

Training methods

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Selection of appropriate method/technique

Selection of appropriate method/technique in the specific part of training agenda will depend on:

- 1. TRAINEES NEEDS**
- 2. TRAINER'S COMPETENCE and PERSONAL STYLE**
- 3. CONEXT OF THE TRAINING (like goal of the training, timing, cultural restrictions...etc.)**

TAXONOMY of METHODS

**DISCUSSION
METHODS**

**METHODS
USING
DRAMATIZATION**
(Role plays, simulations, etc...)

**METHODS
WORKING
MOSTLY WITH
EMOTIONS AN
EXPERIENCE**

**METHODS BASED
ON LEARNING BY
DOING**

Discussion methods

Discussion methods using intentional

ARRANGEMENT OF SUBGROUPS

- **SMALL DISCUSSION GROUPS**
- **AQUARIUM**
- **SCALES - DEBATE OF THE
EXTREM POLES**
- **ROTATING MICROPHONE**

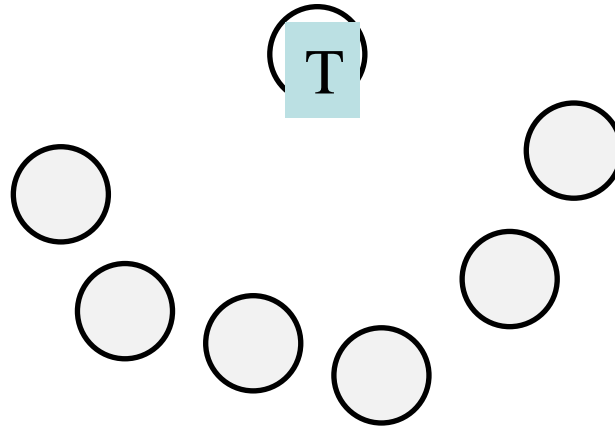
Discussion methods using **SPECIFIC STIMULS**

- **PHOTOS, VIDEO**
- **ARTICLE (or comment to written material, like proposal)**
- **CASE STUDIES DEFINITIONS (put on flipchart, pairing the definition and explanation, „Each one teach one“ technique)**
- **QUESTION FOR A GROUP**

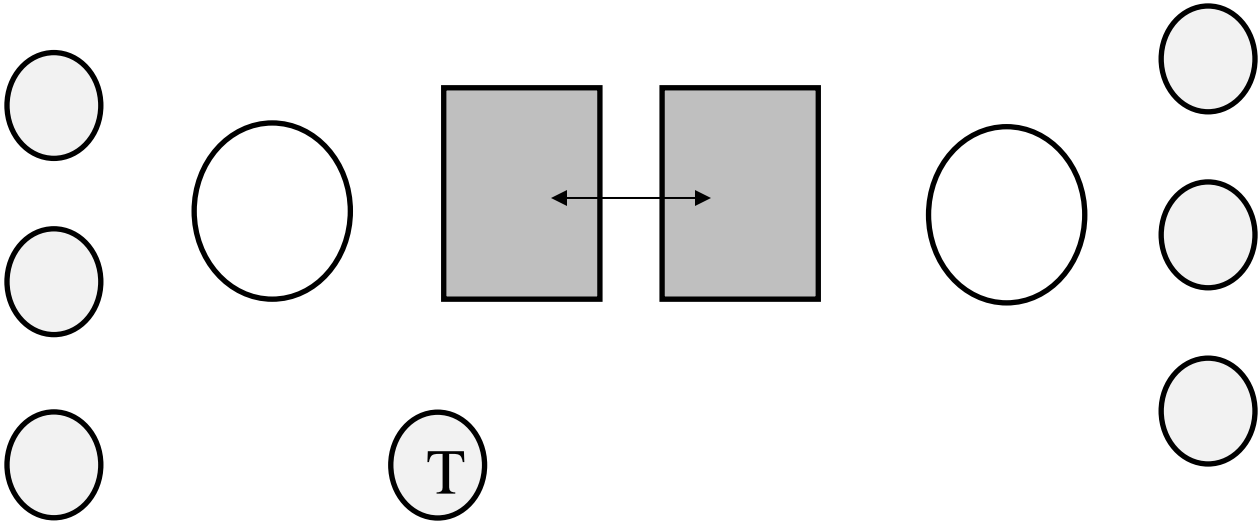
Role Play Methods

Role Play Approach

DEMONSTRATION

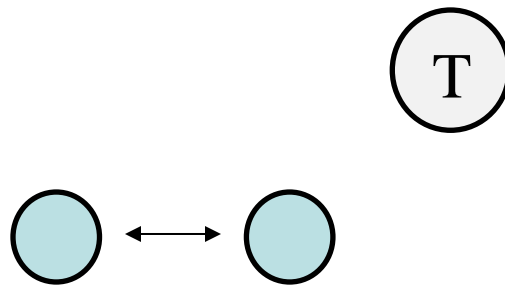


Role play with instruction (simulation)



Role Play Approach

Role play without instruction



Experiential methods

Methods using **Emotions and Experience**

- **Visual Arts in training (drawing, interpretation of pictures, colage, statues...)**
- **Using music and sounds in training (listening music, drums, singing...)**
- **Game situations (e.g. for teamwork)**
- **Using tests, questionnaires...**
- **Icebreakers and Energizers**

**Learning
by doing
methods**

Methods using
LEARNING BY DOING

E.g.

- **Preparation of the Grant Proposal**
- **Sewing courses**
- **Preparing the long term Citizen advocacy campaign**
- **Analyzing own PR materials**

**Needs
assessment and
evaluation in
training**

Approaches to assess changes in training needs in long-term programs

- ***Questionnaires/check-lists with listing possible training topics***
- ***Structured interviews***
(selected NGOs, preparation of the content for the structured interviews, students prepared, focus group with the interviewers)
- ***Workshop with the NGO leaders***
(careful selection, facilitation in small groups work , written report elaborated and published)
- ***Delphi.method***

Planning aspects in training preparation

(following Bruce Klatt)

- ***Needs*** (problem or opportunity)
- ***Purpose*** (why we're here)
- ***Outcomes*** (what specifically we're aiming to achieve)
- ***Agenda*** (activity plan)
- ***Learning content*** (What you want participants to learn)
- ***Group process*** (how we intend to work together)
- ***Design*** (strategies)
- ***Capabilities*** (willingness, ability)
- ***Feedback*** (what you see, hear, feel)

Questions for assessing learning needs

- **Is there a problem or opportunity?**
- **What is the value and likelihood of success?**
- **Do needs relate to willingness, opportunity or ability?**
- **What behavior changes are needed?**
- **What external factors are influencing behaviors?**
- **What information is needed by target group?**
- **Who can influence the needed changes?**
- **What training process and learning materials are required?**

D.A.Kolb's Cycle of learning

