



# Training on How to Become a Trainer

## Purpose of tool

The purpose of this material is to provide guidelines on how to organise training for leaders to become trainers in an Association. Such a training should achieve the following:

- Develop and improve the educational skills of adults who are working towards becoming trainers.
- Introduce methods of training and how to identify which method to use under different circumstances.
- Give examples of the building of a training programme and the core elements recommended to be included in any training event.
- Develop methods of follow up and support for new trainers.

## Target group

Those responsible for the recruitment and training of new trainers at any level of an Association, e.g. National Training Team and District or Regional Leaders.

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## 1. Introduction

If you are reading this, it means that you have decided that your Association is looking to increase its number of trainers or needs to develop its training for leaders who want to become trainers. This toolkit is a guide that suggests how to identify potential trainers and the key elements in training of new trainers. It is not meant to be prescriptive, but to complement the work already done in your Association. It is a template to be adapted according to intentions and needs of the individual Association. It also offers a basic structure for organizing a training of new trainers.

## 2. Who could be a potential trainer?

### 2.1. Identifying potential trainers

In Guiding and Scouting a trainer is someone who has skills that can be used to provide education, information and knowledge to others in order to develop their contribution to the Association or the wider world of Guiding and Scouting. Each Association should develop its own system for identifying potential trainers. Examples could be:

- Trainers identifying potential trainers at leader training courses and inviting them to attend a training for new trainers course.
- Put out a notice in the national newsletter/magazine/website making a profile of a trainer and asking for anyone interested to contact a central point for more information.
- District/Group/Regional Leaders/ Commissioners identifying potential trainers, recommending them to the national training team.

### 2.2. Trainers profile

When identifying potential trainers, we need to know what we are trying to find. There is not one absolute job description or training. The following list is not exhaustive, but suggests some general requirements that could be asked of potential trainers. The brackets [ ] indicate where the Associations

should think as to what quantitative and qualitative requirements are needed.

- To be appointed trainer for [\*], a candidate must have been on the team of at least [3] courses run by [3] different trainers during the past [3] years. At these courses, the candidate must have given instructions in [7] different subjects, including [\*\*].
- To teach [subject/role\*], a trainer must be particularly skilled in [topics related to the subject\*\*]. For example: to teach a cub/brownie or scout/guide leader, the trainer must be particularly skilled and have knowledge about this age group.
- A trainer must be able to plan training courses and adapt the plans to the participants' profile to make sure that everybody learns something during the course.
- A trainer must be familiar with the usual educational, training and facilitation methods applied at training sessions in Guiding/Scouting. These methods are usually active and interactive and imply empowerment of participants in the spirit of the Guide/Scout Method.
- A trainer needs to have an attitude of openness and understanding of the different viewpoints of others.
- A trainer should be creative in thinking about ways and methods to deliver training.
- A trainer must be aware of his/her own strengths and weaknesses and constantly be looking for ways to learn and extend his/her own skills and knowledge.
- A trainer must have a network of experienced and new instructors to assist in connection with courses.
- A trainer must be comfortable and familiar with the different audio-visual equipment normally used at training sessions (flipcharts, Power Point presentations, video projectors, overhead projectors, photocopy machines etc.).





### 2.3. How to recognize that somebody is not a trainer

Not everybody is a trainer and not everybody should be a trainer. There are lots of roles needed in the Guide and Scout Associations – trainers are just one of them. As humans, we sometimes think we can do something or should do something – but in reality we do not have the skills needed to do that specific task. The same can apply to trainers. We are not all natural trainers.

During a training course for potential trainers it may be seen that someone who thinks that he/she should be a trainer, is not displaying the skills and abilities needed to be a trainer. If this happens, then someone from the training team should try and talk to the individual and explore with them if being a trainer is the correct position for them. This should be done with sympathy and understanding and should focus on the individuals' skills and the best way to use them.

## 3. Training skills

Every trainer needs to have certain core skills enabling him/her to be an effective and successful trainer. These are the core skills that should be covered in every training for new trainers. Each of these is outlined below with some basic ideas on the content of the training session. Some references for further reading are also mentioned.

### 3.1. Setting aims and objectives

Every training course needs to have aims and objectives, and a good trainer needs to be able to set the aims and objectives and then use those to guide the development of the programme. A trainer should also be able to review the aims and objectives of a training course as the course progresses and use innovative methods to do so.

The aim of the course should be the answer to the question or statement made by the Training Committee or Training Team e.g. "this association needs more trainers" – the aim is

therefore "to train more adults as trainers".

Trainers need to be able to define SMART objectives (Specific, Measurable, Achievable, Relevant and Time-bound) for the course, and they should be relevant to the identified needs and contribute to the overall aim of the course. A training course can have multiple objectives, but not too many making it impossible to achieve them all.

- Set objectives that motivate you – make sure it is something important to your Association and the value in achieving it is clear.
- Set your goals in writing – the act of writing makes them real and tangible and you have no excuse for forgetting about them.
- Make an action plan – don't get so focused on the outcome that you forget to plan all the steps that are needed along the way!
- All objectives should be directly or indirectly identifiable in activities. Be aware of activities for which you find no correspondence in the objectives and vice-versa.
- Stick to the goals and objectives you have set, but also remember to review them continuously and don't hesitate to change your objectives in order to keep their relevance, value, and necessity high.

Aims and objectives should be shared with the training participants so that there is a sense of shared ownership of the training.

### 3.2. Presentation skills

As a trainer, an essential part of your task is presenting your knowledge to the trainees. To make it as effective and affective as possible, keep in mind the golden rules of presenting:

- Watch your time
- Watch your body language – but be natural and relaxed
- Avoid distractive elements in your presentations
- Make your presentation vivid – use examples and stories from practice,





make part of it interactive, but avoid time-consuming discussions which would lead you off the topic

Remember the 6 rules of effective speech:

- Talk clearly – consider the core message you want the others to get from you
- Be prepared – it helps your confidence
- Talk simply – don't use complicated vocabulary
- Be descriptive
- Be natural
- Be brief

➔ Basics of Presentation Skills: <http://www.managementhelp.org/commskls/presntng/basics.htm>

### 3.3. Motivational skills

Trainers have to motivate their participants in order to have them engaged in the topic they are being trained on. Training skills therefore need to be part of any training for trainers. Key points on motivation and resources to find more information are noted below.

Motivation is the force that drives you to do things. It is linked to emotions, needs and expectations.

➔ Council of Europe: T-kit No. 1 on Organizational Management, subsection 2.3.2 "Self motivation", pp. 28-29 ([www.training-youth.net](http://www.training-youth.net))

Motivation is personal, and it is essential to get to know individual leaders in order to learn what motivates them. What is important for one person may have little significance to another. People are involved in Guiding and Scouting for many different reasons, and they have very different needs.

- ➔ World Scout Bureau: World Adult Resources Handbook, section 706 "Working with teams", pp. 63-76
- ➔ World Scout Bureau: World Adult Resources Handbook, section 705 "Motivating adults", pp. 53-62

➔ Council of Europe: T-kit No. 1 on Organizational Management, subsection 3.2.2 "Motivating people", pp. 49-50

### 3.4. Time management

Trainers have to be good time managers – both of themselves and of the courses they run. Time management skills are therefore very important. Key points on time management and resources in which to find more information are noted below.

Plan your time effectively: to make the best use of available time is a challenge for everyone and one of the few ways of improving efficiency. Try to improve your available time. Everyone could do this on their own on a regular basis with a planning agenda.

➔ Council of Europe: T-kit No. 3 on Project Management, subsection 3.3.1.1 "Time management", pp. 62-64 ([www.training-youth.net](http://www.training-youth.net))

#### Suggestions for training:

- Brainstorm a list of everything you would need in order to complete a task.
- Arrange the task list into a priority order in a time sequence.
- Decide who will complete the task.
- Estimate how long it would take to complete each task, given your existing workload.
- Establish any additional resources you may need.
- Set a deadline for each task.
- Transfer tasks into a daily task list in your diary.

➔ Council of Europe: T-kit No. 1 on Organizational Management, subsection 2.3.3 "Managing time". pp. 29-31 ([www.training-youth.net](http://www.training-youth.net))





### 3.5. Understanding people/psychology

Training is all about meeting the personal and institutional development needs of members of your Association for them to be effective leaders – it is all about people. People are complicated and have a wide range of feelings and emotions which may not be the same as the other people around them. When carrying out training it is necessary to be able to understand the emotional temperature of the group, and a good trainer should be able to do this and address any problems that can appear. For example, if a trainer feels that there is no real discussion, and/or a general lack of enthusiasm, it may be necessary for the trainer to talk to the group to find out what the problem is – is it a conflict in the group or dissatisfaction with the method or a problem with the issue itself?

It is also necessary to understand the situation of all participants in a training – is everyone having the opportunity to participate? Are individuals lacking confidence in expressing their opinion and do they need to be encouraged or asked questions directly? Are some individuals over-dominating the group in some way?

Any trainer needs to have training on how to understand group dynamics and psychology and this should be an essential part of any training for trainers.

### 3.6. Ensuring trainings are fun

Volunteers spend lots of time to be leaders and trainers – a good feeling about participating in training has to be present. Guiding and Scouting is supposed to be and is fun. Even trainings for adults have to be provided in an easy, positive and fun full atmosphere. Trainers need to know how to put fun into the trainings they have organized. There are many ways to put fun into trainings and any training for new trainers should focus on ways to do this. Some basic ideas, however, include ensuring that lectures should not just be dry theory, but be made with examples and demonstrations. Add

performance to lectures; work, tell and teach with passion and energy. Let trainees participate by trying out and experiencing things by themselves. Learning by doing is the best way to learn, and in a fun atmosphere it is even better.

### 3.7. Conflict management

Conflict is unavoidable and will occur in training courses – training for new trainers is no exception. When conflict occurs, it is not the conflict itself that should be the main focus, but how it is handled and resolved. Trainers at any level need to know how to recognise conflict as well as handle it. This is a vital skill for any trainer. The basic steps on how to handle conflicts are noted below, however, this cannot replace a strong training on conflict management which could be offered to new trainers.

How to handle conflict:

- Identify what is the basis of the conflict – try to separate values from attitudes and identify a concrete issue
- Value the multiple opinions in the conflict
- Communicate to those involved in the conflict in a way that creates credibility and trust
- Try to avoid immediate negative assessments
- Select the right level for confrontation and the right environment
- Encourage problem solving – what needs to be changed for the situation to improve?
- Try to find a 'win win' outcome for all parties within the conflict
- Listen to all proposed solutions and help identify common features
- Praise and value small results in the process
- Encourage and ensure commitment to change and identify clear follow-up plans as well as identifying clearly those who should take actions







### 3.8. Being ready to improvise and change your training

There are many different ways of managing changes as there are different kinds of changes.

Change is about uncertainty. Change management is the process of moving from the current state to the *vision* of the future and involves a degree of transition which may also result in *pain*.

- Council of Europe: T-kit No. 1 on Organizational Management, subsection 2.3.6 "Managing change", pp. 36-41 ([www.training-youth.net](http://www.training-youth.net))

### 3.9. Monitoring and evaluation techniques

Every trainer needs to be able to monitor the effectiveness of a training and measure the outcomes of a seminar. In any training for new trainers, monitoring and evaluation must be covered. The basic contents being addressed are:

Aims of evaluation:

- to learn
- to motivate
- to participate
- to change and improve

What to evaluate:

- the preparatory work of participants and their reaction
- personal reflection from participants; i.e. on satisfaction, effect and utility of the training programme
- the content of the training: were the topics relevant?
- growth of knowledge, learning achievements
- the training methods used – were they appropriate for the objectives set?
- behaviour: changes in behaviour, transfer of competencies into concrete actions
- the material conditions
- results: long lasting transfer

How to evaluate:

- evaluation by objectives – set SMART objectives (see paragraph 3.1), relevant to the needs
- evaluation by qualification – which qualifications (knowledge, skills, abilities) did the participants gain and develop during the training?
- evaluation by performance
- evaluation by outcomes – "consequences" of the training
- evaluation by process – analysing the relationship between the needs of participants, the expected outcomes, the objectives and the results

The outcome of any evaluation should then be used to develop and improve future courses.

### 3.10. Training methods

Variety in training methods engages the participants more effectively than if the training works in the same way all day/ every day. Many methods can be used and some are more effective for some topics than others. It can also depend on the dynamics of the group – if the group likes to talk a lot then discussion groups and brainstorming will work very well. If the group is more quiet then other methods may be more appropriate.

Table 1 below lists some methods that could be considered when putting together the training for new trainers – for both the trainers to use and for the trainees to be introduced to. It is not exhaustive but is a starting point.





Method	Comment
<b>Plenary presentation and discussion</b>	Good method for introducing a new topic and giving everyone the information at the same time. This can also be a good way to collect initial feedback on an idea or topic. However, plenary discussion works even better if combined with small groups where ideas can be discussed in more depth or where actions based on the content of the discussion may be found.
<b>Working groups</b>	Good for more detailed discussion, follows the patrol method. However, working in the same group for an extended period of time has its positives and negatives. Positively, groups working together for some time can develop trust and openness towards each other and can therefore discuss an issue or topic more detailed. Negatively, it can sometimes be more difficult to have new opinions and discussions in a group that has been working together for some time. A good additional method can be to move some members of working groups around in the course of a training or to have 'home' working groups, but occasionally set up other working groups on a specific topic. Another variation is to combine two or more working groups at appropriate times.
<b>Role-play</b>	A good way to act out and illustrate the issue and the emotions and perspectives. Role play allows the examination and reflection on actions and can give the opportunity for multiple interpretations of a topic.
<b>Brainstorming</b>	Brainstorming gathers together ideas as they are suggested. The key rule about brainstorming is that all suggestions are included and are valid. No assessment of the suggestions as they are suggested ought to be made. The results of a brainstorming session can be left 'as is' or can be reviewed, categorised, accepted or discarded as they are examined in more detail.
<b>Case study</b>	A case study is a good way to model a problem or a problem and its solution and to raise questions about the PROCESS involved in a particular situation. It can be done by either taking a real life situation similar to the current topic or by creating a fictional case study to reflect the main issue of a particular topic.
<b>Games</b>	The use of games is a good way to work on specific skills such as communication, team work, assertiveness etc. However, the point to the game needs to be clear, and a way needs to be found to give an opportunity for the game to be reviewed for its process both as a group and as an individual.
<b>Creative methods – craft, music etc.</b>	Although not everyone regards themselves as an artist, writing a song, making a display or creating a collage can all be ways to express ideas and opinions as well as feelings and needs.
<b>Buzz groups</b>	Buzz groups are ways of keeping informal discussion on a particular topic. Commonly it is used by turning to the person next to you in a group and discussing what has just been heard and related opinions.
<b>Speed sharing</b>	Timed period to share a best practice, challenge or success with the rest of the group and get immediate feedback and suggestions.
<b>Coffee table discussions</b>	'Coffee tables' are set up with large papers in the middle of each table having statements of questions on each one. Participants go to each table with their coffee. A facilitator sits at each table and encourages the people at each table to write their opinions and answers. When they have finished their coffee (assuming they have been given some), they move to another table and go through the same process.
<b>Opinion crosswalk</b>	This is a very good method for getting an idea of people's opinions and perspectives on an issue as well as encouraging discussion. All participants are placed in the middle of a room. One side of the room is the 'yes' side of the room and the other side is the 'no' side. Participants are asked if they agree or disagree with a statement and should move to the side of the room that best reflects their opinion. However, there can be different degrees of opinion and so people can move to anywhere where they feel comfortable – e.g. I only 'slightly disagree' with the statement will be closer to the middle of the room than I 'strongly disagree'.

Table 1





## 4. Training step by step

When planning a training for new trainers, certain steps are needed to

be carried out before, during and after the training course. Table 2 gives a brief outline of the steps to be followed:

Before the training starts	During the training	After the training
Identify and analyse the needs of the Association with regards to new trainers and the needs of new trainers. Put together the training team. Set the aims and objectives for the training course. Agree the content. Delegate responsibilities. Design programme.	Share expectations. Ice breakers. Team building. Daily evaluation. Course evaluation from participants and trainers. Recommendations for future trainings. Identify follow up and support for new trainers.  See [redacted] for a draft programme of a training for trainers course	Follow up trainers through the methods identified, e.g. mentor, 'godfather' etc. Identify additional training needs for individuals, Reflect on the training course and add additional recommendations for future courses if needed.

Table 2

## 5. Supporting new trainers – tutors, mentors and coaches

### 5.1. Introduction

Experience has shown that in many Associations the support stops after the mature person has been appointed and trained. Associations must endeavour to have this support as an on-going process throughout the whole life cycle of the adult in Scouting and Guiding, so it is widely recognized that a great deal of personal support is needed.

After successful finishing with training and collecting theoretical knowledge, they need to implement this knowledge in practice, so they need to have someone with experience who will help them when needed.

When you are appointed as mentor or adviser, your role is therefore to indicate directions and assist others to consider options. It is important that you do not act as trainer (one who trains), or as a superior (one who gives directives).

### 5.2. What is mentoring

Mentoring is about supporting individuals to develop more effectively. It is a partnership between the mentor (the person giving guidance) and mentee (the person receiving) designed to build confidence with the mentee.

The mentoring partnership can include learning, experimenting and developing skills. The results of the mentoring can be measured in terms of the skills, attitudes and competencies gained by the mentee.

The mentoring partnership requires mutual confidence and trust. The mentor and mentee should get along well and enjoy one another's company without necessarily becoming friends. They both need to be involved and seriously committed to the mentoring process.







### 5.3. Mentors profile

- Have a positive attitude
- Flexible
- Enabling, caring, be open and facilitate
- Be willing to share experience and expertise
- Have ability to manage emotions and disagreements
- Promote leadership and motivation
- Assist individuals to assess their learning
- Support the mentees throughout the whole process, morally and emotionally
- Willing to debate and discuss

### 5.4. The benefits of mentoring

Mentors may:

- Acquire new ideas and attitudes
- Get useful information for their own development or that of their organization
- Enjoy a motivating and stimulating experience
- Receive credit when the mentee or organization succeeds
- Appreciate the chance to return support and experience they have received in the past
- Become a member of a wider network
- Experience the reward of being a supportive and useful person to a mentee

## 6. Reference Material

- ➔ Council of Europe: T-kit No. 6 on Training Essentials ([www.training-youth.net](http://www.training-youth.net))
- ➔ Council of Europe: T-kit No. 10 on Educational Evaluation in Youth Work ([www.training-youth.net](http://www.training-youth.net))
- ➔ Goal setting: [www.mindtools.com/pages/article/newHTE\\_90.html](http://www.mindtools.com/pages/article/newHTE_90.html)
- ➔ SALTO: Starting Up Manual:
  - section 3.6 "Motivation", pp. 27-28
  - section 3.9 "Evaluation" pp. 32-33
- ➔ WAGGGS' Guidelines on Structure and Management of Associations, "Development Effective Teams" pp. 22-25
- ➔ WAGGGS: Mentoring in Girl Guiding and Girl Scouting in a Nutshell ([www.europe.wagggsworld.org](http://www.europe.wagggsworld.org))
- ➔ WAGGGS: Project Management Guidelines: "Practical Project Management Skills: Planning", pp. 7-8 and p. 12
- ➔ WAGGGS Training Guidelines, "Setting up a Training Scheme", pp. 37-39
- ➔ World Scout Bureau: World Adult Resources Handbook:
  - section 512 "Evaluation Model", pp. 73-81
  - section 806 "Tutors", pp. 33-39
  - section 903.4 "Session Guides", pp. 104-135
- ➔ World Scout Bureau: The Strategic Planning Kit:
  - section 5.4 "Evaluation models", pp. 80-86
  - section 5.5.2 "Suggestions for dealing with disruptive and difficult behaviour"; pp. 88-89





## Appendix A: Training methods

WOSM — European Region  
Adult Resources Core Group

### Training Methods

The number and types of training methods you use during any presentation depend on many factors, and you should therefore consider the following questions before you decide how you will present your material:

- What are the levels of knowledge, skills and ability of the participants?
- How many trainees you shall have on the training?
- Which is the preferred learning style of the participants?
- What are the outcomes desired?
- How much time you have for the training?
- How much time do you have to prepare your material?
- How many trainees are in the group and why are they there?
- Can you cover your topic fully in the time available?
- What aids do you require?
- Do you have the experience to use these aids with confidence?
- Are you aware of the limitations of aids?

Different training methods you may use include:

Method	What it is	How it works	When to use
<b>Lecture</b>	Talking to a group from previously prepared notes.	Trainer or specialist presents information on a given subject.	When few if any members of the group are familiar with the subject and when a large amount of information must be presented.
<b>Discussion</b>	Minimum lectures, maximum group participation. Discussion of a problem common to all. Conclusion reached by learned responding to guided questions.	Trainer uses provocative questions or statements, usually prepared in advance, to stimulate group thinking and contributions to guide discussion.	Group has some knowledge or experience in the subject.
<b>Panel discussion</b>	One or more specialists present short talks on a given subject, followed by questions and discussion.	Trainer/moderator introduces specialist, later facilitates questions and answer period.	If the viewpoint of specialists serves a direct training need.
	Pros	Trainees often find it interesting to hear different points of view. The process invites trainees to share their opinions and they are challenged to consider alternatives.	
	Cons	It requires a great deal of preparation. The results of the method can be difficult to evaluate.	
<b>Quiz</b>	Written or oral questions on performance of a job.	Trainer provides questions to individual or group.	To stimulate interest by pre-testing. To determine knowledge of a subject. To identify what learners already know.





Method	What it is	How it works	When to use
<b>Incident Process</b>	Learners begin with inadequate data and ask questions to reveal additional information.	Instructor has all data, reveals limited amount to start, more in response to specific questions, for group to reach decisions.	To teach skills of interrogation, analysis, and synthesis relevant to problem solving and investigative techniques.
<b>In-basket</b>	Learners respond to a situation based on what they might find in their "in-basket" on a typical work day, usually containing more than can be reasonably handled.	Learners use only their own resources in a limited amount of time to put everything in the "out-basket".	With single trainees when "paper" symptoms are significant.
<b>Post</b>	Large groups split into few small groups. Their task is to identify all problems or obstacles related to an issue. After they produce the list, they should agree on the two most challenging. Then, each small group passes their two most challenging problems/obstacles to another group, for instance clockwise. Groups then try to find the answers and ways for overcoming the obstacles. If time allows, there can be several slots of forwarding the problems (next time contra clockwise). This method produces a lot of answers in a short period of time.		
<b>Jig Saws</b>	Participants put together pieces to make a completed "picture".	Individuals are each given parts of a design or organization and create a "whole", examining all possible alternatives.	Useful in teaching problem solving, organization, or synthesizing skills.
<b>Action-mazes</b>	A "programmed" case study or branching tree.	Learners receive enough information to reach a decision point. The instructor provides the consequences of their decision and the next "frame".	To promote debate, dissent, confrontation, and compromise, with a specific objective in mind.
<b>Case-studies</b>	Learners receive printed description of problem situation.		To avert the tendency to avoid real issues by talking about theory rather than application.
	Pros	A case study can present a real-life situation that lets trainees consider what they would do. It can present a wide variety of skills in which applying knowledge is important.	
	Cons	Cases can be difficult to write and time-consuming to discuss. The trainer must be creative and very skilled at leading discussions, making points, and keeping trainees on track.	
<b>Brainstorming</b>	Generating a maximum number of ideas, suspending judgment for the moment.	Generate, don't evaluate; create new ideas; post all suggestions. Analyze according to agreed upon criteria and plan action.	To generate many creative ideas in a group of at least 5-6.
<b>Demonstration</b>	Demonstration is very effective for basic skills training. The trainer shows trainees how to do something. The trainer may provide an opportunity for trainees to perform the task being demonstrated.		
	Pros	This method emphasizes the trainee involvement. It engages several senses: seeing, hearing, feeling, touching.	
	Cons	It requires a great deal of trainer preparation and planning. There also needs to be an adequate space for the training to take place. If the trainer is not skilled in the task being taught, poor work habits can be learned by the trainee.	
<b>Interactive Demonstrations</b>	Any good demonstration is interactive — but unfortunately there are a lot of bad demonstrations! The difference is that interactive demonstrations allow learner-watchers to do something instead of merely observe. They have things in their hands and they move those things in purposeful ways; they start doing so at the earliest possible moment. They move around, they ask questions, they interact.		





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<b>Post</b>	Large groups split into few small groups. Their task is to identify all problems or obstacles related to an issue. After they produce the list, they should agree on the two most challenging. Then, each small group passes their two most challenging problems/obstacles to another group, for instance clockwise. Groups then try to find the answers and ways for overcoming the obstacles. If time allows, there can be several slots of forwarding the problems (next time contra clockwise). This method produces a lot of answers in a short period of time.		
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<b>Case-studies</b>	Learners receive printed description of problem situation.		Selected detail adequate for a specified outcome (e.g., decision, recommendation) is proved with an identified outcome in mind.
	Pros	A case study can present a real-life situation that lets trainees consider what they would do. It can present a wide variety of skills in which applying knowledge is important.	
	Cons	Cases can be difficult to write and time-consuming to discuss. The trainer must be creative and very skilled at leading discussions, making points, and keeping trainees on track.	
<b>Brainstorming</b>	Generating a maximum number of ideas, suspending judgment for the moment.	Generate, don't evaluate; create new ideas; post all suggestions. Analyze according to agreed upon criteria and plan action.	To generate many creative ideas in a group of at least 5-6.
<b>Demonstration</b>	Demonstration is very effective for basic skills training. The trainer shows trainees how to do something. The trainer may provide an opportunity for trainees to perform the task being demonstrated.		
	Pros	This method emphasizes the trainee involvement. It engages several senses: seeing, hearing, feeling, touching.	
	Cons	It requires a great deal of trainer preparation and planning. There also needs to be an adequate space for the training to take place. If the trainer is not skilled in the task being taught, poor work habits can be learned by the trainee.	
<b>Interactive Demonstrations</b>	Any good demonstration is interactive — but unfortunately there are a lot of bad demonstrations! The difference is that interactive demonstrations allow learner-watchers to do something instead of merely observe. They have things in their hands and they move those things in purposeful ways; they start doing so at the earliest possible moment. They move around, they ask questions, they interact.		





Method	What it is	How it works	When to use
<b>Mind Mapping</b>	Mind mapping is a training method to explore, in a creative way, a certain concept or issue by unfolding linked topics and ideas in one presentation on a single sheet of paper, using symbols, words, lines and arrows.		
<b>Self-discovery</b>	Trainees discover the competencies on their own using such techniques as guided exercises, books, and research.		
	Pros	Trainees are able to choose the learning style that works the best for them. They are able to move at their own pace and have a great deal of ownership over their learning.	
	Cons	Trainees can easily get sidetracked and may move slower than the trainer desires. It is also more difficult to measure the trainee's progress.	
<b>Movies, videos, Computer-based training</b>	Content for the training experience comes primarily from a videotape or computer-based program.		
	Pros	It is easy to provide this training and the trainer can follow-up with questions and discussion. It is also easy to assure that the same information is presented to each trainee.	
	Cons	It is expensive to develop. Most trainers choosing this option must purchase the training from an outside vendor, making the content less specific to their needs.	
<b>Humour</b>	An appropriate use of humour can be a real catalyst in the relationship between trainer and learners. As well as relaxing the group, its use establishes a base line of the language and conduct within the training area and it can be used to re-focus attention and change pace. Used wisely it encourages interaction and highlights key parts of a learning event. The most apt uses of humour include: <ul style="list-style-type: none"> <li>• Throw-away remarks to lighten the tone</li> <li>• Jokes and stories</li> <li>• Humorous inputs, not jokes, rather re-told illustrative material such as quotations and anecdotes</li> <li>• Using humour in exercises, particularly to help people break old habits before absorbing new ones.</li> </ul>		
<b>Visualisation</b>	Visualisation, through learner reflection, challenges old behaviours and processes and encourages people to vividly imagine new ones. It develops confidence when working through issues, seeing things from different perspectives. Personal issues and concerns are addressed listening to an inner voice. Visualisation encourages relaxation and aids thinking and learning in a training session.		
<b>Magic</b>	Although reaching high proficiency takes many hours of intense practise, it is possible to learn a few simple traditional magic tricks with, for instance, cards or coins. Their use can provide excellent icebreakers and points of contact. Used at break times they can re-energise the most 'flat' of groups. They can make you a trainer they remember, possibly after the learning that took place is already committed, hopefully, to habit – or, hopefully not, the 'memory dust-bin'!		
<b>Juggling</b>	One of the oldest methods of engaging learner groups, juggling still has a powerful role as a training tool. The trainer can introduce a variety of activities that, in addition to developing hand-eye coordination, are used for absorbing a wide range of communication and coaching skills.		
<b>Creative working</b>	Amongst the key gifts trainers can impart to learners are abilities to: <ul style="list-style-type: none"> <li>• Think creatively</li> <li>• Proactively and constructively challenge and inquire</li> <li>• Solve problems.</li> </ul>		
<b>Readings</b>	Reading assignments do not do much to stimulate the senses. They merely require some concentrated seeing of words on pages. They can, of course, efficiently expose learners to large quantities of content. Reading assignments, like the lecture, should be accompanied with some feedback activities which measure and assist the retention of content.		
<b>Hooking into Prior Knowledge</b>	The facilitator begins a session by having participants tap into their own knowledge about the topic. By rehearsing what is known a foundation is established from which new ideas could be created.		
<b>Brain Purge</b>	The aim of the "purge" process is to brainstorm everything the group can think of on the topic to be covered until they are certain that they have covered all of the "standard" ideas on the subject. This precedes a second round in which none of the standard approaches are mentioned. The aim here is to move beyond the known ideas into more creative ways of thinking.		





Method	What it is	How it works	When to use
<b>Brain Writing</b>	Participants generate divergent ideas silently in written form by passing lists of ideas to one another and adding ones thought to the list. This process both protects the identity of the person writing and exposes the participants to the ideas of the rest of the group.		
<b>Walk and Talk</b>	Here individuals discuss the topic under consideration in pairs or trios while walking to generate new perspectives which they report to the rest of the group on their return.		
<b>What Contributes?</b>	This is a questioning technique to get to root causes or underlying dysfunctional dynamics in a system by repeatedly asking, "What contributes?" to the situation the group is considering.		
<b>Paint the Picture</b>	This method is intended for very complex problems. Here, a series of expert presentations, looking at the issue from a variety of disciplines, is followed by the group generating ideas based on the new information presented. A large wall chart can be used to diagram the process being discussed and to visualize new options being proposed.		
<b>Paint the Picture 2</b>	Participants are given the task to draw an animal, flower, landscape or any other kind of drawing that expresses mostly the issue (and ideal leader, our training system, vision of the organisation...). Presenting the drawing, they also present the key characteristics of the thing drawn, which the trainer notices on a flopchart.		
<b>Provocation Workshop</b>	The provocation workshop is aimed at disconnecting the group from their standard assumptions about the problem. The facilitator "provokes" the group with an absurd statement about the issue at hand. For example, "Customers should pay nothing for our services." The group analyzes the consequences, benefits and circumstances that would result from such a statement. They then take their analysis of the absurd situation and look for ideas that may relate to the actual situation. A group may well use a number of provocation statements.		
<b>Positive, Negative, Interesting Brainstorm</b>	This is a classic thinking experiment and often known as "Plus, Minus, Interesting" or "PMI". A group goes through a list they have developed and remarks on each item — what is positive about it, what is negative about it and what is interesting about it. This discussion often results in the creation of new items, some of which accentuate the positive or eliminate the negative, and many of which are helpful hybrids of ideas that have been assessed.		
<b>Speak From Your Own Perspective</b>	To enable members to quickly gain a picture of the breadth of the group's thinking, one can go around the group having each member describe the situation as he or she sees it, what he or she is concerned about and what their perspective is.		
<b>Stakeholder Round Robin Brainstorm</b>	Here participants begin with a common understanding of who are all the stakeholders for the issue at hand and then systematically list items from each of the various stakeholder perspectives.		
<b>Backward Mapping</b>	This thinking experiment is to move in the imagination to the point that the problem is resolved (or the goal reached). Standing in that future situation, the group brainstorms how they got there – from the very last thing that happened back to the present. This can be especially helpful in looking at complex projects.		
<b>Contingency Diagram</b>	The contingency diagram approach has the group list as many ways as possible by which the problem or situation could get worse, and then turning those around to create steps for improvement.		
<b>Problem definition</b>	To generate ideas, five subgroups (named Escape, Reversal, Exaggeration, Distortion and Wishful Thinking) each take the same problem statement and change it according to their approach. The five lists of changed situations are reported and then the group uses these new perspectives to list items they can use to manage their initial problem definition		
<b>Six Thinking Hats</b>	Creativity guru Edward De Bono describes six ways of thinking as six coloured thinking hats by which a group can look at an issue from multiple perspectives. These six are: white hat thinking — what you know, must know and would like to know about the situation; red hat thinking — your immediate, instinctive feelings about the situation; black hat thinking — the dangers, difficulties and problems in the situation; yellow hat thinking — the benefits of the situation; green hat thinking — creative aspects of the situation, changes and modifications; blue hat thinking — how thinking about this situation is best organized, to propose, for example, a sequence of hats to apply to the situation. A group applies these perspectives in turn ("putting on", for example, the white thinking hat) and lists their ideas as they go along.		







Method	What it is	How it works	When to use
<b>Role Storming</b>	Group members can brainstorm answers from the perspective of someone not in the room to come up with new perspectives and insights. This can be done by putting up sheets of paper with the name of the perspective that is missing and having people walk from sheet to sheet to write their ideas from that perspective.		
<b>Analogy Brainstorm</b>	This approach uses analogies as a basis of generating new ideas. Analogies can be anything. Some examples include drawing an analogy using famous or imaginary people ("How would Mahatma Gandhi or Spiderman deal with our situation?"), nature ("How would nature deal with the issue such as ants, weather, or an ecosystem?"), or other organizations or cultures ("How would any other type of organization deal with the issue, for example a monastery, the Mafia etc.?").		
<b>What If?</b>	What If? After having identified their issues, subgroups can consider absurd or frightening "What if?" scenarios, asking what the world would look like if that were to happen and what they might do. For example, "What if everyone were engaged in research?", "What if everyone worked through partners?" etc. Having heard the reports the group can move into idea generation with the benefit of their wild "What if?" scenarios.		
<b>Matrix</b>	Here the facilitator draws a matrix or checkerboard on the board and writes one set of variables across the top, one per box, and another set of variables down the side, one per box. The group then brainstorms into the intersecting boxes.		
<b>Convergence: Clustering in Columns</b>	This is a way for a group to identify similar ideas, put similar ideas in the same column and then title the columns. The group writes ideas on cards with one brainstorm item on each card. They paste the cards on a wall or a board in columns. It is important to use one organizing principle (for example, "similar kinds of action" or else "similar root causes"). The columns are then titled with a name that includes all of the ideas in the column while not being too abstract.		
<b>Affinity Diagram</b>	The Affinity Diagram or KJ method was invented by the Japanese anthropologist Jiro Kawakita in the 1920's. "Affinitising" is an approach by which small groups (3-4 persons) silently cluster cards with one idea each written on them into clusters that have a common theme. This process must be done silently. After the clusters have been silently formed, the group discusses the reasons things were clustered together, titles the clusters, and may create relations among clusters.		
<b>Simultaneous Committees</b>	This approach divides material into functional groups (for example, finance activities, personnel activities, marketing activities etc.) that work in parallel on developing steps to take it further.		
<b>Ballooning</b>	For use in a less serious occasion, this technique has participants write all of their different options on balloons. The group moves around the room bursting the less desirable options with sharp implements. The selected items are the ones on the remaining balloons.		
<b>Paired Comparisons</b>	Here the group evaluates several ideas against each other using a single value. The approach is the same as that used by an optometrist when trying various lenses and asking, "Is this one better or this one?".		
<b>Evaluation by Values</b>	This approach begins with a matrix. Across the top are written the names of the values the group agrees to use in selecting their top choice. Down the side are the various options the group is considering. The group may opt to mark values + or - for whether they are met or not. Alternately, the group may opt to score each option for the extent to which it meets a value, using 1-5 points, for example. In either case, the option with the highest score is selected.		
<b>Plus, Minus, Interesting</b>	The plus/minus/interesting (PMI) discussion mentioned above as a divergence technique to generate new and hybrid ideas can also be applied for convergence. In this case, the group discuss the positive, negative and interesting points of each of the items to be considered. On the basis of this discussion they narrow down the list to the few items that have the greatest potential, and possibly select the one that best answers their concern.		
<b>Donut Prioritisation</b>	To prioritise tasks into three levels, a group can draw a large donut shape on the wall and note all of their activities to be done on post-its. The centre of the donut means, "There's no point in doing anything at all if we can't do these." The area outside the donut means "we can't/won't do these at this time", perhaps because of sequencing issues (prerequisites), budget, or feasibility, for example. The donut itself means, "These would all be great things to do if and when we can. The group discusses and plots the post-its onto the donut, creating their priorities as they go along.		





Method	What it is	How it works	When to use
<b>Jury</b>	This method uses a trial as the setting. Group splits into two groups and couple of people besides are declared the jury. The two groups should prove one statement is true or not true. They prepare the case and arguments in their favour, even if their personal opinion is not the one given to the group. The jury calls both sides to present the case, and then enters into discussion on arguments from both sides, giving them floor consecutively. The trial should be time limited. On the end, wrap up should list all the arguments and try to provide some answers needed.		
<b>Market</b>	This method is used when participants come from different organisations. Most usually in the evening, each participant present project and priority actions of the association in a market setting. Everyone should combine their presenting their work and mingling around to get new ideas, information and inspiration for work.		
<b>Your own mind map</b>	On the end of a session, during which the notes were taken on flipcharts and are available for all the participants, they are invited to make their own mind maps to structure their thoughts and findings. After this is done, they present their maps in couples, comparing them. This method is effective in structuring the learning gained during a session and understanding the ways other people learn and see things.		
<b>Model of the Super... (citizen, leader, ...)</b>	Trainers select up to 4 participants to be models. They cannot speak, only they can move when they will be asked to move. They can't contribute anything during the exercise. The participants will be divided into up to 4 groups. Their task will be to discuss the competencies (Information/knowledge + Skills + Attitudes) of the "Super ... (citizen, leader...)" and write down on post-its and papers. They should decorate the "models" with the competencies of as fashion designers. Groups present their 'Super ...' and their competences. After the presentations, the "Models" can speak about how did they feel during the exercise. Afterwards the "Models" will take over the role of facilitators to discuss the ways we can improve the competencies. Taken from SALTO ( <a href="http://www.salto-youth.net/find-a-tool/785.html">www.salto-youth.net/find-a-tool/785.html</a> ).		
<b>Dice evaluation</b>	Emotional evaluation is done by dice evaluation where participants have chance to steam out and say goodbye. Dice evaluation: throwing the dice and finishing the sentence under the number. 1: I feel... 2: I would like to wish something to somebody... 3: I would like to thank somebody for something... 4: I learnt... 5: I understood... 6: I would like to say ... Taken from SALTO ( <a href="http://www.salto-youth.net/find-a-tool/787.html">www.salto-youth.net/find-a-tool/787.html</a> ).		





## Training Dynamics

Using colour in slides and in learner materials significantly improves both short- and long-term retention.

Activate the senses. Scent dramatically raises attention. Music energises the brain. Movement provides sensory triggers to recall.

Use 'construction kits' encouraging classroom 'physical metaphor' of people's jobs when the real materials are not available.

Use tests for the learners. People love to know about themselves. Naturally, take care with sharing results— people do not want to be humiliated. Concentrate on what the results mean to individuals and how they can plan any appropriate change.

Have teams complete a variety of exercises around a list of words, some obviously connected with the learning topic, some less so. Teams research the significance of the words, their most important links, their priority against other words in handling situations in the area of learning. Have teams negotiate for words to build the strongest set. Have each team champion their key words or ideas in helping the success of their organisation. This could be by way of a presentation, a 'play let', a modified version of a popular television programme or in the style of a political debate. Success will reflect how hard they have worked in truly understanding the impact of particular words in the process, or skills they are in the classroom to learn. It could also reflect the absorption of planning and communication skills as they seek to influence experts to give up their knowledge (possibly in rival teams!).

Provide boxes of simple materials - highlighters, matchboxes, paper, straws, plastic building blocks, pens, glue, sand etc. and have learners create models or analogies to illustrate major learning points.

Have learners create their own tests and answers: have other learners 'sit' the tests.

Use 'koosh' balls. Learners fidget, it helps them engage. Thrown from learner to learner as part of a question/answer exercise — the balls aid concentration and retention. Later in the day have different 'toys' for variety.

In work-based learning, have learners use broken equipment and new equipment with faults. Learners investigate the problems and seek to resolve them. This can be an opportunity for humour – award the most humorous, ridiculous, 'just possible' explanation for the fault.

Implement business simulations, providing opportunities to practise and discuss the 'real situations'. Used wisely, business simulations have high learning possibilities as well as the need to implement skills of communication and team working. Be aware that such simulations are often computer based and may take much organising.

