Capacity Building Handbook

‘Designing and Delivering Effective Training’

Prepared for CBD staff involved in capacity building activities by
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This handbook has been prepared for the UN Convention on Biological Diversity (CBD), as part of the program ‘Designing and delivering effective training’, with the overall objective of building an organizational culture for managing capacity building programs.

‘Training is an art, best performed collectively’
Edward Kellow, during the August 2014 workshops at the CBD
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Introduction to the Handbook and the Capacity Building Journey

From Atsuhiro Yoshinaka, Global Co-ordinator, Secretariat of the Convention on Biological Diversity, and member of the Capacity Building Task Force

Sometimes, when I have been travelling for my work, I get asked what I do for a living. I have several ways of answering this question. Sometimes I say that I am an international civil servant because this always generates an interested response and allows me to elaborate on the roles and values of the United Nations system in general. At other times, I say that I work for the Convention on Biological Diversity, a multilateral environmental agreement that works to conserve and sustainably use plants and animals. In fact, as a member of both the Secretariat and the Japan Biodiversity Fund team, a large part of my work has been difficult for me to explain to others and has inhibited me from replying to the above question with “I build capacity”.

Having participated in the training workshops ably facilitated by Edward Kellow and Matias Linder of the Kellow Learning Network, and now armed with this Handbook which they have developed for the Secretariat based on the outcomes of the workshops, I know feel more confident that I can explain how I work with developing country partners to improve their ability to plan for biodiversity at the national level and contribute to the challenge of achieving the global Strategic Plan for Biodiversity 2011-2020 and the Aichi Targets.

I am sure that all of my colleagues who participated in the training course have had their capacity to build capacity improved by the course and this Handbook will serve to further reinforce the valuable experience that Edward and Matias provided for us –thank you!

I am also confident that those who unfortunately missed the course can benefit lots from this Handbook.

Enjoy the capacity building journey.

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Welcome Note from Trainers

London and Lisbon, October 2014

Welcome to the CBD Capacity Building Handbook that we hope you will keep by your desk and not on the shelf.

We haven’t met you all yet. Nevertheless, when we began the process of turning the CBD training course materials into a handbook, the voices of all the CBD staff who worked with us (and acted as hosts and guides to Montreal) at the end of August 2014 were very present in our thinking. We hope you can see how you have helped us to tailor the contents of the handbook to the work of the CBD.

Based on the conversations that we had in Montreal, it became clear that you deliver more than just training courses. You build capacity. You facilitate learning. You work with members to design, develop and implement NBSAPs and NAPS. To do this in a sustainable way you need a wide range of tools and exercises to engage, inspire and empower your participants. In Step Two of the handbook, you will find a selection of participatory tools and techniques that has been influenced by what you told us about the kind of training and capacity building you actually deliver.

Training and capacity building is ultimately about balance and we talk a lot about this in the handbook:

- Balancing the strategic needs of the organization and individual needs
- Balancing the amount of information input and opportunities to share knowledge and experience
- Balancing process and content
- Balancing types of activity to suit different learning styles and preferences
- Balancing the level of challenge and support for learners
- Balancing your relationship with training partners, speakers and co-facilitators

We know from our own experience that international capacity building and training is about the art of the possible. At any one time, wherever you may be, you do the best that you can with the resources that you have. We hope the resources in this handbook will serve you well for many years.

We would like to thank the Capacity Building Task Force for their support and guidance during the gestation of the training programme, in particular Atsuhiro Yoshinaka, Erie Tamale, and John Scott. Also all the people who helped us to make the training programs a success, including Gisela Talamas, Frédéric Vogel, Gianina del Carpio, and, not least, everyone who took part.

Good luck and feedback to us,

Edward and Matias

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Matias Linder
Orientation and Introduction to the Handbook

The contents of the handbook are organized in four sections following the sequence of the CBD cycle for running capacity building programs (see figure 1 below) with a fifth section for additional learning resources:

1) Training needs analysis (TNA) and design
2) Delivery
3) Evaluation and
4) Follow-up support
Additional learning resources

Figure 1 The CBD Capacity Building Cycle

Navigation

Each section is color-coded. By looking at the colored logo in the top right hand corner of each page you can tell where you are in the cycle.

The Additional Learning Resources section at the end of the handbook contains more tools, templates, and materials that we created for the CBD training course, including the course evaluation report.
Overview of the CBD Capacity Building Handbook

The graph below is designed to show how the handbook, the training programme and the training cycle are all linked together systematically.

How to design and deliver training systematically is one of the main messages in the handbook.

Figure 2 Main elements of the Handbook
**How to use the Handbook**

Each section in the handbook is structured in the same way to help you find your way around the cycle. The key elements of the pages are: Title, the Key learning objectives (in grey boxes), the elaboration of contents, thinking and practical exercises (in red boxes), a summary of the Key learning points for the section (in blue boxes). You will also find the draft standards identified during the workshops held in August 2014 at the CBD. The reason they are included is to help the CBD develop capacity building standards that can be applied consistently across CBD programs. Further reading is in grey boxes.

### Title of section

**Key learning objectives for the section**

- 

**Description of section and contents**

**Thinking and practical exercises**

**Key learning points**

- 

**Draft standards and principles identified during workshops**

**Further reading**

- 

Coloured indication of stage in capacity building cycle
Terminology used in the Handbook:

Kellow Learning was contracted by the CBD after having submitted a proposal following a call for expressions of interest under the heading ‘Designing and delivering effective training.

During the inception phase of the project we had several meetings with the CBD capacity building task force, and carried out a training needs analysis which included several interviews with CBD staff and CBD workshop participants.

Following these meetings and interviews it emerged that a more consistent approach to the terminology used by the CBD in relation to its capacity building activities was needed. For example, the CBD activities related to the transfer and sharing of knowledge, skills and experience in the implementation of the protocols are referred to by different people as training, capacity building, workshops or training workshops. All of these terms reflect correctly one part of the activities carried out by the CBD, but perhaps not CBD activities as a whole.

In this context, it would be beneficial for the CBD to adopt a common approach towards the terminology used in these activities in the interests of consistency.

In this handbook we are using the concept of ‘capacity building’ to refer to the activities of the CBD. These activities may include learning, training, facilitating and/or presenting. When we make reference to Kellow Learning activities, or to best practice, we have tended to use the term ‘training’.

Likewise, we have used ‘facilitator’ to describe the role played by CBD staff in relation to capacity building activities (even though the role of CBD staff includes both facilitating and training) and ‘trainer’ for the role played by us at the CBD and in other projects that we have used as examples, and to describe best practice outside the CBD.
The Speed Read

Don’t have time to read the whole book? Need to refresh your memory? Here are the key learning points from each section.

Step 1 - Training needs analysis (TNA):

- The purpose of a TNA is to establish what participants need to learn, and how a particular group of people learn best
- Conducting a TNA is essential to ensure that a training program meets participants’ needs
- A TNA is a two way process that allows trainers and participants to get to know each other
- Use the TNA process to begin building trust with the participants and to lay the foundation of a working partnership. Doing this will allow you to go faster and further when you meet the participants face to face for the first time
- ‘One step’ approaches to carrying out a TNA such as emailing a questionnaire and hoping for a response are unlikely to succeed when working with busy people
- Try to use different methods to gather information about participants’ learning needs e.g. literature review, online survey, 1:1 interviews, observation, focus groups
- Focusing on gaps in knowledge, skills and awareness will help to prioritize training content
- Allow 6-8 weeks before a training event to carry out a TNA
- A TNA requires an investment of time to plan and deliver
- Failing to carry out a TNA is a false economy because without one, there is a risk that the training program will not meet the needs of the participants
- A further risk is that participants may as a result have a negative experience of the training, and become less willing to participate in future training activities.

Step 1 - Learning aims, objectives and outcomes:

- There are three reasons why learning aims, objectives and outcomes matter:
  - to decide training content
  - to help participants assess whether the program will meet their learning needs, and
  - to measure the impact of the program
- Learning aims
  - describe the overall purpose of the program
  - are written from the perspective of the course sponsor or client
- Learning objectives
  - describe a change in skill, knowledge or awareness that participants can realistically achieve by the end of the program
  - are written from the point of view of the learner
  - must be clearly defined
  - begin with verbs open to few interpretations e.g. identify, describe
- SMART is a useful framework to help you write measurable learning objectives
Writing learning objectives is an art
SMART learning objectives are easier to measure but harder to achieve
Make your learning objectives measurable AND achievable
A learning outcome is the change that happens once the learning from a program has been applied
Learning outcomes may be planned or unplanned
Learning objectives should determine the content. In practice, however, trainers may decide the training content first, and then write the learning objectives
Whatever works for you, make sure that the training design and content serves the purpose of helping the participants to achieve the learning objectives.

**Step 1 - Design:**
- Design your programs systematically, starting with the aims and objectives
- Assimilate and integrate everything you know about the needs, expectations, learning preferences, culture and context of the participants into the program design
- Apply your understanding of how adults learn to help you
  - select appropriate tools and methods and
  - decide how to sequence learning activities and sessions
- Use a standard template to create your design so that it can be understood and delivered by other trainers
- Involve your colleagues in the design process, and ask them for their feedback on the draft schedule
- Review the draft design to ensure that all the learning objectives are covered
- Include activities to suit different learning styles
- Ensure that there is a balance between process and content to help participants make sense of the learning content
- Increase the level of challenge for participants as the program progresses
- Ensure that participants are not sitting down in the same place for longer than 90 minutes
- Include a team-building exercise at the start of a program to help create a collaborative learning environment
- Include a break of 30 minutes mid-morning and mid-afternoon a) to let participants relax and b) to create the possibility of having shorter breaks in order to stay on schedule
- Include reflection time either at the end of the day, or at the start of the next day to help participants make sense of the program content
- Find out as much as you can about the training venue and adapt your design if need be
- Request a room that has natural light, round tables, wall space to display flip charts, and enough space for participants to move about freely
- Deciding what not to do is as important as deciding what to do
- Do not overload a program with content: less is more.
Step 2 - Delivery:

- Explain the course aims, objectives and outcomes, give an overview of the schedule
- Build trust and rapport and be sensitive to the needs of participants from different sectors and cultures
- Negotiate a working agreement with the participants that you can monitor together
- Ask the group to help you manage time effectively
- Be authentic while adapting your facilitation style to the changing needs of the group
  - Listen actively and be present
  - Question effectively to help learners identify key learning points
  - Facilitate understanding by making connections and links between theory and practice
  - Encourage participants to take responsibility for their own learning
  - Give and receive feedback constructively and challenge participants appropriately
  - Project your facilitator presence and style
- Present information in an engaging way:
  - Ask yourself: is a presentation the best way of communicating your message?
  - Prepare, prepare, prepare
  - Connect with your audience
  - Pay attention to the structure of your presentation
  - Create slides with words and images that reinforce your key messages
  - Consider the “stickiness” factor
  - Be yourself
  - Rehearse, rehearse, rehearse
  - Listen to your audience
  - Create value by distributing useful training materials
  - Try to anticipate questions
  - Don’t be afraid to say you don’t have an answer
  - Say you will find out the answer (and make sure that you do)
- Manage and monitor progress towards the learning objectives
- Don’t be afraid to depart from the schedule if participants are telling you that they want to spend more time on a particular topic. Be open and transparent about the fact that spending more time on one topic will impact on your ability to deliver the remaining sessions in the way that you intended
- Close sessions positively, summarizing key learning points
- Seek opportunities to work with different facilitators in order to learn from each other’s experience
- Notice what works well and do it more
- Notice what works less well and do it less or better.
Step 3 – Evaluation:
- Evaluation and feedback must be integrated into every stage of the training cycle
- Evaluation is a collaborative activity between trainers and learners, trainers and clients, learners and learners
- Always ask if the effort spent on evaluation is justified by the quality of the information obtained
- Organisations and governments invest in learning because they want long-term impact
- There is a steep decline in reliability and validity as you progress from Level 1 to Level 4 of Kirkpatrick’s evaluation model
- The further you get from a learning event, the harder it is to say for certain that the learning event was the cause of change
- The key to measuring the impact of CBD training may lie in working with Partners to identify what you want to measure and how it can best be done.
- Just because it is difficult to evaluate training does not mean we should not try
- Measure to what extent:
  - the program has met the learning aims and objectives
  - learners have progressed towards their personal learning goals
- The design of a feedback form should mirror the overall structure of the program
- Use quantitative and qualitative questions
- Make the questions easy to understand, and order them so that there is a good flow
- Use multiple-choice questions to make it easier and quicker for participants to reply
- Try to limit feedback forms to 1-2 pages
- People can dislike a program and still learn from it
- People can enjoy a program and not learn from it.
Step 4 - Follow-up support:

Developing follow-up support systematically
- Knowledge networks are challenging to manage and maintain
- Some of the most successful networks are self-organising and self-managing e.g. Wikipedia
- Sustainable online networks have a number of characteristics in common e.g. needs led, high level of member involvement, accessible, desirable, and driven by photos
- Be realistic about what you can provide
- Involve participants in providing follow-up support
- Online learning can be engaging and cost effective
- Use existing IT to facilitate knowledge sharing and problem solving
- Do this consistently across all CBD programs
- There are different types of on-line learning, synchronous and asynchronous
- Make your online network the place where participants want to be seen
- Provide training and support for on-line facilitation
- Allocate staff time to seeding the discussions and forums
- Encourage participants to share their achievements and broadcast the best examples to your network.
Developing a systematic approach to designing and delivering capacity building programs

Designing and delivering capacity building programs is an activity that requires a high level of skills, knowledge and awareness. It requires leadership and vision, commitment and persistence, effective teamwork, the ability to manage people and technology, systems that are fit for purpose, and time. As we know from our own experience, delivering training internationally is even more of a challenge because it is unlikely that you will ever have sufficient technical and human resources to address the additional needs and expectations that come into play: e.g. social, political, economic, and environmental factors, regional and national perspectives, cross sector and cross cultural diversity, language, time and distance.

Take the systematic approach

We believe that taking a systematic approach is the most effective and efficient way to design and deliver training programs. We also believe that agreeing and implementing training standards and implementing them consistently across all CBD programs would assist staff at all levels to work together more productively. Doing this would increase levels of staff satisfaction as they work towards the mission and goals of the organization as a whole.

What do we mean by a systematic approach?

Taking a systematic approach to training design and delivery means following a step-by-step process like the model in figure 3. Working in this way helps to ensure that training is targeted at real needs, and also creates opportunities for continuous learning and development.

Figure 3 Adapted from Developing Effective Training Skills, by Tony Pont
Step One – Training needs analysis and design

*Training needs analysis* ................................................................. 17
*Agreeing learning objectives* ....................................................... 24
*Designing training programs* ....................................................... 33
*Essential learning theory* ............................................................. 35
*How to create a training plan* ...................................................... 48
*Training design principles and values* ........................................ 54
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*Steps in a systematic approach to designing training* .............. 82

Learning is ‘a relatively permanent change in behavior that occurs as a result of practice or experience’

Bass and Vaughan (1966)
Training Needs Analysis: why, who, what, when, how and how much

Learning objectives
At the end of this section you will be able to describe why and how to carry out a training needs analysis systematically and collaboratively. In particular you will be able to:

- Give three reasons why it is important to carry out a training needs analysis
- Describe who to engage, how, what to ask, when, and to what depth
- Use a number of tools and methods to overcome barriers to identifying learning needs
- Describe good practice for designing an online survey
- Explain how to carry out a gap analysis to prioritise learning needs
- Give two reasons why not carrying out a TNA is a risk

- Why carry out a training needs analysis (TNA)?

Find out what people need to learn and try to understand the context in which they will be applying their learning

If you invited someone for a meal in your home, you would probably ask them what they like to eat, and if there is anything that they do not eat. If you were going on holiday to a country for the first time, you would probably do some research in order to help you decide what to pack. You’d want to know something about the people, their language, their culture, their way of doing things. If you are designing a training course for people you have never met before, you need to know all of this and much more.

A TNA is a two way process
Training is a significant investment of time and resources for the organizers and for the participants. Both the organizers and the participants have an interest in making sure that the program meets a real need and that the training is delivered in ways that help the participants to learn as best they can. Training needs analysis is a two way process that allows the trainers to work with the participants to identify what the course content should include and to begin to build a working alliance. Training is not something that you do to people. Effective training is about engaging and building trust with a group of learners, and then working together to agree the learning aims and objectives for a training event or program.
Can facilitators do without a TNA?

Sometimes you have to run a training course without knowing very much about the people with whom you will be working. Doing this is like cooking a meal for strangers and hoping that they will like it. They just might. But supposing you have prepared a meat dish, and the majority of your guests turn out to be vegetarians? What are you going to do? Start all over again? Order a takeaway?

An experienced facilitator, good at building trust with participants, and able to adapt training content quickly, will probably be able to deliver something that meets the learners' expectations. Even so, it is unlikely that the facilitator will be able to achieve as much as s/he could have, had they known in advance what participants wanted to learn.

We don’t recommend designing and delivering training without doing a training needs analysis. Without a TNA, you run the risk of wasting everyone’s time, including yours. It is not cost effective.

- **Who to involve?**

To make sure that you get a balanced view of the training needs, you need to identify the key stakeholders in a training program. Who is responsible for ensuring that the participants achieve their goals or deliver work that meets agreed standards? Who is most affected by the work of the participants and can give an informed opinion of what they do and how they do it? It is important to gather information from people at all levels of the organization to get a true picture of how things are done. Key stakeholders will include managers, co-workers, service users, clients or members, as well as the participants themselves. Where reaching out to stakeholders is very time consuming, you may have to prioritize two or three key stakeholders.

- **What?**

**Do a gap analysis**

The aim of a TNA is to identify gaps in participants’ knowledge, skills and awareness. This can be a long process requiring much reading, research, observation and analysis. Or you can simply ask participants to assess their level of skills against a list of behaviors or competencies. Research has shown that men over-estimate their level of competence while women are more self-critical. Even if the results of a self-assessment questionnaire may not be fully reliable, asking participants to reflect on their current skills and knowledge can help to raise individual awareness of the need to acquire new skills or enhance existing ones. Raising awareness can make people more receptive to what they might learn on a training course.

**Review existing information that is pertinent to the proposed training event**

At the CBD, capacity building activities are mostly identified at the COP. Before you do anything, where possible, research any information that will help you to understand the learning needs at individual and organizational
level, and the contextual factors that may be driving the needs. For example, if the need is specific to one organization you could:

- Ask for a copy of the organization’s annual report, and the training policy and strategy. The annual report will tell you what the organization does. The training policy and strategy, if available, should tell you why and how the organization delivers training, and who is eligible.

- Review role descriptions and person specifications for the course participants (if available). A person specification should describe the skills, knowledge, and awareness that job-holders need to perform their role, and can be used as a baseline against which to measure current performance. Skills, knowledge and awareness are often closely related. The more you understand the skills knowledge and awareness that your participants need to develop, the easier it will become to make decisions about the design and content of your training event. See Step Two for how to design a training course.

- Read staff surveys and staff appraisals. These can also be a source of useful information, if they are available, and there is time to read them.

- **When?**

  The time to carry out a TNA is 6-8 weeks before the training event

  The timing of a TNA should be far enough in advance to allow participants time to consider their responses. Trainers also need time to analyze the results and create momentum before the training. Avoid doing a TNA so far in advance of a program that participants do not see it as a priority. A little bit of urgency may encourage participants to respond.

- **How?**

  **Use on-line technology**

  In our experience the most effective way to carry out a TNA is to invite all participants to take part in an online survey. The survey should consist mainly of easy to answer multiple-choice questions. We had to rethink the draft TNA for ‘Designing and Delivering Effective Training’ because – as Erie fed back to us – it had a lot of open questions that would take too long to answer. That is why the final survey had mainly multiple-choice questions. Supplement and cross check the information you receive from the survey by conducting structured interviews with selected stakeholders. Use the responses from the on-line survey to shape the 1:1 interview questions.

  There are a number of online survey tools that are free and easy to use e.g. Survey Monkey [www.surveymonkey.com](http://www.surveymonkey.com).
The free service is very basic, and you may find it worthwhile to pay for any additional features you need. We do not recommend emailing a questionnaire to participants because recipients tend not to download attachments. Please see the Additional Learning Resources section for the online survey that we used for the CBD training program.

Conducting interviews
For the 1:1 interviews, five or six questions, allowing for additional follow-up questions, should be enough to enable the participants and relevant stakeholders to tell you what you need to know. Make a standard list of questions and edit it carefully. Ask yourself, why am I asking this question, what kind of answer am I looking for? How will the answers help me to better understand the training need? If you are unclear why you are asking a question, delete it.

When conducting a TNA interview, be sure to explain to interviewees that their input is important to help design a programme that meets learning needs. Try to have a conversation rather than an interrogation. When people care about their work, and are committed to what they do, they can be sensitive to criticism, especially if they are under a lot of pressure. Avoid asking questions that could be interpreted as seeking to find fault. If possible we recommend that you test your analysis of the responses to the online survey and the 1:1 interviews by organizing either face-to-face or virtual conversations with groups of 6-10 participants.

Group needs analysis process
This is an excellent method to use with people who are reluctant to fill in questionnaires (few people enjoy completing questionnaires), and when you don’t have much time (pretty much always the case).

Invite all the participants to a meeting to help plan the course. It is unlikely that they will all turn up. Tell them the meeting will last between 45 minutes and 1 hour.

Use a carousel exercise to gather feedback
Before the meeting, decide what you think are the four most important learning goals. Write the learning goals on flip charts and put the flip charts on the wall in the four corners of the room.

Ask the group to read the posters and to go to the corner that most interests them. Ask participants to talk in their groups about why they have chosen a particular corner. Then lead a large discussion about the key learning areas, and try to get agreement on the key course content. Make sure you ask the group if there is anything else they would like to learn.

Ask the group to record their feedback / key messages on the flipcharts. Use this information to shape the design and content of the training course.
**Advantages**: useful to gather a lot of information quickly, and to establish a working relationship with the learning group.

**Disadvantage**: May be difficult or impossible to get everyone together at the same time in the same place.

- **How much?**

  How much information do you need to design a training course that meets the learning needs? How many people do you have to consult? How many questions do you need to ask? How many responses from participants will be necessary to validate your conclusions?

  The answer to these questions is always going to be a matter of judgment based on factors such as your knowledge of the context, the complexity of the training topic, and the number of competing demands on participants’ time. The important thing is reach out to as many participants and relevant stakeholders as possible, and to be realistic about how much time they will have to answer your questions. Two of the main barriers to answering a survey are lack of time and distance. One way to overcome these barriers is to contact people directly. We recommend limiting the number of 1:1 interviews to a small percentage of the whole group because, although interviews can be productive, they are time consuming to arrange and conduct.
Thinking exercise: putting theory into practice

Think about a course that you will be involved in designing and delivering. If you are not currently involved in developing a course, think about a course that you have delivered in the past, and review what you did to analyse the training needs.

- Who are the key stakeholders? The participants, their managers, the Parties, other stakeholders?
- What research can you do before speaking to the participants?
- How will you engage them? Face-to-face or virtually?
- What technology will you use to communicate with your stakeholders? E.g. Online survey, webinar, Skype, email
- What questions will you ask them?
- When is the best time to carry out the TNA?
- How much information do you need to help you determine the course content?

TNA: Key learning points

- The purpose of a TNA is to establish what participants need to learn, and how a particular group of people learn best
- Conducting a TNA is essential to ensure that a training program meets participants’ needs
- A TNA is a two way process that allows trainers and participants to get to know each other
- Use the TNA process to begin building trust with the participants and to lay the foundation of a working partnership. Doing this will allow you to go faster and further when you meet the participants face to face for the first time
- ‘One step’ approaches to carrying out a TNA such as emailing a questionnaire and hoping for a response are unlikely to succeed when working with busy people
- Try to use different methods to gather information about participants’ learning needs e.g. literature review, online survey, 1:1 interviews, observation, focus groups
- Focusing on gaps in knowledge, skills and awareness will help to prioritize training content
- Allow 6-8 weeks before a training event to carry out a TNA
- A TNA requires an investment of time to plan and deliver
- Failing to carry out a TNA is a false economy because without one, there is a risk that the training program will not meet the needs of the participants
- A further risk is that participants may as a result have a negative experience of the training, and become less willing to participate in future training activities.

Further reading

- Online resource: The TNA webinar is available on YouTube. Go to http://youtu.be/VvxdGFWG-0s

We are very grateful to Frederic Vogel for helping to organize the webinar and for editing and uploading the recording.
Draft CBD TNA and design standards created by participants in August 2014

TNA and design standards

- TNA a must
- Map out delivery
- Relevance
- Forums to harvest information
- Too much in a training may be lost
- Selecting right participants
- You must spend that time
- Learner has to want to attend course

Training Plan:

- Discuss with team → co-creation
- Know audience, region, cultural aspects or sensibilities, language
- Balance input / exercises / skills
- Wrapping-up with action plans
- Establishment of end of workshop commitments
- Design includes action / activities / material / preparation of workshop

Reasons why to carry out a TNA identified by participants in August 2014

TNA:

- Otherwise training reliant on own opinion
- Make program relevant
- Deliver according to needs
- Trainers knowing environment of organization
- Planned approach
- Trainee to apply knowledge acquired
- Difference of needs (by country)

Webinar:

- Relevant
- Cost effective
- Way of starting-up process and engaging others
- It was personal
- Learnt about the content of this training

Tips for TNA:

- Cover diversity of audience
- A more informal way to gather needs
- Objective analysis (asking indirect questions)
- Important to work with partner
- Matching needs with interests
Agreeing learning objectives

Learning objectives
By the end of this section you will be able to describe why and how to write measurable learning objectives. In particular you will be able to:

- Write SMART learning aims and objectives
- Give three reasons why learning objectives are key to designing and delivering training effectively
- Define and use training terminology consistently e.g. Training, learning, aims, objectives, and outcomes
- List and explain the key characteristics of SMART learning objectives

Having studied the results of your TNA, you are ready to write the learning aims and objectives for your training course.

- Why do learning objectives matter?

Learning objectives are important for three main reasons.

Deciding what content to put into the schedule
1 Learning objectives matter because they help you to make a case for what to include in a capacity building program, and what to leave out.

You will nearly always have more material than you can possibly fit into a training schedule. If you are unsure whether or not to include a particular session, ask yourself ‘How will this session help participants to achieve the learning goals?’ If you are still not sure, then take the session out of the schedule.

Do not over fill a training schedule. Do less, and do it as well as you can.

Helping participants to decide whether or not the course is relevant to their needs
2 Learning objectives matter because they help you to communicate the purpose and value of the training course to potential participants.

When did you last have time to go on a training course? We all have a multitude of things to do, and when we do get the chance to go on a training course, we want to be sure that we are going to learn something useful. As a matter of good practice, learning objectives should clearly communicate what participants can expect to learn. When participants understand where the trainers want to take them, participants find it much easier to visualize what they need to do to achieve the goals.
Demonstrating the impact of capacity building programs

3 Learning objectives matter because they help you to demonstrate that the course has enhanced or made a difference to the skills, knowledge and awareness of the participants.

Evaluating the effectiveness of a capacity building program can be challenging and time-consuming. You need to be able to show that as a result of taking part in the program participants have developed new skills and knowledge. Without measurable learning aims and objectives, measuring the impact of a program will be more or less impossible.

In conclusion

Being able to write learning aims and objectives in language that people can understand will significantly enhance your ability to design, deliver and evaluate training courses effectively.

Thinking exercise: Which set of learning objectives is most helpful?

Imagine you have been offered a place on the two training courses below. If you could choose only one course, which one would it be, and why?

1) The objective of the workshop is to take stock of the status of implementation of the Protocol in West Asia and North Africa sub-region and share experiences and lessons learned in the development and implementation of national biosafety measures and in addressing the challenges encountered.

2) The objectives of the workshop are:
   - To measure the level of implementation of the Protocol in West Asia and North Africa sub-region, and
   - To identify the key elements that make it possible to overcome barriers in the implementation of national biosafety measures.

Here’s a clue to help you decide:
   - Is it clear to you what you will be able to do at the end of the program?
   - How will you know that the training has made a difference to your skills and knowledge?

If you cannot answer either question, then probably you should look for another training course.

- How to write learning aims, objectives and outcomes

Defining terms

Before we examine the characteristics of effective learning objectives, we need to agree what we mean by certain key words such as goal, aim, objective, outcome and output. Facilitators sometimes use the same word to
mean something different, and this creates uncertainty. We recommend that the CBD distinguishes between aims, objectives and outcomes, and uses these words consistently to reduce the risk of misunderstandings.

We also recommend that the CBD differentiates between training and learning. Nowadays learning and development professionals tend to talk about learning objectives rather than training objectives. Training has come to mean something technical, and has negative connotations – unfairly we believe - to do with telling people what they need to learn, rather than working with them to discover what they need to learn, and how they can best learn it. Learning and development professionals tend to talk about capacity development. This term carries the underlying belief that adults bring with them existing skills and knowledge that can be enhanced, and that they have the capacity to learn new ones. Capacity development and learning sit more comfortably together because both activities are about working collaboratively to identify and respect the needs and expectations of the learner.

**Saying what we mean**

‘I say objective and you say outcome’: Is there a difference and does it matter?

Defining training vocabulary and agreeing to use the same terminology for all CBD programs would be a big step towards a more consistent approach to training design. Based on twenty years’ experience of designing needs-led programs we recommend that the CBD adopts the following definitions.

**What is a learning objective?**
A learning objective describes a change in skill, knowledge or attitude that learners may reasonably be expected to achieve by the end of a course. Realistically learners need time to practice what they have learned before they become fully competent.

**What is a learning outcome?**
A learning outcome is the change that happens after the implementation of what was learnt during the program, explained because the participants have begun to do things differently.

For example, a possible learning outcome of the CBD course ‘Designing and delivering effective training’ could be that future CBD workshops will address participants’ needs more effectively. Another outcome could be that participant levels of satisfaction with future CBD workshops will increase.

Learning outcomes can take months or years to become visible. Learning outcomes can take place at different levels, locally, nationally and regionally. It is very hard to demonstrate that a change in behavior at national or regional level is the result of a particular capacity building program. Learning outcomes can also be expected or unexpected. It is good practice when evaluating the impact of capacity building programs to
identify the unexpected outcomes. If the unexpected outcomes are beneficial, probably you will want to design future courses so that the unexpected outcomes are explicit.

**So what?**
In order to design and evaluate training effectively it is important that all CBD staff engaged in capacity building activities use the same training terminology, and that they are able to create measurable learning objectives / outcomes.

We are now going to explore the art of writing measurable learning aims and objectives. This is quite a long section compared to other sections of the Handbook. The reason is that during the training in August 2014 there were a lot of questions about the difference between aims, objectives and outcomes. We hope this section will help to clarify any questions that you may still have.

➔ **Learning aims**
A learning aim describes the overall purpose of the program, and is written from the point of view of the course organizers. In general a learning aim defines the long-term goal of the program and needs to be aligned with the organization’s capacity building strategy. A capacity building program may have several aims.

**Example**
These are the aims of the course that we designed and delivered for the CBD called ‘Designing and delivering effective training.

- To help CBD staff to develop the skills and knowledge required to take a systematic approach to designing and delivering training, and providing on-going support.
- To identify some common training standards that can be shared and implemented by all CBD staff who deliver training.

What do you notice about the aims?

**First aim**
The first aim describes the change the CBD wants to see. It tells you that staff are going to develop the skills and knowledge required to deliver training systematically without specifying how. It is broad in scope, and at the same time you know the program is about designing and delivering training, and providing on-going support. This aim reflects the brief that we were given by the CBD training team.

**Second aim**
The second aim is more specific. It states that staff will identify some training standards that can be implemented across the CBD. It tells us that by the end of the program staff will have begun to identify some training standards.
So as a result of the training program, CBD will have something that it did not have before i.e. some training standards. We would describe the training standards as an output because they are tangible and can be counted. We have not specified the number of standards because at this stage we do not know how many training standards the CBD will need. The second aim emerged from conversations with CBD staff during the TNA, about the lack of common standards, and the desirability of having some common standards. Please note that the aim says that CBD staff will identify some standards that can be shared and implemented by CBD trainers. It is not certain that they will be, and implementing training standards is beyond the scope of the training program for which we were contracted.

A learning aim describes the overall purpose and scope of the training
So you see, when you write a learning aim you need to define the overall purpose and scope of the capacity building program from the perspective of the organization or the capacity building sponsor.

-> Learning objectives

Learning objectives are more specific. Learning objectives are also known as performance objectives or behavioral objectives. Whatever the terminology, learning objectives must be clearly defined. The easiest way to do this is to apply the SMART criteria (specific, measurable, agreed, realistic and time-bound) to your learning objectives. We recommend you apply SMART with a light touch, so that the learners have a reasonable chance of achieving the objectives. Applying SMART too rigorously may give the learners and the trainers an impossible task. This is because the more conditions you set for achieving a learning objective, the more difficult it is to demonstrate competence.

Learning objectives should fall out naturally from the TNA. You should be able to justify each learning objective based on your analysis of the training need.

We use the format ‘By the end of the training course you will be able to….’ because it is clear, simple, easier to measure and user friendly.

Writing SMART learning objectives
We recommend that you begin learning objectives with a verb because knowledge is useless unless you can apply it. Remember we said that learning is a change in behavior. In our opinion a participant can only be said to have achieved a learning objective when they are able to apply their new-found skills, knowledge and awareness. We will say more about evaluating learning in Step Three.
How to make your learning objectives SMART

Make sure that you use the same words for each letter. Believe it or not, people use different versions of SMART. We recommend the CBD uses the following terminology:

**Specific** – What exactly is the objective, what do you want to be different?

Learning objectives describe a change in skill, knowledge or awareness (SKA). The best thing you can do to make your objectives specific is to begin them with verbs that make it clear what the learner will be able to do at the end of the course.

Consider the table of verbs below. Which column is best suited to writing specific learning objectives?

<table>
<thead>
<tr>
<th>Words open to many interpretations</th>
<th>Words open to fewer interpretations</th>
</tr>
</thead>
<tbody>
<tr>
<td>To know</td>
<td>To write</td>
</tr>
<tr>
<td>To understand</td>
<td>To list</td>
</tr>
<tr>
<td>To really understand</td>
<td>To describe</td>
</tr>
<tr>
<td>To appreciate</td>
<td>To identify</td>
</tr>
<tr>
<td>To grasp the significance of</td>
<td>To sort</td>
</tr>
<tr>
<td>To enjoy</td>
<td>To solve</td>
</tr>
<tr>
<td>To believe</td>
<td>To construct</td>
</tr>
<tr>
<td>To have faith in</td>
<td>To compare</td>
</tr>
</tbody>
</table>

*Table 1 adapted from 'Preparing instructional objectives', Robert F. Mager, Second Edition, 1984*

We hope you agree the correct answer is the column on the right.

And yet, how often have you come across learning objectives that start with ‘Understand’ or ‘Appreciate’? Would you be happy if you were asked to run a capacity building program that included a learning objective like ‘participants will be able to grasp the significance of the Cartagena Protocol?’ What exactly does this mean, and how would you know that participants had achieved the objective? Please never start a learning objective with ‘understand’ – understand?

Keep your learning objectives simple and as short as possible. Try not to write double learning objectives, where you specify a change in skill and knowledge – or two separate skills. Double objectives are hard to achieve and difficult to measure.

**Measurable** – How will you measure the attainment of learning objectives?

Objectives and can be quantitative and qualitative. Quantitative objectives can be counted and are easy to measure; e.g. ‘Participants
will be able to describe and apply two methods to carry out a training needs analysis’.

Thought Starter: How would you measure participants’ success in reaching this objective?

Qualitative objectives are about feelings and attitudes, are harder to evaluate: e.g. ‘Participants will be confident in their ability to carry out a training needs analysis’.

Thought Starter: How could you measure participants’ success in reaching this objective?

Quantitative and qualitative learning objectives are both useful to help evaluate training. Try to use both types when creating learning objectives for your courses.

**Agreed** – Are the learners committed to working towards this objective?

‘A’ is sometimes used to mean achievable, but achievable is too close to the next criteria ‘realistic’. The learning point here is that facilitators should aim to get agreement on the learning objectives from both the course sponsor and from the learners. Why bother? When working with adults it is very important to get their buy-in to the learning objectives. If adults cannot see the point of learning objectives, they will not take it seriously. That is why, at the beginning of a training program, trainers need to review the learning objectives with the participants to make sure that they are happy to work towards them.

**Realistic** – Is this goal realistic and achievable?

In practice there are limits to what you can expect learners to master or achieve by the end of a capacity building workshop that lasts 3-5 days. Be honest with yourself and with the learners about what they can hope to achieve. You can increase the learner’s chances of success through intelligent training design and learner led follow-up support. We will say more about this in Step Four.

**Time-bound** - By when will participants have done this?

In training programs, courses and workshops this is rather simple since ‘Time-bound’ will be limited to the length of the training program, course or workshop.
Aims and objectives: thinking exercise

- Here are some training objectives that we created for the CBD course ‘Designing and delivering effective training’.
- What do you notice about these objectives?
- How could we have made the objectives more measurable?
- How and why did we make the objectives easier for learners to achieve?

By the end of the program participants will be able to:

Training needs analysis and design:
- Write measurable learning aims and objectives
- Describe and apply one theory of adult learning to your training plan

Delivering training:
- Deliver presentations that help people remember key learning points
- Give and receive feedback to / from learners

Evaluate training:
- List some of the essential elements in an evaluation form
- Capture your learning from designing and delivering a training workshop

You can find all the learning objectives in the Additional Learning Resources section.

What comes first? The learning objectives or the content?

Technically, as we said earlier, learning objectives are important because they help trainers to make decisions about training content. However, this question has more than a little of the ‘chicken and egg’ dilemma about it. In practice trainers continually adapt both learning objectives and training content to ensure that they are consistent. Our advice is: spend some time thinking about your learning objectives before you begin to plan your program. Then, when you are happy with the training plan, revisit your learning objectives and make whatever changes you think are necessary. Writing learning objectives is an art.

Further reading
If you want to know more about how to write effective learning objectives, the standard text on this topic is:
Learning aims, objectives and outcomes: Key learning points

- There are three reasons why learning aims, objectives and outcomes matter. To:
  - decide training content,
  - help participants assess whether the program will meet their learning needs, and
  - measure the impact of the program
- Learning aims:
  - describe the overall purpose of the program
  - are written from the perspective of the course sponsor or client
- Learning objectives:
  - describe a change in skill, knowledge or awareness that participants can realistically achieve by the end of the program
  - are written from the point of view of the learner
  - must be clearly defined
  - begin with verbs open to few interpretations e.g. identify, describe
- SMART is a useful framework to help you write measurable learning objectives
- Writing learning objectives is an art
- SMART learning objectives are easier to measure but harder to achieve
- Make your learning objectives measurable AND achievable
- A learning outcome is the change that happens once the learning from a program has been applied
- Learning outcomes may be planned or unplanned
- Learning objectives should determine the content. In practice, however, trainers may decide the training content first, and then write the learning objectives
- Whatever you decide, ensure that the training design and content will enable the participants to achieve the learning objectives.

Draft CBD Aims and objectives standards created by participants in August 2014

Aims, objectives and outcomes standards
- Clearer distinctions and link between aims, objectives and outcomes
- Consistent application across CBD
- Communication across CBD
Designing training programs

Learning objectives
By the end of this section you will be able to describe why and how to design training programs systematically. In particular you will be able to:

- Design a learning event that meets the agreed learning aims and objectives
- Describe and apply one theory of adult learning to your training plan
- List five factors that affect adult learning
- Describe and apply two good practice principles to the design and delivery of your presentation(s)
- Describe and apply four learning styles to the design of your workshops
- Demonstrate an understanding of Tuckman’s theory of group dynamics, and give two examples of what you can do to manage a group of learners effectively
- Select and justify your choice of training tools and exercises in order to engage and motivate learners

Planning to meet the needs and expectations of the participants
Designing a capacity building program from nothing can be a challenge, particularly if you are working with a group of people for the first time, and quite possibly, with facilitators who are not accustomed to working together.

Think positive – the glass is half full, not half empty

Remember you never truly design a program from nothing. You will probably have some idea of what the course should cover, and based on your conversations with the course organizers and participants, you will have begun to form hypotheses about what the participants need to learn and how they learn best learn it.

You can never know everything, but a TNA can tell you a lot about the needs and expectations of the participants.
**Key design questions**

Once you have analyzed the results of your TNA, you should be able to answer most of the questions below:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the participants?</td>
<td>Hopefully you will have managed to speak to a number of participants and will have begun to build a relationship with them.</td>
</tr>
<tr>
<td>How many participants are there?</td>
<td>12-16 is the ideal number of participants in a training workshop because it is easy to divide them into working groups. Another benefit of a group this size is that between them the participants should bring a range of relevant skills, knowledge and experience to share with each other. For larger groups it is possible to work with multiples of 12-16, with one additional facilitator for each group.</td>
</tr>
<tr>
<td>What is their education level?</td>
<td>Knowing this will help you decide how much information participants will need and how best to communicate it.</td>
</tr>
<tr>
<td>What is their seniority?</td>
<td>In our experience the more experienced participants are, the more they like to discuss issues together, and learn from each other. Senior managers need time to adjust to participative ways of working. However, once you have gained their trust, senior managers like to have fun while they learn as much as anyone else.</td>
</tr>
<tr>
<td>What experience do they already have?</td>
<td>Knowing this will help you to select appropriate case studies and examples. If you know someone has relevant experience, the best thing a facilitator can do is to encourage them to share what they know with the group.</td>
</tr>
<tr>
<td>What are they hoping to learn and why?</td>
<td>You will know this from the TNA. One of the main tasks of a facilitator is to encourage participants to consider how they can apply what they are learning after the course.</td>
</tr>
<tr>
<td>What must the program include? (The core content of the course)</td>
<td>The results of the TNA should help you to identify the core content. If you have a lot of potential material, it helps to put it into different buckets – ‘must have’, ‘should have’ and ‘could have’. ‘Must have’ is the core content. ‘Should have’ material is desirable and useful but if you have to leave it out, participants will still go a long way towards the learning objectives. ‘Could have’ is all the interesting stuff around the edges that participants do not need to learn in order to become competent. Remember the principle ‘less is more’. Focus on the essential content and do it well. It is harder to decide what to leave out than what to put in a programme. Use your own experience and also your intuition to make final decisions about content.</td>
</tr>
<tr>
<td>What if it all goes wrong?</td>
<td>Allow for unexpected changes and delays. Take some short video clips that you can use to keep participants engaged. Do not rely on having an internet connection.</td>
</tr>
</tbody>
</table>

If you feel unsure about the answers to any of these questions, it’s not too late to have a conversation with the key stakeholders in the program to clarify your understanding.
Essential learning theory

‘Tell me and will I forget,
Show me and I may remember,
Involve me and I will understand.’
Confucius, 450 BC

Confucius said it all a long time ago.

**Telling** people how to do something has no lasting impact. And yet, how often have you heard someone say ‘I told them how to do it, and they are still getting it wrong.’

**Showing** people how to do something using visual aids, or better still, doing a demonstration or facilitating a role-play is more likely to make the learning stick.

But if you want to create a ‘relatively permanent change behavior’¹ you need to **involve** participants in an activity that allows them to experience what it feels like, and what it looks like to do something new or different. Experiential training allows learners to assimilate both theory and practice. Working this way encourages participants to draw conclusions about what they have learned, and how to apply their learning to their work.

We are now going to explore a number of key adult learning concepts and models that will help you to design and deliver capacity building activities effectively:

- The Kolb learning cycle
- Honey and Mumford’s learning styles
- Dale’s Cone of Experience
- Tuckman’s theory of group dynamics
- The three Vs of communication
- Working with adult learners
- Working with cultural difference
- The Conscious Competence Continuum

**The Kolb learning cycle**

![Figure 4 The Kolb learning cycle](image)

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¹ Bass and Vaughan, 1966
Confucius realized that the quality of the learner experience is key to the success of teaching or training. You have to involve learners to help them remember what you have tried to teach them. Kolb says that adult learners go through a cycle of continuous learning and that they need to complete the cycle each time in order to make the learning stick.

**Once round the learning cycle**

Kolb says we learn by having an experience. Afterwards we take time to review and reflect on what happened. How did it feel? What worked? What didn’t work? Did it meet our expectations? Having reviewed our experience, we begin to form concepts and theories to guide us in the future. Are there any principles or guidelines that would help us to have a better experience in the future? At the next opportunity we apply the theories and principles that we have discovered. We put our new thinking to the test. Doing this means that we have another experience, and so the learning cycle begins again.

**Second time around the learning cycle: this really happened**

Here is a story about the learning cycle based on our experience of living and working in the center of Montreal for a week in August 2014.

‘Once arrived in Montreal, we decided to find a good coffee shop. We walked about the old town for quite some time. We noticed that some coffee shops were busier than others. Our previous experience of choosing coffee shops told us that the busier the coffee shop, the better the coffee. So, after observing a number of coffee shops, we chose the busiest.

We chose badly. The waitress forgot half of our order, and the bill was much higher than we had expected.

The next day we tried another coffee shop, and had a much better experience. This coffee shop was located in a building that housed a number of sustainability organisations. We noticed that the coffee was Fair-Trade, and that there were separate bins for customers to put their food and paper waste. We felt comfortable in this café. Another reason we chose the café was that it was situated half way between our hotel and the CBD offices. It was convenient to stop there for breakfast. The coffee was not always to our liking, but we persevered round the learning cycle until we found a brew to our taste.’

**Thinking exercise: Merrily we roll along**

How many times did we go around the learning cycle in this story?
What does this mean for training design?
As we noted above, Kolb says that adults need to complete the learning cycle to make the learning to stick.

It follows that in order to help participants to retain and use newly acquired knowledge and skills, trainers need to integrate the learning cycle in the training design. To be effective, a training course must lead participants through all four stages of the learning cycle: after every knowledge input (lecture), participants need to have an opportunity to apply their learning in a context that is relevant to them (participative exercise). When they have completed the task (an experience) participants need time to review what happened (reflection time) in order to identify some rules or principles that would apply if they were using a tool or technique in the context of their work (conceptualization).

This may sound complicated, but as we shall see in the next chapter, it is perfectly possible to design participative courses that allow learners sufficient time to experience, reflect and form theories. If you are designing a course that lasts 4-5 days it should be possible to go round the cycle at least once or twice a day.

*If you only use one theory of learning in your capacity building practice, choose Kolb’s cycle of learning.*

➡️ Honey and Mumford’s learning styles

Kolb realized that we all develop a preference for staying in one or more stages of the learning cycle:

‘as a result of our hereditary equipment, our particular life experience, and the demands of our present environment, most people develop learning styles that emphasize some learning abilities over others.’

Building on Kolb, Honey and Mumford’s (1992 and 1986) defined four categories of learning styles: *Activist, Reflector, Theorist* and *Pragmatist*. These correspond to the four steps in Kolb’s learning cycle: concrete experience, observations and reflections, formation of abstract concepts and generalizations, testing of new concepts in new situations.

3 More than three times
Activists have a strong preference for learning from doing. They enjoy participative exercises and real experiences. They enjoy games, competitive exercises and role-playing exercises. They enjoy holding the floor and being visible in the group.

Reflectors like to observe and think over activities. They need time to take things in before they comment or act. Reflectors like to reach a decision in their own time without pressure and tight deadlines.

Theorists like to explore theories and concepts without feeling much urgency to put them into practice. They learn best in structured situations with clear objectives. They need to be intellectually stretched. They will judge a course on the quality of the ideas and concepts.

Pragmatists are happiest when they are learning tools and techniques with a practical application. They like to try out what they have learned as soon as possible. Pragmatists learn best when there is an obvious link between the subject matter and a problem or an opportunity that concerns them. They appreciate feedback from a credible expert.

Perhaps you recognize yourself or one of your colleagues in these descriptions? Most people exhibit more than one of these preferences to a greater or lesser degree. None of the styles are negative, although having a strong attachment to one way of learning might be limiting in the long term. The good thing is that learning styles are not fixed and can change over time.

There is more to learning styles than this, but for the purpose of designing effective training programs, this is all you need to know. Because people like to learn in different ways it is important to include a range of training tools and exercise in your design. It helps to be aware of your own learning preferences, too. Some trainers like to hold the floor and give inspiring lectures. Others are more comfortable in a facilitating role. They prefer to work alongside participants, using coaching skills to draw out knowledge and skills, and build participants’ confidence. Try not to let your personal learning preferences create a bias in your training design towards one style of learning activity or another.

Culture and learning preferences
Culture – both nationality and organizational - age, experience, education, gender, and seniority, also influence how people like to learn. This means you have to select training tools and methods carefully in order to help your learners to engage with the content and with each other.

The trend in global adult education is towards participative and collaborative learning. Participative learning has been around for decades, but now, more than ever, organisations are recognizing the value of learning in cross sector and cross cultural programs.
Dale’s Cone of Experience

Research in the 20th century confirmed what Confucius already knew. Dale’s cone of learning showed that teaching others is the most powerful form of learning. So ideally, when participants in CBD training courses return to their organisations, they should be required to cascade the learning. The act of designing a training session on the key learning points for their colleagues will help to make the learning stick.

Group dynamics: what are they, and why do they matter?

‘Everyone talks about the weather but nobody does anything about it’
Mark Twain

Group dynamics are a bit like the weather in that everybody talks about them. However, trainers do need to do something about group dynamics in order to create and maintain the best possible learning environment for all. By group dynamics we mean the way people behave and interact with each other, the emotional state of the group, and the maturity of the group in terms of shared understanding of purpose, roles and responsibilities.

Every group is different, but all groups go through identifiable stages of development. Trainers need to be able to recognize these stages so that they can:

a. apply their understanding of group dynamics to select the most timely and effective training exercises
b. ‘read’ the emotional state of a group during the delivery stage, and make changes to the schedule and / or adapt their facilitation style.

When people come together for a course or project, even for a short time, they go through identifiable stages of group development that can help
hindrance to achieving the learning objectives. How does a trainer recognize the stages? There are a number of models of group behavior.

**Tuckman’s theory of group dynamics**

Developed in the 1960s and 1970s, Tuckman’s theory of group dynamics is a practical and useful model that trainers can use to make informed choices and decisions during the design and the delivery stages of the training cycle. In our experience Tuckman’s model is helpful and valid in most countries and cultures. We would not rely solely on Tuckman to try to understand what is happening in a group. Intuition is important, too. Nevertheless, Tuckman is a framework that trainers can use to try to understand why people are behaving in a particular way, and what would be the most appropriate activity or facilitation style to help develop a high performing learning team. We will talk about different facilitation styles and when to use them in **Step Two**.

**Tuckman’s five-stage model of group dynamics**

<table>
<thead>
<tr>
<th>Stages</th>
<th>Description</th>
<th>Trainer Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Forming</strong></td>
<td>Curiosity and coming together, getting started, preoccupation with joining in and inclusion, checking out the group, connecting, forming likes or dislikes.</td>
<td>Design in time to allow participants to get to know each other, to build trust, and to feel comfortable, to develop a sense of belonging together.</td>
</tr>
<tr>
<td><strong>Storming</strong></td>
<td>Honeymoon over, interpersonal conflicts, rivalry over control and power, seeking individual roles and space, fear about the ability of the group to be successful taking over, depression caused by feelings that expectations may not be met.</td>
<td>Important that easy tasks are completed at this stage. If necessary create opportunities for group to have a conversation about what is working and what is not working in the team. Let members identify what steps they can take to work better together.</td>
</tr>
<tr>
<td><strong>Norming</strong></td>
<td>Getting down to it, working relationships established, trust developed, role clarity, power sorted out, group culture emerges.</td>
<td>Congratulate the group on their achievements, be encouraging, offer honest and constructive feedback.</td>
</tr>
<tr>
<td><strong>Performing</strong></td>
<td>Getting on with the task, relationships not a preoccupation, planned targets met or revised, satisfaction in achievements - much of this happens at the norming stage when members start to take responsibility for the group to work.</td>
<td>Step back and let the group get on with the task. Be present but let the group take responsibility for achieving the objectives.</td>
</tr>
</tbody>
</table>
Mourning
Closure, loss, romanticizing or minimizing achievement, looking ahead, commitment to group declines - often members want to postpone ending, arrange to meet again, hold belief that goals could have been met there had been more time.

Trainer Task
Leave time at the end of program for members to acknowledge successes and failures. Run an exercise that allows members to vocalize what they have valued about each other. A group appreciation exercise works well here, because it helps members to realize what they have achieved, and then to move on.

Group dynamics: thinking exercise
Think of a group to which you belong:
- Use the Tuckman model to reflect on your experience of being in this group. Which stages of development are characteristic of the group? Why do you think so?
- What could you do to help the group shift from one stage to another?

The 3 Vs of communication
The 3 Vs of communication is a model based on research by Albert Mehrabian, Professor Emeritus of Psychology at the University of California (UCLA). Mehrabian concluded that there are three basic elements to face-to-face communication, verbal, visual and vocal, and that they are not all of equal importance.4

The 3 Vs of communication: thinking exercise
What do you think is the correct answer for each element? Circle the percentages you think are correct, and then check the answer below4.

What does this mean for your training practice?
Verbal (the words you use) 7% 38% 55%
Vocal (your tone of voice) 7% 38% 55%
Visual (your facial expression) 7% 38% 55%

4 Verbal 7% Vocal 38% Visual 55%
## Working with adult learners

Working with adults can be a challenge because adults are complex human beings with a bunch of personal drivers, hopes, fears, ambitions and insecurities that can help or hinder their ability to engage with a training course. Adult learners arrive on a training course with a wide range of needs and expectations that can shift depending on what is happening in their personal and professional lives. What they told you they needed during the TNA process may have changed. Trainers need to be flexible and adaptable at all times to keep adult learners engaged.

### Adults learn best when...

These are some of the factors that help or hinder adult learning. The role of a trainer is to design and facilitate a learning experience that maximizes the enablers and minimizes the barriers to learning.

<table>
<thead>
<tr>
<th>Adults learn best when they:</th>
<th>Adults find it difficult to learn when they:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel motivated to learn / learning is a reward</td>
<td>Don’t want to be there, e.g. their manager has told them they need to go on a particular course – consequently the learners see attendance as a form of punishment</td>
</tr>
<tr>
<td>Understand the learning objectives</td>
<td>Can’t understand or see the relevance of the learning objectives</td>
</tr>
<tr>
<td>Feel respected for who they are and for their knowledge and experience</td>
<td>Are afraid that their skills and knowledge will be found wanting, or that their experience is unacknowledged</td>
</tr>
<tr>
<td>Feel heard and are able to express their views</td>
<td>Unable to share their experience with the group and network with their peers</td>
</tr>
<tr>
<td>Feel supported by the trainer and by their peers</td>
<td>Are ignored by the trainer and don’t feel part of the group</td>
</tr>
<tr>
<td>Are given tasks and challenges at an appropriate level</td>
<td>Are given inappropriate tasks i.e. which are either too challenging or not challenging enough</td>
</tr>
<tr>
<td>Are given a range of learning activities</td>
<td>Are restricted to one type of learning activity which does not allow for different learning styles</td>
</tr>
<tr>
<td>Are able to practice what they have learnt</td>
<td>Have no opportunity to practice what they have learnt and so forget</td>
</tr>
<tr>
<td>Accustomed to learning</td>
<td>Are not accustomed to learning and struggle to engage with the topic</td>
</tr>
</tbody>
</table>
Are able to bring their full attention to working towards the learning objectives and are reasonably confident that they will be successful

Are distracted by events in their personal and professional life, and/or are afraid of being seen to fail

Are encouraged to fun

Are uncomfortable, distracted and bored

### Adult learning theory: thinking exercise

- What helps you to learn?
- What kind of activities would you not enjoy on a training course?
- What other factors can you think of that might affect the ability of adults to have a positive learning experience?

### Working with cultural difference

Trainers need to be aware of the factors that may help or hinder adult learners. This is true of any group of people. When you are working with culturally diverse groups, it is even more important to be able to communicate across cultures.

In a globalized world it is important to understand why people from different sectors and cultures think and act differently. At the same time, people with the same political, cultural or organizational background do not all act the same. The stereotype of a manager from the West is someone who is very comfortable sharing their views and opinions, and is keen to make a decision in the shortest time possible. The stereotype of a manager from China or Japan is someone who tends to keep their opinions to themselves, defers to their manager, and takes time to make up their mind. While this may be true in some cases, it simply isn’t true of everyone everywhere.

In their book ‘Riding the waves of culture’ Fons Trompenaars and Charles Hampden-Turner define culture as ‘the way in which people solve problems’. If you have experience of running training courses internationally, you will be aware that cultural difference can also emerge around the areas of leadership and decision-making, communication and openness, and negotiation and decision-making. Working with culturally diverse groups is therefore a huge learning opportunity both for trainers and for participants because training touches on all of these areas.

### How far should a trainer go to encourage participants to contribute?

The challenge for trainers is how to make the most of the knowledge and skills that culturally diverse groups potentially offer. In our experience, working co-operatively with a group of participants, being open and relational, will create the kind of learning culture where learners can and most often will participate fully. During plenary discussions, it is important to ask for
contributions from all members of the group. Doing this signals to the people who say little, that you really do want to hear from them. Be aware, however, that some participants are naturally quiet whatever their culture. It is their choice whether to speak or remain silent.

Trainers cannot learn everything about every culture or sector but it pays to demonstrate cultural sensitivity. Keeping an open mind, being curious, and maintaining a spirit of respectful inquiry is possibly the best way to avoid misunderstandings. Most people, whatever their background, are proud of their culture and are very happy to share it if asked. If you are not sure what to do in a particular situation, just ask.

**Inquire about local custom and practice**

Taking the simple step of informing yourself about local custom and practice will help you to avoid making elementary mistakes that can cause a breakdown of trust between trainers and participants. This can be as simple as checking what time people are accustomed to taking breaks or meals. It could be about making arrangements for participants to take time out for prayer.

**A cultural learning experience in the Caucasus**

As an example of how not to do things, a few years ago I was working as part of an international team of trainers in the Caucasus. We were working with a very diverse group of people in a post-conflict zone. The theme of the programme was conflict reduction and consensus building and there was big focus on social interaction. Mealtimes got longer every day, to the point where the training schedule was becoming seriously disrupted. Out of a desire to get things done, I suggested that instead of sitting down to a cooked lunch, we could order sandwiches instead. None of the trainers objected, and so for lunch next day we had sandwiches. The non-verbal communication among the participants looked ominous. Nevertheless we managed to start the afternoon programme more or less on time, and I was pleased. Imagine my surprise when, during the review session at the end of the day, one of the participants stood up and stated in no uncertain terms, that without proper food she could not learn, and that sandwiches for lunch were completely unacceptable. We re-instituted cooked lunches, and things carried on as before. This is a lesson I have never forgotten, and that is why we asked what time you have lunch at the Secretariat in Montreal, and adapted the schedule so that we could have lunch at 12.30... .

**The importance of meals and break times**

Do not underestimate the importance of allowing participants to take customary breaks in the working day. Failing to do so can undermine a positive group dynamic and consequently affect participants’ motivation to learn.

**Further reading**

For information about cultural diversity in business, read

- ‘Riding the Waves of Culture’ by Fons Trompenaar and Charles Hampden-Turner
The Conscious Competence Continuum

Of unclear origin, the conscious competence continuum or ladder is a simple and elegant framework that carries powerful messages about learning for trainers and learners, whatever their experience. From the continuum we can learn that:

a) Self-awareness, self-esteem and willingness to learn are closely connected
b) Realizing that we need to learn something is the key to behavior change
c) Sometimes we need to step out of our comfort zone to realize that we are underperforming / lack the required level of skills to do a job
d) Giving and receiving feedback is one of the main ways in which we help each other to learn
e) Acquiring practicing new skills and knowledge requires concentration and effort
f) After a while highly skilled people have a tendency to become over-confident, careless, beyond or uninterested in feedback and – as a result – slip back into unconscious incompetence.

A Story about conscious competence

One trainer’s journey from unconscious incompetence to unconscious competence….and back again.

Unconscious incompetence
You have designed and delivered a number of capacity building programs. This time the planning was a bit rushed, but you managed to get through the week. As far as you could tell, you got the key messages across. And anyway, participants always like your facilitation style. You consider yourself to be a good trainer.

Conscious incompetence
On the plane home you decide to have a quick look at the feedback forms. The scores for your sessions in particular are very low. In the ‘any other comments’ box, one person wrote:

‘The facilitator seemed unfamiliar with the material and could not answer my questions’.

Another said:

‘The presentations went on too long. When the facilitator eventually asked us to do something in groups, I did not understand the point of the exercise.’
At first you are hurt and a bit annoyed. How could participants be so ungrateful when you worked so hard to give them an enjoyable experience? By the time your plane lands you have decided you need to get a second opinion.

Over a coffee you ask another facilitator with whom you have delivered training before, and whom you respect, to give you honest feedback on your training skills. S/he says:

“I like the way you create a positive atmosphere. But I noticed when we worked together that your instruction giving was a bit unclear. Also, I know it’s hard to find the time to prepare, but your slides are text heavy and very hard to read. If you like, I can help you review the slides for your next course. Oh, and there’s a ‘train the trainer’ course happening next month. Why don’t you go on it?”

You were tempted to ignore what the participants wrote in their feedback forms. Now that your colleague has given you the same feedback, you are determined to change.

**Conscious competence**
The ‘Train the Trainer (ToT)’ course gave you lots of practical tools and tips for designing and delivering training. The facilitator gave you positive feedback when you led an exercise during the course. As a result you feel more confident about running the same exercise on your next course by yourself. Watching the facilitators delivering the ToT gave you some ideas for improving the way you give instructions. Thanks to your colleague who made time to sit with you while you worked on your slides, the revised slide-set that you’ve prepared looks really impressive. No more slides covered in tiny illegible print! Just a few bullet points, and some great images that reinforce the messages.

Having to think about so many aspects of training all the time is tiring but it has been worth the effort. In fact your colleague has offered to sit in on your next course, and give you feedback on how you give instructions. And you managed to arrange it so you are co-facilitating on the following two courses with a facilitator who has a really good reputation. It took courage to ask her/him if s/he would work with you, but it will be worth it because you can learn a lot from her/him.

Months later…

**Unconscious competence**
The feedback from your last two courses has been fantastic. Even your manager has noticed the change in the way you deliver training. Suddenly everyone wants you to run training with you. Knowing how to deliver one or two participative exercises really well has made all the difference.

A year later….
You have been voted the best facilitator in the organization. You are surprised that the new facilitator seemed a bit unhappy with the course you just ran together. Admittedly the feedback was less good than usual. But as you said to her/him, some groups are like that. Why on earth did s/he have to go on and on about the importance of carrying out a TNA? Someone with your experience doesn’t need to do a TNA. Or do you?

Guess what happened next?
How to create a training plan

‘Process is the main course in the feast of creation’
Joseph Zinker, leading psychologist and exponent of Gestalt

A training plan is a detailed agenda or schedule that contains all the information that the training team needs to prepare for, and deliver a training course effectively. The participants do not see the training plan. All they need is the day-by-day schedule with the learning aims and objectives, brief descriptions of the session content, and timings.

Process and content – designing a meaningful learning experience

As a trainer your job is to design a meaningful learning experience for the participants. To do this you need to ensure that your training plan contains a balance of process and content.

Process is how you put the different elements in your plan together, how you connect and make links between one session and another, and how, as a facilitator, you help learners to make meaning for themselves.

Content is everything to do with the curriculum – the topics and themes that you put in the training plan.

Managing process and content
Creating a training plan is a) about selecting content that will help you to meet the learning objectives, and b) choosing training tools and methods that will enhance the learners’ experience. From a design point of view, your prime concern is to ensure that there is a good fit between process and content.

Thinking exercise: Good fit or bad fit?
Which of the following courses has a good fit between process and content?
Please see section three for information about facilitation styles.

- A course about experiential learning delivered using lectures from experts
- A course about collaborative leadership that is delivered in the hierarchical mode
- A course about developing and implementing strategy delivered in the autonomous mode
- A course on nuclear fusion using art, dance and song
Putting together a training plan: what, who, when, how and where

Now we are going to show you how to create a training plan systematically and collaboratively.

What?

A training plan contains elements of a timetable, a map, a script and an instruction manual all rolled into one document. A training plan generally consists of a table divided into columns and looks something like the table at the end of this section.

There are columns for the 1) timings, 2) the sessions with a brief description, 3) the objectives of each session, and 4) the training resources required e.g. projector, screen, number of flip chart stands.

You may also want to include information that will help other trainers to understand how to deliver the course in the future.

Who?

The training plan is written for the facilitators so that each member of the training team knows what s/he is expected to do to deliver the course successfully. The only part of the training plan that the participants see is the agenda with times, sessions, and brief descriptions of what the session content. The questions you need to ask yourself are:

Which sessions can I deliver myself?
Which sessions need to be delivered by someone with specific skills?
Who else should I invite to speak? E.g. topic experts, local officials, course sponsors

When?

You should aim to agree the training plan with your team at last 6 weeks before the training course takes place. It is important to send the edited version of the schedule to the participants so that they know what to expect. You should also send a plan to the venue with a list of the training resources that you require. In practice training plans are living documents and are often subject to last minute changes. Should you need to make changes to the plan, make sure everyone who needs to know about them has a copy.

How?

‘Deciding what not to do is as important as deciding what to do’
Steve Jobs

We are now going to create a training plan that will enable you and your colleagues to deliver a course that meets and, hopefully, will exceed the
learning needs of the participants. You want the course to be inspiring and engaging. But remember it is better to under promise and over deliver. So try to be realistic about how much content you can cover in the time available.

What do you have to help you create a fit for purpose plan?

- The results of your TNA
- The learning aims and objectives that you have agreed with the course sponsor
- Your understanding of adult learning theory and how to apply it to training design

Collaborative approach to creating a training plan

Some trainers create training plans on the back of an envelope or on their laptop. We believe that two heads are better than one, and we prefer to create training plans collaboratively.

Assumptions

This method assumes that you have already completed a TNA, and that you have drafted the learning aims and outcomes.

Method

Book a room where you can spread yourselves out and arrange to meet up with your colleagues for an hour. Take large post-its and thick pens to write on them (not ball-point pen). You might also want to take a nice drink for everyone, and some biscuits or fruit to keep your energy levels up.

Step one: Create a blank template

Take a flip chart and use a marker pen to draw a blank training plan (see figure 1 below) for each day of the programme. Your blank plan should have two sessions separated by a 30 minute break before lunch, and two sessions after lunch, also with a 30 minute break. Everyone must be able to see the plan in order to participate in this exercise.

Step two: Generate ideas

Working individually, take a few moments to reflect on the topics you want to include in the plan. Write your ideas on the post-its – one idea per post-it. When you are ready, begin to put your ideas on the plan where you think they will work best. Keep an open mind at this stage – welcome all ideas and do not exclude anything yet. When everyone has put up all their ideas, step back and review all the ideas. Ask questions to clarify anything you don’t understand.

Step three: Experiment

When there are no more questions, experiment by moving the post-its around on the plan. Ask what if?
Consider the sequencing and the timing. Which sessions should come first? Which sessions follow each other logically? Which sessions might be better delivered on a different day? Is there enough time for reflection?

**Step four: Select exercises that will enhance learners’ ability to achieve the learning objectives**

Once you are happy with the overall plan, consider what are the best methods to deliver each session? What exercises would help people to discover learning points? How can you build trust and encourage participants to work together? Are there any points in the plan where you think participants might be sitting for long periods, and it would be good to introduce a different type of activity? Based on what you know about the training venue, can you identify any sessions that might need to be adapted?

**Step Five: Check your design against the learning objectives**

Check the plan against the learning outcomes. Have you covered all the outcomes? Are there any imbalances in the plan? Are some learning outcomes covered less well than others? Are there any sessions that are not necessary? Dropping them could allow you to spend more time on a particular topic.

**Step Five: Sleep on it**

When you have done all this, do something else, and come back to the plan then next day. Review your plan again. You will almost certainly find something that you can improve or do differently. When you are happy with the design, create an electronic version of the training plan, and circulate it to the training team.

**Where?**

You need to think of where will the training be held:

What are the facilities? How large is the room? Is the layout of the room flexible? Can the tables and chairs be moved easily? Is there space to hang flip charts? Is there space to move about? Are there breakout rooms? Will it be possible to work outdoors? Is there Wi-Fi? Can the venue provide a projector, screen and sound? Where will the refreshment breaks and meals be taken?

Choosing a venue for a training event is a critical task because the design and layout of a training venue can influence training outcomes. Choose a venue with natural light, free wall space for flip charts, and space to move about. Access to an outdoor space is bonus because it makes participants more relaxed and keeps them awake. It also helps if there is a separate space for meals and refreshments.

Here is simple training plan for a one-day event that you can adapt for different topics.
**Practical exercise**
What do you notice about structure and content of the plan?

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Learning Objectives &amp; learning styles</th>
<th>Training Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.30 -10.00</td>
<td><strong>Session 1</strong></td>
<td>Welcome &amp; introduction</td>
<td>Name badges Pens and notebooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Break the ice, build the team, create buy-in to learning objectives</td>
<td></td>
</tr>
<tr>
<td>10.00 -11.00</td>
<td><strong>Session 2</strong></td>
<td>Exploring the topic, participant experiences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To develop a shared understanding of the topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Give learners and opportunity to share their existing knowledge and experience of the topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Build learners’ confidence</td>
<td></td>
</tr>
<tr>
<td>10.30 -11.30</td>
<td>Refreshment break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.30-1.00pm</td>
<td><strong>Session 3</strong></td>
<td>Information input</td>
<td>Projector and screen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To give learners specific theory and tools that they can apply to the topic (theorist/pragmatist)</td>
<td></td>
</tr>
<tr>
<td>1.00-2.00pm</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00-3.30pm</td>
<td><strong>Session 4</strong></td>
<td>Participative exercise</td>
<td>Flip chart stands x 4 and paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Application of theory and skills (activist/pragmatist)</td>
<td></td>
</tr>
<tr>
<td>3.30-4.00pm</td>
<td>Refreshment break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.00-5.00pm</td>
<td><strong>Session 5</strong></td>
<td>Learning review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>reflector/theorist/pragmatist</td>
<td></td>
</tr>
<tr>
<td>5.00-3.30</td>
<td><strong>Session 6</strong></td>
<td>Closing Circle</td>
<td>Feedback forms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To reinforce the learning, encourage learners to identify next steps (reflector, theorist, pragmatist)</td>
<td></td>
</tr>
</tbody>
</table>

*Table 2 Simple training plan for a one-day event*
The training course as learning journey

Practical exercise
Below is a visual representation of the training plan above. What do you notice about it?

Learning journey map: Key learning points

- The level of challenge is linked to the level of confidence and purpose in the group of learners
- There are breaks to allow participants to network and recover
- Learners experience the learning cycle up to ‘conceptualisation’ once before lunch, and once after lunch. Doing this helps to make the learning stick.
- Session 6 allows participants to reflect and come back down to earth
- However, by the end of the ‘journey’ participants’ level of skill, knowledge and awareness has changed, and remains greater than it was at the beginning of the day
- This pattern can be repeated every day on longer programme.
Training Design Principles and Values

Adult learners are creative and resourceful and can be helped to achieve the learning objectives.

We believe that adult learners are creative and resourceful, and that given the opportunity, they will take responsibility for what they need to learn. The role of the facilitator is not to provide all the answers. Rather, the role of the facilitator is to design and facilitate a positive learning experience that will enable learners to discover the answers to their questions, and take what they need to achieve the learning objectives.

➔ The design of the course must serve the learning objectives

Criteria for selecting training tools and exercises

There are all kinds of training exercises. Use these criteria for choosing an exercise that will work best with a particular group or learners, in a particular context:

- How does this exercise address the learning objectives? Which objectives?
- Does this exercise encourage learners to take responsibility for their learning? Will the learners be able to discover learning points for themselves?
- Does this exercise create opportunities for participants to learn from each other by sharing knowledge and experience?
- How challenging is this exercise?
- Is there good fit between this exercise and what I know about the learners (previous experience, education level, seniority, age, culture, gender)
- How much time do we need to complete the exercise, including review and reflection time?
- What resources do we need to run the exercise?
- How confident am I that I can facilitate the exercise well?

If you can answer ‘yes’ to most of these questions, probably the exercise will achieve the learning objectives. If you are not sure, ask another trainer for a second opinion.

➔ Use different types of exercise: keep learners on their toes, mentally and physically

When putting together your training plan, include different types of exercise so that learners get a chance to move about and connect with as many other participants as possible. You will find a number of exercises at the end of this session that involve getting up and moving around. Use all the space in the training room, and keep participants moving about. Walking can stimulate thinking. Sitting still dampens creativity.
More reasons to use different types of exercise

It is important to select different training tools and methods for a number of reasons.

- To try to satisfy the different learning preferences in the group
- To ensure there is a good fit between what you are teaching and how you are teaching it e.g. giving a lecture about the importance of collaboration will undermine your message because of the disconnect between the topic and the training method. If your topic is collaboration, explain what you mean and then select an exercise that allows your audience to experience the benefits of collaboration.

Session length

The optimum length of time for one session is between 45 and 90 minutes. Try to avoid letting sessions run over 90 minutes because learners will inevitably get tired and lose concentration.

Three steps to achieving a learning goal(s)

Think of a session as a three-step process. 1) Explaining/Giving information followed by 2) A participative exercise or task allowing participants to apply the knowledge they have been given followed by 3) Reflection time: what have we learned? What questions do we have? How can we apply what we have learned? Doing this takes learners a long way round the learning cycle. To complete the cycle they need to apply what they have learned at work.

Increase the level of challenge as the group becomes more confident

Gradually increase the level of challenge in each session in order to keep learners engaged throughout the day. The more learners get to know each other, and become accustomed to working together, the more confident and competent they will become. Use the morning sessions to build the team, and the afternoon to address the most complex or difficult topics and issues.

Allow time for participants to network and recover

Remember refreshment breaks and mealtimes are part of the learning experience. Build in half hour breaks mid-morning and mid-afternoon. Ten minutes for a break is not long enough even with a small group. The benefit of half hour breaks – essential if you are working with hundreds of people – is that they give trainers time to catch-up. If a session runs over you can cut the breaks to fifteen or twenty minutes. Do not try to rush participants through a schedule by cutting or removing breaks without their consent. Doing this can cause negative feelings that create barriers to learning.
Sometimes exercises can take much longer to run than you expect. This can be a good sign. The learners may be so engaged with the material that they want more time to consider it thoroughly. Should this happen, we recommend you cut a whole session from the schedule rather than try to skim over material. This is a question of judgment. In our experience, exploring a small number of topics thoroughly, is far better than trying to cover a lot of ground superficially. Less is more.

**Capacity building program design: Key learning points**

- Design your programs systematically, starting with the aims and objectives
- Assimilate and integrate everything you know about the needs, expectations, learning preferences, culture and context of the participants into the program design
- Apply your understanding of how adults learn to help you
  - select appropriate tools and methods and
  - decide how to sequence learning activities and sessions
- Use a standard template to create your design so that it can be understood and delivered by other trainers
- Involve your colleagues in the design process, and ask them for their feedback on the draft schedule
- Review the draft design to ensure that all the learning objectives are covered
- Include activities to suit different learning styles
- Ensure that there is a balance between process and content to help participants make sense of the learning content
- Increase the level of challenge for participants as the program progresses
- Ensure that participants are not sitting down in the same place for longer than 90 minutes
- Include a team-building exercise at the start of a program to help create a collaborative learning environment
- Include a break of 30 minutes mid-morning and mid-afternoon a) to let participants relax and b) to create the possibility of having shorter breaks in order to stay on schedule
- Include reflection time either at the end of the day, or at the start of the next day to help participants make sense of the program content
- Find out as much as you can about the training venue and adapt your design if need be
- Aim for a room that has natural light, round tables, wall space to display flip charts, and room for participants to move about
- Deciding what not to do is as important as deciding what to do
- Do not overload a program with content: less is more
Best training experience criteria created by participants in August 2014

Best training experience
- Plan training
- TNA
- Engagement
- Balanced interaction between trainer and audience
- Real field experience
- Participants input to program contents
- Dynamic
- Reflective exercises
- Empowerment
- Exercises
- Different perspective
- Participation
- Reaction
- Talking to people (not at people), equality of relationships (two-way)
- Listening
- Presentation skills
- Understanding of subject and concepts
- Adapting to local culture

Draft training schedule design standards created by participants in August 2014

Training schedule design
- Evolving/ongoing
- Flexibility/adaptability
- Consistency across CBD
- Continuous engagement of participants
- Balance between information input and exercises
- Feedback during and at the end of sessions + self-assessment
- Language and cultural background
- Daily recap
- Room for equal participation
Essential tools and exercises for facilitators

In this section you will find a number of participative training tools and exercises that you can build into your training plan to help your learners achieve the learning objectives.

When compiling the list of exercises in this section we used a mixture of practical and theoretical criteria:

- Participative and engaging – the exercise is enjoyable and it creates opportunities for participants to discover learning points
- Flexible – can be used with small or large groups and does not require special resources
- Technology light – not dependent on technology or a Wi-Fi connection
- Inclusive and appropriate – can be used with a diverse group.

Each exercise is fully explained with suggestions for how and when to use it.

Choosing the right exercise for your course

To help you choose them most effective and appropriate exercises for your course, ask yourself the following questions:

- What are the learning objectives, and how will this exercise help participants to move closer to achieving them?
- What do I know about the group and their learning preferences? i.e. are the participants accustomed to lectures or will they welcome the opportunity to learn from doing?
- How large is the group?
- How well do people in the group know each other? i.e. Can I run this exercise at the beginning of the day or will I need to allow people time to get to know each other?
- What kind of training space will I be working in? i.e. if the exercise requires people to move about, will there be enough space?

‘It ain’t what you do, it’s the way that you do it’

The secret of good training design is to select tools and exercises that are fit for purpose, and to use them sparingly. Less is nearly always more.

One of the principles of good design is ‘form follows function’. The same principle applies to training design. Never ever ask participants to take part in an exercise if you cannot explain how the exercise will help the group to achieve the learning objectives.
**True Story: learn from Edward’s experience**

‘When I was learning how to be a trainer, I was always looking for new training tools and techniques. I thought that the more tools I acquired, the better I would become as a trainer. I was keen to learn, and probably I was trying to compensate for my relative lack of experience. Now I see it is not how many ‘weapons’ you have in your arsenal. What matters is how and when you use them. The way facilitators add real value to a training course is by asking questions and facilitating discussions. Working in this way helps participants to make sense of the training content, and to discover how they can apply what they are learning after the course is over’.

**Icebreakers and energizers**

**Index of icebreakers and energizers:**
- Fact or fiction
- Name and memorable adjective exercise
- 3 Common and One1 unique
- Quotes
- Coat of Arms, flag or shield exercise
- Map of the World
- Game of catch
- Count to Twenty Exercise

**The difference between icebreakers and energizers**

Icebreakers, as their name suggests, are about breaking the ice. Icebreakers are used when a group is new to help people to get to know each another, and to create a positive learning environment. Icebreakers tend to involve some kind of information sharing that helps to break down barriers.

Energizers can be used at any time of the day. Energizers are about re-engaging or re-energizing a group of people who may have been sitting in the same place for too long. An energizer can be a short game or a physical activity e.g. stretching, taking a few deep breaths. The best energizers are a bit more than a game. It’s good practice to choose an energizer that contains one or two learning points that can provide a bridge to the next session. For example the ‘Count to Twenty’ exercise below is much more than a game. It allows the facilitator to draw out reflections on teamwork and communication.

**Tips for using icebreakers and energisers:**
- Be confident and be enthusiastic, whatever happens. If something does not work, either try another exercise or move on to the next agenda item
- Be careful if choosing volunteers. Never embarrass participants by making them do something that makes them uncomfortable
- Use energisers sparingly. If the group is working well, no need to run an energiser.
- Choose energisers that are appropriate for the group. For example, most adults will enjoy the ‘Count to Twenty’ exercise (see below), but they may not be very happy if you ask them to stand on a chair and sing
- Be careful how you use energisers that involve physical contact – if in doubt don’t
- When to use an energiser with a particular group is a matter of judgement.

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*54*
Fact or fiction

This is simple getting-to-know-you exercise that can be used to open a workshop or it can be used once people have got to know each other a little.

Ask everyone to introduce themselves and to share three things about themselves. Two are true and one is false. The group has to guess which one is false. There are always surprises, especially when people think they have already got to know each other. The facilitator can assess how comfortable people are with each other by the type of information that they share i.e. personal and or professional.

Name and memorable adjective exercise

This is a simple and fun exercise that helps people to remember each others’ names. Doing this breaks down barriers quickly and helps create a positive team dynamic.

Ask people to introduce themselves by their first name and to choose an adjective that describes their character well and also begins with the same letter as their first name. E.g. Enthusiastic Edward, Musing Matias, Kindly Kata.

3 Common and 1 unique

This is alternative getting-to-know you exercise, that allows participants to find out new things about their colleagues.

Break up the group in smaller groups of 4 to 6 participants. Ask them to find out 3 things that all members of this small group have in common (other than the obvious things such as working for the same company or institution, being in the same training course or town, being human). For example it may arise that all have two brothers, all support the same football team, etc. Ask them also to find out 1 thing that is unique to each person in the group, for example only one is a stamp collector, only one has been in Antarctica, etc.

Quotes

A simple exercise to get people focused on the subject.

Put a pile of quotes on slips of paper in the center of the room. Each participant picks one up, then choses a partner and begins to discuss what the quote says to them, if it is meaningful and how, etc. After a minute or so (very short) ask participants to switch partners and quotes (if they so want). Do this for about 10 minutes.
Coat of Arms, flag or shield exercise

What is it?
The coat of arms exercise is excellent tool for helping people to get to know each other at the start of a program.

Resources and pre-preparation
One flip chart per person
The facilitator pre-prepares an example coat of arms for her / himself to show participants what is expected.

How does it work?
The facilitators give everyone a blank flipchart and a marker pen. They ask the participants to draw a flag or coat of arms with four compartments, each containing the answer to one of four questions. It helps to pre-prepare a flag or coat of arms, and to display the four questions where everyone can see them i.e. on a flipchart or on the screen.

In addition, the facilitators can ask participants to:
- add a personal motto e.g. ‘Persistence pays’, and
- draw an image that represents a personal value e.g. a plant or an animal that represents qualities they admire or value.

The facilitators can adapt the questions to the learning objectives and to the needs of the group. Choose four questions in total from the following list. Feel free to make up your own questions.

- What do you bring to the course? (skills, knowledge, experience)*
- What do you want from the course (expectations)*
- What support do you need from the group and from the trainers?
- What might prevent you from learning?
- What hopes and or fears do you have about this course?
- What will make this a useful course for you?
- If you could learn only one thing from this course, what would it be?
- How will you know your expectations have been met?

* Essential questions, because they help participants to identify what they want to learn, and to realize that they already have some skills and or experience to share. This is important to build their confidence.

Benefits of this exercise
The benefit of this exercise is that it provides a framework for sharing all kinds of personal and professional information. Participants have control over what to share and what not to share.

Listening to other participants talking about themselves helps to build a positive learning environment. People learn a lot about one another in a relatively short space of time.
The exercise also helps to build an equal group culture, because everyone answers the same questions, and everyone has the same opportunity to speak.

It is important for participants to hear their own voice in the training room. This helps the participants to feel more comfortable in the learning space.

Lastly, the answers to the first two questions will help the facilitators to adapt the training to the needs of the participants, whether or not a TNA has been carried out in advance. The facilitator can learn a lot about how to behave, and how to work with the group from this exercise.

Map of the World: Getting to know you exercise

This is an exercise that works very well with groups that have participants from different countries.

**Aims:**
- To build the group quickly by setting a simple task that requires a little bit of team planning and negotiation.
- To give people an opportunity to get to know each other in a fun way.
- To provide a visual memory of where people come from.

**What does Map of the Word do?**
- It’s an icebreaker and a thought starter
- Allows participants to share information about themselves and to learn who is in the group
- Creates curiosity about other people in the group
- Gives group an opportunity to listen to each other
- Makes the room a little safer because the group begins to understand who is in the room
- Energizes the group because sharing biographical information creates opportunities to ask more questions later
- Helps build the team because participants need to work together to make decisions about north / south, distance and proximity
- Relaxes the group because it is fun
- Helps to build the group culture and identity e.g. it’s OK to laugh, it’s OK to mistake the south pole for the north pole.

**Resources and pre-preparation**
Space to move around. Ideally you need a room with no tables or obstructions.
Even better, you can do this outside if the weather is good!
Can be played by 12 or more people.
How does it work?

Facilitator’s Script:

**Part One**

“We are going to create a map of the world. I want to imagine we have a map of the world on the floor. Go and stand in the place where you were born.”

People will ask where is north and where is south?

Facilitator’s Response: You decide!

Rationale: This encourages the participants to talk to each other and begin to make collective decisions.

Ask if everyone is happy in the spot where they are standing?

Then invite participants to say who they are, where they were born, and what they do.

Wait until everyone has done this. Be sure to thank everyone for their contribution.

Optional questions to the group when the introductions are over:

What do you notice about our group?
How easy or difficult was it to organize yourselves? What helped? What hindered?

The aim of these questions is to raise awareness of
- the diversity in the group, globalization
- how leadership emerges in a group.

**Part Two**

Now please organize yourselves according to where you live and work now:

- When people are happy with their position in the room, ask them to explain why they moved? Where are they now?
- Then, when everyone who moved has spoken, ask participants what has happened? What do they notice?
- What connections can they make between the content of the program and the nature of the group?
- The aim here is to make connections with the program and the lives of the participants
- e.g. how often do they travel? To what extent are their lives shaped by globalization and increased mobility?
- What are the connections between this group and the content of the program?
Good For
- Groups where participants come from different countries
- Helping people to get to know each other
- Gives people a reason to go talk to someone after the exercise is over
- ‘Where are you from?’ is the favorite opening question of Jim Collins, Author of ‘Good to Great’
- Creating a relaxed, informal group culture
- Drawing out learning about globalization.

Tips
- As the facilitator, try to project energy and enthusiasm, genuine curiosity
- Listen well to what people have to share
- Be alert to signs that people are either enjoying the exercise or getting bored
- Let it run if people have lots to say. Or bring it to a conclusion if you sense that people have had enough.

Short Version
You can shorten the exercise and simply ask where people live and work now.

Game of catch
- No of participants: 4 - 16
- Time required: 10 - 15 minutes
- Resources required: Set of 3 balls (juggling or tennis balls work well)

Aims:
- To help people to learn each others' names
- To help people communicate more effectively
- Raise awareness of some of the factors that affect good communications and instruction giving including verbal and visual cues and timing
- Begin to build trust and confidence in the group by performing a fun physical task.

When to use the game?
Can be used at the beginning of a workshop as an icebreaker or as an energizer when people have been sitting down for a long time.

Where to use the game?
Can be run either indoors or outdoors. Running the exercise outdoors in the fresh air is especially advantageous when you want to re-energize the group, or change the group dynamic by introducing a new activity in a new location.
How to give instructions to the group?
1. Ask people to stand in a circle. Ensure that there are no potential hazards or obstacles such as tables, chairs and coffee cups.

2. Explain that you are going to throw a ball to someone in the group. Stress that participants must say the name of the person to whom they will throw the ball before they throw it.

3. When people are throwing and catching the ball with confidence, explain that you are going to add a second ball to the game. Inevitably people will drop the ball. When this has happened two or three times, stop the game and facilitate a group discussion about the factors that are either helping or hindering people from catching the ball. As a final challenge, ask the group to throw the balls continuously for one minute without dropping a single ball. The game ends when they can do this.

Learning content
4. There are three factors that affect people’s ability to catch the ball.
   - Calling someone by their name
   - Allowing time for people to receive and understand your message
   - Making eye contact
   - The pitch and pace of the throw.

Before you throw the ball it is essential to call the person to whom you intend to throw the ball by their name. Then pause to make eye contact with them. When you are sure that you have their attention, throw the ball at a pitch (neither too high or too low) and pace (not too fast) in order to make it easy to catch.

5. Restart the game with one ball. Gradually add the second ball and if time and numbers allow, third ball. Set the group the challenge of throwing all three balls simultaneously in the group without dropping them for one minute. The group may need several attempts before it succeeds in completing the task.

Things to be aware of:
Take a light hearted approach to this exercise so that people who are not good at ball games do not feel embarrassed or put on the spot.

→ Count to Twenty Exercise

What is it?
A team challenge that involves counting to twenty without anyone speaking at the same time as another person.

Resources and pre-preparation
A space where the group can stand in a circle should to shoulder
Nothing else
How does it work?
This exercise works well as a brain-teaser after lunch. It sounds simple, but in practice it is rare for groups to count to twenty at the first attempt. From experience, groups can become very frustrated if they have to start over and over again. Taking time to reflect on what happened and how people felt during the exercise can help to raise awareness of the characteristics of an effective team.

This exercise works with 12-20 people. If you are working with a large group, divide the room up into groups of 12-16.

Team Goal
To count to twenty as a group, without anyone speaking at the same time. If this happens, the counting must start again.

Instructions
Ask the group to stand shoulder to shoulder in a circle. The space between each person should be small but comfortable.

Tell people the goal is to count to twenty. If two people call out a number at the same time, the group must start again.

Tell people to close their eyes. This is important to make the exercise work. The facilitator starts the first round by saying ‘one’.

Anyone can restart the counting after two people have spoken at once. This always happens.

Questions to help the group to reflect and learn from their experience

- How did we do? (rate our performance)
- What happened? (people kept speaking at the same time)
- What caused this to happen? (lack of listening, not giving each other space)
- What were helps and hindrances? E.g. could not make eye contact, people getting impatient
- How did you feel as this was happening? (frustrated, annoyed, amused, nervous)
- Did everyone contribute? (some people may stop counting altogether)
- What if anything changed to help us count to twenty? (people started leaving space, people starting listening at a deeper level)
- What connections if any can we make between this exercise and the topic of the course?
Training exercises identified by participants during workshops in August 2014

Training exercises:
- Role play
- Case study and simulation
- Socratic wheel
- Panel discussion
- Carrousel
- Summarize expectations and level of achievement
- Introduce somebody in the group
- Demands and offers market
- Expert advice
- ...

[Image of post-it notes with training exercises]
Training tools and engagement exercises

Index of training exercises:

→ Breakout groups
→ Take a stand
→ SWOT analysis
→ Stakeholder analysis
→ Open Space
→ Beliefs questionnaire
→ Bin, bottle and bake
→ Timeline
→ Force field analysis
→ Where are we now, where do we want to be and how are we going to get there
→ Carousel

→ Breakout groups

Breakout groups are used all the time at meetings and conferences. Here are some tips to help you facilitate better conversations and better understanding.

Format and rationale
Breakout groups are essential to allow participants to discuss and explore key topics in line with the learning objectives. Breakout groups create opportunities for participants to ask questions they do not feel confident asking in a larger group. Working in a breakout group allows participants to get to know each other and share knowledge and experience. Breakout groups are perhaps the simplest way to build trust and address content issues. Breakout groups are a way of meeting both process and content objectives.

Communicate clearly what you want participants to discuss
Identify in advance 2-3 short questions related to the topic that you want participants to discuss. Distribute them around the tables either on flip charts or on a handout.
Display the questions on the screen if you have one. This is very important. Even if they have the questions written down, participants will always look at the screen to remind themselves what the questions are.

Logistics, roles and responsibilities
Breakout groups work best when people are seated at round tables or in a circle with a flip chart stand.
If you cannot provide flip chart stands, make sure each group has flip chart paper and at least one felt pen.
Breakout groups work best when there 6-8 people. It may be necessary to have groups with 10-12 people. Try to avoid this...
If you have a venue with an appropriate outdoor space, encourage people to work there. Make sure they come back on time.

Ask every group of participants to appoint a facilitator (if you don’t have any in your team) and a recorder.

The role of the facilitator is to clarify the questions and to encourage everyone to contribute to the discussion.

The role of recorder is to capture the key discussion points by writing them on the flip chart.

Be on the alert for volunteer recorders who decide to use their laptop or a small piece of paper. This is not helpful because nobody can see what they are writing. People in breakout groups need to be able to see the discussion points to help them participate in the discussion.

**Feedback in plenary**

Ask for feedback on specific questions from different tables. It is not necessary to take feedback from all the groups on all the questions. Ask tables to avoid repeating what has been said already and also to limit their input to addition points.

**Timing**

Allow at least an hour for the whole session including feedback in plenary. This works out at 30-40 minutes for the discussion in breakout groups, and 20 minutes for feedback in plenary. Add 5-10 minutes to explain the process and set up the groups.

Tell participants how much time they will have in the breakout groups. You might find it helps to give groups 20 minutes initially, and then give them more time if they need it.

During the discussions, monitor the break out groups by walking about. Use your eyes and your ears. It’s good practice to ask groups how much more time they need. The best indicator of a discussion that is going well is the noise level. When the noise level drops, it means people have said what they want to say. That is the time to invite participants to come back into plenary.

Be aware that participants get tired and may lose interest if the exercise runs on too long. Never let a session run longer than 2 hours. 60-90 minutes is long enough for a discussion in breakout groups followed by feedback in plenary.

It’s best to stop a discussion when people still have things to say. When it is all over, thank participants, facilitators, and recorders for their inputs.

> **Take a stand (also known as four corners exercise)**

This is an excellent exercise to run at the beginning of a course when you want to engage participants and to create a bit of energy in the room.
**Good for**
- Engaging & involving learners quickly
- Exploring potentially contentious issues or dilemmas
- Two way learning
- Creating a supportive learning environment
- Establishing norms and values
- Good energizer

**How it works**
- Select a topic that you want to explore e.g. leadership
- Write statements about the topic that will divide opinions e.g. ‘Leaders are born not made’
- Put up 4 signs in corners of the room = Agree, Agree Strongly, Disagree, Disagree Strongly
- Facilitator reads out a statement and asks participants to go to the sign that matches their personal opinion
- Facilitator encourages discussion in the corners, then facilitates large group discussion.
- Your goal is to help participants identify the key points of agreement and disagreement
- During the discussion participants may realize that they agree more than they disagree. If this happens the facilitator can gently challenge participants to change position
- Make sure that participants go back to the middle of the room at the end of each discussion
- Allow about 10 minutes discussion time per question.

The optimum time for this exercise is 45 minutes or 3-4 questions. Stop soon as you notice the energy levels dropping.

**SWOT analysis**

‘SWOT’ = Strengths, Weaknesses, Opportunities and Threats.

This is a useful framework to assess any situation, usually a strategy, policy or plan – or the lack of them, and focus on the desired change. It can be applied to current situation or future scenario.

**How it works**
List the key issues under the four headings. This way you will be analyzing the current or future situation and the issues surrounding it. Strengths may turn into Weaknesses if you rely on them.
too much but Weaknesses can be upgraded into Strengths. Small current Threats may evolve into destructive events and Opportunities may be overlooked.

Works best when discussions are held in smaller groups, between 4 and 6 participants. Allow sufficient time for discussion, and to share results in plenary.

Stakeholder analysis

What is a stakeholder matrix?
- A tool for identifying and analyzing key stakeholders
- Having identified your key stakeholders you can begin to develop a communications strategy to get your message across

Why analyze stakeholders?
- To identify the key individuals and institutions that are affected by, and can influence your project
- To analyze the extent of their influence
- To develop an effective communication and engagement strategy.

When to use a stakeholder matrix?
- If you are working with a group of people who will be responsible for influencing policy and / or bringing about change
- If your participants depend on other people to make change happen.

How to use the matrix
The matrix has two variables: a) power to influence a project and b) the degree to which a stakeholder can either have an impact on the project or is impacted upon by the project. Influence and impact can be positive or negative. Stakeholders can be institutions or individuals.

The exercise assumes that participants are all involved in and familiar with a project. They do not need to know the key stakeholders by name, only their generic function or sector.

Participants may hold different views and perspectives on the stakeholders, their impact and influence. One of the benefits of the exercise is that it brings these differences out, and participants may as a result change their opinion or attitude towards particular stakeholders. They may also discover stakeholders that they had previously overlooked or ignored.
Facilitator instructions
This exercise has 3 stages

- Giving instructions
- Group or table work
- Feeding back in plenary

Timing
- The whole exercise including explanations, identifying and analyzing the stakeholders and developing a communications strategy should take about 1.5 hours.

Step One Explain the purpose of the exercise
- Explain the purpose of the exercise – to identify and analyze key stakeholders.
- Divide people into groups of 6-10, preferably at round tables with somewhere to put a flipchart so that everyone can see it i.e. a flip chart stand, a wall, a table.

Step Two Explain the task
- Working individually, write the name of the key stakeholders in your project on the post-its. Write one name per card in large writing.
- When you have done this, put your stakeholders on the matrix where you think they should be.
- Have a conversation as a group about the positioning of each stakeholder – you may have different perspectives.
- When you have done this, consider who you want to communicate with, how, and how often.

Step Three
- Monitor the progress of the groups.
- Be available to answer questions and provide encouragement.
- Allow 15 minutes for feedback in plenary.
- It is not necessary to take feedback from every group.
- Ask participants to explain their thinking and to share any discoveries or surprises.

How many people can take part?
- Depending on the size room the room it is possible to run this exercise in multiples of 10, working in different groups. You can use break out rooms if these are available.

Resources and pre-preparation
- For each group pre-prepare a piece of flip chart paper by drawing a basic matrix.
- Large post-its or cards and masking tape to stick them to the matrix
- Pens
Force-field Analysis

What is force-field analysis?
Developed by psychologist Kurt Lewin, force-field analysis comes from social science and is now commonly used in change management. Force-field analysis encourages people to visualize a challenge or problem in terms of the balance between two opposing sets of forces:

- the driving forces (+) that are pushing to make the problem of current situation better
- the restraining forces (-) that are pushing to make the problem or current situation worse.

What are the benefits of applying a force-field analysis to a situation or system?
Doing this in a group can significantly increase the chances of creating a clear action plan with measurable goals. Force-field analysis works particularly well when participants are trying to decide how to move forward in a situation where there are many different and conflicting needs and interests.

Resources and pre-preparation
Flips charts prepared with a grid (see below), post-its, pens.

Set up
Everyone must be able to see the force-field analysis – either on a flip chart stand or on a wall.

Facilitator instructions
Explain the purpose of the exercise

Step 1 Create a flip chart with the following boxes:

<table>
<thead>
<tr>
<th>Problem/Issue/Situation Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. A large number of decision makers are unaware of the requirements Cartagena Protocol</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal/Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Increase by 50% the number of policy makers who can describe which aspects of the Cartagena protocol are relevant to their department</td>
</tr>
</tbody>
</table>
**Actions to maximize the impact of the driving forces**

<table>
<thead>
<tr>
<th>Driving forces (forces in favor) (+)</th>
<th>Restraining forces (forces against) (-)</th>
<th>Actions to reduce the impact of the restraining forces</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Legislation</td>
<td>e.g. Political</td>
<td></td>
</tr>
<tr>
<td>Reputatiion</td>
<td>Personal</td>
<td></td>
</tr>
<tr>
<td>Local needs</td>
<td>Interpersonal</td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Intergroup</td>
<td></td>
</tr>
<tr>
<td>Timing</td>
<td>Organization/administrative</td>
<td></td>
</tr>
<tr>
<td>Opportunity</td>
<td>Technological</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Financial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legislation/social</td>
<td></td>
</tr>
</tbody>
</table>

**Step 2:** Fill in the ‘Problem/Issue/Situation Now’ and ‘Goal/Target boxes’ – see examples above. Involve participants in defining the problem and the goal. If you are using force-field analysis as part of a strategic planning exercise, work on the goals that you have already developed.

**Step 3:** Ask participants to create a list of all the (-) forces that might restrain or oppose a solution/change. This can be done individually, in groups or using a brainstorm. It’s good practice to give people a few minutes to think before you ask them to share ideas. Rank the ideas in order of the forces that are the strongest, and therefore might be most difficult to overcome. List the ideas on the right-hand side of the chart. It is often helpful to indicate the strength of the restraining force by drawing an arrow under each force, the length representing the degree of opposition that might be encountered.

**Step 4:** Then repeat the process and make a list of driving forces (+) - those that encourage and facilitate change. Rank them and depict them, as in Step 3, on the left-hand side of the chart. The aim is to capitalize on those that will make the greatest contribution to resolving the problem/bringing about desired change.

**Step 5:** Generate ideas for maximizing the impact of the driving forces (+) on the left, and minimizing the restraining forces (-) on the right. Do this either in small groups or brainstorming. It is important not to discount any ideas at this stage.

**Step 6 Create an action plan**

Write the ideas on post-its and put them on the flip chart to the left or right of the appropriate (+) or (-) forces. Working as a group, prioritize the ideas in terms of ‘must do’, ‘should do’ and ‘could do’. Put all the ‘must do’s into a plan and agree who is going to be responsible and put a completion date on each action. The ‘must do’s are the key steps toward achieving your goal. As a general principle, save the ‘should do’s for later, and forget about
the ‘could dos’. The value of doing a force-field analysis is that it helps to create a practical action plan with realistic and measurable goals.

**Suggestion:** You could use ‘Bin, Bottle and Bake’ to prioritize the actions – see the instructions for ‘Bin, Bottle and Bake’ below.

→ **Open Space**

A self-organizing methodology that is very useful to identify which are the key issues that participants want to deal with.

**How it works**
The meeting is usually held with a specific purpose but with no detailed agenda. At the beginning of the meeting participants sit in a circle or in concentric circles and the facilitator introduces the purpose of the meeting and the self-organizing principle. Participants create the working agenda by posting their issues in bulletin boards or flipcharts. Each issue is then given a space within a sufficiently big room or in break-up rooms. The participants that raised the issues will initially stay next to the flipchart/bulletin board to introduce and discuss the issue raised. The other participants will show their interest on the raised issues by walking to where the issue is being discussed and participate of the discussions. Participants may move around the room/s, "voting with their feet" and contributing to the discussions. Notes reflecting the discussion for each issue are taken and shared in plenary at the end of the session.

For more information on open space technology visit: [www.openspaceworld.org](http://www.openspaceworld.org)

→ **Strategic planning exercise**

This is three step process that you can use with a group of people to develop a plan or strategy collaboratively.

**Advantages**
- Highly participative
- Everyone has a chance to express their ideas and to make their voice heard
- Working collectively tends to produce new and more creative ideas
- Opportunities, risks, and potential conflicts can be identified in a timely fashion
- Working collaboratively tends to create more buy-in to the final plan or strategy.

**Disadvantages**
- Needs time, at last 2-3 hours
- To be effective, the process cannot be rushed
- The process can take half a day even with a group of 10-12 people. It can take longer depending on a number of factors: the level of
knowledge and experience in the group, the extent to which participants feel they have a stake in the outcome of the process.

**Room-set up**
For this exercise you need a lot of wall space for each stage. This is because much of the work is done on flip charts. There must be enough wall and floor space for participants to be able to read and write on the flip charts without falling over the furniture or each other.

**Resources and pre-preparation**
Flip chart paper
Large Post-its or cards and sticky tape
Pens – broad tipped if possible so that people can read what other people write

**How it works**
The steps are 1) Where are we now, 2) where do we want to be, and 3) how are we going to get there?

The group identifies the gap between the current situation, and the desired future. Doing this allows helps to identify the key actions needed to implement the plan or strategy.

**Selecting exercises for different stages of the process**
You can use different types of exercise for each step.

e.g. a SWOT analysis for step one

We would not recommend brainstorming for each step because it can become very repetitive.

A Force Field analysis for the third stage to increase the chances of arriving at a workable plan.

The important thing is to follow the process through to the third step, and get consensus on who needs to do what, how and by when.

**Facilitators’ instructions**
Explain the purpose of the exercise and how it works
You may want to agree a few ground rules e.g. one person speaking at a time and ‘no such thing as a silly idea’.

**Step one**
Display the question ‘Where are we now?’
Your aim as facilitator is to enable participants to share as many thoughts and reflections as possible about the current situation. Expect positive and negative comments.

There different options for gathering this information
As it is the first activity we would recommend giving participants time to think. You can ask them to write down their ideas on post-its and then put them on the wall. Insist that participants do this one by one, reading their ideas one by one. Encourage participants to listen to their ideas with an open mind. Do not allow people to start a discussion or to debate the merits of a particular idea. When this is done, ask participants to group the ideas by theme. Using post-its makes this easy to do.

The benefit of working this way is that everyone has an equal chance to contribute their ideas, and everyone hears what other people think.

Alternatively you can run a SWOT analysis.

Whatever you do, keep the pace moving without making participants feel rushed. Thank everyone for their ideas. Do not comment on their ideas at this stage.

**Step two**
Repeat the process with the question
‘Where do we want to be?’
You could use a brainstorm for this step because by now the group will have warmed up. Keep the brainstorm moving and do not allow participants to critique each idea. The aim is to generate as many ideas as possible. When everyone has shared their ideas, ask participants to group the ideas according to theme.

When they have done this, facilitate a short discussion to deepen participants understanding of what has emerged. Suggested facilitator questions include:

‘What do you notice about our ideas for the future?’
‘What are the similarities?’
‘What are the differences?’
‘What if anything is missing and why do you think that is?’
‘What if anything surprises you and why?’
‘Before we move on, is there anything that anyone wants to add?’

**Step three**
Display the question ‘How are we going to get there?’
Your aim is to help the group identify key actions required to step closer to the desired future.
As before, you can do this in a number of ways: Create a calendar on the wall, month by month or quarter by quarter
Invite participants to work in groups or individually to identify key steps and write them on post-its. Make sure the participants specify what needs to happen, who needs to do it and the when the action must be completed. When everyone has done this, invite participants to put the actions on the calendar. People will have different opinions on the what, the who, and the
when. When all the post-its are on the wall, facilitate a discussion. The following questions may be helpful:

‘What’s your main reaction to seeing the plan / calendar? ‘
‘How realistic is it?’
‘Is there anything we need to change?’
‘What conflicts if any can you identify?’
‘Is there anyone who needs to be involved whose name does not appear on the calendar?’

Alternatively you can run a force-field analysis.

In practice the next step is to ask for a volunteer to type up the calendar and circulate it for further review.

Beliefs questionnaire

This is a useful technique for sharing thoughts, ideas and opinions within a group. It encourages all members to develop their own views and share them with others. It is particularly useful where the topic being considered contains value issues where there is no right answer.

How it works
Create a questionnaire with a number of statements that may, or may not be considered important to the topic under discussion. The statements need to cover as wide an area as possible and may at times contradict each other. Ask participants to individually score each statement between one and four. One indicates the statement has no importance to the topic, while four indicates a strong belief in its importance to the topic. Two and three provide a little light and shade.

Then ask participants to form small groups to share their scorings and reach a consensus view on the scorings for each statement. Offer the group the following structure for reaching consensus:

- Set a clear objective for the activity e.g. produce a definition, highlight key issues, determine priorities, share everybody’s ideas, etc.
- Go through the statements quickly ticking all those for which there is obvious agreement
- Star those where you disagree, do not discuss them at this stage
- Return to those starred and try to reach an agreement through discussion
- Allow participants to change a few words of the statement if the change is not substantial and would allow them to reach consensus
- Encourage each group to reach a final view on the objective of the exercise
- Bring the group back to share their findings as a whole group.
Timeline exercise

This is a great exercise to build an event taking place over a period of time, or to review a past event. Let’s take the example of how this exercise was used during the August workshops at the CBD.

We used this exercise to review how the first day of training went, which helped participants recap what was done on the previous day and focus again on the training session, and to get an understanding of what were the sessions that were most relevant to participants. This was also a very practical way of receiving feedback from participants. Feedback received from participants at the first workshop allowed us to adapt the second workshop in order to better meet expectations.

**How it works**
We used the meeting room’s floor as working ground (but this could also have been done on a wall or large sheet of paper). We introduced the exercise to participants and asked them to write on separate sheets of paper the three sessions of the previous day that they found most relevant.

We placed on the floor the timeframe of the previous day, which started at 9.00 am and finished at 5.00 pm. We asked participants to, one by one, place their three sheets of paper with their sessions on the timeline, trying to remember the approximate time at which the sessions were held. Before placing them they were to talk to the group explaining which were the sessions they found most relevant and why.

At the end of the exercise it could be observed which sessions were found most relevant, which ones weren’t, and if participants shared similar views.

Before closing the session participants were asked to give their views on the exercise and on the visual results that ranked the relevance of sessions by the number of participants that chose a particular session.

**Bin, bottle and bake**

This is a very simple exercise to discuss about different ideas generated and choosing one of them.

**How it works**
Get the group to brainstorm a number of ideas to deal with a specific issue of concern. Once a number of ideas have been generated, ask the group to use this technique discuss, evaluate and classify each idea.
- Bin: the idea will not work and it is not worth taking forward
- Bottle: the idea is so good it will work without making any amendments
- Bake: it is a good idea and needs further discussion and work to make it viable

If any idea is classified as Bottle, the group can start working on that idea. If no idea is classified as Bottle, use the ideas under Bake and discuss what needs to be further developed to make it viable and turn it into a Bottle idea.

→ Carousel

A carousel is a cycle that maximizes opportunities for participants to express an opinion on a set of questions or topics.

Benefits of using a carousel exercise
- For the participants it is an opportunity to move about, interact, ask questions, clarify and exchange ideas
- For facilitators, a carousel is a way to raise energy levels, encourage knowledge sharing and to gather feedback
- A carousel produces written outputs that can be typed up and circulated
- An effective carousel can also give both participants and facilitators a sense of achievement.

How it works
The facilitator writes questions on selected themes and topics on flip charts and places them on tables or ‘stations’ around the room. This is best done during a break.

Participants spend approximately 20-30 minutes at each table or ‘station’. During the conversation the facilitator writes down key points and observations on the flip chart.

At the end of the first round the facilitator stays behind in order to explain the thinking of the previous group and to decipher hand-writing! After two rounds the law of diminishing returns applies because it becomes increasingly difficult to think of anything new to add. For this reason the facilitator may decide to stop the exercise after three rounds.

Sitting or standing conversations?
If it is possible and even desirable to dispense with tables. Simply put the questions on flip charts on the walls and let participants stand. Standing conversations can work better than seated conversations. When they are standing, participants are less constrained, and are more likely to stay engaged. They are more motivated to keep to time because they know they will be able to sit down again!
Resources and pre-preparation
- Tables or stations corresponding to the number of discussion topics or themes, usually 3-4 different stations for up to 40 people.
- If you are working with more than 40-50 people we recommend you set up carousels in parallel. 6-10 at a table is workable number. More than that means that some participants will not be able to contribute to the discussion.
- Pre-prepare flip charts with clear questions or topics for discussion and place them either on the wall or on the tables – one at each station
- Pens

Timing
Allow about 90 minutes for a carousel including 15 minutes for feedback in plenary. Check with participants to see how much time they need. Try not to have people sitting at tables with nothing to say and don’t interrupt a discussion when participants are engaged and motivated. Knowing when to move groups on is a matter of observation, asking people and then using your judgment.

Facilitator instructions
Explain the aim of the exercise e.g. to explore and give feedback on 4 key areas of a strategy document.

Explain what the questions or topics are, and invite participants to choose one table to start their journey round the carousel. It’s good practice to display the topics for each table on a screen because participants always look for instructions on the screen.

Appoint one facilitator at each table. The facilitator stays at the same table for the whole of the exercise in order to communicate the key discussion points from the previous group(s).

Keep the groups to time and give each table a 5-minute warning before you move them on. See the notes above about managing time.

When the conversations begin to slow down, that is the time to stop. Do not force people to go round the cycle if they do not have the energy to do so. As a minimum three changes is enough.

When the carousel has stopped, ask each group to back to its starting point. Give the groups five minutes to read the comments that other groups have added, and then ask each group to feedback in plenary. If you are working with a small group – less than 30 - you might invite the whole group to walk around the room to hear the feedback. It depends how many participants there are, and how space you have to move about.

Thank everyone for their contributions and collect the flip charts.
Variation on a carousel

Another way to use the carousel format is to have different speakers at each table who are there to provide input on specific topics. As a rule you need to allow participants at least 30 minutes at each table so that they can have a useful exchange with the speaker and with each other. You could do this after a panel presentation where the speakers talk for 10-15 minutes and then move to different tables.
**Steps in a systematic approach to designing training**

Here is a checklist to remind you of the key steps towards designing effective training programs. If you can answer all or most of these questions, you will find it much easier to design and effective training program:

1. What is the general aim of the course?
2. What are the key learning objectives?
3. What should be included in the course in terms of skills, knowledge and attitude modification?
4. How can we ensure that the participants are the best placed to apply the learning?
5. What are the most appropriate methods of learning to help achieve the objectives?
6. What resources are needed to use these methods?
7. How can the course best be designed to meet the above criteria?
8. What is the best way of presenting/delivering the course?
9. How can the success of the program be evaluated?
10. How can the program be refined or improved?
11. What are the most effective means of providing on-going support?

*Adapted from Developing Effective Training Skills, Tony Pont, McGraw-Hill*
Step Two – Delivering capacity building activities

Learning objectives

The aim of this section is to help you facilitate capacity building programs efficiently and effectively. By the end of the section you will be able to describe what you will do to:

- Engage and motivate learners
- Build trust and rapport with and among learners
- Create a culture of collaborative learning
- Ensure participants are able to make their voice heard
- Deliver presentations that help people remember key learning points
- Communicate information in language that people can understand
- Listen and respond to learners effectively
- Facilitate peer2peer learning and knowledge sharing
- Give and receive feedback to / from learners
- Encourage learners to take responsibility for their learning
- Clearly communicate steps for sharing and embedding learning after the learning event
Facilitation

What is facilitation?

To facilitate means ‘to make things easy’. To do this, facilitators need to know what they are talking about, possess excellent communication skills, and have a high degree of self-awareness. The art of good facilitation is to form a partnership with a group of participants, and to work with them collaboratively to achieve the learning aims and outcomes.

What do facilitators do, and how?

Facilitators do not need to know everything about a topic. But they must be able to make the most of the skills, knowledge and experience in a group. Facilitators support learners and add value to a learning experience by:

- Asking questions that help learners to discover links and make connections
- Motivating and building participants’ confidence
- Helping learners to make sense of an unfamiliar topic and to identify ways in which they can apply their learning.

The table below lists some of the key competencies of a facilitator.

Self-assessment exercise

Read the competencies in the table below and ask yourself ‘Do I do this?’ and ‘how often do I do it?’

Which competencies would you like to develop most?

When and how can you do this, and who can help you?

<table>
<thead>
<tr>
<th>Facilitator Competence</th>
<th>Explanation</th>
<th>Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explains the course aims and outcomes, gives an overview of the schedule</td>
<td>Creates buy-in to the learning outcomes, and manages participants’ expectations, answers questions.</td>
<td>□ Rarely □ Sometimes □ Usually □ Always</td>
</tr>
<tr>
<td>Builds trust and rapport with the group</td>
<td>Makes time for participants to get to know each other, and to feel comfortable working together. Agrees ways of working with the groups, is respectful towards participants, co-trainers, and</td>
<td>□ Rarely □ Sometimes □ Usually □ Always</td>
</tr>
<tr>
<td>Contributors</td>
<td>Works with the participants to maintain a positive, inclusive learning environment.</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Present information</td>
<td>Communicates in language that people understand, creates and delivers presentations that harness the power of word and images to get the message across.</td>
<td></td>
</tr>
<tr>
<td>Listens actively and authentically</td>
<td>Listens with an open mind and with genuine interest. Pays attention to non-verbal communication and is fully present.</td>
<td></td>
</tr>
<tr>
<td>Questions effectively</td>
<td>Asks questions that encourage participants to think for themselves and discover learning points. Challenges participants appropriately.</td>
<td></td>
</tr>
<tr>
<td>Facilitates understanding</td>
<td>Makes connections and links between what is being said, the training content, and learning outcomes. Identifies themes and patterns, shares ideas and hypotheses with the participants. Uses the breaks to connect with individuals who may need extra support.</td>
<td></td>
</tr>
<tr>
<td>Manages and monitors progress</td>
<td>Manages learning activities skilfully, checks participants are comfortable with the timing, pace and level of the challenge. Asks for feedback on progress during breaks. Makes changes where needed to the schedule in a way that avoids making learners feel under pressure or that they are 'missing out'.</td>
<td></td>
</tr>
<tr>
<td>Facilitator presence and style</td>
<td>Is fully her / himself in front of the group. Can share thoughts and observations and be direct, open and honest in giving and</td>
<td></td>
</tr>
</tbody>
</table>
Table 3 Facilitator Competencies Self-assessment

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>receiving feedback. Forms a</td>
<td>working partnership with the participants.</td>
<td></td>
</tr>
<tr>
<td>Closes session positively</td>
<td>Prepares participants for the end of each day. Allows time for reflection and making sense, summarizes key learning points, ends on a positive note. Communicates next steps.</td>
<td>Rarely</td>
</tr>
</tbody>
</table>
Facilitation styles

One of the facilitator competencies is ‘Facilitator presence and style’. What we mean by this is how you work with participants, how you communicate with the group, and how you take decisions about to proceed.

John Heron’s three modes of facilitation

If you are new to training, Heron’s modes of facilitation is a very useful framework to help you decide how and why to choose a particular facilitation style. Heron says that there are three ways to interact with a group. There is no one best way. Each is valid depending on the maturity of the group.

The hierarchical mode
When you are operating in this mode, you take responsibility for all decision-making. You set the learning objectives, you design the schedule, you decide what people will do, how, when and for how long. You interpret and make sense of what happens on behalf of the group. You have the final word on everything.

The cooperative mode
In this mode you share your power with the group. You give participants a certain amount of freedom to manage their learning, and to take responsibility for the way they work together. You share your feelings and opinions without trying to impose them. You seek to work collectively.

The autonomous mode
Here you give the group total freedom to decide what they want to learn and how they want to learn it. The group alone makes the decisions. You might say: ‘Decide what and how you want to learn today. When you have finished, come back and tell me how you got on’.

Each of these modes are useful at different times and they are not exclusive e.g. you can set up an autonomous learning situation in the hierarchical mode.

Learning Tip: Remind yourself about Tuckman’s model of group dynamics in section 2. Being able to read group dynamics will help you to decide which mode of facilitation to use.

Facilitation modes: thinking exercise
Imagine you are going to facilitate a group of 40 people who do not know each other. The course lasts five days. When, if at all, would you use the different modes?

a) The hierarchical mode

b) The co-operative mode

c) The autonomous mode

Please see the answers on next page
Answers

a) At the start of the program, when trust is low, and people do not know what to expect. When you want to save time. When the group is forming – see Tuckman’s model of group dynamics in Essential Learning Theory.

b) When people have got to know each other, and are working as team. When participants are clear about the learning objectives and are highly motivated. When the group is norming – see Tuckman’s model of group dynamics in Essential Learning Theory.

c) You might use this mode towards the end of program when the group is feeling confident and competent. For example you could give them a task or a challenge to complete in any way they like. When the group is performing – see Tuckman’s model of group dynamics in Essential Learning Theory.

Going with the flow

Experienced facilitators can work intuitively without losing sight of the learning objectives. They decide in the spur of the moment what the participants need to learn next, and what is the best tool or method to use. To do this successfully you need to have a good understanding of the learning needs and preferences of the group, and be very skilled at reading group behavior. Working in this way may involve using all three modes. If you can do this successfully, probably you have reached the stage of ‘unconscious competence’ (see the Conscious Competence Continuum in Essential Learning Theory).

Visualizing the changing relationship between the facilitator and the group

→ From CAC to PES

Remember we talked about the difference between telling and showing? This diagram shows how the relationship between the facilitator and the participants changes over time.

Left hand side: At the beginning of the programme the facilitator takes control of the group and uses their natural authority to lead the group towards the learning objectives. S/he takes command.

Which of the Heron modes of facilitation does this remind you of?

Right hand side: As participants gain confidence, they form a team, and become a group of active learners. The design of the programme encourages
the learners to participate more. The facilitator encourages them to share their experience with each other. The facilitator offers support and encourage where needed.

Which of the Heron modes of facilitation does this remind you of?

How many stages of Tuckman’s model of group dynamics can you identify?

The relationship between the facilitator and the group is not linear
The CAC and PES model could be interpreted as saying that the relationship between the facilitator and the group is linear, and that leadership passes seamlessly from the facilitator to the group. If only it were so. As we have tried to explain, group dynamics change throughout a course. A group that was confident and motivated one day can become confused and uncomfortable the next. The facilitator’s job is to work with the group to find a way through. Sometimes you will have to go back into command and control until the team is ready to get on with the task.

A tool to monitor your performance as a facilitator

![Diagram of Adair's 'Action Centered Leadership'](image)

Figure 7 Adapted from Adair's 'Action Centered Leadership'

Working with groups is complex because there are many variables. To lead a group effectively you need to know where you are going, and how to take the participants with you. During a programme it is good practice to reflect on how your are working with the group, and what you could do differently to ensure that participants get where they need to go.
Action Centered Leadership
A useful tool to help you keep yourself on track is John Adair’s well known leadership model: task, team and individual (see figure 2). Most of the facilitator competencies that we described earlier fall into one or more of these areas. In the context of facilitation, **Task** is about ensuring that participants understand and are committed to achieving the learning objectives, and know what they have to do. **Team** is about building trust in the group, creating opportunities for people to get to know each other, paying attention to the group dynamics. **Individual** involves identifying the learning and support needs of particular learners. It could be supporting them to overcome a language barrier or helping them to understand a particular theory. It is likely that you will have natural tendency to operate in one or two of the areas, possibly at the expanse of the third.

How we use Adair
Our approach is 1) explain the task, 2) build the team, and then 3) attend to the needs of individual learners. This is because we believe that you have to get participant buy-in to the objectives at the start of any programme. Remember we said earlier that adults learn best when they understand why they need to learn something. Secondly, a good team dynamic is essential to maximise knowledge sharing and collaborative learning. Having taken care of task and team, you can then attend to individual learning and support needs.

All groups are different, however, and during the life-time of a course, you will probably find that you have to step back and forth between task, team and individual on a regular basis. The secret of efficient and effective facilitation is to try to balance the amount of time you spend in each area. Try to avoid getting caught up in one area at the expense of the other two.

Thinking exercise: When you are working with groups, which areas do you focus on and how?

**Achieving the learning objectives**  
To what extent is your focus on achieving the learning objectives? How do you ensure that participants have clarity about the objectives and what they need to do to achieve them?

**Encouraging people to work together**  
How much do you put into maintaining a healthy group dynamic? What tools or strategies do you have for managing group dynamics?

**Supporting individual needs**  
Have you ever discovered yourself giving your whole attention to the learning needs of one or two participants? How do you balance the needs of individuals and the group as a whole?
**Working agreements**

At the beginning of a course we strongly recommend you initiate a discussion in plenary about ‘ways of working’. This is a polite way of saying we need to talk about things like time-keeping, monopolizing the conversation and other anti-social behavior.

Doing this helps to raise participants’ awareness of the kind of behaviors that can detract from the group learning experience e.g. arriving late for sessions, using an electronic device during a session, interrupting, forgetting to take your coffee cup and litter with you.

**The real value of a working agreement**

Having some agreed ways of working is useful in itself because it sets some behavioral norms that help to build a positive group culture. How you arrive at the agreement matters, too. Negotiating a working agreement in a participative way demonstrates your intention to work cooperatively. Co-creating the agreement means that participants have an investment in making the agreement work. Should there be repeated occurrences of behavior that goes against the spirit of the agreement, the facilitator can invite the group as a whole to review the content of the agreement, and decide what changes, if any, they want to make. Working in this way makes it possible for the facilitator to move quickly and legitimately from command and control mode to participative and supportive.

**Timing**

The best time to talk about ways of working is after the group has had an experience of doing an activity together. Why? Because talking about values and behaviors in the abstract is not very easy or real. It’s better to wait until the group has a sense of what it is like to work together, and can draw on what happened to create an agreement that works for all.

**Method**

We recommend you raise the topic of ‘ways of working’ after the first coffee break, or after the first participative activity. Our approach is to begin the process by writing the word ‘respect’ on a flipchart or slide. Respect, for us, covers many different things including arriving on time and respecting different points of view. Then we invite participants to share things they would like to add. Working in this way you should be able to finalise an agreement in 10-15 minutes. Explain that the agreement belongs to everyone and that everyone has a responsibility to make it happen. Display the agreement where everyone can see it. You will find a template for drawing up an agreement in a slightly different way in the [Additional Learning Resources](#) section. It is called the 4Gs.
Listening and questioning skills

EARS is an acronym for encouraging, asking, reflecting and summarizing. These behaviors are all key to helping people make meaning and find solutions to their challenges and dilemmas. Good facilitators do this all the time.

Encouraging
Let participants know that you really care about what they have to say. Looking – and being – interested is how you can encourage them to share their skills, knowledge and experience with the group. Maintain eye contact and remember too much eye contact can be uncomfortable. In some cultures maintaining eye contact is considered disrespectful. If you find it difficult to maintain eye contact fix your gaze just above the heads of the people at the back of the room.

Be aware of your body language and non-verbal communication. Is there anything that you are doing that conflicts with what you are saying?

Be aware of the tone of your voice. Is your voice warm and enthusiastic, or cool and monotonous?

Where is your comfort zone in the room? Do you feel safe behind a lectern, or could you go and stand nearer the participants and make eye contact? Consciously change the spot that you occupy during the day. Moving closer to people is a way of signaling that you want to connect and it is a way of demonstrating your authority.

Asking
Ask questions in ways that encourage participants to express and opinion. A well framed question can help participants to clarify their thinking. Once you understand where the person is coming from, and their perspective on the situation, you can ask more questions that may then help her / him to gain a deeper understanding of the issues. They may even begin to identify steps towards a solution to a problem.

Examples of ‘open’ questions

‘Tell me about your experience of doing this. What happened?’

‘What would it look like if you achieved your goal?’

‘What are the roadblocks?’

‘If you were to try another approach, what would that be?’

‘How does it make you feel?’

An open question is a question to which you cannot reply either yes or no
Reflecting
Reflecting back is a useful technique for encouraging people to say more about what they mean without seeming to ask another question. Asking lots of questions can be irritating for the person who is trying to answer them.

Reflecting back is when you repeat a word or phrase that some say to you, without changing anything, and in a completely neutral tone of voice, without a hint of judgment. Doing this enables the speaker to ‘hear’ their perspectives from a neutral source. It also gives the speaker an opportunity to clarify their thoughts and feelings, and perhaps to reassess their point of view.

Example:

Participant: ‘I’ve tried to get people to do what you recommend, but it’s pointless.’

Facilitator: ‘Pointless?’

Participant: ‘Well not exactly pointless, it’s just that you have to keep reminding them. They will do it eventually’.

Summarizing
Summarizing is an essential technique for facilitators. At different times during the day, you need to draw out key learning points. At the end of day you need to tell people what they have learned. This may sound silly, but people are more likely to feel that they have achieved something, and remember what they learned if you remind them what they did, how and why.

‘So what we learned today is....and the reason why this matters is....’
‘The message that I think we all took this morning from our guest speaker is....’

‘What surprised me today about our experience today is....’

‘So what I’ve understood is....'

You might also want to suggest some reading or other ways in which participants can prepare for the next day. ‘So before tomorrow morning we need to....’
Maintaining a positive group dynamic

When you are facilitating a group of people you need to pay close attention to how the group is working and do what you can to keep participants energized, motivated, and focused on achieving the learning goals. You need to anticipate and work with the group to address any issues that potentially could have a negative impact on the group dynamic. Groups communicate how they are feeling in all kinds of verbal and non-verbal ways. The best way to ‘read’ the group dynamic is to use your eyes and ears to monitor group and individual behavior:

- Are people on time or are they consistently late back from breaks?
- Do participants sit in the same spot every day or do they swop seats and mix with other learners naturally?
- When the trainer gives instructions for an exercise, how quickly do the participants begin the task?
- Do the participants look engaged, are they enjoying themselves?
- Are participants comfortable laughing with each other?
- Is the group newly formed and lacking in confidence?
- Is the group well established with a clear identity and sense of purpose?
- Is there a set of group values that everyone understands and works towards?
- Are there accepted ways of learning and doing within the group that need to be respected and or challenged?

If you do notice any unexpected behavior, the best thing to do is to tell the group what you have noticed and invite participants to help you find a solution together. Asking for feedback at the end of the day can help you to identify and make small changes that make a big difference to the group dynamic.
How to avoid common pitfalls of facilitation

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>You find yourself answering lots of questions from participants.</td>
<td>Throw the questions back to the group i.e. ‘What do other people think?’</td>
</tr>
<tr>
<td>You cannot answer the question.</td>
<td>Say ‘I don’t have the answer right now but if you would like to give me your email I will try to find out.’</td>
</tr>
<tr>
<td>One of the participants keeps interrupting and giving the group misleading information.</td>
<td>Thank the participant for their contribution. Say ‘That’s your opinion. I’d like to hear what other people think.’ And / or, revisit the ‘agreements’ and add ‘monitor your input’.</td>
</tr>
<tr>
<td>The group is very quiet and you find yourself answering your own questions.</td>
<td>Take a deep breath after you ask a question and count to ten in your head. Someone will answer.</td>
</tr>
<tr>
<td>The group looks tired.</td>
<td>Stop, take a break, get the group to do something that involves walking about. Send people for a walk for 15 minutes and give them a question to discuss while they are getting some fresh air.</td>
</tr>
<tr>
<td>You realize you have been talking for a very long time.</td>
<td>Stop! Introduce a group exercise.</td>
</tr>
<tr>
<td>Participants seem reluctant to change places.</td>
<td>Mix them up into groups. Rather than numbering participants, use fruits e.g. ‘apples, oranges, bananas and pears’. All the apples sit together, all the oranges sit together and so on. You can choose the fruits according to the country or region that you are working in.</td>
</tr>
<tr>
<td>A session ends much sooner than you expected.</td>
<td>Show a short video that is relevant to the topic e.g. a TED talk.</td>
</tr>
<tr>
<td>A session over-runs badly.</td>
<td>Decide what you can cut from the schedule and revisit the schedule in the evening with your co-trainer – if you have one.</td>
</tr>
<tr>
<td>Your co-facilitator over-runs which means that you have to cut an important session that were going to run next.</td>
<td>Make it a rule to give each other feedback at the end of the day. Be honest with your co-trainer and try to find a way to manage the time better together.</td>
</tr>
<tr>
<td>Participants are late back from lunch.</td>
<td>Do an energizer with the people who have come back on time.</td>
</tr>
<tr>
<td>The course was supposed to begin 5 minutes ago and the room is less than half full.</td>
<td>Say you will give people a few more minutes to arrive, then begin.</td>
</tr>
<tr>
<td>Some of the participants are sending emails and checking their phones all the time.</td>
<td>Have a discussion with the group about ways of working together. If you have already created a list of ‘agreements’ or ‘ways of working’, re-visit the list at the next opportunity.</td>
</tr>
</tbody>
</table>
Tips for using PowerPoint

‘People who know what they are talking about don’t need PowerPoint’
Steve Jobs

We’ve all endured ‘Death by PowerPoint’.

The way to lose an audience is to read from slides that are over-loaded with words and have not pictures. Inserting a few images in the belief that ‘A picture says more than a thousand words’ will not help, unless the pictures reinforce the meaning of the words.

At the CBD, because of who you are, and what you do, doing without PowerPoint is probably not an option in the short term. There are some things you can do, however, to avoid text heavy presentations and keep the attention of your participants.

Do invest time in deciding what are your key messages.

Do not cut and paste large amounts of text in small fonts into a slide and expect people to want to read it.

Do try to distill your messages into short bullet points, no more than 3-5 per slide, using a simple font like Arial to make reading easier. To mention an example, the template that we use for our PowerPoint presentations uses Arial font, size 32 for the title and size 28 for the bullet points.

Do put any additional text that you need to remind you what you want to say in the notes at the bottom of the slide. Only you can see these notes.

Do choose powerful images that reinforce your message

Do not use clipart – everyone has seen it before

Do face your audience and talk to the slides that you can see on your laptop

Do not turn away from your audience and read the slides from the screen

Do allow time for questions

Do not talk for longer than half an hour

Try Prezi

As an alternative to PowerPoint you could try Prezi which stores your presentations online. A lot of people like Prezi but it can take time to learn how to use it effectively. See www.prezi.com
Powerful presentations: Ten top tips

➡️ One: Is your presentation necessary?
Decide why you are giving a presentation and what you want to achieve. Presentations are about influencing: you may only have one opportunity to persuade an audience to make a choice, get involved, change their mind, take a set of actions.

Presentations are also good for building trust between the speaker and their audience but also for networking between individual members of the group.

➡️ Two: Prepare prepare prepare
▪ Research your audience
▪ Put yourself in their shoes
▪ What are their expectations?
▪ What are the norms in the organization?
▪ What do they know about the topic?
▪ Are there any gaps in my knowledge?

➡️ Three: Structure

➡️ Four: Only connect
How do I want to come across?
What control do I have over:
▪ How I look
▪ The three Vs of communication: visual, verbal, vocal
▪ Eye contact
▪ Body language
▪ Use of language / jargon

Research suggests you have about 6 seconds to make a positive impression…

➡️ Five: The “stickiness” factor
A picture says more than 1000 words
Visuals: create interest, fast, memorable
Pre-prepare flip charts
Avoid “Death by PowerPoint”: reduce word count
Touch: give your listeners something to hold

➔ **Six: Be yourself**
Conversation, tell a story, importance of stories
Make them laugh if you can: appropriate humor
How do I manage nerves? Breathing
What should I hold back? Don’t tell everything
Remember you are your best selling point

➔ **Seven: Rehearse, rehearse, rehearse**
Timing, speed
Audibility, pitch and tone
No more than one slide a minute
Prune, edit
Ask a friend to be your audience

➔ **Eight: Listen to your audience**
Ditch the presentation if you have to
Be prepared for questions
Have questions ready for your audience too

➔ **Nine: After you have finished**
Create value
Follow-up: Make sure your email address appears in the first and last slides
Take handouts, examples

➔ **Ten: Make the most of it**
You only get one chance to engage people: don’t waste it
Co-training and co-facilitation: building a working relationship

Building a relationship with your co-trainer

When you are working with another trainer for the first time, it makes sense to talk about how you are going to work together. What is your approach to designing and delivering specific sessions? Are you co-designing and co-delivering the program? To what extent do you want to collaborate?

Here are some questions to help you have a conversation about working together effectively:

- What do you know about each other and the material you are delivering together?
- Is this co-training, or are you taking responsibility for separate sessions?
- What do you know about your individual training style(s)?
- What are your individual strengths and weaknesses?
- What are your collective strengths and weaknesses?
- What kinds of issues might cause difficulties e.g. planning and preparation, forgetting the equipment, not knowing how and when to intervene in your partner’s session?
- What do you most want from your co-trainer (ask before you need it)?
- If something goes wrong, how will you deal with the situation together?
- What kind of feedback do you want from your co-trainer in order to help you develop your training skills and knowledge e.g. ask your co-trainer for specific feedback on your listening and questioning skills?

Adapted from ‘Learning Together’, Bryce Taylor, 1993

Further reading
A really excellent compendium of learning theory and practical tools for working with adults:
- Adults Learning, Fifth Edition Jenny Rogers, 2007
Tips for facilitators: flexing your facilitator muscles

Try always to put yourself in the shoes of the people you are training, and ask yourself what they need to learn (not what you want to teach them).

Reduce, Reuse, and Recycle tools and exercises. Reduce the number of exercises that you use in any workshop. You need far less tools than you think to achieve the learning objectives. When you feel tempted to add another exercise or another tool to your crowded schedule, ask yourself how the exercise will add to participants’ learning. Remember it is quality, not quantity that counts. Reuse the tools and exercises that work. Some games and exercises never wear out. Recycle tools and exercises when you get tired of using them. Keep the best bits and discard the parts that no longer work.

Ask for feedback on how you work as a facilitator from participants, co-facilitators and clients. Seek opportunities to work with other facilitators, and ask each other for feedback. Do this before the course begins, and be specific about what you want to have feedback on e.g. your presentation style, listening and questioning skills. And be generous with constructive feedback to other people. Noticing what people do well, and telling them so, is one of the greatest gifts you can give.

Invent, imagine and experiment with new ways to engage and inspire learners. How can you make the topic relevant and entertaining for your participants? What language, images, and metaphors will be your learners understand and appreciate? If the topic is water, use imagery and technical terms from the water industry. If you are working with a mining company, use mining terms and concepts. Is there anything you can do differently that will achieve the same learning outcomes? If you see another trainer using an effective tool or exercise, ask them if you can borrow it.

Never be afraid to depart from the schedule. Notice where the energy in the group lies, and give people time to explore the questions that are important to them. If this feels like stepping out of your comfort zone, then do it. Notice how it feels to go with what people want to learn, not what is written in the schedule.

Excel at listening and asking questions. Listen to what people have to say, and ask questions that help learners to think and discover the answers to their challenges and dilemmas. Really listening to people is a way of showing and earning respect.

Remember what you do well. Reflect on how you can do more of what you do well. Be authentic, be yourself, and you will find it much easier to build trust with your group of learners, and get them doing things they never imagined they could do.
Trainer good practice

Introduction

- Trainees welcomed
- The trainer introduces themselves
- Trainees have the opportunity to introduce themselves
- Trainees learning needs are checked, for example through
  - Pre-course questionnaires reviewed
  - Hopes and fears discussed
- The outline objectives of the session are explained
- Administrative elements are covered for example breaks, fire exits etc.

During the session

- Trainees are given appropriate time and attention for example
  - No-one is ignored
  - Session does not move forward until everyone is ready to do so
- Trainer is able to accept others views where appropriate and treats all trainees fairly
- Trainer acts on non-verbal signals e.g. body language and facial expressions showing boredom, confusion, tiredness etc.
- Trainees are actively listened to.
- Trainees are able to ask questions, express concerns, views and comments when they need to
- The manner and level of delivery is appropriate to the learners needs e.g.
  - pace of delivery
  - methods used (group work, exercises etc.)
- Trainer’s voice is clear and at appropriate volume and pitch.
- Barriers to communication are identified and minimized, e.g.
  - Layout of equipment
  - Layout of room
- Distractions removed
- Trainer displays confident body language, e.g.
  - Maintains eye contact with group
  - Moves comfortably round the room
- Information is clear and accurate
- Visual aids area clear and correctly displayed
  - OHP
  - Flipcharts
  - Whiteboards
  - Videos
- Understanding and learning is checked with the group throughout the session

Exercises and Activities

- Exercises and activities area correctly and clearly explained
- Exercises and activities are facilitated and controlled effectively
- Feedback on learners’ performance is provided effectively

The Ending

Trainer checks that objectives have been met, for example by:
- Asking questions
- Exercise
- Test activity
- Questionnaire
- Learning is summarized
Draft CBD Presentation standards created by participants in August 2014

Presentation standards:
- Confidence
- Tone of voice-loudness
- Keep people on toes
- Strong message to start a presentation
- Comparisons between old and new
- Avoid distractions to what is being said
- Entertaining
- Use of humor
- Use of graphs and images
- Images catching / powerful
- Personal anecdotes / touch
- Posture
- Same amount of time for each slide
- Limit nº of messages
- Strong message at the end to wrap up
- Avoid too much introduction before getting to the point
- Ensure messages are received
- Develop sufficiently key parts
- Good introduction of topic
- Not rush too much / right pace

Presentation standards:
- Use pictures and visuals, to the right balance
- Right pace for people to keep up
- Manage timing, keep calm
- Balance in quantity of information
- Pay attention to timing
- Storytelling / narrative
- Theory and practice
- Pay attention to body language
- Liveliness
- To the point / keep it simple
- Humor
- Attention to audience
- Branding of PowerPoint
Step Three – Evaluating capacity building effectiveness

**Why evaluate capacity building and training activities?**

1. The aim of this section is to help you evaluate capacity building programs efficiently and effectively. By the end of the section you will be able to describe what you will do to:
   - Demonstrate an awareness of the reasons why it is important to evaluate learning
   - Describe three indicators or measures that you will use to assess the effectiveness of a learning event
   - List some of the essential elements in an evaluation form
   - Give two examples of how you will evaluate the reactions of learners to a learning event (reaction level)
   - Explain how you will assess the extent to which learners are able to apply their learning after the learning event
   - Capture your learning from designing and delivering a training workshop
   - Identify changes and improvements that you can apply to the design and delivery of future learning events
   - Capture unexpected learning and integrate it into future training
   - Design an evaluation form
   - Write an evaluation report.

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*‘Measure what is measurable, and make measurable what is not so’. Galileo Galilei*
Why evaluate capacity building and training activities?

‘If it can’t be measured it can’t be funded’
UK NGO manager, circa 1990

Evaluating training is time consuming and expensive. Gathering evidence that a particular program has brought about a lasting change in participants’ behavior and values is difficult. Trying to prove that a training course has made a difference at organizational, let alone national or regional level, is extremely difficult. So why bother?

Training evaluation has its devotees and its critics. Some people (like the NGO manager above) will not fund activities without proof of impact. Others dismiss evaluation forms as ‘happy sheets’. The believe that the positive feelings the participants take away from a training event soon wear off without any change or improvement in their performance.

There is a middle way, we think, between being cynical about the value of evaluating training, and investing a disproportionate part of your budget in reports that few people read, and fewer still act upon.
Kirkpatrick’s 4 levels of evaluation

Kirkpatrick’s 4 levels of evaluation is the standard framework for evaluating training. You can apply the Kirkpatrick model to any capacity building activity, although as we said before, the fourth level is very hard to demonstrate.

Reactions  
Level 1  
Did the participants like the program? Did they feel it was useful? Did the program meet their expectations?

How and when  
Measured through feedback forms at the end of course that are sometimes called ‘happy sheets’. Because participants are accustomed to being asked to complete a feedback form at the end of the program, and tend to do it as quickly as they can, we think it pays to gather feedback on the day in unexpected ways.

For example, you can create a large group feedback flipchart with statements about the course e.g. ‘I learned something new today’ or ‘I feel confident that I can apply what I learned in my work’. Each statement has a score of 1-6 next to it, where 1 is low and 6 is high. Using 1-4 or 1-6, even numbers, make it impossible to give a neutral score. At the end of the day we ask participants to put a tick or a cross against the number that corresponds most closely to their experience of the course. This method is a simple and effective way of ‘taking the temperature’ of the group. On a program lasting several days it is important to do it at the end of each day because if there are issues that need to be addressed, the trainers need to know about them in time to be able do something. Never leave feedback till the final day a program. The risk is that you will get some negative feedback that could have been avoided.

Learning  
Level 2  
Did the participants learn what they were supposed to learn?

How and when  
Measured by asking participants to assess their level of skills and knowledge before and after the program. This can be done online using survey monkey or a similar program. The design principles for a self-assessment survey are the same as for a TNA – (see How to carry out a TNA section) Also by asking participants how far they were able towards the learning and objectives. This is a standard question in feedback form.

Behavior  
Level 3  
Did the participants apply their new learning back on the job?

How and when  
You need to wait 2-3 months in order to give participants time to apply what they have learned. Measured chiefly by asking participants how far they moved towards the goals in their personal action plans. For a more reliable assessment of their progress it is important to involve their managers and other people they work in the feedback process. Can be done using the same
range of techniques employed to carry out a TNA e.g. online survey, 1.1 interviews, focus groups.

Results
Level 4

Did the training have any measurable business impact/outcome?

How and when
Evaluating the impact of CBD capacity building at national or regional level is huge task and beyond the scope of this handbook. From our own experience the most powerful evidence of the impact of training can be anecdotal, the stories that participants share informally, and that don’t go beyond their immediate colleagues and friends. Participants often do not realize that these stories are like gold dust for trainers. Encouraging participants to share stories about ‘what happened next’ should be part of the follow-up support activities. These stories will be of interest to stakeholders at all levels and can add value to the reputation of the organization as a whole.
Developing a systematic approach to evaluation

Be consistent and be transparent
Evaluation is an integral part of the capacity building cycle. It is important to build a relationship with the participants as early as possible, and to be consistent and transparent about what you are evaluating and how. Facilitators and participants need to work together to monitor and evaluate programs.

It is important to encourage two-way feedback between the facilitators and the participants during a capacity building program. Doing this helps to identify any unexpected barriers to learning, and gives the facilitators an opportunity to review the design and content of the program, and make changes where possible.

The evaluation process starts with the training needs analysis and continues during and after the program. Here are a number of practical and effective ways to integrate evaluation into training and capacity building programs.

➔ Before the program:

What?
Ask participants to review and comment on the proposed content of the capacity building program.
Ask participants to assess their level of competence against a person specification – the knowledge, skills and awareness required to do a job.

Without a baseline of knowledge and skills you will not be able to measure the success of the program.

Give participants responsibility for setting their personal learning goals. Doing this creates buy-in and shared ownership of the learning objectives.

How?
Ask the participants to identify three personal learning goals that they can review at the end of the program.

Email a questionnaire to participants asking them to assess their level of knowledge, skills and self-awareness. Or create an online survey.

Online Surveys: create an online survey, it will be more efficient and increase the level of participation than if you send a questionnaire by email. Use multiple-choice questions to make it easier and quicker for participants to reply.

Open Questions: open questions can produce valuable information because they encourage learners to think broadly and deeply about their learning needs. However, open questions take longer to answer because they require more thought. Because of this we recommend that you put a limit of 2-3 open questions in an online survey.
During the program:

Build in opportunities for participants to reflect on their learning each day.

Encourage participants to record their key learning in a learning log or journal at the end of each day. You’ll find a template for a learning log in learning resources.

Informal feedback: ask participants for feedback informally during the day, over coffee, during the lunch break.

End of day feedback: at the end of each day ask participants to rate 3-5 statements about the day. Do this by creating a large wall chart with 3-5 statements and scale of 1-6 where 1 is low and 6 is high.

Doing this achieves two things:
- First, you will receive feedback from the participants about their learning experience and the effectiveness of the course.
- Second, you send a message to the participants that you want their feedback, and this in turn tells the participants that you respect and value their feedback. This helps to maintain and build the relationship between the trainers and the learners.

Team blogging: invite participants to write a blog about what happened each day. Doing this has at least three benefits:

Blogging is a relatively new way to encourage people to reflect and share their learning with other people. A blog can be shared not only with the course participants but also shared with other people who may have an interest in the topics covered.

Secondly, the act of creating a team blog helps people to share and clarify what they learned, and for some learners, things may only begin to make sense or fall into place during the conversation about what to put in the blog.

Thirdly, team blogging encourages collaborative learning and knowledge sharing. The act of writing a team blog tends to increase individual and team motivation, and helps to develop a sense of shared pride in their achievements. Team blogging can also help to increase the chance of building and maintaining a learning community, after the training is over.

Learning logs: encourage participants to complete learning logs at the end of each day by themselves. Allow time in the program for participants to do this. The act of reflecting on what happened during the day increases the chances of participants remembering what they learned the next day. Time allowing, invite participants to share what they have written in small groups. Doing this helps learners to make sense of what they experienced during the
day and often participants discover new learning points while they are discussing their learning logs.

Closing rounds: make time in the program for a closing round. Sit in a circle and ask participants to share their key learning, their best or worst moments during the day. Listening to each other talking about their experience of the day can help participants to gain a deeper understanding of what they learned, how, and why. For the facilitators, a closing round is a very useful way of hearing what participants valued or found most useful about the day.

➔ At the end of the program:

Give participants an evaluation form at the end of the last day of the course. Allow time in the program for participants to complete the evaluation form. Do not let participants leave the room without completing a form. The response rate for evaluation forms that are emailed to participants after a program is very low.

**Tips for designing an evaluation form:**
The purpose of an evaluation form is to gather feedback from the participants about the key elements of the program so that you can continuously improve what you do.

**Content:** only ask questions about aspects of the program that matter to you.

Start by asking participants to tell you how close they got to achieving their learning objectives.
Then ask to what extent the training met the program learning aims and objectives.
Focus on what went well, and what could be improved.
Ask about helps and hindrances to learning, and personal highlights and low points.

**Design and structure:** the design of your form should mirror the structure of the program.
It is important to design an evaluation form so that the questions are easy to understand and also that there is a structure and good flow to the questions.
Use multiple-choice questions to make it easier and quicker for participants to reply.

Avoid multiple questions because they are confusing and very hard to answer. Test the questions out on your colleagues. Are the questions you want to include easy to understand?
Remember the saying: “Rubbish in, rubbish out”. You need to help your participants give you the information you need.

**Length:** as a rough guide, two pages is long enough for an evaluation form if you want participants to answer the questions fully.
Gathering feedback at the end of each day eliminates the need for a lengthy evaluation form.

Quantifying evaluations: make sure that you can quantify evaluations, coming to a general final value, e.g. 7 out of 10. Coming to a final quantitative evaluation will allow you to compare how you did in different programs and understand what is working well and what needs improvement. A final quantitative evaluation will also allow you to monitor the evolution of the program over the years and understand if the improvements introduced have a positive impact over time.

You’ll find templates for short and longer evaluation forms in the learning resources section.

Writing evaluation reports: the whole purpose of carrying out evaluations is to analyze evaluation results and draw conclusions. It is therefore essential to carry out such an analysis and materialize it on a report. The report does not need to be complex or extensive. On the contrary, the more concise the report, the higher the probabilities that it will be read by colleagues and supervisors.

Typically, an evaluation report would include the following main items:

a. A short review of the work/workshop/training carried out and the facilitators general view of how s/he thinks it went.

b. Key analyses of evaluation results. This should be a qualitative presentation of the key elements, which indicate the participant’s level of satisfaction with the main areas of the workshop/training. Here it should be evident what went well and what did not.

c. General conclusions expressed qualitatively on the basis of the quantitative results and the views of the facilitator.

d. On the basis of the results and general conclusions, recommendations for improvement.

e. Finally, as annexes, you can decide to include details of all the data and analysis carried out addressed to those who may be interested on details and in analyzing the conclusions and recommendations presented against the actual data-set.

⇒ Follow-up:

Organize a webinar 3 months after the course in order to:

- Ask the participants to what extent they have been able to implement their learning
- To capture success stories
- To identify any new challenges or learning opportunities
- To support and maintain a culture of learning
Evaluating Training: Exercise
How do you assess the usefulness or enjoyment factor of a training course?
Think of a time when you were a participant on a training course.

1. What did the trainer(s) do to make the course useful / enjoyable?
2. What did the trainer(s) do that made the course less useful / enjoyable?
3. What other factors made the course more or less useful / enjoyable for you?
4. How do you decide whether or not a course is useful or enjoyable?

Evaluation: key learning points
- Evaluation and feedback must be integrated into every stage of the training cycle
- Evaluation is a collaborative activity between trainers and learners, trainers and clients, learners and learners
- Always ask if the effort spent on evaluation is justified by the quality of the information obtained
- Organisations and governments invest in learning because they want long-term impact
- There is a steep decline in reliability and validity as you progress from Level 1 to Level 4 of Kirkpatrick’s evaluation model
- The further you get from a learning event, the harder it is to say for certain that the learning event was the cause of change
- The key to measuring the impact of CBD training may lie in working with Partners to identify what you want to measure and how it can best be done.
- Just because it is difficult to evaluate training it does not mean we should not try
- Measure to what extent:
  a) the program has met the learning aims and objectives
  b) learners have progressed towards their personal learning goals
- The design of a feedback form should mirror the overall structure of the program
- Use quantitative and qualitative questions
- Make the questions easy to understand, and order them so that there is a good flow
- Use multiple-choice questions to make it easier and quicker for participants to reply
- Try to limit feedback forms to 1-2 pages
- People can dislike a program but still learn from it
- People can enjoy a program and not learn from it.

Further reading
Draft CBD Evaluation standards created by participants in August 2014

Evaluation standards
- Short
- Evaluate only useful information
- Be clear why to evaluate
- Quick daily evaluations
- Not asking some questions
- Standards to be able to compare different events
- Standard components / headings for all evaluation forms
Step Four – Follow-up support

How to follow up and support learners ........................................115
Taking a systematic approach.........................................................116
Tips for on-line facilitation..............................................................118

‘People expect to be bored by e-learning - let’s show them it doesn’t have to be like that’

Cammy Bean, VP Learning Design, Kineo

Learning objectives
The aim of this section is to help you plan and carry out follow-up support activities efficiently and effectively. By the end of the section you will be able to describe what you will do to:

- Take a systematic approach to helping learners apply their learning
- Use a number of tools and systems to develop and maintain a knowledge community
- Describe two challenges for facilitators when working online and how you will address them
- Engage learners in the process of applying and reinforcing their learning.
Towards a self-managing learning community

Establishing a realistic level of support
Providing follow-up support to a global network of learners may seem like a never-ending task. It is an unwritten rule of support groups that the more support you offer, the more people will expect. Clearly this is unsustainable. Establishing what level of follow-up support the CBD can realistically provide with its current resources, and doing this consistently across all CBD’s programs would be a useful first step.

Characteristics of self-managing learning communities
It is interesting that one of the most successful knowledge networks is self-organizing and self-managing i.e. Wikipedia. Generally speaking professional networks need to be ‘fed’ with articles and invitations to participate in webinars and surveys to keep people interested. Some networks seem to grow exponentially e.g. Facebook, Instagram, LinkedIn, Twitter. Other networks struggle to attract regular visitors and become moribund.

Thinking exercise
What communities are you a member of and why?
What is the purpose of the community?
How is it managed?
What do you get from being a member?
What do contribute to the community?
On a scale of 1-10 how confident are you to become a community member in 6 months’ time?

What makes a sustainable learning network?
Networks become sustainable for a number of reasons
- They meet a specific need e.g. personal, professional, political
- They provide opportunities to network with like-minded people
- They are the place to be seen – in other words they are ‘cool’ and it is ‘uncool’ not to belong
- They are easy to access
- They are fun
- The biggest attraction to sites like Instagram and Facebook is photo sharing.

Successful networks are able to attract members and turn them into regular visitors and contributors because their members can see that there is something in it for them.

Rights and Responsibilities
Belonging to the community of CBD previous participants implies responsibilities as well as rights. The key to providing consistent and quality follow-up support may be to involve participants in building and maintaining a knowledge community, perhaps by setting up a stakeholder led task group to oversee the provision of follow-up support. The membership of the task group could be part CBD staff and part previous participants.
Developing a systematic approach to follow-up support

We recommend taking a systematic approach to providing follow-up support:
- What kind of on-going support do participants need?
- What resources does CBD have already?
- What are the most cost effective ways of providing support to a global network? Partnerships?
- How can CBD participants and stakeholders be involved in providing follow-up support?
- What level of support can CBD realistically provide?

What kind of on-going support do participants need?
Identify what kind of support your participants need. It seems likely that the needs of the participants will vary depending on their role, experience, region or country.

Types of follow-up support

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webinars</td>
<td>Newsletters</td>
</tr>
<tr>
<td>Coaching and mentoring (by Skype or Google Chat)</td>
<td>Email</td>
</tr>
<tr>
<td>Action centered learning (face to face and virtually)</td>
<td>Online forums</td>
</tr>
<tr>
<td>Peer2Peer support</td>
<td>Blogging</td>
</tr>
<tr>
<td>Follow-up Training</td>
<td>TED talks, Vimeo, Youtube</td>
</tr>
</tbody>
</table>

Some of these types of follow-up support can be led and managed by participants, with limited input and support from CBD.

What resources does CBD already have, and what resources could it develop, with whom?
CBD already has the capacity to deliver webinars and some e-learning.
Action: Review existing content and decide whether and how these materials could be made available to all CBD stakeholders.
Investigate e-learning partnerships with universities and digital learning providers e.g. Coursera, The Khan Academy.

Communication channels
It is important to communicate what you can offer, and to manage stakeholder and participant expectations.

Choose the most effective method of communicating with previous participants. Is it via the website, by email, or through a dedicated site for participants?

How can stakeholders and participants be involved?
Encourage peer2peer learning and support across your network.
Establish interest groups and online forums.
Encourage stakeholders and participants to post questions online and help each other. If one country or region is experiencing an issue or challenge, it is likely that
another region or country may already have had the same experience, and has found a solution that can be shared. Organize webinars with topic experts bi-monthly.

**Going forward**
Finally, CBD does not have to take responsibility for providing follow-up support to participants indefinitely. The more participants are involved in supporting each other, and helping to share knowledge and experience, the more sustainable the impact of the CBD program will be.
Tips for on-line facilitation

There are two types of on-line facilitation, synchronous and asynchronous.

Synchronous facilitation
Synchronous facilitation happens when you facilitate a meeting with all the participants online at the same time. This is easiest to do when participants are living in similar time zones.

Synchronous online facilitation is not very different from face-to-face facilitation. The facilitator needs to behave and act exactly as they would at a face-to-face meeting. The main difference is that participants cannot always see each other. Because of this some participants may hold back from contributing because they feel intimidated or they are afraid to interrupt.

These are some of the things you can do to engage participants and maintain the flow of the meeting:

- Speak clearly and slowly
- Make a conscious effort to address people by their names and ask participants to say their name when they want to add something to the discussion
- Pay attention to the tone of your voice – try to maintain a warm and interested tone – remember the 3 Vs of communication
- Communicate the agenda and the time when the meeting will end
- Agree some meeting protocols i.e. one person speaking at a time. If people want to make a comment during a presentation, use the chat box at the side
- Re-iterate key points so that people can follow the discussion
- Separate the roles of presenter and facilitator. One person cannot do both roles.

Here are some additional common challenges for online facilitators and some possible solutions.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with a group of participants who live in different time zones</td>
<td>Accept that meetings may have to take place very early for some people and quite late for others. Identify and agree a time that is convenient for the majority of participants. Alternate meeting times to avoid inconveniencing people from one part of the world.</td>
</tr>
<tr>
<td>People turn up late and or leave early</td>
<td>As the facilitator you can ask the group to help. ‘Has anyone else noticed that this is happening?’ ‘Does anyone have ideas for what we could do to help each other meet more punctually?’ The point is that people would probably not behave in this way if it were a face-to-face meeting. Or at least not so much.</td>
</tr>
</tbody>
</table>
The free technology does not work

It's very frustrating when the technology does not work. Sometimes using the free version of a program like Skype is a false economy. Upgrade so that you can see the participants they can see you and each other.

The technology does not work for some people

Experiment with a different online platform. There are a number of free and reasonably priced programs on the market. Try Go-To-Meeting, Skype or Adobe Connect (there is a cost attached).

People still can’t see each other for a number of reasons, no camera, slow internet, etc.

Sometimes you have to do without cameras. What you need to do as facilitator is speak more slowly than you would usually and listen very carefully to what people are saying. Ask the participants to speak clearly and slowly. You might find it helps to close your eyes. Gradually, people tune into each others’ voices, and the conversation will become easier to manage.

It’s hard to tell who is speaking

Agree some protocols at the start of the meeting e.g. When you want to say something say ‘This is Edward speaking, I’d like to check if……’

The meeting lacks shape and flow

Treat the meeting like a face-to-face meeting. Do everything a facilitator does, but do them more slowly i.e.:
- Welcome people to the meeting
- Explain the aims the meeting
- Facilitate an opening round to break the ice and bring people into the conversation e.g. ‘what is the view like from where you are sitting and what time of day is it?’
- Explain what will happen step by step
- Remind people where you got to in the agenda
- Check in with the group from time to time to make sure that everyone is able to follow the conversation
- Summarize the key points at the end of the meeting
- Thank everyone for coming.

You are finding it hard to present and manage the group

Always work with a co-facilitator. Most online meetings have a chat box where participants can type questions and comments. Your co-facilitator has an important role to play monitoring what people are writing and putting any questions to you at an appropriate time. It’s unrealistic to expect one person to do both tasks.

Nobody comes to your meeting

Clearly nobody wanted this meeting enough to attend. Do some research into what people would really find useful. It is everyone’s responsibility to make these meetings work and if they are not needed, do not feel guilty.

**Asynchronous facilitation**

Asynchronous facilitation is where you open a discussion on an online platform. You can make it an open discussion, or you can limit participation to a particular group of people. Closed discussions work well for project teams. You can set a limit on the number of weeks that the discussion can last. Knowing that there is only a limited time to participate can motivate people to participate while they can.
Asynchronous facilitation works well for people living in different time zones because they can drop by when they have the time and the opportunity to contribute.

Asynchronous facilitation is about finding seeding forum discussions with questions that make people want to participate in the discussion.

Once a discussion has started you need to show the participants that you are present and taking an interest in what they have to say without making them feel that you are constantly following them.

Possible interventions include:

’I expect a lot people can identify with what you said about developing an NBSAP strategy. What other ideas do people have?’

’I hear you having difficult engaging people who are in a position to move things forward. What else could you do?’

’Thanks for your wonderful example of how to get people on board with your strategy. Has anyone else got a success story to share?’
Follow-up support: Key learning points

- Knowledge networks are challenging to manage and maintain
- Some of the most successful networks are self-organising and self-managing e.g. Wikipedia
- Sustainable online networks have a number of characteristics in common e.g. needs led, high level of member involvement, accessible, desirable, and driven by photos
- Be realistic about what you can provide
- Involve participants in providing follow-up support
- Online learning can be engaging and cost effective
- Use existing IT to facilitate knowledge sharing and problem solving
- Do this consistently across all CBD programs
- There are different types of on-line learning, synchronous and asynchronous
- Make your online network the place where participants want to be seen
- Provide training and support for on-line facilitation
- Allocate staff time to seeding the discussions and forums
- Encourage participants to share their achievements and broadcast the best examples to your network.

Draft CBD Follow-up support standards created by participants in August 2014

Follow-up support standards

- Webinar: at least 2 people (one moderator and one taking notes)
- Importance of prior significant preparation
- Dealing with distraction of people you can’t see
- Dealing with multiple destinations/hour differences
- Dealing with technical problems
- Development of regional nodes with partners
- Forums

Not yet the end

Congratulations on reaching the end of the capacity building cycle and the end, almost, of the Handbook. In the next section (Additional Learning Resources) you’ll find training templates and materials that we developed for the training programme in August 2014. We hope you have found something useful that you can take away and use. We’d love to hear how you get on. Feedback to us!

Edward Kellow and Matias Linder October 2014  www.kellowlearning.com
Additional learning resources

Example of Training needs analysis questionnaire..............123
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Template for Personal Action Plan......................................138
Template for Personal Learning Log.................................139
Template the 4 Gs..............................................................140
Examples of evaluation form............................................141
Example of evaluation report...........................................145

‘I discovered that you don’t need to know everything, you just need to know enough.’

Nick D’Aloisio, Entrepreneur and computer programmer who created Summly
Example of Training needs analysis questionnaire

As a matter of example, below we are including the training needs analysis questionnaire designed for CBD’s “Designing and delivering effective training”, the training program delivered by Kellow Learning:

CBD Training Needs Analysis

Introduction email – key message is that the course starts here!

CBD Welcome email

We are writing to briefly introduce the training “Designing and delivering effective training”, to explain the next steps and to introduce ourselves.

Introduction and approach
Our job is to help you develop and enhance your training skills and knowledge. This is a training program about how to train, and how to train other people. As much as possible, we will use real-life CBD training material for this course. Because of this, we will be learning together at every stage of the program. We will explain what we are doing, and why we are doing it. The benefit of working this way is that you can take the tools and the learning you need, and apply them in your work as trainers.

Next Steps: the learning process starts here
During the next few months we will take you on a journey around the Training Cycle: Training needs analysis, Planning Training, Delivering Training, and Evaluation Training. This last stage will also include ongoing learner support. Some of you may know the training cycle already.

This is where the program begins. We invite you to join the first stage of the learning journey. Please go to URL and complete the CBD Training Needs Analysis (TNA) survey by XX/XX date.

The TNA has two main aims:

- To give you an opportunity to reflect on how you work as a trainer, so that you can identify what you want to learn
- To give us a better understanding of how you work as trainers, so that we can design a program that meets your needs

At the end of the TNA we ask you to identify three personal learning goals for the program so that you can monitor your progress throughout the learning journey. Please think carefully about your learning goals. You can review and change your goals during the program. But it is important that you start your learning journey knowing where you want to go.

About us
We are your trainers, Edward Kellow and Matias Linder. Between us we have decades of experience of people development and sustainability. For the past eleven years Matias was head of the learning and development function in two European Institutions where he was responsible for the performance management function, designing methodologies for capturing training and development needs. From 2006-2012, Edward
was head of learning and leadership at LEAD International, the world’s largest not-for-profit leadership and sustainability network. While at Lead Edward developed and supported a global network of trainers who worked with learners from different sectors and cultures. If you would to know more about us, please check out our website: [www.kellowlearning.com](http://www.kellowlearning.com)

If you have any question about the program or the TNA, please do not hesitate to contact us (edwardkellow@gmail.com or matiaslinder@gmail.com)

We look forward to meeting and working with you.

**SURVEY QUESTIONS**

**About you**

Are you

1. A program assistant or equivalent
2. A program officer or equivalent
3. A senior manager/Director or equivalent

I have been working at the CBD for:

1. Less than one year
2. Between 1 and 4 years
3. More than 4 years

How many years’ experience do you have as a trainer?

- Less than one year
- 1-2 years
- 3-5 years
- More than 5 years

Have you been trained as trainer before? 

Yes/No

If Yes, please tell us what kind of training you had and for how long:

<table>
<thead>
<tr>
<th>How many courses or workshops do you run in a year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5</td>
</tr>
<tr>
<td>Between 5 and 15</td>
</tr>
<tr>
<td>More than 15</td>
</tr>
</tbody>
</table>

**Pre course preparation and planning (including needs analysis)**

1A

I plan courses/workshops two months or more in advance  

Always  Usually  Sometimes  Never

I ensure I have enough time to prepare for the training workshop  

Always  Usually  Sometimes  Never

I make an effort to understand the learning needs of the participants  

Always  Usually  Sometimes  Never
I identify learning aims and objectives for each training workshop &nbsp; Always &nbsp; Usually &nbsp; Sometimes &nbsp; Never
I create a training plan / schedule for each training workshop &nbsp; Always &nbsp; Usually &nbsp; Sometimes &nbsp; Never
I communicate how I want the training room to be set up in advance &nbsp; Always &nbsp; Usually &nbsp; Sometimes &nbsp; Never
I invest time in creating presentations / visual aids that help participants to understand the key learning points &nbsp; Always &nbsp; Usually &nbsp; Sometimes &nbsp; Never
I am satisfied with the quality of the presentations / visual aids that I use &nbsp; Always &nbsp; Usually &nbsp; Sometimes &nbsp; Never
I ensure that there are handouts with the key learning points for participants to take away &nbsp; Always &nbsp; Usually &nbsp; Sometimes &nbsp; Never
I am satisfied that the design and content of the handouts helps participants to understand the key learning points &nbsp; Always &nbsp; Usually &nbsp; Sometimes &nbsp; Never

1B Training needs analysis design skills and knowledge

Thinking about your answers to the needs analysis section above, please prioritize the topics below in the order that you think is more important (from top to bottom) and where you think we should concentrate in the training we are organizing.

1. How to carry out a training needs analysis (tools and methods)
2. How to write learning aims and objectives
3. How to create effective presentations
4. How to write useful training handouts
5. How to set up the training space

2A Training course design (multiple choice section)

When designing a training course I…
create a schedule for participants &nbsp; Always &nbsp; Usually &nbsp; Sometimes &nbsp; never
make a detailed training plan (aims, objectives, contents and methods) for myself that could be used by others &nbsp; Always &nbsp; Usually &nbsp; Sometimes &nbsp; Never
share my training plan with other trainers &nbsp; Always &nbsp; Usually &nbsp; Sometimes &nbsp; Never
apply my understanding of adult learning theory to design a training course &nbsp; Always &nbsp; Usually &nbsp; Sometimes &nbsp; Never
consider how group dynamics may influence the design of a course &nbsp; Always &nbsp; Usually &nbsp; Sometimes &nbsp; Never
ensure there is a balance between information giving and practical skills development &nbsp; Always &nbsp; Usually &nbsp; Sometimes &nbsp; Never
include successful examples / case studies so that participants can learn from the success of &nbsp; Always &nbsp; Usually &nbsp; Sometimes &nbsp; Never
apply my understanding of group dynamics to inform the design of the training courses that I run

choose training exercises and methods that will help participants achieve the learning aims and objectives

2B Training design skills and knowledge

Thinking about your answers to the training design section above, please prioritize the topics below in the order that you think is more important (from top to bottom) and where you think we should concentrate in the training we are organizing.

1. How to design a training course
2. How to create a training plan, timing, activities,
3. How to apply adult learning theory to the design of a course
4. How to integrate group dynamic theory into the design of a training course
5. How to select training tools and exercises

3A Delivering Training

I consciously build trust and rapport with the participants

I succeed in creating a positive learning environment

I am comfortable communicating with people from different cultures

I succeed in keeping participants engaged and motivated

I work with a co-trainer

I am confident that I make effective presentations

I share examples from my own experience that are relevant to the learning aims and objectives

I feel confident when I am explaining policy, technical issues and giving information

I create opportunities for participants to share their knowledge and experience with each other

I feel confident when I am facilitating a discussion in plenary

I divide participants in smaller groups to work on a task

I can deal with difficult behavior when it occurs

I manage time effectively and ensure that the course finishes on time
3B Delivering Training

Thinking about your answers to the delivering training section above, please prioritize the topics below in the order that you think is more important (from top to bottom) and where you think we should concentrate in the training we are organizing.

1. How to build a positive learning environment
2. How to engage and motivate participants
3. Facilitation skills – listening and questioning, trainer presence and style
4. Effective presentation skills
5. Cross cultural communication
6. Dealing with difficult behavior
7. Effective Time management

4A Training course assessment and evaluation

I assess the effectiveness of the training courses that I run at the end of the course

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I give participants a feedback form at the end of a course

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

The majority of participants complete an evaluation form

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I ensure that there is sufficient time at the end of my training courses to gather feedback from the participants

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I assess the learners’ uptake of knowledge and skills 2 months or more after the training course

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I read the evaluation forms

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I encourage participants to give me verbal feedback at the end of a training course

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I give verbal feedback to participants during the course

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

Evaluation reports are analyzed to obtain an overall understanding of the level of satisfaction with the training

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

The assessment and evaluation tools that I use produce usable feedback

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I use participants’ feedback to continuously improve the courses that I run

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

The feedback from my training courses/workshops is shared systematically with my peers at CBD

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I offer post training workshop support to participants

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I use different strategies to support participants after the training workshop

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>
After training a training workshops is over I follow up with participants

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I request participants to prepare a post-workshop follow-up action plan and submit reports on its implementation

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I communicate with the participants’ supervisors to ensure that they have opportunity to apply the new knowledge/skills

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I solicit feedback from participants and their supervisors on how the training has contributed to improvement in their performance

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

### 4B Training course assessment and evaluation

Thinking about your answers to the assessment and evaluation stage, please prioritize the topics below in the order that you think is more important (from top to bottom) and where you think we should concentrate in the training we are organizing.

1. Training evaluation theory: why, what and when
2. Practical tools and methods for gathering feedback
3. Evaluation / feedback form design
4. Writing evaluation reports
5. Assessing learner knowledge and skills uptake
6. Giving and receiving feedback
7. Post training workshop participant support

### 5A Developing my training skills

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I receive feedback on my performance as a trainer from peers (fellow trainers and colleagues)

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I ask my peers for advice in order to better prepare for a training workshop

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

After I have delivered a training course I consciously reflect on what went well / less well and identify ways to improve the training workshop

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I record my key learning from courses/workshops that I deliver in a learning diary / log

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I experiment with different training tools and methods

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I seek opportunities to co-train with experienced trainers from whom I can learn

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

When I am a participant on a training course I observe and learn from the behavior of the people delivering the course

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

I teach myself to use new training tools and

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>
methods
I read articles about training	Always	Usually	Sometimes	Never
I watch videos online (e.g. TED talks) about training	Always	Usually	Sometimes	Never

5B Developing my training skills

Thinking about your answers to the developing my training skills section, please prioritize the topics below in the order that you think is more important (from top to bottom) and where you think we should concentrate in the training we are organizing.

1. Ways to develop your training knowledge and skills – why and how
2. Keeping a personal learning journal – why and how
3. Building a co-training partnership – why and how
4. How to avoid trainer burnout

Please use this space to describe any aspect of training that we have not included in previous sections that you would like us to include in the program:

Please tell us what are your three personal learning goals on this course. We will remind you what your goals are at the end of the program. We would like to share your goals (anonymously) with the rest of the group.

1
2
3

Thank you and looking forward to meeting and working with you
Examples of aims and objectives

As a matter of example, below we are including the aims and objectives of CBD’s “Designing and delivering effective training”, the training program delivered by Kellow Learning:

Aims

To help CBD staff to develop the skills and knowledge required to take a systematic approach to designing and delivering training, and providing ongoing support.

To identify some common training standards that can be shared and implemented by all CBD staff who deliver training.

Learning Objectives

By the end of the program CBD staff will be able to:

Training needs analysis and design:
1. Give three reasons why it is important to carry out a training needs analysis
2. Design and conduct a training needs analysis using an online tool
3. Write measurable learning aims and objectives
4. Agree learning outcomes with clients and learners
5. Design a learning event that meets the agreed aims and objectives
6. List five factors that affect adult learning
7. Describe and apply one theory of adult learning to your training plan
8. Describe and apply two good practice principles to the design and delivery of your presentation (s)
9. Describe and apply four learning styles to the design of your workshops
10. Demonstrate an understanding of Tuckman’s theory of group dynamics, and give two examples of what you can do to manage a group of learners effectively
11. Select and justify your choice of training tools and exercises in order to engage and motivate learners
12. Create case studies and handouts that are relevant to learners’ needs, and enhance their understanding of the key learning points.

Delivering training

1. Give three examples of what you will do to:
   a. Build trust and rapport with and among learners
   b. Engage and motivate learners
   c. Create a culture of collaborative learning
2. Ensure participants are able to make their voice heard
3. Deliver presentations that help people remember key learning points
4. Communicate information language that people can understand
5. Listen and respond to learners effectively
6. Facilitate peer2peer learning and knowledge sharing
7. Give and receive feedback to / from learners
8. Encourage learners to take responsibility for their learning
9. Clearly communicate steps for sharing and embedding learning after the learning event
Evaluate training effectiveness

1. Demonstrate an awareness of the reasons why it is important to evaluate learning
2. Describe three indicators or measures that you will use to assess the effectiveness of a learning event
3. List some of the essential elements in an evaluation form
4. Give two examples of how you will evaluate the reactions of learners to a learning event (reaction level)
5. Explain how you will assess the extent to which learners are able to apply their learning after the learning event
6. Assess the impact of the learning event on parties at a national level
7. Capture your learning from designing and delivering a training workshop
8. Identify changes and improvements that you can apply to the design and delivery of future learning events
9. Capture unexpected learning and integrate it into future training

Provide follow up support to learners

1. Take a systematic approach to helping learners apply their learning
2. Use a number of tools and systems to develop and maintain a knowledge community
3. Describe two challenges for facilitators when working online and how you will address them
4. Engage learners in the process of applying and reinforcing their learning
### Example of a Training plan

As a matter of example, below we are including the training plan designed for CBD’s “Designing and delivering effective training”, the training program delivered by Kellow Learning:

#### Draft schedule for day one

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Learning objective(s)</th>
<th>Observation</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00/25 min</td>
<td>Culture and strategy Welcome, learning journey, training cycle, program overview, Pecha Kuchas Prepare flipchart</td>
<td>Delivery: 1.1, 1.2, 1.3, 2, 4, 5, 6, 7, 8, 9 Evaluation: 2</td>
<td>Link expectations to evaluation Option: Map of the world Where are you from? What is the last country you worked in? Tips for cross cultural communication</td>
<td>Icebreakers, connecting exercises, ways of working John Adair, action centered leadership Developing a co-training partnership</td>
</tr>
<tr>
<td>09.25/45 minutes (10 to write goals, 35 to share in plenary)</td>
<td>Revisiting personal learning goals Participants come forward, introduce themselves and present learning goals</td>
<td>TNA/Design: 4 Delivery: 1.1, 1.2, 1.3, 2, 4, 5, 6, 7, 8, 9 Evaluation: 1, 2, 3,</td>
<td>Do this at tables in in 3s (trios) Option: use playing cards to set up groups, choose a card, find someone same number, or sets of Happy Families</td>
<td>Template for expectations and needs Map of the world exercise Tips for working with groups Option: World with personal learning goals</td>
</tr>
<tr>
<td>10.10/10</td>
<td>Ways of working together Prepare flipchart Observers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.20/10</td>
<td>Learning from TNA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.30/15</td>
<td>Defining terms: Training, facilitation, learning, coaching</td>
<td>Delivery: 1.2, 1.3, 2, 4, 5, 6, 8</td>
<td>Clarification, word association Word Association exercise Definition of terms</td>
<td></td>
</tr>
<tr>
<td>10.45/30 (10 in groups + 15 to share)</td>
<td>Exploring the context: Task Good and bad training experiences (4 groups of 5) Groups share their best worst and best experiences. Us to write the factors that are positive and negative in two different flipcharts. PUT examples in Handbook</td>
<td>Delivery: 1.1, 1.2, 1.3, 2, 5, 6, 8</td>
<td>Bond the group, get a few laughs Threes find another 3 and make a six</td>
<td>Tips for working with groups</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Design/ TNA/ Evaluation</td>
<td>Additional Notes</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>-------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>11.15/15</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 11.30/25 (15 + 10) for questions  
**Session 7** | How Adults learn Process and content                                                              | Design: 6, 7, 8, 9  
Delivery: 1.1, 1.2, 1.3, 2, 4, 5, 6, 8 | Kolb, respect, learning zones, etc. The training cycle  
How adults learn Working with process and content  
Learning styles Cultural difference |
| 11.55/30   | Pecha Kucha presentations x 4: Participants deliver a short presentation and ask for feedback  
One volunteer to facilitate giving feedback  
Us to write standards mentioned on flipchart  
Prepare flipchart  
**Session 8** | TNA/Design: 8, 9, 10, 11  
Delivery: 1.2, 2, 4, 5, 6, 7, 8 | Presentation skills  
practice  
Communication style and presence  
Language  
Presentation design  
Peer2peer learning  
Capture key learning for workbook  
Rules and principles of 'pecha kucha'  
Good practice slide design tips  
Prezi  
Tips on how to engage an audience  
Communication model |
| 12.25/35   | Input: Why and how to write measurable learning aims and outcomes  
**Session 9** | TNA/Design: 3  
Evaluation: 1, 2, 3 | Make the link with the TNA and evaluating training  
We will need to have 2-3 course descriptions with aims and objectives in reserve in case the participants do not bring any  
How and why to write measurable learning aims and objectives  
Definition of aims, objectives and outcomes |
| 13.00/60   | Lunch                                                                                             |                          |                                                       |
| 14.00/45   | Learning aims and objectives  
**Session 9** | TNA/Design: Continuum – take a Recommended | How and why to write measurable learning aims and objectives  
Definition of aims, objectives and outcomes |
| 14.45/15   | Working with groups Facilitation styles, how to manage groups  
**Session 10** | TNA/Design: 6, 7, 8, 9, 10, 11 | Short input on facilitation and group dynamics  
Heron Facilitation styles  
Tuckman Group Dynamics |
| 15.00/60   | Training exercises: Swop  
**Session 10** | TNA/Design: 6, 7, 8, 9, 10, 11 | Recommended |
**Session 11**
Shop
Participants write on post-its their exercise and share the exercises they know, why, when and how they use them. Observers reflect on exercise done during the day (work in groups, plenary discussion, good practice bad practice, Pecha Kucha, lecture, practical exercises, forms – learning logs, forms, etc.) Trainers will add exercises they use.

<table>
<thead>
<tr>
<th>16.00/15</th>
<th>Refreshment break</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>16.00/30</th>
<th>Session 12</th>
<th>Pecha Kucha presentations x 4: Participants deliver a short presentation and ask for feedback. Us to write standards mentioned on flipchart.</th>
</tr>
</thead>
<tbody>
<tr>
<td>See session 6</td>
<td>See session 6 (12 total)</td>
<td>See session 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16.30/45</th>
<th>Session 13</th>
<th>Learning logs Into quartets to discuss learning logs. What did they notice that we did that they could use. Us to write standards mentioned on flipchart.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level goals around training needs analysis, planning, design, and delivery</td>
<td>Group work: Task is to identify potential training standards that CBD can adopt</td>
<td>List of areas where training standards may be helpful</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17.15/15</th>
<th>Session 14</th>
<th>Closing Circle: Observers. A thought and a feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>TNA/Design: 1, 4. Delivery: 1.2, 1.3, 2, 6, 7, 8, 9. Evaluation: 1, 2, 4. Follow up: 3</td>
<td>Is anyone prepared to create a newspaper front page or write a blog that captures today’s key learning?</td>
<td>Endings: how to make a good ending. Capturing learning: Group blogging, Newspaper front page exercise</td>
</tr>
</tbody>
</table>

<p>| 17.30 | Close | exercises for engaging and motivating learners and meeting learning objectives |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Learning Objectives</th>
<th>Observation</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00/45</td>
<td>Session 15</td>
<td>Reconnecting, Observers? Presentation of blog Timeline exercise: up to 3 key learnings they remember from yesterday Program overview day 2</td>
<td>TNA/Design: 6, 7, Delivery: 1.1, 1.2, 1.3, 2, 6, 8</td>
<td>Capturing reflections, group presentation of learning from previous day?</td>
</tr>
<tr>
<td>09.45/30 min</td>
<td>Session 16</td>
<td>Pecha Kucha presentations x 4: Participants deliver a short presentation and ask for feedback Us to write standards mentioned on flipchart</td>
<td>TNA/Design: 8, 9, 10, 11, Delivery: 1.2, 2, 4, 5, 6, 7, 8</td>
<td>Presentation skills practice Communication style and presence Language Presentation design Peer2peer learning / feedback Capture key learning for workbook (16 total)</td>
</tr>
<tr>
<td>10.15/60 min</td>
<td>Session 17</td>
<td>Run out to grab a coffee How to create a training plan Input: Tips &amp; Recommendations 15 mins Practice: Participants work in quartets on a real training plan In quartets pick one day each of Erie’s schedule and review/change/adapt 45 mins Carousel presentation in plenary 20 mins (5 mins each group)</td>
<td>TNA/Design: 1, 5, 6, 7, 9, 11, Delivery: 1.2, 1.3, 2, 5, 6, 7, 8, 9 Evaluation: 4</td>
<td>Participants may work on laptop or use paper and post-its Erie’s workshop</td>
</tr>
<tr>
<td>11.20/15</td>
<td>Session 18</td>
<td>Key learning from training design practice Us to write standards mentioned on flipchart</td>
<td>TNA/Design: 1, 5, 6, 7, 9, 11, Delivery: 1.2, 1.3, 2, 5, 6, 7, 8, 9 Evaluation: 4</td>
<td>Sharing learning, capturing best practice – need volunteer to capture key learning points Standards for CBD training</td>
</tr>
<tr>
<td>11.30/70</td>
<td>Session 19</td>
<td>Evaluation theory and practice</td>
<td>TNA/Design: 11</td>
<td>Share indicators and outcomes we</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Details</td>
<td></td>
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<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>12.45/60</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.45/15</td>
<td><strong>Session 20</strong></td>
<td>See session 2 above</td>
<td></td>
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<tr>
<td></td>
<td>Pecha Kucha presentations x 4: Participants deliver a short presentation and ask for feedback</td>
<td>See session 2 (20 total)</td>
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<tr>
<td></td>
<td></td>
<td>See session 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.15/60</td>
<td><strong>Session 21</strong></td>
<td>Design: 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow up support</td>
<td>Delivery: 1.2, 1.3, 6, Follow up: 2, 3, 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory</td>
<td>Method: Divide group into two parts, each has a volunteer facilitator who faces away from the group – with a blindfold</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenge: To facilitate a discussion about follow up support</td>
<td>2 parallel sessions x 20 minutes with ten minutes for feedback</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Performance criteria</td>
<td>Participants can volunteer to take over the session every 5 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>include introduction, explain objectives, building rapport, facilitating learning, agreeing next steps</td>
<td>Draw out constraints and opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maybe it could be about giving feedback on our training course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good practice for follow up support</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Challenges and opportunities for facilitators working online</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tips for online facilitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.15/45</td>
<td><strong>Session 21</strong></td>
<td>TNA/Design: 5, 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Towards developing CBD training standards: snowball</td>
<td>Delivery: 1.2, 1.3, 2, 8, 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>exercise/group work/plenary feedback</td>
<td>Evaluation: 4 Follow up: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building on the list you</td>
<td>Standards that address the issues identified during the TNA</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Classify in terms of quick wins and long</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Examples of training standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Include list of standards produced by the group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Session 22
- Started yesterday, make a list of training standards, then combine your ideas into one list.
- Term issues
  - Topic tables: Participants choose issue e.g. selecting participants, giving certificates, accreditation

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.00/15</td>
<td>Refreshment Break</td>
</tr>
</tbody>
</table>
| 16.15/45 (20 minutes in learning trios with personal action plans then plenary feedback) | Individually: Personal learning goals + learning log  
Duets: complete personal action plan  
Closing round: What are you taking away from this workshop?  
Trios, Personal actions  
Reminder of next steps, ongoing support |
| TNA/Design:  
1.4  
Delivery: 1.2, 1.3, 2, 6, 7, 8, 9  
Evaluation: 1, 2, 4, 5, 8, 9  
Follow up: 1, 2, 3 |
| Template for a personal action plan |

### Session 23
- Individually: Personal learning goals + learning log  
Duets: complete personal action plan  
Closing round: What are you taking away from this workshop?  
Trios, Personal actions  
Reminder of next steps, ongoing support

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.00/20</td>
<td>String exercise</td>
</tr>
<tr>
<td>17.20/30</td>
<td>Feedback forms</td>
</tr>
<tr>
<td>Evaluation: 2, 3, 4</td>
<td></td>
</tr>
<tr>
<td>See session 5</td>
<td></td>
</tr>
<tr>
<td>17.50</td>
<td>Close</td>
</tr>
</tbody>
</table>
# Template for a Personal Action Plan

This is the form we used for the CBD training course. You may use it as a template and adapt it for your own training workshops.

<table>
<thead>
<tr>
<th><strong>Personal Action Plan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This form is for you to keep and take away.</td>
</tr>
<tr>
<td>List all the things that you have found useful about this course.</td>
</tr>
<tr>
<td>List the things that you are still unclear about or are not quite confident about.</td>
</tr>
<tr>
<td>Examine how you could clarify these areas or build confidence in their use.</td>
</tr>
<tr>
<td>List all the opportunities in the near future when you could be in the role of group trainer or facilitator. If you can’t think of any, list instead all the avenues you could pursue to place you in this role.</td>
</tr>
<tr>
<td>What opportunities can you identify to practice the methods learned during this course?</td>
</tr>
<tr>
<td>List three things you can do to progress any of the above and a time by which you will do them.</td>
</tr>
</tbody>
</table>

Try to find time over the next week to take action on the above list. It would also be useful to find time to go through the course materials and the notes you have taken to reinforce what you have learned – to complete Kolb’s learning cycle.
Template for a Personal Learning Log

PERSONAL LEARNING LOG

Make a list of the topics and activities we covered today

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Take a moment to reflect on your learning experience today

What helped you to learn today?

When were you most engaged, and why?

What, if anything, got in the way of your learning?

In relation to your responses above, what connections can you make with designing and delivering effective training?

What are your three key learning points from today, and how can you apply them to your work?

1

2

3

What further learning needs do you have in each of the areas we covered today?
Template The Four GS

The aim of this exercise is to agree some ways of working that will help us to function well as group

<table>
<thead>
<tr>
<th><strong>GIVES</strong> - What I can contribute to the group</th>
<th><strong>GETS</strong> - What I need or want from the group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GHASTLIES</strong> - Things that would prevent me from working well and achieving my goals)</th>
<th><strong>GROUND-RULES</strong> – Agreements, shared values or behaviors that would help us to work well together</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Two Examples of an evaluation form – long and short

EVALUATION FORM (used for the CBD workshops)

We continuously monitor and review the effectiveness of our training activities. Please help us to make changes where they are needed by telling us in your own words what you thought of this two day course.

Course Title  CBD Designing and Delivering Effective Training
Trainers  Edward Kellow and Matias Linder

Please indicate what type of job you have at the CBD:

Manager  □  Program Officer  □  Program Assistant  □

1. In relation to the personal learning goals that you established for yourself at the beginning of the workshop (session 1), how far were you able to go towards achieving your objectives?

- hardly moved  □
- not far  □
- quite some way  □
- a long way  □
- achieved it  □

2. The aims of this course are: “To improve CBD staff skills in designing and conducting effective training activities, and improve how to provide follow-up support.”

To what extent were we successful in working with you to achieve these aims?

- unsuccessful  □
- fairly successful  □
- successful  □
- very successful  □

3. How confident are you that you will be able to apply what you have learned?

- not confident  □
- fairly confident  □
- confident  □
- very confident  □

4. Please answer the following questions by giving a score on a scale of 1 to 10 where 1 is low satisfaction and 10 is high satisfaction.

<table>
<thead>
<tr>
<th>Score</th>
<th>Score</th>
<th>Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>How relevant to your needs was the content of the course?</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>How appropriate was the pace of the course for your learning needs?</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>How would you rate the information/knowledge input from trainers?</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>How would you rate the practical exercises done during the workshop?</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>How useful did you find preparing and delivering Pecha Kucha presentations?</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>How well did the trainers worked with the group (and with each other)?</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>How satisfied were you with the pre-course information?</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>How suitable did you find the venue for this training event?</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
</tbody>
</table>
If you have given a score of 4 or less in answer to any question above, please explain what was unsatisfactory.

5. **What was the most useful part of the workshop (tick where appropriate)?** For each part of the workshop please indicate your level of satisfaction by giving a score on a scale of 1 to 10 where 1 is not satisfied at all and 10 is very much satisfied.

<table>
<thead>
<tr>
<th>Most useful</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training needs analysis</td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>Follow-up support</td>
<td></td>
</tr>
</tbody>
</table>

9. **Would you recommend this workshop to colleagues?**

- [ ] Yes
- [ ] No

   Explain why: ................................................................................................................................................................

   ................................................................................................................................................................

6. **If the course was to be repeated how could we make it better?**

   ................................................................................................................................................................

   ................................................................................................................................................................

   ................................................................................................................................................................

10. **Please use the space below for any further comments you would like to make**

    ................................................................................................................................................................

    ................................................................................................................................................................

    If, after the course, you want to discuss any aspects of the training, please send us an email at edward.kellow@btinternet.com or matiaslinder@gmail.com
Shorter Evaluation Form (used for another training course)

We are committed to monitoring and reviewing the quality of our training activities. Please help us to make changes where they are needed by telling us in your own words what you thought of the course.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer(s)</td>
<td></td>
</tr>
</tbody>
</table>

1. **What was your main objective in attending this event?**

2. **How far were you able to go towards achieving your objective?**
   
   HARDLY MOVED / NOT FAR / QUITE SOME WAY / A LONG WAY / ACHIEVED IT

3. The aim of this course is: To explore and apply some of the skills, knowledge and attitudes required to design, deliver and evaluate learning events to good practice standards. To what extent were we successful in meeting this aim?
   
   UNSUCCESSFUL / A BIT / QUITE SUCCESSFUL / VERY SUCCESSFUL / ACHIEVED AIM

4. **Please answer the following questions by giving a score on a scale of 1 to 10 where 1 is not at all and 10 is very much or just right.**

   | How appropriate to your needs was the content of the course? | Score |
   | How useful did you find the training methods? |        |
   | How much did the trainers’ style help you to learn? |        |
   | How satisfied were you with the pre-course administration? |        |
   | How suitable did you find the venue for this training event? |        |
   | How appropriate was the pace of the course for your learning needs? |        |

If you have given a score of 4 or less in answer to any question above, please explain what was unsatisfactory.
5. What was the most useful part of the workshop (we’d particularly like to know what you thought of the course content and the training methods)?

6. Please comment on the contribution of the external contributors.

7. If the course was to be repeated how could we make it better?

8. Please comment on how the trainers(s) worked with the group (and with each other).

9. Would you recommend this workshop to colleagues?

10. Please use the space below for any further comments you would like to make.

If, after the course, you want to discuss any aspects of the training, please contact XXXX on XXX XXXX or by e-mail at XXXXXXXXXXXX. If you have been unable to return this form at the end of the course, please send it to XXXXXXXXXXXX.

Our promise to you: All information recorded in this form will be treated in strict confidence and will not be divulged to third parties; neither name and address details will be passed to others for solicitation. All data held at XXXXXXXX is subject to, and managed with the appropriate legislation.
Example of an evaluation report

This is the evaluation report that we prepared after the workshops carried out for the CBD in August 2014.

CONVENTION ON BIOLOGICAL DIVERSITY

Project:

“Designing and Delivering Effective Training”

Workshop Report

9 September 2014

Prepared for Atsuhiro Yoshinaka, Erie Tamale, and John Scott, CBD by Matias Linder and Edward Kellow, Kellow Learning
matiaslinder@gmail.com
edward@kellowlearning.com
1. **BRIEF SUMMARY OF THE WORKSHOPS**

Two workshops of two days each were delivered on 25th and 26th, and 28th and 29th August.

At the first workshop attendees included three Program Officers (a fourth one attended the first day only) and nine Program Assistants. At the second workshop attendees included a Manager, ten Program Officers (not including two Program Officers who joined the workshop for the first hour and then withdrew), one Program Assistant and three contractors. A full list of attendees can be found under ANNEX I.

The workshops covered the training cycle, including a review of training needs analysis (which was dealt with at the Webinar held on 19 August), adult learning theory, training aims, objectives and outcomes, group dynamics and facilitation styles, training tools and exercises, training plan design, presentation skills theory and practice, evaluation and follow up. The workshops were designed and delivered in such a way that they covered not only training content but also demonstrated good training practice in terms of balancing process and content, alternating theory and practice, implementing theory and practical exercises, use of icebreakers and how to share knowledge and experience in a timely and appropriate way. A complete schedule for the workshops delivered can be found on ANNEX II.

Considering that the workshop program was very broad and ambitious for the time allowed, the level of detail of contents and exercises was necessarily somewhat limited. The theories, concepts, tools and exercises covered were carefully prioritised according to their importance and relevance. Additional theories, concepts, tools and exercises will be available on the handbook that will be prepared for the CBD.

It is important to mention that the way we approached the overall program, what CBD staff could see, observe and read from our work, including how we carried out the training needs analysis, our facilitation style during the webinar and workshops, and how the two of the facilitators worked together, was purposely designed as part of the contents of the program, in order to provide examples of what can be done at each stage of the training cycle.

It is worth mentioning that, in the beginning of the workshops, we found that CBD staff were hesitant to participate, voice their opinion, exchange ideas and volunteer for the different tasks. Staff seemed to be stressed and it took them a while to engage. Nonetheless, our perception during the workshops was that CBD staff participated actively during the workshops, were highly engaged, worked hard and enthusiastically during exercises. Staff in different roles and divisions seemed to enjoy getting to know and work with colleagues with whom they had not had any previous opportunities to work. Collaboration, listening and participation were very high, especially taking into account the busy schedule. We were very happy with the way participants in both groups worked with each other and with the facilitators.

2. **WORKSHOPS’ EVALUATION**

The total number of evaluations received is 26 (of which 1 Manager, 12 Program Officers, 10 Program Assistants and 3 contractors). The workshop evaluation results
are summarized below. Details of the evaluations received can be found in ANNEX III.

a) General views on the workshops:

<table>
<thead>
<tr>
<th></th>
<th>All attendees</th>
<th>Program Officers</th>
<th>Program Assistants</th>
<th>Contractors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall rate of satisfaction</td>
<td>84%</td>
<td>82%</td>
<td>85%</td>
<td>92%</td>
</tr>
<tr>
<td>Achievement of personal learning goals?</td>
<td>76%</td>
<td>77%</td>
<td>70%</td>
<td>100%</td>
</tr>
<tr>
<td>Did the course achieve the learning aims?</td>
<td>87%</td>
<td>87%</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>Confidence in applying what was learned</td>
<td>84%</td>
<td>88%</td>
<td>75%</td>
<td>100%</td>
</tr>
</tbody>
</table>

b) Top rates given to workshop process:

<table>
<thead>
<tr>
<th>All Participants</th>
<th>Program Officers</th>
<th>Program Assistants</th>
<th>Contractors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Trainers worked well with group and with each other.</td>
<td>96%</td>
<td>93%</td>
<td>98%</td>
</tr>
<tr>
<td>2. Practical exercises and Presentation skills (Pecha Kuchas)</td>
<td>89%</td>
<td>87%</td>
<td>91%</td>
</tr>
<tr>
<td>3. Information input from trainers</td>
<td>88%</td>
<td>83%</td>
<td>90%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Participants</th>
<th>Program Officers</th>
<th>Program Assistants</th>
<th>Contractors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design</td>
<td>88%</td>
<td>84%</td>
<td>88%</td>
</tr>
<tr>
<td>2. Delivery</td>
<td>86%</td>
<td>79% &amp; 86%</td>
<td>87% &amp; 87% &amp; 82%</td>
</tr>
<tr>
<td>3. TNA</td>
<td>83%</td>
<td>73%</td>
<td>71%</td>
</tr>
</tbody>
</table>

d) Percentage of participants recommending this workshop to other colleagues: 100%
4. CONCLUSIONS

The workshops were highly successful in terms of the level of satisfaction of participants and facilitators.

During the workshops it became evident that a) there is a lot of knowledge and experience within the CBD in planning and delivering workshops and b) that this experience and knowledge is currently not being shared or capitalised within the CBD. Seemingly, this is because of issues related to internal communication and collaboration.

Only one Manager replied to the TNA survey, attended the webinar and the workshops. This presents barriers to understanding the point of view of CBD management, their needs in terms of capacity development, and to making the most of the investment made on this training program.

It seems that, in very general terms, the current way to plan and design capacity building workshops at CBD involves the following process: Program Assistant prepares workshop draft, Program Officer reviews and finalises, and Manager makes final review before approval.

5. RECOMMENDATIONS

At this consultancy we believe that the whole is greater than the sum of the parts. We believe that two or three people think better than one. We believe that if the CBD is to improve the way it plans, delivers and follows up capacity building programs in the most efficient way, it will need to do the following:

a. Develop and implement a strategy for capacity building activities
b. Approach capacity building activities as programs (not just workshops)
c. Agree and implement standards and a guideline for guiding capacity building programs, to be applied across the CBD. The participants in the workshops have already gone some way towards identifying possible organizational training standards
d. As part of the strategy, identify what the most efficient audience should be for CBD’s capacity building efforts, and what partnerships can be established to help the CBD in these activities
e. Carry out training needs analyses before capacity building programs, involving a two-way communication process (not only based on COP decisions and available literature, but also receiving input from participants)
f. Plan, design and deliver capacity building activities by working together in teams, involving assistants, officers and managers
g. Introduce a process for involving colleagues from other Divisions to enable peer to peer review of capacity building plans and workshop schedules
h. Search for synergies to work more across Divisions in capacity building activities, breaking down the silos based on Divisions and Protocols.
i. Introduce a process where, once a month or every two months, staff who have delivered capacity building activities present to the management team (and other interested colleagues) workshop results and outcomes, sharing experiences and lessons learned. Perhaps these occasions would be good
opportunities to discuss future capacity building activities and identify opportunities for synergies among Divisions/Protocols.

j. Carry out a systematic evaluation of capacity building activities, compiling annual results and monitoring developments.