as follows: “Think about the last training activity you took part in. What did you value most about it?”
- The trainer can prepare cards or post-it notes with the main categories/constituent elements of training (i.e. “trainer”, “aim of the training”, “learning content and methodology”, “participants” and “setting”) beforehand, thus smoothing the process by which participants identify categories. However, it is important that these are not revealed to participants until the trainer has started with the categorising of views.

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ACTIVITY 3.2.
PLANNING LEARNING ACTIVITY: GAGNÉ'S NINE STEPS OF INSTRUCTION

This activity is based on the work of Robert Gagné, a leading American educational psychologist, and author of one of the widely-used models of *Instructional Design* – Gagné's *Nine Steps of Instruction*. *Instructional Design* focuses on how people learn and, sequentially, on how teaching and learning should be designed to facilitate the achievement of learning goals by learners. The goal here is thus to make learning more effective. There are in fact other models of instructional design, such as *ADDIE* (Analyse, Design, Develop, Implement, and Evaluate), and the *Systems Approach Model* of American academics Walter Dick and James O. Carey, and others; though Gagné's approach is selected here – for its accessibility, even to trainers with little or no experience – and the way it offers an introduction to the design of a learning experience. Gagné's nine-step *Instructional Design* process can be seen as a checklist for trainers to make sure they have thought about all important aspects relating to the delivery of effective training activity.

60 - 90 MINUTES | **OPTIMALLY 35 - 40 PEOPLE** | **INTERMEDIATE**

AIMS:

In line with a process of review and reflection as regards on one of the best-known Instructional Design frameworks, trainers will use this Activity to gain a comprehensive overview of components necessary for an effective learning process, and will consider their own weak and strong points in planning and delivering training.

LEARNING OUTCOMES:

By the end of this activity the participants who are trainers will have:

- knowledge and a deeper understanding of important aspects to be taken into account when planning and delivering training;
- practical ideas and examples relating to the application of Gagné's framework in planning and delivering training;
- fuller insight into their weak and strong points.

PREPARATION AND MATERIALS:

1. a presentation/flipchart/handout with main information on Gagné and his Nine Events/Steps of Instruction
2. sheets with the steps (for groups to draw out)

3. pens, paper or post-its allowing participants to write down their ideas
4. a room organised to facilitate participants' work in smaller sub-groups

It is advisable for the trainer to read more about Gagné and his approach to instructional design. Relevant internet sources for this are presented below in "Useful resources".

ACTIVITY DELIVERY STEPS:

1) The trainer points out that, in order to deliver effective training and a high-value learning experience to participants, careful planning is needed, in particular when it comes to designing the instruction. And a framework applied widely in designing an effective training event is Robert Gagné's *Nine Events/Steps of Instruction* (1985).

2) The trainer briefly introduces Gagné and his *Nine Events/Steps*, which read as follows:

    1. Gain the attention of learners,
    2. Inform learners of objectives,
    3. Stimulate recall of prior learning,
    4. Present the content,
    5. Provide learning guidance,
    6. Elicit performance (practice),
    7. Provide feedback (on practice),
    8. Assess performance,
    9. Enhance retention and transfer.

3) Participants are divided into 9 groups and each group is given one of Gagné's steps. Each step can be printed on a separate sheet, with participants drawing at random the sheet with the step they will be working on. Depending on the number of participants, the trainer can also choose just 4-5 steps to work on, and thus organise 4-5 groups. Groups are asked to reflect on their experiences, and brainstorm examples of how each step can be implemented in a practical way, i.e. what various techniques a trainer can use to ensure that a particular "step of instruction" or "event" is put into effect. The time allotted for group discussions is around 15 minutes.

4) Each group presents their examples of how – on a practical level – each of the nine steps can be implemented. The trainer encourages participants to write these ideas down. If there are fewer groups, the trainer him/herself offers several examples for steps no groups were working on. Additionally, the trainer can prepare a handout with both a short description of each of the nine steps and ideas and examples for their implementation.

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EXAMPLES:

	Gagné's Nine Events/ Steps of Instruction	Ideas for Application by a Trainer
1.	Gain the attention of learners	◆ pose a controversial question sparking debate ◆ present significant and striking data and facts ◆ show a short, attention-grabbing video
2.	Inform learners of the objectives	◆ explain what participants will have learnt by the end of the training, and why that matters for their professional position ◆ present learning goals in training slides and make reference to them in handouts or other learning materials ◆ ask participants to formulate their individual goals.
3.	Stimulate recall of prior learning	◆ question participants on previous experience with the topic ◆ lead a discussion allowing for understanding of participants' previous learning on the topic ◆ ask participants to come up with definitions of a topic's key concepts
4.	Present the content	◆ in presenting learning content, use diverse means and methods – demonstrations, video, audio, lecture, group work, individual work, etc. ◆ present a glossary of the main concepts ◆ present case studies and examples
5.	Provide learning guidance	◆ provide participants with support in the form of guiding questions or handouts ◆ analyse both best- and worst-practice case studies ◆ introduce various learning strategies – concept / mind maps, role plays, and visualisation
6.	Elicit performance (practice)	◆ organise a role play to allow participants to demonstrate what they have learned ◆ stimulate the use of repetition strategies, with participants explaining certain aspects of the topic to one another ◆ provide a real-life case study against which knowledge and skill gained can be applied

7.	Provide feedback (on practice)	◆ organise a Q&A session ◆ organise an activity whereby participants offer feedback on each other's work
8.	Assess performance	◆ provide time for self-assessment ◆ use quizzes, tests and questionnaires ◆ ask participants to write three key things they have (or have not) learned
9.	Enhance retention and transfer	◆ present examples from your own experience ◆ prepare materials that participants could use in their professional environment ◆ brainstorm on how knowledge and skills acquired in training can be applied further.

Source: Gagné, R.M., Briggs, L.J., Wagner, W.W. (1992). Principles of instructional design (4th ed.)

5) The trainer goes on to lead a group reflection of ca. 15 minutes, allowing for collective discussion of ideas generated that participants as trainers have found most useful, and will try to include in future in their own training delivery.

6) The trainer also asks participants to share which "steps of instruction" they feel they are particularly strong with, as well as those over which they will need support. The sharing on individual strengths and weaknesses can also be organised in pairs.

7) As part of the closing reflection, the trainer asks participants to provide their general impression and critique of the framework. The trainer emphasises the general nature of the framework, applicable in various training settings and situations; and encourages use to the extent participants find useful for their particular training situations and goals.

USEFUL RESOURCES:

- Gagné, R.M., Briggs, L.J., Wagner, W.W. (1992). Principles of instructional design (4th ed.)
- University of Florida resource: http://citt.ufl.edu/tools/gagnes-9-events-of-instruction/
- Mindtools webpage: https://www.mindtools.com/pages/article/gagne.htm

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ACTIVITY 3.3.
A DESIGN THINKING APPROACH TO LEARN ABOUT LEARNERS

Drawing on practices designers have long used to design a product or service, *Design Thinking* has become a widely-used approach in various areas, emphasising the centrality of knowing and relating to the "end-users" of a product or a service, and the need to test and try various alternatives as the best solution for a defined challenge is sought.

Design Thinking as an approach and mindset also gains broad application in education and training, given that the process can serve as a framework for participants to study a challenge, brainstorm ideas and arrive at a best solution for a particular problem. Alongside its methodological capacity, *Design Thinking* can also provide practical tools for trainers to design a better service, i.e. learning for their participants. Since the Course offered here seeks to equip public-service trainers with methods and approaches ensuring their upskilling, the focus of this Activity is of that particular kind and profile.

To achieve the goal, two *Design Thinking* techniques – the *User Profile/Persona* and the *Customer Journey Map* – have been chosen to help trainers gain a better understanding of their "target audience" – i.e. the participants for which they are designing their training. While the *User Profile* can be used effectively by trainers with no in-depth knowledge on *Design Thinking*, the *Customer Journey Map* requires a rather more sophisticated understanding of *Design Thinking* principles, or previous experience in business-related areas.

AROUND 90 MINUTES

OPTIMALLY 35 - 40 PEOPLE

"USER PROFILE" TASK – INTERMEDIATE "CUSTOMER JOURNEY MAP" TASK -

AIMS:

the purpose of this Activity is to ensure that trainers working with the public sector gain an understanding of how they may apply the hugely popular and innovative Design Thinking approach, with a view to designing better training for their participants. The Activity is (also) likely to prove particularly useful for trainers new to a public-sector audience, as it will offer the tools and time for them to reflect on public-sector specifics, drawing conclusions as to what they should consider as they plan and then deliver training for that sector's employees.

LEARNING OUTCOMES:

By the end of this Activity, participants will:

- know and understand why and in what way *Design Thinking* can be crucial to the planning and delivery of training;
- have developed practical skill in work with two *Design Thinking* tools, i.e. the *User Profile* and the *Customer Journey Map*,
- appreciate the very considerable value of insights into learners' needs, experiences, goals and behaviours, as collected systematically, summarised and presented visually;
- understand public-sector-audience specifics, and thus be able to design a better learning experience for such participants in particular.

PREPARATION AND MATERIALS:

1. a presentation/flipchart/handout with key information on the Design Thinking approach, principles, process, tools and application to learning
2. templates for individual work (there are two, and a copy of each is provided for all participants)
3. magazines, scissors and glue
4. pens, colourful pencils or pens

ACTIVITY DELIVERY STEPS:

1) The trainer makes it clear that the approach involving *Design Thinking* is another currently widely-applied and hugely popular tool by which to plan and deliver effective training, as it helps the trainer deepen his/her knowledge and understanding of learners, their needs and experiences.
2) The trainer states that he/she has selected for the Activity two tools used widely in *Design Thinking*; and will be inviting participants to try them out and see how they can help with the design of better training (as noted above, participants' knowledge of *Design Thinking* should determine if the Activity does/does not confine itself to the User Profile).
3) The trainer goes deeper into the topic, giving a short (ca. 10-minute) introduction to the *Design Thinking* approach, its history, principles, process, most-used tools, and application to learning (in preparation for this, the trainer would be well-advised to study the materials in "Useful Resources" below).
4) The trainer introduces tool number one – the *User Profile* (or Persona), and offers theoretical input for 5-10 minutes, before providing several examples of the tool and its practical application. Content for inclusion would be as follows:
    - A *User Profile* (Persona) is a fictional character created (albeit reliably and realistically) to represent a user type inclined to use a product or service. In this case, that would be the potential participant on a training activity. There might be several Personas for the same service.

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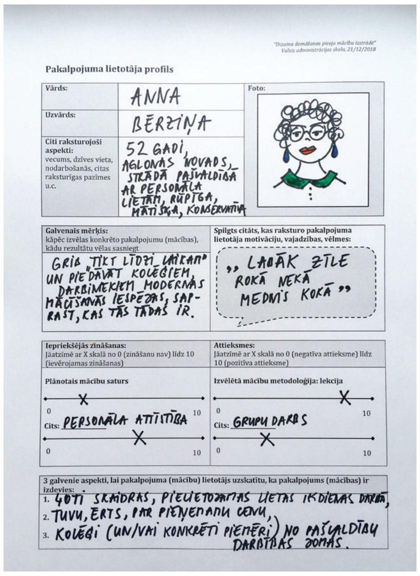
- The representation of user types is usually based on research and data synthesis (interviews with users representing particular groups; observations; web analysis, etc.), as well as group discussion among involved participants.
- The *User Profile/Persona* aims to offer a rounded impression of the user, i.e. of their needs, goals, attitudes, feelings, interests, knowledge, previous experience, stereotypes, behaviours, habits, etc.



"Dizaina domāšanas pieeja mācību izstrādē"
Valsts administrācijas skola, 21/12/2018

Pakalpojuma lietotāja profils

Vārds:	ANNA	Foto:
Uzvārds:	BĒRZIŅA	
Citi raksturojoši aspekti: vecums, dzīves vieta, nodarbošanās, citas raksturīgas pazīmes u.c.	52 GADI, AGLONAS NOVADS, STRĀDĀ PAŠVALDĪBĀ AR PERSONĀLA LIETĀM, RŪPĪGA, MĀTIŠĶA, KONSERVATĪVA	

Galvenais mērķis: kāpēc izvēlas konkrēto pakalpojumu (mācības), kādu rezultātu vēlas sasniegt	Spilgts citāts, kas raksturo pakalpojuma lietotāja motivāciju, vajadzības, vēlmes:
GRIB TIKT LĪDZI LAIKAM UN PIEDĀVĀT KOLĒĢIEM, DARBINIEKIEM MODERNĀS MĀCĪŠANĀS IESPĒJAS, SAPRAST, KAS TĀS TĀDAS IR.	„ LABĀK ZĪLE ROKĀ NEKĀ MEDNIS KOKĀ "

Iepriekšējās zināšanas: Jāatzīmē ar X skalā no 0 (zināšanu nav) līdz 10 (ievērojamas zināšanas)	Attieksmes: Jāatzīmē ar X skalā no 0 (negatīva attieksme) līdz 10 (pozitīva attieksme)
Plānotais mācību saturs	Izvēlētā mācību metodoloģija: lekcija
Cits: PERSONĀLA ATTĪSTĪBA	Cits: GRUPU DARBS

3 galvenie aspekti, lai pakalpojuma (mācību) lietotājs uzskatītu, ka pakalpojums (mācības) ir izdevies:
1. ĻOTI SKAIDRAS, PIELIETOJAMAS LIETAS IKDIENAS DARBĀ,
2. TUVU, ĒRTS, PAR PIEŅEMAMU CENU,
3. KOLĒĢI (UN/VAI KONKRĒTI PIEMĒRI) NO PAŠVALDĪBU DARBĪBAS JOMAS.

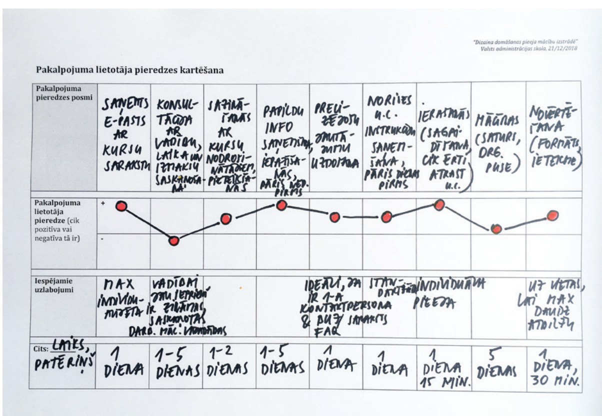
Example of User Profile

5) Each participant receives an empty *User Profile* template, and is asked to think about the next training activity he/she is expecting to engage in, and to select a typical representative of the group to be worked with. The participant will be working to characterise him/her by filling out the template (**Handout 1**). In line with the time constraints (say, 15 minutes), participants will be focusing on one group of users only. They are provided with extra materials (magazines, glue and scissors), so that their profile can be made more colourful and lively. While the knowledge of users in this case comes from the heads of participants – in line with their own impressions, knowledge and previous experience; a longer programme of training would offer participants the unstructured time they need to actually research their users, most likely by way of interview at their workplace, in the street, in a café, etc., or by desk research. The task might also be assigned as homework.
6) When the individual work is at an end, the trainer invites participants in pairs or groups to have a 5-10 minute exchange on the most surprising thing(s) this Activity has taught them about their target audience.
7) The trainer collects together key insights from the whole group.
8) The trainer introduces tool number two – the *Customer Journey Map* or *User Journey Map*, offering 5-10 minutes of theoretical input, as well as several examples of the tool and its application in practice. Content would most likely be as follows:
   - the *Customer Journey Map* helps by offering an in-depth look at training as a service a trainer and/or an organisation is providing to a certain group of users – civil servants, trainers, etc.;

- it is a visual, graphic representation of the process a user goes through, i.e. the journey he/she makes with regard to the particular service;
- the process or journey in question is mapped out on a timeline from the point of view of one or more user groups, by reference to "**touchpoints**" – i.e. the first through to the final points of interaction between the customer and the service;
- the drawing of the *Customer Journey Map* is facilitated by breaking down the service and user interaction into possible separate steps that are as small as possible (a start might be: "participant e-mailed about training programme");
- users evaluate the experience of interaction with the service (as positive/ negative/ neutral; or on point scales of 1-5 or 1-10) at each step or "touchpoint". All "touchpoints" are then joined up, to offer a visual picture that signals the least-successful (downward-curvature) and most successful (upward-curvature) interaction points characterising service delivery;
- overall, the *Customer Journey Map* helps trainers see where a service (in this case the providing of a training programme) lets the user down, thereby allowing them to think up potential improvements;
- As with the *User Profile/Persona* technique, it is advisable to base the mapping of the user journey on actual research, i.e. interviews with users. However, even if there is no time for that, individual or group time spent mapping out and evaluating the touchpoints between the service and the user will prove highly beneficial.

9) Each participant receives an empty *Customer Journey Map* template and is asked to think about the next training activity he/she is planning to deliver; and to select a group whose journey is to be mapped (this can be the whole target group or a smaller sub-group), and fill out the template (**Handout 2**). Around 15-20 minutes is allocated for individual work.

10) The trainer emphasises the need to first define all points of interaction ("touchpoints") characterising their training service and the target group – e.g. information about the training, the application form, meeting with the trainer, the actual training, the feedback form, etc. Each "touchpoint" is then assessed and characterised for the customer experience on a "-"to "+" scale, with a line drawn. "-"values are then looked at, with brainstorming to consider how they might be improved.



Example of User Journey Map

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11) Ideas are first shared within sub-groups, before key comments at that level are taken on to the full group. The trainer leads 10 minutes of group reflection on that basis, asking participants to share their views on the *Design Thinking* approach and its usage in their work.

USEFUL RESOURCES:

- Interactive Design Foundation materials: https://www.interaction-design.org/literature/topics/design-thinking;
- IDEOU materials: https://www.ideou.com/pages/design-thinking;
- PDR, International Centre for Design and Research materials: http://pdronline.co.uk/service-design.

The User Profile for the service

Name:		**Photo:**
Surname:		
Other haracteristics: age, place of residence, occupation, other characteristic features, etc.		

Main objective: why he/she chooses this particular service (training), what result he/she wants to achieve	**Vivid Quote** that describes the motivation, needs, desires of the user:

Previous knowledge: Must be marked with an X on a scale from 0 (no knowledge) to 10 (considerable knowledge)	**Attitudes:** Must be marked with an X on a scale from 0 (negative attitude) to 10 (positive attitude)
Planned learning content 0 10 **Other:**______________________________ 0 10	**Selected teaching methodology: training** 0 10 **Other:**______________________________ 0 10

3 key aspects ensuring that the service (training) user will consider the service (training) successful:
1. 2. 3.

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The Customer/User Journey Map

Description of Service Stages									
Service User's Experience (how positive or negative it is)	+								
	-								
Possible improvements									
Other: ________									

MODULE 4: INTERACTIVE WAYS OF WORKING WITH GROUPS

INTRODUCTION

The aim of interactive ways of working with groups is to allow all participants to share their ideas, experiences and wishes with others. Most trainers and teachers tend to dominate and lead. They talk too much, dominate too much, control too much. The challenge for them is therefore to shut up and empower and trust others. More-interactive learning processes entail a progressive shift of power, along a sequence from control to empowerment, from the plenary to the individual or group, and from the centred to the dispersed. When the emphasis is placed on interaction between participants, the trainer becomes the facilitator – who is a neutral third party acceptable to all members of the group, but who has no substantive decisionmaking authority. The facilitator's purpose is then to help a group raise its level of effectiveness, by offering diagnosis and intervening largely in relation to group process and structure. Much of the value in such interactions is built on foundations laid at the outset, the crucial thing being to build good relations between trainer and group, as well as between members of the group. The trainer manages the process of learning within the group, which can be described as a mutual learning model founded upon assumptions as follows:

- I have some information, others have other information.
- Each of us may see things the others do not.
- Differences represent opportunities for learning.
- People are trying to act with integrity, given their situation.

PARTICIPATORY METHODS

Participatory methods – which indeed require trainers to act as facilitators – include a range of activities with the common thread that "enabled" participants play an active and influential part in decisions which affect their work and lives. This means that people are not just listened to, but also heard, with their voices permitted to shape outcomes.

This Module offers a brief presentation of the role of the trainer–facilitator's in managing a group, as well as the stages characterising the facilitation process. Examples of training Activities are then presented, in the belief that these will encourage trainers to:

- disempower themselves (i.e. move away from the spatial focus of authority; set processes of self-organisation in motion, hand over to the participants, refer questions back to groups, ask for others' contributions, and kick-start individual

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reflection, buzzes or the work of small groups);

- empower individuals, by asking each person to reflect and note or list for themselves, without discussion (thus requiring thinking from all participants – and a consequent realisation that they have something important to share);
- empower groups, typically of 3-5 members, by conferring tasks upon them.

Specifically, the Module has three Activities to offer, with the aim being to help trainers build relations within the group, and facilitate intra-group skills-development and processes. Perhaps the most far-reaching example of this – Open Space Technology – was invented by American cleric and civil-rights activist Harrison Owen, who decided to build on conference-participants' (in fact quite typical) observations that meetings during coffee breaks were the highlights of such events, with discussions engaged in at such times regularly yielding concrete solutions and ideas for further action, in a way that main sessions did not.

Practised here in Activity 4.3., the course of Owen's Open Space – and its results – are seen to depend almost entirely on participant involvement. Interested parties gather in a prepared space and develop an agenda for the meeting by themselves, filling it with the issues they want to work on together. It typically emerges that the variety of perspectives, ideas and opinions present or appearing as the group works prove incredibly inspiring and motivating for participants, and spur them into further action. Such a dynamic to the work is achievable where there is firm compliance with Open Space's four key principles, i.e. :

1. **Those who are here are the right people.**
2. **Whatever happens is the only thing that could happen.**
3. **Whenever it starts is the right time.**
4. **What is over is over. What is not finished lasts.**

This is all combined with the so-called "Law of two feet", whereby:

"If, during the course of the gathering, any person finds themselves in a situation where they are neither learning nor contributing, they can go to some more productive place."

MAIN STEPS TRAINERS TAKE AS THEY MANAGE GROUP PROCESSES

1. Building group dynamics

Stage one sees the trainer establish his/her role with the group. Part of this is to assist with the establishing of group goals and ground rules, and to try to respond to questions that start the group process, relating to what people want to do (content) and how people are going to do it (process). The trainer makes sure that each participant can make eye contact with others, and facilitates introduction by asking participants about their backgrounds, interests and credentials, possibly by asking "*what is it about you that justifies your being there?*"

2. Agreeing on goals

It is important that a common purpose should be agreed upon. The trainer assists with the sharing and discussion of how an activity's aims and scope can be understood, as well as considerations relating to the quality of the end product, and methods of collaboration.

3. Observing, listening and intervening

The trainer observes how the group functions in terms of its patterns of communication, power issues and personal behaviours.Group and individual needs and expectations will need identifying, as will the stage the group has reached. A trainer may intervene if the group move away from the point that they want to be at, or encounter barriers to obtaining what is wanted.

4. Maintaining relationships

The trainer bears in mind that people have very different modes of interacting within groups, depending on their social and cultural backgrounds. To avoid problems or conflicts within a group, a strategy is agreed on at the outset for dealing with people who are too domineering or not doing their proper share of the work. However, as feedback is supplied, a trainer-facilitator strives to be:

- **specific**, rather than general: "You did a good job of putting the agenda together" *more than* "You're good with people"
- **tentative**, rather than absolute: "You seem uncomfortable interacting with the group" *more than* "You don't get along with anyone"
- **informing**, rather than commanding: "I haven't finished yet" *more than* "Stop interrupting me"
- **suggestive**, rather than directing: "Have you considered dividing into sub-committees?" *more than* "Divide into sub-committees"[1] .

PRINCIPLES OF EFFECTIVE GROUP FACILITATION

Group facilitation is a process whereby a person whose selection is acceptable to all members of the group, who is substantively neutral and who has no substantive decisionmaking authority, diagnoses and intervenes to help a group improve how it identifies and solves problems and makes decisions, with a view to group effectiveness being increased. The latter goal is mainly achieved by work on the part of the facilitator to improve group processes and structure. Typically, facilitators would be involved in:

- selecting the processes best suited to the accomplishment of the task at hand, via prior planning combined with improvisation to respond to emerging dynamics;
- establishing and enforcing ground rules and group norms, particularly with a view to a respectful, open and inclusive environment being maintained;
- supporting diverse participation and managing potential problems of exclusion and power, and the conflict associated with them;
- helping a group work toward its objectives, in part by encouraging focus on relevant topics and by assisting with time management;
- enhancing the development of mutual understanding, for example through the posing of clarifying questions, the rephrasing of statements, and the extending of support to diverse perspectives.

[1] Thomas Jefferson District/UUA, Prepared by Qiyamah A. Rahman, Effective group facilitation, p. 7.

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EXAMPLES OF THE TASK FUNCTIONS OF TRAINING FACILITATORS

Initiating	Any attempt to get an action or movement started. Suggesting direction for the group discussion or offering a way to get the discussion going.
Regulating	Attempts to order the direction and pace of the group. Calling attention to time, mentioning the agenda, suggesting a structure under which to go about the task, recalling the group from tangential activity.
Informing	Giving or soliciting information. Giving opinions, seeking opinions, reporting data, asking for data.
Supporting	Building on the ideas of others. Supporting the suggestions of others or initiations with additional input. Elaborating on the thoughts of others, acknowledging the contributions of others by adding to them.
Evaluating	Critiquing the feasibility of an idea. Testing the group for consensus, examining the practicality of a suggestion, helping the group to look at its own process for critique.
Summarising	Digesting the discussion of the group at some point. Sharing with the group what they h ave been heard to say, restating the contributions of others for the sake of clarity.

Source: Thomas Jefferson District/UUA, Prepared by Qiyamah A. Rahman, Effective group facilitation, p. 10.

ACTIVITY 4.1.
CARDS (INTRODUCTION, ICE-BREAKER)

15 - 30 MINUTES

5 - 20 PEOPLE

BEGGINER

AIMS:

This Activity for participants may serve as both an energiser and an introduction to the training. The aims are for participants to get to know each other, for needs to be researched for the first time, and for self-introduction on the part of participants to gain facilitation.

LEARNING OUTCOMES:

By the end of this activity the trainers as participants will be able:

- to present themselves and describe the importance of their interests, and their expectations for the training

PREPARATION AND MATERIALS:

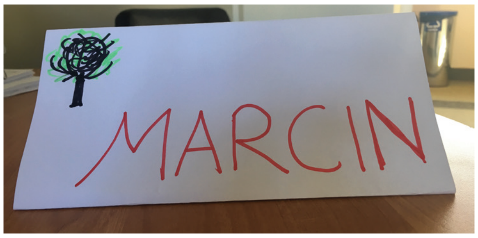
1. a sheet of paper (label) for each participant
2. a set of colour markers

ACTIVITY DELIVERY STEPS:

1) The trainer informs participants about the activity they are going to engage in. He/she invites each participant to write his/her name in the middle of a sheet of paper, and to surround that with images symbolising passions, main interests, hobbies, and what is important for and relevant to them where the training is concerned.
2) Participants expand on the main ideas behind the symbols, in connection with the life-related and work-related aspects.
3) The cards are placed on the table or made into labels for attachment to clothing.

ADDITIONAL REMARKS FOR THE TRAINER:

Labels may be used instead of sheets of paper:



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ACTIVITY 4.2.
A HISTORY (PORTFOLIO) OF MY TRAINING ACTIVITY

20 - 30 MINUTES | **5 - 20 PEOPLE** | **INTERMEDIATE**

AIMS:

This activity for participants who are trainers seeks to permit them reflection on their experience with training of their own delivered in the past (or experienced as a participant), with memories then being exchanged, especially in regard to what has been learned and how the said experience to date brings the participant closer to the status of trainer or facilitator.

LEARNING OUTCOMES:

By the end of this activity, participants seeking to be better trainers will be able:

- to understand their achievements;
- to reflect upon what they have learned in the past.

PREPARATION AND MATERIALS:

1. a sheet of paper for each participant
2. a pen or pencil

ACTIVITY DELIVERY STEPS:

1) Trainer informs participants about the activity they are going to do. The trainer divides the group into pairs (the best way is to joint people who do not know each other).
2) Ask participants to work individually for 4-5 minutes: write down projects dates, aims, results.
3) Then in pairs participants tell each other briefly about their projects for 3 minutes, the most important projects, achievements, lessons learned.
4) The trainer sums up the activity.

ACTIVITY 4.3.
OPEN SPACE TECHNOLOGY

FROM 6 - 8 HOURS
TO 2 OR 3 DAYS

30 - 200 PEOPLE

ADVANCED

AIMS:

This Activity for trainers as participants may be used as part of a longer course, or in a conference context. *Open Space* provides a flexible, self-selecting process by which to identify, explore and share insights into issues and subjects people demonstrably care about. This is therefore a way to tackle and discuss a large number of the most important, difficult issues facing or otherwise perplexing a large group of people.

LEARNING OUTCOMES:

During this Activity, participants will be able:

- to involve themselves deeply in group discussion, initiate discussion themes, share experience, opinions and ideas and thus learn other perspectives on issues.

PREPARATION AND MATERIALS:

1. clear and compelling themes and theme statements (critical, as this will be the central mechanism focusing discussion and inspiring participation – it may not be a lengthy, dry recitation of goals and objectives)
2. an interested and committed group, present voluntarily – because they want to be there (the further precondition for successful *Open Space*, combined with the key ingredients for deep creative learning that real freedom and real responsibility represent)
3. time and place, with sufficient space (comfort and ease of movement need to be assured)
4. a facilitator
5. a structure (as an *Open Space* event has no pre-determined agenda, it must have an overall structure or framework based around participants' self-organisation, not telling people exactly what they are to do, and when, but rather putting in place the supportive environment in which participants can resolve issues for themselves – the minimal framework comprises Opening, Agenda Setting, Open Space, and Conclusion)
6. materials – at least 1 flipchart for each 6 participants, plus colour markers

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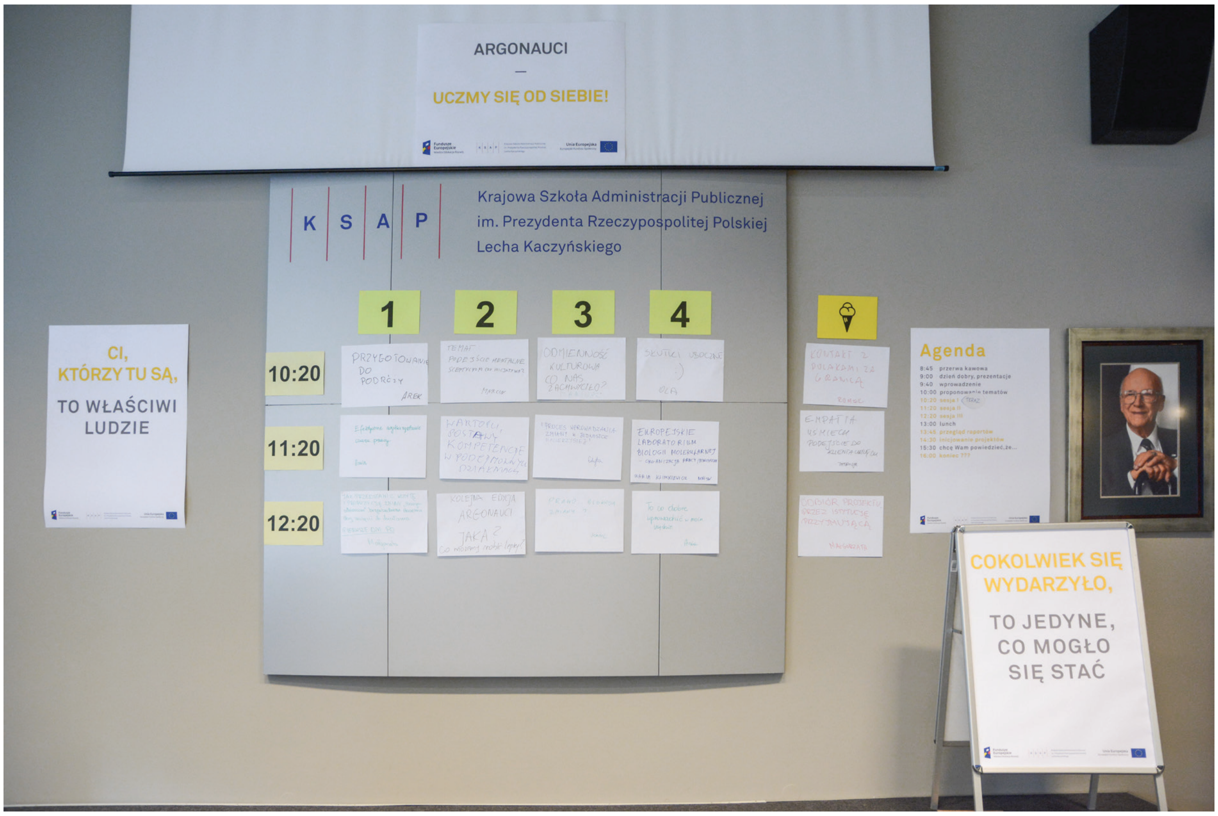

An example of an *Open Space* agenda

ACTIVITY DELIVERY STEPS:

1) Prior to the session, the would-be facilitator prepares the concept in line with which the whole process will be implemented, makes invitations ready, and prepares space conducive to the full and active involvement of participants.

2) At the session **Opening**, the trainer/facilitator gathers participants together and explains briefly how Open Space events work – in line with Harrison Owen's 4 Guiding Principles (recall: *Those who are here are the right people / Whatever happens is the only thing that could happen / Whenever it starts is the right time / What is over is over. What is not finished lasts*) and his "Law of two feet".

3) In the **Agenda-setting** step, the group figures out what it wants to do, with the facilitator asking participants to devote 10 minutes to thinking about issues they would like to raise, and inviting them to propose session themes.

4) The **Schedule** for the event is prepared and presented by the facilitator, so that participants can see which issues are being discussed when.

5) Once issues have been decided upon, the facilitator invites participants to sign up for the sessions they're planning on attending (though they remain free to change their minds later if they want to).

6) The *Open Space* sessions proper commence, adhering to the following process:

   - each session centres on a circle of chairs (there is no central table), with preferably one facilitator to lead the discussion and one scribe at the flipchart;

- a session starts with the "**issue owner**" welcoming and thanking the group for coming, and then giving a description of the issue as they see it;
- the facilitator leads the discussion, inviting input at the group's request;
- the **scribe** registers the discussion on flipchart paper, drawing a distinction between **Issues, Ideas, Questions** (that cannot be answered today) and **Actions**;
- people are all the time free to leave and arrive as they see fit, though to the extent that this does not interrupt or slow down actual progress (that leaves new arrivals – no matter how much they are VIPs – responsible for their own catch-up, using flipchart outputs to help with that);
- when an issue looks as if it has been covered and there are no more inputs coming from a given group, the facilitator thanks participants for their time and invites them to join other groups if the session overall is still running.

7) A formal **Report-out** session is conducted, to allow already-discussed themes to be added to.

8) The **Conclusions and Closing** session sees the facilitator invite everybody to form a circle (there is definitely no "head table"), and proceed to moderate this last session. The facilitator will most likely be responsible for preparing a summary report.

ADDITIONAL REMARKS FOR THE TRAINER:

Work in the form of discussion takes place simultaneously in several groups. Everyone can move freely, leave a group at any time and join the group tackling another topic. Reports are drawn up to reflect the course of each discussion and are made available to everyone gathered.

If the *Open Space* is multi-day affair, it is more than adequate to celebrate the final result when everything is over.

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MODULE 5: THE DIGITAL DIMENSION TO TRAINING

KEY FIRST THOUGHTS ON LEARNING VIA THE DIGITAL DIMENSION

Learning normally occurs in interaction with other people. Social networks therefore represent a natural continuation of such learning, or an informal platform via which learning may be shared. A social network founded upon different individuals interested in the same topic may even represent the most efficient way of achieving learning outcomes.

More specifically, sharing, sparring, co-creating and mentoring all represent excellent tools for learning, and the online and social-media channels allow for faster work, are more accessible and are far more informative, than the networks present in the world of the past. Today, it is easy to network with any expert regardless of location. While studies suggest that small networks function best from the point of view of learning, larger ones can prove even more effective when it comes to the updating and repeat-sharing of information.

Research further gives credence to the old saying that "you learn best by teaching others". Formerly the UK's National Endowment for Science, Technology and the Arts, Nesta in 2018 came out with its *Playbook for Innovation Learning* by Bas Leurs and Isobel Roberts, who maintain that learning becomes more effective when a person takes what they have read, seen or heard, discusses it with somebody, uses it in practice, or teaches it on to other people.

Thus, a participant on digital training will benefit from first reflecting on that, and then teaching it forward. As they reflect, trainees can separate, organise and structure their experiences with a view to constructing qualitatively new information, and discovering new perspectives. Reflection is necessary for learning as profound learning requires an understanding of both theory and practice. Reflection is taken to entail the stages of:

1. doing and experiencing
2. reflecting on experiences
3. conceptualising new ideas and improving theory
4. testing out new theory and searching for feedback

Time saved as training goes digital should be allocated to reflection upon – and therefore the deepening of – what has been learned, with this marking a further way in which digital training may improve upon traditional training in terms of efficiency.

WHAT IS THE DIGITAL DIMENSION?

The digital dimension covers all technology-facilitated learning that gives trainers an element of control over time, place, path and/or pace. Digital learning requires a combination of technology, digital content and instruction. The novelty here may be categorised as follows, in relation to the above factors of:

- **time** – with learning no longer restricted to a specific time of day, week, month or even year, as thanks to the Internet it becomes possible round the clock;
- **place** – with learning no longer confined within the walls of a specific space, be that classroom, lecture hall, library or wherever;
- **path** – with learning no longer restricted to trainer-deployed pedagogy, as interactive and adaptive software allows participants to learn in their own – personalised and very probably more-engaged – way (new learning technologies also help trainers, by providing real-time data allowing for the adjustment of instruction to meet each participant's unique needs);
- **pace** – with learning no longer restricted to the pace dictated by a whole group of participants or a trainer (interactive and adaptive software allows students to learn at their own pace, spending more or less time on lessons or subjects to achieve the same level of learning);
- **technology** – with a mechanism afforded for both the delivery of content and the facilitation of its reception by trainees (by way of internet access and hardware that can be any Internet access device);
- **digital content** – i.e. academic material delivered technologically and ranging from new engaging, interactive and adaptive software through to videos, literature and games;
- **instruction** – as trainers remain essential, but tend to have their roles modified in the direction of personalised guidance that ensures ongoing learning by trainees.

A digital dimension to training can include some or all of the following:

- adaptive learning
- badging and gamification
- augmented reality
- blended learning
- classroom technologies
- e-learning and e-textbooks
- learning analytics
- learning objects
- mobile learning e.g. on mobile phones, laptops, computers and *iPads*.
- open educational resources (OERs)
- personalised learning

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- technology-enhanced teaching and learning
- virtual reality

Pedagogies that incorporate the digital dimension include:

- blended/hybrid learning
- gamification
- differentiated learning
- flipped learning
- individualised learning
- personalised learning
- online learning
- *Understanding by Design* (UBD)
- *Universal Design for Learning* (UDL)
- *1:1 learning*

WHY DIGITAL? FROM THE POINT OF VIEW OF THE PARTICIPANT

Knowledge expires at an accelerated pace in the changing world, and in the future that pace will be even faster. This leaves learning as one of the future's most significant meta-skills. New skills should be acquired all the time, and new information needs to be taken up with increasing speed. Lifelong learning has therefore become a global trend and goal.

Digital learning raises quality and saves money. However, the quality and efficiency of the training achieved via digital learning depends as ever on design. If digital training is to succeed, a high-quality script is a must, as a digital learning experience can be either a really good one, total chaos, or anything at all in between.

Our current working lives are extremely hectic, with everyone in a hurry all the time – to the point where many feel there is just no time to learn things. But if learning is to be done, how can that be made as meaningful and pleasant as possible? Learners today want relevant, self-paced, mobile and personalised content. And those needs may be met via the digital mode of learning, given that trainees can learn at their own speed, in comfort and in line with individualised requirements.

1. Digital training accommodates everyone's needs

Digitisation puts trainees at the heart of the learning process, for a start leaving them free to choose when and how they study. Digital learning is therefore better suited to working life than is traditional classroom training. The digital method of learning also offers equal learning opportunities to everyone, regardless of their economic status or living conditions. Digital learning erases possible limitations set by remoteness of location lived or worked in, i.e. travel time or expense, life schedule or the preset nature of training hours. It also entails the largely effortless accessing, consuming, discussing and sharing of training material. Online training can be taken up just as easily by foreign businessmen, city-centred government officials and rural workers – and at the time that suits each best. In line with their availability and the comfort inherent in the situation, increasing numbers of people choose to learn online at weekends or in the evening.

2. Training can be taken and revised at any time, as many times as required

Unlike with classroom training, digital learning offers access to content an effectively unlimited number of times. This is especially vital at revision time. Under the traditional form of learning, a person unable to attend a training course physically, or wishing to revisit the topic later, has either to retake the training or find the information needed elsewhere. The digital dimension allows training to be participated in whenever a person wants, and as many times as they need.

3. Access to updated content is on offer

Digital learning ensures the learner is in synch with the newest knowledge. Updated content can be accessed whenever it may be needed.

4. Training is delivered quickly

Digital training offers a means of achieving rapid training delivery, certainly as compared with traditional classroom methods. The time required to learn is reduced to between 25 and 60% of what it would be under traditional learning. Some of the reasons for this are dealt with under the following points.

- Lessons start quickly and are also wrapped up in a single learning session. This allows for ease of roll-out of training within a few weeks, or sometime even days.
- Learners can define their own speed of learning, instead of having pace dictated by the group as a whole (and at times even by that group's slowest member).
- Time is saved as travel time for the participant is reduced to zero (comfort of choice of venue and hour of study are further associated plus-points).
- Participants can choose to study specific (most-relevant?) areas of the learning material, without focusing on each and every area. The skipping of certain areas they do not want (or need) to learn is very much facilitated.

WHY DIGITAL? FROM THE POINT OF VIEW OF THE TRAINER

- Digital tools and technologies, such as e-learning platforms, make it easy for trainers to create and manage groups.
- The shift to digital learning can free up time for trainers to address individual and small-group needs.
- The opportunity to customise training sequences for each trainee will make training more productive, by ensuring that learning gaps are closed sooner, with progress accelerated as a result.
- Dynamic grouping, workshops, and project-based learning can add much collaborative learning to the already-present educational model.
- Trainers can join online professional learning communities to ask questions,

share tips and network.

- Trainers can keep themselves updated with the most relevant content for their curriculum using digital-learning tools and technology.
- Trainers can use interactive activities to encourage participants' interest in learning, since gamification makes the process much more enjoyable and interesting.
- Digital training is resource- and cost-efficient: training that is scalable and produced online is also cost-efficient; trainer resources are not tied up, several online learning platforms are available for free or at bargain prices, and use of these can save money otherwise needing be allocated as classroom fees and material costs.

THE CHALLENGES POSED OR REPRESENTED BY DIGITAL LEARNING

There are both benefits and downsides to learning based around "whenever and in whichever way suits you best". The major, aforementioned, bonus is availability and accessibility at all times, but the probable lack of structures or deadlines means that participation "when there is time" or "when convenient" may unfortunately be tantamount to "never". In this way, quite paradoxically, training that might have been completed quickly ends up stretching over long periods of time, or is indeed left unfinished. On the other hand, limitless possibilities might make a choice of training – and adherence to its schedule – a near-impossibility. It is therefore important that a trainer should guide and follow up on trainees' progress.

Challenges relating to digital learning can come as no surprise. The pedagogy of digital learning may be found inadequate given the highlighting of transfers of information made ready, with a potential lack of practical tools by which to support and follow up with the learner. Some people may find training materials and content too easy, while for others they may be too difficult. This is understandable given that digital training has no way of accounting for every learner's starting level.

INJECTING A DIGITAL DIMENSION INTO TRADITIONAL CLASSROOM TRAINING

Training does not need to be entirely digital, and a digital dimension can regularly gain implementation in what is a traditional classroom training setting overall; acting in support of working to enrich the training. This can be done by setting up an online learning platform on which trainees and trainers can work together or individually on course assignments, network, and share ideas and materials. Online learning platforms can also be used to collect preliminary data, in order that a course can be better tailored to specific needs. Examples of available widgets and functions in online learning platforms would be as follows:

- preliminary or feedback survey
- video, text and voice chats
- introductory or learning videos
- material-sharing (via pdf, Word or Excel files)

- polls, quotes and tests
- the return of pre-final and final assignments and group work

BENEFITS OF ONLINE LEARNING PLATFORMS

How online learning platforms encourage connectivity

- the online education platform invites and encourages trainers and trainees to engage with each other via virtual classrooms, text, video and voice chats.
- trainees can also connect on a platform even before a course commences, while also maintaining contact between training sessions.

How online learning platforms allow flexibility

- an online learning platform allows trainees to access training material at all times, and to engage in training when it suits them best.
- videos, pre-assignments, tests, polls and quotes, as well as chats, are available via the platforms at all times, and can be downloaded or printed out for use even offline
- on certain platforms, trainees may also gain access via whatever digital device is available to them (computer, phone or tablet).
- everything shared or posted on the platform is documented and saved for future needs.
- notes and material shared in classroom training can be saved and shared on the learning platform immediately, and accessed as soon as they are posted.

How online learning platforms facilitate co-operation

- while traditional classrooms mainly witness training by a single individual, online learning platforms allow several experts – as well as trainees themselves – to share ideas and knowledge, and this regardless of geographical location.

How online learning platforms allow for personalisation

- trainees on an online learning platform no longer need to work at the same pace as the rest of their group.
- each trainee can be in charge of their own educational journey by choosing how long to spend on each module, what to revise and revisit, and what order in which to access the content.

Examples of online learning platforms would be as follows:

- *Howspace* (Web) – for sharing and collecting material and for interactive learning
- *Moodle* (Web) – for creating online courses
- *Udemy* (Web, *Android, iOS*) – for launching your first course
- *Skillshare* (Web, *Android, iOS*) – for teaching creative skills
- *Eliademy* (Web) – for creating a traditional MOOC (*Massive Open Online Course*)

- *Teachable* (Web, *iOS*) – for the marketing of a course
- *Podia* (Web) – for putting up a digital storefront
- *Thinkific* (Web) – for building a course from scratch
- *Kajabi* (Web) – for the marketing of a course on autopilot
- *Ruzuku* (Web) – for hosting webinars
- *WizIQ* (Web, *Android, iOS*) – for setting up a virtual classroom
- *Learnworlds* (Web, *Android, iOS*) – for establishing an online school

SOCIAL MEDIA

Tom Laine, a leading Finnish expert on social media, advises people to take full advantage of easy digital training services: "You don't need to go to *Udemy* to find interesting content anymore. Nowadays the content is often published exactly where I spend my time anyway."

Social media can be used as a free platform for sharing information and material, as well as for professional networking and marketing purposes. Today there are a growing number of professional networks at social media sites, such as *Facebook*, that can be used for learning purposes or for the marketing of training. Social media can be used to widen your own professional network. One of the benefits of social-media sites is their easy accessibility.

Videos represent some of the most-used training tools regularly visible on social media. They remain today a natural way of teaching school-aged children. In addition, in their free time, young people go to *YouTube* to seek guidance and answers in regard to everyday issues. In addition to video instructions ("this is how you fix your bike"), there is also free digitals training (even whole courses) available on *YouTube*.

In 2018, Mikko Myllymäki published his doctoral thesis of the University of Jyväskylä on the subject of the use of video technologies in learning. According to Myllymäki, pass rates and grades with video-based learning are higher than those achieved in normal contact training. Furthermore, it is typical for the objectives set for the development of a video-based training model to be exceeded at least in part.

One of the first companies to popularise video-based learning has been *Khan Academy*. It has also popularised flipped learning (whereby classroom work follows the provision of materials) – particularly in mathematics-based skills. Today, there are approximately 42 million monthly visitors to *Khan Academy's* website, making it one of the world's most popular websites.

The use of social media in training can entail:

- connection with experts;
- institutions communicating with students via *YouTube* and *Facebook*;
- trainees' building of social credibility and professional networks;

- a *Facebook* group being created for a class/group, to allow for discussion and material-sharing;
- blogging as a form of assignment;
- *Pinterest* being used for the pinning of training resources;
- *LinkedIn* bringing learning to people's everyday social-media streams (the *LinkedIn* Learning solution offers thousands of training sessions for a monthly fee of just 30 euros; with 50 new courses posted there every week);
- *Twitter* and *Facebook* operating as free marketing forces (the sharing of Tweets and *Facebook* posts ensures huge numbers of possible new followers and trainees are reached).

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ACTIVITY 5.1.
ONLINE PARTICIPANTS IN LIVE TRAINING SESSIONS

AS LONG AS IT TAKES

NO LIMITS

BEGINNER

AIMS:

This Activity demonstrably offers the chance for everyone to take part in live training, it being manifestly clear in this way that a location near or far makes no difference, and neither does the availability of time or money to allow for travel to a training venue.

LEARNING OUTCOMES:

- By the end of the Activity, participants will have obtained many of the same learning outcomes as are claimed for live training, especially where knowledge about the specific theme is concerned. There may also be outcomes relating to competences or skills, though different kinds of exercise or discussion may prove more difficult to apply (even if they could obviously be done in written form via chat boxes). Discussions are possible, though there is a risk that few participants will have the courage to go to the microphone. Exercises may also be given as homework.

PREPARATION AND MATERIALS:

1. a computer used to show training materials (which has to have a good Internet connection and a webinar tool installed)
2. loudspeakers of some kind, so classroom participants can hear comments from those online, and *vice versa*
3. example webinar tools: *Skype for Business, Adobe Connect, Webex*
4. stationery (marker pens, post-its, etc.)
5. materials and flipcharts that need to be made ready
6. settings (blinders in the room; chairs organised in a circle or no chairs, etc.)
7. “tools”, like examples, inspirations to help deliver the activity, suggestions

ACTIVITY DELIVERY STEPS:

1) The trainer opens the online connection at least 30 minutes in advance, so there is some time at least to solve technical problems, should these arise.
2) Online participants are asked to join the webinar at least 10-15 minutes beforehand,

so there is also time for their possible technical problems to be resolved – if you are in a position to help with them.

3) Online participants are asked to mute their microphones when not speaking, so as to cut the amount of extraneous noise in the classroom.

4) The trainer should recall at all times that people are out there online – this is readily forgotten, especially if people remain quiet. So:

   - ask questions, so that switch-ons of microphones becomes inevitable;
   - take the easier course, and ask online participants to write their thoughts in the chat area – but please then remember to follow the discussion there also.

5) Practical instructions are given – on how the activity is to be delivered.

6) Estimated times for the different steps are provided (if necessary).

7) If recording is to take place, the trainer should notify participants of that fact, and seek their permission.

ADDITIONAL REMARKS FOR THE TRAINER:

- With regard to target audience (their background), there are options for differentiation, e.g. if there are different levels of knowledge, etc.
- If possible, the trainer should test online connections with participants beforehand, so as to uncover any actual or potential technical failures prior to the actual day of training.
- If possible, someone should be assigned to take care of participants online – following the discussion in chat and answering questions, and helping with technical issues.
- Usually, loudspeakers are effective enough to allow questions or discussions in the classroom to be heard well by online participants – therefore use microphones for questions in the classroom also, if possible or at least repeating these, along with the discussion's main points.
- Trainers should not allow technical issues to overwhelm them – there is always a risk of problems of this kind, and online participants need to accept that.
- There should be a plan B, with materials sent beforehand, if possible – so that online participants can follow along by themselves if sharing from the desktop does not work; or the other way around – usually webinar tools have an option allowing a meeting to be joined by phone, where the possibility of a computer does not exist or there are problems with sound on the computer.
- Remember that combining classroom training with online training represents the easiest way of digitising training, and is convenient if your training is more about lectures. If group work or other practice is more important, this is much more difficult to combine – in those circumstances choose if everyone should be in the classroom, or everyone online.

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ACTIVITY 5.2.
WEBINARS

30 MINUTES – 3 HOURS | NO LIMITS | INTERMEDIATE

AIMS:

As with other digital-training forms, an online training-session webinar has as its main aim the broadest possible involvement of participants who may be wherever they want to be during that time – free of the limitations imposed by expensive travel or the need for regular refreshment. Furthermore, if a webinar is recorded, it can be watched at any time; which means that training is adapting to the calendar and schedule of the learner, rather than controlling it.

LEARNING OUTCOMES:

- Mostly this will be knowledge about a specific theme, as time is usually so limited in webinars. If you have a longer webinar or series, there can also be outcomes relating to competences or skills, but for example different kinds of exercise or discussion are more difficult to apply: naturally these could be done in written form via chat boxes. Discussions are also possible, but there is a risk that only one or a few participants have the courage to go up to a microphone and switch it on. Exercises could be also given as homework.

PREPARATION AND MATERIALS:

1. a clean and well-lit room or studio, without extraneous noise that could potentially disturb the session; and essentially with good acoustics
2. a computer equipped with a webinar tool already installed (and pretested under training conditions)
3. a fast Internet connection
4. proper loudspeakers and camera, if the intention is for video material from the webinar to be shared
5. proper camera settings regarding the framing of the picture, distance from the speaker and clarity of image
6. carefully-chosen neutral and clean surroundings lacking potentially disturbing background factors that might discourage watchers from focusing

ACTIVITY DELIVERY STEPS:

1) The trainer chooses the subject carefully: as participants online can readily shift

focus to something else, a shorter and more-specific subject is better than a broad theme that takes a long time to cover.

2) Clear and realistic goals for the webinar are set.

3) Where coverage of a wider topic is to be attempted, the trainer should consider doing a webinar series.

4) As materials or *PowerPoint* slides are being made ready, the trainer recalls that less is more and that there is a need to power the point, to use pictures and graphs that catch participants' attention, and to trust experience by recounting facts in one's own words.

5) Speaking is to be clear, and slower is better than faster.

6) Participants are activated through the posing of questions readily answerable in the chat area; and with options given.

7) Encouragement to ask questions is also given, out loud.

8) The trainer may deploy voting and polling to activate participants.

9) Trainers faced with webinars over 45 minutes long should call for and take 1 break or more.

ADDITIONAL REMARKS FOR THE TRAINER:

- If possible, trainers should test out the online connection with participants beforehand, so as to identify any technical failures that will need to be avoided on the real day of training.
- If possible, trainers should assign someone to take care of the online participants, to follow the discussion in chat and to point out or answer questions and help with technical issues.
- Trainers should not allow technical issues to overwhelm them – there is always a risk of problems of this kind, and online participants need to accept that.
- There should be a plan B, with materials sent beforehand, if possible – so that online participants can follow along by themselves if sharing from the desktop does not work; or the other way around – usually webinar tools have an option allowing a meeting to be joined by phone, where the possibility of a computer does not exist or there are problems with sound on the computer.

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ACTIVITY 5.3.
PLANNING A DIGITAL COURSE

1 DAY – 8 WEEKS

NO LIMITS

ADVANCED

AIMS:

This Activity entails the planning and implementation of training that is entirely digital and can be engaged in everywhere and at any time.

LEARNING OUTCOMES:

Usually very well-summarised knowledge about the specific theme and short exercises, tasks, or tests done to apply or verify what has just been learned, because the maximum length of one digital course is about 30-45 minutes. Where microlearning (also covered in Module 2) is concerned, it is possible to master skills via digital courses that include many animations (for example ICT skills in *Microsoft Office* tools). Otherwise, where macrolearning is concerned, for example the basics of Artificial Intelligence can be mastered for many weeks or months digitally over many shorter periods. In that way learners gain knowledge about the theme but gradually also certain competences. Read more under: <u>Finland is challenging the entire world to understand AI by offering a completely free online course - initiative got 1 % of the Finnish population to study the basics.</u>

PREPARATION AND MATERIALS:

1. sufficient resources (of people, time and money)
2. a learning environment/platform in or on which to publish content
3. trained professionals with the required digital skills if video or animations are included

ACTIVITY DELIVERY STEPS:

1) The would-be online trainer needs to define the problem, by asking him/herself: *what problem do you want to solve with digital training?* Sub-questions would then be:
   - Is your target group large enough for a digital course (of more than 200 people)?
   - Is the lifespan of the digital course long enough (of more than 1 year) – when does it have to be updated?

- Are there enough resources (of people and money) for planning and implementation?
- What are the benefits of digital learning, as compared with live training, when it comes to this particular theme?

2) Objectives for the training are set, by reference to the sub-questions as follows:

- What strategic objective of the organisation does this training further, and how?
- Qualitative and quantitative?
- Learners?
- Which 3 things should the learner learn as a minimum, and what action should change?

3) The trainer collects customer insights, perhaps making use of:

- an empathy map
- a learning-experience map

4) The trainer develops content for training, giving consideration to issues as follows:

- the possibility of a content workshop with a project group
- use of the model summarised as “3-30-300” (i.e. 3 seconds for the main message / 30 seconds for the summary / 300 seconds for details) when producing the content for modules (of which one lasts about 5 minutes 33 seconds)
- the particular suitability of the above model for video content, though also with suitability for – for example – text-modules forming parts of a digital course
- testing of tasks for the digital course
- multiple choices from a specific theme
- open questions
- the use of graphs and pictures to point to the main issues

ADDITIONAL REMARKS FOR THE TRAINER:

With regard to the target audience (its background); and options for differentiation (if there are for example different levels of knowledge), etc.

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MODULE 6: ROLE PLAYS AND GAMES

PRESENTATION OF CORE CONCEPTS

This Module deals with the use of role plays and games, as well as metaphors, in the course of training events. An introduction and basic presentation of the history and value of such approaches is followed by several Activities which acquaint participants who are trainers with role plays, games, simulation games, and metaphors, as such; while also demonstrating the value these or similar technqiues may have in training.

Role plays were originally tried out in industrial and managerial training. The goals have always seemed to be as follows:

1) to provide trainees with (a kind of) hands-on experience with a character/role they might find themselves in or playing at some point in the future – in this sense a trainee is offered the chance to rehearse "real life".

2) to identify how distant from full "fluency" or even competence in the given role a person may be; in the sense that insight can be offer as regards lacking or underdeveloped skills, functions and qualities in trainees .

Games, and role plays in particular, are equally to be seen as part of a suite of teaching and learning methods based around active individual and group engagement, e.g. in the form of group discussion and/or group problem-solving. A chance is usually therefore afforded for participants to see, experience and understand the various perspectives and/or alternative processes, attitudes, viewpoints and so on that may be present in a certain situation. Learning in this case is based on experience, albeit close-to-life rather than real-life; and it involves a process of social and emotional learning in some degree mimicking that which would be present in an actual situation of the given kind. As in real life, further reflection on what has been experienced is a further key element to the planning and delivering of a game.

Delivery of a role play and/or game usually entails an introduction with scene-setting and context-setting, as well as presentation of rules; an allocation of roles and explanation as to the goals of the game; the process of playing itself, most likely in the context of a game that has several stages; and reflection, discussion and debriefing in regard to what has been learned, and the ways in which this may prove useful in people's professional and/or personal lives.

Various goals of games are set by specific content and layout. Thus a game may serve in introduction or, ice-breaking, in team-building or the acquistion of new knowledge, in the practice and/or learning of new skills, in idea-creation or problem-solving or decisionmaking, and so on.

For their part, **metaphors** gain extensive use in counselling and psychotherapy. This reflects a status going beyond the better-known one of "linguistic or literary device", since it would seem that metaphors do much for our ability to learn, organise cognitively and understand the world. Thus, if a person expresses what they feel by saying: “*I act as a switchboard for my family”, or ”I am in that rat race 24/7*”, the recognition of truths and realities beyond those descriptions would seem to trigger responses worth more than just what would be associated with the assembling of words. This is why counselling and psychotherapy pay careful attention to metaphors, which always tend to be explored further (more deeply) through carefully posed questions. The underlying feelings are looked at to see if the person might be helped to make certain decisions to act differently, or to arrive at longer-term solutions.

From a training point of view, work with metaphors can be deployed:

1) to let the trainee “switch off” the left hemisphere of the brain, with a view to reducing the influence of rational thinking and the mind (it actually emerges that times of being unable to figure out what to do can reflect over-reliance on the rational mind, which obviously has its certain limitations);
2) to allow our defence mechanisms to become more lax (while these permit adaptation to a new life situation, they are less effective if the subject involves endless repeat-use with no reassessments as to whether a given situation is really as familiar and already-seen as it seems).
3) to allow people to shift perspective and review old ways of thinking that do not work;
4) to help with flexibility and stimulate creativity;
5) to evoke emotion and feelings, given that these are the keys to change (as only through feelings do we sometimes have a chance to change something in our lives, or avoid becoming stuck);
6) to help us understand better than by words alone – as metaphors use both words and mental visualisations;
7) to offer increased insight, through associations formed between concepts and examples well-understood in everyday life.

Anything can serve as a metaphor in training, be this a photo, magazine picture, song lyric, line from a poem, card, object or whatever.

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ACTIVITY 6.1.
ICE-BREAKER / WARMUP OF SHARING PICTURES

15 - 25 MINUTES | 4 - 30 PEOPLE | BEGINNER

AIMS:

An Activity allowing participants to learn more about each other and break the ice, but also to increase self-awareness, as well as explore the possibilities for electronic gadgets to be used during training.

LEARNING OUTCOMES:

By the end of this activity the learners will have:

- acquired knowledge – being able to describe the benefits of using electronic gadgets in the course of training;
- acquired skills – having practised both communication and active listening;
- developed attitudes – in respect of the use of electronic gadgets in training.

PREPARATION AND MATERIALS:

1. a slide with instructions
2. flipchart paper and a marker

ACTIVITY DELIVERY STEPS:

1) The trainer divides participants into sub-groups of 3-4 people each.
2) The trainer asks participants to take out their mobile phones or tablets, before presenting the slide with the instructions.
3) The information on the aforementioned slide would be more or less as follows: a) go to your gallery on the phone and find one picture that you would be happy to show others; b) show this picture to other people in your group and tell them why you have selected this particular picture and what is happening in it; groupmates may ask questions to find out more or seek/obtain clarification; c) after pictures have been shared and described, each person seeks to answer – in respect of his/her own case – the question as to why that particular picture was selected, and what that says about him/her.
4) The trainees carry out this task, having received the instructions and in line with them.

5) After all groups have finished, the trainer asks for feedback on how the Activity has gone, and if participants have discovered any new things about themselves, or anything, during the activity.

6) The trainer asks trainees in groups to come up with lists of other possibilities of how phones, tablets, etc. can be deployed in training, and in line with which kinds of activity.

7) The groups share ideas and the trainer writes these on a flipchart for everybody to see. [Other ideas arrived at might be: a) for polls or note-taking; b) in formative assessment; c) in research and online activities; d) in communication, playing out certain roles, etc.]

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ACTIVITY 6.2.
USING METAPHORIC CARDS IN TRAINING

30 - 60 MINUTES

4 - 30 PEOPLE

ADVANCED

AIMS:

This Activity helps participants to learn more about (the various possibilities for) using metaphoric cards in training, while also learning more about themselves and each other as they test out the technique.

LEARNING OUTCOMES:

By the end of this Activity, participants will have made progress in relation to:

- their knowledge – being in a position to describe the benefits of using metaphoric cards in a variety of ways in training;
- their skills – having experienced for themselves the different ways of using the cards;
- their attitudes – having developed a set of beliefs and attitudes towards the above.

LEARNING OUTCOMES:

By the end of this Activity, participants will have made progress in relation to:

- their knowledge – being in a position to describe the benefits of using metaphoric cards in a variety of ways in training;
- their skills – having experienced for themselves the different ways of using the cards;
- their attitudes – having developed a set of beliefs and attitudes towards the above.

PREPARATION AND MATERIALS:

1. a slide with instructions for a certain activity
2. flipchart paper and a marker
3. a set of metaphoric cards (different packs are now available, and for more on this, visit:

https://oh-cards.com/index.php?article_id=41&clang=2 or https://www.myfeelings.com.au/projectivecards)

ACTIVITY DELIVERY STEPS:

The trainer organises participants into pairs, with one group of three if there is an odd number of people.

1) The trainer presents instructions on a slide (whose content would be roughly as described in the following points).
2) Each participant chooses two cards without looking at them, and places them on the table.
3) A first participant in each pair then takes a card, looks at it, describes what can be seen (literally) and gives the associations coming to his/her mind.
4) Drawing on those associations, the trainee puts into words a question/problem he/she has at the moment in life, as regards either professional duties or private life.
5) Once the question/problem has been formulated, the second card may be taken.
6) The second card represents the solution/answer to the problem, but if that is hard to see straight away, the trainee may start by describing what can be seen on the card and what kind of associations come to his/her mind; only then trying to formulate the answer/solution.
7) The other member of the pair is meanwhile listening, but can also ask questions or comment on what he/she sees in the picture.
8) Trainees in the pair switch roles, and repeat the activity for the second person.
9) The pair-work having been completed, the trainer seeks feedback. Questions suggested for this session might include the following:
   - *How difficult or easy was it to formulate a question? An answer? What helped you do it?*
   - *What made this activity successful? What impeded the success if there was one?*
   - *How helpful was the communication with your partner? How did it influence the result of the activity?*
10) The trainer asks participants to form up into groups of 4, and come up with a list of activities/ways in which they could envisage the cards being used in their own training.
11) Activities/ideas are ultimately shared with all participants.
12) The trainer may also share his/her own list of activities (e.g. on the basis of a list usually provided with the deck of cards at the time of purchase). However, creativity remains an option, so own activities can also be thought up – with a view to training being enlivened and participants helped to bring out certain emotions they feel.

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ACTIVITY 6.3.
PROS AND CONS OF USING ROLE-PLAYS IN TRAINING

60 - 90 MINUTES

4 - 30 PEOPLE

INTERMEDIATE

AIMS:

This Activity allows participants to explore the pros and cons of using role-plays in the classroom, and to gain hands-on experience of participating in a role-play.

LEARNING OUTCOMES:

By the end of this Activity, participants will have made progress with:

- their knowledge – being able to describe the benefits and risks involved in using role plays in training;
- their skills – having assumed a role and acted that out, and provided relevant feedback;
- their attitudes – having developed a set of beliefs and attitudes towards the use of role plays in training.

PREPARATION AND MATERIALS:

1. flipchart paper and a marker
2. some symbols (hats, threads, scarfs, etc.) helpful in adopting a given role

ACTIVITY DELIVERY STEPS:

1) The trainer assigns all participants to three groups with an equal number of people; or else establishes 4-5 groups of 4-5 people each. Generally, one group (or two if the overall number of participants is greater) is assigned the task of coming up with all possible advantages of using role plays in training; while the other group (or two groups) must think of disadvantages. A third group (or two) compiles a list of both pluses and minuses.
2) When the groups have run out of ideas, the trainer gives everybody a distinguishing symbol, with groups working on advantages receiving a symbol of one kind and those working on disadvantages another. Nothing is supplied to the third group(s).
3) Participants from advantages groups pair up with counterparts who have dealt with disadvantages, with trainees from the third group joining the pairs to produce groups of three.

4) The trainer asks the threes to work in such a way that each person maintains their assigned pro- or anti-roles over the course of a discussion lasting 10 minutes. The symbol provided by the trainer is there to assist participants get into their roles, and the trainer encourages time to be taken over this, in recognition of the effort needing to be put in. It is made clear that the discussion must extend for the whole allotted time, with no departure from the role until the “time up” is given by the trainer.

5) In all of this time, the third person in each group is to listen, observe and take notes as necessary.

6) The trainer sets a timer and signals the start of the role-playing session, and participants begin their discussions.

7) The trainer gives the “time-up” signal and asks role-players to leave their roles using the symbol supplied.

8) Participants in groups discuss how things have gone, with the third person in particular offering feedback as to what has been observable during the discussion.

9) The trainer asks for two types of feedback, with the first concerning risks and benefits, with one side of the flipchart assigned to each. The second feedback is on how it was to take up the role and act it out during the time provided, and what a given person observed and noticed about themselves in that context. Questions to be posed during the feedback second stage might be the following:

   - *How was it to get into the role? Did the symbol help or did your partner help?*
   - *How easy was it to be in this role during the entire time? Was there any point at which you would have wished to quit? Are there occasions in your real life when encountering difficulties leaves you feeling inclined to pull out? Or was it easy to persuade your partner about your opinion? Was your partner very flexible or did you feel some resistance while discussing the topic? What happens to you when you feel resistance?*
   - *What was it like for an observer to watch all the discussion? Was the discussion reminiscent of a peaceful conversation in a cafe or heated debate in Parliament? What did the participant assigned the role of observing feel like doing? Did he/she feel any desire or imperative to interfere or help? Was there an uncomfortable feeling at any point? What was the reason for that discomfort?*

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ACTIVITY 6.4.
ROLE PLAYS: “LEARNING BY DOING”

90 MINUTES

25 - 30 PEOPLE

ADVANCED

AIMS:

This Activity is designed to stimulate participants’ comprehensive understanding of the opportunities and risks related to the use of games and game-based elements in learning. However, in addition to this kind of theoretical input, trainers themselves experience a role-play/game situation, playing the internationally-renowned game called *Barnga*. So, apart from learning about games “by doing”, they will also deepen their understanding of a participant’s perspective on the role-play/game experience and what they – back in their more typical role as trainers – should consider as they elect to deliver a game/role play in future.

LEARNING OUTCOMES:

By the end of this Activity, participants will:

- possess experience-based knowledge and understanding when it comes to the specifics of using role plays and games in a learning process;
- be aware of the key components common to all games;
- appreciate the benefits and opportunities accruing from the use of games and game-based elements in learning;
- understand risks related to using games and game-based elements in learning;
- have reflected on their individual capacity (strengths and weaknesses) vis-à-vis a process of gamification of their training.

PREPARATION AND MATERIALS:

1. the detailed description of the game of *Barnga* consultable via the sources detailed in the “Useful resources” section (the running of an effective *Barnga* session absolutely requires familiarisation with this, as well – if at all possible – as a tryout of the game with/on a group of friends or colleagues, in order that the specifics can be fully grasped)
2. rules of the game (as provided in the Appendix, **Handout 1**)
3. materials necessary to play the game
4. a room organised in such a way that 5-6 tables can each accommodate 5 people
5. a pack/deck of regular cards (one to each table)

6. a set of rules of the game (one for each participant)
7. an empty sheet of paper and a pen or pencil
8. (optionally) flipchart paper and markers (for notes at the reflection and theory-input stages)

ACTIVITY DELIVERY STEPS:

1) It should first be well-understood by the trainer that the game of Barnga is mostly associated with cross-cultural learning, aiming to provide participants with an experience of the way different people (and people from different cultures in particular) perceive and interpret things differently, have and play by different rules, and have different points of reference and ways of being and thinking. *[The game was created by Sivasailam "Thiagi" Thiagarajan in 1980, while working for USAID in Gbarnga, Liberia. It entails participants playing a simple card game in small groups, with conflicts arising as participants move from one group to another, because each table has slightly different rules that participants are not aware of. An additional difficulty follows on from the rule that players may not speak to each other. As a result, participants experience confusion and shock when moving to another table or receiving new players at their own table. The process of struggling to understand why other players do not seem to be playing "correctly" is the basis for insights into the dynamics of cross-cultural/cross-sectoral/cross-organizational encounters. Participant reactions to the unknown and uncomfortable situations provide information relevant to the analysis of various approaches to – and strategies for dealing with – the unknown]*.
2) The trainer starts by arranging people into groups of 5. Each such group is seated at one of the tables, which are equipped with decks of cards, game rules and a sheet of paper and a pen or pencil.
3) In a short introduction, the trainer intentionally fails to provide detailed information about the aims of the game, merely noting the opportunity offered for participants to learn about and experience a particular game/role-play situation. The aim is thus to ensure as authentic a "learning by doing" situation as possible. The introduction is spent inviting participants to switch to "game mode", and imagine themselves in the role of card player, as well as explaining the rules of the game. In essence these rules are as given in the following points:
   - the game is about competition,
   - each group/team has a deck of cards, rules, a sheet of paper and a pen or pencil,
   - each participant needs to read and quickly learn the rules of the card game,
   - at the beginning, there will be a possibility for each table to try out playing the game, before the "real game" starts,
   - the game consists of 5-6 rounds (depending on the number of tables), each being played for 3-5 minutes, with the trainer signalling the start and end of each,
   - during each round it will be possible to play several games, and each game

will consist of several tricks (the highest card wins the trick, and tricks are played until the moment all the cards in that particular game are played out),

- the group at a table keeps a record of trick-winners (i.e. those having the highest-value card to play), and winners and losers of games as a whole,
- at the end of each round, winning and losing members of each team will need to switch tables – the person winning the most games will move clockwise to the next table, while the one losing the most games moves anti-clockwise to the next table,
- the most important rule is that, after the first couple of minutes (during which participants are trying out the game), the trainer will remove the rules, and further play takes place in complete silence, in the sense that talking is prohibited.

4) After explaining the rules and allowing the participants at each table to try out a couple of games to memorise the rules, the trainer gives a signal for the first round to commence. The written rules are removed from tables at this point and the trainer reminds everyone that silence is to be maintained. At the end of the round, the trainer asks the winner and loser of each group to stand up and move to their respective tables (in line with the above principles).

5) At the beginning of the second round, first reactions to playing by different rules will start to arise, and trainer should keep calm and remind participants that they may not talk and explain themselves verbally.

6) Supervision to ensure continuing silence is exercised.

7) At the end of all the rounds, the trainer thanks everybody for their participation, and asks them to leave behind their role as card player and reflect on the game instead. The following set of questions can be asked at this point:

   - <u>Questions directly related to the game situations:</u> *What was wrong with the game? When and how did you understand that all tables have different rules? How did the winners feel? How did the losers feel? What were various reactions to the situation (laughing, being observant, being angry, trying to convince others, etc.)?; etc.;*
   - <u>Questions related to the application of the game experience:</u> *What situations from real life did the game represent? What new did you learn about the others and yourself? What did it tell us about communication and conflict? Is it possible to recognise real-life approaches or strategies people adopt when encountering the unknown?*

8) When appropriate, the trainer provides extra information about the game and its context.

9) Deeper and more personal reflections can be organised in small groups, with an opportunity in this way provided for participants to share their most interesting and surprising conclusions with the rest of the group.

10) The trainer further invites participants to brainstorm what the game experience revealed about the use of role plays and games in learning. The questions can be organised around:

- Why games are useful and effective in learning (the trainer for example asks participants to consider the difference between "playing a game about cross-cultural experience" and "the trainer explaining the theory of cross-cultural experience". In this way the trainer stresses the role of experience in learning regarded as particularly crucial to adult education;
- What determines a game's successful delivery *(What should a trainer do? What are the necessary preparations? What is successful game introduction, delivery and closing?, etc.);*
- *What are the risks related to using games in learning, and how to avoid them?*

11) The trainer provides additional theoretical input and explains that this particular game, like all others, has certain universal features relating to:

- **game space** – an "alternative world" in which the rules of ordinary life are suspended temporarily, and which players must agree to enter willingly;
- **boundaries** – there are certain limitations in time (the beginning and ending of the game, pause) and space (spatial boundaries);
- **rules for interaction** – rules that define the way the alternative game world operates, rules on what is or is not allowed, rules on the relationship between players, participants' code of conduct, etc.;
- **artifacts** – physical artifacts, objects that hold information about the game, for example maps, trophies, etc.;
- **a goal** – information on the end state of a game that all participants are striving to attain, and which is understood and agreed to by all players.

See: *Gamestorming. A Playbook for Innovators, Rulebreakers, and Changemakers* (O'Reilly, 2010) by American experts in visual thinking Dave Gray, Sunni Brown and James Macanufo.

Optionally, if the trainer wants to further develop discussion on "experience as a basis for human learning", he/she can offer for discussion (agreement, disagreement; analysis in the context of the game experience) the five propositions from British lifelong-learning experts and academics David Boud and Nod Miller (1996), which they consider learning to be based on, i.e.:

1) experience is the foundation of, and stimulus for, learning,
2) learners construct their own experience actively,
3) learning is holistic,
4) learning is constructed socially and culturally,
5) learning is influenced by the socio-emotional context in which it occurs.

See: *Adult Education and Lifelong Learning. Theory and Practice* (Routledge, 2010), by British adult-education pioneer Peter Jarvis.

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ADDITIONAL REMARKS FOR THE TRAINER:

another game/role-play that is familiar to the trainer can be chosen, and the Activity can be delivered from the Step 10 onwards.

USEFUL RESOURCES:

On the game of Barnga:

- "Barnga: A Simulation Game on Cultural Clashes - 25th Anniversary Edition" by Sivasailam Thiagarajan and Raja Thiagarajan (2006), Intercultural Press,
- University of Michigan resources: https://sites.lsa.umich.edu/inclusive-teaching/2017/07/10/barnga/,
- http://www.acphd.org/media/271383/barnga_instructions.pdf, http://www.acadiau.ca/~dreid/games/Game_descriptions/Barnga1.htm,

On games and adult education:

- "Gamestorming. A Playbook for Innovators, Rulebreakers, and Changemakers" by Dave Gray, Sunni Brown, James Macanufo (2010), O'Reilly,
- "Adult Education and Lifelong Learning. Theory and Practice" by Peter Jarvis (2010), Routledge.

APPENDIX
HANDOUT FOR ACTIVITY 6.4.

HANDOUT 1 FOR ACTIVITY 6.4. ROLE PLAYS: "LEARNING BY DOING"

The game of Barnga

There are several versions of the rules of *Barnga*, but the source of this particular version is:

https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/355/2017/07/Barnga-Card-Game-Rules-1.pdf

The places in the rules that can be changed for different groups are as marked in grey below.

Cards	Only 28 – the Ace, 2, 3, 4, 5, 6, and 7 in each suit. Aces low.
Players	Usually 4-6; sometimes varies.
Deal	The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards (or some other number, depending on the number aof players).
Start	The player to the left of the dealer starts by leading (playing) any card. Other players take turns playing a card. The cards played (one from each player) constitute a trick. For the last trick, there may not be enough cards for everyone to play.
Winning Tricks	When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.
Continuation	The winner of the trick leads the next round, which is played as before. The procedure is repeated until all cards have been played.
Following Suit	The first player for each round may play any suit. All other players must follow suit. This means that each player has to play a card of the same suit as the first card. If they do not have a card of the first suit, they can play a card of any other suit. The trick is won by the highest card of the original lead suit.
Trumps	In this game, spades are trumps. If a participant has no a card of the first suit, they can play a spade. This is called trumping. A participant wins the trick even if the spade they played is a low card. However, some other player may also play a trump, because they lack a card of the first suit. In this case, the highest trump wins the trick.
End/Win	The game ends when all cards have been played. The player who has won the most tricks wins the game.

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MODULE 7: PROFESSIONAL DEVELOPMENT AND INSPIRATIONS

INTRODUCTION

The great variety of tools serving professional self-development range from the widely-known SWOT Analysis (of Strengths, Weaknesses, Opportunities and Threats) to a number of new tools or innovative uses of those that most trainers will be familiar with. They are mostly built on a presumption that, in the course of getting to know him/herself better, and recognising and naming strengths and weaknesses, a person is able to reflect consciously on his/her personal or professional development.

Nevertheless, it sometimes proves hard to grasp the difference between what belongs to the area of personal life, and what is rather connected with profession or occupation. These two areas of self-development – personal and professional – only become full and holistic when both are taken into consideration.

Either the tools presented below can serve a trainer's own self-development and be performed for personal use, or a trainer educator can use them in group work, while running supervisory groups for other trainers. The cross-cutting idea of the tools presented below is for the trainer-participant to take a moment to reflect on what kind of a trainer he/she is, what he/she struggles with, and how those daily struggles can be managed.

ACTIVITY 7.1.
WOOP – A PRACTICAL MENTAL STRATEGY TO IDENTIFY OR FULFIL WISHES AND CHANGE HABITS

DEPENDS ON PERSONAL PREFERENCES

INDIVIDUAL WORK/ POSSIBLE GROUP REFLECTION

INTERMEDITE

AIMS:

This Activity seeks to encourage self-development and self-awareness in participants, having them work to overcome life obstacles and acting to increase the motivation for a change in behaviour.

LEARNING OUTCOMES:

By the end of this Activity, each participant will have:

- identified wishes, desired outcomes and obstacles in various areas of professional and private life;
- developed a plan to manage the obstacles in such a way that they become a means for the given person to achieve their wish.

PREPARATION AND MATERIALS:

1. a WOOP tool-kit
2. pen and paper
3. time to reflect

ACTIVITY DELIVERY STEPS:

1) The trainer should become acquainted with basic assumptions developed by German Professor of Psychology Gabrielle Oettingen in regard to positive thinking and the achievement of goals (wishes). Details of the author's book are given below, but short videos can also be watched in various languages at the *WOOP* website.

2) It is obviously important for the core philosophy underpinning *WOOP* (*Wish-Outcome-Obstacle-Plan*) to be grasped, as this tool is markedly different from others, involving much work on the imagination, and probably demanding a large amount of thinking time. However, shorter timeframes allow for the use of the tool in improving everyday life and helping with the taking of action straight away, while longer timeframes allow for the successful use of *WOOP* in the fulfilment of more significant wishes with a greater life impact.

3) *WOOP* is put into effect by way of 4 steps, of which **Step 1** entails a person thinking about a wish they would like to fulfil. That wish should be named and written down in between 3 and 6 words. It is important for the wish to be challenging – not merely trivial – but at the same time characterised by a reasonable chance of fulfilment.

4) In **Step 2**, time is taken to reflect upon what the best thing (outcome) would be were the wish to be achieved. Once that best outcome has been thought of, more time should be taken to reflect on it, with thoughts on the subject written down.

5) In **Step 3**, the emphasis is on the obstacles holding the person back from fulfilling his/her wish. The main inner obstacle is considered, with a moment of reflection to imagine that fully being needed, before thoughts are again written down.

6) In **Step 4**, the thinking is about the overcoming of inner obstacles, with the goal being the generation of a Resolution of the following general structure : "If... (obstacle), then I will.... (action or thought)." For example: *"If someone keeps on forcing his/her argument, then I will remind him/her of the "agree to disagree rule"*.

7) It is important for enough (and equal amounts of) time to be allotted to reflection on the best outcome and inner obstacle. The *WOOP* steps also need to be formulated so as to be summarisable in just 3-6 words, so precision is necessary.

8) *WOOP*, especially the last step, can and should be referred to as often as necessary in pursuit of a wish. It may prove helpful to hang up the *WOOP* Resolution in a visible place, though a change of position from time to time will help a person go back to it more.

ADDITIONAL REMARKS FOR THE TRAINER:

WOOP can be used for working with groups, also as a tool helping people deal with difficult situations. Those seeking more information should refer to the *WOOP* tool kit available at woopmylife.com.

USEFUL RESOURCES:

www.woopmylife.com, *WOOP* App available for *iOS* and *Android*

Gabrielle Oettingen, Rethinking Positive Thinking. Inside the New Science of Motivation.

ACTIVITY 7.2.
THE MASTERMIND GROUP – A NATURAL ENVIRONMENT FOR SELF-DEVELOPMENT-ORIENTED TRAINERS

45 MINUTES

5 - 8 PEOPLE

EASY

AIMS:

This Activity uses a specific kind of **peer-to-peer mentoring group** to encourage participants to progress with their self-development, as problem-solving and brainstorming are engaged in, support is extended and inspiration supplied, by the group.

LEARNING OUTCOMES:

- depending on the subject matter put before the group, and specific for each of its participants

PREPARATION AND MATERIALS:

1. handouts presenting the *Mastermind Group* concept (for the introductory session)

ACTIVITY DELIVERY STEPS:

1) Using Handout 1, the trainer explains the *Mastermind Group* **concept**, also briefly referring to what has happened at a previous session if a next session is being run, as well as to what has been decided at the round-up session.
2) Using Handout 2 as an inspiration, the trainer set the **rules** for the working session, reminding the participants that *Mastermind Group* sessions are based on the two crucial principles of mutual trust and respect.
3) The trainer ensures that all group members have a short time for s**elf-introduction** (in the case of a first session), and to say a few words about what they do and what they would like to work on in the *Mastermind Group* (this also in the case of a next session).
4) The **agenda** is agreed upon with the group, most especially in terms of timeframes and the identities of the speakers who will bring their problems to the current session, as well as the person who will serve as the interviewer for each speaker.
5) A slot should be allotted for a speaker from the previous session, whose task is to **report** on his/her progress, as well as successes and failures.

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6) Once the agenda is set, the trainer ensures that the “problem owner” (speaker) has enough time, but also does not exceed the contracted time in describing his/her problem. In such cases, briefing sessions of around 5 minutes per speaker apply.

7) **Clarification** is usually scheduled as a two-part activity, though the trainer may choose one or other of the following options if necessary:

   - Part 1: The interviewer asks the clarifying questions to better understand the problem – 5 minutes.
   - Part 2: The rest of the group asks the clarifying questions to better understand the problem (as this is not yet the venue for advice-giving, the trainer ensures that group members confine themselves to the posing of clarifying questions) – 5 minutes.

8) The **group-reflection** part brings consideration and discussion of possible advice/recommendations helpful to the problem owner. The latter takes a back seat in this phase, listening to the arguments and ideas brought up. This part can in fact be omitted, if the trainer feels the group is highly reflective and knows how to use feedback based on the I-message (see Handout 5). Otherwise, this part will usually take 10-15 minutes.

9) Listeners give **feedback** to the problem owner using the contracted methods of communication. This part may be either more interactive, with the problem owner giving voice, or more “technical”, meaning that the problem owner merely listens to final advice and inspirations other group members have come up with – 5-10 minutes.

10) In the **reaction and contracting** phase, the problem owner summarises what he/she has heard and is willing to consider in solving his/her problem. He/she then commits to taking concrete steps, and to report on them in the upcoming session – 5 minutes.

11) If more than one problem owner is reporting, the above steps are repeated, in line with session durations contracted with the group.

12) A **roundup** session is run by the trainer, with summaries running to a few words only, before the agenda for the next group meeting is set.

ADDITIONAL REMARKS FOR THE TRAINER:

- A Mastermind Group may be homogeneous (e.g. entirely comprising trainers); or participants of mixed professional experience and backgrounds can be brought together.
- Mastermind Groups may be run online quite readily.
- In the core parts of the Activity, the trainer restricts his/her role to the time keeper. However, he/she is active in the opening and closing parts of the sessions, and may take on the role of interviewer.

ACTIVITY 7.3.
BUILDING A POSITIVE ATTITUDE – HOW TO DEAL WITH A DIFFICULT TRAINING SITUATION

90 MINUTES

10 - 12 PEOPLE

ADVANCED

AIMS:

This Activity seeks to achieve progress with participants' self-development and self-awareness, focusing in particular on how reactions to difficult situations during training can be worked on.

LEARNING OUTCOMES:

By the end of this Activity, participants will have gained:

- greater self-awareness regarding reactions to difficult situations
- knowledge of a range of possible reactions to test when a difficult situation arises
- verification as to the range of possible reactions, with the most suitable ones tried out.

PREPARATION AND MATERIALS:

1. handouts with examples of difficult training situations, control questions and 11 strategic rules (as provided in material appended)
2. pen and paper for each participant
3. templates for individual work
4. a flipchart
5. a scenario for role-playing a difficult situation (not provided in the material below)

ACTIVITY DELIVERY STEPS:

1) The trainer asks participants to **name** difficult situations they have faced during training sessions or courses. Depending on the level of integration of the group, participants either do the naming out loud, while the trainer puts notes on the flipchart, or else participants are given 5 minutes to pair-discuss their experiences with difficult situations. In the latter case, the trainer collects answers from each pair, and again lists difficult situations on the flipchart.

2) The trainer refers to the list of most common difficult situations that may arise during the training by referring to **Handout 3** (as appended below).

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3) The trainer checks with participants how the two lists **match**, and elicits information on any other difficult situations that might be added to the group's list.

4) The trainer refers to **possible exemplary reactions** to the difficult situation (see **Handout 4**), by explaining that there are various means – and various actors – deployable in addressing the difficult situation.

5) By reference to **Handout 5**, the trainer discusses an exemplary situation with participants, asking them to mark good, bad and possible reactions respectively in green, red and yellow, using coloured stickers or pens.

6) The trainer asks participants if they wish to add to the list.

7) The trainer encourages reflection on ways of dealing with the situation participants would feel most comfortable with. He/she may promote the idea of the list being hung up in a visible place, and referred to as and when participants feel the need.

8) Referring to **Handout 6**, the trainer presents the concept of control questions helping with the assessment and optimal management of situations.

9) The trainer evokes participants' experience by arranging either a space for reflection or a role-play. This might be done in the following ways:

   - Using the template for reflection (**Handout 7**), the trainer asks participants to work alone or in pairs on the difficult situations they have identified at the beginning of the session. At this point the trainer refers to the rule of the "I-message" (see **Handout 8**), giving some examples of how to use it.

   - The trainer arranges a role-play of a difficult training situation (for a maximum of 15 minutes). Again depending on the level of group integrity, this involves two or more volunteers playing the "difficult" person(s) and one playing the trainer who needs to manage the difficult situation. The rest of the group observe.

10) In line with the option chosen by the trainer, a discussion on what has happened during the exercise(s) is led in one of two possible ways, described as follows.

   - The trainer asks participants to share experiences, referring especially to reactions to difficult situations that always arise and can be assigned to the "spontaneous" category (meaning they are not necessarily the ones we would like to have). These are contrasted with reactions based on the rules of emphatic communication. Ask participants what they think about responses built around the "I-message" rule – *are these easy to develop? And applicable in real-life situations? What might be alternative ways of formulating a right response to a difficult training situation?*

   - Following a role-play, the trainer asks participants how they felt during that exercise, beginning with the volunteer who played the trainer. The volunteers playing the "difficult persons" are then addressed, and asked about their feelings towards the colleague playing the trainer. The trainer ultimately asks the rest of the group (observers) for feedback to the colleague role-playing the trainer, remembering to address that participant directly by way of the "I-message" rule.

11) The trainer sums up by presenting 11 strategic rules that may help with avoiding difficult situations (see **Handout 9**), discussing these briefly with the group.

APPENDIX
HANDOUTS FOR ACTIVITIES 7.2. AND 7.3.

HANDOUT 1 FOR ACTIVITY 7.2. THE MASTERMIND GROUP – A NATURAL ENVIRONMENT FOR SELF-DEVELOPMENT-ORIENTED TRAINERS

EXPLAINING THE CONCEPT OF THE *MASTERMIND GROUP*

What is a Mastermind Group?

peer-to-peer mentoring inspiring work on a problem via input and advice from fellow group members

brainstorming

peer-to-peer learning

inspirations

different points of view

exchange of professional experience

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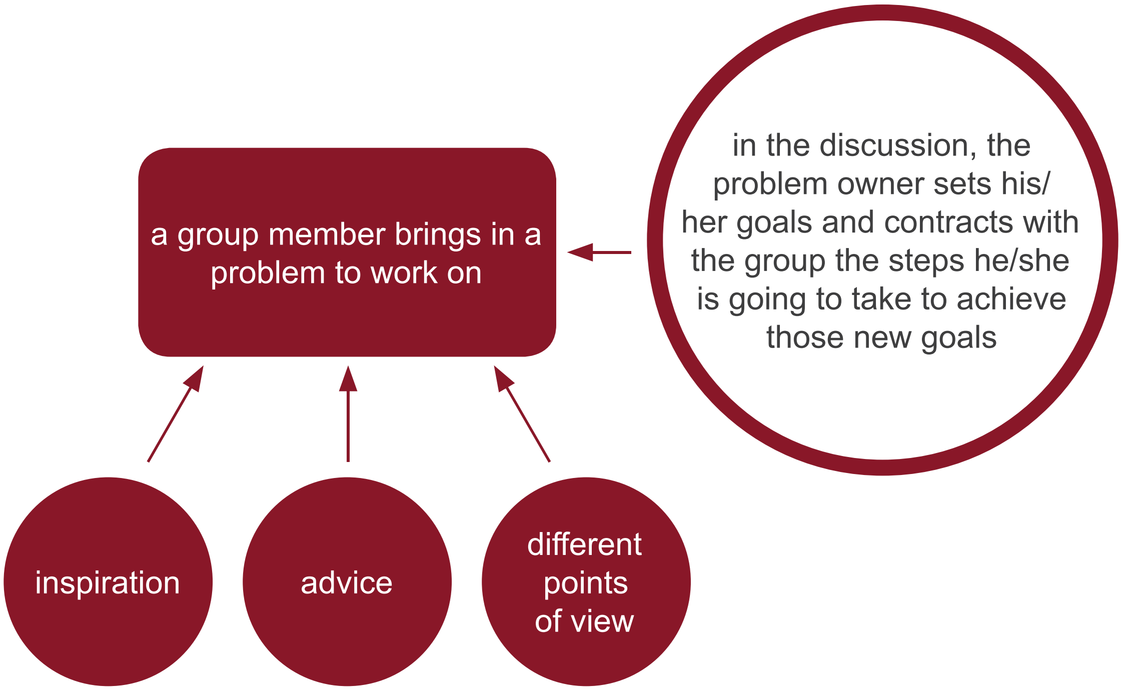
How does the *Mastermind Group* work?



Types of "problems" in a Mastermind Group

a problem / challenge / difficult situation

... that concerns either the personal or professional spheres of life

FOLLOW-UP SESSION

- The "problem owner" refers to the steps he/she has taken to achieve his/ her goals
- The groups give feedback in a way that:
  - applauds the problem owner's successes;
  - works to resolve failures or situations of ongoing struggle by way of brainstorming and collective creative thinking

HANDOUT 2 FOR ACTIVITY 7.2. THE MASTERMIND GROUP – A NATURAL ENVIRONMENT FOR SELF-DEVELOPMENT-ORIENTED TRAINERS

WHAT TO CONTRACT WITH PEERS WHILE RUNNING A MASTERMIND GROUP

The most common features fundamental to a successful *Mastermind Group*

- commitment
- confidentiality
- willingness to give and receive advice or feedback
- honesty
- respect
- compassion
- clear expression of expectations (including, for example, I don't want to talk about it)
- the I-message

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HANDOUT 3 FOR ACTIVITY 7.3. BUILDING A POSITIVE ATTITUDE – HOW TO DEAL WITH A DIFFICULT TRAINING SITUATION

The **most-common difficult situations** illustrated in the examples below revolve around the trainer engaged in training meeting up with a so-called “difficult person”. The list below therefore seeks to identify the latter, with a view to their being “tamed” in some way. It may well be that this attempt at a concrete conceptualisation leads trainers to the realisation that situations they perceive as difficult are not actually that hard to manage, in many cases.

A “difficult” person, meaning what exactly?

- demanding (asks a lot of (difficult) questions)
- inquisitive
- questioning / challenging everything the trainer says or does
- knowing it all
- not following the rules
- not wanting to participate in activities
- complaining
- using the phone
- talking with other participants
- often leaving the room
- bored
- ……………………
- ……………………
- ……………………
- ……………………

HANDOUT 4 FOR ACTIVITY 7.3. BUILDING A POSITIVE ATTITUDE – HOW TO DEAL WITH A DIFFICULT TRAINING SITUATION

Possible reactions to a difficult situation

Who should react?

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HANDOUT 5 FOR ACTIVITY 7.3. BUILDING A POSITIVE ATTITUDE – HOW TO DEAL WITH A DIFFICULT TRAINING SITUATION

How to react?

Example: a participant is taking phone calls during the training session

Trainer's reaction	Good idea	Bad idea	I can imagine using it	My way of dealing with the situation
ignore (I accept that this person is on the phone, perhaps he/she has a lot to do at work)				
calm yourself down (Take a few deep breaths, and hold on the situation, hoping that the person will realise he/she is doing something wrong)				
hold the situation (wait until the person finishes the conversation and ask if he/she needs to make more calls)				
address the "difficult" person *(Excuse me, but you are disturbing me; can you please take your calls outside the room?)*				
refer to the group *(Excuse me, but I believe you are disturbing the rest of the participants or I would like to ask the group if your colleague answering the phone during the session is disturbing for you?)*				
refer to the group contract *(At the beginning of our sessions we agreed not to use phones)*				
make a story out of it, referring to your experience *(I remember when I was on training, and there was this person who disturbed others by answering the phone. I wonder what you would do in my place?)*				
make a joke out of it *(prepare a funny picture showing people constantly on the phone, and refer to it as necessary)*				
....				

HANDOUT 6 FOR ACTIVITY 7.3. BUILDING A POSITIVE ATTITUDE – HOW TO DEAL WITH A DIFFICULT TRAINING SITUATION

CONTROL QUESTIONS

These are questions the trainer may internally when needing to reflect on what has caused a difficult situation to arise. Those who get into the habit of asking such questions should find that constructive responses on how to deal with a situation arise more readily.

1. *What might have caused this situation?*
2. *What is the intention underpinning this situation?*
3. *What do I feel in this situation?*
4. *Am I seeing this situation objectively?*
5. *Which of my talents can I deploy to manage this situation?*
6. *Should I really take care of this situation?*
7. *Will I solve the problem by addressing this situation right now?*

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HANDOUT 7 FOR ACTIVITY 7.3. BUILDING A POSITIVE ATTITUDE – HOW TO DEAL WITH A DIFFICULT TRAINING SITUATION

EXERCISE CARD

Think of a real-life difficult situation in which you have found yourself. Remind yourself of your reaction to it, and then try to formulate your assertive and balanced reaction via the emphatic communication formula as follows.

My difficult situation

....

....

My usual reaction

....

....

My assertive and balanced reaction

....

....

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HANDOUT 8 FOR ACTIVITY 7.3. BUILDING A POSITIVE ATTITUDE – HOW TO DEAL WITH A DIFFICULT TRAINING SITUATION

THE "I-MESSAGE" EXAMPLE

This is the way to construct a message via the process of communication coined by American psychologist Dr Thomas Gordon. The message is expressed in an emphatic way, directly to the audience/interlocutor, and also includes a non-verbal element, like eye contact).

The 3-part model

- I feel … (insert feeling words, but avoid saying: "I feel that …")
- When … (say what caused your feelings to arise)
- I would like …(say what you want to happen instead, but avoid giving a direct instruction, instead suggesting a solution)

The 4-part model

- I feel like … (express feelings in a way that leaves you feeling responsible)
- I don't like it when … (say what kind of behaviour brought you to feel what you feel)
- … because … (give your reasons, or refer to consequences that you do not agree with)
- Can we work this out together?

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HANDOUT 9 FOR ACTIVITY 7.3. BUILDING A POSITIVE ATTITUDE – HOW TO DEAL WITH A DIFFICULT TRAINING SITUATION

11 STRATEGIC RULES TO AVOID DIFFICULT SITUATIONS

1. Check how large the group is.
2. Check what professional experience group members will have.
3. Check the composition of the group – will there be any seniority relations among group members?
4. Collect expectations and concerns towards the training session at the beginning of the meeting, and come back to that at the end of the session.
5. Remember that everyone is different and most probably you will not be able to satisfy all the needs of the group members.
6. Take a while to contract with the group the technical and interpersonal arrangements that will apply to the course.
7. Repeat important information at least twice, especially when giving instructions.
8. Summarise and refer to what has happened at the training that was important – the loop rule.
9. Use a variety of methods, as people have different styles of learning (as lookers, listeners, talkers and touchers).
10. Keep your programme flexible when it comes to exercises you have prepared.
11. Be open to taking up difficult situations with the group.