ITC International Training Centre

Decp DUTCH EMPLOYERS COOPERATION PROGRAMME

GUIDE ON Training Methodology for EBMOs

First published 2020

GUIDE on Training Methodology for EBMOs

ISBN 978-92-9049-871-1 (web PDF)

Publications of the Centre, as well as a catalogue or list of new publications, can be obtained from the following address:

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Design by the International Training Centre of the ILO, Turin – Italy

Contents

Acknowledgement

Delivering quality services to members is one of the key value-added of the Employer and Business Member Organizations (EBMOs). By providing services, they help members-companies to cut transaction costs, optimize regulatory compliance and overall improve their performance, thus contributing to sustainability and growth of business. From the institutional perspective, it is an essential strategy to retain existing members and attract new ones leading to greater representativeness and influence.

In many countries, EBMOs at national, branch or regional level provide training services for their company members, or have the ambition to set up or expand such training services. Training services are a way for EBMOs to be visible, provide tangible value for money for members and attract new members. Training services can contribute in a substantial manner to the revenue building efforts of organizations.

However, running a sustainable and high quality level training service is not evident, especially in competitive markets. It requires professionalism, both managerially and technically. Organizations' staff entrusted with the management of training services need to possess or acquire a number of managerial skills and competencies in the field of marketing, pricing, organisation etc., to ensure that high quality training products are delivered in a sustainable way. Running a sustainable and high quality level training service also requires good insight and skills in the business of adult learning, understanding the roles of trainers, mastering workshop and eLearning design etc. Keeping abreast of changing needs of members requires a capacity to innovate, transform existing training and integrate new adult learning methodologies in order to achieve more quality, more engagement, better learning impact as well as high levels of delivery.

The present publication aims to guide in a very practical way EBMOs which are planning to set up or which are running a training service. It focusses on the fundamental concepts of adult learning and the role of the trainer, proposes a step-by-step methodology on how to design a training and finally presents practical tools and tips to use innovative and engaging adult learning methodologies in training activities. It covers all three types of training: face-to-face workshops, blended learning and eLearning. While most EBMOs organize principally face-to-face training workshops, there is a growing trend towards digitalizing training services and using blended approaches. The Guide suggests how to best design and deliver training courses based on practical examples of training activities delivered by selected EBMOs – the examples of training curricula and material were shared by EBMOs training experts during a workshop held in 2018 in Turin.

The Guide is a result of collaboration between the Programme for Employers' Activities of the International Training Centre of the International Labour Organization (ITCILO ACTEMP) and the Dutch Employers Cooperation Programme (DECP). Ms. Jeanne Schmitt and Dr. Arnout De Koster conceptualized, provided substantive inputs and edited the Guide. Appreciation is extended to Ms. Federica Milano and Ms. Sorina Nihta who put together and drafted the main sections of the Guide. Photos used in this Guide were taken during ITCILO ACTEMP training activities.

How to use the Guide

This Guide offers considerations for EBMOs which are planning to set up or which are running a training service. It focusses on the fundamental concepts of adult learning and the role of the trainer, proposes a step-by-step methodology on how to design a training and finally presents practical tools and tips to use innovative and engaging adult learning methodologies in training activities.

This guide can be usefully read in conjunction with the other guides published by the ITCILO Programme for Employers Activities going in detail on how to develop services and on the contents of labour law, and industrial relations and human resources services (https://www.itcilo.org/resources/employers-and-business-member-organizations-training-resources). The guidance material published by the DECP can also be usefully explored (https://www.decp.nl/publications).

The approach taken in this Guide is "hands-on": it offers practical considerations adapted to the mandate and business model of EBMOs. The theoretic part is supported by practical examples, checklists and other tools to help review what the organization is currently doing in relation to training services and how it can improve.

Section 1 of the Guide "What is learning" offers a refresher on fundamental concepts of adult learning and participatory approaches in training activities. It highlights the characteristics of adult learners, the role of the trainer, the need to formulate learning outcomes and the business case for using participatory methods for delivery.

Section 2 "The Learning Management Cycle" proposes a step-by-step methodology on how to design a training activity or adapt a current one. For each step, the objectives, benefits and possible available tools are specified. It takes into account cases in which EBMOs staff are directly delivering training and those in which the EBMOs staff are in charge of selecting, managing and coaching external trainers. The section can be useful as a whole to familiarize oneself with the Learning Management Cycle or to review practices against good practices described for specific parts of the Cycle. The section content is relevant for all types of training activities: face to face workshops, blended learning and eLearning.

Section 3 "Methods" looks at how to integrate Adult Learning Methodologies in training activities. Methodologies are proposed in function of their objectives and the impact that can be expected from using them. Examples are systematically given on how to integrate these methodologies in training activities typically delivered by EBMOs in the fields of labour law, industrial relations, human resources or managerial and soft skills. The rationale of this section is to help EBMOs innovate through mainstreaming new, diversified and more effective learning methods. Both face-to-face and online learning methodologies are explored.

This Guide deems to be an engaging and dynamic read: throughout the Guide, the reader will be prompted to further reflect on his/her own practice, to try suggested tools, methods and templates, to check references to external sources providing complementary guidance. We very much hope the Guide will be a useful companion in your learning journey!

Interactive Tools

Food for thoughts

FOOD FOR THOUGHT

➤ How is learning ...

➤ Do you ensure ...

➤ What is the ...

to reflect on own practices and on how to implement new learning in day to day work!

Special prompts

What if you don't do needs analysis? ▼

If you don't do a thorough need analysis, the follow

- The content might be irrelevant to the conte
- The content might be inadequate (too participants, or redundant and too sim
- The content and methodologies mic professional background.
- The training might be disconn within the same organizatio be part of.
- The training might be irrelevant.

to give you some practical tips!

Videos and **Weblinks**

https://www.itcilo.org

to go further or quote external sources

Internal references

... **What is learning** ...

to highlight logical links between different parts of the Guide

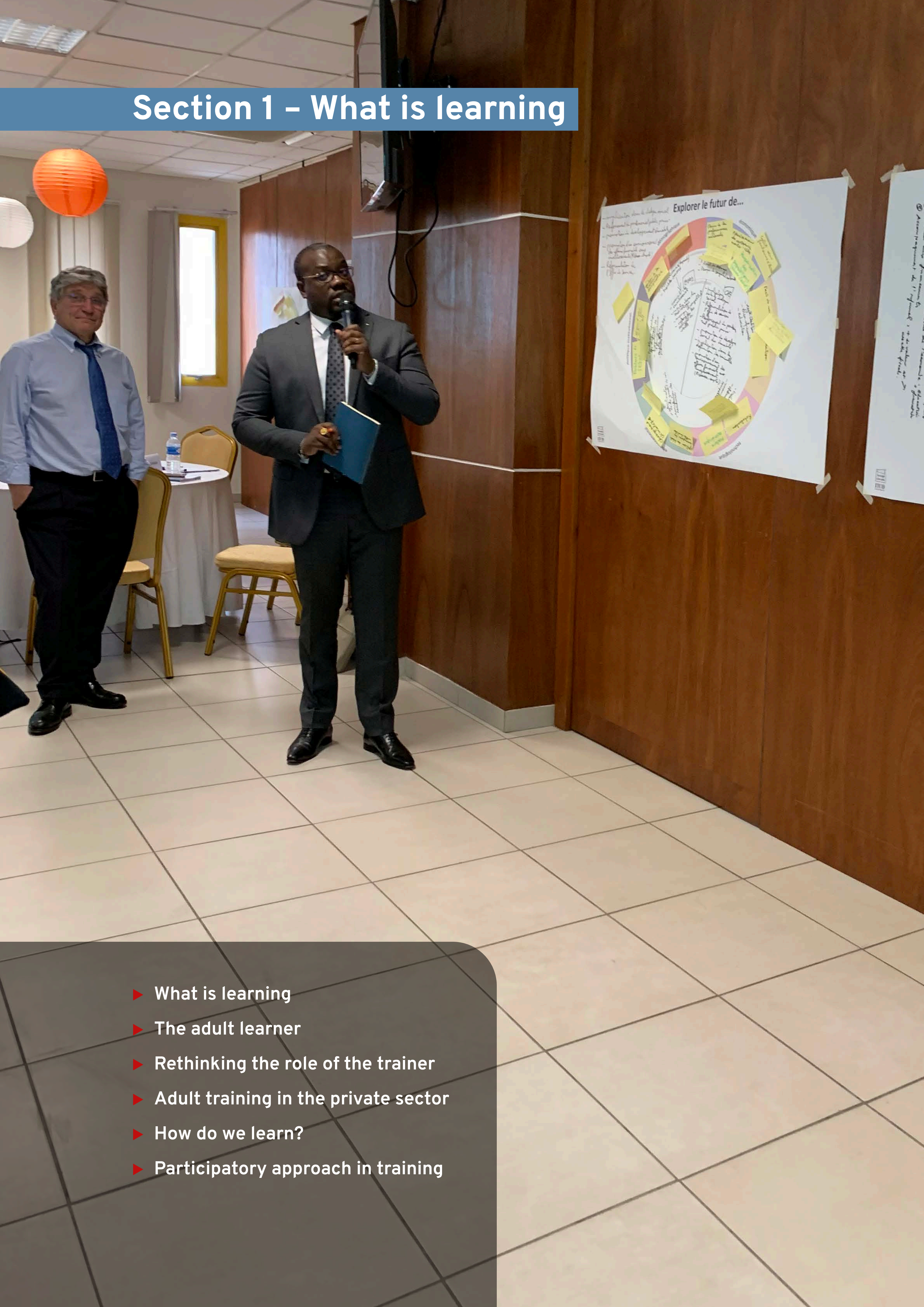
Reference to the Annexes

... **(see Annex: ...)** ...

for more details or templates

And if you have clicked on one of the internal reference and want to turn back to the page you were reading, just press **"Alt + Left Arrow"** on your keyboard.

Section 1 – What is learning



- What is learning
- The adult learner
- Rethinking the role of the trainer
- Adult training in the private sector
- How do we learn?
- Participatory approach in training

Section One of the Guide "What is learning" offers a refresher on fundamental concepts of adult learning and participatory approaches in training activities. It highlights the characteristics of adult learners, the role of the trainer, the need to formulate learning outcomes and the business case for using participatory methods for delivery.

What is learning

When we speak about learning, we speak of something familiar to all of us. Nevertheless, it remains hard to define unequivocally what learning is, as well as how to measure that learning has occurred. Theorists have defined learning in numerous ways, focusing on various aspects and approaches to assess its occurrence. But just as there are many disciplines interested in the subject of learning—psychology, neuroscience, behavioral ecology, evolutionary theory, and computer science to name a few—so there are many definitions for learning.

What we do know today, is that learning is much more than memorization and information recall. Learning involves understanding and the ability to: relate ideas and differentiate between them; create connections between prior and new knowledge; and to transfer knowledge to new and different contexts.

Learning is a process that:

1. **is active**—it engages and manipulates concepts, experiences, and conversations in order to build mental models of the world. Learners build knowledge as they explore their context, engage with others, and connect new ideas with old understanding.
2. **builds on prior knowledge**—and enriches, improves on, and changes existing understanding.
3. **occurs in a complex social environment**—learning is a social activity involving people, their practices and experiences, their social context, and the actions they take (and that knowledge is built by members in the activity).
4. **is situated in an authentic context**—learning takes place when learners have the opportunity to engage with specific ideas and concepts on a need-to-know or how-to basis.
5. **requires learners' motivation and cognitive engagement** to be sustained when learning complex ideas, because considerable mental effort and persistence are necessary.

FOOD FOR THOUGHT

- How is learning defined in your organization?
- How does such understanding translate into your practice?

When we think of learning we focus often on what happens in classrooms, but learning is pervasive. It takes place in our life every day. We engage in the social and active process of learning and that results in a change—whether in knowledge, attitude, or behavior—that affects our way of seeing, understanding, and relating to the world. And this influences how we learn in educational settings.

We are indeed naturally good at learning. In the past two decades, neuroscience research has shown that learning is not just something our brain is capable of doing and doing well, but that learning is actually, and precisely, what the brain does.

For many years, scientists believed the brain was a rigidly wired machine meant to process, store, and retrieve information. They believed the brain would not change after childhood and that it would slowly decay with aging.

We could not have been more mistaken. Our brain physically changes its own structure and function through life-long learning and new experiences. This ability is called neuroplasticity.

Learning is a physically dynamic process in which new knowledge is represented by new brain cell connections and the reinforcement of neuronal paths and networks. Learning occurs because neuronal pathways get created, reinforced, or discarded according to our experiences. The architecture of a brain not only differs from one person to another, but also changes throughout the course of an individual's life: the brain literally reorganizes how it is wired in response to learning.

Implications for training:

Because we know more about the brain and about learning than ever before, it is vital that training and development professionals harness and apply the new insights and knowledge for successful learning experiences. To do so, they must plan, create, and implement learning methods based on how the brain naturally learns.

- The most effective learning takes place when multiple regions of the brain—particularly those associated with memory, senses, emotions, and executive functioning—are recruited for the learning tasks.
- A genuine and social space must be provided for learners so they may repeatedly practice an activity or access a memory. The neural networks will shape themselves accordingly.
- Providers must ensure that learning engages all the senses and taps the emotional side of the brain. Emphasis on rational and logical cognition alone does not produce powerful memories.
- Humans are naturally curious and our brains are programmed to pay special attention to any experience that is novel or unusual.
- Past memories can be an impediment to future learning if they contradict previous understandings.

FOOD FOR THOUGHT

- How can you translate these implications in practice?
- Are your learning experiences brain-friendly?
- What could be 3 improvements you could integrate in your training offers to support your participants' learning process?

References:

- https://teaching.berkeley.edu/resources/learn/what-learning
  Tokuhama-Espinosa, Tracey (2011). Mind, Brain, and Education Science: A Comprehensive Guide to the New Brain-Based Teaching. New York: W. W. Norton.
- *University of California Irvine's Center for the Neurobiology of Learning and Memory*
- *Martinos Center for Biomedical Imaging, Department of Radiology, Massachusetts General Hospital and Harvard Medical School the University of Michigan's Biopsychology Program*

The adult learner

In the 1970s, Malcolm Knowles developed the Andragogy theory to describe the characteristic differences of adult learners from child learners. Today, to differentiate adult learning from pedagogy (how children learn) seems somehow artificial. It is more relevant to think of learning as a continuum in which the principles of andragogy can be applied equally throughout life, but with different emphases and strategies at different times.

Nevertheless, what are these principles and how can they guide our work to provide meaningful learning experiences to adult learners?

Adult Learners and Sense of Self

As we grow older, our sense of and need for autonomy and self-determination increases. At first, we use family and peers to model our identity, but as we become more independent, we build our own sense of self and form a complete identity as an individual. In a training context, therefore, adult learners benefit from a more self-directed approach, rather than an instructor-led approach, to ensure maintained interest and engagement.

FOOD FOR THOUGHT

- Do you ensure in your courses learners' autonomy?
- Is self-directed learning an approach used in your organization?

The Role of Past Experiences in Adult Learning

Our brain compares every new experience and each new bit of information to knowledge it already possesses. These dialectical relationships between prior and new knowledge shape how our brain is wired and how we read and understand the world around us. Adult learners have a wellspring of experience from which to draw knowledge and references, whether academic or social. Professionals must acknowledge and leverage the adult learner's expertise and knowledge in the training context, so as to integrate the learner's experience as an active part of the learning process.

But understand that if new knowledge is presented clashes with the learner's existing knowledge base, some resistance can be expected, at least until a new meaning is imparted to an earlier experience or an old meaning is reinterpreted in a new light.

FOOD FOR THOUGHT

- Have you ever met such resistance? If yes, how did you manage it?
- Do your training include opportunities for the learners to share and contribute with their knowledge and experiences?

Readiness to Learn

Adults perceive learning as valuable when there is a reason for it, such as being relevant to their personal or professional growth and development. Perceived value increases their readiness to learn. Adult learners will overcome familial, economic, and professional constraints in order to enroll in trainings and courses that have a purpose in their lives. This is why it is crucial that professionals design and present relevant and task-oriented material, always tapping into learner interest and fulfilling learning needs.

FOOD FOR THOUGHT

- Is your content constantly updated and relevant for your target group?
- Is your organization providing hands-on learning experiences for your participants?

Orientation of Learning

Orientation of Learning is closely connected to Readiness to Learn. Adults need learning to be applicable in their everyday lives. Adults don't just want to know, they want the know-how to develop skills and perform better. General knowledge and information about a subject may not meet the learning needs of an adult because they want it tied to real-world applications. Furthermore, the learning needs to be goal-oriented and must be supported by measurable learning objectives to monitor progress and accomplishments.

FOOD FOR THOUGHT

- Do you use methods which allow learners to experiment and experience first-hand while learning?
- Is the link between the learning objective and real-life application clear and shared with the learners?

Motivation to Learn

Adults learn when they are willing to learn. Adult learner motivation is mainly driven by internal motives. External factors do not suffice. Each person develops their own methods of motivation based on their own reasons, for example, professional development or personal growth. In training contexts, be sure to offer contextualized learning experiences that can respond to the original motivation to learn.

There are different strategies to make sure these **principles translate into practice** in learning contexts and offers:

Planning an analysis and assessment phase

Create and design your learning offer based on the learning needs assessments of the learners it is directed to. Analyze your learning offer with these principles in mind and ensure a learner-centered approach that supports the adult learning process.

Use a collaborative learning approach

Create a space of participation by involving your learners as much as possible. Be aware of their motivations, expectations, learning needs, and preferences. Encourage collaboration, opinions, and discussion and ask for feedback on learning and tools provided.

Facilitate and empower self-directed learning

Foster a learning space and experience that meets the adult learning need for autonomy. Always keep in mind that they are able to control, motivate, supervise and adjust their own learning.

Contextualized learning to ensure the transfer to the practice

Applicability and relevance are key components in adult learning. Build your course content upon real-world examples, so learners can reflect on how to apply the new knowledge in their life.

Problem-solving oriented approach

Rather than presenting facts, engage adult learners in active problem-solving processes that relate to the competencies they are developing. Allow space for learners to manipulate and directly engage with knowledge and information, to explore the subject and learn from their mistakes. For example, use scenarios or case studies to prompt their exploration and to help them experience firsthand the consequences of their actions or behaviors.

Experimentation is a crucial part of learning

As human beings, we are shaped by our experiences. For adults especially, experience is the main source of learning and learning represents a way of making sense of experiences. Adults learn best when they learn by doing. In your courses and trainings, involve learners so that they experience the learning rather than being told and asked to memorize new knowledge and information.

FOOD FOR THOUGHT

- Which principles are you already applying in your courses? Which ones are not taken into account?
- How can these principles enhance and improve your learning offers?
- Which one of these principles could you put into practice starting with your next training?

Reference:

- *Malcolm Knowles in 1968, Adult Learning Theory*

Rethinking the role of the trainer

In the past decade, we have gained insight into what learning is, and when and how it occurs, but to apply those insights into trainings will first require that educators and learners change their perceptions of their roles.

The learner's role is not only to receive knowledge, but also to search, challenge, and construct knowledge. The goal of teachers and trainers in adult education is not only to present knowledge, but also to facilitate, to interpret, and to design learning experiences.

To provide meaningful and successful learning experiences we must stop looking exclusively at the quality of knowledge presented and start including the quality of the learning process designed. We must concern ourselves not only with our expertise in a specific subject, but also with our competency in planning, designing, and delivering learning processes.

The trainer as a facilitator of the learning process

Trainers must consider their own values as well as those of their students and of other stakeholders. Only then can they assess how to best support learners in the learning process. Trainers must be able to make informed decisions about best practices so as to achieve the outcomes that were set with and for learners.

By designing and coordinating the learning environment and process, the trainer creates proper learning conditions, he/she/they recognizes the individual's abilities and leverages on the adult learners' experiences, reinforcing a self-directed learning approach.

The trainer as a source of knowledge

The role of the trainer is to create a space where learners can engage and interact with updated, contextualized and relevant information, with their peers, and with educational materials. Through this guided active engagement, the learners construct knowledge and meaning.

The trainer as a monitor and evaluator

Trainers must set appropriate learning outcomes for each learning experience. They are in charge of monitoring the impact of their practices over time, evaluating the results, and responding flexibly when necessary.

FOOD FOR THOUGHT

- Which of these 3 roles is predominant or prioritized in your organization?
- Which role is underestimated and how could this be improved?
- As a trainer, which role do you feel most comfortable in?
- What is the role you could develop further and how? What benefits would that bring?

References:

- *Giannoukos G, Besas G, Galiropoulos Ch, Hioctour V. (2015). The Role of the Educator in Adult Education. Journal of Education and Learning. Vol. 9(3) pp. 237- 240.*
- *Knowles, Holton and Swanson. The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development. Elsevier, 2005.*
- *Jack Mezirow.*

Adult training in the private sector

For training providers, it is key to continually refine and improve content and methods, looking for opportunities to improve learner fulfilment and, consequentially, the courses' impact.

We need to brand the quality learning we offer. We need to highlight to organizations and trainees the importance of investing in learning as the most effective way to enhance performance and to contribute to organizational success. And finally, we must achieve what we promised.

FOOD FOR THOUGHT

- What is the additional value of your learning offers?
- What does quality in learning mean for your organization?
- How can we make sure our participants will want to come back to our trainings?

We must make sure that the learning takes place in the most supportive environment, that new competences and knowledge are acquired, and that learners are actually able to apply them in their daily work.

We already know that adult learners are more inclined to learn when they perceive new concepts, skills, and competences as relevant and applicable in real-world situations. We also know adults are the most interested and engaged when tasks require problem-solving.

For training providers, this implies the need for strategic reflection over the content presented and the learning process designed. To have meaningful and impactful learning, we need to incorporate a participatory approach, provide exercises and practical simulations of skills and concepts, as well as detailed examples of specific application in the learner's work environment.

FOOD FOR THOUGHT

- How solid are your learning offers, content-wise and methodology-wise?
- What is the impact achieved through your courses in your participants' performance in the work-place and professional development?

If we wish to create significant change in skills, attitudes, and competences, then we need to: assess the learning needs of our trainees; adapt and tailor the content; provide relevant sources and materials; and allow the learners to explore firsthand.

Furthermore, new skills and knowledge will erode if not applied. It is crucial to design a learning process that fosters the maintenance of the newly acquired competences after training completion. Blended learning and follow-up tasks ensure that what has been learned is transferred into the learners' lives.

Quality learning and happy trainees are the product of dedicated trainers that keep up with the rapidly changing and developing learning sector. We know more today than we did yesterday, and we will know even more tomorrow. This knowledge is a door to incredible opportunities to refine and to create better learning experiences capable of greater impact.

FOOD FOR THOUGHT

- What are you already doing and could do more of?
- What are you not doing, and think it would be useful to incorporate in your practice as a training provider for the private sector?

Reference:

- *12 Strategies for High-Impact Corporate Training, by Dan Rust, published May 20, 2013.* http://www.frontlinelearning.com/2013/05/20/12-strategies-for-high-impact-corporate-training/

How do we learn?

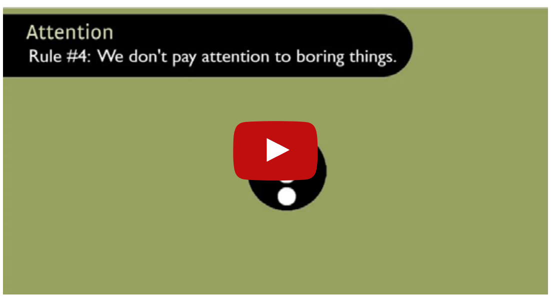
As discussed in the previous chapter, learning is an active process that occurs in a complex, social environment and is situated in an authentic context, builds on our prior knowledge and requires our motivation and engagement. It is linked to and influenced by many factors and processes, some of which are discussed further on along with their implications for trainings and trainers.

Attention

The more attention the brain pays to an event, the more complex the way in which it stores the information. So, the more attention we pay, the more and better we learn.

But how does attention work? How can you keep the attention of the people you train?

First, keep in mind John's Medina Rule #4 in his book *Brain Rules*: We don't pay attention to boring things. As trainers, we need to keep things lively and engaging for our participants and steer clear of anything boring.



Medina also structures lectures and experiences based on his ten-minute rule: your audience will checkout after ten minutes if there is no change in what you are doing. This means that you need to work to grab your audience's attention over and over again.

How to catch and keep attention?

1. Create events rich in emotion. Emotions catch our attention and emotional arousal helps the brain learn (through the release of dopamine, which functions as a "do not forget this" post-it note reminder)
2. Meaning before details: Participants cannot grasp details if they don't first understand the meaning. You can ensure meaning comprehension by organizing information logically and in a way that allows people to associate clusters and extract main ideas. Don't get lost in the details. Make sure the red line of meaning is always visible and come back to it several times to ensure people really get it.
3. Create narratives: Humans are storytellers. Stories catch our attention more than dry facts and information. This means that even if you present facts, you should communicate them or link them to a story.

Implications for training:

If you have to use presentations or inputs, divide them into ten-minute sections, especially when you need to introduce new concepts.

Use John Medina's model: introduce the plan of the presentation/ input at the beginning. Then use each ten-minute section to present just one general concept. You should use the first minute to introduce the first main idea, and the other nine minutes to explain the details. Don't forget to always link the details to the general concept. Go back to the general plan of the presentation often to make sure your participants understand exactly where they are and how what you are talking about relates to and is meaningful in the bigger picture.

Make sure you don't lose your participants' attention. Use emotional hooks at the beginning of every ten-minute slot to help your audience anticipate what is coming and create curiosity about it. Remember that after nine minutes and fifty-nine seconds your audience needs something new to occur. They need something to trigger a reaction toward the speaker thus stimulating their brain. An efficient way to create this reaction is to trigger emotion through: a personal story, an anecdote, a creative or unexpected use of words, a shared narrative, or a meaningful question. Make sure, however, that the trigger is appropriate and meaningful for the specific group you are addressing (i.e. know the profile of your group beforehand).

FOOD FOR THOUGHT

- How will you catch and keep the attention of your trainees in your next training?
- Which input could you revise and adapt according to Medina's model?
- What stories could you incorporate into your next training in order to create narrative, emotion and better engage learners?

Memory

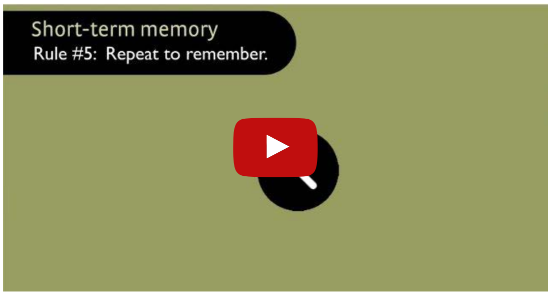
"Coding" refers to the initial learning moment that allows information to be stored in the brain. The quality of the coding is one of the most important contributing factors for the success of the learning process. We remember information more accurately and for longer if we are actively engaged in the coding process. When information is elaborate, meaningful, and contextualized—not simply communicated to us by a teacher—we come to actively understand it and better remember it.

Implications for training:

Trainers must ensure that participants understand the meaning of the information. We should introduce new information in such an interesting manner that the learners become actively engaged in extracting and constructing meaning for themselves. This implies that we should use participatory and inductive methods like case studies, discussions, group work, and problem-solving in order to engage learners in creating an understanding of the new information. Real life examples support meaning construction, and the more relevant and personally relatable the examples are, the better the information is stored and remembered.

We should start with an engaging and attractive introduction. Remembering happens in the same brain region that gets activated when initially perceiving a new event or information. So, if you manage to catch the attention and create a meaningful experience in the first moments, you will create a stronger bridge for participants to remember the information you want them to learn.

Repetition ensures the information gets stored in long-term memory. Trainers should design opportunities for repeated exposure to information, but in different manners, into their courses. This may come in the form of short recaps after breaks, group work that involves repetition of main ideas, or any type of work designed for post-training sessions that involves re-engagement with the information. Reinforcement e-mails, videos, quizzes, questions, short tasks could be useful ways to implement repetition and reinforcement after the training in the follow-up phase. This ensures that newly acquired skills and knowledge do not atrophy from neglect.



That being said, do pay close attention to the ratio of new information to repetition opportunities. It is not effective to introduce a lot of new information without providing the opportunity for participants to engage with it actively, to understand it, and to repeat it several times.

FOOD FOR THOUGHT

- How can you incorporate repetition in your next training?
- What real-life examples could you give to support the information you are delivering?
- How can you make an introduction in such a way that it's interesting for your participants?

Our senses

Multisensory environments actually stimulate learning. Smell stimulates coding in memory and remembering information. People remember more when they see and hear information at the same time, as in multisensory presentations that stimulate creativity and problem-solving skills.

Implications for training:

Trainers should follow John Medina's Brain Rule #9 that says to stimulate more of the senses. We can do that by using multimedia presentations, animations, exhibitions, demonstrations, relevant music, sounds, textures, or even by branding our training through a certain smell (that can be used later on by our participants to facilitate remembering the information better).

For those who have sight, vision is the strongest and most impactful of the senses.

When it comes to remembering information, pictures are an incredibly efficient tool. If we hear a piece of information, we will remember just 10% three days later. If we add a picture, we will remember 65% (John Medina, Brain Rules).

Visuals are even more effective than text. Medina says this might be because our brain sees words as a set of tiny pictures that must be analysed and compiled in order to be able to read—quite an inefficient process. A picture allows the brain to associate meaning much faster, and to recover that meaning faster too.

Implications for training

In order to capitalize on the incredible power of vision, trainers should:

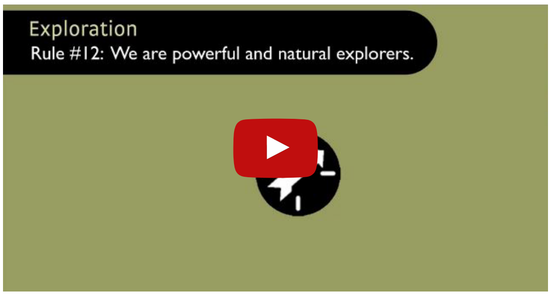
- Involve as many senses as possible in the learning process
- Communicate more through images than through words/text
- Use videos and animations to convey information
- Review our PowerPoint presentations **to avoid its deadly risk**.

FOOD FOR THOUGHT

➤ What images would best support the verbal content in your PPT?
➤ How else would you use visuals in your training, other than in PPT?
➤ What do you want your training to smell like?

Exploration

We are powerful and natural explorers states Medina's Brain Rule #12, and this is a great motivation for the learning process. This exploration starts as soon as we are born and creates opportunities and processes through which our brain develops. By studying the way babies learn, scientists have learned that we naturally learn throughout our lives through exploration and experiment (observation, hypothesis, experiment, and conclusion).



Implications for training

We should capitalize on this natural tendency to learn through exploration in our trainings in order to enhance the quality of the facilitation. We can do this by stimulating curiosity and creating opportunities for it to manifest in questions, exploration, experiments, problem-solving, engaging in situations, discussions, and discovery.

FOOD FOR THOUGHT

➤ What makes you curious in a training setting?
➤ What might trigger your participants' curiosity?
➤ What would kill people's curiosity? What would support it?

The process of constructing knowledge

From a constructivist perspective, learning is the process through which people construct meaning that is adaptive in the context in which it was built. This is done by experiencing the world and building on our prior knowledge. In this sense, they "learn best when they are socially interacting within an authentic situation that is relevant to their prior knowledge and goals, and that fosters autonomous and self-directed functioning." (Doolittle & Hicks, p.86)

Implications for training:

For trainers, the following principles are useful for designing learning experiences:

The construction of knowledge is an active process that happens through individual or social engagement. This implies that trainers should provide learners opportunities to socially and individually engage in the process of making meaning by using participatory methods. Learners are not passive receptors; they should be engaged in active learning and supported in the construction of meaning, beyond the classic repertoire of listening, reading, and memorizing. In addition, trainers should create contexts where participants can engage in dialogue in order to construct a shared meaning and understanding of the topic addressed.

The construction of knowledge is fostered by authentic and real-world environments. Trainers should include relevant problems and experiences that can be linked to the real world within the learning process. At the same time, we should capitalize on the learning that is happening outside of our training context, in the life of our participants, in their individual and social environments, in spontaneous or planned experiences, and on the richness of their cultural background.

The construction of knowledge happens by building on people's prior knowledge and experience. All learning is built on what the participants already know and bring with them to the training. This includes all types of learning acquired in any context: cultural knowledge, personal knowledge, metacognitive knowledge, and tacit knowledge. Prior knowledge is the invisible guest at the table in the trainings we plan and lead. It can be either an ally or an enemy, but it can never be ignored. We must, therefore, include opportunities for participants to become aware of, express, challenge, change or add to existing beliefs and understandings. In doing so, we should slide toward a participant-centred approach in which their background, interests, questions, learning, and meaning creation become central to our trainings.

The construction of knowledge is supported by engaging in multiple perspectives and representations (of the learned content, skills, and social realms). This implies that we should introduce knowledge and skills to participants in diverse manners, multiple formats, and different situations, as well as challenge them to view information from multiple and diverse perspectives.

The construction of knowledge is fostered by the learner's development of self-regulation and self-awareness. Thus, we cannot merely support learners in learning relevant skills and information, we must also provide tools and contexts in which they develop their ability to manage their own learning. When they become aware of their understandings and knowledge making processes, they will no longer be dependent on trainers to further initiate the learning process.

FOOD FOR THOUGHT

- How can you foster your participants' active engagement in the learning process?
- What are the relevant real-world problems you could integrate in your training?
- What do your participants already know? What is their expertise? How can you integrate it in the learning process during the training?

References:

- *Constructivism as a Theoretical Foundation for the Use of Technology in Social Studies, Peter E. Doolittle a & David Hicks @ Virginia Polytechnic Institute and State University Published online: 31 Jan 2012 in Theory & Research in Social Education*
- *Constructivist Pedagogy, VIRGINIA RICHARDSON, University of Michigan, Teachers College Record Volume 105, Number 9, December 2003, pp. 1623–1640 Copyright r by Teachers College, Columbia University 0161-4681*

Variation in learning

According to variation theory in learning, variation is important in the learning process because it develops different ways of seeing. It allows people to learn to do something in a certain situation, and then, due to the perceived differences and similarities between situations to do something completely different in another situation.

Implications for training:

In this sense, when preparing learners for future problems that are known to us, it is important that in the training course, they practice with problems that are similar to the future ones.

But when our objective is to prepare them for unknown problems, then the best way to do this is by allowing them to deal with as many different kinds of problems as possible. The less you know about the nature of the future problems, the more varied the problems should be. This experience of variation will enable your participants to transfer and use the knowledge and skills acquired in a completely new situation in a completely new way.

FOOD FOR THOUGHT

- What type of problems are you preparing people for in your training?
- How can you make the content of your training more diverse in terms of problems and applications?

References:

- *Variatio Est Mater Studiorum, F. MARTON and K. TRIGWELL, Higher Education Research & Development, Vol. 19, No. 3, 2000*
- *Sameness and Difference in Transfer, F. Marton, THE JOURNAL OF THE LEARNING SCIENCES, 15(4), 499–535 Copyright © 2006, Lawrence Erlbaum Associates, Inc.*

The social aspect of learning

One of the key elements of learning is the social component. There are many theories that review and analyse it, and, no matter the focus, they all agree that social interactions and socially constructed meanings are key to learning. People learn from and with others, they build on each other's experiences and understanding, they construct shared meaning, they learn behaviours and skills by observing others, they take part in communities of practice that influence their identities.

According to research results, when people learn collaboratively in small groups, they learn more, remember the information better and longer, and are more satisfied with the learning process.

The group of participants in your training is more than the sum of individuals who attend your sessions. There is actually one additional participant: the group itself. And the group has an incredible power of fostering learning through visible or implied mechanisms and dynamics. Our role as a trainer is to support this power and to make it work in such a way that it is integrated in our approach, whether in face-to-face or online activities.

Implications for training:

Consequently, in our trainings, we should not strive to create an artificial learning environment in which people learn individually, separated by their colleagues, from their previous experience, social and professional practice. This does not imply that individual study time is not important. However, it is essential that we complement it with the integration of the social component in the learning process. We can do this by using methods that involve group construction of meaning (debate, sharing of experience and perspectives, collaborative tasks, group work to solve problems, etc), as well as the integration of information in already existing constructed meanings and practices (by fostering a context in which participants bring to the table these aspects and reflect on how the new acquired knowledge, skills, or values fit with the pre-existing systems they are operating in).

FOOD FOR THOUGHT

- How can you ensure a positive learning environment?
- How can you support the group in creating meaningful relations between its members?
- What can you do to support collaborative learning in your trainings?
- How can you explore and include the wisdom of the group?
- How can you grant space to your trainees to learn from one another?
- How can you do that in face to face workshops? how can you do that in online training?

References:

- *Center for Research on Learning and Teaching, University of Michigan,* http://www.crlt.umich.edu/tstrategies/tsgwcl
- *Guidelines for Using Groups Effectively, compiled by Chad Hershock and adapted by Stiliana Milkova Center for Research on Learning and Teaching, University of Michigan,* http://www.crlt.umich.edu/sites/default/files/instructor_resources/guidelines_for_using_groups_effectively.pdf

- *The Center for Innovation in Teaching & Learning* https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/group-learning
- *Wenger, E. (1998). Communities of practice: learning, meaning, and identity. Cambridge: Cambridge University Press*

The emotional component of learning

Recent developments in neuroscience have achieved important steps in identifying the nature of emotion and the relationship with other psychological processes. Today we have biological data to support the long-shared professional belief of educators, trainers and teachers that emotion greatly influences cognitive processes such as perception, attention, learning, memory, reasoning, and problem solving.

Attention

As we have discovered, when looking at how attention works, the more attention the brain pays, the more complex the ways will be in which it stores the information. So, the more attention we pay, the more and better we learn. Emotion drives our attention by both guiding us in the selection of what to pay attention to, as well as motivating us to keep paying attention. Our brain has a limited attentional capacity and has to make sure to catch all relevant information—this is where emotions come in to help discriminate what is relevant from what is not.

Memory

Emotional relevance is intrinsically related to our memory and supports the encoding and retrieval of information. The emotion strengthens the memory network by enhancing memory consolidation. This is why we remember emotional events better than neutral ones. We also know that there are mechanisms due to which emotion can impair long-term memory retention, such as anxiety or high-level of stress.

Motivation

Positive emotions, such as enjoyment or pride increase learners' interest and motivation, but only if such emotions are sparked within the learning experience. If a person is happily in love, this may actually distract them from the task at hand. Instead, if related to the learning, positive emotions help to encourage the learning process, the perception of the value of tasks and one's competence to solve them. They enhance both the interest in the learning material and the intrinsic motivation to learn.

On the other hand, negative emotion such as anxiety, anger, confusion, or boredom generally reduce interest, intrinsic motivation, the ability to use learning strategies and the self-regulation of learning. They can have a positive impact on the learning process as far as such emotion are experienced mildly and the learner is very confident to succeed. In this case, such emotions can boost motivation in order to avoid failure.

Implications for training:

- When learning is enjoyed, the learner's attention is fully focused on the task. Learning should be pleasurable!
- Prevent excessive negative emotions while enabling students to use the drive provided by challenges and unpleasant emotions to boost their learning.
- Raise learners' confidence in their ability to solve problems and facilitate self-directed learning.
- Mistakes are opportunities to learn rather than failures.
- Choose methods that emphasize social interaction and that engage the entire body because they create the greatest emotional responses. Methods such as simulations, role playing, and cooperative projects, will help students recall the information when needed.
- Emotionally stressful learning environments are counterproductive because they can reduce the learner's ability to learn. Promote a safe and inclusive learning environment and boost the learner's sense of control over it.

FOOD FOR THOUGHT

- Are your participants generally enjoying your trainings? How can you make them more fun?
- How do you react when participants make mistakes?
- How can you transform mistakes in a learning opportunity?

References:
- *The Influences of Emotion on Learning and Memory, Chai M. Tyng, Hafeez U. Amin, Mohamad N. M. Saad, and Aamir S. Malik, Front Psychology 2017; 8: 1454.*
- *Emotions and learning, UNESCO International Bureau of Education, International Academy of Education by Pekrun, Reinhard, IBE/2014/ST/EP24, 2014.*
- *The role of emotion in the learning process: Comparisons between online and face-to-face learning settings Gwen C. Marchand, Antonio P. Gutierrez, Internet and Higher Education 15 (2012) 150–160, 17 October 2011*
- *The Memory Enhancing Effect of Emotion: Functional Neuroimaging Evidence; Florin Dolcos, Kevin S. LaBar, and Roberto Cabeza*

Participatory approach in training

Corporate and professional environments, and indeed, the entire world around us, are dynamic, engaging, and full of information. People do not need to come to trainings in order to receive information. They can find it online, through their peers, or through research, information is everywhere. The trainer as a source of information is an obsolete perception. People come to trainings to understand what to do with the information and how to apply it, and to increase effectiveness, performance, and motivation. And this is also why companies pay for their employee's training. To a certain extent, trainings then are not about knowing more, but about applying knowledge, developing skills, and behaving differently (we will elaborate more on this idea in the section on learning objectives and training design).

In this context, the participatory approach in training refers to a view of training processes as active and engaging learning processes, in which participants are partners of the trainer in the journey to build a meaningful learning experience. It was born as an alternative approach to the conventional perspective on training which is the "classic" frontal approach in which the trainer is a source of information and the learner is a passive receptor of that information.

The table below compares the main differences between the conventional and alternative approaches to training (detailed in the "Key elements of the participatory approach" section"):

Conventional Approach	Alternative/ Participatory Approach
Learning as a product	Learning as a process
Trainer controlled	Learner centered
Transfer of knowledge	Discovery of principles
Trainer = expert	Trainer = facilitator, resource person
Learner = knows nothing	Learner = knowledge of reality and full of capacity
Learner = passive, receptive	Learner = active, discovering
Encourages conforming, coping	Stimulates independent thought, creativity

(Lammerink & Bolt, 2002, via A Manual for Participatory Training Methodology in Development, Published by the Society for Participatory Research in Asia (PRIA), New Delhi, August 1998 https://pria-academy.org/pdf/ptm/PTM_Unit-1_Course%20Content.pdf*)*

Why does it work?

Firstly, the participatory approach in training works because it is scientifically proven. Neuro-psychological studies and the contemporary learning theories sustain the idea that people pay more attention to and retain more of the information that is introduced in engaging ways, that learning is a process that happens when individuals are involved in constructing meaning and when they are individually and socially engaged in the learning process. (For more information and details please go to the section on **What is learning** and **How do we learn?**).

Secondly, the participatory approach in training works because adult learning is an important and valued part of lifelong learning processes. As you can see in the section on "Adult Learning", adults continue to learn outside of the formal education system and learning in the workplace is a crucial element in their professional path. They need to constantly learn in order to keep up with the professional requirements and changes in the workplace. Thus, they will actually learn only what is relevant to them and when it is relevant to them, in an autonomous and self-directed manner, and based on their previous knowledge and experience.

Thirdly, it works because it is focused on aspects that are relevant in the private sector: initiative, responsibility and autonomy of the employee, enhancement of performance by changing behavior, and skill building. Companies need to make sure that their employees come out of the training ready to face "real world" situations, to apply knowledge and skills, and to have the right attitude to implement the changes needed. The participatory approach to training creates the premises for participants to reach these learning outcomes.

Last but not least, the participatory approach to training works because it is not just a set of participative methods and techniques that trainers use, it is a way of looking at, planning implementing, and evaluating training programs. It works when training stakeholders fully embrace its main principles and look at the trainings they design and implement as a learner-centered process facilitated by the trainer.

References:

- *PRIA International Academy, Initiative in Education and Life-long Learning,* https://pria-academy.org/
- *A Manual for Participatory Training Methodology in Development, Published by the Society for Participatory Research in Asia (PRIA), New Delhi, August 1998.*

Key elements of participatory approach

Learning as a process

Learning is not something we need to achieve, it is something that happens all the time, everywhere and in everyone's life. As explained in the previous sections (in which we have explored definitions of learning, adult learning and elements that influence it) learning is viewed in the contemporary scientific community as a process in which the quality of the learning experience, the context in which it happens, and the biological and psychological characteristics of the individual are key factors to be considered. This implies that we, as trainers, cannot design learning processes without taking into consideration all these elements.

Learner-centered

In the past (and, unfortunately, present as well), many trainings were "teacher/trainer" centered. This implies that the trainer is the expert who needs to transfer knowledge in the brains of learners who are there to absorb as much as possible. As argued in the previous sections, this is not an effective approach. A learner-centered training puts the participant at the core of the educational process. Their background, interests, questions, learning, and meaning creation should become central to our trainings. This also means that the learners decide, to a certain extent, what and how they want to learn. We ensure this by a thorough needs analysis phase, by ensuring relevance of content for learners, validation and use of their previous experience and knowledge, by allowing space for a self-directed learning process, and by a continuous monitoring of learner engagement in the training activity and process.

Not transfer of knowledge, but discovery of principles

People do not need trainers to convey information. Even when our trainings are focused on knowledge development, it is not about telling people things that they can read in an article, book, or professional document. It is about supporting them to understand how to use knowledge, to discover principles of functioning and how they can apply this in their professional context. We can do this by supporting a critical analysis of new information, by allowing learners to explore the implications for practice to develop skills and values related to that knowledge.

The trainer as a resource person and facilitator

Of course, trainers need to be experts in their field and topic of training. But this expertise should merely support facilitation of the learning process, and not become the central aspect of the training.

Trainers do not need to show how much they know by providing long and technical inputs, rather they should use their expertise to help participants understand how to access and use the knowledge and how to transfer it into practice.

The learner already knows a lot

People come to trainings with all their baggage: a full range of information, experience, professional expertise, personal values and interests, and all types of learning acquired in every context (cultural knowledge, personal knowledge, metacognitive knowledge, or tacit knowledge). They are not empty vessels for trainers to fill with information. They are complex human beings that we are responsible for valuing in the training process by building on their previous experience and knowledge, by creating a space where they can share it and learn from each other.

The learner as an active and responsible actor in the learning process

Trainers are not the ones who need to put learning in the brains of their learners. Adult learners are responsible and autonomous individuals who are equal partners in the learning process, and who learn better when they are actively engaged in it. So share the learning responsibility with them and provide them with opportunities to take the main role in the learning process by using engaging methods, fostering critical thinking, sharing opinions and personal exploration, offering alternatives that people can choose from, and creating a process in which learners influence (at least to a certain extent) the training activities, structure, and outcomes.

FOOD FOR THOUGHT

- Why do people come to your trainings? What do they need? What is relevant to them?
- How are people participating in your trainings? Are they mere receptors of information or are they responsible partners in the learning process?
- How can you create a context in which they participate more?

Participatory methods and content

By active-participatory methods, we understand all the situations in which learners and their experiences are active subjects placed at the center of the learning process. Modern participatory training methods are a system of procedures, actions and operations, structured in a flow of correlated activities, which allow us to achieve the set learning objectives through an efficient and meaningful learning process.

These methods concern not only the trainer but also the learner, who becomes the main beneficiary of his/her/their own discovery activity, acquired knowledge and skills, and ability to make transfers between different categories of knowledge or from theory to practice and vice versa.

Participatory methods are indeed more challenging for the trainer than a classical frontal lesson. They require preparation, design effort, tailored material, different alternatives to approach the content, flexibility in response to the learners' needs and the facilitation of individual and group dynamics.

When speaking about participatory methods and experiential learning, we often hear a skeptical comment which sounds more or less like this: "these methods can be used only with specific content, or soft skills. They cannot be used for more technical content such as...".

Suddenly, we all feel the temptation to make the ellipsis be followed by our specific expertise or subject. It is indeed hard for us to rethink how to train people in a different way from how we were trained. It is very challenging to reimagine how a knowledge or competence could be learned and developed apart from how we learned and acquired it. And oftentimes, we did not have the opportunity to do so in a participatory or experiential way.

Nevertheless, it is time to bust this myth. A participatory approach and participatory methods can be used with any content, in different ways. It is possible and we should focus on how to do so.

Translating content into participatory methods and interactive approaches is something we need to practice. Integrating such methods can be a gradual path, taken one step at a time. Starting from the integration of questions and discussions, through case studies and group work, simulation and roleplay, we will look in detail on possible ways and methods to do so.

FOOD FOR THOUGHT

- What participatory methods are you already using?
- What would be a method you would like to experiment in your next training?

Reference:

- *Active and Participatory Teaching Methods, Nicoleta Ramona Ciobanu, European Journal of Education, ISSN 2601-8624 (online), May-August 2018 Volume 1, Issue 2.*

RECAP

In Section One "What is learning" we:

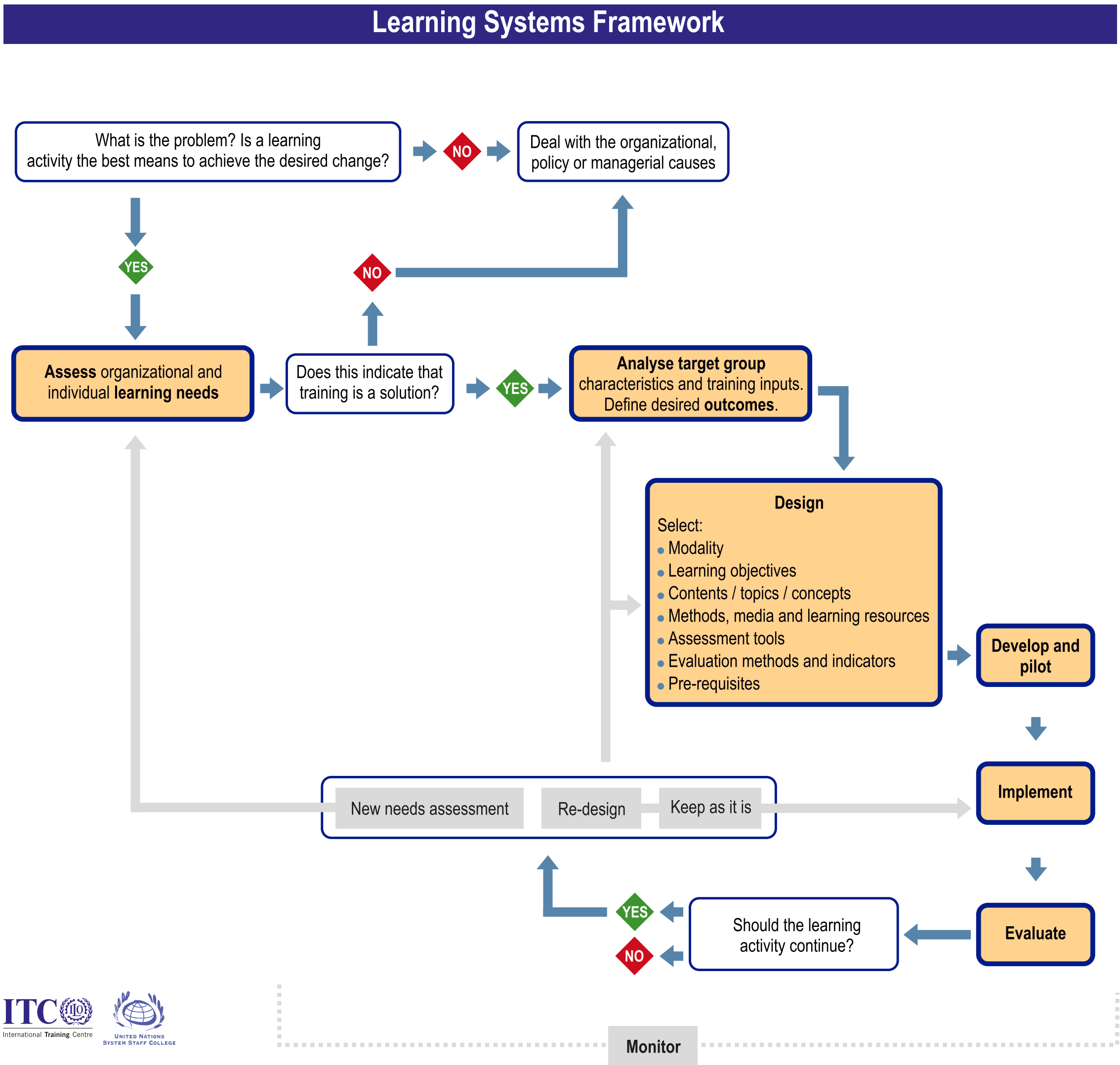
- explored the main components of learning;
- reviewed the characteristics of adult learners;
- reflected on the role of trainers;
- highlighted the specifics of adult learning in the private sector;
- asked ourselves how we learn and outlined its impact on training activities;
- contributed to a shared understanding on the importance of participatory approaches in training activities.

Section 2 – The Learning Management Cycle

- The Learning Management Cycle
- Analyze: Know your participants
- Design: Learning objectives
- Design and Develop: Not Only a Matter of Content
- Design and Develop: Choose, manage and coach your trainer
- Implement: training and delivery
- Evaluate: Monitoring and Evaluation
- ZOOM on Adapting Face to Face Learning Activities to eLearning

Section Two "The Learning Management Cycle" proposes a step-by-step methodology on how to design a training activity or adapt a current one. For each step, the objectives, benefits and possible available tools are specified. It takes into account cases in which EBMOs staff are directly delivering training and those in which the EBMOs staff are in charge of selecting, managing and coaching external trainers. The section can be useful as a whole to familiarize oneself with the Learning Management Cycle or to review practices against good practices described for specific parts of the Cycle. The section content is relevant for all types of training activities: face to face workshops, blended learning and eLearning.

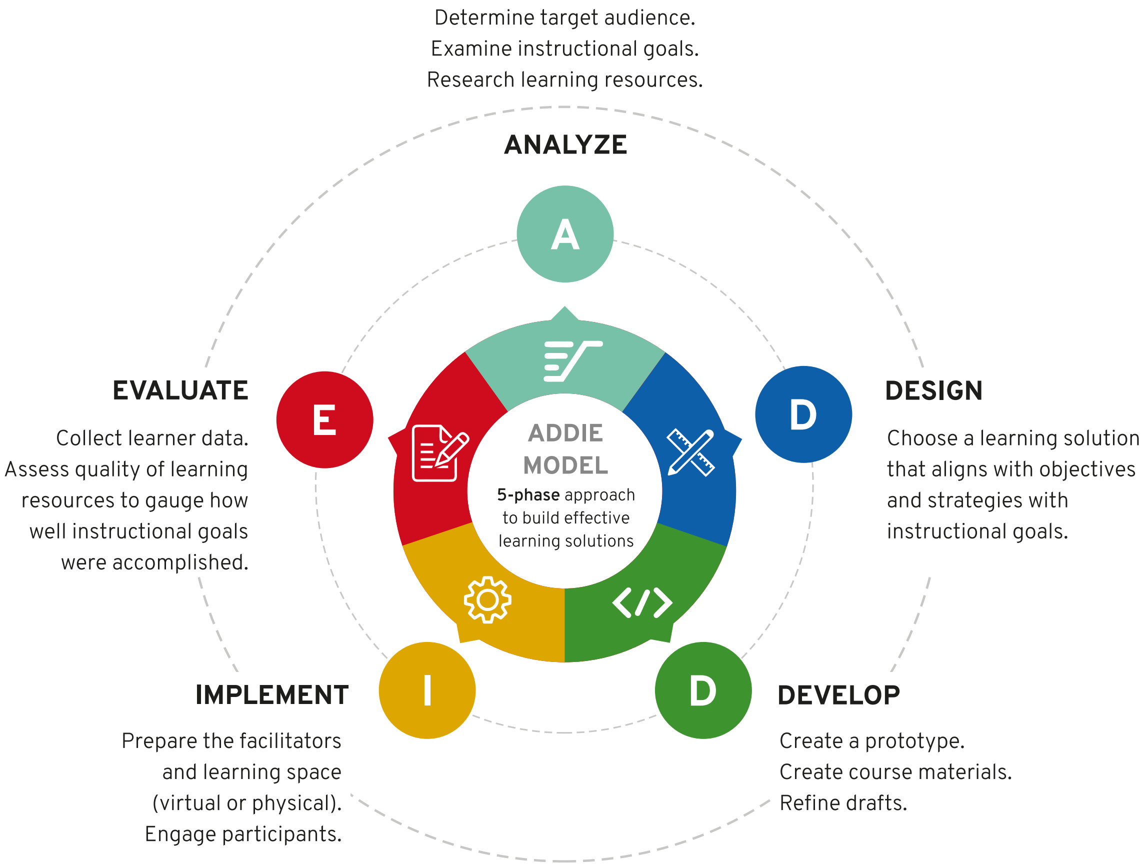
The Learning Management Cycle



When speaking of providing learning, we must take into account that delivering the training/ course is actually an intermediate step to a broader process. It represents neither the start nor the end of our cycle. To easily navigate all the stages and phases of Learning Management, we can use the ADDIE model, an instructional design tool.

ADDIE uses a five-phase approach:

- **Analyze**
- **Design**
- **Develop**
- **Implement**
- **Evaluate**



Reference:

- *Visual from* https://medium.com/dice-group/how-instructional-design-impacts-every-organization-including-yours-14fe1a4c511b

Analyze: The analysis phase is crucial and should never be undervalued or overlooked. This phase creates the basis for a successful learning activity and will lead to an exhaustive assessment of the learning needs and capacity gaps.

The questions we must address at this stage are:

- What are the expectations of the client?
- What is the capacity gap and what is the desired behaviour from the target group?
- Who are the learners, what are their abilities and their circumstances?
- What is the target group profile?
- What are the learning needs?
- What are constraints and/or resources needed to complete the project?
- What will be the project timeline?

Design: During this stage, take all the information you gathered in your assessment and use it to define the learning objectives, the methodological approach of the training and the training content, and the methods and materials.

The questions we must address at this stage are:

- What specific knowledge do learners need to know?
- What specific competence do learners need to develop?
- What are the learning objectives?
- What do the trainees need to do to achieve these objectives (knowledge, skills, and attitudes)?
- What is the best way for them to learn the knowledge, skills, and attitudes?
- What methodological approach will be used?
- Which tools and indicators will you use to assess that learning is on track?
- Will it be a face-to-face training, and if not, which media platform will you use to deliver the learning activity?
- Who will be delivering the training?
- How will you ensure the trainers are prepared and efficient in delivering the learning activity?

Develop: Now that you have a clear outline of the learning activity, you can focus on developing the content, lessons, and materials. You are ready to choose methods and technologies to support the learning and prepare the trainers to deliver an excellent learning activity.

The questions we must address at this stage are:

- What content do you present and how is it presented?
- What methods do you use?
- What materials and handouts do you need?
- What technologies do you use to support the learning?
- What is the educational flow?
- What happens in each session/lesson?
- How do you instruct trainers on the achievement of the expected learning outcomes?

Implement: This is the phase when the learning activity takes place and the learning occurs. It is crucial at this stage to monitor the implementation to determine if your design process was a success, where it can be improved, and how better to approach the rest of the model in future.

- Is the strategy working or should it be changed?

Evaluate: Evaluation takes place in many ways throughout the learning management cycle and it is not a separate procedure occurring only in the final stage. Monitoring and evaluation are recurring processes, and it is fundamental to carry them out transversally. Furthermore, environmental and multicultural considerations should also be considered in all phases.

The questions we must address are:

- Can a learning activity respond to the organizational needs? (Analysis)
- Is the design taking in account all the information gathered in the assessment? (Design)
- Is the design responding to learner needs and profile? (Design)
- Are the learning objectives clear, measurable and detailed? (Design)
- Is the methodological approach chosen the most effective available? (Design)
- Is the chosen and presented content relevant? (Develop)
- Are the methods and technologies chosen the most supportive for the target group's learning? (Develop)
- Are the trainers in the best position to deliver the learning activity?
- Is our design and strategy working? What can be changed or improved? (Implementation)
- Is the trainer implementing the activity accordingly to the design and expectations?
- Did the learners meet the learning objectives? (Final Evaluation)

By consistently carrying out the monitoring and evaluation stages, you will collect vital information from the entire learning cycle. If learners were, for example, unable to meet the objectives, you will be able to use the collected information to determine why that was. You will also be able to compare these notes with the assessment completed during the Analysis phase. This ensures that you can accurately redesign and improve the learning activity.

Analyze: Know your participants

What for?

The analysis phase in the Learning Management Cycle introduced in the previous section is what enables you to ensure the relevance of your training for the direct beneficiaries and organizations. In the private sector, this translates to trainings that respond to the real needs of both organizations and participants, courses that are relevant and perceived as useful by all stakeholders involved.

A report on workplace learning produced and published by 24x7 Learning Inc. in 2015 found that only 11% of employees actually applied the skills they learned in training to their job. This shows how significant the disconnection is between actual learning needs of employees and the training they have access to, or that training providers offer.

What does this mean? It means that you should invest as much effort and resources in the analysis phase as you do in implementation. Because the implementation, as well as the results and the impact of the trainings, depend to a great extent on how much the training responds to the learning needs of your beneficiaries and to the competency gaps identified.

What if you don't do needs analysis? ▼

If you don't do a thorough need analysis, the following might happen:

- The content might be irrelevant to the context, needs, and interests of participants and organizations.
- The content might be inadequate (too complex and difficult for the level of knowledge/ skills of participants, or redundant and too simple).
- The content and methodologies might not be appropriate for your participants in terms of cultural and professional background.
- The training might be disconnected from other learning experiences participants have taken part in within the same organizational context and other organizational development programs they might be part of.
- The training might be disconnected from the company's business strategy, and thus perceived as irrelevant.

What to do?

When preparing a training course, your starting point is identifying and understanding competency gaps and learning needs at different levels. What do your participants need to learn? Why? What is the impact of their learning in the organization/ company? How does this align with, and how is it useful in the context of the broader business strategy or on the level of national or international opportunities for the organization?

Researching competency gaps and learning needs ▼

You should look for competency gaps at different levels:

- the individual level by looking directly of the target group of your participants
- the organizational level by looking at
    - differences between what is needed/ desired in the organization as a competence and what already exists.
    - problems of deficits: Are there problems in the organization and/or the country which might be solved by learning activities?
    - Imminent changes: Are there problems which do not currently exist but are predicted due to upcoming changes, such as new processes, new laws or conventions?
    - Opportunities: How can the organizational strengths be utilized in a proactive approach to reach new goals or objectives, or implement new strategies?
- the wider context (regional, business sector, professional niche, etc.) looking, for example at mandated trainings: Are there policies that might dictate the implementation of some program? Are there governmental mandates that must be adhered to?

As a result, you should have a very clear image of:

- **Who needs the training?** Who are the people that need to take part in our training?
- **What do they need to learn?** What is the desired level of competencies? What competencies are already in place that you can build on?
    - Are you addressing knowledge that is relevant in the projects they manage and systems they are part of?
    - Are you addressing transversal skills such as effective teamwork or team-management, relationship with stakeholders, and conflict transformation?
    - Are you addressing attitudinal requirements like autonomy and motivation, persistency in overcoming challenges or attention to detail?
- **What kind of training do they need?** Is it a face-to-face process, is it blended learning, is it online?
- **What training approach and design** is the most appropriate in terms of: flow, methods and approach?
- **What is the impact** of the training?
- **What are the resources** we need to mobilize in order to provide this training?

It is also important to understand your participants in **the context of their personal and professional lives**. They are not just participants in your training; they are juggling many other responsibilities, interests and priorities. It might be a good idea, then, to approach their participation in the training in correlation with everything else and to take into consideration the amount of time and energy they are capable of and willing to invest in this learning process. Understand how this training interferes with current job responsibilities: is work piling up while they are in the sessions? Do they have any urgent issues that need to be addressed? Are their coordinators aware of the training taking place? Do they understand its importance in the broader organizational context? Do they perceive training time as work time? Having an answer to these questions will support you in designing activities and processes that are realistic and relevant.

How to conduct a learning needs and initial overall assessment?

Depending on each situation, you can choose from a variety of learning needs analyzes, or develop your own **instruments:**

- Direct observations
- Interviews and discussions—You might not have the chance to conduct interviews with your target group/ participants; however, it is essential that you have a discussion with the representatives of the organization you will be delivering the training to. They will be able to help you understand the organizational context, needs, competency gaps, cultural traits, their overall training and learning strategies, as well as their expectations in terms of employee learning and behavioural change.
- Consultations with people in key positions within organizations
- Consultations with people with specific knowledge and expertise
- Reading and analysing records and reports
- Questionnaires and Surveys (Online tools that can be used in online platforms, email groups, WhatsApp Groups, Facebook, etc. such as Survey Monkey, Google forms)

No matter the method you choose, **questions** are your most powerful tool in this phase. They provide you with an initial assessment of the learning needs and context in which the learning will take place, and at the same time, work as a guide for monitoring and evaluating the success of the training program. So what to ask?

Questions for organizations' training needs analysis

Question	Utility
• What are your company's goals for the year? • What needs to change in your company to meet these goals? • What does the organization want to achieve as a result of this training? • How will we know if the training was effective? • How does the organization expect to see results related to business outcomes?	Ensures the relevance of the training in the broader organizational context. Creates understanding on why it matters and is important. Creates an understanding of the results expected by the organization/ company, and thus ensures the delivery of a training that responds to them. Offers information and tools for evaluation of impact.
• What competencies does your staff need? • What competencies does your staff currently have? • What competency gaps exists within your teams?	Ensures understanding of the competency gaps. Ensures that your training responds to real learning needs and is adequate in terms of complexity and competency levels. Ensures the relevance of the content in relation to the real need.
• What kind of training will support you in closing this competency gap?	Ensures that the approach (face-to-face, blended, online, etc.) and the structure and methodology are appropriate for the learning process that is needed. Allows for alignment with the organization in terms of approach to training.
• What is your learning and training strategy? • How would this training fit in the context of other learning processes?	Ensures the alignment of the training with other learning processes participants might be involved in. This increases usefulness and relevance when connecting it to and making sense of it in the broader context.
• What internal constraints, like budgets or timing overlap with other processes, could limit the training? • What external factors need to be considered?	Allows for realistic preparation in terms of logistics, structure and approach.
• Who should be part of the training? • How many participants should the training have?	Ensures having the right people in the training group and avoids "teaching the right skills to the wrong people".
• What are the individuals' key characteristics or constraints?	Ensures that the content, methodology and approach are relevant and appropriate for the specific target group.

Questions and tools for target group/ participants' training needs analysis

These questions will ensure that your training is tailored, as much as possible, to the participants' interests, needs and characteristics. Thus, it will increase the relevance and probability of the participants using what they learn after the course in their actual work place, and consequently, produce the expected changes at the company level.

A simple participant questionnaire sample **see Annex: Target Group/Participant Questionnaire**

Training needs survey demos: https://www.hr-survey.com/TrainingNeedsDemos.htm

Create your own online training needs survey: https://www.hr-survey.com/CreateEOQuest.htm

More resources: https://www.hr-survey.com/TrainingNeeds.htm

Real life situations

Although the process described above is the recommended approach, things might look very different in reality. There is no right or wrong approach, as long as you remember that the training is like a dance that you dance together with the contracting organization and your participants, and not alone on a stage in front of them. Let's review 4 typical real-life situations:

1. There is not enough time and resources to do such a deep training needs analysis.

In this case, do a cost-effective analysis and focus on the segments that you think will bring you the most valuable information.

Try to conduct regular training needs analyzes with all members in order to get a broad picture for how to situate all your trainings. This will be your general guiding light.

The least you need to do is the needs analysis on the learners' level. If possible, do it before the training by sending a **needs assessment questionnaire**, in whatever format you find most suitable (Google forms, some questions on a facebook or WhatsApp group, etc.). You might however, find yourself in a situation where you don't really know who the people coming to the training will be. On top of that, they might not have a choice, and are only coming because they were requested to. In this scenario, try to find out who the people in the room are once they arrive. Allocate at least thirty minutes to clarify expectations and learning needs, and be ready to adapt your training design, content, and activities on the spot with the reality of your participants.

Examples of on-the spot training needs analysis:

OPTION 1: Small group discussions

Divide participants into groups of 3 – 4 and invite them to discuss the following questions:

- What are your expectations for this training?
- What is your expertise in the training topic?
- What do you need to learn in this training?
- What would need to happen in this training for it to prove useful to you?

Invite groups to write down their conclusions on big post-its and share with the rest. Stick their answers to a pin-board or wall in order to keep them in sight. Discuss each of them one by one, identify general trends, analyze what and how you might address them within the training.

OPTION 2: Objectives analysis

List the objectives of the training on separate flip-charts and invite people to reflect on the relevance of these objectives to their professional learning needs. Distribute coloured paper, scotch tape and scissors, and invite people to cut pieces of paper, in varying sizes, to write down their questions, needs, and topics of interest related to certain objectives. They will tape these papers on the flip-chart corresponding to each objective. The bigger the paper they write on, the greater their interest for the learning objective.

Have a discussion with the participants in which you analyze each flip-chart, identify trends or diverging learning needs, and look at ways to answer their expectations and needs within the limitations of your training.

OPTION 3: On-going training needs analysis

If you conduct a several days training, it might be useful to conduct an assessment at the end of the day and ask people what their remaining learning needs are for the next day(s). You can do this by using an on-line platform like **Mentimeter**.

You can then analyze the responses, see what you can adapt and answer over the next day(s) and clarify what is not possible.

You might need to adjust your training in terms of content, methods and approach. If, for example, people want to have a space for peer-discussions, and you did not plan that, check where it can be integrated. Or if, for example, it turns out that people have more expertise in the topic than you imagined, you can still do a short content intro to ensure that everyone is on the same page, but you might allocate more time to a deeper analysis, like the practical implications of a law, for example. At the same time, you might find out that a certain course objective is not relevant for your participants. You might choose to focus less on that, or choose to keep the focus and explain why, if the organization you deliver the training for considers it a priority.

2. People have very different backgrounds, expectations, knowledge, and levels of expertise. ▼

In this case, you should go back to what the organizational needs are. What do they define as a base-line for all employees? This is what defines your training goals and this is also what is communicated to the participants.

At the same time, you can use the **group wisdom and dynamic** to support peer-learning:

- you can group people for small-group discussions according to their backgrounds to ensure more meaningful conversations.
- you can form small working groups according to their knowledge level to ensure appropriate depth of conversation and approach.
- you can mix participants in such a way that the more inexperienced ones can learn from the more knowledgeable, and the more experienced deepen their knowledge by explaining it to others.

When you create a **learning environment**, people will understand that exposure to different backgrounds and expertise enriches their learning process.

Also, by using different **reflection methods**, you can support participants to understand and articulate what is relevant for them within the training and to extract meaningful personal learning outcomes.

3. There is a lack of articulation on behalf of clients on precise needs. ▼

You can't force the process, however, you can support organizations to dig deeper and you can make proposals based on all the information you have. All organizations will be able to express some needs (e.g. that they generally need employees to be up-to-date with Labour Law changes), and you can build on what is available. You can analyze the wider context (regional, business sector, professional niche, etc.): Are there policies that might dictate the implementation of some program? Are there government regulations that must be adhered to?

4. It is not possible to tackle some needs expressed by clients within the training. ▼

Whether this is discovered before the training, in the training needs analysis, or comes up on-the spot, it is important that you, as a training provider understand and articulate what the limitations of the training are. If there are needs that cannot be completely covered through training, you can analyze with the clients what other type of learning is available and might be more appropriate. Maybe people need to do some on-the-job learning, mentoring or coaching. It is unrealistic to believe you can cover all the learning needs within a company with your training, so it is important to situate trainings in the wider learning and capacity development strategy of organizations.

If there are needs that you cannot cover in a certain training, you can discuss with your client ways to address them in future trainings or modules. You can also support participants to identify how they might learn what they need after the training is over. You can do that by allocating some time and using **reflective methods** within the training to **evaluate what they have learned**, to identify what they still need to learn and how to do that.

References:

- *12 Strategies for High-Impact Corporate Training, 2013, Dan Rust (*www.frontlinelearning.com*)*
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- *TRAINING NEEDS ANALYSIS -OR- LEARNING NEEDS ANALYSIS, 2018, Mike Clayton* https://www.pocketbook.co.uk/blog/2018/04/03/training-needs-analysis-learning-needs-analysis/
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- *Training Needs Assessment Process in 4 Steps (With Questions), 2017, LINDA DAUSEND* https://www.flashpointleadership.com/blog/training-needs-assessment-process-how-to-start-and-what-to-ask
- *Training of Trainers Manual for Public Procurement Specialists, 2017, DELTA – Distance Learning and Technology Applications and International Training Centre of the ILO*

Design: Learning objectives

What for?

“If one does not know to which port one is sailing,
no wind is favorable.”
Seneca

When we design a learning activity we must start from the end: what is our final goal?

Our learning goal is what we want to accomplish overall. For instance, “have more efficient HR management”. The learning goal is our vision, our final destination.

To be able to reach our goal, we need to translate it into specific learning objectives, in steps we need to take and competencies we need to develop.

To have more efficient HR management, what **competencies** need to be learned? What should HR managers know and be able to do? Those will be our learning objectives.

Why are **learning objectives** important? Because they define how we go from where we stand to our destination. They are our compass in moving from the competency gaps we have identified to successful capacity development. **They guide our choices, our selection of content, and our methods and assessment tools.** Well-structured learning objectives ensure:

- tailored and relevant content is presented during the learning activity;
- tailored and efficient methods are used to support learners in developing their competencies;

- effective tools of assessment and indicators are in place;
- learners have a clear idea of the purpose of the learning activity and can self-direct their efforts.

Learning objectives are concise and specific statements describing what our trainees will know and be able to do—measurable knowledge and observable behaviors—when they complete the learning activity.

The objectives should be shared with learners (remember, adult learners like to know WHAT they are learning and WHY they are learning it). It also crucial to clearly relate objectives to the bigger picture: how is the lesson relevant in the learners' daily lives? Do not simple share the learning objectives on a slide with the trainees, do take the time to explain the objectives and put them in context.

Tips:

- Refer to the learning needs assessment to identify the key competencies that need to be learned through the activity.
- Answer the questions, "What do you want to have happen?" and "What is expected to change as a result of this learning activity?
- Focus on the results of the learning experiences not on what the participants will do during the activity. Explicitly state what the participant will be able to do as a result of instruction.
- Ask yourself what you participants will learn and what they will be able to do after the training.
- Consider how you will evaluate whether the learning objective was met.
- If your objective is that the participants will be able to apply the new knowledge in their context, you need to plan follow-up activities (coaching, peer support, etc.) after the face-to-face event to facilitate and evaluate this application.

Reference:

• http://thepeakperformancecenter.com/educational-learning/teaching-training/principles-of-instruction/creating-learning-objectives/ *ITCILO Training of Trainers Manual For Public Procurement Specialists, 2017.*

Competencies: Knowledge, Skills and Attitudes

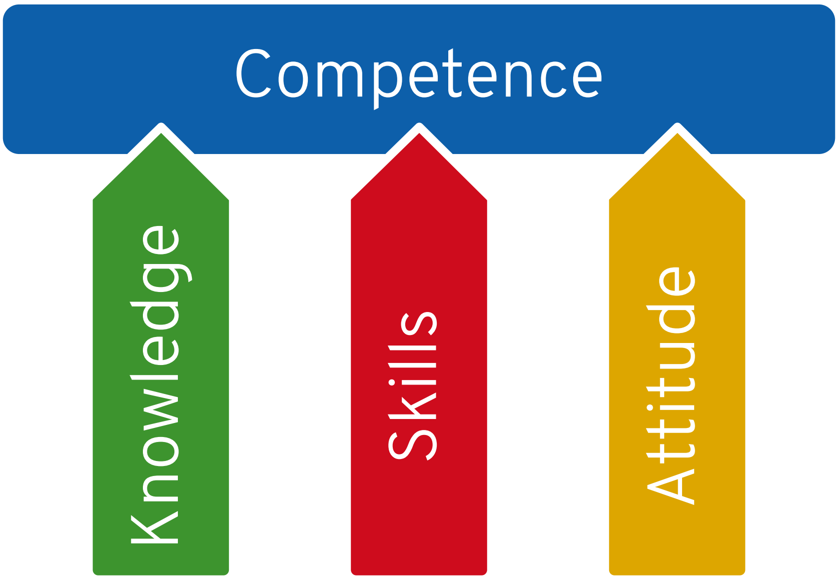
Today, many organizations have their own competency frameworks stating the competencies they expect their staff to possess or develop. In learning and capacity development, we must understand and plan our learning goals in terms of competencies that the learners will acquire. But what are competencies?

A **competency** is commonly described as a **combination of skills, knowledge and attitudes that enable an individual to perform a task or an activity successfully within a given context.**

Competencies are observable behaviors that can be measured and evaluated, and thus are fundamental in job recruiting, retaining and developing staff.

When you prepare a learning activity, ensure all three competency dimensions are touched upon and developed as a whole. We often perceive knowledge as the only element of learning. Such a narrow approach drastically reduces the impact of the learning activity and the possibility for learners to transfer the learning into their daily and professional life.

Why is it important to keep these three dimensions of competency in mind? When you provide leadership training, you cannot only teach the trainees the definition of leadership (knowledge). It is important for you to provide opportunities for them to practice and apply leadership skills through, for example, a simulation. This is because a frontal presentation does not suffice. We need learners to reflect upon the attitudes and values at the core of leadership, maybe in facilitated discussions. Knowledge, skills and attitudes may be developed through different activities and methods, though all three are crucial and complementary in a training.



Pic from: http://blendedlearningquality.blogspot.com/2014/09/competence-based-learning-outcomes.html

Knowledge ▼

Knowledge is what we know, such as facts, theories and concepts. We can consciously access our knowledge and explain it to others.

E.g. Definition of leadership and its main elements compared to management.

Skills ▼

Skills represent the know-how, the things we are able to do, such as communicating clearly to others. Generally, when performing a skill, we involve the knowledge we possess. Skills are something we apply and which we do not consciously access. We simply do it. Nevertheless, when explaining a skill to others we may use the knowledge we possess regarding that skill to teach it to somebody else.

E.g. Ability to motivate a group of people to act together to achieve a specific goal.

Attitudes

Attitudes are what you tend to do, your values in action. The fact that we may possess knowledge and that we are able to do something with it, does not necessarily translate into us doing it. For example, a person may possess the knowledge and skills to distinguish and avoid corruption, but may not have the attitude to do so, choosing personal convenience instead.

E.g. Gratitude—to acknowledge the work of others and to create trust-based relationships.

Reference:

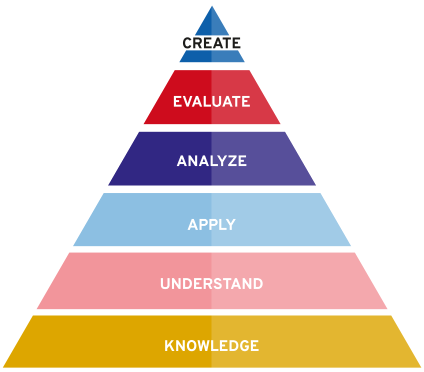
- *The Competency Framework – A guide for IAEA managers and staff International Atomic Energy Agency* https://www.iaea.org/sites/default/files/18/03/competency-framework.pdf

Writing the learning objectives

How to write your learning objective? There are two fundamental tools we use:

*The revised **Bloom's taxonomy***

*The **S.M.A.R.T.** Model*



The ***Bloom's taxonomy*** will help you identify what kind of level of learning you aim to have your learners acquire. It also helps you use the correct action verbs to define it in the learning objectives—it is one thing is to be able to describe a procedure to handle employee grievances, it is another thing entirely to be able to assess if a grievance was or was not effectively handled.

The ***S.M.A.R.T.*** model will ensure your learning objectives are well-formulated, giving a clear sense of direction to your learning activity.

Tools

The revised Bloom's taxonomy

The revised Bloom's Taxonomy by Anderson and Krathwohl is a useful tool to understand and consider different levels of thinking when designing educational activities and writing learning objectives. It helps us identify the right objectives depending on the learning needs and learning goals, and to derive the proper assignments and instruction in each stage of the process.

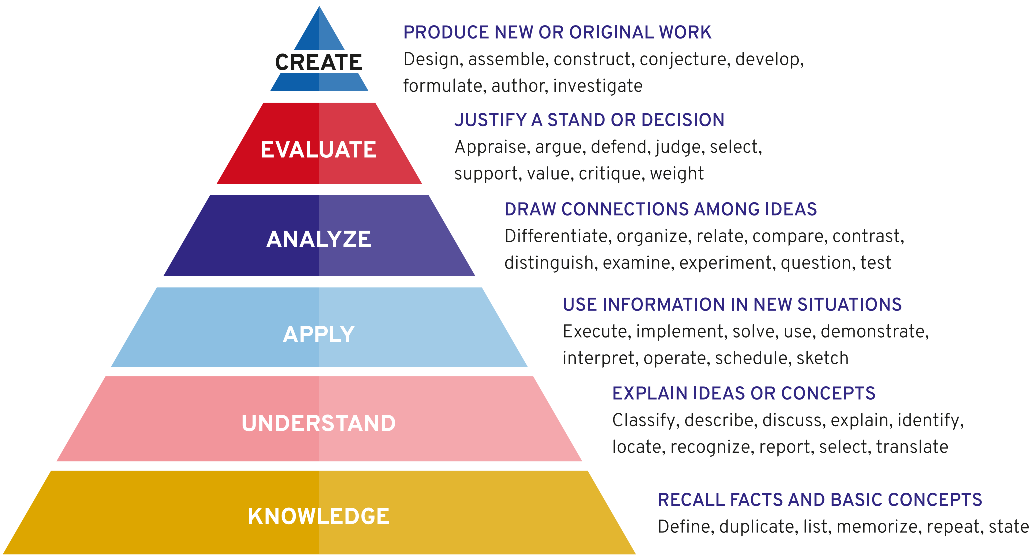
The three domains of learning: cognitive, affective, and psychomotor

The taxonomy is divided into three distinct domains of learning: cognitive, affective, and psychomotor. We were introduced to these three areas in the previous section about **competencies**: Knowledge (cognitive), Skills (psychomotor), and Attitudes (affective).

Let's focus for now on the cognitive domain. The taxonomy is a hierarchical model that categorizes cognition according to six levels of complexity. Each stage lies on a continuum: when learning we build our way up from the base level of the pyramid to the top by gaining a deeper knowledge of the subject and developing different skills. We need to master a level before moving to the next one.

The six levels are:

- remembering
- understanding
- applying
- analyzing
- evaluating
- creating



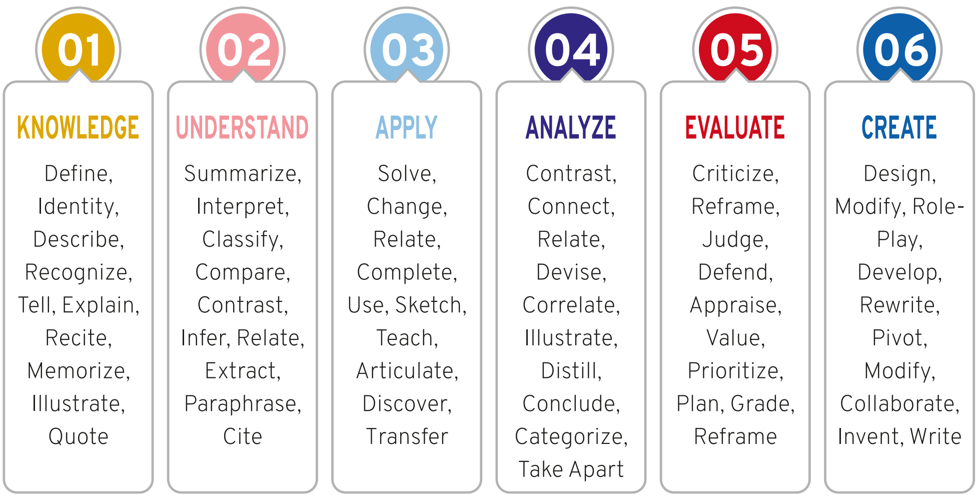
Pic from: https://tophat.com/blog/blooms-taxonomy-ultimate-guide/

The six levels are critical when writing learning objectives. The questions they pose are:

- What level of cognition on a specific subject do our learners already control?
- What level of cognition do we expect learners to master by the end of the learning activity?
- What are the appropriate verbs at each level to point out and describe such outcomes?

The taxonomy offers us a framework to create structured and achievable learning objectives and by so doing, it informs our decision on how to meet them.

Let's have a look at the six levels of cognition and the action verbs connected to each:



KNOWLEDGE/REMEMBERING: In this stage, the learners can describe and recall information that has been memorized. This is a basic stepping stone, quoting information from memory based on previous lectures and reading material, and it is an important foundation for further learning.

Appropriate verbs for this level include: cite, define, describe, identify, label, list, match, name, outline, quote, recall, report, reproduce, retrieve, show, and state.

UNDERSTANDING: Learner's ability to use the known information to construct meaning.
The mental processes such as interpreting, classifying, summarizing, comparing, and explaining belong here. In this phase, the learners are actively engaged in creating their own understanding and comprehension of a given concept and are able to explain it to others.
Appropriate verbs for this level include: abstract, associate, categorize, clarify, compare, conclude, contrast, defend, differentiate, discuss, distinguish, explain, generalize, give examples of, illustrate, interpret, paraphrase, rephrase, and represent.

APPLYING: Learner's ability to use information in a new context outside the learning environment without the support of the instructor.
In this stage, learners are able to carry out tasks that require them to use the acquired knowledge. They can apply and relate the known to new situations, translating the know-how to new contexts.
Appropriate verbs for this level include: apply, calculate, carry out, classify, complete, demonstrate, dramatize, employ, execute, experiment, teach, illustrate, implement, manipulate, modify, operate, predict, solve, transfer, translate, and use.

ANALYZING: Here learners create connections between ideas, use critical thinking to identify and infer the essential elements of the information, appreciating correlations and variations. They manipulate concepts, recognize their elements, their relation to each other and to the overall structure.
Appropriate verbs for this level include: analyze, arrange, classify, compare, connect, contrast, deconstruct, detect, diagram, discriminate, distinguish, integrate, inventory, order, organize, relate, separate, and structure.

EVALUATING: In this phase, learners can rely upon what they have learned, applied, and analyzed to make an assessment. They can make an educated judgment on the value of the information, distinguishing between facts and opinions or implications. They are able to predict possible consequences and make suggestions.
Appropriate verbs for this level include: appraise, argue, assess, contrast, convince, criticize, determine, discriminate, evaluate, grade, judge, justify, measure, rank, rate, recommend, review, score, standardize, test, and validate.

CREATING: On the last level of the taxonomy, the learners are capable of synthesizing what is known to create something new. They can use and reorganize elements of information to build something coherent, which is either tangible or conceptual. They generate and plan a new structure by combining parts together in an innovative way or by synthesizing elements into something new and different.
Appropriate verbs for this level include: arrange, assemble, build, collect, combine, compile, compose, constitute, construct, create, design, develop, devise, formulate, generate, hypothesize, invent, make, manage, organize, perform, plan, produce, propose, reconstruct, reorganize, revise, synthesize, and write.

Using the taxonomy in training design

Each level of the taxonomy, in each domain, is related to different activities and educational methods. Once we have set our learning objectives, the taxonomy helps us identify which methods respond to our learners' needs.

So, now let's look for the right action verbs to describe your learning objectives!

You can use these four wheels as guides to the taxonomy while writing your learning objectives.

We are including a fourth wheel, on the knowledge domain, which looks at the knowledge dimension and its structure, rather than its operational functioning.

- **Cognitive Domain** – Intellectual Skills
- **Affective Domain** – Professional and Personal Skills
- **Psychomotor Domain** – Practical, Technical and Transferable Skills
- **Knowledge Domain** – Subject and Discipline Knowledge

see Annex: Taxonomy of Educational Objectives

Wheels by Simon Paul Atkinson PFHEA, https://sijen.com/tag/affective-wheel/

Furthermore, in the table below, you can find examples of methods for each of the taxonomy's levels

Bloom Taxonomy Action Verbs and Activities

	REMEMBER	UNDERSTAND	APPLY	ANALYSE	EVALUATE	CREATE
Activities	lecture visuals video audio examples illustrations analogies	questions discussion review test assessments reports learner presentations writing	practice exercises demonstrations projects sketches simulations role play teach back	problems exercises case studies discussions questions test	projects problems case studies simulations appraisals critiques debates	develop plans creative exercises proects constructs
Verbs	define list recall identify	restate summarize explain illustrate give example match classify	choose dramatize explain organize prepare produce demonstrate sketch solve use	categorize classify compare differentiate distinguish point out select subdivide survey	appraise judge criticize defend compare	construct create design develop formulate hypothesize invent make up originate organize plan produce role play

Table from: https://image.slidesharecdn.com/bloomtaxonomyverbsnactivities-150806193756-lva1-app6891/95/bloom-taxonomy-action-verbs-and-activities-1-638.jpg?cb=1438890944

The SMART Model

You also want to make sure your learning objectives are SMART. The SMART model highlights five criteria to make sure you write well-formulated learning objectives, complementary to the use of the action verbs from the revised **Bloom's taxonomy**.

Specific: Use clear, direct language to state exactly what the trainees will learn and what competencies they will acquire. Focus on the learners' progress and not on what they will be doing in the activity.

Measurable: You need to be able to assess if the learners meet the learning objective. To do so make sure to formulate the objective to have a result, an action that can be observed and measured. Words like "know" or "understand" are vague and may not allow you to objectively determine if the outcome was achieved.

Achievable: Your learning objective must be based on the learners' prior knowledge and tailored to their level of competence, as well as their learning needs. The objective set must be challenging (if too easy, learners will not be engaged) though achievable for your specific target group.
Furthermore, a learning activity is defined by the resources available such as time, space and materials. Ensure your learning objective is within the reach of the target group considering the resources they can count on.

Relevant: Your learning objective should be in line with the learning needs identified in the analysis and with the overall learning goal. It is extremely important for **adult learners** to perceive the learning outcome as relevant and performance oriented.

Timely and time-bound: State clearly when the learners should achieve the learning objective. For example, you can start an objective by writing, "By the end of this session/training…" If your learning objective includes time-constraints on the learner's performance, make sure to state it clearly (i.e. to write a report in one hour). Furthermore, take into account that repetition is key for retaining newly acquired knowledge and competencies: ensure the learners will have the chance to apply their learning in the future.

Once you formulate your learning objectives, you can use the SMART Checklist below to revise them and ensure they meet all five criteria.

Use the SMART Checklist ▼

The SMART Checklist	
Specific	Do the objectives specify what participants need to achieve (does it answer the questions: who, what, when, where, how, why)?
Measurable	Is the objective measurable? How will you assess it?
Achievable	Is the objective realistically achievable with the resources you have? (i.e. time)
Relevant	• Are the objectives linked with competencies that were identified in the Analysis? • Are the objectives centred on the participant and not the activity itself? Do they reflect the desired end of the learning experience (not the means or the process). • Do the objectives answer the question: "What is expected to change as a result of this learning activity?"
Timely	When do you want to achieve the set objectives?

Examples of learning objectives before and after applying the SMART criteria (**see Annex: Examples of learning objectives**).

Table from ITCILO Training of Trainers Manual For Public Procurement Specialists, 2017.

Now that you have familiarized yourself with these two tools, we'll get down to the business of writing your learning objectives. Here are 6 steps to do so:

1. Identify what you want trainees to learn.
   Example: negotiation skills.
2. Identify the level of knowledge you aim to achieve—using the revised Bloom's Taxonomy—and select a verb to describe the selected level of learning.
   *Example—Understand Level: **to describe** three negotiation strategies.*
   *Example—Apply Level: **to apply and adapt** negotiation strategies in a professional environment.*
   *Example—Create Level: **to develop** a set of guidelines for negotiation in the Human Resources field.*
3. Balance your learning objectives. Make sure they cover all the different levels of learning you want to address and that do not all belong to the Understanding/Knowing section.
4. Make sure your objectives are SMART (S – Specific M – Measurable A – Achievable R- Relevant T – Timely).
5. Start each objective with: "by the end of this activity, participants will be able to…"
6. Remember to state the objective for the participant's learning, not in regard to what will happen in the activity.
   E.g. By the end of this activity, participants will be able to apply and adapt three negotiation strategies when handling employees' grievances.

Examples of learning objectives (LO)

Original LO	*SMART and Bloom's based LO*	*Explanation*
During the course of the activity, the five stages of mediation and their key features will be presented to participants.	On completion of the program, participants will be able to: • identify and describe the five stages of the mediation process.	Learner centred vs. activity centred
The objective of the activity is to analyze different policies and procedures within the organization, relating to employment law.	By the end of this training, participants will be able to: • Identify potential issues within the organization relating to employment law • Assess and evaluate difficulties that may arise in the area of employment law	Learner centred vs. activity centred Specific Separate the objectives and use one action verb per objective
The immediate objective of the course is to provide training for HRM staff on the principles and core skills of HRM.	By the end of this training, participants will be able to: • discuss Human Resources Management principles with confidence, using real examples to show their application • use the skills central to Human Resources Management at work	Learner centred vs. activity centred Specific Linked to attitude

FOOD FOR THOUGHT

- How are the learning objectives designed and formulated in your learning offers?
- Are they written using the action verbs of Bloom's taxonomy?
- Can your learning objectives be improved? If yes, how?

Design and Develop: Not Only a Matter of Content

What for?

It is probably quite clear by now that a training course is not just about delivering content. Once you have completed the analysis phase and set the learning objectives, it is time to think about how to achieve them. We could be very tempted to fill our course with direct information delivery through inputs and PowerPoints. However, as argued in the previous sections, this is not enough. You might remember from the chapters on learning, that we cannot actually transfer knowledge from our brains to the brains of our participants via presentations. Our learners need to engage with the information, understand it through complex processes, practice skills, analyze and experiment with behavior, and foresee how to use the things they learn in the training in their actual professional context.

Consequently, when planning how to deliver a training, we need to envision everything that will happen within the participants' learning process and create a **learning flow.**

The Learning Flow: what is it and how to build it?

A learning flow is a succession of activities that are connected to the learning objectives, and between themselves, in such a manner that they create a flow. Each activity builds on the previous ones and offers a learning opportunity that is in line with our learning objectives while taking into consideration key aspects of learning.

In the private sector, it is recommended that you divide your flow in smaller sections, in such a way that you can deliver half a day modules or courses. These types of courses tend to be more profitable for the training provider and also more accessible for potential trainees in terms of time investment. Companies would rather give half a day off to employees to focus on their learning, than two days, for example. Furthermore, it is more likely that people are able to disconnect from their daily tasks for just a few hours and focus on the learning flow, rather than for extended periods of time. In eLearning settings, learning flows can include even more focused sections, each requiring a smaller amount of time.

If you need to deliver a lot of content, it might be a good idea to think about how to divide it into smaller half day chunks instead of trying to make it all fit in a couple of hours. In the same vein, if people need to travel in order to participate in your training, it might be more efficient to design one-day courses. No matter your choice of flow, it would be best to consult with clients and target groups beforehand. In this sense, you can include this topic in your **assessment phase**.

How to build a learning flow?

First, look at your learning objectives and reflect on how they would be best achieved. It would be useful to have objectives in all the areas of competence (knowledge/ information, skills/ behaviors and values/ attitudes) and decide on how to best tackle them.

When planning on how to approach **the content of the course**, it is crucial that you establish priorities. Based on the learning objectives and expected learning outcomes, you should first decide what is "need to know" and what would be "nice to know". Then, you should organize the "need to know" content into smaller chunks that follow a logical structure, and decide how you want to approach each chunk. Mind Mapping is a great tool to support this organizing process, to cluster and sequence even when you are dealing with a substantial amount of content.

Keep in mind: Do not try to fit a lot of content into a short period of time. Participants will lose focus and become overloaded and inefficient in learning. More content does not mean better training. If you have a lot of content to tackle, it is better to separate it into more ½ days trainings, then to try and do it all at once. Doing less allows for more active learning processes, for deeper understanding from learners, and for better integration in the actual work-place after the course.

A general picture of an educational flow would be:

- **Pre-training Assignments**: Choose some short activities to support participants to understand the context of the training before they arrive in the training room.
- **Introduction**: Welcome, getting to know each other, exploring participants' expectations/ learning needs/existing competencies to build on, etc.
- **Content/ Learning Activities:** design and adapt learning activities to meet the learning objectives you set for your participants.
- **Evaluation and Closing**: Evaluation of the learning experience, evaluation of the competencies developed, transfer to the professional context, plans on continuous learning.
- **Follow Up**: Activities that allow and invite the learning process to continue, and thus ensure continuity between the training itself and the real professional context of participants.
- If you decide to have several modules within your training, or to combine online with offline activities, develop a general picture for the flow as well as a structure that could be used for each module/ learning experience.

What to keep in mind when building the learning flow?

- Take into consideration **group dynamics**: First of all, people need to get to know each other and connect to each other in order to be able to collaborate and foster a learning atmosphere.
- Prioritize the content: Decide what people need to learn and separate this from what "would be nice/ interesting for them to learn." Make sure the content is adapted to the **profile and expertise of your participants** as you have come to know it in the **Analysis** phase, as well as to the time allocated for the training. Do not try to fit a lot of content in a short period of time. Participants will lose focus and become overloaded and inefficient in learning. More content does not mean better training.
- Ensure all the learning objectives are covered through learning activities. There might be some activities that respond to various learning objectives, and that is all right. Just double-check if there is an equilibrium between the time allocated within the training to one objective and its importance and relevance within the training context
- Alternate group work and **social learning processes** with individual learning and **reflection**
- Offer enough opportunities for **repetition** for the information/skills acquired. Alternate and combine repetition methods.
- Plan for and use a wide range of **methods** that engage learners in different ways, and that are aligned with the characteristics of **adult learners** (problem solving, debate, experiential activities, presentations, methods involving emotions, senses, etc.). See the section on **methods** to get an idea of possibilities.
- Alternate methods to maintain engagement and attention. Remember that people learn best when they are actively involved, so choose mostly **participatory methods**. Include activities for the evaluation of the experience and learning outcomes at the end of each training day/slot/section.
- Ensure that methods are inclusive and adapted to diversity requirements of the group profile (cultural characteristics, language limitations, wheel-chair users, visual limitations, language characteristics, etc.).

- Include moments in which participants can **reflect** on the learning outcomes, their connection with previous learning and transfer its usefulness to their professional context (appropriate moments could be at the end or at the beginning of each training day/slot/section).
- Take into consideration the rhythm of learners. Generally, people are more focused in the morning (after warming up a little), and become tired in the last part of the training day (so they need quite engaging activities to be able to focus). Adapt to the particular rhythm of your group if you observe significant changes.
- Make sure there are enough breaks in face-to-face courses, even if this means longer training days. People can't maintain their focus continuously for hours and hours. It is just inefficient in terms of learning. A suggestion could be to take a minimum 15-minute break, every one and a half hours.
- Take into consideration the broader context of your learners (cultural aspects, gender issues, diversity and inclusion, how the training schedule connects to their work and free days, holidays, other processes that might take place within the company).
- It is important to have a thoroughly planned learning flow, and at the same time to maintain a flexible approach that will allow you to modify it according to your observations during the course, the needs of your participants and their response to the training activities.

Let's get practical!

You will find different examples and tools below for you to use, adapt and get inspired from. The first two examples are typical step-by-step flows for a face to face training and an eLearning programme. Other tools and examples are available in the Annexes of the Guide.

A. A step-by-step flow for face-to-face trainings:

1. Introduction

- Welcome
- Presentation of the trainers and team
- Ice-breaking and getting to know each other
- Introduction to the training: learning objective and connection to the organization/ company; agenda and program; methodology and educational approach
- Exploring participants' expectations/ Learning Needs/ Existing Competencies to build on and connecting them to the learning objectives
- Group agreement: What do we need in order to learn together during the training? Setting some ground rules in a participatory manner

2. Content and learning activities

- **Gain attention and motivate:** Make sure the participants are engaged and eager to learn by: creating a relaxed and focused atmosphere; making them feel valued; and by creating connections with the group. Catch their **attention** by: involving emotion; using stories and examples, and interesting and relevant facts; by asking provoking questions and by allowing space for their own questions.
- **Stimulate recall of previous learning and relevant experience:** always connect the new learning to: what was already learned; to what is already known; to the bigger picture; and to learning objectives and outcomes. Remember that learning **builds upon** our previous knowledge and experience.
- **Introduce the content, provide learning guidance and foster learning through practice:** the content does not refer only to information. It is related to the learning objectives and can relate to knowledge, skills, or values. Organize and chunk content in a meaningful way and make sure you introduce multiple versions of the same content through different **methods**: videos and multimedia, group work, experiential activities, simulations, demonstrations, lectures, etc. Support participants in the learning process through examples and non-examples, case studies, analogies, visual images or metaphors. Support participants in internalizing new competencies through: asking deep-learning questions; analyzing real-world examples; and having participants take decisions or practice behaviors.

3. Provide and ask for feedback

Giving feedback does not need to be negative and does not necessarily need to correct. Provide feedback to the participants on the progress they are making in the learning process, on the resources you observe they possess and which will support them in transferring the content to the real life, and on the accuracy of their responses. You can also provide additional information and suggestions or recommendations, while also constantly asking for feedback from participants (as part of your constant **monitoring** process).

4. Assess performance

Assessing performance does not need to be a stressful process for participants, nor does it need to be a separate section at the end of the training course. You will need, however, an evaluation of the competencies developed in order to analyze the effectiveness of your training. This assessment needs to happen during the course in order to allow you to adjust activities when/if needed. The method of assessment is your choice, and some suggestions are: observation charts, feedback from other participants, self-evaluation of the learners, tests, practical applications, simulations, problem solving exercises, etc.

5. Enhance retention and transfer to the job

The main goal of your training is that participants use what they have learned in a real-life professional context. In order to accomplish this, you must first make sure participants actually retain the learning in their long-term memory through **repetition**. This can be achieved through different methods (discussions, simulations, examples, scenarios, problem-solving, etc.). Next, you must include in the educational flow specific moments and activities in which participants become aware of how the training content relates to their work, how it is possible to apply what they have learned to their professional context, and also time to plan on how to do it. There are several ways you can propose and include in your training (see the section below).

6. Evaluation and closing

This is a moment in the training course when participants have the chance to reflect on the learning experience and on the learning outcomes. Looking at the achievement of learning objectives, expectations, and learning needs ensure the full-circle closing. In this phase, you also need to provide participants with the context to close the experience as a group, and how to continuing learning and supporting each other after the course has finished. You can also present the follow-up activities.

7. Follow-up

For your participants, the training is not the end but the beginning. And somehow people tend to forget that. You can enhance their learning process and increase the quality and effectiveness of the training by supporting the application of their learning in the workplace through follow-up with them in the weeks and months after the training. It will take some additional time, but it will surely be worth it. Here are some ideas on how to do it:

- If your training is structured in different modules, give some assignments to your participants between the modules. Focus on applying what they have learned and support the continuation of the relationships they have built with their colleagues. They could analyze some real-life situations together, or meet one or two times to practice a skill, they could watch a video and comment on it, etc. You don't need to check on them, as they are autonomous adults that take responsibility for their own learning, but you do need to provide them with contexts and options that foster engagement.
- Collect the most relevant learning outcomes during the final evaluation of the training and send them to the participants by e-mail a few weeks after. This will give you an opportunity to reinforce what was learned.
- Use any communication method agreed (WhatsApp, e-mail, social media group, etc.) and continue sending resources, videos, questions, and pictures related to the course regularly in the weeks following the training.
- Ask participants during the training to predict what skills, information, techniques, and attitudes they will most likely use in their workplace and how. In the weeks following the training, ask them if their prediction was correct and invite them to share what they are actually using from what they have learned in the training.

- At the end of the training ask participants to commit to one to three actions to transfer learning to their jobs. Invite them to self-monitor how the process is going in the weeks following the training and to share with their colleagues.
- Implement a peer-support system. During the training, facilitate the creation of small support groups or pairs. Invite them to meet/ discuss regularly and support each other in the process of applying learning acquired in the workplace.
- More ideas in the **Post-workshop assignments** section

B. A learning flow template for online courses

1. Course Welcome or Opening

Besides the welcome, provide information about and access to different sections of the course. It also sets the tone so it's important to start off strong.

2. Instructions

With this section you support your learners with information on how to navigate the course, what to expect and how to prepare in order to smoothly go through the learning experiences.

3. Learning Objectives

This is a straightforward section in which you include the training objectives, so that learners know what to expect and also have a chance to gain ownership over these objectives. If the online module is part of a broader training, make sure it is clear how the objectives fit in the general training goal. It is also useful to place the learning objective within the learning strategy of the organization, and to look at the expected impact.

4. Content

This is where the learning happens. It is up to you what to include here. The content may take the form of text, images, charts, tabs or timeline interactions, scenarios to analyze, problems to solve, screencasts, videos, and much more. Make sure you include attention-grabbing activities, motivational videos, reflection questions, interactivity, examples, and summarizing activities.

5. Practice Activities

These activities will help participants strengthen their skills and knowledge by applying the content they have learned.

6. Knowledge Checks & Assessments

Support learners to assess their progress. While knowledge checks have a functional role in building learner understanding of where they are in relation to the learning objectives, assessment usually takes place at the end of each module/course and counts toward the final score (if you decide to include such an evaluation). This section includes: quizzes, tests or scenarios in which learners need to apply knowledge; and building plans on how to use the learning in their professional life, etc.

7. Summary

It is useful to include a summary of the key elements at the end of each section. Remember that learners learn better when they understand the meaning and the general picture, as well as where the learning connects to the broader context. You can also include additional resources in the summary for the learners who want to deepen or broaden their learning.

8. Exit

This section supports participants to complete the online module/training, provides information on the future steps they need to take (if the online module is part of a wider training), and offers possible follow-up actions. It also provides information on certification and recognition of their learning, if necessary.

References:

- *E-Learning Heroes: Basic Elements of an E-Learning Course, David Anderson,* https://community.articulate.com/articles/basic-elements-of-an-e-learning-course
- *GAGNE'S NINE EVENTS OF INSTRUCTION, Northern Illinois University, Faculty Development and Instructional Design Center,* https://www.niu.edu/facdev/_pdf/guide/learning/gagnes_nine_events_instruction.pdf
- *Training of Trainers Manual for Public Procurement Specialists, 2017, DELTA – Distance Learning and Technology Applications and International Training Centre of the ILO.*

You can find other tools and examples in the Annexes of the Guide:

- *Training flow for a 1-day course on Employment Law Update based on the training provided by IBEC Management Training* **(see Annex)**.
- *Training flow template for a 2-day course – to be adapted* **(see Annex)**.
- *Session template – to be adapted* **(see Annex)**.
- **Proposed training flow** for a 1/2 day training on Negotiation Skills.
- **Proposed training flow** for an eLearning activity on Negotiation Skills.

Design and Develop: Choose, manage and coach your trainer

When a learning activity is designed and delivered we might choose to involve internal staff, consultants or experts. They may belong to our own organization/company or be external. They may be involved from the analysis phase of the project or be called in exclusively for the delivery of a learning activity.

However, the moment they meet the learners and start the training, they will represent the organization providing the learning experience. Thus, the trainer(s) and organization's understanding of learning must be aligned if we want to guarantee a high-quality learning experience.

Selecting the trainer can at times pose a challenge. The points below outline some tips for managing collaboration:

- If your trainer is an internal staff member, make sure that he/she/they has a full understanding of the approach to learning the organizations has and he/she/they has tangible experience in the subject field;
- If you rely on an external consultant or expert, make sure that the professional selected is prepared not only on the subject but also on training methods;
- Open and clear communication from the outset about objectives, participants and processes;
- Provide a clear learning needs assessment and consequential learning goal;
- Agree on learning objectives and assessment indicators;
- Provide methodological guidance and make sure your trainer is up-to-date both on the content and on training methodologies.

In the case you involve an external facilitator or expert to deliver the learning activity, you need to plan on how you will ensure he/she/they has a clear understanding of the approach to learning your organizations has, of the learning objectives of the activity and the methodological approach to the delivery.

To do so you might:

- Write down guidelines over the established educational approach and share them with the external trainer or expert. Meet and discuss them together to ensure they have fully understood them.
- Require external trainers and experts to read this Guide and re-adapt their session based on the guidelines provided here.

- Provide a compulsory ½ day seminar on training methodologies for experts and external trainers.
- Provide a compulsory online course for experts and external trainers on training methodologies.
- Have an internal staff with the appropriate competencies supervise and support the external expert or trainer in the course design and delivery.
- Contact an internal or external expert on training methodologies to cooperate and cofacilitate the learning activity with the expert on content.

When external experts are involved in the learning activity, make sure their role and responsibilities are clear. An expert on training methodologies, possibly from the EBMO, should supervise the design and delivery of the learning activity if the expert on the content who has been contracted has no experience in training delivery. At the end of the day, the contracted organization is in charge of ensuring a meaningful and impactful learning activity. It is their responsibility to ensure clear methodological guidelines are provided together with capacity development opportunities for its collaborators. Remember: each person entering the training room (physically or virtually) will represent the face of the organization. Make sure your trainers can embody the quality learning your organization is proud to provide.

FOOD FOR THOUGHT

- How does your organization brief internal and external trainers and experts when involving them to deliver a session/course?
- What training methods belong to your organization's educational approach and how are they shared with the external consultant?
- How does your organization support and supervise external staff when involving them in the delivery of learning activity?
- How can this be improved?

Implement: training and delivery

Facilitation: what is it?

In the common use within the training context, there is a difference between a trainer and a facilitator:

- The trainer is an expert in the topic of the course, who conducts a learner-centered participatory flow of activities for the achievement of learning objectives
- The facilitator is not necessarily an expert in the field, but supports the group to build their own process of decision-making, knowledge sharing, etc.

In the context of this manual, we will use facilitation as a concept that: highlights the process through which a trainer allows participants to take responsibility for their learning process; and introduces content in a facilitative and participatory way in line with how adults learn.

Consequently, an effective trainer needs to master two areas:

- Expert competency in the training field (content competence). This does not imply that you cannot involve experts or use relevant external sources, or involve participants' expertise, but rather implies that you are knowledgeable in the training field.
- Competency in facilitation of learning processes (training competencies), which is actually the focus of this Guide.

So a trainer is a facilitator of learning processes in a field he/she is an expert in, and masters both content and training competencies.

Within a training, you will balance these roles and fulfill them according to the **learning flow** and group characteristics:

- **Expert:** shares knowledge and skills, answers questions, explains and clarifies misconceptions, ensures the content delivered is relevant and updated.
- **Group dynamics facilitator:** ensures that the group dynamic is fostering learning, supports the group in building an open, trusting and inclusive atmosphere, is a catalyst of balanced values and ideas, sets an example in terms of respect for diversity.
- **Learning facilitator:** leading sessions in line with **adult learning** characteristics and **how learning happens**, and **participatory approach**.

FOOD FOR THOUGHT

- Which of these three roles is predominant or prioritized within your training approach?
- Which role is underestimated and how could this be improved?
- As a trainer, in which role do you feel most comfortable?
- What is the role you could develop further and how? What benefits would that bring?

Facilitation: what to keep in mind?

You can find a lot of facilitation tips on the Internet. Here are some collected by the trainers at ITCILO, following the Top100List methodology.

Facilitation tips

100 and more tips from the ITC ILO staff:

- Agree with the company/organization you deliver the training for on the activity's outcomes and their quality standards.
- Perform a high-quality analysis phase: the success of the training will depend to a great extent on your level of preparation and attention to its design.
- Make sure you are comfortable with the client's expectations; they should not conflict with your values and ethics.
- Review and validate the learning objectives with participants at the beginning of the activity.
- Help participants visualize the learning objectives during the learning process. You can, for example, post them on large paper on the wall.
- Come back to the objectives throughout the activity.
- Review the objectives at the end of the activity, in particular when using participatory methods.
- If participants suggest changing the training objectives, you may have to /want to check with the client/ organization/company.
- Refer to the outcomes of the learning needs assessment when presenting the overall design of the activity.
- Make sure you can measure the attainment of the learning objectives.
- Review client's/participants' expectations, and do not judge them.
- Make sure the roles of all participants and facilitators are clear and agreed upon (who's who and who is in charge of what).
- Get to know and connect with your group: try to remember participants' names, interact with them in the breaks, remember and affirm their contribution.
- Contribute to establishing a climate of trust among participants and between participants and the facilitator.
- Be an example of coherent and ethical behavior for your participants.
- Ensure late-comers are properly welcomed and included.
- Take time to cover security matters (e.g. emergency exits, first aid kits, etc.).
- Ensure the training room is nice and clean; messy environments are not conducive to learning.
- Design the space, create an environment that is conducive to learning; if need be, modify the space during the activities.
- Check the infrastructure (e.g. videos, computers, software); make sure all your tools and ICT support work.
- Make sure you have a back-up plan in case the infrastructure is lacking or not compatible with your tools.
- Indicate starting and ending time of the sessions (or indicate if they are open ended).
- Support participants in agreeing on the training ground rules.
- Believe in the group's potential and capability to reach results.
- What you train people in is not a religion; avoid being dogmatic.
- Training is about encouraging discovery.
- Challenge preconceived ideas and participants. Lead them out of their comfort zone, that is when creativity will be unleashed.
- Allow for diverging views/opinions.
- There are as few homogeneous groups as there are homogeneous people; use the diversity in the group to its advantage; gender diversity or balance is often an asset.
- Do not get into an argument/debate with a participant that is in disagreement with you, simply agree to disagree or go back to the group and ask them to respond.
- Allow and interpret silence: it is in silence that people think. If nobody speaks, it is not necessarily a bad sign. It is up to you to read the group and understand what silence means in a certain moment. Take into consideration cultural interpretations of silence as well.
- Alternate and mix your training styles, methods and pace of activities.
- Use games, metaphors and appropriate humor (when not culturally bound or sensitive).
- Avoid making personal comments and criticism, comment on facts and figures.
- Encourage groups to complete their tasks/assignments; allow time for it.
- Remain focused on objectives and lead the group toward them.
- Design, design, design! Be prepared, even if you may have to redesign part of the workshop during implementation.
- Make and maintain eye contact with all participants, not just with one, even if that person asked the question you are responding to.
- Stereotypes, including gender-related ones, usually discriminate. Make sure this does not happen in your activities and make sure you know how to address them if they come up.
- Do not immediately give answers to questions; bounce the question back to the group to enhance learning, or say: "I will try to respond, this is my view. Does anyone see things differently"?
- Be aware that there is often invisible, implicit organizational pressure on decisions that are made by groups or solutions that are suggested.
- Be in control, but don't control. Be well prepared but flexible in the implementation of design. Adjust as much as possible to the needs and suggestions of participants, and to their response to the learning process.
- Audience's attention span to presentations rarely exceeds 10 minutes. Engage participants in their learning.
- Do and say less, but better (prioritize your message); don't forget that participants are in the driver's seat of their own learning, your role is to support.
- Have a few energizers ready in case the participants' energy level is low.
- Understand group dynamics and keep energy level adequate.
- Be aware that moments of tension or chaos are usually part of the process of achieving objectives and forming teams; you may want to make this explicit to the group.
- Be sensitive to and show respect for cultural differences; increase your knowledge and understanding of these differences.
- Suggest different combinations of forming sub-groups, both in number of participants per subgroup and in their composition.
- Support shy or reflective participants to engage.
- Address disruptive behavior; manage it or invite the group manage it.
- Paraphrase interventions that may not be clear to everyone.
- Cluster and categorize, prioritize and rank information in order to foster learning.
- Use diagrams and visuals to reduce complexity and allow focus.
- Don't overload participants; our short-term memory actively operates only seven concepts/things at a time. The rest is stored.
- Build on participants' knowledge and use techniques to make them speak, before you do.
- Never take anything for granted.
- Do not focus saying everything that you want to say. Focus on what participants are learning.
- Assess learning as often as you can. Use the outcome and results of assessments to recall, reinforce, adjust.
- Refer to participants' contributions, past points and results of exercises; they will feel included and 'rewarded'.
- Respect time constraints; start sessions on time and finish on time.
- Be aware of your own verbal and non-verbal language.
- Keep a facilitator's log book; the best book about facilitation is the one that you write yourself.
- Your facilitation skills, like any other, will improve with practice. The more you practice, the better you will get at it.

FOOD FOR THOUGHT

- Which are the most relevant tips for you?
- How can you put them to practice within your training?

Co-facilitation

There is often two or more trainers involved in the training. They might have different areas of expertise within the content and subject matter presented, but in terms of the learning process, they are co-facilitators. Co-facilitation has many advantages: it involves co-creation and collaboration, and thus enriches the learning process for the participants; it ensures diversity of facilitation styles; it enriches the content by ensuring multiple perspectives and approaches. It requires careful planning and clear articulation between the trainers, however, to achieve these benefits. If not planned and managed properly, co-facilitation may lead to a chaotic learning environment, "live" disagreement between co-trainers, confusion on the side of participants, disconnected information, interrupted learning flow.

When people are co-training, and they decide to **divide the responsibilities of the content chunks or sessions/activities**, that is also a form of co-facilitation. Coherence still needs to be ensured in terms of learning approach and flow, the connection between activities and content delivered.

Some possible approaches to co-facilitation according to The United Nations Office at Nairobi Training of Trainers programme, are:

- **Speak and add:** one facilitator leads the activity and is the center of focus for participants. The other trainer(s) pay close attention and add comments, observations or considerations to enriche the learning process
- **Speak and chart:** one facilitator leads a discussion with participants, and the other records the input of the group in a relevant format (Graphic facilitation/recording, jotting down ideas on a flip-chart, wiki or Google Document, mind-mapping, etc.)
- **Duet:** facilitators are equally involved in the process, including the comments and input. They might or might not have a predetermined order in intervening.

During training, it is common to alternate all these approaches as you consider appropriate and more useful ways to enhance the participants' learning process.

Tips for an effective co-facilitation/co-training

- **Check in with each other in advance** and make sure you agree upon the training approach, preparation, and your roles and responsibilities during the training activities.
- **Tell your co-trainer what you expect and need** in terms of co-facilitation, what your previous experience is, and how you want the process to work.
- **Check in with each other during breaks in the training**, or even shortly within the sessions while participants are involved in group-work. Share needs, observations on the process, propose small changes to align with the group. Sometimes it is just a matter of asking for help with a task, agreeing on finishing an activity sooner or later than planned, or observing that more paper is needed. Other times it is a matter of more complex discussions on how the training is going, how trainers contribute and feel within the team, what needs to be adjusted in terms of process and activities, or providing feedback to colleagues. No matter the case, these check-ins are essential for ensuring that co-trainers are on the same page, address misunderstandings early, avoiding frustration and ensuring a smooth course flow.
- **Support your co-trainer** while they lead an activity. Do pay attention to what is going on Do not disappear from the training room or try to catch up on other work. Support might be as simple as helping your colleague tape something to the wall or providing support to a working group that is struggling to understand instructions.
- **Don't contradict, but work as a team.** It is rare that your co-trainer will say things that are wrong. It is, however, common to find that you might have a different or complementary view from your co-trainer. But if you contradict your co-trainer in front of the group, you both undermine the expertise of your colleague(s) and confuse the group. All differing views on the content or process must be discussed in the preparation phase, so that during the training you and your colleague(s) are on the same page and provide a coherent learning experience for the participants. During the process, support and affirm each other in front of the participants, and connect your own work, activities and ideas with the ones of your co-trainer(s).
- **Stay on time.** All of us would like to have more time for our sessions and sometimes feel that we are running against time. It is crucial, however, that you stay within your delegated time frame. When you prolong sessions, you take time and energy away from the participants during other sessions. Remember to rate the importance of all activities within the educational flow and discuss and come to agreement with your colleague(s) regarding any changes or adjustments in time-division.

FOOD FOR THOUGHT

➤ How do you usually divide roles when co-facilitating?

➤ Which of the three co-facilitation options would you like to try out in your next training? What would be the benefits?

➤ How can you strengthen the co-facilitation in your training team?

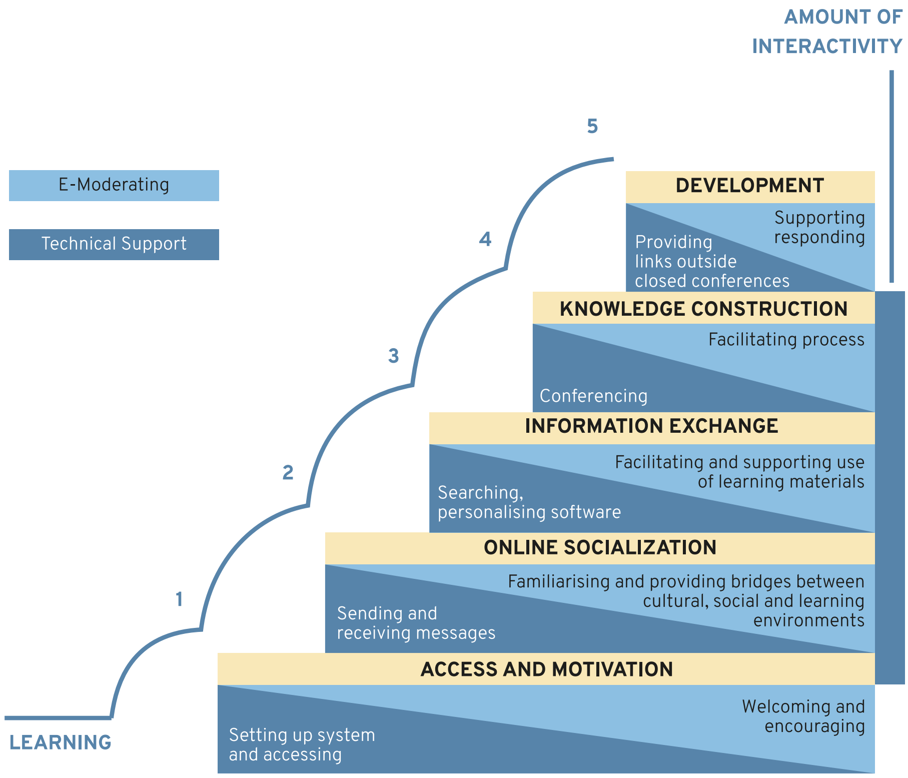
References:

- *Are You a Trainer or a Facilitator?, Elaine Biech,* https://www.dummies.com/business/human-resources/employee-engagement/are-you-a-trainer-or-a-facilitator/
- *10 Tips for Co-Facilitating, Jeanette Romkema, 2012, Global Learning Partners,* https://www.globallearningpartners.com/blog/10-tips-for-co-facilitating/
- *Training of trainers A Facilitation Skills Program for Potential Trainers/Facilitators, 2007, Angelika Siaw, United Nations Office at Nairobi,* https://app.box.com/s/o6z8sfgnzu
- *Training of Trainers Manual for Public Procurement Specialists, 2017, DELTA – Distance Learning and Technology Applications and International Training Centre of the ILO.*

Online Facilitation

The principles and tips for the facilitation of face to face activities are to be kept in mind also when working in a virtual environment. We can use the Gully Salmon progressive model to have a wider view on the facilitation process and the role of the facilitator in the distance learning cycle.

Gilly Salmon progressive model of distance learning



Stage 1

ACCESS AND MOTIVATION

As an online facilitator you are in charge of creating a welcoming environment for participants and making them feel comfortable in introducing themselves, connecting to peers, and familiarizing themselves with the online environment.

Stage 2

ONLINE SOCIALIZATION

Participants bring their own knowledge and background and as a facilitator you need to act as a hosts through the online activities. During this stage participants experience the creation of a micro community and start to interact with one another.

Stage 3

INFORMATION EXCHANGE

During this stage, you support learners in the completion of tasks and use of learning materials. Here it is important for learners to gain confidence and benefit from the interaction within the learning group.

Stage 4

KNOWLEDGE CONSTRUCTION

During this stage the facilitator role decreases. Learners are familiar with the learning process and the environment. The facilitator is still providing guidance but learners have sufficient elements to complete their tasks.

Stage 5

DEVELOPMENT

This is the last stage through which participants feel confident as online learners. As an online facilitator you support in the wrap up of the course and of the activities.

In online training the educational flow can include **synchronous learning** and **asynchronous learning**. The first refers to all the online or distance education activities that happen in real time (webinar and online classes for example), whereas the latter indicates when learners engage with the same material at different times and locations, without real-time interaction (forum and written assignments being some the possible formats). Many hybrid **learning** models will include a blend of both **asynchronous** and **synchronous** online **learning.**

Take into account the following **tips when facilitating synchronous learning** activities:

- Technical preparation and online tools are extremely important for the smooth running of the session. Check everything is ready in advance, test your equipment (camera, laptops, earphone, microphone) and make sure you can count on a stable internet connection.
- At the beginning of the session make sure the learners are familiar with the different tools the platform offers and invite them to interact through any available system (talking, chat, reactions bottoms, etc.).
- If you are having an online class invite participants to turn on the video and do so yourself. This boosts a sense of participation and the engagement in the activity.
- If you are using tools in which you will be streaming video, be aware of what will be visible in the frame. Choose a neutral background and avoid backlighting.
- When facilitating the conversation make sure to call participants by name to invite them to speak. A clear communication with one participant speaking at the time is extremely important and this can be more difficult in online settings.

When facilitating **asynchronous learning** activities, you may want to consider the following:

- Make sure you provide learners with a clear space for communication (e.g. a social forum and a technical support forum) and detailed instructions.
- Broadcast regular communication and provide announcement of upcoming course activities in advance.
- Share netiquette guidelines to provide participants with rules for interventions and posting.
- Be visual! Use graphic facilitation to support the learning process.
- Stimulate the learners' intellectual curiosity and their engagement. Ask questions, reply to posts, open new threads. Work to ensure the virtual environment is alive and welcoming!

Evaluate: Monitoring and Evaluation

What for?

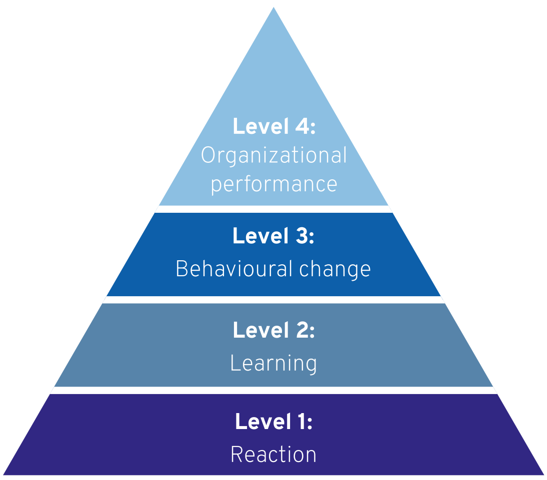
Continuous monitoring and evaluation indicate if we are on the right track for achieving the learning results we want from the learning process. They offer answers to the following questions: Are we implementing what we have designed? Are the participants responding as we have provisioned? Are we on our way to achieving the learning objectives?

Monitoring and evaluation involve a continuous process of data collection on relevant aspects for the learning process. We need to do data analysis constantly during the training, not just after, this is in order to track progress toward achieving the learning objectives and expected training results, and to ensure any necessary adjustments and adaptations are implemented.

Tools

Kirkpatrick Model

One of the most known and used learning tools is the **Kirkpatrick Model**. It provides a complex manner of evaluating trainings, looking not only at participants' satisfaction and knowledge/skills development, but also at behavioural change and organizational impact.



Reference:
• Pic from: Kirkpatrick, 1996.

The model proposes four levels:

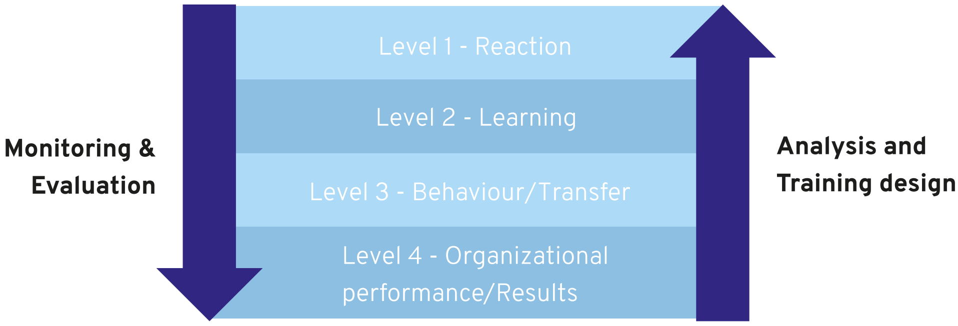
- **Level 1: Reaction** (How did participants react to the training?)
- **Level 2: Learning** (Did the participants reach the learning objectives? What did they learn? What competencies have they developed?)
- **Level 3: Behaviour/Transfer** (How are they using what they learned in training within their workplace? What behaviour has changed? What is the improved performance?)
- **Level 4: Organizational performance/Results** (What is the impact of the behaviour change on the organization?)

Harnessing all these levels ensures a full, complex, and meaningful evaluation. It does, however, often involve the engagement of more resources (i.e. time or money) as the model levels increase. Generally, training providers can go up to level three and still focus more on the participants' self-perception. If you are organizing an in-company training, it will be mostly up to the client to decide if and how they want to evaluate further. It could be a good idea and a proof of professionalism to discuss it with your client. Decide together how deep and wide the training evaluation will be, what the relevant levels are to look into, which methods should be used, and what resources need to be invested. For your in-house training activities, it would be important to organize a discussion within your EBMO to clarify expectations and methodologies regarding learning evaluation.

USEFUL Tip

The model can also be successfully used as an instrument of **analysis** and **training design** starting from the top down with the following guiding questions:

- **Level 4:** Results/Organizational performance (What changes do we need at the organizational level?)
- **Level 3:** Behaviour (What behaviour/ improved performance of the employees will support or determine the organizational performance defined?)
- **Level 2:** Learning (What do employees need to learn in order to be able to perform in a way that is required? How do they need to learn it?)
- **Level 1:** Reaction (How do participants need to feel during the learning, how should they react in order to ensure the defined learning outcomes?)



Level 1: Reaction

During reaction, you monitor and evaluate how people have felt in your training, and what their reactions to the learning activities, group dynamics, and training approach were. You look into the degree to which participants find the training favourable, engaging and relevant to their jobs.

As you might remember, adults learn best when they are relaxed and having fun, are curious and engaged in the learning process, and feel that the learning is relevant to them. Aim for these results.

You can monitor reaction on the spot, during the training, by asking particular questions either in plenary or in written short evaluation sheets, and also through discussions in reflection groups and then reporting back to plenary, etc. You should also evaluate reaction in your final training evaluation, whether on the spot or with online evaluation forms.

You can find more information on this level as well as self-perceptions questions that you can use to design your evaluations in the annexes:

- **A more detailed overview (see Annex: Tools / Kirkpatrick Model).**
- **Self-perception questions to monitor/evaluate REACTION (see Annex: Tools / Kirkpatrick Model).**

Level 2: Learning

At the learning level, you monitor and evaluate if participants reached the learning objectives, the degree to which participants acquired the intended knowledge, skills, and attitudes, as well as their confidence and commitment based on their participation in the training. This may be done through pre-training and post-training examinations that take the form of case-studies, simulations, and practical exercises. At the same time, an important component is the self-perceived increase of competencies in relation to the training objectives from the participants' view.

You can find more information on this level as well as self-perceptions questions that you can use to design your evaluations in the annexes:

- **A more detailed overview LEARNING (see Annex: Tools / Kirkpatrick Model).**
- **Self-perception questions to monitor/evaluate LEARNING (see Annex: Tools / Kirkpatrick Model).**

Level 3: Behaviour/Transfer

At the behaviour level, you monitor and evaluate the actual behaviour change of participants as a result of the training experience and the degree to which participants apply what they learned during training when they are back on the job. This is a more complex evaluation stage, which is highly dependent on your clients, because it usually happens after people have returned to their jobs. So it is important to discuss with your clients how interested they are in this level of evaluation and how many resources they are willing to invest in it.

Still, part of this evaluation phase is the participants' self-perception, and that is information you can easily collect and analyze as a trainer provider. You can monitor and evaluate people's understandings and ideas for how to transfer the learning outcomes from the training to their workplace (during the training), as well as the extent to which they feel and think their behaviour has changed as a result of the training (immediately or sometime after the training).

You can find more information on this level as well as self-perceptions questions that you can use to design your evaluations in the annexes:

- **A more detailed overview BEHAVIOUR/TRANSFER (see Annex: Tools / Kirkpatrick Model).**
- **Self-perception questions to monitor/evaluate BEHAVIOUR/TRANSFER (see Annex: Tools / Kirkpatrick Model).**

Level 4: Results/Organizational Performance

On this level, what is assessed is the actual impact of the training on the whole company or organization. Evaluation on this level is generally conducted by the client itself and looks at a whole training or learning strategy.

You can, however, understand how the participants think their training will influence the organizational performance in achieving its business strategy. You can also invite participants to understand that their training is part of a bigger scheme and that they are accountable for learning and behaviour change that will lead to organizational change.

These are some questions you can use on the evaluation forms or in discussions with learners:

- What ultimate impact do you think you might contribute to the organization as you successfully apply what you learned?
- What do you anticipate will be the positive result of your efforts related to this training?
- I anticipate and am confident that I will eventually see positive results as a result of my efforts. (Choose from: strongly disagree, disagree, agree and strongly agree).

You can find a more detailed overview on this level in the annexes:

- **A more detailed overview (see Annex: Tools / Kirkpatrick Model).**

On-line platforms and tools for monitoring and evaluation

Training evaluation tools are what is used to collect data on training programmes. They come in a variety of forms and can be divided into categories such as questionnaires, interviews, focus groups and observations. The methods can be used collectively to achieve a variety of results from different perspectives. These methods are designed to determine learners' perceptions, experience, and behaviors as well as the learning results using both quantitative and qualitative data. the information obtained can also be used to adapt future training sessions. Data collection can be done in situ or through phone - on-line tools are used more and more because they are cheap, readily available, and offer opportunities to collect and analyze data easily.

Do you want to use online platforms and tools for monitoring and evaluation? **Check out some examples here**.

FOOD FOR THOUGHT

- What kind of monitoring and evaluation methods do you usually use?
- Which levels (from the Kirkpatrick Model) do you usually conduct the monitoring and evaluation on?
- What other methods/levels could you integrate in your training? What would be the benefit?
- What would a relevant evaluation form/questionnaire look like for your next training?

References:

- *Donald L Kirkpatrick's training evaluation model – the four levels of learning evaluation,*
- *Businessballs:* https://www.businessballs.com/facilitation-workshops-and-training/kirkpatrick-evaluation-method/
- *An Introduction to the New World Kirkpatrick® Model, Jim Kirkpatrick, Ph.D. Wendy Kirkpatrick,* http://www.kirkpatrickpartners.com/Portals/0/Resources/White%20Papers/Introduction%20to%20the%20Kirkpatrick%20New%20World%20Model.pdf
- *The New World Level 1 Reaction Sheets, Jim Kirkpatrick, PhD,* www.kirkpatrickpartners.com https://www.kirkpatrickpartners.com/Portals/0/Storage/The%20new%20world%20level%201%20reaction%20sheets.pdf
- *New World Level 2: The Importance of Learner Confidence and Commitment, Jim Kirkpatrick, PhD and Wendy Kayser Kirkpatrick,* www.kirkpatrickpartners.com
- https://www.kirkpatrickpartners.com/Portals/0/Storage/New%20world%20level%202%207%2010.pdf

Tools

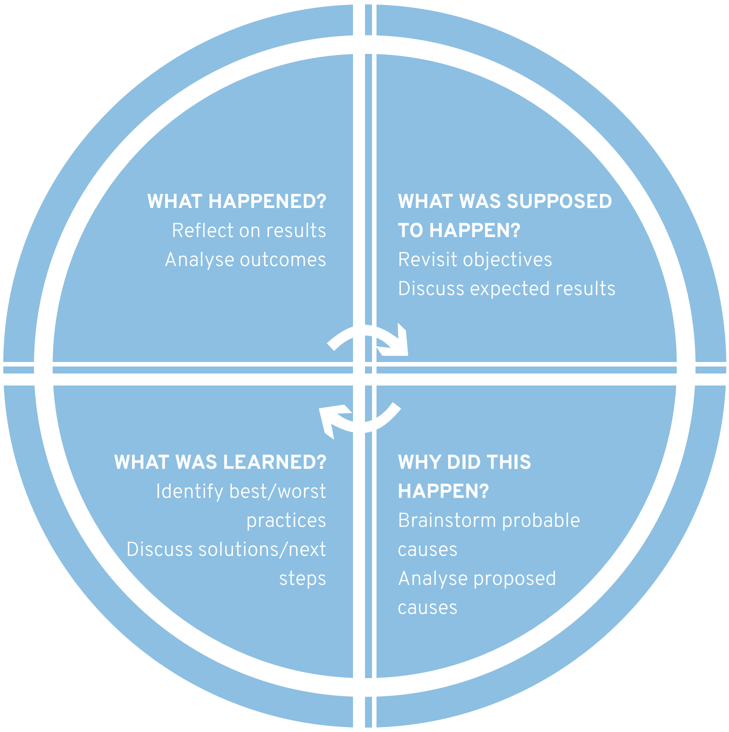
After Action Review

When you pilot a new learning activity you have designed or deliver a training, it is crucial to elaborate on an evaluation strategy that allows you to assess and adjust content, methodologies and learning processes after each session. Always build regular evaluations into your design, so you obtain data while content and methodologies are still fresh in the participants' minds.

If you work in a team, also ensure moments for ongoing evaluations by the facilitators, experts and staff through regular de-briefing. This will allow you to adjust the programme according to the team observations and participant feedback.

After Action Review (AAR) is a fast and simple tool to examine the results of a session, module or entire activity. It can be used both with the leaners as well as by the team. The AAR fosters learning-focused discussions to assess what happened, why and what to do differently.

Discuss the different elements as shown in the graphic below, asking open-ended questions.



ZOOM on Adapting Face to Face Learning Activities to eLearning

Do you need to adapt a training from face to face to e-learning?

This can be a tiresome and tricky challenge. The most important thing is to make sure that you transform and not simply transfer it to an online learning environment. Merely uploading online the learning materials is not effective and such approach represents e-learning at its worst. **You need to rethink, adapt and transform your educational flow to the constraints, pace and opportunities of a new mean**.

There are **three golden rules** to keep in mind:

1. **Chunk the content**

   Content chunking is the strategy of breaking up content into shorter, bite-size pieces that are more manageable and easier to remember. This allows learners to interact with them in a more efficient way and progress in their learning.

2. **Be visual**

   Think visually when preparing your e-learning materials and when setting up the online platform you will use for your training. Remember that the graphic identity will also represent to the learner a sort of branding of your course: make sure it's consistent (use templates and a coherent visual identity).

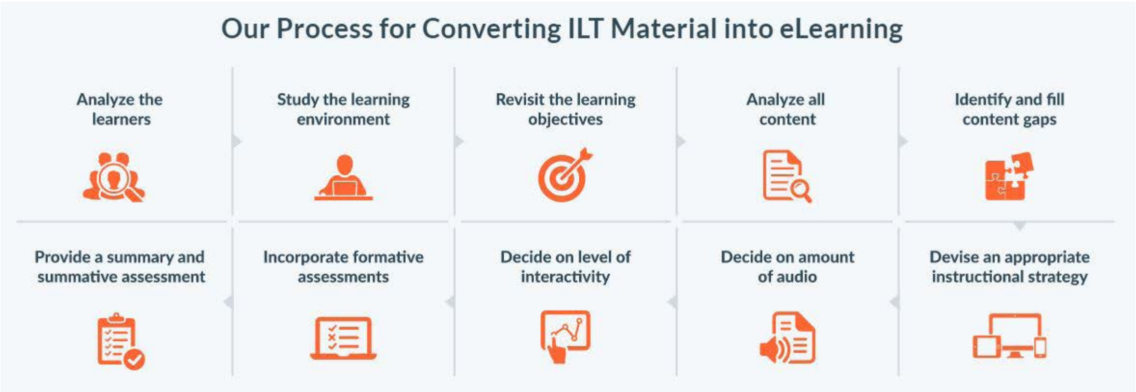
3. **Alternate between synchronous and asynchronous learning**
   In online training synchronous learning activity happen in real time (webinar and online classes for example) whereas asynchronous learning activities see the learners engage with the same educational materials at different times and location, without a real time interaction (forum, written assignments are some of the possible formats). Be aware that adult learners generally require more flexibility, so asynchronous is usually best, integrated with some synchronous sessions, meanwhile younger learners benefit from more structured, synchronous sessions.

Online learning design allows you to chose between different options also regarding the pacing of your training.

- **self-paced (open entry, open exit)**
- **class-paced**
- **class-paced with some self-paced**

These variables together with the learner-instructor ratio are important to take into account because they will greatly impact on the strategies that you will be able to use. In a class-paced course, if the learner ratio is one trainer every 35 learners, the interaction between learner and content, learner and learner, learner and trainer will be extremely different than in a class where the ratio is one trainer per each 200 learners.

Let's see some steps to follow when readapting your face-to-face course to an online environment. Also in this case, the **Addie model** is a great tool to ensure an effective design.



Reference:
- *ILT stands for Instructor-Led Training:* https://www.commlabindia.com/elearning-services/ilt-to-elearning-curriculums
- *UNITAR Guidelines and tips to transfer f2f events online* https://www.unitar.org/learning-solutions/online-learning-solutions

Step-by-step methodology to transform a face-to-face course in an online training activity:

1. **Analyse the learners**
   Further that what **already described in this guide**, take into account the **limitations in time and or access your learners face**. Do they have stable Internet connections? Can they connect for synchronous activities in the afternoon? Would they benefit more from an asynchronous design?
2. **Study the learning environment**
   The **online tools and platforms** you will use for the delivery of your training may offer different possibilities and have distinctive limitations. They will **influence how you will design the**

educational flow. Make sure you're familiar with different tools (**you can find some here described**) and to choose the ones that meet your needs.

3. **Revisit the learning objectives**

   Read once more the learning objectives of your face-to-face training and ensure they are all **still relevant for the online adaptation** that you are working on. Will you focus on some aspects more than others in the online adaptation? Has the online adaptation brought about new objectives that should be included? With them fresh in mind is time to approach the content!

4. **Analyse the content**

   Revisit the content generally provided in your face-to-face training. Proceed then to **chunk it** in order to avoid providing learners with too much information at once. Take the large amount of content and **divide it in small modules** to make the information easier to read, process and remember. **Your chunks must be coherent**, meaning you need to chunk content relevantly by ensuring that each chunk contains similar ideas that focus on a specific concept or theme. Finally, **prioritize chunks in order of importance**. This can be easily achieved through the inverted pyramid method.

5. **Identify and fill content gaps**

   Sometimes content provided during face-to-face training is enriched by examples or notions used by trainers that are not included in their PPTs or hand-outs. **Is everything that you want to introduce and present to your learners there?** Is there any integration that should be done? Does it meet your group's learning needs?

6. **Provide a summary and summative assessment**

   How will you **assess the learning outcomes of your learners**? Make sure to develop an assessment and to structure it in a way supported by the online platform tools you will be using. By the beginning of the course inform your attendees on how their performance will be evaluated (participation, written assignments, peer evaluation, quiz). You can use multiple indicators for your assessment.

7. **Incorporate the formative assessment**

   How will you **monitor your trainees' learning process** and how will you guarantee an **on-going feedback** from the instructor to the learners and vice versa? Formative assessments are generally low-stake (they do not impact greatly on the final mark) but help the learners to identify strengths and weaknesses and areas of improvement, meanwhile they can support you in recognising problems, address them and improve the teaching. For example, you could ask trainees to draw a concept map representing their understanding of the topic, submit in a forum a commentary on a lecture or a paper, or turn in a research proposal for early feedback.

8. **Decide on the level of interactivity**

   Depending on your learning objectives and learning environment, you can choose between four different levels of interactivity:

   - **Passive – no interaction:** learners are provided text-based resources, videos, podcasts on the topic and then they can engage independently with it;
   - **Limited participation:** learners are required to interact through animation, clickable and reinforcement exercises;
   - **Moderate interaction:** learners are provided with a more customized learning environment which can include animated video, audio, forums, simulation and multimedia;
   - **Full interactivity:** learners interact at each step of the concept presentation and are provided with timely feedback which guides their decision making, such as interactive games, simulated job performance exercises.

There are important **benefits of leveraging on all types of interactivity in e-learning**. It creates emotional arousing, it encourages reflection, it busts engagement and motivation, and finally **reinforces knowledge retention. How the learners relate to the content, to fellow learners and to the instructor, changes deeply the learning experiences and eventually their learning outcomes**.

9. **Decide on the amount of audio**

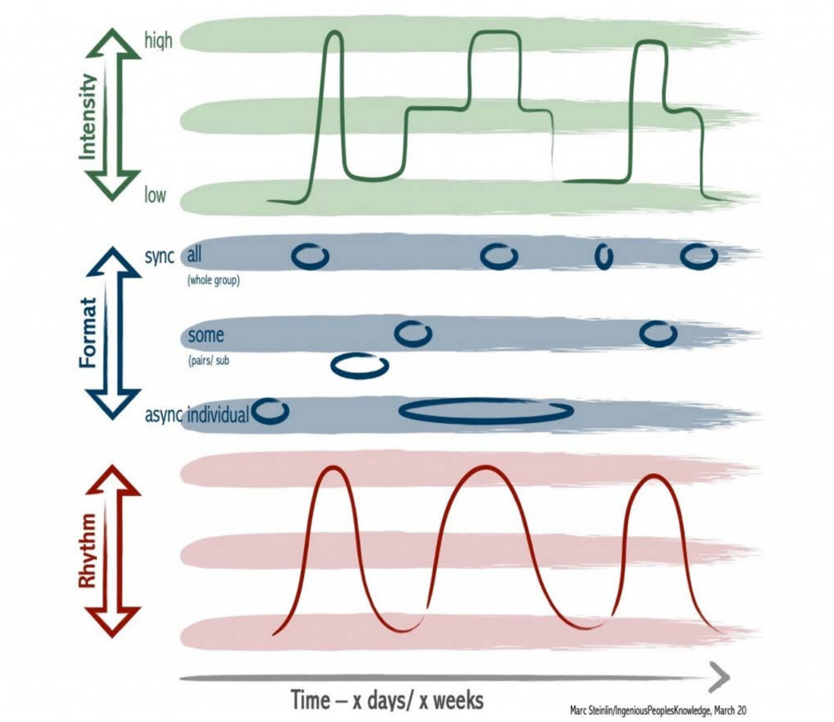
   E-learning is typically associated with written and visual educational materials. Nevertheless, **the use of audio can boost knowledge retention and absorption**. Audio narration can help to increase comprehension, especially when they are used to explain complicated graphics or concepts. Just make sure to include subtitles or text-based explanation for hearing-impaired learners.

10. **Devise an appropriate instructional strategy**

    Now that you have all this information available, **it's time to design your e-learning course and choose which methods** – and which tools – will allow you to provide a meaningful learning experience to your learners. All the methods presented in this guide include an online adaptation. **Check them here**.

Duration: from face-to-face to e-learning

When thinking of readapting your face-to-face training to an e-learning environment, you have to be aware that the virtual space does not allow the same pace and intensity that we see in the classroom. Being home-based, e-learning allows your learners to meet multiple times over a longer period with no extra effort, but impedes them from engaging with the same attention and energy for similar spans of time as when meeting in the classroom. Rhythm, intensity and format of interaction should vary over the time of your course and such oscillation should be part of your planning.



Reference:

• https://www.i-p-k.co.za/designing-virtual-processes-rhythm-pace-and-formats/

A good tip to convert a face-to-face training to **a self-paced e-learning is to cut the time in half** (a two-hours classroom version can be assumed to be a one-hour of self-paced online learning).

If you plan **to have different participatory methods applied – interaction between learners, asynchronous and synchronous learning – calculate the same amount of hours of classroom training, excluding breaks**.

Once you have divided the contents in chunks, spread it over several days/weeks with online sessions of around 2 hours each. Vary the intensity of the training and use different methods, alternating content lessons, expert sessions/podcasts, videos, practical exercises, group work, and individual assessment to ensure engagement and keep up the attention levels.

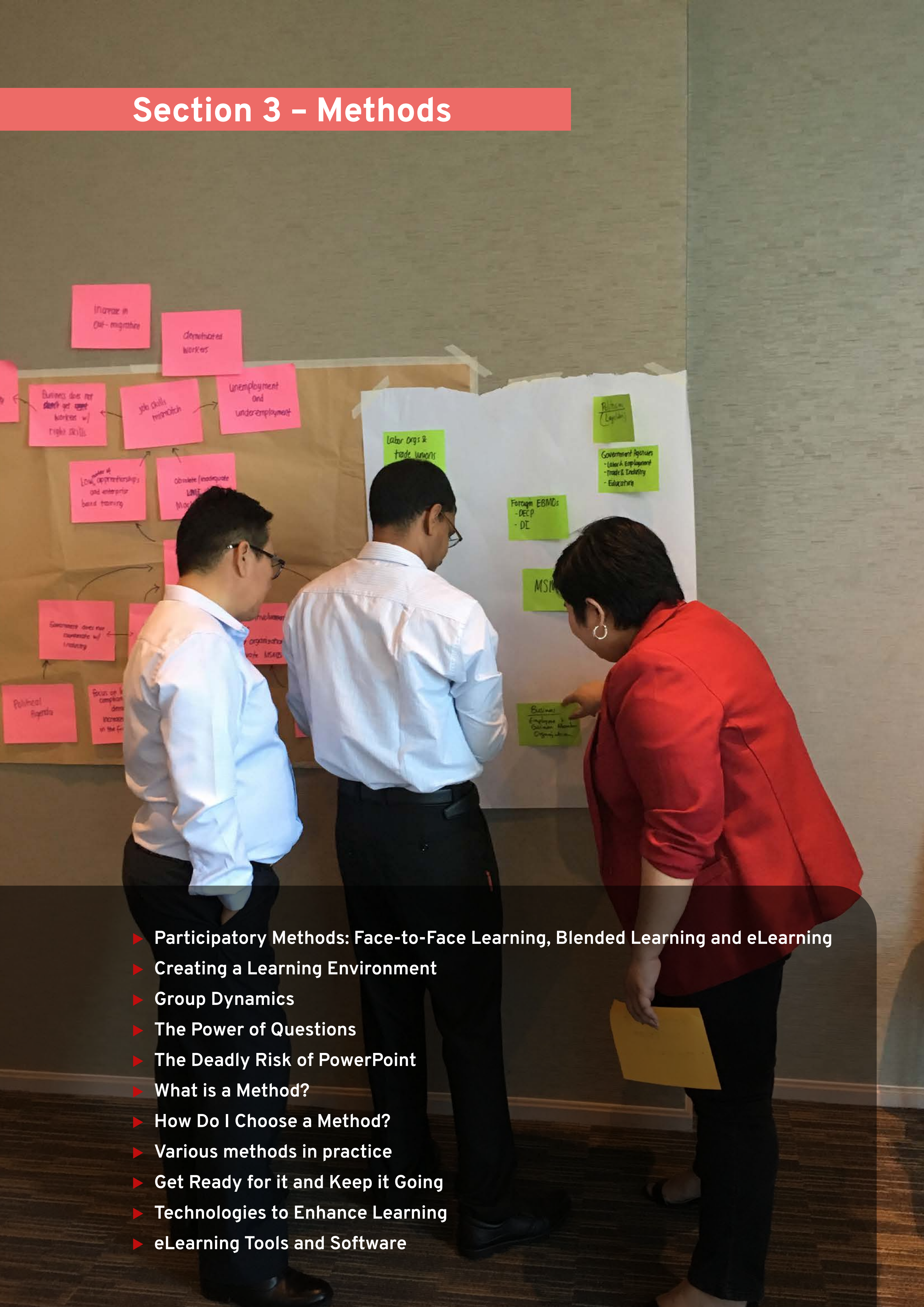
If you want to read more about the duration and pacing, click here. Finally, **here** you can find an example of our workshop design, transformed from face-to-face training into a six weeks online schedule.

RECAP

In Section Two "The Learning Management Cycle" we:

- went in details into the ADDIE model, providing background inputs and practical examples for each of the phases: Analyze; Design; Develop; Implement and Evaluate;
- better understood why it is important to use and review the whole Learning Management Cycle to optimize learning impact, instead on concentrating mostly on delivery;
- confronted ourselves with methodological elements and saw how they can be tailored to the reality of EBMOs and the way in which they deliver services to members;
- took account of newer trends with a special focus on online training and how to adapt face-to-face workshops to eLearning.

Section 3 – Methods



- Participatory Methods: Face-to-Face Learning, Blended Learning and eLearning
- Creating a Learning Environment
- Group Dynamics
- The Power of Questions
- The Deadly Risk of PowerPoint
- What is a Method?
- How Do I Choose a Method?
- Various methods in practice
- Get Ready for it and Keep it Going
- Technologies to Enhance Learning
- eLearning Tools and Software

Section Three "Methods" looks at how to integrate Adult Learning Methodologies in training activities. Methodologies are proposed in function of their objectives and the impact that can be expected from using them. Examples are systematically given on how to integrate these methodologies in training activities typically delivered by EBMOs in the fields of labour law, industrial relations, human resources or managerial and soft skills. The rationale of this section is to help EBMOs innovate through mainstreaming new, diversified and more effective learning methods. Both face-to-face and online learning methodologies are explored.

Participatory Methods: Face-to-Face Learning, Blended Learning and eLearning

Face-to-face learning, blended learning and eLearning are all very different learning environments and contexts. Nevertheless, participatory methods can be used in each of these settings and adapted to diverse types of training delivery.

Just like a tiresome face-to-face lecture can be transformed into a highly-engaging simulation, so also can online video lessons be redesigned using study cases, jigsaw exercises and group work.

We must keep in mind that we cannot simply provide the information and learning materials to our learners (e.g. PowerPoint). We need to create an experiential and participatory space for learners to engage in with the content, so they can debate it and develop their own understanding.

The methods presented in this guide provide examples to help you design interactive and engaging learning experience for your trainees. No matter if you plan to deliver face-to-face or online trainings, we must always move beyond explaining the content to ensure a meaningful learning experience. We have to facilitate the engagement of learners and enhance their knowledge, skills and attitudes in using such content in relevant ways in their daily life.

Design learning experiences that integrate participatory methods, and ask yourself the following questions:

- Have you assessed how best to convey the training objectives to the learners? Which aspects of the training are better served and would be more impactful if delivered face-to-face or online?
- Can you break a complex subject into parts and use a different training method to enhance the teaching of each section or step?
- Are there tasks or problem-solving oriented activities you can use to make your learners have a hands-on experience?
- Are questions and Q&A sessions used to spark reflection and debate between the learners or are they used merely to assess their understanding at the end of training?
- If you use a PowerPoint in your training session, does it incorporate questions, quizzes, small group discussions, or cooperative tasks?

- Can you use demonstrations and case studies related to learner background to highlight the relevancy of the learning experience?
- Do your methods allow learners to interact and learn from each other, in face-to-face activites or through chat rooms?
- Does your design allow interaction between learners and the trainer, and a constant monitoring of the learner's learning process?

Focus the training on the best way to convey training objectives, and then get creative to empower the trainees' learning process through participatory methods.

Creating a Learning Environment

There are three dimensions to navigate when facilitating a learning experience:

- Content
- Group dynamics
- Learning process

Creating a learning environment is a process that involves all three dimensions, and refers to creating an environment in which people feel inspired, motivated and supported to learn. How can you achieve this?

- Take into consideration and foster the group dynamic first rather than diving directly into the content. Support your participants to: get to know each other, connect, build trust, support each other in the learning process, enhance collaboration, use peer-support and peer-learning.
- Create a space in which the participants feel physically and emotionally safe to engage, ask questions, make mistakes and share opinions.
- Take into consideration the participants' rhythm of learning and adapt to the preferences and rhythm of specific groups. Approach the training as part of a broader context of their daily and weekly rhythm.
- Take into consideration the broader context of your learners (cultural aspects, gender issues, diversity and inclusion, how the training schedule connects to their work and free days, holidays, other processes that might take place within the company).
- Take into consideration possible language barriers. Do not just assume everyone understands and is comfortable in a particular language. Explore this dimension and, if such is the case, offer support for participants.
- Make sure the content and methods are culturally sensitive.
- Ensure an inclusive training both in terms of logistics and atmosphere. Accommodate and adapt to different needs, possible disabilities, and various profiles of participants.
- Breaks are just as important as training sessions. They provide opportunities for engaging with colleagues, moving, breathing, and just absorbing and integrating the content of the training. People can't sustain 100% continuous engagement in an activity. Even if it might seem time efficient to take as few breaks as possible, it is hardly ever learning-efficient.

- Ensure participants have free access to resources and training materials that are needed for the learning activities.
- Be punctual. Start on time and end on time. This creates predictability, accountability and shows respect for your and your participants' time.
- Bring in ideas from divergent sources. Encourage the sharing of different opinions, respectful debates and looking at issues from fresh angles.
- Encourage questions. Support participants in questioning what they are learning, what they already know and what is taken for granted.
- When someone asks you a question, support them in finding their own answer, open the question to the group and only after provide your take on the answer. After the training people will not have access to an expert to always ask, so you need to create an environment in which they learn more than just the content. They must develop critical-thinking and decision-making skills in relation to the content.
- Create a supportive learning culture in which learning is the main focus, and people feel like members of a learning community. Support participants in both contributing to and benefiting from this learning community. Support participants in continuing the learning community even after the training you facilitate is over.
- Keep it positive. People are more engaged and feel more motivated when building on their strengths. Provide positive feedback to your participants, appreciate them when expressing opinions and showing engagement, and encourage positive peer feedback.
- Be an example, walk the talk. Everything you encourage you participants to do within the training, you need to do first.

Group Dynamics

A group is more than the sum of its individuals. A group has its own energy, behaviours, and dynamics. The group is, therefore, an important stakeholder in the training room that must be taken into account when preparing for and delivering your training.

TIPS

- Provide time and create a context within the training sessions for people to get to know each other, share experience, and develop a group identity that is connected to the training.
- Reinforce this group identity and make sure it is one that supports a healthy and safe **learning environment**.
- Be aware of the size and structure of the group and how it influences the learning dynamic and the interactions between participants. You may want to foster some of these consequences or balance them if you don't feel they support the learning process. For example, if you have a very big group that does not allow for all voices to be heard, you can balance this dynamic by dividing it into smaller working groups that report conclusions in plenary.
- Be aware of the group's previous interactions, power dynamics and common history; there might be dynamics that influence what is going on in the training that have nothing to do with what you are proposing. At the same time, you can recognize and capitalize on their previous shared experience.

- When you design and facilitate an on-line course, do not disregard the group dynamic. Especially when connecting through virtual platforms and channels, people have a hard time connecting with the group. Make sure you foster this in both the asynchronous (that do not occur in the same place at the same time) and the synchronous (occurring at the same time in the same virtual place for all participants) activities. Beware, that building connection with the other participants and a group identity will most likely be more time-consuming in on-line trainings.

What if?

Possible challenging situations and constructive responses

1. PEOPLE ARE CONSISTENTLY LATE

- DON'T wait for everyone to arrive and don't prolong the session because people were late.
- DO start on time with the people that are present. If you need to go overtime with a session, communicate this to participants and ask for their approval. Try to make up for this in the following sessions. You can also address punctuality issues when the group is complete and inform participants on how it impacts the learning process.
- In case of on-line synchronous learning experiences (eg. a Zoom meeting) make sure you invite people to connect a few minutes before the actual starting time of the activity in order to manage possible technical issues, connectivity and questions.

2. PEOPLE ARE LOSING FOCUS

- DON'T go into power struggles or try to convince them to re-focus, don't blame them.
- DO try to take a break, insert an energizer/body-moving activity to re-gain their **attention**. People generally lose focus when they are tired, overloaded, or what you are doing is not interesting anymore (Check the **How do we learn section**). Therefore, address these causes, rather than the effect. Reflect on what you are doing and what you can change.
- In case of on-line synchronous learning experiences (eg. a Zoom meeting), keep in mind that people loose focus faster than in face-to-face activities.

3. TWO PARTICIPANTS ENGAGE IN A CONFLICT

- DON'T waste time trying to manage the conflict if they seem willing to solve the issue. Don't interrupt the learning process to focus on the conflict unless it is a serious issue or a learning opportunity for the group.
- DO involve the group in managing the conflict by mirroring, asking for support and opinions. Do assess the dimension of the conflict: sometimes things seem bigger than they really are and a few conflictive voices create the false impression of a conflictive dynamic within the whole group.

“Difficult” Participants

Who they are and how to approach them

The “know-it-all”: dominant, highly verbal, is the first to answer all your questions, has additional questions and comments, does not provide space for others to contribute.

- DON’T try to control them through a power struggle, don’t focus on silencing them. Don’t insult or get defensive, and don’t let them control the discussion.
- DO focus on engaging the others more. Do address the additional questions they have to the group or park them for later answer in order to keep the focus of the conversation. Ask them closed questions (Yes/No), thank them for their contribution and indicate it is time to move on to another topic or to hear others’ opinions.

The talkative: Highly verbal, speaks fast, goes around and doesn’t make the point, very enthusiastic, strident and sometimes repetitive.

- DON’T try to silence them. It will not work and they will get more and more frustrated. Don’t react or get defensive and don’t let them control the discussion.
- DO try to kindly mirror back to this person the fact that they take a lot of space (they are usually innocently unaware of this). Sometimes people repeat what they say because they don’t feel heard. Therefore, make sure you make them feel understood by summarizing or by giving them credit for the ideas they share.

The slow paced: reads the information several times, does not seem to understand what (s)he needs to do; talks slowly, takes time to do tasks.

- DON’T rush the person.
- DO acknowledge their need for more time and the fact that people have different rhythms. Do create a safe space where they can ask for support from you or their colleagues, and provide them with the alternative of finalizing some tasks after the training. Do ask for their opinion, and motivate them to share.

The shy one: feels uncomfortable when put in the spotlight, seems insecure or introverted, does not speak or contribute a lot.

- DON’T put the person on the spot or criticize them for not participating. Don’t automatically assume that quietness means lack of engagement.
- DO try to find out why they are not participating (being insecure is very different from being an introvert). If the case, encourage and boost confidence. If the case, adapt your methods: sometimes people that are quiet in a plenary setting become very engaged and active in smaller groups.

The rude one: does not take things seriously, might even make fun of the facilitator/other participants; shares opinions loudly and in the most inappropriate moments; uses negative facial expressions or innocently smiles while offending.

- DON’T get caught in the fight, or take it personal. At the same time, don’t ignore this behaviour, as it may influence the **safe space** you want to create within your trainings.
- DO stay calm and focused and set clear limits by referring to the ground rules of the training (it is best if you have set them at the beginning of the training in a participatory manner involving

all participants). Mirror the behaviour and involve the group in taking a stand. If the situation is serious, do address issues one-on-one and escalate if needed.

The ever complaining: seems to be unsatisfied and has a negative/reluctant attitude toward almost everything; they challenge you and have objections without proposing any alternative solutions.

- DON'T engage in a power struggle in which you try to explain why things are not so bad, and why what you are doing is worth their time. Don't project their attitude on the whole group or start to think that nobody appreciates what is going on.
- DO open their comments to the group and ask for more opinions. This will help you get a clear image of the dimension of the complaint (are they the only person complaining or are they just voicing a group dissatisfaction), and it will also give the person the chance to see that the complaints may be only from their perspective. Do make them feel heard and do listen to their complaints (sometimes there is valuable information there which we can integrate in our approach).

The Power of Questions

Often, when we think of questions in a training environment, what we imagine is "the question". The one inquiry traditionally asked by the facilitator/trainer after a (long) frontal lecture and PowerPoint presentation: "Do you have any questions?"

We can agree this may not be an honourable use of such a powerful tool. Perhaps nothing is more important than questions asked during a facilitated learning process. Questions ignite sparks of reflection, discernment and comprehension. They activate learners and make them protagonists of their own learning process. A whole session could be built around one single question.

Let's explore different ways to use questions as an integrated part of the learning process, rather than exclusively as a marker to signal the end of a session.

Opening Questions

This is the call to adventure. Opening questions set the mood of the session and are used to identify and point out the main themes to explore in the following phases. A good opening question generates ideas and opinions, it reveals possibilities and fosters a new way of looking at a challenge. They focus on finding things to work with later and to start off with a positive and energetic mood. And surely the first question that should be asked to the participants is always, "How are you?".

Examples:

- "How would you define this topic"?
- "How could we address this challenge?"
- "What do you think is important when talking about this theme?"
- "What is your experience in this field?"

Navigating Questions

Navigating questions are key to monitor the learning process and the experience of participants while they engage with new information and dynamics. They are an important way to collect feedback and readjust your session: are trainees engaged in the process? What is their level of energy? What have they learned until now? What obstacles are they facing? How can you support them?

Furthermore, a complementary action to Navigating Questions is to summarize key points that have emerged and to confirm that people agree and that the group has the same understanding.

Examples:

- "[After summarizing key points] Did I understand this correctly?"
- "Is the discussion relevant to our learning goal?"
- "What could support us in reaching our goal?"
- "How do you feel?"

Examining Questions

Examining questions require observation and analysis. They are used to narrow a more general inquiry or discussion, to focus on relevant details/specifics. They help qualify and quantify.

They are crucial to foster a deductive process, moving from a general and theoretical level to a more concrete and applicable one.

Examples:

- "What are the key elements of this concept?"
- "How do these two aspects affect each other?"
- "Can you give me an example of that?"
- "Can you describe this concept in terms of real-life scenario?"

Experimental Questions

Experimental questions are used to open new possibilities and opportunities. They invoke the use of imagination and problem solving. Contrary to the Examining Questions they want to take the learners on an inductive journey, to be able to generalize, to recognize similarities and to make connections.

Examples:

- "What else works in the same way?"
- "Is there a general rule that can be inferred thanks to this case?"
- "How would the best-case scenario look like?"
- "What are we missing?"

Closing questions

With opening questions, we seek variation and divergence to spark and fuel the learning process. With closing questions, we want to achieve the opposite: convergence and selection. They are used to clarify the process and the results obtained. They have to ensure a shared understanding, clarity and a sense of accomplishment. They eliminate doubts and prioritize information. They are fundamental in learning transfer because they highlight relevance and applicability of the learning points accomplished.

Examples:

- “Do you have any doubts?”
- “Do you feel comfortable with this topic now?”
- “How can we use this?”
- “How are you going to apply this in your working environment?”

Reference:

- *Gray, D., Brown S. and Macanufo, J. (2010). Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers.*

▶ The Deadly Risk of PowerPoint

Any training includes at least one PowerPoint (PPT) presentation. Yet we tend to forget that the presentation is just a tool, a visual support for transmitting information. It is not the only one, and it is probably not the best one either, particularly if our training starts to revolve around PPTs as the central, and only, tool used. As argued in the previous sections, learning is not about information transfer from the trainer’s brain to the participants’ brains via a PPT.

In the following sections, we will introduce more tools and methods that can support you to create a meaningful and effective learning process in your trainings.

However, if you want to use a PPT, remember that the presentation is actually there to support you to catch and maintain people’s attention and transmit the exact message you want.

David JP Phillips wrote a bestseller called “How to Avoid Death By PowerPoint” and became famous for reframing PPT in such a way that people can actually benefit from it. One of his most important messages is to remember that YOU are, always have been, and always will be the presentation. The PPT is just your visual aid.

Phillips came up with five design principles to cognitively and psychologically optimize PPT slides.

5 principles to optimize PPT slides ▼

1 + 1 = 0	Images + bullet points = sentences	Size matters	Contrast controls focus	Six objects per slide is the perfect amount
If you will have two messages on a slide, people will most likely remember neither. And that is because we humans have quite a limited working memory. Consequently, you should include just one message per slide (And, surprise! You can have as many slides as you need!)	PowerPoint is a terrific tool for visual representation, but it is not meant to reproduce everything you say, nor does it replace you. Remember that vision is the strongest of **our senses**. We process images faster than words and learn better when information is structured and chunked. So use images and bullets to provide a schema of your message. That, together with your verbal input, will create a more meaningful and effective message.	Object size is one of many visual traits that attracts attention. Enhancing the size of an object enhances the importance of messages and concepts. Make sure the most important part of your PPT is the biggest.	Contrast controls your participants' focus. You can control the focus of their attention by strengthening the contrast for the concepts you want them to look at. It is recommended that you use darker backgrounds and lighter text color (preferably black background and white text color).	People actually spend 500% more time and energy to perceive and understand slide messages if there are seven or more objects on it. That is a lot of time and energy. The most efficient choice for content is to **have six objects, including one image and five bullet points**. Again, remember there is no limitation for the amount of slides you can include in your PPT.

In case of on-line synchronous learning experiences (eg. a Zoom meeting), keep in mind that people loose focus faster than in face-to-face activities. While you happily share your screen and go through a PPT your participants can easily mute themselves and do other things without you even noticing. So it is even more crucial that you make your PPTs the most relevant possible, to the point, visual, catchy and attractive.

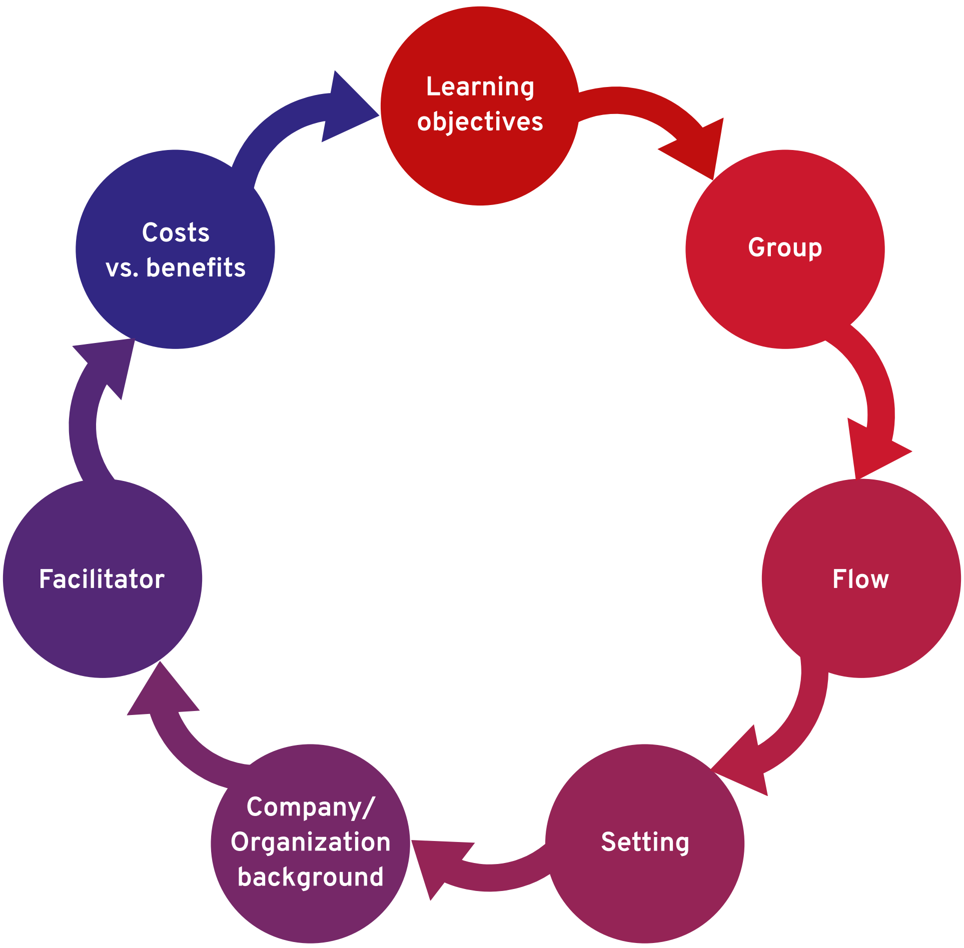
▶ What is a Method?

A training method is a technique that supports you in organizing and facilitating a learning process. It consists of a set of activities you organize and implement. It is a way to reach a learning objective. There is a wide range of methods to choose from, and there are several different ways to reach the same result. It is up to you to select the most appropriate one for your particular training and learners' needs and profile.

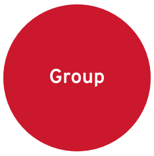
There are thousands of methods out there, generally classified by approach/educational logic (experiential methods, constructivist methods, etc.), or purpose: from ice-breaking methods; getting to know each other methods; methods for exploration of group understanding; decision-making methods; skill building methods, etc. In the following sections, we will describe a few that might be useful in your trainings.

How Do I Choose a Method?

Sometimes we choose a method just because we like it, or because we are familiar with it. These are important factors, but there are also other aspects to consider:



As trainers, learning objectives are the compass for everything we do. Thus, the first question we should ask is: does this method serve the learning objectives? Is it efficiently allowing for learning to progress toward the results we are aiming at? What prior knowledge does the method assume? How does the method value and incorporate the contributions of the group? What information is provided by the trainer, and what is left to the participants to supply or find themselves? Which elements of the topic are prioritized by the method at this point, and why?



Is the method suitable for this group? We should look at many aspects, from power dynamics to the cultural backgrounds of participants. What are the possible implications of the group characteristics on the method's perception and efficiency? What levels of trust and familiarity does the method presume in the group? How does the method correspond to your understanding of the group dynamics at this point? How does the method address the group needs and responsibilities at this point in the training strategy? Does the size of the group allow for a smooth implementation of the method?

When considering the group, do trust them and their ability to dive into the learning experience, and don't project your fears on them. Dare to challenge and support learning through methods that might take them out of their comfort zone. People are generally positively surprised by trainings that are not centered around PPT presentations. They will always be willing to dive into participatory activities, especially when it is clear that they are part of a well-planned and well-designed learning process.

Flow	Does the method fit in the educational flow? How does the method relate to what has gone before and what will come after? Does it allow participants to follow the red line or does it disrupt their learning flow? Is it suitable for the time of day, rhythm of sessions? Remember that we should try to vary and alternate methods. It is also alright to repeat methods for exploring different content, but try not to have two identical or similar methods too close to each other in the learning flow. Overall, make sure the sequence of methods makes sense to you and to the participants, and that it is in line with the overall training strategy.
Setting	Is the method possible in the time frame and space constraints that we face? Sometimes people try to squeeze methods into a very short amount of time. This is counterproductive because the method will not produce the learning outcomes expected and, most of the time, participants will end up feeling rushed, frustrated and confused. Some methods are suitable for face-to-face settings and do not work in an on-line learning activity. It would be a mistake to try and replicate on-line what we do in face-to-face trainings, so select your methods also taking into consideration what type of training you are planning.
Company/ Organization background	What are the methods agreed upon with your client? Are there methods that the company does not usually use? What is their position regarding them? Are there any aspects related to the company's policies and organizational culture that you should consider when selecting the methods? Are the methods in line with the vision and the purpose of the training? Are they representative of the company's values? What about your values as a training provider?
Facilitator	We always invite you to get out of your comfort zone and experiment with new methods. However, unless you are a very experienced facilitator and an expert in participatory methodology, it is best that you try out the participatory methods on a test group before the training. In a similar vein, we all know our limitations, and there might be methods that just don't make sense to us, that are too much, or that we don't feel ready to facilitate. This is where your co-trainer can support you so that you both compensate and complete each other. Just take into consideration the team's experience and preference when selecting methods so that you ensure quality in the implementation phase.
Costs vs. benefits	Just like the PPT, any method is just a tool to support the creation of a relevant learning experience within your trainings. When you select a method, you must always analyze what it brings and what it costs. The costs considered might be time, energy, space, human resources, equipment and materials, or finances. Is it worth spending all these resources on the method? The answer should first and foremost refer to the achievement of learning objectives, and then to all other aspects previously mentioned.

Reference:

- *T-Kit on Training Essentials, Council of Europe and European Commission, 2002.*

Various methods in practice

Getting to know each other

Icebreakers are activities and games that help the trainees get to know each other and warm up the conversation within the group. Such activities can also be used to open or reinforce the topic of the training. Including such activities ensures your trainees are engaged and enjoying the session, as well as devleoping a sense of ownership over the learning and learning environment.

How and why to use an icebreaker?

Icebreakers and getting to know each other activities are generally used at the beginning of the session/training. They can be both complex stand-alone activities and simple and shorter activities used as small building blocks in your session's design.

They allow you to:

- Create a safe space where participants feel comfortable and communication is open.
- Help participants who don't know each other be introduced and start communicating in a simple and comfortable way.
- Assist the discovery of commonalities and shared interests between trainees.
- Foster equal participation in the session by all learners (particularly if they come from the same company and have different positions in the organization's hierarchy).
- Warm up the room and start the conversation about the session's topic.
- Allow participants to share their expertise and prior knowledge on the topic at hand.
- Although they might seem more easily implemented in face-to-face trainings, do not skip icebreakers in your on-line courses. You can find many on-line icebreakers here: http://joitskehulsebosch.blogspot.com/2009/03/10-online-icebreakers.html

You will find below 4 examples of methods to get to know each other.

Trading Cards

Objective:	To learn names and get to know the other trainees in the group. This icebreaker allows people to: self-define; get a glimpse of each other's personalities outside of formal presentations; meet multiple people; create memorable visuals that spark conversations during the process; and bond within the group.
Number of learners:	Unlimited
Duration:	15 minutes
Materials:	• Index cards or A5 papers • Markers
Description:	• Ask participants to create a personal "trading card"—one that includes a self-portrait, a nickname for the player, and one thing about themselves that people in the room aren't likely to know. • Have the participants pass the trading cards around in no particular order or manner. Tell them to read each card that falls into their hands and hold onto one they would like to ask a question about. They can keep passing until they find the one.

	• Ask for volunteers to read the card they hold and to ask that person the question related to the little-known fact on the card. • Let the participant/owner of the card answer and elaborate on the question they are asked. The person can then opt to ask the participant whose card they are holding a question or decide to pass. In the last case, request another volunteer to read from their card and ask a question. • Keep going around until the participants appear to be sufficiently warmed up. Try to keep the play at a maximum of fifteen minutes.

Online Adaptation

Description:	• Ask participants to create a personal "trading card"—one that includes a picture, nickname, general background, and one thing about themselves that people aren't likely to know. • Have the participants upload the trading cards in a shared folder in a cloud-based document storage or online collaborative tool (e.g. Google Drive). Tell them to read each card and ask at least one question to another person by posting a comment on their card. They can ask more than one if they would like to. • Give participants time to answer and elaborate on the questions they were asked and reply to the received comments. • Make sure the shared folder with all the "trading cards", including all questions and answers, is always available. Refer to them in future (e.g. when there is a group task and you need them to get to know each other further), if possible.

Reference:

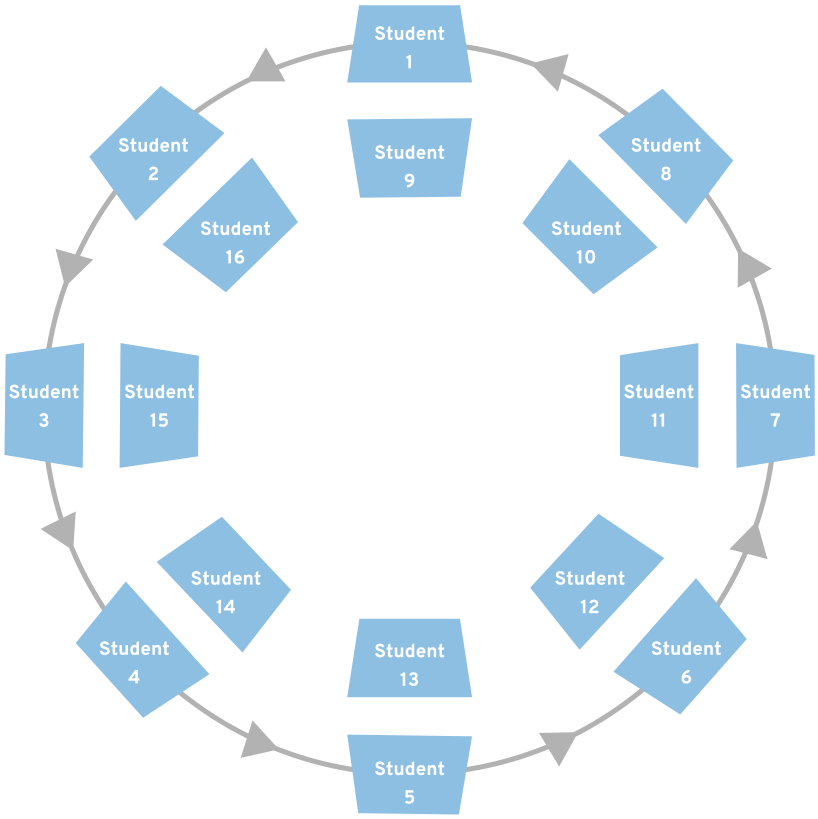
• *Gray, D., Brown S. and Macanufo, J. (2010). Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers, p. 130-131.*

The Speed Meeting

Objective:	For participants to meet each other quickly, learn names and get to know each other. In case trainees already know each other, this exercise can be adapted by simply changing the questions to build stronger connections. This method allows shy participants to get engaged and feel like part of the group too. It can also be used to start a conversation regarding the topic of the session.
Number of learners:	10 to 40
Duration:	45 minutes
Materials:	• Chairs • PC • Projector

Description:

1) Position as many chairs as participants in two circles (one internal and one external). Each circle will be composed of half the number of chairs as the total number of people. Each chair will face another from the opposite circle.



2) Ask trainees to number off by one and two; half of the participants will now be ones and the second half twos.
3) Invite the number ones to sit in the internal circle of chairs and explain to them that during the activity they won't be changing chairs.
4) Invite the number twos to sit in the external circle of chairs and inform them that at the end of each round (marked by a bell, buzzer or a clear sound) they will rotate one chair to their right.
5) Inform participants that they now have the opportunity to meet their colleagues. In each round they can briefly introduce themselves and then discuss the question provided in each round. Each round will last three minutes.
6) Let participants rotate until they have met at least half of the people in the opposite circle.

For each rotation make sure to have a question ready (the best way would be to project it on a screen).

Sample of questions for Speed Meeting Icebreakers:

Participants who don't know each other:
- What do you do for a living?
- What do you like about your job?
- What is one hobby you enjoy?
- If you could talk to anybody in the world, dead or alive, who would it be and why?
- Why did you attend the training session?

Participants who know each other:
- Share one thing about yourself that you think your colleague doesn't know.
- What is your favorite movie and why?
- If you could talk to anybody in the world, dead or alive, who would it be and why?
- What are three things that are very important to you in life?
- What do you expect from participating in the training session?

Examples of topic-related questions in a session on soft skills in negotiation:
- What is important to you in a negotiation?
- What is one strength that you have when negotiating?
- How do you prepare for a negotiation?
- What do you find challenging when negotiating?

Low-tech Social Network

Objective:	Introduce each other, learn names and explore shared interests and expertise. Create a space to build connections through shared expertise and backgrounds of group members.
Number of learners:	8 – 30
Duration:	30 – 45 minutes. The network can remain on the wall for the all duration of the training, maybe added to, updated or studied throughout.
Materials:	• Flipchart paper • Markers • Sticky notes • Masking tape

Description:	• Give all players access to flipchart paper, markers and sticky notes. • Tell participants that as a group they will build the social network of the people in the room. Invite participants to create on A5 or A4 papers (depending on the wall space that you have available and the number of participants) their avatars, a card with a self-portrait, their name and a motto. • Invite participant to stick their cards to the wall, uploading them to the social network. • Once all profiles are uploaded in the network, invite participants to introduce themselves to the other member of the group freely and share about themselves and their professional expertise. Every time they find a relevant connection to another member of the group, tell them to come back to the social network wall and draw a line to connect their two profiles with masking tape. They can label the connection by stating what they have in common. • When the network has been created, take some time to look at it with all participants and explore the group background, expertise and profile.

Reference:

- *(2010), Dave Gray, Sunni Brown, James Macanufo. Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers, p. 105-106.*

World Café

World Café is a method that fosters group dialogue, sharing of knowledge and experience, and group wisdom mapping. It is a simple and flexible method that can be used with all group sizes, even large groups.

Reference:

- *Images source:* http://www.theworldcafe.com/tools-store/hosting-tool-kit/image-bank/book-images/

World Café is a process in which people rotate in groups on different discussion topics, sharing their opinions, understandings and knowledge. The trainer chooses the topics in correlation with the learning objectives. Each participant gets to discuss each topic and contribute to/add on to what other groups have already jotted down. At the end, the discussion results will be shared with the whole group.

How to and Why Use World Café?

The World Café was not created as a training method, but it can be used successfully to foster participatory learning processes. For example, it can be used to:

- Engage participants in the exploration of a certain concept/technique/issue/or challenge, either new or familiar.
- Explore a topic from multiple perspectives.
- Create a common understanding and alignment within the training group.
- Foster the sharing of participants' experience in dealing with a certain challenge, in solving problems or in performing their jobs.
- Support participants to have collaborative dialogue.
- Explore constructive possibilities for action.
- Support participants in exploring how to apply what they have learned during the training in their workplace.

How to Design and Facilitate a World Café:

1. **Clarify the Purpose:** the purpose of the World Café will be linked to the training's learning objectives. Having a clear purpose enables you to consider what parameters need to be set for the activity to achieve it.
2. **Set Up the Environment**: use different table "stations" with chairs around (4 – 5 chairs/table is the optimal number), equipped with flipchart paper (or paper tablecloths on which participants can write) and markers. Make sure the environment is comfortable, allowing participants to move around and inducing a relaxed yet active atmosphere. As the name suggests, the method builds on meaningful conversations people usually have in informal contexts, such as a café.
3. **Welcome Participants:** introduce the method and process, topics of discussion, as well as some elements of "Café Etiquette":
   - Focus on the core issues—what matters?
   - Contribute your thinking
   - Speak your mind and heart
   - Listen to understand others
   - Link and connect ideas
   - Listen together for further insight and questions
   - Play, doodle and draw—writing on the tablecloths/paper on the table are encouraged!

4. **Small Group Discussion Rounds**: You can choose how many topic/discussion rounds you would like to have, but 4 – 5 rounds is usually a good number. People start at a certain table, sitting and discussing a certain topic for a certain amount of time. These are all variables that you can adapt to your own learning objectives, training context, time and space constraints. Around 15 to 20-minutes per discussion table allows for groups to deepen their conversation. At the end of the allocated time, each member of the group moves to a new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.
5. **Questions/Topics for Discussion**: You may choose to have different questions at each table or explore the same question at all tables and invite participants to build on what is discussed already. Choose the format that is most relevant to your learning objective.
6. **Encourage Everyone's Contribution**: It is important for participants to understand that they are the ones building the discussion results with their ideas and perspectives, while at the same time actively listening and building on each other's input. Make sure participants have the opportunity to move around during the session, meet and talk to new people, contribute new ideas to areas of interest, and link discoveries to widening circles of thought.
7. **Harvest and Share:** the discussion results will be recorded at each table as people come and go and will be shared with the whole group at the end of the conversations. Encourage both table hosts and members to write, doodle and draw key ideas on their tablecloths/flipchart paper or to note key ideas on large index cards or placemats in the center of the group.

World Café in on-line courses:

Although the original method was created for face-to-face encounters, it is possible to adapt it for on-line learning as well. We might not be able to re-create the Café atmosphere, but we can certainly re-create the dynamic. There are some tools that can help you do that.

Version 1: Synchronous learning in Zoom

- Zoom Breakout rooms for discussion in sub-groups (recreating the discussion tables). It allows you as the host of the meeting to also move participants in different rooms. You can start in the plenary (the Zoom meeting, then divide participants in breakout rooms, move them as many times as needed, and then return to plenary) Note: this feature is only available in the paid version of Zoom.
- Zoom Whiteboard in each breakout room for harvesting the discussion results (it is better that one of the participants or one facilitator stays in the same breakout room to introduce these results to the other participants joining)

Keep in mind:

- On-line interaction and discussions take longer than face-to-face ones so make sure you allocate enough time
- Make sure that you, as facilitator, have tried and know very well the technical process behind
- Keep in mind that in on-line learning people loose focus faster than in face-to-face courses, so do not plan for too much. One world café might be enough for a learning activity in a day.

Version 2: Asynchronous learning in on-line platforms

You can use Microsoft Teams or an interactive platform of your organization, even just a Facebook group. Post the questions in separate spaces (either separate pages or just as separate posts) and invite people to provide their input, debate, etc. In this case everyone will post everywhere and there will be no rotation as in a classic World Café, but you will still engage everyone and harvest the group's view and contribution Synthetize the group's contribution for each question and post it in a place where everyone can see.

References:

- *Get Groups Moving – World Café (Video):* https://www.youtube.com/watch?v=zI2hkLf2Z6w
- *A Quick Reference Guide for Hosting World Café:* http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf

Let's get practical!

We have developed some samples of training activity session plans, using the method just illustrated, for you to use, adapt and get inspired from!

How to Use the World Cafe in EBMOs' Core Areas?

1. Managerial and Soft skills

Session name: The negotiation process

Duration: 90 min/ 20 min Break/ 90 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
15 min	Phases of negotiation – Intro	Facilitated discussion: Start with a question: Based on your experience in negotiating (from your work and from the simulation we just did), what do you think are the phases of negotiation? The trainer(s) will collect the input from participants and, after people have expressed their opinions, the trainer(s) will connect their views with the model presented. A short introduction to each phase will be made: • Preparation • Sharing • Bargaining/Haggling and • Closure and commitment	PPT with the phase of negotiation/ Phases written on a flipchart	• Screen, Laptop, projector • Flipchart, markers	1 trainer to facilitate the discussion, 1 (co) trainer to jot down participant input
65 min	Phases of negotiation – World café	**World Café** • Introduction to the method: 10 min • Discussion/ table – 4 rotations: 4 x 10 min • Buffer time for changing tables: 5 min Trainers will have prepared the tables during break, now they will just reveal the questions for each table: • **Preparation:** Based both on your previous knowledge and experience in the negotiation exercise discuss what the most important aspects to consider in this phase of the negotiation are. What are the dos and don'ts in this phase? • **Sharing:** Based both on your previous knowledge and experience in the negotiation exercise, please discuss what the most important aspects to consider in this phase of the negotiation are. What are the dos and don'ts in this phase?	World Café setting	• Flipchart paper, markers	2 trainers would be ideal in order to monitor the activity, answer questions, provide support

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		• **Bargaining/Haggling:** Based both on your previous knowledge and experience in the negotiation exercise discuss what the most important aspects to consider in this phase of the negotiation are. What are the dos and don'ts in this phase? • **Closure and commitment:** Based both on your previous knowledge and experience in the negotiation exercise, please discuss what the most important aspects to consider in this phase of the negotiation are. What are the dos and don'ts in this phase?			
20 min	Break	During the break people will most likely continue to speak about what they have discussed in the World-Café, share real-life contexts and challenges. This is exactly what you are aiming for, as it is part of the learning process and the creation of the learning environment.			
90 min	Phases of negotiation – deepening	Start table by table, taking the phases in their logical order, allocating 20 minutes for each phase (20 min x 4 phases): • The people at the table present the key elements discussed (The most important aspects to consider + Dos and Don'ts): 10 min • The trainer validates and completes the information with important input, examples, etc.: 10 min Clarifications and buffer time: 10 min Afterwards, all flipcharts should be put on the walls or pinboards so that they stay visible for participants. The participants will receive comprehensive information for each phase at the end of the session (printed, by emails, Word documents, PPT, etc.). Note: the PPT needs to be reviewed—less text, more images, short illustrative videos if possible (they can be animations, scenes from movies, anything that can illustrate the phases, principles and techniques introduced by the trainer).	Handout with the information for each phase of negotiation (A possibility could be to have the information prepared on PPT, but make sure not to repeat what was already mentioned by the participants)	• Screen, Laptop, projector • Flipchart, markers	1 trainer to facilitate the discussion (co-trainers could alternate and be responsible for two of the phases discussed)

Reference:

- *Based on IN-HOUSE TRAINING ON: **NEGOTIATION SKILLS FOR COLLECTIVE BARGAINING**, ATE, Tanzania.*

2. Industrial Relations

Session name: TOOLS AND PROCESSES FOR GRIEVANCE AND DISPUTE RESOLUTION
Duration: 120 min/ 20 min break/ 35 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
25 min	Tools – Intro	Facilitated discussion: Start with a question: Based on your experience and knowledge, what would be the tools and processes for grievance and dispute resolution? The trainer(s) will collect the input from participants and, after people have expressed their opinions, the trainer(s) will connect their views with the tools and processes presented. A short introduction and clarification of each one will be made: • Litigation (Claims taken to court) • Alternative Dispute Resolution (ADR) • Arbitration • Mediation • Conciliation • Company procedural agreement/guide • Collective bargaining	PPT with the tools/processes OR Tools/processes written on a flipchart	• Screen, Laptop, projector • Flipchart, markers	1 trainer to facilitate the discussion, 1 (co) trainer to jot down participant input
85 min	World Café	**World Café** • Introduction to the method: 10 min • Discussion/ table – 7 rotations: 7 x 10 min • Buffer time for changing tables: 5 min	World Café setting	• Flipchart papers, markers	2 trainers would be ideal in order to monitor the activity, answer questions, provide support

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		The questions will be the same for each of the tools/procedures and will be written on a flipchart under a short definition of each tool/procedure: • What are the advantages and disadvantages of this tool/procedure? • When should we use it? The trainers will float around to listen to the conversations. During the break, they can also look at what has been jotted down by participants at each table.			
20 min	Break	During the break, people will most likely continue to speak about what they have discussed in the World Café, share real-life contexts and challenges. This is exactly what you are aiming for, as it is part of the learning process and of the creation of the learning environment.			
35 min	Input	The trainer will provide short input of each tool's advantages/disadvantages, as well as on the right context to use it. They will ask for input from the participants and can take the time to clarify and correct any issues or concepts if needed. The participants will receive comprehensive information for each tool/ process at the end of the session (printed, by emails in the form of Word, PPT, etc.).	PPT with tools/ processes	• Screen, Laptop, projector	1 trainer to facilitate the discussion (co-trainers could alternate and be responsible for presenting different tools)

Reference:

- *Based on **Effective Management of Conflict in the Workplace** – the Role and Responsibilities of Union and Management, NECA, Nigeria.*

3. Labor Law (1)

Session name: Principles Underpinning Disciplinary Procedures (Under DISCIPLINARY PROCEDURE IN THE CODE OF GOOD PRACTICE)

Note: You can use the same approach, format and methods when tackling PRINCIPLES OF GRIEVANCES GUILDELINES (Under: GRIEVANCE PROCEDURE IN THE CODE OF GOOD PRACTICE)

Duration: 120 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
15 min	Principles Underpinning Disciplinary Procedures – Intro	Facilitated discussion: Start with a question: Based on your experience what do you think the principles underpinning disciplinary procedures are? The trainer(s) will collect the input from participants and, after people have expressed their opinions, the trainer(s) will connect their views with the main principles: • Corrective and not punitive • Consistency • Disciplinary hearing within reasonable time • Substantive Fairness • Procedural Fairness	PPT with the principles Phases written on a flipchart	• Screen, Laptop, projector • Flipchart, markers	1 trainer to facilitate the discussion, 1 (co) trainer to jot down participant input
105 min	Principles Underpinning Disciplinary Procedures – World Café	**World Café** Trainers will have already prepared the tables for the World Café, now they will just reveal the questions for each table: each table will be dedicated to one principle and will include the following questions: • What does this principle mean? • Why is it important? • How is it translated into action? Discuss examples from your own practice also.	World Café setting Handout/info pack with the information for the principles of disciplinary procedures	• Flipchart paper, markers	2 trainers would be ideal in order to monitor the activity, answer questions, provide support

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		Session FLOW: • Introduction to the method: 10 min • Discussion/ table – 5 rotations: 5 x 10 min • Buffer time for changing tables: 5 min • The hosts from each table in the final round present to all the participants in plenary the key elements discussed: 5 tables x 5 min • The trainer validates and completes the information with important input, examples, etc.: 15 min Afterwards, all flipcharts should be put on the walls or pinboards so that they stay visible for participants. The participants will receive comprehensive information for the principles at the end of the session (printed, by emails in the form of Word, PPT, etc.).			

Reference:

- *Based on IN-HOUSE TRAINING ON: **OVERVIEW OF LABOUR LAWS**, ATE, Tanzania.*

4. Labor Law (2)

Session name: Effective Methods of Disputes Prevention
Duration: 120 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
15 min	Effective Methods of Disputes Prevention – Intro	Facilitated discussion: Start with a question: Based on your experience what do you think are the effective methods of disputes prevention? The trainer(s) will collect the input from participants and, after people have expressed their opinions, the trainer(s) will connect their views with the main methods and provide a short input for each: • Relationships by objectives • Managing potential conflict • Mediating discontent	PPT with the method OR Methods written on a flipchart	• Screen, Laptop, projector • Flipchart, markers	1 trainer to facilitate the discussion, 1 (co) trainer to jot down participant input
105 min	Effective Methods of Disputes Prevention – World Café	**World Café** Trainers will have already prepared the tables for the World Café, now they will just reveal the questions for each table: each table will be dedicated to one method and will include the following questions: • What does this method imply in terms of actions/ principles? • When is it appropriate/useful to use this method?	World café setting Handout/info pack with the information on the methods	• Flipchart papers, markers	2 trainers would be ideal in order to monitor the activity, answer questions, provide support

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		Session FLOW: • Introduction to the World Café method: 10 min • Discussion/ table – 3 rotations: 3 x 10 – 15 min • Buffer time for changing tables: 5 min • The hosts from each table in the final round present to all the participants in plenary the key elements discussed: 3 tables x 7 min • The trainer validates and completes the information with important input, examples, etc.: 15 min Afterwards, all flipcharts should be put on the walls or pinboards so that they stay visible for participants. The participants will receive comprehensive information on the methods at the end of the session (printed, by emails in the form of Word, PPT, etc.).			

Reference:

- *Based on IN-HOUSE TRAINING ON: **OVERVIEW OF LABOUR LAWS**, ATE, Tanzania.*

Brainstorming

Brainstorming is a method by which ideas are proposed, shared and collected within a group. This method can be used to generate new ideas and solutions around a specific topic or issue, or to assess and share knowledge possessed by the group. People are invited to think and contribute freely. Judgement is deferred and all the ideas are noted down without criticism. After the brainstorming session, the contributions are evaluated or benchmarked.

Tips for Using the Brainstorming Method:

- Give people some time to think about your question on their own.
- Allow everyone to talk openly without structure.
- Make sure everyone shares at least one idea.
- Focus on the quantity of ideas and record every contribution on a flipchart.
- Use visuals to track all contribution.
- Give a specific time for the brainstorming to take place and inform participants about the time they will have.

Brainstorming can be used in different ways. Below are some examples.

Brainstorming (1)

Number of learners:	2 to 30
Duration:	15 minutes to 1 hour
Materials:	• Flipchart paper • Markers
Description:	• Ask the group a question on a domain of interest or an issue. • Invite participants to reflect upon the posed question and think about possible definitions, solutions or ideas. • Invite participants to share freely and record every contribution on flipchart paper. • Cluster the contributions and then open up discussion within the group of learners on the proposed ideas. • Benchmark the information collected to available definitions and concepts OR elaborate with the group possible solutions based on the proposed ideas.

Brainstorming (2) – Small groups

Number of learners:	20+
Duration:	15 minutes to 1 hour
Materials:	• Flipchart paper • Markers • Sticky notes
Description:	• Divide participants into small groups (two to three people). • Ask a question on a domain of interest or an issue and invite each small group to come up with all possible ideas, definitions, or solutions they can think of. Provide them with paper and markers to write their ideas down. • Invite the small groups to present the results of their efforts one by one and briefly in plenary, and to stand up and stick their contribution on the flipchart paper. • Cluster the contributions and open up discussion within the group of learners on the proposed ideas. • Benchmark the information collected to available definitions and concepts OR elaborate with the group on a possible solution based on the proposed ideas.

3-12-3 Brainstorming

The numbers 3-12-3 refer to the time allocated for the three passages of this activity. The short duration of this variation helps participants to avoid overthinking and fosters total group participation.

Number of learners:	2 to 20 (30 mins)
Duration:	30 minutes
Materials:	• Flipchart paper • Markers • Sticky notes
Description:	Ask your participants a question on a domain of interest or an issue. • 3 minutes – Generation of a Pool of Aspect: for the first three minutes of the exercise, participants are asked to think about and write down, on separate sticky notes, as many characteristics of the topic at hand as possible. It may accelerate the group's process to think in terms of "nouns and verbs" that come to mind when considering the subject. • 12 minutes – Develop Concepts: Divide the group into pairs. Each team draws three cards randomly from the pool. The teams now have twelve minutes to develop a concept to present onto the larger group using the cards as food for thought. In developing concepts to present, teams may create sketches or visuals: the key is to prepare for a maximum three-minute long presentation of their concept to the group.

- 3 Minutes – Make presentations: Teams reveal the cards they drew and how the cards influenced their thinking as they present their concepts to the larger group. Time keeping is critical here: every team should have a maximum of three minutes to present their concept. After each team has presented, the entire group may reflect on what has emerged.

After presenting concepts back to the group, you can have your trainees do many different things, such as:

- Dig deeper on a singular concept.
- Integrate the ideas into each other for a final result.
- Vote on a concept they would like to develop further.
- Benchmark the concept obtained to existing definition—knowledge.

Reference:

- *Gray, D., Brown S. and Macanufo, J. (2010). Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers, p. 130-131.*

Brainwriting

Brainwriting allows you to separate the generation of ideas and concepts from the discussion. It also fosters a more cooperative approach to sharing, ensuring the contribution of all participants, not just the most verbally dominant. Through this process the group generates and shares ideas and then builds on them collectively.

Number of learners:	5 to 15
Duration:	30 – 45 minutes
Materials:	• Flipchart paper • Markers • Sticky notes
Description:	• In a space visible to all participants, write down the topic around which you need to generate or share ideas (accompanied by a drawing/visual support). • Distributes paper to each trainee and ask them to silently write down their own ideas regarding the topic on separate pieces of paper. • Once they complete an idea, ask the participants to pass their paper to the person on their right. • Tell the trainees to read the card they received and think of it as an “idea stimulation” card. Ask them to add an idea inspired by what they just read or to enhance/further develop the information. Then ask them to pass it again to their right. • Continue the process of brainwriting and passing papers to the right until there are various ideas on each card. • Once finished, collect the cards and ask for help taping them on the wall around the paper with the topic on it. • Have the group come to the wall to review ideas and knowledge. Ask them to draw stars next to the ones they find most compelling or complete. • Have a group discussion.

After presenting concepts back to the group, you can have your trainees do many different things, such as:

- Dig deeper on a singular concept.
- Integrate the ideas into each other for a final result.
- Vote on a concept they would like to develop further.
- Benchmark the concept obtained to exiting definition—knowledge.

Reference:

- *Dave Gray, Sunni Brown, James Macanufo (2010). Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers, p. 78-79.*

Online Brainstorming: Brain-netting

For brainstorming to happen remotely, it is crucial to have a central space online where team members can meet and collaborate (forum, cloud-based document storage or an online collaboration tool such as Google Drive).

You can adapt the different forms of brainstorming presented to a forum discussion followed by team work.

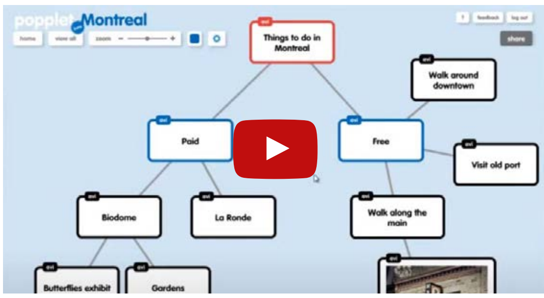
Furthermore, there a many great brainstorming tools that transform online brainstorming in a visual and collaborative experience, so you can use a brainstorming exercise with online mind-mapping toosl like:

- Wisemapping

Wisemapping is a web-based, collaborative tool. It allows teams and individuals to create mind maps and to develop ideas structurally.

- Popplet

Popplet is a tool to capture your thoughts and ideas. It's exceptionally visual and utilizes images and diagrams to build common understanding and overviews. Multiple people can access the same project within Popplet where they can build presentations. A mobile app is also available for iOS users.



Let's get practical!

We have developed some samples of training activity session plans, using the method just illustrated, for you to use, adapt and get inspired from!

How to Use Brainstorming and Brainwriting in EBMOs' Core Areas?

1. Industrial Relations – Brainstorming

Session name: The role of international bodies in Industrial Relations
Duration: 90 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
40 min	The role of international bodies in Industrial Relations	• Briefly introduce trainees to the concept of international bodies in Industrial Relations and the International Labor Organization (ILO). • Ask participants what they believe could be the role and goals/agenda of the International Labor Organization (ILO). • Invite participants to reflect upon the posed question and to share freely their opinions and contributions. • Record every contribution on flipchart paper. • Open a discussion within the group on the recorded answers. Do they agree with all of them? Are any more relevant in their opinion? • Benchmark the information collected to the role and goals of the International Labor Organization (ILO). You can use a PPT to support your presentation. Remember to relate what you are presenting to the ideas and contributions shared by the trainees. Activity flow: • Brief introduction – 5 min • Brainstorming – 10 min • Group discussion – 10 min • Input – 15 min	PPT with input on international bodies and their role in Industrial relations	• Laptop, screen, projector	1 trainer to record participants contribution and benchmark them with input.

Reference:

- *Based on **INTERNATIONAL BODIES**, FUE, Uganda.*

2. Industrial Relations – Brainwriting

Session name: Emerging Issues in Negotiations
Duration: 90 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
90 min	Emerging Issues in Negotiations	• In a space visible to all participants, write “Emerging Issues in Negotiations” (accompanied by a drawing/visual support). • Distribute paper to each trainee and ask them to silently write down their own ideas regarding the topic on separate pieces of paper. • After they complete an idea, ask the participants to pass the paper to the person on their right. • Tell the trainees to read the card they received and further develop that content by adding relevant information or missing critical elements. Then ask them to pass it again to their right. • Continue the process of brainwriting and passing papers to the right until there are various ideas on each card. • Once finished, collect the cards and ask for help taping them on the wall around the topic. • Have the group come to the wall to review their contributions. Ask them to draw stars next to the ones they find most relevant or complete. • Have a group discussion on what has emerged. • Deliver a brief input on the Emerging Issues in Negotiations. You can use a PPT to support your presentation. Remember to relate what you are presenting to the contributions shared by the trainees.	PPT with input on Emerging Issues in Negotiations	• Laptop, screen, projector	1 trainer to record participant contribution and deliver input.

Reference:
- *Based on **Emerging Issues in Negotiations**, FKE, Kenya.*

Jigsaw

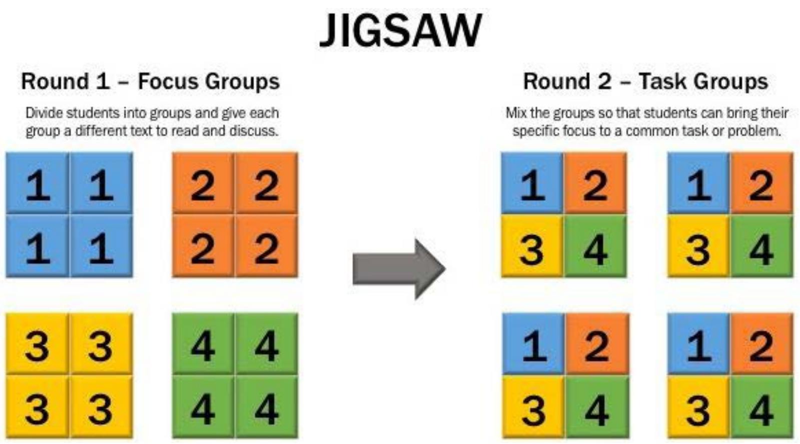
The Jigsaw is a method of cooperative learning in which participants learn from each other. They are provided the opportunity to become experts in a particular subject and to share that knowledge with their peers.

How to and Why Use Jigsaw?

- To explore and enhance understanding of new concepts.
- To develop expert knowledge on a given concept.
- To integrate a collection of concepts into a common level of understanding.
- To give participants the control and responsibility of their own learning.

You can use Jigsaw in various formats:

Option 1 – Classic Version



Reference:

- https://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/

How to Design and Facilitate a Jigsaw Classic Version Exercise?

1. Divide the content into a maximum of five to six segments/pieces. Make sure the division is logical and it covers the whole topic you want to tackle within the activity.
2. Divide participants into five- or six-person jigsaw groups. Try to ensure diversity within groups in terms of competencies, experience, gender, and background. You can either prepare the groups beforehand or have a more flexible approach and randomly divide people on the spot.
3. Assign one content segment to each participant, and provide them with resources connected to that segment (written materials, short videos, presentations, graphs, etc.)
4. Give participants time to become familiar with the content they are responsible for.
5. Gather participants with others that are responsible for the same segment, forming "expert groups" in which they can support each other in understanding the content, in discussing the main points of their segment and in rehearsing the presentations they will make to their jigsaw group.
6. Bring participants back into their jigsaw groups.
7. Ask each participant to present their segment to the group and provide time for questions and clarifications.
8. Float from group to group, observing the process and supporting the participants and group dynamics.

Jigsaw Classic Version in on-line courses?

Although the original method was created for face-to-face encounters, it is possible to adapt it for on-line learning as well. If in the face-to-face trainings the activity would take place for several hours in one day, in on-line trainings, you will stretch the different phases in such a manner that they would not involve longer than 1 – 2 hours/day of investment from the participants.

1. Divide the content into a maximum of five to six segments/pieces. Make sure the division is logical and it covers the whole topic you want to tackle within the activity. – *Ensure that you have on-line resources for each of the segments (videos, links, documents, etc.).*
2. Divide participants into five- or six-person jigsaw groups. Try to ensure diversity within groups in terms of competencies, experience, gender, and background. – *You should prepare the groups beforehand and publish the composition of the groups in an on-line platform such as Microsoft Teams, your organization's on-line platform or even in a Facebook group.*
3. Assign one content segment to each participant, and provide them with resources connected to that segment (written materials, short videos, presentations, graphs, etc.). – *This can be done in an on-line platform such as Microsoft Teams, your organization's on-line platform or even in a Facebook group. You can also send the materials through e-mail, Whatsapp or any other virtual communication channel. You can also upload them to an on-line platform (eg. Google docs) or your organization's server, where participants can download it from.*
4. Give participants time to become familiar with the content they are responsible for. – *In the face-to face training you would most likely allocate maximum 60 minutes for this. In the on-line courses, you might want to give people a couple of days, since you do not expect the time-investment to be as intense as in face-to-face. Clearly communicate the time they have and the deadline for going through the materials and that, at the end of the activity, they will be responsible for sharing their learning with their jigsaw group. As not everyone is familiar with on-line learning, it would be helpful to provide them with support regarding this aspect: tips and tricks, do's and don'ts , available tools that they can use.*
5. Gather participants with others that are responsible for the same segment, forming "expert groups" in which they can support each other in understanding the content, in discussing the main points of their segment and in rehearsing the presentations they will make to their jigsaw group. – *You can either facilitate an online meeting (Skype, Zoom, etc.) for each of the expert groups, or create a separate subgroup (egg. A Sub-channel in Microsoft Teams). You can encourage participants to self-organize and only communicate the deadline for finishing with the expert groups consultations, or you can be more directive and more involved in organizing meetings, facilitating discussions and moving things forward.*
6. Bring participants back into their jigsaw groups. – *Communicate guidelines and deadline for the original groups to meet again online.*
7. Ask each participant to present their segment to the group and provide time for questions and clarifications. – *It would be useful to organize this meeting as a synchronous learning activity (Skype, Zoom, etc.) where participants can actually interact and present. It is better that each jigsaw group is actually facilitated by one trainer to support with the dynamic and technicalities. Clearly communicate the time available and keep in mind that on-line interactions take longer than face-to-face ones, so make sure you plan for more time.*
8. Float from group to group, observing the process and supporting the participants and group dynamics. – *This might be possible if you organize jigsaw groups as Breakout rooms in a Zoom meeting, however it is better that each jigsaw group is actually facilitated by one trainer to support with the dynamic and technicalities.*

NOTE: as you see in purple we added information to the original list. The new list can be included after the first one or as a right column in a table for example.

Option 2 – Jigsaw Group Work Adapted Version

In the adapted version, the participants are divided into small groups, and each group is responsible for one segment of the content. They should understand it and present it to the other groups, facilitating their learning process in plenary.

How to Design and Facilitate a Jigsaw Group Work Adapted Exercise?

1. Divide the content into a maximum of five to six segments/pieces. Make sure the division is logical and it covers the whole topic you want to tackle within the activity.
2. Divide participants into five or six jigsaw groups. Try to ensure diversity within groups in terms of competencies, experience, gender, and background. You can either prepare the groups beforehand or have a more flexible approach and randomly divide people on the spot.
3. Assign one content segment to each group, and provide them with resources connected to that segment (written materials, short videos, presentations, graphs, etc.).
4. Give participants time to become familiar with the content they are responsible for.
5. Bring participants back into the plenary and ask each small group to present their segment to everyone. Allocate time for questions and clarifications. You can also intervene if and when necessary.
6. Float from group to group, observing the process and supporting the participants and group dynamics.

It is possible to adapt this version of Jigsaw Group Work to online courses. You will need to follow the indications given for the online version of the Classical Jigsaw.

References:

- https://www.jigsaw.org
- https://www.cultofpedagogy.com/jigsaw-teaching-strategy/

Let’s get practical!

We have developed some samples of training activity session plans, using the method just illustrated, for you to use, adapt and get inspired from!

How to Use Jigsaw in EBMOs' Core Areas?

1. Managerial and soft skills

Session name: Negotiation skills
Duration: 90 min/ 20 min break/ 90 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
15 min	Negotiation skills – Intro	Facilitated discussion Start with a question: What do you think are the most important skills in negotiation? The (co) trainer will jot them down and cluster them. The trainer will integrate the participants' input and introduce the six key negotiation skills they are going to focus on in the next session: • Concentrating on interests not positions • Building Trust • Paying attention to effective communication • Bargaining range • Reducing embarrassment of negotiating team ("saving face") • Use of power by parties.	Negotiation skills already prepared on different papers/in a PPT slide	• Screen, Laptop, projector • Flipchart, markers	1 trainer to facilitate the discussion (co-trainers could alternate and be responsible for 2 of the phases discussed)
40 min	Negotiation skills – deepening (Jigsaw)	Jigsaw – Option 2 (Group Work Adapted Version) Participants will be divided into six groups, each corresponding to one of the key negotiation skills. Ideally, you would have a maximum of five participants in each group. In each small group they will identify what the skills mean in terms of behavior. What would a person who has this skill do within a negotiation process? What would they not do? They should also think of examples from their work experience and prepare a short flipchart with keywords to present to the other groups.			

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		Optional: Additionally, they will prepare a short three-minute role play to illustrate this skill. As one group role plays, the others are observing and after it, they state how the characters in the role play managed to express this skill. What did they do that they managed to build trust/concentrate on interests, etc. Keep in mind that including this option is highly-participative, but might be more time-consuming. The trainer will also provide feedback or brief input if necessary for every skill after the presentation of the small group and interventions form all the participants. The participants will receive comprehensive information regarding the negotiation skills at the end of the session (printed, by emails in the form of Word, PPT, etc.). • Introduction to the task: 5 min • Small group work: 30 min • Presentation/Illustration of 2 skills: 40 min (20 min/skill)			
20 min	Break				
90 min	Negotiation skills – deepening Continuation)	Presentation/Illustration of Four Skills: 80 min (20 min/skill) The trainer will also provide feedback or brief input if necessary. The participants will receive comprehensive information regarding the negotiation skills at the end of the session (printed, by emails in the form of Word, PPT, etc.). A possibility could be to have the information prepared on PPT, but make sure not to repeat what the participants already mentioned. Keep in mind that using a PPT will add extra-time (at least 10 minutes to each of the skills).	Handout with the information for negotiation skills		2 trainers

Reference:

- *Based on IN-HOUSE TRAINING ON: **NEGOTIATION SKILLS FOR COLLECTIVE BARGAINING**, ATE, Tanzania.*

2. Human Resources Management

Session name: General Procedure for Handling Grievances

Duration: 120 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
15 min	General Procedure for Handling Grievances	Facilitated discussion Start with a question: What do you think the escalating stages of the general procedure for handling grievances are? The trainer will integrate the participants' input and introduce the four stages of the general procedure for handling grievances that will be the focus for the following sessions: • Employee and Supervisor • Shop steward/Union and the Supervisor • The Union and Management • The Industrial Court	Stages already prepared on different papers/ in a PPT slide	• Screen, Laptop, projector • Flipchart, markers	1 trainer to facilitate the discussion (1 trainer to jot down participant ideas)
105 min	Stages of Handling Grievances (Jigsaw)	Jigsaw – Option 1 (Classic Version) Participants will be divided in groups of four. In each group, one participant will be responsible for teaching others about one of the stages. Provide them with information and resources for what happens in each stage, who is responsible for what, and how/when it escalates to the next stage. Provide information about one stage, just to the person who will be responsible for presenting it. • Introduction to the task, group division and assignation of stages to each participant: 15 min Note: You can assign the content with an easy dynamic. Ask each small group to decide who Person1, Person2, Person3, and Person 4 will be. Assign the stages according to the numbers: Stage 1 to Person 1, Stage 2 to Person 2, etc.	Information pack for each of the stages (make sure you have one for each participant that is responsible for a certain stage).	• A room to allow for small groups work.	2 trainers would be ideal in order to monitor the activity, answer questions, provide support and to alternate when discussing the skills.

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		• Individual work on understanding the stage: 15 min • Expert groups: 15 min • Optional: You can insert a short break here (10 – 15 minutes) • Jigsaw group learning: 40 min (10 minutes/stage) • Final discussion, conclusions and clarifications: 20 min The participants will receive comprehensive information regarding the General Procedure for Handling Grievances at the end of the session (printed, by emails in the form of Word, PPT, etc.).			

Reference:

- *Based on **HANDLING EMPLOYEE GRIEVANCES**, FKE, Kenya.*

3. Labor Law (1)

Session name: Effective Methods of Disputes Prevention
Duration: 90 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
15 min	Effective Methods of Disputes Prevention – Intro	Facilitated discussion: Start with a question: Based on your experience what do you think the effective methods of disputes prevention are? The trainer(s) will collect the input from participants and, after people have expressed their opinions, the trainer(s) will connect their views with the main methods and provide a short input for each: • Relationships by objectives • Managing potential conflict • Mediating discontent	PPT with the method OR Methods written on a flipchart	• Screen, Laptop, projector • Flipchart, markers	1 trainer to facilitate the discussion, 1 (co) trainer to jot down participant input
75 min	Effective Methods of Disputes Prevention (Jigsaw)	Jigsaw – Option 2 (Group Work Adapted Version) Participants will be divided into three groups, each corresponding to one of the Effective Methods of Disputes Prevention. Ideally, you would have a maximum of five participants in each group. In each small group they will discuss the following: • What each method implies in terms of actions/principles • When it is appropriate/useful to use this method • What the limitations of the method are • Give examples from their practice on effective use of these methods	Handout/info pack with the information on the methods	• Flipchart paper, markers	2 trainers would be ideal in order to monitor the activity, answer questions, provide support and to alternate when discussing the methods.

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		They should also prepare a short flipchart with key words to present to the other groups in plenary. Then, the trainer will also provide feedback or short inputs if necessary for every method after the presentations of the small group and interventions from all the participants. The participants will receive comprehensive information regarding the methods at the end of the session (printed, by e-mails in the form of Word, PPT, etc.). Session FLOW: • Introduction to the task: 5 min • Small group work: 25 min • Presentation of methods: 15 min x 3			

Reference:

- *Based on IN-HOUSE TRAINING ON: **OVERVIEW OF LABOUR LAWS**, ATE, Tanzania.*

4. Labor Law (2)

Session name: Termination Related to the Employee's Conduct
Duration: 60 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
60 min	11 Steps in Termination Related to the Employee's Conduct	Small group work Divide participants into groups of maximum five people and give each small group a set of the 11 steps, consisting of eleven A4 papers each with one step printed on them: 1. Conduct investigation to ascertain whether offence has been committed, and whether the employee committed the offence. 2. Set up inquiry and notify the employee of the allegations in a clear manner. 3. Give employee sufficient time to prepare for inquiry. 4. Inquiry chaired by independent senior management representative. 5. Evidence against the employee must be present in his/her presence. 6. Employee given an opportunity to cross-examine witnesses and peruse documents. 7. Employee given an opportunity to bring witnesses and evidence. 8. If employee found guilty, he/she must be given an opportunity to make representation in mitigation. 9. Employee must be given the finding and sanction as soon as possible. 10. Employee must be informed of right of appeal/right to refer the matter to the CMA. 11. Employee should be allowed representation + interpreter throughout the process.	Set of 11 Steps printed for each small group PPT/image with your suggested representation of these steps	• Screen, Laptop, projector • Flipchart, markers	2 trainers would be ideal in order to monitor the activity, answer questions, provide support and to alternate when discussing the steps

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		Invite participants to discuss in the small groups and order the steps in a logical way, according to their experience and knowledge. Some might be chronological steps, while others may be transversal principles. Invite participants to graphically represent their logical scheme by positioning the A4 papers on the floor. Informative floor: Invite participants to walk around the room and look at other groups' representation in order to see if there is diversity in perceptions. Allow time for free discussion, questions, and debates as people walk around. Return to plenary to introduce the scheme by facilitated discussion. You could also have your representation of the connection between the steps prepared on a PPT. Discuss in plenary if there are different views from participants, clarify if needed, and integrate various points of view. Session FLOW: • Small group division and introduction to the task: 5 min • Small group work: 20 min • Plenary informative floor: 15 min • Final discussion: 20 min			

Reference:

- *Based on IN-HOUSE TRAINING ON:* ***OVERVIEW OF LABOUR LAWS****, ATE, Tanzania.*

Case Studies

Case studies use complex situations, either real or fictional, to foster learning. They place the learner in the position of problem solver.

The participants receive a description of a complex situation, a rich narrative and, based on the information provided, they are required to analyze it, explore relationships between events, identify options, evaluate choices, decide on courses of action and on ways to apply their acquired knowledge, skills and attitudes for an optimal approach. Participants become actively engaged in the situation and in discovering underlying issues, dilemmas and conflict issues.

How to and Why Use Case Studies?

- To introduce new concepts and ideas.
- To give participants the opportunity to apply the knowledge skills and attitudes they have just learned.
- To explore different ways of approaching a situation.
- To support participants in strengthening knowledge, skills and attitudes by thinking about how to apply them in a certain context.
- You can combine individual analysis and reflection with group discussions in order to enhance learning results.
- You can use the same case at different moments in the learning flow in order to support participants in creating a more complex and comprehensive understanding of that particular situation and apply new techniques, tools and concepts. This enhances their awareness of the complex competencies needed to approach real-life situations in the work environment. It also makes them aware of the progress they are making, which is a great motivational factor for adult learners.
- You can use a case study as a **pre-training assignment**. Participants will be invited to read it, as it will represent the basis of a group discussion conducted within the training (video).

- You can use a case study to evaluate and assess the level of competencies acquired by the participants.
- You can definitely use case-studies in on-line trainings: you can send them by e-mail or upload them to a common learning platform and invite participants to individually go through them. You can also foster discussions based on a specific case either in a chat on a asynchronous learning platform (Microsoft Office Teams, our organization's platform, a Facebook group, etc.), or in a synchronous learning activity (a discussion on Zoom, Skype, etc.). You can use any type of on-line tool to foster small groups of plenary sharing and interactions, to extract and harvest learning from the case-study and to link it to the content that you want.

The discussion based on the case study can have different formats, from directive questions to open-ended discussions, individual analysis or small group work. Even **role play** can support the learning process within a case-study.

Some questions that can help you guide the learning process:

- What is the issue?
- What is the goal of the analysis?
- What is the context of the problem?
- What key facts should be considered?
- What alternatives are available to the decision-maker?
- What would you recommend—and why?

How to Design a Case Study?

- Possible **elements** to include:
  - A description of the problem's context (a law, an industry, a family).
  - A main character that faces a question or problem that needs to be solved. This main character can even be the reader/participant.
  - Supporting data, which can range from data tables to links to URLs, quoted statements or testimony, supporting documents, images, video, or audio.
- Make sure the case study is **relevant** for the participants: The preparation of a case study requires expertise in the topic analyzed and also access to information from the real-work context of the trainees. Make sure you have both when building case studies for a certain training in order to ensure that they are relevant and meaningful for the trainees and their learning process.
- Make sure that you include a lot of **information**, but never an analysis, or a conclusion.
- Include information that has **varying degrees of relevance** (including potentially irrelevant data in order to support participants in learning how to focus on the relevant).
- Present information in **various forms** that are correlated to real-life sources of information they would use in their workplace: stories, narratives, studies, tables, charts, quotes, graphs, etc. Make sure they are as realistic as possible and rich in their complexity.
- Make sure the **length and complexity** of the case fits with the level of competencies within your group, answers to the learning objectives, and responds to the time-constraints you might have within the training. If you want people to read and analyze the cases at first sight within the training session, take into consideration how much time this will take and how this will affect the learning flow.

References:

- *What is Teaching with the Case Method? Pedagogy in Action, The SERC Portal for Educators,* https://serc.carleton.edu/sp/library/cases/what.html
- *Using case studies to teach, BU Center for teaching and learning,* https://www.bu.edu/ctl/teaching-resources/using-case-studies-to-teach/

Let's get practical!

We have developed some samples of training activity session plans, using the method just illustrated, for you to use, adapt and get inspired from!

How to Use Case Studies in EBMOs' Core Areas?

1. Human Resources Management/Industrial Relations

Session name: Essentials of Effective Grievance Management

Duration: 90 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
90 min	Essentials of Effective Grievance Management	Case Study Build a case study that illustrates a Grievance Management process within a realistic context and situation (it can come in the form of a file that includes all types of data, even short films, interviews, etc.). You can use a real case you are familiar with and change some data, information in such a way that you ensure anonymity and confidentiality. Make sure the information is concise and participants will manage to read through everything in the allocated time. It could be helpful to provide a case that illustrates an ineffective grievance management process, and invite participants to explore the causes of ineffectiveness. Provide all the case-study documents to participants and invite them to individually analyze it through the lens of all the information already received during the course and to assess the effectiveness of the Grievance Management process. Alternative: Build the case study in such a way that there is a plot and a character that needs to make a decision within the grievance management process. Participants should analyze the situation and decide on what this person should do in order to ensure an effective grievance management process. Gather participants in small groups to share opinions and perspectives. Each small group will share in plenary their main conclusions. Note: If you consider it more appropriate, you can move directly from the individual analysis to the plenary discussion, without including the small-group analysis and sharing. Make a decision based on the learning flow, time constraints, and participants' profile.	Case study PPT with input on Effective Grievance Management	• Laptop, screen, projector	2 trainers to support the individual and small-group work in terms of process, clarifications, etc.

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		Facilitate a plenary discussion in which participants discuss these conclusions and share their opinions. Highlight key concepts and issues that arise and summarize with a short input. Provide further information through handouts and additional sources (video, websites, further case studies, etc.) • Individual analysis of the case – 20 min • Group discussion – 20 min • Plenary conclusions and discussion – 30 min • Input – 20 min			

Reference:

- *Based on **HANDLING EMPLOYEE GRIEVANCES**, FKE, Kenya.*

2. Industrial Relations

Session name: The Role of Social Dialogue
Duration: 120 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
90 min	The role of Social Dialogue	Case Study Build one or more case studies that illustrate Social Dialogue within industrial Relations. You can use real cases that you are familiar with and, if necessary, change some information in such a way that you ensure anonymity and confidentiality. Make sure the information is concise so participants can manage to read through everything in the allocated time. It could be helpful to provide cases that illustrate both successful and unsuccessful social dialogue. Divide participants into small groups (maximum of four people) and provide them with all the case-study documents. Invite them to analyze them and to try to answer the following questions: • What is Social Dialogue in the context of Industrial Relations? • What are the parties and levels involved? • What are the benefits of social dialogue in the context of Industrial Relations? • What are the conditions for a constructive social dialogue? • What are the factors that may hinder effective social dialogue? Ensure that the case study is complex and complete enough to enable participants to answer to at least some of these questions. This small work phase can take place in any space, so you can allow participants to go out of the training room in a different space, have coffee and self-organize, making sure they are back and ready on time.	Case study PPT with input	• Laptop, screen, projector	2 trainers to support the individual and small-group work in terms of process, clarifications, etc.

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		Facilitate a plenary discussion in which participants share their answers to the questions provided and give an input for each to summarize and complement participants' views. Provide further information through handouts and additional sources (video, websites, further case studies, etc.) • Introduction to the task, group division and providing groups with materials for the case study: 10 min • Small groups work: an analysis of the case – 50 min • Input and plenary discussion – 50 min • Buffer time: 10 min			

Reference:

- *Based on* ***The Role of Social Dialogue****, FUE, Uganda.*

3. Labor Law (1)

Session name: Employment Standards
Duration: 120 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
120 min	Employment Standards – Case Studies	**Case Studies** *Option 1: Drafting a Contract* Build different case studies that illustrate various profiles of people who need to be employed under various kinds of contracts. Make sure the variables include all kinds of relevant aspects: types of contract, hours of work (including night work), compressed (shorter) working week aspects, averaging of ordinary and overtime hours, numbers of breaks in a day, remuneration issues, entitlements, paid sick leave, maternity/ paternity/compassionate leave, etc. Make the cases complex enough; include grey areas and issues that you know from practice might be problematic or debatable. Divide participants into small groups of a maximum of five people and give each group a case, inviting them to discuss the main issues of the contract related to the aspects mentioned above and to draft a contract. Give them access to all the information they need in terms of legislation (an online document, written handouts, etc.). Your objective with these case studies is to give people the opportunity to apply the information to practical cases. Float around between working groups to assist, ask questions, etc. Discuss in plenary with each group, touching upon difficulties, decisions they had to make, grey areas, etc. You can have each group present their result. This is more time-consuming but provides the opportunity for checking the correct application of laws and for introducing content in a practical manner. Answer questions and offer brief input at the end to clarify if needed.	Case studies (one case/ small group) Information pack on legislation for each small group PPT with input	• Laptop, screen, projector	2 trainers to support the individual and small-group work in terms of process, clarifications, etc.

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		Session FLOW: • Introduction to the task, group division and handing materials for the case study: 10 min • Small group work: analysis of the case/building of the contract – 30 min • Plenary presentation of results and discussion – 50 min • Q&A and concluding Input – 20 min • Buffer time: 10 min			

Reference:

- *Based on IN-HOUSE TRAINING ON: **OVERVIEW OF LABOUR LAWS FOR JTI OFFICIALS**, ATE, Tanzania.*

4. Labor Law (2)

Session name: GRIEVANCE PROCEDURE IN THE CODE OF GOOD PRACTICE

Note: You can use the same approach, format and methods when tackling DISCIPLINARY PROCEDURE IN THE CODE OF GOOD PRACTICE

Duration: 120 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
30 min	What are grievances?	Facilitated discussion: Start by asking a question, and then build on participants' answers to introduce new concepts and ideas. You can use a short PPT as a visual support and have one slide for each of the questions you address. Once you clarify one question, you can move to the next one: • What are grievances in the participants' work context? • Why do we need grievance guidelines? • What are the principles of grievance guidelines?	PPT with input	• Laptop, screen, projector	1 trainer
90 min	Steps of Grievance Procedure – Case Studies	Case Studies Build a case study that illustrates a Grievance Procedure. You can play with information and situations in your case study, as you consider what is most relevant for the learning process of your participants. You can include actions that belong to the: Informal Grievance Procedure, Formal Grievance Procedure Stages One and Two, the Formal Grievance forms. Make sure the cases are complex enough; include grey areas and issues that you know from practice might be problematic or debatable. Give participants access to all the information they need in terms of procedure and legislation (an online document, written handouts, etc.). Your objective with these case studies is to give people the opportunity to apply the information to practical cases. There are several options you can choose from when designing the case studies, according to the competency levels of your participants and their profiles: *Option 1:* Create a case that is not handled properly and ask participants to analyze what was not approached properly, what steps have been jumped over, etc. Furthermore, invite them to think about what they would do differently and what the benefits would be.	Case studies Information pack for participants of procedure/ legislation PPT with input	• Laptop, screen, projector	2 trainers to support the individual and small-group work in terms of process, clarifications, etc.

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		Option 2: Create a case that reaches a difficult moment, a conflictive situation and ask participants to decide what they would do next, and to justify their choice of action. *Option 3:* Create a case that properly illustrates all the steps of a grievance procedure and invite participants to identify them, defining what the actions, implications, and characteristics of each are. There are also several options to choose from when deciding how to organize the session: *Option 1:* You can give the same case study to everyone, invite them to work on them individually, then share in small groups of a maximum of six people (this is an optional phase), and then discuss the case in plenary, while you give clarifications if needed. In this case the flow would be: • Introduction to the task and handing out materials for the case study: 10 min • Individual work – 20 min • Small group discussion – 20 min • Plenary discussion – 30 min • Q&A and concluding Input – 10 min *Option 2:* You can divide participants into small groups (of a maximum of five people), give each group a different case, invite them to discuss it within their group, then present the case and results to their colleagues in plenary while you may also give clarification. Be aware that this is a more time-consuming option. • Introduction to the task, group division and handing materials for the case study: 10 min • Small group work: analysis of the case – 30 min • Plenary presentation of results and discussion – 50 min • Q&A and concluding Input – 20 min Make sure that at the end of the session, all participants receive additional information (including sample Formal Grievance Forms—although it might be a good idea to already include them in the case study).			

Reference:

- *Based on IN-HOUSE TRAINING ON: **OVERVIEW OF LABOUR LAWS FOR JTI OFFICIALS**, ATE, Tanzania.*

Simulations and Role-Play

Simulations and role-play are immersive methods in which participants pretend to be in a certain situation and behave accordingly. The participants are placed in a context created by the trainer and experience the reality of a given scenario while they are an active part of it, and extract learning from their own behavior, from observing others and analyzing what has happened. The situation feels real and thus creates a meaningful engagement of participants. Simulations and role-play have a non-linear nature, a certain degree of ambiguity, and are open-ended. This allows trainees to make decisions, to act and react, and ultimately to exercise effective and ineffective behaviors.

While in the simulation, people are themselves and act as themselves in a given situation, in a role-play they can play different characters and stakeholders in a given context. Sometimes not playing themselves but impersonating a role might be liberating for participants, as it takes off some of the performance anxiety. They can explore different approaches and allow themselves to make mistakes more easily when performing a role rather than when being themselves. Both role-play and simulations are effective in exploring and exercising skills and attitudes because they provide the opportunity for experiential learning and not only for discussion or observation. Sometimes these terms are used interchangeably as the line is not always that defined. Whatever the name, it is up to the trainer to decide which method and approach to use according to the learning objective, participant profile, and moment in the learning flow.

How to and Why Use Simulations and Role-play?

- To explore effective and ineffective behaviors in a certain situation/ context.
- To understand current patterns and practices of addressing challenges.
- To explore the complexity and ambiguity of real-life situations.
- To explore and discuss different ways of addressing challenges.
- To exercise certain techniques, skills and attitudes.
- To prepare for specific, unfamiliar, or difficult situations that participants will meet in their work.
- You can also use simulation and role-play as an evaluation method to assess the level of competencies acquired by the participants.

How to Design and Facilitate a Simulation/Role-play?

You will most likely not find a simulation/role-play that responds to the exact learning needs of your participants, so you will most likely need to build it.

- Just like in **case studies**, the first aspect to consider is **the relevance** of the role-play or simulation in relation to the participants' learning needs and professional context. Include the wider context but also enough details in order to make it feel real.
- **Define the purpose**: Why do you do the role play/simulation?
- **Define roles:** incorporate the characters in the scenarios and provide enough information about them to support people in acting them out. Some of these may be people who have to deal with the situation when it actually happens (for example, managers). Others will represent people who are supportive or hostile, depending on the scenario (for example, a Union representative or an employee with a grievance).
- **Explain the role-play/simulation process**, and make sure everyone understands the method. For people who have not experienced it before, it might be difficult to grasp what they need to do, so make sure you provide enough information and explanation. If needed and appropriate, you can perform a short demo of a role-play that is not linked to the current topic (to avoid bias).
- **Allocate the roles** to different participants involved in the exercise and invite them to use their imagination in order to try and understand the people they are playing: their goals, motivation, perspectives, even feelings when they enter and as they navigate the situation. If you facilitate a simulation and people are playing themselves, invite them to also reflect on these issues in order to expand their awareness on all the aspects involved. You can have individual or group roles, as it is most relevant for the size of the group and the learning objectives.
- Allow participants **time to prepare**: people will need time to understand the situation, the characters they need to play, and to also prepare for their role. There are different ways to approach this phase: people can prepare together and explore different scenarios, they can prepare separately and meet only during the role-play.
- **Act out the scenario**: invite people to act out the situation, trying different approaches and exploring how they affect the other characters and the outcome of the situation.
- **Discuss the experience and learning outcomes**: after the simulation/role-play always discuss with the group in order to reflect on their experience, build on their achievements, extract learning points and look at ways to use what they have learned in their jobs. Some questions to support you:
  - How was the experience?
  - What has worked in terms of techniques, attitudes, and behaviors?
  - What could you have done differently?
  - What would you rather not do again?
- **Provide feedback**: You as the trainer and expert can also provide feedback on their behavior. Remember to keep it positive and constructive, specific and always linked to their real-life work tasks and challenges. Focus on what people already do well (there is always something to highlight here), and what has worked. You can also include suggestions on what they can do more of or differently in the context of the competencies to be acquired.

- **Whats about eLearning?** Fully-fledged simulations and role-plays are complex activities. If they have been developed to work in a face-to-face workshop, it will most probably be difficult to transfer them to on-line trainings. However, scenario based activities are key in eLearning as they help understanding, recalling, practicing and keep motivation levels of learners high. The richness of a live training session comes for a big part from the stories the presenter is sharing with the audience and the real life experiences participants are sharing in turn. Online simulations capture that richness through:
  - Using characters (peers; opponents; experts; coach; angry client etc.) with whom learners bond or relate to;
  - Telling a real life story ("A day in the life" of a manager; lawyer as narrator/character leading through a past court case; first-person characters explaining their situations; "What would you do?" scenarios etc.);
  - Prompting learners to reflect on practical application, make decisions in a branch scenario, answer a question or a quiz, exercise etc.

Simulations can be developed as visual scenarios, podcasted stories or written material. Learners can be asked to react online (eg. within a self-learning module, in a forum post) or offline, individually or as a group assignment.

References:

- *Simulations, UNSW Sydney Teaching,* https://teaching.unsw.edu.au/simulations
- *Role-Playing, Mind Tools – Essential skills for an excellent career,* https://www.mindtools.com/CommSkll/RolePlaying.htm
- *Nuts and Bolts: From Classroom to Online, Think "Transform" not "Transfer", Jane Bozarth – Learning solutions Mag,* https://learningsolutionsmag.com/articles/671/nuts-and-bolts-from-classroom-to-online-think-transform-not-transfer

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How to Use Simulations and Role-play in EBMOs' Core Areas?

1. Managerial and Soft Skills

Session name: What is negotiation?

Duration: 120 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
30 min	Exploring Negotiation	The Quotes are printed and put on the walls in different places around the room. Participants go around and stay near the quote that best defines, for them, the essence of negotiation. The trainer reinforces the fact that this is just an exploration of different views; there is no right or wrong answer. Once everyone has found their place, the trainer invites at least one person from each quote to speak and illustrate their choice. **Quotes:** Robert Estabrook: *He who has learned to disagree without being disagreeable has discovered the most valuable secret of a diplomat.* Chester L. Karrass: *In business you don't get what you deserve, you get what you negotiate.* J. Paul Getty: *My father said: "You must never try to make all the money that's in a deal. Let the other fellow make some money too, because if you have a reputation for always making all the money, you won't have many deals."* Joseph Joubert: *Never cut what you can untie.* Henry Boyle: *The most important trip you may take in life is meeting people half way.* Karl Albrecht: *Start out with an ideal and end up with a deal.* Note: Other quotes can be selected and added as per choice of the trainer in order to include contextual aspects and increase relevance for participants (e.g: authors from the cultural space or from the business sector). A maximum of 10 quotes is recommended.	Printed quotes (1 quote/ page)		1 trainer
15 min	What is negotiation?	Definition and overview of negotiation and linking the definition to the quotes explored and ideas participants have expressed Note: A short video to illustrate the definition could support the input.	PPT with definition/ Definition written on a flipchart	• Screen, Laptop, projector • Flipchart, markers	1 trainer

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
75 min	Simulation of negotiation	The trainers will prepare a negotiation **simulation** in advance: participants will be divided in pairs (or groups of four to six, as it is more relevant for the real work context of the participants) in which they will actually perform a negotiation (1-o-1, or 2 on each side). In the role-description the trainers will include all the necessary information on who the two parties are and what they are negotiating. The context and roles should be relevant to the types of negotiations that represent the topic of the training course. Note: The trainer can choose to include an observer or group who will observe the dynamic, techniques and unfolding of the negotiation. In this case, a handout will also be prepared for the observers including some guiding questions: What are the people's behaviors during the negotiation? What are the consequences of these behaviors? How is their verbal and nonverbal communication? Is the negotiation structured? Etc. • Introduction to the task: 10 min (Make sure to remind people that this is an exercise and a learning experience, there will be no evaluation of their performance, just learning opportunities) • Preparation for the negotiation: 15 min • Negotiation: 20 min • Discussion: 30 min - Guiding questions: How was the negotiation? Do people feel satisfied with the result? What happened within the negotiation? What was surprising? What was difficult? What are they most proud of from what they have done? What would they do differently? How? What would be the impact? How does the negotiation reflect the real-life situations? What can they learn from this simulation? - If you have observers, ask them to share what they have observed. Remind them to avoid evaluations (this was good/bad) and focus on behaviors (when someone did x, y happened). Note: Keep in mind that, as you introduce different concepts in the following sessions on negotiation, you will always refer back to this negotiating experience. This is the common experiential starting point for all concepts that will be further introduced.	Designed simulation with handouts for participants (2 parties of the simulation, guidelines for observers)	A room that allows for working in small groups.	2 trainers would be ideal in order to monitor the activity, answer questions, provide support
20 min	Break	During the break people will most likely continue to speak about their experience of negotiation, share real-life contexts and challenges. This is exactly what you are aiming for, as it is part of the learning process and of the creation of the learning environment.			

Reference:

- *Based on IN-HOUSE TRAINING ON: **NEGOTIATION SKILLS FOR COLLECTIVE BARGAINING**, ATE, Tanzania.*

2. Human Resources Management/Industrial Relations

Session name: How to Conduct a Grievance Interview?

Duration: 90 min/ 20 min break/ 90 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
15 min	Brainstorming	Start by asking participants to brainstorm what the most important aspects are to consider when conducting a grievance interview. What are the most effective behaviors? What should the interviewer do? What should they avoid? While the lead trainer facilitates the brainstorming, the co-trainer writes down the participants ideas, ideally one idea per A4 paper. Do not analyze or evaluate what people are saying, just let them explore.		• Flip-chart, markers	1 trainer to facilitate the discussion, 1 trainer to write down participant input
20 min	Input and cluster	Invite participants to look at the A4 papers and cluster them in a logical structure. This is also the moment to clarify if any of the participant's input is inherently or ethically wrong. Otherwise, do not intervene. Add your own input in which you make connections between participant input.	Input on Grievance Interviews (PPT or other format)	• Laptop, screen, projector	1 trainer
	The grievance interview – Role-play	Role-play Divide participants into four small groups. Each group will be invited to prepare and perform a role-play of a grievance interview based on different scenarios (prepared in advance by the trainers). The context and grievance should be relevant to the processes participants are or will be involved in, and should vary from one group to the other. Provide the groups with just the amount of information they would have in real-life situations, and ask them to prepare for the interview by discussing what the key elements to take into consideration are, what to do and what not to do, how to prepare a set of questions, an interview strategy, etc. They should base their preparation on the previous discussion and input, as well as on their previous knowledge and expertise.	Designed role-play with handouts for participants (4 different grievances and profiles of employees)	A room that allows for working in small groups.	2 trainers would be ideal in order to monitor the activity, answer questions, provide support

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		Tell them that at least one person from the group will need to actually perform the interview, while you (and your co-trainer, alternatively) will play the role of the employee who has a grievance. You will try to make the situation quite difficult for the interviewer by displaying behaviors that are realistic, challenging and based on real-life examples and situations. You will change the character and behavior according to the situation given to each group and to the different skills you want the interviewers to exercise. While a small group is role-playing, the others are watching in order to extract learning points. When people actually role-play the interview, tell them that if they feel they are stuck, they can pause and ask for support/suggestions from their group. Actually, the co-trainer can also do that when they feel it is the moment for an important learning opportunity or when interviewers don't know what to do. Also, if any of the small-group members would like to give it a try, they can replace the initial interviewer in the role-play. • Introduction to the task: 15 min (Make sure to remind people that this is an exercise and a learning experience, there will be no evaluation of their performance, just learning opportunities). • Preparation for the role-play: 20 min • Role-play and discussion – Group 1: 20 min/ group • Discussion guiding questions: How was the experience of the interviewer? Do people feel satisfied with the result? What happened within the interview? What was surprising? What was difficult? What are they most proud of from what they have done? What would they do differently? How? What would be the impact? How does the interview reflect the real-life situations? What can they learn from this role-play?			
20 min	Break	During the break people will most likely continue to speak about their experience of the interview, share real-life contexts and challenges or prepare for the upcoming role-play. This is exactly what you are aiming for, as it is part of the learning process and of the creation of the learning environment.			

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
60 min	The grievance interview – Role-play	Role-play and discussion – Groups 2, 3, 4: 20 min/ group (60 minutes in total)			
30 min	Reflection on Learning	Consider adding some extra time as a buffer in case some of the role-play or discussions take longer than planned. Allocate the remaining time for a process of **reflection** on the learning process: you can invite participants to write down in their learning journal the key learning outcomes, some questions or ideas they find important, and some of the skills, techniques and behaviors they want to use the next time they must conduct a grievance interview.			

Reference:

- *Based on **HANDLING EMPLOYEE GRIEVANCES**, FKE, Kenya.*

Recap of Learning and Wrap-Up Activities

Recap learning activities are methods that help learners become aware of their own learning process and progress. They are used to briefly point out the main learning points from a session/day and promote repetition, which we know is very important in ensuring an effective transfer. These methods can be used at the end of a session/day or the beginning of it (just not the first session/day). They help learners easily keep track of what they have experienced and learned in a fun way.

Furthermore, wrap-up activities allow you to check in with participants on their emotional wellbeing in the learning process.

How and Why Use Recap Activities?

- Recap is an easy and fun way to reinforce the main learning points of a session/day.
- Allow learners to track their learning process.
- Recall the main learnings of the previous session/day before moving to the next.
- Provide repetition and foster the learning transfer.
- Emotional check-in with participants.

Team Quiz

1. Split participants into groups (between five and ten participants per group).
2. Inform them they are about to prepare for a team competition. They will review the content of the workshop and prepare five questions they think the other groups may not have the answer to. The winning team is the one that asks the most unanswered questions.
3. Rules: participants cannot use their notes or mobile devises (just their memory); the team that asks a question needs to have the answer to that question; if two teams have the same question, no point will be given to either team.

What I Got from Today

Draw a large quadrant on a chart with the following four words: Know, Challenge, Change, and Feel. Ask each participant to do the same on an A4 sheet and fill in the quadrants by responding to these four (or similar versions of these four) questions:

- **Know:** What did you learn today that confirmed something you already knew?
- **Challenge:** What challenged you today?
- **Change:** What is one way you plan to change your work, based on today's learning?
- **Feel:** How do you feel about what you learned here?

You can also invite participants to discuss their answers in small groups.

Pack Your Bags

Show participants an image of a suitcase and ask: "Of all the tools and ideas shared here, which three will you put in your suitcase and take back home with you?" Invite participants to share their answers with the group or write them on post-its and stick them to the image of the suitcase. Discuss the outcomes briefly.

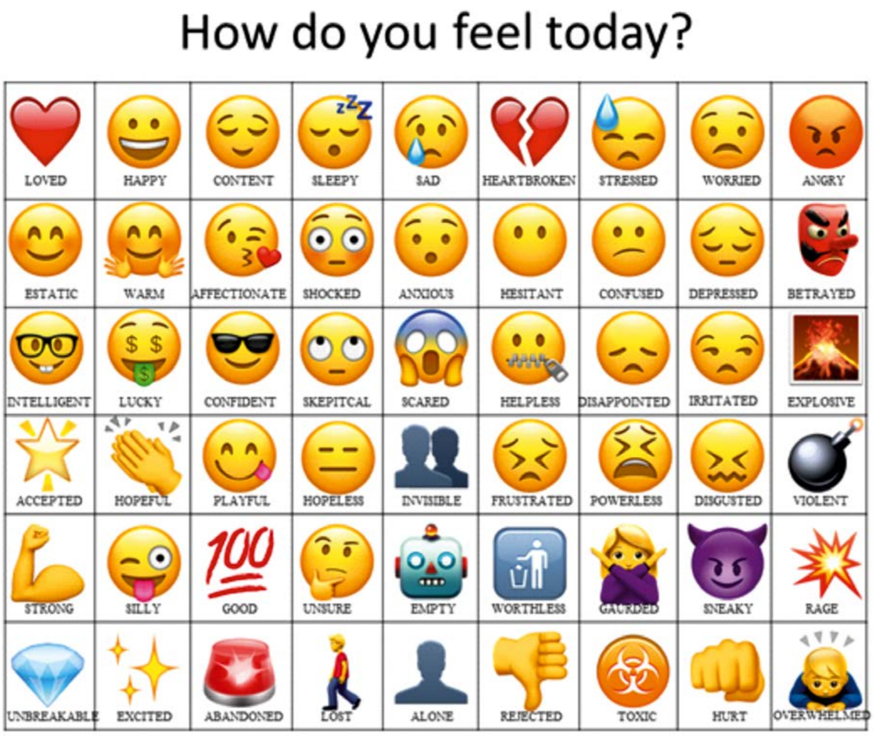
Ticket Out the Door

If you need to have a quick recap of the day, ask for each person's "ticket out the door". This means to share one key thing learned during the session/day (and no repeats are allowed) that they'll most immediately apply back on their job.

Smiley

Explain that the aim of this activity is to have a check in with participants regarding how they are feeling. Give participants blank post-it notes. Draw three "Smiley" faces on the flipchart: one smiling, one crying, one neutral. Asks participants to draw one of these faces on the post it according to how they feel at the moment and write their name under it. Participants are then invited to stick their faces on the flipchart below the same face and share briefly why.

You can use as many different smiley faces or emoticons as you wish, get creative!



On-line possibilities: It is important not to skip this sequence in the learning process, even in on-line trainings. You can use interactive platforms such as mentimeter.com and combine the types of questions mentioned in the above-mentioned activities: eg. Focusing on feelings, take-away, even checking on participants' knowledge after the session. Mentimeter allows for multiple choice, and open-questions as well, so ending a Zoom learning session with a short mentimeter might be a good idea. If you work on an asynchronous learning platform, you can just post some of the above-mentioned questions and invite participants to answer (https://www.mentimeter.com/).

Reference:

- http://blog.trainerswarehouse.com/memorable-debriefing/
- *ITCILO Training of Trainers Manual For Public Procurement Specialists, 2017*

Reflection and Learning Transfer

When we speak about learning transfer we mean, “the effective and continuing application by learners—to their performance of jobs or other individual, organizational, or community responsibilities—of knowledge and skills gained in the learning activities” (Broad, 1992). In a few words, the goal and the why of engaging in learning activities is: to know and to be able to do certain things in our life.

Unfortunately, training results or learnings do not always transfer to the workplace or our daily life. They may not be fully understood and integrated by the trainees or they may fade away due to a lack of practice. One way to support this transition is to ensure the learner reflects on their own learning objectives, process and achievements; to create a space for the trainees to reflect upon the knowledge acquired, and its relevance and applicability. Below you can find two simple methods to support the reflection process and learning transfer.

How To and Why Use Reflective Practices?

- To ask questions and gain clarity.
- To organize thoughts and map complex issues.
- To reflect upon and make sense of experiences and the processes.
- To connect personal and professional experiences to concepts and theories.
- To become aware of one’s strengths and areas of development.
- To develop self-awareness and analytical skills.
- To foster learners’ responsibility over own learning.
- To support the transfer of knowledge, skills and attitude.

Peer Support Groups

These are small groups of people that support each other in the learning process by sharing experiences, discussing challenges, and providing feedback and expertise on certain topics and competencies. You can create these groups at the beginning of the training and provide people with contexts to work together and reflect on their learning process (for example by providing space for an evaluation of the day within these groups at the end of each training day for fifteenminutes). You can leave it up to the participants to form them, or you can follow a certain structure and group people according to some significant characteristics (they may come from the same company, may have similar or different backgrounds and expertise, etc.). Peer support groups can also be very useful when you plan **post-training assignments**.

On-line possibilities: It is important not to skip this sequence in the learning process, even in on-line trainings. It is quite easy to organize peer-support groups in virtual contexts: just communicate the structure of the group and allow for the self-organization of the participants. If you want to have more control, you can assign a number of compulsory meetings that they should organize (Zoom, Skype, etc.).

Reflection Groups

Reflection groups can help participants discuss their learning process and progress and ask questions and learn from each other’s experience. Furthermore, reflection groups create a space for trainees to provide feedback on the learning experience, share feelings and deepen relationships within the group.

They are the most effective when composed by a maximum of ten to fifteen people and facilitated by a trainer. You may let the trainees split into subgroups themselves or opt to organize them based on similar backgrounds in order to foster reflection on how they could use the elements of the program in their specific work or with their specific target group. Reflection groups must meet regularly throughout the learning experience (e.g. every day before the closing). You can provide them with guiding questions ("What was one learning point of today?", "What could be improved?", "What would you like to learn more about?") or let the conversation unfold freely. Especially at the beginning, a question or a simple evaluation technique may help spark conversation.

It is also possible to have the trainees self-facilitate their reflection groups. In this case, make sure the goal of the meeting is clear and ask one participant to present a brief report to you at the end of the session. This allows you to understand a participants' feedback and adjust the learning experience, even if not directly facilitating the reflection sessions.

On-line possibilities: It is important not to skip this sequence in the learning process, even in on-line trainings. It is quite easy to organize reflection groups in virtual contexts: just communicate the structure of the group (weather trainer or participants chosen) and allow for the self-organization of the participants. If you want to have more control, you can assign a number of compulsory meetings that they should organize (Zoom, Skype, etc.) or you can directly organize a meeting for each group.

Below are possible questions for reflection on learning:

- What were the three most important things you learned from this session/training?
- What competencies do you feel you have developed in relation to the training topic?
- What knowledge/skills/attitudes do you feel you have acquired in relation to the training topic?
- Which were the most relevant training sessions/moments for you? Please tell us why.
- What would you change in the training to make it more useful?
- From what you learned, what do you plan to apply back at your job?
- What kind of help might you need in order to apply what you learned?
- What barriers do you anticipate you might encounter as you attempt to put these new skills into practice?
- What ideas do you have for overcoming the barriers you mentioned?
- How would you hope to change your practice after this training?

Learning Journal

A learning journal is a structured way to collect notes, observations, thoughts and other relevant materials that assist one to monitor and track the learning process. It is a personal reflection that you can invite you learners to do regularly (e.g. allocating ten minutes at the end or the beginning of each day) and that trainees can go back to in any moment, also after the end of the learning experience.

Learning journals can have very different formats: a notebook, an electronic file, etc. Below is a template, but do feel free to adapt it or redesign its question in the way that best supports your learners.

It is a very suitable method for on-line trainings as well, as you can send the template to the participants at the beginning, explain its purpose and then just remind them to use it throughout the learning process.

see Annex: Learning Journal

Reference:

- *Broad, M. L., and Newstrom, J. W. (1992). Transfer of Training: Action-Packed Strategies to Ensure High Payoff from Training Investments. Boston, MA: Da Capo Press.*

Get Ready for it and Keep it Going

Pre-Training Assignments

You can start the learning process before meeting with the participants. If possible, you could give them small pre-training assignments to get them in the right mindset for the training itself. As you well know, people are really busy, and your objective is not to burden them with this assignment. Consider it like an appetizer for the training, a common story the participants start to write even before getting together as a group.

Self-Assessment and Learning Needs

Communicate the training topic, learning objective, and subjects covered to participants. Invite participants to reflect on their present competencies in relation to the training content.

- What knowledge and competencies do they already have?
- What concepts are they already familiar with?
- What are they interested in finding out or in developing?
- What do they feel is essential for them to learn in order to perform in their current position in relation to the topic of the course?

This is an individual process, so participants will not need to respond. Invite them to think about these questions, to try and find an answer, and then communicate that you will share the outcomes in the first day of training in the opening session. Make sure that you allocate time for this discussion in the first session of the course weather it is a face-to-face or an on-line training.

The List of Questions

Invite participants to read through the course information (objectives, agenda, description, etc.) and to write down all the questions that come to their mind in relation to it. In order to stimulate a deeper analysis, ask participants to come up with at least ten questions and to share these questions with you via email before the training. This will support their learning and will also give you an opportunity to make sure people get their questions answered during the training.

During the course, invite participants to keep these questions in sight and complete the list with more questions if they come up or to jot down answers when they are clarified within the training.

You can also allocate some time toward the end of the training to address these questions: it does not mean you have to answer them. You can invite people to answer each other's questions, or participants can answer their own questions, or actively look for answers. This will enhance learning and will also support their awareness for progress made.

This dynamic is suitable for both face-to-face and on-line trainings. In the case of on-line trainings, you can choose to post all these questions on a common learning platform and also invite other participants to answer them as a peer-learning process.

Practice Analysis

Invite participants to analyze their practice in relation to the theme of the training.

- How much are they doing already?
- Do they have a particular case/situation that they would like to discuss within the training in order to receive support from their colleagues?
- Do they have a best practice example?
- What are the specificities of their practice in relation to the training theme?
- What is their experience?

Ensure within the training some time for people to share these findings. You can provide this space even in on-line trainings by organizing small-group sharing or by including these questions in peer-support-groups. It is an effective method to get people engaged even before the training, to increase relevance in relation to their professional context, and also to value the people with more experience in the field.

Case Studies **(view section)**

You can send a case study to the participants before the training. They will be invited to read it, as it will represent the basis of a group discussion conducted within the training.

Post-Training Assignments

For your participants, the training is not the end, but the beginning of applying what they have learned in their workplace. You can enhance their learning process and support them to apply what they learned when back in the workplace (and thus, increase the quality and effectiveness of the training you delivered) by following up with them in the weeks and months after the training. It can take some additional time and effort, but it will surely be worth it. Here are some ideas on how to do it:

Peer Support Groups

These are groups of three to four people that support each other in the learning process by sharing experiences, discussing challenges, and providing feedback and expertise on certain topics and competencies. You can create these groups at the beginning of the training and provide people with contexts to work together and reflect on their learning process (for example by providing space for an evaluation of the day within these groups at the end of each training day for fifteen minutes). You can leave it up to the participants to form them, or you can follow a certain structure and group people according to some significant characteristics (they may come from the same company, may have similar or different backgrounds and expertise, etc.). Choose the method you find most suitable for a particular group and training.

After the training is over, invite these groups to meet (online or in person) once a week for at least four weeks in a row to discuss and reflect on the process of how to apply their newly acquired competencies within their jobs. You can provide them with some guiding questions:

- What have you used this week from what we learned within the training? How did you use that knowledge/skill/attitude?
- What are you so satisfied with related to the topic that you would continue doing?
- What do you feel you still need to develop?
- What do you foresee using next week from what we learned within the training?

You can go further and request that participants post or share a short summary of their discussion with the whole group. This supports them to take more responsibility with the peer-support groups and it provides the chance to understand how everyone else is doing.

Case Studies **(view section)**

You can send a case study to the participants every week for a month after the training has finished. Then you can ask them to share via email (or any agreed communication method) their thoughts, ideas, or suggested courses for action. The objective is to foster dialogue between themselves and not to evaluate or give feedback to them on their responses. A Facebook group could be a useful platform, as can be videos, articles, and other real-life cases to stir up the discussion.

Prediction

Ask participants during the training to predict what skills, information, techniques, and attitudes they will most likely use in their workplace and how. In the weeks following the training, ask them to monitor these predictions and invite them to share which ones they are actually using (this can be done in the peer-groups mentioned above, or by any other communication means mutually agreed upon: WhatsApp, Facebook, email).

Commitment

At the end of the training ask participants to commit to one to three actions of learning transfer to their jobs. Invite them to self-monitor how the process is going in the weeks following the training and share with their colleagues. This can be done in the peer-groups mentioned above, or by any other communication means mutually agreed upon: WhatsApp, Facebook, email.

Learning Journals

A learning journal is a collection of notes, observations, thoughts, and other relevant materials built-up over a period of time as a result of a period of learning and/or working experience. Its purpose is to enhance people's learning through the process of reflecting on one's learning experiences.

It is a very suitable method for on-line trainings as well, as you can send the template to the participants at the beginning, explain its purpose and then just remind them to use it throughout the learning process.

You can invite participants to fill in a learning journal in relation to the topic of the training. You can provide some supporting questions within the training and include instructions on how to continue journaling even after the training has finished.

Supporting questions for a learning journal:

DURING THE TRAINING

- What are the key learning outcomes from today's training sessions/from the training?
  - Knowledge
  - Skills
  - Attitudes
  - Behaviors
- What are the questions that accompany that learning?
- How can you apply these learning outcomes to your professional context?
- How do you plan to use what you have learned within the training in your job?
- How do you plan to continue the learning process started here?
- What do you still need to learn? How can you do that?

AFTER THE TRAINING

- What techniques, knowledge, attitudes or skills acquired within the training have you used this week?
- What are you so satisfied with related to the topic that you would continue doing?
- What is difficult in applying?
- What do you feel comfortable with?
- What do you feel you still need to develop? How can you do that?
- What do you foresee using next week from what we have learned within the training?

See Annex: Learning Journal

Technologies to Enhance Learning

Technologies to enhance learning are today widely used both in face to face activities, as well as eLearning. In the latter they play a crucial role, because they become the means through which the learning activity can take place.

E-learning can be defined as the use of computer and Internet technologies to deliver a broad array of solutions to enable learning and improve performance.

When face to face learning is integrated with eLearning, we have a Blended Learning. Blended learning is an approach that combines online educational and online interaction with place-based classroom methods.

Below you will find a list of technologies to enhance learning both in face to face activities as well as online, followed a specific section on eLearning tools and software for online delivery.

Reference:

- *E-learning methodologies, A guide for designing and developing e-learning courses, FAO, 2011.*

Integrating Social Media Platforms and Communication Apps

Social networking connects individuals or organizations. Communication technology, such as WhatsApp, allows for group chats and open communication between many parties. Group pages or chats can be used to connect the trainees, create a positive group dynamic, and offer a space for peer-support. They can be used by the facilitator to share content, tasks, and evaluation tools. Furthermore, they can be used as platforms for remote group work and group discussions.

Their role can be central in pre-training assignments and post-training assignments, when participants are not meeting face-to-face or do not have another learning platform where to connect and engage.

When to Use It:

- Publish or share tasks, content, or evaluation tools.
- Promote learning activities and provide knowledge in context.
- Form communities of practice to discuss issues and collaborate.
- Build a participant network, establish professional connections and utilize an expert network.
- Carry out group work or group discussions remotely.

Make sure to set clear limits in the use of such applications with strict rules regarding posting/messaging time. Especially when referring to communication tools such as WhatsApp. Make sure no interactions take place during free time (e.g. evening) and resting time (e.g. weekends and bank holidays).

How to Apply It:

- Make sure all your trainees can and are willing to use the platform/communication technology chosen.
- Build group dynamics through participant introductions or pre-event dialogue.
- Make sure you are familiar and confident with the platform/ communication technology.
- Share best practices and course material.
- Foster a sense of community around your activity theme.
- Announce future learning activities or deadlines.
- Share evaluation tools for participants to fill them in.
- Share post-training assignment and share results.

Reference:

- https://compass.itcilo.org/methodology/social-networking/

Tools

WhatsApp

WhatsApp is messenger app that can have major implications on pedagogies. WhatsApp enhances the facilitator's availability and interaction with the learners, fosters interaction between students, and makes it easy to share learning material and have group discussions. It allows direct access to many online resources and fosters students' creativity, autonomy, and responsibility for their own learning. WhatsApp includes the following collaborative features:

- Video, text messaging, image, and voice note sharing.
- Group Chats of up to fifty group members.
- Unlimited Messaging.

How to Apply It:

- Use the Group Chats feature to create learning and study groups.
- Use the Group Chats to foster interaction and engagement between trainees.
- Create and share audio lessons that can be sent directly to students.
- Stay in contact with students outside the classroom and use it to facilitate real-time communication between trainees and facilitator.
- Send out problems or assignments to students even when they are not in class.
- Share course material.
- Use the Group Chat to invite participants to carry out group tasks or discussions.

Make sure to set clear limits in the use of such a pervasive communication app. Set strict rules regarding posting/messaging time, making sure no interaction takes place during free time (e.g. evening) and resting time (e.g. weekends and bank holidays), and that participants are not overwhelmed with a flow of irrelevant messages.

Reference:

• *Gon, S. and Rawekar, A. (2017). Effectivity of E-Learning through Whatsapp as a Teaching Learning Tool, MVP Journal of Medical Sciences, Vol 4(1), 19–25, January-June 2017, DOI: 10.18311/mvpjms/2017/v4i1/8454*

Facebook

With over 2.45 billion monthly active users, Facebook is the largest social network and therefore represents plenty of opportunities to build and maintain a network of colleagues and participants from all over the world. This free global system cannot be overlooked for its potential for social learning, building communities, and sharing resources, especially now that the feature, Learning Unit, can be used to for learning and teaching in Facebook Groups.

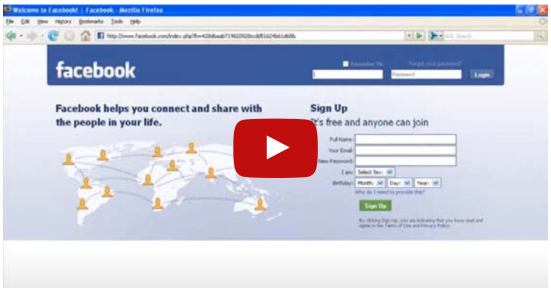
How to Use It:

- Use a separate account for professional roles.

- Communicate with your network by writing status updates, writing on their walls, sending private messages and chatting.
- Share resources by posting photos, videos, events and links.
- Create a group page for the participants in your learning activity.
- Share links on the group page to relevant resources and websites that pertain to the learning activity, event or general theme.
- Use the Learning Units feature to teach in your Facebook group page.
- Invite participants to interact with one another and share their experiences.
- Invite participants to give feedback on their learning process and/or satisfaction with the learning offer.
- Send reminders about upcoming activities, events or any other related news.

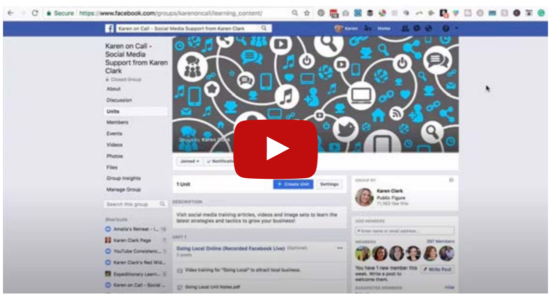
Where to Learn More:

- The Facebook Guidebook by Mashable: http://mashable.com/guidebook/facebook/
- Organize an Event on Facebook: http://mashable.com/2009/10/14/facebook-events-guide/
- Use Facebook for Professional Networking: http://mashable.com/2009/08/14/facebook-networking/
- Video *How to Use a Course Group*:



- Video *How to Teach in Facebook Groups:*

- Video *Use Your Facebook Group as a Learning Platform (for Training or an Online Course):*



LinkedIn

LinkedIn is the world's largest online professional social networking site. Widely used, its goal is to connect its members on the professional level. It is used by job seekers to expand their network and increase their visibility, and by recruiters looking for professional profiles.

LinkedIn offers an integrated learning platform with a vast variety of online courses and microlearning opportunities.

How to Use It:

1. Share information about your organization and learning offers.
2. Follow targeted organizations to keep up-to-date with key developments and who has recently joined, left, etc. so you can identify new possible targets for participation in your activities.
3. Invite participants to engage by answering/asking questions in professional online groups relevant to the course theme (use the Group Directory to find existing groups).
4. Create a group and use it for sharing best practices amongst participants.
5. Share presentations on LinkedIn with Slideshare or using Polls—a market research tool to collect data from your connections. This could be useful as a learning needs assessment when creating or updating your learning activities.

Where to Learn More:

- The LinkedIn User guide: http://learn.linkedin.com/new-users/
- This will help you get started, set up your profile page with your photo and summary paragraph and quickly identify all your contacts in order to build your network.

- ITCILO profile: https://www.linkedin.com/company/the-international-training-centre-of-the-ilo?trk=similar-pages_result-card_full-click

Communities of Practice

Online communities provide a more "focused environment" to network, validate and build on existing knowledge and good practices. Many online communities have been set up for professional or interest groups. They often have full social networking functionality such as profiling, message posting, discussion forums and online chat.

How to Use It:

- Use an online platform such as Ning (www.ning.com) to set up an online community around an online or blended learning activity.
- Join online communities on relevant topics in: https://ecampus.itcilo.org/local/courses_view/courses_list.php?code=0&category=13

Where to Learn More:

- Overview and Instructions: http://www.kstoolkit.org/Communities+of+Practice
- Presentation: http://www.slideshare.net/stephendale/cop-conversations-to-collaboration-presentation
- Educause on Ning: https://library.educause.edu/resources/2008/4/7-things-you-should-know-about-ning
- Etienne Wenger: Cultivating a Community of Practice: A quick start-up guide: https://wenger-trayner.com/quick-cop-start-up-guide/

Presentation tools

When we think about presentations we immediately think Powerpoint. Powerpoint is one of many visual aids that can support, supplement and reinforce what the speaker says, but there are many more! Check them out:

When to Use It:

- Support, supplement and reinforce the narration.
- Stimulate the audience's attention and add interactivity through images, audio and video.
- Reach large groups of people.

Do NOT use it for presenting documents or to communicate text-based information.

How to Apply It: **The deadly risk of powerpoint**

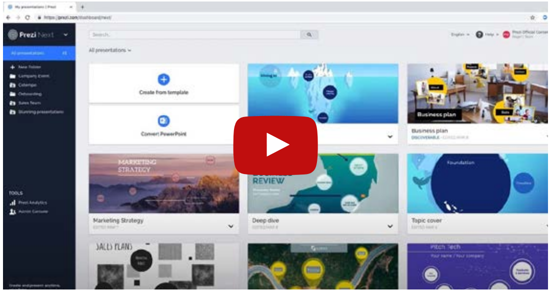
Reference:

- https://compass.itcilo.org/methodology/presentations/

Tools

Prezi http://www.prezi.com

Prezi is a tool to make your presentations more dynamic and visually engaging. It allows the navigation through different objects by moving, zooming and rotating the view, illustrating the relationship of one concept to another. You can download it and use it offline. Because it is also stored online, multiple users can collaborate on it simultaneously.



Kahoot! https://kahoot.com/

Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. It allows you to support your presentation visually with slides and to integrate questions and learning games, for real-time interaction with your audience.

Hungry for more tools? Click here!

Audience Response Systems

When to Use It:

- Facilitate interaction and engagement during training sessions and presentations.
- Continuous course improvement and feedback.
- Check for prior knowledge and identify participants' knowledge gaps.
- Help participants learn about each other and to remind them to respect diversity.
- Check understanding after a learning activity or review concepts from the previous day.
- Generate discussion and engage all participants (you can see the number of responses clicked).

How to Apply It:

- Test the system in the proposed location for technical issues.
- Provide clear instructions on how to use the clickers.
- Consider the length of your questions and offer three to five choices of answers.

- Limit the number of questions. Focus on key concepts.
- Ask the questions at periodic intervals.
- Allow time for participants to answer (15-20 seconds for groups of less than thirty and 1 min for groups of over 100).
- Encourage discussion between questions.

Reference:

- https://compass.itcilo.org/methodology/audience-response-systems/

Tools

Slido

Slido is an easy-to-use Q&A and polling platform for meetings and trainings. Participants can join the conversation, through an event code. Slido allows you to crowdsource questions from your audience, run live polls and brainstorm ideas. It is very visual and easy to use.

Mentimeter http://www.mentimeter.com

The web-based tool focuses on online collaboration and allows students to answer questions anonymously. Extremely visual, it enables users to share knowledge and real-time feedback though mobile or pc-mobile with presentations, polls or brainstorming sessions in any group activity.

Kahoot!

Padlet

Padlet is a digital discussion board which allows discussions to be posted on the 'digital board' with a colorful sticky note. The facilitator can share learning materials with students and ask them for their reasoning and opinions. Student responses are also color coded to easily match the answer to the question. Students can create boards for learning a concept together via Padlet.

AnswerGarden https://answergarden.ch/

This is a minimalistic and effective feedback tool. Use it to have real-time feedback or as a creative brainstorming tool. You can post your question in a tweet or you can embed it on a website or blog to use it as a poll.

Hungry for more tools? Click here!

Assessment tools

Online tools can be extremely helpful when it comes to mapping, monitoring, assessing and evaluating the learning needs, acquired competencies and quality of the learning experience. They can be used in the first stage of the learning management cycle—to assess the learning needs our learning offer will respond to—as well as during the learning experience—to monitor and evaluate learners progress and satisfaction—and after the training—to gain an overview and evaluation. They allow us also to receive feedback to further improve our learning offer.

When to Use It:

- Assessment of the learning needs assessment in early stages.
- Monitoring and evaluation of the trainees' progress and understanding.
- Monitoring of the learners' satisfaction with the learning experience.
- Assessment of the overall impact and satisfaction with the training experience.
- To receive feedback on how to improve our learning offer.

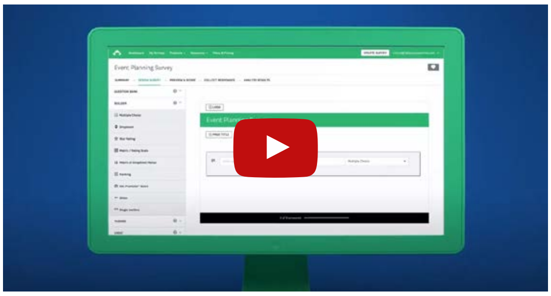
Tools

Google Forms https://www.google.com/forms/about/

Google Forms is a tool that collects information via a personalized survey or quiz. The information is then collected and automatically connected to a spreadsheet. It is visually pleasant and very simple to use. You can create your learning needs assessment questionnaire or evaluate the learning experience here. The questionnaire can be shared through a link by email, message or post.

SurveyMonkey http://www.surveymonkey.com

SurveyMonkey is a tool that allows you to launch any kind of online survey. It is an easy-to-use platform and allows you to tailor your surveys according to your defined target audience.



You can create your learning needs assessment questionnaire or evaluate the learning experience here. The questionnaire can be shared through a link by email and message.

Hungry for more tools? Click here!

eLearning Tools and Software

In **online training** the educational flow can include **synchronous learning** and **asynchronous learning**. The first refers to all the online or distance education activities that happen in real time (webinar and online classes for example), whereas the latter indicates when learners engage with the same material at different times and locations, without real-time interaction (forum, written assignments being some the possible formats).

All the guidelines and tips we have seen in this guide apply for face to face as well as eLearning, but there are **three golden rules** when it comes to online activities it is important to keep in mind.

1. **Chunk the content!**
   Content chunking is the strategy of breaking up content into shorter, bite-size pieces that are more manageable and easier to remember. This allow learners to retain knowledge more easily and self-pace their learning process.
2. **Be visual!**
   Think visually when preparing your learning materials and when setting the online platform of your training. Use the visual methodologies proposed in this portfolio to discover innovative ways to enhance your training.
3. **Alternate between synchronous learning and asynchronous learning activities!**
   Using both synchronous and asynchronous learning is a winning formula. Variety will enable you to get as deep as you want in the content, cater for direct sharing and feedback and keep motivation levels of learners high.

For the delivery of your learning activities online you can count on different tools such as:

- Videos for inputs and knowledge sharing (**asynchronous learning)**
- Online meeting for group discussions, interviews or lesson delivery (**synchronous learning)**
- Webinars live broadcast for content delivery and interaction between the learners (**synchronous learning)**

- Simulations both through forums or online meetings (**synchronous or asynchronous learning)**
- Interactive learning media and rapid development tools to create engaging and visual dynamics (**synchronous or asynchronous learning)**
- Discussions, both live as through forums like Fora (**synchronous or asynchronous learning)**
- Multiple-Choice Quizzes and quizzes for motivation for your assessment phase (**synchronous or asynchronous learning)**.

Specific software and platforms allow you to develop your learning materials and to create an efficient educational flow. Here you can find a list of some that could be useful for you when designing and delivery an online training activity.

Webinars and online meeting

- GoToMeeting
- ZOOM video-conferencing
- Microsoft Teams

For more information on Webinars check out this Toolkit!

Rapid authoring tools

These are training material development tools either cloud-based or to be installed on your computer.

- PowerPoint add-ins such as Articulate Studio and Adobe Presenter
- Installed authoring tools such as Articulate Storyline, Adobe Captivate or Lectora Inspire
- Cloud-based e-learning authoring tools such as Udutu, Clarolive, and Easy generator

Software for presenting

- Prezi
- PDF Annotator
- Windows Journal
- Krita
- GIMP
- Adobe Reader DC
- Slideshare

Software for recording

- TheRec
- Microsoft Expression Encoder

Software for recording and editing

- Audacity
- Camtasia
- Screencast-o-matic

Software for presenting and recording

- Microsoft PowerPoint
- Keynote
- SMART notebook

- OpenSankoré
- Explain Everything
- Videoscribe

Video editing software

- Microsoft Movie Maker
- Apple iMovie
- Virtual Dub
- Adobe Premiere Elements
- Magix Movie Edit Pro
- OpenShot
- Shotcut
- Video editing on Youtube

When using online tools make sure they are fully accessible for people with disabilities. Participants with special needs likely have adapted workstations and special software to enhance accessibility, such as screen readers, but check in with them and make sure you can accommodate their needs.

Let's get practical!

We have developed two Design Samples for training activities for you to use, adapt and get inspired from! In the Design Samples, we show how the Methods described in Section 3 of this Guide can be integrated for greater learning impact. The first Design Sample is for a face to face activity, while the second one is for an eLearning activity.

RECAP

In Section Three "Methods" we:

- reviewed ways to integrate Adult Learning Methodologies in training activities, be they face-to-face, blended or online;
- highlighted the importance of conducive learning environments, group dynamics, engagement with learners and discussed concrete ways to meet best practice standards in EBMOs' training activities;
- explored what methods are, their purpose and how to match learning objectives and activities;
- went in details into various learning methods to be used before, during and after the main content sessions;
- highlighted useful tips to enhance learning through selective use of technologies;
- provided examples of eLearning tools and software for greater interactivity, dissemination and outreach;
- contributed to mainstreaming new, diversified and more effective face-to-face and online learning methods through the provision of tips, examples, samples and links to go further.

Design Sample 1 – face to face training activity

Training flow

Day1
S1: Intro and getting to know each other (60 min)
S2: What is Negotiation (120 min)
S3: The Negotiation Process (90 min)
S4: The Negotiation Process – Continuation (90 min)

Day 2
S1: Negotiation Skills (90 min)
S2: Negotiation Skills – Continuation (90 min)

Day 1, Session 2

Note: We are starting with Session 2, as we recommend that the 1st Session of about 60 minutes is dedicated to getting to know each other, clarifying expectations and learning needs of participants, as well as objectives, agenda and logistics of the training.

Session name: What is negotiation?

Duration: 120 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
30 min	Exploring negotiation	The Quotes are printed and put on the walls in different places around the room. Participants go around and stay near the quote that best defines, for them, the essence of negotiation. The trainer reinforces the fact that this is just an exploration of different views; there is no right or wrong answer. Once everyone has found their place, the trainer invites at least one person from each quote to speak and illustrate their choice. **Quotes:** Robert Estabrook: *He who has learned to disagree without being disagreeable has discovered the most valuable secret of a diplomat.* Chester L. Karrass: *In business you don't get what you deserve, you get what you negotiate.* J. Paul Getty: *My father said: "You must never try to make all the money that's in a deal. Let the other fellow make some money too, because if you have a reputation for always making all the money, you won't have many deals."*	Printed Quotes (1 quote/page)		1 trainer

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		Joseph Joubert: *Never cut what you can untie.* Henry Boyle: *The most important trip you may take in life is meeting people half way.* Karl Albrecht: *Start out with an ideal and end up with a deal.* Note: Other quotes can be selected and added as per choice of the trainer in order to include contextual aspects and increase relevance for participants (e.g: authors from the cultural space or from the business sector). A maximum of 10 quotes is recommended.			
15 min	What is negotiation?	Definition and overview of negotiation and linking of the definition to the quotes explored and ideas participants have expressed. Note: A short video to illustrate the definition could support the input.	PPT with definition/ Definition written on a flipchart	• Screen, Laptop, projector • Flipchart, markers	1 trainer
75 min	Simulation of negotiation	The trainers will prepare a negotiation **simulation** in advance: participants will be divided in pairs (or groups of four to xi, as it is more relevant for the real work context of the participants) in which they will actually perform a negotiation (1-on-1, or two on each side). In the role-description the trainers will include all the necessary information on who the two parties are and what they are negotiating. The context and roles should be relevant to the types of negotiations the participants are currently or will be involved in. Note: The trainer can choose to include an observer/group who will observe the dynamic, techniques and unfolding of the negotiation. In this case, a handout will be prepared also for the observers including some guiding questions: • Introduction to the task: 10 min (Make sure to remind people that this is an exercise and a learning experience, there will be no evaluation of their performance, just learning opportunities). • Preparation for the negotiation: 15 min • Negotiation: 20 min	Designed simulation with handouts for participants (2 parties of the simulation, guidelines for observers)	• A room that allows for working in small groups.	2 trainers would be ideal in order to monitor the activity, answer questions, provide support

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		• Discussion: 30 min - Guiding questions: How was the negotiation? Do people feel satisfied with the result? What happened within the negotiation? What was surprising? What was difficult? What are they most proud of from what they have done? What would they do differently? How? What would be the impact? How does the negotiation reflect the real-life situations? What can they learn from this simulation? - If you have observers, ask them to share what they have observed. Remind them to avoid evaluations (this was good/bad) and focus instead on behaviors (when someone did x, y happened). Note: Keep in mind that, as you introduce different concepts, you will always refer back to this negotiating experience with the participants.			
20 min	Break	During the break people will most likely continue to speak about their experience of negotiation, share real-life contexts and challenges. This is exactly what you are aiming for, as it is part of the learning process and of the creation of the learning environment. Note: During the break you can prepare the room for the World Café that will follow in the next session.			

Day 1, Session 3
Session name: The Negotiation Process
Duration: 90 min

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
15 min	Phases of negotiation – Intro	Facilitated discussion: Start with a question: Based on your experience in negotiating (from your work and from the simulation we just did), what do you think the phases of negotiation are? The trainer(s) will collect the input from participants and, after people have expressed their opinions, the trainer(s) will connect their views with the model presented. A short introduction to each phase will be made: • Preparation • Sharing • Bargaining/Haggling and • Closure and commitment	PPT with the phase of negotiation/ Phases written on a flipchart	• Screen, Laptop, projector • Flipchart, markers	1 trainer to facilitate the discussion, 1 (co)trainer to jot down participant input
65 min	Phases of negotiation – World Café	**World Café** • Introduction to the method: 10 min • Discussion/ table – 4 rotations: 4 x 10 min • Buffer time for changing tables: 5 min Trainers will have prepared the tables during the break, now they will just reveal the questions for each table: • Preparation: Based both on your previous knowledge and on the experience in the negotiation exercise discuss what are the most important aspects to consider in this phase of the negotiation. What are the dos and don’ts in this phase? • Sharing: Based both on your previous knowledge and on the experience in the negotiation exercise, please discuss what the most important aspects to consider in this phase of the negotiation are. What are the dos and don’ts in this phase?	World Café setting	• Flipchart paper, markers	2 trainers would be ideal in order to monitor the activity, answer questions, provide support

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		• Bargaining/Haggling: Based both on your previous knowledge and on the experience in the negotiation exercise discuss what the most important aspects to consider in this phase of the negotiation are. What are the dos and don’ts in this phase? • Closure and commitment: Based both on your previous knowledge and on the experience in the negotiation exercise, please discusses what the most important aspects to consider in this phase of the negotiation are. What are the dos and don’ts in this phase?			
20 min	Break	During the break people will most likely continue to speak about what they have discussed in the World-Café, share real-life contexts and challenges. This is exactly what you are aiming for, as it is part of the learning process and of the creation of the learning environment.			

Day 1, Session 4 Session name: The Negotiation Process (continuation) Duration: 90 min					
Hours/ Time	**Topic/ Activity**	**Method and description of activity flow**	**Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)**	**Materials needed**	**Lead trainer**
90 min	Phases of Negotiation – deepening	Start table by table, taking the phases in their logical order, allocating 20 minutes for each phase (20 min x 4 phases): • The people at the table present the key elements discussed (The most important aspects to consider + Dos and Don'ts): 10 min • The trainer validates and completes the information with important input, examples, etc.: 10 min Clarifications and buffer time: 10 min Afterwards, all flipcharts should be put on the walls or pinboards so that they stay visible for participants. The participants will receive comprehensive information for each phase at the end of the session (printed, by email in the form of Word, PPT, etc.). Note: the PPT needs to be reviewed—less text, more images, short illustrative videos if possible (they can be animations, scenes from movies, anything that can illustrate the phases, principles and techniques introduced by the trainer). End of the day	Hand out with the information for each phase of negotiation (a possibility could be to have the information prepared on PPT, but make sure not to repeat what was already mentioned by the participants)	• Screen, Laptop, projector • Flipchart, markers	1 trainer to facilitate the discussion, (co-trainers could alternate and be responsible for 2 of the phases discussed)

Day 2, Session 1 Session name: Negotiation skills Duration: 90 min					
Hours/ Time	**Topic/ Activity**	**Method and description of activity flow**	**Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)**	**Materials needed**	**Lead trainer**
15 min	Negotiation Skills – Intro	Facilitated discussion Start with a question: What do you think are the most important skills in negotiation? The (co) trainer will jot them down and cluster them. The trainer will integrate the participants' input and introduce the six key negotiation skills they are going to focus on the next sessions: • Concentrating on interests not positions • Building Trust • Paying attention to effective communication • Bargaining range • Reducing embarrassment of negotiating team ("saving face") • Use of power by parties	Negotiation skills already prepared on different papers/in a PPT slide	• Screen, Laptop, projector • Flipchart, markers	1 trainer to facilitate the discussion; (co-trainers could alternate and be responsible for 2 of the phases discussed)
40 min	Negotiation skills – deepening	**Jigsaw** – Option 2 (Group Work Adapted Version) Participants will be divided into six groups, each corresponding to one of the key negotiation skills. Ideally, you would have a maximum of five participants in each group. In each small group, they will identify what they mean in terms of behavior. What would a person who has this skill do within a negotiation process? What would they not do? They should also think of examples from their work experience or from the simulation on the first day, and prepare a short flipchart with key words to present to the other groups. Optional: Additionally, they will prepare a short three-minute role-play to illustrate this skill. As one group role-plays, the others are observing and after it, they state how the characters in the role-play manage to show this skill. What did they do that they managed to build trust/ concentrate on interests, etc. Keep in mind that this option might be more time-consuming.			2 trainers would be ideal in order to monitor the activity, answer questions, provide support and to alternate when discussing the skills

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Materials needed	Lead trainer
		The trainer will also provide feedback or brief input if necessary for every skill after the presentation of the small group and interventions form all the participants. The participants will receive comprehensive information regarding the negotiation skills at the end of the session (printed, by emails in the form of Word, PPT, etc.). • Introduction to the task: 5 min • Small group work: 30 min • Presentation/Illustration of two skills: 40 min (20 min/skill)			
20 min	Break				

Day 2, Session 2 Session name: Negotiation Skills (continuation) Duration: 90 min					
Hours/ Time	**Topic/ Activity**	**Method and description of activity flow**	**Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)**	**Materials needed**	**Lead trainer**
90 min	Negotiation Skills – Deepening (Continuation)	Presentation/Illustration of four skills: 80 min (20 min/skill) The trainer will also provide feedback or brief input if necessary. The participants will receive comprehensive information regarding the negotiation skills at the end of the session (printed, by emails in the form of Word, PPT, etc.). A possibility could be to have the information prepared on PPT, but make sure not to repeat what the participants already mentioned. Keep in mind that using a PPT will add extra-time (at least 10 minutes to each of the skills).	Handout with the information for negotiation skills		2 trainers

Reference:

- *Design based on IN-HOUSE TRAINING ON:* ***NEGOTIATION SKILLS FOR COLLECTIVE BARGAINING****, ATE, Tanzania.*

Design Sample 2 – eLearning activity

Training flow (total: 18 hours of learning)

Week 1: Intro and getting to know each other – 2h10

Week 2: What is Negotiation? – 4h20

Week 3: The Negotiation Process – 3h40 min

Week 4: Negotiation Skills – 2h20

Week 5: Final assessment and evaluation – 5h30

Week 1: Intro to the course and getting to know each other

Time investment by participants: 2h10

Time investment by pax.	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Synchronous/ Asynchronous learning	Trainers involved
1 hour	Get familiar with the learning environment	Invite participants to the learning platform which will be used for the training and post in the forum the first task: **TASK:** Welcome! Set up your personal information and take some time to look around the platform. Familiarize yourself with the discussion forums we will use in this course, the Quick Launch Bar (QLB) and the Course documents folder– where the various course documents and educational materials will be uploaded. In order to start getting to know each other, we encourage you to post a short greeting message in the Introduce yourself discussion forum. Maybe provide some personal background in terms of where you are from, what kind of work you are involved in and why you have elected to enroll in this training. As people will join us at different times remember to return to the Introduce yourself discussion board and read the greeting messages from other trainees, and maybe respond to a few. Don't be shy! This a great opportunity to start networking and using the on-line environment. Please read the document on 'Netiquette' to make sure your interactions are in line with the forum rules!	Task description	Asynchronous	1 trainer to facilitate the conversation

Time investment by pax.	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Synchronous/ Asynchronous learning	Trainers involved
1 hour	Getting to know each other - ePortfolio	Invite participants to set up their personal information in an e-portfolio, writing a concise short description of themselves and their professional background. The e-portfolios can be a world document and will be used throughout the training as a primary way to introduce learners to each other and share links to useful resources. Tell trainees they are free to update them as the course goes along. Invite participants to include a digital photograph of themselves, upload the document and interact with other participants through comments.	Task description	Asynchronous	1 trainer to facilitate the conversation
10 min	Quick assessment	On Learning needs/preferences	Survey (5 questions)	Asynchronous	1 trainer to review results

Week 2: What is negotiation?

Time investment for participants: 4h20

Time investment by pax.	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Synchronous/ Asynchronous learning	Trainers involved
1 hour	Exploring negotiation	The Quotes are posted in the asynchronous learning platform of the course (Microsoft Teams, FB Group, internal platform of the organization, etc.) and participants are invited to choose the one that best defines, for them, the essence of negotiation and to share with the group their view by writing a paragraph in the forum. The participants are also encouraged to discuss and debate. The participants will be given a clear deadline for fulfilling this task. Egg: 3 working days **Quotes:** *Robert Estabrook: He who has learned to disagree without being disagreeable has discovered the most valuable secret of a diplomat.* *Chester L. Karrass: In business you don't get what you deserve, you get what you negotiate.* *J. Paul Getty: My father said: "You must never try to make all the money that's in a deal. Let the other fellow make some money too, because if you have a reputation for always making all the money, you won't have many deals."* *Joseph Joubert: Never cut what you can untie.* *Henry Boyle: The most important trip you may take in life is meeting people half way.* *Karl Albrecht: Start out with an ideal and end up with a deal.* Note: Other quotes can be selected and added as per choice of the trainer in order to include contextual aspects and increase relevance for participants (e.g: authors from the cultural space or from the business sector). A maximum of 10 quotes is recommended.	Selected Quotes	Asynchronous learning Individual work + discussion	1 trainer to facilitate the conversation
30 min	What is negotiation?	After the discussion on the quotes, the trainers will post a definition and overview of negotiation and invite participants to comment and debate. Note: It is recommended that a short video to illustrate the definition should support the input.	Definition, Video	Asynchronous learning Discussion	1 trainer to facilitate the conversation

Time investment by pax.	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Synchronous/ Asynchronous learning	Trainers involved
1 hour	Preparation for simulation on negotiation	Asynchronous learning - Time investment of participants: 1 hour The trainers will prepare in advance a negotiation simulation: participants will be divided in pairs in which they will actually perform a negotiation (1-on-1). In the role-description the trainers will include all the necessary information on who the two parties are and what they are negotiating. The context and roles should be relevant to the types of negotiations the participants are currently or will be involved in. Note: The trainer can choose to include an observer/group who will observe the dynamic, techniques and unfolding of the negotiation. In this case, a handout will be prepared also for the observers including some guiding questions: On the asynchronous learning platform, the participants will be divided into 3 groups: Group 1, Group 2, Group 3 and will be informed about the dynamic of the next Zoom meeting: the 1 to 1 negotiations in pairs (egg. one person from Group 1 and one person from Group 2 while one person from Group 3 will observe). The participants will receive by e-mail the handout corresponding to their assigned number of group and will be instructed to individually prepare themselves for the negotiation that will take place in the Zoom. They will be reminded that it is a learning process and not an evaluative one.	Designed simulation with handouts for participants (2 parties of the simulation, guidelines for observers)	Asynchronous learning Individual work	1 trainer
1 hour 40 min	Simulation on negotiation	Synchronous learning - Time investment of participants: 1 hour 40 min This activity will take place in a synchronous learning environment, egg. On Zoom at a time agreed with all participants. 1) Welcome and connection/ technical check: 10 min 2) Introduction/ reminder of the task and explanation of the technical process: 10 min (Make sure to remind people that this is an exercise and a learning experience, there will be no evaluation of their performance, just learning opportunities). 3) Division into Breakout Rooms (Zoom): 5 min 4) Breakout Rooms Negotiations: 15 min			

Time investment by pax.	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Synchronous/ Asynchronous learning	Trainers involved
		5) Breakout Rooms Discussion: 30 min - If you have observers, ask them to share what they have observed. Remind them to avoid evaluations (this was good/bad) and focus instead on behaviors (when someone did x, y happened) - Guiding questions: How was the negotiation? Do people feel satisfied with the result? What happened within the negotiation? What was surprising? What was difficult? What are they most proud of from what they have done? What would they do differently? How? What would be the impact? How does the negotiation reflect the real-life situations? What can they learn from this simulation? - Each breakout room group will prepare 3 Do's and 3 Don'ts in a negotiation process to share with the whole group - Keep in mind that, as you introduce different concepts, you will always refer back to this negotiating experience with the participants. 6) Plenary Sharing Discussion: 30 min - Each breakout group shares their experience and list of Do's and Don'ts; the facilitators will integrate and - The facilitators prepare and facilitate a Mentimeter to close the meeting - The next step of the learning process will be announced/ reminded - The next step of the learning process will be announced/ reminded			
10 min	Quick assessment	Recap of learning	see Methods	Asynchronous	1 trainer to review results

Week 3: The Negotiation Process Time investment by participants: 3h40					
Time investment by pax.	**Topic/ Activity**	**Method and description of activity flow**	**Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)**	**Synchronous/ Asynchronous learning**	**Trainers involved**
1 hour	Phases of negotiation - Intro	The trainers will post on the learning platform a theoretical input (video, visual PPT, etc.) on the phases of negotiation and invite participants to read and reflect on their negotiation experience from the previous week in the Zoom meeting and see which of these phases they recognize from their process and which they might have skipped. • Preparation • Sharing • Bargaining/Haggling and • Closure and commitment Note: the PPT needs to be reviewed—less text, more images, short illustrative videos if possible (they can be animations, scenes from movies, anything that can illustrate the phases, principles and techniques introduced by the trainer).	Theoretical input on the phases of negotiation	Asynchronous learning Individual work + group discussion	1 trainer to facilitate the conversation
2 hours 30 min	Phases of negotiation – Jigsaw/ Adapted World Café'	Synchronous learning - Time investment of participants: 2 hours This activity will take place in a synchronous learning environment, egg. On Zoom at a time agreed with all participants. 1) Welcome and connection/ technical check: 10 min 2) Introduction to the task and explanation of the technical process: 10 min – The participants will be divided into 4 groups (breakout rooms) and in each group will discuss one of the phases of the negotiation process for 20 minutes guided by the following questions (which will be shared by the trainers with each group): - Preparation: Based both on your previous knowledge, on the theory discussed and on the experience in the negotiation exercise discuss what are the most important aspects to consider in this phase of the negotiation. What are the dos and don'ts in this phase? - Sharing: Based both on your previous knowledge, on the theory discussed and on the experience in the negotiation exercise, please discuss what the most important aspects to consider in this phase of the negotiation are. What are the dos and don'ts in this phase?	Breakout rooms list Closing Mentimeter	Synchronous learning – Egg. Zoom	2 trainers would be ideal in order to monitor the activity, answer questions, provide support by visiting breakout rooms + 1 facilitator to support with technicalities

Time investment by pax.	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)	Synchronous/ Asynchronous learning	Trainers involved
		- Bargaining/Haggling: Based both on your previous knowledge, on the theory discussed and on the experience in the negotiation exercise discuss what the most important aspects to consider in this phase of the negotiation are. What are the dos and don’ts in this phase? - Closure and commitment: Based both on your previous knowledge, on the theory discussed and on the experience in the negotiation exercise, please discusses what the most important aspects to consider in this phase of the negotiation are. What are the dos and don’ts in this phase? 3) Division into Breakout Rooms (Zoom): 5 min 4) Breakout Rooms Discussion – Round 1: 20 min - Breakout Rooms Discussion – Round 2: 20 min (Optional) - The participants will assign a spokesperson who will share the outcomes of the conversation with the whole group 5) Plenary Sharing Discussion: 60 min (4 groups x 10 min) - Each breakout group shares their outcomes (4 groups x 10 min) - The trainer validates and completes the information with important input, examples, etc - The facilitators prepare and facilitate a Mentimeter to close the meeting looking at learning outcomes, and evaluation of the learning process – 15 min - The next step of the learning process will be announced/ reminded – 5 min			
		Asynchronous learning (30 min): The trainers collect and share on the learning platform the outcomes of the discussions in the Zoom meeting and invite participants to revise them, comment and fill them in with further information and relevant examples	List of outcome from the discussion	Asynchronous learning	1 trainer
10 min	Quick assessment	Recap of learning	see Methods	Asynchronous	1 trainer to review results

Week 4: Negotiation skills Time investment by participants: 2h20					
Time investment by pax.	**Topic/ Activity**	**Method and description of activity flow**	**Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)**	**Synchronous/ Asynchronous learning**	**Trainers involved**
2 hours	Negotiation Skills - Intro	Provide trainees with educational materials (papers, podcast, videos) focusing on the following 6 skills in negotiation: • Concentrating on interests not positions • Building Trust • Paying attention to effective communication • Bargaining range • Reducing embarrassment of negotiating team ("saving face") • Use of power by parties Invite participants to engage with the educational resources and post in the forum the key points they have learned.	Negotiation skills related educational resources (paper, podcast, videos, PPT)	Asynchronous learning	1 trainer to facilitate the conversation
10 min	Commu-nication on Written assignment for summary assessment	Provide your trainees with detailed guidelines for the upcoming summary assessment of their learning in the form of written essay. It will require them to leverage on the educational resources they were provided as well as the learning process they have undergo to structure an analysis on the role negotiation skills in their practice.			
10 min	Quick assessment	Recap of learning	see Methods	Asynchronous	1 trainer to review results

Week 5: Final assessment and evaluation Time investment by participants: 5h30					
Time investment by pax.	**Topic/ Activity**	**Method and description of activity flow**	**Training materials needed (e.g. Hand-outs, PPTs, Video, etc.)**	**Synchronous/ Asynchronous learning**	**Trainers involved**
5 hours	Final assessment	Writing by participants of the essay required as final assessment of their learning process. Submission and evaluation by instructor(s).	Detailed guidelines on the task for participants. Standardized grid of evaluation for instructors.	Asynchronous learning	1 or more evaluator depending on the number of students
30 min	Evaluation of the training course	Posting of a goodbye message together with the link for an evaluation questionnaire on the learning process, teaching methods, training design and delivery. Invite participants to fill in the questionnaire and provide feedback on their experience.	Questionnaire	Asynchronous learning	

Reference:

- *Based on IN-HOUSE TRAINING ON: **NEGOTIATION SKILLS FOR COLLECTIVE BARGAINING**, ATE, Tanzania.*

Annexes

Target Group/Participant Questionnaire

Please complete the following questionnaire in order to help us deliver a training that responds to your learning needs and is useful in your current position:

1. What are your learning needs related to the topic of the training?

OPTION 1: Please write a minimum of three learning needs in order of their importance.

. . . .

. . . .

OPTION 2: You can create a list of knowledge, skills, behaviours, and attitudes, then invite people to rate them according to the following scale: 1 (most important) to 7 (least important):

. . . .

. . . .

2. What are your expectations related to the training? What would need to happen for this training to be useful for you?

. . . .

. . . .

3. How do you learn best? What supports you in your learning process?

. . . .

. . . .

4. What are your existing competencies related to the topic of the training?

OPTION 1: Invite people to write a minimum of three competencies.

. . . .

. . . .

OPTION 2: You can create a list of knowledge, skills, behaviours, and attitudes, then invite people to rate them according to the following scale:

- 1 = Not at all Competent; 2 = Little Competence; 3 = Moderately Competent; 4 = Fairly Competent; 5 = Very Competent
- Another scaling option: 1 = No knowledge/skill; 2 = A little knowledge/skill but considerable development required; 3 = Some knowledge/skill but development required; 4 = Good level of knowledge/skill displayed, with a little development required; 5 = Fully knowledgeable/skilled—none/very little development required; N/A = This competency is not applicable to my job

Invite people to share additional comments if they wish.

. . . .

. . . .

5. How important do you think the following competencies are for your current job?

Create a list of knowledge, skills, behaviours, and attitudes, then invite people to rate them according to the following scale 7 (very important) to 1 (not important at all):

. . . .

. . . .

6. Have you participated in other professional trainings on the topic before?

If yes, please indicate topic, number of hours, date and training provider if possible.

. . . .

. . . .

7. What is your profile?

- What is your position within the company? . . . .
- How long have you been working in this position? . . . .
- What is your age? . . . .
- What is your gender? . . . .
- Do you have any special needs we should take into consideration? Dietary needs, accessibility challenges, audio-visual impairments, etc. . . . .
- Is there anything else you feel might be relevant for us to know? . . . .

8. Please rate the method of training you feel would be most effective to achieve your learning goals. Choose from Not Very Effective/ Somewhat Effective/ Very Effective

- Face-to face trainings and workshops. . . . .
- Videos related to the topic. . . . .
- Online courses . . . .
- Web Conferencing. . . . .

9. What type of face-to-face training would suit you best?

- 2 day training
- 1 day training
- ½ day training

Taxonomy of Educational Objectives

Cognitive Domain

Version 3 – October 2012

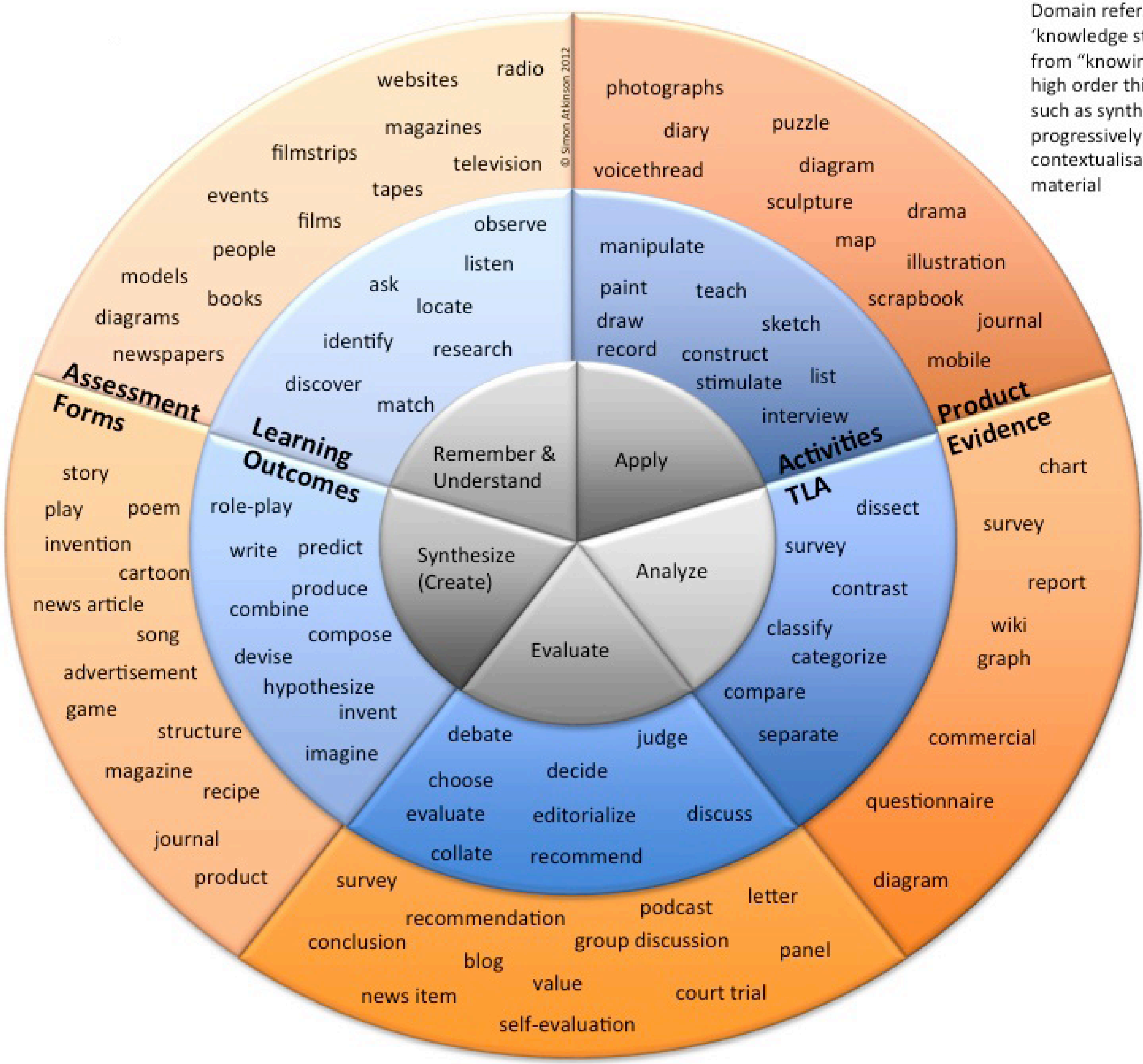
Remember & Understand – ability to recognise information and comprehend it and to recall and restate said information. *NB: Rather than reference this domain against a 'knowledge dimension' a separate structured Subject Domain is suggested.*

Apply – ability to apply factual information and presented theories, models and structures to real world contexts and problems.

Analyze– ability to construct complex relationships from single factual elements, reconstruct relationships and assess needs.

Evaluate – ability to make complex judgments about the nature of context, information and processes to establish new conclusions not represented in the original information.

Synthesize– ability to create new representations of knowledge structures, combining complex assemblages of information in original contexts.



Domain refers to 'knowledge structures' from "knowing the facts" to high order thinking skills such as synthesis, the progressively complex contextualisation of material

Atkinson 2010 adapted from
Anderson, L W, & Krathwohl D R (eds.) (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. NY, Longman

Affective Domain

Version 3 – October 2012

Receive – ability to learn from others.

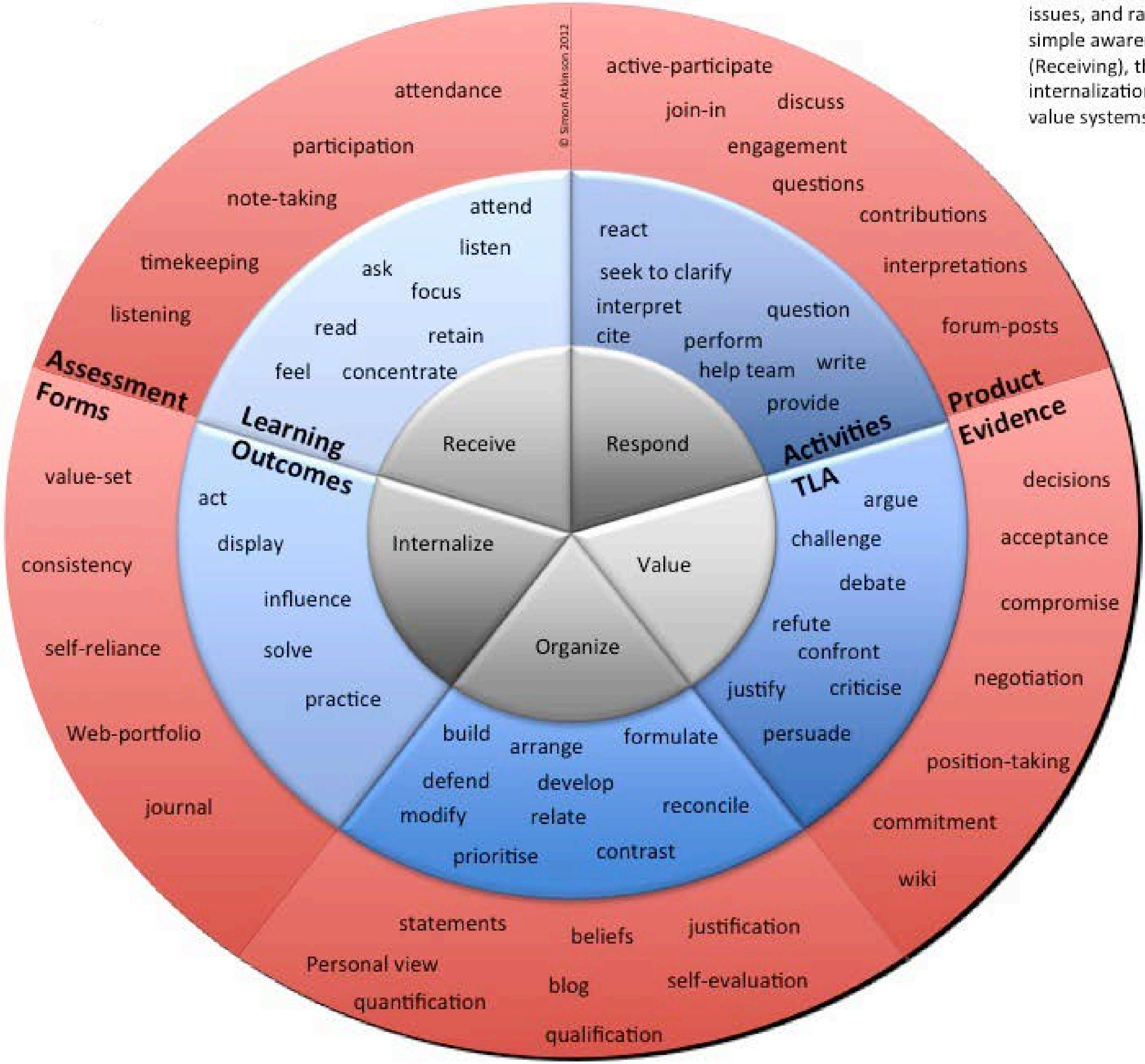
Respond – ability to participate responsibly, respectfully and actively as appropriate to the context.

Value– ability to associate personal and collective values with contextual experience and express value judgments.

Organize – ability to structure, prioritize and reconcile personal and others' value systems.

Internalize– ability to articulate one's own values and belief systems and operate consistently within them

Domain perception of value issues, and ranges from simple awareness (Receiving), through to the internalization of personal value systems



Atkinson 2010 based on the 'Taxonomy Of Educational Objectives: Volume 2, The Affective Domain' (Bloom, Masia, Krathwohl) 1964.

Psychomotor Domain

Version 3 – October 2012

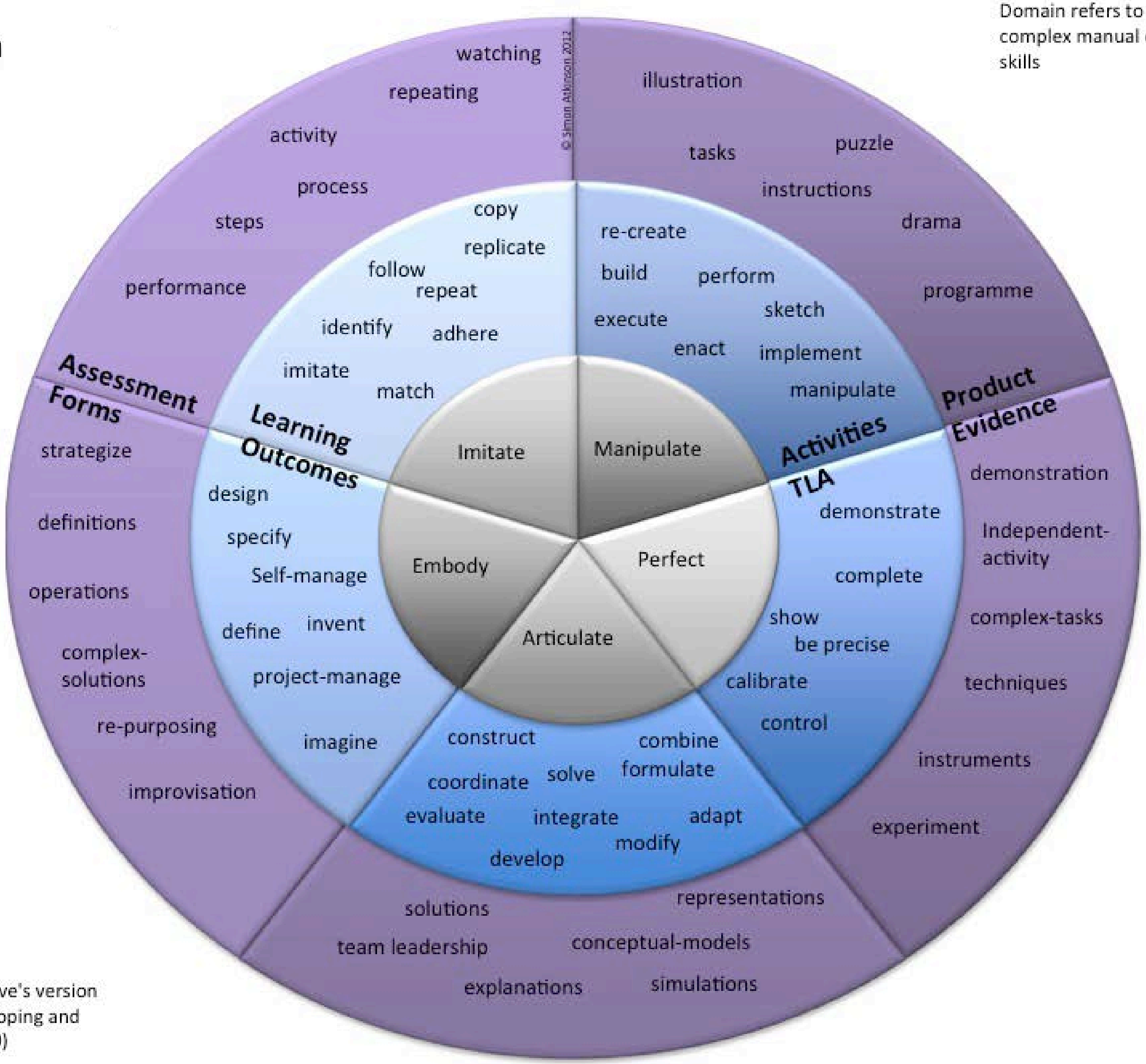
Imitate – ability to copy, replicate the actions of others following observations.

Manipulate – ability to repeat or reproduce actions to prescribed standard from memory or instructions.

Perfect– ability to perform actions with expertise and without interventions and the ability to demonstrate and explain actions to others.

Articulate – ability to adapt existing psychomotor skills in a non-standard way, in different contexts, using alternative tools and instruments to satisfy need.

Embody– ability to perform actions in an automatic, intuitive or unconscious way appropriate to the context.



Domain refers to progressively complex manual or physical skills

Atkinson 2011 - derived from RH Dave's version of the Psychomotor Domain ('Developing and Writing Behavioral Objectives', 1970)

Knowledge Domain

Version 1 - October 2012

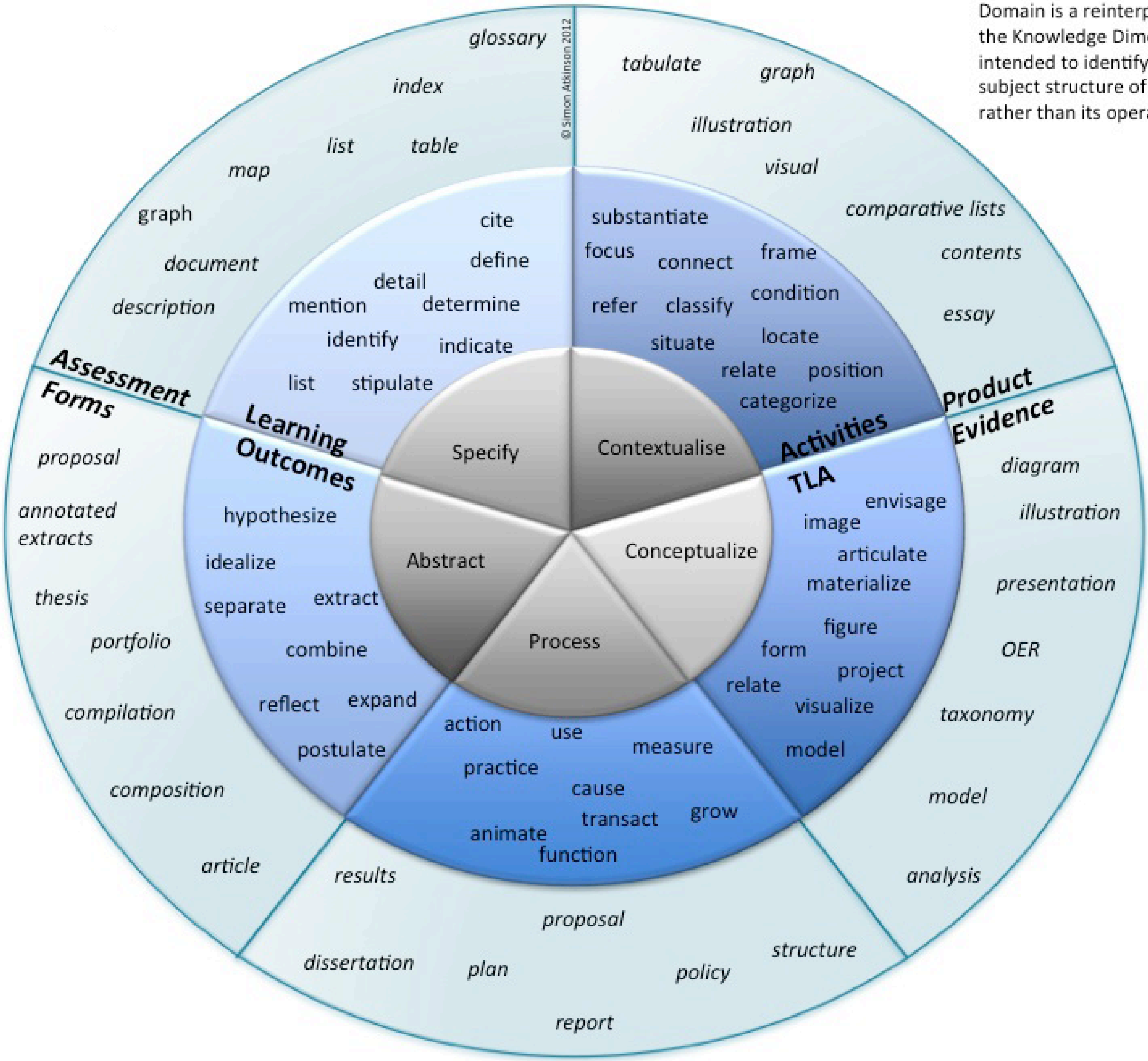
Specify – ability to locate, identity and recognise factual knowledge, dates, terminology, artefacts (audio and visual) required of a given discipline domain.

Contextualise – ability to place specific knowledge within appropriate discipline relationships, classifications, taxonomies and categorizations.

Conceptualize – ability to articulate relationships between knowledge contexts and to work with models, visualizations, theories and structures that relate between contexts or within contexts.

Process – ability to utilize subject or discipline language and actions to specify, contextualise and conceptualize existing and new knowledge.

Abstract – ability to recognise and process abstract, unseen or unspecified knowledge, and articulate knowledge origination, including meta-cognition.



Domain is a reinterpretation of the Knowledge Dimension intended to identify the field or subject structure of knowledge rather than its operation.

Atkinson 2012 adapted from
Anderson, L W, & Krathwohl D R (eds.) (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. NY, Longman

Knowledge Domain

Examples of learning objectives before and after applying the SMART criteria

The table below contains several examples of learning objectives before and after the SMART criteria were applied:

Examples of learning objectives		
Original LO	*SMART LO*	*Explanation*
During the course of the activity, participants will simulate the financial implications of social protection programs through a tailor-made software application	By the end of this training, participants will be able to: • Explain different financial implications of social protection programs	Learner centred vs. activity centred
The objective of the activity is to introduce participants to the basic principles of project management for development	By the end of this training, participants will be able to: • Describe the basic project management principles • Apply the basic project management principles to development projects	Learner centred vs. activity centred
The immediate objective of the course is to provide training for a union staff member who can act as a focal point for information technology, understand new trends in technology and organize the development of a World Wide Web site.	By the end of this training, participants will be able to: • Describe the new trends in technology • Develop a website	Learner centred vs. activity centred Specific and measurable
The objective of the activity is to expose participants to the importance and complementarity of the respective needs and roles of social partners at each stage of the policy cycle	By the end of this activity, participants will be able to: • Define the various needs and roles of social partners at each stage of the policy cycle and explain their complementarity	Active vs. passive Specific and measurable: Linked to assessment
By the end of this activity, participants will be able to competently design and operate project financial management systems and execute corresponding payments/ disbursements in accordance with sound professional standards and the harmonized requirements of donors and their respective governments.	By the end of this activity, participants will be able to: • Design appropriate financial management systems for development projects • Implement financial systems in development projects • Apply payment/disbursement procedures in accordance with sound professional standards and the harmonised requirements of donors and their respective governments.	Separate the objectives and use one action verb per objective

Examples of learning objectives		
Original LO	*SMART LO*	*Explanation*
By the end of this activity, participants will be able to foster communication between the different parties involved.	By the end of this activity, participants will be able to: • Organize a discussion forum on topic x, facilitating discussions between representatives from the various parties.	Attainable, appropriately limited in scope and within the participant's control and influence.
By the end of this activity, participants will be able to promote and facilitate gender mainstreaming in their context.	By the end of this activity, participants will be able to: • Develop documents that define, explain, and provide examples of gender mainstreaming in order to assist organizations who are considering or have already started integrating gender mainstreaming in their activities.	Relevant: Measures outputs or results (not activities) Includes products, accomplishments
By the end of this activity, participants will know and understand the provisions of major international labour standards.	By the end of this activity, participants will be able to: • Interpret the provisions of major international labour standards. • Apply the international labour standards practically in their day-to-day activities to protect and promote fundamental principles and rights at work.	Active vs. passive Specific (avoiding verbs like "know" and "understand")
By the end of this activity participants will have acquired an overview of main institutions, policies, processes, resources and networks relevant to mainstreaming child labour concerns.	By the end of this activity, participants will be able to: • Identify key child labour issues in the concerned country, region and/or area of work.	Active vs. passive Measurable: linked to assessment

Training flow for a 1-day course on Employment Law Update based on the training provided by IBEC Management Training

by IBEC ManagementTraining

Programme Overview

This programme will give managers and HR specialists the confidence to deal effectively with problems that arise in the context of the Unfair Dismissals Acts.

Who Should Attend? Managers and HR specialists who manage people at work.

Duration: 1 Day

Approach:

The programme runs over a single day. There are a number of activities and case studies as part of the course to ensure that key knowledge and skills are practiced. Programme participants are encouraged to express their views and experiences. The programme facilitates participant discussion to ensure a thorough understanding of the key points and their application. Real life case studies and exercises will be used to ensure a real practical understanding of each topic.

Training Outcomes:

On completion of the programme, participants will:

- Have a fair appreciation of the importance of the principles of natural justice and their implications when managing disciplinary issues
- Know how to manage poor performance
- Know how to deal with serious/gross misconduct
- Understand the current best practice approach to dealing with issues in the area of discipline and dismissal
- Know the legislative background to disciplining and the relationship between the unfair dismissals legislation, the equality legislation, industrial relations and any other relevant piece of legislation
- Understand current case law and be aware of new issues that are arising almost daily
- Build confidence to deal with queries and questions on the topics covered
- Deal with all of the aspects of a disciplinary procedure up to and including dismissal
- Critically analyze current disciplinary policies and procedures

Programme Flow:

Session 1 (90 min)

- Intro and getting to know each other, exploration of expectations and learning needs
- Discipline and dismissals:
  - Overview of Unfair Dismissals Act, 1977-2015 – Input
  - Who is covered by the legislation? – Brainstorming
  - Definition of dismissals – Input
  - 'Unfair' and 'not unfair' reasons for dismissal – Debate
  - Claims procedure; Redress – the cost of unfair dismissal – Facilitated discussion, Input

Session 2 (90 min)

- Discriminatory dismissal – Small group work (Jigsaw)
  - Discriminatory dismissals under the employment equality acts
  - Disability and reasonable accommodation
  - Pregnancy related dismissals
  - Redress under the equality legislation
  - Case law

Session 3 (90 min)

- Recap of previous sessions
- Fair procedures and Natural Justice
  - Importance of adhering to the principles of natural justice when dealing with disciplinary matters – Debate
  - Code of Practice on Grievance and Disciplinary Procedures (S.I. No. 146 of 2000) – Input
  - The disciplinary procedure; Appeals process – Discussion, Input
- Fair procedures and Disciplinary procedures in action – World Cafe, Input
  - Dealing with the poor performer
  - Managing absence
  - Dealing with serious/gross misconduct

Session 4

- Case studies to incorporate all the above-mentioned content (this is both a learning activity as well as a method of assessment of the competencies acquired by participants)
- Evaluation (self-perception), transfer to real work context
- Closing and goodbye

Reference:

- https://ibectraining.ie/IBEC/Training/IBECTAD.nsf/vPages/Training_courses~Employment_Law~employment-law-update~0545?OpenDocument

Training flow template for a 2-day course – to be adapted

COURSE OBJECTIVES: . . . .

Objective A: . . . .

Objective B: . . . .

Objective C: . . . .

Day 1	Day 2
Introduction	Recap of the previous day, relevant learning outcomes, transfer to workplace Content 3 – Method 3 (Responding to learning objectives A & C)
Tea / Coffee break	
Content 1 – Method 1 (Responding to learning objective A)	Content 4 – Methods 4 & 5 (Responding to learning objective B)
Lunch	
Content 2 – Method 2 (Responding to learning objective B)	Content 5 – Method 6 (Responding to learning objective C)
Tea / Coffee break	
Reflection and evaluation of the day	Evaluation, relevant learning outcomes, transfer to workplace Closing and goodbye

Session template – to be adapted

COURSE OBJECTIVES: . . . .

Objective 1: . . . .

Objective 2: . . . .

Day 1, Session 1
Session name: . . . .
Duration: . . . .
Corresponding to training objective: . . . .

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (eg. Handouts, PPTs, Video, etc.)	Materials needed	Lead trainer
eg. *8:30 – 9:30* *(60 min)*	*Getting to know each other*	*Speed-dating*	*PPT with questions for each round*	*Laptop* *Projection screen*	*Trainer 1*

Day 1, Session 2
Session name: . . . .
Duration: . . . .
Corresponding to training objective: . . . .

Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (eg. Handouts, PPTs, Video, etc.)	Materials needed	Lead trainer

▶ Tools / Kirkpatrick Model (overview and monitor/evaluate)

A more detailed overview REACTION

Evaluation level and type	Evaluation description and characteristics	Examples of evaluation tools and methods	Relevance and practicability
1. Reaction	Reaction evaluation is how the participants felt, and their personal reactions to the training or learning experience, for example: Did the trainees like and enjoy the training? Did they consider the training relevant? Was it a good use of their time? Did they like the venue, the style, timing, domestics, etc.? Are the participants happy with the trainer(s) and the learning process they have facilitated? Did the training meet the participant's needs? Are the participants satisfied with the methods and educational tools employed? Printed or oral reports provided by delegates/evaluators to supervisors at the participants' organizations. What was the level of engagement and participation of the trainees? Did they feel ease and comfort of experience? Level of effort required to make the most of the learning. Perceived practicability and potential for applying the learning.	Typically 'happy sheets'. Scaling questionnaires Non-formal participatory evaluation moments at the end of the day (the thermometer, the traffic-light, etc) Feedback forms/ questionnaires based on subjective personal reaction to the training experience. Verbal reaction that can be noted and analyzed. Post-training surveys or questionnaires. Online evaluation or grading by participants. Subsequent verbal or written reports given by participants to managers back at their jobs.	Can be done during the training (as monitoring), or immediately after the training ends (even in the last session of the training). Very easy to obtain reaction feedback. Feedback is not expensive to gather or to analyze for groups. It is important to know that people were not upset or disappointed (ideally). When evaluated during the training, it offers important information for the necessary adjustments and adaptations. Important that people give a positive impression when relating their experience to others who might be deciding whether or not to experience the same.

Reference:

- *Businessballs, Donald L Kirkpatrick's training evaluation model – the four levels of learning evaluation,* https://www.businessballs.com/facilitation-workshops-and-training/kirkpatrick-evaluation-method/

Self-perception questions to monitor/evaluate REACTION

You can use some of the following questions both as part of a questionnaire format, or as part of discussions and other participatory evaluation methods in order to monitor/evaluate the learners' reaction to the training.

1. Invite participants to **evaluate** each of the following aspects by using the **scale:** strongly disagree, disagree, agree or strongly agree:
   - I was able to relate each of the learning objectives to the learning I achieved.
   - I was appropriately challenged by the material.
   - I found the course materials easy to navigate.
   - I felt that the course materials will be essential for my success.
   - I will be able to immediately apply what I learned.
   - My learning was enhanced by the knowledge of the facilitator.
   - My learning was enhanced by the experiences shared by the facilitator.
   - I was well engaged during the session.
   - It was easy for me to get actively involved during the session.
   - I was comfortable with the pace of the program.
   - I was comfortable with the duration of the session.
   - I was given ample opportunity to get answers to my questions.
   - I was given ample opportunity to practice the skills I was asked to learn.
   - I was given ample opportunity to demonstrate my knowledge.
   - I was given ample opportunity to demonstrate my skills.
   - I felt refreshed after the breaks.
   - I found the room atmosphere to be comfortable.
   - I was pleased with the room set-up.
   - I experienced minimal distractions during the session.
   - I think this training was a useful use of my time.
   - I think the training is relevant for my professional context.
   - I think what I learned is practical and has a great potential of being applied in my job.
2. Invite participants to answer **open-ended questions:**
   - How would you describe the training?
   - How would you describe your own participation in the training?
   - How would you describe the group of participants?
   - How would you describe the training team?
   - How would you describe the methods used in the training?
   - How relevant was this training for you?
3. Invite participants to answer by **rating questions** (from 1 = very bad to 5 = very good), and offer the possibility for **comments:**
   - My own learning process
   - Logistics (training room, equipment, materials, breaks, timing, etc)
   - Training structure
   - Training content
   - Training methods
   - Group of participants
   - The training team
   - Relevance of the training to my current work context

Do you want to know more? Click here: https://www.kirkpatrickpartners.com/Portals/0/Storage/The%20new%20world%20level%201%20reaction%20sheets.pdf

References:

- *The New World Level 1 Reaction Sheets, Jim Kirkpatrick, PhD,* www.kirkpatrickpartners.com
- https://www.kirkpatrickpartners.com/Portals/0/Storage/The%20new%20world%20level%201%20reaction%20sheets.pdf

A more detailed overview LEARNING

Evaluation level and type	Evaluation description and characteristics	Examples of evaluation tools and methods	Relevance and practicability
2. Learning	Learning evaluation is the measurement of the increase in knowledge, skills, and competencies from before to after the learning experience: Did the trainees learn what was intended to be delivered through the training? Did the trainees experience what was intended for them to experience? What is the extent of advancement or change in the trainees after the training, in the direction or area that was intended? Did the training reach its learning objectives? Exams, interviews or assessments prior to and immediately after the training. Observations by peers and instructors	Typically assessments, tests, interviews, exams before and after the training. Assessments don't need to be formal evaluations, but can take the form of a simulation, practical exercises, group assignment or presentation, problem solving, etc. Interview or observation from peers and trainers. Methods of assessment need to be closely related to the aims of the learning. Measurement and analysis is possible and easy on a group scale. Reliable, clear scoring and measurements need to be established, so as to limit the risk of inconsistent assessment. Hard copy, electronic, online or interview style assessments are all possible. Strategies for assessment should be relevant to the goals of the training program. A distinct clear scoring process needs to be determined in order to reduce the possibility of inconsistent evaluation reports.	Relatively simple to set up, but more investment and thought required than reaction evaluation. Highly relevant and clear-cut for certain training such as quantifiable or technical skills. Less easy for more complex learning such as attitudinal development, which is famously difficult to assess. Cost escalates if systems are poorly designed, which increases work required to measure and analyze.

Reference:

- *Businessballs, Donald L Kirkpatrick's training evaluation model – the four levels of learning evaluation,* https://www.businessballs.com/facilitation-workshops-and-training/kirkpatrick-evaluation-method/

Self-perception questions to monitor/evaluate LEARNING

You can use some of the following questions both as part of a questionnaire format, or as part of discussions and other participatory evaluation methods in order to monitor/evaluate the participants' learning as a result of the sessions/training:

1. Invite participants to answer **scaling questions:**
   - I understood the objectives that were outlined during the course (Choose from: strongly disagree, disagree, agree and strongly agree)
   - I think that the objectives of the session/training have been achieved (Choose from: strongly disagree, disagree, agree and strongly agree)
   - To what degree are you confident that you will be able to apply what you learned in this course on the job? (Use a 5 point scale starting with 1 = not at all confident, to 5 = totally confident)
   - To what degree are you committed to try to apply what you have learned? (Use a 5 point scale starting with 1 = not at all committed, to 5 = totally committed)
2. Invite participants to answer **open-ended questions:**
   - What were the three most important things you learned from this session/ training?
   - What competencies do you feel you have developed in relation to the training topic?
   - What knowledge/ skills/ attitudes do you feel you have acquired in relation to the training topic?
   - Which were the most relevant training sessions/moments for you? Please tell us why.
   - What would you change in the training to make it more useful?
3. Invite participants to **evaluate their competencies after the training:** provide a list of knowledge, skills, behaviours, and attitudes and invite people to rate them according to the following possible scales:
   - 1 = Not at all Competent; 2 = Little Competence; 3 = Moderately Competent; 4 = Fairly Competent; 5 = Very Competent; N/A = This competency is not applicable to my job
     OR
   - 1 = No knowledge/skill; 2 = A little knowledge/skill but considerable development required; 3 = Some knowledge/skill but development required; 4 = Good level of knowledge/skill displayed, with a little development required; 5 = Fully knowledgeable/skilled – no/very little development required; N/A = This competency is not applicable to my job
   - Invite people to share additional comments if they wish.
   - Note: It is useful if you apply these same questions on competency evaluations before the training (possibly as part of the **Learning needs assessment phase**) and compare the pre-training and post-training results to understand the impact of the training on learning.

References:

- *Do you want to know more? Click here:* https://www.kirkpatrickpartners.com/Portals/0/Storage/New%20world%20level%202%207%2010.pdf
- *New World Level 2: The Importance of Learner Confidence and Commitment, Jim Kirkpatrick, PhD and Wendy Kayser Kirkpatrick,* www.kirkpatrickpartners.com
- https://www.kirkpatrickpartners.com/Portals/0/Storage/New%20world%20level%202%207%2010.pdf

A more detailed overview BEHAVIOUR/TRANSFER

Evaluation level and type	Evaluation description and characteristics	Examples of evaluation tools and methods	Relevance and practicability
3. Behaviour/ Transfer	Behaviour evaluation is the extent to which the trainees applied the learning and changed their behaviour, and this can be obtained immediately and/or several months after the training, depending on the situation: Did the trainees put their learning into effect when back on the job? Were the relevant skills, knowledge and attitudes used? Was there noticeable and measurable change in the activity and performance of the participants when back in their roles? Was the change in behaviour and new level of knowledge sustained? Would the trainee be able to transfer their learning to another person? Is the trainee aware of their change in behaviour, knowledge, and skill level?	Observation and interview over time are required to assess change, relevance of change, and sustainability of change. Assessments need to be subtle and ongoing, and then transferred to a suitable analysis tool. Assessments need to be designed to reduce subjective judgment of the observer or interviewer, which is a variable factor that can affect reliability and consistency of measurements. 360-degree feedback is a useful method and need not be used before training, because respondents can make a judgment as to change after training, and this can be analyzed for groups of respondents and trainees. Assessments can be designed around relevant performance scenarios, and specific key performance indicators or criteria. Assessments tend to be more successful when integrated within existing management and coaching protocols. Self-assessment can be useful, using carefully designed criteria and measurements.	Measurement of behaviour change is less easy to quantify and interpret than reaction and learning evaluation. Cooperation and the skill of observers, typically line-managers, are important factors, and difficult to control. Management and analysis of ongoing subtle assessments are difficult, and virtually impossible without a well-designed system from the beginning. Evaluation of implementation and application is an extremely important assessment. There is little point in a good reaction and good increase in capability if nothing changes back in the job, therefore evaluation in this area is vital, albeit challenging. Behaviour change evaluation is possible given good support and involvement from line managers or trainees, so it is helpful to involve them from the start, and to identify benefits for them, which links to the level 4 evaluation.

Reference:

- *Businessballs, Donald L Kirkpatrick's training evaluation model – the four levels of learning evaluation,* https://www.businessballs.com/facilitation-workshops-and-training/kirkpatrick-evaluation-method/

Self-perception questions to monitor/evaluate BEHAVIOUR/TRANSFER

You can use some of the following questions as part of a questionnaire format, or as part of discussions and other participatory evaluation methods in order to monitor/evaluate the participants' planned or existing behaviour change as a result of the training:

1. Evaluating **people's understandings and plans on how to transfer and implement the learning outcomes from the training to their workplace (during the training)**
   - Invite participants to **evaluate** each of the following aspects by using the **scale:** strongly disagree, disagree, agree and strongly agree:
     - I am clear about what is expected of me as a result of going through this training.
     - I will be able to apply on the job what I learned during this session/training.
     - I do not anticipate any barriers to applying what I learned.
   - Open-ended questions:
     - From what you learned, what do you plan to apply back at your job?
     - What kind of help might you need to apply what you learned?
     - What barriers do you anticipate you might encounter as you attempt to put these new skills into practice?
     - What ideas do you have for overcoming the barriers you mentioned?
     - How would you hope to change your practice after this training?
2. Evaluating **the extent to which people feel and think their behaviour has changed as a result of the training** (questions to be addressed and answered **after the training**)
   - How did your practice change as a result of the training you took part in (name the training, dates, etc)?
   - What has proven to be most useful from the training, now, after one week/month, six months, etc?
   - What are you using the most that you have learned within the training?
   - How have you applied the knowledge/skills/attitudes acquired within the training in your current workplace?
   - What are you using from what you have learned within the training?
   - How did you use that knowledge/skill/attitude?
   - What are you so satisfied with related to the topic that you would continue doing?
   - What do you feel you still need to develop?
   - What do you foresee using in the future from what we have learned within the training?
   - What would you change in the training to make it more useful?

A more detailed overview RESULTS

Evaluation level and type	Evaluation description and characteristics	Examples of evaluation tools and methods	Relevance and practicability
4. Results	Results evaluation is the effect on the business or environment resulting from the improved performance of the trainee—it is the acid test. Measures would typically be business or organizational key performance indicators, such as: Volumes, values, percentages, timescales, return on investment, and other quantifiable aspects of organizational performance, for instance; numbers of complaints, staff turnover, attrition, failures, wastage, non-compliance, quality ratings, achievement of standards and accreditations, growth, retention, etc.	It is possible that many of these measures are already in place via normal management systems and reporting. The challenge is to identify which and how to relate to the trainee's input and influence. Therefore, it is important to identify and agree on accountability and relevance with the trainee at the start of the training, so they understand what is to be measured. This process overlays normal good management practice—it simply needs linking to the training input. Failure to link to training input type and timing would greatly reduce the ease by which results can be attributed to the training. For senior people particularly, annual appraisals and ongoing agreement of key business objectives are integral to measuring business results derived from training.	Individually, results evaluation is not particularly difficult. Across an entire organization it becomes much more challenging, not least of all because of the reliance on line-management, and the frequency and scale of changing structures, responsibilities and roles, which complicates the process of attributing clear accountability. Also, external factors greatly affect organizational and business performance, which cloud the true cause of good or poor results.

Reference:

- *Businessballs, Donald L Kirkpatrick's training evaluation model – the four levels of learning evaluation,* https://www.businessballs.com/facilitation-workshops-and-training/kirkpatrick-evaluation-method/

Learning Journal

Overall learning objectives of the training activity

- *Please write the overall learning goals of the learning activity here*
- ...
- ...

	Session/ Exercise	Learning Objectives	What I learned... *Insights, Questions, Lessons learned*
DAY1	Please write the title of session 1	*Please write the specific learning objectives of the session (SMART and based on the Bloom's taxonomy) here.*	
	Please, write the title of session 2	*Please write the specific learning objectives of the session (SMART and based on the Bloom's taxonomy) here.*	
	Please, write the title of session 3	*Please write the specific learning objectives of the session (SMART and based on the Bloom's taxonomy) here.*	
	Reflections Day 1:		

	Session/ Exercise	Learning Objectives	What I learned... *Insights, Questions, Lessons learned*
DAY 2	Please, write the title of session 1	*Please write the specific learning objectives of the session (SMART and based on the Bloom's taxonomy) here.*	
	Please, write the title of session 2	*Please write the specific learning objectives of the session (SMART and based on the Bloom's taxonomy) here.*	
	Please, write the title of session 3	*Please write the specific learning objectives of the session (SMART and based on the Bloom's taxonomy) here.*	
	Reflections Day 2:		

“We very much hope that this interactive Guide will be a useful tool to stimulate and support Employers and Business Member Organizations in the design and delivery of training services for their members”

Arnout de Koster (DECP) and
Jeanne Schmitt (ITCILO)

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