Professional Development Training

Instructor Notes

INSTRUCTOR NOTES

This document contains essential tools for the management of the Professional Development course, as well as important background material on facilitation skills that is especially important for technically skilled people new to the delivery of participatory, experiential training.

CONTENTS

PARTICIPANT NOTEBOOK CONTENTS

Make sure you have provided handouts with holes punched in the paper, so they are ready to insert under the correct tab of the notebooks.

	In Notebook on Day One	*To be Added during the Program*
Before Tab 1	• Welcome Letter • Preliminary Participant List • Program Agenda (use template) • WIT Program and/or Sponsoring NGO Overview	• Program Learning Objectives
Tab 1	• Daily Program Review Sheet	• Stages of Group Development • Teamwork Survey • Task & Maintenance Roles • Assessing Listening Behavior • Active Listening Techniques • Feedback
Tab 2	• Daily Program Review Sheet	• Problem Solving • Creative Problem Solving • Force Field Analysis • Decision Making Traps
Tab 3	• Daily Program Review Sheet	• Situational Leadership Exercise • Situational Leadership • Conflict Management Styles • Conflict Management Guidance • Managing the Work (Powerpoint Handout) • Planning Tools • Running Effective Meetings • Meeting Agenda Format
Tab 4	• Daily Program Review Sheet	• Public Speaking Tips from a Professional • Tips for Successful Public Speaking • Stop Rambling & Start Focusing • Business Messages (Powerpoint Handout) • Business Reports • Email Etiquette • Business Letters
Tab 5	• Daily Program Review Sheet	• Personal SWOT Analysis • CVs and Cover Letters (Powerpoint Handout) • CVs and Cover Letters Guidance • Sample CV • Sample Cover Letters • Mistakes in Interviews • Sharpening Interview Skills • Sample Thank You Letters

DAILY PROGRAM REVIEW PAGES

- Compile the responses and post on the wall for each new day, so participants can see that a) you looked at it, and b) they can see what others are saying.

- Make adjustments to your upcoming sessions, after discussion between Instructors and Program Managers.

- At the beginning of the next Module, thank participants for their feedback, and comment as necessary (i.e., note where comments have led you to adjust something they might have become accustomed to already.)

ATTENDANCE SHEETS

Participants can sign in and out (in which case you might want to put the attendance sheet on the wall by the door), or they can sign in only. You, yourself, can note if people leave early. The danger here is that your notes are open to dispute.

PROGRAM ATTENDANCE AND COURSE CREDIT POLICY

Knowing that there are always situations that can't be avoided – women especially are responsible for responding to family emergencies, for example – WIT organizers should make a clear attendance policy, and make sure people understand it… even during the registration/application process.

- How many sessions can they miss and still receive "credit" for the program? It is suggested that since the program is only 5 days long, more than 2 missed sessions (20%) means they haven't really completed the course. However, if the Modules are being run concurrently, it might be possible for a participant to attend another group's course. This defeats the purpose of having the same group of women work through this program together, which is designed to create a strong sense of community.

- How late can they be for a session and still be considered to have completed it? 15 minutes? 30 minutes?

- Can they makeup the missed sessions by working independently with the instructor? This is normally tough for instructors to do, since the sessions depend on group work and the interaction of participants. Further, people might conclude that WIT essentially provides individualized instruction, and is therefore not fair to other participants.

Decide what makes sense for the local conditions, WIT program resources, and the long-term sustainability of the program.

PARTICIPANT HEALTH AND SAFETY

Make sure you know where a first aid kit is and have identified someone to provide emergency services, if necessary. Do any participants have qualifications in this area?

In situations where you must leave the building, follow best practices:

a) Decide beforehand and tell the participants a safe place where they should meet after leaving the building.

b) Show a simple building map on FC with emergency exits and the safe meeting place.

c) Ask for two participant volunteers who will take responsibility for making sure everyone is accounted for.

THE EXPERIENTIAL LEARNING APPROACH[1]

This learning approach is based on experiential learning theory (Kolb and Fry 1975; McCaffery 1986) and is participatory by design. It is a learner-centered approach involving experience followed by a process of reviewing, reflecting, and applying what has been learned. Participatory methods keep learners active in the learning process. They are involving and interactive, and they encourage communication and group work. They are action oriented and experience based.

This experiential and participatory approach was chosen to enhance effective skill transfer, to facilitate conceptual and attitudinal development, and to encourage appropriate changes in learners' behavior. The experiential learning cycle is especially useful for skill training because most of its techniques are designed to involve the learners in practicing the skill. The experiential model helps people assume responsibility for their own learning because it asks them to reflect on their experience, draw conclusions, and identify applications. Learners ground the lessons in their actual environment by considering the question of what can or should be done differently as a result of the learning experience.

The Adult Learner Understanding the adult learner is critical to the success of this learning approach. The adult learner has particular needs (Knowles 1978; McCaffery 1986; Zemke and Zemke 1981). Adult learners need continual opportunities to identify their needs and recognize the relevance of their learning in terms of their own lives. Adult learners need self- directed learning opportunities in which they can actively participate. They need to actively think, to do, and to reflect on experiences, to discuss with others, and to practice and learn new skills. The adult learner needs interactive communication with both the facilitator and fellow learners, which is different from one-way facilitator-to-learner communication. The learner needs to continually reassess the question: "Where am I now and where do I want to go?"

The Facilitator The role of teacher/trainer/facilitator is to manage or guide the learning process rather than to manage the content of learning. Adult learners need to be able to share the responsibility for learning with the facilitator. The experience of adult learners

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[1] **References**

- Knowles, M.S. 1970. The modern practice of adult education. New York, NY, USA: Association Press.
- Kolb, D.A. and R. Fry. 1975. Toward an applied theory of experiential learning. In Theories of group processes, edited by Cary Cooper. London, UK: John Wiley & Sons.
- McCaffery, J.A. 1986. Independent effectiveness: A reconsideration of cross-cultural orientation and training. International Journal of Intercultural Relations 10:159-178.
- USDA/OICD/ITD. (August 1990) Agricultural trainer development, Training of trainers, Instructors' manual.
- Zemke, R. and S. Zemke. 1981. 30 Things we know for sure about adult learning. In Training: The magazine of human resources development (June). Minneapolis, MN, USA: Lakewood Publications.
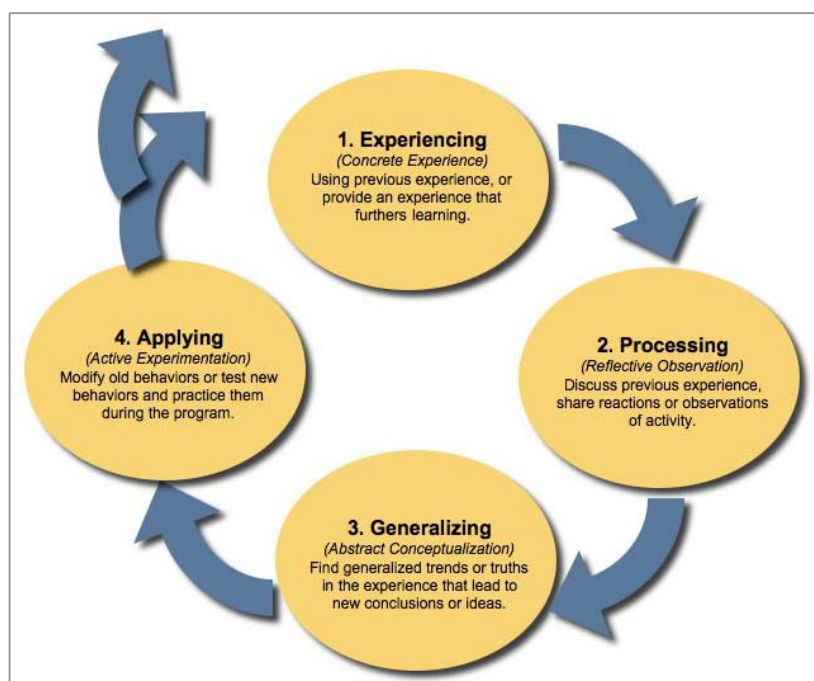
should be viewed and used as a rich resource in the learning environment and they should be encouraged to contribute to the learning environment whenever possible.

The Experiential Learning Cycle Experiential learning is a phrase often heard in the educational world. The strength of the approach is in the completeness of its cycle, which consists of four stages, each as important as the preceding or following one. The four stages are (1) experience, (2) process, (3) generalization, and (4) application. The term "experiential" is often misused in practice. Experiential learning seems to mean letting people participate in a presentation, having a question-and-answer session after a lecture, or a role play or case study without the subsequent steps of the model. The final stages are often left out of the design of the program. As a result, the power of experiential learning is significantly diminished or negated altogether. The stages of the experiential learning cycle are outlined below.

Experience: The experience stage is the initial activity and data-producing part of the cycle. This phase is structured to enable learners to "do" something. "Doing" includes a range of activities, such as participating in a case study, role play, simulation or game, or listening to a lecture, watching a film or slide show, practicing a skill, or completing an exercise.

Process: In this stage, learners reflect on the activity undertaken during the experience stage. They share their reactions in a structured way with other members of the group. They may speak individually, in small groups, or as a full learning group. They discuss both their intellectual and attitudinal (cognitive and affective) reactions to the activities in which they have engaged. The facilitator helps the learners to think critically about the experience and to verbalize their feelings and perceptions, and he or she draws attention to any recurrent themes or patterns that appear in the learners' reactions. The facilitator must also help the learners conceptualize their reflections so they can move toward drawing conclusions.

Generalization: In the generalization stage, the learners form conclusions and generalizations that might be derived from, or stimulated by, the first two phases of the cycle. The facilitator must help the learners think critically to draw conclusions that might apply generally or theoretically to "real life." This stage is best symbolized by the following questions: "What did you learn from all this?" and "What more general meaning does this have for you?"

1. Experiencing
(Concrete Experience)
Using previous experience, or provide an experience that furthers learning.

2. Processing
(Reflective Observation)
Discuss previous experience, share reactions or observations of activity.

3. Generalizing
(Abstract Conceptualization)
Find generalized trends or truths in the experience that lead to new conclusions or ideas.

4. Applying
(Active Experimentation)
Modify old behaviors or test new behaviors and practice them during the program.
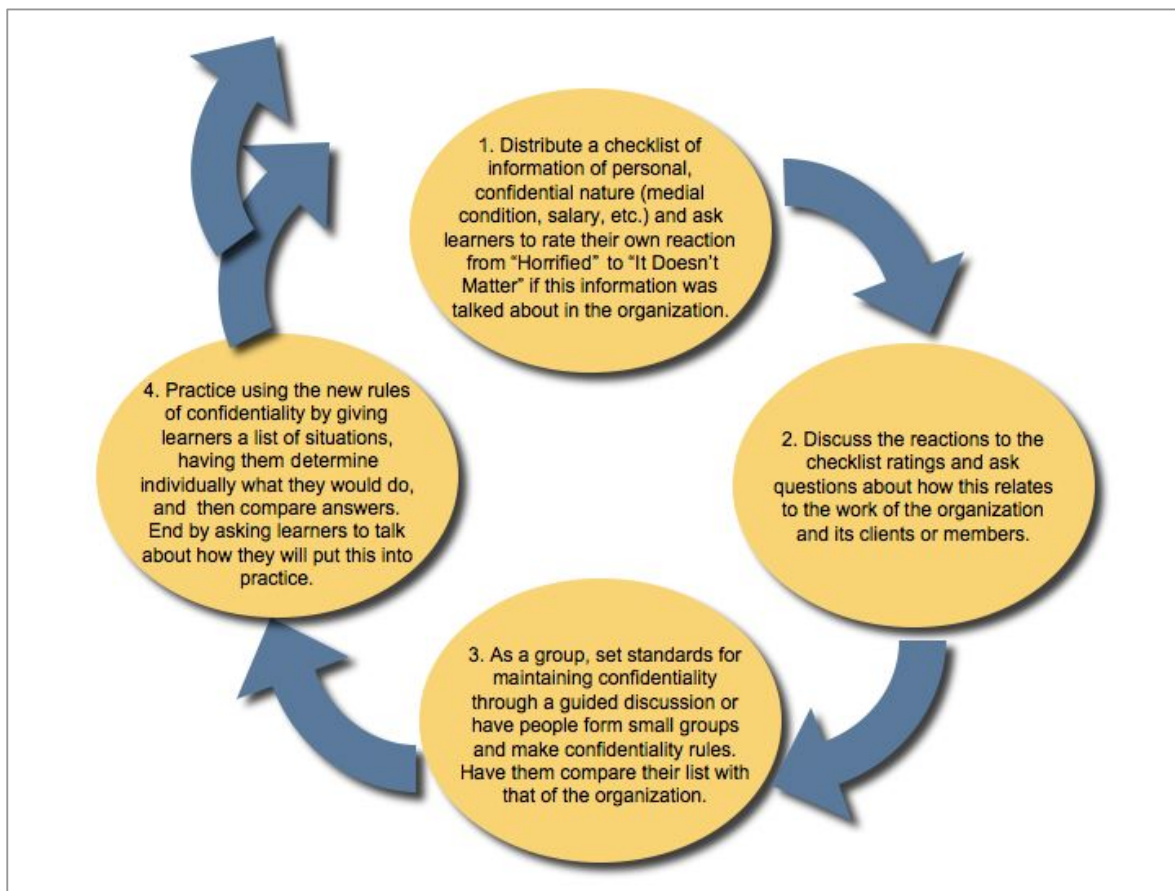
Application: After learners have formed some generalizations, the facilitator must guide the learners into the application stage. Drawing upon the insights and conclusions reached during the generalization stage (and previous stages), learners can begin to incorporate what they have learned into their lives by developing plans for more effective behavior in the future. Techniques used to facilitate the application stage can include action plans, reviewing each other's action plans, formulating ideas for action, sharing action plans with the whole group, and identifying additional learning needs. The facilitator assists during this process by helping learners to be as specific as possible.

Evaluation An integral aspect of the experiential learning approach is evaluation completed at the end of the discussion group. Feedback from learners identifies specific applications of lessons learned. Evaluation can also help to improve future courses.

Example Here is an example of how to use the cycle in planning in a 20- 30 minute training for adults on "Confidentiality." The learning objective is:

"The learner will be able to describe three to five appropriate behaviors when dealing with issues of confidentiality as it applies to organizational and client information."

1. Distribute a checklist of information of personal, confidential nature (medial condition, salary, etc.) and ask learners to rate their own reaction from "Horrified" to "It Doesn't Matter" if this information was talked about in the organization.

2. Discuss the reactions to the checklist ratings and ask questions about how this relates to the work of the organization and its clients or members.

3. As a group, set standards for maintaining confidentiality through a guided discussion or have people form small groups and make confidentiality rules. Have them compare their list with that of the organization.

4. Practice using the new rules of confidentiality by giving learners a list of situations, having them determine individually what they would do, and then compare answers. End by asking learners to talk about how they will put this into practice.

WRITING LEARNING OBJECTIVES

What is a learning objective?

It is a way of describing the objectives of a training session or course in terms of what the participants should be able to do at the end of that training. It must be stated clearly and precisely so that everyone who reads it will know exactly what the desired outcome of the training is. By ensuring this precision, at the end of the session or program everyone can easily agree on whether the objectives of the program have been achieved.

Why use learning objectives?

The main advantage of learning objectives is their exactness in giving direction to a training session. By knowing exactly where you want to go, it is easier to determine how to get there. Clearness of goals also makes it easier for trainers or teachers to communicate among themselves and cooperate on a program – each of the trainers can agree on what outcome is desired and can work to achieve it. Thus, each trainer can support the achievement of another's objective, even while teaching her own.

Behavior learning objectives are...

- **...** Action-oriented and are thus ideal for short programs such as Professional Development.
- **...** People-oriented since they focus the trainer on constantly trying to improve the course or session as it goes along and to improve the training inputs from one course to the next.
- **...** Responsibility-oriented, since they encourage both the trainer and the learner to take the responsibility for achieving the objectives of the training.

How should learning objectives be written?

A learning objective should be a statement of what the participant should be able to do at the end of the session. In order to assure that every objective is written in these terms, there are three basic rules to follow. Any learning objective that does not conform to the following rules is by definition not a behavioral learning objective:

1. A learning objective must state what behavior is desired as the **outcome of the training**. Thus, it must specify what the participant will be able to do at the <u>end</u> of the training that she was not able to do <u>before</u> the training. It is not concerned with the content of the session; nor is it a description of what the instructor intends to do to achieve the desired outcome.

2. The **learner (trainee, participant) must be the subject** of the sentence. That is, they are written in terms of the participant's actions. The objective should not specify what the instructor will do, but only what the learner will be able to do at the end of training.

3. A learning objective must state the desired outcome of the training in **observable, measurable actions**. Only actions (behavior) can be observed and measured, which is what the instructor does to determine whether the program has been successful.

Learning objectives must focus on the results, or outcome of training

This means that the objective is concerned with what the learner will do at the end of training, or the results from a given program – it does not describe how to go about achieving those results. Different instructors may have different ways of achieving the same result, but the objective is concerned only with the final result. A statement describing action to take place during the training is merely a description of training activities.

	Unsuitable Learning Objective	*Corrected Learning Objective*
Example 1	*The trainee will be given the opportunity to have actual practice doing community work related to classroom theory.* Rationale: "have actual practice" is not an objective; it is a learning activity – a way to achieve an objective.	*The trainee will be able to perform community organizing work, using techniques as described in the course manual.* Discussion: non-behavioral objectives tend to be vague; "will be able to perform" is a definite result.

Helpful introductory phrases to use include:

- By the end of the program, the trainee will be able to…
- After completing this book, the student will be able to…
- As a result of the course, the participants will be able to…

Learning objectives should also state conditions under which the trainee should be able to perform:

- Under the following conditions, participants will be able to…
- When presented with…, the trainee will be able to…

Learning objectives must have the trainee as the subject of the sentence

A learning objective is concerned with what the trainee will be able to do, not with what the instructor will be able to do. Therefore, the objective must specify the subject, as well as use action verbs. If it does not specify a subject, we cannot be sure who is expected to do the action. Subjects are usually "trainees, participants, students, you," etc.

	Unsuitable Learning Objective	*Corrected Learning Objective*
Example 2	*To discuss the pollution problem and its implications.* Who will discuss – the instructor? The student? A guest speaker? A video? Form this objective it is not clear, since no subject has been specified.	*The trainee will be able to explain the pollution problem and lists implications to a group of secondary students.* This is only one possible way of interpreting the original sample 3. But notice that "trainee" has become the subject of the sentence.

Learning objectives must use action verbs

This means that the learner must do something we can see and measure. If we cannot see what the participant does, how can we evaluate whether she is doing it correctly?

	Unsuitable Learning Objective	*Corrected Learning Objective*
Example 3	*The trainee will be able to understand the causes of the pollution problem.*	*Trainees will be able to list the main causes of the pollution problem as discussed in class.*
	The question here is what we mean by "understand." Perhaps if we think about the way this verb might be <u>tested</u>, we can think of some verbs that are in fact observable. This might include "list, explain, describe, write an essay on."	Of course there are other ways of interpreting "understand." You may be able to think of several more than are given here. And that is exactly why the word "understand" cannot be used in a learning objective – it is too vague.

There is more than one type of learning, and so the action verbs one uses for these types of learning will be quite different. In the 1950s, a university committee led by Professor Benjamin Bloom identified three domains of learning (below). Domains can be thought of as categories. Trainers often refer to these three domains as **KSA (Knowledge, Skills, and Attitude)**.

- Cognitive: mental skills (Knowledge)
- Affective: growth in feelings or emotional areas (Attitude)
- Psychomotor: manual or physical skills (Skills)

The next two pages contain dozens of action verbs that are commonly used for each of these three types of learning.

The cognitive (knowledge) domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

Cognitive Domain Category	*Useful Action Verbs*
<u>Knowledge</u>: Recall data or information.	defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
<u>Comprehension</u>: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
<u>Application</u>: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in	Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

Cognitive Domain Category	Useful Action Verbs
the work place.	
Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.
Evaluation: Make judgments about the value of ideas or materials.	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.

Source: Bloom B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc.

The affective (attitude) domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories listed the simplest behavior to the most complex:

Affective Domain Category	Useful Action Verbs
Receiving Phenomena: Awareness, willingness to hear, selected attention.	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	Answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on internalizing / accepting a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	Completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value	Adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes,

Affective Domain Category	Useful Action Verbs
system. The emphasis is on comparing, relating, and synthesizing values.	identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
<u>Characterization</u>: Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Source: Krathwohl, D. R., Bloom, B. S., & Bertram, B. M. (1973). Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: <u>Affective</u> Domain. New York: David McKay Co., Inc.

The psychomotor (skills) domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories listed the simplest behavior to the most complex:

Psychomotor Domain Category	Useful Action Verbs
<u>Perception</u>: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	Chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
<u>Set</u>: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	Begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
<u>Guided Response</u>: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	copies, traces, follows, react, reproduce, responds
<u>Mechanism</u>: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
<u>Complex Overt Response</u>: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without	Assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.

Psychomotor Domain Category	Useful Action Verbs
hesitation, and automatic performance.	NOTE: The action verbs are the same as for Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.
Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.	Adapts, alters, changes, rearranges, reorganizes, revises, varies.
Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	Arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

Source: Simpson E. J. (1972). The Classification of Educational Objectives in the Psychomotor Domain. Washington, DC: Gryphon House.

SELECTED TRAINING TOOLS AND HOW BEST TO USE THEM

While the session designs for the Professional Development program are quite detailed, instructors are encouraged to adjust these designs after they have had a bit of practice. Some of the most popular interactive training techniques are discussed below, and include recommendations for how to best use them. They are:

- Small Group Work
- Case Studies
- Role Plays
- Lecturettes

Small Group Work

Adults learn best by drawing from their own experience and from interaction with other adults. Therefore, adult learners benefit from a training environment that allows them to reflect on several levels – as an individual, with a small group and in a large group. The instructor needs to vary the format to allow learning to occur at each of these three levels. Structured exercises done in small groups provide opportunities for learners to practice together a new skill or to formulate in their own words newly acquired knowledge. It is one of the more frequently used techniques in adult learning.

When preparing to divide learners into small groups, the challenge for the trainer is to formulate a task that will reinforce the knowledge or build skills in a meaningful and efficient way. Therefore, the task needs to bee stated so that it is directly related to the objectives of the session. It also needs to be clear and relatively simple, so that learners can begin their work quickly and complete it within a reasonable time frame. Finally, any small group work needs to be debriefed, not just at the level of the task itself, but also

moved along to the level of generalizing lessons and on to applying the learning. Small group work, whatever the nature (especially games), is never done for its own sake, but to achieve a learning objective.

Small groups can be used for…

… Building problem solving skills to deal with a particular problem or issue

… Building planning skills to deal with how to approach a particular issue or opportunity

… Providing opportunities for practicing a new technique or skill

… Providing opportunities for participants to react to each other's approach, giving advice, feedback and constructive help

… Providing opportunities for participants to share experiences, both problems and solutions that might be helpful

Make your small group work effective:

- Be very clear in giving task instructions – write on a flipchart or provide in a handout. Keep it simple!

- Divide the large group into the number of small groups appropriate for the task. Three ways (among many) to divide are: 1) count off 1-2-1-2-etc., 2) distribute colored cards randomly, 3) self-selection.

- Provide an appropriate amount of time to accomplish the task

- The instructor should monitor the groups unobtrusively, yet when necessary, remind them of the time and encourage them to move forward. Resist the urge to hover and provide too much information – the point is to let them do the work!

- Have a clear plan for how to manage the small groups sharing the results of their work in large group.

- Lead a summary discussion about all the ideas presented. End the discussion using the generalizing and application parts of the experiential learning cycle.

- Make sure you do all the exercises or small group tasks yourself (all the way through the debrief questions) before administering them to participants, to verify that they are indeed do-able, and provide the kind of learning moments you intend!

Case Studies

A case study is a versatile learning tool – it can be used for problem identification and problem solving, developing alternative approaches and strategies, decision-making and portraying field experiences, among other uses. The exact form of the case study will depend on the function it is intended to serve, and should be designed and delivered as a full session – not simply the written paragraphs telling a story. Characteristics of well-designed case studies are:

- Clearly written, Clear situation, Characters are real to participants

- Analysis of a situation/problem, Application activity is important, Avoid abstractions and unnecessary details

- Solution should not be obvious, Solution should be solvable, Situation is relevant

- Exercises and/or questions follow the case itself, Exciting, Encourages empathy

Creating the case: A case study is a narrative account of a series of events or situations around a specific problem or problems. There are a wide variety of problems that could be part of a case study: relationship difficulties between people, loss or lack of funds, unclear roles between people who work together, a bureaucratic system, inadequacies, etc. One way to organize your thoughts as you write your narrative is – quite simply – beginning, middle and end. Below listed under each category are questions that should be addressed or answered in that section of the narrative:

Beginning	Middle	End
• Where is the situation occurring and in what context? This sets up the framework for the problem(s) the case will be addressing. • Who are the major characters and elements and what are their relationships to each other? • What is the situation of these characters at the beginning of the case; what issues do they face; what are their thoughts about the issues?	• What problem situation(s) are developing? • What events and factors are contributing to the problem(s)? • Where are the major characters and what are they doing? • Are there minor characters now entering the picture? Who are they and what connection do they have with the situation(s)? • What systematic problems are being addressed and how are they being developed?	• What is the status of the problems now? • What are the major/minor characters doing and what are their thoughts and feelings? • What has happened to the relationships between the major characters? • How can the ending occur in such a way as to allow for differing interpretations?

General template that can be used for case studies:

1. Introduction, climate setting, objective, present the design of the activity
2. Participants read the case
3. Small groups discuss, using discussion questions provided
4. Facilitator leads large group discussion:
   a. Share results of group discussions
   b. Debrief: what were the actions, thoughts reactions of each character?
   c. Analyze: What were the consequences of their actions?
   d. Apply: what alternate strategies might they now use?
5. Role play a situation allowing participants to try out the strategies they suggest. Debrief the role play, repeat with new players if desired.
6. Generalize learnings and discuss application to real life of participants.

Role Plays

Using role plays with groups can be an active and interesting way to get students involved in reflection. Role plays involve students identifying a problem situation and assuming the identities of those persons affected by the problem in order to act out potential solutions. A major benefit to this kind of activity is that it asks participants to try to understand the experiences of others. For example, a role play about a parent who does not want her child disciplined by a tutor requires that a participant assume the role of the parent and try to understand the reasons for her feelings.

Role plays are also beneficial in that they actively engage participants in problem-solving. Participants are challenged to develop potential solutions to the identified problem and then try out their comfort level in implementing the solution. In the process participants can realize the strengths and weaknesses of the proposed solutions, and may discover new facets of the problem. Equally important, participants learn more about their own strengths and weaknesses in handling such situations and can receive feedback from other group members in order to improve their knowledge and skills.

Role plays can involve as many or as few people as the situation warrants but should allow several participants to observe so that they may offer additional ideas and insights from the seemingly neutral point-of-view of an "outside."

The facilitator should consider starting the exercise with a simplified version of the problem and can then add complexity as the role play progresses. You can move toward more complex situations by offering more background information as the role play progresses (for example, the tutored child has a history of aggression), or adding facts (for example, the parent will stop bringing his/her child for tutoring unless the tutor agrees not to discipline the child). Participants should be encouraged to contribute to this problem generation as well as to the development of the solutions. Whenever possible, scenarios should come from real events encountered in participants' experiences.

The set-up: In most instances, the facilitator will create the role play ahead of time. A scenario will be written down and distributed or read to all group members. Certain roles may be defined ahead of time and shared with only a few members who will be acting the role play out. In any case, encourage creativity and spontaneity. In other instances, however, role playing exercises are implemented on the spur of the moment, suggested by the facilitator or someone else in the group as a creative means of exploring a particular problem or issue. There is no right or wrong way to perform a role play, as long as mutual respect is maintained.

Who starts? Generally, each group will have a few extroverts who can be called upon to begin a role play. Another possibility is inviting people who are most familiar with a given situation to begin the exercise.

How long should the role play last? Enough time should be given for the actors to explore the various intricacies of the situation. If it feels as if the role play has degraded into something silly or irrelevant to the discussion, the facilitator can then step in and call the role play off. If it appears as though the actors are stuck in a given situation, a more interactive approach is suggested. One technique to involve observers is to instruct them to intervene in the role play to off their ideas by tapping the shoulder of the person whose role they wish to play. For example, if a participant has a different idea for how a tutor might respond, she should tap the shoulder of the person playing the tutor, replace them in that role, and then act out their idea.

Follow-up debriefing: The facilitator must make sure that the entire group is aware that the role play has ended. Sometimes, in the spirit of the moment, the participants can cross boundaries of acceptability. In some situations, one person may be playing the "bad

guy" much to the disdain of the group. It should be stressed that the actors have left their roles and are now themselves.

Sometimes as the debriefing unfolds, another dilemma is encountered. The facilitator can suggest another scenario to role play to explore the issues.

Lecturettes

Helping individuals to integrate personal learning with conceptual material based on theory and research findings is among the most important objectives of training. Using input from participants can provide a stimulating and potentially powerful mode of for presenting lecture material in a group. We call this approach experiential lecture (presentation) or "lecturette" when they are short. In other words, a portion of the lecture materials is imbedded in the learners. It is the facilitator's task to tap that material, to focus it, to make it come alive conceptually. Lecurettes may also be used to provide short, succinct statements of principles, theories, models and research findings.

Why lecturettes? With a little imagination a facilitator can make almost any conceptual input participatory. The primary advantages for doing so are:

- **To involve participants:** in general it is important to avoid putting participants in a passive mode, because their commitment can result only from their sense of ownership through meaningful involvement.

- **To assure relevance and understanding:** it is difficult to anticipate what will be the important to each participant. When they are engaged, they "own" it much more readily. Also, lecturettes help the facilitator detect misunderstandings and correct misconceptions.

- **To maintain a connection:** "presentations" can create a sense of distance between speaker and listener. By maintaining an open relationship with the group, the facilitator can challenge the learners in non-threatening ways to look within themselves for conceptual models, rather than relying on the "expert" to always provide the answers.

How to start: It is usually advisable to engage in some quick activity to get participants ready for a lecturette. Do not spend a lot of time on them – move quickly into the lecturette. Some techniques you can use are:

- **Associations:** Participants call out their associations with a term, or complete a sentence written on a flipchart.

- **T charts or plus/minus charts:** Facilitator gives the topic and ask participants to put their reactions on one category.

- **Assigned listening:** Tell one portion of the group to listen to all the things they like about the topic, and one portion to listen for what they don't like about the topic.

These can be used together, but be careful not to make this preparation so complicated that it detracts from the input that follows. How this introduction goes will give you clues about how to begin the lecturette.

During the presentation, the instructor needs to maintain effective contact with participants and to intersperse the input with activities or questions to give participants deeper understanding. Some examples:

- *Can you think of an incident in your experience that illustrates this point?*

- *What are some examples from today's news that re examples of this?*
- *What new terminology can we create for this concept? Or: How then can we define this concept in one sentence?*
- *What do you hear me saying about this concept?*
- *Pretend you are reporters – ask me a couple of good tough questions on what we've just covered*
- *Complete this sentence: "Right now it occurs to me that…"*

It is important to repeat that these techniques used in excess can work against effective learning. The significant considerations are a) to keep the participants actively involved with the content and b) to make certain that they see the big picture.

Asking Questions: The Heart of "Interactive"

In addition to using good summarizing, paraphrasing, reflecting and questioning as described in Module 1-2 Interpersonal Communications, instructors need even more well-developed skills in questioning. As instructors we tend to ask questions in the "knowledge" category 80% to 90% of the time *(see first row in the table below)*. These questions are not bad, but using them <u>all</u> the time is not good, since it doesn't let participants really work through the information and apply it fully.

You should always try to utilize a variety of more complicated questions *(see rows 2-6 in the table below).* These questions require much more "brain power" and a more extensive and elaborate answer. The sessions designs in the Professional Development Program include a variety of questions already, however, instructors are encouraged to supplement these with questions based on the local context. Six question categories[2] most commonly used are:

Type	Used for …	Examples
Knowledge Questions	• Remembering • Memorizing • Recognizing • Recalling identification • Recall of information	• Who, what, when, where, how…? • Describe…
Comprehension Questions	• Interpreting • Translating from one medium to another • Organization and selection of facts and ideas	• Retell… • How would you describe this in simpler language to…?
Utility Questions	• Problem solving • Applying information to produce some result • Use of facts, rules and principles	• How is… an example of…? • How is… related to…? • Why is… significant?

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[2] *Based on Bloom et al (1956); see also the section on Learning Objectives.*

Type	Used for …	Examples
Analysis Questions	• Subdividing something to show how it is put together • Finding the underlying structure of a communication • Identifying motives • Separation of a whole into component parts	• What are the parts or features of…? • Classify… according to… • Outline/diagram… • How does… compare/contrast with…? • What evidence can you list for…?
Synthesis Questions	• Creating a unique, original product that may be in verbal form or may be a physical object • Combination of ideas to form a new whole	• What would you predict/infer from…? • What ideas can you add to…? • How would you create/design a new…? • What might happen if you combined…? • What solutions would you suggest for…?
Evaluation Questions	• Making value decisions about issues • Resolving controversies or differences of opinion • Development of opinions, judgements or decisions	• Do you agree that …? • What do you think about…? • What is the most important…? • Place the following in order of priority… • How would you decide about…? • What criteria would you use to assess…?

GLOSSARY

CV	Curriculum Vitae; for practical purposes, used interchangeably with "resume"
Brainstorm	Technique consisting of putting forth many ideas for review at a later stage.
Debrief	To review what has happened in the exercise that has just finished
Experiential	Adj. Based on experience: derived from or relating to experience as opposed to other methods of acquiring knowledge
FC	Flip chart, easel with paper
Feedback	The process of providing information so a person can discover the impact of her words and actions on others
Fishbowl	Role play where the action is in the middle of a circle, with observers around the perimeter taking notes
Gantt	Activity planning chart, named after Henry Gantt
HO	Handout
Lecturette	Brief presentation
LogFrame	"Logical Framework" (project design tool)
MM	Magic marker
PERT	"Performance Evaluation and Review Technique" (planning tool)
PPT	PowerPoint

Round Robin	Continuously repeating sequence, such as a team of three each taking turns doing a task, rotating the roles
SPRA	"Situation, Problem, Reasons, Action" (communication formula)
SWOT	"Strengths, Weaknesses, Opportunities, Threats" (decision-making tool)
UP	"Unlimited Potential" (Microsoft program)

LIST OF USEFUL WEBSITES AND RESOURCES

Women in the News

- www.aljazeera.net
- www.bbc.co.uk
- www.themuslimwoman.org

Electronic Images of Women

- www.themuslimwoman.org
- www.images.google.com Search on: "women muslim"

Management Training Resources (Online and Otherwise)

- www.astd.org American Society for Training and Development: With members in over 100 countries and 15,000 organizations, ASTD is the leading association for workforce learning professionals. Members receive exclusive around the clock access to valuable research tools, timely publications, networking opportunities, product and conference discounts, and much more. Info-Lines are short reference tools that succinctly cover training design, delivery and management topics.

- www.businessballs.com Free resources for the ethical development of people, business and organizations. For learning, self-development, for helping others, and for bringing more compassion and humanity to organizations and beyond. Classical and innovative concepts and materials - made simple, free and fun.

- www.managementhelp.org This library is a free community resource to be shared and contributed to by users and readers across the world. The overall goal of the library is to provide leaders and managers (especially those with very limited resources) basic and practical information about personal, professional and organizational development.

- The Pfeiffer Handbook of Structured Experiences: Learning Activities for Intact Teams and Workgroups. Hardcover. Jack Gordon (Editor), Pfeiffer, June 2004. Includes more than one hundred learning designs that target the growth and development of individuals who work in teams or within a collaborative for a team or an organization. The experiences are organized according to the level of participant involvement, beginning with relatively low-risk activities and progressing to highly involving exercises. The book is further organized into three topical categories: Communication and Trust; Roles and Processes; and Leadership and Decision Making. A standard resource – includes more than 100 ready-to-use training designs with clearly stated outcomes.

● www.thiagi.com/games 100 free exercises (games) for many classroom purposes. The post-card exercise in the Professional Development Wrap-Up session design is a widely-used example. These have been created, used and submitted by practicing facilitators. The Thiagi website also contains excellent references on facilitating the work of groups.

● www.trainingzone.co.uk TrainingZONE – free UK site for corporate training professionals with an online network of 32,000 members. Includes: training news and features, newswires, Expert Guides, Answers page.

● www.toastmasters.org: Useful, free tips on public speaking from this international membership association.

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