TRAINING OF TRAINERS

TECHNIQUES OF TRAINING – TRAINER’S WORKBOOK

WORLD BANK GROUP

WASHINGTON, DC

2016
Disclaimer, rights and permissions

This work is a product financed by The World Bank. The findings, interpretations, and conclusions expressed in this work do not necessarily reflect the views of The World Bank, its Board of Executive Directors, or the governments they represent. The World Bank does not guarantee the accuracy of the data included in this work. The boundaries, colors, denominations, and other information shown on any map in this work do not imply any judgment on the part of The World Bank concerning the legal status of any territory or the endorsement or acceptance of such boundaries. Nothing herein shall constitute or be considered to be a limitation upon or waiver of the privileges and immunities of The World Bank, all of which are specifically reserved.

Rights and Permissions. This work is available under the Creative Commons Attribution 3.0 IGO license (CC BY 3.0 IGO) http://creativecommons.org/licenses/by/3.0/igo. Under the Creative Commons Attribution license, you are free to copy, distribute, transmit, and adapt this work, under the following conditions:


Translations. Should you create a translation of this work, please add the following disclaimer along with the attribution: This translation was not created by The World Bank and should not be considered an official World Bank translation. The World Bank shall not be liable for any content or error in this translation.

Adaptations. Should you create an adaptation of this work, please add the following disclaimer along with the attribution: This is an adaptation of an original work by The World Bank. Views and opinions expressed in the adaptation are the sole responsibility of the author or authors of the adaptation and are not endorsed by The World Bank.

Third-party content. The World Bank does not necessarily own each component of the content contained within the work. The World Bank therefore does not warrant that the use of any third-party owned individual component or part contained in the work will not infringe on the rights of those third parties. The risk of claims resulting from such infringement rests solely with you. If you wish to re-use a component of the work, it is your responsibility to determine whether permission is needed for that re-use and to obtain permission from the copyright owner. Examples of components can include, but are not limited to, tables, figures, or images. All queries on rights and licenses should be addressed to the Publishing and Knowledge Division, The World Bank, 1818 H Street NW, Washington, DC 20433, USA; fax: 202-522-2625; e-mail: pubrights@worldbank.org

The content of this Techniques of Training - Trainer’s Workbook was produced by the LightHouse Coach SARL, a World Bank consultant. It was delivered to the World Bank as part of a life and employability skills training developed to support a nation-wide youth volunteerism program in Lebanon sponsored by the World Bank Social Protection and Labor Global Practice and the State and Peace-Building Fund. The National Volunteer Service Program, into which the training is integrated, is implemented under the stewardship of the Lebanese Ministry of Social Affairs and in partnership with NGOs, academic institutions, and the private sector.
Contents

1. COURSES OBJECTIVES .................................................................................................................................. 5

2. ACTIVITY: WHO AM I? .................................................................................................................................. 6

WHAT ARE MY EXPECTATIONS? .............................................................................................................................. 6
PURPOSE .......................................................................................................................................................... 6
DIRECTIONS .................................................................................................................................................. 6

3. LEARNING JOURNAL DAY 1 ............................................................................................................................. 7

4. NOTES ON CURRICULUM ................................................................................................................................. 8

5. TRAINER SUCCESS MODEL - NOTES .................................................................................................................. 9

6. TRAINER SUCCESS MODEL: SKILLS ASSESSMENT ....................................................................................... 10

7. PHYSICAL SKILLS: NOTES .............................................................................................................................. 13

8. ACTIVITY: PHYSICAL SKILLS PRACTICE ........................................................................................................ 14

10. ADULT LEARNING PRINCIPLES: NOTES ......................................................................................................... 16

11. PRESENTATION / FACILITATION: NOTES ....................................................................................................... 24

12. FACILITATING DISCUSSIONS: NOTES .......................................................................................................... 24

SPIRALING DISCUSSIONS ................................................................................................................................ 24
TYPES OF QUESTIONS .................................................................................................................................. 25

13. FACILITATING EXPERIENTIAL ACTIVITIES: NOTES ....................................................................................... 26

14. THE EXPERIENTIAL LEARNING CYCLE: NOTES .......................................................................................... 28

15. MANAGING GROUP ENERGY: NOTES ............................................................................................................ 29

16. GROUP DYNAMICS: NOTES .......................................................................................................................... 30

17. CLASS MANAGEMENT: NOTES ..................................................................................................................... 32

18. ACTIVITY: CLASS MANAGEMENT ................................................................................................................ 33
Purpose .................................................................................................................................................. 33

Directions ........................................................................................................................................ 33

Timing ................................................................................................................................................ 33

19. CHECKLIST: CLASS MANAGEMENT ......................................................................................... 34

20. CO-FACILITATION: NOTES ............................................................................................................ 35

21. TRANSFER OF TRAINING COMMITMENT ............................................................................... 36

22. COMMITMENT LETTER ............................................................................................................... 37

Directions ........................................................................................................................................... 37
1. COURSES OBJECTIVES

Upon completing the *Techniques of Training Module* Trainers will be able to:

- Describe the predesigned curriculum and training guides from all the four learning themes to be delivered.
- Describe the three components of the Trainer Success Model and how they impact participant learning.
- Demonstrate the effective physical skills of eye contact, vocal projection, gestures and stance.
- Describe the youth learning principles and their relationship to effective training.
- Explain the difference between Presentation and Facilitation.
- Effectively use “visual learning” to enhance participants’ understanding and retention of course content.
- Use questioning techniques to facilitate discussions.
- Describe the process for facilitating experiential activities.
- Facilitate activities using the Set-Up, Monitor and Debrief framework of skills.
- Describe techniques for managing group energy.
- Demonstrate techniques for managing group dynamics.
- Identify strategies for classroom management and co-facilitation.
- Describe their roles as trainers to ensure the transfer of training.
2. Activity: Who Am I?

What Are My Expectations?

Purpose

To make introductions and identify participant expectations.

Directions

1. Write down one or two of your expectations for the course.

2. When directed by the instructor, introduce yourself and share your expectations with your team members. You may also wish to share some of the following information:
   - Location
   - Length of time teaching

3. Together with your team, create a colorful pictogram or mural on a flipchart that represents the main goals of each member of your table team.

4. Select a spokesperson to introduce the team to the entire class, focusing only on names and length of teaching time. The spokesperson should also summarize the group’s expectations.
3. Learning Journal Day 1

Goals:

Accomplishments:

Additional Learnings:
4. Notes on Curriculum
5. Trainer Success Model - Notes

Presence
• confident
• credible

Delivery
• authentic
• flexible

Purpose
• meaningful
• valuable

Content
• logical
• clear

Approach
• involving
• facilitative

Attitude
• supportive
• fun

Mindset

Information

Behaviors
### Trainer Success Model: Skills Assessment

_Name_________________________________ Day/Practice_________________________________________________

**Directions:** Assess whether the person performed each skill consistently. Circle the answer that reflects your assessment. Space has been provided for additional comments.

<table>
<thead>
<tr>
<th>PRESENCE: Demonstrate confidence and build credibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eye contact is sustained (3-7 seconds) and balanced</td>
</tr>
<tr>
<td>2. Voice is audible: good intonation and pace</td>
</tr>
<tr>
<td>3. Gestures are appropriate and underscore ideas</td>
</tr>
<tr>
<td>4. Stance is solid; moves with purpose and regains stance</td>
</tr>
</tbody>
</table>

**COMMENTS:**

<table>
<thead>
<tr>
<th>DELIVERY: BE AUTHENTIC (TRUE TO OWN STYLE) AND FLEXIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Uses energy effectively: manages nervousness</td>
</tr>
<tr>
<td>6. Gets &amp; keeps attention through clear organization (Hook, etc.)</td>
</tr>
<tr>
<td>7. Uses visual aids appropriately</td>
</tr>
<tr>
<td>8. Adapts information based on audience needs</td>
</tr>
</tbody>
</table>

**COMMENTS:**
### Attitude: Create a Non-threatening & Enjoyable Atmosphere (Supportive and Fun)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Checks participant understanding: handles questions well</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>10. Listens accurately and empathetically to the participants</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>11. Uses appropriate interventions to manage group dynamics</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>12. Displays a sense of humor: allows learning to be fun</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

**Comments:**

### Approach: Be Involving and Facilitative

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Uses appropriate balance of lecture, discussion &amp; activities</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>14. Asks clear, interesting questions to start &amp; guide discussions</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>15. Effectively uses a variety of instructional options</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>16. Helps group draw maximum learning from activities (Debriefs)</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

**Comments:**

### Content: Provide Content That Is Logical and Clear

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Describes overview and purpose of topic or activity</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>18. Provides transitions from one topic to another</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>19. Gives information in easy-to-understand language</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>20. Presents information that flows logically (i.e. Rule of 3)</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

**Comments:**
**PURPOSE: ENSURE MEANING AND VALUE FOR THE GROUP**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Clearly establishes benefits of content to the audience</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>22. Relates information to on-the-job uses</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>23. Provides job aids and hints for remembering information</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>24. Supports transfer of training to on-the-job behavior</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

**COMMENTS:**

---

Assessor’s Signature
7. **Physical Skills:**

**Eyes**

One-on-One contact

Connect for a complete thought

**Voice**

Project to the back of the room

Pause and breathe

**Gestures**

Keep hands neutral (relaxed at your side)

Use big gestures

**Stance & Movement**

Plant your feet.

Move with purpose.
8. Activity: Physical Skills Practice

Purpose

This activity gives you the opportunity to practice using all of the physical skills in a 2-minute “impromptu” presentation.

Directions

Prepare a 2-minute “impromptu” presentation.

1. Write your name and two things you would be willing to talk about for 2 minutes on the card given to you by the instructor. For example, “My First Car”, “My Favorite Restaurant”, “The Funniest Thing That Ever Happened To Me Was” etc.

2. Take 3 minutes to gather your thoughts about the two topics you selected. Organize your thoughts into an introduction, a body and a conclusion. You will NOT be allowed to use notes during this presentation.

Psychological Control

Physical Control
10. Adult Learning Principles: NOTES

- Self-directed
- Pragmatic
- Build Competence
- Be Active
## Adult Learning Principles

<table>
<thead>
<tr>
<th>Principle</th>
<th>What It Means</th>
<th>What Trainers Should Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults bring considerable experience with them and want to share it.</td>
<td>Adults wish to speak, participate and contribute.</td>
<td></td>
</tr>
<tr>
<td>Adults have something to lose. They need to maintain self-esteem.</td>
<td>Allow adults to be successful in training and learning opportunities. They need to feel respected.</td>
<td></td>
</tr>
<tr>
<td>Adults are accustomed to being self-directed. They are capable of taking</td>
<td>Adults are internally motivated to develop increased effectiveness. Adults need to have some control over their learning;</td>
<td></td>
</tr>
<tr>
<td>Principle</td>
<td>What It Means</td>
<td>What Trainers Should Do</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>responsibility for their own learning.</td>
<td>e.g., time and activities. Trainer should not take an authoritarian approach</td>
<td></td>
</tr>
</tbody>
</table>
## Adult Learning Principles

<table>
<thead>
<tr>
<th>Principle</th>
<th>What It Means</th>
<th>What Trainers Should Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults learn best when the focus is on real-life problems and tasks. They learn what is perceived to be useful to their life situations.</td>
<td>Information and learning opportunities should be relevant to job responsibilities and apply to real-life situations. Otherwise, the training may be viewed as “nonsense” or a “time waster”. The learners may respond negatively to the materials and/or the trainer.</td>
<td></td>
</tr>
<tr>
<td>Adults have a here and now viewpoint. They wish to focus on current issues rather than materials that may be relevant in the distant future.</td>
<td>Adults are motivated by learning information and skills that are useful and applicable immediately to them.</td>
<td></td>
</tr>
<tr>
<td>Adults want to know what is expected of them.</td>
<td>State expected outcomes clearly and concisely.</td>
<td></td>
</tr>
</tbody>
</table>
## Adult Learning Principles

<table>
<thead>
<tr>
<th>Principle</th>
<th>What It Means</th>
<th>What Trainers Should Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults see learning as a means to an end rather than an end in itself.</td>
<td>Adults need to know how the training will be beneficial to them. They need</td>
<td>The instructor should</td>
</tr>
<tr>
<td></td>
<td>to see personal progress and gains being made toward achieving learning</td>
<td>demonstrate an in-depth</td>
</tr>
<tr>
<td></td>
<td>goals and objectives.</td>
<td>understanding of course/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>training content and be</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a proper role model for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>demonstrating behaviors.</td>
</tr>
<tr>
<td>Adults learn best if they feel the instructor is credible and knowledgeable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults learn best in a collaborative environment.</td>
<td>Adults often have a bank of previous experience upon which to draw. Allow</td>
<td></td>
</tr>
<tr>
<td></td>
<td>them to validate their expertise and to share it with others. Treat learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as partners in the learning process. Adults learn through reflection on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>their own experiences as well as that of others.</td>
<td></td>
</tr>
<tr>
<td>Principle</td>
<td>What It Means</td>
<td>What Trainers Should Do</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Adults learn best in an open, informal, and non-threatening environment.</td>
<td>Make it a safe learning environment. Adults learn when they feel supported in experimenting with new ideas and skills.</td>
<td></td>
</tr>
</tbody>
</table>
## Adult Learning Principles

<table>
<thead>
<tr>
<th>Principle</th>
<th>What it Means</th>
<th>What Trainers Should Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults respond to reinforcement.</td>
<td>Provide constructive, tactful feedback continuously. The learner cannot address gaps that they don’t recognize.</td>
<td></td>
</tr>
<tr>
<td>Adults learn by building on existing skills and knowledge.</td>
<td>Provide challenging learning opportunities.</td>
<td></td>
</tr>
<tr>
<td>Adults are accustomed to being active.</td>
<td>Build active participation into the learning opportunities.</td>
<td></td>
</tr>
</tbody>
</table>

### Be Active
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Adults have preferred methods for learning new knowledge and skills.</td>
<td>Adults respond best when new material is presented through a variety of instructional methods, appealing to their different learning preferences.</td>
</tr>
</tbody>
</table>
11. Presentation / Facilitation: NOTES

Presentation skills

Facilitation skills

“Instructor Content”

“Group Content”

12. Facilitating Discussions: NOTES

Spiraling Discussions
Types of Questions

- Broad
- Building
- Summarizing
13. Facilitating Experiential Activities: 

NOTES

Plan

Set-Up

Monitor

Debrief
The Experiential Learning Cycle:

**NOTES**

The Learning Cycle

- **WHAT?**
- **SO WHAT?**
- **NOW WHAT?**
- **Experience**
- **Apply**
- **Conclude**
- **Reflect**

**WHAT?**

**SO WHAT?**

**NOW WHAT?**
15. Managing Group Energy: NOTES

Icebreakers

Brainteasers

Energizers
4 Key Responsibilities

- Establish process
- Encourage participation
- Manage critical moments
- Maintain interest & energy
17. Class Management: NOTES
18. Activity: Class Management

Purpose

To create a checklist of what to do before, during, and after a class to ensure success.

Directions
1. In your groups, brainstorm and list what needs to happen in one of the following time frames:

   * 2 weeks before
   * 1 day before
   * During
   * After a class

2. Identify one example or “war story” you experienced in which critical class management tasks were not completed on time or were not done correctly. What happened? How did you address the problem? What would you do more of, less of, or differently in the future?

Timing

20 minutes
## 19. Checklist: Class Management

<table>
<thead>
<tr>
<th>2 Weeks Before</th>
<th>1 Day Before</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Co-Facilitation IS a partnership!

Benefits:

Tips for Success:
Transfer of Training is important to me because:

I will do the following things to ensure the Transfer of Training in my community:

1. __________________________________________

2. __________________________________________

3. __________________________________________
22 Commitment Letter

Directions

You have 10 minutes to write a letter to yourself or to draw a picture describing how you will implement what you have learned. Focus on the progress you’ve made and specifically what you intend to work on in the coming weeks.

When you’re finished, place your letter / drawing in the envelope provided for you and address it to yourself. Give it to one of the instructors. Your letter / drawing will be mailed to you in one month.