GUIDE FOR DESIGNING EFFECTIVE HUMAN SETTLEMENTS TRAINING PROGRAMMES

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FOREWORD

Owing to speed of urban growth and scarcity of resources in developing countries, the need for competent managers rises dramatically each year. For this reason, the United Nations Centre for Human Settlements (Habitat), for more than a decade, has been offering training programmes for urban managers, aimed at closing skill gaps and promoting new approaches, methods and techniques. The need for training, however, far exceeds UNCHS (Habitat)'s capabilities. Further, many local training institutions are not used and, in some cases, reluctant to design training programmes that respond adequately to the emerging requirements of human settlements managers. The problem is compounded by a general absence of information about designing training programmes that promote learning-programmes that, therefore, have high potential for bringing about the needed changes in work performance.

This publication is intended to close the training information gap. The Guide for Designing Effective Human Settlements Training Programmes was written by Fred Fisher and David W. Tees with the International Development Institute for Organization and Management (IDIOM), in collaboration with UNCHS (Habitat) staff. Dr. Fisher is a former city manager, university professor and management trainer with experience in Europe, Africa and Asia. Mr. Tees has management experience in local government, is on the faculty at The University of Texas at Arlington and has conducted training programmes in the United States of America, Europe and the West Asia. The guide was field tested in Africa during training courses directed by Dr. Fisher for UNCHS (Habitat).

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INTRODUCTION

There are four points which should be made at the beginning of this manual.

First, experiential learning works - and works equally well in many cultural settings.

Secondly, training is an effective management tool. While most training is not designed to be carried out in-house (or with work teams), such a practice is to be encouraged. The case study that forms an important part of this manual is written around in-house training. It also emphasizes the potential of training as a management strategy.

Thirdly, there are a lot of myths about what works and does not when it comes to designing and conducting training. The best way to demystify these myths is to expose them to experience.

Finally, when it comes to the design of training programmes, it is important to trust instincts and experience - and, of course, to be willing to take a few risks. To paraphrase C.S. Lewis, “A trainer with good instincts and experience is never at the mercy of a few participants with only theory at their command.”

What - Another training manual?
One good reason for a new training manual concerns the results of current training efforts or, perhaps more to the point, the non-results. Too many training programmes amount to naught. They are simply dull, mediocre, ineffective. These negative attributes can, more often than not, be attributed to bad design.

Bad design results from a number of factors. If, for example, you do not have well-defined training objectives, it's nearly impossible to design a well-targeted training programme. *“If you don't know where you are going, a good design probably won't get you there.”*

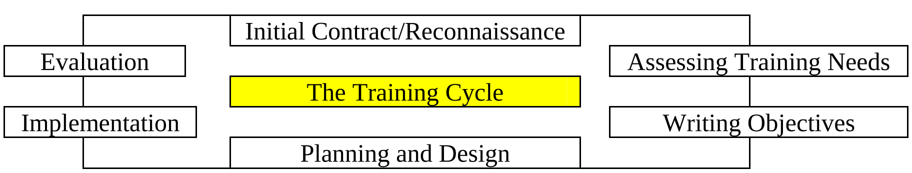
Another factor that affects training designs **and** training objectives is the absence of any training needs assessment data. If you do not have reliable information on training needs, it is almost impossible to know what kind of objectives to write, and, without needs assessment information, you can not design training interventions that will achieve objectives based on real needs.

Everything is tied to everything else - or almost everything. To say it a bit differently, training is systemic. Just about every aspect of training is linked to every other aspect. We try to convey this message in the manual because not all training design publications make the connection.

To help you think systematically about training, we have included a graphic representation of the training cycle. The cycle is shown with six phases that correspond to the events in planning and carrying out a training programme.

We also believe training designs must have a conceptual anchor - an anchor that is firmly placed in learning styles and adult learning theory. Again, we have tried to act upon this belief.

Finally, the design of training interventions is a behavioural act, based on the application of training design skills. In other words, training design is a skill-oriented behaviour that can be learned. We want to help you and others learn these skills. Thus, this manual.



A quick tour of the manual
This manual is a bit different from most. It has a story line. It tells a tale of training. As we thought about how to write a manual about training design, we realized it needs to be more than just a tool kit of various devices that one takes out and applies to a training challenge. While each tool in our kit comes with instructions for its use, the manual attempts to help you, the reader, decide which tool or tools to reach for, as you take on the design challenge.

To pound a nail, you need a hammer, but to build a house, you must have a full complement of tools, and it helps to have a set of blueprints. So it is with training. You can not build an exciting training programme, if all you have in your tool kit is a set of lecture notes.

The case study

The case study which precedes the tool kit in this manual is a blueprint, of sorts. Mhede and Ola, who play prominent roles in the case study, are the architects. They provide us with a set of plans. The case study (our story line) is interrupted from time to time with questions. We would like you to ponder and answer each of these questions for your own learning enjoyment. We also have provided some thoughts of our own - what we call <u>commentary</u> - to explain at times what is happening to our training colleagues at GTI (the mythical institute where Mhede and Ola work). To the extent possible, we have cross-referenced the case study with the tool kit.

The tool kit

The tool kit is just that - a set of tools that will help you build successful training programmes. They have been arranged in such a way that you will know which tool works best for what task. Yet we also recognize that some tools can be used to perform a wide range of tasks. So, do not be fooled into thinking that each performs only one function.

We have not, of course, included every training design tool on the market. Our tool box and your patience as a reader are not big enough for that. In fact, we have limited the tools to a few basic ones that seem to work well in a Wide variety of situations. The challenge is to get to know all of them well and adapt them, when necessary, to meet your specific needs.

Who should use the manual?

This manual has been written for a diverse audience:

- new trainers who may still need a tool kit handy when they design;
- seasoned veterans who feel they have worn a rut to the lectern and want to get out of it;
- in-house training teams who might want to rethink how they design training ventures and decide to use the manual as a Friday-afternoon study guide;
- a group of trainers, convened by some institution such as UNCHS (Habitat), who would attend a 5 - 10 day workshop focused on the training design task.

When should it be used?

If this manual/tool kit is any good, it should be pulled from the shelf rather frequently - as a guide for quick reference; as a reminder of what to do next; as a workbook wrapped around a residential workshop; whenever you think it might help you and your colleagues design an exciting, relevant training experience.

To summarize, we have written this manual to help you become a better trainer, to assist you when a mental block stands between you and your next training programme, or to provide an in-depth opportunity to see how design fits into the training cycle. The training cycle runs from the initial nod of the client who needs or wants training to the training impact back on the job.

PART 1
THE CASE STUDY

1. INITIAL CONTACT/RECONNAISSANCE

Case Study

17 July, 3:,30 pm

Moses Nkosa, the Town Clerk of Lunda, put down the phone, leaned back in his chair and smiled. The call was from a Scandinavian donor with whom he had been negotiating for some months. The donor finally agreed to provide funds to upgrade Lunda's municipal markets. It was part of a low-income housing improvement programme on which the City had embarked during the previous year.

As usual, there were strings attached or conditions precedent, as donors like to call them, but then, he thought, there are always conditions precedent, aren't there? The donor wants to see **c**hanges in the operation of the markets before the grant is finally approved. One was a 15 per cent increase in market revenues in the next 12 months. Shouldn't be too hard to accomplish, Nkosa thought to himself.

Then, there was the Market Vendors Association – that group of women vendors who were always wanting something from the City. The donor had talked about collaboration with them - maybe a community development programme. Well, Nkosa thought, our market masters and revenue collectors have never been very effective when it, comes to working with citizens. Maybe, we should consider sending them off for some community development training.

18 July, 9:21 am

The next morning, Nkosa, called the Government Training Institute in Kusumba. GTI was just 5O miles down the road, and some of the city's administrative secretaries had been trained there. The Town Clerk had also lectured at the Institute a few times.

The Principal was not in. Nkosa asked for the Head of Local Government Training. He was not available either - off on some long-term training course in the United Kingdom. Finally, he reached a young man by the name of Ochra, Mhede Ochra, a relatively new lecturer on the local-government training staff. "Mhede, this is the Town Clerk of Lunda, Moses Nkosa."

"Yes, Mr. Nkosa, what can we do for you?"

"We need to train some of our market officers in community development. What can you do to help?"

"Well, sir, we have a six-month programme scheduled for late next year. It's primarily for social workers, but includes several sessions on community development. I think it might meet your needs."

"Next year! We can't wait that long, and we certainly can't send our market people off for six months. We've got a donor who wants some action now! They may even be willing to pay for the training. Can we count on you or not?"

"Hakuna matata, Mr. Nkosa. No problem. We can put together a programme for you. Community development, you say?"

"Community development – or something like that - anyway, something short - can't spare these guys for long. Why don't you send me a proposal. Can I hear from you by next week?"

"No problem."

"Thanks. I'll expect to hear from you."

Questions to reader

- What has Mhede learned about the Town Clerk's training needs?
- What does Mhede need to know that he didn't find out during this initial discussion with the Town Clerk?
- What would you have done differently in discussing this training request from the Town Clerk?

Commentary

"I kept six honest serving-men
They taught me all 1 knew
Their names are What and Why and When
and How and Where and Who."

--Rudyard Kipling

Kipling's serving men can also serve the trainer well, particularly in the initial contact with a potential training client. Mhede's discussion with the Town Clerk was full of missed opportunities to: (a) become informed about what the Town Clerk wanted; and (b) put Mhede in a position to serve the Town Clerk and the City of Lunda.

By calling on Kipling's "six honest serving men," Mhede could have learned from Nkosa many of the basic facts about the situation. Here is a brief look at the kind of information Mhede could have got from the discussion by asking a few probing questions.

Who?

All Mhede knows from the brief conversation he just had with the Town Clerk is that Nkosa wants some market officers trained in community development. **Who** are those market officers? What do they do? What are their duties and responsibilities? How many officers are to be trained? These are all legitimate **who** questions. Any of them would have helped define clearly the parameters of the training request.

Why?

Why does the Town Clerk want these officers trained? About the only clue Mhede has at this point is that a donor "wants some action now." But why? This is not enough information for Mhede to sit down and design a training programme for them.

The "why" - type questions quickly lead to a discussion of **what -** what the training might ultimately cover in terms of content.

What?

On this aspect of the training request, Mhede is also in the dark. Nkosa mentioned "community development," but what does this mean? As we shall learn later in the case study, the Town Clerk was referring to a very specific situation he believed could be addressed through "community-development" training, but "community development" means different things to different people. When words or phrases tend to be ambiguous, it is useful to probe further to find out **what** the client means and to resist the temptation to give such terms our own interpretations.

When?

The Town Clerk opened the door for another of Kipling's honest serving men, but Mhede declined the invitation to have him enter. "We've got a donor who wants action **now!**" What does **now** mean? Tomorrow? Next week? Also, Nkosa said he could not wait until next year to train his officers but Mhede neglected to find out what timeframe would be acceptable to Nkosa: yet, such information is important. If GTI and its staff are fully booked for several months, it may be impossible for them to deliver the training. At this point, Mhede has only a vague notion about the time parameters within which the Town Clerk is willing to accept the training.

Where?

Where might the training be held? While this query is not as important as others, it is useful information to have in the initial stages of planning. For example, Mhede may be thinking in terms of residential training at GTI. Nkosa, on the other hand, may have in mind some kind of in-house, on-the-job training programme. If their unspoken assumptions about training locations are this far apart, there could be misunderstanding later. It's best to clarify these assumptions early on. Location affects many things in training - cost, logistics, staff availability, timing and, not the least, training design.

How?

The only question that is not always germane at this time, from the trainer's perspective, is **how?** Yet, the client can and should make such inquiries. The Town Clerk, in this case study, could have asked Mhede about his approach to training. "How would you go about training a line officer, like our market officer? Would it involve mostly lectures? Or, skill development exercises? Or, some other approach? I've seen too much academic training in my career in local government and it's just not effective. So, I'm interested in <u>how you</u> might go about training our officers." As consumers of training, managers have as much right to ask about **how** the training will be delivered as **how** a piece of machinery works they are planning to purchase.

From the trainer's perspective, the **how** question, at this point in the contact, needs to be answered philosophically - or from a set of values about how to train and how individuals learn - and not in detail about the training design. The **how** of training is a function of several variables, including:

a. the need for training as identified through some systematic assessment process
b. the constraints placed upon the training (e.g., finances, time)
c. the number of people to be trained, their skills, job positions, experience etc.; and
d. the learning objectives or outcomes to be achieved through the training. These aspects of the training situation and more will ultimately answer the **how?** question.

We have spent considerable time just now talking about Mhede's first telephone conversation with the Town Clerk, more about what was **not said** than what was said. This discussion points out the importance of the initial discussion with the training client. Not only does it provide the trainer with an opportunity to gain valuable insights into the circumstances surrounding the training request; it also provides an opportunity for the trainer to establish his or her credibility with the client. Part of this credibility is knowing how to ask the right questions.

The initial discussion might also represent the decision point of "go/no-go." No training institution is equipped to meet all training needs. The trainer, in the initial contact with the training client, should try to determine whether the resources he and his institution represent are compatible with the potential client's needs. If clearly not, he should suggest alternative sources of training which are appropriate to the client's needs.

If you, as a trainer, decide that you and your organization can be of service, given the training needs expressed by the client (e.g., the Town Clerk in this case study), it is important to get as much general information as possible during the initial contact. The more you know about the client and his or her expectations, the easier it will be to establish a working relationship later and to get ready for any follow-up training needs assessment and design.

Rudyard Kipling and his “six honest serving men” are good companions to take along to the initial contact with a potential training client -their names are **What** and **Why** and **When** and **How** and **Where** and **Who.**

Later that morning

Mhede was anxious to get some new programmes going at GTI - some he could claim to be his own - but now he began to worry**.** How could he put together a programme in such a short period of time and on a subject he didn’t know much about? His background was in public administration and finance - not community development. Mhede thought aloud, “Maybe I could line up some guest speakers.” He went across the hall to talk to Ola Mabuza, one of his colleagues. She had just returned from a training-of-trainers programme (TOT) sponsored by UNCHS (Habitat). Maybe she could help him think of something. Mhede told Ola about his phone call from the Town Clerk.

"Doesn't sound like you know enough about the situation to plan anything, Mhede. If I were you, I'd call the Town Clerk back and suggest a meeting in Lunda. That way, maybe you can talk to some of the other people involved. Maybe even a few of those who would be trained. “By the way," she added, "I got some interesting handouts at the programme on assessing training needs. You might want to look at them before you go any further."

Mhede succeeded in setting up a meeting with the Town Clerk the following week. In the meantime, he read the articles Ola had given him about the assessment process. Two things impressed him. One was the importance of establishing what the authors called a “contract” with the “client.” Both the terms “client” and “contract” were new to Mhede. He had never thought of organizations or individuals, who wanted training, as clients. Most of GTI's courses had been offered for years, without any real changes. Many of the courses were required by the Civil Service for public employees to get promoted from one grade to another. GTI rarely had any contact with the organizations that sent the trainees.

That's what made this call from the Town Clerk so different. Here was someone actually asking for training and something pretty specific at that. The more Mhede thought about having a “training client,” the more he liked the idea. It would finally get him out in the field -- something he and his colleagues often talked about doing but rarely did.

Mhede was puzzled by the idea of <u>contracting</u> with the city -- at least in the way it was described in the UNCHS (Habitat) materials Ola had given him. He had always thought of contracts as legal documents but they were described differently in the materials he had just read. The authors referred to "contracting" more in terms of building a working relationship between the training client and the training organization and representative. Reference was made to issues like agreeing on why the training was needed, what it should achieve, how it should be concluded and where it should be conducted. The authors even touched on the issue of "values" and whether the two parties had the same values about how training should se conducted. These were all new ideas to Mhede. As he thought about them, they made sense.

The other interesting idea in the UNCHS (Habitat) materials had to do with assessing training needs. The manual Ola gave Mhede outlined what the authors called a "performance discrepancy approach" to determine training needs. It described a performance discrepancy as "the difference between what management expects and what is actually occurring." Mhede thought about his conversation with the Town Clerk. He remembered Nkosa saying the donor wanted to see an increase in the city's market revenues before committing funds for renovation. That sounded like a clear example of a performance discrepancy, but what about working closely with the Market Vendor's Association? Mhede wasn't sure how this fitted the description of a performance discrepancy. Mhede had never conducted a training needs assessment before. All the courses, he taught at GTI were “handed” to him. He had been given the curriculum and told to follow it. Now he was faced with not only designing a new training programme but trying to figure out what the client's needs really were and "contracting" with the client to meet them, and he wasn't even sure, at this point, who the client was -- the city, the Town Clerk or the donor. After all, the donor seemed to be calling the shots and might even pay for the training. It was all a bit confusing to Mhede.

Questions to reader

- From what little information is provided so far, who do you think the "training client" is?
- What difference does it make who the client is?

If you were Mhede, what would you be doing to get ready for the meeting with the Town Clerk? Write down questions you would like to ask the Town Clerk during your first meeting.

19 July, early morning

Mhede put a <u>do-not-disturb</u> sign on his door, borrowed an easel, news print and marking pens from the training supply room, and began to prepare for his meeting with the Town Clerk. First, he listed on the newsprint all the questions he wanted to ask the Town Clerk:

- Number of employees to train?

- Job titles? Responsibilities?
- Levels in the organization?
- Feasibility of training bosses and subordinates in same sessions?
- Access to documents/reports?
    - donor reports?
    - financial statements?
    - internal memos?
- Site visits?
- Who to and who <u>not to</u> talk to?
- Town Clerk's training goals and objectives?
- What should employees be doing better?
- not doing that they're doing now?
- doing differently?
- Other training outcomes?
- Duration of the training?
- Budget?
- Where to train? When?

After Mhede listed these questions on newsprint, he realized just how much there was to find out from the client. He also realized he might not be able to get enough of the Town Clerk's time to answer all these questions. Mhede decided to ask Mr. Nkosa if there was someone on his staff he could work with to plan and design the programme.

23 July, 8:30 am, Lunda

The meeting with the Town Clerk lasted over an hour. The finance director Obed Ndozo, and the chief market master, Akawe Kaabwe, also attended the meeting. Mhede was impressed with how much the city officials knew about the operation and finances of the markets. He also realized early in the meeting that they were not prepared to tell him their specific training needs. The city officials started out by focusing on community-development training. Only after much discussion did it become clear that revenue-collection shortfalls and the lack of routine maintenance were also concerns that should be addressed through training.

As for the city working closely with the Market Vendors' Association, Mhede had the impression that this was not a high priority with the Town Clerk and his staff. On the other hand, the Town Clerk and the department heads recognized it was important to address this issue if they were to get financial support from the donor. They asked Mhede to explore the vendor issue further. They seemed willing to support any community-development-type training he might propose -- as long as it was “reasonable” and didn't, as the chief market master said, “create more problems than it solves.” The Market Vendors' Association was obviously a sore point with the Town Clerk and his department heads. Mhede made a mental note of this potential conflict, thinking that it could affect the outcome of any training he might propose.

At the end of the meeting, the Town Clerk asked Mhede to work directly with Kabwe the chief market master, on further planning. He also said he would be available for consultation, if necessary, but didn't expect to hear from Mhede until there was a proposal for his review and approval.

After the meeting, Mhede asked Kaabwe for a few more minutes of his time to clarify what had been agreed upon in the meeting and to plan the next steps.

Questions to reader

- At this point in the negotiating process, what are the issues you would want to clarify in your meeting with the Chief Market Master?
- What information might you wish to obtain to increase your understanding of the issues that might come up in the training programme? From whom might this information be obtained?

A short time later

Mhede and Kaabwe met in Kaabwe's office to review what had transpired in the meeting with the Town Clerk and to begin, in earnest the assessment of training needs for the market operation. Here is a summary of the main points on which they reached agreement:

The training would focus on four problem areas:

1. Market revenues being collected were only 60 percent of their current potential
2. Routine maintenance of the market areas was poor
3. Most of the reports turned into the Finance Department by the revenue officers had to be rewritten

4. The relationship between city employees and vendors had deteriorated rapidly over the past year or so.

- The trainees would include three market masters, their five assistants and 16 revenue collection officers. No one at the meeting felt there would be a problem in involving these various officers in the same training programme.
- The city couldn't afford to have any of these officers away from their jobs for any prolonged period of time. It was assumed GTI would take this into account in designing the training.
- The city would be willing to provide Mhede with any documents he thought would be useful in preparing the training materials. Additional interviews with other city employees would be allowed, as long as the interviews were cleared in advance by their immediate supervisors.

At the end of the meeting, Kaabwe asked Mhede, “Is there anything else you need to know - or anything I can help you with at this time?” Mhede responded, “Only one thing. Could you or your secretary find out if Mr. Ndozo could see me for a few minutes before I return to the institute?”

“Sure.”

Mhede was particularly interested in pursuing with the finance director the two issues raised in the earlier meeting -- the low level of revenue collections and the concern over the quality of the reports being submitted to his office.

He was successful in setting up a meeting with Ndozo after lunch. After exchanging greetings, Mhede began by saying, “I appreciate the opportunity to meet again. I've certainly taken a big chunk out of your day.”

“It's no problem,” said Ndozo, “I'm as anxious as you are to see this training succeed.”

Getting right to the point, Mhede continued, “Perhaps we can talk some more about a couple of issues raised at this morning's meeting in the Town Clerk's office. First, the problem of revenue collections: Did I hear you say collections are only about 60 percent of their potential?”

Ndozo confirmed, “That's right.”

Exploring the point a bit more, Mhede remarked, “That sounds pretty low. Why only 60 per cent?”

“There are several reasons,” replied Ndozo. “First and, maybe, the most important is the low number of vendor contacts our revenue officers are making each day.”

Thinking ahead, Mhede commented, “May be you need more officers?”

“Not exactly,” said Ndozo. “The Town Clerk asked the council in the last budget for an increase in the establishment of revenue officers, but it refused. Councillors said our officers weren't doing their job now, so why hire more. On this, I tend to agree with the council. Maybe our guys don't know how to manage their time. They seem to spend a lot of it arguing with the vendors.”

“What about the reports they turn in?” Mhede asked. “Someone this morning - I think it was you - said a lot of them have to be rewritten.”

This got a rise out of Ndozo. “Reports! Ha! They're terrible. Full of mistakes. Half the time, they're not complete. There are some on my desk right now that I can't even read! If you can do anything about these reports, it would be great, but I doubt if training will help.”

Probing even further, Mhede asked, “Just how many of these reports have to be rewritten? Can you give me an estimate?”

“As a matter of fact,” said Ndozo, “one of my assistants did a little research on that last week. Over the past month, one-third of those reports had to be rewritten.”

“What would an acceptable level of rewrites be?” asked Mhede, in an effort to find a reasonable standard.

Ndozo was quick to respond. “Zero! Oh, I know that's not realistic but I get fed up with these guys. I tell you, if we could get the rewrite ratio down to one in 20, I'd be delighted.”

Mhede was anxious to find an acceptable level of performance. “Should we shoot for five percent as a result of our training?”

“Why not?” exclaimed Ndozo. “I personally think it's unrealistic, but let's go for it.”

“Well,” said Mhede with satisfaction, “I guess that should do it for now. I appreciate your time. If I think of anything else I need to know, is it okay if I get back to you?”

“Certainly,” replied Ndozo graciously. “As I said, I'm as interested in this programme as you are.”

Questions to reader

- Do you think Mhede got enough information about these two financial concerns to design an effective training response?
- What other questions would you have asked?
- What else could Mhede have done during this initial visit to help him plan and design a training programme for the Town Clerk and his staff?

Later that afternoon

As Mhede left the City Hall that day, he was feeling good about the meetings and confident he could now put together a training programme that would meet the needs of the city.

Before heading back to GTI, he decided to drop by and see an old friend, Wanjalo Kobi. Kobi had taught at GTI but became disillusioned with the place. He said it was too academic and not meeting the real training needs of the public service. So, he left and joined a consulting firm in Lunda -- one that does a lot of training for private companies in the region. It was the first time Mhede had seen Wanjalo since he left GTI.

Wanjalo ordered two beers for himself and his friend and said, “Tell me more about your day, Mhede. Sounds like a real interesting assignment. I'm a bit jealous, you know, since I never got to do anything like this when I was at GTI, besides, you're cutting into my territory.”

“What do you mean by that?”

“Aw, I'm just kidding, Mhede. but, you have to admit, you guys at GTI aren't exactly famous for getting off campus to do <u>anything</u> - and now you're talking about doing a short course here in Lunda. Sounds like things are changing back at GTI.”

“They certainly are, Wanjalo. I wouldn't be here if there hadn't been a change of leadership at GTI. Our new principal, Mrs. Katisa, is great. But, you know, it's also a bit scary -- since I haven't had much experience in this kind of ……. “

Wanjalo interjected – “This, kind of real live training?”

“Ya, I guess that's what I mean.”

Mhede went on to tell Wanjalo about his meetings with the Town Clerk and the Town Clerk's two assistants. Wanjalo was particularly interested in the problem areas the city wanted to address. He told Mhede, “I don't think you have enough information, particularly about the issue with the Vendors' Association. Sounds like it could be a hot one. If I were you, I'd be, talking to some of those women vendors before I committed myself to anything. You <u>are</u> planning to spend more time here on your needs assessment, aren't you, Mhede?”

“Well, no....” Mhede said with some hesitation. “I didn't really think it would be necessary. I thought I had all the information I would need.”

At that point, they got into a long discussion about who else Mhede could talk to before he started putting together the training design. Wanjalo talked about the importance of touching base with some of those who would be in the training programme. He said he would want to get their inputs for the training, to begin building some commitment, on their part, to the training. Since the market masters and revenue officers have direct contact with the vendors, Wanjalo also expressed concern that Mhede talk to some of these women to get their perceptions of how these officers could do their jobs better.

“If this was my project,” Wanjalo said, "I'd probably look at some of the records and reports the Town Clerk and finance director talked about, and I'd get out and spend some time in those markets, just observing what's going on. It's my experience," he went onto say, “that you can never get too much information before you start planning a training programme of this kind.”

“Ya, I guess you're right, Wanjalo. In fact, I just read a little book put out by the UN that said you should scan the work environment - I think that's the term they used -- to look for performance discrepancies when you're planning a training programme. It suggested a three-pronged approach: asking questions, getting out and seeing what's going on, and looking at whatever records or reports there might be that would provide some clues. Maybe that's what I should be doing.”

As Mhede drove back to Kusumba late that evening, he realized he had more “scanning” to do. It was becoming obvious to him that he was not ready to design a training programme for the Lunda City Council.

Commentary

The first step in the training cycle is making initial contact with the client and establishing a working relationship, something we call contracting. Initial contacts, when it comes to providing training services, happen in a myriad of ways. We've chosen to have Mhede meet with the potential training client, the Town Clerk, in his office because we believe training should be demand-driven. It's just another way to emphasize the importance of the <u>user</u> in defining the parameters of the training experience.

We've also included a bit of reconnaissance in this initial phase of the training cycle. Where reconnaissance ends and needs assessment begin is always vague. Nevertheless, we have chosen to keep them separate to emphasize the importance of the initial contact and the various concerns the trainer and the client should address before moving on to the assessment of training needs.

As you will find out a bit later, Mhede didn't really accomplish his needs assessment during these initial meetings, although he certainly got off to a good start.

Before we go on to training needs assessment, we want to spend a few moments reviewing some issues that it is important to address in the initial reconnaissance phase of training.

The need for client-centred training

The term "client" may be unfamiliar to many in the public-sector training business. Nevertheless, we believe it is an important concept - one which provides the foundation for the entire training cycle and process. It implies, among other things, that training should be determined by the needs of those it serves - not only by those who provide the training. Let's look at the situation closely. More often than not, the training agenda is determined in isolation from the training client. Sometimes, it is simply a continuation of programmes that have been offered over the years, even though everyone knows training needs have changed.

At other times, the circumstances of the training institution itself dictate the agenda. One of the most common is the need to keep a residential facility as fully occupied as possible-this "institutional" need often results in long, residential courses which are no longer relevant to the needs of their clients but are often the only programmes that are available - or the training agenda gets defined by the skills of the faculty and the course materials they have developed over the years.

Another favourite "supply side" definition of training needs is that provided by the outside donor. Donor agencies often have "pet" training programmes they like to promote and support. This may be the most difficult subversion of the client's training needs to cope with, since it often involves the infusion of desperately needed hard currency into the country and the institution.

The case study, involving Mhede Ochra, has been written to demonstrate the importance of developing a client-centred mind-set in the public-sector training business and to highlight the potential satisfaction that awaits the trainer who ventures beyond the boundary of his own institution to engage in dialogue with the client.

Who is the “Client?”

As mentioned earlier, the term "client" may be new to many public-sector trainers. On occasion, it is also difficult to determine who the client is. Is it the organization that is paying for the training or is it the bosses who have <u>expectations</u> that training employees will make them more proficient back on the job or is it the trainees in the classroom? In reality, the client is all three of them. That's what makes the concept of the "training client" so difficult to deal with. It becomes even more confusing when we throw in the idea of "contracting."

The training client is, among other things:

- Someone who requires your services, based on his or her perceived training needs

- Someone who has expectations about the quality and outcomes of your services and expects these expectations to be met
- Someone who can help you to help them decide what training is needed; and
- Someone who can not be ignored if you and your colleagues want to be relevant as trainers and training institutions.

The client, whether we like it or not, is a collaborator in our success or failure as trainers. We are, so to speak, **client-reliant.**

Let's return to the case study for a moment and reflect upon Mhede's experience in dealing with the training client. It is safe to assume that the Town Clerk, Moses Nkosa, is the primary training client. He initiated the training request, has some expectations for the outcomes and will be a stakeholder in the investment, but he also has delegated some of the planning and decision making to the Senior Market Master at the end of their first meeting. In essence the Town Clerk said to Mhede, don't bother me until you have a final draft proposal. At this point, Mhede has to satisfy not only the Town Clerk's expectations but the Senior Market Master's expectations as well. Sooner or later, he will be faced with the expectations of those who will be trained the market masters and revenue officers. Most, if not all, of the trainees will have expectations of one kind or another when the training begins. The sooner Mhede understands these expectations and anticipates them, the more successful he will be in designing and implementing a training programme for the city. “What about the donor?”, you ask. If and when a donor enters the picture, Mhede may have to consider its needs as well.

Many training clients (probably conditioned by years of mediocre service) have low expectations about the outcomes they anticipate from training events. On the other hand, this is no reason to lower our own expectations to meet those of our client's. We should do everything we can to raise their expectations. Higher expectations, if met, will lead to higher regard for our services, and higher regard can lead to greater demand. This is where "contracting with the client" becomes important.

The art of contracting
"Contracting" is another term which isn't very familiar to public training institutions and their personnel. First of all, it conjures up an image of the legal profession - not trainers. You may be asking, "What right does the trainer have to get involved in contracting?" Perhaps none, if we were talking strictly about legal contracting but we're not. Contracting is a term that is used frequently in other professions as well. Psychologists often "contract" with their patients; teachers and students, in some educational institutions, discuss and negotiate learning contracts, and consultants, particularly those offering assistance in decision-making and problem solving, often talk and write about the need to 'contract with the client."

David Nadler, in his book <u>Feedback and Oraanization Development: Usina Data Based Methods</u> (Addison Wesley, 1977, p 87), says in planning for organizational development, "The client and the change agent (consultant) must deal with a number of critical questions. The first of those is that of relationship building and **contracting.** The consultant and the organization need to make clear the nature of their relationship and to be explicit in the kinds of expectations they have.' Further on he says that relationship-building/contracting also includes agreeing on the goals of the change effort and the procedures to be used, building understanding and commitment, and putting expectations on paper.

So it is with the trainer. He or she needs to "contract" with the client - to define expectations they have of each other-to decide and agree upon how they will work together -to talk about roles and responsibilities - and many other things. Contracting goes beyond the description of a product that will be delivered for a certain price.

During the first series of meetings between Mhede and the city officials, there were other issues concerning the contract or working relationship that should have been clarified. For example, "poor” market maintenance, as a performance discrepancy, may not be sufficiently clear to address as a training need. Not only is "poor" a vague and ambiguous term, but Mhede cannot be certain about the type of maintenance involved. Were the city officials talking about maintenance of buildings, grounds, the water system, sanitation or something else? As far as we know, Mhede doesn't have enough clarification on this issue at this time to specify it as a training need.

Another issue that is certain to challenge Mhede when he starts to design the training programme is its length. If you recall, the city officials said they could not have their officers away for training "for any prolonged period of time.' What is “prolonged" - three days, one week, six weeks? There is little reason to believe that Mhede knows what a prolonged period of time is - at least from the city's perspective.

It always helps, during the contracting phase, to clear the air with the client about who can be contacted and who can not in assessing needs and planning training. It is also useful to ask for a list of those persons who should be contacted during the diagnostic phase.

Finally, the contracting stage is a good time to get initial documents that might be available to assist in the assessment. For example, Mhede could have asked for financial records on the markets; copies of Revenue Officer's reports; and donor reports on the markets, particularly those mentioning the need for training.

The initial contracting meeting does not normally include a detailed discussion of the training needs themselves, although they must be discussed enough to set the ground rules for the assessment and follow-up. What the two parties are looking for at this time is a clear understanding of:

a. how they will work together on the project
b. who will take responsibility to do what with whom
c. how much time and other resources will be required to carry out specific tasks
d. the overall objectives and outcomes of the training
e. expectations on the part of both parties
f. issues or concerns that had prompted the client to contact the trainer in the first place
g. commitment to proceed.

Mhede didn't have all of these issues and details tied down when he returned to Kusumba, but he is learning.

2. ASSESSING TRAINING NEEDS

We have been discussing the client and the art of contracting as the first stage of the training cycle. The client is the focus of the effort and contracting is the opening event in any formal, goal-directed, collaborative effort between two parties. It is the threshold we should honour in entering another person's organization or work setting, if we hope to establish a positive and productive relationship.

If **contracting** is the **how** of establishing a positive relationship between two or more parties to carry out training, the needs assessment task is the what. What will the training address and ultimately accomplish? There are many models - or approaches - a trainer can use to determine training needs. We discussed a few of the dysfunctional supply-side approaches earlier (e.g., keeping the Institute's dormitories filled). From the demand side, there are essentially four basic approaches - although many variations exist on each of these. We will focus in depth on only one - the performance discrepancy approach.

The Personnel/Career-development Approach: This methodology is based on a hierarchical pattern of organizational life which assumes continuity of roles and responsibilities and progression of individuals from one level to another based on the acquisition of experience and training. It assumes predictability and stability within the organization and the environment. Training needs are assessed in terms of what knowledge and skills are required for employees to move from one box to another within the system. The "meat and gravy" courses in most civil-service training institutions are based on this methodology and treat every candidate for training as uniformly needy, regardless of motivation, experience or natural ability. The personnel/career-development approach rarely accommodates itself easily to rapid change or emergent client needs.

The Competency-based Approach: This strategy for assessing training needs is designed to address the big picture. It defines the competencies required within a sector, system or organization for it to function at a realistically high level of proficiency. The competencies required to achieve these levels of proficiencies are defined within role-sets by those individuals who have already exhibited exemplary performance in those roles. Their performance is then examined in detail in the assessment process to determine what it is they do, day-to-day, on-the-job to become known as exemplars or master performers. The definitions of their work behaviour become the levels of competencies toward which others in those roles are trained. This approach to defining training needs is more pro-active and achievement oriented. UNCHS (Habitat) has a manual in process of production which defines the steps to be taken in carrying out a competency-based assessment.)

The Episodic Approach: This approach is the most common generator of short courses, workshops or seminars for training institutions. Training needs are defined by specific events which may or may not be associated with the training needs of the total organization. For example, the episodic event which triggers the training need might be the enactment of a new policy by Council, the installation of new equipment or the initiation of a social service programme not offered before in the community. The initial identification of training needs associated with episodic events flows from a variety of sources, including clients, providers of training, individual training entrepreneurs who see a business opportunity and those who have money to spend on training and see such training as compatible with their overall programme agenda. Responses to episodic training needs are usually focused and responsive, short in duration and unlikely to become institutionalized as part of an ongoing offering of programmes.

The Performance Discrepancy Approach: This is the one Mhede read about before going to Lunda to talk to the Town Clerk and others. This approach to assessing training needs is based on the assumption that training requirements evolve out of performance discrepancies, past, present and future - discrepancies that keep individuals, work groups, departments and organizations from achieving intended levels of accomplishment. A performance discrepancy is **the difference between what management expects and what is actually occurring.** Discrepancies come in two basic varieties - existing discrepancies (which have in the past or currently result in shortfalls in performance) and potential discrepancies foreseen as causing short falls in future performance if they are not addressed (e.g., new skills to operate new equipment; knowledge to implement a new policy).

Performance discrepancies are sometimes easy to find and sometimes not so easy. Part of the problem, when using this approach in assessing training needs, is the client's initial definition of the discrepancies he or she is facing. Managers often see symptoms as problems or discrepancies. We only get to the discrepancy if we peel off the layers of symptoms that surround it. At other times, a manager might define discrepancy as a solution which he wants achieved: in the long run, his prescription may or may not provide an answer to the performance discrepancy.

It is not unusual for managers to state what they want in the way of training for their organization. While these prescriptive statements from the client may be accurate, this does not relieve the trainer from probing until he or she is clear about **what** the client wants to achieve through training and **why** the training is required. The 'why" probes should help the client understand what the discrepancy is, as defined by the gap between his expectations of performance and actual performance. The client may be able to define the gap but may not be able to describe why it is happening.

Looking at the case study and at market revenue in Lunda as a specific example of a performance discrepancy, we only know that collections are 60 per cent of their potential while a donor has defined a 15 per cent increase in market revenues as a condition for funding. We do not know whether the Town Clerk, Finance Director and others see the 60 per cent as a problem - and, if so, what they see as an acceptable standard to achieve. They may accept the donor's demand as the standard, not because it is adequate but because it is the minimum the donor will accept before releasing the funds.

On this and other problem areas on which the city wants GTI to focus, Mhede needs more information and analysis before he can design a response, that is, **if** he and the city officials are serious about using training as a strategy for addressing performance discrepancies (problem solving). If there is no commitment to using training as a way to improve performance and to address specific discrepancies, Mhede can go ahead at this point and design almost any kind of training response for the market masters and revenue officers. To put it differently, if neither Mhede nor the city officials are much worried about **where they are going** with this training experience, any road will get them there.

"Cheshire Puss", she began, rather timidly, as she did not know whether it would like the name; however, it only grinned a little wider. "Come, it's pleased so far," thought Alice, and she went on. "Would you tell me, please, which way I ought to walk from here?"
"That depends a good deal on where you want to get to," said the Cat.
"I don't much care where," said Alice.
"Then it doesn't matter which way you walk," said the Cat.
"-- so long as I get somewhere," Alice added as an explanation.
"Oh, you're sure to do that," said the Cat, "if only you walk long enough!"
-- Lewis Carroll, Alice in Wonderland

In the performance discrepancy approach to assessing training needs, the trainer and the client must engage in a bit of detective work - gather evidence that will help them resolve discrepancies through training. As the UNCHS (Habitat) Manual for Training Needs Assessment in Human Settlements Organizations points out, scanning the work environment for performance discrepancies is a form of "reconnaissance." It involves looking for performance discrepancies in a number of ways - studying the written records of the organization and, perhaps, other organization for clues; asking employees and others about the kinds of performance discrepancies they are experiencing and why they think these discrepancies exist; and, finally, going into the work setting to observe first hand what is going on.

When one considers these three scanning strategies (document review, interviews and direct observation), it is obvious Mhede and others have a potentially rich storehouse of information to uncover on the four problem areas the Town Clerk wants addressed by training. For example, they will probably want to review project reports that have been generated to get donor support for the markets, including correspondence and comments from the donor and copies of the revenue officers' reports which have had to be rewritten (for clues about why this need exists).

They may also want to carry out some site visits to the markets, to view maintenance problems and to observe the work of the revenue officers and market masters. Direct observation provides the trainer with a first-hand experience in the work environment. It not only offers valuable insights about the training needs to be addressed but gives him or her a mental picture of the work setting as the training response is planned and implemented. Without such observation, the trainee's work setting remains an abstraction - one which often distracts from the trainer's competence in the classroom.

Finally, we can assume that Mhede and others will want to talk directly to those who are, in some way, responsible for the performance discrepancies or who are affected by them. Mhede could, for example, talk to those who are to be trained, their direct supervisors and their subordinates, if the trainees are in supervisory positions. These individuals would give the assessor three different and unique views of the performance discrepancies.

If we were in Mhede's sandals, we should want to talk to the three market masters; a number of revenue officers; members of the Market Vendors' Association, including officers; citizens who use the markets; and a representative of the donor organization who is handling the project portfolio. Because the problem areas to be addressed by training have been defined by the Town Clerk and his assistants (and, in some ways, the donor), Mhede can more quickly carry out his data-gathering and analysis work than would be the case if he had been asked to do an organization-wide assessment.

In an assessment of this kind, we can assume two types of data will be produced. The first is data that will help us design a training programme to address the Town Clerk's concerns. The second is a list of performance discrepancies that cannot be addressed through training but which, nevertheless, provide opportunities for the Town Clerk and others to engage in problem solving ventures. From the trainer's perspective, very little of the data gathered gets left on the cutting-room floor. Eventhoughtheinformationheorshecollectsisnottraining-related,itmay be manager or organization relevant. Do not throw it away: package it and pass it on.

Many of the points just made about the training needs assessment process are covered in detail in the UNCHS (Habitat) publication mentioned earlier. We recommend that you refer to that document for an in-depth look at discrepancy-based assessment. (See Manual for Training Needs Assessment in Human Settlements Organizations: A Systematic Approach to Assessing Training Needs, Nairobi,1987 United Nations Centre for Human Settlements (Habitat).

24 July, 7:46 am, GTI

Mhede went to the office early. He wanted to spend a few moments alone, thinking about his trip to Lunda and what to do next. As he opened his door, he saw the newsprint on the wall, the list of questions he had planned to ask the Town Clerk. In his haste the day before, Mhede had forgotten to take the questions with him. "Dumb thing to do - or not do," he thought to himself.

As he sat reading through the list, he realized many of the questions had been answered. Maybe not to his satisfaction but, nevertheless, answered. He knew, for example, how many employees the Town Clerk wanted trained, their job titles and where they fitted into the organization. On the other hand, he didn't know much about what each employee did. How, he wondered, did the assistant market master's job differ from that of the market master? He realized now how easy it is to skip over such details in meetings like the ones he just had with the city staff. The Town Clerk, no doubt, assumed Mhede knew what a market master does. Mhede, on the other hand, didn't want to appear uninformed; so he didn't ask. Mhede remembered someone saying to him in a training session, "Don't be afraid to ask dumb questions." The next time, he'd be quicker to ask dumb questions.

As Mhede went over the list, he checked off other questions that had been answered. The Town Clerk had assured Mhede that the market masters, their assistants and revenue officers could be trained together. This can be a sensitive issue within some organizations; maybe too sensitive, Mhede thought. It's about time employees who work together begin to train together -- and to learn from one another.

The city officials also assured Mhede he could review relevant documents, talk to other employees and make worksite visits. Unfortunately, he had done none of these things on his first visit. Mhede was lured into thinking he had enough information from his talks with the Town Clerk and his assistants. His evening with Wanjalo had convinced him otherwise.

Town Clerk's Training Goals and Objectives? When Mhede saw this question on the newsprint, he remembered his first telephone conversation with the Town Clerk. The Town Clerk was pretty vague, as Mhede recalled, about his training needs. He had mentioned something about "community-development training" but seemed more interested in getting something, any kind of training, started than concerned about what it might involve. Mhede wondered if other managers were like that about training in their organizations.

The short meetings yesterday confirmed there was some kind of community-development problem, but Mhede was still unclear about it, and there were all those other problems the Town Clerk never mentioned in his initial conversations with Mhede - things like revenue collections, market maintenance and record keeping. His colleague Ola was right. You can't sit in your office and decide what someone's training needs are.

Mhede also realized, as he got to the end of his checklist of questions, that he was still in the dark about a lot of details, The Town Clerk said he didn't want his employees gone for training over a "prolonged period of time." Mhede had no idea what the Town Clerk meant by a "prolonged period of time," nor had they talked about where to hold the training - or when. Mhede had assumed the training would take place at GTI, but now he wasn't sure.

Mhede picked up his coffee cup and headed for the cafeteria. "I've got to get back to Lunda and ask a lot more questions if I'm going to plan this thing right. But first, I need to brief the principal and tell her what I plan to do. And then, call the market master and set up some more appointments."

Mhede's pace quickened as he thought of all the things he had to do.

29 July, mid-morning, Lunda
Mhede checked into the local-government guest house in Lunda. He had made reservations for two nights, hoping that would be sufficient time to gather the other information he needed to plan the training programme for the city. Before going to City Hall, he reviewed his "to do" list one more time.

To Do:
See the following people:
- two or three market masters
- two or three assistants
- several revenue officers
- the head of the vendors' association
- several vendors

Get the following documents:
- revenue statements from all three markets
- revenue officers' reports (original copies and those that have been rewritten)
- correspondence/reports on Vendors' Association squabble

Field visits:
- to at least two of three markets

Mhede stuck the checklist in his pocket, dropped his room key at the front desk and headed out to meet Kaabwe, the chief market master, for his first meeting of the day.

2 August, back at GTI
Mhede finished writing a long memorandum to the principal about the Lunda training project, with a carbon copy to the Head of his Department, although the department head was still away on long-term training. Mhede wanted to keep them both informed about the project. Also, the memo would be a good reminder of what he needed to consider in planning the programme.

MEMO

TO:	Mrs. G.S. Katisa, Principal (c.c. Head of Department)
FROM:	M. Ochra, Lecturer
SUBJECT:	Lunda City Training Proposal
DATE:	2 August 1990

This memo is to update you and others about the proposed market manager training for the city of Lunda.

On l8 July, I received a phone call from the Town Clerk of Lunda, Moses Nkosa, requesting training assistance in community development for some of his officers. On 19 July, I visited the Town Clerk and two of his key department heads (the finance director, Obed Ndozo and the chief market master, Akawe Kaabwe) to discuss the proposed training in detail. A follow-up visit was conducted 29-31 July to carry out an in-depth training needs assessment of the problem areas identified in the earlier meeting.

At the initial meeting, the Town Clerk and his officers identified four areas where they believed training could be of assistance in the management and operation of their low-income neighbourhood markets. These included: (a) revenue collection shortfalls; (b) market maintenance; (c) the deteriorating relationship between the city and the market vendors; and (d) the quality of report writing by the revenue officers. The following is a summary of what was learned about each of these performance-discrepancy areas.

1. <u>Market Revenues</u>: At the initial meeting, I was told market revenues are only 60 per cent of their potential. Further investigation determined that the percentage of revenues collected varies significantly from market to market. In the three markets targeted for training, the range is from 47 per cent to nearly 74 per cent. In discussing the issue with various officials, I got different perceptions of why revenue collections are so low. The market masters believe many of the revenue officers are diverting sizeable portions of the fees to their own pockets, and this accounts for the poor collection rates. The revenue officers immediately complained of being overworked and underpaid. They said it was impossible to visit all the stalls every day, given the circumstances. After much probing on my part, I learned of several issues, which affect their performance. Transportation to the markets is a problem and often cuts into their workday. They are asked to prepare daily and weekly reports for the finance director: Often these must be rewritten. This is a task they dislike doing and say they have never been given any training or coaching for writing. Finally, the Vendors' Association, they believe, tells it's members to harass them so they can't do their work.

   Observing these officers in the field leads me to believe there are other factors, which may also affect their performance. They do not appear to be very well organized in carrying out their collections. They waste a lot of time talking to people and seem to be unprofessional in overall appearance and attitude toward their job responsibilities. On three occasions, I saw revenue collectors arguing with vendors. These officers apparently receive no direct field supervision: When I asked one of the officers about supervision, he said he and other revenue officers are supervised directly by the finance director. This practice is puzzling, since the market masters also report to Finance and could play a supervisory role.

   Finally, in regard to the shortfall of market revenue, I noticed several vacant stalls in each of the markets, while some vendors had set up business just outside the market entrances. I was told these "informal vendors" do not pay market fees. Several revenue officers said vacancies contribute substantially to the shortfall of market revenue.

   There are obviously a number of issues (performance discrepancies that contribute to the low level of market fees being collected. Only a few seem amenable to training solutions.

2. <u>Market Maintenance</u>: Market maintenance was identified by the Town Clerk and two of his department heads as being a problem they wanted addressed through training. It was unclear, as a result of our initial meeting, what they meant by "maintenance." Upon my return, I found the market masters and revenue officers were upset about the maintenance of the markets. In further discussions I learned they have no jurisdiction over any kind of market maintenance: It is a function of the Public Works Department. The finance director and chief market master confirmed what the officers in the field had said: Both admitted great frustration concerning the maintenance problems and thought, as they put it, "Training couldn't hurt and might even help the situation." After some discussion, these two men agreed to drop maintenance as a problem to be addressed through training: They said they would inform the Town Clerk of our discussion.

3. <u>Quality of Written Reports</u>: On the first day that we met, the finance director had complained bitterly about the quality of the reports being turned in by the revenue officers. I reviewed some of these reports and concur with the director's assessment. However, in talking with several of the revenue officers, I got different insights, which should help us design a training response to this performance discrepancy. First, the revenue officers are asked to report information for which they have little data -- or responsibility. Many questions on the form are designed to record information the market master has but which is not available to individual revenue officers. Secondly, the forms are difficult to fill out, and the instructions are ambiguous. They could be simplified: In fact, in the interviews I conducted, three different revenue officers offered suggestions to simplify the forms. Finally, only one of the officers interviewed said he had received training on how to complete these reports: Others said the only feed back they get from the Finance Department is criticism.

4. <u>City-Vendor Relationships</u>: The relationship between the city officers and the vendors is complex and seems to be deteriorating. Both sides are locked into believing the other side is to blame for all the conflict. The city officers are under the impression the Vendors' Association wants to take over the markets, while the vendors say the city never listens to their complaints. The vendors are concerned about the lack of maintenance and water service, but the complaint I heard most often had to do with market fees. Mrs. Wyacki, chairwoman of the Vendors' Association, said not every vendor is paying the same fees: some vendors are not paying at all.

> She believes her association can help manage the markets. She mentioned revenue collection and maintenance as two areas where the association could assist, but, according to Mrs. Wyacki, the city doesn't want to cooperate.
>
> The market masters were not specific about their complaints regarding the vendors, except for what they called "political interference." Apparently, the vendors have been complaining to their elected councillors. This has resulted in the market masters and assistants being threatened with lose of their jobs if they "don't start behaving themselves." The vendors, on the other hand, say they wouldn't go to their councillors to complain if the market masters would just start listening to them.
>
> This situation calls for some kind of intervention, but I am uncertain about what we can do through training to help resolve this conflict.

Scheduling the training
After my first meeting with the Town Clerk, finance director and chief market master on 19 July, they met and discussed the proposed training in some depth. When I met this time with the chief market master, he asked if we could: (a) hold the training as soon as possible (within the next three months); (b) conduct it in Lunda; and, (c) schedule the training in one-day or two-day time blocks and spread it over several weeks, if necessary. The market master said it was impossible to release these officers for any long periods of time because of their job responsibilities. As he said, "We can't shut the markets down so these officers can get a little training."

I'm concerned whether we can provide training of any substance for these officers in such short time periods.

Possible funding
Before leaving Lunda, I met Ms. Freda Olsen of the Scandinavian International Assistance Agency (SIAA). Her organization is prepared to provide financial help to the city to upgrade its low-income markets, if certain conditions precedent are met. (By the way, I hesitated to meet with Ms.0lsen, but the Town Clerk arranged the meeting, so I felt I had no choice.)

Ms. Olsen reiterated what the Town Clerk had told me earlier. SIAA will require a specific increase in market revenues (15 per cent over 12 months) before it will give final funding approval. In addition, Ms. Olsen said she thought training could help improve the revenue situation and had conveyed the same message to city officials. This is, no doubt, why the city officials are so interested in completing training for the market and revenue officers as quickly as possible.

Ms. Olsen also mentioned the conflict between the Market Vendors' Association and the city. She said she had experience in what she called "conflict-resolution training" and offered to be of assistance in this area, if we were interested.

Finally, Ms. Olsen said she was pleased that GTI had been brought into the project to provide training assistance. SIAA apparently has a strong commitment to "practical training" (as she called it) and has earmarked the equivalent of $US 10,000 for training under this project. While she said the final decision on how to spend these training funds is up to the city, SIAA is, nevertheless, interested in reviewing any proposals. She also said she looks forward to seeing GTI's proposal.

One final note: In my assessment of training needs, I kept coming up with information (and ideas) which have nothing to do with training the market masters and revenue officers. What do you suggest I do with these?

I should appreciate an opportunity to meet with you as soon as possible on this project.

Questions to reader

- In Mhede's memorandum to the principal, he mentioned all of the non-training-related information he gathered in his inquiries into training. What would you do with this information if you were Mhede?
- At this point in the training cycle, what additional information or data do you think you would need, if you were Mhede, to begin to design training events for the city of Lunda?
- What would you do next?

Commentary
Mhede Ochra's back on track. We believe he is now in a good position to begin his training design. Before moving on to the next step, let's take a look at what happened in Mhede's second trip to Lunda.

First, he was well organized (even remembered his "to do" list). The success of most meetings of the kind Mhede held with the city is largely dependent on the degree of preparation we are willing to put into them before we hold them.

Secondly, Mhede took seriously the idea of scanning the environment in different ways. He not only talked to different. people, he also looked at documents and spent some time observing what was happening in the proposed trainee work settings. Also, Mhede could have prepared a survey questionnaire from the information and data he gathered (as suggested in the UNCHS (Habitat) manual on training needs assessment). In this case, the training group is relatively small and the training needs confined to specific concerns, so further data gathering and analysis did not seem necessary.

Thirdly, he got different perspectives on the problems the Town Clerk wanted addressed through training. These different perceptions will be invaluable when Mhede begins to design the training response.

Fourthly, Mhede was able to eliminate one of the four initial "training needs" by asking probing questions. Market maintenance, if you recall, is not a responsibility of the Finance Department. While there may be training needs associated with the maintenance function and the Public Works Department, it does not seem appropriate to address those needs at this time.

On the other hand, Mhede has learned a great deal in his visits about issues and concerns that have very little to do with training. He asked his boss "what to do with these," and right fully so. The trainer, in our judgement, has a responsibility to report non-training related information he or she might receive, in an assessment of this kind, back to the chief executive of the organizationaskingforthetraining.Notonlywilithisstrengthenthemanager'shandincarrying out non-training-related management decisions, it should also strengthen the client's confidence in the trainer.

We have just spent more time and space than we had originally intended on **Assessing Training Needs,** since the topic is covered in considerable depth in a companion UNCHS (Habitat) document. The reason is obvious, at least to us. Assessing the client's training needs is, in most cases, the single most important function we perform as trainers, and, yet, we often do it poorly – or not at all. Again, we ask you to think about your own experience as a trainer. Also, reflect for a moment about Mhede's experience in the case study. Would he have been prepared to sit down and design training to meet his client's training needs after the initial phone call or, even, after the initial visit? We think not. Nevertheless, we all have had the experience of pulling something 'off the shelf " in response to a training request or suggesting the client enroll his officers for a general course designed l0 years ago and not offered until sometime next year. There are times when we have few other choices, and there are other times when we either do not know how to respond or do not take the time to do it. Client-responsive training is not always the easy way out - but it can be very satisfying to you and your client.

3. WRITING OBJECTIVES

Questions to reader

- Given what you know about the training needs of the City of Lunda's Finance Department, write learning objectives to meet these needs.

Case Study

4 August, 10:35 am, GTI staff lounge

It is customary for the GTI staff and faculty to meet for tea twice a day, informally, in the small dining room next to the principal's office. The principal, Mrs. Katisa, joined Mhede at one of the tables and personally thanked him for the report on Lunda's training needs and his initiative in following upon the request by the Town Clerk. Then she asked, "Do you mind, Mhede, if I say a word or two a bout your efforts, to the rest of the faculty while we have them together?"

"Well, no, I guess not," mumbled Mhede, not sure what the principal was about to say.

She raised her voice and spoke, "Could I have your attention for just a moment, please?"

The tea-time buzz softened, and Mrs. Katisa spoke. "As you know, I've been out of town for a few days attending a conference on community services and organizational effectiveness. Incidentally, it was co-sponsored by our Directorate of Personnel Management and two line ministries, Local Government and Works and Housing. These two ministries have been under a lot of pressure from the president and others to improve their services, particularly their services to the poor."

"Well, as it turned out," Mrs. Katisa continued, "the ministries weren't the only ones who came under fire at the conference. The Permanent Secretaries of both ministries had some unkind words to say a bout the support they get from other agencies, particularly from public training institutes, like ours. It's pretty hard not to agree with them when, as I sat listening to their complaints, I realized that many of our courses haven't changed much over the years.

Mrs. Katisa went on to say how Mr. Mbogua, the permanent secretary of the Ministry for Local Government, had cornered her at one of the tea breaks. "Grace," he said, "you've got to help us take a new look at how we manage our local governments. You and I both know these organizations aren't very effective. The kind of training GTI and other institutes provide -- I'm talking about those long, academic courses you run -- just isn't helping us much on a day-to-day basis. Local governments need help to solve some of their immediate problems, like patching potholes or getting along better with community groups or raising more revenue from their markets and bus stops."

"Well," Mrs. Katisa continued, "Mr. Mbogua is right. We don't give them much support or assistance when they need it. That's why I was so excited when I went through my in-box this morning and found a memo from Mhede. He's been in Lunda doing exactly what the P.S. says we should be doing, helping the Town Clerk and his staff solve problems."

Mrs. Katisa turned toward Mhede and said," I really appreciate your initiative and good work on the Lunda training request. As soon as you get your training objectives in writing, let me know. I want to be on top of this project in case either Ms. Olsen or Moses Nkosa give me a call."

Mhede practically floated back to his office after the principal's kind remarks about his work in Lunda. Under the previous principal, he would probably have been reprimanded for taking the initiative. "But then," he thought, "I've kept the principal informed about the project and haven't made any major decisions or moves without her consent."

Ola caught up with Mhede just as he was entering his office. "Nice comments by the principal, Mhede. When are you going to let some of the rest of us in on the project?"

"Matter of fact, Ola," Mhede said, "I've been thinking about asking you to help me with the design and delivery. Interested?"

"You bet, when do we begin?"

"How about tomorrow morning? I should have the training objectives written by then."

As Ola shut the door to her office, she thought it a bit strange that Mhede wanted to write the training objectives without her, particularly if she was going to work on the project, but she didn't say anything. She found writing training objectives to be a tedious, boring task, and, besides, she had some other things to do before she got too involved in a new project.

Two things bothered Mhede as he sat down at his desk. First, he shouldn't have asked Ola to work on the project without the principal's approval. "Guess I got a little carried away," he thought. The second thing on his mind was a little more serious. Mrs. Katisa had asked to see his training objectives for the Lunda programme. He wasn't sure he knew how to write them - at least in a way that would satisfy the principal.

When Mrs. Katisa was named principal last year, he recalled, she immediately reviewed GTI's long-standing certificate courses and ordered some changes. The first was a rewriting of the course objectives. The principal said most of them had nothing to do with what they were intended to achieve. According to her, they read more like course outlines than learning objectives. Now Mhede was faced with drafting a few objective statements of his own, to her standards, and it worried him. After all, he was riding high from his tea time accolades: He didn't want to do anything to diminish the principal's confidence in him.

Later that afternoon, Mhede knocked on Ola's door, but there was no answer. He slipped a copy of the objectives he had just written under her door with the following note:

Ola: Here's my first draft of the workshop objectives. If you get a chance, could you review them before we get together tomorrow? I'll see you around nine. Thanks, Mhede.

LUNDA WORKSHOP OBJECTIVES
1. To discuss ways to collect more market revenue for the city
2. To know how to write better revenue reports for the Finance Department
3. To provide lectures and discussions about the importance of community development in running markets and other public facilities

Questions to reader
- How do these objectives compare with those you wrote earlier based on your understanding of Lunda's training needs?
- How could Mhede strengthen the set of objectives he has just written for the Lunda workshop?

5 August, 9:00 am, Ola's office, GTI
"Did you get my list of objectives, Ola?"

"Yes," Ola replied, "but I've got to tell you, Mhede, they need a lot of work before we turn them over to Mrs. Katisa. Otherwise, she may run us both out of the institute- you know how finicky she can be about course objectives."

"They're that bad?" asked Mhede, dejectedly.

"Yes, pretty bad," was the reply.

"Well then," said Mhede, with determination in hie voice, "let's get to work on them."

Luckily, Ola had an old copy of a small book written many years ago by an American educator, Robert Mager. It was Preparing Instructional Objectives. Ola and Mhede went through Mager's book quickly to pull out some of his key thoughts.

"An objective is an intent communicated by a statement describing a proposed change in a learner - a statement of what the learner is to be like when he has successfully completed a learning experience."

"An instructional objective describes an intended outcome rather than a description or summary of content - it describes what the learner will be DOING when demonstrating hie achievement of the objective."

"To state an objective that will successfully communicate your educational intent, you will sometimes have to define terminal behaviour further by stating the conditions you will impose upon the learner when he is demonstrating the mastery of the objective."

"If you can specify at least the minimum acceptable performance for each objective, you will have a performance standard against which to test your instructional objectives ... a means for determining whether your programmes are successful in achieving your instructional intent."

After Mhede had written these statements on Ola's blackboard, she commented, "seems to me Mager is focusing on three things: performance (What will the trainee be able to do at the end of the training?); conditions (in other words, under what constraints or limitations will the trainee's performance have to take place?); and, finally, what criteria will be used to describe acceptable performance."

"Ola," Mhede interjected, "it all sounds so simple, but why do trainers have such a difficult time stating what it is they want to accomplish? Some of the best trainers I know can't write decent training objectives!"

"I think you just said it, Mhede. The trainer has a difficult time saying what he wants to accomplish - what he, the trainer wants to do. Get it? Mager is saying, what will the trainee, the participant be able to do by the end of the training. It's subtle, Mhede, but I think..."

Mhede jumped in: "So darned subtle I'm not sure I understand it. Anyway, let's get on with it. The sooner we get this task out of the way the happier I'll be!"

They reviewed Mhede's field notes and listed the three performance discrepancies the Town Clerk, his staff and Mhede had agreed upon: (1) market revenues were only 60 percent of their potential; (2) over one third of the revenue officers reports to the Finance Department had to he rewritten; and (3) the relationship between the market masters and revenue officers, and the market vendors had deteriorated over the past year.

Mhede and Ola selected the revenue-report-writing problem first and began to work with it, trying to use Mager's concepts of performance, conditions and criteria. The concept of the trainee's performance seemed pretty simple. Wasn't it to write revenue reports that would he acceptable to the finance director? Conditions, on the other hand, weren't so simple. As Mager described them, they were the constraints or limitations under which the report writing would take place. Ola and Mhede decided one condition was to complete the report in the field using the form provided by the department, but there were problems with the report form. A number of revenue officers said it was too complicated: others said it contained questions to which they didn't have answers.

"Maybe the form needs to be changed?" Mhede asked. "But is that a training need? Probably not unless... "

"Unless, what?" Ola asked.

"Unless we define one of the training results as a creative idea," said Mhede. "I remember reading an article, several months ago, that described learning results in four ways - new knowledge, understanding and awareness; new skills; new attitudes, values and priorities; and finally, creative ideas. What if we had the revenue officers design a report form that was easy to use, gave the finance director all the information and data he needed and helped the revenue officers do it right the first time. Now, wouldn't that training result he a creative idea?"

"I guess so," Ola responded, "but how do you design a training programme to do that? Sounds like the manager's responsibility, not something the revenue officers should do. On the other hand, if the officers did come up with a new form, I'll bet they'd be motivated to use it."

"Good point, Ola. Now, where were we?" Mhede asked as he began to worry about getting the training objectives written before the end of the day.

The two trainers struggled through this task, often having spirited arguments a bout what represented a condition and a criteria. Even Mager wasn't much help on these points. If, for example, the criteria (statements of acceptable performance) include getting reports to the boss on time, is that also a condition or limitation under which the performance must take place? Mhede and Ola decided about mid-afternoon that these kinds of rhetorical discussions were useful and interesting -- but also, very time-consuming. They quickened their pace, recognizing that many of the training objectives they would write could be open to interpretation by others. What they hoped to do was eliminate the potential for misinterpretation.

About nine o'clock that evening, Ola and Mhede stuck their paper under the carriage of their secretary's typewriter and went off to their favourite hotel for a late dinner of mbuzi, ugali and sukuma wiki.

6 August, 10:30 am, Ola's office, GTI
When Ola sat down, she saw a copy of the training objectives on her desk. As she picked them up to proof them, she said to herself, "Shua certainly does good work."

Shua: Could you type these training objectives the first thing in the morning? We may be a bit late since we workerd long into the night. Thanks. Ola/Mhede

Proposed Lunda workshop goals and objectives

A. Revenue report writing skills

Overall Goal: To improve the quality and accuracy of the city market revenue field records and reports.

Training objectives: By the end of the workshop, participants will be able to:

a. produce an improved market-revenue reporting form that is acceptable to the Finance Director and easy for revenue officers to complete in the field

b. complete their daily revenue reports in the field with an acceptance rate of at least 90 per cent

B. Increase market revenues

Overall Goal: To increase market revenues in three targeted areas by a minimum of 20 per cent in the six months following the workshop.

Training Objectives: By the end of workshop, participants will have:

a. identified at least five ways in which revenues can be increased in the markets where they have responsibilities and jurisdiction

b. increased their knowledge and skills in vendor contact and time management to the extent they can increase the number of daily collections by 20 per cent within three months of the completion of the workshop.

C. Improved city-vendor relationships

Overall Goal: To improve day-to-day working relationship between the city market masters and revenue officers and the market vendors.

Training objectives: By the end of the workshop, the participants will have:

a. increased their knowledge and understanding of community-development concepts and practices designed to decrease intergroup misunderstandings and tensions

b. met with a representative group of market vendors to understand the issues and concerns resulting in the deterioration of the relationship between the city officers and vendors.

Questions to reader

- Which of the above objectives meet, to the greatest extent, the components of performance, conditions and criteria, as discussed in the text of the case study?
- What could Mhede and Ola have done, in writing these objectives, to increase their ability to measure the long-term impact of the training on the performance of the individual trainees and the organization?

Commentary

Writing training objectives, particularly if there is intent to meet the criteria of academics like Robert Mager, can be a frustrating experience. In fact, we experienced just such emotions when trying to set up this case study. The problems one encounters in writing rigorous objectives are many. First, training is designed to change behaviour - individual, team or group, and organizational behaviour. From our perspective, that is the bottom line. If behaviour does not change, training has been wasted. This is one of the fundamental differences between training and education. Secondly, the behavioural change we are looking for in training is on-the-job, not in the classroom, although it is nice to see it develop there as well.

The academics who instruct us on the proper way to write training objectives rarely apply their own theory and criteria to messy organizational problems or performance discrepancies, when they give examples in their textbooks, particularly, those that cut across a myriad of jurisdictional and interpersonal boundaries. As Mhede and Ola discovered, trying to write a training objective that demonstrates what a revenue officer will be able to do **in the classroom** at the end of a training session to demonstrate his ability to lessen intergroup tensions **in the community** under certain conditions based on specific criteria, is difficult, if not impossible. In fact, it's even hard to follow that train of thought!

Learning objectives are also difficult to frame because they often encompass subjective standards. Take the issue, in the case study, of unacceptable revenue reports as submitted by the revenue officers to the Finance Director. Training is only one of many options to overcome the performance discrepancy and may not be the best. What if the current Finance Director resigns, another one takes his place and the new director says, "I don't see anything wrong with these reports. Why spend scarce resources on training our officers to make them better?" Has the performance of the revenue officer suddenly improved? Probably not. On the other hand, the performance discrepancy as originally defined no longer exists. This decision by the new director might have uncovered a new discrepancy. That is, management's inability to distinguish quality work from that which is mediocre. Lowering standards is always an option when performance gaps exist. We are not advocating a drop in standards as a preferred option, although at times it might be. We are simply pointing out its availability to the manager as an option.

Another management option is to redefine roles and responsibilities. The Finance Director, in our case study, could decide the assistant market masters should take over report writing and leave the revenue officers to concentrate on revenue collection. They, of course, might need to be trained as well in report writing. The point is that training is not the only option available to the manager - nor is it always the best.

KSAVCA = BC
Knowledge, Skills, Attitudes, Values and Creative Acts (as training outputs) = Behavioural Change, or, at least, we should like to think so. The definition of potential training outputs has expanded significantly in recent years. There was a time when only increased knowledge or improved skills were seen as appropriate training outputs. Now it is common and, often, expected that training will address attitudinal concerns and, even, values as they affect performance in the work setting. Much of the training that fails under the rubric of "community development,' for example, is concerned with attitudes and values. We are not only looking at new knowledge and skills that will help individuals work effectively in the community, we are often asking trainees to alter their attitudes about <u>how</u> they work with community groups and to confront their own values about the power and influence that citizens should have in controlling their own destiny at the community level.

Finally, training can and should result in creative acts as intended outcomes. Some of the training objectives Mhede and Ola wrote are geared to producing creative acts. For example, producing a revised and improved revenue-reporting form and identifying new ways to increase revenue are just two objectives that go beyond the traditional outcomes associated with knowledge and skills. Ironically, the revenue officers, in pursuing these two "creative act" outcomes, could, at the same time, be engaged in responding to traditional skill-building and knowledge-enhancement objectives. The skilful trainer is one who can pursue several training objectives at once and not be restricted to pursuing individual learning objectives in linear, isolated fashion.

The taxonomy of end products one can achieve through training (e.g., increased knowledge, improved skills, changed attitudes. creative acts) is raised here because it provides the trainer with another approach to writing objectives. If we can: (a) describe the knowledge, skills, attitudes, values or creative acts we want in place at the end of any training event (or in motion so as to be in place at some future date); and (b) ensure that they are based on client-identified performance discrepancies, we are on our way to writing acceptable training objectives.

Before moving on to training design, it will be helpful to summarize some of our thoughts on the task of writing training objectives.

- If you don't know where you're going with your training (defining your objectives carefully), you will have no way of knowing if you have the right design or not
- Useful training objectives specify the intended performance by the trainee as a result of the training - not what has to be done by the trainer to achieve that performance
- The focus in writing training objectives is on the trainee, not the trainer
- Training objectives should be stated in observable and measurable terms whenever possible. In other words, can you observe or measure the performance change?
- To the extent possible, it is useful to state any conditions or limitations there may be on the trainee's performance when applying the new learning. For example, can they only use the new skills acquired through training while standing on their heads facing south?
- Objectives, whenever possible, should define an acceptable level of performance to be achieved as a result of training, i.e., given the investment, what is the lowest level of improvement the manager is willing to accept?
- The taxonomy of learning outputs, beginning with <u>knowledge</u> and ending with <u>creative</u> acts, is a useful tool in defining training objectives. It helps you to decide what you expect individual learners to achieve before you begin to plot a course to help them achieve it
- All training should be committed to the end result of behavioural change. If change does not happen as a result of training, training is an investment with little or no perceivable return
- Writing training objectives to meet other peoples' expectations (of how objective statements should be written) is difficult and sometimes impossible. It is best to write them to meet your own expectations and those of your client.

4. PLANNING AND DESIGN

Questions to reader
- If you were Mhede or Ola, with the list of objectives you have just written, what would you do next? Why?

Case study

6 August, after tea break

Mhede and Ola remained in the faculty lounge after the morning tea break to talk to the principal. Mrs. Katisa said she was satisfied with the training objectives for the Lunda workshop. "Oh," she went on to say, "I could pick at some of the wording you used, but I think it's more important for you to touch base with the Town Clerk and may be some of his officers to see if they agree. By the way, the Town Clerk plans to be here tomorrow to give a lecture to one of our classes. You might want to get in touch with him before he comes. He may be willing to go over your draft of the objectives while he's here." As an after thought, she said, "Perhaps we could all have lunch together."

Mhede reached Mr. Nkosa in the afternoon. They chatted about the training objectives and the possibility of having lunch together at GTI the following day.

Moses replied, "Would it be possible to see a copy of those objectives before we meet? The engineer's down in Kusumba now, looking at some paving equipment. If I can reach him, maybe he can stop by and pick up a copy."

Mhede responded, "You just tell me where we can find him, Moses. We'll see that he gets them before he leaves town."

7 August, GTI, noon

Mr. Nkosa, Mrs. Katisa, Mhede and Ola had lunch together and talked about the training. The Town Clerk questioned one or two of the training outcomes. He wondered, for example, how Mhede and Ola hoped to achieve objectives, like the development of a new revenue-reporting form through a training programme. Mhede told Moses that several revenue officers had suggested ways to change the form to make it easy for them to complete. The Town Clerk seemed surprised and said, "Well, maybe they can come up with one that will work. I'm skeptical, but why not give it a try."

Mhede also mentioned he had gathered some information during his interviews and visits to the markets that wasn't training-related. He thought it might he helpful to the Town Clerk or his department heads, in their management responsibilities.

Mhede went on to explain, "For example, there doesn't appear to be any direct supervision of revenue officers in the field, and yet, as I understand, each market has a market master who is a grade higher than the revenue officers. All of them are under the finance director's supervision. Have you ever thought about giving the market masters supervisory responsibilities over revenue collection?"

"No," responded the Town Clerk, "but it might work."

Mhede wanted to mention other things he had observed to the Town Clerk, but he decided maybe this wasn't the best time.

They also talked about how to schedule the training. The Town Clerk wanted the training to take place in Lunda and didn't want his officers away from their jobs for any length of time. Mrs. Katisa suggested they consider one-day sessions, spread over several weeks. Some "home work" for the officers to complete between sessions might be included.

"By home work," Mrs. Katisa emphasized, "I don't mean the kind we used to get when we were doing our "O levels." I'm thinking about tasks that are directly related to the officers' jobs. For example, maybe revenue officers could keep track of how long each vendor contact takes - or market masters could do an inventory of empty stalls, if it hasn't been done lately."

While everyone agreed on the approach, Mhede and Ola were still a bit nervous (but tried not to show it). They had talked earlier about the problem of working in one-day modules. Most of their experience at GTI was limited to nine month diploma programmed, taught like university courses or two-to four-week workshops that relied heavily on guest speakers and lectures.

Just before the Town Clerk excused himself to get ready for his lecture, Mhede said to him, "We're looking forward to working with you and your staff, but, before you go, I want to check something out. It has to do with the training objectives. If the training achieves the outcomes stated on the list of objectives that Ola and I prepared, would you be satisfied?"

"No question about it, Mhede," replied the Town Clerk. "in fact, it's a lot more than I expected."

Moses turned to the principal and said, "Grace, these two young people have created some pretty high expectations on my part. You're going to have to work them hard to make sure I'm not disappointed."

8 August, GTI, principal's office

The principal told Mhede and Ola she had received a phone call from Ms. Olsen. The Scandinavians International Assistance Agency (SIAA) had agreed to fund training of the Lunda city personnel but wanted a proposal from GTI. Mrs. Katisa asked Mhede and Ola to prepare the proposal for her review and signature. It was due in three weeks.

The three of them also had a long discussion about the proposed training and how it should be designed and delivered. The principal said she wanted the training to be "relevant and practical."

"What do you mean by relevant and practical?" Ola asked. "Give us an example."

The principal responded, "So often our training programmes involve little more than lectures and guest speakers and, maybe, a few group discussions. I'm not sure the officers in Lunda could sit through a day of dry lectures, and, from what you've told us, Mhede these officers may be able to solve some of the same problems they seem to be helping to create. We may want to try some different approaches to training these people."

Ola responded by telling the principal and Mhede that she had brought back some materials from the Training of Trainers programme she thought would be helpful. "We spent a lot of time," she went onto say, "looking at different learning styles, the different ways people learn. I think it would be fun to experiment with some of these ideas when we put together the Lunda workshops."

The principal encouraged Mhede and Ola to be "creative," saying, "if we never take any risks in this business, we'll never know what works or what doesn't."

When Ola and Mhede returned to Ola's office, they spent a few moments thinking about how they should proceed with the design work. They listed once again the training needs Mhede had "discovered" in his investigations in Lunda and wrote them beside the objectives they had just given the Town Clerk. They also noted the training audience. They would be training 24 mid-level officers, 16 of them revenue collectors and the remainder market masters or their assistants. The three market masters were one pay-grade above the rest but had no supervisory responsibilities over the revenue officers and only minimal responsibilities over the assistant market masters. Mhede and Ola reminded themselves that, while the difference in status was small, they would need to keep this difference in mind as they designed and carried out the workshops.

There was one constraint about the Lunda training request that bothered them more than any other. It was the Town Clerk's insistence that his officers could not be released for more than one day at a time. Not only was the Town Clerk adamant about this matter, their own principal had agreed to it.

Mhede much preferred to bring the officers to GTI for one or two weeks of residential instruction. This way he and Ola could use other faculty members to take responsibility for some of the sessions.

Ola, on the other hand, liked the idea of doing the training in Lunda, using a different approach. "Just think, Mhede, if the training doesn't go well for us, we have a whole week to think about what went wrong and how to change it."

"Great!" Mhede retorted, "A whole week to worry about what we should have done differently. Some consolation.

Later that morning, they talked about how they might sequence the training sessions. They decided to start with the performance problem involving market revenues and to hold the vendor-city relationship problem until the last workshop. The tension between the officers and the vendors seemed the most difficult of the three. They wanted to build their confidence before they tackled that problem. In between, they would work with the revenue officers on their report writing.

Just before lunch, Mhede asked Ola for a copy of the materials on learning styles she had mentioned in the meeting with the principal earlier.

"Can we get together about three?" Mhede asked. "I'd like a chance to go over these before we begin to think about the designs."

Later that afternoon

"Ola, I'm not at all sure I understand what that guy Kolb is trying to say about learning styles in those handouts you gave me before lunch."

"I can appreciate that," Ola responded. "He tends to be a bit academic at times, and he uses some terms that are "very American" as far as I'm concerned. Nevertheless, I find his ideas helpful and I think we should try to use them I in the Lunda programme, if we can. Let me see if I can describe them in my own words."

"Three things about Kolb's model impressed me. First, it identified four distinct ways in which individuals learn. First, according to Kolb, people learn from concrete experience (specific experiences and feelings). Secondly, they learn by watching and listening, (i.e., reflecting on what is happening and observing what is going on, viewing things from a different perspective). Thirdly, they learn by thinking or what Kolb calls abstract conceptualization. This involves acting on an intellectual understanding of a situation - more of an analytical approach to learning. And, finally, they learn by doing - or active experimentation to find out first-hand how something works for them."

In describing Kolb's theory, Ola said that each individual seems to have a preference in the way he or she learns. Some people prefer "learning by doing," while others prefer "learning by thinking" or one of the other two approaches identified by Kolb in his research. "In spite of our preferences," Ola went on to say, "we can and do use each of these styles in varying degrees, and we can strengthen those we don't use as often, through practice. That's one reason why it's important to vary training designs to accommodate different styles."

Another aspect of the learning-styles approach, which Ola liked, was the way trainers could modify their training designs to emphasise one style over another. For example, for those who learn best by active experimentation, it might make sense to include a field assignment. Another approach might be more effective when working with someone else.

As Ola remembered, there is also a cycle of events that each of us must experience or be involved in, before significant learning is achieved. The cycle includes the four styles identified by the Kolb model. The cycle goes from concrete experience, to reflective observation, to the conceptualization stage and, finally, to active experimentation. As Kolb describes these steps, they are circular, not linear. This means, once the cycle is complete, it begins again.

Ola was surprised that the trainer, according to Kolb and others, could break into that cycle at any point when designing and conducting training.

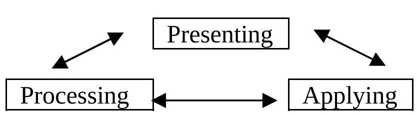
"This means," as Ola explained to Mhede, "that you don't always have to start out with what Kolb calls a concrete experience, like a lecture, and finish with an active experimentation activity, like having the trainees apply whatever it is you're teaching. This means, we have a lot of options available when we design a programme like the one we're going to do in Lunda."

"I like the model too," Mhede remarked. "It gives me a way of thinking about training design, but frankly, I think it's too complicated. After giving it some thought, I think I've come up with a way to simplify it."

"Really," responded Ola. "Did you arrive at this conclusion through reflective observation or active experimentation?"

"Actually," replied Mhede, "It was a concrete experience. On a more serious note, Ola, it seems to me we trainers have three things to do when working with a group of participants, particularly those who have work experience, like the participants in Lunda, and we need to think about these three stages when we sit down to design the programme. The first is to present new ideas or knowledge or data ... "

"Or," Ola interrupted, "even the introduction of a new skill?"



"Yes, " Mhede continued, "and other things as well. Once we have presented the material or input or whatever we want to call it, we need to help our participants process it."

"Wait a minute, Mhede," Ola said, "what do you mean by 'process' it?"

"A variety of things," Mhede continued. "We help them talk about what it is we presented, reflect on it, go out and observe it in the field, even experiment with it in the class room."

"We don't always do this very well in our programmed now, do we?" Ola observed.

"That's right," Mhede went on to say. "But the thing we do even less well is the last step - that is, helping our participants figure out how to apply whatever it is they have learned, and application is really two-fold. We can help them apply what they learned to a contrived situation in the classroom, or we can help them apply it to a real situation they are facing on the job."

"Of course," Ola added, "helping them apply it to a real-life situation is important, particularly when we are involved in in-house training, as we shall he doing in Lunda."

"Precisely," said Mhede, nodding in agreement. "Now, I suspect we shall have trouble keeping these three steps separated. The lines between them don't always seem to be clear, but then, I have the same trouble with Kolb's model. When does a trainee stop observing and start thinking or, to use Kolb's terms, go from reflective observation to abstract conceptualization?"

"That's a good point," Ola replied. "I guess if we're going to stay in this training game,
Mhede, we're going to have to learn to live with a lot of ambiguity, but I have a concern with what you said about the three steps in designing a training programme. Can we also mix them up?"

"What do you mean, mix them up?" asked Mhede, looking a bit puzzled.

Ola continued. "Remember, Kolb said we could break into the learning cycle at any point when we put together a training design. Now, I'm wondering whether we can do the same with your three steps. In other words, could we start with what you call application and, then, go to process or presentation or do we always have to start with 'presenting' something?"

"I guess there's one way to find out," said Mhede. "Let's take one of those training needs I found in Lunda and see if we can think of more than one training design to meet it."

Questions to reader

- Select one of the objectives Mhede and Ola plan to address in the Lunda training programme and design training to accomplish it in at least two ways. Start first with a traditional presentation followed by the other two steps. Then, start with either application or processing and design a learning experience incorporating the other two steps.

Later that afternoon

Mhede and Ola met later that afternoon to see if they could design a training event for Lunda that would start with the different stages Mhede had outlined earlier. They chose the training objective concerned with developing a new revenue-reporting form. (You may recall, the training objective, as sent to the Town Clerk for approval, read: to produce an improved market-revenue-reporting form that would be acceptable to the finance director and easy for officers to use.)

As Mhede and Ola worked together that afternoon, they came up with the following options, each beginning with a different step in the training cycle.

Option I, Starting with presentation

Presenting

- Short lecture on how to design an effective report form, using examples from other local authorities.

Processing

- Small-group discussions, comparing the report form Lunda is using with others described in the presentation.

Applying

- Total group, working with the instructor and using ideas from each small work group redesign Lunda's revenue-reporting form.

Option II, Starting with processing

Processing

- The instructor divides the participants into small work groups to list problems they encounter in completing the revenue-reporting form.

Presenting

- Small groups report out and compare their lists. Instructor comments on the various lists, summarizes what he/she sees as the problems to be addressed, and uses the participants' inputs as the basis for short lecture on criteria for designing a simple but effective reporting form.

Applying

- Instructor organizes small groups to design a new form they can propose for use to the finance director.

Option III, Starting with application

Applying

- Individual participants are given market-revenue information from a previous week and asked to complete the revenue-reporting form.

Processing

- Small groups of participants (2-4) are organized and asked to critique each other's revenue reports and prepare a list of problems they each have encountered in completing the revenue report.

Presenting

- Each small working group presents its report. After all reports have been given, the total group consolidated its findings, making one list of the problems encountered in completing the form.

Questions to reader

- Review the three training designs, outlined above, and select the one you believe would be most effective in meeting the stated training objective. Explain why you selected this alternative over the others.

"Hey, we did it!" exclaimed Ola. "At least, I think we did it. Anyway, we have some outlines we can work on to meet that training objective."

"You're right, Ola." Mhede agreed. "What surprised me was how easy it was, once we got started. Why don't we go ahead and pick one of the three approaches.

Ola interjected, "The best of the three, of course,"

Nodding in agreement, Mhede replied, "Yes, if we can figure out which one that is, we can try to finish the design and use it as a model for the others. After all, the principal said she wanted a funding proposal to send to Ms. Olsen sometime in the next two or three weeks."

"I agree with you, Mhede," said Ola, "but I'm tired. We've worked hard today. What do you say we call it a day, go get a drink and celebrate our great insights into the mysteries of training.

"You're getting a bit cynical about our chosen profession, aren't you, Ola?"

"You think so, Mhede?" she replied.

As they went out the door, Ola turned to Shua, her secretary, and said, "if the principal calls, tell her Mhede and I have gone out to have a concrete experience. Or are we planning to engage in abstract conceptualization, Mhede?"

"Hardly!" he replied. "You know, Ola, sometimes you're kind of weird."

10 August, 8:30 am, Mhede's office

Two days later, Mhede and Ola met again to work on the Lunda training design. After developing a format for outlining the design, Mhede and Ola gave some thought to the performance discrepancy associated with the completion of revenue reports. As they discussed the problem the city was having in getting the reports written, it occurred to them that the officers' poor performance was, in part, a symptom of other problems. For example, some officers had already criticized the report form as being too complicated. Other officers said it required information about the markets that it wasn't their responsibility to collect. Maybe the officers don't have enough time to complete the current form by the end of each workday. These symptoms, Ola and Mhede realized, may or may not be solvable by training.

Ola and Mhede decided that one way to test some of these performance assumptions would be to simulate the work situation in the classroom. For example, the revenue officers could be asked to prepare a revenue report, within the usual time allotted them, using actual data from the field. The simulation would not only give the trainers feedback on each individuals capacity to perform the task but provide insight into problems that are encountered widely within the cadre.

As Ola and Mhede reviewed the three options they had outlined earlier, they decided to go with the third. As you may recall, this was the one to be initiated bran application exercise. They would start the report-writing training with the simulation exercise they had just discussed.

Working together, Ola and Mhede planned a day-long workshop to achieve one of the two training objectives concerned with the performance discrepancy of unacceptable revenue reports from the field. They put the training outline for the workshop in the following format.

Revenue-Report-Writing Workshop
City of Lunda
Overview of training need
The overall quality of market-revenue reports from the field has been identified as one of three performance discrepancies the city wants addressed through training. Over a third of these reports have to be rewritten now before they are accepted by the finance director. In discussions between the city officials and GTI, it was agreed the training should result in a sustained 90-per cent report acceptance rate by the director. Since training is only one of several strategies needed to overcome this performance discrepancy, the two parties agreed to work together to employ both training and management interventions to meet their predetermined objectives.

To improve the quality and accuracy of city market-revenue field reports and records.

Specific Training Objectives:

1 . By the completion of the workshop, the participants will produce a revised market-revenue-reporting document that is acceptable to the finance director and will help the revenue officers achieve a sustained minimum acceptance rate of 90 per cent upon initial submission.

2. Within six weeks of the completion of the workshop participants will achieve a sustainable minimum acceptance rate of 90 per cent for market-revenue reports written in the field. (It is recognized that this objective cannot be met during this workshop. It is listed here because it represents the impact result to be achieved through training and follow-up activities.)

Workshop Participants
Revenue officers (if it has been determined at a previous workshop that market masters or assistant market masters should be involved in writing revenue reports, they should also be involved in this workshop.)

Time required: One day

Training Venue: A suitable site in Lunda. The workshop will require a room large enough to accommodate 24 trainees in plenary session and up to six simultaneous small-group discussions.

Training Design:
8:00 am Plenary session

- Warm-up activity: Each participant quickly states something that has happened to him/her during the past week as a result of the first workshop in the series.
- Overview of days activities and briefing of participants on first task.

Task:

- Each revenue officer is asked to complete two copies of the current market-revenue-reporting form.
- Each officer is to he given receipts and other data necessary to complete the report.

TRAINER NOTES: This task should not go beyond 30 minutes. This is the amount of time normally required to complete the report in the field. Since the revenue officers have been using this reporting document, there should he no need to give lengthy instructions. Ask participants, to complete one copy before they begin the second copy. One copy is to se given to the instructors, and the second copy kept by the training participant to use in the following activity.

9:00am Small Work Groups (3-5 Revenue Officers)
Tasks:

1. Participants discuss their reports and develop a list of problems (constraints) they experienced in completing the reports.
2. The problem list is posted on newsprint and one member of the group is selected to report to the follow-up plenary session.

TRAINER NOTES: Some groups may have problems completing the task. If so, suggest they go over the report in detail to look for all of the reasons why they have not been able to complete it, either on time or accurately. Ask them to check their arithmetic. Has each of them come up with the same revenue totals for the day? If not why not? Is the form organized to be completed easily? Is there enough room to record the information requested? Ask them to look at the data and the reporting form from the perspective of an outsider, as someone who is seeing both for the first time.

10:00 am Tea Time

10:30 am Plenary Session

Tasks:
1. Small work groups report on their list of problems (constraints) and answer questions for clarification.
2. Lists are combined, and priorities put on those problems that are seen as the most important to solve.
3. Instructors lead a guided discussion to prepare a list of recommended steps to overcome each of the problems/constraints. Group selects a spokesperson to present its findings and recommendations to the finance director at the next training session.

TRAINER NOTES: It will be important to provide structure and direction to this session. The primary objective is to develop a list of ways to change the reporting form to help revenue officers achieve the objective of a sustained acceptance rate of 90 per cent. The officers may also come up with other suggestions that help them with their jobs. These should be recorded, and a decision made on the best way to handle them for future consideration. Since the director will be attending the afternoon training session, the officers should he encouraged to do their best on these tasks.

12:30 p.m. Lunch (The finance director should be encouraged to join the revenue officers for lunch)

2:00 p.m. Plenary session (with finance director)

Tasks
1. Group spokespersons report their findings and recommendations to the finance director.
2. Each recommendation is discussed, and a decision made, if possible, on whether to accept it as proposed, to modify it or to drop it.

3:30 p.m. Tea Time

4:00 p.m. Plenary session continues

Tasks:
Critique of days activities and discussion of what needs to be done to follow up on the decisions that were made by (or with) the finance director at the previous session.

TRAINER NOTES: While it is difficult to predict what will happen during the afternoon session with the finance director, the instructors and the city staff should be prepared to follow up on the recommendations that have been adopted. If, for example, the revenue officers, working with the director, agree on a new format, it should be typed, the officers, briefed on its use, and the new form put into operation as quickly as possible. The officers should have several days to use the new form in the field prior to the next training session. The results could be reviewed and critiqued at that time.

Questions to reader
- You have just looked over the shoulders of two trainers struggling to develop a training design for a group of line officers. Given the training objectives regarding the report-writing performance discrepancy, how successful do you think their design will be? Why/why not?
- Mhede and Ola admitted to themselves that the training design they just completed for the Lunda revenue officers would result in some uncertainty and ambiguity, in that they, as trainers, could not predict the outcomes. Is this desirable or undesirable, when planning learning events for organizational work teams? Why? Would you have done anything differently, in their situation, to have decreased the uncertainty? If so, What?

Commentary

The design of training interventions is or should be the most challenging task in the training cycle. Yet, many trainers are either not skilled in training design or not inclined to spend the time necessary to design effective learning experiences. The design phase of the training cycle is challenging because it requires: (a) knowledge of the many design options that are available; (b) skill in using them; and (c) creativity in manipulating the various options to enhance participant involvement and significant learning. Moreover, the design phase requires the trainer to see the big picture while grappling with the details of each learning moment. It also demands an element of self-confidence that allows the trainer to take risks and to disinvest in his or her own creation, if it's not going as planned or if a better opportunity presents itself as the learning event unfolds.

Learning is an organic experience - not a mechanical exercise. It puts roots down in the strangest places and occasionally bears unexpected fruits. Perhaps, that is why training is both exciting and, at times, exasperating - and that is why the design phase is so challenging.

In the next few pages, we want to reflect on the experience Mhede and Ola have just had in designing a training event and look at some of the key factors that determine the success of learning designs.

The points made earlier about the importance of assessing needs and writing objectives need to be reemphasized here. If you don't know where you're going, it's impossible to plan your trip, and the more detailed your learning objectives are, the easier it is to plan and design experiences to fulfill them.

Content vs Process

Designing training experiences involves both content and process - the "what" and "how" of learning. **Content** is often a problem for the trainer. First, there is a tendency to bring in the “experts” to provide content to the training experience. Often these experts are knowledgeable about their field but not skilled in adult learning strategies. They can be enlightening, but very boring! Secondly, outside experts are not always needed. What is needed are strategies for helping people learn from each other (this quickly gets us into a discussion of process). Thirdly, many trainers believe that content can be dealt with only in a traditional lecture format. Not so. This is one of the traps we put ourselves into when confronted with technical or conceptual ideas that need to be transferred from one head to another.

Content and process are not separate containers from which we draw to design training. They tend to be intermixed, often, inseparable ingredients. Take, for example, the exercise where revenue officers were asked to critique the reporting forms they had been using to report data and information to their Director. Is it content or process? We think it's a bit of both. Content is best when it is delivered in an engaging, interactive milieu. Process is at its worst when it is void of content, epitomizing form over substance.

Many years ago, a highly paid industrial trainer was working with a city council to teach them how to be creative. He suggested they do a brainstorming exercise on the redesign of a container lid. The Mayor, who was interested in creative thinking but preferred to direct attention to redesigning the council chambers, was told by the trainer, "We shall consider that exercise but only **after** you have redesigned the lid." It was, of course, a dumb move on the trainer's part. He alienated the mayor and council and missed an opportunity to help them grapple with a long-standing problem that was important and frustrating to them.

We said content is often a trap to the trainers: so is process. Often, we think it has to be complicated to be effective. The more complicated the training process, the more likely it is you will lose the participants in the maze and haze of implementation. Keeping it simple (the training process, that is) is also keeping it effective.

Finally, it is important to remember that the **best content resource the trainer has available is,** more often than not, the knowledge and experience of the training participants. **The best process resource the trainer has available is an opportunity for the training participants to share their knowledge and experience.** Don't hesitate to design both opportunities into the learning experience.

Stages of learning

Mhede suggested that we think about the learning event in a slightly different way - as encompassing three stages, which Ola then suggested could be interchangeable in terms of sequencing. These stages are presenting, processing and applying.

Presenting is the stage when we input new ideas, data, information, concepts, models, definitions etc. From a training perspective, we have a wide range of tools available. Presenters can instruct, lecture, use visual aids, provide reading materials (put the total onus on the learner), initiate a discussion, generate data (through such activities as brainstorming and nominal group process) etc. Presenting is content oriented and suggests an infusion of new material for learning. It can come from the instructor/trainer, from the training participants or from the outside, in a myriad of ways.

Processing is the way we take the input and turn it into something meaningful and useful, like turning raw cotton into beautiful cloth. Processing uses such tools as questions and answers, small-group activities, guided discussions, data analysis, reflecting and, no doubt, listening with a third ear (as counseled by a famous psychologist years ago). Processing means activities like interpreting information, verifying variables, cogitating on concepts, manipulating models and pursuing perspectives..

Applying, the third component in the learning process, is promoting the transfer of wanted behaviour within and beyond learning situations. Application happens in two ways - (a) in contrived circumstances and (b) on the job. Contrived applications are those which take place primarily within the "classroom" and represent a relatively safe use of an input to learning. They use such tools as case studies, role plays, simulations, exercises and self-assessment instruments. Real time applications of learning, which are often associated with training programmes, include such tools as force-field analysis, problem-solving, action planning, use of check lists and contracting for achievement.

Obviously, these three factors or stages in the learning process have fuzzy boundaries and invade each other's areas with relative ease. They are fluid and not always amenable to quick and easy labeling. We even had difficulty trying to catalogue them for purposes of this manual.

The sequence challenge

The task of sequencing learning events is part logic, part experience, part intuition and part good common sense. Sequencing or deciding what comes next, is both a micro and macro concern. Ola and Mhede, in the case study, have been concerned primarily with the micro issues of sequencing - or how to order events within a short, tightly structured one-day learning experience. The challenge they faced was primarily one of deciding how to juggle the presenting, processing and applying events to meet a specific learning need.

As they learned, when manipulating those variables, it is possible to start anywhere in the cycle. Some starts make more sense than others, for different reasons. There is no hard and fast rule. What is more important than sequencing is the need to touch all three bases. When any of those steps is left out, the learning experience is not complete.

Sequencing, in the macro arena, may be difficult. This is the challenge of bringing order to the total learning experience, from the initial session to the closing ceremony. For Mhede and Ola, sequencing, in the macro arena, may be difficult. This is the challenge of bringing order to the total learning experience, from the initial session to the closing ceremony. For Mhede and Ola it was deciding when to focus on each of the performance discrepancies, since they would be covered in separate, discrete workshops. Their decision to leave the vendor-city conflict until last was, we believe, prudent. It gives the trainers and the client opportunities to know about each other and to develop a working relationship around training, before venturing into the community.

One could argue over the positioning of the other two components of their programme (increased revenue generation and improved record keeping). We do not have strong feelings either way. What is important is a well thought-out plan based on: (a) the objectives to be accomplished; (b) the resources and their availability; (c) the opportunity to build on a previous learning experience; and (d) the logic of what should happen when.

One final note (and this pertains to just about everything you do as a trainer), do not be afraid to change things. If the sequencing doesn't “feel right” or something unexpected happens that interrupts the flow of events or you see a target of opportunity to enhance the learning experience for your participants, loosen up and redesign. The ability to invest heavily in a training programme with your time and talent and, then, disinvest quickly, as you see an opportunity to improve the learning mid-stream, is the sign of a mature, self-assured and competent trainer.

The flea-market/rack-pack continuum

Another challenge the trainer faces in designing learning events is how to provide diversity without being bizarre. Have you ever heard of "flea markets'? They are open-air bazaars that are available to anyone who has anything to sell, from junk to precious antiques. Some training programmes are like f lea markets. The trainers use so many different techniques, gimmicks and processes that the trainees spend most of their time wondering what weird trick the trainer will come up with next. On the other end of the spectrum, is the trainer who honours the back-pack syndrome. Every morning he gets up, asks himself what he's going to wear, reaches into his back-pack, pulls out the only shirt he owns and says, "Hmm, 1 think I'll wear this today.' Some trainers are like that. Each session has a different label but ends up looking the same. An example of this back-pack approach is the lecture- guest speaker- panel discussion - guest speaker - lecture - guided discussion - lecture - lecture routine. Others (we should mention them in the context of this long-winded case study) use case studies or simulations ad nauseam.

Bringing diversity into the learning experience is important, but it can be overdone. Again, we must rely on judgement, experience and participant feedback to guide us in our selection of training tools.

One final point before returning to the case study. The training objectives and what is to be achieved as end results are the driving forces that determine what tools to use in fashioning the learning experience. Before you reach into the back of this manual to select the tools you want to use in designing your training programme, ask your-self, 'What is it I want the participants to be able to do with what they've learned, and how can I best help them learn how to use it?"

14 August, GTI's library

Mhede and Ola met in the library to continue their design work. They had two more programmes to plan, one to address the revenue shortfall and the other to help resolve the conflict between the city market officers and vendors. They decided to start with the revenue discrepancy.

While the overall goal of the city they recalled, was to increase market revenue in the three target areas, by a minimum of 20 percent within six months following the completion of the workshops, the GTI workshops had a more limited set of outcomes or expectations. Nevertheless, they were geared to supporting and enhancing the overall goal of the city.

Ola and Mhede were expected to help the Lunda training participants: (a) identify at least five ways to increase market revenues, and (b) increase knowledge and skills in vendor contact and time management so they could increase daily contacts with vendors by a minimum of 20 per cent within three months.

The basis of the second objective is that trainers and city officials recognized training alone would not necessarily increase market revenues. Implicit in this objective is an assumption that increased vendor contacts could increase the potential for additional revenue collections and that officers could be trained to increase the number of contacts they make on a daily basis.

Ola asked Mhede to review once again some of the key factors he discovered in Lunda's, market-revenue shortfall.

In reply, Mhede tells Ola, "it's important to remember that the percentage of potential market fees being collected is an average for all three markets. While this overall average is about 60 percent, I discovered in scanning records that the average for individual markets varied, from 47 percent to 74 percent. If each market is expected to increase by 20 per cent, the market with the best record may not he able to reach that goal."

Curious to know why one market outperformed the others, Ola asked, "What do you know about that market, Mhede?"

"Only that it is small," he replied, "has few, if any, vacancies and enjoys a good overall relationship between the vendors and the city staff."

Mhede related other aspects of the market operation to Ola that he thought might have a bearing on revenue collection. several revenue officers had told Mhede that it is impossible to visit all the stalls each day. There is just not time. They identified lack of transportation, report-writing requirements that take more time than they should, and general harassment from the vendors, as some of the reasons why they don't collect from all vendors on a daily basis.

Mhede stated some of his own impressions as well. "These problems are real but I saw more, Ola, on my visits to the markets. First of all, these officers are not supervised - or at least that was my impression, and many of the officers I observed seemed not to use their time very well. There are quite a few vacant stalls in two of the markets, while squatters were operating just outside these markets."

"So," Ola interjected, "it looks like there are ways to tighten up the operation. The question is: Can we help the city increase its market revenues through training?"

Questions to reader

- Comment on the quality of the training objectives Ola and Mhede hope to achieve and the rationale underlying each.
- What would you do, as a trainer, to assist the city improve its market revenues?
- Outline two approaches you would take to design a training programme to meet the objectives associated with Lunda's market-revenue generation concerns (as stated above).

Ola confided to Mhede that she had been thinking about their objective to increase vendor contact by 20 per cent. "I'm not sure it will necessarily serve the local government's best interests in the long run," she said - to which Mhede replied, "What do you mean?"

"Well" Ola continued, "we've not tied that objective to revenue generation. Do you think its possible these officers could actually contact more vendors and have revenues decrease? We say nothing about what they should collect, only that they make more contacts."

"Hmm!" Mhede thought for a minute. "so, we'll change it. After all, its our training programme, and we want it to be successful, don't we?"

"Of course we do," Ola replied. "But I think we need to let the Town Clerk and others know what we have in mind and why."

Ola and Mhede went on to design the revenue-generation workshop which was to be the first in the series. As the first workshop, they would need to provide an opportunity for participants and staff to get acquainted and to probe, in some way, for any expectations the officers had about the training. They would also want to give a brief overview of the three training events and how they related to one another.

Mhede suggested they start this workshop (after the usual preliminary events) with a presentation by the finance director or, maybe, the Town Clerk, if he was willing and available. Mhede felt such a presentation would do two things. First, it would give some legitimacy and prestige to the workshops. As Ola said, "send a message to the participants that these workshops are important." Secondly, Mhede believed the officers should have an overall understanding of how the markets operate, how much revenue they each generate, what were revenue and costs trends for each market, what potential they represented, how important the revenue was to the city, and what it buys in services.

He went on to say, "if these men don't understand the big picture and how important these markets are to the city, how can we expect them to get excited about doing a good job!"

Ola agreed with this approach. She added, "His presentation would make a great introduction to our first group exercise."

Her reasoning was not clear to Mhede. He asked, "What do you have in mind?"

"If I recall," Ola explained, "you said one market is doing much better than the other two. Why don't we plan a brainstorming session to generate a list of reasons why that market has a higher revenue-collection rate than the other two."

Mhede was not convinced. "I'm not sure," he said nervously, "I want to risk a group exercise so early. What if they don't come up with any ideas?"

Ola was reassuring. "I can't believe that would happen, but, if it does, we can shift the exercise to look for ways to increase revenue in all three markets. I think it's important to focus initially on their successes, and, it looks like that one market is being <u>very successful</u>."

Buying in, Mhede was quick to see other possibilities. "Maybe we could follow that brainstorming session with another where they list all the ways they could he more successful in all of the markets."

Ola quickly picked up on that idea. "From there, we have them start to do some action planning."

"Precisely," said Mhede, "and we...."

"Before we get carried away by our own enthusiasm," Ola warned, "let me interject a sour note of reality."

Coming down to earth a bit, Mhede asked, "What's that?"

Ola went onto express this concern: "Our original objective was to increase the officers' knowledge and skill in vendor contact and time management to the extent they can increase the number of daily collections by 20 percent within three months. If I were they, I should take exception to these statements, particularly the 20 percent increase."

Confused, Mhede asked Ola to explain. "Are you saying that we've jumped the gun on deciding what the problems are and how they can be solved?"

"In away," she replied. "Although you do have some pretty good data to suggest that this kind of training could help."

Both of them were quiet for a while, lost in their own thoughts. Mhede broke the silence. "I have an idea. Why don't we admit to them we had decided on this one objective (the one about skill training and vendor contacts) before the workshop started but would be willing to reconsider it based on their own discussions and action plans during the workshop."

"Sounds kind of risky," Ola responded, "but I think it might work."

Questions to reader

- Outline the advantages and disadvantages of being openly candid with the trainees, as suggested by Mhede.
- Given this apparent problem with the way the training objective was originally stated, what would you do to rectify the situation?

Commentary

Mhede and Ola have touched on some issues that are central to effective learning and good management practices, particularly with experienced employees. They have decided to ask the Finance Director or Town Clerk to provide a complete data base for use by the participants to plan within the workshop. Also highlighted is the importance of sharing information widely within an organization.

Secondly, by focusing on the successful market, they are recognizing good performance and rewarding those responsible.

Thirdly, Ola and Mhede, in their design, are recognizing the power of collective experience and wisdom. They are counting on the group, as a whole, being able to generate a list of recommended changes. This is not altogether based on faith. Mhede, in scanning the work environment as part of the training needs assessment, was assured that at least some officers were aware of changes that could improve the situation.

Fourthly, the two trainers realized, as they began to plan the training intervention, that one of their learning objectives was flawed, based on results of an action research/planning approach. If the trainers go ahead with the skill training they identified in the initial training objective as a desirable outcome, it <u>may</u> run counter to the officers' own assessment of needs or it may take precedence over an issue the officers believe is more important. An action research approach to training (using data from the training participants and their work environment as a basis for problem solving) is an excellent approach to training, particularly in-house training, such as Mhede and Ola are doing in Lunda, but it also permits participants to share the prerogatives of the trainers in making decisions and designing future learning events. On the positive side, many adult learning specialists advocate such power sharing, saying this is when <u>significant</u> <u>learning</u> really begins.

Finally, the initial training objective, which defined work-output quotas (e.g., 20 % increase in vendor contact within three months) should probably be set collaboratively or in consultation with those who have responsibility for meeting them. Setting objectives collaboratively can overcome resentment, build commitment and give those who are responsible for achieving specific work goals an opportunity to voice any concerns they might have about being able to meet them.

You may be saying to yourself, "I'm a trainer. I shouldn't be involved in these kinds of organizational and management problem-solving situations." One can defend this point of view. It fits with the traditional and, we might add, safe definition of the trainer's role. On the other hand, being safe and traditional has made the trainer a relatively unimportant participant in the development milieu that swirls about managers, organizations and countries in today's fast-moving world. Better to be seen as a useful meddler in management and development than as an onlooker who never gets to play in the game.

Perhaps we should return once again to Mhede and Ola and their struggles to design a training programme for Lunda City Council. As you can see, this training business can become very complicated if you take it seriously or if you decide you want <u>to make a difference</u> in how operating agencies carry out <u>their</u> roles and responsibilities in <u>your</u> society.

14 August, later in the day

Mhede and Ola decided to continue their action-research approach to design the first day of training as well. They didn't drop their plan to provide skill training in vendor contact and time management. They just decided to put it on the back burner for quick recovery, if and when it seemed appropriate. They also had a long discussion about the various roles and responsibilities of those who would be attending the workshop. Among other things, they realized the role issue might come up at the workshop, and they wanted to be prepared.

Ola said she had come across some training materials, not too long ago, on role clarification and would do research in this area, so they could be prepared. (Do you get the impression that Ola reads a lot and never throws anything away? Well, you're right. Most effective trainers behave this way.)

The librarian came around and reminded Ola and Mhede the library would be closing soon.

Ola said, "Before we leave, let's look at what we've come up with for the first day of training. Maybe, we could reflect on the model you recommended, Mhede. You know, the presenting-processing-application number."

"Okay," Mhede responded. "After we get all the opening details and formalities out of the way, we have the finance director or maybe the Town Clerk make a presentation on the status of the markets, with good, solid data on trends etc. Then we do a brainstorming session with them on why the best market is performing the way it is."

"I guess that's, processing the presentation or input, isn't it?" Ola asked. "Then, we get them into action planning. In other words, what do they think they can do to improve the operation of all the markets."

"Now that's application - pure and simple," Mhede observed.

"It may he pure," Ola thought to herself, "but it doesn't sound very simple. Let's just hope it works!"

Over the next few days, Mhede and Ola struggled with the conflict problem that existed between the city and the Vendors' Association and their members, and how they might address it through training. They were concerned about responding to the Town Clerk's initial reference to the need for community-development training. They reviewed GTI's programmes in this area and found them either too academic or oriented to the role of the social worker. The revenue officers, they reminded themselves, are hardly social workers. Ola and Mhede were confident the vendors didn't see the officers that way either.

Then, they remembered Ms. Olsen's offer to help them with the design of that particular session. They decided to get in touch with her.

Questions to reader

- The vendor issue is, obviously, a bit delicate for the trainers to get involved in. As a trainer, how would you handle this issue?
- At this point in the planning process, what are some tasks Mhede and Ola need to undertake to get ready for the implementation of the Lunda training programme?

6 September, early evening, on the bus to Kusumba

Turning to Mhede, Ola said, "I'm curious, Mhede. Why did you decide to use that old community centre for the training venue?"

"Location, for one thing," he replied, "it's located right in the middle of the biggest neighbourhood served by one of the markets where our trainees are working, and it's the right size and has the right kind of space."

"Aren't you overlooking something?" asked Ola. "No food service that I could see. How do you plan to feed the participants?"

Not hesitating a moment, Mhede answered: "That's part of the deal I worked out."

"What deal?" she asked.

"The Neighbourhood service Council," he explained, "has agreed to prepare tea breaks and lunches for our workshops if we fixed up the building."

Ola was not convinced. "Sounds like expensive lunches to me!"

"Not really," Mhede explained further. "I persuaded Ms. Olsen to cover those costs in our funding proposal. You see, the White Elephant Hotel was going to cost over $1000 more just for meeting space and food. When I realized we could fix up the Community Centre for less, I spoke to Ms. Olsen about it (reminding her, of course, that the centre would serve the neighbourhood long after our workshops were over). She agreed."

Still troubled about the community centre, Ola protested: "There's no furniture, Mhede. Are we going to sit on the floor?"

Mhede reassured his colleague, "Don't worry, Ola. I've taken care of that, too. The British Council's getting new furniture for their library and donating the old tables and chairs to the centre."

Ola was impressed. "Hey, Mhede, you're a real tough negotiator."

With all the humility he could muster, Mhede replied, "It's just part of being a good trainer."

Questions to reader

- Mhede's done something unusual in locating a venue for their training. Do you agree with him that "this is all part of being a good trainer?" Why?

Mhede and Ola were both upbeat and talked almost non-stop on the bus back to Kusumba that evening. They chatted about their meeting with the Town Clerk. They were in agreement that each workshop would be a day long, starting at 8 a.m. and ending about 5 p.m., with two tea breaks and an hour-long lunch. The workshops would be held on consecutive Tuesdays. This was the one day of the week when all three markets were at their lowest levels of activity. In addition, it meant any "field work" or assignments to be carried out after each workshop could he done during the next four days. Mhede had "pushed" the Town Clerk a bit to get his agreement that <u>all</u> participants would attend <u>all</u> sessions, and <u>all</u> day long! Mhede was aware that in-house training programmes tend to suffer when some participants decide to carry on business as usual, taking phone calls, seeing visitors, etc. Nothing demeans a training experience more than having some participants treat it as a nuisance or an interruption. It's better not to have these individuals in the programme at all than available only part time, particularly when the training involves the potential for making decisions and solving workplace problems, as expected with the Lunda programme.

They also talked further about the venue.

"Do you think," asked Ola, "we'll have enough room, Mhede, to do our training in that centre?"

"Should be fine," he replied. "At most, we'll have no more than 35-40 participants and, then, only at the final workshop when the market vendors join us. It looks like we can get a square conference table arrangement in the big room without any problem, putting 10 to a side."

"I see what you mean," Ola said. "And, we have those two small rooms in the back for breakout groups. When it's painted, it should be light and cheery in the big room, particularly with those windows on the east and west sides, and there's that long wall in the front of the building where we can tape up newsprint. If there is anything I dislike, it's getting stuck with a training room where you can't put up newsprint."

"I agree," Mhede hastened to say. He added, "The only possible problem we might run into will be room for the tea breaks and lunches. Don't want them interfering with the training, but the council representative assured me they can serve on the verandah."

"Incidentally," said Ola, "I overheard one of the women with the Neighbourhood Council say she is active in the Vendors' Association. That shouldn't hurt us any when we hold the third workshop."

Mhede agreed. "Precisely. That's another reason why I decided to persuade Ms. Olsen to help us carry out some renovations on the centre."

"Sounds to me like a win-win situation," said Ola. "We get a training venue, and they get their centre renovated."

One of the first things Ola and Mhede did upon their return to GTI was draft a funding proposal for the principal's review and SIAA's consideration.

FUNDING PROPOSAL FOR A SERIES OF MARKET MANAGEMENT WORKSHOPS TO BE CONDUCTED FOR THE CITY COUNCIL OF LUNDA BY THE GOVERNMENT TRAINING INSTITUTE, KUSUMBA SEPTEMBER-OCTOBER, 1990 KANGAMI COMMUNITY CENTRE, LUNDA

Proposal overview

The Government Training Institute, Kusumba, and the City of Lunda plan to conduct a series of one day, in-service management-development workshops, for approximately 24 market masters and revenue officers. These workshops are part of a larger effort to upgrade the municipal markets and their operations in three low-income areas of the city. The workshops are designed to address three interrelated concerns influencing the overall effectiveness of these markets. These include revenue generation; internal records management; and the city's relationship with the Market Vendors' Association and its members.

Venue

The workshops will be held at the Kangami Community Centre, located in the heart of the largest low-income area of the City. The Centre is also adjacent to one of the city markets where over 40 per cent of the training participants work.

Dates

The workshops are scheduled for three consecutive Tuesdays, 25 September and 2 and 9 October. An additional workshop is anticipated but not designed at this time. The design of the fourth workshop will be based on agreement between GTI and the city as determined by needs identified during the first three workshops. The length and timing of the workshops are based on three needs and concerns:

(a) To conduct the workshops in a manner that would not disrupt the participants' daily work routines any more than necessary

(b) To coincide with the time of the week when the markets are least busy, and

(c) To give participants opportunities to practice what they have learned in one workshop and discuss it in a subsequent one, and to collect data for upcoming workshops.

Times

The workshops will be conducted from 0800-1700 hours with two 30 minute tea breaks at l000 and 1500 hours. Lunch will be served at the Community Centre from 1230 to 1330 hours.

Workshop staff

The teaching faculty for the workshop will include:

Mr. Mhede Ochra, Lecturer, Department of Local Government, Government Training Institute, Kusumba,

Ms. Ola Mabuza, Lecturer, Department of Local Government, Government Training Institute, Kusumba.

Proposed workshop design

As stated earlier, the training programme is scheduled over three consecutive weeks. It includes one-day workshops preceded and followed by task-oriented field assignments designed to reinforce classroom activities and learnings. The objectives of the workshop are based on a training needs assessment carried out by GTI staff in collaboration with city officials in Lunda. The workshop outcomes are intended to impact directly on the overall operation of three of Lunda's municipal markets.

The following is a brief outline of the three workshops based on the objectives stated for each.

Workshop I
MARKET-REVENUE GENERATION

Workshop objectives

The workshop objectives are

1. To increase participant knowledge of overall market operations and their impact on City finances
2. To develop an action plan for increasing market revenues within a specific period of time*
    * These objectives are slightly different from those originally stated, based on further discussion and design considerations.

Programme

0800: Registration
Welcome by Town Clerk
Introductions
Expectations of staff and participants

0900: Presentation by Finance Director on status of municipal markets and their operations

1000: Tea break

1100: Brainstorming Exercise: To list reasons why Kilifi Market has the highest revenue generation rate among the three markets

Discussion and follow-up brainstorming on ways to improve revenue at all three markets

Group exercise to select the 5 to 10 most important options (ideas) that would boost revenues, if implemented. Selection to be based on: (a) potential for generating additional revenue; and (b) feasibility of carrying them out successfully

1230: Lunch

1400: Lecturette/demonstration on force-field analysis for problem solving

1430: Form small groups to do force field analysis and action planning on top options for generating additional market revenues

1500: Tea break

1530: Work groups continue on task assignment

1600: Small groups report on findings and recommendations

Plenary discussion with Finance Director and other relevant officials

Critique of day's activities and task assignments for follow-up workshop

This workshop will probably run beyond 1700 hours. Participants should be notified of this possibility prior to the workshop and compensated by the city in accordance with its overtime policy.

WORKSHOP II
REVENUE-REPORT WRITING

Workshop Objectives

The workshop objectives are

1. To determine each participant's skill level in completing market-revenue reports.
2. To develop a list of actions that could be taken by the city to improve the quality of revenue reports

Programme

0800: Warm-up activity: review of efforts undertaken since last workshop

0830: Individual Task: Participants complete revenue report based on actual data from various markets (to be completed in duplicate)

0900: Small-group Exercise: Discussion of report writing task and development of a list of problems experienced in completing reports

1000: Tea break

1030: Plenary Session: Work groups report lists of problems/constraints

Lists are consolidated and priorities put on problems to be solved

Guided discussion of actions that can be taken to improve the quality of revenue reports

1230: Lunch

1330: Plenary Session (with Finance Director)

Group spokespersons report their findings and recommendations to Finance Director

Detailed discussion of recommendations

Action planning

1500: Tea break

1600: Plenary Session: Discussion of follow-up activities to be implemented prior to next workshop and critique of day's activities

[GTI trainers, as follow-up, would critique each officer's revenue report (those prepared in morning work session) and determine level of competence of each officer *vis-a-vis* the task. They would then decide if any skill training is required, who specifically needs it, and how the training could be planned and delivered. They would report this information to the Town Clerk and Finance Director with recommendations.]

WORKSHOP III
CONFLICT RESOLUTION: BUILDING BRIDGES BETWEEN THE MARKET VENDORS' ASSOCIATION AND THE CITY

(workshop will include market vendors representing the Association in addition to the regular workshop participants from the city)

Workshop Objectives

The workshop objectives are

1 . To increase participant knowledge of: community development and the advantages of public-private cooperation, and of what city staff members and Vendor Association representatives think about one another in connection with the operation of the city markets.
2. To develop options for resolving the conflict that exists between city officers and vendors

Programme

0800: Welcome to the market vendors

Introduction of staff and participants

Review of workshop objectives and training design

0900: Short Lecturette/Discussion: Community development and the advantages of public-private collaboration

0930: Briefing of officers and vendors on workshop tasks to be completed

1000: Tea break

1030: City officers and market vendors meet in separate groups to prepare two lists: (a) issues they believe adversely affect the city-vendor relationship; and (b) issues they think the other group believes adversely affect their relationship

1130: Plenary Session: Each group reports on its list of issues and takes questions for clarification. These reports are followed by a general discussion

1230: Lunch

1330: Plenary Session: A guided group discussion to identify issues (conflicts) that are keeping these two groups from working effectively with each other

1430: City officers and vendors work separately to identify options to overcome the top three to five conflicts

1500: Tea break

1530: Plenary Session: Each group reports out. Lists are compared for agreement and disagreement. Action steps are formulated on issues where there is agreement. On issues of disagreement, the group decides how to continue a processor mutual problem solving

1700: Workshop summary and evaluation

Discussion: Where do we go from here?

WORKSHOP IV
SKILL-DEVELOPMENT SESSIONS BASED ON NEEDS IDENTIFIED DURING FIRST THREE WORKSHOPS

(to be planned and scheduled later)

The action learning process, which characterizes the workshops outlined above, will undoubtedly identify specific skill training needs which would be addressed through this additional workshop. For example, Workshop 11 (Report Writing) may identify several officers who are deficient in basic mathematical skills, which makes it difficult for them to carry out simple reporting tasks. Workshop IV would be designed to respond to these needs.

Proposed budget for workshop series

Direct Personnel Costs	
Professional Staff:	
1.5 person months: Training Design	
1.0 person month: Training Delivery	
@ 9000 Shillings/mo --------------------------------------	SH 22,500.00
Support Staff:	
1.0 person month @ 3000/mo---------------------------	SH 3,000.00
Subtotal---	SH 25,500.00
Travel and Per Diem for Training Staff	
12 round trips: Kusumba-Lunda 450 SH/trip--------	SH 5,400.00
20 days per diem @ SH 225/day -----------------------	SH 4,500.00
Subtotal---	SH 9,900.00
Participant Costs	
Facilities and Meals* -------------------------------------	SH 30,000.00
Training Materials 24 x SH 150- ------------------------	SH 3,600.00
Subtotal --	SH 33,600.00
TOTAL - ----- - --- - ------ - ------ - ------ - ------	**SH 69,000.00**
Administrative Overhead	
@ 23.5% of Total --	SH 16,215.00
GRAND TOTAL. --------- ---- --	**SH 85,215.00****

Budget Notes

* The cost of facilities and meals to conduct the workshops has been determined by requesting funds equal to the quotation received from the only suitable private facility in Lunda. The equivalent will be used to renovate the Kangami Community Centre. In return for this investment, the local Neighbourhood Council has agreed to provide all meals and tea breaks during the workshops.

* * The proposed programme will provide 112 person days of training at an average of SH 760/day. The total budget is about 60 per cent of the funds originally set aside by the Donor for possible support of this project.

Questions to reader

- If you were Mhede and Ola, would you feel confident about returning to Lunda to conduct this series of workshops? Why? Be specific in your responses.
- What else, if anything, would you have done to prepare for training implementation?

Commentary
The time between training design and delivery is important. Let's face it, all phases of the training cycle are important. Training is an interrelated system of events that depend upon a myriad of efforts if the final product is to be satisfactory. Pre-delivery, post-design tasks, more often than not, require nailing down details on the training venue; training equipment requirements; physical structuring of the training environment; agreement on dates and training times; instructional materials, including readings; lodging and meals; tea breaks for participants and staff; protocol on opening and closing sessions; and, perhaps, a dozen more details. Here is a brief look at some of the important details.

Mhede, in the case study, selected an unusual venue for the training. We've used this scenario to demonstrate the importance of being creative, maximizing the various resource opportunities that are often available to the trainer. Too often, we see our own institution as the only viable option for training, but moving the training close to the client is important, if time or travel costs are a factor, and this often means finding an alternative venue. It also provides access to the client's work environment, which is important if the training has any kind of action research focus.

If your country has a sizeable tourist industry which is seasonal. you may want to consider negotiating competitive rates for the use of tourist facilities. Training venues are an important and integral variable in the training business. Be creative in determining where you will conduct your training. If there are opportunities to support the training client or its community, as presented in the case study, do it. The dividends go beyond the classroom value of the investment.

Ensuring that the physical environment (where the training will take place) is supportive of your training programme and objectives is an integral part of the venue-selection process. Are there enough rooms or space available to meet your needs? Is it well lighted, properly ventilated, away from sources of outside noise and traffic? Can you move the furniture around? Is the furniture (chairs and tables) the kind that can be re-configured in various shapes and sizes? What about wall space to hang newsprint? Space for tea breaks? Outlets to plug in training equipment? Basic training equipment, such as easels and overhead projectors? In fact, it's a good idea to develop a list of questions to ask when you are negotiating for the training venue.

Some of the essential post-design, pre-delivery details are between you and the client. If the training is in the client's territory, you will want to know if there are expectations regarding opening and closing sessions. For example, will the Mayor or some other local official want to be involved? Does the Town Clerk or some of his department heads expect to give a presentation? Are there holidays or other events that might interfere with the training schedule? For example, is the President or some minister scheduled to visit the community on the same day you plan to open the programme, with all the trainees expected to be available for that visit?

It is impossible to list all the details that must be attended to as you get ready to carry out a programme. If you're like us, you will find it helpful to make a list and to add to it as you think of new items needing your attention. Don't leave anything to chance. There is a management law (of sorts) that says, **if anything can go wrong, it will,** and, in our experiences with training, it does!

5. TRAINING IMPLEMENTATION

Case study
24 September, 6:30 pm, Kangami Community Centre

The last training participant finally left the centre. Mhede, Ola and Akawe Kaabwe sat down to review the day's training events.

"Why is it," asked Ola, 'that the first day of training never gets started on time?"

"I'm not sure," Mhede responded, "but it always seems to happen. Maybe, they're testing our resolve to stay on schedule?" Mhede turns to the senior market master and asks, "Akawe, how do you think it went?"

Appearing pleased and a bit surprised, Akawe responded: "Not bad, although I thought the first small group exercise, the one on why the Kilifi Market had the highest revenue collections, did not start out well."

"I agree with you," said Mhede. "On the other hand, Ola, I thought you handled it well when you realized there was resistance to doing a small group exercise so soon."

"Well, I hope you didn't mind my changing the design on the spot?" asked Ola cautiously.

'No, not at all," Mhede replied. "The trainer in charge needs the freedom to do whatever is necessary to get the group back on track. No problem, Ola. It was a good move."

Akawe was quick to add this observation. "Frankly, I was surprised at the number of ideas our officers had on improving revenues.

To which Ola added, "Not only that, but they had definite ideas on how to put them into operation."

"Ya," said Mhede. "I think they shocked the finance director as well, with their recommendations."

The three went on to discuss the conflict that started to arise between the market masters and the revenue officers. Mhede found it necessary to step in and help the two groups communicate with each other in a constructive style. He talked about active listening and gave them a few ideas on how to give constructive feedback in a caring way.

There were a number of recommendations made by the group that required approval by senior officials. The trainers helped them divide their list of recommendations into those they could do something about without the approval of others and those that needed to be referred to their superiors.

On the first list, Mhede was successful in getting the group to identify a number of tasks that they could carryout before the next workshop and to assign responsibility for these tasks to specific officers. These officers were expected to report back on their results at the next workshop.

It was getting late, and askari asked if they could leave so he could lock the community centre.

Said Ola: "Could you give us just a few more minutes, Rafiki?"

To that, askari replied, "Hakuna matata"

Mhede offered a suggestion as they were preparing to leave. "Before we leave, Ola, I think we should review next weeks training session and put together a list of things we need to do to follow-up on this one."

"I agree," Ola responded," and we must not forget the request for skill training on time management. Looks, like that will have to be scheduled for week four."

Commentary

The success of training implementation depends, in large measure, on what happens before the trainer begins to conduct the training. In other words, has there been effective assessment of the client's training needs; a clear articulation of outcomes (objectives); and a design that will achieve the learning objectives, based on the training recipients and their needs.

Successful implementation also depends on the trainer's ability to determine what is happening in the training sessions as they unfold. For example, Mhede and Ola apparently ran into some resistance to a small-group task they had planned to use. These things happen, particularly if experiential designs are being used.

As trainers, we need to be able to: (a) recognize when the training is not going as 'designed"; (b) think about why it isn't (often, on our feet, in front of them); (c) consider alternative strategies to help our participants learn what it is we want them to learn; and (d) take whatever risks are involved in responding to situations that are different from what we thought they would be at the time we designed the training event.

In most cases, the risks are minimal or non-existent. Don't hesitate to admit to the participants that what you had planned doesn't seem to be working and you want to try something else. Many times, they will also have ideas about what approach might be taken. An experiential design adds a new element or catalytic agent to the training event (i.e., the participants' experiences, needs, concerns, expectations and ideas). While experiential designing enriches the quality of learning, it also adds an element of the unexpected. The effective trainer is one who "grows with the flow," taking advantage of what is happening in the classroom that was not anticipated or planned.

One way to grow with the flow is to be aware of the flow and to have a few alternative training tools in your kit that can be substituted easily and quickly. They should be ones you have confidence in and experience with. Otherwise, you may not feel comfortable in substituting them for what has been planned.

Group processes or group dynamics are another factor to be taken into consideration as you implement training. Earlier examples, such as resistance to a small group task, are manifestations of "group dynamics." There are many more. Influence, power, participation, relationships, and functions, that individuals tend to assume in groups, are just a few of the "dynamic" aspects of group behaviour that will challenge your ability as a learning facilitator to keep one step ahead of your training participants.

Finally, stay on schedule to the extent you can. Yes, we know this seems contradictory to the I$ stay flexible" counsel just given. While flexibility or willingness to alter designs to meet participant learning needs will often throw your schedule off, you also need to determine how you will either shorten or lengthen immediate events to get back on schedule. Don't be a slave to your schedule. On the other hand, don't ignore it. By announcing a schedule at the beginning of any training session, you have defined expectations; expectations about when you will begin, when tea breaks will come during the day, and when you will complete your training sessions. If there are necessary changes required, it is best to share these with the trainees as early as possible and to gain agreement on the changes.

We could go on at great length about the rich experiences you will undoubtedly encounter in implementing experiential training designs, but discussion is no substitute for experience. We suggest you throw yourself headlong into these learning opportunities with the ability to keep part of your awareness detached and looking over your own shoulder, ready to communicate what is happening and why. Become a voyeur to your own experience.

6. EVALUATION

Questions to reader

- Given the scenario we have been following in Lunda, what would you have done regarding evaluation?
- How would you evaluate the impact of the training that is being conducted in Lunda, based on the scenario?

25 September, 0900, Mhede's office

Mhede and Ola, when they met the next morning to review the first day of training again, realized they had not given much thought to how they were going to evaluate the overall effort. They had asked the usual "happiness" questions of the participants at the end of the day, but that wasn't going to satisfy either their boss, the principal, or the funding agency.

"Why don't we use GTI's standard course evaluation form?" suggested Ola.

"We could, "Mhede replied. "But I'm not sure it will give us the kind of information we want. Besides, this course is already a lot different from those we conduct on campus. I'm just not sure it fits."

Ola was not convinced. "What's so different, Mhede, that we have to come up with a new format?"

"For one thing," Mhede explained, "there wag a lot more interaction by the participants. Do you realize, we didn't spend more than, maybe, a half an hour in front of the group? Here at GTI we'd be at the lectern most of the day."

Reflecting for a minute, Ola replied, "Guess you're right, Mhede."

Mhede continued. "The biggest difference is how we figure out whether the course makes any difference. With the long course we're conducting, we test the students. Can you imaging trying to test these revenue officers? They'd have us run out of town."

"Right again, Mhede, "Ola said, "but how do we figure out whether they've learned anything or not?"

Mhede paused, lost in thought. "Well, I guess we try to determine if they are behaving differently once the workshops are over."

"Okay, I think I see where you're going," said Ola. "You mean, whether the training has any impact on the job?"

"Ya," said Mhede. "That's it, Ola. Impact on the job."

"Wow!" Ola exclaimed. "That's not going to be easy."

Ola and Mhede have just stumbled on to one of the great challenges of the training world - one which often gets left unattended when training is designed and delivered - impact evaluation.

Some say there has been no learning until new knowledge or skills are put to use. It is a variation on the philosophical question: 'if a tree falls deep in the forest, and no one hears, does it make any noise?"

Mhede and Ola tackled the workshop evaluation responsibility first. <u>Did they, the trainers, do what they said they were going to do, and how well did they do it?</u> They made a checklist of what they wanted to evaluate, course content, training process, quality of instruction, facilities, printed materials, use of training aids, and logistical support.

Here is a copy of the evaluation form they designed for the first workshop. They decided to administer it to the participants at the beginning of the second workshop.

Workshop evaluation

1. Name of workshop: Market-revenue generation

2. Job responsibility (check one): Market master ________ Asst. market master ______
Revenue officer _______ Other _________________
(please specify)

3. To what extent were the following workshop objectives achieved. Check the response closest to your opinion.
   a. Increased knowledge about market operations and finance.
      1 2 3 4 5
      Not at all Somewhat To a great extent

   b. Identification of additional ways to increase revenue generation.
      1 2 3 4 5
      Not at all Somewhat To a great extent

   c. Development of an action plan for revenue generation.
      1 2 3 4 5
      Not at all Somewhat To a great extent

4. To what extent were the workshop expectations, requirements, and objectives made clear?
      1 2 3 4 5
      Not at all Somewhat To a great extent

5. How relevant was the workshop to your job responsibilities?
      1 2 3 4 5
      Not at all Somewhat To a great extent

6. How useful will workshop learning be in carrying out your job responsibilities?
      1 2 3 4 5
      Not at all Somewhat To a great extent

7. On the following aspects of the workshop, check the response closest to your opinion.	Strongly disagree	Disagree	Unsure	Agree	Strongly Agree
a. The subjects were thoroughly covered					
b. The training events were well designed					
c. The training approach encouraged participant learning					
d. Participation was encouraged					
e. Differences of opinion were tolerated					
f. Enough time was allocated to perform all the assigned tasks					
g. The course contributed to your Human knowledge					
h. Good use was made of training in aids					
i. A variety of instructional methods were used					
j. The instructors were helpful					
k. The classroom was comfortable					
1. The workshop involved a manageable number of students					
m. Meals and tea breaks were satisfactory					

8. What did you like most about the workshop?

____

9. What did you like least?

---

10. Other comments?

Questions to reader

- Critique their workshop evaluation design. What are its strengths? What would you do differently?
- How would you evaluate the impact of their training over the next year or so? Be specific?

After designing the evaluation form for the first workshop, Ola and Mhede turned their attention to the concern of measuring the impact of the training programme on the participants' performance on the job.

Ola expressed some initial reservations about measuring impact. "This task is going to be tougher."

"Maybe not." Mhede was confident." After all, we tried to think of impact when we wrote our training objectives."

"That's right." Ola was getting into the swing of it. "One of our overall goals was to help the city increase market revenue by 20 percent in six months."

"That's a good goal, but..." Mhede observed a problem, "how will we know it was the training that achieved it?"

"Yes," Ola agreed. "There could be a whole bunch of factors involved - not just training."

"We did," Mhede recalled, "think about these problems when we were writing the objectives. For example, we decided that we could help the revenue officers increase their number of collections by improving their skills in time management. That should be pretty easy to measure once they're back on the job."

"Of course", Ola added. "The percentage of revenue reports accepted by the finance director is another measurable impact."

"Another thing", Mhede pointed out. 'We might have difficulty in determining the difference in the relationship between the vendors and the city as a result of the third workshop."

"At least," Ola replied. "We should be able to get a feel for the impact of the training by interviewing both sides sometime in the future."

Mhede and Ola were satisfied they would he able to determine, at least, to some extent, what impact the training was having on the performance of the participants once they were back on the job. They reassured themselves that their efforts to move in this direction far outstripped the normal behaviour of their colleagues and, probably, most training institutions in the region.

Several months later, Town Clerk’s office

“Let me tell you,” the Town Clerk went on to say, “I'm still excited about what you two did with the market masters and revenue officers in that short training programme.”

“That’s nice to hear,” Ola and Mhede responded in unison.

“Why, our revenues are up 33 per cent since the last workshop, and I haven't heard a complaint in months about those terrible revenue reports,” and you know how finicky Obed is about his records.”

Probing further, Mhede asked: “How are you and your staff getting along with the vendors?”

Moses was enthusiastic in his reply. “Great! That workshop with those women really cleared the air. The best part is we've worked out an arrangement with them to manage the maintenance of the markets. Turns out, they do it more cheaply and efficiently than we could with city employees. You know, the training really was a good investment.”

As an after thought, Moses mumbled (mostly to himself), “Thought I'd never say that about training.”

Ola and Mhede just looked at each other and smiled.

Commentary

Mhede and Ola slipped a bit when it came to training evaluation. Evaluation is one of those tasks we should think about right from the beginning of needs assessment. We should be asking ourselves, “If this is a training need, how will I know when it is met. What difference has it made in the overall performance of the individual or organization?” These questions, if kept in mind, will help frame each step in the training cycle process.

As suggested in the case study, training evaluation is two-f old. We need to know **how well we did** during the training and **whether we did what we said we were going to do**, and we need to know **whether the training made any difference in the performance of the participants and their organization.** Bottom line stuff. As for providing you with a blueprint or format for impact evaluation, it's almost impossible to do. Every work situation is different. The answer to impact evaluation is in the responses you get when you determine performance discrepancies. Eliminate them and you have training impact. Simple? Well, probably not quite so simple, but you get the picture.

We hope you have enjoyed the Lunda journey as much as we have. Training is pretty complex, isn't it? We could have written 1,000 pages about the involvement of Mhede and Ola in this small training request and response. We suspect you're saying - "You left a lot out." We agree, but we also think we've included enough so you can fill in the blanks. That's what being a good training designer is all about - filling in the blanks.

So, get out there, design your own training programme, implement it and don't miss the personal satisfaction of finding out what the impact has been when your participants applied what they have learned, back on the job.

PART II
THE TRAINER’S TOOL KIT
INTRODUCTION

To look is one thing. To see what you look at is another. To understand what you see is a third. To learn from what you understand is still something else. But to act on what you learn is all that really matters.
-- Michael LeBoeuf

One of the lessons learned from the saga of Mhede and Ola is that good training doesn't just happen. It's carefully designed. When we speak of designing training, we mean deciding on the learning resources we intend to use and how we intend to use them to reach our training goals. Sounds easy, doesn't it? Well, maybe. But consider this. It took Mhede and Ola the first 60+ pages of this guide to develop and execute a successful training design. What would you have done had you been in their sandals?

Our purpose in Part II of this guide is to introduce you to some of the learning resources you can rely on to meet your own training goals. What do we mean by learning resources? Imagine you are a carpenter who has just been hired to build a house for an important client. Like Mhede after his first conversation with the Town Clerk of Lunda, you are excited. “A house to build. A ‘big’ house too,” you say. “That's great!” However, in a little while, the initial flush of excitement is replaced by something else - doubt and uncertainty. Maybe you've never built a 'big' house before. Where do you start? What materials do you need? What tools? Shouldn't you have a set of plans before ordering anything? What does the client mean by a ‘big’ house, anyway?

So, what do carpenters and big houses have to do with training? Just this. You might think of the house in our story as a training programme - a "big" training programme. Likewise, you might think of the resources you need as tools - the tools a carpenter might need for a house building task. Now you're beginning to understand why we decided to name Part II of the guide, “The Trainer's Tool Kit.”

There are so many tools available to trainers these days that it was hard to know what to include and what to leave out of our tool kit. We have chosen some of the time-honoured techniques used by trainers the world over. We have included a few favourites of our own as well.

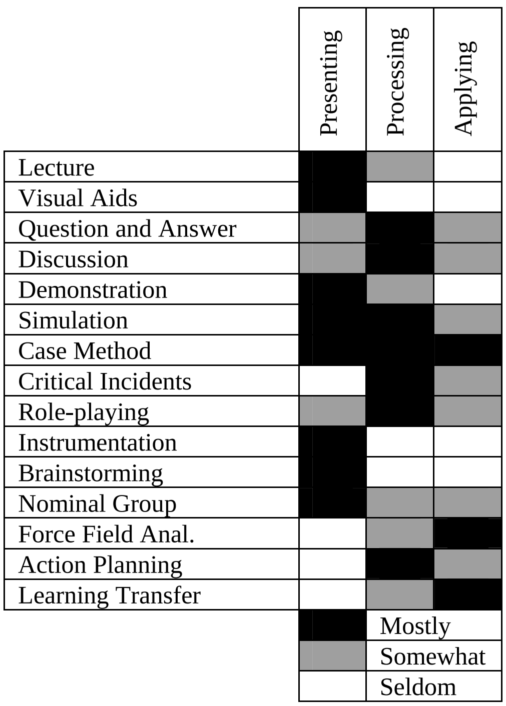
Our tool kit is easy to use. Each tool is explained in detail. In many cases, the explanation is followed with a practical demonstration or example of the tools as we or others have used them to enrich a training programme. One caution! While all of these tools are believed to have value in facilitating learning anywhere in the world, the specific examples we have used to explain them may not have. Given this possibility, you should consider our examples as guidelines for making up tools of your own-tools that will be understood and accepted easily by the people who will be attending your programmes.

Before you open the tool kit, we want to share some of our assumptions about adult learning and how these assumptions relate to the tools in the box. You may recall from the case study in Part I that we subscribe to the idea that learning is a multi-staged process that begins when someone is exposed to a new idea and ends when the idea is internalized and put to use in the form of a new skill or behaviour. The first step or "presenting" involves conveying or generating new information through lectures, discussions, demonstrations, brainstorming and the like. If the process stopped at this point, however, training would be little more than fun and games.

Next, participants engage in "processing" or reflecting on and practicing with new ideas in the relatively safe training environment. Role-playing, the case method, critical incident analysis and other techniques can help people think about and become intellectually committed to new ways of thinking and doing things. However, even this is not enough to bring about real learning. If training is going to transfer from the training environment to a participant's daily work routines steps must be taken while participants are still in training, to help them think about and plan for the application of what they have been learning. Force-field analysis, learning contracts and application checklists can help with this important transition phase.

On the next page you will find a diagram. The 15 learning tools presented in the tool kit are listed on the diagram in relation to the three stages of learning described above: presenting, processing, and applying. Each of the tools is classified according to which stage it supports (a) mostly, (b) somewhat and (c) seldom.

It is time to open the tool kit. May it serve you well, and - good training to you.



Think as the wise men do, but speak as the common people do
- Aristotle

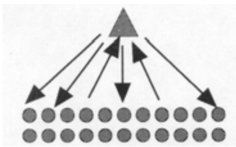
THE LECTURE

The lecture is a presentation made by an instructor to furnish information needed by a group to carry out task-relevant activities. Lectures are used to convey concepts and subject-matter details and to stimulate critical thinking. Used correctly in conjunction with other learning methods, lectures can get people informed, involved and comfortable with learning new things. When used as the sole or principal learning technique, however, the lecture is generally ineffective compared with other methods.

Lectures can produce an "I talk, you listen" expectation between teacher and participants. As students in school, we all learned what its like to be "lectured" to. When we think of the lecture, what comes to mind for most of us is a teacher we had as children in school, up there at the front of the room, speaking at length on a subject, gesturing and, perhaps, making notes on a chalkboard, while we listened patiently and took notes feverishly on everything being said. When exposed to the lecture method again as adults, we are likely to behave the way we did as children in school - mostly passive and apathetic.

It is hard to imagine that any trainer wants passive and apathetic participants. Yet, that is the inevitable result of using the lecture as the principal teaching technique. What is the alternative? It's not to use the lecture as an end in itself as many teachers do. Rather, the alternative is to use the lecture to support other planned activities that can stimulate participants to be actively involved in the learning process.

Lectures are more than just a way of presenting information. They can be used at the start of a programme to establish the working climate for a group, promote interest in learning and reduce participant anxiety. They may be used at any point to stimulate task-related thinking, to introduce skill practice exercises, to prevent misunderstanding or to test progress. Finally, lectures may be used at the conclusion of training to summarize important learnings and to encourage learning transfer.



The pattern of interaction between the trainer using the lecture method and participants at a training programme is shown in the diagram (on page 93).

In other words, the lecture is a dynamic and versatile method in the hands of a trainer who knows how to use it in an effective, participant-centred way. Effective, participant-centred lectures have three characteristics in common. First, they take into account the amount of information on a subject that a group of participants can absorb and retain at one time; secondly, they are structured appropriately for their intended purpose; and, thirdly, they employ a variety of techniques to engage participants actively in the process of learning.

One idea at a time

People have limited short-term memories; that is, they can only absorb so much information at one time before reaching saturation. Delivering information is like pouring liquid through a funnel. If we pour too fast, the liquid will spill over the sides of the funnel, but, if we pour more slowly, we can prevent spillage, or we can stop from time to time to allow the liquid to drain before we continue. Funnels and lecturettes have much in common. If the trainer's objective is to achieve better performance on the job, participants must be given a chance to absorb one thing thoroughly (understand how it works, practice using it, make plans to apply it) before more information is delivered.

Another consideration in the delivery of information is the use of repetition to enhance participant retention of important points. According to Albert Mehrabian, when people are exposed to an idea onetime, they retain 10 percent or less of it after 30 days. Yet when exposed to the same idea six times, with reinforcement at intervals, their retention rate is 90 percent after 30 days. The implications for trainers is to design lecturettes that repeat key points many times following this familiar rule of learning reinforcement:

“first, you tell 'em what you're gonna tell 'em,
you tell 'em;
and then, you tell 'em
what you told 'em.”

The principal message: it is better to design a lecturette that will insure the mastery and job application of just one new skill than to cover 10 skills superficially and see no result.

A three-part structure

Lecturettes are by necessity brief and to the point. They limit the information to be presented to one or a couple of related points. Their structure consists of a provocative beginning, a convincing middle and a strong ending.

A provocative beginning to a lecturette creates interest and a desire to learn more about the subject under discussion. It is incumbent on the trainer to answer the inevitable question in the mind of every participant, “What's in it for me to learn this material?” This question can be answered with a brief review of: (a) what the participants are being asked to learn, (b) why learning it is worthwhile and personally valuable; (c) how learning it will help them reach an important goal or overcome a major obstacle, and (d) how the activities in which they will engage will help them learn it.

Sometimes a provocative statement can be used to focus attention on the subject of a lecturette. One of the authors once began a lecturette on high-impact writing with this statement. "There are four reasons a writer ought to have his hand cut off." This usually gets the attention of participants. No one seriously believes that anything would justify cutting off someone's hand, but the comment gets attention and creates readiness to hear what comes next.

A convincing middle to a lecturette supports the central idea introduced at the beginning. This is the "meat" of the presentation-the substance that gives participants the basis for beginning the process of skill development or behavioural change. The most important thing to keep in mind when presenting information is the KISS principle: "Keep it simple and specific." That means using words with which participants are familiar and avoiding ambiguous words, terms and statements that could reduce the credibility of the lecturette.

Beyond being simple and specific, there are other techniques the trainer can use to advance a central idea in a logical and persuasive way. One is to use examples or representative instances of a situation to prove or clarify a general statement. Another is to state facts which are statements about future or past conditions that can be verified by third parties or direct observation. Still another is to quote from authorities-reliable, recognized sources other than the trainer-to support a point. Statistics are a convincing way to express factual relationships in numerical terms. Anecdotes often are used as colourful illustrations of a point to be made.

The lecturette can be used in close association with many other training methods described in the tool kit. Encouraging participants to collect their thoughts and develop questions can serve as an effective review and clear up misunderstandings. Use of media, such as flip charts, overheads and. films, can introduce some variety to a lecturette and improve participant understanding and information retention. Having participants read and react to handout materials related to the subject can provoke discussions with enormous learning value.

The closing to a lecturette reinforces key points and suggests how participants might use them to improve back-home performance. This is a good point in a lecturette to stop and ask participants to share, either individually or through small group discussion, the ideas they have picked up. The closing serves as a review, provides feedback on whether or not key points have been assimilated, and acts as a transition to the next activity.

For example, the trainer lecturing on how to close a lecturette might conclude this way:

“The closing to a lecturette is important to building retention and ensuring on-the-job application of new skills. You've experienced it here. You've learned several valuable tools you can use to close your own lecturettes. You can improve the quality of your own lecturettes if you'll just apply the techniques we have been discussing here.”

Getting people into the act

Many trainers see their role as information deliverers and not learning facilitators. Getting the message across is the main thing. These trainers often argue against participant involvement because they fear it will lessen their control over the training process. In fact, it is sometimes argued that time is too short and that there is too much material to cover to allow participation.

What is the trainer's task? Is it simply to cover the material, or is it to enable participants to perform on the job? It has been said that people will tend to support what they help to create. Applied to training, participants can be expected to accept something and believe in it, if they have been given an opportunity to talk about it and try it out first-hand for themselves. This does not happen just by hearing the trainer talk about it. Acceptance and belief require first hand involvement experiential learning. The trainer must function not only as a presenter of content but as a catalyst for significant participant involvement in the learning process.

There are several ways a trainer can use the lecturette at the start of a programme to get a group of participants involved in their own learning. One way is to have them identify their expectations for the programme by completing statements like,

“the best thing that could happen for me as a result of my participation in this programme is …”

Another is to have participants identify personally with the subject of the lecturette by completing a sentence about it. They might be asked, for example, concerning a programme on stress management:

“Stress is …”

Still other experiential techniques might be used by a trainer in conjunction with lecturettes at any point in a training programme. One is to have participants think of and discuss situations which they know about or have experienced personally to illustrate a statement like this one:

“ A manager may be required to use different styles with different employees.”

Another technique a trainer might use in a lecturette is to have participants say in their own words what they heard the trainer say about a subject. For example, the trainer might ask a question:

"How can communication reduce stress?"

The trainer would then supply the answer. This would be followed by appropriate follow-up questions that participants would be expected to answer.

The trainer might embellish a lecturette with other participant-involving techniques. One is to have participants interview one another on a particular topic or point from the lecturette and report their findings and/or conclusions. Another is to give participants handout materials that review and summarize the key points covered in a lecturette.

Experiential techniques can be useful to the trainer in closing a programme. These might include having participants develop a list of questions about something covered in a lecturette, and then, working in small groups, having them prepare some questions to ask the trainer. Also, the trainer might ask participants to make a personal commitment to themselves or to another member of the group to begin using a new skill or behaviour discussed in a lecturette on returning to the work environment. Examples of other techniques for back-home application of learning are presented elsewhere in the tool kit.

Summary
The lecturette is the most important method available to a trainer to convey information and ideas to a group of participants. Successful lecturettes are carefully planned with three considerations in mind. First, they are brief, focused on a few key ideas and paced to deliver information in "bite sized" chunks. Secondly, they are carefully designed to include provocative beginnings, convincing middles and strong endings. Thirdly, lecturettes provide participants with an opportunity to be actively involved in their own feelings.

One picture is worth a thousand words
- Confucius

VISUAL AIDS

Participants in training learn quickly and thoroughly when a lecturette is supported by visual aids. Studies at several universities have demonstrated that the time required to present an idea was reduced up to 40 per cent and the prospect of favourable results was enhanced when visual aids were used to augment a verbal presentation. The value of visual aids as a stimulant to learning is emphasized by leading authors on communications effectiveness. David Peoples points out, for example, that a picture is three times more effective than words alone, and words and pictures together are six times more effective than words alone. Individuals gain 75 per cent of what they know visually, 13 per cent through hearing and 12 per cent through a combination of touch, smell and taste.

Visual aids come in two varieties - projected and non-projected. Among the projected types are films, videotapes, slides, film strips, computer graphics, opaque projections and overhead transparencies. Non-projected visual aids include physical objects, pictures, posters, flip charts, maps, audio tapes, chalk boards and bulletin boards.

There are many reasons why the trainer should make regular use of properly designed visual materials in lecturettes. Robert Pike lists some of the most important.
- Attract and maintain the attention of participants. Reinforce important ideas
- Support ideas stated verbally
- Increase retention
- Avoid misunderstanding
- Add realism
- Ensure covering key points

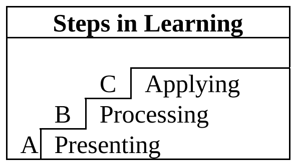
Overhead projectors
This is probably the most widely used technique in the projected visual-aid category. Overheads can augment and amplify information presented orally. How effective they are depends on whether or not the trainer:
- Uses professional-looking transparencies
- Sets up the projection area properly, and
- Exercises good technique in the use of transparencies and projection equipment.

In preparing transparencies for use in a training session, best results will be obtained if the trainer:

1. Keeps the visuals as simple as possible-no more than six lines per transparency and no more than six words per line.
2. Presents only one idea on each transparency.
3. Uses bold, simple typefaces-upper and lower case letters.
4. Uses cartoons, graphics and charts when possible instead of relying on words or numbers alone.
5. Uses active words and short phrases.
6. Makes use of "bullets" or numbers in series.
7. Uses tinted film to reduce participant eye strain.
8. Avoids vertical lettering.

Steps in Learning
A. Presenting B. Processing C. Applying

The words are clear in this illustration, but there is no visual impact



The words are the same, but now steps provide visual reinforcement.

Locating the projector can have an influence on the use of visual aids. In setting up, be sure that:
1. Every person in the room can see the visuals comfortably while seated
2. The screen is placed in a corner and angled toward the centre of the room
3. The projector does not obstruct the participants' view of the screen
4. The projector beam meets the screen at a 90 degree angle to avoid image distortion or “keystoning"
5. Spare bulbs, extension cords and other accessories are on hand
6. The projector lens and plate are clean and free of finger prints

A few simple techniques practised by the trainer when using visuals can make a noticeable difference. For example, participants will be less distracted if the lamp is turned off when changing transparencies. Doing this will prevent exposure of participants to strong glare while there is no transparency on the plate. Overlooking details often can cause problems, for example, not having transparencies in the correct order. Choosing the wrong transparency or fumbling around for the right one is embarrassing and it can result in needless loss of credibility for the trainer.

Films

Films have an advantage over transparencies or slides in that they portray events in motion. As such, they are a powerful medium for helping participants to identify with people in familiar situations and relationships - a manager counseling an employee or a clerk dealing with a customer's complaint. Used properly, films can be a valuable learning tool; used improperly, they can be a colossal waste of time and money.

A mistake sometimes made by trainers is to use films for the wrong reason. In other words, films may be used to meet some need of the trainer and ignore the needs of participants. For example, a film may be used as a change of pace. There is nothing wrong with this practice, if the needs of participants are served better with a film than with some other technique, but there may be another reason for the substitution. The trainer might decide to use a film instead of a lecture merely to avoid the nuisance of preparing or delivering it. In addition, trainers with favourite films may be tempted to use them whenever they can find a good excuse. Participants may be told, “You've got to see this film!” despite the fact that it has little to do with the training content.

In addition to using films for the wrong reasons, trainers sometimes use them in the wrong way. Long films (over 30 minutes in length), presented without a break, can have the same effect on a group of participants as a long lecture that offers no opportunity for participant interaction. The probable result: boredom, distraction, tuning out. An otherwise good film, used in this manner, can have little or no learning benefit for a group of participants. Equally bad, using films in this way causes participants to conclude, rightly perhaps, that the trainer doesn't know what he's doing.

When considering the inclusion of a film in a training programme, the trainer should choose carefully and be sure to preview it. When previewing a film, the trainer should ask these questions about what he is seeing:
1. Does the film convey information needed by participants to understand the subject covered by the film?
2. Will the participants view the film's subject matter as relevant to their needs?

3. Will the language of the film be familiar to the participants, or does it require them to learn new terminology?
4. Do the situations in the film have direct application to the experience of participants?
5. Does the film come with guides and application activities, or will these have to be developed?

Several simple techniques can improve the learning value of a film:

1. Introduce the film by explaining its purpose and what participants are to look for while the film is playing. Participants might be assigned to small groups and each small group asked to look for specific things in the film. After the showing, participants can take part in a discussion of the things each group was looking for.
2. Unless the film is short – 10 minutes or less – show it in segments that can be absorbed easily by participants. Involve participants in a discussion of each segment before going on to the rest of the film.

Some of the disadvantages of film are the high purchase price for good quality commercial training films and the difficulty of finding suitable films to buy or rent at any price. Moreover, training films quickly become obsolete. The buyer should be cautious, therefore, about making an investment in expensive training films that he has not previewed personally. Most commercial film suppliers will furnish low-cost, preview copies of their films on request. In most cases, the preview price will be applied to the rental or purchase price of the film.

Flip charts

The flip chart is one of the most widely used tools in the training business for conveying information and ideas visually. It can be used to create visuals as the lecturette takes place, or visuals can be developed in advance. Most material written on a flip chart cannot be seen at a distance. Hence, its usefulness to the trainer lessens as the size of the group increases. Its ideal use is for groups of 15 to 30 participants.

Several techniques can increase the effectiveness of a flip chart presentation:

1. Prepare some of the charts ahead of time and cover the key points with strips of paper that can be removed at the appropriate time in a lecturette.
2. Print key sentences on the chart ahead of time leaving blank spaces for use in entering words or phrases provided by participants.
3. Print key ideas on cards approximately 13 x 20 cm and post the cards on the chart pad as the points are made orally by the trainer.
4. Use a variety of colours beyond basic black, including bright colours participants may not be accustomed to seeing.
5. Leave the bottom third of flip chart sheets blank. This will help participants see the entire page and leave space for adding information after the sheet is posted on the wall.
6. Underline or box-in key words or phrases to add interest and highlight important ideas.
7. Make use of flip-chart sheets to record information generated by participants. Use numbers to label each idea and enter a number at the start of each new idea to encourage the continued flow of ideas.
8. To remove a sheet cleanly, grasp the sheet near the bottom on both sides and pull it straight down and to one side in the direction the sheet is meant to tear.

Summary

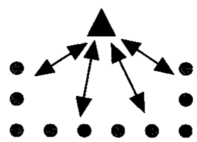
Visual aids enhance and accelerate learning. They can be used by a trainer with a lecturette or in conjunction with other training methods. The most frequently used visual aids are overhead projection, film (projected types) and flip charts (non-projected). Best results are obtained with visual aids when the material to be used is professional quality, the equipment is in good working order and the trainer knows how to use both to facilitate the learning process.

The only dumb question is the question that is not asked
- Anonymous

QUESTION AND ANSWER

One of the most powerful techniques available to the trainer for involving people in the learning process is the question-and-answer method. By asking the right questions at the right time, a trainer is able to stay in touch with the progress being made by a group of participants in training and to respond effectively to their learning needs. Making successful use of the question-and-answer method involves knowing how to formulate good questions and how to use them to stimulate participant interest, promote understanding and encourage back-home application of learning.

While the pattern of interaction between the trainer and participants at a training programme could vary depending on the situation, in general it will appear as shown below:



Most people think that questions are used in training to test for the comprehension and recall of information. Certainly, this is one important use of the question-and-answer method, but questions can have many other uses in facilitating learning.

One author provides a series of questions that can be used by a trainer at each stage of the learning process, to help participants get the greatest possible value from a learning experience (Gaw, 1979). Gaw's list of questions has been somewhat condensed and modified to fit the three stages of learning introduced earlier in the guide.

1. At the presentation stage of learning, the questions asked aim at generating information from participants useful to the trainer in assessing their reactions-to a presentation or to the programme as a whole.
   - What do you need to know about it?
   - How do you feel about it?
   - What problems do you have with it?
   - Could you be more specific about it?
   - Can you say it in another way?
   - Who had the same reaction to it?
   - Who reacted differently to it?
   - What surprised/puzzled you about it?
   - How many felt the same way?
   - What would you suggest?
   - What else?
   - Would you say more about it?

2. At the processing stage of learning, questions are directed at helping participants understand and interpret the meaning of information or ideas presented to them.
   - What does it mean to you?
   - In what way is it significant?
   - How is it good/bad?
   - Does it remind you of anything?
   - How is it different?
   - Does it help to explain something?
   - How is it like/unlike what you have experienced before?
   - What does it suggest about you/others?
   - What do you understand better now about you/others?
   - So what?

3. At the applying stage of learning, questions asked by the trainer are meant to help participants think about and make use of new ideas and information on returning to their work environments.
   - What would you like to do with it?
   - In what ways would it be useful to you?
   - How could you repeat it back home?
   - What could you do to hold on to it?
   - What might you do to help/hinder making use of it?
   - What would be the consequences of doing/not doing it?
   - How could you make it even better?
   - What option do you have?
   - What can you visualize about doing it?

There are a number of things trainers should keep in mind when asking questions.

1. Plan the questions. Don't throw them in at random. Know why a question is being used. For instance, is the question to obtain information, "Where do you work?" or to gather opinions, “Do you think this plan will work?”

2. Ask questions that are short, clear and easy for participants to understand. Avoid asking questions like, “Which of the three phases of the adult learning cycle presenting, processing or applying - is the most important?” In writing, the question seems simple enough, but, asked orally to an individual or group, it becomes confusing. If you must ask a lengthy question, illustrate it with a flip chart or on a transparency. That way, participants aren't trying so hard to remember each part of the cycle that they forget the question.
3. Avoid asking questions that call for a yes or no answer and questions where the answer is implied. Also, take care not to answer questions before participants have a chance to answer, and avoid cross-examining them.
4. Make it a habit to use this simple procedure when asking questions:
   - Address the ques5tion to the group as a whole. Look at no one participant in particular
   - Pause for two or three seconds
   - Call on a specific participant by name
   - Establish and maintain eye contact while the participant is responding
   - If the participant has trouble answering, rephrase or refocus the question; as an alternative, ask another participant to answer it
   - When the correct answer is given, repeat it
   - Reinforce the correct answer by saying, “Yes, that's right, the …”

Equally important to being a good questioner is being a good responder. There are a few key things to keep in mind when participants are asking questions.

1. Be sure to acknowledge every question. It's a good idea to paraphrase the question to show that you understand it. You might say, for example, “if I understand what you're asking, it's this …”
2. Answer the question as completely and accurately as possible. Verify that you have met the needs of the person asking the question. “Is that what you were looking for?” "Have I said enough about that?" Be ready to offer additional facts or evidence if any questions remain.
3. When asked a question that a participant might be able to answer, divert the question back to the group before offering an answer of your own. This is another way to keep participants actively involved in their own learning.
4. Be careful not to go off on a tangent. When somebody asks a questions, don't say, "That reminds me of a time when ..." and then proceed to a 10-minute personal reflection that may have little to do with the topic. By the time you are finished, nobody will remember the question, including you.

The question-and-answer method is one of the trainer's most versatile techniques for stimulating conversation and guiding communication. Questions are useful for finding out what people need to know, what their interests are, how much they are learning and what they are likely to do with new skills and behaviours once a programme is over. They can be used spontaneously to get on-the-spot information or they may be included in comprehensive data-gathering instruments.

More and more I used the quickness of my mind to pick the minds of other people
and use their knowledge as my own
- Eleanor Roosevelt

DISCUSSION

In order for people to apply what they have learned when they return to their jobs, they must do two things:
(a) be committed to the concepts and skills presented to them by the trainer, and
(b) retain enough of the information presented to perform effectively.

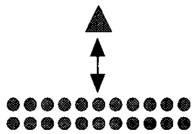
Involvement is the key to both commitment and retention, and one of the most effective methods available to the trainer, to encourage participant involvement in learning, is group discussion.

Discussion is the interaction of two or more people on a topic of mutual interest. Discussions come in at least three varieties, depending on the role played by the trainer. In the guided discussion, the trainer takes an active and direct part in the discussion. In the structured discussion, the trainer allows participants to manage the discussion, following trainer-established rules and procedures. In the free discussion, the trainer sets the process in motion by introducing a topic and leaves questions of how to proceed up to the participants themselves.

Guided discussion
The guided discussion is a trainer-centred activity. It requires a trainer that is a subject-matter expert in the topic under discussion, is familiar with question-and-answer method, and knows the direction the discussion is to take. To a large extent, guided discussion is a two-way activity - the trainer interacts with various training participants, one at a time, while other participants observe. Through a series of questions that build logically upon one another, the trainer

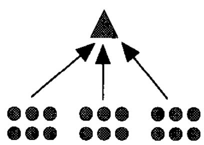
attempts to lead the participant toward a predetermined decision. For this reason, guided discussion is not a suitable technique for making decisions. Rather, it is designed to encourage participants to think about, relate to and internalize new ideas.

The pattern of interaction between trainer and participants in a guided discussion looks like this:



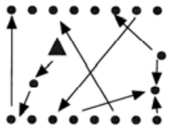
Structured discussion
The structured discussion might be described as a trainer-designed, participant-centred activity that can be used to engage participants at a training programme in group problem-solving. A structured discussion does not require the trainer to have subject matter expertise. Normally, the trainer divides the group into several small groups of about equal size and assigns the same or different tasks to each group. After tasks are assigned, a period of time is allowed for the small groups to discuss the task. Instructions may be given to the small groups about appointing a leader, a reporter and a timekeeper. At the end of the discussion phase, small groups are asked to come back together and to report their findings, sometimes written on flipchart paper and taped to a wall of the training room.

The pattern of interaction between trainer and participants in a structured discussion looks like this:



Free discussion
A free discussion could be called a trainer-facilitated, participant-centred activity in which participants take the responsibility for what happens. Free discussions are used to share information, test out new ways of thinking and build group unity and consensus. The discussion is initiated by the trainer who introduces the topic and then steps aside to allow the group to function in anyway it wishes. As a facilitator, the trainer rarely intervenes in the task of the group but focuses instead on the process used by the group to carry out the task. The trainer must have good listening and observational skills and be able to interpret what is taking place in the group, so that participants can learn from it.

The pattern of interaction in a free discussion looks like this:



Summary
Each of the three discussion methods can stimulate some degree of participant involvement in the learning process. Guided discussions are of value principally in stimulation logical thinking. However, much subject-matter expertise is required of the trainer who plans to lead a guided discussion. Participant-centred techniques, on the other hand, help participants become more self-reliant as a team and less dependant on the trainer. The role of the trainer in discussions of this kind shifts to coach and interpreter. Through mutual exploration, struggle and discovery, participants gain insights that are truly their own and the self-confidence that comes from having attained these insights.

Give a man a fish and feed him for a day; teach a man to fish and feed him for a lifetime
- Unknown

DEMONSTRATION

Demonstration is one of the oldest teaching methods. It takes place anytime one person shows another person how to do something. As children, we all experienced being shown how to tie our shoes by a patient father or mother. The parent would tie their shoe while we watched. After doing it a time or two, the parent would help us do it. Usually, they would take the two ends of the lace and put one in each of our hands. Then, with their hands over ours, we would together go through the motions of forming the tie. After doing this together once or twice, we would be asked to try it alone. Uncertainly, we would then try to repeat the process we had observed and been helped to do, now with the parent simply watching, coaching and, maybe, even reaching in to correct a wrong movement.

In the world of work, many examples of demonstration come to mind. Apprentice mechanics are taught to repair vehicles, in part, through demonstration. Secretaries are taught to type this way, and beginning masons to lay bricks. In most modern organizations, office workers are taught to use the computer primarily through demonstration.

Demonstration involves learning mind/body co-ordination in relation to a task. In other words, the mind of the learner is fed information on how something is done as the eyes observe the process of doing it through demonstration. The mind of the learner then launches a coordinated attempt to repeat what was observed.

The pattern of interaction between the learner and the trainer who is demonstrating something looks like this:

Demonstration may be used one-on-one or in groups. It may provide a means for illustrating or clarifying how something is done to several people at one time, without having them attempt to perform themselves - this is often necessary when a large number of people are involved -or learners may watch the trainer perform the task and then try it themselves, as when learning how to change a tire or repair a radio.

A good example of the demonstration process at work is learning how to compose a letter at a computer workstation.

Step 1
Explaining how the task is to be performed to help the, learner grasp the idea intellectually. The trainer might convey task instructions using the lecturette and possibly visual aids. Of course, this step might be accomplished without use of demonstration with the learner working alone aided by an instruction manual or computer tutorial with examples and exercises.

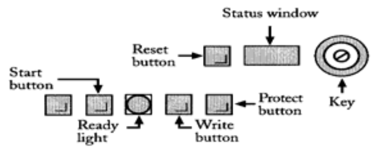
Step 2
Check out how much has been absorbed. If several learners are involved, the trainer might engage them in a discussion at this point, to find out how well the learners understand the task and how it is to be performed.

Step 3
After explaining how the task is done, show the learner. This may be done by actually creating a document on a computer while the learner observes. Note: special devices are now available to project images from a computer screen onto a screen that is visible to the trainer and the learner while seated at their respective computer work stations.

Step 4
Ask the learner to repeat the task as demonstrated. Following instructions, the learner now attempts to repeat what he or she has seen while the trainer observes and offers suggestions. This continues until the procedure to be learned is mastered by the learner.

Many demonstrations are simple and routine. For example, the steps required to ‘boot’ (start up) a multi-user computer system can be demonstrated for the benefit of an employee who will be responsible for taking the system up and down each day. Using a simple diagram like the one shown below, the supervisor might begin by having the employee read a description of the process. The supervisor boots the system following the four steps, explaining each step as it is carried out. The employee is asked to read the four steps once again. After completing the reading, the employee executes each step, guided by the supervisor as needed. Any mistakes are identified by the supervisor and corrected by the employee on the spot. Finally, the employee repeats the booting process from beginning to end and continues to do so until the routine is carried out correctly.

How to "'Boot"' (TURN ON) the Computer System
Step 1. Turn the KEY clockwise (to the right) while depressing (pushing in on) the RESET button.
Step 2. Press the START button. The READY light will start blinking.
Step 3. When the READY light stops blinking, push in simultaneously on the WRITE and the PROTECT buttons.



Step 4. Wait for about 60 seconds. An "O" will appear in the STATUS WINDOW. The computer is booted now and ready for use.

Good demonstrations require careful preparation. The trainer starts by deciding on the exact steps which the learners need to observe. The work space and materials should be sufficient for the number of people to be trained. If learners are to repeat the task being demonstrated, each must have enough equipment or other materials to carry out the task. The number of people who are to practice the task being demonstrated should be small enough to be coached adequately by the trainer. Since demonstrations take time, the activity should be scheduled to avoid running out of it.

Summary
The demonstration is an ancient learning technique used to help others do something by showing them how it is done. Typically, learners watch the trainer perform a particular skill and then practice doing it themselves. It is common to find demonstrations accompanied by the use of lecturettes, discussions and audiovisual materials. On the other hand, demonstrations have particular value when working with people who need to learn new skills, but who have difficulty learning from printed material or information presented orally.

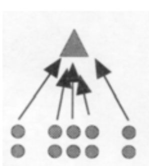
When you really get going in a brainstorm session, a spark from one mind will light up a lot of bang-up ideas in the others just like a string of firecrackers
- Alex Osborn

BRAINSTORMING

Popularized by Alex Osborn in the early 1950s, brainstorming is a group activity that focuses on channeling collective energy towards the generation of a wide range of ideas. As a learning experience, brainstorming uses a few simple, practical rules to cultivate creative thinking.

Brainstorming is a leader-directed, participant-centred activity. It is ideal for groups of less than 10 participants. It is carried out in a small room with open wall space for taping up large sheets of paper containing ideas. Participants supply ideas and the trainer, who is equipped with a f lip chart, records them.

The pattern of interaction between the trainer and participants in a brainstorming session looks something like this:



The typical brainstorming session is carried out in six steps as follows:

Step 1
The group leader writes a problem for which solutions are sought on the flip chart. The questions should be brief, specific and stimulating.

Example: How can we obtain a project grant from UNCHS (Habitat)?

Step 2
The leader explains why the problem is of concern to the group.

Step 3
The leader explains the ground rules for brainstorming as shown in the box.

Rules for brainstorming

- Every idea is accepted - no discussion or evaluation is permitted. This includes both verbal, and non-verbal expressions of approval or disapproval. As one leader once put it, everybody "think up or shut up!"
- Every idea is written down exactly as stated. No restating, summarizing or interpreting
- The objective is quantity of ideas. Quality ideas will come later. This is known as free-wheeling
- Building on the ideas already suggested is acceptable and encouraged
- Opposites or the reverse of ideas already suggested are okay and encouraged
- A time limit is set and is observed without fail. When time is up, STOP!

Step 4
The leader lists each idea on the flip chart as quickly as possible. Ideas are recorded exactly as stated. This is important. Hesitation sometimes gives the impression of disapproval. Two recorders may be used to speed up the flow of ideas, if the participant group is large.

Step 5
When time is up, participants are allowed to ask questions for clarification only. Only the individual who provided an idea is allowed to clarify it.

Step 6
Participants are invited to evaluate the ideas. This can be done in the group as a whole or by assigning ideas to sub-groups. The most promising ideas are identified, and an effort is made to arrive at a consensus.

Summary
Brainstorming can be a highly productive method for generating ideas from members of a group in relation to a problem under study. The power of association can be like a two-way current. When one member expresses an idea, she tends to stir her own imagination to think of another one. At the same time, her ideas stimulate the associative power of other members of the group. Brainstorming will succeed, however, only when everyone participates actively and takes care to suspend judgement until a final list of ideas is recorded for group consideration.

The lightening spark of thought, generated in the solitary mind, awakens its likeness in another mind.
- Thomas Carlyle

NOMINAL GROUP TECHNIQUE (NGT)

NGT was developed by Andre L. Delbecq and Andrew H. Van de Ven in 1968. Since that time, NGT has gained extensive recognition throughout the world and has been widely applied in health, social-service, education, industrial and governmental organizations.

NGT meetings normally consist of from one to five groups of from five to nine people each seated around tables open on one end. The open end is used for a flip chart pad on an easel to be used by the leader for the collection and public display of ideas furnished by participants of the group. The leader has markers for writing ideas on the chart pad and masking tape for taping sheets containing ideas on the wall of the room.

Participants of each group are provided with pencils and one dozen small writing cards each.

The leader opens the meeting with a statement about the purpose of the meeting, clarification of the importance of each member's contributions and a clear indication of how the meeting's output will be used.

Although a meeting might involve several groups at separate tables, for purposes of illustration, we shall explain the process as if there was one table consisting of between five and nine participants. The process consists of six steps.

Step 1: Silent generation of ideas in writing
The leader reads the nominal question to participants out loud while writing it in plain sight at the top of the pad. Care must be taken by the leader to choose clear and unambiguous wording for the question so as to generate the most specific responses possible. An appropriate question, "How can we make better use of our time at meetings," for example, should produce many useful ideas. This question is far superior to the more general question: "How can our meetings be more productive." The leader then asks participants to write down as many ideas as they can think of in answer to the question. Participants are cautioned by the leader to work silently and independently.

Step 2: Round-robin recording of ideas
Starting at one end of the table, the leader asks a participant to read one of his/her answers out loud. The answer is recorded by the leader on the pad. The next participant is asked for one of his/her answers. This process is continued

until every answer of every participant has been recorded. As sheets on the pad are filled the leader tears them off and tapes them to the wall. Participants are encouraged by the leader to "pass" if they have nothing further to offer with the understanding that they may re-enter later with any new ideas that may occur to them. Discussion of ideas and side conversations at the table are strongly discouraged by the leader.

Step 3: Discussion for clarification
The leader explains that the purpose of this step is to ensure that everyone understands what is meant by each idea on the pad. The ideas are taken one at a time as written. Discussion of an item is to focus on understanding, not agreement or disagreement. Participants are told that everyone is responsible for clarifying an idea and not just the person who offered it.

Step 4: Preliminary vote on ideas of importance
The leader asks participants to select five ideas from the list of ideas displayed on the sheets taped to the wall and to write each item down on a separate card. The leader collects the cards and shuffles them to retain anonymity. The leader then tallies the vote and records the results on the flip chart in front of the group.

Step 5: Discussion of the preliminary vote
Participants are told by the leader to examine the voting pattern on the chart and to comment on anything about the pattern that seems unusual, surprising or inconsistent. The leader stresses that the discussion may persuade some participants to change their votes but that no one is being pressured to do so.

Step 6: Final vote
The final vote is simply a repeat of Step 4. It combines individual judgements into a group decision. When it is over, the leader thanks participants for their efforts, repeats what will be done with the meeting output and closes the meeting.

Pros and cons of NGT
Unlike brainstorming, in which participants interact with one another from the start, NGT is designed to let people work in the presence of one another in a structured manner but to write down their ideas independently rather than talk about them. Because of this characteristic, NGT groups have been found to outperform interactive groups consistently in the quality of ideas produced. This seems to be because participants of NGT groups are less subject to being inhibited by one another and are less prone to make premature judgements.

The adult who tends to experience adequate and successful control over his own behaviour tends to develop a sense of integrity and feelings of self-worth
- Chris Argyris

INSTRUMENTATION

Information as a basis for learning new things can be derived from various sources. We have seen in previous methods for information production that some is derived from the trainer (lecture; demonstration) while some comes from the experience of the participants themselves (discussion; brainstorming). Now we turn to a different sort of information production where the information is derived from instruments. The so-called instrumented technique relies heavily on feedback of information about the behaviour of a group participant as derived from the summarized results of a reaction form, personal inventory or other type of instrument.

Instruments are forms or questionnaires to be completed by individuals or participants in a training group. When completed, the information produced by an instrument can help respondents learn about their own behaviour in certain situations. From what they learn, participants can make decisions about behaviour change. Instruments consist of statements written as instances of particular behavioural traits to be measured-openness to others, leadership strengths and weaknesses, problem-solving styles or learning preferences. They include scales that the participant can use to register and measure a response to each of the statements.

Instruments tend to be quite similar in design. They begin with an explanation of the instrument and instructions for completing it. The body of the instrument consists of statements that describe common behaviours or work conditions to which the participant is expected to react.

Sample statement from a management styles instrument:
“ reaches his decisions independently and then informs his subordinates of them.”

Scales are developed for the respondent to use to respond to each of the statements. The most common scales are

(a) Yes, unsure and no
(b) True, unsure and false
(c) Agree, slightly agree, unsure, slightly disagree and disagree. Some instrument designers omit the "unsure" category because they believe it allows the respondent to avoid committing himself.

Example:
Circle the response that most clearly reflects your feelings.
A = Agree   SA = Slightly Agree   U = Unsure   SD = Slightly Disagree   D = Disagree

1. The atmosphere and interpersonal relations in my work unit are friendly and cooperative.
   A   SA   U   SD   D

Instruments may focus on the behaviour of individuals as employees, supervisors, leaders, managers, parents or spouses and in many other roles. They may focus on how people work together in organizations, on teams, in committees, on governing bodies and in informal groups. They may focus on how people feel about the conditions under which they work within their immediate work units or in the organization of which the work unit is a part.

There is a distinction between just "giving" an instrument and using it properly - getting the most value out of it in relation to the goals of the learning experience and the needs of the participants. In a training session, there are four steps in presenting an instrument properly: administration, theory input, scoring and interpretation.

Step 1: Administration
Distribute the instrument and tell the participants that you will read the instructions to them. Read the instructions while the participants read along silently.

Step 2: Theory input
When participants have completed the instrument, discuss the theory underlying the instrument and what it measures.

Step 3: Scoring
A common way to score an instrument is to read the correct answers to the group, tell them how to combine the numbers and, in general, talk them through the scoring procedure.

Step 4: Interpretation
It is generally effective to have participants post their scores on chart paper. Post your own scores to indicate what a scoring sheet should look like. Form participants into small groups to discuss their scores. Special attention should be given to the meaning of low and high scores and to discrepancies between actual and estimated scores. Participants should be asked if they were surprised by the scores.

An interesting variation is to ask participants to predict their results by estimating the scales on which they expect to score high and score low. This additional step can have surprising learning value for a participant who finds that his actual scores are quite different from the scores he expected to have.

Some "don'ts" and "do's" of instrumentation can be of value to the trainer who wishes to take full advantage of this powerful learning tool.

- Don't use the word "test"
- Don't give instructions while participants are reading
- Don't pressure participants to reveal their scores
- Don't diagnose participants' weaknesses for them
- Don't assign labels to participants
- Do take the instrument first yourself
- Do point out to participants how the instrument fits into the goals of the training
- Do encourage participants to be honest and open in responding to statements on the instrument
- Do allow plenty of time for processing scores
- Do help participants who are having difficulty reconciling their scores with their own self-perceptions

Instruments may be purchased from commercial sources on a wide variety of individual, group or organizational situations. Normally, they are supplied with instructions on administration, scoring and interpretation. Some instruments come with information on the underlying theory, how the instrument was constructed and results of its use with various target groups over time.

An alternative to the commercial acquisition of instruments is for the trainer to create his own. This may be done when standard, commercial instruments are not suitable or when they cannot be obtained conveniently. An instrument developed by a team that included one of the authors is a case in point. As part of a training programme for public policy-makers, some method was needed to familiarize participating officials with their unique preferences for involving citizens in the decision-making process. No appropriate commercial instruments could be found. Therefore, an instrument called "The Participation Styles Inventory" was constructed. This instrument, complete with scoring instructions and interpretive information, is shown at the end of this section.

Sometimes, an instrument is constructed as an integral part of the training design itself. In an action research programme, for example, a trainer might wish to demonstrate how to use an instrument to confirm the authenticity or generalizability of information obtained from a single source. The opportunity to do this occurs when, during an interview, one of the action researchers is told by an office worker that her supervisor doesn't care what she thinks. The researcher wants to find out if the comment is the isolated opinion of one employee about her supervisor or if it is a reflection of employee feelings in general. To do so, the trainer and the action research team prepare an instrument containing statements about supervision. Opposite each statement they add an agree/disagree and an important/unimportant scale. Other employees are then asked to complete the instrument by circling the response in each case that most nearly corresponds to their feelings.

THE PARTICIPATION STYLES INSTRUMENT

David W. Tees and Robert L. Wegner, Institute of Urban Studies, The University of Texas at Arlington

Instructions

Think of a recent situation or two in which citizens were involved in a decision you were making about a public policy or programme. Recall who was involved and how their involvement affected your thinking or actions. Was the involvement of the citizen(s) helpful or not helpful? Was it appropriate or inappropriate in your judgement? On the following pages are 12 statements that represent different opinions about citizen involvement in public decision-making. Please indicate the extent to which you share each opinion by circling the appropriate number on the scale.

Questionnaire	**Agree**				**Disagree**		
	Very much	Somewhat	Not at all	Uncertain	Not at all	Somewhat	Very much
Circle the number to the right of the statement that most nearly reflects how much you agree or disagree with the statement.							
1. The values, goals and priorities of the local elected leadership should be the primary guide in making the decision	+3	+2	+1	??	-1	-2	-3
2. Community goals should be formulated by local elected leaders, based on input from organized and informed citizen groups	+3	+2	+1	??	-1	-2	-3
3. Responsibility for establishing community goals and priorities should rest with active, informed citizen groups appointed by local elected leaders	+3	+2	+1	??	-1	-2	-3
4. Local elected officials should put high priority on establishing goals that satisfy the expressed needs of various community interests	+3	+2	+1	??	-1	-2	-3
5. Decisions about programmes for meeting goals should be delegated to citizen groups most affected by the programmes	+3	+2	+1	??	-1	-2	-3
6. Once goals are agreed upon, programme options for meeting them should be selected by elected officials based on recommendations from staff	+3	+2	+1	??	-1	-2	-3
7. Data obtained from citizen input should be used by public officials, together with staff recommendations, in deciding among programme proposals	+3	+2	+1	??	-1	-2	-3
8. Programme options considered by elected leaders should be selected based on the extent of adverse or positive reaction at public hearings	+3	+2	+1	??	-1	-2	-3
9. The final stages of implementation and feedback should find public officials and citizens working together to review progress against planning goals	+3	+2	+1	??	-1	-2	-3
10. The monitoring of plan implementation by citizen groups is the best way to ensure that the performance of a programme is consistent with community values and goals	+3	+2	+1	??	-1	-2	-3
11. Firm control over the implementation of plans by public officials is necessary to prevent powerful neighbourhood groups from getting more than their share	+3	+2	+1	??	-1	-2	-3

12. Plan implementation will be acceptable to most citizen groups, if public meetings are held in neighbourhoods to explain the city's reasoning and citizens are invited to react	+3	+2	+1	??	-1	-2	-3

The four citizen-participation styles
The Participation Styles Instrument is designed to assess an individual official's preferences for the involvement of citizens in decision-making. The instrument produces four distinct participation styles which have the following characteristics.

Autocratic - The public official identifies a need using information supplied by staff, considers solutions and then argues for his position With other officials. The official may or may not consider what citizens will think about the decision; in any case, citizens are provided with no opportunity to participate in the decision-making process.

Accommodative - The public official seeks to weigh the strength of opposition and support for the issue at hand and attempts to find some expedient, mutually acceptable approach that will satisfy all parties concerned. The official sees maintaining the credibility of local government with various public interest representatives as of utmost importance.

Consultative - The public official looks to the attitudes and ideas of the citizenry as a resource for enlarging the official's ability to make responsible decisions. The intent is to capitalize on the knowledge and experience of those closest to the problems when attempting to reach a relevant decision.

Democratic - The public official delegates to responsible citizen groups the broadest possible authority to define problems, fashion solutions and monitor the progress of programmes. The official is guided by the proposition that people will tend to support what they help to create.

Interpreting your scores
The Participation Styles Instrument produces four summary scores which are shown at the bottom of the scoring sheet. The scores range from a high of +9 to a low of -9. The closer your score is to the extreme end of the range, the more you agree with (+) or disagree with (-) that particular style of involving citizens.

The instrument also produces four scores for each of the three stages in the decision-making process: planning and goal setting, choosing among programmes, implementation and monitoring. These scores range from a high of +3 to a low of -3, and have the same meaning in relation to the four participation styles as the summary scores described above.

After completing an instrument like this one, people are inclined to ask, 'What style is best?' In the case of participation styles, there is no one best way. All four styles are useful, although more so in some situations than in others. Each of us is capable of using more than one style, and may choose to do so in different situations.

For example, an official who might want little citizen involvement in the selection of courses of action (autocratic) might want substantial citizen input in selecting community goals (consultative). In other words, the style of participation which an individual uses is a result of certain personal inclinations and the requirements of the situation.

To help you judge the appropriateness of various participation styles for different situations involving citizens, we have listed a number of uses for each style. We have also added some diagnostic questions that may help you judge the likely consequences of over-using or under-using a particular style.

Autocratic
Uses:
1. When quick, decisive action is imperative.
2. In handling important issues where unpopular courses of action must be taken - budget cuts, tax increases, discipline.
3. When the welfare of the community is at stake and the facts for decision making are known.

If you scored HIGH: Are you often surprised by citizens reacting negatively to decisions that they were expected to accept readily? (If so, it may be that they object to the way the decisions were made even though they approve of the decisions themselves.)

If you scored LOW: If there is evidence of strong public dissent, do you have trouble taking a firm stand, even when the need is clear to you? (Sometimes the risk of hurting someone's feelings makes you vacillate or put off making a decision, which may mean postponing the inevitable and compounding the anxiety and resentment of all concerned.)

Accommodative

Uses:

1. When an issue under consideration means far more to one group than another, and a good will gesture will help to preserve harmony in the community.
2. When the position you have taken is unacceptable to everyone but yourself, and you can't win.
3. To allow other positions to be presented and thereby demonstrate an open, reasonable attitude.

If you scored HIGH: Do you f eel the demands of citizens get more attention than they deserve? (Public officials must be prepared to alter their implementation plans when they are resisted by influential community groups.)

If you scored LOW: Do you have trouble admitting that you are wrong and find yourself frequently at odds with colleagues and citizens? (Accommodating on minor issues is a way to preserve public goodwill and still retain a decisive voice in determining public policy.)

Consultative

Uses:

1. When your purpose is to learn – test your own assumptions and seek to understand the views of others.
2. To gain commitment by incorporating the insights of citizen groups, in the decision-making process.
3. To demonstrate that you are actively soliciting participation even from potential objectors as a matter of principle.

If you scored HIGH: Do you spend more time investigating points of view and approaches than the issues deserve? (The inclusion of citizen input is not a necessity in all public decision making. Consultation should be reserved for issues worthy of the time and energy required for citizens to be involved.)

If you scored LOW: Are you skeptical of the notion that differences are opportunities for learning and joint gain? (The prospect of debate and confrontation with citizens may be personally distasteful, causing you to avoid interaction with them unless unavoidable and blinding you to the benefits of participation.)

Democratic

Uses:

1. When the goal is to build a capacity for leadership among those often excluded from political and economic processes.
2. To cultivate political consciousness and local responsibility for public programmes and decisions.

If you scored HIGH: Are you frequently on the side of involving citizens in decisions at the risk of causing delay and ignoring the advice of staff? (Sensitivity to citizen needs, while important, should be balanced with carefully reasoned professional judgement and implementation strategies.)

If you scored LOW: Do you feel threatened by any suggestion of power-sharing with citizen groups? (Those who have power often want to keep it. They fail to understand that their power is increased by sharing and reduced by withholding.)

Summary

Participants in training learn more when they are actively involved in the learning process. Instruments assure an active role for participants. They are a valuable source of personal feedback to individual participants through the straightforward completion, scoring and interpretation of scales.

Beyond personal insight, instruments can be a source of information for giving and receiving feedback among training participants. Participants can be asked to predict their own and other people's scores and to become aware of the impact their behaviour is having on others.

Hundreds of instruments with a personal, interpersonal and organizational focus are readily obtained from commercial sources, complete with instructions for scoring and score interpretation.

On the whole it must be more important to be skilful in thinking than to be stuffed with facts
- Edward deBono

THE CASE METHOD

The case method was initiated at Harvard University in the latter part of the nineteenth century. Its principal use during its early years was as practice for students contemplating the practice of law. It is used today as a non-directive, educational device aimed at helping students in many professional areas to think effectively.

Cases used in training take many forms. They may be quite long and describe completely a situation that exists now or that did exist in the past. On the other hand, they may be quite short and pungent, of the vignette variety. Either way, the purpose is the same-to cause participants to draw conclusions from a set of f acts that lead to decisions which they can generalize to their own work situations. *

The case method assumes group discussion. The cases are sufficiently involved and detailed to produce a **Wide** range of opinions concerning, (a) who was to blame, (b) what caused a person to behave as he did, and (c) what is the best remedy. The important contributions of the case method to training include:

1. Discouraging participants from making snap judgements about people and behaviour.
2. Discouraging a search for the one "best answer."
3. Illustrating graphically how the same set of events can be perceived differently by people with similar backgrounds.
4. Encouraging training participants to discuss things with others and to experience the broadening value of interaction.
5. Emphasizing the value of practical thinking.

The case method is participant-centred. The well-constructed case stimulates participants to take a spirited role in analysing and discussing what the case is about. They are encouraged to contribute ideas, opinions and reactions. As they do, the discussion moves forward. Ideas are picked up by others, considered, bounced back and forth, and then integrated by the group as a whole. The trainer's role in the case method is to distribute the case, invite participants to read and study it, feedback ideas generated through discussion of the case and, occasionally, challenge participants with questions about their observations. Sometimes participants are given a written set of questions to consider as they discuss the case.

* The case that introduces this guide is an excellent example of the case method. The story told in the case is fictitious, however. It never happened. But, that's not important. What is important is that challenges like the ones faced by Mhede and Ola in the case happen to trainers all the time. As a result, the case provides the reader with a lifelike portrayal of the training design task, rich in detail and potential beaming value.

Normally, the case method is carried out in two steps:

Step 1
Participants are given a case to read. It may be distributed in advance or at the time in the programme when it is scheduled to be used. Either way, participants must be given adequate time to read and digest the material. If questions are to be used, these are handed out by the trainer to stimulate discussion.

Step 2
Participants are asked to discuss the case. All participants are expected to respond to the questions furnished by the trainer or to share their opinions and what they consider to be an appropriate decision. The participants (and the trainer) challenge each other on their views and ask for the rationale for reaching that conclusion. The process concludes when participants are asked by the trainer to generalize from the facts of the case and the ensuing discussion.

Case studies are sometimes long and complex, like the one presented in Part 1 of this guide. Others are comparatively brief but still surprisingly rich in learning value. A good illustration is a case study written recently by a small group of participants for a training-of-trainers course in East Africa. The case is presented below, edited slightly for inclusion in this guide.

Case of the poorly informed Councillor
Comment: When individuals are elected to city council, rarely do they come to the position with the knowledge and skill to advocate effectively f or the needs of the people they represent. Yet, advocacy f or public needs is a councillor's principal role in a representative system of government. As we see in the case of Councillor Mlohla, a record of ineffective performance as a public advocate can lead to personal frustration for the councillor and growing disillusionment for his constituents.

The situation
On his way home late one Friday evening, Councillor Mlohla stopped off at a local club in Makokoba Township to see some of his friends. Councillor Mlohla had been to a meeting of the city of Mambo City Council. Several issues had been discussed at the meeting. The chief issue of concern to him was a resolution approved unanimous1y by the

Council to increase rents by l00 percent throughout the city. He was particularly concerned with the impact of the rent increase on his ward, which consisted mainly of the lowest-paid workers in Mambo City.

Entering the club, Councillor Mlohla noticed several of his friends seated together at a corner table. As he came up to the table, Mr. Tsopano, a resident of Makokoba and a friend of Councillor Mlohla, greeted him, saying:

"Tell us James, what have you people decided today? Higher rates, higher rents, higher water and electricity charges! What about tarring the roads in Makokoba. Dust gets into houses, into our food; everywhere is dust. You know that, James!"

"Yes! Yes! Yes!" echoed the others at the table in support of Mr. Tsopano, prompting Councillor Mlohla to respond:

"Listen, gentlemen. The council has no money to tar these roads here. This is why today the council has resolved to put up rents by 100 percent. This means double the rents we are paying now."

On hearing this, Mr. Chimodzi, another Makokoba resident, spoke up in apparent disbelief.

"That cannot be true. Last January, it was reported in the paper that the city of Mambo City Council had made a profit of K10m from beer sales alone. What have you done with all this money? Did you share it among yourselves?"

Feeling the blood rise in his face, Councillor Mlohla began to reply:

"We did not share the money. Instead, the council has used it in many ways as you know …

"but, he was interrupted in the middle of his reply by Mr. Chimodzi, obviously disturbed by what he was hearing:

"No! That cannot be true." With anger and desperation in his voice, Chimodzi continued to speak: "Please make sure you raise this question in the council next Friday and come and tell us. In addition, tell the Council that residents of Makokoba Village want all roads tarred like in Theo Township or we and our children will die from the dust."

With that, Councillor Mlohla left the club. The following Friday he was at a meeting of the city of Mambo City Council. On standing to be recognized by the Mayor, Councillor Mlohla said:

"Your worship, unless roads in Makokoba Township are tarred, my people will die from the dust. Before I sit down Your Worship, may I also know what happened to the K10m profit we made from beer sales 1ast year?"

With impatience in his voice, the mayor responded to the councillor's remarks.

"Councillor Mlohla, we discussed and passed the budget for this year here in a council meeting which you attended."

Discussion questions

1. What is the proper role of a councillor as an advocate for the needs of the people in his ward?
2. In what ways did Councillor Mlohla fail to be a proper advocate?
3. How might a councillor become informed about the needs of his people?
4. What implications does this case have for the training of elected officials?

Summary

A well-constructed case gives a learner the opportunity to take an active part in analysing and discussing real-life situations. Case materials present practical work illustrations with which participants are already familiar. The realism of the case and the involvement in it with other participants stimulate the learner to move from the known to the unknown; acts as a springboard for the acceptance of new knowledge, skills and attitudes.

People are usually more convinced by reasons they discovered themselves than by those found by others
- Blaise Pascal

CRITICAL INCIDENTS

Critical incidents are brief, written descriptions of difficult situations faced by people in their work. Unlike case studies which tend to be long and complex, critical incidents are short, focused on a specific subject and designed to emphasize a particular point related to one of the objectives of a training course. Because they involve real problems -

problems of vital and immediate concern to people - discussion of critical incidents can have enormous learning value for the individuals who have faced or are likely to face similar problems in their work.

Critical incidents are sometimes written by a trainer for use in helping workshop participants achieve a specific training objective. Trainers approach the task of writing critical incidents in one of two ways. First, the trainer might provide details about a problem but withhold information about how it was solved. Not telling participants how a problem was solved until after it has been discussed is desirable if the intent is to stimulate creative thinking about how to solve a problem. On the other hand, the trainer might describe both the problem and the solution. In this case, the objective is different. The intent is to promote application thinking. Since participants already know how the problem was solved, the focus is on how they can put this knowledge to use in managing problems of their own.

When writing a critical incident, the trainer should keep several things in mind. Critical incidents are meant to be short and simple so that they can be read and understood by participants during a training session. Because the incident is short, it should be targeted to a specific learning objective. Irrelevant facts often included in case studies to help participants learn to be discriminating should be omitted from critical incidents. The KISS rule applies when writing critical incidents: "Keep It Short and Simple." On the other hand, enough information should be included about the problem to make the point the incident is intended to emphasize.

A trainer in a training-of-trainers programme in East Africa, for example, wrote the following critical incident to provide substance for a discussion of the importance of needs assessment information to the development of training interventions that meet client expectations.

Problem

The City of Manchobwe has received a large grant to carry out a squatter settlement programme. While the Housing Department of the city has the responsibility for implementing the scheme, the town clerk is concerned about the ability of the management team to work together effectively. The director and his six bureau chiefs have been squabbling over small details lately, and these conflicts have affected the overall performance of their department. The town clerk has asked your Training Institute to design and conduct a team-building/project-planning workshop for these seven individuals. The intention is to develop a cohesive management team in light of the new project responsibilities.

Questions

1. What further details would you want in order to design a workshop for the town clerk?
2. From what source or sources would you seek this information?

Critical incidents also may be written by participants during or in advance of a training session, based on their own experience. When asked to write a critical incident, participants are given a worksheet and instructions by the trainer. They are told to think of a difficult situation related to the training topic in which they were involved personally. They are asked to describe the situation in detail, who was involved in it and the role they played. Depending upon how the incident is to be used, participants might be asked to explain what was done about the situation, the consequences of this and how they felt about it.

Critical incidents may be used as a learning experience for those who write them alone or may be used to stimulate discussion and critical thinking by a group of participants.

For personal learning

Prior to or at the start of a training programme, participants are asked to write a critical incident as described above. They are asked to include details about what happened, who was involved, what was done by whom, how it turned out and what feelings they have about their effectiveness in the situation. Participants may be asked, further, to analyze their incident using questions provided by the instructor on a prepared worksheet.

When participants have written the incident and completed the analysis, the incident is put aside. Toward the end of the programme, participants are asked by the trainer to return to the incident and to think about how they would cope with the situation now, using ideas obtained from the training. This is followed by p discussion of participant reactions and conclusions.

Note: A critical-incident worksheet developed for use in a training programme for local government managers on power and influence has been reproduced below. It illustrates one simple format for writing critical incidents.

For group learning

In some instances, the intent of the trainer is to use critical incidents prepared by individual participants as a basis for discussion and decision making in small groups. Used this way, critical incidents are prepared and processed as follows:

Step 1
Each participant is asked to prepare a written account of a work-related incident in which he or she is or was personally involved. The incident should present a problem that calls for someone to act or make a decision. Participants are told not to reveal (a) what was done about the problem if something was done, (b) the consequences of doing it, and (c) the consequences of not doing anything if that was what happened in the incident.

Step 2
Participants are teamed up in groups of about five. Members of each group are told to share their incidents with one another. In each case, participants are told to respond to the incident by: (a) asking questions to clarify the problem; (b) discussing actions or decisions that seem appropriate for resolving the problem; and (c) agreeing on the best option. When this process is complete, the presenter reveals what actually happened in the incident. The next participant presents his incident and so forth, until all incidents have been presented and processed by the group.

Step 3
When the groups have completed discussing all incidents, they are reconvened by the trainer to talk about the exercise. The focus is on the pitfalls of making decisions based on partial information.

Influencing others: A critical incident worksheet
Take a minute to think back to a situation in your work experience when you made a conscious effort to influence someone to do something. Get the situation clear in your mind. Review it mentally, recalling as many details about it as you can. When you are ready, use the space below to answer these questions about the situation: Whom did you try to influence? What did you actually do to influence them? How did it turn out? What were your feelings about the outcome and your effectiveness as an influencer?

____

____

Summary
Critical incidents are written portrayals of actual work situations. They are, therefore, directly applicable to the needs of the individuals who create them and highly relevant to groups of learners who face similar challenges in their work. Critical incidents may be used as "before-and-after" training exercises for individuals or may be used to generate discussion and analysis in a group of training participants who share similar work experiences.

The greatest need in all training programs ... is the opportunity
to practice without being hurt or without hurting anyone else
- Norman R. F. Maier

ROLE-PLAYING

Role-playing involves asking participants to assume the parts of other real or imaginary persons and to carry out conversations and behave "as if " they were these individuals. The participants' enactment must be sincere and as true-to-life as possible. They are encouraged to interact as if they were alone, without others listening and observing the action. The only play-acting is that each participant makes a genuine effort to behave as if the action were "for real."

The atmosphere or tone for role-playing is set by the trainer. It is the trainer's responsibility to provide firm direction when moving a group into role-playing. He sets the ground rules and boundaries of good taste. It is up to the trainer to cut off the role-playing at any time that it begins to lose its realism and, hence, its learning value.

Participants learn by doing through role-playing. It permits them to:

1. Experiment with how they would handle a given situation. Spontaneous acting can produce feelings and attitudes which might not come out in discussions alone. Role players and observers, therefore, sometimes develop significant insights and, even, the ability to predict behaviour in themselves and others.
2. Carry a thought or a decision a step further into concrete action. From information in a case, a participant might conclude, for example that Mr. A should apologize to Mr. B. In role-playing, Mr. A would go to B and apologize. In other words, role playing shows the difference between doing something and just thinking about it.

3. Accomplish attitude changes. By placing persons who differ in temperament in the same role, it can be seen that a person's behaviour is a function not only of his personality but also of the situation in which he finds himself.
4. Exercise control over feelings and emotions. For example, by playing the role of an irate customer, a participant might learn to become less irritated by complaints.

Most people feel some discomfort in a first experience with role-playing but, in time and with experience, most begin to enjoy the process. Some people, however, seem to be unable to play roles. The best they can do is talk about what a person in that role might do or say. When these people are found in a training group, the trainer should not force them to participate.

There are many ways to introduce and conduct a role-play. In general, it is done as follows.

Step 1
The trainer describes the setting for the role-play and the persons who will be represented in the various roles.

Step 2
Participants are secured to play the various parts. The trainer coaches them to be sure they understand the "point of view" represented by each part. Participants may be asked to volunteer for roles, or the trainer may volunteer them for roles in a good-natured way.

Step 3
Participants who play roles are asked to comment on what they learned from the experience.

Step 4
Other participants are asked to give feedback to the role-players.

Sometimes role-playing is used in conjunction with the case-study method. After reading and discussing a case, participants may be invited by the trainer to step into the roles of key individuals described in the case. The intent is to give participants a chance to practice with new behaviours believed appropriate by the group and to experience the effect of behaving this way on themselves and on others who are playing roles. There is good reason for this. The probability of on-the-job application of new behaviours increases to the extent that people try out and evaluate the new behaviours under supervised training conditions.

Role-playing may be planned by a trainer or introduced spontaneously to increase the learning value of a case situation. For example, the "Case of the Frustrated Councillor," presented earlier, offers a splendid opportunity for a trainer to employ role-playing to make the case "come to life" for a group of participants. After discussing appropriate ways for Councillor Mlohia to behave with his friends in the club, the trainer might invite participants to role-play the situation. The participant in the role of Councillor Mlohia would be expected to tryout behaviours thought to be appropriate in the circumstances for someone in Councillor Mlohia's position.

In discussing the case, participants might have concluded that Councillor Mlohia was too abrupt and defensive with his friends at the club. They might have concluded further that a more conciliatory and less defensive posture would have been appropriate in the circumstances. With that in mind, the person in the role of Councillor Mlohla might have responded differently in an effort to be more conciliatory and less defensive.

More conciliatory
"You are right, my friend. Our roads are in desperate need of repair. In fact, it was the urgency of our people's need that persuaded me to vote in favour of raising rents this year. We must correct the dust problem without delay and we shall, I promise you."

Less defensive
"The newspaper account is correct. There were profits from beer sales last year. I can say with greatest confidence that these moneys were used properly. Still, you are quite right to be concerned about their use, and I shall have an answer for you by this time next week."

There are several approaches to structuring role-plays. A conflict situation may be an occasion for a role-play with the two people in the conflict assigned to play each other's roles. Role reversal is sometimes practiced to give participants a chance to react to different points of view. For example, the role-playing could involve a supervisor and an employee in a performance review interview. After participants have played these roles for a few minutes, the roles could be reversed. Now the employee is in the supervisor's seat and vice versa.

Still another approach is the replay which occurs after participants have had an opportunity to analyse behaviour and the effectiveness of the first role-play episode. Based on what has been learned, role-players replay it to improve their initial performance.

Videotaping adds another dimension to role-playing. If the technology is available, "instant feedback" of a role-playing session can have tremendous impact on behaviour. Reenactments of this kind are particularly useful to a training group for review and discussion of interpersonal problems.

Summary

Role-playing is a highly interactive, participant-centred activity that, combined with the case method, can yield the benefits of both methods. It is important that the selected cases reproduce real-life conditions in such a way that participants can act as themselves and feel as they would in real life. When this happens, role-playing can have considerable impact on a person's perceptions of a problem. The new attitudes and behaviours experienced have a good chance of being carried over by the participant into his or her real-life situation.

I hear and I forget. I see and I remember. I do and I understand
-- Confucius

SIMULATION

One of the most effective things a trainer can do to dramatize real-life situations is to simulate them in a workshop setting. A simulation is an abstraction or simplified model of a particular process that is to be learned by a group of participants in training. By working through a simulation, participants can learn about a process and about themselves as actors in the process, without taking the risks of real-life experimentation.

A familiar example of simulation as a learning aid is teaching children to play store. In this case, the intent is to teach the children how to count money and to handle coins and bills of various denominations. The mechanics and rules of the game are simple: selecting differently priced items for purchase, adding up their total cost, paying out play money to a storekeeper and receiving the correct amount of change.

Some simulations or games are very sophisticated and expensive. Considerable research has gone into their development. Many are computerized, so that participants may receive information concerning a developing situation, react to the information, feed their reactions back to the computer, and get results that indicate the efficacy of the actions proposed.

Other simulations are less complicated than this but useful in getting participants emotionally involved in learning about situations that resemble real life. A good example is a management simulation called "The Communication Towers Project." Participants in small groups, using prefabricated construction materials, compete with one another and the clock to build a communication tower. The toy pieces used by the participants to build the tower are given monetary value based on their size and shape. The object of the game is to build the tallest tower with the least amount of costly material. The game is used to assess the effectiveness of leadership, planning and teamwork in competing groups.

Training guidelines and participant instructions for conducting a communication-tower-building simulation are shown at the end of this section. Trainers interested in this simulation are encouraged to make changes in the materials to suit themselves and the needs of their training group.

The in-basket

Perhaps the best known example of simulation is the in-basket, invented as a technique for assessing managerial effectiveness. As its title indicates, the in-basket is a stack of correspondence in the in-basket of a supervisor or manager who has just been moved into a position with which he has little or no previous experience.

As a training exercise, each participant is given a packet of materials and is seated at a desk where he is able to spread out the items in the packet, read them and analyse what to do. The materials include letters or memos in conflict with one another, memoranda suggesting further study, extraneous and insignificant letters and related trivia. The participant may be provided with a calendar and an organization chart.

The simulation is directed by the trainer. After being given a packet of materials and a desk, participants are introduced to the exercise. A time limit may be prescribed. When told to begin, participants work their way through the stack of letters and memos, studying and reacting to the urgency and importance of each.

The objective of the simulation is to see not only what each participant does about the various items in the packet but how each approaches the exercise. That is, did the participant plough methodically through the material, reading each item carefully and acting on it before moving on, or did he scan all items, sorting out the most important, leaving the less important for the cleanup period?

The simulation ends with a discussion of each participant's plan of attack and assessment of what to do about the various items in the in-basket packet.

Trainers interested in the in-basket simulation technique are invited to use the in-basket materials which follow the communication-towers simulation at the end of this section. The situation used for this particular in-basket is a fairly common one. However, trainers are advised to change the content of the various items in the packet and even the fact situation to fit local needs.

Simulation 1

The communication-tower project

Your agency has been awarded a grant to construct two communication towers. The first stage of the project is to plan and construct a prototype, reduced scale tower. If your agency is able to maximize cost effectiveness on the prototype, the money will be granted to construct the second tower, however, the donor retains the right to cancel the grant if the prototype does not prove to be cost effective. Your construction project will be compares to that of several other agencies which have been awarded similar grants, so that the donor will have a basis for judging results.

The donor would like to have a tall tower and has put two restriction on the project: (1) the tower must be at least 1.5 metres in height, and, (2) it must be able to stand unsupported for at least 10 seconds. Potential revenues will be based on the height of the tower and possible bonuses.

The project will be carried out in two phases:
1. Phase One: Planning
2. Phase Two: Construction

Planning phase

Your group has 45 minutes during this phase to accomplish the following:
- Define your group's objectives for the project, taking into account cost and revenue data
- Organize your group to accomplish the task
- Prepare a design for the prototype
- Develop detailed plans for constructing the prototype
- Establish any controls that you feel are necessary
- Plan for the tower construction site
- Record your plans, including all budget figures. Give one copy of your plans to the trainer at the end of the Planning Phase. Keep at least one copy of your plans for your group
- You are allowed to handle and assemble materials, but no more than two tiers of the tower may be built during the planning phase. All of the pieces must be completely disassembled before beginning the construction phase. You will be notified when to begin the construction phase. For now, be sure to study all of the tower data very carefully to determine tower-related objectives.

Materials for the communication-tower project

Materials consist of:
1. An equal number of pieces of wood or construction paper for each group. (An illustration of the number and types of pieces that might be provided each group and their assigned values in local currency are shown on the next page).
2. A ruler to measure tower height.
3. A stopwatch to keep track of time.
4. Scissors, tape, and a staple gun for each group (if construction paper is selected as the material for tower construction).

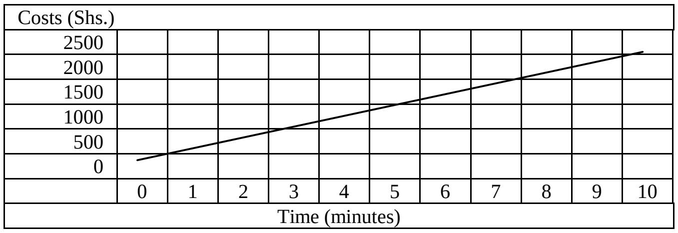
Cost data for tower construction

Material costs:

1.	20 long, straight pieces (about 45 cm)	Shs. 20,000
2.	30 medium, straight pieces (about 30 cm)	Shs. 14,000
3.	40 short, straight pieces (about 8 cm)	Shs. 5,000
4.	5 large rectangles (30 x 20 cm)	Shs. 20,000
5.	8 medium squares (18 cm on a side)	Shs. 10,000

6. 12 small squares (10 cm on a side) Shs. 5,000
7. 12 small triangles (10 cm on a side) Shs. 4,000
8. 60 connectors (round object with five holes on a flat surface) Shs. 1,000

Time/Labour costs



Revenue data for communication-tower project

Tower revenue (based on tower height in metres)

Tower Height	Revenue
1.5 m	Shs. 1.50 million
1.6 m	Shs. 1.60 million
1.8 m	Shs. 1.70 million
1.9 m	Shs. 1.80 million
2.0 m	Shs. 1.95 million
2.1 m	Shs. 2.10 million
2.3 m	Shs. 2.25 million
2.4 m	Shs. 2.40 million
2.5 m	Shs. 2.50 million
2.6 m	Shs. 2.55 million
2.8 m	Shs. 2.60 million
2.9 m	Shs. 2.65 million
3.0 m	Shs. 2.70 million

Bonus and penalty awards

A bonus will be awarded to a group for accurately estimating (within 10 per cent) what its construction costs will be. A penalty will be assessed to a group if its actual costs exceed its estimated costs by more than 10 per cent.

Construction phase

All groups will be started at the same time for this phase by the trainer. You should be at your construction site and be prepared to start.

When your group has completed the communications tower, be sure to signal the trainer immediately so that the actual time can be recorded accurately. Remember, the tower must be stable enough to stand unsupported for 10 seconds.

When construction is complete, record the actual revenue items and cost items under the column headed, "Construction Record," on your plan worksheet. Calculate whether your group is eligible for a bonus or a penalty as indicated on the worksheet and record it appropriately. Calculate the project's cost-effectiveness. If it is greater than 1, the prototype tower was cost-effective; if it is less than 1, it was not cost-effective.

Total revenue Shs. 5.0 million
____________ ______________ = Ratio of 1.25

Total cost = Shs. 4.0 million

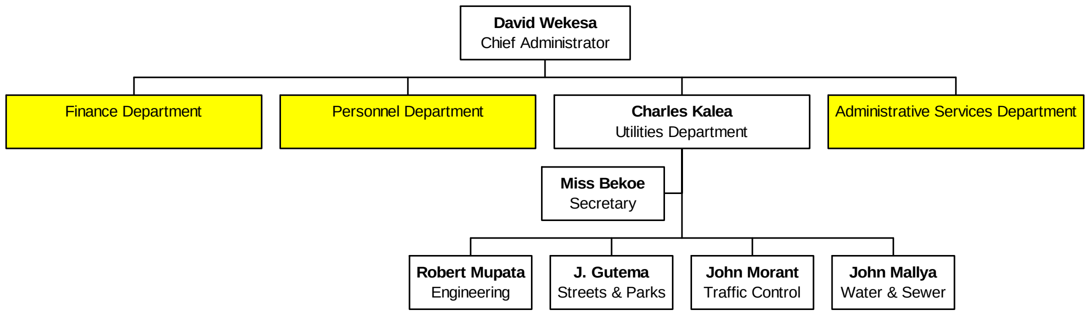
Compare your results with those of other groups.

Plan for tower construction

Group __________________

Objective:
____

Organization:
____



Controls:

Tower Estimates (Budget)
Revenue: (Tower Height) Shs. __________
Costs:
Materials Shs. __________
Time/Labour Shs. __________
Total Costs Shs. __________
Figure 10 per cent of total costs __________
Estimated Cost
Cost Shs.

Construction Record
Revenue:
Tower Height (Shs.) __________
Bonus Shs. __________
Total Rev. (Shs.) __________
Costs:
Materials (Shs.) __________
Time/Labour (Shs.) __________
Penalty (Shs.) __________
Total costs (Shs.) __________

Was your total cost estimate within 10 per cent + or - of your actual cost? If so, add the 10 per cent figure to your tower revenue as a bonus.

Did your actual construction cost exceed your cost estimate by 10 per cent? If so, add the 10 per cent figure to your total cost as a penalty.

Summary information
Actual tower height: ___________ m.
Time needed for construction: ___________ min.

Total revenue cost-effectiveness ratio:
Total revenue =
____________ ____________ = Ratio

Total cost =

Simulation 2
The in-basket exercise
This "in-basket exercise" sets up a hypothetical management situation in which you, as the manager, are required to take action through letters and memos in your "in-basket." You are under some severe limitations as to time, newness of the position and absence of certain help you would normally have.

The situation may seem unrealistic, but the "in-basket" materials itself - the problems - are realistic in management situations.

As soon as you are familiar with the background details of the exercise, try to complete it in one hour.

Caution! - don't get trapped in the details of the organization. The important thing is to deal with the problems in the "in-basket."

The problem
You are Charles Kalea, newly appointed to the position of utilities department head.

You have been selected from outside the organization to fill a position left vacant by William Mumba, who resigned unexpectedly to an early retirement (age 50), owing to what he called personal matters. Mumba had been utilities department head for 12 years. Prior to being department head, he had been supervisor under a previous organization that was absorbed by the utilities department. Mumba had worked his way up from the bottom and had just completed his 28th year with the organization.

You are not as familiar with the organization as you would like to be. However, you have worked in similar organizations and know pretty well what is going on. You reported to work Friday, 3 June, but only had time to greet the staff and tour the facilities.

You have come to work this Saturday morning, 4 June, to check the office and become familiar with the surroundings. Because of prior professional commitments to present a technical paper at the Annual Governmental Institute Conference, you will not be in the office for the first three days next week.

You must leave for your trip in one hour and you feel the in-basket mail and memos should be cleaned out and not held over. Go through the in-basket materials attached and determine the action you would take on each one. Don't forget, you have to leave in one hour to catch a plane, so do not take too long on each item, but make sure each item is considered properly and given the appropriate attention.

Your staff of division heads are known to you mainly through association at conventions of professional organizations and some limited social contacts through the years.

You have made these personal notes on each one:

Robert Mupata - Engineering
A competent person of considerable formal education; a registered engineer; has been with the organization for 12 years; runs a tight ship; not an outward person (may feel some resentment for not having been appointed to your position).

J. Gutema - Streets and Parks
Well-liked by employees and community; local; 14 years with the organization; age about 42; has been able to bring a lot of change to the community in street and park improvement. Attends the university when she can.

John Morant - Traffic Control
Hard worker, puts in a lot of extra time; came from Australia about five years ago with a good record in traffic control; has not really utilized the potentials of his employees; may have a morale problem. Morant gets the job done, but does not delegate on a regular basis, only as a panic measure; education: two years at the university.

John Mallya - Water and Sewer Division
You know John the least; the greatest demand lies in this division because of services needed for the new industrial area in the community. The division will need about 20 additional people next year because of this increased workload. John guards his domain closely and resents anyone poking into what he feels is his business. He has been noted to have controversies with his supervisors. In fact, three years ago, one of his top employees left to take a lesser job with a nearby community.

Miss Bekoe - Your Secretary
Knows the operation well and should be a help. She is 58 years old and has held her position for 20 years. She could retire any day but likes the security of work. Last year, she spent a six months' leave of absence in Europe and is already planning a trip to Singapore. She has a typist clerk, Mary Mpata, who has been working with her for the past three years. Miss Bekoe refuses to give anything more than typing and filing to this position.

ITEM 1
21 May
Mr. Charles Kalea, Utilities Department Head

Dear Charles
It is with great satisfaction that I learned you were selected as my replacement. A lot of people would say, "I don't care who takes over when I'm gone." But I feel a part of me is still in that job and 1 would feel bad if the wrong person was there.

You will find Miss Bekoe a big help. She knows the department inside and out and can fill you in on any details. She and I have been through a lot together. She really knows how to handle the staff, too.

I am sorry to have left before you started the job. But perhaps it is better this way. 1 am sure there are things 1 would not be able to help you with. My being present would have just made for an awkward situation.

The division chiefs are all good and will cooperate, I am sure, in every way.

Give my best to everyone, and best of luck to you in your new position.

Cordially,
William Mumba

ITEM 2
MEMORANDUM
TO: W. Mumba, Department Head
FROM: J. Mallya
DATE: 15 May

William, we've been through this before, but let me remind you that my division is going to need considerable equipment and staff for the increased workload that everyone is talking about. I noticed in the proposed budget that only about half of what I submitted was in the budget. I would like some explanation.

ITEM 3
MEMORANDUM
TO: Mr. Kalea
FROM: Anna Ibanda
DATE: 3 June

I previously cleared with Mr. Mumba to have Tuesday, 7 June, off. I have an appointment with my travel agent in the city.

ITEM 4
MEMORANDUM
TO: All Department Heads
FROM: D. Wakesa, Chief Administrator
DATE: 25 May

There will be a monthly department heads staff meeting in my office, 9 June, at 13.00.

AGENDA
I. Bring your proposed budgets for a final review.
II. Mr. Charles Kalea is joining our staff, 3 June**,** as utilities department head. We will look forward to welcoming him at this meeting.
III. Proposed reorganizations are in order for discussion.

ITEM 5
MEMORANDUM
TO: Charles Kalea, Utilities Director
FROM: David Wakes, Chief Administrator
DATE: 25 May

Let me take this opportunity to welcome you to our organization. I feel we have come a long way in the three years I have been here. We, the management team, have considerable challenges ahead, I am glad to have you as a part of this team.

There will be a staff meeting Thursday, 6 June, which primarily will be a budget review session. I am requesting that you present a tentative recommendation for changes in your organizational structure at this time.

I hope your conference presentation will be well-accepted and that you will be able to obtain information to utilize in your new position as utilities director.

ITEM 6
3 May

74367, Ashok Street, City
Mr. William Mumba, Director, Utilities Department

Dear Mr. Mumba
This is to notify you that Robert Kwalme has placed a fence on public property, between my land and the land that I sold to you along the driveway that you built for him because of the right-of-way needed and purchased from him on the other side of his property.

This fence is built over six feet high and is made out of wire and old, rusty iron pipes, and in addition, he has set vines about every 30 centimeters and strung the vines on the wire. These vines grow very rapidly and will soon cover my shrubs, trees, as well as my house, therefore, doing damage to my property.

I want to know what right he has to build this mess on public property. Of course, I know why he did it, and that is to intimidate my wife and me and for no other reason. I am asking you to have this mess removed at once as I know he has no absolutely no legal right to place this fence unless you authorize him to do so, and 1 am inclined to doubt that you did.

Will you give this matter your prompt attention? I am sure you would not want a mess like this next door to you and I know if you were in my place you certainly would object furiously.

Sincerely,
K. Kajubi

ITEM 7
MEMORANDUM
TO: Mr. Kalea
FROM: Anna Ibanda
DATE: 30 May

I thought you would be interested to know that 8 June is Mr. Wakesa's 50th birthday.

Item 8
2 May
Director Utilities Department

Dear Sir
This year, as in years past, the third grade of Karibu Grammar School would like to visit the Department of Utilities.

We have scheduled our bus for 9 June, and will be arriving with the third graders at 13.00.

The students are now studying public utilities and I'm sure would like to hear from the director of such a fine department as yours.

Thank you.
Cordially yours,
Miss Ugali, Teacher, Third Grade, Karibu Primary School

ITEM 9
MEMORANDUM
TO: Charles Kalea
FROM: Robert Mupata, Engineering Division Head
DATE: 29 May

One of my many duties is to keep track of vehicle out-of-service time due to accidents. (This type of administrative duty is taking considerable time from my work as an engineer.)

I would like to bring to your attention that the division of traffic control, has experienced a 100-per cent increase in vehicle out-of-service hours this year compared with the same period last year. My division, I am proud to say, has the lowest vehicle out-of-service rate in the department.

I would like to meet with you to review this and other matters as soon as possible.

Summary

A simulation is a learning tool that is representative of a process under study. It allows participants to experiment with the process and learn from it with a minimum of personal or occupational risk. Participants who take part in simulations can practice with new ways of doing things and make judgements about learnings that are relevant to them.

Either conditions can rise to meet the vision, or the vision can be lowered to coincide with reality
- Robert Fritz

FORCE FIELD ANALYSIS

Much of the potential for people in training to apply what they have learned back home is lost when the forces affecting them are more constraining than encouraging. More than 40 years ago, a social psychologist, named Kurt Lewin, became interested in the forces that influence change in people. In developing his field theory, Lewin came up with the idea of force-field analysis.

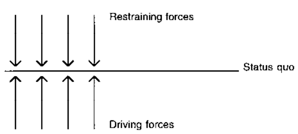
Force-field analysis is a powerful tool that helps people in training understand the factors at work that affect their ability to apply new learnings and to plan strategies that will alter these factors in a positive way. Lewin believed change involves three steps: (a) unfreezing, (b) exploration and (c) refreezing.

Unfreezing begins in the training session when a participant discovers a new skill or behaviour that he wishes to begin using at work. Exposure to a new way of doing things motivates the participant, at least for the time being, to want to change-to want to incorporate the new skill or behaviour in the way he performs on the job. This exploration of the possibility of change is called 'unfreezing."

The state of being unfrozen, however, is a temporary one. As Lewin saw it, there are forces in the work place that strive to restore the old equilibrium; to discourage application of the new behaviour or skill. "Uh-huh! very interesting; but, you see, that's not the way we do things around here." If this way of thinking prevails, the participant will be persuaded to abandon his quest to explore new skills and behaviours and retreat to or ‘refreeze’ at the status quo.

On the other hand, there are forces in the work place that strive to create a new equilibrium to support the participant's further exploration of new skills and behaviours. "That is exactly what we hoped you would learn at this workshop; what can we do to help." If this way of thinking prevails, the participant will be encouraged to move ahead; to “refreeze’ at a new skill or behavioural equilibrium.

The figure below shows what participants who wish to adopt and use new skills and behaviours are up against. The top and bottom of the figure represent opposite ends of a force field with respect to utilization or non-utilization of newly acquired skills and behaviours on the job. The vectors pushing upward are environmental forces supportive of further exploration with new skills and behaviours. These are labeled ‘driving forces.’ The vectors pushing downward represent the "restraining forces" within the environment that act to keep the participant from making use of the new skills and behaviours.



By introducing force-field analysis at a late stage in a training programme, the trainer encourages participants to think about and plan for the challenges of re-entry to their work environments. The participants' various present states can be viewed as the result of a balance of organizational and individual needs and forces. Therefore, change can occur only if the forces are modified so that conditions surrounding the use of new skills and behaviours on the job move to and stabilize at a different level where the driving and restraining forces are again equal. The equilibrium can be changed in the direction of successful application of new skills and behaviours by three means (strategies):

1. Strengthening or adding forces in the direction of change
2. Reducing or removing some of the restraining forces
3. Changing the direction of the forces.

Any of the three strategies could be successful, but the secondary effects will be different in each case. If a change in the equilibrium is brought about only by strengthening the driving forces, the new level may be accomplished by a relatively high degree of tension. This may, in itself, reduce job effectiveness. For example, a participant might say to a supervisor, "Well, I'm going to do it this way from now on whether you like it or not." This seemingly uncompromising position might create hard feelings or even jeopardize the participant's continued employment.

Attempts to bring about change by removing or diminishing resisting forces generally will produce a low level of tension. For example, by offering productivity in exchange for permission to use new skills and behaviours, a participant might find his supervisors and colleagues more than ready to cooperate.

One of the most efficient ways to get change is to alter the direction of one of the forces. For example, if participants were to plan a strategy aimed at "testing" management's support for job experimentation with new behaviours, they might find more encouragement than was previously thought to exist. Thus, the removal of a restraining force becomes an additional and powerful driving force for change.

A worksheet designed to assist participants in a training programme use force-field analysis to plan the transfer of new learnings from the learning environment to the working environment is shown on the next page.

Force-field analysis worksheet (learning transfer)
In the space below, write some learnings (new skills or behaviours) from this programme that are important enough for you to invest some of your time, energy and thought in putting them to use in your own work environment.

1. The new skills or behaviours I see myself using on the job are:
   a.
   b.
   c.

2. From my best judgement at this time, I believe 1 can get results applying the new skills and behaviours by: ___________ (target date)

3. I can see several forces working in my favour - helping forces that will support me in making full use of these new skills and behaviours.

Forces helping me
   a.
   b.
   c.

4. I can also see several forces working against me - forces holding me back and restraining my efforts to make use of new skills and behaviours by: __________ (target date)

Forces holding me back
   a.
   b.
   c.

5. Looking at the list of forces holding me back, some actions I might take to reduce or redirect the forces preventing me from making full use of new skills and behaviours by: ________________ (target date)
   a.
   b.
   c.

6. Resources that I need or that would help me implement the above actions are:
   a.
   b.
   c.

7. People who could assist me in obtaining these resources or otherwise facilitate the full use of new skills and behaviours by my target date are:
   Names:
   a.
   b.
   c.

8. What I want from these people is:
   ____

Summary

Force-field analysis can provide the trainer with an effective tool for helping training participants examine the constraints to the application of new skills and behaviours and planning workable change strategies. In fact, using the process can become an unfreezing, learning experience in itself.

A plan is a set of interacting courses of action, a system of actions
- Russell Ackoff

ACTION PLANNING

Elsewhere in the guide, techniques are discussed for generating ideas relative to a problem or opportunity (brainstorming; the nominal group technique) and for assessing alternative ways to use ideas to solve problems or seize opportunities (force field analysis). Once an individual or group has decided on the direction to be taken (made a decision), it is time to prepare for implementation. This is done using a process called action planning.

Action planning is often considered to be the crucial link between planning and implementation. Once a decision has been made by an individual or a group on the "best' option for attaining a desired purpose, it is time to put together a detailed action plan. An action plan describes in detail what is to be done, how it is to be done, by whom, and when. Thorough, detailed action plans are insurance for the decision-maker that the time spent in planning for change will result in reasonable implementation action. Therefore, action planning is an essential skill for managers and decision makers and for those who advise them.

An action plan should answer the following questions about a new policy, programme, or other change to be implemented:
1. What are the activities involved (steps to be taken)?
2. Who will take primary responsibility for each action? (Someone needs to be in charge.)
3. Who else needs to be involved?
4. When will each action be complete? (Not only how much time will be required, but a realistic date for completion.)
5. What resources will be needed (people, money, equipment, skills)?
6. How will it be known that progress is being made toward carrying out the option and achieving the desired purpose? How is success to be evaluated? What are the verifiable indicators?

If action planning is being done as a group activity, the trainer or group leader is appointed to serve as group facilitator. The pattern of interaction between the trainer and a group of participants engaged in action planning looks like this:

Action planning, whether carried out by an individual or as a facilitated group activity, generally consists of these steps:

Step 1
The individual or group responsible for implementation begins by making a list of activities that need to be done to implement the policy, programme, or change. No effort is made to sequence or order the activities at this stage. However, a reasonably complete list should be compiled. Individual activities may be written on separate index cards so that they can be organized easily at a later stage of the process.

Step 2
When a reasonably complete list of activities has been prepared, they are ordered in a sequence. One way to do this-and at the same time to be sure that nothing important has been left out-if to start at the end and think backward, asking a series of questions. For example
- Is this the result we want?
- What has to happen before this?
- And before that, what needs to be done?
- And so forth.

This process continues back to the starting point for action planning. As this process continues, the activities (on separate cards) are arranged in time sequence. For example, if the end point is a three-session training programme for homeowners to teach them building techniques, one might work backward in this fashion:
- The week before the programme, it will be necessary to make sure of last-minute preparations (i.e., the training materials are ready, the instructors are ready, the list of homeowners is complete).
- Even before that, it is necessary to secure a training site - e.g., a demonstration house in the initial stages of construction.
- To secure a site it will be necessary to check out several possibilities.

- At about the same time, it will be necessary to assemble training materials (a construction booklet, building materials, tools etc.).
- Before all that, it will be necessary to have a training design.
- And so forth until arriving at the starting point.

A simple worksheet for compiling information generated during an action planning session is shown at the end of this section.

Step 3

When the sequence of activities has been developed, the activities may be charted in relation to one another and a time frame. A well-known method for charting a sequence of activities is called PERT (Program Evaluation and Review Technique). PERT enables each member of a work group to see how its activities fit into the plan or projects as a whole and to consider how things might be done otherwise than originally planned. Also, PERT stresses the importance of teamwork and cooperation. It is a method that allows for revisions in a plan when things do not work out as expected. This is important since things rarely work out exactly as planned.

One way to develop a simplified PERT chart is for work groups to list activities on index cards as described earlier. The cards, in turn, are taped to a large matrix on a wall. Down one side of the matrix is listed the various actions to be taken and individuals or work groups with implementation responsibility. Across the top is a timetable in days, weeks, months, or years as the case may be.

After work groups have posted their activities on the matrix in the sequence they believe appropriate, they negotiate changes in sequence and timing with one another, taking into account the relationship of their respective actions. The final product is a simple implementation plan complete with a realistic sequence of critical activities to be performed, persons responsible, and completion dates.

A format for the design of an action planning matrix is shown at the end of this section.

Summary

A method for closing the gap between planning and implementation is action planning. Action planning proceeds from the selection of the "best" course of action to spell out in detail what is to be done, by whom and by when. The preparation of action plans is a three-step process that involves listing activities to be included in the plan, sequencing these activities, and assigning responsibility for performance to some person or group for completion by a specific date. When carried out in a group, action planning, using PERT, creates a valuable planning tool while promoting teamwork and improved work relationships.

Action Planning Worksheet			
Name of Lead Individual/Agency ____________________			
Actions	Group/individual responsibility	Co-operating groups/individuals	Completion date
1.			
2.			
3.			
4.			
5.			

Action Planning Matrix					
Action/lead responsibility	Within 1 month	Within 3 months	Within 6 months	Within 1 year	etc
1. /					
2. /					
3. /					
4. /					
5. /					

The great end of life is not knowledge but action
- Thomas Henry Huxley

OTHER LEARNING TRANSFER STRATEGIES

The learning environment and the daily work environment for the participants of a training programme are like two different worlds. The learning environment is a ‘closed’ situation in which learners are encouraged to think about and practice new skills and behaviours. Here, the emphasis is on experimentation, and the rewards go to participants who are willing to step out and try new things.

The daily work environment for most participants in training is quite different. The emphasis, in most cases, is on conformity with established work habits and practices. Experimentation is rarely rewarded in this environment. In fact, there may be severe penalties for doing things differently unless prior approval is obtained.

The implications for learning transfer between these two environments is all too clear. Without adequate preparation, the transfer of learning may be doomed to failure. For example, it would be disastrous to send a training participant who has been taught the values of participative management back to a work environment in which the methods used to accomplish work are strongly autocratic. It would be disastrous, that is, unless the participant has developed strategies for coping with the situation. Such strategies might include:

1. Encouraging gradual change by personally demonstrating the value of participative management in motivating people to top performance in such a way that the managers and supervisors can see the results for themselves.
2. Locating managers who share your management philosophy and working with them to develop strategies for influencing the work practices of other managers.
3. Learning to cope with the personal frustration produced by having to associate regularly with autocratic methods and ways of thinking.

The point is, there are many aspects of the working environment-values, policies, procedures, personal practices and, even, the physical layout of offices - that can discourage a training participant from attempting to apply new behaviour and skills. These work environment aspects, plus resistance from past personal habits, can present the participant with a potent obstacle to learning transfer.

Earlier in the tool box, the training participant was introduced to force-field analysis as a powerful tool for analysing and planning for change. There are two other excellent learning transfer tools that can be used to link the learning environment to the world of work. They are: (a) learning contracts, and (b) planning for learning transfer.

Learning contracts

One of the best strategies for assuring back-home application of new skills and behaviours is the so-called learning contract. A unique feature of the learning contract is that it is negotiated before a person leaves for the training. The intent is to create a bond of understanding and mutual expectation for specific improvements in performance between a person to be trained and that person's supervisor. As a result of the contracting process, both tend to feel accountable for and committed to the transfer of relevant skills and behaviours from the learning environment to the work environment. You might say that the person to be trained has received his marching orders and knows in advance what he is supposed to bring home from the training.

Written learning contracts are more useful than oral ones. The process of negotiating a learning contract in writing proceeds as follows.

Step 1

A meeting is arranged between a person who will be attending training and the supervisor or supervisors. Those to attend the meeting are furnished with literature on the programme and asked to read it and to be prepared to discuss performance improvements they would like to see as a direct result of the training.

Step 2

At the meeting, discussion focuses on: (a) what training opportunities are available to programme participants, (b) areas of skill improvement or behaviour change that are reasonable to expect from a participant in this programme, and (c) specific ways that programme learnings can be put to use in bringing about desirable skill improvements and behaviour changes at work.

Step 3

A written contract is prepared to document needs and expectations expressed at the meeting. The document is circulated among those who took part in the meeting.

Step 4

The learning contract is signed by the person to be trained and the supervisor or supervisors concerned. The contract is taken by the person to be trained to the programme. It may be shared with the trainer. It can serve as a blueprint for actions by the participant to make the most of the learning experience.

A suggested format for a pre-training contract for learning is shown on the next page.

The learning contract (a pre-training activity)
Name:
Title:
Organization:

1. Why does my participation in this training programme seem to be a good investment of time and money for my organization?

 ____

2. In what specific ways can my work unit benefit from my participation?

 ____

3. On what specific areas of knowledge, skill, attitude and behaviour improvement should I concentrate MY efforts as a participant?

 ____

4. What specific help, support and encouragement do I want from my supervisor in order to apply what I learn to make the intended performance improvement?

 ____

Signed:

____
Participant Date

____
Supervisor Date

____
Supervisor Date

Planning for learning transfer
Training programmes vary in length and complexity as do the skills and behaviours to be learned from them. Some learnings may be germane to the job requirements of all participants. Others may relate to only a few of the them. Either way, the ultimate responsibility for what is learned rests with the participants themselves.

A trainer can help participants consider possibilities for using new concepts, practices or skills to improve the way they perform in their work. One technique is to invite them to assess the value of what they have been learning to their own work practices and to plan specific changes in job performance that make use of these learnings. This is done by asking them, at regular intervals, to complete an assessment form. How often the assessment is done depends on the length of the programme and the complexity of the material. In most cases, assessments should be completed by participants at least once a day and/or at the end of a block of related learning material.

A form suitable for use by a trainer in helping participants assess the back-home transfer potential of specific learning content is shown on the next page.

Participant learning assessment form
Name:
Programme:
Date:

1. On a scale of one to five, how would you rate your level of satisfaction with today's training as a learning experience for you? (Put a check mark)

1	2	3	4	5

Low satisfaction High Satisfaction

2. What accounts for your rating?

 ____

3. What did you learn today that you feel can significantly improve your job performance?

4. How do you intend to begin using what you learned?

5. What action or actions might you take to improve your chances of using what you learned to improve your performance in the next 30 to 90 days?

Not to know is bad; not to wish to know is worse
- African Proverb

A CLOSING NOTE

Well, it has been a long journey. You have been exposed to many ideas about training design, some familiar and some not so familiar. The question is, what happens now? To what extent will you incorporate any of these ideas in your own activities as a trainer?

We can't answer that question. What we can say with confidence is that, as trainers in a changing world, we must get in the flow or get left behind. As Wayne Dyer reminds us, "Progress and growth are impossible if you always do things the way you've always done things."

Someone once said that you can't teach anything you haven't learned. Learning is an active process: we learn by doing. This principle applies as much to trainers as to their students. So, if you want to master the techniques of training design described in this guide, do something about it. Get out there and design some training.