TRAINING OF TRAINERS
MANUAL

for participants
# Training-of-Trainers Participants' Manual

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July 1999
Objectives of ToT

- To practice your lecture technique and be critiqued by colleagues
- To observe and practice at least 5 of the following:
  - ✔ Principles of adult training
  - ✔ Effective training techniques
  - ✔ Impact of group dynamics and group diversity
  - ✔ Handling difficult training situations
  - ✔ Training design and materials development
  - ✔ Basic elements of conference planning and coordination
  - ✔ NTP's technical assistance and ongoing support

- To provide you the opportunity to:
  - ✔ Practice using training techniques
  - ✔ Examine your own training style and your presentation
  - ✔ Begin planning/designing a future training and receive technical assistance
SESSION: Introduction and Overview of Training

TIME: 30 mins.

MATERIALS/RESOURCES/EQUIPMENT:

Text: None

Handouts:

✓ ToT Participant Demographic Information Sheet (H/O #1)
✓ NTP Program Fact Sheet (H/O #2)
✓ NTP Technical Assistance Brochure (H/O #7)
✓ Elder Law Forum (H/O #3)
✓ AARP Publications Booklet (H/O #4)
✓ ToT trainer’s biographies
✓ ToT Participant’s Manual & Training Resources Guide
✓ Participant List (H/O #8)
✓ Agenda (H/O #6)

Resource: None

OBJECTIVES:

1. To complete the demographic sheets

2. To provide an overview of Training of Trainers Program, including program goals and objectives, structure, and content.

3. To introduce participants to the non-training services of NTP.

4. To inform participants about the logistics of the training, including:
   ● schedule
   ● meeting facilities, location of restrooms
   ● break and meal arrangements
   ● other information that will help acclimate participants

5. To obtain a list of individual participant’s ToT goals.

6. To give participants and trainers an opportunity to learn about the backgrounds and interests of the participants and to introduce trainers and conference support staff.
SESSIOE: Roles & Characteristics of an Effective Trainer

MATERIALS/RESOURCES/EQUIPMENT:

Text:  "The Roles of a Trainer"
       "Characteristics of an Effective Trainer"

Handouts: Style Inventory Scoring Sheet (H/O #5) (Trainer Style Inventory Sheet was sent to participants with their acceptance packet)

Resource: Co-Training; Facilitating Productive Meetings; Duties of Discussion Leaders.

OBJECTIVES:

To enable participants to:

1. Identify their own primary trainer style and understand the impact of trainer style on the effectiveness of the training.

2. Identify the two (2) basic roles of a trainer -- presenter/expert and facilitator.

3. Discuss the different characteristics and skills trainers need to have to ensure quality training that meets audience's needs.
SESSION: Principles of Training/Adult Learning Theory

MATERIALS/RESOURCES/EQUIPMENT:

Text: "Principles of Training"

Handouts: None

Resource: Basic Training for Trainers
           Adult Learning Theory

OBJECTIVES:

To enable participants to:

1. Recognize the four (4) principles of adult learning and the implications for designing and delivering training to meet their audience's needs.

2. Recognize and discuss the impact of audience diversity on planning and delivering training.

3. Discuss common training problems and pitfalls.
SESSION: Effective Lecture and Other Training Techniques

MATERIALS/RESOURCES/EQUIPMENT:

Text:
"Training Techniques Overview"
"Practice Tips"

Handouts: None

Special Materials in Text:
✓ Choosing Training Techniques
✓ Table-Choosing Training Techniques
✓ Training Techniques Plotting Chart

Resource: Training Techniques

OBJECTIVES:

At the end of this Session, participants will be able to:

1. Identify the effect of different training methods upon post-training retention.

2. Link how adults learn and what they remember with variables in choosing training techniques.

3. Identify at least four (4) training techniques.

4. Identify which training methods will be most effective given a particular training objective.
SESSION: Conducting Small Group Exercises

TIME: 45 mins.

MATERIALS/RESOURCES/EQUIPMENT:

Text:  "Practice Tips" - Small Group Activities
       "Group Dynamics and Development"

Handouts: ✓ Group Exercise Assignments (H/O #11) (Trainer distributes one sheet to each group)
           ✓ Packet with complete small group exercise and trainer's notes

Resource: Trainer Interventions

OBJECTIVES:

To enable participants to recognize and understand the variables under a trainer's control in small group exercises.
SESSION: Group Dynamics and Development

MATERIALS/RESOURCES/EQUIPMENT:

Text: "Practice Tips" -- Small Group Activities, Discussion Groups, Role Plays "Group Dynamics and Development"

Handouts: ✓ Room 22-B Exercise - (H/O #16)

Resource: Trainer Interventions Group Dynamics

OBJECTIVES:

To enable participants to:

1. Identify three (3) basic stages of group development.
2. Discuss two (2) characteristics of each stage of group development.
3. Describe one (1) trainer function at each stage of group development.
4. Identify two (2) disruptive behaviors which interfere with group activity.
5. Demonstrate an understanding of the use of group discussion as a training technique.
SESSION: Individual Presentations and Video Review

MATERIALS/RESOURCES/EQUIPMENT:

Text: None

Materials/Equipment:

✓ Flipchart stand and Flipchart
✓ Camera/VCR
✓ Television Monitor (optional)
✓ Videotapes
✓ Need breakout room with duplicate equipment and adequate seating

Special Materials in Text:

Handouts: ✓ Presentation Preparation (part of pre-ToT mailer)
✓ Participant Critique Forms (H/O #15)
✓ Partner/Presenter Critique Forms (H/O #14)

Resource: Training Techniques

OBJECTIVES:

1. To provide participants an opportunity to practice and begin incorporating presentation tips that they have learned in ToT about preparing for and conducting a lecture.

2. To provide an opportunity for participants to receive immediate feedback on their presentations from the trainer(s) and their co-participants and, as appropriate, constructive suggestions on how they might improve.
SESSION: Trainer Interventions

TIME: 1-½ hrs

MATERIALS/RESOURCES/EQUIPMENT:

Text: Trainer Interventions

Special Materials in Text: Difficult Situations Exercise

Handouts:

✓ Answers to Difficult Situations Exercise (only to group leaders) (H/O #17)
✓ Instructions for Leading Difficult Situations Exercise (H/O Opt #17a)

Resource: Trainer Interventions

OBJECTIVES:

To enable participants to:

1. Identify three (3) roadblocks to effective communication.

2. Demonstrate how to send "I messages" that reflect the behavior of another, describe their own feelings about the behavior, and state the consequences of that behavior.

3. Analyze difficult training situations and offer appropriate ways of handling difficult situations.
SESSION: Conference Coordination and Planning

MATERIALS/RESOURCES/EQUIPMENT:

Text: Room Set-Up Diagrams
     Training Evaluations

Handouts: ✔ NTP Substantive Training Evaluation Forms (H/O #23)

Resource: Evaluation Measurable Outcomes
          Conference Coordination

OBJECTIVES:

To enable participants to:

1. Identify the logistical arrangements that can enhance or undermine the substantive content of a training.

2. Identify the impact room setup has upon communication within a group.

3. Identify at least one appropriate low-cost training tip.

4. Identify three elements in constructing an effective evaluation.
SESSION: NTP Design

MATERIALS/RESOURCES/EQUIPMENT:

Text: "NTP Training Design, Materials, and Technical Assistance"

Handouts: ✔ trainingworks (H/O #10)
          ✔ Training Library Booklet (H/O #12)
          ✔ sample NTP Substantive Law Training Module (optional)
          ✔ sample NTP Hypothetical Case and Trainer's Notes (optional)

Resource: General Resources

OBJECTIVES:

1. To inform participants of the materials and technical assistance that are available to field trainers through NTP.

2. (optional) To familiarize participants with the uses and overall content of a sample NTP Substantive Law Module, and sample NTP Hypothetical Case and Trainer's notes.
SESSION: *Closing and Evaluation*  

**MATERIALS/RESOURCES/EQUIPMENT:**

- **Text:** None
- **Handouts:** ✓ ToT Evaluation Forms (H/O #23)  
  ✓ ToT Certificates (H/O #22)
- **Resource:** None

**OBJECTIVES:**

1. To facilitate information sharing among participants; if possible to encourage future collaboration.
2. To identify and recruit trainers for possible post-ToT off-shoot training.
3. To re-state follow-up obligations (participants and NTP).
4. To complete evaluations of the ToT program.
THE ROLES OF A TRAINER

The trainer must create an environment in which learning can take place.

Skilled Trainers

- enhance the self esteem of participants,
- increase group cohesiveness,
- motivate participants to learn, and
- encourage participants to experiment and take risks.

There are two basic trainer roles: Presenter/Expert and Facilitator/Seeker. These trainer roles promote the learning goals of the training program.

I. PRESENTER/EXPERT:  Focus on Content and Methods

A. CONTENT

Trainer's Actions

- Establish the relevance of the training to the participants, and emphasize the goals and learning objectives of the program.
- Share training goals and objectives with the group, explore the expectations of the participants, and modify training plan if necessary.
- Relate the learning goals to practical and/or job-related experiences.
- Test periodically during training for the continued relevance of the learning objectives and for the participant's sense of achievement and involvement.
- Assess participants' subjective reactions to the training and their achievement of the learning objectives.

Impact on Participants

- Creates an awareness of performance goals and behavior they are expected to exhibit, such as knowledge, skills, attitudes.
- Helps develop enhanced feelings of personal competence through achievement in the learning environment.
- Reduces resistance to individual involvement in the training.
B. METHODS AND LEARNING OBJECTIVES

Trainer's Actions

- Help group achieve its goals.
- Communicate clearly, concisely, and simply.
- Provide an opportunity for participants to express needs and expectations.
- Provide direction to the learning process and help group focus on learning goals.
- Use training techniques appropriate to achieving the various learning objectives.
- Use a variety of learning activities to respond to different learning styles and encourage the participation of everyone.
- Provide appropriate print and audiovisual resources to reinforce important points.
- Demonstrate skills in ways that enable participants to learn.
- Schedule the daily flow of training activities to maintain participants' interest and energy.
- Provide for the physical comfort of participants.
- Guide participants' thoughtful discussion and evaluation of their learning experience.
- Give, seek, clarify, and simplify information.
- Present concepts, theories, models, and examples.
- Remind the group of time constraints while maintaining flexibility.

Impact on Participants

- Increases confidence in trainer's and participant's abilities.
- Increases feelings of physical and psychological comfort.
- Gives participants a clear sense of direction.
- Provides an opportunity for participation to everyone.
- Ensures that participants understand the concepts, theories, and information presented.
II. FACILITATOR:  Focus on Learning Environment

A. SUPPORT TO THE GROUP

Crucial Functions of the Facilitator

1. Making sure that the meetings begin and end on time.
2. Arriving early to check that all needed items are in place, to orient speakers and participants to the facility, to answer last-minute questions.
3. Introducing yourself as facilitator and what your role will be; introducing the session, objectives, time design. (Facilitators should know all conference details.)
4. Introducing guest or co-speakers.
5. Directing group in an "ice-breaking" activity.
6. Paying attention to timing and flow of activities.
7. Directing group back on point to accomplish objectives if the group goes "off track" or stays too long on minutia.
8. Paying attention to participants' behavior, and inviting those less active to participate. Making sure that the discussion is not dominated by the ideas of only a few.
9. Delegating responsibility for summarizing of the group's work.
10. Assisting the group in making future plans and subsequent activities.

Trainer's Actions

- Establish a climate of trust and an atmosphere conducive to risk taking and experimenting with new skills.
- Listen and respond to feelings, problems, and viewpoints of the participants.
- May reject ideas, but not reject people.
- Provide feedback on performance and contributions.
• Assist individuals in problem-solving outside the group.
• Encourage the hesitant, try to involve non-participants, and ensure that all who wish to speak are heard.
• Resolve differences between participants.
• Determine how participants feel and how they are reacting to the training.
• Conduct mini-evaluations to consider whether design or technique needs modification.
• Warm, friendly, and responsive to participant's needs.

**Impact on Participants**
• Increases motivation to join in the learning process.
• Reduces group tension and apprehension.
• Creates trust.
• Participants become more open to being influenced by trainer and other participants.

B. **GROUP BUILDING**

**Trainer's Actions**
• Establish norms of participant interaction, respect for the opinions of others, and general group behavior.
• Encourage group members to value and take responsibility for participant interdependence.
• Make process interventions that enable members to understand interpersonal dynamics of the group.

**Impact on Participants**
• Helps develop a high commitment to the learning group and to achieving training objectives.
• Reduces interpersonal competition.
• Pools skills, resources, and information.
• Decreases dependence on the trainer as an expert.
• Increases feelings of group competence.
PROFILE A – *Directive/Structured*

**Strengths:** This style is effective when transmitting technical information that requires little or no interaction with the audience. It is powerful and solicits admiration. The orientation is toward accomplishing the task with low regard for group maintenance considerations. Interpersonal interaction with participants tends to be low unless discussing the subject of training. Trainer A believes that structure, role, and procedures are important in creating predictability and reducing ambiguity in training situations. Performs "goal emphasis" function effectively.

During class, trainer A is careful to cover all material. S/he does it in a direct, concise, and logical manner. Trainer A begins with a statement of learning objectives, goes through the material step-by-step making sure that each step is understood, and ends by asking for any additional questions. To illustrate a point, this person will often tell war stories. All questions are answered authoritatively and completely. Interventions tend to be practical and detailed.

**Key Characteristics:** Professional, business-like, organized, neat, structured, logical, concise, thorough, persuasive, direct.

**Primary Concerns in the Training Setting:**
- materials in order
- material covered in a timely manner according to plan
- all information covered
- clarity of presentation

**LEARNING ASSUMPTIONS – People learn best when:**
- information is presented in a clear, conceptually logical manner
- concise learning objectives are presented
- when the trainer is a content expert
- when all questions are completely answered
- Learning has occurred when participants understand and can repeat the major points and back-up arguments for each point.
When Characteristics are Excessive: This style can create distance between the trainer and others. Use of formal procedures and overstructuring reduces opportunities for trainees to take the initiative; not helpful to group maintenance function and can be intimidating. Trainer A can be inflexible, locked into a logical system or a way of doing things. Can respond to overtures of a personal nature impersonally.

PROFILE B -- Supportive/Accepting

Strengths: This style helps create a climate of trust and psychological safety and is effective in initiating and reinforcing group cohesion. A highly seductive style, trainees often find it attractive. Orientation is toward relationships and process with low regard for task or goal achievement. Very appropriate to human relations training and growth groups and training that uses primarily experiential activities.

The presentation is unstructured, learning objectives are general and all encompassing. Trainer B avoids lecturing, preferring to get data from the class in discussion. Topics often revolve around what is happening in the class with the people. Trainer B watches the group's interactions and makes process interventions based on those observations. There are many experiential exercises and care is taken to include everyone in all these activities. Trainer B will easily abandon the teaching plan if the group wants to discuss other issues.

Key Characteristics: casual, spontaneous, intuitive, warm, caring, non-directive, affirming, supportive, trusting, deals with emotions, responsive, inclusive, accepting.

Primary Concerns in the Training Setting:
- class participation, everyone involved
- setting a positive classroom climate
- facilitating the group's process
- responding to the needs of people

LEARNING ASSUMPTIONS - People learn best when:
- they are in a positive setting
- they get personally involved in the classroom process
- they get feedback on their actions in the classroom
- Learning about how a person functions in groups is the most
**When Characteristics are Excessive:** Used exclusively or to excess, this style may not help group task achievement. The inherent responsiveness of the style can lead to imbalance in considering content, structure, and process. Trainer B must be aware and capable of preserving his/her personal boundaries, otherwise s/he can become emotionally overcommitted. May be perceived as a "soft touch" resulting in challenge by more aggressive participants.

**PROFILE C – Active/Energetic**

**Strengths:** Style can be electric, generating excitement and enthusiasm for learning. Personally potent, this style elicits and reinforces spontaneity in the group particularly when the subject is ponderous and/or highly technical. Quick-witted and sociable, this style tends to be very people oriented and loves an audience. Prefers to think on his/her feet rather than work from structured or pre-designed materials. S/he is aware of the practical realities involved in the learning process and is highly responsive to the group's needs and/or unplanned events.

Being in this trainer's class is fun. The trainer puts much energy into the presentation and gets the participants' attention. He or she may use a variety of flashy visual aids. He or she is likely to tell colorful stories to illustrate a point. Sometimes it seems that Trainer C is not prepared although s/he seems to get through the course without any serious problems. Trainer C is very quick on his/her feet. Participants leave the class highly motivated.

**Key Characteristics:** charismatic, energetic, quick witted, stimulating, articulate, knowledgeable, informed, risk taker, interesting, sociable, gregarious.

**Primary Concerns in the Training Setting:**

- participants enjoying the class
- stimulating environment in the classroom
- fitting course material to his/her style
- applicability of learning to real life

**LEARNING ASSUMPTIONS** - People learn best when:

- they enjoy the presentation
- they are persuaded by a dramatic delivery
- Learning has occurred when participants have agreed with the major points of the training and are motivated to use the training on the job.
When Characteristics are Excessive: Trainer C can be a show-off who is bored when not the center of attention. The style's natural quick-wittedness, spontaneity and resistance to structure can produce a high level of ambiguity for trainees. Can be ineffective in performing goal emphasis and work facilitation functions. Trainees may have lots of fun but learn very little because the trainer may have no particular conceptual base from which to guide the group. Can be challenged by more serious and task-oriented trainees.

PROFILE D – Reflective/Adaptive

Strengths: Adaptable and imaginative, Trainer D is effective in high as well as low-ambiguity situation. The trainer who employs this style is most apt to be described as solid and competent rather than powerful, brilliant, or exciting. Style tends to be democratic but with primary attention to task. This style is effective when there is a need to simplify and explain complex material. Teaching approach can be highly creative.

Trainer D is concerned with the needs of the group, and analyzes situations quickly and accurately. S/he strives to understand specific, expressed needs and is willing to deviate from the lesson plan to some extent in order to meet the need. When problems arise in the class, Trainer D adapts a problem-solving attitude: data from the class is systematically collected, options are explored, and perhaps a learning experiment is created and tried. Trainer D attempts to stick to the training schedule but may change the lesson plan if s/he thinks it is appropriate.

Key Characteristics: imaginative, creative, flexible, tactful, active listener, practical, explains complex material well, analytical

Primary Concerns in the Training Setting:

- participants get what they need to help their learning
- all or most of the material gets covered
- creating an awareness of current behavior and supporting behavior change in areas of course content
- giving clear non-judgmental feedback
- exploration of ideas as an end in itself
LEARNING ASSUMPTIONS – People learn best when:

- they have an active part in the learning process
- learnings are experienced when possible
- they have a clear conceptual base from which to solve problems
- learning has occurred when there is a behavior change.

When Characteristics are Excessive: Style can be highly intellectual—more focused on intellect than feelings—and therefore, may miss dynamics of the group while thinking about an idea. May also grow bored or impatient with training that isn’t stimulating or moving rapidly. May be impatient with slow learners. Fair-mindedness and striving for a democratic ideal can lead to generation of too many alternatives in a group and subsequent confusion. Natural politeness and personal reserve can create an impression of personal distance or aloofness.
CHARACTERISTICS OF AN EFFECTIVE TRAINER

People who effectively lead groups of all kinds have many qualities in common which are important for a competent trainer.

CHARACTERISTICS

*Active Listening*

- hears what another is saying
- tries to understand his/her underlying feelings
- creates an atmosphere of communication

*Peripheral Vision*

- is able to see, hear, and intuit how participants function as a group
- has a fairly accurate reading about how each participant is experiencing the training
- tunes in to non-verbal cues and observes how the group interacts
- has a sense at all times of how the group feels, a skill which can be developed with practice

*Empathy*

- is able to see the world as another does
- ability to respond appropriately to individual needs and deal with different knowledge and skill levels within the group

*Sense of Timing*

- knows when to intervene in the group process and when to remain silent
- learns to evaluate moods to sense the need for intervention

*Clarity*

- is able to convey information in a way that is succinct and easy to understand
- requires great familiarity with the material being taught

*Differentiation*

- is able to separate oneself from the participants to facilitate the learning experience and avoid becoming part of the group itself
• requires considerable self-awareness to distinguish between one's own thoughts and feelings and those of others

Flexibility
• ability to adjust to the situation, including modifying the training design if necessary
• ability to be both supportive and confrontative, serious and light, depending on the circumstances
• helps create a safe environment in which to experiment and take risks
• ability to assess what is necessary to a learning climate for each participant

Availability
• ability to respond to each trainee as an individual, as well as part of a group

Self-Disclosure
• willingness to share thoughts, feelings, reactions, and appropriate personal information with the group
• sets the tone and gives participants the permission and the courage they need to learn

TRAINER AS ROLE MODEL
As a trainer, you model appropriate and effective behavior to the participants. Your conduct must be congruent with what you are teaching.

• **Be prepared.** Then after you prepare, practice what you will be doing.

• **Be yourself.** Do not copy or imitate others. If you like how another trainer does something, incorporate it in a manner that suits your style.

• **Be enthusiastic.** Your energy coupled with your preparation set the tone which motivates others to learn. Maintain eye contact, make certain everyone can hear you at all times, vary the pitch and tempo of your voice, and get the participants up and moving when they are lethargic.

• **Use your natural sense of humor.** Perhaps nothing is so personally valuable to a trainer. It not only relaxes everyone, it promotes unity among members of the group. This does not mean you are a stand-up comic. Just be aware of the humorous situations which occur spontaneously during training.

• **Be direct.** Say what you have to say as honestly and straightforwardly as possible so you do not jeopardize your credibility. When you are direct, participants are encouraged to do the same.
- Be clear in what you say. Listen to yourself. Critique your own delivery after a practice or an actual session. Pay attention to explanations and presentations that work.

- Be sensitive to participants. Periodically ask how the group is feeling. Watch for non-verbal clues. Be responsive to the ever-changing needs of the group and its individual members.

- Share your leadership formally or informally. Solicit personal experience examples from participants. Draw on the expertise of the members of the group. The practice of sharing leadership produces greater participant involvement and investment in the training.

- Be positive. You must convey a belief in each participant's potential to grow and change in a positive direction. Your support and your encouragement are the most valuable gifts you can give the group.

- Be a role model. Behave in ways that are consistent with your value system. If you believe risk-taking enhances learning, be willing to take risks with the group yourself.

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**TRAINER'S BEHAVIOR CHECKLIST**

Dr. Charles Martinez did an informal research study on teaching (or training) behaviors that students felt were important. He found that the classic list of do's and don'ts held true. The following is an adaptation of the results from his poll.

<table>
<thead>
<tr>
<th>THE DO'S LIST</th>
<th>THE DON'T LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make opening remarks</td>
<td>1. Don't break time agreements</td>
</tr>
<tr>
<td>2. Make the group comfortable</td>
<td>2. Don't waste time</td>
</tr>
<tr>
<td>3. State your objectives</td>
<td>3. Don't monopolize group discussion</td>
</tr>
<tr>
<td>4. Know your material</td>
<td>4. Don't lose the group</td>
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<tr>
<td>5. Be prepared</td>
<td>5. Don't read your material</td>
</tr>
<tr>
<td>6. Use training aids</td>
<td>6. Don't fake it</td>
</tr>
<tr>
<td>7. Establish rapport</td>
<td>7. Don't interrupt students' answers</td>
</tr>
<tr>
<td>8. Show enthusiasm</td>
<td>8. Don't be pompous</td>
</tr>
<tr>
<td>9. Encourage participation</td>
<td>9. Don't lose group's respect</td>
</tr>
<tr>
<td>10. Be flexible</td>
<td>10. Don't be undignified</td>
</tr>
<tr>
<td>11. Maintain control</td>
<td>11. Don't ridicule or intimidate</td>
</tr>
<tr>
<td>12. Answer questions</td>
<td>12. Don't bring your problems to the training</td>
</tr>
<tr>
<td>13. Provide feedback</td>
<td>13. Don't display distracting mannerisms</td>
</tr>
<tr>
<td>14. Evaluate progress</td>
<td>14. Don't be a dictator</td>
</tr>
<tr>
<td>15. Be yourself</td>
<td>15. Don't lock horns</td>
</tr>
</tbody>
</table>
EFFECTIVE FEEDBACK

One of the most important behaviors/skills that participants expect from trainers is the ability to give effective feedback. See the Trainer Interventions session for more information on effective feedback.

MAKE IT STICK! -- Retention of Relevant Material

Finally, one of the most important characteristics of an effective trainer is having the ability to plan, prepare, and present information in such a way that the key points are remembered by the participants after the training is completed. See the Training Techniques session for more details on post-training retention.
PRINCIPLES OF TRAINING

This session focuses on what we call the *Principles of Training*. Actually, all of the sessions within ToT concentrate on one or more of these *principles*. Here, we will spend some time on an overview of the *principles* to provide you a more clear picture of all of the pieces that are needed to produce quality, effective training.

GENERAL ELEMENTS OF TRAINING

- Trainer’s Knowledge, Skills, Style, and Interpersonal Behavior
- How Adults Learn
- Post-Training Retention
- Effective Use of Training Techniques
- Training Design and Planning
- Trainer Interventions
- Considerations about Group Diversity

In this session we will explore the impact of how adults learn and some basic, helpful training "commandments." In the next session, we will examine several training techniques and provide tips on their use.

ADULT LEARNING THEORY

*Characteristics of Adult Learning*

- material must be relevant to the needs of participants
- best accomplished in an informal atmosphere
- must have application to participants' jobs
- enhanced by the shared knowledge and experience of participants
- interactive--adults learn best by doing
- occurs through increasing participants' self-confidence
- participants share responsibility for their learning
Responsibilities for the Trainer

- create a safe learning environment by: conveying an acceptance of participants and their ideas, showing an interest in them, listening to their ideas and concerns, sharing information, being honest
- encourage experimentation and risk-taking
- emphasize applicability of material
- use a variety of training techniques
- build in ways for participants to *do* something in connection with the materials you are presenting
- present "real world" problems for participants to solve and deduce principles of the course
- establish that mistakes are part of the learning process
- reward participants willing to try new things and share their mistakes
- treat each task or exercise as a positive one whether or not it is performed correctly
- foster cooperation rather than competition
- relate material to participants' experiences

Barriers to Adult Learning

- fear of making mistakes
- fear of criticism
- material is not made relevant to their needs
- lack of participation in the learning process
- fear of rejection
- fear of change
- overly formal atmosphere
<table>
<thead>
<tr>
<th>ELEMENTS OF ADULT LEARNING</th>
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</thead>
<tbody>
<tr>
<td><strong>TRAINEE</strong></td>
</tr>
<tr>
<td>• personal relevance</td>
</tr>
<tr>
<td>• self-motivation</td>
</tr>
<tr>
<td>• readiness to learn</td>
</tr>
<tr>
<td>• individuality and autonomy</td>
</tr>
<tr>
<td>• experience</td>
</tr>
<tr>
<td><strong>TRAINER</strong></td>
</tr>
<tr>
<td>• adaptable style</td>
</tr>
<tr>
<td>• ability to impart information</td>
</tr>
<tr>
<td>• clear role</td>
</tr>
<tr>
<td>• solid knowledge of topic/well prepared</td>
</tr>
<tr>
<td>• leadership</td>
</tr>
<tr>
<td>• facilitation skills</td>
</tr>
<tr>
<td>• good interpersonal skills</td>
</tr>
<tr>
<td><strong>SUBJECT</strong></td>
</tr>
<tr>
<td>• applicability to professional or personal life</td>
</tr>
<tr>
<td>• comprehensibility</td>
</tr>
<tr>
<td>• innovative</td>
</tr>
<tr>
<td>• informative</td>
</tr>
<tr>
<td><strong>METHODOLOGY</strong></td>
</tr>
<tr>
<td>• self-directed activities</td>
</tr>
<tr>
<td>• experience-based activities</td>
</tr>
<tr>
<td>• problem-centered activities</td>
</tr>
<tr>
<td>• variety of techniques</td>
</tr>
<tr>
<td>• appropriate sequencing/organization</td>
</tr>
<tr>
<td><strong>ENVIRONMENT</strong></td>
</tr>
<tr>
<td>• size of group</td>
</tr>
<tr>
<td>• physically conducive to learning</td>
</tr>
<tr>
<td>• composition of group (homogeneous/heterogenous)</td>
</tr>
</tbody>
</table>
BASICS OF ADULT LEARNING

1. **Learning is a natural human process.** All people could use their intelligence and would be eager to learn if it were not for the negative learning experiences that have preceded this learning opportunity.

2. **Adult learners need to feel approved of and accepted.** Encouragement and praise are crucial.

3. **Learners must have present needs met.**

4. **Adult will learn only what they feel they need to know.** Adults are very practical to their approach to learning. Additionally, adults are not satisfied with assurances that they will eventually learn something from the material—they expect results from the first training session.

5. **Adult learners can only learn in a useful way when they are ready to learn.** While we can "force feed" rote learning, there is usually low retention and limited usefulness of the information.

6. ** Relevant information is retained better.** Most learners can best use information when they can relate it to something they already know.

7. **Repetition improves retention.** An old trainer's maxim: "Tell them what you're going to say, say it, and tell them what you said." Each repetition should add a new point of reference, using a variety of techniques and media.

8. **Learning is most effective when the information is communicated in small increments—"bite-size" and digestible pieces.** Each piece must be assimilated and integrated with what was presented before.

9. **Learners must be given the opportunity to communicate new information to others and to begin their own application.**

10. **Adults learn by doing.** At least 50% of what adults learn is forgotten if learned in a passive way. Retention of new knowledge or skills increases when adults have immediate and repeated opportunities to practice what they learned.

---

**Old Chinese Proverb**

I hear and I forget,
I see and I remember,
I do and I understand.
TEN COMMANDMENTS OF TRAINING

I. **Don't Try to Cover Too Much**

The most common training design error is to develop an agenda or individual session that tries to cover too much information.

II. **Encourage Participation**

- I Hear and I Forget
- I See and I Remember
- I Do and I Understand

III. **Design Curricula to Have a Variety of Learning Goals**

- Knowledge
- Skills
- Attitudes/Options

Utilize a variety of training techniques appropriate to objectives.

IV. **Constructive Repetition/Constructive Repetition**

- Tell them what you are going to tell them
- Tell them
- Tell them what you told them

Look for ways to reinforce information.

V. **Don't Always Assume that People Know the Basics**

- Know the audience
- Be careful with terminology
- Lay the proper foundation before getting lost in specific details
VI. Adult Education Differs from Previous Educational Experiences
   ▶ Short term
   ▶ Experiential
   ▶ Information is usable immediately
   ▶ Need to establish trust/credibility
   ▶ Learning atmosphere is crucial

VII. Choose Speakers Carefully
   ▶ Need to find more than "the expert"
   ▶ Speaker should be able to "communicate" the information
   ▶ Need to be able to adjust a "canned" presentation to a specific audience

VIII. Materials and Flip Charts
   ▶ Participants love materials
   ▶ Be careful of purpose and timing of materials
   ▶ Use materials to support oral presentation
   ▶ Use flipcharts to explain/emphasize certain points

IX. Encourage/Promote Questions
   ▶ Responding to questions can serve to clarify and expand
   ▶ Clarify when questions from the group are welcome
   ▶ Some questions need to be restructured so that they are understood by others in the group
   ▶ Answers should always be constructive and, when possible, should reinforce prior information

X. Logistics is the Unsung Hero of Successful Training
   ▶ Proper preparation prevents poor performance
   ▶ Preparation is preventative but flexibility is curative
TRAINING TECHNIQUES

OVERVIEW

ESTABLISH A POSITIVE FRAMEWORK

1. Getting Acquainted – The Pre-Training Role
   - If the program begins in the morning, you may want to have coffee or juice available and allow time for informal socializing.
   - When possible, introduce yourself and welcome participants individually as they arrive.

2. Start on Time
   - Emphasize the need to start on time at the outset of the training and keep your word to do so.
   - Do not be inflexible. If two-thirds of the participants have not arrived, it may not be reasonable to start.

3. Introduce the Program
   - Explain briefly the content of the training and what you hope to accomplish.
   - Specify training objectives.
     * What knowledge should participants have when they leave the training?
     * What skills should participants have acquired when they complete the training?
   - Provide an outline or agenda as an overview of the program and review it with the participants.

4. Logistics and Housekeeping
   - Provide information regarding location of restrooms, restaurants, break times, length of the sessions, etc. A checklist helps enormously with these details.
   - Minimize the amount of time spent explaining logistical considerations by using written information whenever possible.
5. **Warming Up**

- Solicit participation from the group early in the agenda.
- Depending on group size and available time, you may want to begin with an "icebreaker" activity. The most efficient use of time is an exercise that both helps participants get acquainted and provides information relevant to the training topic.
- If possible, at least ask participants to introduce themselves and give some basic background information.

6. **Assessing the Group**

- What are their levels of knowledge and skill, and what is their attitude toward the training?
- Sometimes this information is obtained during an introduction exercise or you can ask direct questions of the group.
- You can learn about experience levels and attitudes by merely listening for that information.
- Sometimes you may have to make adjustments in your curriculum to accommodate participants' skill or knowledge levels.

---

**GEAR YOUR TRAINING TO ADULTS**

1. **Learning Styles**

   - People learn in different ways and at differing speeds.
   - Consider differences in educational background, reading and speaking ability, cultural bias, and prior training.
   - Give honest encouragement and affirmation to participants.

2. **Adults Learn by Doing**

   - Adults achieve higher skills and retain more information if given immediate and repeated chances to practice what they have learned.
   - Involve the group as much as possible. Deflect some questions to the whole group rather than answering them all yourself. Ask someone else to recall an experience relevant to the topic being discussed.
3. **Informal Atmosphere**

- Arrange seating in a way that encourages group interaction, such as U-shaped or in a circle. Avoid traditional classroom rows if possible.

- Encourage a relaxed atmosphere. In a small group, learn and use the first names of participants; make a seating chart if necessary. Use humor carefully. Invite questions and discussion where appropriate.

4. **Relate Learning to Practical Applications**

- Adults learn what they feel they need to learn. They want to know how they can use what they’re learning when they return to their job.

- Where possible, discuss knowledge and skills in terms of how they can be used in real situations in their work.

---

**BREAK YOUR TRAINING INTO SEGMENTS**

1. **For Each Segment, State the Following:**

   - Name and length of the session.
   - Topics to be covered and why they are important.
   - Why the session is relevant to their work.
   - Relate the session to the rest of the program. Mention specifically how the session relates to the topics just discussed and the topics that follow.

2. **Close Each Segment with the Following:**

   - Summarize the major points presented during the session. Refer to flipchart sheets or other visual aids.
   - Reinforce important comments made by participants by calling attention to them in some way.
   - Remind participants of any follow-up which was discussed during the session.
   - State what will happen next in the program.
   - Make sure participants' questions are addressed either during the summary or after the session adjourns.
THE KEY TO SUCCESS! – Use a Variety of Methods and Techniques

1. Pacing and Variety
   ▶ Combine different methods and techniques so the overall program has variety and change of pace.
   ▶ Try to vary the training technique as often as the material and schedule will allow. Involve participants whenever possible.
   ▶ Select techniques that are appropriate for a given topic.

2. Reinforce Important Points with Audiovisual Aids
   ▶ Add sight and sound to your training techniques. Stimulate as many senses as possible since information is more likely to be retained that way.
   ▶ Write major points on a flipchart, prepared chart, or overhead projector and alert participants to make notes of them.

3. Use Written Materials Appropriately
   ▶ Clearly explain which materials will be used in class and which materials are to be used as background or reference.
   ▶ Choose in-class materials carefully.
   ▶ Use charts, pictures, and checklists whenever appropriate.

4. Involve Participants During Lectures and Explanations
   ▶ Ask participants to share an experience that is relevant to the points being made in your lecture.
   ▶ Check periodically for understanding of complex or difficult information. Encourage participants to ask questions if a point is not clear.
   ▶ Break a prepared lecture into its major learning points and plan questions at the end of each in order to involve participants in their learning process.

5. Use Exercises and Problem-Solving Activities
   ▶ Reinforce your explanation of a complex or difficult concept with an exercise or some type of student participation.
   ▶ Use individual problem-solving. For example, give participants a list of questions and allow 5-10 minutes to answer them. Then discuss the answers as a group.
   ▶ Small group problem-solving is more effective for certain types of information. For example, if the questions posed invite many different answers, divide participants into small groups and ask them to work together.
**CONSIDER YOUR PRESENTATION STYLE**

Can your audience see and hear you?

- If you have a naturally soft voice, practice speaking from your diaphragm and projecting your voice to the back wall.
- To avoid blocking the audience's view of your face with your notes or others "handy" things.
- Ask or watch your audience's faces to make sure everyone can hear you.
- Plan or check ahead for the type of podium or table you will be using during your presentation. Make sure the audience can see you.

Is your vocabulary appropriate for your audience?

- Be careful to explain terms of art, jargon, acronyms, and buzz words.
- In preparing for your presentation to lay people, decide how to define your terms simply.

Is your pace an appropriate balance for maximizing learning and keeping audience interest?

- Use pause between sentences or sections. Remember, the audience has not heard this presentation before--give them a chance to absorb the information.
- If you cannot hear any sound in the room but your voice, perhaps you are talking too slowly. Using visual aids and walking around the room will help you keep a smooth, natural pace.

**CHOOSING TRAINING TECHNIQUES**

You can choose from a variety of training techniques when deciding how you wish to present information or skills. Factors to consider include:

- learning goals and objectives—what do you want the participants to be able to do after you finish your presentation?
- experience participants bring to the training
- techniques you are most comfortable with and at which you are most competent
- techniques allowing the most participant involvement in light of the material and the learning goals
• whether the technique uses several learning experiences simultaneously
• whether the technique is problem-oriented, allow immediate application, provides real solutions, and quickly demonstrates the results of the training
• how close the technique approaches a real-life situation for the participants
• whether technique contributes to the self-confidence of participants
• manner in which the technique fits into the flow of the entire training program
• time and budget constraints

Here is a list of the most commonly used training techniques. This information provides a summary description of their respective uses. See Practice Tips for more detail.

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**LECTURES**

Varying lengths are used most often to furnish considerable information in a short period of time. A lecture can be combined with question/answer sessions either at the end of your delivery or interspersed at convenient intervals throughout your presentation.

Prepare your lecture and any visual aids you plan to use, then rehearse in whatever way makes you feel most comfortable. Lectures work best when interspersed with methods calling for group participation. Such involvement can include question/answer sessions, group discussions, problem solving exercises, and role plays. But remember to balance student participation with time constraints.

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**DISCUSSION**

Format adapts to many training group sizes, and to almost any material. Unlike the question/answer model, the trainer can exert greater control over the agenda. Discussions can revolve around a trainer demonstration, a hypothetical fact situation, or a student exercise or role play.

Subject-oriented discussions follow the subject matter closely, while individual-oriented training follows the group interaction. Subject-oriented discussion is very effective to convey specific information and is less effective in stimulating individual suggestions. This form may be most effective with mixed groups of diverse experience, and more suited to substantive training sessions emphasizing accuracy rather than individual interpretation.

Individual-oriented discussion is very effective in stimulating group participation and individual suggestions and ideas, and less effective in covering a set agenda of topics. It may be most effective in homogenous groups with similar experience. It works best in discussions relating to skills since there are many individual variations in advocacy techniques.
PROBLEM SOLVING

Gives participants an opportunity to develop and apply skills to situations similar to those they would most likely encounter in their work environment. You can present the problem situation either orally or in writing. Participants can respond individually or divide into work groups to solve problems together.

ROLE PLAY

Versatile training technique which can be used in many different ways. It is especially suitable for learner-focused training programs.

The pattern of role play used depends on the objectives of the training, size of the group, and time available. Forms include:

- Scripted role play
- Fishbowl role play
- Partner role play
- Sample case role play done by:
  - individual
  - team
  - group

The role play is an exciting, effective technique especially for skills training. It can, however, be a source of anxiety for both trainers and participants because the process can be intricate and confusing. Thorough preparation will help relieve your anxiety and will permit you to focus on furnishing clear instructions to participants and diffusing their apprehension. Clearly outline specific goals, tasks, and time limits, then emphasize that the role play is not a test. It is an opportunity to practice using their knowledge and to improve their skills.

Although these are the most common training techniques, there are many others. You are bound only by what motivates people to learn.
# Overview of Training Methods

<table>
<thead>
<tr>
<th>TECHNIQUE</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>ACTION MAZE</td>
<td>Similar to a case study, the action maze uses a printed description of a situation to guide the group through to a pre-determined conclusion. At set stages participants are provided with a choice of options. The consequences which follow are determined by the alternatives they have selected.</td>
</tr>
<tr>
<td>ASSIGNMENTS</td>
<td>This training method can be used effectively before, during or after a training event. Usually an exercise requires members to read a quantity of information and to prepare either written or verbal answers to a series of questions. Assigned readings can be used to provide new information, highlight training issues or stimulate thought.</td>
</tr>
<tr>
<td>BRAINSTORMING</td>
<td>Means of generating a quantity of highly creative ideas by a group who make suggestions for later evaluation</td>
</tr>
<tr>
<td>BRIEFING GROUPS</td>
<td>Trainer/panel of experts provide the salient facts or a &quot;brief&quot; on a given topic which then forms the basis for a question/answer session</td>
</tr>
<tr>
<td>SMALL GROUPS</td>
<td>Opportunity following lecture to break into smaller groups to discuss issues and then relay views, opinions, questions or conclusions back through the group leader to the whole audience</td>
</tr>
<tr>
<td>CASE STUDY</td>
<td>This method is a detailed description of a real life/or hypothetical event. Typically, trainees analyze/formulate decisions regarding the scenario they are presented. The case is usually developed to provide all relevant background material (including regulations etc.) extraneous information/documents are deleted.</td>
</tr>
<tr>
<td>COACHING</td>
<td>This is a one-on-one session involving the learner and teacher in guided discussions or feedback sessions.</td>
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<tr>
<td>DEBATE</td>
<td>Verbal exchange between persons (usually subject matter experts) holding different perspectives. Often the goal is to reach a conclusion but may also be used to define issues.</td>
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<tr>
<td>TECHNIQUE</td>
<td>DESCRIPTION</td>
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<tr>
<td>DEMONSTRATION</td>
<td>Involves a visual presentation of one or more techniques, processes, skills, facts, concepts, or principles. Demonstrations usually involve the use of actual materials and models. Usually has a flexible pace that can be adapted to the needs of the learners. May be combined with &quot;practice&quot; to allow increased trainee participation through an opportunity to perform the skills under similar conditions to the demonstration.</td>
</tr>
<tr>
<td>DISCUSSION GROUP</td>
<td>This method is a meeting of people who consider one or more topics of mutual concern. This conversation may be based on common background achieved through assigned readings or shared educational experiences. It is a process of thinking aloud. This is a handy tool for pooling the abilities, knowledge, and experience of everyone in the group. This method may/may not be led by a facilitator.</td>
</tr>
<tr>
<td>FILMS/VIDEOTAPES</td>
<td>This method gives participants a visual concept of the subject matter being covered. It should be introduced to the group prior to viewing with some key points for the group to note. Discussion should follow immediately after the video/film presentation.</td>
</tr>
<tr>
<td>FISHBOWL</td>
<td>Group is divided into teams. One team undertakes a task or discussion while the second team observes and notes the process. The results are then discussed by the entire group. Can be used for role plays.</td>
</tr>
<tr>
<td>GAMES</td>
<td>The form depends on the game or exercise in question. A simulation or structured experience (sometimes referred to as &quot;games&quot;) presents a group with a playful task that has underlying characteristics of a real-life situation. These structured experiences are designed to allow participants to learn through experimentation and extrapolation with a trainer facilitator. <em>For Example:</em> Nursing Home Rights Bingo or Legal Jeopardy</td>
</tr>
<tr>
<td>INCIDENT PROCESS</td>
<td>A variation on the case study. It seeks to provide greater realism by setting out the basic facts of an actual incident and then leaving the group to decide what further questions they need answered or information they require.</td>
</tr>
<tr>
<td>INFORMAL SOCIALIZING</td>
<td>Receptions, long breaks, or meal provided on-site. Important to structure to meet training objectives.</td>
</tr>
<tr>
<td>&quot;IN BOX&quot; (In Basket)</td>
<td>A second variation of the case study method. Exercise re-creates the working environment by providing sample letters, memos, etc. from typical office &quot;In Box&quot; for group to evaluate. The &quot;In-Basket&quot; exercise requires placing time limits on the analysis and decisionmaking asked for in the case study.</td>
</tr>
<tr>
<td>TECHNIQUE</td>
<td>DESCRIPTION</td>
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</tr>
<tr>
<td>LECTURE</td>
<td>A prepared oral presentation by one speaker. It may be used to present factual material or a point of view. It can also be used to entertain, to inspire, or to stimulate thinking.</td>
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<tr>
<td>PANEL</td>
<td>Members deliver a short series of presentations and respond to questions from participants. A panel gives group members a chance to listen to and question subject-matter experts. Usually, panel discussions are coordinated by a moderator who sets out the framework (content &amp; process) from the resource people, acts as timekeeper and monitors audience participation.</td>
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<tr>
<td>PRACTICE</td>
<td>After introducing a concept, then participants have knowledge of the exercise. The group practices their techniques either alone or before a group.</td>
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<tr>
<td>PROBLEM SOLVING</td>
<td>This model should be used in small group exercises with specific task assignments. Groups are given a situation and are expected to present alternative &amp; options to the larger group.</td>
</tr>
<tr>
<td>PROGRAMMED</td>
<td>The method guides the learner through a set of materials using written instructions, quizzes, games, and other instructional tools. Can be written materials, a videotape or a computer program. Allows the information to be stopped at certain points after each segment where the trainee is required to test his or her understanding. If this response is correct, the trainee will continue. If incorrect, the program/trainer will either indicate the right response or repeat the information again.</td>
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<tr>
<td>INSTRUCTION</td>
<td>ROLE PLAYING</td>
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<td>Members of the group or outsiders take on roles of persons involved in a hypothetical situation. Can be informal between trainer and 1 group member or can be formal with outside role players playing some roles and group members taking roles to practice the skills they wish to learn.</td>
</tr>
<tr>
<td>ROUNDTABLE</td>
<td>This is a participatory exercise which should involve the entire group. The participants are focused on a particular topic/issue which is shared with the group. This method requires structure to keep the discussion focused on the topic/issue. Discussion and Brainstorming methods are highly used in the roundtable method. This method requires a facilitator to keep discussion focused on topic/issue.</td>
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<tr>
<td>TECHNIQUE</td>
<td>DESCRIPTION</td>
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<tr>
<td>SEMINAR</td>
<td>This is a meeting of learners in which they have an opportunity to informally discuss issues and problems. Frequently workshops and seminars use a recognized expert to lead a discussion or present issues which allow members to participate in detailed and systematic discussions and inquiries.</td>
</tr>
<tr>
<td>TELETRAINING</td>
<td>There are a wide range of techniques that can be termed teletraining. These can include training using television, telephone conference calls, electronic mail (e-mail), computer conferencing, one/two way video/audio conferencing, etc.</td>
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<tr>
<td>TESTS</td>
<td>Can include trainer-led exercise with a large group or a self-test.</td>
</tr>
<tr>
<td>QUESTION &amp; ANSWER</td>
<td>This method is a vehicle for the trainer to ask questions of the trainees or for trainees to ask questions of the trainer. Can be integrated with other techniques. In a large group or if there is a need to screen questions the trainer may wish to ask for written questions to be submitted.</td>
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### Choosing Training Methods

<table>
<thead>
<tr>
<th>TECHNIQUE</th>
<th>LEARNING OBJECTIVES</th>
<th>APPLICATIONS</th>
<th>OPTIMAL GROUP SIZE</th>
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</thead>
</table>
| ACTION MAZE     | ![Image of action maze] | • Problem solving  
                  • Decisionmaking  
                  • Managerial skills  
                  • Supervisory skills | Up to 15 or 20      |
| ASSIGNMENTS     | ![Image of assignments] | • To prepare for a session before the training or overnight during the event  
                  • After an event to provide for the information  
                  • Test comprehension  
                  • Handle questions  
                  • Can be made more productive by linking with other methods such as discussion  
                  • Decisionmaking skills  
                  • Lay foundation for a mixed-experience group | Varies depending on how assignment is used in the large group |
| BRAINSTORMING   | ![Image of brainstorming] | • Problem diagnosis  
                  • Team building  
                  • Creative thinking | Up to 10            |
| BRIEFING GROUPS | ![Image of briefing groups] | • Updates  
                  • Fact finding  
                  • Problem solving | Up to 20            |
<table>
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<tr>
<th>TECHNIQUE</th>
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</thead>
</table>
| CASE STUDY    | Knowledge Skills Attitude | • Management development  
• Virtually all practice-oriented legal issues  
• Decisionmaking  
• Supervisory skills  
• Individual case analysis followed by group problem solving  
• Oral/written account of a fact situation | 6-8 maximum for small group work. Large group presentation up to 50 people for complex case studies. Unlimited for less complex case studies. |
| COACHING      |                     | • On-the-job  
• During a skills exercise critique | One-on-one          |
| DEBATE        |                     | • Presentation of different approaches or interpretations  
• Excellent as an initial presentation of the range of issues to be considered in later discussions or workshops  
• Useful for controversial material with differing viewpoints  
• Useful for ethics training | Unlimited          |
| DEMONSTRATION |                     | • Developing manual skills  
• Introducing or improving processes, procedures or systems  
• Advocacy skills such as negotiation cross examination  
• Application of real-life situations to abstract principles  
• To introduce an interactive training technique such as role player or game | Depends on available space, equipment or materials. Participants must be able to view the demonstration |
| DISCUSSION    |                     | • Attitudinal change  
• Communication skills  
• Opportunity to involve more experienced advocates  
• Creative thinking  
• Use topics that each group member has something to offer | Any size small group. 15-20 optimal for a large group. 25-40 manageable for a large group |
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<tr>
<th>TECHNIQUE</th>
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<th>OPTIMAL GROUP SIZE</th>
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<tbody>
<tr>
<td>FILMS/VIDEOTAPES</td>
<td>Knowledge Skills</td>
<td>• Skills demonstrations</td>
<td>Limited by size of the screen</td>
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<td>• Change the pace of the training</td>
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<td>• Introduces outside expertise</td>
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<td>• Can be stopped periodically to provide an opportunity for</td>
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<td>discussion or problem solving</td>
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<td>Attitude</td>
<td>• Most useful when viewers given oral/written tips on what</td>
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<td>to look for</td>
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<td>FISHBOWL</td>
<td></td>
<td>• Management skills</td>
<td>5-8 in the demonstration</td>
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<td></td>
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<td>• Decisionmaking skills</td>
<td>group and up to 30 observers</td>
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<td></td>
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<td>• Advocacy skills</td>
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<td>• Useful for a role play demonstration</td>
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<td>• Can reverse the observer and demonstration groups.</td>
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<td>GAMES</td>
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<td>• Review of substantive presented earlier</td>
<td>Varies with the type of game</td>
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<td>• Lightens a dull technical topic</td>
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<td>• Team building</td>
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<td>• To entertain</td>
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<td>• To stimulate thinking</td>
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<td>• To present information with a single correct answer</td>
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<td>• Networking</td>
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<td>INCIDENT PROCESS</td>
<td></td>
<td>• Legal case solving</td>
<td>40 - 50 people for large group</td>
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<td>• Problem analysis</td>
<td>presentation</td>
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<td></td>
<td>• Factual analysis</td>
<td>6 - 8 is optimal for small group</td>
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<td></td>
<td></td>
<td>• Managerial skills</td>
<td>work</td>
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<td>INFORMAL SOCIALIZING</td>
<td></td>
<td>• Networking</td>
<td>Unlimited but encourage independent formation of small groups (small tables or seating centers)</td>
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</tbody>
</table>
| PROGRAMMED INSTRUCTION |        |        | • General topics  
• Issue analysis  
• Multi-part problems  
• Ethics  
• Skills  
• Self-study  
• Topics on procedures with fairly clear-cut answers | Individual or large groups up to 50 |
| ROLE PLAYING        |        |        | • Participants practice using knowledge or skills  
• Participants must analyze the problem  
• Designed to help participants see the real world application of what they are learning | Role players -- 2-6  
Best when used with small group preparation  
Unlimited large group but less effective in groups over 75 |
| ROUNDTABLE          |        |        | • Opportunity to meet experts in a small group  
• Useful when the topics are very different and of interest to a relatively small percent of the overall group  
• Opportunity to have individualized discussion | Up to 10 people per table |
| SMALL GROUPS        |        |        | • Large conferences  
• Workshops  
• Management issues  
• May be concluded by reports from each group as summary to the session  
• Problem solving  
• Brainstorming | Each group 6-8 maximum |
<table>
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# Training Techniques Plotting

**Directions**

Review the training design from the participant's perspective. Plot the level of participation. Breaks are counted as a 3. Is the average for the training in the 4-6 range? Is the audience's participation at least at the level of 4 each hour?

<table>
<thead>
<tr>
<th>Return Demonstration</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>8</td>
</tr>
<tr>
<td>Case Study</td>
<td>7</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>6</td>
</tr>
<tr>
<td>Small Group Discussion</td>
<td>5</td>
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<tr>
<td>Large Group Discussion</td>
<td>4</td>
</tr>
<tr>
<td>Questions &amp; Answers</td>
<td>3</td>
</tr>
<tr>
<td>Lecture</td>
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<td>Reading</td>
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<tr>
<th>0</th>
<th>20</th>
<th>40</th>
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<tbody>
<tr>
<td></td>
<td>Hour 1</td>
<td>Hour 2</td>
<td>Hour 3</td>
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</table>

Training Time
PRACTICE TIPS FOR EFFECTIVE LECTURING

If you would make a speech or write one,
Or get an artist to indite one,
Think not because 'tis understood,
By men of sense, 'tis therefore good.
Make it so clear and simply planned,
No blockhead can misunderstand!

Adlai Stevenson

Plan Your Presentation

✔ ANALYZE YOUR AUDIENCE
  - size of the group
  - general level of knowledge
  - why they are attending
  - special interests
  - occupations or job functions
  - attitudes toward topic
  - attitudes toward you as presenter
  - likely attitudes toward your specific purpose
  - dominant values and opinions
  - what you have in common with the group

✔ ANALYZE YOUR TOPIC
  - what you have been asked to do
  - what you know about the topic
  - what you want participants to know, think, or be able to do when you finish your presentation--and how you can help them reach that goal
• general purposes of a presentation
  • inform: concepts, techniques, facts, report of events
  • persuade: modify behavior, alter attitudes
  • inspire: strengthen or create values
  • motivate: encourage action on values
• what do participants need
• what can you share with participants that will be useful
• what limits are built into your topic
• BE REALISTIC--do not try to do too much

☑ ANALYZE YOUR SETTING
• how much time you will have
• where your presentation falls within the flow of the training event
• what time of day you will present
• type of room you will be in
• size of your audience
• what you can do with the seating arrangement

☑ ANALYZE YOUR STYLE
• do not try to be someone you are not--if you like something in another's style, integrate it into your presentation in a way that is consistent with your own style
• develop a style designed to create interest, convey information, motivate learning
• video tape yourself and analyze your delivery
• ask those who have seen you to describe your style
• think of the times you were most comfortable in a learning environment
Prepare Your Presentation

☑️ YOUR SUBJECT
- make a short list of teaching points
- determine the information you need to teach each point
- find ways to tie your teaching points into participants' everyday world

☑️ YOUR PRODUCTION
- visual aids will improve your presentation and reinforce your teaching points
- use visual aid to clarify your points
- consider ways to include the audience in your presentation such as asking questions or soliciting examples
- consider how you want to use the shape of the room and the seating arrangement to enhance your presentation

☑️ YOUR ORGANIZATION
- purpose dictates organization
- consider what flow works best: chronological? categorical? linear/logical?
- determine the sequence of teaching points which facilitates learning
- outline: opening, body, closing

☑️ YOUR STRUCTURE
1. OPENING:
   - Rule of Primacy: people remember best what they hear first
   - Purpose
     - gain audience attention early
     - preview the session
     - tell audience why they want to know what you will present
     - establish your credibility
   - Think about what makes the topic interesting to you
   - Consider whether participants might have experiences to share
Suggestions for "attention-getting" opening

- startling fact
- quote
- humorous personal experience
- joke (if you really are Henny Youngman)
- anecdote
- ask a question, even if it is only for a show of hands

2. BODY:

- Organize around your six to eight teaching points
  - chronological
  - spatial
  - theory/action
  - cause/effect
  - problem/solution

- Organize each teaching point with an opening, a body, and an ending

- Support your teaching points with:
  - definitions
  - analogies referring participants to the familiar
  - anecdotes
  - explanations
  - examples
  - statistics
  - opinions of recognized experts

- Tie your teaching points to participants by application and experience

- **DO NOT TRY TO COVER TOO MUCH—UNDERFILL YOUR TIME!**

3. CLOSING:

- **Rule of Recency:** people remember best what they hear last

- Goals
  - summarize main points
  - make recommendations
  - explain required action

- Ties up loose ends

- Energizes participants toward change

- Gives you some sense of how presentation went

- Suggestions
> return to opening theme
> point toward the future
> call for action
> summarize teaching points

---

**Practice Your Presentation**

*Time your presentation*

> actually deliver your lecture
> leave time for participants' questions

*Check legibility of your visual aids*

*Make sure you use simple language: define terms and eliminate jargon*

*Practice out loud*

> ask a friend/colleague to listen and critique
> in front of a mirror
> videotape

*Evaluate your delivery*

> rate
> enunciation
> body language
> vary rate and pitch for emphasis
TIPS on MANAGING STRESS

1. Know your material well. Define the topic at the outset by your area of expertise.

2. Prepare an outline with key points and phrases in large print on a few numbered pages -- "4x6" index cards are even better if your hands shake.

3. Follow your outline.

4. Practice your presentation.
   - tape difficult portions of the presentation and play back while driving
   - ask a spouse or friend to observe and comment
   - videotape and review your presentation

5. Rest so that you are physically and psychologically alert.

6. Burn off excess energy by doing a few inconspicuous exercises - tense muscles & relax.

7. Plan techniques that will involve your audience.


   - write reminder notes on back of cards/flipcharts to keep self on track
   - use large print

10. Wear comfortable clothes and shoes (physically comfortable as well as appropriate for the occasion).

11. Integrate handouts and flipcharts into your notes. For example, indicate where in the lecture you plan to refer to a handout and what page the information is on.

12. Check facilities and equipment in advance.

13. Learn participants' names and use them.

14. Establish your credibility early. Share your background, experience, or credentials.

15. Arrive early enough to get settled and relax.

16. Breathe deeply and hold for 3 seconds before exhaling and starting to speak.

17. Put yourself in the participants' shoes—asking: "What's in it for me" and then use that to establish relevance. The start of the session should tell participants what's in it for them.

18. Give special emphasis to the first five minutes of the presentation during your preparation time — over prepare your opening.
MORE TIPS on MANAGING STRESS

19. Transform the group into people, ask them to identify themselves.
   ▶ icebreaker gives you time to relax

20. Salt the audience with people who will ask questions you want to pursue.

21. Breath control - take time to breathe deeply between topics.

22. Exercise your voice before you start - it will help to keep it from cracking. Practice projecting by speaking to the last row.

23. Use eye contact to establish rapport. Look at foreheads if the eyes make you nervous. Greet people and check room setup.

24. Use your own style. Be natural and informal. Pick up tips but do not imitate someone else.

25. Use your own words. To avoid reading your material, do not write in full sentences.

26. Translate your anxiety into enthusiasm.

27. Confront your fear and anxieties. Put your fear in context and focus on your strengths and the fact that people came to hear you because they felt you had something to offer.

28. Visualize yourself as a good, effective speaker. Reinforce that message to yourself through "self-talk."
ACTION MAZE

ADVANTAGES
+ Groups learn at their own pace
+ Highly interactive process
+ Participants find it stimulating

DISADVANTAGES
✗ Time consuming
✗ Difficult to produce
✗ Those who make incorrect decisions learn the most

PRACTICE TIPS
✓ useful to teach related tasks for which there are a limited number of correct choices
✓ useful for teaching problem-solving, decision-making, managerial and supervisory skills
ASSIGNMENTS

ADVANTAGES
+ Individuals set their own pace
+ Provides feedback to the participants of his/her knowledge
+ Provides feedback to the trainer of the participants specific knowledge
+ Can be distributed in advance to provide a common experience

DISADVANTAGES
× Passive learning
× Requires self-motivation
× No forum for answering questions
× Participants may fail to complete the work outside class time

PRACTICE TIPS
✓ can be distributed before the training to allow groups of mixed experience to participate equally on a particular issue
✓ use to test understanding between day 1 and 2 of the training
✓ distribute before the training to allow participants time
✓ to prepare a skills presentation
BRAINSTORMING

ADVANTAGES
+ Simple and effective procedure to generate ideas
+ Interactive
+ Promotes creative ideas
+ Inexpensive to use
+ Requires active involvement from group
+ Creates safe environment for sharing ideas

DISADVANTAGES
× Needs good facilitation
× Can be frustrating to task-oriented trainees since no resolution is reached
× Participants need experience in subject area

PRACTICE TIPS
✓ explain the ground rules first—no real life limitations should restrict ideas
✓ present the problem/topic simply and clearly
✓ encourage participants to "build on" one another's ideas rather than rejecting an idea
✓ discourage evaluation of ideas during the process
✓ emphasize the quantity of responses over the quality of ideas
✓ record all ideas/suggestions on a flipchart for all to see
BRIEFING GROUPS

ADVANTAGES
+ Fast paced
+ Simple process
+ Good forum for updates on areas familiar to the participants

DISADVANTAGES
× May be too short to be informative
× Success depends on quality of expert
× No opportunity to offer their experience/expertise
× Generally a one-sided transfer of information from "expert" to participants

PRACTICE TIPS
✓ clearly define the events and characters
✓ situation should be neither too simple nor too difficult
✓ formulate questions to start the large group analysis after the individual/small group work
✓ identify the basic issues involved and develop as many viewpoints as possible in preparing to lead the exercise
✓ if possible, provide a copy of the case study to all participants
✓ do not let a few participants dominate the discussion
✓ consider dividing participants into groups of 3 or 4
✓ monitor your time so that the group covers the entire problem
✓ focus discussion on particular points
✓ reflect questions and opinions back to the group to stimulate conversation among the participants
✓ restate and clarify points and suggestions
✓ summarize solutions and debrief the exercise
CASE STUDY

ADVANTAGES
+ Simulates working reality
+ Risk free exercise
+ Participants learn analysis, problem solving, and decisionmaking
+ Demonstrates different approaches to the same set of circumstances
+ Allows control of the learning situation while simulating a real solution
+ Fosters an exchange of ideas and opinions
+ Can be used to highlight specific points made earlier in the training

DISADVANTAGES
✗ Time consuming to prepare
✗ If not topical the case study loses credibility
✗ Insufficient time for participant preparation makes the exercise unproductive
✗ It is difficult to simulate real life if participants do not have all the necessary information
✗ Some participants may become bored especially if a few dominate the exercise
✗ Difficult to make problems real
✗ Participants can become too interested in case content

PRACTICE TIPS
✓ clearly define the events and characters
✓ situation should be neither too simple nor too difficult
✓ formulate questions to start the analysis
✓ identify the basic issues involved and develop as many viewpoints as possible in preparing to lead the exercise
✓ if possible, provide a copy of the case study to all participants
✓ do not let a few participants dominate the discussions
✓ consider dividing participants into groups of 3 or 4
✓ monitor your time so that the group covers the entire problem
✓ focus discussion on particular points to be made only with the study
✓ reflect questions and opinions back to the group to stimulate conversation among all participants
DISCUSSION

ADVANTAGES

+ Forum to develop ideas
+ Taps into the wealth of experience in the group
+ Trainer can use to check knowledge

DISADVANTAGES

✗ Quality of learning dependent on group's knowledge
✗ Technical or legal discussions require group members to have some knowledge in order to involve the entire group

PRACTICE TIPS

✓ listen actively to the issues raised to help participants frame (or clarify) questions and specific points so that they can be addressed
✓ include each member of the group, drawing them out if needed
✓ remain impartial unless your opinion is requested
✓ question generalizations and encourage specific examples
✓ probe for deeper or clearer meaning until a question is answered
✓ have group members discuss points with each other, not just with the trainer
✓ ask questions, avoid making statements
✓ request or give summary of each point before moving to the next
✓ delegate to group members to find out more information, if needed
COACHING

ADVANTAGES
+ Provides instant individualized feedback
+ Offers skills, encouragement & direction
+ Creates level of trust between trainer and participants

DISADVANTAGES
✖ Time consuming
✖ Requires careful planning
✖ Not effective for formal hearing environment
✖ May dwell on mistakes on both parts

PRACTICE TIPS
✓ create an atmosphere of positive thinking
✓ establish standards of performance within participants capabilities
✓ obtain commitments to perform the standards
✓ provide a means for effective feedback
✓ determine the goals and needs
✓ prepare individualized coaching plan
✓ encourage effective communications
✓ realize trial and error as part of the learning experience
✓ develop a genuine attitude of trust towards group
DEBATE

ADVANTAGES
+ Adds vitality
+ Interactive
+ Can be thought provoking
+ Provides a structured format for different approaches and perspectives on a single topic
+ Examines ideas

DISADVANTAGES
× Learning is dependent on the group's basic knowledge of the subject area
× Time consuming
× Requires skilled moderator
× Generally ineffective at solving problems or creating solutions
× Expertise expensive

PRACTICE TIPS
✔ use when the subject matter is controversial or would benefit from an analysis of 2 perspectives
✔ carefully screen the debators planned remarks and offer guidance to shape the remarks to provide the most effective airing of issues
✔ share information about the other debators, so that they can better prepare to rebutt the other's position
✔ choose 2 presenters whose opinions differ significantly
✔ focus on your objectives for the session
✔ don't let the discussion degenerate into a free-for-all
✔ draw up specific guidelines for what is to be presented
✔ be the moderator, lead the discussion
✔ prepare good questions in advance in case no one in the audience has any
✔ set time limits and stick to them
DEMONSTRATION

ADVANTAGES
+ Highly practical
+ Directly applicable
+ Adds showing to merely telling
+ Ease of instruction
+ High potential mastery level
+ Reaches large number
+ Cost efficient
+ Helps people who learn by imitating

DISADVANTAGES
✗ Time constraints
✗ Individual counseling required
✗ Not appropriate for teaching ideas, theories or attitudes
✗ Entire group doesn't see the same thing
✗ Disadvantage for participants in the back

PRACTICE TIPS
✓ involve participants if possible
✓ discuss the issues with the participants
✓ walk your audience through the information in action
✓ practice the procedure in advance to ensure your own mastery
✓ make sure participants can follow and clearly see each step
✓ summarize the procedure to reinforce and fill in possible gaps
✓ streamline the demonstration
✓ structure the demonstration around key points or steps
✓ let the demonstration show the basic processes or principles
✓ ask questions about the demonstration
✓ use the demonstration to start a discussion
✓ illustrate with visual aids
✓ provide the opportunity for participants to practice
FILMS/VIDEOTAPES

ADVANTAGES
+ Can capture attention quickly
+ Provides a change of pace during a training event
+ Good programs present information quickly and clearly
+ Can increase the range of topics covered
+ Reinforces concepts covered elsewhere in the training
+ Provides a dramatic demonstration of skills
+ Models appropriate behavior
+ Provides standardized training for different groups of people
+ Raises the energy level of the group

DISADVANTAGES
× Cannot respond to specific participant concerns
× Will not improve a generally poor training event
× Can put audience to sleep if shown during periods of low energy in a darkened room
× Takes time to become familiar with the program
× Must prepare integration of program into the overall training

PRACTICE TIPS
✓ always preview the film or tape for appropriateness and applicability
✓ become thoroughly familiar with the program so you can discuss it intelligently
✓ develop supporting documentation integrating the program into the training as a whole
✓ develop a list of what participants should look for during the presentation
✓ if using only a portion of a film or tape, know exactly where to begin
✓ test your equipment before the session
✓ learn to operate the equipment or ensure the presence of someone who can
✓ after participants' viewing, provide an opportunity to discuss the film or video
FISHBOWL

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>✧ Useful for demonstration</td>
<td>✧ Unsettling</td>
</tr>
<tr>
<td>✧ Develops feedback techniques</td>
<td>✧ Element of risk</td>
</tr>
<tr>
<td>✧ Provides useful insight</td>
<td>✧ Tight control</td>
</tr>
</tbody>
</table>

**PRACTICE TIPS**

- ✔ offer time for debriefing
- ✔ set time limits on group activity
- ✔ make sure observers have guidelines to follow
GAMES

ADVANTAGES
+ Provides review of material
+ Can be highly energizing
+ Provides a different perspective on the material
+ Increases learner motivation
+ Enhances communication skills

DISADVANTAGES
× Some resistance felt to playing "games"
× The "fun" can outweigh the substantive learning
× Preparation is very labor intensive and requires significant time and resources
× Risk of oversimplification of real conditions

PRACTICE TIPS
✓ model a game familiar to participants such as Jeopardy, Bingo or Family Feud
✓ post & explain rules
✓ play in teams rather than with individual players to increase group participation
✓ plan carefully from a dress rehearsal of the game
✓ relate the games to your training objectives
✓ schedule games toward the end of the day when participants need a lift
✓ debrief the participants after the game to ensure your point is clear
INCIDENT PROCESS

ADVANTAGES
+ Closer simulation of real life
+ Permits sensitive or complex problems to be explored without risk

DISADVANTAGES
× Still an element of artificiality
× Requires extra trainer time to develop
× More realistic than case studies because learners must identify information needed and receive related information

PRACTICE TIPS
✔ make sure your facts of the incident are clear to the group
✔ provide time for group to get more information before beginning
✔ invite questions regarding process
✔ keep your group small to involve the participants
INFORMAL SOCIALIZING

ADVANTAGES
+ Opportunities to learn about others
+ Likenesses and differences identified
+ Informal communication
+ Positive discussions
+ Groups develop
+ Networking opportunities
+ High interaction

DISADVANTAGES
✗ Cliques may develop
✗ Requires more trainer time

PRACTICE TIPS
✓ offer opportunities for participants to gather over a break
✓ make break longer to invite people to mingle
✓ stage the break after an intriguing session which will involve group discussion
✓ don’t let the break get out of control
IN BOX

ADVANTAGES
+ Simulates real work environment
+ Significant learning value
+ Good time management technique
+ Can monitor progress
+ Practical approach
+ Alters attitudes

DISADVANTAGES
✗ Adequate time needed
✗ Improbability
✗ Trainer's preference exhibited

PRACTICE TIPS
✔ match content to objectives
✔ avoid delegation
✔ provide a variety of skills needed to perform task
LECTURE

ADVANTAGES
+ High level of control over time and content
+ Suitable for large groups

DISADVANTAGES
× Lacks interaction
× Low retention

PRACTICE TIPS
✓ know your learning objectives before deciding that a lecture is the appropriate training technique
✓ integrate and balance lecture presentation with other techniques
✓ use visual aids
✓ prepare a strong opening and closing
✓ pay attention to your style---tone, pacing, posture, volume
✓ prepare and practice
✓ know your material and audience
PANEL

ADVANTAGES
+ Exposes participants to a range of experience and views
+ Many sides of a question can be covered
+ Changes the pace of a training event and can stimulate participation
+ Stimulates participant involvement
+ Participants hear expert's ideas rather than reading about them
+ Telescope effect: stimulates discussion of more issues in less time

DISADVANTAGES
× Difficult to ensure panel members' preparation
× One member may dominate the discussion
× Training can lose focus
× Arguments may arise among panel members if topic is emotional
× Panel members may not be polished presenters
× Panel may ignore the schedule if the moderator fails to control the session
× Relies on audience questions which may not be forthcoming
× Presentation may be disjointed if panelists' presentations are not coordinated in preparation for the session

PRACTICE TIPS
✓ choose panel members carefully
✓ make certain members have necessary expertise
✓ check each potential panelist's reputation for preparation, knowledge, and presentation skills
✓ select panelists representing different viewpoints
✓ do not have more than 5 panelists
✓ carefully define the objectives of the panel
✓ convey training objectives and your expectations of the panelists to them in writing well in advance of the event
PRACTICE

ADVANTAGES
+ Opportunity to rehearse actions
+ Offers feedback
+ Builds confidence
+ Can be used in small groups

DISADVANTAGES
✖ All group members may not participate
✖ Needs to feel safe
✖ Time consuming

PRACTICE TIPS
✓ present problem in writing to small groups and ask for 1 or 2 solutions
✓ have groups share answers and discuss
✓ encourage prioritizing seat options
✓ emphasize that problem has more than 1 solution
✓ offer rules to problem solving at start of exercise for guidance
PROBLEM SOLVING

ADVANTAGES
+ Group interaction/involvement
+ Experimenting w/possible solutions
+ Others first-hand information
+ Stimulates interest
+ Builds on group closeness

DISADVANTAGES
× Easily dominated
× Requires time for completion
× Inconclusive

PRACTICE TIPS
✓ Schedule carefully within the agenda
✓ Keep your group small to ensure everyone gets a chance to participate
✓ Allow for alternatives
PROGRAMMED INSTRUCTION

ADVANTAGES
+ Learning set by group
+ Instant feedback

DISADVANTAGES
× Complicated to develop
× Requires validation

PRACTICE TIPS
✓ most useful for general topics
✓ effective for giving group new produce information
✓ make sure a facilitator is present for technical questions
✓ ensure that adequate break time is built into this method

QUESTIONS & ANSWERS

ADVANTAGES
+ Provides for clarification
+ Easy to combine with other methods
+ Stimulates conversation

DISADVANTAGES
× Tends to become too formal
× Could be threatening
× Could cause embarrassment
× Group may become bored
TYPES OF QUESTIONS

Closed Questions – can be answered adequately in a few words. Many of the questions begin with: Are, Can, Was, Did, Do, Which, When, etc.

Categories

➢ Identification Questions
  ✓ What kind of case is this?
  ✓ Who is responsible initiating the next phase of the appeals process?

➢ Selection Questions
  ✓ Do you think closed or open questions are more effective in promoting group discussion?
  ✓ Who is right the client or the advocate?

➢ Yes/No Questions
  ✓ Does preparing the agenda come before developing the training objectives?
  ✓ Is fact/law analysis helpful in understanding the application of the law?

Open Questions – generally require more than a few words to be answered adequately. Many of the questions begin with: How, What, Why, etc.

Categories

➢ Subjective Questions (opinion)
  ✓ What do you think about....?
  ✓ Why should advocates keep in mind the ethical issues in representing clients?

➢ Objective Questions (specific factual information)
  ✓ What support documents are needed to support your case?
  ✓ How have you handled similar cases up until now?

➢ Problem-Solving Questions
  ✓ What should the manager do now?
  ✓ How would you implement the steps we have just reviewed?
PRACTICE TIPS

✓ plan your questions, know what you are going to ask
✓ know the purpose of each question for eliciting information or opinions
✓ relate your questions to the participant’s points of reference/background
✓ go from general questions to more specific ones
✓ confine questions 1 topic at a time
✓ ask questions that are short, clear and easy to understand
✓ don’t interrupt the person responding to the question
✓ be sure to listen for both intent as well as content
ROLE PLAYING

ADVANTAGES
+ Promotes participants' self-confidence
+ Builds skill through practice
+ Students are actively involved in the learning process
+ Provides immediate feedback
+ Focuses on specific details rather than general theory
+ Participants can consider various alternatives
+ Tests whether participants understand and can apply the information

DISADVANTAGES
✗ Some participants do not learn well this way
✗ Participants must know the underlying theory or information
✗ Can become so repetitious that participants get bored
✗ May focus on problems that do not represent real world situations
✗ Can oversimplify problems
✗ Requires considerable development, time, and attention to detail

PRACTICE TIPS
✓ make sure you can do it yourself
✓ prepare and plan very carefully
✓ keep it simple
✓ explain instructions carefully and thoroughly
✓ have a defined objective and explain it clearly to the participants
✓ encourage questions from participants about both form and content
✓ emphasize that this is an opportunity to try various approaches and to develop or improve skills – it is not a test
✓ give positive feedback to participants immediately, then begin to give constructive criticism
✓ as time permits, ask participants for their self-evaluation
✓ make any changes in the room arrangement required by the exercise before the session begins to save time for participants to practice
✓ if participants comment on performances of others, listen carefully to ensure that the feedback is constructive
ROUNDTABLE

ADVANTAGES
+ Allows participants to make personal contacts

DISADVANTAGES
× Tables cannot accommodate more than 10 people at a time
× Can be poorly attended
× Unwieldy for a large group or for high level of interest on a certain topic/speaker

PRACTICE TIPS
✔ use as a "Meet the Expert" session
✔ useful when you have a variety of mini-topics to present
✔ issues or strategies provide an opportunity to meet others with similar issues

SMALL GROUPS

ADVANTAGES
+ Facilitates communication
+ Stimulates learning from peers
+ Individuals feel a part of the group
+ Participants think for themselves
+ Permits and encourages participation in a low-risk, non-threatening way
+ Opportunity for participants to test the validity of their ideas
+ Flexible for various sizes, interests, experience levels

DISADVANTAGES
× Easy for group to digress and get off track
× Can lead to interpersonal conflicts
× If there are many groups, some may not have the benefit of a trainer's presence
PRACTICE TIPS

✓ plan your introduction and conclusion to the small group discussion or exercise
✓ when introducing a small group session, clearly explain what the small group is to accomplish, how much time they will have, and the format for reporting, if any
✓ control digression; do not let the groups get bogged down in details, but do not let them treat issues superficially either
✓ guide discussion, but do not influence; remain impartial
✓ give positive reinforcement to participants and groups
✓ arrange seating to maximize interaction: for example, chairs in a circle, or chairs around a table for each small group
✓ pay attention; listen attentively to avoid misunderstandings and digressions
✓ circulate among groups if you are not facilitating a group
✓ trainer’s role is to stimulate participants and groups
✓ get everyone involved when possible
✓ as needed, provide facts, policy, and subject matter expertise
✓ be aware of the process of discussing, as well as the content of the discussion

Preparing to lead a small group
✓ think in terms of the personalities that may be present
✓ consider group roles when developing training format (lecture, questions/answers, etc.), use of visual aids and handouts, use of exercises, role plays and problem-solving activities
✓ plan for group roles and the impact of group dynamics

Key factors in leading small groups
✓ content – subject material or information being provided to participants/group
✓ process – the process determines the extent to which content is successfully imparted to group – determines how much of the subject material the group receives and is able to apply after training

Overall trainer responsibility
✓ identify, monitor, and bring forth the best talent within the group, with caring and respect
✓ maximize the learning for all group members
✓ direct the accomplishment of the group task most effectively
TELETRAINING

ADVANTAGES
+ Reaches many people nationwide
+ Low travel cost

DISADVANTAGES
✗ Tends to lend itself to lecture only
✗ Looking at videos can be draining on participants
✗ Not good for interactive sessions
✗ Technically challenging

PRACTICE TIPS
✔ make sure the participants are interactive
✔ create opportunities for personal instructor feedback
✔ keep the learning a live experience
✔ design more break time into your session
✔ conduct introductory training sessions, keeping group small
✔ offer "offline" section which allows participants to practice using phones and equipment
✔ provide a site facilitator to interact with the group
TESTS

ADVANTAGES
+ Use to gauge participants knowledge
+ Check understanding

DISADVANTAGES
× Participants may be predisposed to dislike tests

PRACTICE TIPS
✓ use mini-self-tests during the presentation
✓ use only key points on the test
✓ walk through a test as a group or ask individuals to take time to complete it
✓ use objective (true/false or fill-in-the-blank) questions and no more than 10 questions
GROUP DYNAMICS

No matter which training technique you choose, you need some understanding of group functioning. Sensitivity to the learning needs of participants requires an awareness of how members interact with each other, with the material, and with you as the trainer. An effective trainer must at all times have a general sense of how the group feels. To do so, you must have an appreciation of group dynamics.

The trainer creates the learning environment, and to accomplish the goals of training, that environment must be comfortable, encouraging, and safe. Successful training requires an awareness of group development and functioning.

To begin with, participants are a collection of individuals, not yet a group. In going about the task of learning, this collection may also be transformed into a group. This happens when participants work together as a group rather than as isolated individuals.

Each stage of development affects the learning climate, as well as what you, the trainer, can do to help participants learn. All groups do not go through every stage of development, nor do they necessarily follow the same sequence. Some skip stages, others regress, arrest at one stage, or fall apart completely at an early point.

Group dynamics are influenced by a trainer's style, as well as by the group's purpose, its goals, and the resources available for completing its tasks. The stages of development, in turn, contribute to individual behaviors and personal relationships exhibited in each phase.

Three (3) stages can usually be found even in small groups which meet for only a short period of time. They are:

- organization
- evolution
- production
STAGE ONE: ORGANIZATION

Participant Issues:

- Understanding individual roles within the group.
- Finding out about other members and how they are similar or different.
- Searching for a place in the group.
- Understanding what performance is expected from individuals.

Participant Behaviors:

- High interaction with trainer, low interaction among participants; dependence on trainer.
- Showing off, discussing other training events, or engaging in other attention-getting or disruptive behavior.
- Lack of focus and seeking information.
- Complaints about and hostility toward the environment, e.g. lighting, smoke ventilation, and demands made about it, including training design.
- Anxiety about the quantity, quality and style of participation.
- Guarded behavior and impersonal responses.
- Sharing information about background, interests, skills, and values with one or two other members.
- Testing limits through unfinished assignments, misinterpreted instructions, complaints out of class about workload and schedule, and rejection of trainer's requests.

Trainer Functions:

- Clearly define tasks, purpose, expectations, and responsibilities.
- Establish procedures to deal with logistical details and stick to them.
- Clearly define which participant objectives will and will not be met.
- Encourage working together and dialogue among developing friends.
- Relate the content of complaints to task demands.
- Present material in ways which focus on relevance to real life.
STAGE TWO: EVOLUTION

**Participant Issues:**
- Individual influence in and on the group.
- Searching for independence.
- Looking for support from within the group.
- Moving toward cooperation rather than isolation.

**Participant Behaviors:**
- Establishing group standards—clarifying why things are being done the way they are—and setting rules to support the standards.
- Clarifying trainer's and participants' roles.
- Group is more focused and active listening and helpful feedback begin to evolve.
- Some disagreement between members over leadership, structure, and authority.
- Competition among members decreases.

**Trainer Functions:**
- Respond to expressed needs without abdicating your leadership role.
- Invite participants to talk about training material in terms of their personal experience.
- Invite feedback on your own performance and on course content.
- Express you feelings in response to personal comments.
- Don't take anything personally!
STAGE THREE: PRODUCTION

Participant Issues:

- Cooperation.
- Interdependence.
- Autonomy.

Participant Behaviors:

- High level of interaction among members.
- More focus on getting the job done than discussing roles and rights.
- More active listening and helpful feedback.
- Collaboration and sharing of various resources.
- Acceptance of group norms and roles.
- Conflicts resolved openly.
- Mutual support for experimentation and risk taking.
- Trainer is more accepted as a group member.
- Tasks are well-defined and the group is very task oriented.

Trainer Functions:

- Be attentive to the direction in which the group wants to move.
- Continue to encourage participants to share experience and expertise.
- Viewed now as an advisor rather than as an expert.
- Determine if there is unfinished business and deal with it if there is time.
- Review the training as a developmental process.
- Help participants integrate their learning with their local needs.
- Encourage expression of satisfactions and dissatisfactions with the training.
GROUP ROLE BEHAVIORS

Individual behaviors within a group focus either on achieving the goals of the group or on participants' interactions, conduct, and feelings. Sometimes behaviors fit neither category and are entirely self-oriented—designed to help members achieve their own needs regardless of the needs of the group. Self-oriented behaviors can interfere with the efforts of the group to achieve its goals, and can periodically require trainer intervention.

Each participant adopts a functional role within the group. An individual's role may change from time to time, but generally, a member establishes a pattern that defines his/her place in the group. All roles are not taken in every group. But there are certain functions which must be filled for a group to work effectively.

In a training group whose goal is to learn substantive law and advocacy skills, the trainer may assume one or more of the general group roles at different stages of group development and under different circumstances. General group roles include:

CONTENT ROLES: foster and organize group effort to achieve its goals

1. **Initiator:**
   - proposes tasks, goals, or actions
   - defines group problems
   - suggests alternative ideas, definitions, approaches to problems or organization of material

2. **Information and Opinion Collector:**
   - asks for information relevant to group's goals
   - seeks clarifications of facts and opinions offered by others in the group

3. **Information and Opinion Giver:**
   - offers facts, generalizations, beliefs or opinions pertinent to group goals
   - offers personal experiences, responses to suggestions, or value judgments

4. **Simplifier:**
   - elaborates ideas, gives examples, develops meanings, clears up confusions, and defines terms
   - indicates alternatives and issues before the group
   - pulls together related ideas or suggestions
5. **Summarizer:**
   - reiterates what has occurred
   - brings group back to the central issue when it digresses
   - offers a decision or conclusion for the group to reject or accept

6. **Evaluator:**
   - critically analyzes the group's accomplishments according to some set of standards
   - checks to see that consensus is reached

**PROCESS ROLES:** alter or maintain the group way of working; strengthen, regulate, and perpetuate the group as a whole

1. **Encourager:**
   - praises, agrees with, and accepts the contributions of members
   - offers warmth, solidarity, and recognition
   - responsive to individual as well as group needs

2. **Facilitator:**
   - keeps communication channels open
   - elicits participation of all members if possible
   - offers compromises and modifies positions to promote group cohesion and growth

3. **Climate Setter:**
   - energizes and motivates members to learn
   - creates a setting in which participants feel free to express their feelings
   - determines the source of obstacles to group functioning and corrects them
   - relieves group tension and keeps participants relaxed, sometimes with humor

**SELF-ORIENTED ROLES:** group members attempt to meet their own needs and achieve satisfaction in the group by disregarding the group's goals and processes

1. **Aggressor:**
   - seeks status by deflating the status of others
   - attacks group values
   - jokes in a barbed or thinly-veiled way
criticizes or blames others

2. **Obstructor/Disrupter:**
   - disagrees and opposes beyond reason
   - tries to thwart group progress, often by:
     * digressing
     * citing personal experiences of marginal relevance
     * arguing too long and too hard on a point
   - seeks recognition by:
     * boasting
     * reporting personal accomplishments
     * loud or excessive talking
     * extreme ideas or unusual behavior
   - expresses personal, nongroup-oriented feelings or points of view
   - lobbies for pet concerns or philosophies
   - vies with others to produce the best idea, talk the most, play the most roles, and gain the most favor with the trainer

3. **Controller:**
   - must always have the floor
   - asserts authority or superiority to manipulate the group or its members
   - interrupts others
   - uses excessive flattery or other patronizing behavior

4. **Deserter:**
   - remains aloof or formal
   - wanders from the subject
   - engages in irrelevant side conversations
   - generally does not participate in working toward group goals
Knowing your material and using a variety of well-planned training techniques are important to effective presentations, however, they are not the only things required. A trainer's ability to communicate well with participants is essential. Techniques covered in this section include:

- COMMUNICATION
- ACTIVE LISTENING
- "I MESSAGES"
- EFFECTIVE CRITIQUING AND FEEDBACK

COMMUNICATIONS

There are times that participants behave or communicate in ways that impede the learning experience for the full group. Trainer interventions depend, for their success, upon the trainer's ability to communicate effectively with participants.

WHEN?

Some participant behavior makes communication difficult because it:

- blames or rejects another participant's contributions
- communicates disrespect
- provokes retaliatory behavior
- produces resistance
- legitimizes nonparticipation by other members of the group

Other conditions also hinder a trainer's ability to communicate with the group:

- preoccupation with your own problems or issues rather than on the discussion
- hostility toward the speaker
- dislike of the subject
- charisma of the speaker, or lack of it
- past experience with similar training events
- cultural variations in communication style
- words or appearances which lead you to stereotype the speaker
- an uncomfortable physical environment
- defensiveness
HOW?

You can intervene by:

- talking directly to one or more of the participant members when in front of the group
- talking directly to a participant during a break
- changing your behavior or style
- choosing another training technique
- using humor to defuse the situation without direct intervention
- calling a break

WHY?

Only intervene if the behavior is a problem requiring direct action by a trainer.
Before intervening directly, consider:

- will the situation be resolved without trainer intervention?
- is it a stage of group development?
- will other group members resolve it?
- can the situation be resolved by changing activities?
- is it really a problem or simply an unexpected twist to the agenda?

ACTIVE LISTENING

DEFINITION:

Active listening is hearing and responding to the content of what is being said and the feelings behind it. Active listening is important to trainers because it enables the trainer to look beyond just the facts to messages that may be hidden underneath.

EXAMPLE:

Here is an example that demonstrates the two levels of communication. A client in a nursing home is served dinner. She tells the server, "I do not want my dinner."

Content Level: She doesn't want her dinner

Nonverbal Level: Is she registering protest? Angry at the servers? Not hungry? Food inappropriate for a religious holiday?
CONSIDER THE FOLLOWING STATEMENT FROM BOTH A CONTENT AND NONVERBAL LEVEL:

"Breaks are the best part of the training"

List the messages you hear in the statement:

**Content Level:**

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**Nonverbal Level:**

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A behaviorist has produced a thought-provoking analysis of how messages are conveyed from presenter to audience. S/he delineates three forms in which a verbal message is perceived: nonverbal cues, intonation, and finally, the actual words themselves.

**Verbal Messages**

![Pie chart showing composition of verbal messages]

- **Nonverbal:** 55%
- **Actual Words:** 40%
- **Intonation:** 5%

**Intonation:** Consider the different messages implied in the following sentence when the emphasis is put in different words.

"Do you believe that?"

"Do you believe that?"

"Do you believe that?"

"Do you believe that?"

When you sense a participant may have something to discuss with you, express an interest and let him/her know you are willing to listen. Then be sure to hear that person out. To continue the discussion, use responses to tell the speaker you are focused on the exchange. A simple nod of your head is often enough encouragement, but you may want to say something as common as, "I see," or perhaps, "Go on."

**Setting the stage for active listening.** These are factors that can enhance or detract from effective communication.

**Attitude:** Before you've said a word to the group you have made an impression with your demeanor and body language. When you start to speak, your tone of voice and eye contact will impact as much as your words. Your attitude should be one of acceptance and non-judgement.

**Environment:** Pay close attention to the surroundings. Is there distracting background noise? Can the trainer easily see the participants? If it is a large group, are there microphones for the participants? Does the agenda define when questions are expected? Has the trainer established an informal atmosphere in which the participants are encouraged to speak?
Sources of information: Always remember that you have many sources for the information you need regarding the expectations of the audience:

The organizer of the event; your knowledge of the subject area; the job responsibilities of the group members; a formal needs assessment; the informal needs assessment done by the trainer at the beginning of the event. Tap as many of these as possible to shape your presentation and use the ongoing knowledge gleaned from the group to adjust your presentation as you speak.

"I MESSAGES"

Once the participant has finished speaking, you may wish to go beyond mere listening. Use "I messages" to engage in discussion. "I messages" are used in delivering all types of feedback in training situations, ranging from reaction to comments made during discussions to giving a formal critique of a participant's performance. Make the feedback as neutral and non-threatening as possible. An "I-message" has three (3) integral parts:

1. **Description of the behavior**
   - how you perceive it and
   - what you see, not the conclusions you draw

   *Note: If it is an opinion, state it that way. Report the behavior. Do not evaluate it.*

2. **Statement of your feelings about the behavior**
   - focus on your feelings, not why you think the person said or behaved as they did

3. **Statement of the tangible and concrete effect of the behavior on you or on whomever it was directed toward**
   - suggest alternatives
   - focus on sharing ideas and information, not on giving advice

SUCCESSFUL "I MESSAGES":

- 1. Concern something the person can change.
- 2. Focus on the behavior, not on the person.
- 3. Are based on observations not inferences.
- 4. Are given at the appropriate time, generally close to the event.
- 5. Concern behavior you honestly find should change in order to be more effective.
- 6. Focus on possible alternative behaviors.
- 7. Have value to recipient, and are not just a release for you.
EFFECTIVE CRITIQUING AND FEEDBACK

Trainers must be able to give feedback in a variety of situations during training sessions. It may be as simple as acknowledging a contribution from a participant, or as complex as critiquing a lengthy participant presentation for both style and content.

A competent trainer does not merely hear what participants say, but perceives their indirect verbal and nonverbal cues. Open and effective feedback focuses the training on the objectives of the program instead of peripheral structural or personal issues.

There are two categories of feedback:

**AFFIRMING:** that the observed behavior conforms closely to a desirable standard of effective performance

**CORRECTIVE:** conveys information about that behavior that does not meet this standard of effective performance (also known as constructive criticism)

The art of providing a valuable critique requires a combination of active listening and giving "I messages." It also requires patience, practice, and preparation for the exercises you will critique. Behaviors requiring feedback occur with split-second speed. The more you prepare--both substantively and for the task of critiquing--the easier it is to maintain an environment in which participants freely attempt exercises, and justifiably expect practical analyses of their presentations.

*The table on the next page lists 13 general criteria for effective feedback. You probably will not need to focus on all of them. Instead, concentrate on three to five that you realize are problem areas for you.*
Effective Feedback

- Describes the specific behavior which led to the feedback. "You are finishing my sentences for me."
- Is given as soon as appropriate after the behavior.
- Is direct—from sender to receiver.
  * looks the person in the face
  * uses "you" to address the person
- Includes the sender's real feelings about the behavior, and is relevant to the feedback.
- Is checked by the sender for clarity to ensure that the receiver fully understands.
- Asks relevant questions which seek information for problem solving.
- Acknowledges that the feedback needs to be monitored and sometimes improved. "I could have been more clear about the changes I suggested."
- Is owned by the sender, using "I messages."
- Specifies consequences of the behavior.
- Is solicited or at least, to some extent, desired by the receiver.
- Refers to behaviors or solutions about which the receiver can do something.
  * you must consider putting your notes on index cards to avoid the appearance of note papers shaking
- Takes into account the needs of both the receiver and the sender; recognizes feedback needs to be constructive.
- Affirms the receiver's existence and worth by acknowledging his or her right to have reactions to the feedback. "It is difficult to stand in front of a group & hear suggestions for change."

Ineffective Feedback

- Uses valuative or judgmental statements: "You're being rude." Or generalized ones: "You're trying to control the discussion."
- Is delayed, piled up, and then "dumped."
- Indirect—avoids eye contact with recipient—uses "she or he" to describe the behavior.
- Ownership is transferred to "we" or "everybody."
- Feelings are concealed, misrepresented, denied, or distorted. Actions—sarcasm, competing to see who's "right."
- Not checked. Sender assumes clarity.
- Asks questions which really are statements or which sound like traps: "Do you really think using that handout works?"
- Provides vague consequences: "That kind of behavior is going to get you into trouble."
- Refers to behaviors over which the receiver has little or no control. "You seem to have a nervous facial twitch."
- Is imposed on the receiver for his or her "own" good.
- Is distorted by the sender's needs to be safe (not rejected). "You sounded great!"
- Denies or discounts the receiver by refusing to accept his or her feelings: "You're just being paranoid. You're overreacting. You are defensive."
- Does not value the "process" or does not want to take time with further discussion: "We need to move on. The feedback part of the session is done."
CRITIQUING TIPS

OBSERVATION: When examining a participant's performance of an advocacy problem and judging its effectiveness, you may wish to consider four areas in organizing your critique.

1. **PROBLEM ANALYSIS**
   
   Has the participant thought through the specific problem in terms of strategy and approach to the case as a whole?
   
   Has s/he developed goals and purposes; thought through all the available resources such as facts, inferences, common experiences, and applicable law; selected those most favorable, answered those most devastating, and organized them coherently and well?

2. **PROBLEM EXECUTION**
   
   How does the participant execute his/her advocacy plan in the context of the problem?
   
   How are words chosen, questions (or statements) arranged in sequence, evidentiary considerations thought through?
   
   What kind of relationships are established with the client, agency representative, and/or administrative law judge?

3. **VERBAL HABITS**
   
   To what extent is the participant's plan impaired or enhanced by tone, modulation, volume, and mood?
   
   Are answers echoed, or are filler words such as "OK, now . . ." used?
   
   Does the participant interrupt the person speaking or does s/he wait until the response is complete?

4. **PHYSICAL HABITS**
   
   Is the participant's plan impaired or enhanced by gestures, movement, eye contact, and body position?

The last three categories—**problem execution, verbal habits, and physical habits**—can be observed in the participant's performance. Elements of problem analysis may also be apparent in the performance, but it is best to test your assumptions about the participant's analysis by questioning him/her regarding purposes and strategies. In fact, it is often wise to check with the participant before offering a diagnosis of difficulties you may have observed. This provides a basis for contrasting what you inferred with what was intended, and decreases the possibility of getting sidetracked into a discussion of non-issues. It also gives the participant an opportunity to let you know what participant most wants help learning.
The following outline represents one way to evaluate any segment of an advocacy presentation, focusing primarily on the thought processes which preceded the exercise.

1. **PURPOSE**

   Has the participant organized the exercise around a persuasive purpose which s/he can explain as a specific goal directed toward a specific decision-maker?

2. **RESOURCES**

   Has the participant recognized all possible facts, law, inferences, and common experiences which constitute the resources available for the exercise?

   Has s/he made a thoughtful, logical, and congruent decision about which to include and which to exclude?

   Has this decision considered unfavorable as well as favorable material and weighed the possibility of presenting the negative rather than leaving it untouched for the other side?

   Can the participant say what else s/he would like to investigate, or prove, which would improve the performance?

**CRITIQUE: The delivery of a successful critique demands extensive preparation before the session, attentive observation during the session, and thoughtful analysis before delivery.**

1. **PLANNING**

   Prepare exercises as if you were presenting them yourself. One method is to outline your approach to the problem: what topics would you cover, in what sequence, what words or phrases would you use, what problems do you foresee, what plans do you have to deal with them?

   Preparation of concrete examples of what is possible will give you a basis for contrast and comparison with the performance and will provide a good framework for your critique. You will better understand the participant's goals and objectives, and be able to offer specific alternative questions and strategies.

   Thorough preparation includes your outline of the characteristics of a good performance. You will find some ideas in the Trainer's Notes accompanying all hypothetical case files. Try to anticipate areas in which a novice is most likely to experience difficulties as part of your preparation.

2. **OBSERVATION**

   Trainers often find it difficult to capture the details of the participant performance and to provide specific examples of the general points they wish to make. It helps to develop a system for recording what you see. For instance, draw a line down the middle of the page and on one side, as accurately as possible, develop a transcript of
the participant performance. On the other side make brief notes, conclusions, or even checks to indicate the areas for comment.

3. EVALUATION

The five elements of a good critique:

1. Inquiry: Question the participant about goals and strategies and otherwise test your diagnosis, or ask the participant what s/he intended to do.

2. Generalization: Make a summary comment about the participant's performance.

3. Data: Recite specific illustrations which support your generalization.

4. Theory: State your reasons for concluding that what the participant did may be erroneous or unwise, successful or persuasive.

5. Demonstration: Provide a concrete example of how you would proceed to execute your theory.

EXAMPLE

- Inquiry: "Tell me what you wanted to accomplish with your line of questions about the car." Ask follow-up questions to make certain you heard and understood the participant.

- Generalization: "I had difficulty following that line of questions although now I understand where you were headed."

- Data: "Listen to these three questions . . ."

- Theory: "You need to lead into this area differently so that your questions will make your point."

- Demonstration: "You might try asking these two questions first, before pursuing the rest of your questions . . ."

4. DELIVERY

The effectiveness of any critique is enhanced by a thoughtful, careful delivery. Good critique is honest, neutral, supportive, accessible, and tested. Because of time constraints, a critique is necessarily brief. Select areas for comment by their relative importance, considering patterns of problems which this participant or the group as a whole has exhibited, and the stage of learning which has been achieved to date. Modify your critique by what other trainers have already said to avoid repetition.

Be sensitive to the way your words will be understood. This is not inconsistent with being frank. Concursory and very general phrases, especially those that have strong emotional connotations, often are heard as more critical than intended. For example, a trainer once yelled at a woman participant, "You come on like a longshoreman." She was hurt and angry and the class was upset. The point, especially if supported by illustrations, could have been made that, "You were too aggressive with this person. Let me repeat some of the language you used and show you how you were standing."
REMEMBER, if there are successful elements in the participant's efforts, both s/he and the class can learn from an explanation of why it was persuasive. Rarely is a performance so bad as to preclude any positive statement to the participant.

*Material on Critiquing: Adapted from "General Guide to Teaching Advocacy," Trial Advocacy Skills Training, Legal Services Corporation Office of Program Support, 1979*

**Quick Tips on Receiving/Giving Quality Feedback**

<table>
<thead>
<tr>
<th><strong>How to RECEIVE Feedback Most Usefully.</strong></th>
<th><strong>How to GIVE Feedback Most Usefully.</strong></th>
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<tbody>
<tr>
<td>1. Prepare by defining the areas in which you want specific comments.</td>
<td>1. Make sure the receiver has requested feedback.</td>
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<tr>
<td>2. Decide if you want more in-depth comments in private and on what issues.</td>
<td>2. Be specific, not general, in your comments.</td>
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<tr>
<td>3. Seek clarity – ask for it and focus on it for your benefit.</td>
<td>3. Give relevant examples to illustrate your points.</td>
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<tr>
<td>4. Stay calm and stay open – receive it without defending or rationalizing.</td>
<td>4. Make feedback timely for your receiver.</td>
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<tr>
<td>5. Seek optional suggestions to improve the future – problem solve together.</td>
<td>5. Give your comments directly to the recipient in the first person.</td>
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<tr>
<td>6. Offer alternatives and suggest solutions.</td>
<td>6. Be honest – they have asked for feedback and deserve a constructive analysis.</td>
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<td></td>
<td>7. Say it so it can be heard in a way not to make the recipient defensive.</td>
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<tr>
<td></td>
<td>8. Offer alternatives and suggest solutions.</td>
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<tr>
<td></td>
<td>9. Offer at least one positive comment and one suggestion for change. (Positive feedback that reinforces effective behavior is even more powerful in shaping behavior than the identification of flaws.)</td>
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INTERVENTION DECISIONS

As part of the role of presenter, a trainer must be ready to intervene in the group's operation to create and maintain a good learning environment. Intervention may be necessary with an individual, with several individuals, or with the group as a whole. The trainer must know when to intervene in the group dynamic and how to do so appropriately.

When deciding whether or not to intervene, consider the following:

- your interpretation of the observable behavior
- the source of the behavior:
  - stage of group development
  - person's individual orientation
  - the learning activity taking place
- your feelings about the behavior: whether you like it, dislike it, or are neutral about it
- for whom the behavior is a problem:
  - for you
  - for a participant
  - for some participants but not for others
  - for the whole group
- your intention in intervening
- whether the situation requires:
  - no intervention
  - intervention in the content of the training
  - intervention in the functioning of the group

Before actually intervening, ask yourself:

- Have I tried to check out my assumptions about why the behavior occurred?
- What is the degree of risk if I intervene? What is the chance of successful intervention?
- Is the timing of the intervention appropriate?
- Does the intervention fit my personal style?
- Is the intervention congruent with the rules established by and for the group?

When considering intervention, think about the problem this way:

- What is happening
- Interpret the event from your personal or professional point of reference and consider the underlying issues
- Assess your emotional state
Determine your intent – What is your goal? What might be the group's reaction? How will intervention help the group accomplish its goals?

Determine the type and level of interventions available

Act using appropriate behaviors

Assess the impact of your intervention

There is little time for analysis when behaviors demand a response from you -- the trainer. But think about the points raised, remain conscious of them while teaching, critique each of your interventions for both positive and negative points, and ask for feedback from other trainers whose opinions you respect. Remember, it takes patience, perseverance, and most of all, practice.
DIFFICULT SITUATIONS EXERCISES

1. It is the next to last training session and Sandra has just vehemently disagreed with a point you have made. She has labeled what you've said as unrealistic and not responsive to her job.

2. On the second day of training, most of the participants are complaining about the workload and not having the afternoon free.

3. During your lecture on the third day of training, participants are not responsive to questions you are raising to get them involved.

4. You ask a question or call for comments from the group, and no one says a word. This has happened several times over the first four sessions.

5. Most group members were active during the first five sessions, but participation has decreased as one member increasingly dominated the group. Other members appear to be dissatisfied with Lynus's behavior and have become less active.

6. The group has met for six sessions and there seems to be a power struggle for informal leadership between two strong members. In this session, the group has found itself in conflict or silence around the differences between the two members.

7. Frank repeatedly attempts to steer the discussion in a direction away from the announced topic. His comments are always just off the mark.

8. After five sessions, you notice that one of the 10 people is not actively participating. The trust level of the group seems high and most members seem to be functioning well.

9. The group has left their task to discuss the problems they are having with a particular state agency.

10. The group is telling "war stories" rather than discussing the elements which must be proven to establish a disability.

11. On the second day of training, Twinkie has said to you, while looking around the group for support, "I've been here all day and I don't see what this training has to do with helping me get on with the business of helping poor old people! I'm an advocate!"

12. This is the first day of training. A participant, who clearly has a good deal of experience, has been dominating the discussion for most of the session.

13. Two members of the group periodically have a side conversation during group sessions. They are now engaging in another. Their voices are audible and distracting to you and other participants.

14. A participant appears to be sulking and disgruntled following participation in small group activity. He has been whispering to the person next to him. (He is unhappy about the way the leader ran the group but did not say anything to him.)
15. Despite the fact that the session is not over, you notice several participants gathering their things together and moving about as if ready to leave.

16. You are fully aware that Mary and Josh do not like each other at all. You feel Mary is taking advantage of Josh's shyness by making pointed remarks each time he participates in the discussion.

17. With each session of the training event, the participants straggle in later and later. At this session you notice that two participants did not come at all.

18. To prepare for this training session, participants were asked to complete a homework assignment. At the beginning of the session, you discover that half the participants not only did not complete it, they did not even bother to read the instructions.

19. One of the participants has fallen asleep.

20. During the first three group sessions, a member has consistently acted in aggressive hostile ways. S/he has been highly verbal and demanding while also being extremely critical and judgmental of others, including you.
Meeting Room Setup

Theatre or Auditorium Seating
Used for lecture sessions with limited note taking

Allow space for stage-the larger the room, the larger the stage.

Rear projection requires 20' behind the screen.

Stage

6' Allow 6' aisles. 6' Leave sufficient space for doorways.

Not drawn to scale

Schoolroom or Classroom Seating
Used for lecture sessions and for note taking

☐ Podium

Distance from table front to next table 4' to 5' for maximum comfort.

18" Tables: 6' or 8' long; 18'' or 24'' or 30'' wide. Allow 2' per person (or 3 people per 6' table), for more comfort and longer sessions. (Armchairs may require more space).

Not drawn to scale
Meeting Room Setup
(Con't)

Conference Seating

- **Hollow Square**
  - For idea exchange.
  - Accommodates about 40 people.

- **Conference Style**
  - For board meetings and idea exchange. Accommodates small groups of up to 24 people.

- **"U" or Horseshoe**
  - For board meetings and idea exchange. Best for A/V presentations. Accommodates up to 30 people.

Allow 2' per person minimum elbow space. 3' for more comfort and longer meetings.
Use 24” or 36” wide tables.

Banquet or Roundtable Discussion Seating (Rounds)
Used mainly for dining, seminars and small discussion groups

- **Dance Floor**
  - Use 60” tables to seat 8 people.

- **72” tables**
  - Use 72” tables to seat 9 or 10 people.

Not drawn to scale
Sample Room Set-Ups for Wheelchair Users

RESOURCE
A Guide to Planning Accessible Meetings
Independent Living Research Utilization (ILRU) Program
2323 S. Sheperd, Suite 1000
Houston, TX 77019
(713) 520-0232, 520-5136 (TDD)

Explains how to make your meetings and training programs fully accessible to everyone, including people with disabilities. The 3 ring binder is also available on audio cassette and computer disk. ($25.00)
A Quick Guide to Developing Training Evaluations

The purpose of this guide is to provide:

- An overview of Common Evaluation Methods
- Description of the possible Levels of Evaluation
- A more detailed look at Written Questionnaires
- A Checklist for creating Evaluation Questions
- Annotated sample NTP Evaluation Forms

Most legal services and aging programs will find the written questionnaire to be the evaluation method most likely to be used on a routine basis. The following resources offer more information on the other types of evaluation methods.

*Essentials for Evaluation*, Info-Line (1/86). Published by ASTD, 1630 Duke Street, P.O. Box 1443, Alexandria, VA 22313.


The FIRST RULE of evaluation design is: Determine the program objectives
The program objectives should be "learner oriented" rather than trainer-oriented. For example:

**Learner Oriented**
- Identify the 4 possible elements of an SSI overpayment argument.
- Identify at least 2 common issues in HCPoA statutes that have been interpreted differently by different states and the direction in which the majority of states are reading.
- Prepare at least 3 individual critiques of a co-participants' oral presentations.

**Trainer-Oriented**
- Provide an overview of SSI overpayment law.
- Give an update on trends in healthcare power of attorney (HCPoA) legislation.
- Teach the elements of a good critique.

The objectives for the evaluation of a training event will likely be broader than simply the learner-oriented objectives which usually focus on the competency of the participant in mastering certain substantive content and skills. Other measurable topics might include:

- Was the presenter's presentation style appropriate for the audience and the topic?
- Did the materials adequately support the presentation?
- Were the logistics adequate – room temperature, time of day, location, room setup, food facilities, etc.?
- Were there opportunities for people from different organizations to meet and discuss issues of common concern?
- Will the participants be in a position to apply their knowledge back on the job in a way that enhances case services?
# Common Evaluation Methods

<table>
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<tr>
<th>Questionnaires</th>
<th>Testing</th>
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<tr>
<td>Written evaluations can be completed at the end of a session and/or completed at some point after the session (often 4-12 weeks).</td>
<td>May be done during the course of the training or later. May include written or oral components.</td>
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<tr>
<td>The questionnaire is used primarily to measure a person's <em>reaction</em> rather than actual learning.</td>
<td>Testing is used primarily to measure learning (content and quantity) by the participants.</td>
</tr>
<tr>
<td>It may include a pre-test and post-test to measure self-perceived learning.</td>
<td><strong>TIP:</strong> Many legal trainers use self tests or mini-problem solving during the course of the actual training to measure learning and adapt the program accordingly.</td>
</tr>
<tr>
<td>Questionnaires lend themselves to easy analysis and the numerical results necessary to justify for funding training.</td>
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<tr>
<th>Interview</th>
<th>Observation</th>
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<tr>
<td>More labor-intensive than other methods for the trainer.</td>
<td>The most comprehensive method for determining whether the training has influenced job behaviors.</td>
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<tr>
<td>A post-training interview of the learner can be used to evaluate both the reaction and learning of the participants.</td>
<td>Used primarily for skills training.</td>
</tr>
<tr>
<td>An interview can be conducted in person, by telephone or mail.</td>
<td><strong>LIMITATIONS:</strong></td>
</tr>
<tr>
<td>It can include self-perceived behavior changes. <em>(i.e. Have you increased the number of your contacts with local ombudsman as a result of the Nursing Home Law Conference?)</em></td>
<td>Aside from the issues of time and opportunity to conduct an observation, there are other factors which interfere with the usefulness of this method. The participant may resent formal observation, knowledge that s/he is being observed may skew results through the participant's nervousness or attempts to perform in the &quot;expected manner.&quot;</td>
</tr>
<tr>
<td>Interviews can be limited to the learner, or they can include co-workers, supervisors, hearing officers, judges or others who are in a position to observe the learner's work.</td>
<td>Observation is usually best done in combination with interviewing and testing.</td>
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![Image of interview scene]

*Observation is usually best done in combination with interviewing and testing.*

*Observation during the actual training (as opposed to post-training) can be very effective.*

*A role play at the mid-point in the training can be an effective way to incorporate observation into the evaluation later.*

*When using observation the trainer's knowledge of the participant's pre-training skills in the area being taught is critical. Often this may not be feasible.*
WHAT ARE YOU EVALUATING?

Reaction

*Did the learner like the program? Does the learner believe something useful was learned?*

This is the easiest to conduct and most common type of evaluation. It does not measure learning although it can measure self-perceived learning. Most of the sample evaluations in this guide are of this type.

Learning

*What facts, skills or attitudes did the participants learn?*

In most legal services and aging community trainings, evaluations of this type typically occur during the training rather than after the event as is the case in corporate trainings. Follow-up evaluations on the job are rare since most training events are attended by advocates from many different organizations. Evaluations of learning in an area of substantive law are often self-tests or individual/group problem solving. These may be written or oral. Evaluations of advocacy or other skills are usually in the form of trainer observations of role plays and other simulations.

*Note:* Generally these types of evaluations cannot provide a true measure of actual on-the-job changes in behavior or attitudes.

Behavioral Change

*Is the learner using the knowledge/skills acquired at the training later on the job?*

This is the most difficult type of evaluation for mixed audience events since the on-the-job observation must be conducted at least 60-90 days after the training is completed.

On-the-job observation by someone who is familiar with the participant's pre-training level of knowledge and skill is an essential part of this type of evaluation.

Results

*Has the training met the objectives you set for it?*

Generally the training program objectives are broader than the objectives of individual participants. The issue at this level of evaluation is to measure broader objectives such as an increase in the number of a certain case type or the accuracy of the initial screening, etc.
WRITTEN QUESTIONNAIRES

Written questionnaires are effective tools to measure participant's reaction or knowledge. They are not particularly effective in evaluating skills or changes in attitudes.

The following are typical types of questions found in written questionnaires. Tips on effective usage follow each example.

RATING SCALE

Usefulness of the Written Materials

Poor   1  2  3  4  5 Excellent

- A five point spread allows the evaluator to choose a middle ground.
- Provides a quantifiable numerical average.

ESSAY QUESTION

What topics did you find to be the most helpful?

- Allows the widest variety of responses.
- Difficult to collect in summary form for use in a quantitative analysis.
- Offers a good "thumbnail" sketch of the training event.

MULTIPLE CHOICE

The presentation of the subject matter was:

☐ very-well organized
☐ well organized
☐ adequately organized
☐ not well organized

The age at which an individual can become eligible for SSI based on age is:

☐ age 60
☐ age 62
☐ age 65
☐ age 70

- Incorrect answers should logically fit the question.
- Avoid negative questions or answers.
- Should be only one correct answer.
- Relies upon "recognition" of the correct answer rather than "production."
- Scoring is simple and unbiased.
TRUE & FALSE

Yes/No I would attend next year’s conference if it were held in Newburg, PA.
T/F Over 15% of people over age 65 reside in nursing homes.
T/F The current level of monthly income that is presumed to show substantial, gainful activity is $400 per month.

- Make the question simple. Try not to use too many modifying phrases.
- Reduces the time needed to administer the test.
- Since the respondents have a 50% chance of guessing the answer, it usually requires more items if you are testing knowledge.
- Many topics do not fit into an "either/or" format.

FILL-IN-THE-BLANKS

Hospital care is covered under Medicare Part _______.
SSI is the abbreviation for ____________ Security Income.

- Determines the amount of information that can be recalled without prompts.
- Useful for quick self-tests of substantive knowledge.
- Useful to reinforce important words or phrases.
- Can be used on flipcharts for group responses.

MATCHING

Match the following with the correct author:

_____ 1. War of the Worlds      a. Asimov
_____ 2. Childhood’s End        b. Clark
_____ 3. I, Robot                c. Heinlein
_____ 4. Strange in a Strange Land d. Wells
e. Niven

- Useful to determine if participants understand relationships.
- Participants may be able to determine the correct answer through elimination.
- Use an unequal number of question and answers.
CHECKLIST FOR DEVELOPMENT OF EVALUATION QUESTIONS

☑ Do the questions clearly reflect the training objectives?
☑ Are the questions limited to information that cannot be tested by hands-on activities?
☑ Are the questions clear and concrete?
☑ Are the questions framed in neutral terms?
☑ Are the terms used on a clear rating scale or do they need to be defined?
☑ Is the page visually pleasing or does it appear crowded/difficult to complete quickly?
☑ Is there adequate space to reply to open-ended essay questions?
☑ Do the objective questions come before the open-ended questions? (This will encourage readers to complete the form.)
☑ Do you want to include questions about current or future logistics, or training topics for the future?
☑ Can it be completed in five minutes or less?
☑ Are all parts of a question on one page?
☑ Does each item contain only a single idea?
☑ For fill-in-the-blank questions, does the main idea of the sentence precede the blank?
☑ For multiple choice questions, are all distractors (incorrect answers) plausible?
☑ For multiple choice questions, are all answers approximately the same length?
☑ For multiple choice questions, are the answers placed in alphabetical or numerical ordering to prevent guessing?
ANNOTATED SAMPLE FORMS FROM NTP

The following forms are annotated sample evaluations prepared and used by NTP for evaluating its substantive law trainings.

FORM #1 – Demographics and "Pre-test" – gathers information about the demographics of the participants and offers their subjective appraisals of their knowledge of the training topics.

FORM #2 – Evaluation and "Post-test" – is the "Course Evaluation" and asks the participant to critique:

- effectiveness of the topic and contents
- overall quality of the training (question #4)
- effectiveness of the trainer's style
- quality of the materials

In addition, it includes the "post-test" – the participant's self-appraisal of their current knowledge of the training topics.

Note that the questions regarding familiarity with the topic are exactly the same in both the "participant information form" and the "course evaluation form." This is to ensure an accurate measurement of the shifts in participants' perceptions of their own levels of skill and knowledge resulting from the training.
ELDERLY LAW AND ADVOCACY SKILLS TRAINING
PARTICIPANT INFORMATION FORM

SECTION I: PERSONAL BACKGROUND

1. Age: __________

2. Sex: ___ Male ___ Female

3. Highest Level of Education Completed: (circle one)
   - (1) Less than high school graduate
   - (2) High school graduate or G.E.D.
   - (3) Two year college or technical degree
   - (4) Four year college degree (B.A., B.S.)
   - (5) Master Degree
   - (6) Doctoral Degree
   - (7) Law Degree (J.D.)

4. Racial/Ethnic Background: (circle one)
   - (1) Caucasian
   - (2) Black
   - (3) Hispanic
   - (4) American Indian
   - (5) Oriental/Pacific Islander
   - (6) Other ___

5. State in which you reside: ________________________________

SECTION II: PROFESSIONAL BACKGROUND

1. What is your job title? ________________________________

2. Which of the following best characterizes your position?
   - (1) Staff attorney
   - (2) Pro bono attorney
   - (3) Paralegal
   - (4) Social service administrator
   - (5) Social service provider (i.e., direct service/advocacy role)
   - (6) Volunteer
   - (7) Other (please specify) ________________________________

3. How long have you worked in your current position?
   - (1) Less than 6 months
   - (2) 6 months to a year
   - (3) 1 to 2 years
   - (4) 2 to 5 years
   - (5) Over 5 years

4. What type of area do you serve? (circle all that apply)
   - (1) Urban area
   - (2) Suburban area
   - (3) Small town
   - (4) Rural area

5. About what percent of your time is spent on legal services for the elderly? (Interviewing/negotiation with agencies/helping to fill out forms/representation at hearings/work on behalf of a specific client to help ensure legal rights). ___________

6. About what percent of your time is spent on advocacy for the elderly? (General work of the benefit of the elderly, but not necessarily on behalf of a particular client). ___________

7. How many clients have you represented at administrative hearings? ___________

NOTE: Use of the terms pretest and post test may skew the results.

This ID number, word or name is used to match the pretest (Section III) with the identical post test on the evaluation. It is generally a good idea to explain the purpose of the ID number (to match with the evaluations) while emphasizing that anonymity can be maintained by choosing a number or word.

Generally, the first questions are those which require the least thought. Non-threatening questions encourage the reader to continue.

This appears duplicative of the state section by the ID code, however, it refers to the state in which the reader lives while the upper right corner line refers to the state in which NFP conducted the training.

The combination of these two questions allows you to compile much of the same data in two ways. The first gives a broad range of job titles -- some obscure and difficult to categorize. The second question gives easily quantifiable information for reporting purposes. In combination, the questions offer data with a broad overview & easily obtained numbers.
SECTION B: ELDERLY LAW AND ADVOCACY BACKGROUND AND EXPERIENCE

1. Using the following 6 point scale, please rate your familiarity with each area. Place your rating on the line provided by each topic area.

   (1) not familiar with topic
   (2) heard of topic, but could not answer questions about it
   (3) familiar enough with topic to answer basic questions about it, but would need to refer to complicated questions
   (4) familiar with topic and can answer most questions about it
   (5) familiar enough with topic to answer almost all questions and to represent individual at appeals hearings
   (6) familiar enough with topic to represent at appeals hearing and to act as local expert on the topic for agencies and the media.

   Rating   Topic
   (Using the scale above)
   ___ Supplemental Security Income
   ___ Social Security Retirement
   ___ Disability
   ___ Medicare
   ___ Food Stamps
   ___ Protective Services
   ___ Nursing Homes

2. Using the following 6 point scale, please rate your skills in each area listed below.

   (1) no knowledge of these skills
   (2) some knowledge of these skills, but not enough to make use of them
   (3) enough knowledge of these skills to make limited use of them
   (4) enough knowledge of these skills to make moderate use of them
   (5) enough knowledge of these skills to make extensive use of them
   (6) enough knowledge of these skills to make extensive use of them and to train others in their use.

   Rating   Skill
   (Using scale below)
   ___ General Legal Advocacy Skills
   ___ Administrative Hearings Skills
   ___ Utilization of Resources Skills (i.e., ability to obtain information on elderly law and advocacy)

NOTE: This form is printed front-to-back on 14” paper.
**SUBSTANTIVE LAW AND ADVOCACY SKILLS TRAINING COURSE EVALUATION FORM**

**SECTION I: COURSE EVALUATION**

1. Of the topics covered in this session, please indicate how informative the training was for each topic. Circle the number which best describes your opinion. If a topic was not covered in this training session, circle NC.

<table>
<thead>
<tr>
<th>Substantive Law</th>
<th>Not Very Informative</th>
<th>Very Informative</th>
<th>Not Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Stamps</td>
<td>1 2 3 4 5</td>
<td>NC</td>
<td></td>
</tr>
<tr>
<td>Medicare</td>
<td>1 2 3 4 5</td>
<td>NC</td>
<td></td>
</tr>
<tr>
<td>Nursing Home Law</td>
<td>1 2 3 4 5</td>
<td>NC</td>
<td></td>
</tr>
<tr>
<td>Protective Services</td>
<td>1 2 3 4 5</td>
<td>NC</td>
<td></td>
</tr>
<tr>
<td>Social Security Retirement</td>
<td>1 2 3 4 5</td>
<td>NC</td>
<td></td>
</tr>
<tr>
<td>Social Security Disability</td>
<td>1 2 3 4 5</td>
<td>NC</td>
<td></td>
</tr>
<tr>
<td>Supplemental Security Income</td>
<td>1 2 3 4 5</td>
<td>NC</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advocacy Skills</th>
<th>Not Very Informative</th>
<th>Very Informative</th>
<th>Not Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Hearing</td>
<td>1 2 3 4 5</td>
<td>NC</td>
<td></td>
</tr>
<tr>
<td>Legal Interviewing</td>
<td>1 2 3 4 5</td>
<td>NC</td>
<td></td>
</tr>
<tr>
<td>Negotiations</td>
<td>1 2 3 4 5</td>
<td>NC</td>
<td></td>
</tr>
</tbody>
</table>

2. Please rate the effectiveness of each technique in promoting understanding of the material covered.

<table>
<thead>
<tr>
<th>Lecture Presentation</th>
<th>Not Very Effective</th>
<th>Very Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications of Information (e.g., model problems, case analysis, fact patterns)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Practice Exercises (e.g., negotiation, role playing)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Written Materials</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

3. Rate the average quality of the instructors in each of the following areas.

<table>
<thead>
<tr>
<th>Area</th>
<th>Poor</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Overall Knowledge of Subject</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Clarity of presentation</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Organized</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Responsibility to Questions</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

*Use any identifying number, word or name. The purpose is to match the evaluation (post-test) with the demographic (pre-test). The differential in the scores will indicate self-perceived learning.*

*We use a five point spread. We have found that a four point spread is inadequate for those who wish to choose "the middle," a three point spread is not sensitive enough and a seven point spread offers too many choices, thereby inhibiting response.*

*This question is helpful in the evaluation of a program or training package that will be used again. It addresses program design issues.*

*A separate question on the instructors generally provides a slightly (and sometimes radically) different perspective on the event as compared to ratings on the content of the training.*
4. Rate the quality of the training in each of the following areas.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful/Relevant</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Interesting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Quantity of Info</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Quality of Info</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Enjoyable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

SECTION II: FAMILIARITY WITH SUBSTANTIVE LAW AND ADVOCACY

Please re-assess your level of knowledge and skill regarding the topics covered based on the information you received at this training.

1. Using the following 5-point scale, please rate your familiarity with each area. Place your rating on the line provided by each topic area.

   (1) Not familiar with topic.
   (2) Can answer basic questions about it, but would need to refer complicated questions.
   (3) Can answer most questions about it.
   (4) Can answer any questions and to represent individuals at appeals hearing.
   (5) Can represent at appeals hearing and can act as local expert on the topic for agencies and the media.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Food Stamps</td>
</tr>
<tr>
<td></td>
<td>Medicare</td>
</tr>
<tr>
<td></td>
<td>Nursing Home Law</td>
</tr>
<tr>
<td></td>
<td>Protective Services</td>
</tr>
<tr>
<td></td>
<td>Social Security Disability</td>
</tr>
<tr>
<td></td>
<td>Social Security Retirement</td>
</tr>
<tr>
<td></td>
<td>Supplemental Security Income</td>
</tr>
</tbody>
</table>

2. Using the following 5-point scale, please rate your skills in each area listed below:

   (1) No knowledge of this skill.
   (2) Can make limited use of skill.
   (3) Can make moderate use of skill.
   (4) Can make extensive use of skill.
   (5) Can use extensively and can train others how to use.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Legal Interviewing Skills</td>
</tr>
<tr>
<td></td>
<td>Administrative Hearing Skills</td>
</tr>
<tr>
<td></td>
<td>Negotiation Skills</td>
</tr>
</tbody>
</table>

This is the most helpful rating for a quick review of the program. NTP generally averages each of the 5 criteria and then derives an overall average. The overall average is used to compare events. Programs with an overall quality rating of 4.3 or higher are generally examined more closely.

This is the post-test - identical to the pre-test in the demographic sheet.

These criteria were developed in an attempt to describe the range of familiarity that most legal services or aging advocates might have with the various substantive areas. This would vary based upon audience. For example, if the target audience consisted exclusively of information and referral workers, one would develop a very different range of criteria.

This type of rating scale takes more time to complete and may be more confusing. However, it allows the use of significantly more complex wording on the rating scale itself. Compare it to "not very effective" and "very effective" in Section I's rating scales.
SECTION III: COMMENTS

Please use this page to provide additional feedback on the training program. Although we have asked some specific questions, comments on any aspects of the program are welcome.

1. What topics or presentation formats in this training program were most helpful to you?

2. What topics or presentation formats in this training program were least helpful to you?

3. To what extent has this training program impacted what you feel about the knowledge and skills you need to represent or advocate on behalf of older clients? Explain.

4. What changes would you recommend, if any, to improve the training program for someone with your level of experience?

5. Please use this space for any comments you have on individual instructors.

6. Use this space or the back of this page for any additional comments or feedback.

NOTE: This third page is separable from the first two pages of the evaluation which are printed front-to-back. This allows the training coordinator to turn the bulk of the data gathering over to someone who is not familiar with the training, to calculate the average ratings for an event.

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.
NTP DESIGN

The goal of NTP is to provide maximum flexibility to local programs to design training relevant to the needs of their clients and advocates. Each substantive law or skills module can be used alone or in conjunction with any other. Substance and skills can be taught in-house, program wide, or state wide spread over as many days as you have available. The Options and Agendas listed below are not the only useful combinations. Be creative.

The NTP training design is assembled from seven (7) modules of substantive law, four (4) modules of skills training and four (4) hypothetical case files. Generally, each individual training program consists of two (2) areas of substantive law and one (1) skill area. The hypothetical case files raise issues specific to one of the areas of substantive law chosen, and Trainer's Notes are available for each.

Training can be scheduled for two (2) or three (3) days depending on when the program begins and ends. In either case, the number of training hours is approximately the same.

There are three (3) design options, each with a different focus. Option One emphasizes substance, Option Two balances substance and skill, and Option Three stresses skills. Adaptations can be made within each Option for the experience level and job responsibilities of the participants. This flexibility allows each locality to consider its particular needs in putting together a training agenda.

SUBSTANTIVE LAW MODULES

NTP offers substantive law training on the following topics:

- Medicare
- SSI
- Food Stamps
- Social Security Disability
- Social Security Retirement
- Nursing Home Law
- Protective Services
- Americans with Disabilities act

Each substantive law manual contains an outline of major points of law as well as advocacy tips, recent legislative changes, citations to statutory and case law and other information useful to those representing the low income elderly. The manuals are designed as lecture guides for trainers as well as reference material for participants. They range from 72 to 144 pages.
Each substantive module includes a set of model problems and answers designed to help participants apply the legal principles outlined. The trainer can use them interspersed throughout the lecture or as a separate group problem-solving exercise after the lecture.

**TRAINING OUTLINE:** designed to be usable by trainees with a variety of experience as both a guide during the training and a resource later.

**ANNOTATED BIBLIOGRAPHY:** listing and description of available resource materials.

**MODEL PROBLEMS AND ANSWERS**

**APPENDICES:** including sample forms, flow charts, state specific information, etc.

Each outline was annotated with the following to provide the most useful and practical information possible:

- advocacy tips
- legislative updates
- references to recent articles
- notes on major cases
- highlights of problem areas/elderly and specified issues

The annotations allow the trainers to provide sophisticated tips and direction to the more experienced while following the simplified basic outlines for newer trainees.

Trainers may choose among the materials as points of departure for lectures. All of the material cannot be covered in the time allotted to lecture, therefore, trainers will want to select areas to cover in depth and areas simply to mention with reference to the materials.

Two trainers participate in each event with each trainer assuming primary responsibility for one substantive area, while the skills portions of the training are shared. The training program is designed to offer information through both passive and interactive methods. These include lectures, model problems, small and large group exercises, fact/law analyses, simulated hearings and interviews, and videotapes.

**SKILLS MODULES**

NTP will provide your choice of:

*Legal Interviewing Training*

*Negotiation Principles Training*

*Administrative Hearings Training*

*Mental and Physical Effects of Aging*

Each of these skills modules provides background material for lectures and discussion, as well as reference material for participants.

The *Legal Interviewing Training* module examines considerations involved in conducting a
productive client interview and creating an effective relationship with the client.

The Negotiations Principles Training module guides the advocate through an analysis of the bargaining situation and how to develop a bargaining strategy.

The Administrative Hearings Training module introduces the basics of the hearing process, examines applicable rules of evidence, and discusses fundamental hearing skills—Opening Statement, Closing Argument, Direct Examination and Cross Examination.

The Mental and Physical Effects of Aging module provides advocates the opportunity to strengthen their understanding of and their ability to recognize various effects of aging that impact the work of advocates. This material also offers an opportunity to explore ways of representing older clients.

HYPOTHETICAL CASES

Seven (4) hypothetical case files are available to coordinate with the substantive law topics selected for training. Each contains fact patterns, fact/law analyses, necessary documents and instructions for preparing characters involved in various role play scenarios, as well as trainer’s notes.

- **FOOD STAMP FRAUD** – sample case of Greta Wright
- **MEDICARE COVERAGE DENIAL** (level of care) – sample case of Cecilia Peters
- **NURSING HOME LAW** (involuntary transfer issue) – sample case of John Strong
- **SOCIAL SECURITY DISABILITY** (Denial of benefits) - sample case of Jean Birch
DESIGN OPTIONS

NTP offers a choice of three (3) presentation options, each with a different balance between advocacy skills and the chosen topic areas. The three (3) presentation options allow local trainers to address the needs and various levels of experience and skill of the participants.

OPTION ONE focuses on basic skills for those with little advocacy experience. The two (2) substantive topics are presented with an emphasis on the application process, interviewing techniques and common problems in establishing the client’s rights.

OPTION TWO balances the substantive areas with training in administrative hearing skills, basic appeal rights and procedures used at administrative hearings. Small groups of trainees participate in preparing a case for a demonstration hearing.

OPTION THREE uses the substantive topics to teach advanced hearing techniques to more experienced participants through individual participation in the role play of an administrative hearing.

AGENDA CHOICES

Each of the Options can be scheduled to begin early on the morning of Day One to be complete by approximately 5:00 p.m. on Day Two. Alternatively, each Options can begin at mid-day on Day One, continue throughout Day Two and complete at mid-day on Day Three. Travel needs and accommodations should be considered to determine the best arrangement for your local programs.
OPTION ONE – SUBSTANTIVE TRAINING

Option One is best suited to groups who want either to learn the substantive information for the first time or to receive updates. It stresses substantive law with skills considered secondarily. Only interviewing and negotiating are taught to and practiced by participants. Trainers demonstrate hearing skills. Option One is directed to beginners and/or those who do more information and referral work than administrative hearings.

If there is a sizable number of pro bono lawyers in the audience, the role plays for interviewing, negotiation, and hearing skills may seem too basic for them. Trainers may need to revise the plan to make it more sophisticated. Videotapes can be shown or a discussion of attorney’s fees added. Where the audience is mixed, the group can be divided for parts of the training, with one trainer doing a more basic variation and the other delivering a more advanced version in another room.

The training materials are flexible. When conducting question and answer sessions or group discussions for a more experienced group, trainers should provide updates and answer technical questions on various aspects of the subject. For a less experienced group, trainers question participants for their level of understanding, then structure the session to expand the basics introduced in the lecture.

The model problems are worked by the trainer and participants in a group with less experience. For a more experienced group, participants work in pairs followed by a group discussion of many of the problems in order to check their understanding of details.

Option One provides for training in case preparation and legal analysis. For a more experienced group, the focus is on advocacy and case management tips – how to document cases, who can do what in data gathering (secretary vs. paralegal vs. attorney), typical reactions of judges. Fact patterns are presented which require participants to identify and explain the legal basis of an appeal. Trainers may share sample case materials to highlight common problems.

For a less experienced group, the focus is on interviewing. Trainers will share a sample interview form with the group. Participants practice interviewing in anticipation of an appeal in the case.

Only Legal Interviewing and Negotiation Principles are taught as skills with Option One. Trainers may demonstrate skills such as informal client counselling and negotiation with agency representatives. Short lectures present the basic factors involved, followed by individual participant practice in a variety of interview and/or negotiation situations.
OPTION TWO – SUBSTANCE AND SKILLS TRAINING

Option Two is best suited to more experienced participants who already know many of the basics of the programs. It is the best option for people with a heavy case load. It will work better for more homogeneous groups because it is more difficult to subdivide than in Option One.

The basic structure of Option Two is to:

a. present substantive topic #1, do problem solving around it, then deal with a concrete example
b. present substantive topic #2, do problem solving around it, and deal with a concrete example, this time learning a skill at the same time
c. use hypothetical case which exposes participants to administrative hearings and allows them to practice legal arguments.

As with Option One, the flexibility of the materials permits tailoring to suit the needs of the participant group. If necessary, participants can be divided into groups possessing different experience levels for question-and-answer sessions, group discussions, or model problemsolving. For instance, when solving model problems, members of the more experienced group work in pairs followed by group problem solving led by the trainer to make sure participants understand the concepts. For a less experienced group, participants review typical client questions with trainers. Trainers may also work with some of the model problems in group discussion.

Participant exercises provide variation depending on the substantive topic and skill area selected. For programs such as food stamps where negotiation makes sense, a negotiation sequence can be used. It consists of:

1. negotiation demonstration by trainers;
2. negotiation skills lecture/discussion about basic principles and strategies; and
3. negotiation practice where participants take turns playing the role of advocate.

Programs such as SSI, Social Security or Disability permit the exercises to focus on writing skills. Participants do a fact/law analysis of the appropriate hypothetical case file. Trainers introduce components of an administrative hearing, the roles of the ALJ, the client and the advocate, and discuss due process rights. Participants form groups to practice skills such as opening and closing statements, introduction of documentary evidence, and examination of witnesses.

Option Two also provides an opportunity for participants to role play mock hearings. After watching a trainer demonstration or video tape of an administrative hearing, participants divide into three (3) groups – clients, advocates, and ALJ’s. Groups are prepared by trainers and given their tasks. The client role players will also be prepared by participant advocates. ALJ role players may be selected from among local legal services attorneys or paralegals, or pro bono attorneys experienced in administrative hearing representation. Each group chooses two (2) of its members to participate in the mock hearing. Advocate pairs divide their presentation depending on the mock hearing variation chosen by the trainers. The remaining participants receive critique sheets to use at the hearings.

There are two (2) variations for presentation of mock hearings:
1. Two (2) longer hearings are conducted concurrently in separate rooms, supervised by different trainers. The hearings are held in fish-bowl style with most participants watching and critiquing. Participant/advocates give a self-evaluation before group critique.

2. One (1) half-hour hearing follows another in the same room. Each involves a different legal issue that is part of the substantive area (e.g. in disability, proving mental impairment vs. ability to hold a less strenuous job). Again, it is a fish-bowl exercise with participants observing and critiquing. After each hearing, the performance of the advocate is evaluated by the advocate and the other participants.

---

**OPTION THREE SKILLS TRAINING**

Option Three is best suited to participants who have some experience with both the areas of substantive law and the nature of administrative advocacy. This Option is also best delivered in the three-day format, allowing time for adequate hearing preparation and role play.

Option Three is structured to:

a. introduce each substantive topic through a lecture immediately followed by exercises requiring participants to apply the new information

b. present skills in a series of short lectures followed by practical application

c. present a hypothetical case file requiring participants to analyze legal issues, prepare opening and closing statements and interview clients, followed by a mock administrative hearing.

Generally, Option Three is used to teach Administrative Hearing skills. More time is spent on the elements of advocacy including witness preparation, opening statements, direct examination, cross examination, and closing arguments. In addition, the mock hearings use non-participants in the roles of ALJ's and clients.

In this model, trainers will need eight (8) individuals, preferably women over the age of 60, to play clients at the hearings. Each volunteer receives a letter describing the program, a copy of the facts of the case without regulations, and instructions for the particular role. Client actors are prepared both by the trainer and his/her advocate.

Trainers also need eight (8) individuals to act as ALJ's, preferably attorneys or paralegals experienced in administrative representation. Each receives a letter describing the program, a copy of the facts with regulations and "Instructions" for ALJ's. Trainers prepare ALJ's prior to their hearings.